CHAPTER V
CONCLUSION AND SUGESTION

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

5.1 Conclusion

In this advancement era, students are actively finding and discussing the information in the teaching learning process which is contrasted with the old approach where students passively receive the knowledge. They learn actively through working with one another in the group. By learning together, students improve self-confidence, learn concepts and problem-solving strategies and many more. There are several drawbacks found in the implementation of group work, like dominating, hitchhiking and talking unrelated topics. Those problems might happen because the application of group work does not follow cooperative learning components. However, in fact, cooperative learning is not only about learning and siting together, but actually more on structuring group work (Lie, 2002; Tamah, 2017). This study underlies the concept of group work in cooperative learning which is named cooperative group work. Tamah (2017) defined cooperative group work as a very structured group work that enables students to work together optimally and help each other in their academic tasks.

Learning and assessment are inseparable in which they complete one another. One of the literatures also says that assessment is the celebration of learning. Assessment or a test, in plain words, is a method of measuring a person ability or knowledge in a given domain (Brown, 2001). When assessing the result of group work, teachers mostly still assess students individually, either by taking the score of the lowest student or averaging the scores of each team member (Lie, 2002; Tamah & Prijambodo, 2015 who refer to Tamah & Prijambodo, 2014). It might be concluded that there is a disassociation between the application of cooperative group work and the implementation of cooperative group work assessment. Referring to a research report (Tamah & Prijambodo, 2014; Tamah & Wirjawan, 2018) and the explicit ideas of representativeness in assessment (Tamah and Prijambodo, 2015; Tamah, 2017), three current insights with regard to assessment-oriented formative test are introduced.

This study was designed to find out student's perception about language learning on cooperative group work enforcing ice breaker, model of group work, group naming and role of group members. This study also investigated student's perception on representative assessment in cooperative group work.

The result of the study showed that the respondents showed high percentage of perception on both cooperative group work strategies and representative assessment.

5.2 Suggestions

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

5.2.1 Suggestions for English Teachers

There are some suggestions that the writer would like to give to English teachers, especially in implementing group work in the classroom. First, the students should be given modelling how to work in group. By doing so the students can get a picture of what they should do in the group. Second, the students should be given roles: chairperson, secretary, time keeper and speaker. Giving role among group members might give students clear task to contribute. The possibility of hitchhiking will be minimized. Next, giving character name like caring, honest and enthusiastic could make the students indirectly behave nicely. The last suggestion is related with assessment. This study urges the balance between group learning and group assessment. When students learn together in group, they should also be assessed in group. The result of this study showed that the students had high level of agreement on group assessment, which is known as representative assessment. Therefore, English teachers should apply this representative assessment to assess group work.

5.2.2 Suggestion for Further Research

First of all, the writer hopes that there will be similar studies to give more enriching results about cooperative group work and representative assessment. To accomplish the hope, the writer would like to give four suggestions for future researchers.

The first suggestion will be about the objective of the study. This study only focused on students' perception. The writer suggests that the future research also study students' achievement. Then the perception and achievement can be compared.

The second suggestion will be about the respondents of the study. This study only used twenty-eight students. It would be more convincing if future research uses bigger population.

The third suggestion will be related to the instructor, the person who conducts cooperative group work strategies. In this study, the instructor was the writer herself. In conducting a research, a person should always be objective so there are no other things that can influence the researcher. Then if a researcher conducts the research by himself, there would be a bias about the result of the study because he can be influenced by his desire to winning one of the methods. Moreover, the

researcher can do everything to accomplish his desire. Therefore, to avoid this particular weakness, the next researcher should ask another person to conduct the strategies.

The last suggestion is related to the time management. The writer suggests that the future researcher conducts the study more than two months. The writer felt that she needed more time in applying all the strategies. Therefore, it would be better if the application of the strategies is prolonged so that students' perception result is more convincing. Another suggestion will be about the representative assessment. In this study, the writer only conducted assessment–oriented formative test once. The writer felt this kind of application might get better result if it is conducted more than once.

References

Angelia, Y. D. (2015). High school learner's perception of the use of Jigsaw in learning reading based on their learning styles. *Unpublished S-1 Thesis. English Department, Widya Mandala Catholic University Surabaya.*

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning technique.* Jossey-Bass.

Bentley, Y., & Warwick, S. (2013). Students' experience & perceptions of group assignments. *The Higher Educational Academy, 17*(2), 253-259.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy.* New York: Pearson Education.

Brown, R. (2000). *Group processess : dynamics within and between groups* (2nd ed.). Oxford: Blackwell.

Campbell, J., & Li, M. (2006). Asian students' perception of group work & group assignments in a New Zealand tertiary institution. *Edith Cowan University Research Online*, 78-89.

Christensen, L. B., Johnson, R. B., & Turner, L. A. (2011). *Research methods, design, and analysis* (11th ed.). United States: Pearson.

Clark, D. (2010, September 26). *Constructivism*. Retrieved May 2, 2018, from Big Dog & Little Dog's Performance Juxtaposition: http://www.nwlink.com/~donclark/hrd/history/constructivism.html

Cohen, E. (n.d.). Restructuring classroom: Conditions for productive small groups. *Review of Educational Research, 64*(1), 1-35.

Cohen, E., Lotan, R. A., Whitcomb, J. A., Balderrama, M. V., Cossey, R., & Swanson, P. E. (1994). Complex instruction: High-order thinking in heterogeneous classrooms. In S. (Ed.), *Handbook of Cooperative Learning Methods* (pp. 82-96). Westport: Greenwood Press.

Cottell, P. (2010). Cooperative learning in Accounting. *Cooperative Learning in Higher Education*, 11-33.

Gaies, S. (1985). *Peer involvement in language learning.* New York: Prentice Hall Regents.

Hodges, L. C. (2017). Ten research-based steps for effective group work. *Idea Paper*.

Holzman, L. (2009). *Vygotsky at work and play.* Oxford, UK: Routledge.

Kagan, S. (2011). *The "P" and "I" of PIES: Powerful principes for success*. Retrieved May 10, 2018, from Kagan: https://www.kaganonline.com/free_articles/dr_spencer_kagan/345/The-P-and-I-of-PIES-Powerful-Principles-for-Success,1

Kanuka, H., & Anderson, T. (1998). Online social interchange, discord & knowledge construction. *Journal of Distance Education, 13*, 57-74.

Kaye, B., & Rogers, I. (1968). *Group work in secondary schools and the training of teachers in its methods.* London: Oxford University Press.

Koohang, A., Riley, L., & Smith, T. (2009). E-learning and Constructivism: from theory to application. *Interdisciplinary Journey of E-Learning and Learning Objects, 5*.

Lie, A. (2002). *Cooperative learning: Mempratikkan Cooperative learning di ruang-ruang kelas.* Jakarta: Grasindo.

McMillan, J. H. (2008). *Educational research: Fundamentals for the consumer* (5th ed.). United States: Pearson Education.

Nhu, N. L. (2012). Upper primary students' perceptions of small group learning in learning Vietnamese language. *Master Education Thesis. Victoria University of Wellington*.

Pramastiwi, P. (2014). High school learners' perception of their STAD learning experience in studying conditional sentences: Do gender and past achievement matter? *Unpublished S-1 Thesis. English Department, Widya Mandala Catholic University Surabaya*.

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education, 93*, 223-231.

Prince, P. C. (2012). *Psychology research method: Core skills and concept.* Retrieved June 16, 2018, from http://2012books.lardbucket.org/books/psychology-research-methods-core-skillsand-

Santrock, J. W. (2009). *Life-span development* (Twelfth ed.). United States: McGraw-Hill Higher Education.

Shadle, S. (2010). Cooperative learning in general chemistry through process-orriented guided inquiry learning. *Cooperative Learning in Higher Education*, 35-52.

Smith, K. A. (1996). Cooperative learning: Making "groupwork" work. *New Directions for Teaching and Learning*.

Sofroniou, A., & Poutos, K. (2016). Investigating the effectiveness of group work in Mathematics. *Education Sciences, 6*, 1-15.

Sparks, S. D. (2017). *Children must be taught to Collaborate, studies say.* Retrieved February 28, 2018, from Education Week: https://www.edweek.org/ew/articles/2017/05/17/children-must-be-taught-to-collaborate-studies.html

Tamah, S. M. (2011). Student interaction in the implementation of the Jigsaw technique in language teaching. *Published disertation.* the Netherlands: Gronigen University.

Tamah, S. M. (2012). Teacher's enforcing positive interdependence. *Magister Scientiae, 1*, 74-84.

Tamah, S. M. (2014). Assessment in a Cooperative learning class. *PASAA, 46*, 199-213.

Tamah, S. M. (2015). Innovation in group work presentation: A challenge responded. *Proceedings of the 24th MELTA International Conference*, 380-393.

Tamah, S. M. (2015). Revitalizing formative test: A model of interactive test adminstration. *The Proceedings of the 2nd National Conference on Language and Language Teaching*, 139-145.

Tamah, S. M. (2017). *Pernak-pernik kerja kelompok berbasis pembelajaran Kooperative [translation: The nuts and bolts of Cooperative learning oriented group work].* Surabaya: Universitas Widya Mandala.

Tamah, S. M. & Prijambodo, L. (2014). *Metode asesmen berbasis pembelajaran Kooperatif* [translation: Cooperative learning-based assessment. A research report. Retrieved from http://repository.wima.ac.id/4496/

Tamah, S. M., & Prijambodo, V. L. (2015). *Model asesmen pembelajaran Kooperatif: Strategi menjawab tantangan [translation: Models of Cooperative learning assessment: Strategies to respond to challenges].* Surabaya: Revka Petra Media.

Tamah, S.M. & Wirjawan, J. V. D. (2019). Assessment-oriented formative test. *The International Journal of Innovation and Learning*, Vol.26, No.1, pp.66- 81

Wheeler, S. (2016, June 8). *Scaffolds & spirals*. Retrieved May 7, 2018, from Learning with 'e's : http://www.steve-wheeler.co.uk/2016/06/scaffolds-and-spirals.html?q=Jerome+Bruner

Woolfolk, A. E. (1993). *Educational psychology* . Boston: Allyn & Bacon