# CHAPTER V

# CONCLUTION AND DISCUSSION

Based on description of the result and discussion in previous chapter, conclusion and discussion will discuss in this chapter.

## **5.1 Conclusion**

Based on the research which done at second grade of SMA Asshomadiyah Burneh. The researcher concluded that the students taught by using “Hot potatoes” application have better reading comprehension than those taught without “Hot potatoes” application. It was provided by the data of students’ score in pre-test and post-test.

The researcher analyzed the students’ scores at pre-test and post-test by using product moment. Based on the result of the research is showed that t-value =11.581 then t-value was compared with t-table, to the significant level 0.05 (5%) and degree of freedom = 21 (N-1=22-1=21), and apparently resulted the t-table=1.721. It shows t-value was higher than t-table (11.581 >1.721). It means that the students taught by “Hot potatoes” application have better reading comprehension than those not taught by “Hot potatoes” application.

## **Suggestion**

From the result of research, “Hot potatoes” application is good to implement in reading class. To make this research more effective in the next study, the researcher gives some suggestion to the teacher, the students, and other researchers.

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### 5.2.1 For the teacher

To get common goal in reading comprehension, the teacher should make sure that one students one computer. Students do their tasks and exercises on “Hot potatoes” application individually. It will help the students gain the target of the study in reading comprehension effectively because students more focus on their task in reading text at “Hot potatoes” application.

### 5.2.2 For the students

The students should motivate themselves to be active in the class in answering question on “Hot potatoes” application and make sure that they comprehend reading text well because they have limited time to answer the question on “Hot potatoes” application.

### To the next researcher

This research did in conventional class using one LCD and projector. To make this research more effective in the next study, the researcher suggests that this research should implement in laboratory computer and make sure that all computer useable by student. In designing reading task, teacher not only use multiple choice exercise with J-quiz but also they can use J-Cloze. J-cloze is one of application at “Hot potatoes” application which students should to fill-in-the-blank exercise template. In this case, teacher will type a reading text of any kind (paragraph, ordered-sentences, etc.), and then choose the words be left blank for students to fill in. This model is good to implement in reading class because students have to fill the blank column without any other choices. Therefore, to the text researcher can use this model (J-Cloze) in reading class because it will motivate students toward their participation and involvement with their comprehension and background of study.