

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discusses the conclusions and suggestions based on the results of the research in the previous chapter. In this section, the researcher describes in general the results of the research that has been conducted.

A. Conclusion

Referring to the background of the problem presented in this research, students' reading comprehension is still low and the level and some students have a level of participation that is still relatively low in the learning process. In cycle I it was found that the level of student participation in general had reached the success criteria, this can be seen from the observation sheet filled out by the English teacher as a collaborator. Although it has reached the target success criteria, it does not stop here, based on the results of field notes filled out by the collaborator which states that the level of student participation is still lacking and this can be seen from student activities during the teaching and learning process showing that student behaviour is still not good and when researcher give students time to ask questions, they are just silent and reluctant to answer questions from researcher. This is due to the lack of student participation in learning to understand reading English texts, which has an impact on students' reading comprehension scores which are still low.

Based on the results obtained in cycle I, it shows that the results obtained have indeed achieved the success criteria when viewed based on the observation sheet. However, the researcher decided to conduct research in cycle II, because

it was not only seen based on the observation sheet, but also seen based on field notes, where the researcher also needed to improve the method in the learning process as conveyed by the collaborator in the field notes. Then the success of learning and the success of the implementation of group reading activities used in the learning process were also seen based on the tests given by the researcher to students. It was proven that in working on the questions about reading comprehension in the narrative text, there were still many students who got low scores. Therefore, the researcher decided to continue the research to cycle II.

In cycle II, the researcher focused more on learning activities on the treatment given to students, such as helping students translate sentences that were difficult for them, the researcher also helped students understand words that they rarely heard or read. The researcher also helped students by providing direction so that students could more easily know and understand the main ideas and supporting ideas in the narrative text, because in the previous cycle it showed that this aspect was still low and needed to be improved. The results of cycle II showed that the level of student participation and involvement had improved, which can be seen on the observation sheet filled out by the collaborator.

In cycle II, students' grades improved and met the success criteria provided. The researcher discussed this research II with the collaborator. The researcher and collaborator decided not to continue the research in the next cycle. Based on the results of the observation sheet, field notes, interview results, writing test results and documentation, the results showed that students experienced a significant improve from cycle I to cycle II.

B. Suggestions

Based on the results of this research, several suggestions can be offered for teachers, students, and future researchers. For English teachers, especially at the junior high school level, it is suggested to implement group reading activities regularly, particularly when teaching reading comprehension. This method has been proven effective in increasing students' understanding of texts, as shown in the improvement of eighth-grade students at SMPN 8 Ketungau Hilir. Group reading helps create a more interactive and collaborative learning environment, where students feel more enthusiastic and confident when learning with their peers. Teachers are also encouraged to act as facilitators who guide students during the group work and provide additional support to those who are still struggling, especially in understanding vocabulary and identifying main ideas.

For students, group reading activities offer an opportunity to learn from each other, share opinions, and build confidence in answering questions. Students are encouraged to participate actively in group discussions, respect each other's ideas, and not be afraid of making mistakes during the learning process. By working together, students can develop a deeper understanding of narrative texts and improve their reading skills.

Lastly, for future researchers, this study can serve as a reference or foundation for conducting similar research with different focuses, contexts, or subjects. Further research can explore the use of group reading activities in different types of texts or in combination with other strategies to improve reading skills. Researchers are also encouraged to observe how group dynamics, student

motivation, and teacher involvement influence the success of group reading in improving reading comprehension.