

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The research focused on the implementation of cooperative learning methods in teaching English at SMP Negeri 3 Purwokerto. The data were obtained through an interview with one English teacher and analysis of the lesson plan used in the classroom. The findings indicate that the teacher applied two cooperative learning models: Jigsaw and Team-Based Project. These models were not only evident in the lesson plan but also confirmed through the teacher's statements during the interview.

In the Jigsaw method, each student group was given different report texts. This strategy aligns with Kagan's (2018) theory, which emphasizes that each group should work with different material and later share it with peers. The teacher implemented this by assigning one report text to each group, as mentioned both in the lesson plan and the interview. This approach encouraged students to collaborate, comprehend the assigned material, and contribute to group understanding. Meanwhile, the Team-Based Project model was reflected through role distribution within student groups. According to Kagan (2018), this model requires each team member to have a specific role that contributes to the final group project. The teacher applied this by assigning roles such as writer, speaker, and information seeker to each student. This ensured active participation and responsibility from every member in the group.

In conclusion, the teacher's implementation of cooperative learning in teaching English was consistent with key principles of the cooperative learning approach, particularly as outlined by Kagan (2018). Both models encouraged student interaction, responsibility, and mutual support, aligning well with the goals of cooperative learning in an EFL context.

5.2 Sugestion

5.2.1 For Future Researchers

It is recommended that future researchers explore the long-term impact of cooperative learning on different types of learners and across various subject areas. Conducting studies with a larger number of participants or using mixed methods (quantitative and qualitative) may provide deeper insights. Researchers may also examine how digital tools can further enhance or hinder cooperative learning in modern classrooms.

5.2.2 For Teachers

Teachers are encouraged to continue exploring cooperative learning methods to promote student engagement and collaboration. It is important to match the strategy with the nature of the material and to consider student diversity when forming groups. Managing classroom dynamics, rewarding participation, and integrating technology effectively can support the successful implementation of cooperative learning. However, teachers should also be flexible and ready to switch to direct instruction when the material demands a more structured explanation.

5.2.3 For Students

Students should take an active role in cooperative learning activities by contributing ideas, listening to others, and supporting their peers. They are encouraged to take initiative in asking questions and expressing their opinions. By engaging in group work, students not only improve their academic performance but also develop critical thinking, communication, and social skills that are essential for lifelong learning.