

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions of the study and some suggestions. The conclusions are drawn based on the results of the study. Meanwhile, the suggestions are recommended for the English teacher and the future researcher, particularly for those who are involved in teaching reading comprehension.

#### **5.1 Conclusion**

Based on the research finding, it could be concluded that:

- 1) The implementation of Story Grammar strategy in teaching reading comprehension could improve the students' reading comprehension ability. The discussion in a group helped them in sharing their knowledge because in this chance, the students could share their understanding of the text given. Besides, in teacher's guiding section the students had to pay attention to the questions and bravery to show the ideas. The retelling story stage trained their bravery in sharing the idea to be new same story to the other friends.
- 2) The implementation of Story Grammar strategy in teacher's guiding questions could improve students' participation and motivation in learning reading comprehension skill. The students looked enthusiastic in joining all activities during teaching learning process although in every meeting the researcher found some problems but it reduced day by day.

The conclusion drawn was specified into three main points: the major stages in Story Grammar strategy, the strengths and the weaknesses of Story Grammar strategy

### **5.1.1 The Major Stages in Story Grammar Strategy.**

The researcher implemented the strategy in whilst teaching stage. Before going to the main Story Grammar activity, the teacher explained how the Story grammar strategy works. It should be clear because it could make the next step run well. In this section, the teacher presented Story Grammar strategy, those are: the purpose, the elements of story grammar, and teacher's guiding questions in general. Teacher's guiding questions was the important one because by this section the students could understand the text well.

After explaining the Story grammar strategy, the teacher contributed the text and asked the students to discuss it with their group. This stage was important because the students could get the informations that would in the teacher's guiding question section.

After discussion the text stage, the next activity was applying teacher's guiding question stage. Teacher guide students' comprehension by giving questions and students answers the teacher's questions. Here, the students have to pay attention of the questions and bravery to show the idea through their answer based on the text. In this stage, the teacher knew the students ability in understanding the text and the motivation in learning English especially in reading comprehension skill.

The next activity was retelling the story. In this stage, the students tried to retell the story with their own words based on the concept of Story Grammar. This stage needed more monitoring from the teacher to guide them in making new same story. Teacher helped them by remembering the guiding questions and the students took the important information based on the text. Finally, it made the same story in various ideas.

### **5.1.2 The Strengths of Story Grammar Strategy**

In relation to the implementation of Story Grammar strategy, some strengths of the technique were elaborated. Firstly, Story Grammar strategy could help the students to increase their awareness of reading comprehension ability. As long as they learn English, understanding the text was bored. By this strategy, the students could enjoy understanding the text. The students would find the important information based easily. When they practiced more, they would master in understanding the text.

Secondly, Story Grammar strategy also improve students' reading comprehension skill. It was proved by the result of the research where this technique was effective in reading skill, which was shown by the students' score improvement in the research.

Thirdly, Story Grammar strategy increased students' motivation to get involved in the classroom activities. The implementation of the strategy gave them challenges to participate actively during teaching learning process. Direct discussing made them to show their ideas freely.

### 5.1.3 The Weaknesses of Story Grammar Strategy

The weaknesses of Story Grammar strategy applied were drawn as follows. *Firstly*, it was same guiding questions type in each meeting that made some students bored to answer. *Secondly*, this strategy was difficult apply in the class with low motivation in sharing the ideas.

### 5.2 Suggestion

Based on the strengths and the weaknesses of the implementation of Story Grammar strategy in teaching reading comprehension skill, some suggestions are given to follow up the result of the study. First, the suggestion is addressed to the English teachers, particularly those who teach English in SMP Muhammadiyah 4 Giri. In order to be able to apply Story Grammar strategy effectively, it is important for them to consider the mayor stages mentioned above and give more attention on discussion stage and teacher's guiding stage. Be sure that all the students understand the text well.

Moreover, it is also suggested that the English teachers should limit the time for every student to share ideas in order to give similar chance in reading comprehension so they can learn reading comprehension effectively.

Finally, a suggestion is also addressed to future researchers, especially those who are interested in applying Story Grammar strategy. Here they are suggested to prepare well planning before conducting a similar study because the success of the study depends on both organization of the material and also the implementation of the teaching, well planning should be conducted.