

## Chapter V

### Conclusion and suggestion.

#### Conclusion

Based on the explanation in previous chapters, the researcher concluded that Herringbone technique was one of suitable method to teach reading. It could become the students' requirement to get the key idea and understand about the information of a text. The appropriate method made the students interested in teaching and learning process. It was the important factor to support the students' success in teaching and learning process.

Based on the result of pre-test and post-test, the researcher found that the mean score of pre test (60). It was higher than the mean of post test (81). It means that the score of the students' ability can improved after giving herringbone technique as the treatment to the students. It was proved by  $t_{count}$  which was higher than  $t_{list}$ . The hypothesis of this research "herringbone technique can improved significantly the students' reading ability in recount text" can be accepted, because the value of  $t_{list} = 2.042$  and  $t_{count} = 6.912$ . It means that the  $t_{count}$  is significant improving, because  $t_{count}$  is bigger than  $t_{list}$ . In other words, the hypothesis of this research is accepted. Therefore, it can be concluded that Herringbone technique is reasonable to improve students' reading ability in recount text.

## **Suggestion**

There were some suggestions that were recommended to be applied. The English teacher was suggested to apply Herringbone technique in reading text, especially in learning of recount text. On the other hand, the English teacher had to pay attention to the students' condition in class, it helped the teacher to find the appropriate method in teaching and learning process. For the other researcher, herringbone could be applied in another skill. As the response to this kind of learning, it tolerated students to be more participated and active. Diagram fish in herringbone technique is useful to identify the main idea lesson, text, or context, because the sixth question can consolidate detail of text. The students can share the idea with each other of the difficulties during the learning as the good consequence. Students would be enthusiastic and reach the capability, especially the comprehension of recount text. Furthermore, hopefully this research could be used as the reflection for another researcher in improving students' understanding in using simple past tense.

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