

## V. CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion based on the finding and discussion of the data analysis.

### 5.1 Conclusion

Based on the discussion of the research finding on the previous chapter, the researcher concluded that:

1. There is a significant difference between the score of students' reading comprehension achievement before and after being taught through Think Pair Share technique in procedure text. This could be seen from the mean score of students' pre-test was 68.27 and the mean score of students' post-test was 81.33, with the gain was 13.06. The result of *paired sample t-test* in hypothesis test showed that the significant value (2-tailed) was  $p=0.000$  ( $p<0.05$ ),  $t_{\text{ratio}}>t_{\text{table}}$  ( $13.315>2.045$ ). So, it can be used to increase students' reading comprehension achievement because the students could think fast through think time, through pair and share time they could discuss and work together to carry out their learning task, and enables students to comprehend the reading task better and easier through peer-teaching; the lower achievers could learn from the higher ones.

2. This research was focused on five reading comprehension aspects. Then, from the calculation, it can be seen that the most increase was on vocabulary aspect.
3. Teaching reading through Think Pair Share technique can be used to increase students' participation in contributing the group work clearly and has a good positive result in teaching learning activities in the class. The students' relationship within group or pair becomes stronger. Besides, students feel that think pair share technique is enjoyable, simplifies the group work assignment and improves responsibility.

## **5.2 Suggestion**

Based on the data in the previous chapter and the conclusion, some suggestions are recommended:

1. Considering the advantages of Think Pair Share technique, the researcher suggested that English teachers of the class apply Think Pair Share technique as an alternative way in teaching reading because from this research and previous researches, Think Pair Share can be used to increase students' reading comprehension achievement. The English teachers should make highly good preparation before applying think pair share technique because it determines the success of teaching learning process.
2. The other researchers who are intended to write the similar research, considering the time allocation for the treatments. The target of material can not be explained fully because the limitation of time.
3. As this research is mainly based on Think Pair Share technique, future research should focus on comparisons between different techniques in cooperative

learning in order to determine if other cooperative learning technique are equally effective in increasing students' reading comprehension achievement.

For example: Jigsaw and Think Pair Share, Students Team Achievement Divisions (STAD) and Think Pair Share.