

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion of the research based on findings and discussions. In the following section, some suggestions are presented for several parties in teaching and learning English.

5.1 Conclusions

Based on the finding of this study, it could be concluded that think-pair-share could improve the students' reading comprehension. The main data required for the study were gathered through administering pre-test and post-test to the subjects under study. Some subject supplementary data were collected of administering a questionnaire to the subjects under study. As it was shown, the students' score in the pre-test, which was 47.43, were categorized low because the minimum criterion score was 75. The means of reflection score for the cycle I obtained by subjects under study showed the succeeding mean figure of 66.33. It means that the score increased by 18.9 points. The means of reflection score for Cycle II obtained by subject under study also showed the succeeding mean figure of 75.8, it means the score increased by 9.47 points from the cycle I and increased by 28.37 points from pre-test. The mean figure in every cycle was much higher than the IR, it showed that teaching reading comprehension through think-pair-share was successfully increased. The questionnaire result for item A, B, C, and D which were scored using the rating scale 0-3 showed the comparative percentage A was 21.46%, B was 64.04%, C was 14.5%, and D was 0%. This result indicated that teaching reading comprehension through think-pair-share could make active and creative participation. Hence, by using think-pair-share the students can improve the quality of their responses. So that, students are actively engaged in think, thinking becomes more focused when it is discussed with a partner and to build on the other ideas is an important skill for students to learn.

Therefore, it could be concluded that think-pair-share technique could improve the reading comprehension of the eleventh-grade students of SMAN 2 Cimahi in academic year 2018/2019.

5.2 Suggestions

In reference to the discussion of the findings in Chapter IV, several points are suggested as follows:

1. For the English teachers of SMAN 2 Cimahi, they are suggested to keep on motivating their students to improve their English, especially in reading ability. The teacher should be sensitive in creating, selecting, and organizing the teaching aid and manipulating the media to manage the class activities. In addition, they are also suggested to make the teaching-learning process more interesting and enjoyable for the students, moreover keeps Think Pair Share technique to be applied or reference of variation on teaching especially reading.
2. For the students, since this technique could resolve the students' problem in reading comprehension so the researcher suggests the students to use Think-pair-share technique continuously in the learning process to the students in SMAN 2 Cimahi. It is expected to realize the importance of Think-pair-share technique and they should be enthusiastic when it was applied in another skill of English either written or spoken.
3. For the other researchers are suggested to use as a reference and be an alternative source and guidance in concluding the same study of obtaining a better result. Therefore, the researcher also expects that this study can be continued by another researcher deeply.