CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

The conclusions of this research are drawn in accordance with the result of the data analysis in the previous chapter. The conclusions are:

1. The average score for the experimental class (the students who were taught by words structure clues strategy) was 64.29 for the pretest and 80.29 for the post test. The average score for the control class (the students who were not taught by using words structure clues strategy) was 61.17 for the pretest and 61.50 for the post test. There is a significant difference in students' achievement score of unlocking the meaning of words between they were taught by using words structure clues strategy and they were not taught by using words structure clues strategy at third semester of ELT Department of IAIN Walisongo Semarang in the academic year of 2013/2014. It is showed from the mean of experimental class is higher than control class (80.29 > 61.50). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 8.005, while the value of t-table on α = 5% is 1.67 (8.005 > 1.67). The hypothesis is accepted.

2. According to the result of the analysis of the research, it showed that t-test value is higher than t-table value. The value of t-test was

8.005, while the value of t-table on α = 5% is 1.67 (8.005 > 1.67). it can be concluded that reading quality in unlocking the meaning of words by using words structure clues strategy is success. It can be seen of the students reading score that the students who were taught reading before using words structure clues strategy and after using words structure clues strategy. The average score for posttest was 80.29 and 64.29 for pretest. There is significant influence before and after using words structure clues strategy. After using words structure clues strategy, the students can be more understand in unlocking the meaning of words in the passage and they can applied an unfamiliar word in the another sentence. They can more understand to look for the meaning of the words, and it can improve their understanding what the passages or text talking about. So, their quality of reading skill in understanding the meaning of words in the reading passage can be increased using words structure clues strategy.

B.   **Suggestion**

Teaching English language to the University students was different from the student at junior or senior high school. They had to master the vocabulary and know the meaning of each word of the passages. They could improve their reading quality in mastering the usual or unusual words by using the right technique, so, they could understand what the passage talking about easier. If the lecturer gave the easier way to help the students in

understanding the meaning of words, the students could improve their reading quality because one of the criteria of reading quality was how much they could understand the meaning of words of the passage.

This research has found out that words structure clues to unlock the meaning of words and improve students' reading quality is effective. The writer hopes that this research can be useful for the next researcher and the readers.