

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, the *Team Game Tournament (TGT)* strategy applied in the class VIIA. The participant of this reseach were 27 males students at SMP IT Budi Luhur. The observation was carried out during four meetings. However, in the last meeting, the reseacher only collected data from interviews, test and questionnaires. In this reseach, the researcher used qualitative methods to describe the results of this research.

The data collection techniques was taken from document analysis, observation, questionnaire, interview and tests. The result of data to answered the reseach question one from the learning process contained used pre-activity, main-activity, and post-activity. The activities in the each meetings in accordance with the scenario in the lesson plan.

In the first meeting, the teacher delivered material about the reading descriptive text. The *TGT* strategy was applied in the second meeting and the third meeting. In the last meeting, the researcher conducted the test, questionnaire, and interview. This research identified three objectives namely: (1) the scenario and implementation in teaching reading descriptive text using *Team Game Tournament (TGT)* strategy, (2) the teacher's and students' responses toward teaching reading descriptive text using *Team game Tournament (TGT)* strategy, (3) the students difficulties of teaching reading descriptive text using *Team Game Tournament (TGT)* strategy. The researcher

conducted the research about teaching reading descriptive text using the *Team Game Tournament (TGT)* strategy.

The result to answered reseach question two from questionnaire data. The data showed that the teacher response was positive. The teacher felt helped in learning reading using *Team Game Tournament (TGT)* strategy. The teacher easy to explained the material in the class. Based on the students responses showed that this strategy made students easy to understand the text meaning they read. The students also felt enjoy and active in the class because not boring. It showed that this strategy positive to teaching reading descriptive text at one junior high school in Cimahi.

The results of the interview data to answered research question three, it showed that the students felt difficulties in match the sentences into descriptive text because limited time in game acitivity. This problem should the teacher have long times to apply this strategy. The students had limited vocabulary in find out new word in the text. The results of this research showed that the *Team Game Tournament (TGT)* strategy was very influential in the teaching reading descriptive text at VII A SMP IT Budi Luhur.

B. Suggestion

Based on the results of the studies, the researchers proposed the following suggestions:

1. Suggestion to the teacher

- a. The teacher can consider the *Team Game tournament (TGT)* strategy as motivation and improve student learning, because this strategy can help

an English teacher teach general material about reading. The English teacher should apply this strategy to more easily make students active and enjoy in class.

- b. The teacher should consider the problems faced by students in had a limited vocabulary and the students felt difficult when matched the sentences, must always provide support to students in learning.
- c. Teachers should be more guiding activities and had an enough time during implementing the *Team game Tournament (TGT)* strategy so as long as the learning process was more active and effective students.

2. Suggestion for the students

- a. Students should pay more attention when the teacher explains the material in front of the class, because each subject lesson that was learned will feel easy if properly watched.
- b. Students should be more diligent in learning and reading English to increase knowledge in both vocabulary and pronunciation.
- c. Students must be more active in the classroom and dare to move forward with enthusiasm.

3. Suggestion to the further researchers

- a. The researcher applies the *Team Game Tournament (TGT)* strategy to find out the success of this strategy in reading comprehension through descriptive text. The researchers must use this strategy on different skills or different texts.

- b. Researchers uses this strategy to help junior high school students in learning English and in understanding the contents of the text being read. Next, researchers might use this strategy at different levels of students.