

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the research discusses conclusion and suggestion.

#### A. Conclusion

Based on research problem and hypothesis proposed and also the result of data analysis hypothesis testing, so some conclusions are drawn as follows:

1. Students' reading comprehension at the seventh grade of SMPN 1 Ngantru Tulungagung in academic year 2017/2018 in reading descriptive text when they are taught without using peer-assisted learning strategy is known based on the achievement of post-test in that the mean of 32 students' score is 80.47.
2. Students' reading comprehension at the seventh grade of SMPN 1 Ngantru Tulungagung in academic year 2017/2018 in reading descriptive text when they were taught by using peer-assisted learning strategy was better than those are taught without using peer-assisted learning strategy based on the achievement of post-test in that the mean of 30 students' score is 84.50.
3. During the implementation of the actions, the students became interested and active in reading class English. They actively involved in improving their English reading comprehension. The students seemed to be enthusiastic and happy involved in the activities.

4. The statistical analysis using IBM SPSS Statistic 20 showed that the significant value is 0.004. The interpreting significance value, if it is higher than 0.05 (Sig > 0.05), Ho was accepted while if it is lower than 0.05 (Sig < 0.05) Ho was rejected. In other words, Ho was rejected if Sig < 0.05. The researcher concluded that the significance value < 0.05 (0.004 < 0.05), so Ho was rejected and Ha is not rejected (accepted). It meant that Ha which stated that there is significant difference on the students' reading comprehension those taught by using and without using peer-assisted learning strategy is not rejected (accepted). Whereas Ho which stated that there was no significant difference on the students' reading comprehension between those taught by using peer-assisted learning strategy and without using peer-assisted learning strategy is rejected.

## **B. Suggestion**

This research had proven that the use of peer-assisted learning strategy in teaching reading comprehension was effective. Then, some suggestions need to be delivered to encourage the teaching learning process.

### **1. For Teacher**

- a. There are many ways to improve students' reading comprehension, one of them is by using peer-assisted learning strategy since it can help students' reading comprehension and improve their reading. It also takes place of roles in involving and improving students' motivation.

The teacher is suggested to use this strategy in teaching reading comprehension of descriptive text.

- b. Teacher should manage the time well in conducting the peer-assisted learning strategy. He or she should explain this strategy in reading descriptive text previously. Before delivering the material to the students, teacher needs to make lesson plan. By lesson plan the teacher can manage the time well and match the time with strategy in teaching material. Time allocation is very important. If teachers cannot manage the time well, the objective of teaching by using this strategy would not be reached. And the effect is the students did not have good achievement in that material.

## 2. For Students

- a. The students should pay attention in teaching learning process. When the teacher gives an explanation, students must pay attention from the teachers' explanation and some questions if there is material that he or she has not understand.
- b. The students can increase their reading comprehension mastery by applying peer-assisted learning strategy in reading activity.

## 3. For Future Researcher

- a. This research has not been perfect. Therefore, for the next researcher should add the time in conducting the research and take the subject of different level.

- b. If this strategy of teaching and learning “Peer-Assisted Learning Strategy“ want to be used again in examining effectiveness, so it should be not only measured the aspect of cognitive but also affective and psychomotoric.
- c. It`s as reference for other researcher in doing treatment by using Peer-Assisted Learning Strategy.