

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two main parts, namely conclusions and suggestions. In conclusion, the findings and interpretation that are elaborated in previous chapter are drawn together to get the summary of the study. The recommendations that can be useful for teaching reading comprehension by using contextual redefinition strategy are presented in suggestion as well.

#### **1.1 Conclusion**

Based on the findings and interpretations of the study, there are some conclusions can be drawn:

1. There was significance improvement between students' pretest and posttest score because the posttest score is higher than pretest score. The contextual redefinition strategy is good strategy for teaching reading comprehension in order to make students' score in reading comprehension better.
2. There was no significant different on students' pretest score in experimental and control group because the alternative was accepted. Then, there was significant difference on students' posttest score taught by using contextual redefinition strategy because the null hypotheses was accepted. The contextual redefinition

strategy give good improvement on students' posttest score in experimental group after the treatment.

## **1.2 Suggestions**

Through this study, contextual redefinition strategy is recommended to be used as an alternative in teaching reading comprehension. However, there are some suggestions that may be useful for teachers, students and the next researcher.

To the English teachers who are interested to use contextual redefinition strategy as teaching strategy in their teaching-learning process, it is important to manage the time in the class because it has some process to check the difficult vocabulary before comprehend the text. It depends on the preliminary study which have done in the eighth grade students of MTS Aisyiyah.

For the students, Contextual redefinition strategy can help them to comprehend the text deeply. Besides that, this strategy can help them to identify an unfamiliar word in the text by simply in order to help students easily comprehend the text.

For researchers who want to conduct the research related to the use of Contextual redefinition strategy, this study may become a reference that provides useful information that may help in doing the research. Furthermore, it is better for the

researchers to allocate more time in conducting the research and find more theories that support the use of Contextual redefinition strategy in teaching reading in order that the research can be more valid.