CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding on the result, this research was conducted on the purpose to find out whether the effectiveness of think pair share technique in teaching reading recount text. In collecting the data, the researcher findings of the research focusing on pre-test and post-test of both experimental and control class to show the effectiveness of think pair share technique in teaching reading recount text. The researcher writes the conclusion as shown bellows:

1. Think Pair and Share Technique (TPS) is one of good way in improving the students' English in reading skill at the second year students' of MTS Tarbiyatul Islam Soko. Where by using think pair and share technique (TPS) the students can find a new learning in reading. And it was proven by students' after conducting the treatments by using think pair and share technique improve the students' reading skill, it was found that this method can give significant development toward the students' ability in English.

2. The mean score of pre-test in experimental class was 48.10, and the mean score of pre-test in control group was 42.59. The result pretest independent t-test of significance value (sig 2-tailed) was higher than 0.05 or 0.185 > 0.05. The mean score of post-test in experimental class was 75.69 and the mean score of post-test in control group was 47.41. The result post-test independent t-test of significance value (sig 2-tailed) was lower than 0.05 or 0.000 < 0.05.

3. Based on the statistic data analysis, Independent sample t-test was conducted to compare the students' post-test reading score between experimental group using think pair share method and control group using conventional method. Data analysis indicated that alternative hypothesis (Ha) was accepted. It meant there was significant different in students' readong score between experimental group and control group. Mean post-test score of Experimental group was 75.69 and mean post-test score of Control group was 47.41. The magnitude of the differences in the means

(mean difference = 28.276). The value post-test independent t-test of significance value (sig 2-tailed) was lower than 0.05 or 0.000 < 0.05. From effect size statistical by eta squared, the value of eta squared was (0.52). The obtained value of eta squared shows very large effect size.

It means that the use of think pair share had good effect to improvement the students' reading skill. Think pair share method was effective to be applied in teaching reading skill. It can be concluded that there was a highly significant effect of using think pair share to improve students' reading skill at the eighth grade students of MTS Tarbiyatul Islam Soko.

5.2 Suggestion

Based on the conclusion above, the researcher offers some. The researcher hopes that this research can provide knowledge and information in the effectiveness of think pair share technique and learning practice especially in develop students reading text.

Firstly, for teachers, since teaching especially in reading for foreign students is uneasy to do, teachers should find out effective and interesting technique, method, in order to spirit and motivation in the learning process. Teachers can use think pair share technique, since this technique gives more effective result compared to the conventional method.

Secondly, for students, learning reading is very important when they want to know the information from the text. Therefore, students have to increase to read if they want to master their English. They can read from some text, magazine, newspaper and so on which they want, in an activity which provides interesting technique, method, or media that can effectively build their reading.

Lastly, for the future researchers, the researcher expects that there will be many researchers who are interested in conducting a research to development students' reading using think pair share technique. For this reason, the researchers can use this research an alternative source and information in conducting their research and obtaining batter result. Future researhers are also recommended to continue and improve the implementation of Think-Pair-Share (TPS) technique, perhaps by dealing with other skill such as listening, speaking, and writing. For the future research, it is expected that the researchers really understand how the

concept of Think-Pair-Share technique and maximize the time allocationfor applying Think-Pair-Share technique in teaching reading activity in the classroom so that research can be carried out maximally and get more satisfying results. The researcher also hopes to continue this research and expand research by considering other factors that make the Think-pair-share method effective in learning, for example by interviewing teachers and students.