

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

According to the results and discussion in previous chapter it can be concluded that:

1. After the implementation of team games tournament with reading infusion, there is medium improvement of students' achievement in cognitive aspect where the improvement of remembering (C1), understanding (C2) and applying (C3) domain is in medium category. The highest improvement is in remembering (C1) domain, while the lowest improvement is in applying (C3) domain.
2. After the implementation of team games tournament with reading infusion it is found that there is improvement of students' learning activity in which the most improvement is in visual activities and the less improvement is in oral activity.
3. During the implementation of team games tournament with reading infusion, there are three types of interaction pattern appear, those are symmetric, shifting asymmetric and asymmetric interaction pattern, where the most interaction pattern that appear is symmetric interaction pattern while the less interaction pattern that appear is asymmetric interaction pattern.
4. Students tend to have positive response toward the implementation of team games tournament with reading infusion, where the highest to lowest positive response is found in response toward working as a team, toward games in science instruction and toward reading infusion respectively.

B. Recommendation

For further studies related to team games tournament with reading infusion implementation, the following suggestion can be considered:

1. It is found that the implementation of team games tournament with reading infusion is not adequately emphasize applying (C3) domain. Therefore for further research it is recommended to more emphasize applying domain especially in reading task and class presentation stage.
2. It is found that the implementation of team games tournament with reading infusion is not really emphasize students activity in posing questions or opinion, so for further research it is recommended to give students more chance to pose question or opinion. Moreover, researcher also needs to plan the lesson in more interesting way so that students are fostered to pose question or opinion related to the concept.
3. Researcher found that during the first implementation of team games tournament with reading infusion it is hard to control students. Therefore, it is recommended to habituate students with this kind of lesson before the research is done.
4. The findings also indicates that the implementation of reading infusion is very poor, since the students still lack of ability in conducting SQ3R reading method although it has been explained by teacher after the implementation of pretest. So, it is better to habituate students with SQ3R reading method far before the implementation of the research. Choosing non-traditional format text such as graphic novel or audio book also can be considered to fulfill various students' needs.