

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestion based on discussions. The findings of the data and discussion in the previous chapters.

A. Conclusion

This study provides the basis for discussing the results of teaching practice in reading lessons using the TPRC strategy. As is often seen from the above review, the reading comprehension strategy in Indonesia has focused primarily on students who have difficulty in reading comprehension, although there are many benefits that many readers can feel for the development of the TPRC strategy, in turn to improve the effectiveness of the use of the TPRC strategy, Based on the findings of the data and discussion in previous chapters, researcher has a conclusion about the study. The conclusion of this study are:

TPRC effective to teach reading comprehension. TPRC stimulate students' to think independently before reading the text. This can be evidenced from the data non-parametric test that is the significance of the data acquired. Experiment group mean value is higher than the mean value of the control group.

From the post-test of the experimental group were taught using TPRC, which means that the mean score was 88.4 while the group experiment post-test results of the control group was taught by conventional methods (lectures) given by the teacher, the mean of score was 79.1. TPRC strategy helps them to have a

better performance than Tests of descriptive text. In conclusion, there is a significant difference between the control and experimental groups. Students are taught to use TPRC have a better score than students taught without using TPRC.

Future developments in reading teaching in Indonesia should be directed to reading the classroom where learners become EFL reader strategies. Another issue that must be addressed by future research forecasts to tackle problems in reading reading lessons is that to improve the TPRC strategy must be done seriously and structured.

B. Suggestion

Based on the conclusions above, the researcher would like to present suggestions for English teachers, students, and readers.

1. For English Teachers

Teachers can apply strategy think, predict, read, connect, or can be called strategy TPRC. In classes that have difficulty in "reading comprehension" lessons. Because in the strategy TPRC have stages such as think that teachers can provide stimulus in the form of reading topics to students to stimulate the process of thinking before reading the text. In the predict stage the teacher can tell the students to predict about a characteristic that will appear on the reading. At the read stage, the teacher can give the text to the students and ask the students to tick the section that is considered correct according to the student's prediction. The last one at the connect stage is the teacher gives the problem related to the text of the

reading and the student is able to answer the question. Using the TPRC stages as above will simplify the student process in "reading comprehension".

2. For Students

Students can apply strategy TPRC with the help of teacher to overcome difficulties in reading comprehension lesson because in strategy TPRC have stages that will give stimulus to student in the form of stimulating thinking and predicting. As in the process of thinking in students can think of things in accordance with knowledge related to characteristics on the topic of reading. Then at the predict stage students try to predict what characteristics will appear on the text reading. At the read stage students can read the text given by teachers and students matching what they predicted in the text. And give a mark on the reading that is considered the same as they predicted. The last one at the connect stage students answer questions from the teacher about the content of the reading. Then there is a connection between students previous thoughts with when they read. Applying the TPRC strategy will be very effective to help students in reading comprehension lesson.

3. For Further Researcher

The researcher hopes that the result of this research is useful as reference for other researcher to conduct the further research dealing with using TPRC strategy for teaching reading comprehension but in different kind of text and hopes that the next researcher can develop the information about how this method applied in different school or student level