

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the writer's observation and information from the English teacher at Senior High School 1 Siak Kecil, it was found that students have problem in reading report text. The problems were: Some of the students had difficulties in identifying the main idea of the report text, some of the students were not able to identify the cases and events in the report text, some of the students were not able to recognize the language features of the report text, some of the students were not able to recognize the generic structure of the report text.

To solve these problems, the writer used *what Do You Know?* Game in improving students' reading comprehension, this game helps the students to build general knowledge easily to improve reading comprehension and practice skimming, categorizing, and distinguishing facts from opinion.

The design of this research was an experimental research, this research used quasi-experimental research. The total sample was 58 students. In collecting data, the writer used test, multiple choice consisted 25 items. In analyzing the data, the writer adopted Independent sample T-test formula by using SPSS version 17.

Based on data analysis and research finding in chapter IV, the effect of using *What Do You Know?* Game on students' reading comprehension in report text at Senior High School 1 Siak Kecil can be concluded as follows:

1. After conducting the research, the students' reading comprehension taught by using *What Do You Know?* Game of the eleventh grade at SMAN 1 Siak Kecil is categorized into good level (65.52%).
2. The students' reading comprehension taught without using *What Do You Know?* Game of the eleventh grade at SMAN 1 Siak Kecil is categorized into enough level (62.1%).
3. Based on the analysis of t-test formula. It can be seen t_o is 5.045 while the level significance of 5% was 2.00 and the level significance of 1% is 2.65. It can be read that $2.00 < 5.045 > 2.65$. Thus, the writer can conclude that H_a is accepted and H_o is rejected.
4. The result of effect size showed that *What Do You Know?* Game contributed 1.348 for students' reading comprehension of report text. It means that the effect of using *What Do You Know?* Game had significant very large on students' reading comprehension of report text.

B. Suggestion

Based on the research findings, the writer would like to give some suggestion especially for the teacher and the school. Based on the conclusion of the research above, it can be seen that *What Do You Know?* Game in teaching reading can affect the reading comprehension of students, so that *What Do You Know?* Game is one of the choices by English teacher to

improve students' reading comprehension of report text. Based on the findings, the writer proposes some suggestion as follows.

1. It is suggested to teachers of English to teach reading by using *What Do You Know?* Game in order to improve students' reading comprehension.
2. The teacher can use this game when teaching the material about text short functional and simple monolog text form of narrative, analytical exposition and report. Especially for report text.
3. The time of students to read English text at school is not enough; it is a good idea for the students to practice reading comprehension game that they have taught in *What Do You Know?* Game.
4. It is suggested to the next writer who explores other factors that can effect better improvement on reading comprehension.