

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concludes students' perceptions of the use of cooperative learning type of group investigation based on the findings of data analysis and discussion.

- a. Based on the results of test, observations and interviews conducted by researcher during data collection, researcher can conclude that the application of cooperative learning using group investigation is very easy to implement in the classroom because cooperative learning is often used in the classroom and can help students to participate and exchange ideas when learning takes place actively, teachers always encourage students to play an active role in their groups, group investigation can also develop students' critical thinking in solving a problem, as assigned by the teacher, students in each group are able to work on the task to completion and can present it in front of their friends. Teachers also feel that cooperative learning type group investigation can help improve students' speaking skills because when conducting investigations students are trained to exchange opinions so that they will produce an answer that will later be presented in front of the class.
- b. Based on the calculation results that have been presented in Chapter IV, the following conclusions can be drawn: There are some improvements from students through cooperative learning of group investigation type. researchers found that almost all students have a positive perception of the use of cooperative learning of group

investigation type in improving students' speaking ability. this can be seen from the percentage results of the questionnaire results, where 38.67% answered strongly agree, 52.00% answered agree, 5.33% answered disagree and disagree, 2.89% answered disagree, and 0.01% answered strongly disagree. the results of this questionnaire can be seen by the acquisition of the highest percentage number of 52.00% which means as many as 234 respondents who chose to agree, this proves that almost all students agree that their speaking skills improved after learning using cooperative learning of group investigation type.

Based on the results of the data, almost all students have a good perception of this cooperative learning of group investigation type, because cooperative learning of group investigation type helps in improving students' speaking ability. students can exchange opinions with their groupmates, and also students feel that their learning ability has improved after learning by using cooperative learning. teachers also argue that learning in groups with cooperative learning of group investigation type can make students become more active in conducting discussions, they can also complement each other with their opinions. Although some students are still less active in this investigation group, there is no need to worry because here the teacher's role as a facilitator can direct students to be able to participate in each other's work in the investigation group.

From the hypothesis shows that the t-count value is 5,331 while the t table value is obtained from the t distribution table at a significance of 5% (0,05): 2,5% with degrees of freedom (df) $n-k-1$ or $df = 30-1-1 = 28$ then obtained t table was 2,205. Thus, t-count was greater than t-table ($5,331 > 2,205$). In other words, the comparison of

the two values indicated that a significant relationship. From the calculation above, it showed that the contribution of students' perception in Cooperative Learning toward Students' in Speaking English Skills was 28,9%.

B. Suggestion

After summarizing the results of the study, the researcher provides some suggestions for teachers, students, and other researchers. These suggestions are as follows

1. For Teachers
 - a. Teachers can use the investigative group type cooperative learning method to help make learning in the classroom easier and can help students to be more active in learning.
 - b. There are several things that must be considered by the teacher when going to carry out learning activities using the cooperative learning type investigation group method, such as when selecting topics to discuss and when selecting groups, so that learning in the classroom can run smoothly.
 - c. The teacher must be able to be a good facilitator for students, if there are students who do not understand and are less active when the group investigation is taking place, the teacher must be able to direct and invite students to be more active in classroom activities.
2. For Students
 - a. Students should study hard and learn more to argue or play an active role during group work.
 - b. Students should be more active and should be able to maximize any learning given by the teacher.

c. Students should be more focused in cooperative learning, because in this cooperative learning group investigation, the role of students is very important to be able to complete the tasks given by the teacher, and also students must be able to cooperate with each other in the classroom.

3. Suggestions for Future researcher

The results of this study should be able to provide details regarding the cooperative learning style of group investigation that students can use to improve their knowledge, especially when learning English and especially to strengthen their speaking skills. for cooperative learning itself has various kinds, in this study the researcher used cooperative group investigation type, and the skill used is speaking ability, hopefully future research can continue research in different topics and a wider range to produce data.