

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter explains three main points: conclusions, limitation of the study, and recommendations for further studies. Below is the explanation for each point.

5.1 Conclusions of the Study

In line with the purposes, this study was intended to investigate how cooperative learning facilitated students in learning critical thinking in reading as well as to find out the benefits and challenges during the implementation of cooperative learning.

On the basis of classroom observation, students' written tests, questionnaire and interview, the data indicated that, despite some limitations, the cooperative learning techniques appeared to facilitate students' to learn critical thinking in reading and promoted students' critical thinking dispositions. The facilitated students' critical thinking dispositions are being open-minded, consider other points of view than their own (Ennis, 1991; Reichenbach, 2001); take and change position when evidences are sufficient (Ennis, 1991; 1996; Reichenbach, 2001); present a position honestly and clearly (Ennis, 2011); take into account others' feelings and level of understanding (Ennis, 2011); and view situations from different perspectives (Cottrell, 2005; Chaffee, 2009). Data from students' written tests also gave evidence that students' critical reading abilities improved during the teaching learning process in the classroom.

There were some features which contributed to students' accomplishment in this study. Firstly, the implementation of the three cooperative learning techniques encouraged student-students interaction. As it is already mentioned, interaction between students is important in teaching critical thinking and critical reading skills. Secondly, the cooperative learning techniques provides group purposes that the students could work in their groups and structure positive interdependence to achieve their common goals. As mentioned in chapter II, the idea about purpose is also important in teaching critical thinking. Thirdly, the students' development of thought and ideas was also stimulated in the

implementation of cooperative learning techniques as they are engaging in discussions, sharing their thoughts and present their ideas. They also learned to see an issue from multiple perspectives, not only from the perspective of their own.

This present study also revealed that the implementation of three cooperative learning techniques resulted in some benefits apart from assisting students' critical thinking development. Firstly, it increased students' involvement and motivation in classroom instruction. This was indicated by their responses toward the teaching learning process. Secondly, the cooperative learning techniques was found increasing the opportunity for students to use English. This improvement was unavoidable since the students have to use English in the interaction in their groups. The third benefit was the development of interpersonal relationships through cooperative learning which were established through building and maintaining friendship between peers and learning from others.

Nevertheless, the attainment of those benefits was constrained by some challenges found in this study. The challenges were related to the availability of time, students' English proficiency and students' contribution to the work of the group.

Finally, it was also indicated that the teacher's role as a facilitator in cooperative learning has not been optimal to get the students to work in groups effectively. There were still some unclear instructions that made some students confused about what to do and reluctant to contribute the work of the group. The limited time was also regarded to cause teacher's lack of monitoring. Due to the fact that the teacher had limited time to monitor all groups, some students also used their native language in the group discussion whereas they were encouraged to use English.

5.2 Limitations of the Study

Some limitations were found in this study. First, this study was conducted as a single case study, so that the researcher only involved one

classroom discussion to teaching critical reading through cooperative learning techniques. Thus, the results of this study could not be generalized as the successful teaching method for teaching critical reading.

Secondly, the implementation of cooperative learning techniques takes time since it should involve its essential elements which distinguish cooperative learning with other group work. Eight meetings with ninety minutes for each is considered insufficient to implement cooperative learning in teaching critical reading. As also mentioned previously, learning to think takes time as well.

5.3 Recommendations for Further Studies

Based on the findings of this study, which may not be generalized to other settings, it is recommended that the teaching of cooperative learning is intensively implemented in all levels of study from primary to tertiary levels. It is also recommended to implement other models of cooperative learning techniques for future researchers since there are many cooperative learning techniques which can be applied in classroom instruction. With respect to the limitation above, it is recommended for further researcher to conduct the similar study in a longer period to make sure that the key elements of cooperative learning are well-structured.