

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusions and suggestion based on the research findings and discussion stated in chapter four. The conclusion deals with proper model of *Turn-4-Review Gameboard* implemented in improving the students' reading skill. In addition, the suggestions are proposed to follow up the findings of the study.

A. Conclusion

The procedures of *Turn-4-Review Gameboard* developed to improve the reading skill of the students are presented through two stages: *the first*, the teacher was introduced *Turn-4-Review Gameboard* to the students. Then the teacher divided the students into eight groups by randomly, each group consist of 5 students. The teacher explains about *Turn-4-Review Gameboard* by gave them the model or simulation of *Turn-4-Review Gameboard* as strategy in reading activity.

The second, the teacher asked the students to play *Turn-4-Review Gameboard*. The teacher distributes narrative text to the students and asks them to read carefully and understand it. Then, the researcher asks students for playing *Turn-4-Review Gameboard* actively. As long as the game, the researcher does monitoring in order to help student and also notes the students' activeness. At the end of the activities, the researcher asks students to submit their work and the researcher will correct and grade it at home.

By implementing *Turn-4-Review Gameboard* with the proper model applied the students' ability in reading activities. The researcher could conclude that using *Turn-4-Review Gameboard* in reading was successful in some ways. *The first, Turn-4-Review Gameboard* could improve the students' reading skill. They understood the generic structure, the language features, and the text organizer of narrative text well. The improvement of the students' ability could be seen in the improvement of the scores they got. It was known that their scores of all five elements of reading that covered content, organization, vocabulary, language use, and mechanic improved significantly. The percentage of the increase students' scores in the first cycle was 52.4% and in the second cycle was 83.3%.

The second, the teaching-learning process activities using Turn-4-Review Gameboard run well even the classroom's atmosphere was alive because they interacted with their teacher freely. It seemingly they enjoyed it since the researcher did not dominate the classroom activities during teaching-learning activities occurred. The researcher only monitored what they were doing and gave help it was needed. The researcher let them were involved actively in the teaching learning process. The students were active to answer her questions and to present their reading product.

Based on the statement above, the researcher could conclude that the students got better understanding of the teacher's instructions. Therefore, the researcher concluded that *Turn-4-Review Gameboard* could improve the

students' reading skill. The significant improvement of the students' skill in reading occurred when it was implemented in the teaching-learning process.

Because of the improvement of students' achievement in cycle I was not satisfying yet, so the researcher decided to continue to the next cycle (cycle II). In the cycle II the researcher gave more explanation about *Turn-4-Review Gameboard*. The researcher also gave more exercises to the students. As a result, the score of students' reading increased better. The result of students' reading in the cycle I to the cycle II significantly improved.

B. Suggestion

Based on the result of this research, the researcher gives suggestion to the teacher, the students, the school, and the next researcher. For the teacher, *Turn-4-Review Gameboard* technique can be used as one of alternatives to overcome students' problem in reading. Be closed to students in order to know whether they are in trouble or not. Before decide to use what a technique in conveying the lesson of reading, the teacher has to observe the students' problem advance. The teacher has always to give motivation to the students.

The researcher also gives suggestions for the students in implementing *Turn-4-Review Gameboard*. Those suggestions are: *first*, the students are hoped more active and enjoy for reading texts in English. *Second*, the students should ask to the teacher if there is something that they do not understand regarding to *Turn-4-Review Gameboard* activities. *Third*, the students should enrich their vocabularies in order to more understand in reading texts.