

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

Based on the finding and discussion, the following are the conclusions, they are are manifested into three categories:

1. The calculation of independent t-test results of data gained from posttest  $t_{ratio} (6,276) > t_{table} (1,66)$ , and  $p (0,000) < \alpha (0,05)$ . It indicates that there is a significant difference of mean score in experiment class and control class. So, can be concluded that there is a significant difference between the effect of STAD as a cooperative learning approach and the direct instruction approach on students achievement in Social Studies at class VIII SMP Negeri 2 Babalan academic year 2012/2013. In other words, STAD as a cooperative learning experience is more effective in promotes the student achievement than direct instruction.
2. The calculation of independent t-test results of data gained from attitude questionnaire  $t_{ratio} (4,274) > t_{table} (1,66)$  and  $p (0,000) < \alpha (0,05)$ . It indicates that there is a significant difference of attitude between the experiment class and the control class. So, can be concluded that there is a significant difference between the effect of STAD as a cooperative learning approach and the direct instruction approach on attitude in Social Studies at class VIII SMP Negeri 2 Babalan academic year 2012/2013. In other words, STAD as a cooperative learning experience is more effective

in promotes the positive attitudes, minimize the individualistic and competitive environment than direct instruction.

3. The calculation of independent t-test results of data gained from motivation questionnaire gained  $t_{\text{ratio}} (5,342) > t_{\text{table}} (1,66)$  and  $p (0,000) < \alpha (0,05)$ . It indicates that there is a significant difference of motivation between the experiment class and the control class. So, can be concluded that there is a significant difference between the effect of STAD as a cooperative learning approach and the direct instruction approach on motivation in Social Studies at class VIII SMP Negeri 2 Babalan academic year 2012/2013. In other words, STAD as a cooperative learning experience is more effective in promotes the higher motivation to achieve, motivation to learn together and tolerance the diversity than direct instruction.

## 5.2. Suggestions

Based on the findings, the study suggests the following areas, they are manifested into three points:

### 1. For Students

Students should be focused in achieving the learning goals, because every learning goal has the benefit in social life.

### 2. For Teachers

STAD is the appropriate cooperative learning method for Demand and Supply, so for Social Studies teacher who implement STAD in his/her class

when Demand and Supply is taught, should be prepare this model of teaching as well as possible. During teams phase, teacher should be frequently remind the students to help their friends who have the low ability. STAD will progressing well when all of the members in the teams collaborated each other. Therefore, teacher have to support all of the teams to achieve the goals and finally teacher should be give the recognition to the success teams.

### 3. For Future Researchers

In this present study has less research time. Additional research should be conducted in the future, so for the future research who want to investigates the similar research can investigates the possible long-term effects of STAD as a cooperative learning. Future research should also focus on comparison between two method of cooperative learning, STAD and Jigsaw for example. It aims to determine if other cooperative learning models are equally effective in producing student outcomes.