

CHAPTER 5

CONCLUSIONS AND RECOMMENDATION

5.1 Conclusion

The purpose of this study is to determine whether using STAD co-operative learning method can improve academic performance of culturally diversified students. At the same time analyse whether students developed in any other areas.

From the findings in this study, it indicates that students were motivated to learn. This can be seen by the students improvement over their own past records, which is encouraging. From this we can conclude that there was equal opportunity for all to succeed.

All the quizzes were undertaken on an individual basis. The improvement scores of each student in all three quizzes highlights that students achieved at least 1 to 10 marks above their base score. This shows that for students to score above their average, their capacity to recall information was good. Therefore, a conclusion can be drawn that materials learnt must have been learnt with deep processing and understanding. This shows that each student had been accountable for learning and success.

The award of Super Team and Great Team provided the platform for all students to be a team 'Star' in a given week. This was a motivating element and team members worked together to help one another and all teams achieved the awards in all the three quizzes.

From students responses, it is evident that help and support was given, in learning and majority of the students undertook some aspect of work. There is considerable evidence that working in group was fun and enjoyable. Group goals were achieved. Positive interdependence is reflective in this study.

Students responses from the interview confirm that students communicated with others and friendships were built . There has been face-to-face interaction which has promoted greater cognitive processing and developed interpersonal skills.

Findings from students' responses from the questionnaires support the following development. Students have developed their ability to speak, to communicate and their English level has improved. The confidence of the students has also increased. They have also acquired the ability to interact with others more freely.

From this, it can be said that the major elements of co-operative learning were visible in this study and it contributed to the success of the students and made them more confident as individuals.

It can be concluded that co-operative learning has improved the academic performance of the students in the Interviewing Skills subject.

The negative aspect is that some of the respondents did not participate and did not like interacting with others. Probably some changes have to be incorporated in the implementation of the lessons, to overcome this weakness and to ensure that non-participating students do not simply hitch-hike on the others, for their group's success.

5.2 Recommendations

This study was limited to a small sample and the duration of the study was short. Therefore, the findings cannot be conclusive. It is suggested that future research be conducted for a longer duration of study, over a full semester of 14 weeks to determine the extent of achievement students gain through co-operative learning.

Another suggestion is for the researcher to conduct this study with a controlled and uncontrolled groups of students. Although it will be more tedious, the results could contribute to better analysis to determine whether co-operative learning improves student's academic performance.