Chapter V: Conclusion and Suggestion

This chapter discusses the conclusion of this research and suggestion which briefly enclose the explanation from the previous chapters.

Conclusion

Based on the result of analyzing the data by using statistical analysis, concluded that:

Firstly, by applying story maker online, the students’ reading ability had increased. It proved that the story maker online could make students be more interested to learn. In addition, story maker online had a great impact on students’ ability in a multy purposes (developing students’ creativity, developing students’ interest, developing students’ capability on problem solving and helping students’ to face the development era).

Moreover, based on the data, the result of pre-test and post-test was different. Students who got low score in pre test had decreased in post-test. The highest score in pre-test was the range of 14-15 while the highest score in post-test was in the range score of 22-23. Students’ score percentage in pre-test was 30% and in post-test students’ score percentage was 45.16%.

Secondly, after calculated the normality analysis of the pre-test and post-test data, it was found that the pre-test and post-test data was normally distributed. It was supported by the result analysis of each test. In the pre-test and post-test, it was found that L0 was smaller than Llist. Pre-test L0 was 0.0139 and the Llist 0.159. Meanwhile, in post-test L0 was -0.095 and Llist was 0.159.

Finally, according to hypothesis of this research that is “story maker online can increase students’ ability in reading” accepted. It shows base of the criteria H1 will be received if t-list < t-count. The score of T-list (n-1 = 2.04) and T-count = 4.451. It showed that T-count
(4.451) bigger than T-list (2.04) it means that the research hypothesis was accepted. In other words,” Story maker online can increase students' ability in reading”.

**Suggestion**

Based on the conclusion above, the researcher suggest to the teacher to use story maker online for teaching reading, in order to increase their ability in reading. Further, story maker has so many creations of picture so this can help and make them interested to read, effectively in the long narrative text.

For the next researcher, the researcher suggest to apply another kinds of story telling in teaching and learning English, particularly in reading. Story maker also is not only appropriate in reading, but also in writing, listening, and speaking.


