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CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data analysis explained in the chapter IV, finally the researcher would like to depict the conclusion as follows:

1. For the first hypothesis, the students' reading comprehension of narrative text taught by using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir was high. It is concluded that the students' reading comprehension is in **Good** category level.
2. For the second hypothesis, the students' reading comprehension of narrative text without being taught by using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir was low. It is concluded that the students' reading comprehension is in **Enough** category level.
3. For the third hypothesis, there was a significant difference between taught and without being taught by using K-W-L-M technique on students' reading comprehension at tenth grade of Junior High School 5 Kampar Kiri Hilir. It can be seen from the result of data analysis. The mean of experimental group pre-test score was 64.7500 categorized into enough level, while the mean of post-test score was 77.0000 categorized into good level. Furthermore, t_0 obtained was 5.617 compared with T-table of $df = 40$ in significance level of

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5% and 1% and it became $2.02 < 5.617 < 2.72$. Then, the number of significance was $0.000 < 0.05$. Thus, H_a is accepted while H_o is rejected.

4. For the fourth hypothesis, there was a significant effect on students' reading comprehension taught by using K-W-L-M Technique. Then, the researcher found out the significant effect by eta squared. The researcher found the effect size for the difference above was **0.44**. Therefore, the researcher can conclude that there is a large effect obtained from students' reading comprehension of narrative text at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.

B. The Suggestion

After conducting the research, the researcher gives some suggestion as follows:

1. Suggestion for the Teacher

K-W-L-M Technique can be one of the ways to teach reading comprehension of narrative text. It is proved by the result of data of this research. In addition, K-W-L-M Technique gives an effect in reading comprehension. Besides, the teacher has to be a creative to convey the material in the class to make students interested and motivated to study. So, a creative teacher and a good method will present a successful comprehension in reading. In brief, a teacher has to look for methods, add

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knowledge and teach joyfully to make students easy to comprehend what they learn.

2. Suggestion for the Students

- a. The students should try to understand about using K-W-L-M Technique in teaching reading comprehension.
- b. The students should pay full attention to the lesson explained by the teacher.
- c. The students should more often read the English books, especially reading text. So the students can find what they want to learn, finding the main idea of the text and classifying organization of the text.
- d. The students should be more interested in studying English, because it is one of the keys to be successful in English subject.

3. Suggestion for the Next Researcher

- a. This research is the one of the ways to improve students' reading comprehension. It is expected that the findings of this research will be used as starting points to conduct another research.
- b. There are many other techniques to make teaching and learning process more effective and interesting. The researchers are expected to find new strategies, methods, techniques, and approaches.

Finally, the researcher considers that this study still needs correction from the next researcher that has the same topic as this study.

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