

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, after knowing the findings and discussion in the previous chapter, the researcher provided conclusions. This conclusion answered two research questions: the views, obstacles, and challenges of EFL students on implementing Think-Pair-Share strategy in reading comprehension. Thus concluding and suggesting the following:

5.1 Conclusion

5.1.1 The Views of EFL Students on the Implementation of Think-Pair-Share Strategies in Reading Comprehension

EFL students have a positive outlook based on the findings of implementing the Think-Pair-Share strategy. They can improved their knowledge and share ideas with their friends. In addition, the Think-Pair-Share strategy allowed students to interact with their classmates, made them more active because the system directs students to share opinions with others. Students stated that implementing the Think-Pair-Share strategy in reading was compelling, enjoyable and helped them learn. Implementing the Think-Pair-Share (TPS) strategy improves students' reading comprehension. In addition, it builds students to be more confident in reading class. EFL students stated that the strategy was a good alternative for reading comprehension.

5.1.2 The Obstacles and Challenges on the Implementation of Think-Pair-Share Strategies in Reading Comprehension

Based on the research results, EFL students face different obstacles to implementing the Think-Pair-Share strategy. One viewed obstacle is challenging to interact with a partner because of many different thoughts or opinions. Then the obstacles and challenges in the form of time were also felt by some students; according to them, the lack of time made the discussion not appropriately resolved. In addition, another obstacle was that students got passive groups and need help to express their arguments. However, in these obstacles, EFL students have critical thinking. They tried to face the challenges that were happening. Start by dividing tasks, practicing self-reliance, cooperation between groups, and respecting each

other's opinions. Students get new knowledge and experience, thinking becomes more open, training cooperation.

5.2 Suggestion

After knowing the findings of this research, the researcher recommends several suggestions that can be addressed to EFL students, lecturers, and future researcher.

1. EFL students

Based on these findings, it is suggested that all students prepare well for implementing the Think-Pair-Share strategy. While this strategy was enjoyable and helpful, some obstacles and challenges hinder group discussion. Because after the group was divided, they have to communicate with each other members so that the course of the discussion does not take up much time. Given the limited time, students must be able to prioritize deliberation, help each other, and respect each other's opinions.

2. Lecturer

Implementing Think-Pair-Share is a strategy that has positive results. The existence of a strategy in the reading class makes students' reading comprehension increase. However, lecturers must consider the abilities of their students before giving material, topics, reading texts, etc., because the ability or level of knowledge of students with other students is different. This difference can hinder group discussion, so it takes up much time. So, it would be nice for the lecturer to improve the implementation system to make learning smoother.

3. Future researcher

Future researcher can conduct similar research on the Think-Pair-Share strategy in reading comprehension. In particular, identify other variables. They can identify different topics, such as; the effect of Think-Pair-Share in reading, Improving students' reading through Think-Pair-Share, and many more. The topic may differ from the current research, but the goal is the same where the researcher discusses the Think-Pair-Share strategy in reading. Future researcher can add instruments to support

their research, such as making observations, reflective journals, etc. Meanwhile, this research did not use observation and reflective journals because the participants had completed reading classes using the Think-Pair-Share strategy, so they could not apply it to obtain data.

