

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

According to the result of the impact of peer led team learning method towards students' cognitive and leadership skills of students can be concluded as follow:

1. The implementation of Peer Led Team Learning is not able to improve students' cognitive on Global Warming concept, it can be proven by the result of analysis which shown the significance value is 0.529 that is higher than 0.05 so that  $H_0$  is accepted, meaning that there is no difference between of students' cognitive after the implementation of peer led team learning. in line with students' improvement analysis which shown 30.42% students' improvement in experimental class that is lower than control class.
2. The roles of team leader towards team during the implementation of Peer Led Team Learning is also influenced the improvement of the team. It can be noticed by the result of the aspects of leadership skills that can be achieved by each team leader. The highest percentage of team leader in fulfilling the leadership skills aspect is team leader in group 1, which got 77.77% yet able to reach the highest percentage of team improvement which got 40%
3. The respond of students towards the implementation of peer led team learning shows positive respond in all indicators; Learning leisure in using Peer Led Team Learning, The Usefulness of Peer Led team Learning, and Preference of Learning.

## **B. Recommendation**

Based on the research that has been conducted and concluded, there are several recommendations that should be suggested by the researchers, some of them are

1. Peer Led Team Learning can be used as a model can be implemented as an alternative of teaching strategy in science concept to improve students' leadership skills.
2. Leadership Skills test that is used in this research can be modified according to the concept that will be taught, so that the result will be appropriate with the subjects' requirement
3. During the implementation of Peer Led Team Learning, it is necessary for teacher to keep guide the students in enhancing the concept. It is necessary for students to have better understanding by the guidance from both teacher and team leader.
4. More training and session can be considered in implementing Peer Led Team Learning. Thus the result of leadership skills aspects can be obtained based on the exact result.