

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research and data collected, researcher found out some conclusion as follow :

1. In general, the students' reading comprehension at the tenth grade of SMAN 1 CIOMAS (both experiment and control class) was below average before the treatment (Using Story pyramid Strategy). In pre-test scores of experiment class, the highest score was 75 while the lowest score was 45. It can be known that the highest score is enough while the lowest score was low. Then the result of post-test after giving treatment in experiment class, the highest was 90 while the lowest score was 50. Meanwhile, in control class the highest score of pre-test was 70 while the lowest score was 40. The highest score was enough while the lowest score was very low. Then the highest score of post-test in control class was 80 while the lowest was 40. Based on the pre-test and post-test scores between experiment and control class, the researcher concluded that the students' reading comprehension using story pyramid strategy got better score and improved than the students' who taught without using story pyramid strategy on students' reading comprehension narrative text.
2. The use of story pyramid strategy on students reading comprehension gave the effect for student learning it proved from observation sheet that

researcher gave. The summary of teaching learning reading comprehension using story pyramid strategy in the first meeting student observation (before giving treatment) showed: introduction orientation percentage 83% high categories. Apperception percentage 81.2% high categories. Motivation percentage 80% high categories. Giving reference percentage 81% high categories. Pre-test percentage 80% high categories

Activity teaching learning reading comprehension using story pyramid strategy in the first meeting showed : part main, observing percentage 80% high categories. Questioning percentage 77% high categories. Collecting data/ exploring percentage 79.3% high categories. Associating percentage 84% high categories. Communicating percentage 83% high categories.

Teaching learning activity reading comprehension using story pyramid strategy showed: last part closing, percentage 77% high categories. All activity teaching learning reading comprehension using story pyramid strategy first meeting percentage 80 high categories.

Teaching learning reading comprehension using story pyramid strategy in the second meeting (after giving treatment) student observation showed: introduction orientation percentage 86% high categories. Apperception percentage 94% high categories. Motivation percentage 83.3% high categories. Giving reference percentage 85% high categories.

Activity teaching learning reading comprehension using story pyramid strategy in the second meeting showed : part main, observing percentage

87.3% high categories. Questioning percentage 87% high categories. Collecting data/ exploring percentage 80% high categories. Associating percentage 84% high categories. Communicating percentage 83% high categories. Teaching learning activity reading comprehension using story pyramid strategy showed: last part closing, percentage 4.25% high categories. Post-test percentage 82% high categories. All activity teaching learning speaking skill using participation point system first meeting percentage 85.2 high categories.

3. There was influence of using story pyramid strategy on students reading comprehension. The result shows that score of $t_0 = 7.64$ is bigger than $t_t = 1.66$ and 2.38 with level significant of 5% or 1%. It means alternative hypothesis of the result was accepted. Therefore, there is influence of using story pyramid strategy on students' reading comprehension narrative text at tenth grade of SMAN 1 CIOMAS.

B. Suggestions

The researcher would like to give some suggestions related to teaching learning process in SMAN 1 CIOMAS. The suggestions are for the teacher, the students, and the school.

- a. For the teacher

1. The teacher has to know the various methods or techniques in learning and teaching in order to choose the suitable method or technique for suitable materials in classroom.
2. The teacher are expected to be creative person in order to make the learning and teaching process more interesting, effective and comfortable for the students.
3. Both the teachers and students can collaborate well in teaching and learning process. It will make them easier in solving the problems faced in teaching and learning process.

b. For the students

For the students of SMAN 1 CIOMAS, especially in the tenth grade must improve their reading comprehension, one of the ways is using story pyramid strategy because it is interesting and make easier in comprehending every english texts.

c. For the school

1. The school should support every teaching and learning process especially in English lesson.
2. The school pays more attention to the method or technique that was needed by the students to learn with fun.

The suggestions above are given based on the research that was done by the researcher. The researcher expect the suggestions can give

positive contribution for improving the teaching learning process in
SMAN 1 CIOMAS.