

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After collected and analyzed the data about the use of STAD method, the researcher continue to the next chapter. It consist of conclusion about this research and suggestion for the reader.

Conclusion

Based on the explanation in the previous chapter, it can be concluded that the second grade students of SMPN 1 Batudaa have ability in listening skill. Especially in the instructional process when utilize of listening audio. In addition, the result of data analyzed by statistical analysis, the researcher concluded that, by applying of STAD, the students' listening ability had increased. It shown that the STAD method could stimulate students to learning. It could be a positive influence on learning. The implementation of Student Teams-Achievement Divisions Method (STAD) in teaching listening skill went well. The students were not only enthusiastic about teaching and learning process but also happy to follow the procedure of STAD; teaching, teaming, quiz, individual score development and team recognition. The other advantageous sides of using STAD in listening comprehension during the research are the students were more sociable with their own team other teams. They could work, cooperate and discuss each other to catch the understanding of listening comprehension task in the team then they made summary of the task for their teams. Hence, this application of STAD in teaching listening skill is an effective method to improve students' listening comprehension skill.

Based on the data, the result of pre-test and post-test was different. In pre-test, the students' lowest score was 10 and the highest score was 22. While, in post-test, the students lowest score was 14 and the highest score was 22. It means, in pre test only one student who got score 22 and

in post test, there are two students who got score 22. There is no students who got score 25. The problem above, the researcher found when the research observed at SMPN 1 Batudaa. In the other side, in teaching listening process still have individual and competitive character. Automatically it influence at the students' achievement. Based on the problem above, the researcher solve this problem by applying STAD method. From the result finding of data interpretation it can be presented some conclusions. First, the average of students' achievement in listening process before and after gave STAD method is different. It can be seen at the percentage of students' ability in listening before a treatment was 34,7, while the percentage of listening after treatment done was 39,13. Second, the application of STAD method in listening of English instruction can improve the students' achievement and motivation of students. Third, the application of STAD method have 4 phases. They are; (1) class presentation, (2) team study, (3) testing, (4) team recognition.

The normality analysis, the result shown STAD method had increased students' listening ability. It can be seeing the comparison between t count and t list. The value of T count = -5,113 and T list = 4,00 ($-5,113 \leq 4,00$) with the level significance 0,05.

Suggestion

Based on the research finding and conclusion above, the researcher would like to suggest as follow;

To the teachers They must state the classroom rule before applying the method, suggesting, motivating the students to work in a team. They must give direct response when the students break the rule. The teachers have important role to activate their classroom. They must

improve their teaching through doing the innovation in the real context the students face. They should be able to use kinds of device to support their teaching learning process.

For the students, students should always be active in teaching-learning process. They also must study hard if they want to be successful in mastering English, they must have belief that English is one of important subjects that must be learn and they must enrich their proficiency in English.

For other researcher, the finding of research by the use of Student Teams-Achievement Division can improve student listening ability. Based on the explanation above the writer would like suggest to other researcher, the result of the study can be used as additional reference for further research with different place and it can motivate other researcher especially in educational research to create or launch the new method in improving aspect as enrichment of education in our country or in other counties that is English as foreign language.

BIBLIOGRAPHY

Abbot, Gerry. et al. 1981 . *The Teaching of English as an International language: a Practice Guide*. London: Collins

American Council on The Teaching of Foreign Languages (2012), *ACTFL Proficiency guidelines 2012*. Alexandria.

Arikunto, Suharsini, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT RienekaCipta, 2006.

Basrowi and Suwandi (2008), *Prosedur Penelitian Tindakan Kelas*, Bogor: Ghalia Indonesia.

Bigg (1991) in [Http://www.teachingenglish.org.uk/blogs/cherrymp/five-types](http://www.teachingenglish.org.uk/blogs/cherrymp/five-types)

Bozorgian, Hossein (2012), Research article: Listening Skill requires a further look into second/foreign language learning.

Brown H. Douglas (2004), *Language Assessment: Principles and Classroom Practice*, San Francisco: Pearson Education.

Chalker Sylvia and Weiner Edmund. (1988). *Oxford Dictionary of English Grammar*, New York, Oxford University press.

Chalker Sylvia and Weiner Edmund. (1988). *Oxford Dictionary of English Grammar*, New York, Oxford University press.

Ehrlich, Eugene. (1991). *English Grammar Second Edition*. Colombia University.

Fauziati, Endang (2005), *Teaching of English as Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press.

- Faridi, Abdurrachman. (2009). Motivasi Pembelajaran Bahasa Inggris Berbasis ITC: *Dalam Rangka Meningkatkan Mutu Pendidikan*. FBS UNNES (Retrieved from <http://download.portal.garuda.org/article.php>)
- Folse, S. K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Michigan: University of Michigan.
- Graham Hitchcock and David Huges (1989), Research and the teacher: *A qualitative Introduction to School Based Research*, (New York: Datix International Limited,) p.28
- Hornby, A.S. (2000). *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press
- Kline, A.J. (1996) *Listening Effectively*. Air University Press
- Margono, S. (2005). *Metode Penelitian Pendidikan: Komponen* Cet.6.-Jakarta: Rineka Cipta.
- Nunan, David. (2000). *Language Teaching Methodology: a Text Book for Teacher*. London: Prentice Hall International (UK) Ltd
- Nunik, (2012). *Literature Review and Conceptual*. Retrieve from Framework <http://eprints.uny.ac.id/8378/3/BAB%202-05202244164.pdf>. Access on Augustus 2015
- Riddel, D. (2001). *Teach English as a Second Language*. Chicago: McGraw Hill Companies.
- Slavin, Robert E, *Cooperative Learning: teori, riset dan praktik*, London: Allymand Bacon, 2005.
- Sura, N. A (2013). *ESP listening comprehension for IT-students as a language skill*. Middle-East Journal of Scientific Research (Socio-Economic Sciences and Humanities).

Routledge.

Sudjana. (2002). *Metoda Statistika*. Bandung: Tarsito

Suyanto, Kasihani K.E. (2007). *English for Young Learner*. Jakarta: Bumi Aksar

Sugiono. (2007). *Statistika untuk penelitian*. Bandung: CV. Alfabeta

Ur, Penny. (1996). *A Course in Language Teaching, Practice and Theory*. Cambridge:
Cambridge University Press.