

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the researches' results and discussions in the previous chapter. It also present some suggestions for English teachers and other researchers who want to apply TBL technique in teaching reading comprehension.

5.1 Conclusions

In reference to the results of data analysis and discussions, the researcher draws the conclusions as follows:

1. There is an improvement of the students' reading comprehension after being taught through TBL technique at the second grade of SMPN 10 Bandar Lampung. This can be seen from the difference of the students' mean score of pre-test which improves from 59.17 up to 68.00 in the post-test with gain of 8.83 point. The result of hypothesis test shows that the hypothesis of this research is accepted ($p < 0.05$, $p = 0.000$).

The result of pre-test and post-test show that the students gain improvement in reading aspects; namely:

The best improvement of TBL technique is in identifying specific information. The increase score is about 16 points (see Table 8). The students' ability in identifying specific information improve because TBL technique with listing task helps the students to get more information so they are able to extract specific information out of the text. Then, identifying main idea and understanding difficult

vocabulary. The increase scores are 10 points (see Table 8). The increases are done through relating information of the questions to take main point of the text so the students can understand words based on the context of the text around the unknown words so they had a good vocabulary. Next in making inference, the students' increase score is about 9 points (see Table 8). It increases significantly because the students are able to activate the background knowledge to predict inference meaning from the text. The last, in determining reference, the students' increase score is about 8 points (see Table 8). It increases because students are able to gain the information.

2. According to the questionnaire, there are some problems faced by the students during learning reading comprehension through TBL technique.
 - a. Limitation time. Some of them said that the time limit is too short to give them a chance to complete the tasks. They have difficulty to write their listing task because of their problems in grammar.
 - b. The researcher uses listing as the task of TBL technique. After applying this task, the students still confused on choosing information that important to make a list or not. They still have doubt which one that is needed to be listed.

5.2 Suggestions

Referring the conclusions above, the researcher will like to propose some suggestions as followed:

1. Suggestions to the teacher
 - a. English teachers are recommended to apply TBL as alternative technique in teaching reading using descriptive text because it can help the students in comprehending the text easier.
 - b. The teacher should control the students' activities and consider the time allocation when they implement TBL. The teacher may start the lesson by asking several questions which are related to the text first in order to activate their background knowledge which facilitate them in understanding the text and mastering its procedure to make the students able to maximize the time limit in the task.
 - c. The teacher has to explicitly teach to the students, modeled to the students, and practiced to the students about TBL especially in listing task.
2. Suggestions to further researchers
 - a. In this research, the researcher applies TBL technique to increase the students' reading comprehension using descriptive text at second grade of Junior High School. Other researchers can conduct other kinds of text, i.e exposition, recount, narrative, and report text.
 - b. Further researcher may conduct this strategy on different level of students. It can be applied in senior high school students or university students.

The conclusion and suggestion are based on the finding and discussion of the data analysis. Hopefully, this research will be a good consideration both for the other researchers and teachers.