CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion from the previous chapter, this study could be summed up as follows:

1. The results of the pre-test showes that the average score in the two classes did not reach the Minimum Completeness Criteria (KKM), which was 73. In the experimental class (IX J) the lowest score is 16, the highest score is 88 and the average score is 52. While, in the control class (IX I) the lowest score was 12, the highest score was 76, and the average score was 37.51. This is caused by several factors, namely (1) students who lack knowledge of vocabulary so it is difficult to understand or grasp the meaning of reading/text. (2) lack of focus on students. From the findings, many students lack concentration, as a result, they only read the text at a glance so they cannot understand the reading text. (3) There is no motivation so the students lack interest in English because they think that English is difficult.

2. When giving treatment in the experimental class, the researcher used the Teams Games Tournament method in narrative text. The stages of giving treatment consist of (1) observing, (2) asking questions, (3)

gathering information/experiment, (4) associating/processing information, and (5) communicating. During the observation activities using the Teams Games Tournament method in narrative text, it was seen that the students were very active, interested, and happy. They also discuss and help each other in the team to win matches. They also finally become familiar with and understand narrative texts and know the purpose of narrative texts.

3. The results of the pre-test and post-test in the two classes, in the experimental class, the average pre-test score was 52 and the post-test average score was 78.21. Whereas in the control class, the average pre-test score was 37.51 and the post-test average score was 42.86. Based on the results of the t-test, after using the Teams Games Tournament method in the experimental class it shows that the average score exceeds the Minimum Completeness Criteria (KKM) that 73. Then, the researcher compared t_t with t_0 on degree of significance 5% which was 1.67. In the results of the student analysis, the researcher found that $t_0 > t_t$ or $9.13 > 1.67$. In short, Ha or alternative hypothesis was accepted, so there is a significant effect of using the Teams Games Tournament method on increasing reading comprehension of narrative texts for ninth-grade students of SMP Negeri 10 Kota Serang.

B. Suggestion

Based on the prior conclusion, some suggestions will be offered by the researcher to some parties as follows:

1. For the English teacher

   It is necessary to improve the learning process by creating a conducive classroom atmosphere and making students the center of learning. The teacher must encourage students to be more courageous in presenting their results and expressing their reading results, and the teacher must have interesting and fun learning media or methods so that students are interested and enthusiastic about learning.

2. For students

   They must be more diligent and earnest to learn English. They also have to realize that learning English is very important for them to grow up, such as getting a job. Improving English speaking skills can also help them speak with foreigners because English is the language used in every country to communicate.

3. For other researchers

   This research can describe the effectiveness of using the Teams Games Tournament method to improve students' reading comprehension in narrative texts in grade nine of SMP Negeri 10 Kota Serang. The results of this study indicate that there is a

significant influence from the results of using this method in increasing students' reading comprehension of narrative texts. The Teams Games Tournament method is interesting in helping students to better understand the reading content of narrative texts. With this research, the researcher hopes that it can become a reference for other researchers related to reading comprehension.