# CHAPTER V
# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

From the data described in the preceding section, the researcher can draw the following conclusions about the effectiveness of humor stories as teaching material in students' extensive reading comprehension skills.

The implementation of humor stories as teaching materials was carried out for six meetings, of which two meetings were to conduct pretests and posttests, and four meetings were to be given treatment. The treatment given was teaching by using humor stories as teaching materials to enhance students' skills in extensive reading comprehension. The findings of the research show that humor stories in enhancing students' extensive reading comprehension skills were successful. These results are known if comparing the average of pre-test and post-test scores in the experimental class, the posttest scores obtained is 74.58 and the average pretest score obtained is 60.56. Based on the average scores, it is known the posttest scores were higher while the pretest scores were lower. It is concluded that humor stories are effective in improving students' abilities in extensive reading comprehension.

Measuring students' extensive reading comprehension before and after being taught humor stories as teaching materials in reading may be known in score pre-test and post-test of students in the experimental class. It can be said that using humor stories can enhance student's extensive reading comprehension if the posttest scores are greater than the scores of pretest. As can be seen from the results of the study, in the posttest the average scores were 74.58. Meanwhile, in the pretest the average scores were 65.28.

There is a significance effect of the implementation of humor stories, it known based on the average post-test score that the researcher got

from the experimental class taught by using humor stories and the control class taught without humor stories. The conclusion is that the students' score in experimental class was better than students' score in the control class. The different posttest scores from the two classes are 74.58 > 57.22. The evaluation of findings from the experimental classes and the control class showed that the highest scores were obtained by the experimental class and class control got the lowest scores. Then, the results obtained from data calculations show that the t-$_{test}$ is 4.427. Then, the t-$_{table}$ value is 1.66 in significance standard 5% and 2.38 in significance standard 1%. This means the t-$_{test}$ = 4.427 greater rather than t-$_{table}$ = 1.66 in significant 5% and 2.38 in significant 1%. With the result on those calculations, it is inferred that the students' taught using humor stories in experimental class get the highest scores than the students taught without using humor stories in control class. Then it may be said that humor stories are effective to enhancing students' extensive reading comprehension skills at eighth-grade of MTSN 1 Kabupaten Serang.

## B. Suggestions

From the conclusions on, the writer present several suggestions, as follows:

a. For teachers

1. It is hoped that the findings from this study can become preference for the teacher in choosing teaching materials of extensive reading.

2. English teachers are advised to be increasingly their creativity and innovative in choosing materials for teaching that is in accordance with student conditions.

3. It is suggested that English teachers can find teaching and learning activities that can improve students' reading skills.

b. For students

1. This study may encourage students' in improve their extensive reading skills.

2. Through humor stories, students can have fun and enjoy something funny in the process of teach and learn reading.

3. Students have to still disciplined and give attentions to the teacher when explaining the material in class.

c. For the school

1. Implement policies for teachers to use methods, media and teaching materials that can generate motivation and interest in learning so that an effective teaching and learning process can be achieved properly.

2. This research can be useful for all teachers in schools to serve as a reference for teaching materials to improve students' skills in English, especially extensive reading.

d. For the next researcher

1. It was recommended that the researchers use these research findings in the future to look into reading difficulties in students' at all reading levels, but particularly in senior high school.

2. For future researcher, also recommended to use the humor stories to improve students' English language in different skills.