

## CHAPTER V

### CLOSING

In this chapter, discusses about conclusion and some suggestions based on the result of the study.

#### A. Conclusion

Based on the result of data analysis from the students' not gained score of reading narrative text test from experiment group, which was taught using direct method and the gained score of control group, which was taught without using direct method were significantly different ( $t_{\text{observed}} = 1.143 > t_{\text{table}} = 2.01$  (5%) and 2.68 (5%)) and SPSS 18.0 = ( $t_{\text{observed}} = 1.143 > 2.01$  (5%) and 2.68 (5%)) at 1% and 5% the level of significance.

This indicated that the alternative hypothesis stating using direct method the students' reading scores in narrative text at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya was rejected and the null hypothesis stating that the interactive video media does not increases the students' reading scores in narrative text at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya was accepted. It meant that if the students were taught reading narrative text by using direct method, the students' English scores would be lower than other method. It can be proved by the difference between pre test and post test. The interpretation above answer the problem of study that direct method does not gave significant effect of the students' writing scores in narrative text at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya.

## **B. Suggestions**

Based on the findings of this study, the writer would like to propose the suggestions for the students, the teachers and the researchers.

### **1. For the students**

Direct method in teaching reading not supports the students to make them easier when they read a text or paragraph. Therefore, the writer recommends to the students to learn and improve their reading comprehension and other english skills using other method to learn english especially reading as much as possible.

### **2. For The Teachers**

The English teacher in SMA Muhammadiyah 1 Palangka Raya could not use direct method as an alternative method to teach reading skill at SMA Muhammadiyah 1 Palangka Raya, because can not help the teachers to give a visual experience to the learners in order to support, make clear, and ease the complex concept and abstract concept to the simple concept, concrete concept, and easy to understand. So, the writer recommended the teachers to not using direct method to make the teaching learning process more alive and meaningful.

The English teacher should consider some aspects in implementing the technique. They are: first, the teacher should set the time as effective as possible. Second, the teacher should deliver the explanations or instructions using clear voice and clear explanations or instructions to get the students understand with the main purpose of the learning activity.

### **3. For the Future Researchers**

In this thesis, the writer realized that there were still many weaknesses. The future researchers can improve this study with better design and different object in order to support the result findings.