#### **CHAPTER V**

# **CONCLUSION AND SUGGESTION**

In this chapter, the writer would like to present the conclusion and suggestion dealing with the study. The conclusion is done based on the result of data analysis and discussion in the previous chapter while the suggestion is done based on the conclusion which is gained from the result of data analysis and discussion. The conclusion and suggestion in detailed are presented below.

### 5.1 Conclusion

Based on the result of data analysis and discussion, the writer comes to draw the conclusions. It can be concluded that the students of SMAN 4 Kupang in the school year 2014/2015 especially class X MIA 4 can understand the text they have read. There are some mistakes made by the students especially in their grammar and vocabulary because some students did not understand the instructions towards the text they had read but some of their correct answers show that they had still better ability in understanding a reading text and the students class X of SMAN 4 Kupang could do their task well.

Furthermore, based on the three tables which have been shown in the previous chapter, it is concluded that their ability level for both multiple choice and essay test and for the whole tests can be described as written below.

- a. The students' ability level for multiple-choice test is "Very Good" (9.59 %).
- b. The students' ability level for essay test is "Good" (8.15%).
- c. The students' ability level for the whole test is "Good" (8.625%).

# 5.2 Suggestion

Based on the result of data analysis and discussion, the writer would like to give some suggestions that might be useful for both English teacher and students of SMAN 4 Kupang. The suggestions are presented in detailed below.

- 1. The English teacher should give the students more exercises in the classroom interaction or as homework dealing with English reading text.
- 2. The students should do more exercises themselves dealing with writing a correct word and as often as possible read English texts and try to understand.

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