

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

As the last sequence of the research, this chapter presents the conclusions of the research. It is also completed with suggestions; deal with the use of TGT in the teaching and learning context.

#### 5.1 Conclusions

According to the findings from the instruments, it can be concluded that the use of TGT method can increase students' reading comprehension. It was proved from the improvement scores in experiment group between pre test (5.20) and post test (6.40). This result is also statistically strengthened by the significant difference between experiment students' scores and control students' score after the experiment group got the treatments.

The positive responses were also given by the experiment group toward the use of TGT method. Almost all of the students (96.87%) stated that they liked to use the TGT method in reading class. Moreover, more than half the students felt that the TGT method made them easier to actively take part in the activities during the teaching and learning process because they were valued as group members. TGT method also increases students' responsibility, so they do their best to learn each other. Indirectly, TGT method makes them more motivated to comprehend narrative text.

From the research, it was also found some weaknesses in applying this method. The limited time was still the main obstacle in this research. Sometimes, it came from “X” factor which was unexpected happen in the lesson plan. Because the TGT method is a part of cooperative learning, it requires all the students to complete the teams. The absence of some members will influence others. Another weakness often appeared in team grouping because some students refused to be grouped with certain student.

## **5.2 Suggestions**

The result of this research shows that the TGT method can increase students reading comprehension in reading narrative text. This result also leads to some suggestions for the improvement of education quality in practice. In this session, the researcher divided suggestions into:

### **5.2.1 For Teacher**

Overall, the TGT method can be used as one of the alternative strategies in teaching reading, especially for narrative text. Because the TGT method includes sequences of activities, the use of this method needs a good preparation. The teacher has to prepare all the materials well. Do not hesitate to use as many as creations on the materials. For example: using the colourful replaceable paper for the tournament questions. The students will become more attractive with something unusual and

colourful so they will become more interesting in learning. The teacher does not have to always use expensive material because he can try to use easy obtainable materials.

Another point has to be considered is time management. The all activities can hardly be successfully performed in the lack of time. When it happens, the purpose of teaching and learning process cannot be achieved. The teacher has to be able to solve the unexpected factors. During the activities, the teacher also has to give clear instruction in order to avoid implementation failure. Give the instruction until all of the students understand well about the TGT procedures. Complete it with the hard copy and mix the language with *Bahasa* as often as necessary.

Moreover, the teacher also needs to do good monitoring. This is the important role of a teacher in a cooperative class when the teacher acts as the facilitator (Slavin, 2005). With a good monitoring, a teacher can control students' activities and make sure if there are some problems in the teams. Besides, do not forget to announce the winner and give the rewards. It is like a little thing but it is useful to motivate them to do their best.

### **5.2.2 For Further Research**

Although this research shows positive effects towards the use of TGT method in improving students' reading comprehension, the researcher realize that there are some limitations as mentioned before. Further, it will be better to investigate more

about this method. The researcher also suggests some points for the following research as follows.

1. The research can be conducted to find out other aspects about the use of this method, for example the effect of this method to the students' responsibility. The effects investigated are not always related to the students, it can also be done for the teachers as well. Additionally, it is also suggested to carry out this method in other language skill like speaking, listening, and writing.
2. The further research is also recommended to add the length of time and involve more participants.

