CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of finding presented the previous chapter, a conclusion and suggestion are presented here. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes all discussion of the research finding. Meanwhile, the suggestion is a reflection of the presentation of the research finding, the discussion and the conclusion.

A. Conclusion

Think aloud is process in which readers report their thoughts while reading. It helps students to reflect upon their own reading process. TAS helps students monitor their thinking and understanding of the text. This helps to improve students' comprehension. As they think aloud, they internalize hat they are saying, which helps them learn.

The study reveals that students difficulties in reading comprehension can be effectively increase by using TAS because:

1. The student still couldn't analyze text by themselves. When they couldn't analyze the text, they automatically felt difficult to understand the content of the text. Thus, they can't conclude the ideas about the material they red before and student wouldn't speak up to answer the questions posed by the teacher because they does not get the point of the text. It means they are poor of comprehension in reading. Because

the mean of the total score of 34 students is 57.06. The percentage of excellent score is 0%, very good score is 0%, good score is 11.76%, fair score is 76.48% and poor score is 11.76%. After the researcher applied TAS as technique, students of MTsN Tulungagung reveals some rise significant point of value. It is becaese they had an enhancement in some specific aspects of English language such as: pronunciation, vocabulary, and listening skill. The students' reading comprehension after being taught by using reading Think Aloud Strategy is good because the mean of the total score of 34 students is 78.09 and the percentage of excellent score is 14.71%, very good score is 23.52%, good score is 58.82% and fair score is 2.94%.

2. The statistical using analysis T-test with the significant level 0.05 and the df= 33 shows the value of t_{table} is 1.69 while t_{count} is 15.600. and if compared the differences both of value is 13.910. Because the t_{count} is bigger that t_{table} the alternative hypothesis (Ha) that states there is significant difference score of the students' reading comprehension by using reading think aloud strategy is accepted, while the null hypothesis (Ho) that states there is no significant difference score of the students' reading comprehension by using think aloud strategy is rejected. So, there is any significant difference score of the students' reading comprehension before and after being taught by using reading think aloud strategy.

To classified the effectiveness of using think aloud strategy, the researcher applies the folloing classification range:

a. If the *range score* 8 - 16 means strongly effective

b. If the *range score* 4 - 7 means very effective

c. If the *range score* 1 - 3 means effective

Based on the effectiveness classification above, it can be present that the range of t_{count} and t_{table} is higher (13.910). It means that the strategy that used by the researcher is strongly effective in teaching learning process to the eighth grade of MTsN Tulungagung. It can be concluded that teaching reading comprehension through reading think aloud strategy is quite success.

Therefore, the students' reading comprehension achievement is getting better after being taught by using Reading Think Aloud strategy is better than the students' reading comprehension achievement which is before being taught by using Reading Think Aloud Strategy. In other words, teaching reading comprehension through Reading Think Aloud Strategy has a significant effect in the students' achievement on second year of the eighth grade students of MTsN Tulungagung.

B. Suggestion

The finding of the research score shows that there is significance different on the students' score before they are taught by using Think aloud strategy and after using Think aloud strategy. However, there is a weakness of this study. That is there is no control group, because the researcher used pre-

experimental study ith one group pre − test and post test. Therefore, the researcher can't be sure that this research could effective because TAS.

Still, this TAS can be pedadogically implemented in English mainly in teaching reading class by considering the suggested steps:

1. The researcher need a lot of time. Thus, should manage time as well.

2. If the students still lack in vocabulary or unfamiliar with some of the words in the text available by the researcher, they will difficulties to catch the meaning of the text. So, teacher must give some clues to make students easily analyze the text by themselves. It would need more time in teaching learning process of reading comprehension.