

## Chapter Five

### Conclusion and Recommendation

#### Conclusion

After discussing and analyzing the findings in the chapter four, this first part of chapter five provides the conclusion about how the group learning is implemented at English Education Department of UMY and also the contribution of group learning for students' autonomy at English Education Department of UMY.

To begin with, the implementation of group learning in the classroom at English Education Department of UMY has four phases. The first phase is the first phase is *Group Forming* that is about how the group discussion is formed by some ways. In this phase, there are four ways of forming the group that are work in pairs, counting in a particular order, choosing based on seat setting and based on attendance list. Next, the second phase is *Task Distribution* that is when all the members decide to distribute the task or the contribution in the group. The third phase is *Group Discussion* that contains three basic features of group learning; they are sharing, storage and retrieval. Later on, the fourth phase is *Presentation* that is when all groups should present the result of the discussion and there are question and answer session and also the extra scores from the lecturer.

Subsequently, in the implementation of group learning, there are some contributions for students' autonomy which are described into the characteristics of autonomous learner that dominantly appear in some particular phases although

these characteristics can come out less dominantly all in phases. In phase two, the students showed their learning awareness and self-management dominantly. Furthermore, learning awareness, self-management, and learning motivation aroused in phase three and at this phase also, they knew proper learning resources for them selves. Lastly, learning motivation, self-management and learning awareness also emerged in phase four.

### **Recommendation**

This second part of chapter five presents the recommendation about the implementation of group learning in the classroom and the contribution that group learning has for students' autonomy. This recommendation is for the lecturers, the students and future researchers.

**For lecturers.** From the results of the implementation of group learning and the contribution that group learning has for students' autonomy. Hopefully, the lecturer can implement this group learning as the learning method in the classroom in order to arouse the students' autonomy especially in learning English. In addition, the lecturers are also able to train their students' skills in team work, collaborative work, organization and social interaction with their friends.

**For students.** The students can use group learning in order to train their autonomy in learning English. Furthermore, by group learning, the students are also able to enhance their team work skill, collaborative skill, organizational skill, analytical and cognitive skill and also social interaction. Besides, group feedback

from group learning can also be useful for the students to be better in learning English in the future.

**For English education program.** From the results of this research that shows the contribution of group learning in developing students' autonomy, English education program can apply group learning in designing the classroom learning activity in order to build students' autonomy, especially in English learning.

**For future researchers.** For the other researchers in the future who probably will conduct the same topic of this study can be done in quantitative research in order to measure deeper about the implementation of group learning for students' autonomy. It is because this research are in qualitative design which only describes the implementation of group learning and also the contribution that group learning has for students' autonomy in the case of learning English.