

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's results and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply Think-Pair-Share (TPS) technique in the teaching of listening.

5.1. Conclusions

There have been many techniques to increase students' reading ability. In this research, the researcher used Think-Pair-Share (TPS) technique in helping students to improve their reading ability. Based on the result of the data analysis, several points are concluded as follows:

1. There was a significant difference of students' reading comprehension after being taught through Think-Pair-Share (TPS) technique at SMPN 8 Bandar Lampung. It can be seen from the value of t-ratio is higher than t-table ($9.935 > 2.042$) and the significant level is lower than 0.05 ($0.000 < 0.05$). It means that H_0 was rejected and H_a was accepted. It was also proved from the increase of the students' mean score in the post-test which was higher than in the pre-test. Their mean score in experimental class which increased from 50.44 up to 62.89 with gain score 12.45. This technique improved the students' reading comprehension achievement,

such as determining main idea from 71.30 % up to 78.70 %, finding specific information from 53.82 % up to 58.33 %, identifying references from 43.89 % up to 51.11 %, identifying inference from 50 % up to 66.67 %, and identifying vocabularies from 41.20 % up to 55.56 %. The aspect of reading comprehension was mostly improved was identifying the inference with the increase 16.67 % and finding specific information was the aspect that had the lowest increase, 4.51 %.

2. There were some problems the students faced during learning reading comprehension through Think-Pair-Share (TPS) technique which could be divided as follow:

- Finding the meaning of the difficult words that the students faced during thinking process. This problem might influence the next process because they have to understand the text first before they discuss it with their pairs.
- Getting the idea of the text in the pairing process. Some of the students who do not understand the text yet could not tell their pair about the information of the text they got.
- Focusing on the lesson by being cooperative in every steps of this technique. They keep talking outside the text if the teacher does not put attention on them.

5.2. Suggestions

Regarding the conclusions stated previously, the researcher would like to propose several suggestions as follows:

1. There are some students who still have difficulties in comprehending the meaning of difficult vocabularies. It is stated that their lack of vocabularies might influence their thinking process. Therefore, the teacher may ask the students to make a sentence from those difficult words to strengthen their comprehension on the meanings of the words in various contexts. More than one sentence might be necessary for each new word.
2. In this research, it is found that finding detailed information had the lowest improvement. This problem might occur because each of students only told about what the text was mainly talking about so they did not tell the whole sentence to their pair. Therefore the teacher should make sure that they are not going to tell the gist of the text only but they have also need to tell the other information which is stated in the text, for example: the cause and effect that happen in the story, the data from the text, the comparison, etc.
3. Basically the students have good improvement in identifying the inference but the teacher might give the students a brainstorming first before they got the text. This brainstorming can activate their background knowledge which can help them in understanding the text. The teacher may start by asking several question which is related with the text first in order to relate what they have already known to what they are going to read.
4. In this research, the researcher applied interview in order to see the students' problems during the application of TPS technique. For further research, it is suggested to add the other method in collecting the data, for example, the triangulation. This current study that used two designs was

used to see the achievement of the students' reading comprehension and the problems during the application of TPS technique. Therefore, by using triangulation, the better result will find out because it will not only measure from one point of view.