

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After analyzing the data, the researcher concludes that: Using spoof text can improve the reading comprehension of grade VIII-9 students of SMP Swasta Al-Washliyah 30 Medan. Previously, grade VIII-9 had low learning motivation because of their lack of initial capital. In addition, they prefer art. Not only English, teachers of mathematic and other subjects also said that grade VIII-9 were indeed lagging behind in other subjects, especially English lessons.

In this research, the researcher applied Classroom Action Research (CAR) which was implemented in two cycles. There were qualitative and quantitative data in the research. Qualitative data was collected through observation, meanwhile quantitative data was collected through written test results (pre-test and post-test). In qualitative data, the researcher noticed that the students started to understand spoof text. It could be seen how they struggled to find out the correct answers of a related questions. In the quantitative data, the researcher obtained the improvement of pre-test, post-test. This can be seen from the average pre-test and post-test cycles overall. The result of post-test in Cycle I was higher than pre-test ($63 > 59,5$) And the result of post-test in Cycle II was higher than pre-test ($80,25 > 67,5$), there were 2 students whose scores were above the Minimum Mastery Criteria – *Kriteria Ketuntasan Minimum* (KKM), while 18 other students were below the Minimum Mastery Criteria – *Kriteria Ketuntasan*

Minimum (KKM). And the results of post-test in Cycle II was higher than pre-test of the post-test there are 20 or all students whose scores are above the Minimum Mastery Criteria – *Kriteria Ketuntasan Minimum* (KKM). The results of this study indicate that the application of spoof texts can improve students' reading comprehension, it can be seen from the average pre-test and post-test throughout the throughout cycle.

5.2 Suggestions

Researcher had limitation related to time, facilities and academic schedules. In addition, the researcher realized that her knowledge in conducting research and conducting the teaching and learning process still was limited. Based on the conclusions and implications described above, the researcher provided the following suggestions:

1. To the teachers

Teachers need to improve the quality of teaching reading comprehension by implementing various fun and motivating reading activities to improve students' reading comprehension skills.

2. To the students

Students should be able to understand the text, not only summarizing the important points of the text but also building questions about the text. The students should also have high motivation in improving their reading comprehension skills. They must read often, and not lazy to open a dictionary.

3. For other researchers

When they want to develop their knowledge to write another studies about reading skills they should read many research about reading skills, so they can understand how to improve the students' reading comprehension skills. This research is focused on improving students' reading comprehension it is necessary for other researcher to find and try other activities in learning activities to be more varied. The results of this research was use as a reference for other researchers related to the methodology in language teaching. Furthermore, other researchers could draw analysis from other points of view by conducting different studies.