

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter of this research is conclusion and suggestion. In this chapter, the writer presents the conclusion of research findings in relation with some discussion in previous chapter. Besides, this chapter also provides some suggestions for the teacher, the students, and the next researchers which are expected bring some benefits.

5.1 Conclusion

After conducting the research and based on the research findings and discussions, the researcher found that think aloud strategy significantly influenced students' reading comprehension of descriptive text on the eighth grade at SMP Islam Manbaul Ulum Gresik. The students' score of post-test also showed the influence of think aloud strategy toward student's reading comprehension of descriptive text. Where, the experimental group' scores of post-test was 85,12 and the control group' scores of post-test was 75,29. Based on the result of hypothesis testing showed that sig. (2-tailed) of both group was 0,000. It showed that the significance was less than α (0,05) or $(0,000 < 0,05)$. So, the null hypothesis can be rejected and it can be concluded that there was significant influence in using think aloud strategy towards students' reading comprehension of descriptive text on the eighth grade at SMP Islam Manbaul Ulum Gresik.

From the result above, the researcher concludes that the implementation of think aloud strategy has positive effect toward students' reading comprehension of descriptive text. Think aloud strategy can help the students understand the text easier and make them more active because they try to analyze the text by themselves, while the teacher only guides them by giving some clues related to the topic. From the result of this research, the researcher found that there was significant influence in using think aloud strategy toward students' reading comprehension of descriptive text. So, the researcher concludes that think aloud strategy also can be implemented in teaching reading of descriptive text as a foreign language.

5.2 Suggestion

From the conclusion above, the researcher provides some suggestions to improve students' reading skill by using think aloud strategy on the eighth grade at SMP Islam Manbaul Ulum Gresik. The suggestions are given for English teacher, students, and the next researchers.

5.2.1 Suggestion for English Teacher

The findings of this research can support English teacher in using think aloud strategy as an alternative strategy in teaching English reading skill for junior high school. Besides, English teacher is suggested to make fun and enjoy learning

English situation in order to make the students easier to understand the material that is given by the teacher by using think aloud strategy.

5.2.2 Suggestion for Students

The students are expected to pay attention more and be more active during the process of teaching learning activity in the class. They should read some text more in order to increase their new vocabulary and to make them easier to understand the text. The researcher hopes that think aloud strategy can be an alternative strategy to improve students' reading skill.

5.2.3 Suggestion for the Next Researcher

It is necessary for another researcher to conduct a further research in order to deepen the treatment. Besides, the next researchers should do the research intensively so the result can be valid and accountable. Then, if the next researchers who want to conduct research using think aloud strategy are expected to conduct this research with different media, level, area, and skill with different students' condition.