Chapter 5: Conclusion and Suggestion

This chapter contains the conclusions and suggestions that have been summarized.

Conclusion

In this study, the researcher used an experimental research method with a pre-experimental type with a one-group pre-test post-test design and only took one sample class with purposive sampling technique, namely class VIII-B with a total of 15 students. The meeting was held for 8 meetings, starting on April 5-14 April 2021. The learning process took place according to the applicable 2013 curriculum (syllabus can be seen in Appendix 1 and the leason plan (RPP) in Appendix 2).

At the beginning of the meeting, the researcher gave a pre-test before learning began. This test was useful to see the extent of students' reading comprehension and the obstacles they experienced before being given treatment. After that, the researcher carried out the treatment by applying the context clues strategy to each material during the learning process. It was clear that students who were initially less interested in English texts looked so much more enthusiastic during the learning process.

Furthermore, on the last day of the meeting after giving the material, the researcher finally retested the students' reading comprehension skills with the same instrument that had previously been tested by giving a post-test so that the

researcher could see whether the treatment during the eight meetings had an influence on students' reading comprehension or not.

Based on the research that has been carried out and the processing of research results in the form of pre-test and post-test as described in the previous chapter, the results of the t-test were $0.000 < 0.05$, then H_o was rejected and H_a was accepted. This means that there was an influence of context clues strategies on students' reading comprehension.

Sugesstion

Based on the research that has been finished, as a recommendation material by considering the findings in the field as well as theoretically, several things that can be recommended are as follows:

For Students

Before the learning process is carried out, students must be more active and prepare material concepts first at home, so that when the learning process takes place students are ready with their initial knowledge so that understanding the material is easier.

For Teachers

To improve students' abilities and interest in the learning process, especially on reading comprehension in English subjects, teachers must be able and creative in making or choosing learning methods or strategies, one strategy that has proven to be quite effective is the context clues strategy on reading comprehension.

For School

In order for the process of learning English in schools to provide

maximum results, it must be able to provide facilities that support or provide other

alternatives so that students can meet their learning needs.

For Other Researchers

Other researchers can conduct similar research on other subjects so that

wider information is obtained about the use of the Context Clues Strategy. For

example on a subject with a higher level in senior high school. Another example is

conducting research using context clues strategies with different research

methods.

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