

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to other researchers and teachers who want to apply Get the Gist Strategy in teaching reading comprehension.

5.1. Conclusions

In line with the data analysis and discussion, the conclusions are drawn as follows:

1. There was significant improvement of the students' reading comprehension through Get the Gist Strategy. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. Their post-test was increased from 62.88 to 76.92, in which the gain was 14.04. Specifically, Get the Gist strategy improved the students' reading comprehension in all aspects of macro skill types of reading comprehension, such as identifying main idea, identifying specific information, making inference, and tone's attitude. The result of hypothesis test shows that the hypothesis of this research is accepted ($p < 0.05$, $p = 0.000$).

2. Based on the result of pretest and posttest, it is found that the students still faced some difficulties in teaching learning process of reading comprehension through Get the Gist Strategy. In reading comprehension aspects, the students faced difficulty in making inference.

a. Reading comprehension aspect

- ✓ The best increase of Get the Gist Strategy is in identifying main idea by relating information of the questions to take main point of the text because the students were able to detect such relations as main idea, identify gist, skipping large chunks of information, and focusing on headings and first line of paragraphs. There is increase is 35 points; that is from 96 to 131 (see Table14).
- ✓ The second is in identifying specific information because the students were able to search for details in a text and pay no attention to any kind of other information given, such as, identifying facts, deduce cause and effect, etc. There is increase score is about 29 points (see Table 14).
- ✓ The third is in making inference meaning by activating the background knowledge to predictinference meaning from the text because the students were able to infer context that is not explicitly, distinguish between literal and implied meanings, etc. There is the final score from pre-test to post-test is about 28 points (see Table 14).
- ✓ The fourth is in author's tone attitude; because the students were able to detect stylistic devices such as irony or sarcasm as well as

to understand their function in the text. There is the students' increase score is only about 7 points (see table 14).

3. There were some problems that the students faced in learning macro skills of reading comprehension through Get the Gist Strategy that are the students faced the problems of difficult to understanding the content of text difficult to guess the meaning of words or lack of vocabulary, and difficult to identify making inference.

5.2. Suggestions

In reference to the conclusions above, some suggestions are given as follows:

1. Suggestions to the teacher

a) In this research, Get the Gist Strategy less affected the students' reading comprehension in identifying specific information. Because it is very similar to reading for main idea, so this can be done by making a list of points which would like to locate in a text. The teacher may ask the students to do some reading practice to find out the word which are relevant part in seconds.

b) Based on the questionnaire, the students still have lack in vocabulary, hard to understand the meaning of words, and understanding making inferences. So, the teacher may adjust the students to note and list new words or difficult word and find out the meaning of those words. Asking the students to open dictionary it can distract the process of comprehension. Besides that, the teacher has

to activate schemata or background knowledge to help the students' understanding in making inference with giving the students a text which has familiar and interesting topic.

2. Suggestions to other researcher

- a. Since Get the Gist Strategy in teaching reading comprehension is applied at the second grade of Junior High School, other researchers can conduct this technique on different levels of students, e.g. Senior High School or in different skills, e.g. writing.
- b. Since the researcher has applied questionnaire in order to see the students' problems during the application of Get the Gist Strategy, further researchers are suggested to apply other techniques in collecting the data, for example, interview or observation. By using other techniques, better results may be found out because they will not only be obtained from one point of view.