

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the research discusses conclusion and suggestion.

#### **A. Conclusion**

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

1. Students' reading ability at the tenth grade of MA Syekh Subakir Nglegok Blitar when they taught by using context clue technique was better than those taught without using context clue technique based on the achievement of post-test in that the mean of 30 students' score was 75.33.
2. The statistical analysis using SPSS 16.0 shows that the significant value was 0.000. The interpretation on chapter IV stated that when the significant value  $< 0.000$  so  $H_0$  was rejected. The result of computation was the significance value  $< 0.05$  ( $0.000 < 0.05$ ), so the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It meant that there was a significant different of students' reading ability at the tenth grade of MA Syekh Subakir Nglegok Blitar between those taught by using context clue technique and those taught without using context clue technique. Therefore, context clue technique was effective toward reading ability and it was suggested to use in teaching reading skill.

## **B. Suggestion**

This research had proved that the use of context clue technique in teaching reading comprehension was effective. Then, some suggestions need to be delivered to encourage the teaching learning process.

### 1. For Teacher

- a. Teacher should apply appropriate technique to teach reading comprehension. The researcher suggested to using context clue technique
- b. Teacher should manage the time well in conducting the context clue technique and designing the appropriate curriculum for the students. It was supported by Nurhayati research.

Nurhayati (2014:927) stated as follows:

Redesigning curriculum considered main items including students' need analysis and interest, need of class, their grade level, prior knowledge, the preference of learning style, audiovisual and interesting media, here and now topic, modified and adjusted instructional technique by conducting three phases; analysis, design, implementation. It could lead teachers to redesign the instructional media by accepting, discussing the students' need to find the enjoyable media of learning English, asking to guess the vocabulary, practicing and drilling their pronunciation.

### 2. For Students

- a. The students should pay attention in teaching learning process. When the teacher gave an explanation, students must pay attention from the teacher explanation and asked question if there was material that did not understand yet.

- b. The students can increase their reading ability by more exercises to applied context clue technique in reading activity.
3. For Future Researcher
- a. This research was not perfect yet. Therefore, for the next researcher should add the time in conducting the research, take the subject of different level and use the more interesting media or combine with picture.
  - b. This technique of teaching and learning “Context Clue Technique” could be used in examining effectiveness, so it should be not only measured the aspect of cognitive but also affective and phsycomotoric.
  - c. It was as reference to other researcher in doing treatment by using Context Clue Technique.