

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter was presented to describe the last chapter of this research. It also deals with conclusion and suggestion. Conclusion was simple statement and gives the answer to the research question directly, and it was followed by suggestions. The suggestion was interpreted a submission and recommendation related to the research finding which needed to inform the reader. The conclusion explained clearly below.

5.1 Conclusion

Based on the research that has been conducted by the researcher in SMA N 1 SUSUKAN at the tenth grade students, finally the researcher concluded that;

- a) Based on the data that calculated in SPSS v 16, the mean score of pretest in control group was 54.52 with standard deviation was 8.977, while the mean score of pretest in experimental group was 51.21 with standard deviation was 10.971. The score obtained before the implementation of structured dyadic method. Based on the mean score from both group revealed that students' reading comprehension was not quite different and the score was categorized as enough.
- b) Based on the data in previous chapter, The mean score of experimental group which taught by using structured dyadic method was 66.67 and it was categorized as good. It can be seen that the score was improved. The score higher than before, it compared with the mean score before the implementation of structured dyadic method ($66.67 > 51.52$). The score shown that teaching reading recount text by using structured dyadic method was effective.
- c) Based on the data, the result of t-test also shown that the sig. (2-tailed) was 0.000 lower < than 0.05. so it proved that H_0 was rejected while H_a is accepted and it be concluded that there was significant effectiveness after the implementation structured dyadic method in teaching reading recount text. The result of t-test also was strenghtens

by scale of effect size that shows 0.719 and it was categorized as large, which mean there was an effectiveness of using this method.

- d) Based on non-cognitive data, The result of survey students questions show that 60% of them are interested and perform better after the implementation of structured dyadic method in teaching reading English text. From 34 students, there were 19 students declared that structured dyadic method in teaching reading was effective.

5.2 Suggestion

This sub point was presented the suggestion for the reader. Based on the research finding and discussion, the researcher could interpret some suggestions which is advantage for students, teacher, and researcher. The suggestion explained clearly below;

- a) For the students, the researcher expected that students could perform better by using structured dyadic method in teaching reading text.
- b) For the teacher, In the process of teaching and learning English, especially reading, English teacher should be able to creat a various or interesting method in delivering material which can make the students interested to read and enjoy the learning process. As the teacher is not only focus on what to teach, but also how to teach. If the method is appropriate, definitely the material will easily received by the students.
- c) For other researcher are recommended to use Structured dyadic method when conducting an experimental research, especially in teaching reading English text. It will be effective way and interesting method for the students.