

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes two major parts: the conclusions of the study and several suggestions related to the results of the study. The explanation of those parts is presented below.

A. Conclusions

Based on the research that was carried out in MTs Al Ma'arif Tulungagung in academic year of 2015/2016, the researcher might draw conclusions. They are as follows:

1. The score of students reading comprehension that were taught before using Group Investigation (GI) technique was low, the data showed that there was found 13 students who got score 30 - 45 it means that their ability of reading comprehension were categorized as very poor, 15 students who got score 50 - 55 it means that their ability were categorized as poor, 14 students who got score 60 - 75 were categorized as average, 3 students who got score 80 - 85 they were categorized as good and one student who got score 90 was categorized as excellent. So, the mean of pre test of calculating SPSS 55.43 was poor.
2. After using Group Investigation (GI) in students reading comprehension the students score can be improved than before using Group Investigation (GI) in students reading comprehension. The data showed that there was only 3 students who got score 30 - 45 that their ability of reading comprehension were categorized as very poor, 1 student who got score 55 was categorized as

poor, 26 students who got score 60 – 75 it means that their ability of reading comprehension were categorized as average, 8 students who got score 80 – 85 were categorized as good and 5 students who got score 90 and 1 student who got score 95 were categorized as excelent. The mean of post test of calculating SPSS 71.53 was average category.

3. Based on statistical calculation using SPSS 16 for windows, the researcher knew that t_{count} bigger than t_{table} . It was found that the statistical test by using t-test shows that t-test empiric value (t_{count}) is (8.945) and then t-critic value (t_{table}) at 0.05 % level significance is (1.679). It means that t-empiric value (t_{count}) was bigger than t-critic value (t_{table}) with degree of freedom (df) 24 and the level of significance 5%. Because the t_{count} is bigger than t_{table} the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected.

The explanation above showed that there is different score of the reading achievement before being taught by using Group Investigation (GI) technique and after being taught by Group Investigation (GI) technique. The students' score quite increased after using Group (GI) Investigation in teaching reading based on the description of data that pre-test mean score was 55.43 and post-test mean score was 71.53. And it was found that the statistical test by using t-test shows that t-test empiric value (t_{count}) is (8.945) and then t-critic value (t_{table}) at 0.05 % level significance is (1.679). Thus, it can conclude that using Group Investigation technique is effective in this research. The teachers can consider Group Investigation (GI) technique as kind of techniques can be an alternative technique in teaching reading comprehension.

B. Suggestions

Concerning the result of the study, the interpretations, and the conclusions, the researcher has some suggestions. The suggestions are presented below.

a. To the Students

Group Investigation (GI) technique has a positive effect on the students' reading comprehension. By using classroom questioning strategy, the students become conducive and active because they are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in reading comprehension ability. It also create the students enjoy and be stimulated in learning English.

2. To the English Teachers

Teachers should be more creative in producing and using interesting technique in the teaching-learning process. Based on the research, it is obvious that the Group Investigation (GI) technique can be used to improve the quality of the teaching learning process, especially in teaching reading for junior high school. The use of Group Investigation (GI) technique within the English teaching-learning process is proven to gain better result in the students' English learning achievements. For this reason, Group Investigation (GI) technique as kind of techniques can be an alternative technique in teaching reading.

3. To the Other Researchers

This research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar area by improving the methodology or

use it as reference to conduct a further research related to Group Investigation (GI) technique in different area of teaching. This study is very important because it will give some knowledge to the researcher and to know the benefits of using Group Investigation (GI) technique in teaching English.