

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two parts. In the first part, the writer makes a conclusion of her study and the second part, she gives some suggestions for further studies.

#### **5.1 Conclusion**

In this study the writer conclude that cooperative learning is useful for learning English. Based on the questionnaires that have been collected, the writer invesitaged that 95% of the 8<sup>th</sup> graders in St. Joseph Junior High are fond of learning English using cooperative learning. Some of the reasons why they like learning English with cooperative learning is they can help each other and they can share their knowledge to their friends. However, 5% of students dislike cooperative learning. The reasons are they do not like working in groups especially when they are in the same group with low achieving students. However, teachers can be a mediator when students feel that they get the wrong group. Teachers can give advice to that group so that the low achieving students can participate as well as high achiving students.

#### **5.2 Suggestion for Further Research**

Based on the result of the study, the writer would like to give some suggestions which can give recommendation to English teachers and further studies.

### **5.2.1 Suggestion for English Teachers**

Teachers can use this method as a new method which shows a structured cooperative learning. Based on this research, the writer suggests that teachers apply the modeling or simulation of group work. Although some students do not agree to apply the simulation, to minimize the negative sides of cooperative learning, teachers can apply the simulation. The simulation may help students to imagine what should they do inside their group or how they state their opinion in their groups. Second, teacher can pay attention when naming the groups. In this study, students answer if the best name is numbers because their teachers often use numbers as their group names. However, for suggestion the writer suggests teachers naming groups with characters name. Characters name remind students of good attitude in society.

The last, teachers should apply the role of group members. The role of group members help students to take parts inside their group so there is no one who sits quietly and do nothing. Even though, many students do not agree if teachers choose the roles for them, they still think that it is good if they get different role from usual. When they get different roles, they can practice their roles.

### **5.2.2 Suggestions**

The writer hopes there will be similar research to conduct about cooperative learning. To achieve that the writer have some suggestions for further study. In the next research, researchers can do experimental study using comparison between

cooperative learning and without cooperative learning so that more conclusive result can be obtained. The other reason was researchers may choose higher level of subjects, for example in senior high schools.

## REFERENCES

- Alfares, N. (2017). Benefits and Difficulties of Learning in Group Work in EFL Classes in Saudi Arabia. *English Language Teaching*, 10(7), 247. <https://doi.org/10.5539/elt.v10n7p247>
- Amineh, R. J., & Davatgari, H. (2015). Review of Constructivism and Social Constructivism. *Journal of Social Sciences*. Retrieved from <https://www.semanticscholar.org/paper/Review-of-constructivism-and-social-constructivism-Amineh-Asl>
- Bonoma, T. V., Tedeschi, J. T., & Helm, B. (1985). Some Effects of Target Cooperation and Reciprocated Promises on Conflict Resolution. *Sociometry*, 37 (2). <https://doi.org/10.2307/2786379>.
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practice*. United States of America: Pearson Education Inc.
- Clapper, T.C. (2015). Cooperative-Based Learning and the Zone of Proximal Development. *Theory to Practice in Simulation*. 46(2), 148–158. Retrieved from <https://doi.org/10.1177/1046878115569044>
- Culatta, R., & Kearsley, G. (2020). Constructivist Theory. Retrieved from <https://www.instructionaldesign.org>.
- Cherry, K. (2019). What is Perception?. Retrieved from <https://www.verywellmind.com/perception-and-the-perceptual-process-2795839>

- Doolittle, P. E. (1999). Constructivism and Online Education. *Virginia Polytechnic Journal*. Retrieved from <https://www.jgregorymcverry.com>
- Eskay, M., Onu, V., Obiyo, N., & Obidoa, M. (2012). Use of Peer Tutoring, Cooperative Learning, and Collaborative Learning: Implications for Reducing Anti-Social Behavior of Schooling Adolescents. *Online Submission, 11*, 932–945.
- Felder, R. M., & Brent, R. (2010). Cooperative learning. *International Encyclopedia of Education*, 177–183. <https://doi.org/10.1016/B978-0-08-044894-7.00494-2>
- Ghaith, G. M. (2018). Teacher Perceptions of the Challenges of Implementing Concrete and Conceptual Cooperative Learning. *Issues in Educational Research, 28*(2), 385–404.
- Ghufron, M. A., & Ermawati, S. (2018). The strengths and weaknesses of cooperative learning and problem-based learning in EFL writing class: Teachers and students' perspectives. *International Journal of Instruction, 11*(4), 657–672. <https://doi.org/10.12973/iji.2018.11441a>
- Gillies, R. M., Ashman, A. F., & Terwel, J. (2016). *The Teacher's Role in Implementing Cooperative Learning in the Classroom : An Introduction* (7th ed.; P. Dillenbourg, Ed.). Switzerland: Springer Science+Business Media, LLC.
- Hein, G. E. (1991). Constructivism. *International Committee of Museum Educators*. Retrieved from

<https://www.exploratorium.edu/education/ifi/constructivist-learning>

Johnson, D., Smith, K., & Johnson, R. (1991). Cooperative Learning: Increasing College Faculty Instructional Productivity. (Education Report). Washington, DC: The George Washington University. Retrieved from <https://eric.ed.gov/?id=ED343465>

Johnson, D. W., & Johnson, R. T. (2017). Cooperative Learning. *Conference Paper*. Retrieved from [http://ecoasturias.com/images/PDF/ponencia\\_zaragoza\\_David\\_Johnson.pdf&ved=2ahUKEwiYhavn7sTrAhUWxzgGHSVUDCsQFjAAegQlAxAB&usg=AOvVaw3XOfyrLElv9O](http://ecoasturias.com/images/PDF/ponencia_zaragoza_David_Johnson.pdf&ved=2ahUKEwiYhavn7sTrAhUWxzgGHSVUDCsQFjAAegQlAxAB&usg=AOvVaw3XOfyrLElv9O)

Kessler, R.C., Price, R. H. & Wortman, C. B. (1985). Social Factors in Psychopathology: Stress, Social Support and Coping Processes. *Annual Review of Psychology*. Retrieved from <https://www.annualreviews.org/doi/abs/10.1146/annurev.ps.36.020185.003145>

Kharisma, I., & Hidayati, L.A. (2018). Student's Perception in Learning English Using Cooperative Learning Activity. *01(03)*, 207-216. Retrieved from [https://www.researchgate.net/publication/337255603\\_STUDENTS%27\\_PERCEPTION\\_IN\\_LEARNING\\_ENGLISH\\_USING\\_COOPERATIVE\\_LEARNING\\_ACTIVITY](https://www.researchgate.net/publication/337255603_STUDENTS%27_PERCEPTION_IN_LEARNING_ENGLISH_USING_COOPERATIVE_LEARNING_ACTIVITY)

Kouicem, K., & Nachoua, K. (2012). *Constructivist Theories of Piaget and Vygotsky : General Teaching Implications*. 64–75.

Laal, M., Geranpaye, L., & Daemi, M. (2013). Individual Accountability in

- Collaborative Learning. *Procedia - Social and Behavioral Sciences*, 93, 286–289. <https://doi.org/10.1016/j.sbspro.2013.09.191>
- Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia - Social and Behavioral Sciences*, 31(2011), 486–490. <https://doi.org/10.1016/j.sbspro.2011.12.091>
- Lofgren, K. (2013). *Qualitative Analysis of Interview data: A step-by-step guide [Video file]*. Retrieved from <https://youtu.be/DRL4PF2u9XA>
- Lynch, M. (2016). Social Constructivism in Education. Retrieved from <https://www.theedadvocate.org/social-constructivism-in-education/>
- McDonough J., Shaw C., & Masuhara. (2013). *Materials and Methods in ELT A Teacher's Guide* (3<sup>rd</sup> ed.). Oxford: Willey-Blackwell. Retrieved from [https://www.academia.edu/27323221/Materials\\_n\\_Methods\\_in\\_ELT](https://www.academia.edu/27323221/Materials_n_Methods_in_ELT)
- McLeod, S. (2018). Piaget's Theory and Stages of Cognitive Development. Retrieved from [www.simplypsychology.org](http://www.simplypsychology.org)
- Mercendetti, D. (2010). *Connecting Social Skills and Cooperative Learning* (State University of New York College at Brockport). Retrieved from [http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1073&context=ehd\\_theses](http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1073&context=ehd_theses)
- Moges, B. (2019). Practices and Challenges of Cooperative Learning in Selected College of Arsi University : As a Motivational Factor on Enhancing Students' Learning. *Universal Journal of Psychology*, 7(1), 1–17. <https://doi.org/10.13189/ujp.2019.070101>

- Nisa, R. (2016). Cooperative Teaching-Learning using the Fishbowl Technique for Teaching Reading. (Master Thesis). Universitas Negeri Semarang. Retrieved from <http://jurnalunsyiah.ac.id/EEJ/article/view/4585>
- Renandya, W. A., Jacobs, G. M., & Cates, K. (2017). Cooperative Learning: Adressing Implementation Issues. *Indonesian Journal of English Language Teaching*, 12(2), 110-113. Retrieved from [https://www.researchgate.net/publication/325987821\\_Cooperative\\_learning\\_Adressing\\_implementation\\_issues](https://www.researchgate.net/publication/325987821_Cooperative_learning_Adressing_implementation_issues)
- Rio, H. (2019). *Student's Perspectives in Group Work Presentation*. (Master Thesis). Universitas Katolik Widya Mandala Surabaya. Retrieved from <http://repository.wima.ac.id/4243>
- Tamah, S.M. (2011). *Student interaction in the implementation of the Jigsaw technique in language teaching*. (Doctoral Thesis). University of Groningen, the Netherlands. Retrieved from <http://repository.wima.ac.id/4141/>
- Tamah, S.M. (2017). *Pernak-Pernik Kerja Kelompok Berbasis Pembelajaran Kooperatif*. Surabaya: Universitas Katolik Widya Mandala. Retrieved from <http://repository.wima.ac.id/12440/>
- Tamah, S. M., & Prijambodo, V. L. (2014). *Metode Asesmen Berbasis Pembelajaran Kooperatif*. (Project Report). Universitas Katolik Widya Mandala Surabaya. Retrieved from <http://repository.wima.ac.id/4496>
- Tamah, S.M., & Prijambodo, L.V. (2015) *Model Asesmen Pembelajaran Kooperatif: Strategi Menjawab Tantangan*. Surabaya: Revka Petra Media. Retrieved from <http://repository.wima.ac.id/4138/>
- Tamah, S.M., & Wirjawan, J.V.D. (2018). *Kerja Kelompok Berstruktur ++*:

- Pelaksanaan dan asesmennya. Research Report. Widya Mandala Catholic University Surabaya. Reterieved from <http://repository.wima.ac.id/16634/>
- Tamah, S.M., & Wirjawan, J.V.D. (2019). Assessment-oriented formative test. *Int. J. Innovation and Learning*, 26(1), 66-81. <https://doi.org/10.1504/IJIL.2019.10021091>
- Tamah, S.M. (2020). Making Formative Test More Genuine. *The International Journal of Interdisciplinary Educational Studies*, 15(2), 12. Retrieved from <http://repository.wima.ac.id/23571/>
- Taqi, H. A., & Al-Nouh, N. A. (2014). Effect of Group Work on EFL Students' Attitudes and Learning in Higher Education. *Journal of Education and Learning*, 3(2), 52–65. Retrieved from <https://doi.org/10.5539/jel.v3n2p52>
- Toumasis, C. (2004). Cooperative study teams in mathematics classrooms. *International Journal of Mathematical Education in Science and Technology*, 35(5), 669–679. <https://doi.org/10.1080/0020739042000232529>
- Turuk, M. C. (2008). The Relevance and Implications of Vygotsky's Sociocultural Theory in the Second Language Classroom. *Arecls*, 5, 244–262. Retrieved from [https://www.researchgate.net/publication/285909111\\_The\\_Relevance\\_and\\_Implications\\_of\\_Vygotsky's\\_Sociocultural\\_Theory\\_in\\_the\\_Second\\_Language\\_Classroom](https://www.researchgate.net/publication/285909111_The_Relevance_and_Implications_of_Vygotsky's_Sociocultural_Theory_in_the_Second_Language_Classroom)
- Verenikina, I. M. (2010). *Vygotsky in Twenty-First-Century research*. 16–25.
- Wang, T. (2007). The Comparison of the Difficulties between Cooperative Learning and Traditional Teaching Methods in College English Teachers. *The Journal of Human Resource and Adult Learning*, 3(2), 23–30. Retrieved from <https://pdfs.semanticscholar.org/16bc/64608d5a16358adaf9216f0229a5d2ab>

7876.pdf

- Webb, J. (2002). *Benefits of Cooperative Learning in a Multimedia Environment*. (Doctoral Thesis). Southern Illinois University Carbondale. Retrieved from <https://eric.ed.gov/?id=ED477457>
- Wibisono, P. N. (2019). *Cooperative Group Work: Student's Perception*. (Master Thesis). Universitas Katolik Widya Mandala Surabaya. Retrieved from <https://doi.org/10.2307/j.ctt1dgn3nd.6>
- Yamarik, S. (2007). Does cooperative learning improve student learning outcomes?. *Journal of Economic Education (Summer)*. Retrieved from <https://eric.ed.gov/?id=EJ775132>
- Zohrabi, M., Torabi, M. A., & Baybourdiani, P. (2012). Teacher-centered and/or Student-centered Learning: English Language in Iran. *English Language and Literature Studies*, 2(3), 18–30. <https://doi.org/10.5539/ells.v2n3p18>