

## **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 the Literature Circle (LC) for the 9th grade at SMPN 14 Surabaya in the academic year 2020/2021 on the students' reading comprehension, which was done in an online classroom. A summary of the findings of this research, as well as some advice to readers, are intended to be provided at the conclusion of this chapter. These recommendations are intended for English teachers, students, and other researchers, among other groups of individuals.

#### **5.1 Conclusion**

The researcher developed some conclusions based on the findings and discussions. The implementation in Cycle 2 of the Literature Circle is preferable to cycle 1 implementation. According to the results of the observations, the majority of students in cycle 2 performed admirably, demonstrating an enthusiasm for learning and being actively involved in the learning process. The researcher discovered that implementing the Literature Circle effectively improved students' reading comprehension. The lessons benefited the pupils by assisting them in improving their reading comprehension abilities. When students were treated with the LC approach, it was assumed that they would be able to produce reading comprehension thoughts.

Pre-test results indicated on the lower range, with an average score of only 69.10. The best score on the pre-test was 84, while the lowest score on it was 56. It came out that only 5 students were present among those who passed the test (12.50%). Thus, only five students were able to pass the test if they obtained  $\geq 80$  on the minimum master's criteria (KKM). In post-test cycle 1, the mean score for students' reading comprehension test was 77.30, with the lowest score being 64 and the highest being 84. Despite this, when compared to their pre-test results, students' reading comprehension skills showed a statistically significant improvement in terms of mean scores, which improved from 69.10 to 77.30, with the highest scoring 84 and the lowest scoring 64, respectively. The number of students that completed the test increased from 5 to 18 which one may argue that the number of students increased by 13 students, or 32.50%. In light of the results of cycle 1, the researcher decided to proceed with the next cycle in order to assure the success of this research because 18 students (45.00%) reached the minimal standards (KKM) of  $> 80$  on the basis of the master's requirements. Lastly, in cycle 2, it can be determined that the students' reading comprehension in this class was great. According to the data presented, the total number of 35 students (87.50%) passed the KKM and there were only 5 students (12.50%) who did not pass the test. The mean score of the pupils was 84.20. The lowest score was 72, while the best score was 92. It demonstrated that the students' reading abilities had substantially improved. After seeing the results of Cycle 2 and eventually concluding that at least 75 percent of those who took the KKM passed, the researcher and collaborator made the decision to end the cycle the Classroom Action Research.

The Literature Circle technique was successfully implemented with the students of SMPN 14 Surabaya in the 9th grade. A considerable improvement in the application of the Literature Circle was seen among the students. Students' narrative reading comprehension achievement in class 9-A was greatly enhanced as a result of the Literature Circles technique, according to the results of the pre- and post-tests. As a result, this method would be appropriate for use with students in the 9th grade. Furthermore, by doing the research through the use of Literature Circle, the students were able to participate more actively in the class activities as a result. They participated enthusiastically in all stages of the process and had a genuine interest in learning. It facilitated group collaboration and improved participants' ability to communicate with one another and build a sense of belonging in a group setting. Furthermore, the students' performance improved as a result of their study of literary texts.

## **5.2 Suggestion**

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

### **5.2.1 The English Teachers**

Teachers should be prepared to work with kids who learn in a variety of ways at all times. The literature circle approach should be given the opportunity to test and experiment with new learning

strategies, notably online learning, in the event of a future pandemic in order to gather experience. When teachers participate in their own literature circle groups, they will gain a better understanding of how to plan for student development.

### 5.2.2 Students

The outcomes of the study will be used to broaden the scope of the literature circle technique in order to gain a better grasp of reading comprehension in general. As an added bonus, helping children to improve their English language skills will inspire them to improve their reading comprehension skills.

### 5.2.3 Other Researchers

Additional research is needed to corroborate the findings of this study, which suggests that the literature circle technique is a viable educational strategy. Other researchers will benefit from this study because they will gain a better knowledge of the literature circle method and will be able to apply it in the context of either online or traditional learning processes. If students continue to participate in literature circles, they may be able to improve their reading comprehension skills.