

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In the first chapter of this thesis, the writer has formulated the research problem for this thesis which is “What are the evidence of the implementation of the active learning approach by Mr. Kobayashi in the “Totto-chan: The Little Girl at the Window” novel?”. After a thorough reading and analyzing the novel using the active learning principles theory by Barnes (1989), the writer has found the answer to the problem statement.

The writer had identified the seven principles of active learning according to Barnes (1989): (1) Purposive, (2) Reflective, (3) Negotiated, (4) Critical, (5) Complex, (6) Situation-driven, (7) Engaged, within the context of the novel. At Tomoe Gakuen, the application of these principles was evident. For instance, the purposiveness of the learning approach in Tomoe Gakuen was measured through the relevance of learning tasks and activities to students’ interests, needs, and concerns; and how Mr. Kobayashi encouraged the students’ observation skills by showing the application of knowledge in practical situations that are familiar to the students. The reflectiveness aspect was fostered through Mr. Kobayashi's guidance, encouraging students to reflect on their learning process, lessons acquired, and the value gained from it. Mistakes were viewed as part of the learning journey, not reasons for distress. Other than that, Mr. Kobayashi provided a room for negotiation in the teaching and learning sessions in Tomoe by giving the students a certain degree of autonomy to make decisions for themselves in the learning process such as letting them start the day with learning their favorite subject. As an educator ahead of his time, he underscored the significance of critical thinking. He prompted students to inquire, approach subjects from diverse perspectives, and created a safe space for critical analysis.

Mr. Kobayashi also made sure that the teachers of Tomoe incorporated multiple disciplines into a single task to encourage students to draw connections between different fields of study or different subjects so that they could understand

the complexity of the school tasks and made an analysis on that. The learning tasks or activities in Tomoe are also guided by the needs of the specific real-world situation to include the situation-driven principle. Mr. Kobayashi also made sure that he was always ready to offer scaffolding support for the students of Tomoe to keep the students engaged in the learning tasks.

5.2 Suggestions

Works of literature are fictional and do not exactly depict real events. Nonetheless, there's valuable learning through reading and analyzing them. The first suggestion would be aimed by the writer to aspiring teachers or those who have been a teacher. This literary analysis encourages aspiring teachers or teachers to implement the Active Learning Approach in teaching. Active learning promotes deeper understanding and critical thinking skills among students, which help students to grasp concepts more effectively and remember them for longer periods. Active learning also tends to increase students' motivation to learn.

The next suggestion would be given to other researchers who are interested in researching “Totto-chan: The Little Girl at the Window” novel. The writer has gained a lot of educational values and insights from the way Mr. Kobayashi implemented the active learning approach at Tomoe Gakuen. However, the writer hopes there will be more further researchers interested in exploring the unconventional educational approach at Tomoe using other educational theories such problem-based learning or personalized learning. Hopefully, the findings of this study can also give them the information needed for the active learning approach that can be found in the “Totto-chan: The Little Girl at the Window” novel.

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