CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in chapters I, II, III, IV in this study, the researcher drew conclusions regarding the results of the study regarding an improvement in the use of Student Team Achievement Division (STAD) model in reading comprehension in descriptive text at SMPN 3 Curug. The conclusion is as follows:

1. Before Student Team Achievement Division (STAD) model applied in the class, students lack of interaction with the teacher and students during learning, but after Student Team Achievement Division (STAD) model applied in the class, students can more communicative in the class. The advantages of Student Team Achievement Division (STAD) model applied in the class is the students can improve communication skill during learning, and students can more interactive because they work in the smaller group. The disavantages of Student Team Achievement Division (STAD) model applied in the class is there are some students in groups just follow their group mates without understanding the material provided, and students who are smarter will look more dominant than other students in their

group. Of course, in each learning method used there will be advantages and disadvantages in each process, but the application of Student Team Achievement Division (STAD) model at SMPN 3 Curug can improve reading comprehension of descriptive texts.

2. In general, students' reading comprehension of descriptive text in the first grade of SMPN 3 Curug (both experiment and control class) is less before giving treatment. It can be seen from the results of the pre-test and post in experimental class and control class. From the results of pre-test score in the experimental class, the highest score is 80 and the lowest score is 10. While for the pre-test score in the control class, the highest score is 70 and the lowest score is 25. The post-test score in experiment class, the highest score is 95 and the lowest score is 60. While the post-tets score in control class, the highest score is 80n and the lowest score is 40. And the results of the post-test in the experimental class showed that there was an improvement with the lowest and highest scores with the post-test results from experiment class and control class. Based on maen score of each class, where mean score in the pre-test of experimental class is 53.67, and mean score in the post-test of experimental class is 81.5, it can be seen that the student scores improved by 27.83. Mean score in the pre-

test of control class is 47.83, and mean score in the post-test of control class is 67.83, it can be seen that the student scores improved by 20. From these data it can be seen that there is an improvement in students' reading comprehension in descriptive text after using Student Team Achievement Division (STAD) model.

B. Suggestion

Based on the conclusions above, the researcher wants to provide suggestions that are in accordance with the teaching and learning process and are expected to help improve students' reading comprehension in descriptive text material. Suggestions are provided for teachers, students, and schools.

a. For the teacher

    1) Teachers can find out the advantages and disadvantages of the (STAD) model

    2) Teachers can make learning more interesting and make the class atmosphere more lively

b. For the students

    1) Students must have the motivation to learn English and it is hoped that students will practice more in their reading comprehension.

2) Students must pay more attention to the material that the teacher conveys in class and follow the teacher's directions for more efficient teaching and learning activities.

3) Students should discuss more often with their teachers or peers so that their communication skills or understanding get better.

c. For the school

1) Schools should be more supportive of every teaching and learning process, especially in English lessons.

2) Schools must support every learning method that teachers use every time they teach as long as they do not violate the rules.

Hopefully the suggestions given by researchers will be a positive contribution in teaching and learning activities that are better for teachers, students, or schools in order to improve student learning outcomes better.