

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the result of the research and discussion of the data analysis.

5.1. Conclusions

In line with the results on the previous chapter, it can be drawn the conclusions that the EXCLUSIVE learning model can be used to improve the students' reading comprehension aspects. The study shows that the students' ability in:

1. main idea aspect increased significantly because the students could get the important idea or sometimes available in the key words, explicit and implicit message from the text.
2. specific information aspect increased significantly because the students could find the specific definitions, examples, facts, comparison, and cause and effect that were developed from the main idea from the text.
3. reference aspect increased significantly because the students could find and used the pronouns and were able to avoid unnecessary repetition of words or phrases in the text.
4. inference aspect so, the students could make a conclusion from the text that they already read because they add information that they already knows to what is stated.

5. vocabulary items increased significantly because the students could answer the question about the synonym, antonym, and meaning based on the text.

In sum, the five aspects of reading comprehension improved as learning product. In other words there was a significant difference of students' reading comprehension aspects after being taught through the EXCLUSIVE learning model. This research was focused on five reading comprehension aspects (main idea, specific information, reference, inference and vocabulary). In this study, it showed that the most significant increase was on the aspect of finding main idea.

5.2. Suggestions

In reference to data in the previous chapter and the conclusions, this study puts forward the following suggestions:

1. The English teacher could implement the EXCLUSIVE learning model in teaching reading comprehension as an alternative way in teaching reading because this learning model could increase students' reading comprehension aspects. The increase order of the aspects of reading comprehension firstly was on finding main idea, secondly was on getting reference, thirdly was on making an inference, fourthly was on identifying the specific information, and the fifthly was on developing vocabulary. So, the teacher should give more exercise in inference, specific information and vocabulary aspects to the students so that the students could increase their ability in those aspects.
2. In terms of vocabulary the English teacher should be more creative in developing the implementation of this learning model to find an effective

way of teaching. For example, the teacher can ask the students to bring their dictionary during the teaching conducted. She or he may show some synonymous words. So that, the students can develop their vocabulary items by themselves.

3. The other aspects that need to be increased were specific information. The teacher can give the kinds of the text that have more specific information such as examples, facts, comparison, cause and effect so, the students can find the detail information from the text. The teacher also should always guide the students to identify examples, facts, comparison, cause and effect and ask them to underline the words as the aspects of specific information so, they can remember the examples of specific information from the text.