

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research was drawn in accordance with the result of the data analysis in the previous chapter. There were some significant differences between experimental and control class. The average score for the experimental class was 59.57 for the pre-test and 71.277 for the post-test. While the average score for the control class was 51.60 for the pre-test and 54.255 for the post-test. It meant that there was an improvement of the students' achievement in reading descriptive texts. Each class has different achievement. The achievement of the experimental class is higher than the control class.

In the result of post-test of experimental class was 71.277 which were higher than the control class 54.255. It meant that reading a descriptive text by using inquiry method was better than the reading descriptive texts without inquiry method.

The result of the calculation using the t-test showed that t_{count} : 11.835 and t_{table} : 1.66 with $\alpha = 5\%$ and $df = (n_1 + n_2 - 2)$. It means that t_{count} was higher than t_{table} {11.835 > 1.66}. It can be concluded that there was a significant difference in the students' reading score of the eighth year students of MTs NU Nurul Huda Semarang in academic year of 2013/2014 between students who had been taught reading a descriptive text by using inquiry and those who have been taught by using a conventional learning or lecturing only.

From the explanation above, it concluded that the use of inquiry method was effective to improve the students' descriptive reading skill at the eighth grade of MTs NU Nurul Huda Semarang

B. Suggestion

One of the problems that teacher may find in teaching and learning process is how to make the students interested in the teaching or how to promote the students' interested to join the learning process well. If the students have high interest in following the teacher, it will not be so difficult for the teacher to teach the lesson.

Based on the result of the study, the writer suggests for English teacher, students and next researcher as follow:

1. For the English Teacher
 - a. Inquiry method may become alternative technique in teaching reading especially in descriptive texts. Using inquiry method to teach reading is a good innovation. It can stimulate the students' interest in reading. By using inquiry method, the students are able to catch the ideas of what to reading and understanding the paragraph more easily. So the students will not find difficulties in getting ideas in reading.
 - b. The teacher should give different attention for different students', because they have kind of characteristics. It can make students' easier to study and understand the material.

- 1) For the low students, the teacher can give attentions more, because they will understand easier to the material by teacher' guided. The teacher also gives motivation them so that they study well and gives additional homework because teacher's approach has positive affect them. Furthermore, their interaction also makes a good relationship between the teacher and the students.
- 2) In Normal level of the students, the teacher can give homework too for increasing their skills. By practice, it will be a habit themselves to make a good sentences or paragraph continually. Then, the teacher can make a season for asking the problems they find. And the more important thing, the teacher has to make a good communication with the students.

From same reason above, the researcher suggests to give a different treatment for different level of the students. Because it is very important to improve students' ability by using the suitable method. It can make students' skills up after teaching and learning. Then, make a good relationship, a good communications and a good interaction between the teacher and the students.

- c. The teacher can find the references of Aptitude Treatment Interaction from e-book, book, journal, internet based on

their creativities in order to get the students interest in reading activities.

- d. Before teaching and learning process, the teacher should prepare and choose the technique or method well. It means that before using inquiry method in teaching reading, it is better if the teacher checks whether the text can be classified as descriptive text or not, whether the text is appropriate to their level or not.

2. For the Students

- a. The students should pay attention to the teacher when he or she gives the English lesson.
- b. The students encourage themselves to learn English especially reading a descriptive text.
- c. The students should learn the elements of good reading especially technique and its application in the reading process.
- d. The students should practice their ability of reading from the simple to the complex.

3. For the next researchers

They can make this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the limitation about this research, they can conduct a research with the same technique but in different genres. The researcher hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

After doing the analysis, the researcher concluded that since the obtained t-score was higher than critical score on the table, the difference was statistically significance. Therefore, based on the computation there was significance different between the teaching descriptive text using inquiry method for the eighth grade of MTs NU Nurul Huda Semarang. In this research, teaching descriptive text using inquiry method was more effective than teaching descriptive text without inquiry method. It could be seen from the result of the test. Where the students taught by using inquiry method got higher scores than the students taught without using inquiry method.