

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion about the study. The researcher takes the conclusion and suggestion as follows:

A. Conclusion

The objective in this study was to know if there was an effect of using CIRC method in teaching reading to the reading mastery achieved by the second grade students of MAN Prambon.

In order to gain the objective of the study, the researcher conducted an experiment. After conducting the experiment the writer found out the difference between the mean scores of the pre- test and the post- test.

Based on the statistical analysis, it could be seen that the mean score of the post- test was higher than the mean score of pre-test. Like in this research, the comparison between two mean of the experimental group and control group has difference in mean score. The result show that the experimental group out performed the control group. The difference between two mean is 6,04

In order to know whether the difference between the two means was significant or not, the researcher used t- test value with the critical value at 0,05 alpha level of significance was 1,68. The result of the t-test value of pre

test was 1,19. When the t-test of pre test (1,19) lower than critical value at 0,05 alpha of significant (1,68), the writer concluded that the experimental and control group was equal.

Moreover, the result of computation t-test of post test was 3,36. Since the obtained t-test value of post test (3,36) was higher than critical value at 0.05 alpha level of significance (1,68), the writer concluded that the test was statistically significant. It mean that teaching reading using Cooperative Integrated Reading and Composition to second grade students of MAN PRAMBON is effective.

B. Suggestions

Based on the conclusions above, the researcher would like to offer some suggestions. First, English teacher, especially English teacher of senior high school, must be able to create his or her own technique in order to raise his or her students' interest in following his or her teaching English.

And for the students, they must have motivation and self confidence so that they can ask many questions to their teacher when the teaching and learning process is running. The students must pay much attention to the explanation of the teacher in order to understand the material well. Furthermore, they must be trying to more active because if they still passive they can not get more for learning proces.

And than, suggestion offered by the researcher is using Cooperative Integrated Reading and Composition method recommended as an alternative

technique for the English teachers, especially for the teachers to attract the students' interest and motivation in learning English and improve their reading ability.

In order to get the wider generalization of the result of the study, the researcher offers the suggestions that such activity should be conducted in other classes of other school, and the writer hopes, there will be many researchers about how to use Cooperative Integrated Reading and Composition method more effectively in the future. Besides, teachers should have a good choice in selecting the method based on the students' education level and interest.