

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The conclusion of learning environment and cognitive ability of students experiencing discussion in learning environmental pollution at Sekolah Indonesia Kuala Lumpur is shown below.

1. The profile of learning environment of discussion which is described by Constructivism Learning Environment Survey (CLES) at Sekolah Indonesia Kuala Lumpur reached 50% until 74,2% of the percentage for every aspect. From scale 0 to 5 of agreement level average, personal relevance got 3,71 and it is around 74,2 %. Uncertainty got 3,16 and it is around 63,2%. Critical voice got 2,87 and it is around 57,4%. Shared control got 2,5 and it is exactly 50%. The last is students' negotiation which got 3,68 and it is around 73,6%. Based on those average number of agreement level, it can be indicated that discussion itself did not involve all students completely in learning. Not all of students confessed that they almost always share their ideas to others. Some students stated that they sometimes relate their knowledge and daily phenomenon, teach their friends, and ask what they have to do in learning. Even, they seldom build their knowledge independently through discussion activities. These students' responses signify clearly that learning environment which is built through discussion did not involve all SIKL students in learning.
2. The profile of cognitive ability of students experiencing discussion at Sekolah Indonesia Kuala Lumpur is that the average score of post-test increased become 66,87. In the pre-test, the average score was 61,86. There was increment on average score as much as 5,01. Moreover, all cognitive level got the increment on post-test around 2,38% until 5,56%. The cognitive ability of students who experience discussion in SIKL reach around 57,64% until 70,83% in each cognitive level from C1 until C5 in the post-test. It indicates that cognitive ability of students in

mastering the concept of environmental pollution is just approximately 50%-70%.

3. Based on analysis towards interview result of students, there are factors influencing discussion process of students at SIKL. Those factors include students' prior knowledge, learning style of students, conformity, gender differences, students' personal intelligence, and students' interests. Some students who got decrement on post-test score confessed that those factors disrupt discussion process and affects their enjoyment and comfort during discussion. Indirectly, it influences the way they get knowledge through discussion and finally affect to their cognitive ability in post-test.

B. Recommendation

Considering that this research need to be developed further, then this research give such recommendations not only for the future researcher but also the teacher who may implement discussion method.

1. For future researchers, firstly, conducting descriptive method not only need some instruments to strengthen the reason why something is occurred, but also the advantages of video recorder can be very helpful. Therefore, the description toward something will be clearly explained. Moreover, when research is conducted in such groups, more video recorder should be available. Every single minutes of discussion will be recorded in every group and it will ease every researcher to analyze what is actually being happened on discussion. Thus, the result in profiling some variables could be precisely taken. Secondly, another researcher may have either descriptive research or experimental research in more numbers of sample and variable. The more numbers of samples, the more accurate results. In addition, variable which is investigated can be more various. It can either describe or measure how effective discussion is toward learning process, students cognitive, students attitude, students behaviour, and students motivation.

2. For teachers, it is better for them to have more ideas to pack discussion become more valuable in order to have an effective discussion. Considering the factors that influence discussion process, such as gender differences, students intelligents, and students interest, teacher should be more creative in constructing the way how discussion running in the classroom to make students totally involve in discussion.

