

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer made several conclusions and suggestions in teaching reading narrative text using two stay two stray strategy based on results and discussions related to research questions which have been presented in chapter four.

A. Conclusion

In this study, the writer presents the answers to the research questions: 1) How is the implementation of the scenario of teaching reading narrative text using two stay two stray strategy?, 2) what are the students and teacher response toward teaching reading narrative text using two stay two stray strategy?, 3) what are the students' difficulties in learning reading narrative text with two stay two stray strategy?. Below are the answer to the questions of this research:

First, in terms of implementation of two stay two stray strategy, the writer implemented this strategy in accordance with scenario and teaching script that had been made by the writer before conduct the study. Two stay two stray strategy has eight steps. The first meeting, the writer implemented step one and two. The second meeting, the writer implemented step three until eight. The third meeting the writer use this meeting to review the material and all steps of two stay two strategy and also did the test to the students. The fourth meeting, the writer conducted the interview to the students and teacher and gave a questionnaire to the students. The implementation of two stay two stray strategy divided into two

meeting. The writer believed that there is not enough time if all steps of two stay two stay strategy implement in one meeting also at the first meeting only implemented steps one and two because the writer intended to give group assignments outside class hours to foster their sense of solidarity.

The second, students and teacher gave positive responses and negative responses to the implementation of teaching reading narrative text using two stay two stay strategy. In general, they gave more positive responses than negative responses. English teacher said that two stay two stay strategy is suitable to apply to teaching reading in group learning because he found that the students more enjoy and participative in learning process, and also there are a lot of benefit that can take by student such as increase interaction among student, increase material understanding, and increase students' motivation. Besides that, teacher also gave the negative response. He reminded that this strategy has disadvantages such as need more time to implement this strategy and teacher as facilitator should prepare well. The writer can package the learning process properly. The response from teacher had a correspondence with the students' responses. The students' responses to the implementation of two stay two stay strategy was positive and negative. But students gave more positive responses than negative responses. They said that teaching reading narrative text using two stay two stay strategy was fun and easy to understand because they can interact each other and discuss to share information. Negative responses from the students are lack of vocabulary thus they reluctant to read the text, and some of them prefer to study individual, thus they difficult to adapt to the group.

The third, students' difficulties in learning reading narrative text using two stay two stay strategy were in mastering vocabulary and adapting to friend. Lack of mastery of vocabulary prevents them from learning well because they feel less understanding, thus they are reluctant to read. Students also have difficulty adapting to friends because they feel uncomfortable in interacting because students are used to learning independently. In addition, in understanding the material, they faced difficulty in understanding language features, especially past tense. In terms of vocabulary, their difficulty is in guessing the meaning of word. In terms of generic structure, their difficulty is resolution part of the text.

Based on the answer to the research questions above, this study came to the conclusion that two stay two stray strategy was good and suitable for teaching reading narrative text which emphasize student to interact with another to build their personal and group responsibility. Thus, it makes students active participating in the learning process and increase student' enthusiasm in learning English, especially reading skill. They become more motivated to learning better than before. Although, this strategy is not suitable for students who prefer studying individual.

B. Suggestion

Based on the research findings, the writer would like to provide suggestion for the following people:

1. For the teacher

The teacher should have an interesting way to convey the material such as using cooperative approach one of them is two stay two stray strategy, because this strategy was good not only to increase students' understanding but increase the social relation among the students.

2. For the students

The writer expected that this strategy useful to increase students' interaction because they study in groups. Students will be enthusiastic and free to share information so that their understanding of the material will increase. It can increase their motivation in teaching reading, especially narrative text.

3. For the next writer

The writer hopes that they can conduct the study using this strategy or another that has many benefits to improve the student's skill not only in teaching reading narrative text, but also in other skill in the English language. This study can be used as an additional reference for further study.