CHAPTER V
CONCLUSSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher would like to conclude of the research based on the data obtained and the hypothesis submitted at the previous chapter as follow:

1. The data score of pre-test in both classes, in the experimental class the lowest score was 32 and the highest score was 80, while the mean score was 53.6. While in the control class a minimum score of 60 was obtained, the highest score was 80 and the mean score 58. The researcher concludes that many students from both classes are unable to meet the minimum completion criterion of 75.

2. The implementation of TTC Strategy in learning process on students' reading comprehension they were have been able to convey what the sequence of events of the text because the students know what things should be done to analyze and understanding the content of the reading text. When discussing the topic with their friends, they had braveness to ask some confusing things in reading text to the researcher so the students are not doubtful to comprehend the text, how to summary and add they prior knowledge about the text. The students in experimental class got higher score than control class because in experimental class was given treatment TTC Strategy but in control class using conventional method.

3. Using TTC Strategy in improving students' reading comprehension at the second grade of MTs Tunaswangi Pandeglang has been showed that mean score from experimental class after giving treatment as new method got higher score than control class (77,5 > 67,1). In addition, the researcher got the result from the calculation that the value of the t_o is 4,56 and df is 58. According to t-table as degree significance of 5% = 1,67 in degree of significance 1% = 2,39. After that the researcher compared the data with (t table) both in degree significance 5% and 1%. Therefore = 4,46 > 1,67 in degree of significance 5% and = 4,56 > 2,40 in degree significance 1%. It means that (alternative hypothesis) of the result is accepted and (null hypothesis) is rejected.

Based on the fact above, the researcher can summarize that using Text-Think-Connect strategy has significant effect to increase students' reading comprehension at the second grade of MTs Tunaswangi Pandeglang.

B. Suggestion

In order to be successful in teaching reading, the researcher gives some suggestions as follows:

1. The English teacher of MTs Tunaswangi should apply Text-Think-Connect Strategy in teaching reading to develop the student's ability in reading skill.

2. The English teacher should be able to prepare a reading text that is appropriate with the students' stage based on their

background knowledge to make the goal of the teaching learning process successful.

3. The researcher expects the teacher of MTs Tunaswangi to use Text-Think- Connect Strategy in different school and grade to develop the students' ability in Reading.

4. The English teacher should be able to have the students interest in teaching reading in order the students are active and they can give a good feedback in teaching learning process