

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions, that conclude all the research and some suggestions that given by the researcher after conclude the research.

A. Conclusion

Based on the result of interview with an English teacher the researcher concludes that several learning model that ever used by the teacher on teaching reading recount text especially at eight grade students of junior high school. There were consisted of scientific approach and discovery learning. Obviously, strengths and weaknesses are always occurred in every learning model. According to the teacher, the strengths of learning model that were used included: 1) student centered, 2) involving the process of discovery and conceptualization skills 3) motivating students to be creative independently, and 4) can develop students character. Meanwhile, the weaknesses were included: 1) it is difficult to implement in large numbers of students, 2) students' individualism and 3) students has lack of interest on learning English.

Whereas, the information about literature study from two previous studies. Firstly, the researcher got from Hapsari (2019) which entitled *“Teaching Reading Comprehension by using Skimming and Scanning Technique at The Eight Grade Students of MTsN 6 Boyolali at Academic Year 2018/2019”*. From the information on previous chapter, it can be concluded that the teacher was used the skimming-scanning strategy in group work method for teaching reading descriptive and

recount text at eight grade students of a junior high school in that study. Even though there were still have several problems that the teacher and students faced.

Then, the researcher got from Bosra (2017) which entitled “*The Use of Two Stay Two Stray Technique in Learning Reading Comprehension of Recount Text at Second Grade Students of SMPN 1 Sungguminasa*”. From the information on previous chapter, it can be concluded that the use of two stay two stray as one of learning model on cooperative learning was gave significant positive influence for eight grade students on reading recount text. It can be seen from the result of the researcher analysis on that study, the advantages and disadvantages of two stay two stray learning model that were found. Therefore, in this study the researcher has interesting to design learning model development for teaching reading recount text by using two stay two stray as one of learning model on cooperative learning.

After the researcher obtained any information needed, the researcher tried to design a good learning model to help teachers in teaching reading recount text and students in improving their reading abilities. Cooperative learning approach assisted with two stay two stray (TSTS) learning model was designed on lesson plan. The cooperative learning lesson plan with using TSTS learning model was developed for teaching-learning process on reading recount text and the materials in this lesson plan was adjusted with syllabus of curriculum 2013. The implementation of TSTS learning model consisted six steps, namely: 1) preparation, 2) organizing group study, 3) giving material contents, 4) problem discussion, 5) calling student number, and 6) giving conclusion (Ibrahim *et al*, 2000: 29). These six steps were included on lesson plan

activities. The recount text materials on lesson plan were adjusted with the syllabus of curriculum 2013, there are about activities, events and personal experiences. This lesson conducted for three meetings. Learning media in this lesson used recount text and pictures. Each meeting on this lesson consisted the activities that influence students for more active and working together well.

Based on interview with an English Teacher and both of the researcher's supervisors, it was revealed that reading recount text teaching materials development using cooperative learning approach with two stay two stray (TSTS) as learning model was feasible.

B. Suggestions

In this part, the researcher would like to give several suggestions.

For the teacher, a teacher should have many interesting ways to teach students in reading recount text, one of them is two stay two stray (TSTS) as one of learning model on cooperative learning approach.

For the students, the researcher expects that two stay two stray (TSTS) as one of learning model on cooperative learning approach can improve the students' motivation in learning reading recount text.

For the next researcher, the researcher hopes that they can give a new method that has many benefits to improve the students skill not only about reading recount text, but also other skill in English.