CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections, conclusions and suggestions. The conclusions cover the results which are drawn from the data of tests, questionnaire, observation, interview and some suggestions are given to both further researchers and practitioners.

5.1 Conclusions

Based on the data in the previous chapter, there are several general findings that can be concluded from this study. First, in relation to the chances in the cooperative learning implementation, it can be stated that the students liked to share their ideas, opinion and suggestions with other students through their argumentative essays projects with their team.

Second, in terms of the problems when implementing the cooperative learning faced by the teacher it can be stated that the problem occured since there were two facts about the condition. First, the students had differences in terms of education background. Second, length of learning English which did not show a significant difference in terms of degree of mastery of requesting in the target language. This gives evidence that cooperative learning has challenges.

The next finding reveals the improvement of students' texts in the writing argumentative essays both for individual quizzes and for group projects. It can be said that students made a good progress during cooperative learning for their individual quizzes and group projects.

The last finding was about the responses from the students about cooperative learning that was implemented in their writing class. The responds given were positive since they got many advantages when the teacher applied this method in the writing class.

On the basis of the general findings above, several conclusions can be proposed. The first conclusion is served as the answer to the first research question about the chances of implementing cooperative learning principles. This study shows that the students' progress, both from individual quizzes and group projects, can be seen from the changes of their attitudes and behaviors. Since in the observations, the students' attitudes have become more active, more confident, and more supportive to have good interaction for sharing ideas, suggestion and information among students.

The second conclusion is connected to the second research question dealing with the problems of implementing the principles of cooperative learning. These research findings show related the implementation of cooperative learning, for examples giving feedback and providing suggestion to their friends. When the

students had similar level in their knowledge. There was no other perspective for their projects. However by having the more class activities conducted in writing class, the students started to read from more sources, so they many references for their writing projects in order to build their argumentative essays projects.

The third conclusion deals with the effect of cooperative learning method on students' performance in writing argumentative essays. This fact gives evidence to the statements that in cooperative learning students help each other to become better writers.

The fourth research question is related to the students' responses to the implementation of cooperative learning method in a writing class. Through sharing their ideas, opinion and suggestions, students developed their confidence and comfort. These facts prove that cooperative learning gave positive effects to the writing class. Finally, this study supports the research that emphasizes the importance of explicit teaching of the structures of written genres, particularly in argumentative essays.

Then, Toulmin's Model has been proved to be effective as a model for assessing the students' argumentative essays texts. By using Toulmin's Model, this study shows that not all elements from Toulmin's Model were used by the

students in their argumentative essays. Only three elements used in writing argumentative essays namely, claim, data, and warrant. They are considered to the essential components of practical arguments, while the second triad, qualifier, backing, and rebuttal, may not be needed in some arguments.

To be able to create more structured cooperative learning, teachers need adequate time and methods in this study. These become the limitation of this study. Due to the time constraint and method that were used in this study, the actual time needed and method for each activity had to be shortened and this might have effects on the outcome of the lessons conducted. Therefore, for further research, longer time for class activities and other methods should be conducted in order to achieve the objective of cooperative learning.

Furthermore, this study only used argumentative writing as the main genre. Therefore to see the comprehensive result, further research should involve other kinds of genres, i.e expository, narrative, etc.

Another limitation of this study is the number of sample class. In this study, the sample of the participants was limited to one class of the fourth semester students of English department. In order generate more evidence on the effect of cooperative learning in language teaching, more classes and participants in different contexts are recommended.

5.2 Suggestions

From the conclusion and the limitation presented above, some suggestions are given here concerning with to the study of cooperative learning. First, for the next research in the same area, there are some matters to be noted. This study will be more comprehensively described if there are also other methods that used and longer observations that are conducted in classrooms to observe the teaching learning activity especially teaching of writing using the technique of cooperative learning.

Second, the teacher also have to master another kind of genres in writing, such as expository, narrative, and many others. This view means that the more genres of writing that mastered by the teacher the better writing texts that can be produced by the students in the writing class since the teacher can give many point of view for the improvement of the students' texts.

In this study the analysis from Toulmin's Model was seen as the most feasible research instrument. It is used since Toulmin's Model was also used to analyse the writing of unskilled writers and they presented the basic argument only. Therefore for the future research, as the last suggestion the teacher must conduct the assessment for students' texts based on another analytical framework, i.e. Systemic Functional Linguistics.