

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to present the conclusion of this thesis and to give some suggestion in teaching listening using jigsaw dictation technique and listening cloze technique.

5.1 Conclusion

Listening skill plays an important role in communication. Being able to listen well is an important part of communication for everyone.

Teaching listening is not easy. There are many problems to teach listening in senior high school. In fact, some students have difficulties in listening. According to Underwood (1989:16), many English language learners

believe that listening is the greatest difficulty they have to face when studying English. The listeners cannot control how quickly a speaker says. They feel that the utterances disappear, as they are, before they can sort them out.

In order to achieve the listening objective, according to Rost (1991: 21), teachers must find listening activities that keep the students interested and attentive and that provide appropriate challenge. The teachers should give the lesson as interestingly as they can to make the students enjoy learning to listen more. The teachers have to be creative to use a technique to teach listening.

Realizing the important role of listening, the writer was interested in comparing the listening technique which is jigsaw dictation technique and listening cloze technique to know which technique is the most effective to teach the students' listening comprehension. In order to find out that

teaching listening using jigsaw dictation technique helps develop the students' listening comprehension achievement better than listening cloze technique, the writer conducted the pre-test, the five treatments for the experimental and control group and the post-test. The result of the experiment as reflected by the post-test given to the experimental group was higher than the control group. Having analyzed the result of the test, the writer found out that the mean score of experiment is higher than the control group. The mean score of experimental group was 84.6 and the mean score of control group was 76.8 which mean that jigsaw dictation technique affects the students' listening comprehension achievement better than listening cloze technique.

Basing on the result above, the writer concludes that teaching listening using jigsaw dictation technique is more effective that the teaching listening using listening cloze

technique. It proved that teaching listening using jigsaw dictation technique increases the students' listening comprehension achievement significantly than listening cloze technique because jigsaw dictation technique gave opportunities to the students to hear the sounds, unfamiliar words, to work in group, to learn speaking with the correct articulation and the technique made the students be more active in the class.

5.2 Suggestion

This part deals with suggestions for the English listening teachers and also the recommendation for further research.

5.2.1 Suggestions for the English Teachers

Basing on the result of this study, the writer would like to give some suggestion to the teachers. There are some weaknesses in the application of jigsaw dictation technique

such as the teacher cannot intensively monitor the students when they do the jigsaw dictation activities. The teachers did not know when the students mispronounced a word. The writer suggests that the application of jigsaw dictation activities be designed into another way. To reduce the weaknesses in this technique, the students should listen to the recording first, such as listening cloze technique but in different parts. After that, they exchange the information to their partner. In this way, the students understand how to listen the passage correctly and they can give the correct information to their partner as well.

The writer also wants to suggest that in using jigsaw dictation technique, the teachers actively monitor the groups whether they are learning and functioning smoothly. The teacher should also try to encourage each group member to feel responsible for participating and learning since working

in groups may arouse some problems. For example, one group member does nothing and wants everyone else to work, or one group member wants to do everything and does not let others to participate and learn. Another problem that may arise is that groups sometimes become noisy and difficult to control. Therefore, the teacher should monitor and encourage each student to feel responsible in jigsaw dictation activities.

In this study, the writer only gave the research instruments to the students in gap completion test and the students just filled in the blank. Those research instruments did not measure the students' listening comprehension. To measure the students' listening comprehension, the writer suggests that the teachers give the students some questions related to the text such as true or false questions, essay

questions, or multiple choice to know the students' understanding about the material in the end of the lesson.

To develop the students' listening skill, the writer suggests that the passage be made progressively longer.

5.2.2 Recommendation for Further Research

The writer hopes that her study gives contribution to the teaching of listening and improvement of students' listening comprehension achievement. However, the writer realizes that this study is still far from being perfect. In this study, the writer did not conduct the second try-out because of the limited of time. The writer expects for the other researchers to conduct the second try-out to find out whether the items of the material are good or not. Therefore, the writer expects that there will be other researchers who will carry out a more thorough study on jigsaw dictation

technique that have longer treatment, more complete and more valid results.

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