

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the main findings of the research are drawn as well as suggestions for English teacher and further research.

5.1 Conclusions

This study was conducted to achieve two purposes, those were; to investigate whether or not the use of cooperative learning improves the students' writing ability and to describe the students' responses to the use of cooperative learning method in teaching writing. First, the result revealed that cooperative learning method was effective to be used as a teaching strategy in writing subject. It was proven by the improvement of students' final score after getting the treatment in cooperative classroom environment. Moreover, the score of the students who were taught using the cooperative learning method was better than the students who did not use the cooperative learning in the class. It was clearly shown from the mean score of post-test in experimental group (63.67) which was higher than the control group (50.48). Then, the level of significance from independent t-test computation revealed that the score was 0.000 which was lower than the alpha level (0.05). It means that there was significant difference between the students' posttest score of experimental and control group. Furthermore, the score of Asymp. Sig of dependent t-test on pretest and posttest score of experimental group was 0.000 which was lower than the alpha level (0.05). It means that there was significant difference between students' pretest and posttest score after getting the treatment. From the findings, it could be concluded that the cooperative learning method had significantly improved students' writing ability and it answered the first research question.

Second, the students' responses to the use of cooperative learning method were presented by the questionnaire data percentage. It covered the five aspects of cooperative learning method which was investigated in this research. First, in

positive interdependence aspect, most students agreed that they liked working in group and perceived that they need each other in order to complete the group's task. Second, the teacher was quietly successful in implementing the face-to-face interaction among the students. Most students did the group work cooperatively by sharing, helping, and explaining. Third, in individual accountability aspect, it was found that there were 75% students assumed that they had contributed in the group and did the individual task properly. Fourth, in the interpersonal and social skills, most students (93.8%) perceived that they had practiced those skills during the cooperative group work. The last aspect is group processing. Most students agreed that group processing is very helpful to improving their performance. By the teacher's guidance, the students had done the group processing by doing the reflection and receive feedback. In conclusion, most students give the positive response to the use of cooperative learning in writing class. It means that the students had experienced the cooperative learning effectively and it answered the second research question.

5.2 Suggestions

There are some suggestions for teachers who are interested in improving students' writing ability through cooperative learning method and for other researchers who are willing to research this topic. For the teachers, it is suggested that the teachers should provide interesting materials to gain students' attention. Then, it is very important to set the class into a face-to-face seating arrangement as well as guiding the students to do the cooperative group work. The teachers also have to be concerned of basic aspects of cooperative learning which would differentiate the cooperative learning with a common group work. As stated previously, "if one or more of the critical attributes are missing in one's lesson, then one is not using cooperative learning but group work." (Hajra, n.d, p.10).

For other researchers, there are some research limitations lead into suggestions for further research. First, cooperative learning method can be implemented in other language skills, such as listening, speaking, and reading. Therefore, it was hoped that this method can be implemented in other language

skill with different contexts, themes, and level of students in order to examine the effectiveness of this method in that particular conditions. Second, cooperative learning is expected to build up students' social skill. Therefore, the teacher needs more effort to guide the students working cooperatively and make sure that they practice their social skill properly. Lastly, it is suggested to research the cooperative learning method in a long-time period. Hence, it could give the students more time to get used to being cooperative so that they can implement the cooperative classroom in the other subjects.