

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter includes the conclusion and the suggestions of the research. The conclusion is based on the findings and discussion in the previous chapter. Besides, this chapter also provides suggestions for further study.

#### **5.1 Conclusions**

This study strengthens the findings from previous research that the implementation of Student-Teams Achievement Division helps students in improving their reading comprehension. The teacher is able to deliver the material without many obstacles and the learners are able to get involved to the material being discussed.

The implementation of STAD technique in teaching reading comprehension showed expected results. STAD technique is likely to improve students' reading comprehension because of some reasons. First, it engages students in reading activity as students are required to work cooperatively with other students. Second, it promotes active learning process as STAD technique divides the class into several groups then encourages them to work together to answer the questions in the text. Third, it helps students in comprehending the text as students are allowed to ask for explanation from their teammates and to share their understanding with others. Last, it creates enjoyable learning atmosphere as STAD technique lets students work with their friends. All the data were gained from the analysis of observation and interview with the participants. Even though there were some problems found in the process of implementing the STAD technique such as students' low interest to cooperate with the team and time management. These problems appear because the number of students in the classroom is 37 which is difficult for the teacher to manage all of the groups in the same time. However, all of those problems could eventually be solved

throughout this research. As a result, the process of implementing students' reading comprehension through STAD technique can be conducted effectively.

Furthermore, this research shows positive responses from the students related to the implementation of Student-Teams Achievement Division technique in learning process. It is because STAD technique helps students in comprehending the text and also creates enjoyable learning atmosphere.

From the concussions above, it can be said that Student-Teams Achievement Division technique is one of the teaching methods that is applicable in improving students' academic achievement in reading comprehension lesson.

## 5.2 Suggestions

In relation to the findings, discussions and the conclusions of the study, the researcher intends to offer some suggestions for those who will conduct the similar field of research in the future.

For English teachers, the cooperative learning type STAD technique is alternative way to improve students' reading comprehension through its cooperative and systematic learning structure. Therefore, the English teachers are suggested to apply cooperative learning strategies by using STAD in the English teaching and learning in order to improve the quality of English teaching and learning process.

For students, through its cooperative and systematic structures of learning, STAD technique is useful to improve students' reading comprehension. Then, the students are suggested to implement the principles of cooperative learning type STAD in their daily learning in order to achieve the better result of learning.

For other researchers, this research only focuses on implementing cooperative learning type STAD technique in the reading teaching and learning process. This research especially concerns on improving students' reading comprehension by maximizing students' cooperation, group work, and performance during the teaching and learning activities. Therefore, the other researchers may conduct research on the

implementation of STAD technique in other skills such as writing, speaking, or listening.