

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher presents the conclusion to answer the statement of the problem and suggestion for the English teacher, students, and the next researcher to use constructive approach in teaching reading.

A. Conclusion

The objective of this research is to measure the effectiveness of teaching reading by using constructive approach. The analysis showed that the students who are taught reading by constructive approach get better score than those who are taught without constructive approach. It can be seen from the different mean of both groups before and after treatment. It means that the using of constructive approach can improve students' reading skill. In pre-test, the mean score of experimental group is 79.86, and the mean score of control group is 82.64. The mean score of experimental group is lower than control group. Next in the post test, the experimental got 88.33 and control got 87.64. The mean score of experimental group is higher than control group. It can be concluded that the using of constructive approach can improve students' reading skill. The data proves that the progression score of experimental group is 8.47 and the progression of control group is 5.

Next, the significant value is shown by SPSS' output smaller than 0.05, statically there has enough evidence to reject the null hypothesis, than

the alternative hypothesis is received. It means that the students who are taught reading by constructive approach got better reading skill than the students who are not taught reading by constructive approach. Therefore the hypothesis "Using constructive approach to the first year students of SMAN 6 Kediri is more effective than teaching reading that does not use constructive approach" is accepted. It can be concluded that constructive approach strategy is effective in teaching reading skill for the first year students of SMAN 6 Kediri.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions to improve reading skill; hopefully it is useful for English teachers, students and the next the researcher.

1. For English Teacher

In a class, most of the students are passive because they do not know a lot of vocabularies. The teacher uses the old method, it is teacher centered. After giving explanation, the teacher asks the students to answer the questions. So, when the teaching learning progress, they did not pay much attention and felt boring. Because of that, the English teachers must have the ability to vary the teaching technique which is focused on student. It is important to teach in order that the students change the way they learn a language.

Here, the researcher uses constructive approach as media improving reading skill in order to make the students more interested and

enthusiasts in learning English. Teacher waives the students to find the knowledge and understanding about reading. So, they can improve their English knowledge.

2. For the Students

For the students, they have to improve their knowledge especially to enrich their reading source from the other source like English magazines, story books, west songs, article, etc. They can analyze many kinds of texts and they can look for the main idea of the text.

3. For the next Researcher

The researcher offers some suggestions that such activity should be conducted in other classes of other school to get the wider generalization of the result of the study. The researcher hopes there will be many researchers that explore the use of constructive approach in improvement the students' skill reading in teaching learning process.