

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter discusses the conclusion about the using humorous stories to improve students' reading comprehension achievements on narrative text at SMK Mahrusiyah. This chapter is aimed to describe the conclusion and suggestion.

#### **A. Conclusion**

The implementation of humorous stories as a medium to teach narrative texts can improve students' reading comprehension. Whereas in each cycle consist of four steps, they were: planning, action, observation and reflection. In observation step there were two aspects of monitoring, there were about students' score on the tests result and students' interaction to the teacher in learning process in the class.

The students' improvement of reading comprehension in narrative texts can be seen from their achievements in tests. The students' mean score in the pre-research was 60,5 or 30% students achieved the minimum standard score (KKM). The students' mean score in the cycle 1 was 70,5 or 50% students achieved the minimum standard score (KKM) and the students' mean score in the cycle 2 was 76,5 or 75% students achieved the minimum standard score (KKM). It showed that humorous stories could improve students' reading comprehension in narrative texts. Therefore, the writer takes a conclusion that this humorous stories is appropriate to be used by the students in XI TKJ A class of SMK Al Mahrusiyah Kediri because they enjoy the lesson and understand them by their own.

## **B. Suggestion**

Based on the result of this research positively indicates that there is positive effect using humorous stories in teaching reading comprehension on narrative text. Some suggestions for the teacher and learning English are proposed as follow:

1. Theoretically, this study can provide more information for readers, teachers or other researchers about the effectiveness of using humor stories to facilitate student's reading achievements, especially in narrative text.
2. Practically, it hoped that this study can help the teachers in choosing the appropriate method and media in teaching reading, especially in narrative text. The use of humor stories in English version can also increase student's ability in narrative text. So, hopefully it will motivate them to learn reading by using interesting media namely humor stories.
3. Pedagogically, this study gives contribution in learning, especially on reading that focus in narrative text. It is also tells about how using humorous story to improve students' reading comprehension in narrative text using humor stories itself. Therefore, the teachers can encouraged to use media that having important role in teaching in order to make the student's enjoy and easy to learn reading.