

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion. The conclusion part contains the summary of the main points that have been discussed in the previous chapters. And the other part contains the suggestions for the teaching of English and recommendation for further research.

5.1 Conclusion

Nowadays, mastering English is very important in our life. Therefore, the government has stipulated English as one of the compulsory subjects taught at schools. The teaching of English covers the skills of reading, speaking, listening, and writing.

Comprehending an English passage is very important for high school students. They can get a lot of important knowledge through reading which can be very useful for their life. Besides, some of the textbooks used in the university are written in English. So, they have to be able to comprehend an English passage if they want to continue their study to the university.

In fact, most of the SMU students lack the ability of comprehending an English passage. It might happen because of the teaching technique used by the teachers. Usually the teacher gives a passage to the students and asks them to understand it by reading silently. And then, the teacher asks the students to answer the comprehension questions given. This technique does not improve students' reading ability well. Students found difficulties in answering the questions since they do not understand the passage.

To overcome the problem above, the writer conducted a study about the effect of Cooperative Learning Method and Grammar Translation Method to the reading achievement of tenth grade students. This study wanted to find out whether tenth grade students taught by Cooperative Learning Method obtain higher reading achievement than those taught by Grammar Translation Method. The writer applied the M.U.R.D.E.R technique of cooperative learning in the experimental group. Students were asked to work in pairs and find the main idea of each paragraph by changing the role as recaller and detector. Each of them was responsible for one or two paragraphs of the passage and shared what they know with his partner. Then, his partner would check the errors or omissions in his summary. After that, both of them elaborated on the paragraph. When they had finished recalling and detecting each paragraph, both of them summarized the entire passage. Meanwhile, students in the control group were taught reading by using the Translation technique of Grammar Translation Method. Students were asked to read the passage silently, ask about something that they did not understand in the passage, and then answer the questions based on the passage.

In fact, based on the statistical calculation of the posttest scores, the writer found out that there was no significant difference between the reading achievement of the experimental group and the control group. Students taught by the M.U.R.D.E.R technique did not obtain higher reading achievement than students taught by the Translation technique. This might happen since students had never got the M.U.R.D.E.R technique before, so they got confused and could not adjust themselves to the technique in such a short time treatment. However, since the application of the translation technique is not really complicated and it

has similarities with the technique usually applied by their teacher, students in the control group could adjust themselves to this technique more easily.

Besides the calculation above, the writer also calculates the effects of Cooperative Learning Method and Grammar Translation Method in three types of questions. The result showed that there is no significant difference between the experimental and the control group in answering factual and main idea questions. Meanwhile, there is a significant difference between the experimental and the control group in answering inference questions. Students in the control group show a significant difference in answering inference questions than students in the experimental group. It might happen because they got a better understanding of the passage through the translation process. However, the conclusion of this study is that the tenth grade students taught with Cooperative Learning Method do not obtain higher reading achievement than those taught with Grammar Translation Method.

5.2 Suggestions

This part deals with suggestions for the English Reading Teachers and the Recommendation for further research.

5.2.1 Suggestions for English Reading Teachers

This study revealed that there was no significant difference between the reading achievement of tenth grade students taught by using Cooperative Learning Method and Grammar Translation Method. The writer had some suggestions dealing with the implementation of cooperative learning through the M.U.R.D.E.R technique to the tenth grade students:

- Considering that the M.U.R.D.E.R technique is still new for the students, they may get confused with what they have to do. Therefore, the teacher had to give instructions about the steps very clearly and check whether each student really understands what to do or not.
- Sometimes, there are still some students who make errors in translating the passage. If the students make errors, the teacher has to correct it. Otherwise, the students will have a misinterpretation of the passage. .
- In applying cooperative learning by using the M.U.R.D.E.R technique, the teacher should actively monitor the class to check whether each student has really done his part and whether the group has functioned smoothly. This monitoring of the class is really important since students working in pairs tend to be busy talking and joking with their pairs. Besides, sometimes one of the pairs was doing his part while the other was talking with his neighbour.

5.2.2 Recommendation for Further Research

The writer realizes that this study is still far from being perfect. However, she hopes that this study can be used as a reference for other researchers or readers who will carry out a more thorough study in improving students' reading achievement through Cooperative Learning Method or Grammar Translation Method, especially the M.U.R.D.E.R technique and the translation technique. By sharing the weaknesses found in this study, it is expected that the next study about those two techniques will give a more complete and more valid result. Besides, in this study, the effect of the techniques is seen only through one kind of reading instrument that is the multiple choice item. It will be better if the

next study involves more than one kind of instrument, for example essay type items.

Due to the limited time to finish the study, the treatments were only given three times and the result was not as good as the writer's expectation. In applying a new technique, it takes quite a long time for the students to adjust themselves. Therefore, if the treatments were given in a longer time, the study might show different result. The writer expects that in further study, the researcher will have more time and opportunities in conducting his experiment.

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