V. CONCLUSIONS AND SUGGESTIONS

In line with the result of the research, the conclusion and the suggestion are formulated like the following:

5.1 Conclusions

Referring to the research questions and discussions of the research findings on thr previous chapters, conclusion can be cited like following:

In teaching reading through scanning technique, the students' reading ability in identifying the specific information increased. It is proved by the evidence on the gain score and computation of matched t-test. The mean score of posttest is higher than the mean score of pretest. That is, the average score of the pretest is 49.71, while the average score for posttest is 70.88. The gain score between the mean of pretest and posttest is 21.17. t-value is 16.673 which is higher than t-table (16.673>1.699) at the level of significance .01 (α>.01; α=.000). Hence, there is difference of students' reading comprehension achievement after being taught through scanning technique. So, scanning technique can be used to help the students improve their reading ability in identifying the specific information significantly.

Besides, some additional findings also can be concluded as follows:

1. There is significant difference of the students'achievement in reading comprehension after being taught through scanning technique. It can be seen from the increase score of the pretest and posttest in experimental class. That is, the average score of the pretest is 49.71, while the average score for posttest is 70.88. The gain score between the mean of pretest and posttest is 21.17. t-value is 16.673 which is higher than t-table (16.673>1.699) at the level of significance .01 (α>.01; α=.000).

2. Scanning technique can improve students' ability in reading narrative text. It is indicated by the hypothesis testing was accepted.

3. Teaching reading through scanning technique is effective. . It is proved by the evidence on the gain score and computation of matched t-test. The mean score of posttest is higher than the mean score of pretest. That is, the average score of the pretest is 49.71, while the average score for posttest is 70.88. The gain score between the mean of pretest and posttest is 21.17. t-value is 16.673 which is higher than t-table (16.673>1.699) at the level of significance .01 (α>.01; α=.000).

4. There are still some students who get low score after the treatments, in interval of score 60-65. It might be caused by lack of their vocabulary, since each student has different skill in memorizing the vocabulary. Another factor is that the students do not attend the meetings frequently during the treatments. Consequently, the students do not know and understand the procedures of scanning technique well. Moreover, this research used objective test (multiple choices) which allows the students to have luck in guessing the answers.

5.2 Suggestions

Based on the conclusions above, the researcher would like to propose some suggestions as follows:

1. In teaching reading through scanning technique, the teachers should explain the types and the genre of the texts that are going to be presented well, since there are monologue and functional texts for Junior High School students.

2. The teachers have to be aware of the level of difficulty and the themes of the texts. It has to be suitable for the ability and competence of Junior High School Students.

3. In the classroom activities, the teachers should assign the students both oral and written forms. It means that the students are trained the procedures of scanning technique well and make them familiar with the texts if they read the texts outside classroom. Furthermore, the students are able to follow the instruction from the teacher.

4. In testing the students' reading ability in identifying the specific information, it will be better for the next researchers to enrich the types of students' assessments, not only the multiple choices test, but also the close tests, in order to make the test more various and really measure students' ability.

5. The researcher expects that this research can give positive contribution such a reference for further studies in applying scanning technique in teaching reading.