

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents conclusions from the research that has been conducted. The researcher presents it starting from the conclusion of the research problem to the results of data acquisition. The researcher also provide suggestions based on this research.

#### **A. Conclusion**

In this research, the problems faced by SMPN 05 Kayan Hulu students, especially grade eight, are formulated in this study based on pre-observation. There are several factors that become obstacles for students in understanding a text. Based on the pre-observation, most students have difficulty in finding the meaning of a text because they have difficulty in finding new vocabulary, cannot determine the main idea and supporting idea, and cannot find other information in the text. Therefore, the researcher decided to conduct Classroom Action Research to improve reading comprehension skills through guided reading strategy.

The result of the research conducted in two cycles in grade VIII Kayan Hulu prove that the application of guided reading strategy can significantly improve students' reading comprehension skills. This study shows a significant increase from cycle I to cycle II, which show that the learning process is increasingly effective. Based on the results of observation in cycle I, it shows that the process is quite good, but it still needs to be improved and the result of cycle show that the learning process is very good and effective. Meanwhile, in

the test result in the first cycle, the average score of students is still relatively low, showing that students have not fully understood the material and in second cycle the average score of students has increased significantly, show that students have understood the material well.

Based on the results of the research presented by the researcher regarding the use of guided reading strategy in teaching reading comprehension, it has been successful and effective for teaching and learning activities in the classroom.

## **B. Suggestion**

In this section, the researcher provides some additional suggestions from the classroom action research that has been conducted. Based on the findings in this study, guided reading strategy are beneficial in English language learning, especially in reading comprehension. Guided reading strategy is a complex technique in its application. This strategy will be very fun to use in the classroom if students learn in groups. That is, students will be more active and participate because they share and show their opinions, discuss a text together and make them think critically.

Based on the results of the study, the researcher concludes that these suggestions are intended for teachers who teach English subjects, and other researchers. For teachers who teach English and want to improve students' reading comprehension skills at the senior high school level, the researcher suggests using guided reading strategy as a learning medium because this

technique is effective, attracts students' attention, fun, and most importantly, helps students in understanding and finding information in reading texts.

In addition, for other researchers, it can be a reference to conduct research with a different focus and style of discussion. Guided reading strategy can be one of the learning media that can be used to improve students' reading comprehension by using varied reading texts.