

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to determine whether the use of fable-based teaching methods could improve students' reading comprehension of narrative texts in class VIII at SMPN 10 Kupang. Based on the analysis of pre-test and post-test results, as well as the paired sample t-test, it can be concluded that the use of fables as a teaching medium resulted in a slight improvement in students' reading comprehension, although the difference was not statistically significant.

The key conclusions of this study are as follows:

1. Improvement in Students' Reading Comprehension

The mean score for the pre-test was 62.87, while the mean score for the post-test increased to 65.33. This indicates that, on average, students demonstrated a modest improvement in their reading comprehension after the use of fables in learning activities.

2. Statistical Significance

The paired sample t-test produced a p-value of 0.357, which is greater than the significance threshold of 0.05. This means the difference between the pre-test and post-test scores is not statistically significant, and the observed improvement may be due to factors other than the fable-based learning approach.

3. Variation in Learning Outcomes

The results revealed variation in individual student performance. While some students showed substantial improvement, others experienced minimal gains or even a decline in

scores. These differences may have been influenced by external factors, initial reading ability, learning habits, or motivation levels.

4. Factors Influencing Improvement

Several factors may have contributed to the observed changes, such as the simplicity of the fables, the degree of student engagement, and the initial comprehension levels. Students with lower initial scores tended to benefit more from the fable-based approach compared to those with higher initial scores, who may have found the material less challenging.

5.2 Suggestions

Based on the findings and discussions presented, the following recommendations are made for future teaching practices and further research:

1. Incorporation of Fables into the Curriculum

Given the positive results, it is recommended that fables be more frequently used in the teaching of reading comprehension, particularly in narrative texts. Teachers can integrate fables into various learning topics to increase student engagement and facilitate understanding. Fables could serve as an entry point for teaching more complex narrative texts.

2. Differentiated Instruction for Students

As the study revealed variation in student outcomes, it is essential for teachers to implement differentiated instruction. Some students may need simpler texts, while others with higher comprehension abilities could be given more challenging material. This approach ensures that all students learn according to their capabilities and needs.

3. Extension of Intervention Duration

The study was conducted over a relatively short period. To obtain more consistent and long-lasting results, it is recommended that the intervention be extended over a longer duration. A prolonged period would allow students to engage more deeply with the fables and gain a better understanding of the narrative texts.

4. Use of Varied Teaching Methods

To enhance teaching effectiveness, teachers should consider combining different teaching strategies. The fable-based method can be integrated with other strategies, such as group discussions, text analysis, or the use of technology in learning. This approach could provide a more comprehensive learning experience for students.

5. Further Research with Larger Sample Sizes

While this study shows promising results, the small sample size (30 students) limits the generalizability of the findings. Future research should involve larger and more diverse sample sizes to provide a broader understanding of the effectiveness of fables in teaching reading comprehension. This would also help explore other factors that may influence student learning.

6. Investigating External Factors

External factors such as socio-economic background, family environment, and personal motivation could impact students' learning outcomes. Future research should explore the influence of these factors on the effectiveness of fable-based teaching methods to get a more comprehensive view of their impact on student performance.

7. Integration of Qualitative Data for Deeper Insights

While this study relied on quantitative data to assess student learning outcomes, future research should include qualitative data, such as interviews or student questionnaires, to gain a deeper understanding of how students respond to fables. This could provide additional insights into students' perspectives on the effectiveness and engagement of fables as a learning tool.