

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher explains research conclusions as the answer to the research problem. The researcher also explains the suggestion to English teachers, students, and further researchers.

#### **A. Conclusion**

Based on the findings and discussion in Chapter IV, the researcher concluded that story mapping had an effect on students' reading comprehension of narrative text in 11<sup>th</sup> grade of MA Al-Mahrusiyah Kediri. This was proven by the result of the Mann-Whitney test. the researcher used the Mann-Whitney U test as an alternative test using SPSS 24. In the Mann-Whitney U test, the result showed a significance value of. 0.003 which was less than 0.005. This meant that  $H_0$  was rejected and  $H_a$  was accepted. The accepted hypothesis stated that there was a significant effective difference between students who were taught by using the story mapping strategy and those who were taught using the silent reading strategy on students' reading comprehension.

This was further confirmed by the mean results of the two classes after treatment. In the experimental class, the mean result of the post-test score was 76.36 and the mean result of the pre-test score was 57.58. In the control class, the mean result of the post-test score was 69.43 and the mean result of the pre-test score was 58.00. In the experimental class, there was an

increase in the mean score of students who taught using story mapping which was 18.78. Meanwhile, in the control class or students who taught by using silent reading, the mean score increased was 11.43. Based on these results, it was evident that the increase in the mean value of the experimental class was higher than the control class. Therefore, it was concluded that story mapping was proven effective in students' reading comprehension of narrative text.

## **B. Suggestion**

Based on the conclusion above, the researcher gives some suggestions to English teachers, students, and further researchers.

### **1. For the teacher**

Improving strategies in teaching is something that teachers should consistently do to achieve goals in teaching-learning activities. Teachers should improve their teaching strategies to be more innovative to make students more active and interested in the learning activity. One of the strategies that can be used is story mapping. Story mapping can be used to teach students reading comprehension of narrative text. It helps to increase students' activity and increase student interest in understanding text more easily.

### **2. For the students**

Students can use story mapping to improve their reading comprehension of narrative text. The researcher hopes that students will

enjoy their learning activity but still have to be active in learning process using story mapping so that students can understand the text better.

### 3. For the further researches

The use of story mapping has proven to be effective for students' reading comprehension of narrative text, so the researcher hopes that this study can be valuable insight for researchers who are interested in similar fields. Future researchers are also encouraged to conduct longer studies at different levels to explore whether this strategy is effective in solving problems in various classes and skill areas. Additionally, it would be beneficial to investigate the effectiveness of digital story mapping tools in teaching reading comprehension. Digital platforms may offer more interactive and engaging ways for students to use story mapping, potentially enhancing their learning experience and providing new insights into its application.