CHAPTER V

CONCLUSION and SUGGESTION

This chapter presents the conclusion of the result of this study and some suggestions that hopefully be useful and give additional input in the teaching and learning English, especially in reading.

A. CONCLUSION

Based on the results of data analysis, it was found that the eighth graders who were taught using hypertext glosses got higher score than those who were not. In pre-test, control group got the mean score 23.50 and the mean score became 25.44 in post-test. While, the score of experimental group increased higher than control group from the mean score 23.30 in pre-test became 31.80 in post-test. The statement was also supported by the result of statistical analysis using paired sample t-test. It showed that t-value was higher than t-table. T_{value} was 7.66, while t_{table} was 2,647. It indicates that H_a was accepted and H_o was rejected. Therefore, it can be concluded that hypertext glosses was effective to improve the eighth graders' reading comprehension of recount text. It is because based on the key term of this study, effective means that the students who were taught using hypertext glosses got significant score improvement in post-test and got higher score than those who were not taught using hypertext glosses.

Furthermore, based on the result of data analysis, the eighth graders got some advantages and disadvantages from learning reading recount text using hypertext glosses. The advantages that the eighth graders at SMPN 2 Surabaya got based on the use of time in reading are hypertext glosses made students understanding the text faster and easier and made students memorizing the content of the text faster and easier. Second, the advantages that students got from the use of glosses are keeping flow of reading and minimizing difficult words in the text. Third, the students also got the advantages of the implementation of hypertext glosses based on the use of computer as media to show hypertext glosses were getting students' interest to read the text and motivating students to be active in participating the reading class. Fourth, hypertext glosses gives good influence to the students' comprehension of recount text especially in identifying important information implicit and explicitly and identifying synonym, antonym and references fast easily.

However, there were also disadvantages which the eighth graders got from learning reading using hypertext glosses. First, the disadvantages based on the use of time in reading, some of students sometimes lose contact to the text when they read using hypertext glosses. Second, the disadvantages based on the use of glosses are too much glosses are distracted and made them dependent to the clue given. Third, the disadvantages students got from learning reading using hypertext glosses found from the use of computer. Some students became

uncomfortable to read the text using hypertext glosses because reading via hypertext glosses to long time made them got eyes irritation.

However, hypertext glosses gave more advantages than disadvantages for students in learning reading. The advantages students got from learning reading using hypertext glosses more dominant than disadvantages they got. Thus, hypertext glosses could be one of effective media in learning reading especially recount text.

B. SUGGESTION

Based on the conclusion or the result of this research, there are some suggestions which are given to the teachers and further researcher related to the implementation of hypertext glosses in learning reading. These suggestions are addressed to the teacher and next researcher:

1. To implement hypertext glosses effectively, the teacher must have clear instruction to the students about how to use the media for example the advantages of glosses given in the text or the rule in reading activity.

2. To avoid the students' eye irritation. The teacher should use the time properly. Do not order the students to always see the monitor to decrease eyes irritation. Moreover Practice makes perfect. The teacher could use this media to make them easy to use hypertext glosses or the teacher could order the students to always practice reading using computer at home.

3. The use of media in language teaching especially in reading is used to help the teacher and the students to be motivated to learn. The hypertext glosses can be implemented effectively if the teacher is creative to use it and there is good interaction between the teacher, students and the media itself.