

## **CHAPTER 4**

### **CONCLUSION AND SUGGESTIONS**

#### **4.1. Conclusion**

This chapter presents two points, conclusion and suggestions. The conclusion is based on the result of the explanation of data presented in the previous chapter. The suggestions are given related to further implementation of cooperative learning method during the English learning process.

Based on the previous chapter, Chapter 3 Discussion, the writer could make the following conclusions. First, the six grade students had a problem in students learning interest during the English subject. They tended to make mistakes in their writing, speaking, and pronunciation because do their opinions the English subject very difficult even for simple words: plurals (s/es), family (verb/noun), simple present, expressing feelings, etc. The students looked bored when the teacher came to the classroom, and the students seemed to be lazy and did not have ideas about what they would think during the lesson.

Second, to develop the students learning interest, the writer did a sequence of strategies to create a cooperative learning method during the lesson, based on some references and some simple approach. The writer carried out Think-pair-share activity; Group works discussion, Peer review, Sticking Notes Games. Learning interest in each week, and the last observation, demonstrated that

students learning attention to the English was increasing, this can be seen from the results of students learning interest through worksheet (Table 3, page 28 on the chapter 3). Based on the writer internship experiences, cooperative learning method was more effective in English teaching, because the atmosphere in the classroom was interactive; they were two-way communication between teacher and students.

## **4.2. Suggestions**

### **4.2.1. Suggestion for SD Negeri 1 Sawahan Nganjuk**

The writer suggests that SD Negeri 1 Sawahan teacher, especially English teachers, not only focus on Bahasa or Mother tongue when teaching English, but the students are also trained to use English in delivering the material. The teacher can use new strategy like CLL (Cooperative Language Learning). In order to attract the students learning interest, the teacher could use fun activities or attractive teaching aids, so the learners will not get bored. Also, the teachers also need to learn how to be creative in making activities and practices for the students, especially in teaching English. Therefore, students can have good proficiency in English.

### **4.2.2. Suggestion for English Diploma Students**

The writer suggests that English Diploma students, especially English teaching major, learn more about teaching (more than what the lecturers have given).

Because there are a lot of things that will be faced in real teaching experiences in the classroom. Moreover, when doing an internship, they need to pay more attention to all problems faced; therefore, when they have to make the final report, other English Diploma students are prepared for the study case. Also, they do a lot of research on methods and strategies in teaching English and find many types of fun activities and practices for many age levels students. The important thing in teaching young learners we as the teacher should know their condition or their mood before coming to the classroom to English subject, and we should be more patient to face their different behavior.