CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in the chapter IV, finally, the writer concludes that the answers of the formulation of the problems are as follows:

1. Mean of the students' reading comprehension in narrative text before being taught by using Story Map With Characters' Perspectives Strategy of the second year students at Islamic Senior Boarding School Daarun Nahdha Bangkinang was 53.62, it was concluded that the students' Reading Comprehension in Narrative Text was categorized into Good. From the research finding t_o was 2.327 while the level significance of 5% was 2.00 and the level significance of 1% is 2.65. It can be read that **2.00<2.327>2.65**. Thus, the writer concluded that H_a was rejected and H_o was accepted. In other words, there is no significant difference between pre-test in experimental class before being taught by using Story Map With Characters' Perspectives Strategy and pre-test in control class before being taught Three Phase Technique.

2. Mean of the students' Reading Comprehension in Narrative Text after being taught by using Story Map With Characters' Perspectives Strategy of the second year students at Islamic Senior Boarding School Daarun Nahdha Bangkinang was 69.12, it was concluded that the students' Reading Comprehension in Narrative Text is categorized into Very Good. From the research finding t_o was 5.120 while the level significance of 5%

was 2.00 and the level significance of 1% is 2.65. It can be read that **2.00<5.120>2.65**. Thus, the writer can conclude that H_a was accepted and H_o was rejected. In other words, there is significant difference between post-test in experimental class after being taught by using Story Map With Characters' Perspectives Strategy and post-test in control class after being taught Three Phase Technique.

3. From the research finding t_o was 5.635 while the level significance of 5% was 2.04 and the level significance of 1% is 2.78. It can be read that **2.06 <5.635>2.78**. Thus, the writer can conclude that H_a is accepted and H_o is rejected. The result percentage of coefficient effect of Story Map With Characters' Perspectives Strategy contributed 33.8% for students' reading comprehension in narrative text of the second year students at Islamic Senior Boarding School Daarun Nahdha Bangkinang. It can concluded there is significant effect of using Story Map With Characters' Perspectives Strategy toward reading comprehension in narrative text of the second year students at Islamic Senior Boarding School Daarun Nahdha Bangkinang.

B. Suggestion.

Based on the result of using Story Map With Characters' Perspectives (SMCP) Strategy toward Reading Comprehension in narrative text of the second year students at Islamic Senior Boarding School Daarun Nahdhah Bangkinang, the writer has some suggestion for the students, teacher, and school.

1. Suggestion for Students.

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading itself. The students should read the material more and more. In this case, Story Map With Characters' Perspectives (SMCP) Strategy is an appropriate strategy that can be used by the students in reading material to get comprehension. Story Map With Characters' Perspectives (SMCP) is a strategy that can increase students' reading comprehension.

2. Suggestion for Teacher.

To improve students' reading comprehension, teacher must be smart to select the strategy to be used in comprehending the reading text. Based on the research findings, there is significant effect of Story Map With Characters' Perspectives (SMCP) strategy toward students' reading comprehension in narrative text. Thus, teacher can apply this strategy in teaching reading comprehension.

3. Suggestion for School.

School is an institution that has purpose to make students joyful in teaching and learning process. School has to observe the students' subject in teaching and learning process. School should find the students' interest in teaching and learning reading, so school should have English teacher to find the strategy and observe the teacher's activity.