

Chapter V

Conclusion and Suggestion

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This Chapter presents the conclusion of this study and the suggestion for further study.

5.1 Conclusion

In compliance with modern era, English is widely used either as the international language or the medium of instruction in the textbooks or printed materials. Based on the fact above, being able to read in English is quite important especially for the graduate high school students who are going to pursue further studies. It is known that most of the textbooks available at the university are written in English. In order to understand the reading passages in English, the students should be able to get the information given in the reading passages well so that they can process the reading material in the foreign language. Realizing the importance of reading, Indonesian government, according to the 2004 curriculum, states that the main objective of teaching English is to increase and develop the students' reading ability so that high school students and the graduates are able to comprehend English texts related to their study.

However, the fact is that most of high school students still lack the ability to comprehend the English text. This happens because of some cases. The first one is during the reading process; the students tend to focus to

vocabularies and unfamiliar words; so they read slowly, carefully, and try to find the meaning of every difficult word in the dictionary. The last one is the fact that during the teaching learning activities, the teacher usually gives the students the passages and then asks them to answer the comprehension questions directly after they finish reading them. For that matter, they find difficulties in answering the questions as they do not understand the text.

Considering the problems above, this study presents STAD technique to improve student's reading comprehension achievement. In using STAD technique the students are asked to work together in discussing and understanding the reading passage given. Students are divided into STAD teams based on their based score. Each team is composed of a representative from each of the four performance-based divisions. Thus, students with different achievement levels within a team can tutor each other. In other words, the students with high achievement level can help the students with low achievement level in understanding the reading passage. After they have finished the discussion, then they have to do the individual quiz. At the end of the session the teacher compute the individual score then computed it into group score. Each student can contribute any points to the team, if the score is higher than the based score. Then, the teacher rewarded the winning team. The reward is given in order to build the students' motivation.

The statistical calculation of pretest and posttest scores shows that STAD technique affects students' reading comprehension well on factual

questions, inference questions, subject matter questions, main idea questions and structural questions. The statistical calculation shows that there is an improvement from pretest score to posttest score. This improvement is significantly different. The statistical calculation also shows that STAD improves students' reading comprehension better than the conventional technique.

In the STAD technique the students get much information to understand the passage not only from the teacher and the passage but also from other students through process of cooperation. Moreover, STAD can activate students' background knowledge needed in the reading process. These enable students to develop their reading proficiency.

The STAD technique provides each student with equal opportunity to get higher score. It means that the students with low achievement level can contribute any scores to their team if they get a higher score than their based score. By this scoring system the students, especially those with low achievement level, will have self-confidence in doing the quiz because they compete with their self, not with other students.

The class situation STAD is different from the class situation of conventional technique. The conventional learning involves the students to work together to do the task whereas STAD technique involves more than that. In using STAD technique each student in a group is responsible for their own learning and also each teammate's learning. The roles of the teacher and students are also different from those in the class which uses the

conventional technique. Here, the teacher is no longer a lecturer or transmitter of material but rather a facilitator of learning who focuses on the learning process by encouraging cooperation among the students. In the process of teaching learning activity, the students can be more active in dealing with the material or information. Besides, the students are not feeling bored in reading and understanding the English reading passage.

5.2 Suggestions

This part deals with suggestions for the English reading comprehension teachers and also recommendation for further research.

5.2.1 Suggestions for the English Reading Comprehension Teacher

Teaching reading can not be separated from the materials, learning strategies and reading technique. In order to develop students' reading proficiency, a teacher should adjust those things to the students' ability. For this purpose, the writer suggests the application of using STAD technique in teaching reading comprehension to SMA students.

When using STAD technique, the teacher should emphasize that the students have not finished studying until they are sure that all their teammates have already mastered the reading passage and ready for the individual quiz. During the team learning the teacher has to make sure that students understand that the reading passage given is studying, not for filling out. It means that, the students have to understand the reading

passage first, and after that they can answer the comprehension questions. When the students have questions during the team learning, the teacher should have them ask a teammate before asking the teacher.

Another suggestion in using cooperative learning through STAD technique is the teacher should monitor the class; praising teams that are working well and the teacher can sit in with each team to monitor the team's activity and to listen and see how the members are working. The teacher should also try to encourage each group member to feel responsible for participating and learning since working in group may arouse some problems. For example, one group member may do nothing and want everyone else to do the work. Or, on the other hand, one member may want to do everything and does not let others participate and learn. Another problem that may arouse is that groups sometimes become noisy and difficult to control. Therefore, the teacher should monitor and encourage each student to feel responsible in cooperative learning using STAD technique.

During the individual quiz the teacher should not let students work together, emphasize to them that at this point they must show what they have learned as individuals. Here, the teacher can have students move their desk apart if this is possible.

At last, the writer wants to suggest that the teacher should pay attention on two areas namely students' understanding of the reading passage content and students' understanding of how to do the task and how

to work together in a group. By paying attention to those things, the teacher can help the students to understand the passage better. On the other hand, the students can increase their own learning and other's learning too through the process of cooperating.

5.2.2 Recommendation for Further Research

Finally, the writer realizes that this study is far from being perfect. Therefore, she expects that there will be other researchers who will carry out a more thorough study on cooperative learning to give more complete and more valid result. For further studies, the writer wants to share her experiences related to the weakness found in this study. In this study, the effect of the cooperative learning using STAD technique is seen through only one kind of instrument (multiple choice items). It would be better if the effect of cooperative learning using STAD technique can be proved with more than one instrument, for example multiple choice and essay type items.

In her research, the writer used the first year of Senior high school students as the subject. Therefore, the writer hopes that there will be other researchers who will conduct studies on the use of STAD technique in teaching reading comprehension with other level of subjects. It is due to the variables of STAD, including the students' level, that affect the students' reading comprehension achievement.

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