

CHAPTER V

CLOSURE

A. Conclusion

The aims of this research are to find out the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading and to investigate the students' responses toward TSTS (Two Stay Two Stray) technique in class discussion for teaching reading.

After conducting the research and analyzing the data about the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading, it can be concluded that:

1. The implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading is not appropriate with the theory. Because of not all teaching procedures of TSTS technique could finished. Such as: teacher was not evaluated and gave award to students. This is because the allocation of time. Besides that, the English teacher at SMAN 1 Bakumpai could organize the class condition with discipline during the teaching process. It further, teacher could apply the TSTS technique with good performance and very active.
2. Students' responses toward TSTS (Two Stay Two Stray) technique in class discussion for teaching reading is positive. Through the TSTS technique, students could learn to work together in group with responsibility. So, build the self-confidence on students. Moreover, in

TSTS technique students could improve reading comprehension ability and English vocabulary. Additionally, they could learn to share opinions with each other. Furthermore, TSTS technique enhanced students' interest and motivation in learning Reading English.

B. Suggestions

Based on the result of this research, the research suggests for the teacher and students. The researcher hopes this suggestion will be put for the teacher and students. The suggestions are:

1. For the English teacher at SMAN 1 Bakumpai that implemented the TSTS (Two Stay Two Stray) technique in class discussion for teaching reading. The researcher hopes the teacher can improve the quality of TSTS technique in teaching reading. The process of Two Stay Two Stray activity in the classroom can take time. Thus, teacher should have good preparation and can manage the time as efficient as possible. So that, all teaching procedures of Two Stay Two Stray technique can be applied in the teaching and learning process well.
2. For Students at Social Eleventh Grade. The researcher hopes the students must study seriously. They are required to be responsible for their own job in Two Stay Two Stray activity. And also, passives' student must improve their activeness in class discussion for teaching reading with TSTS technique. It further, the researcher hopes the students can more improve

their Reading comprehension ability and English vocabulary with TSTS technique or with the other techniques.