

CHAPTER V

CONCLUSSION AND SUGESSTION

A. Conclusion

Based on the previous chapter, get the research results. So, in this chapter, the researcher provides conclusions based on the formulation of the research problem as follows:

1. Improving students Reading Comprehension by using the Student Teams Achievement Divisions (STAD) Method with Recount Text material at the tenth-grade social science 4 of SMA Negeri 5 Metro in the academic year 2023/2024 can be concluded can improve students". Reading comprehension got an enhancement from the evaluation test in cycle 1 to the evaluation test in cycle 2, and the post-test in cycle 3 was 13,35. The average of the students" scores from the result of the evaluation test in cycle 1 was 64,84%. Evaluation test in cycle 2 was 68,70% to 82,05%, which passed the achieved score in the post-test in cycle 3. This research can be said successfull because of students' reading comprehension was more than 70%. In addition, the result of students' activities indicates the score progress of students in cycle 1 there are responses to the teacher were 52,94% to 58,82%, answered questions were 23,53% to 35,29%, students doing assignments were 100% to 100%, and filled the attendance class 85,29% to 88,24%. For cycle 2, there are responses to the teacher were 67,55% to 73,55%, the answered question was 55.88% to 64,71%, students doing assignment was 100% to 100%, and filled the attendance class 91,18% to 94,12%. For cycle 3 there are responses to the teacher were 76,47% to 85,29%, the answered question was 67,65% to 73,53%, students doing assignments was 100% to 100%, and filled the attendance class 94,12% to 96,06%.
2. Researcher used the Student Team Achievement Division (STAD) method. according to (Lestari, 2020) Student Team Achievement Division (STAD) method is cooperative learning in which several small groups of students with different levels of academic ability work together to complete learning objectives. Students are placed in learning teams consisting of 4-5 students who vary according to achievement level, gender, and ethnicity. In the Student Teams Achievement Divisions (STAD) learning model, students motivate and

help each other in mastering the subject matter to obtain maximum achievement. This technique can make students active and increase each other's abilities in the learning process. Students can solve problems with friends and decrease boredom in learning activities. So, the students not only learn with the teacher but also learn together with their friends. In the first cycle, the students still needed to be made active. They must still pay attention to the noisy front by discussing other things outside of class hours. Only a few students were active in discussions, paying attention to the teacher and responding to the teacher. Then in the second cycle, the students experienced an increase in the learning process, namely paying attention to the teacher, answering questions, actively discussing in groups, and exchanging information. However, several students still need to pay more attention because they always make noise in class.

B. Sugesstion

The researcher gives some suggestions to many people related to this study, they are as follow:

1. English teachers can choose engaging media that can improve students' weaknesses, especially in reading. It is recommended that English teachers use non-monotonous media so that students do not get bored and make students more active. English teachers should use the Student Teams Achievement Divisions (STAD) method, especially for learning to read.
2. Students should be more active in learning to understand the material and improve their results, especially in reading comprehension.
3. For other researchers, this study aims to use the Student Teams Achievement Divisions (STAD) method to improve students' reading comprehension. Therefore, the researcher suggests other researchers prepared this method as well as possible.