

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes of discussion of the research finding. Meanwhile, the suggestion is a reflection of the presentation of the research finding, the discussion and the conclusion.

#### A. Conclusion

Small Group Discussion (SGD) is one of cooperative learning methods that consist of small member of 3-5 students which in this technique the students work together through interaction whose interdependent relationship allow them to achieve a mutual goal. By using this technique can make the students are comprehend the text easily, more confidence to the discussion in giving their opinion about a problem, together to solve and to get good answer of the question based on the topic in group.

The research reveals that the students' difficulties in reading comprehension can be effectively improved by using Small Group Discussion technique. It can be shows from the result of pre-test and post-test as follow:

1. The students get difficulties in reading comprehension because they are has bad reading habit. It can be seen, the students achievement before being taught by using Small Group Discussion technique their achievement in reading comprehension is fair because the mean of the

total score of 35 students is 61.57. The percentage of the students' reading comprehension achievement before taught by using Small Group Discussion technique are excellent score is 02.86%, very good score is 05.71%, good score is 14.29%, and fair score is 77.14%. After, the researcher applied SGD technique to the students with the students' condition that mentioned above it shows increasing in their reading comprehension achievement where their achievement is very good because the mean of the total score of 35 students is 83.71. The percentage of the students' reading comprehension achievement before taught by using Small Group Discussion technique are excellent score is 28.58%, very good score is 45.71%, and good score is 25.71%. So, it can be concluded that SGD is an effective technique in teaching reading comprehension with the students' condition that had been mentioned previously.

2. The statistical using analysis of T-test with the significant level 0.05 and the  $df = 35$  shows the value of  $t_{table}$  is 1.69 while  $t_{count}$  is 14.538 and if they are compared the differences of both of values is 12.838. Because the  $t_{count} = 14.538$  is bigger than  $t_{table} = 1.69$ , the alternative hypothesis ( $H_a$ ) that states there is significant difference score of the students' reading comprehension by using Small Group Discussion technique is accepted, while the null hypothesis ( $H_o$ ) that states there is no significant difference score of the students' reading comprehension by using Small Group Discussion technique is rejected. This means

there is significant difference score of the students' reading comprehension before and after being taught by using Small Group Discussion technique. To classify the effectiveness of using Small Group Discussion as a technique in teaching reading comprehension, the researcher applies the following classification of range from  $T_{count}$  and  $T_{table}$ :

- a. If the *range value* is 8-16 means strongly effective
- b. If the *range value* is 4-7 means very effective
- c. If the *range value* is 1-3 means effective

Based on the effectiveness classification above, it can be presented that the difference range value between  $t_{count}$  and  $t_{table}$  is 12.838. It means that the SGD technique which used by researcher is strongly effective in teaching reading comprehension to the tenth grade students of SMAN 1 Tulungagung. Therefore, it can be concluded that teaching reading comprehension by using SGD technique is strongly effective.

Therefore, the students' reading comprehension achievement is getting better that after being taught by using Small Group Discussion technique. In other words, teaching reading comprehension through Small Group Discussion technique has a significant effect in the students' reading comprehension and in their reading comprehension achievement of the tenth grade students of SMAN 1 Tulungagung.

## **B. Suggestion**

The finding of the research score shows that there is significant different on the students' score before they are taught by using Small Group Discussion and after using Small Group Discussion technique. However, there is a weakness of this study that is there is no control group because the researcher used pre-experimental study with one group pre-test and post-test. Therefore, the researcher cannot be sure that this research called effective because SGD technique.

Still, this SGD technique can be pedagogically implemented in English mainly in teaching reading comprehension class by considering the suggested steps:

- a. It is need a lot of time. So, the teacher should manage the time as well to make the teaching reading comprehension by using this technique quite success.
- b. Some students in the group may do not all the talking. So, the teacher should make sure that all of students involve in their group discussion and the students also discuss with their group seriously.
- c. It involves less teacher involvement than other techniques. So, in applying this technique the teacher not only silent and see the students' activities but the teacher also active in monitoring the students' discussion and help when they got problems in discussion.

d. The discussion can easily get off track. So, the teacher should make sure that the students discuss about the text and the students have to realize and serious discuss the text has given by the teacher.

Therefore, the researcher hopes the suggestions to the future researcher, the teacher, and the students will give positive contributions in increasing the process of English teaching and learning.