CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusions

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

1. Students' achievement in reading comprehension of narrative text taught by using Student Team Achievement Division strategy was higher than that taught by using Think Pair Share strategy is really true. Both Student Team Achievement Division strategy and Think Pair Share strategy give effect on students' achievement in reading comprehension. The null hypothesis shown that Fobserved > Ftable so null hypothesis (H_0) has been rejected.

2. Students' achievement in reading comprehension who have high motivation higher than students who have low motivation. It can be concluded that the students with high motivation have higher achievement than the students with low motivation and level of students' motivation give effect the students' abilities in reading comprehension. The null hypothesis shown that Fobserved > Ftable so null hypothesis (H_0) has been rejected.

3. There was interaction between teaching strategies (Student Team Achievement Division strategy and Think Pair Share strategy) and students motivation in reading comprehension of narrative text is true. It can be concluded that teaching strategies and learning motivation have good impact of students' achievement in reading comprehension. The null hypothesis indicated that Fobserved > Ftable so null hypothesis (H_0) has been rejected.

5.2. Implication

The first finding of the research showed that the students' achievement in reading comprehension of narrative text taught by using Student Team Achievement Division strategy is significantly higher than that of students taught by using Think Pair Share strategy. Thus it implies English teacher should apply Student Team Achievement Division strategy in teaching reading comprehension.

The second finding of the research showed that the achievement in reading comprehension of students who have high motivation is significantly higher than that students who have low motivation. Therefore, the teacher should pay more attention to the students' motivation , so the students can obtain better learning achievement especially in reading comprehension.

The third research finding of this study showed that there is interaction between reading strategies and students'motivation to the students' achievement in reading comprehension. It implies that teacher should apply teaching strategies which are appropriate with students' motivation, so that the students can improve students' achievement in reading comprehension.

5.3 Suggestion

Based on conclusion and implication above, there are some suggestions staged as following :

For teacher :

a. It is highly recommended for teacher to use Student Team Achievement Division strategy and Think Pair Share strategy because two teaching strategies are able to improve students' achievement in reading comprehension.

b. It is highly recommended for teacher to use Student Team Achievement Division strategy for students who have high motivation while for a classroom dominated of students who have low motivation, teachers are recommended to use Think Pair Share strategy.

c. Teacher should realize that the students' characteristics such as their motivation in learning before choosing teaching strategies. Thus, teaching strategies applied are matched with what students need. As the result, their brightness is able to explore maximally.

For students :

a. Students are suggested to apply Student Team Achievement Division strategy

b. Students are suggested to read more by applying the strategy so they will be more skillful in comprehend the text.

For the researchers:

For the researchers who intend to conduct research especially in reading comprehension , hopefully this research can be used as a starting point of the future researchers who have some problemsand this research can be utilized as reference.