



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two main parts, namely conclusion and suggestion. The findings of the study are drawn together, and some theoretical as well as practical implications of these findings are suggested.

#### **5.1 Conclusion**

This study was intended to find out the effectiveness of TGT technique to improve students' reading comprehension skill. In addition, the students' responses to the implementation of the technique were also investigated.

The study found that TGT technique was effective to improve students' reading comprehension skill. It is indicated by the students' improving reading comprehension skill of hortatory exposition text through the implementation of the technique. The finding of the t-test shows that the score of the experimental group is significantly different from the control group's score. This shows that compared to conventional lecturing technique, TGT technique is more effective to teach reading comprehension skill.

The study also found that students showed positive responses to the implementation of TGT technique. The students liked to study hortatory exposition text through the technique. They claimed to feel some benefits of the technique. First, TGT technique helped students understand the learning material easier. The feature of the technique was proven to increase the students' comprehension about hortatory exposition text. The class presentation gave students input for their background knowledge about the learning material. The team activity developed students' comprehension and helped them strengthen their understanding of the learning material. The tournament turned students' reading comprehension practice into an interesting game that helped the students to learn more.

Second, TGT technique increased students' motivation to learn. It was found that the students claimed to be motivated to pay more attention to the teacher's presentation. They also felt to be motivated to share their knowledge with others, especially with their teammates. They were motivated to help each other solving problems during team activity. Because of the responsibility sharing, the students felt motivated to learn the material and not to miss a class for the successfulness of their team.

Third, TGT technique created positive relationship between students. It was found that most of the students stated to have positive relationship between them during the treatment. The activity they did during the implementation of the technique brought them closer one to another so that they were willing to share their knowledge to others.

Fourth, the students felt that the tournament helped them to practice answering questions related to hortatory exposition text. This practice is important for their reading comprehension skill of the text.

Meanwhile, several weaknesses were also felt by the students regarding to this technique. First, there were some students who could not tolerate noise during the activities. Second, some students felt bored of having the same team members for weeks. Third, some students questioned about the long period of the implementation of TGT technique. However, these problems may be prevented as teachers can create better instructional design.

## **5.2 Suggestions**

TGT technique is suggested to be applied by English teachers because of its strengths to teach reading comprehension skill. By using this technique, the teacher can teach reading comprehension in the more interesting way so make the students actively involved to the learning. This technique can be used to teach any kind of material as long as it has one correct answer for each problem.

To apply this technique, there are several things to consider by the teachers. First, the teacher should use the time wisely because TGT technique takes much time and the learning duration in the school is limited. Second, it may be hard for the students to work well together in their first team activity because they may not understand the instruction yet. Therefore, the teacher should move around in the learning process checking if the students have problems. Third, TGT technique creates tasks to facilitate group working. In addition, instead of making the students work in a piece of paper, make every team members have a copy of their work on their book to avoid “free riding” for some students. Fourth, instead of six meeting, it is better to shuffle the team after one tournament to avoid “team-sickness” from the students.

As for another researcher, it is suggested to conduct research on TGT technique to teach reading skill or other language skill such as listening skill. This technique can also be applied to any kind of learning material as long as it is possible to do the tournament.