CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter IV, it can be concluded that the use of teams games tournament as learning model in the teaching of descriptive text reading is very effective. It was proved by the result of t-test. The t-test showed that $t_{count} = 2.081$ is higher than $t_{table} = 1.671$. It means that H_a was accepted and Hσ was rejected. Since the t_{count} is higher than the t_{table}, there is a significance difference in the achievement between students in class VII A who are taught descriptive text reading through the use of teams games tournament and students in class VII F who are taught descriptive text reading without using teams games tournament. The average score of experimental group was 73.967 and the average score of control group is 69.613 in post-test. So, the using of Teams Games Tournament is effective in teaching descriptive text reading.

B. Suggestion

Based on the result of this research indicates that there is a positive effect of teams games tournament to teach students' ability on descriptive text reading. Some suggestions for the teaching learning English are proposed as follows:

1. For Writer

    After conducting this research, many experiences have been gotten. The writer can know the teaching learning process in class. It is important for the writer to know the appropriate medium in the teaching English.

2. For Teacher

    a. Teacher may consider the use of teams games tournament in the teaching descriptive text reading.

    b. Teacher should prepare the equipment well. It means that before using teams games tournament in the teaching descriptive text reading, it will be better for teacher to make sure that the qualities of equipment used are good.

3. For Reader

    The writer hopes this thesis can be useful for readers. So, they know that using teams games tournament to improve students' ability on descriptive text reading is effective.

4. For the Researcher

    Hopefully the next researcher can explore more learning model and not only for formal education, but also informal education.