

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter described the summary of the research based on research findings in previous chapter. Suggestion for further research and collaborative learning method in the future were also in the end of this chapter.

#### **5.1. Conclusion**

Conclusion in this study was based on research finding and discussion on the investigation of collaborative learning aspect used in English material of eight grade students in SMP 4 PAKEM. This study concluded that five aspect of collaborative learning existed in textbook I and textbook II but with different capacities because not all of the aspect have same numbers in each chapter. The first aspect was engagement its mean that at the beginning of learning the student got the input or target language and they have to engage and meet with the information. For example the textbook gives explanation about the material. In textbook I engagement was in third place with 17,26% and in textbook II engagement was in first rank with the highest numbers with 36,36%. Next, the second position was exploration. Exploration is when the student got the opportunity to make an initial exploration of the information its mean that the student only understand with the low level of difficulties because they only did an activities. In textbook I exploration was in highest numbers with 32,49% different with textbook II that exploration was in second place with 26,63 %. Then, the third aspect was transformation. It means that a process when the student work with the information to better understand it. This stages have higher level of difficulties than exploration. For example the student did a task. In textbook I transformation was in second place with 24,36% and in textbook II was in third place with 25,33%. The fourth aspect was presentation. Presentation is a stage when the student work in group to present their findings to an interested audience. In this stage textbook I and textbook II have same result because presentation was in fourth place with 16,24% and 7,7%. The last aspect is reflection. Reflection is a process when the

student looking back at what they have learned of the material. For example at the end of learning the student must write their reflection or learning review after learned in each chapter on that book. This aspect has the lowest numbers in textbook I and textbook II because the two textbooks only covered reflection with 9,64% and 3,89%.

At the end, the appearance of the five aspects above showed that collaborative learning existed in textbooks of English material for eighth grade students of SMP 4 PAKEM.

## **5.2. Suggestion**

In general, suggestions provided in this research were divided into two parts. The first part was a suggestion for improvement of teaching material of collaborative learning method in the future while the second part was a recommendation for similar studies.

For improvement of teaching material of collaborative learning method in the future, the researcher suggested an adjustment toward the assignment in textbooks or other supporting books to create more group discussions. The aim of this suggestion was to provide real-life activities so that it developed collaborative learning material. Group discussions also created fun activities among the students.

The second suggestion was intended for similar studies. The researcher hoped that there would be more studies about collaborative learning in Indonesia. The more research about this instructional strategy, the more knowledge we gained to use collaborative learning.