

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher served the conclusion of the research. The conclusion was taken based on the result of data analysis. The researcher also delivered the suggestions of this research.

#### **A. Conclusion**

The purpose of the research is to improve students reading comprehension at class XII IPA of SMA Negeri 4 Sintang. Based on the results of the data analysis, the researcher take the conclusion that the think-pair-share technique can improve students' interest in the reading comprehension. The teaching and learning process did in two cycles. The problem of this research was started from the students' participation was low in English class especially in reading comprehension. The students felt difficult to comprehend the text, and also had low motivation to do the test. Therefore after did the pre-observation in this class, the researcher established to do the classroom action research to improve students' reading comprehension using think-pair-share technique.

Think-pair-share technique can make students more interest with the material in reading comprehension and also make students more enjoy in reading and comprehending the text. The improvement could be seen on students' scores. The researcher also find out that the students' achievement in reading comprehension got improvement using think-pair-share technique.

The mean of first cycle was 43,1% where 4 students passed the test. The mean of second cycle was 53% where 5 students passed the test. Therefore, it can be concluded that think-pair-share technique can improve the students' reading comprehension.

The researcher detailed the description of how to apply the think-pair-share technique in the classroom begins with grouping the students into group of 2 students. For the "think" step, the teacher gave the passage to students, and asked students to think the main idea of the passage. Then, for the "pair" step, the students were grouped in pair to express the idea. The final step was "share" where each pair of students present the result of discussion in front of class. So, the students' ideas have become more refined through this three-step process. In conclusion, the think-pair-share could be used to improve students' ability in reading comprehension. It also could be used to improve students' participation in learning process of XII IPA at SMA Negeri 4 Sintang.

## **B. Suggestion**

Researcher wants to make some suggestions based on research results. Teacher should use creativity when teaching reading in the classroom to apply the best methods, strategies, approaches and media. Students are encouraged to take difficult questions seriously and enjoy reading through the use of TPS (Think-Pair-Share) techniques in reading class. It also prevents them from getting bored in class. This technique can be an alternative way to give the motivation to students in reading news item text. In this research, the

researcher applied TPS technique in the classroom. The researcher asked students to THINK (looking for the main idea of the text by themselves), PAIR (exchange the ideas with pair), SHARE (share the result of dicussion in front of class). In order to achieve research goals or actively involve students in learning, teachers need to pay more attention to students' activities during the teaching and learning process. In addition, the teacher must encourage students to actively participate in the text analysis process using TPS technique. The researcher's final suggestion is to conduct the same research with other text types and sample.