

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the research and the suggestion from the researcher to further research. In addition, the researcher also provides English teachers some suggestions related to the implementation of information transfer and translation technique in teaching reading comprehension.

5.1 Conclusions

In reference to the result and discussion of the research the following conclusions are given as follows:

1. There was a significant difference of students' reading comprehension achievement after being taught through information transfer technique and those who are taught through translation technique. The significance value of difference was determined by $p < 0.05$. The t-test revealed that the result was significant ($p = 0.012$). Thus, alternative hypothesis was accepted.
2. Information transfer technique is considered more effective to teach reading than translation technique. This conclusion is reasonable since the result of the test showed that the mean score of experimental class which employed information transfer technique is higher than the mean score in control class which employed translation technique. In addition, according to the analysis of

pre-test and post-test scores, information transfer technique is more effective to help students in determining the inference, finding specific information, and finding similar meaning of the text.

5.2 Suggestions

By considering the conclusions above, the researcher proposes some suggestion as follow:

1. The students should be more active to practice reading. They can use information transfer technique to make them easy and enjoy in reading. So they can increase their reading comprehension achievement.
2. The English teacher is suggested to use information transfer technique, especially in reading skill to make the students more comfortable in learning it and automatically can improve their reading ability. The teacher should be able to give some rules and control the teaching learning process well since the biggest problem for the teacher when using this technique may be the crowded classroom. In addition, the teacher should also give attention in the reading material, especially in teaching elements of reading. Based on the pre-test and post-test result of this research, the teacher is suggested to give more guidance to students in learning supporting detail of the text since it had no significant increase after students got the treatment.
3. The future researchers may try to find out whether information transfer technique is applicable in different type of text such as, narrative, descriptive or report text.