

CHAPTER V

CONCLUSSION

A. Conclusion

This study was conducted over eight sessions, with a pre-test administered during the first session and a post-test during the final session. The results of the final tests for the experimental and control classes showed a significant difference in scores. The scores from the multiple-choice questions were calculated using SPSS, and the averages for each class were determined. The researcher calculated the average score obtained by the experimental class, which had TGT learning and reading presentations applied from the first to the eighth session; on the final test, they achieved an average score of 83.11. In the control class, conventional learning was applied from the first to the eighth session; on the final test, the control class obtained an average score of 54.67.

The researcher also conducted an N-gain test to strengthen and further explore the research hypothesis. The N-gain result for the experimental class, calculated by the researcher using SPSS, was 73.01%. According to the N-gain score, this value is considered quite high. In the N-gain test for the control class, calculated using SPSS, the score was 30.11%, which is classified as ineffective. From this N-gain test, it can be concluded that the experimental class outperformed the control class with a higher score.

In addition to the findings from the SPSS analysis, the researchers also drew conclusions from the learning evaluations of each group. The experimental class appeared very enthusiastic during the learning process; they worked well together and were able to discuss topics collaboratively, resulting in a consistent level of reading comprehension. The control class was not as enthusiastic because they were accustomed to conventional learning; students were also less active in the interactions the teacher had taught regarding question-and-answer sessions, group discussions, or reading fluency.

B. Implication

This study yielded findings that form the basis for the conclusions drawn in this research. The implications that the researcher has drawn from this study encompass two important points, namely:

1. The experimental class, or the class where TGT was implemented, showed an improvement in English reading scores. This can be seen by comparing the average scores: the experimental class demonstrated an increase with higher scores compared to the average scores obtained by the control class, which did not use the TGT method or conventional learning. There is a difference in the average English reading proficiency between students

- who learned using the TGT cooperative learning model and those who learned only through conventional methods. These results lead to the conclusion that TGT learning is effective in improving students' reading skills.
2. TGT successfully produced significant improvements; furthermore, it provided an interactive and educational learning method while maintaining a fun and engaging classroom learning atmosphere.

C. Recommendations from the researcher

This study has reached its final stage and produced research findings; however, the researcher has the following message for future researchers based on this study:
as follows:

1. For educators, various engaging learning models are worth implementing, including discussion- and game-based models such as the TGT cooperative learning method which is expected to be one of the options in the learning process to enhance group collaboration, ensure equitable understanding, and encourage student engagement to prevent boredom
2. For schools, it is hoped that school principals will always provide full support to educators at their schools in their efforts to select appropriate teaching methods

3. For students, game-based learning models such as the Team Game Tournament (TGT) cooperative model are engaging and have been proven to improve students' English reading skills



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