Chapter V

Conclusion & Suggestion

. **CHAPTER V**
CONCLUSION AND SUGGESTIONS

In this chapter, the writer discusses two things: conclusion and some suggestions. Conclusion deals with the writer's summary of what she has done in this study, while suggestions deal with inputs or recommendations for further researchers.

5.1 Conclusion

In this modern era, English is widely used either as the international language or medium of instructions in the textbooks or printed materials. Based on the fact above, being able to read in English is quite important especially for the graduate high school students who are going to pursue their further studies. It is known that many textbooks available at the university are written in English. In order to understand the reading passage in English, students should be able to get the information given in the reading passage well so that they can process the reading material in the foreign language. Realizing the importance of reading, Indonesian government in the 2004 curriculum, states that the main objective of teaching English is to increase and develop the students' reading ability so that high school students and the graduates are able to comprehend English text related to their study.

However, the fact is that most of high school students still lack the ability to comprehend the English text. This happens because of

some reasons. First, the students tend to focus ton vocabularies and unfamiliar words during the reading process. They read slowly, carefully, and try to find the meaning of every difficult word in the dictionary. Second, the teacher usually gives the students passages and then asks them to answer the comprehension questions directly after they finish reading them. Therefore, the students find difficulties in answering the questions as they do not understand the text. Moreover, they often feel bored because of the teachers' monotonous way of teaching reading in the class.

TGT can affect students' reading comprehension well. There is an improvement from the pre-test to post-test score. This improvement is significantly different. The statistical also shows that TGT improves students' reading comprehension better than the translation technique.

In the TGT technique, students get much information to understand the passage not only from the teacher and the passage but also from the other students through process of cooperation. Moreover, TGT can activate students' background knowledge needed in the reading process. These enable students to develop their reading proficiency. The TGT provides each student with equal opportunity to get high point. It means that the students with low achievement level can contribute some points to their team if they get a higher point.

The statistical analysis of the pre-test and post-test of each group (experimental and control group) shows that both TGT

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(Teams-Game-Tournament) technique and Translation technique can affect students' reading comprehension. But, the result of the statistical calculation for the comparison of posttest of the experimental and control group shows that students who taught using TGT (Teams-Game-Tournament) have a higher reading achievement than the students taught using translation. It meant that there was a significant between the two groups (Experimental and Control).

Thus, the writer concludes that the first and the second problems of this study were answered that TGT and Translation affect students' reading comprehension. It also answered the third problem which was there is a significant difference between the reading achievements of the tenth graders of senior high school students taught using TGT and those taught using translation technique.

5.2   Suggestions

Basing on the result of this study, the writer would like to give some suggestions for the success of teaching English especially for the teacher and for the further research of teaching English as the foreign language.

5.2.1 Suggestions for the English Teacher

Teaching reading cannot be separated from the materials, learning strategies and reading technique. In order to develop students' reading proficiency, a teacher should adjust those things to

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the students' ability. For this purpose, the writer suggests the application of using TGT (Teams-Game-Tournament) technique in teaching reading comprehension to senior high school students. By using this technique, students can learn reading not only by sitting and listening to the teacher's explanation and instruction, but they can discuss it with their friends so that they can be more independent and interested with the lesson. Besides, they can work cooperatively in achieving their goals.

When using TGT in teaching reading comprehension, the teacher should emphasize that the students have to be sure that all of the teammates have already mastered the passage given and be ready for the tournament. Moreover, the teacher should actively monitor the groups when they are having the discussion so it runs well.

5.2.2 Suggestions for Further Study

In this study the treatments are only given four times to both groups because of the regulation of the school. The school has made their own schedule for finishing their own materials so the writer could not take more days to do the experiments. For the better result, the future researchers should give more treatments and more time.

From this study, we can only see the effect of TGT (Teams-Game-Tournament) technique through only one kind of instrument (multiple choice items). It would be better if the effect of the cooperative learning using TGT technique can be proved with more

than one instrument for example multiple choice and essay type items.

Having these limitations, the writer realizes that this study is far from being perfect. Despite this, the writer hopes that this study would give some contributions in teaching English especially in teaching reading to senior high school students.

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