

CHAPTER V

CONCLUSION AND SUGGESTION

A few conclusions and recommendations were reached as a result of evaluating the data collected by the researcher and then applying them to the implications of the implementation of Cooperative Integrated Reading and Writing Composition (CIRC) for the 8th grade at SMPN 41 Surabaya on the students' reading comprehension which was done in an online classroom. At the conclusion of this chapter, the researcher hopes to provide a summary of the research findings as well as some recommendations to readers regarding the findings of this research, specifically to English teachers, students, and other researchers.

5.1 Conclusion

Based on the findings and discussions, the researcher derived some conclusions regarding to the implications of the implementation of Cooperative Integrated Reading and Writing Composition (CIRC) for the 8th grade at SMPN 41 Surabaya. According to the results of the observation, most of the students in cycle 2 performed well, being enthusiastic about learning, and getting personally involved in the teaching process. There were some improvements in the students' test scores following the implementation of CIRC, which resulted in some improvements in the students' ability to comprehend what they had read.

In results of the pre-test indicated that the students' reading comprehension ability still required improvement. Students, on the whole, did not meet the minimum success criteria (KKM) imposed by the school. There were only 10% of

the students (4 students) who received a score high enough to pass the KKM. The mean pre-test score was 66.2, with a score of 56 being the lowest and a score of 76 being the highest. Then, results of post-test in cycle 1 showed the mean score of the students in the first cycle was 73.80 points. The score of the test in cycle 1 was higher than the pre-test score of 66.20 points. There was an increase of 7.60 points compared to the pre-testing period. As a result of the analysis, the researcher that most of students met the standard minimum success criteria (KKM) and it could be argued that 20 students (50%) met the requirements. The lowest scores increased from 56 (pre-test) to 64 (test cycle 1) and the highest scores also increased from 76 (pre-test) to 84 (test cycle 1). The mean scores improved by 40% as a result of the intervention. Lastly, the results of post-test in cycle 2 showed the students' reading comprehension was excellent in this class. The KKM was passed by 34 students (85.00%) on average, according to the results shown above. The mean score of the students was 81.70, and there were only 6 students (15.00%) who did not pass it. The lowest score was 72, while the highest score was 92. It indicates that the students' reading abilities have significantly improved.

The implementation of the CIRC increased the students' achievement in reading comprehension skills. Based on the data analyzed, this research was terminated in cycle 2 when the success criteria were met in a percentage of 85 percent of the cases. Although there were still 6 students (15%) who failed the test in cycle 2, the number of students who passed it based on the Minimum Mastery Criteria (KKM) standard was 34 students, which is higher than the standard of 76 of KKM. SMPN 41 Surabaya implemented CIRC to the students in class 8-I during

the academic year 2020/2021, which was completed in two cycles. The results showed that the students' reading comprehension skills improved as a result of the CIRC implementation.

5.2 Suggestion

The researcher would like to make some recommendations at the conclusion of this chapter, which she hopes will be useful directed to:

5.2.1 The English Teachers

It is strongly recommended that teachers present a variety of approaches in order to be completely prepared to teach students who learn in a variety of ways. Students involved in the Cooperative Integrated Reading and Writing Composition (CIRC) approach should be given the opportunity to learn about and practice learning strategies. Allowing teachers to participate in their own Cooperative Integrated Reading and Writing Composition (CIRC) can help them better understand and prepare for exploring students' skills that may arise when implementing them with students.

5.2.2 Students

When the Cooperative Integrated Reading and Writing Composition (CIRC) method is implemented in an English language learning class, it is expected that students who learn English will improve their reading comprehension skills. The findings of this study are beneficial to students in that they will improve their reading comprehension skills. Students are

more interested and motivated to express their ideas and advance their reading comprehension skills when they understand the Cooperative Integrated Reading and Writing Composition (CIRC) model of learning for improving reading comprehension as demonstrated.

5.2.3 Other Researchers

In light of the findings of this study, it is recommended that additional research be carried out to ensure that students' reading comprehension is improved through the use of Cooperative Integrated Reading and Writing Composition (CIRC). To summarize, the research can contribute to the understanding of classroom action research in language skills and serve as a foundation for future research, which may in turn prompt other researchers to conduct similar research in other levels of learning, particularly in reading comprehension.