

CHAPTER V

CONCLUSION

This chapter summarizes all of the discussions from the previous chapters. This chapter also provides some recommendation for further studies which has the same topic with this study.

5.1 Summary

As we know, nowadays most of people in Indonesia use English as their second language and English has become an important subject in school. There are 4 language skills in English. They are listening, reading, speaking, and writing. By mastering one skill, students can be helped to master other skills. It also happens in listening. By mastering listening skill, students can be helped to master other skills. Mastering listening skill can be done by doing several techniques.

Some studies have discussed the technique that can be applied in listening class. Some of them discussed about the implementation of jigsaw technique, but there were no real application. For that reason, the writer conducted this study to really apply the technique in listening class of junior high school students, especially the second grade and 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 SLTPK St. Agnes Surabaya. The samples of this study were students of 8E as an experimental group and 8C as a 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 that those two groups had 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 hypotheses 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 7.46% and the one in control group increased 5.21%. It means that the one in experimental group increased more than the one in the control group.

5.2 Recommendation

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 recommendation for the next studies which have the same topic with this study.

In the implementation, the students spent so many minutes in the expert team discussion. They could not hear the sound clearly because there were some problems with the recorders. One solution to solve this problem is the writer should pay more attention to the quality of the recorders so that the implementation can run well or the writer can conducted the listening class in listening laboratory. Besides, the text to be used should be suitable to be divided into several independent parts, it means that each part has something to be discussed and it does not depend on the other parts.

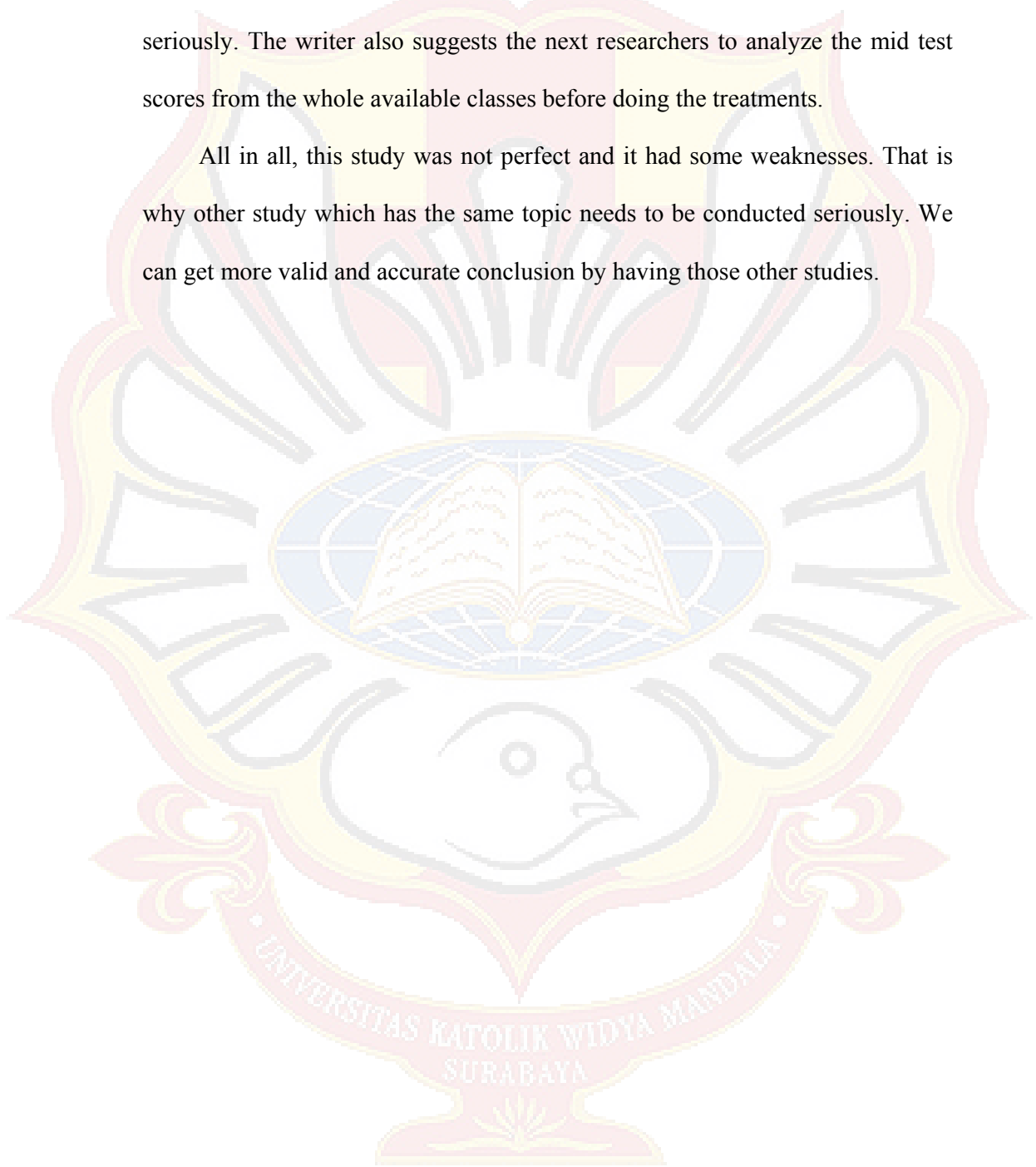
The other problem is sometimes the students talked about other things during the discussion. They discussed the material when the teacher stood up near them. To solve this problem, the writer recommends that it will be better if there are two teachers to handle the class.

In this study, the writer only gave three times treatments. To overcome this problem, the next study should provide more treatments so that the result will be more valid.

The writer would like to suggest the next researcher to make sure that the students do the pretest and posttest seriously. The researcher can inform the students 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 St. Agnes. The students really did the pretest and posttest seriously. The writer also suggests the next researchers to analyze the mid test scores from the whole available classes before doing the treatments.

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



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