

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings in the previous chapter, there are some important conclusions that can be presented by the writer as follows:

1. The students' reading comprehension achievement in control class is not too increased. It can be seen from the average score between pre-test and post-test. The value of pre-test is 55.44 and the post-test is 65.3. Besides, during the learning process of reading, almost all of the students do not show interest in learning reading comprehension.
2. The students' reading comprehension achievement in experiment class shows good increased. It can be seen from the average score between pre-test and post-test. The value of pre-test is 55.17 and the post-test is 76. Besides, during the learning process of reading, all of the students more active and more attractive.
3. There is a significant difference achievement between the students who are taught by using Teams Games Tournament and the students who taught without Teams Games Tournament of the eleventh grade at SMAN 1 Murung. It can be seen from the result of t-test that shows the value of t_{table} and t_0 , in the degree of significance of 5%, t_0 higher than t_{table} or $t_0 > t_{table} = 4.31 > 1.673$. It means that Teams Games Tournament can improve students' reading comprehension achievement.

B. Suggestion

At last part of this thesis, the writer would like to give some suggestions. The writer also hopes that this thesis can give benefit to anyone who read it. Here are some suggestions that may help teacher, students, or other researcher that intend to conduct further research.

Firstly, by applying various strategy, such as Teams Games Tournaments strategy, as alternative strategy in teaching English, teacher can help students to increase their ability in learning English skills, especially reading. Teams Games Tournaments strategy can be used in order to make the students more interested and more active in learning reading process so that they may not be bored in learning reading in English.

Furthermore, in learning English students need to realize that the learning is not a one way process. To accomplish the goal of learning, students should involve themselves in the classroom activity built by the teacher. By taking part in the activity, students can also improve their ability in English and also their social skills. Students' proficiency in English is not solely teacher's responsibility; it also depends on students' active role in learning English.

Finally, this writer can also become a contribution to the research in education which is intended to find out the effectiveness of certain technique, in this case the Teams Games Tournaments strategy. This research may also be a relevant previous study that can be used by other researchers to conduct a further research relating to the implementation of Teams Games Tournament strategy.