

## **CHAPTER V**

### **CLOSING**

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was answer problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make batter improvement and motivation for students, teacher and writer related with the teaching learning of comprehending narrative text by using Context Clues as the learning strategy.

#### **A. Conclusion**

The problem of the study as stated in Chapter I Is there significant any effect of Context Clues in reading comprehension of the Eleventh Grade Students at SMA Negeri 3 Palangka Raya. Based on the result of data analysis from reading comprehension scores which gained by students before and after conducting treatment, there were significantly different based on the statistical analyses using manual calculation and SPSS 21.0 program,  $t_{observed}$  was higher than the  $t_{table}$  at 5% and 1% significance level or  $2.733 > 2.000$ ,  $2.733 > 2.660$ . and the data calculated using SPSS 21.0 program, it was found the  $t_{observed}$  was higher than the  $t_{table}$  at 5% and 1% significance level or  $2.910 > 2.000$ ,  $2.910 > 2.660$ .

This indicated that the alternative hypothesis ( $H_a$ ) stating that there was any significant effect of Context Clues in Reading Comprehension for the eleventh grade students at SMA Negeri 3 Palangka Raya was accepted. On the contrary, the Null hypothesis ( $H_o$ ) stating that there was no any significant effect

of Context Clues in Reading Comprehension for the eleventh grade students at SMA Negeri 3 Palangka Raya was rejected. It implicated that teaching reading comprehension by using Context Clues gave effect toward the eleventh grade students' score at SMA Negeri 3 Palangka Raya. It meant that if the students were taught reading comprehension using Context Clues, therefore, the students' reading comprehension score would be higher than it would without using Context Clues. On the contrary, if the students were taught reading comprehension without using Context Clues as a learning strategy, the students' score of reading narrative text would be lower than the use of Context Clues. It can be proved by the difference of Pre-test and Post-test.

## **B. Suggestions**

In line with the conclusion, the writer would like to propose some suggestions for the students, teachers there and the writer as follow:

### **1. For the Students**

For the students, when they studied narrative text using Context Clues, it is recommended that they have to pay attention to more active their background knowledge of the topic based on what the students have to know, and also the purpose and meaning of the text. By understanding the meaning of text, the students may know the purpose about text then they are easier to answer the questions.

### **2. For the teacher**

The teacher must pay attention to the students' level, problems in learning English, and the strategy used in teaching English narrative text, so

that the teachers are able to use Context Clues in teaching learning activity especially in reading narrative text. The teachers are also able to be aware with another teaching learning strategy that can be used to teach foreign language to motivated and make the students' interest in learning foreign language.

Based on the result of the study that showed that Context Clues gave effect on the students' score in reading comprehension about narrative text of the eleventh grade students at SMA Negeri 3 Palangka Raya, the writer recommended the teacher can use the Context Clues for teaching English in reading comprehension especially narrative text. The teacher could motivate the students to read familiar topic of narrative text.

### 3. For the next Writers

Since the study was experimental study by using Context Clues in teaching reading comprehension for the senior high school students. The result of the study found that using Context Clues gave significant effect on the students' score in reading comprehension especially in comprehending narrative text. This study was focused on the eleventh grade students at SMA Negeri 3 Palangka Raya. The writer recommended for the other writers who want to conduct the study related to the reading especially in narrative text and also pay attention to test item.