CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Considering the result of all the data gathered from the action research, the writer drew some conclusions to answer the research questions, as follows:

1. *Make a match technique* is a learning technique that could be used to improve the students' reading comprehension. And it could be combined with the strategy from Brown and Payne to answer the students' problem in vocabulary. Because, based on the result of reflection of the students' reading comprehension achievement on the first cycle that more students were lack of vocabulary, so they found difficulty to understand the content of the text well. In this case, the teacher overcame the problem by using the strategy that was adopted from Brown and Payne (in Hatch and Brown, 1995:373). The teacher guided the students to know the meaning of the word by doing the activities as follow: 1) The teacher invited the students to list the difficult words that they found. 2) The teacher gave the students clear description of the words, for example: the word *king,* king is a man who leads the kingdom. 3) The teacher guided the students to discover the meaning of the words by giving synonym, definition, or paraphrase. For example: the synonym of *changed into* was *turned into*. 4) The teacher guided the students to agglomerate the form of the words, for example: (group of verb: saw, threw away, put), (group of adjective:

surprised, ugly). 5) The teacher guided the students to create the sentences by using the words that they found. By combining the strategy above in learning reading comprehension, the students' reading comprehension achievement could be seen from the result when the students answered the questions by using *make a match technique.* They could match the questions with the right couple answer easier.

2. Based on the students' opinion about the technique (*make a match*) on the first cycle, that most of the students still got trouble in learning reading comprehension using *make a match*, they were confused to do it. It could be seen from the result of the questionnaire list from them. From 27 students in the class, there were only 4 (14,81%) students did not get trouble in learning reading using *make a match technique.* And the others still got trouble to do it. It was because the technique was new for them and they have not learned using this technique yet before. By explaining the steps of the technique more clearly on the second cycle, the result of the students' opinion about *make a match technique,* that from 29 students in the class, there were 27 (93,10%) students understood the steps of the technique and they could do it well. And also they believed that the technique made them easier to comprehend the reading text. The steps were as follow : first, the students should read first the reading text, the questions and the answers. The second was the students should determined the couple of answer of the questions after they shared opinion each other in their group. The last, when they were sure about the answer of the question, they should write it on available paper.

3.   *Make a Match Technique* could be used to make the students active in learning reading comprehension. Based on the result of the observation sheet of the students' activities using *make a match technique* in learning reading comprehension on the cycle 1 from the observer showed that from 27 students in the class, there were only 20 (74, 07%) students who had paid attention to the teacher's explanation and involved in group discussion of *make a match* game actively, and 7 (25,92%) of them had not paid attention to the teacher explanation. They talked each other with their friend while the teacher was explaining the lesson. And also they had not involved actively in group discussion. They were only silent. On the cycle 2, the teacher guided them by giving some questions about the material, so there was no chance for them to talk each other and they focused on the teacher explanation. The teacher also invited the students to involve actively in group discussion by changing the group discussion and putting the students who got good score in the previous cycle to be the leader of the group, in order to help their friend to understand about the material. So they were not silent in group discussion but they could share their opinion each other. It could be seen from the table of frequency of students' observation sheet on the cycle 2, that there were improvement of students' activity in paying attention to the teacher' explanation about 22,48% and involving in group discussion of make a match game actively about 19,03%.

5.2 Suggestions

Based on the conclusions above, the following recommendation are put:

1. For the teachers in general and particularly those in SMPN 3 Pringsewu who want to improve the students' reading comprehension achievement, by implementation of *make a match* technique in teaching learning process.

2. The teacher should motivate the students to be active by giving interesting material and media of make a match.

3. The teacher should give more examples of the reading text to the students in order to expand their vocabulary. And the teacher may ask the students to bring dictionary to help them.

4. The teacher should give more attention to the students while they are doing the activity of *make a match* in learning reading comprehension.

5. The teacher should give tryout about the technique to the students before she/he implemented the technique.