

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results of the conducted research, the researcher concludes that the implementation of the Pre-Reading Plan (Prep) strategy showed a positive significance in the scores of the experimental group after the treatment. The experimental group's average score increased from 88.75 in the pre-test to 93.00 in the post-test, while the control group's score changed only slightly, from 92.25 to 92.75. Although the statistical analysis ($p = 0.731$) indicated that the difference between groups was not significant, the descriptive data showed that students who were taught using the Prep strategy experienced more noticeable improvement in reading comprehension. This suggests that the strategy may be beneficial when applied effectively over time.

5.2 Suggestions

1. For Teachers:

English teachers are encouraged to integrate the Prep strategy into reading lessons to help students activate their background knowledge and better engage with the text. The structured stages of Prep Preparation, Reflection, and Extension provide students with opportunities to connect prior knowledge with new information.

2. For Future Researchers:

Future studies should consider using larger and more diverse samples, as well as extending the treatment duration. Further research may also examine the effectiveness of the Prep strategy across different text types or educational levels to produce broader and more significant findings.