

BAB V

CONCLUSION

This chapter deals with three parts namely conclusions, implications and suggestion. The first parts present the conclusion derived from the study. The second part presents pedagogical implication from the study. The third part present suggestion and recommendation intended for reader. The fourth part presents limitation.

A. Conclusion

Based on the findings and discussion in the previous chapter the following conclusions are drawn.

Firstly, the use of cooperative learning activities created a nice relaxed atmosphere of teaching and learning. There were various activities that could encourage all students to speak up. The opportunity to ask and answer questions, work in a group or pair, and correct their works trained them to be brave, confident, and mature. As a result, they became more enthusiastic and got better understanding in learning English.

Secondly, the data show that cooperative learning helps students in learning language and most of the students agreed that this approach helps them to acquire the knowledge through working in a team easily and make the learning process more interesting.

Thirdly, the students became more motivated to work together. Cooperative learning encouraged the students to help the other friends by sharing their ideas, teaching one's knowledge to the other and motivate the students in learning English. The students became motivated, confident, and active during the reading class because they enjoyed the lesson.

Fourth, based on the students' response, cooperative learning produce good impact for the students to reach the goals of the learning language; it means that cooperative learning is one of the effective approaches in English classroom. It implies that the teacher can encourage the students to work in groups so that they have companions to discuss the learning material.

B. Limitation

In attempting to increase the quality of learning teaching in this case the reaching of completeness, the researcher found several problems, they are; First, the result could have been better if the students can make a reflection after learning process in every meeting. Second, the researcher only uses two instruments in collecting the data. It can be better to add the instrument in this study, such as; interview. Interview can be done in asking the students and the teacher.

C. Recommendation

There are some suggestions are referred to the English teachers of the first grade of SMAN 1 Kendari, and other researchers.

The English Teacher

The English teachers need to give more opportunities for the students to practice English in the class. The traditional technique that only focuses on vocabulary and grammar will make the students get bored. The enjoyable and non-threatening atmosphere, interesting media should also be made to make students more interested in the lesson. The teacher can use the activities such as think-pair-share, numbered head together, two stay two stay, and inside outside circle. When conducting the cooperative activities; the teacher should pay attention to the class management since in cooperative learning the students tend to move around the class to have a discussion with others.

Other Researcher

This research focuses on students' response towards cooperative learning in English classroom. For the other researchers, it is necessary to look for and try out other activities so that the learning activities will be more various. Furthermore, in doing similar research, the speaking materials and the speaking tasks could be modified based on the students' learning ability and interest. It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches. The problems that appear related to this research which can be investigated in further research are explained;

The frequency of the using cooperative learning has not been found out yet since the time was limited. Therefore, other researcher can investigate the frequency of using cooperative learning in an academic year for a year in a certain grade.

It was difficult to count down the frequency of the students' response in a meeting since a student could have more than one kind, type, and form responses. The other researchers hopefully can count the whole responses since it can help the teacher to see what the real responses of the students in teaching and learning process. It is expected that the teacher will consider the method of teaching when other researchers have found out the whole students' responses more deeply.

D. Pedagogical Implication

Based on the results of the research, the implications can be proposed. They are presented as follows.

Firstly, cooperative learning activities are effective way to improve the students' speaking skills. The implementation of cooperative learning can help the students learn the materials and the language functions easier. They worked in groups so that they have companions to discuss the materials and to practice the language functions in some contexts. They also became more active to participate in the teaching and learning process. It implies that these activities are necessary to be used so that the students' ability can be improved.

Secondly, cooperative learning activities can be used to manage the class. The students' responsibility increased when they were divided into some groups. They felt responsible for the success of their groups. They worked cooperatively with the members of their groups to reach the goal. They helped the lower achieving friends to accomplish a goal together. By doing so, it could minimize the disruptive behaviors done by the students. The cooperative learning activities

made the class more controllable. It implies that the English teacher can be use the cooperative learning activities to make the class more controllable and run effectively.

