

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The results of the research showed that the students' comprehension level of MTS Babul Ulum Medan in learning narrative text is described in three levels, namely (1) literal level, (2) interpretive level, (3) applied level. The comprehension level score can be seen from the results of a ten-question essay test given by the researcher which is based on the text "The Goldilocks and Three Bears". The questions are based on each level, 5 questions are at the literal level, 3 questions are at the interpretive level, and 2 questions are at the applied level. From 26 students, a score for each level was obtained, namely: 83.08% for the literal level (22 students answered correctly). 62.82% for the interpretive level with 16 students answered correctly, while for the applied level the score obtained was 67.31%, with 18 students answered correctly. It can be concluded that the literal level was the dominant comprehension level with the highest score with a score of 83.08%. It can be stated that the literal level was the dominant comprehension level with the highest score with a score of 83.08%. Some factors that cause students faced difficulties to answer the questions of narrative text that automatically influence the most dominant level of students' reading comprehension at narrative text are (a) Students' difficulty in understanding the meaning of long sentence in the text (b) Inadequate media by Teacher to teach English and (c). Students' difficulty in comprehending the meaning of Vocabulary.

5.2 Suggestion

Based on the conclusions obtained from the research, the researcher has several suggestions for parents of students, teachers, and students as follow:

1. It is suggested to parents of students to pay more attention to their childrens' lessons and also direct their children to take English courses to improve their English learning abilities.
2. It is suggested to English teacher in the school to use more interesting and effective learning strategies to increase students' interest in learning and English.
3. It is suggested to students of junior high school to be more diligent to learn and practice English especially to improve their English skills such as listening, reading, writing and speaking.