

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. Based on analysis and findings, it can be concluded that in teaching reading comprehension of narrative text, the teachers were more focused on teaching the characteristic of narrative text as genre rather than on enabling the students' skill of reading comprehension. The teacher performed two main ways to the classroom, there were (1) ways of structuring classroom interaction, which were opening activity, main instructional activity, and closing activity and (2) ways of teaching narration, which were classified in four ways, they are manipulating the definition of narrative text, social function, generic structure, and linguistic features or lexicogrammar. Furtherore, These four
2. The uderlying reason of teachers' behavior in teaching reading comprehension was due to four reasons, they were (1) teachers believed that introducing the topic could avoid the confusion of students' reading comprehension, (2) teachers believed that knowing the definition of narrative text was the very first step to comprehend a text. (3) teachers believed that the text structure could help the students in comprehending the reading text, (4) teachers believed that the students who comprehended text structure were also comprehending the content of the reading text.

## B. SUGGESTION

Based on the above conclusion the following suggestion are given as follows:

1. In teaching reading comprehension of narrative text, the teacher should not limit the teaching ways by providing the the characteristics of narrative text only, but also should integrate it to the reading comprehension skill of the students because those characteristics enable the students to make their reading comprehension better.
2. The knowledge of teachers in teaching reading comprehension should be improved in order to make them be able to teach in appropriate ways.
3. The teacher should apply the student center aproach instead of teacher centered approach.
4. Reading comprehension is a difficult aspect to achieve for the student's ability. The teacher is expected to apply good strategies in her teaching and learning activity.
5. School or principal should encourage teachers to make continuous improvement of their teaching process including the methods, approaches and instructional media.
6. School or principal should give motivation for teachers to do research dealing with their teaching and learning activities.
7. The headmaster could use the result of this study as the input of the basic information of factual condition in the teaching and learning process of

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Beside, the result of this study can be used as the input to improve the English teacher's professionalism, to improve the quality of the teaching and learning process of reading English text at State Junior High School. Hopefully, the qualified teaching and learning process of reading English text also improve the quality of the students' competency to master four skills in English, especially in reading comprehension of narrative text.

