CHAPTER V

CONCLUSION, SUGGESTIONS AND LIMITATIONS OF THE STUDY

In this chapter, several findings about the implementation of cooperative learning in teaching speaking skill in one senior high school in Cimahi are explained together in conclusion. The suggestions of the research are also presented briefly which is intended to the teachers, school as responsible party, and further researchers. Furthermore, limitations of the study are presented for further information about the research.

5.1 Conclusion

The research was focused on the implementation of cooperative learning in teaching speaking skill. The research was intended to investigate the implementation of cooperative learning method in teaching speaking skill for the students of tenth grade of senior high school. Moreover, the research was also aimed to find out the strengths and weaknesses of using cooperative learning P H W K R G L Q W H D F K L Q J V S H D N L Q J E D V H G R Q V W X G H Q

The result of the research showed that cooperative learning (CL) as one o W K H W H D F K L Q J P H W K R G V K D V D J U H D W U R O H W R C especially in speaking skill. The learners had more opportunities to speak English in the classroom. Also, cooperative learning contribute to make the students achieved better understanding towards the procedure taught. Based on the classroom observation research, teacher used some procedures in implementing cooperative learning in teaching speaking. More specifically, specify the objectives for the lesson used by the teacher, for

F O D V V U R R P E D V H G R Q (1) classroom management problem, (2) irrelevant roles, and (3) lack of confidence,

5.2 Suggestions

The suggestions are directed to English teacher and for the importance of future researchers. Cooperative learning has many models that can be used by the WHDFKHU DQG WHDFKHUV FDQ XVH ZKDW¶V EHVW IRU WKHLU VWXGHQWV background. The procedures in implementing cooperative learning method must be considered by the teacher.

The second suggestion is for school which considered as responsible party. As known from the first classroom observation result, the teacher had a problem with classroom management because the processed of finding out of some classroom. Also school can facilitate more tools for learning, such as projector, LCD and so on.

The third suggestion is for further researcher. The further researcher should try to conduct this method in other levels and numbers of students and in YDULRXV FRQWH[WV LQ RUGHU WR GLVFRYHU LWV HIIHFWLYHQHVV LQ WHDFKLQJ speaking skill.

5.3 Limitations of the Study

Although the research has reached its aims, there were some unavoidable limitations. First, because of the time frame, this research was conducted only on a small size of population who were facilitated with enough tools to do the research. Therefore, to generalize the results for larger groups, the study should have involved more participants at different levels of study. Second, the school ORFDWHG LQ VXEXUEDQ DUHD 6R VWXGHQWV¶ DZDUHQHVV RI WHFKQRORJ\ LV different in contrast to uptown school students.

However, this research is considered important for the teaching and learning English, especially in teaching speaking skill. First, teaching speaking skill using cooperative learning method may provide different learning

atmosphereSecond, the teacher may conduct the cooperative learning method during or for some periods of English lesson to engage the students¶ P R W L Y D W L R Q and L P S U R Y H V W X G H Q W V ¶ V R F L D O V N L O O 7 K L U G F R R S W R L P S U R Y H V W X G H Q W V ¶ V S H D N L Q J D E L O L W \