

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this study. The conclusions are then followed by suggestions for further study which are concerned with a similar issue.

A. Conclusions

In line with the result of the data analysis and discussion, the following conclusions are drawn:

1. The students' reading skill especially in identifying the specific information increases through the use of scanning technique as a technique in teaching reading comprehension. It is proved by the evidence on the gain score and computation of matched t-test. The mean score of post test is higher than the means score of pretest. The students' mean score of pretest was 46.27 while the students' mean score for post test was 66.67. The gain score between the mean of pretest and post test is 20.40. T-value was 19,308 in which is higher than T-table ($19.308 > 1.699$) at the level of significance .01 ($\alpha > .01; \alpha = .000$). Hence scanning technique can be used to help the students increase their reading comprehension in identifying the specific information significantly.

2. The students' reading skills increased in terms of determining main idea because the students was able to determine where to find out the main idea by using scanning technique. Besides, their reading skills in identifying specific purpose, reference, inference and vocabulary were also raised after being taught through scanning technique. It can be seen from the result of research that the questions of pretest and post test tested students' comprehension in determining main idea, identifying specific purposes, reference, inference and vocabulary. The result shows post test scores are bigger than pretest.

B. Suggestions

In line with the conclusions above, the following suggestions are put forward:

1. The use of scanning technique seemed more efficient to develop students' reading skill especially in identifying specific information because the students have to know that it is not necessary to read the whole text. For English teacher, developing students' reading comprehension skills in five components that is determining main idea, finding specific information, inference, reference and vocabulary should be the main concern and teach them using effective teaching reading techniques such as skimming, mind mapping, role play, etc.
2. For other researchers who are interested in investigating related issues in this field, it would be better to make a research in how to overcome the students' problem in mastering five reading comprehension components. For example, the students have difficulties in acquiring vocabularies, so it would be better to think the way to solve their problem. And for those who are interested in applying the strategy, it would be better to equip with more research instruments such as interview or questionnaire.