

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

After research conducted by implementing grouping type in teaching learning activity can be conclude that grouping based on student' ability gives effect to increasing student' achievement of environmental pollution topic. Based on the research results, analysis and discussion proved that homogeneous grouping can improve student achievement as much as 57% on water pollution topic and heterogeneous grouping can improve student achievement as much as 48% on air pollution topic. From those data, it can be seen that homogeneous grouping is more effective as much as 9% in improving student' achievement, although the results of normalized gain in both groups are categorized to medium, but the improvement of student achievement in both groups, neither homogenous groups nor heterogeneous groups had significantly different. Homogeneous groups is more appropriate to students with characteristics who have good behavior but lack in achievement like class VII-H as this research subject, they need more motivation to compete in the study and completed the task in groups.

Based on observation result can be conclude that interaction patterns that appear in homogeneous group is symmetric interaction pattern as much as 43.33% is higher than the heterogeneous group which obtained 39.44%, then shifting asymmetric interaction patterns as much as 39.17% is higher than heterogeneous groups as much as 29.72% and the last is asymmetric interaction patterns as much as 19.72% is lower than the heterogeneous group as much as 23.92%. Equality in the level of ability among the members of the group also causes interaction in a homogeneous group is better than the heterogeneous group. Student' response toward homogeneous group give positive response rather than heterogeneous group, such as student is more enjoy to discussion, student is more excited to discussion, student is faster in completing the tasks, student is more likely to cooperate among members, student is easier to do task, the division of tasks is better, students is easier to express their opinion and help to solve the problem.

B. Recommendations

Based on research result, there are some suggestions can be considered related with implementation of grouping type based on student' ability as follows:

1. In discussion session, condition of classroom is tends to be crowded. Therefore, it needed a good classroom management in order to learning activity which is designed in lesson plan implemented well.
2. In implementation of grouping type is required a lot of time, it is better to announced group' name before learning activities begin, thus students have been preparing for the group and optimize the time.
3. The characteristic of junior high school students are still chosen members of group which is they like. It's better to provide sociometry test first before grouping, in order to performance of group in discussion optimally.
4. Grouping type that use in this research only based on student' ability. For further research that still related with the grouping type, research can develop heterogeneity from other aspects, such as ethnicity, gender and economic background, thus the relationship between those aspects can be observed.
5. This research used some observers, differences in perception of each observer can affect the results of the research. Therefore, required data collection technique which is more effective than involve the observer.
6. In learning activity of heterogeneous grouping, students were not enthusiastic with their discussion activities about air pollution. Thus, it is better using more attractive material and activity to make students more exciting.
7. For future research, in designing lesson plan should more attention to the scientific methods used during the activity in laboratory.