

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis and research findings, after the Think-Pair-Share strategy was implemented and developed through three cycles, it is concluded that: this strategy can improve Grade XI- Science 2 students' achievement in reading comprehension of SMAN 4 Kisaran. The result indicated that there was an increase in students' average scores periodically.

The students' achievement improved. Their average score was gradually improved, from 59 in Cycle 1, 67.9 in Cycle 2, and 79.6 in Cycle 3. And the students who got score 70 or more also increased, from 46.8% in Cycle 1, 68.7% in Cycle 2, and 87.5% in Cycle 3. Thus, the students' level of reading comprehension in the last cycle which met the success criteria was 75% in literal level, 89% in interpretive level, and 77% in critical level.

Moreover, students were active in the class using TPS strategy in terms of sharing ideas, asking, and answering questions. Significant with the number of students who shared, asked, and answered questions in Cycle 3, found out that there were 17 of the students who shared ideas, 23 students who asked questions, and 16 students who answered questions. The students participated actively in teaching-learning process. Their active participation average percentage was improved from 68.3% in Cycle 1, 73.1% in Cycle 2, and 85.5% in Cycle 3. In

addition, the students' opinions toward the implementation of Think Pair Share strategy in reading comprehension were positive.

After being implemented and developed through three cycles, it is concluded that the suitable model of strategy using TPS strategy in teaching reading comprehension consists of the following procedures, the first phase was pre- activities; (1) showing pictures to the students and asking some oral questions related to the pictures, (2) asking the students to predict what the topic will be discussed, (3) asking the students to mention words that might be used in the text and writing the words predicted on the board. The second phases was whilst- activities, (1) asking the students to read the text silently, (2) giving a model on how to read the text and asking the students to repeat and underline the difficult words, (3) clarifying the meaning of difficult words, (4) explaining the content of the text, (5) giving time to students for asking something that they still don't understand, (6) asking the students to answer yes-no questions orally, (7) explaining the steps and activities the students will do in reading, (8) asking the students to answer comprehension questions individually and circulating and providing assistance if needed, (9) assigning the students to sit in pairs, (10) asking the pairs to discuss of the comprehension questions and encouraging the students to help each other, monitoring and providing assistance if necessary, (11) asking the pairs to report their answer. The third phase was post -activities; (1) rechecking the students' answers, (2) writing down the right answers on the board, and (3) making conclusions of the topic and closing the class.

5.2 Implications

Based on the obtained data and the conclusions of the research, it can be found that generally TPS strategy is very effective used in learning process which aims at improving the students' achievement in reading comprehension. It can be seen through the learning process conducted by the teacher in the classroom. TPS strategy is able to improve their reading achievement because it is less threatening for many students, it increases the amount of students' active participation in the classroom, it reduces the teacher's dominance in the classroom. Moreover, TPS strategy can successfully reduce students' reluctance to participate in the classroom activities and help creating an active learning-centered atmosphere. Thus, it is suggested that English teachers as the determiner for the students' learning success can apply TPS strategy in improving their reading comprehension achievement.

Based on the research result, psychological and cultural backgrounds affect the students' active participation in pairing and sharing which leads to students' achievement. It can be said that this study gives implication in learning process for improving the students' achievement in reading comprehension, which there must be a consideration of psychological and cultural backgrounds in determining the students' pair for more effective and maximum results.

5.3 Suggestions

Based on the research findings and the conclusions of this CAR, there are some suggestions to be offered:

First, based on the effectiveness of the implementation of the TPS strategy in the teaching reading comprehension and improving student's learning active participation, particularly in sharing ideas, answering questions and asking questions, it is suggested that the English teachers implement the strategy as an alternative strategy in English instruction in addition to other strategies and create the student-centered instruction.

Second, it is recommended that the teachers design and develop the lesson plan in doing CAR by considering the background problems and the students' needs for English subject or others in order to get the optimum result.

Third, it is suggested that the headmasters motivate the teachers to implement TPS strategy for their teaching due to the students' improvement in all skills.

Fourth, it is recommended that the students employ TPS strategy as a learning strategy to practice their reading comprehension, which can be done for their intra and extra curricular activities.

Fifth, for the further research, it is recommended to develop this CAR results for academic improvement especially in English.