

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes of discussion of the research finding. Meanwhile, the suggestion is a reflection of the presentation of the research finding, the discussion and the conclusion.

A. Conclusion

The conclusion in this research entitle The Effectiveness Of Using Team Word-Webbing Toward Students' Reading Comprehension In News Item Text At The Tenth Grade Of Terpadu Al-Anwar Trenggalek In The Academic Year Of 2017/2018, team word-webbing is effective toward students' reading skill in developing news item text.

The study reveals that the students' difficulties in reading comprehension can be effectively improved by using Team word-webbing. It can be shows from the result of pre-test and post-test as follow:

1. The students get difficulties in reading comprehension because they are lack in vocabulary and they also has reading bad habit. It can be seen, the students achievement before being taught by using team word-webbing their achievement in reading comprehension is fair because the mean of the total score of 37 students is 61.76. The percentage of the students' reading comprehension achievement before taught by using

team word-webbing technique are excellent score is 2.70%, very good score is 5.40%, good score is 16.22%, and fair score is 75.68%. After, the researcher applied team word-webbing the students with the students' condition that mentioned above it shows increasing not only in their reading comprehension achievement where their achievement is very good because the mean of the total score of 37 students is 83.65. The percentage of the students' reading comprehension achievement before taught by using Team word-webbing technique are excellent score is 27.03%, very good score is 48.65%, and good score is 24.32%. So, it can be concluded that Team word-webbing is an effective technique in teaching reading comprehension with the students' condition that had been mentioned previously.

2. The statistical using analysis of T-test with the significant level 0.05 and the $df = 36$ shows the value of t_{table} is 1.69 while t_{count} is 14.792 and if they are compared the differences of both of values is 13.102. Because the $t_{count} = 14.792$ is bigger than $t_{table} = 1.69$, the alternative hypothesis (H_a) that states there is significant difference score of the students' reading comprehension by using Team word-webbing is accepted, while the null hypothesis (H_o) that states there is no significant difference score of the students' reading comprehension by using Team word-webbing is rejected. This means there is significant difference score of the students' reading comprehension before and after being taught by using Team word-webbing. To classify the

effectiveness of using Team word-webbing in teaching reading comprehension, the researcher applies the following classification of range from T_{count} and T_{table} :

- a. If the *range value is* 8-16 means strongly effective
- b. If the *range value is* 4-7 means very effective
- c. If the *range value is* 1-3 means effective

Based on the effectiveness classification above, it can be presented that the difference range value between t_{count} and t_{table} is 13.102. It means that the team word-webbing which used by researcher is strongly effective in teaching reading comprehension to the tenth grade students of MA Terpadu Al-Anwar Trenggalek. Therefore, it can be concluded that teaching reading comprehension by using team word-webbing is strongly effective.

Therefore, the students' reading comprehension achievement is getting better that after being taught by using Team Word-webbing. In other words, teaching reading comprehension through Team Word-Webbing has a significant effect in the students' reading comprehension and in their reading comprehension achievement of the tenth grade students of MA Terpadu Al-Anwar Trenggalek.

B. Suggestion

The finding of the research score shows that there is significant different on the students' score before they are taught by using Team Word-Webbing and after using Team Word-Webbing. However, there is a weakness

of this study that is there is no control group because the researcher used pre-experimental study with one group pre-test and post-test. Therefore, the researcher cannot be sure that this research called effective because Team Word-Webbing.

Still, this Team Word-Webbing can be pedagogically implemented in English mainly in teaching reading comprehension class by considering the suggested steps:

- a. It is need a lot of time. So, the teacher should manage the time as well to make the teaching reading comprehension by using this technique quite success.
- b. It involves less teacher involvement than other techniques. So, in applying this technique the teacher not only silent and see the students' activities but the teacher also active in monitoring the students' discussion and help when they got problems in teaching.
- c. The discussion can easily get off track. So, the teacher should make sure that the students teaching about the text and the students have to realize and serious discuss the text has given by the teacher.

Therefore, the researcher hopes the suggestions to the future researcher, the teacher, and the students will give positive contributions in increasing the process of English teaching and learning.