

CHAPTER V

CLOSING

A. Conclusion

Based on the research finding that was presented in the previous chapter the researcher would like to give some conclusion as follow:

1. The student at the first grade of SMK 19 MaretKaduHejoPandeglang have difficulties in understanding reading comprehension on narrative text, especially in identification and weakness of vocabulary and pronunciation. It can be seen from the score of pre-test that show many students get bad score. In control class is 55 points, 4 person got 55 points and the maximum score of pre-test is 75 points, and other students got 60, 65, 60,and70 points. Than the result post-test minimum score is 55 points, 2 person got 55 point and the maximum score of post-test is 80 points. However, the studentcan increase their reading comprehension on narrative text after got treatment. Score of pre-test in experiment class is 55 points, one person got 55 points, and the maximum score of pre-test is 90 points, and other students got 60, 65, 70, 75, 80 and 85 points. And after aplying the

treatment with paired reading method in teaching reading comprehension the minimum score of post-test in experiment class is 75 points, one person got 75 points, and the maximum score of post-test is 100 points, and other students got 80, 85, 90, and 95 points.

2. Based on the result of analysis about the effectiveness of paired reading method in teaching reading comprehension of narrative text. It was known that $t_{\text{table}}^{\text{significance } 5\%}$ and $t_{\text{observation}} = 4.75 > t_{\text{table}}^{2.01}$, so H_0 is rejected and H_a is accepted. It means that using paired reading method had significant effect in teaching reading comprehension of narrative text.

B. Suggestion

According to the conclusion above, the researcher would give some suggestion as follow:

1. The teacher be creative in developing English learning process in the classroom in order to make students more interested in learning English and mastery the material well.
2. Paired reading can add the knowledge of the teacher in using strategy in teaching reading comprehension

3. To increasing student narrative text, the teacher should be more attention towards students need and student ability in English learning in the classroom, and the teacher should be used method or approach in learning process and make students fun, more interest and easy to understand in learning reading comprehension on narrative text.
4. The student must study hard to increase their reading comprehension and must not be afraid of doing wrong when they are learning and practicing the language, especially in reading comprehension.
5. The researcher must to increase paired reading method so that can add the knowledge in using method in teaching reading comprehension