

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

#### 5.1 Conclusions

Based on the data analysis and hypothesis testing, it concluded :

1. The first hypothesis shown that  $F_{\text{observed}} > F_{\text{table}}$  so null hypothesis ( $H_0$ ) has been rejected and it can be concluded that the research which stated that the students' achievement in reading comprehension taught by using Think pair Share was significantly higher than that taught by using Directed Reading Thinking Activity strategy is really true. We can conclude that both TPS startegy and DRTA strategy significantly affect students' achievement in reading comprehension.
2. The second hypothesis shown that  $F_{\text{observed}} > F_{\text{table}}$  so null hypothesis ( $H_0$ ) has been rejected and it can be concluded that the research which stated that students' achievement in reading comprehension with high motivation is higher than those with low motivation is really true. We can conclude that the students have high motivation have higher achievement than the students with low motivation and level of students' motivation affect the students' abilities in reading comprehension
3. The summary of ANOVA indicated that  $F_{\text{observed}} > F_{\text{table}}$  so null hypothesis ( $H_0$ ) has been rejected and it can be concluded that the third hypothesis of this research which stated that there is interaction between Think Pair Share strategy, Directed Reading Thinking Activity and learning

motivation to the students achievement in reading comprehension is really true. We can conclude that teaching strategies and learning motivation have good impact students' achievement on reading comprehension.

## **5.2 Implications**

The research finding simply that the use of think pair share model teaching strategy can affect the students' achievement in reading comprehension optimally. It is proved from the research findings showing that the students who are taught by using think pair share model teaching strategy is higher than those who are taught using directed reading thinking activity strategy. It can encourage the students to reading actively in reading comprehension. Beside teaching strategies, motivation also have effect on students' achievement. Based on the research finding the high motivation is higher than the low motivation. Furthermore, there is interaction between teaching strategies and motivation. The effect of teaching strategies on students achievement in reading comprehension depends on the students' motivation.

## **5.3 Suggestions**

Based of the conclusion and implication above, there are some suggestions staged as follow :

1. English teacher are recommended to use Think Pair Share and Directed Reading Thinking Activity strategies because these two teaching strategies are can improve students' achievement in reading comprehension. In addition, the teacher should recognize the students' motivation before they apply the strategies in teaching. Based on the research findings, the students' achievement in reading comprehension taught by using Think

Pair Share was higher than the students' achievement taught by using Directed Reading Thinking Activity strategy and Think Pair Share strategy is significantly more effective with high motivation because this strategy suitable with students have high motivation such as strong desire learning, known to goal of learning and more likely challenging with difficult question than Directed Reading Thinking Activity strategy suitable with students have low motivation such as They are may not put much effort into assignments and they may find difficult to start or complete the task. And the students with low motivation also may find it difficult to participate in class and to stay focused learning the information being taught. And they have less responsibility in learning so it is suggested that the students' be taught in reading comprehension by using Think Pair Share strategy.

2. The students are recommended to be more active to reading in English in order to get reading skill. The students can be use Think Pair Share or Directed Reading Thinking Activity strategies can improve their knowledge on reading comprehension thus their reading was higher. Based on the research findings, the students' achievement in reading comprehension was higher than that the low motivation, so it suggested that the students' reading comprehension with high motivation will be more active and skillful in reading.
3. Other researchers may take a further research in the area of Think Pair Share and Directed Reading Thinking Activity strategies can be used to improve the students' achievement in reading comprehension. Based on the research findings that teaching strategies and students motivation significantly affect their achievement in reading comprehension, so the other researchers should consider this interaction in improving reading comprehension.