

CHAPTER V

CLOSURE

A. Conclusion

This chapter concludes the research result that have been presented in the previous findings and discussion sections based on the research questions.

The findings of students' emotional experiences in improving English communication skills through the cooperative learning approach In this study predominantly showed a greater development of positive emotions compared to negative ones, which also contributed to enhancing their English communication skills. Specifically, there was a notable improvement in students' interactions during the learning process as their negative emotions were transformed into positive ones. This shift was facilitated by the creation of a collaborative learning environment. The implementation of a cooperative learning approach in the classroom played a crucial role in this transformation. By fostering teamwork and mutual support, this approach helped students feel more connected and engaged, leading to an overall increase in positive emotional experiences and, consequently, better English communication skills. This finding underscores the importance of collaborative and supportive educational strategies in promoting both emotional well-being and academic development among students.

In the findings of students' challenges in improving English communication skills through the cooperative learning approach, several techniques were implemented, including Think-Pair-Share, Numbered Heads Together, and Three-Step-Interviews. This cooperative learning approach positively impacted students' problems in improving their English communication skills. However, solving these problems also presented challenges in implementing this approach, such as students' passive nature, a noisy classroom environment, time management for assignments, and the need for high levels of teamwork. The most commonly reported obstacle by students was their habitual passive behaviour in teamwork.

B. Suggestions

a. Suggestions for educators

The researcher recommends that teachers explore cooperative learning methods. This is because various types of materials can be effectively improvised through cooperative learning techniques, particularly in large classes. Such methods can enhance student enthusiasm and engagement, helping achieve learning objectives.

b. Suggestions for future study

Due to the limited time in this recent study, only three cooperative learning techniques were used. The researcher recommends that future

studies implement other cooperative learning techniques in the classroom over a longer period, allowing for more advanced development in the future.