

CHAPTER V

CLOSING

A. Conclusion

Based on the research presented in the previous chapter, the writer would like to draw concludes as follow:

1. The student's reading comprehension at the second grade of MTs MisbahusSudur.

is good enough. This can be seen in the descriptive of chapter IV. That the score of pre-test is 20 for experiment class, and 20 for control class. And after teaching using paired reading technique the score from the pre-test and the post-test both classes was different. The highest score of post-test that score is 100 for experiment class, and 80 for control class.

2. paired reading is a reading activity where a leaner and a skilled reader read a text together. They follow an established pattern to allow the learner to take over reading in section where they feel confidence. The paired reading technique encourages peer teaching and learning. Students are divided into pairs can have the same reading ability or can include a more fluent reader with a less fluent reader. Each student read and provides feedback about their own and their partner's reading behaviors.

Paired reading can be used with many types of reading materials including students produce stories, and poetry. This technique frees up the teacher to

observe paired reading sessions and work with different students while other student continue reading together. Reading with someone encourages students to try reading materials that may be just above their normal reading levels.

3. The hypothesis, which states there is any effect on the student reading comprehension using paired reading technique; it means that there is any effect on the students reading comprehension using paired reading technique between both classes. The score in the experiment class is bigger than the control class. The mean of pre-test score of obtained by student of VIII A as experiment class= 51,33 is bigger VIII B as control class = 47, the highest score in the two classes are different that was class VIII A as experiment class got 80 and class VIII B as control class got 70. The lowest score of pre-test in both classes is 20.

The mean of post-test score of VIII A as an experiment class = 81 is bigger than VIII B as control class = 66,33, the highest score of post-test of VIII A as an experiment class got 100 and VIII B as control class got 80, the lowest score post-test in both classes is 60, means using paired reading technique has shown the true effect for student reading comprehension. And using paired reading can be used as a good technique for learning in teaching reading comprehension

By $df = 58$ and analyzed by using t_{test} , the writer stated that there is effect in implementing paired reading technique on teaching reading comprehension because of $t_{counting}$ is higher than t_{table} in significant level 5% and

1% the t_{table} with significant level 1% is 2,00 and significant level 5% is 2,65 whereas $t_{counting}$ is 6,46. So the writer concluded that:

$$T_{t=0,05} < t_{counting} > t_{t=0,01}$$

$$2,65 < 6,46 > 2,00$$

It means that there is any effect of using paired reading on teaching reading comprehension in VIII A as an experiment class and VIII B as a control class.

B. Suggestions

So in the final of this paper, the writer likes to try to give some suggestions to the teacher of MTs Misbahus Suduras follows:

1. fun learning style method like paired reading technique. It can motivated students to learn English in the class.
2. Teacher can use paired reading technique in teaching learning process. Because paired reading in teaching reading comprehension is quite effective example: paired reading technique will assist student to enjoy. Paired reading technique can develop student imagination, and memory.
3. The teacher of junior high school especially the teacher of MTs Misbahus Sudur, should give support to the students in learning reading and should give more motivation and attention to them.