CHAPTER 5

CONCLUSIONS

This chapter includes the conclusions 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 was administered to find out the benefits of cooperative learning: STAD technique in teaching reading comprehension of recount text, and to discover the students’ responses toward the use of STAD technique in their reading activity.

Previously, similar studies on language learning by using STAD technique in EFL context have been conducted. This study confirms findings from the previous research that cooperative learning: STAD technique is an effective way to be implemented as a teaching technique in reading lesson (Wichadee, 2006) and Senel (2008).

Referring to the findings and discussions that have been elaborated in the previous chapter, there are at least two conclusions that can be drawn. It was found that this technique is effective for the second grade students of junior high school in learning reading comprehension. This can be seen from the result of dependent t-test in the previous chapter. Thus, it can be said that STAD technique is feasible to teaching reading comprehension skills at secondary students. Based
on the data gathered from observation, interview, and written documents, it is
discernible that there were some benefits of implementing STAD technique in
reading class, as follows: (1) engaging students in reading activity; (2) increasing
students’ motivation to practice actively in the learning process; (3) helping
students to solve their problems in comprehending the texts; (4) developing
students’ social skill; (5) creating enjoyable learning atmosphere; and (6)
enhancing students’ reading comprehension skills.

In addition, this research also demonstrated students’ positive responses
related to the use of STAD technique in learning process. Moreover, in each
meeting, the students showed a good progress in their quiz that can be seen from
the students’ improvement points and team recognition. From the two conclusions
above, it can be said that STAD technique is one of the teaching methods that is
applicable in improving students’ academic achievement in reading
comprehension lesson.

5.2 Suggestions

Based on the research findings, discussions, and conclusions of the research
results, there are some suggestions that are addressed to English teachers and
future researchers.

The use of STAD technique is recommended to be applied for teachers in
teaching reading comprehension skills. It can be an effective technique to make
the students actively-engaged in the learning process, since it make them more
confidence as a result of the support from their teammates.
Furthermore, future researchers are suggested to conduct the research of the implementation of STAD technique in different language skills or in different levels, i.e. elementary students as they have different characteristics from secondary school students.

In addition, the researcher notes that there is a limitation of this study since the researcher took part as a teacher who implements STAD technique in teaching learning process. Thus, to avoid subjectivity, the researcher used multiple sources in collecting data called triangulation. Besides, to gain more objectivity, the future research can be conducted in different method and approach.