

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points, conclusion and suggestion based on research findings and discussion presented in previous chapter.

A. Conclusion

Based on related to the formulated of research problem in chapter I, the result of the research gives the conclusion to this research by taught using Peer Tutoring Strategy in reading comprehension of the students' score achievement was significant increase. It was proven with the differences students' score in pre-test and post-test or before and after taught using Peer Tutoring Strategy. From the data in part of discussion, the mean of score pre-test was 76,33 (see table 8) before taught using by Peer Tutoring Strategy and the score mean of post-test was 82,28 (see Table 10) after taught using Peer Tutoring Strategy which was categorized into good level.

Besides that, in this school the students' score reading comprehension after taught conventional teaching (without Peer Tutoring Strategy) was considered into enough category. Because, it can be seen from the mean score of the pre-test of the control class, the mean score of pre-test was 74.83 (see table 12) which was the score into enough categories or enough level in reading comprehension, and the mean score of the post-test in control class was 78.35 (see table 14) which was the score of the reading comprehension into enough level too.

So, based on the data analysis above, it can be result that in this research any significant different score in students' reading achievement of pre-test and post-test before and after being taught Peer Tutoring Strategy. Moreover, in this research. The researcher showed that this strategy is more effective and more interesting than conventional teaching in teaching reading comprehension to the students, especially in this research Peer Tutoring Strategy was effective for vocational high school.

B. Suggestion

The finding of this research of the data analysis above, the researcher shows that there is significance effect between the students before and after being taught by using Peer Tutoring Strategy for students' achievement on reading comprehension. So, from the data analysis above the researcher tries to give some suggestion as follow:

First, the suggestion goes to English teacher of vocational school of SMK NU Tulungagung. English teacher should be able to use Peer Tutoring Strategy to develop the students reading comprehension, especially in this research in vocational school. It also improves motivation for teacher to be more creative in selecting strategy for teaching or teaching method in the class. And then, the teacher should be able to detract the students' stress and anxiety in learning English especially in teaching reading class.

Secondly, the suggestion guided to the students. At the moment that the effectiveness of Peer Tutoring Strategy is proved in this research, researcher suggested that the

students feel more bravely to expressing of their knowledge and students' more enjoyed studying with their peer tutor