

## V. CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sub-sections, that is, conclusions and suggestions.

### 5.1 Conclusions

Based on the results of the data analysis and discussion, the researcher draws the conclusion as follows:

1. There is a significant difference of the students' reading comprehension achievement before and after being taught through authentic material and teacher-made at the first grade of SMA Negeri 5 Bandar Lampung. It was proved by comparing the result of statistical analysis t-test that shows t-ratio is higher than t-table ( $2.721 > 1.997$ ). It indicates that  $H_1$  is accepted and  $H_0$  is rejected.
2. Students who are taught using authentic materials become more interested in English than those who are taught using teacher-made materials because they can improve their reading ability by using interesting news items from newspaper or other sources. It can be seen by the comparison of the increase

score on pre-test (64.39) to post-test (76.21) in experimental class1 that gains 11.82. It is higher than the increase score of pre-test (61.51) to post-test (68.93) in experimental class2 that gains 7.43. So, it can be said that authentic material is more effective as teaching material for teaching reading than teacher-made material. Learning to read using authentic materials can create an interesting teaching learning.

## **5.2 Suggestions**

Based on the conclusions above, some suggestions are put forward as follows.

1. The teacher should be able to find and choose an appropriate material in teaching English, especially in teaching reading comprehension. Authentic material and teacher-made material are the materials which have been proved appropriate to be applied in teaching reading comprehension although authentic material gives better result for the students.
2. In each experimental class, the aspects of reading which got the lowest gain are making inferences and understanding vocabulary. It is suggested to English teacher to give more explanation about those aspects and teacher should give some examples how to answer correctly about that.
3. Since the use of authentic materials can give better result than teacher-made materials, it is suggested that English teacher apply authentic material as a variation of news item materials in teaching reading.

4. The teacher should develop students' inferencing ability by giving more explanation on that aspect through news item from authentic material.
5. Variation of material on teaching reading can help the teacher and the learners in teaching learning process.