CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion to answer the problem dan research questions. Additionally, suggestion for the English teacher, students, and for further research.

A. Conclusion

This study aims to find out which one is more effective to teach reading comprehension on the tenth students of SMA Negeri 1 Prambon. The findings revealed a significant favorable impact of this approach on students' reading comprehension. as follows:

1) The Think pair share is effective to teach reading comprehension for the tenth-grade students of SMA Negeri 1 Prambon in the academic year of 2022/2023 with the result of Wilcoxon test the significance is 0.000. is lower than (<0.05)

2) The jigsaw method is also effective to teach students reading comprehension for the tenth-grade students of SMA Negeri 1 Prambon in the academic year of 2022/2023 with the result of Wilcoxon test the significance is 0.012. (<0.05)

3) The Think Pair Share method, one of the models of cooperative learning is more effective than the jigsaw method to teach reading comprehension for the tenth-grade students of SMA Negeri 1 Prambon in the academic year of 2022/2023 as evidence by the result of Quade Rank Analysis of Covariance is 0.027 (>0.05)

Based on the three findings, the conclusion is that the Think Pair Share (TPS) is an effective teaching method for teaching reading comprehension for the eleventh-grade students of SMA Negeri 1 Prambon

B. Suggestion

Future researchers, teachers, and students are expected to find this study to be helpful. Thus, the following set of recommendations is provided:

1. For teachers

    It is crucial for teachers to create an engaging learning environment in the classroom, especially while teaching reading. And hence, to make learning enjoyable for students, teachers must implement Think Pair Share. The more students enjoy learning, the more effective the learning is. Think Pair Share gives more students the opportunity to speak about an idea, share ideas and develop their Reading understanding. More than that, students can learn higher-level thinking abilities, and build self-confidence when presenting ideas to the entire class.

2. For the students

    Students should be more engaged in their learning, not afraid to make mistakes and discuss their problems in reading English texts with their peers, as well as communicate their thoughts to other students.

3. For the future researchers

    a. Future researchers are expected to use this study for their further research if they encounter similar reading or other English language skills issues.

b. This study can serve as a reference if future researchers find weaknesses