

## **CHAPTER V**

### **CONCLUSION**

This chapter sets out the conclusion of this study. It commenced by restating aims and research questions. It further presents brief summary of the findings of this study. This chapter also outlines the limitations of the study as well as provides recommendations for further research.

#### **5.1. Aims and Research Questions**

This study concerned the investigation of cooperative learning techniques in developing students' speaking skills. It aimed to find out whether cooperative learning techniques can facilitate students' speaking skills in the English language learning classroom as well as the benefits and challenges in implementing the techniques. Thus, this study was conducted to answer the following research questions: (1) How do cooperative learning techniques develop students' speaking skills?; (2) What benefits and challenges encountered by students during the implementation of cooperative learning techniques in vocational school in Cimahi?

#### **5.2. Conclusions of the Study**

The study concludes that despite of some limitations found in this study, cooperative learning techniques are effective to be applied in developing students' speaking skills especially in terms of their confidence, fluency and accuracy. This conclusion is drawn from statistical calculation using pair T-test as has been shown in chapter IV. Particularly, the developments can also be seen from several students who made improvement in terms of fluency, accuracy and confidence. With respect to fluency, the students were generally more fluent in giving their opinion as seen from their self-confidence and the way they describe the pictures. The students produced continuous speech without too much difficulty and expressed the idea effectively. Some speech fillers were still found but they were much less found in the post test rather than in the pre-test. The students also focused on maintaining comprehensible

and ongoing communication by correcting misunderstanding and avoiding communication breakdowns. In the case of accuracy, the students produced a lot of new vocabularies and learned how to communicate ideas using correct grammar. Furthermore, with reference to confidence, cooperative learning created relaxed atmosphere. Then, it reduced students' learning anxiety which contributed to their assurance in speaking and learning English.

Those enhancements are closely associated with the implementation of elements of cooperative learning as follows; firstly, positive interdependence is mostly built by having the students to be responsible for learning the assigned materials and by establishing role interdependence in each group. Secondly, individual accountability is generally built by giving an individual assignment for each student. Structuring individual accountability is also done by randomly select group members to explains/share their answer or ideas. Thus, through this element, students were also required to be brave to speak English and present their opinions orally. Thirdly, actively listening to each other during group discussion and taking turns to present ideas are the ways of building small group and interpersonal skills that facilitate communication. Fourthly, promotive interaction in this study is mostly built through providing assistance to group mates and teaching each other's knowledge. Students helped each other by sharing what he/she had understood. Finally, group processing is done by having the students to think about how they learn or reflect on the learning process using reflection form.

Regarding the second research question, this study also reveals some benefits as well as challenges. The benefits of cooperative learning techniques concern three main categories which are achievement, interpersonal relationships, psychological health and social competence. Firstly, students' achievement can be seen from their involvement in the teaching and learning process. They are actively involved in learning. Moreover, working in a group helps the students to master the materials and stimulate their critical thinking. Secondly, cooperative learning helps the students establish and maintain friendships with peers and helps them to socialize. Cooperative learning environments develop positive relationship among friends in

class. Thirdly, the students actively engage in the learning and are responsible for the work and achievement for their peers. They got more chance to appreciate differences, to listen and understand each other's perspectives during cooperative learning activities.

With reference to challenges, while Johnson, Johnson, Holubec & Roy (1984) argues that heterogeneous group is recommended since more elaborate thinking and greater perspective exist in this kind of group. Nevertheless some students chose to work with homogeneous rather than heterogeneous group. They felt that by having the group with the same ability, they worked effectively. Some of the students also did not know how to work in a group. This was another challenge which is found in this study. As the consequence, they contributed little or nothing to the group work and they relied on the other members in doing the activities. This might happen since the teacher had limited amount of time to teach social skills or teamwork skills.

### **5.3. Limitations of the Study**

Some factors need to be taken into consideration when implementing cooperative learning techniques. These factors become the limitations of this study. Firstly, it is time-consuming to learn materials in a cooperative way since five main elements of cooperative learning should be fulfilled. Cooperative learning is not simply putting students into groups, thus those main elements are the essence of cooperative learning. The time allocation for eleventh grade in learning English is 2x45 minutes in a week based on the 2013 curriculum. As a matter of fact, this is considered less to learn English using cooperative learning techniques. Thus, the class activities should be well-planned in advance to ensure the learning process is really based on cooperative learning.

Secondly, time limitation also leads to inadequate time to practice students' speaking especially in terms of their grammar. Based on classroom observation, the students need more duration of explicit grammar teaching including feedback when they express their opinion orally.

Thirdly, the researcher conducted this study in 8 meeting (approximately 2 months) due to its licensing from the school institution including the pre test and post test. This is considered less to make students familiar with working in cooperative learning settings since some social skills also need to be taught to students such as encouraging others, using quiet voice or disagreeing without criticizing. Besides, each technique has its own steps therefore this requires clear instruction. Most often, they are obliged to help their members learn, they have to discuss the problems together, compare answers, and correct any misconceptions if teammates make mistakes. Thus, having enough time is very essential in implementing cooperative learning.

#### **5.4. Recommendations for Further Studies**

Since cooperative learning refers to numerous methods for organizing and conducting classroom instruction, therefore there are a number of cooperative learning techniques that can be used by teacher in the classroom. All techniques and activities can be modified to meet the objectives of syllabus. Thus, it is recommended that future researchers can apply these techniques in the other skills such as reading or writing by infusing the techniques into the lesson plan. Finally, based on the limitation above, it is suggested that the future researchers can conduct the similar study in more meetings to make sure that the elements of cooperative learning and the social skills needed are applied in the teaching and learning process. By having adequate time/meeting also ensures the students to have more practicing in the target language.