

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the presentation of the research findings that are stated in the previous chapter. It also presents the suggestion to the several parts related to teaching learning process especially on English class.

A. Conclusion

Based on the observation result and the students' test result, researcher concludes that the implementation of *Think Pair Share* method for reading skill on narrative text is effective. It can build up the activeness, solidarity feeling, motivation and to improve students' reading skill on narrative text at eight-grade students of MTsN Kunir Blitar.

By giving some questions related to the theme of the text, it will help the students to predict the content of the reading text and teach the students be more active. Besides, the researcher made close relation to the students, the researcher gave specific time to read the text, to answer the question and to discuss. It is done that the researcher hoped students can management time to read the text, answer the question and to discuss.

Moreover the researcher asked students to increase solidarity in group, let the students to read the text by skimming and scanning, and made a list for some difficult words then check the meaning of them from their dictionary. It means that students did not translate word by word and read all the text,

because it just wasted time. It could help the students do the exercises given to them after reading the text.

By implementing *Think Pair Share* method, the students' reading skill on narrative text in cycle 1 to cycle 2 is improved. It can be known from two indicators. First, the percentage of the students' achievements score is greater than 75. It increased 47.3%, in which from 38.8% (14 students out of 36) in cycle 1 into 81.25% (31 students out of 36) in cycle 2. Second, the percentage of the students' participation in reading activities in cycle 1 increased 11.2%, in which from 13.8% (5 students) in the first meeting into 25% (9 students) in the second meeting. But the cycle 1 was not successful and it is needed to revise the treatment to be better. Besides, the percentage of the students' participation in reading activities in cycle 2 increased 55.5 %, in which from 25 % (9 students) in the first meeting into 80,5% (29 students) in the second meeting. Thus, the cycle 2 was successful and it does not need to revise the treatment. In the other words, teaching reading through *Think Pair Share* can improve reading skill on narrative at second-grade students of MTsN Kunir Blitar.

B. Suggestion

After doing this classroom action research and knowing the result of this research, the researcher has some suggestions as follows:

1. For the Teacher

The teacher should improve his/her method and ability in teaching reading. It intended in order to the students were not bored to study

English, especially on narrative text, in which most of the students dislike to read a narrative text. The teachers should give the more exercise so that the student will be familiar with kinds of text and analyze it by skimming or scanning. Besides, the teacher should give management time each activity and asked students did not translate word by word and read all the text, because it just wasted time.

2. For the Student

To enrich the students' understanding about reading skill on narrative text, the students need to recognize the kinds of text and make it analyze by skimming and the explanation deeply. The students should do not translate all of the text. They should be able to management time. The students should increase solidarity. Besides, the students should help other students that had not done understand about teacher's explanation.

3. For Further Researcher

The researcher hoped there would be many researchers who were interested in studying using Think Pair Share method in teaching reading skill.a narrative text writing effectively in the future. Other researcher can use Think Pair Share method, but they must pay attention to how the importance for the teaching learning process and effectiveness of using Think Pair Share method.

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