

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data that had been described earlier, the writer found there was significant effect between the second year students of MAN 3 Pandeglang who had been taught narrative texts by using group work with Grammar Translation Method (GTM). It could be proven from the calculation of score at the experimental class (94.16) was higher than controlled class (72.52). The difference was also shown in gained score which was the experimental class got (383) and the controlled class got (244). Furthermore, the writer also got conclusion that $t_{(test)}$ was higher than $t_{(table)}$.

Therefore, it could be concluded that the use of group work showed better achievement for students' performance rather than Grammar Translation Method in teaching reading of narrative texts. In short, the application of group work was more effective than GTM in teaching narrative texts.

B. The Suggestion

In this part, the writer would like to give some suggestions for the teacher to improve the quality of teaching learning process especially on reading comprehension of narrative text by using group work as follows:

1. The teacher must be creative to decide member of groups, do not let students who chooses their own group. The teacher can apply numbered- head together technique, random from the attendance list, and many other interesting ways. Moreover, force students to move fast with the time keeper in forming sitting arrangement in groups.
2. The teacher should use the various methods in teaching reading of narrative texts, so the students feel more enjoy and interest. Moreover, to build their comprehension, the teacher should give more attention to the students by asking students first to find the meaning of difficult or unfamiliar words in pre-reading activity. That is why the teacher should encourage the students to have and use dictionary as a means to help them with the difficult words.

In teaching the schematic structures of narrative text, the teacher should make sure students are not only able to determine the orientation, complication, and resolution of the text. But also they must be able to paraphrase through finding the key words on the text how to use their own language to summarize each part of schematic structures.