CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions from the research conducted by researchers regarding the effect of the STAD learning method on learning outcomes and student learning motivation.

5.1 Conclusion

From the previous chapter, researchers have analyzed data regarding the effect of the STAD method on learning outcomes and student learning motivation. In accordance with the questions in this study, there are three questions that become the benchmark for researchers. (1) How is the increase in student activity after the STAD learning model is applied? Student activity has increased significantly at each meeting. As evidenced by the third observation on June 03, students who previously did not write, at the third meeting students began to write relevantly. Dare to ask questions, and actively participate in group discussions and provide input that leads to answers. (2) How are the learning outcomes of high school class X students after the application of the STAD learning model? the learning outcomes of the experimental class before treatment got an average score of 36.83, while the learning outcomes of the experimental class after treatment got an average score of 76.69. (3) How is the learning motivation of tenth grade high school students after the STAD learning model is applied? The learning motivation of the experimental class before the treatment received an average score of 31.83, while the learning motivation of the experimental class after the treatment received an average score of 37.79.

Based on the observation, the teaching process was in accordance with the lesson plan. By forming groups of 5-6 students. At the end of the session, a quiz will be given which is done individually, after discussing in groups. The quiz scores will be accumulated into group scores. At the end of the meeting, a reward will be given to the best group according to the quiz results they get.

The mean value of the pre-test in the experimental class was 36.83, and the mean value of the pre-test in the control group was 37.84. The results of the pretest One Way ANOVA test significance value (sig 2-tailed) is higher than 0.05 or 0.701> 0.05. The mean value of the post-test in the experimental class was 76.69 and the mean value of the post-test in the control group was 57.30. The results of the post-test One Way ANOVA test significance value (sig 2-tailed) is lower than 0.05 or 0.000 < 0.05.

Based on statistical data analysis, the One Way ANOVA test was conducted to compare the post-test scores between the experimental group using the STAD learning method and the control group using the conventional learning method. Data analysis showed that the alternative hypothesis (Ha) was accepted. This means there is a significant difference in the scores between the experimental group and the control group. The mean post-test score of the experimental group was 76.69 and the mean post-test score of the control group was 57.30. The magnitude of the mean difference is (mean difference = 19.392). The post-test One Way ANOVA test significance value (sig 2-tailed) is smaller than 0.05 or 0.000 <0.05. From the effect size statistics with obtained amounted to (0.63). The value obtained shows a medium effect size

The mean value of the pre-test questionnaire in the experimental class was 31.38, and the mean value of the pre-test questionnaire in the control group was 28.86. The results of the pretest One Way ANOVA test significance value (sig 2-tailed) is higher than 0.05 or 0.078> 0.05. The mean value of the post-test questionnaire in the experimental class was 37.79 and the mean value of the post-test questionnaire in the control group was 29.41. The results of the post-test One Way ANOVA test significance value (sig 2-tailed) is lower than 0.05 or 0.000 < 0.05.

Based on statistical data analysis, One Way ANOVA test was conducted to compare the post-test questionnaire scores between the experimental group using STAD learning method and the control group using conventional learning method. Data analysis showed that the alternative

hypothesis (Ha) was accepted. This means there is a significant difference in the scores between the experimental and control groups. The mean value of the experimental group's post-test questionnaire was 37.79 and the mean value of the control group's post-test questionnaire was 29.41. The magnitude of the mean difference was (mean difference = 8.388). The value of the post-test One Way ANOVA test significance value (sig 2-tailed) is smaller than 0.05 or 0.000 <0.05. From the effect size statistics with obtained amounted to (1.78). The value obtained shows a high effect size

This means that the use of the STAD learning method has a good effect on improving student learning outcomes and motivation. STAD is effective to be applied in teaching English. It can be concluded that there is a very significant effect of using STAD to improve learning outcomes and student learning motivation in tenth grade students of MA AL-FALAH Bangilan Tuban.

5.2 Suggestion

After knowing the findings in this study, the researcher provides recommendations for several suggestions that can be addressed to lecturers, students and further researcher.

1. Lecture

   English teachers should try to explore various learning methods. One of them is STAD. Because this can help students to maximize their learning.

2. Students

   Students should study more at home or anywhere that can build their abilities to be better, find out anything related to English, do not just stick to the lessons delivered by the teacher. students must have a sense that learning and repeating the material learned is a good obligation for themselves. In addition, students can be more courageous to voice their rights related to what kind of method they want to need.

3. Further Research

   For further research, the researcher provides advice to future researchers to conduct more in-depth research related to learning methods that are able to improve students' English better than before. Although this thesis still has many shortcomings, the researcher really hopes that this thesis can make a valuable contribution to English language teachers and also to readers.