

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Concerning to the result of the finding analyzes and the description of the data the writer concludes that:

1. Using shared reading strategy can be applied in teaching and learning English. It can be seen from observation sheet that writer gave. Teaching learning reading comprehension using shared reading strategy in the first meeting students' observation showed: : part introduction; orientation score average 4,51 percentage 90,3%; high categories. Apperception score average 4,6 percentage 92%; high categories. Motivation score average 4,72 percentage 94,3%; high categories. Giving reference score average 4,74 percentage 95%; high categories. Pre-test score average 4,6 percentage 92%; high categories.

Activity teaching learning using shared reading strategy in the first meeting shoed: part main: observing score average 4,53 percentage 90,7%. Questioning score average 4,5 percentage 90%; high categories. Data collection score average 4,6 percentage 92,2%; high categories. Associating score average 4,35 percentage 87%; high categories. Communicating score average 4,4 percentage 88,3%; high categories.

Teaching learning activity reading comprehension using shared reading strategy showed: last part closing score 4,4 percentage 88 %; high categories. All activity teaching learning reading comprehension using shared reading strategy in first meeting score average 4,5; percentage 90,7%; high categories.

Teaching learning reading comprehension using shared reading strategy in the second meeting student's observation showed: part introduction; orientation score average 4,8 percentage 95,7%; high categories. Apperception score average 4,75 percentage 95%; high categories. Motivation score average 4,75 percentage 95%; high categories. Giving reference score average 4,6 percentage 92,75%; high categories.

Activity teaching learning using shared reading strategy in the second meeting showed part main: observing score average 4,6 percentage 92,7%. Questioning score average 4,5 percentage 90% high categories. Data collection score average 4,6 percentage 92,7%; high categories. Associating score average 4,6 percentage 92,25% high categories. Communicating score average 4,85, percentage 97% high categories.

Teaching learning activity reading comprehension using shared reading strategy showed: : last part closing score 4,4 percentage 88%; high categories. Post-test score average 4,4 percentage 88%; high categories. All activity teaching learning reading comprehension using shared reading

strategy in the second meeting score average 4,62 percentage 92,6% high categories.

2. The students' reading comprehension in the second grade of MTs Jabal Nur Cipondoh is stills less. The result of pre-test showed that most students had many serious problems in reading comprehension on recount text. They lacked many aspect of reading. After using shared reading strategy the students have big enthusiasm in reading class. It can be seen from the student's achievement in teaching reading using shared reading strategy has a significant difference between the pre-test and the post-test when the study is conducted. The writer compared it with  $t_t$ , the result of calculation shows that  $t_o$  (t observation) is higher than  $t_t$  (t table).

$$t_{t\ 5\%} < t_o > t_{t\ 1\%} = 2.01 < 4.16 > 2.68$$

$$t_o; t_t = 4.16 > 2.01 \text{ in degree of significant } 5\%$$

$$t_o; t_t = 4.16 > 2.68 \text{ in degree of significant } 1\%$$

Since  $t_o$  score obtained from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted and the null ( $H_o$ ) is rejected. It means there is significant effect of using shared reading strategy toward students' reading comprehension on recount text.

## **B. Suggestions**

Based on the conclusion above, the writer would give some suggestions as follow:

1. Suggestion for english teacher
  - a. The teacher should be creative, attractive, fun in classroom, and provide opportunities to the students to reading comprehension in English subject.
  - b. Shared reading strategy can be used by the teachers in teaching activities, because based on the result of research this strategy gave a good effect for students' reading comprehension and can helped the students of reading text that they want to read and make them enjoyable. The situation is also more active, because they are enthusiastic to explain what they read and what they can get from it.
2. Suggestion for the students
  - a. The writer suggest to students should be more comprehending to reading comprehension in English subject, do not afraid about making mistakes and more practice in order to improve their reading comprehension.
  - b. Students must be critical to the teacher in the classroom if they haven't understanding about the learning or material.

3. Suggestion for other writer
  - a. For the future writer should seek the varieties strategy, in learning foreign language does not use the strategy that can made students feel bored and not interested.
  - b. The future writer could use this study as a reference, develop shared reading strategy, or combine with other strategy to get better result.