

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about The Effect of Using Cloze Passage Technique toward Students' Reading Comprehension on Narrative Text at the Second Year of MAN Pasir Pengarayan, comes to the conclusion as follows:

1. Mean of the students' reading comprehension on narrative text before being taught by using Cloze Passage Technique at the second year of MAN Pasir Pengarayan was 56.46, it was concluded that the students' Reading Comprehension on Narrative Text was categorized Enough. From the research finding  $t_0$  was 2.330 while the level significance of 5% was 2.01 and the level significance of 1% is 2.68. It can be read that  **$2.01 < 1.434 > 2.68$** . Thus, the writer concluded that  $H_a$  was rejected and  $H_0$  was accepted. In other words, there is no significant difference between pre-test in experimental class before being taught by using Cloze Passage technique and pre-test in control class before being taught Three Phase Technique.
2. Mean of the students' Reading Comprehension on Narrative Text after being taught by using Cloze Passage technique at the second year of MAN Pasir Pengarayan was 78.96, it was concluded that the students' Reading Comprehension on Narrative Text is categorized Good. From the research

finding  $t_0$  was 3.371 while the level significance of 5% was 2.01 and the level significance of 1% is 2.68. It can be read that  $2.01 < 3.371 > 2.68$ . Thus, the writer can conclude that  $H_a$  was accepted and  $H_0$  was rejected. In other words, there is significant difference between post-test in experimental class after being taught by using Cloze Passage Technique and post-test in control class after being taught Three Phase Technique.

3. From the research finding  $t_0$  was 23.641 while the level significance of 5% was 2.06 and the level significance of 1% is 2.80. It can be read that  $2.06 < 23.641 > 2.76$ . Thus, the writer can conclude that  $H_a$  is accepted and  $H_0$  is rejected. The result percentage of coefficient effect of Cloze Passage Technique contributed 92.39% for students' reading comprehension on narrative text at the second year of MAN Pasir Pengarayan. It can concluded there is significant effect of using Cloze Passage Technique toward reading comprehension on narrative text of the second year students at MAN Pasir Pengarayan.

## **B. Suggestion**

After finding the result of the effect of using Cloze Passage Technique toward reading comprehension on narrative text of the second year students at MAN Pasir Pengarayan, the writer would like to give some suggestions for the school, teacher, and next researcher as follows.

**1. Suggestion for the School:**

- a. It is recommended to the school to do evaluation for students' difficulties based on the result of teaching and learning process.
- b. It is hoped for the school to establish an English club in order to expand the students' knowledge in English.
- a. It is hoped for the school to facilitate the students in joining English festival or English competition in order to strengthen the students' motivation in learning English.

**2. Suggestion for the English teacher:**

- a. It is recommended to teacher to use Cloze Passage technique in teaching and learning process as an alternative technique for teaching reading.
- b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching learning process conducted, because the conducive condition in teaching would become one asset to reach the success of material to be taught.

**3. Suggestion for Next Researcher**

- a. Next researcher can give contribution in conducting the research especially about reading comprehension.
- b. This research is one of the ways in improving students' reading comprehension. It is expected that the findings will be used as starting points to conduct another research. There are many other techniques to make teaching and learning process more effective.