

CHAPTER V

CONCLUSION

5.1. Conclusion

As we know, nowadays most of people in Indonesia use English as their second language. English has become an important subject taught in school. There are 4 language skills, listening, reading, speaking, and writing, in English. Students are able to be helped to master other skills by mastering one skill. It also happens in listening. By mastering listening skill, students can be helped to master other skills. Listening is not an easy subject to master. Mastering listening skill can be done by doing several techniques.

Some studies have focused on some techniques that can be applied in listening class. Some of them discussed about the implementation of jigsaw technique, but there were no real application. Because of that reason, the writer conducted this study to apply the technique in a real listening class of junior high school students, especially the second grade. Beside that, the writer wanted to prove the effectiveness of this technique to the students' listening achievement. The writer chose the second grade because the writer believed that the students had gotten some experiences in listening class when they were in the first grade.

The population of this study was the second grade students of SMPK St. Clara Surabaya. The samples of this study were students of VIII C as experimental group and VIII B as control group.

The writer conducted the treatments to both groups. Each group got different technique. The one that was applied in the experimental group was

jigsaw technique and the one that was applied in the control group was unstructured group work. Before giving the treatments, the writer conducted the pretest to those two groups. The pretest itself was tried out first in the other parallel class before it was distributed to those two groups. After getting the pretest, the students were given the treatments. After the third treatments, the posttest was administered. The theme for pretest, treatments, and posttest were the same, which was descriptive text. The writer also collected the mid-score for English subject of the samples from their English teacher.

From the analysis by using *t-test*, the writer found out that those two groups have equal ability in listening achievement. After that, the writer analyzed the posttest scores to prove if jigsaw technique brought a positive effect to their listening achievement or not. The writer also used *t-test* to analyze the posttest scores. From the analysis, the writer found that null hypothesis saying “There is no significant difference in listening achievement between second grade junior high school students who are taught using jigsaw technique and those who are taught using unstructured group work” was accepted. It means that jigsaw technique did not give great contributions to the students’ listening achievement, in this case the second grade of junior high school. But at least, this technique could improve a little bit of students’ listening achievement. It can be proved from the gain between the pretest mean score and the posttest mean score. The one in experimental group increased 2.45% and the one in control group increased 7.66%. It means that the one in experimental group increased more than the one in the control group.

5.2. Suggestions

The writer realized that this study was not perfect. There were some reasons that need more attention. For that reason, the writer would like to share some recommendations for the next studies which have the same topic with this study.

St. Clara Junior High School had big classes. One class consisted of at more or less 48 students. It was a really big class. The writer would like to suggest other researchers who want to implement jigsaw technique in real classes to choose a school which does not have many students in one class, for example there are maximum 20 students in one class.

If there are many classes for one grade, the writer should choose some classes which have more or less the same level in English. Before the research is started, it is better to give a kind of test among the control, experimental, and pilot groups to see whether they were equal in English achievement. Another way is that the writer can take the students' MID test score.

In the implementation, the students spent so much time in the expert team discussion. They couldn't hear the listening scripts clearly because there were some problems with the recorders. It is better for the writer to pay more attention to the quality of the recorders so that the implementation can run well.

Another problem is sometimes the students talked about other things during the discussion. They discussed the material when the teacher stood up near

them. To solve this problem, the writer recommends that it will be better if there are two teachers handling the class.

In this study, the writer only gave three times treatments. To overcome this problem, it is better to provide more treatments. For example, it is better for the researcher to give four or five treatments to the students. It is done to give chance for the students to enjoy and get used to the technique conducted. The researcher will see more improvement in the students' listening achievement.

The writer would like to suggest the next researcher to make sure that the students do the pretest and posttest seriously. The researcher may say that the score of the tests will be given to their English teacher and will be included in their report score. This strategy really worked when the writer conducted her study in SMPK St. Clara. The students really did the pretest and posttest seriously.

Related to the listening script for the treatments, the next researcher should pay attention to the genre of the text. It is better to choose a text which can be divided into some independent paragraphs. That kind of text is more suitable for jigsaw technique.

All in all, this study was not perfect and it had some weaknesses. That is why other studies which have the same topic need to be conducted. We can get more valid and accurate conclusion by having those other studies.

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