

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is an important skill in English because students can obtain information and knowledge by reading. Finding information in written language requires the ability to read. The purpose of reading also determines the appropriate approach in reading comprehension.

This research using LRD (Listen-Read-Discuss) strategy to improve students' reading comprehension. After the researcher collected the data and analyzed data, the result of the score shows that the students' reading comprehension taught by using LRD (Listen-Read-Discuss) strategy is in good category.

Furthermore, in finding the effect of used LRD (Listen-Read-Discuss) strategy to improve students' reading comprehension in eighth-grade of SMPN 03 Mempawah Hilir. This research was conducted in two cycles. From the results of using the test. In cycle 1, students' reading score only sum up to 63,8 with lowest score 50 and highest score 80. Then, the researcher continued to cycle 2 using classroom action research steps and the researcher focused more on attracting students' attention to focus on learning and asking students to remember difficult words in descriptive texts. After the treatment, the score of students' reading comprehension improved. Therefore, the score collected in cycle 2 sum up to 83,6 with lowest score 70 and highest score 95. It means that there is a significant effect of using LRD (Listen-Read-Discuss) strategy increased in students' scores in improving their reading comprehension of descriptive texts in the classroom learning process.

Based on the result of the score shows that the students' reading comprehension taught by using LRD (Listen-Read-Discuss) strategy is in good category. Furthermore, LRD strategy was effective for teaching reading comprehension to the eighth-grade students of SMPN 03 Mempawah Hilir. The students read the text, then combine understanding with the information provided by the teacher's short presentation. After that, the students discussed the information with their classmate in small groups. Thus, LRD strategy had been proven effective on improving students' reading comprehension. Furthermore, the LRD strategy is a way out when readers have difficulty teaching reading comprehension. Thus, the researcher

recommended the english teachers to use LRD strategy in the teaching and learning process, especially reading comprehension in descriptive text.

B. Suggestions

Based on the conclusion above in this research, the researcher would like to make some suggestions. There are some suggestions for the teachers, the students, and other researchers who want to apply LRD strategy in reading comprehension. Here are some suggestions below:

1. For Teacher

Requires the teachers to be more selective in choosing media, learning techniques, and preparing media. Therefore, that students are more motivated to learn reading comprehension. The researcher suggest that teachers can keep students in class active and not bored because this strategy uses a long time to explain the material so that students can understand it. Hence, teachers must be able to keep the class conducive by implementing the Listen, Read and Discuss (LRD) strategy.

2. For Student

The researcher suggest that students should more active and can participate in the teaching and learning process. The students must learn more about reading comprehension for a better understanding of knowledge. The students should improve their reading comprehension and practice memorize words that are difficult to understand in the text. If the students had difficulty in learning, they can ask the teacher. Furthermore, the researcher suggested the students use the LRD strategy to help them to learn reading comprehension in the classroom.

3. For Other Researchers

The researcher recommended for the other researchers to elaborate and make this research can be a reference. Besides, the research would like to suggested the other researchers to develop this research with the new innovation such as the LRD strategy with different material or order to increase students reading ability.