

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. The conclusion is based on the results of the study which were discussed in the previous chapter. It also presents some suggestions related to the implementation of TSI method in the class. The suggestions are recommended to the English teacher and the next researchers who want to conduct the research.

5.1 CONCLUSION

The study concludes that TSI can improve student's ability in reading narrative text in tenth grade of MA Daruttaqwa Suci. It also improves students' scores. The students' score shows the improvement in reading narrative text. The students' average scores of the pre test was 59,6. The result of the students' average scores in the post test was 80,6.

TSI was a method to improve student's ability of reading narrative text. It will be better and has good improvement to be applied with some consideration in order to improve student's participation, interest and motivation in learning process. The ideal procedure of using TSI in teaching reading narrative text follows:

A. In pre activity

In order to make the learning process effective, teacher reminds students about the material and the target teaching in the previous meeting. After that, the researcher guides and explains the student toward the target teaching they are going to learn.

B. In whilst activity

1. Before reading, the teacher applies two strategies as follows:

In activating background knowledge strategy, the researcher instructs to link their background knowledge. Here, researcher asks them boarded their thought with group and they will compare their own mind with other if they have different point of view so that students will come up their knowledge well.

On predicting strategy, it is effective when the researcher preview the picture related with the text to students. By using picture they can figure out easily about what the text tells about. Besides researcher lets students if they may modify the picture with what they already know about it to make better in predicting.

2. During reading, the teacher applies three strategies as follows:

In clarifying strategy, It run effective when the researcher engages students to clarify the word or phrase through involving all groups discussing together rather than focus on individual group only so the other group could help and share their thought together.

In visualizing strategy, teacher needs to know about their ability in understanding the passage. So here, the researcher gives students opportunity to come up in their mind about the illustration of the events and engage them to tell it as what they can catch from paragraph while reading.

In questioning and answering strategy there are two effective ways to be done. The first, while understanding text, the researcher motivate and instruct all groups to generate question then deliver to other groups. The second activity, while reading pose some question to guide them then choose one student in each

group to come forward in turn then researcher deliver it to them who can answer question has to raise their hand, then point out one who raise hand earlier . Those two activities enhancing motivation toward learning and also making the learning process becomes fun, conducive and competition.

3. After reading, the teacher applies one strategy as follows:

In summarizing strategy, to make students easily in summarizing the content of the passage, the teacher has to instruct them to mention briefly about the characters, setting, problem, the event and resolution used their own word, but if the students difficult to retell directly, the researcher let them to take a note during presenting their task.

C. Post activity

In order to know the students progress in each meeting, the researcher gives worksheet to the student to measure their comprehension more related with the material, so the teacher know how far their comprehension about the material in this day .

5.2 SUGGESTION

After conducting the classroom action research, analyzing the data and discussing the result, the researcher gives some suggestions related to the result of this study especially for the English teacher and for next researcher.

A. For the teacher

To make Transactional strategies instruction to be used to teach reading comprehension, the writer gives several suggestions to be taken into consideration by English teacher. The suggestions are: Transactional strategies instruction can

be one alternative to teach reading comprehension. Teaching reading strategies for students should be done repeatedly. In teaching reading for teen, teacher should be patient because they need more attention. The material should be interested for students. It was important because the interesting material will make students more engaged in learning. It was important to make the classroom stay in good condition. In addition, the teacher should be giving a reward for a group which has highest score in during teaching learning process. So it will make students become interested in the classroom.

B. For the next researcher

To the future researchers who are interested in applying TSI method in their researches, it is suggested that they conduct a classroom action research on the use of this strategy in teaching reading in other grade level. It is recommended for them to develop this teaching method for teaching different kinds of the text. The writer also hopes this study will emerge further researcher to conduct or continue this study.