# CHAPTER V

## CONCLUSION AND RECOMMENDATION

This chapter involves two main parts; conclusion and recommendation. In conclusion, all of findings and discussions previously are drawn together to get the summary of the study. Besides, practical implication of the study in the use of Cooperative Learning model: Think-Pair-Share (TPS) in teaching reading is presented in recommendation as well.

## 5.1    Conclusion

The study reports the result in the use of Cooperative learning model: Think-Pair-Share (TPS) in improving students' reading comprehension. The purpose of the study was to find out whether or not the TPS method is able to improve students' reading comprehension. The study also was aimed at investigating students' opinions toward the application of TPS in teaching reading comprehension.

The finding of the research shows that TPS can be beneficial in developing students' skill reading comprehension. These can be seen from the data obtained in this study. Data obtained from reading comprehension test show that there is an improvement on the students' reading comprehension score. Through administering pre-test and post-test, the score could be seen that the experimental group got higher than the control one in the score of improvement in reading comprehension. The calculation of t-test shows that the experimental group got higher score (M=74.20), than the control group score (M=50.20) in reading comprehension.

Before conducting treatments, the probability of pre-test score (resulted from independent samples test) is higher than 0.05 (0.891 > 0.05). Thus, the null hypothesis is accepted in which both experimental and control groups in pretest do not have significant difference.   But, after having received the treatment in several meetings, the two groups were different significantly.. The probability of post-test score resulted from independent samples test is lower than 0.05 (0.00 < 0.05). It means the null hypothesis is rejected. In other words there is significant difference between experimental and control groups in posttest

Moreover, the use of TPS is able to affect students' reading comprehension progressively more. Having been treated by TPS method, students have significant improvement on their reading. There are some reasons causing TPS effective based on students' opinions. Firstly, TPS enable students to have fun learning because they are encouraged to be active and communicative in every stage of activity. Secondly, The TPS give them a chance to share their ideas. Through the TPS method, every student is able to have a chance to share and clarify their ideas to his pair and group. Thirdly, the TPS method helps them to solve the problem (answering the questions) easily. Through TPS, the students are invited to help each other and solve the problem together. Fourthly, TPS encourage them to be confident because of group encouragements.

And the last but not the least, TPS give the time for students to train and improve their critical thinking skill because some stages in TPS activity demand them to think critically while solving the problem and give them the chance to share their critical opinion. Therefore, the TPS is an appropriate method to apply if the teacher would like to improve the students' critical thinking skill.

## 5.2    Recommendation

Having accomplished the study, there are some recommendations to propose. Those recommendations go to both of teachers and researchers. To teachers, firstly, it is recommended to use TPS in teaching reading because it could improve the students' reading comprehension. Secondly, teachers should use clear and simple instruction spoken in English during doing the activity in each stage. Thirdly, to use the time effectively, teachers should get some stages covered in fewer activities or done in several meetings. Lastly, the teacher should know well about the background knowledge of the students to select the appropriate method in teaching processes.

To researchers, firstly, it is much better to conduct the study of using TPS in teaching reading in other area of research. Secondly, the study of TPS in teaching other skills, such as listening, speaking, and writing, is recommended.

All of recommendations mentioned above may get TPS method to contribute more significantly in Teaching English as Foreign Language (TEFL) in Indonesia. Particularly, by the use of TPS method, students can improve their skill and meet the aim required in teaching English.