CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the research presents conclusion and suggestion as the last part of this research. The conclusion is derived from the formulated the research problems while the suggestion is intended to give information to the English teacher and learner about the efectiveness of using e-reading tools in teaching reading. Hopefully, the english teacher can apply it for students better reading. The writer also addresses the suggestion to the next researchers intending to do a research in this area.

A. Conclusion

Based on reseacrh problem, formulation of hypothesis and also the result of data analysis and hypothesis testing, conclusion is drawn as follows:

From the result of pre-test, it is known that before the students being taught by using e-reading tools the mean of students' score is 63.54. Among 35 students who joined the test, there is 23 students who get score 60 and more. Students' pre-test score shows that there are 64% students who passed the pre-test while 34% students did not. It means that students' reading comprehension achievement is quite good. However, according to the students it's still needed to improve their reading comprehension using reading tool due to the fact that the standard score is low. It is only 60. Therefore, the researcher tried to use e-reading tools to make them more comprehended on reading instruction process.

After the students were taught by using e-reading tools, the result of post-test was obtained. The mean of students' post-test score is 69.03. So, among

35 students who joined the test, there are 32 students who got score 60 and more. The students who passed the pre-test are 92% while 8% students did not. As the result, almost all students of C class passed the standard score that is 60.

The significant different between students' score before and after being taught by using e-reading tools at ten grade students of MA Terpadu al Anwar in academic year of 2015/2016 can be exemined from the average score of pre-test and post-test. The average score of pre-test is 63.54 and post test is 69.03. It also can be seen from the result of hypothesis testing by using t test formula for gain scores. The data showed that t_{count} (4.5194) is bigger than t_{table} (2.03224) with significance level 5% ($\alpha = 0,050$) and $dF = 34$. In conclussion, there is significant difference between teaching using e-reading tools and conventional teaching on the student's reading comprehension mastery at ten grade students of MA Terpadu al Anwar in academic year of 2015/2016. Finally, using e raeding tool is effective in reading comprehension instruction.

B. Suggestion

Some suggestions need to be delivered to encourage the instructional process.

1. For teacher

    a. Teachers should be creative in giving materials during instructional process in order to make the students more interested to join the class. It is suggested to the teacher to use e-reading tools. It is because the teaching materials are not only taken from the text book but also it can be taken from the relevant ppt (power point), picture series, video, e book and browsing from internet. However, there must be some considerations in

choosing material. The first, the material appropriate the topic that will be discussed. Second, the material must be suitable with the students' ability. Further more, the most important thing is it's effective and efficient.

b. Teachers should use some kinds of strategy in teaching. The teaching strategy should match with the material and the objective of teaching. By varying in applying instructional strategy, it can avoid the students' boredom. Good class atmosphere is needed in instruction process. E-reading can be the most appropriate instructional tool that can be applied in reading comprehension instruction.

2. For the Students

The students are suggested to increase their reading mastery through e-reading as their tool in reading activity.

3. For Next Researchers

a. If other researcher want to apply e-reading tools in teaching reading comprehension, it's strongly suggested that students are habituated by the model of learning that focus on students or it can be called *student-centered* so that the phases of learning can run well.

b. If this instructional tool (e-reading) want to be used again in examining effectiveness, it should be not only measuring the aspect of cognitive but also affective and psycomotoric. It is also recommended that future researcher to look into other factors not explained by the research model.