

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter involves two main parts; conclusion and suggestion. In conclusion, all of findings and discussions previously are drawn together to get the summary of the study. Besides, practical implication of the study in the implementation of student teams-achievement divisions (STAD) in teaching reading is presented in suggestion as well.

5.1 Conclusion

The aim of the study is to find out whether the implementation of Student Teams-Achievement Divisions (STAD) technique is effective in teaching reading descriptive text. In addition, the researcher attempted to find out students' opinions toward the implementation of Student Teams-Achievement Divisions (STAD) in teaching reading descriptive text.

The present study uses pre-test to see students' equal ability in reading comprehension skill. Based on the pre-test, both classes' achievement is equally good. The result shows that the t_{obt} is lower than the t_{crit} ($0.464 < 2.001$). This result indicates that there is no significant difference between the data of both groups. Thus, the result shows that the null hypothesis is accepted. After different treatments are given to each group, then, the post-test is administered to find out the achievement between two groups after treatments. The result shows that the t_{obt} is higher than the

t_{crit} (3.506 > 2.001). This result indicates that there is a significant difference between the data of both groups. Thus, the result proves that the null hypothesis is rejected. In other words, it can be concluded that there is a significant difference between the mean adjustment level of test score of experimental and control group. The finding supports the research hypothesis that STAD is effective in teaching reading descriptive text.

From the data obtained from questionnaire and interview, it was found that the application of STAD receives positive responses from the students. It can be seen that most of the students believed that they could get better understanding and knowledge; increase their motivation in learning and playing while learning; encourage the students to discuss and share students' opinion; answer questions better and faster after experiencing STAD as comprehension strategy instruction.

However, in implementing STAD in teaching reading descriptive text, there are, at least, some weaknesses pointed out by the few students: the learning technique did not help them much in getting better understanding and knowledge; they were bored of the learning technique after several lessons; not all members got involved in group discussion; there was domination within a group; it created noisy atmosphere; and different opinions could not be unified.

5.2 Suggestions

Regarding what have been done in this research, there are some suggestions for further research in the field of the implementation of STAD in teaching reading

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descriptive text. The suggestions are expected to be taken as consideration by the researchers who are willing to do research in the same field. Moreover, it is also expected to be suggestions for teachers to teach better.

Firstly, teachers of English who would like to apply STAD in their classes must be well-aware that preparation before teaching is very important, because it can determine the success of the teaching-learning process. Teachers should understand the important role that they have in classrooms to create a good learning environment.

Secondly, they should also be prepared for difficult moments, because teachers need to remember hardly for them to do everything right at the first time, but by studying the handbook of STAD carefully and taking each step slowly, teachers should have positive experience.

Thirdly, teacher should also consider about time management when using STAD. They must be able to predict the time limit to work on a task in a group.

Fourthly, in order to gain students' motivation, it might be better if the students work in groups with friends that they are used to study with. This includes choosing materials that are appropriate to the students' interests.

There is also suggestion for those who are interested in conducting similar studies. Students from another level (senior high school, elementary students) can be involved in this study as they have different characteristics with junior high school. However, due to the limitation of this study, the result of this study cannot be generalized. Since this research employed quasi-experimental research design, the

samples and time are limited. Hence, it is suggested for further research to conduct true-experimental study which involves larger samples and longer time.

