

Chapter V

Conclusion and Recommendation

This chapter discusses the conclusion and the recommendation of the research. There are two main points discussed in this chapter, which include the conclusion and recommendation. In conclusion, the researcher summarizes this research based on the findings obtained from the participants' responses. Meanwhile, the recommendation of the research is the implication generated from the research for the readers after they read the research. Therefore, it is divided into three parties, namely students, teachers, and future researchers.

Conclusion

This research aims at exploring "What are the benefits of group discussion for students' interpersonal skill in one private university in Yogyakarta?". The objective of the research is to explore the benefits of group discussion for students' interpersonal skills. The researcher choose English Language Education Department (ELED) in one private university in Yogyakarta because group discussion is a teaching technique where almost the teacher used it and the researcher has contribution in there. The data were collected by doing interview. The researcher analyzes the data into four step of coding that is: Open, analytical, axial and selective coding. From data that have been analyze, the researcher found eight findings the aims of the findings. To summarize the findings, the following paragraph presents the conclusion of the findings.

The researcher obtains eight findings. The first finding is being able to improve oral communication skill. Based on the participant' perception, oral communication is a skill where the students transferring their idea or argument to other students by oral language. Students can communicate their communication to their friends orally. The second finding is learn non-verbal communication. The students learned how to use gesture such as hand movement in delivering their argument in group discussion. The third finding is respect others by listening. The students are able to respect others by listening other students' argument first before they give their own opinion. The fourth finding is conducting assertive communication. The students are confident delivering their argument in group discussion without feeling anxiety or afraid their argument might be wrong. The fifth finding is open toward diversity. The students are tolerance with other students background such as in ethnic culture. It made the students more adaptive with different background of students. The sixth finding is being able to collaborate with others. The students connect among other students in same topic that being discuss in group discussion. They learn together as a team player. The seventh finding is being able to build trust in others. The students share roles among group member. It made the students have the integrity in same topic or task in language learning in building trust among group member. The eighth finding is being able to influence others. Students have social support from other students in a group discussion, The students who lack of confidence in communication, other member of the group push the students who students to

speak up in public. Students lead other students into certain behaviour by following group discussion.

In conclusion, students attain many benefits from group discussion, particularly for their interpersonal skill. Interpersonal skill can be improved through a group discussion because the students are connected with their friends in a group as team members. This skill is contributed for students' interactions during an ongoing group discussion.

Recommendation

Based on the findings and conclusion, the researcher makes several recommendations for the readers, especially those who are involved in the study-related field including students, teachers and future researchers.

For students. The students can understand the benefits of group discussion for their interpersonal skill. In addition, they can practice their interpersonal skill by participating in a group discussion. As a result, they could be more motivated to interact with others by actively giving their opinion. That way, the students would find it easier to socialize with other students, and with students from different backgrounds within the group.

For teachers. Group discussion is a familiar teaching technique in the teaching and learning process. That is why the teachers often use this teaching technique in the classroom. The teacher can encourage the students to take a part actively in the group discussion. The teacher can develop students by facilitating them, especially those who lack interpersonal skill to socialize more with other

members in the group discussion. The teacher can train the students to contribute and exchange their ideas in the group discussion.

For future researchers. This research can be an additional source for other researchers who have similar interests related to this research. The researcher suggests future researchers to conduct other researches under the same topic using quantitative research so that there could be more variety on the statistical results. The future researcher can assess the students' interpersonal skill after they join group discussions.