

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was carried out to test the effectiveness of using pre-reading techniques in improving students' reading comprehension. Based on research findings, there are several conclusions that can be drawn:

1. Implementation of pre-reading techniques in the experimental class resulted in a significant increase in students' reading comprehension. The post-test results showed a significant increase in the mean scores and distribution of students' score categories, with most students reaching the "Good" or "Very Good" categories after the treatment.
2. Although there was an increase in reading comprehension in the control class which received conventional learning, this increase was not as big as that which occurred in the experimental class which used pre-reading techniques.
3. Based on the n-gain score table above, for the mean in experimental class it is 59% in the Sufficient category compared to the control class 43% in the less category
4. The Mann-Whitney test shows that there is a significant difference between the performance of students taught using pre-reading techniques and students taught without pre-reading techniques. This indicates that the use of pre-reading techniques effectively improves students' reading comprehension.

5.2 Suggestions

Success in a learning process is not only limited to focusing on learning, but

there are several things that are quite important, namely how a teacher simultaneously provides learning using techniques or methods to help attract students' attention and make the class feel active and productive. Based on the conclusions above, the researcher makes the following suggestions:

1. For teachers, researchers suggest that they can use pre-reading techniques in the learning process. In accordance with the research results above, it shows that the pre-reading technique in improving students' reading comprehension skills is an effective method in the learning process.
2. For students, researchers hope that they can repeat every lesson they have learned by reading various sciences more often using English texts as additional learning outside of school.
3. For researchers, we hope that the results of this research can be used as reference material and can use pre-reading techniques to improve students' reading comprehension skills in narrative text material.