CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains the conclusion from the research finding in previous chapter. Furthermore, this chapter also gives suggestions for the teacher, students and further researcher who related to this study.

5.1 Conclusion

The previous chapter presented about the result of this research and the hypothesis testing. In this chapter, it could be concluded as follow:

The result of the data analysis was analyzed through t test table. It showed that the significant value or the probability value (0.00) was lower than the level of significant value ($0.00 < 0.05$). So, the null hypothesis could be rejected. From the statement, it could be concluded that there is a significant effect between the use of TPS (Think-Pair-Share) technique and without the use of TPS (Think-Pair-Share) technique in teaching reading comprehension for the second grade students at YPI Darussalam Cerme.

Based on what has been analyzed above, the research conclude that, there is a significant effect between the use of TPS (Think-Pair-Share) technique and without the use of TPS (Think-Pair-Share) technique in teaching reading comprehension for the second grade students at YPI Darussalam Cerme. It can make students more active and cooperate in learning reading comprehension because they have to think by them self for some minutes, pair the worksheet with their partner and share the result in from of their friend. Besides that, TPS (Think-Pair-Share) is interesting technique to build students' confidence to learn reading

comprehension. It makes them understand and also help students to read and comprehend the text easily, fluently and accurately

From the finding above, the researcher conclude that TPS (think-pair-share) technique give significant effect in teaching reading comprehension at second grade of senior high school at YPI Darussalam Cerme. And the study still has same purpose with the previous studies because the researcher focused to test the effect of TPS (Think-Pair-Share) technique. But we have some differences to do the research, such as: the researcher uses experimental research design to implement TPS (Think-Pair-Share) technique in this study but the previous study uses classroom action research in applying (Think-Pair-Share) technique in his study. Then, the researcher implement TPS (Think-Pair-Share) technique in the different level of school, that is in the second grade of senior high school at YPI Darussalam Cerme in the Academic Year of 2016/2017. While, the previous study applies the TPS (Think-Pair-Share) technique in the Eight Grade of SMP N 23 Semarang in the Academic Year of 2009/2010. And the researcher uses short functional text (pamphlet) and hortatory exposition text as the material in teaching reading comprehension. While, the previous study uses narrative text as the material in teaching reading comprehension.

5.2 Suggestion

Based on this research. After applying the use of TPS (Think-Pair-Share) technique as one alternative technique to teach reading comprehension, the researcher provides some suggestion to the teacher, the students and the next researcher.

5.2.1 Suggestion for Teacher

Researcher recommends to the teacher to apply TPS (think-pair-share) technique as alternative method in teaching reading comprehension at second grade of senior highschool at YPI Darusslam Cerme. In teaching and learning reading comprehension, teacher must provide interesting technique, material or build fun situation in the classroom. Teacher also involve the students to active in the classroom. So, they are interested and motivated to join in teaching reading comprehension and more understand the material easily.

5.2.2 Suggestion for Students

In teaching reading comprehension the researcher recommends to the students must involve in teaching and learning. They must active, confidence and cooperate to share their idea in the classroom, because TPS (think-pair-share) technique can build their confidence and cooperate. It can also help students to read and comprehend the text easily, fluently and accurately. Besides that, it expected so that students can cooperate in the teams or groups at the second grade of senior highschool at YPI Darussalam Cerme.

5.2.3 Suggestion for Further Researchers

For further researchers who conduct the same technique with this study, the researcher recommends they can implement TPS (think-pair-share) technique in other research design, components of skill, level of school and material successfully. Because TPS (think-pair-share) technique is significant effect in teaching reading comprehension at second grade of senior highschool at YPI Darussalam Cerme.