

CHAPTER V

CONCLUSION AND SUGGESTION

The purpose of this research was to investigate if the students taught using Jigsaw Dictation achieved better results than the students who were taught using Listening Cloze technique, considering that Listening Cloze technique is more common to use in listening lesson. In this chapter the writer discussed the conclusion that can be drawn from the result of the research

5.1 Conclusion

Listening occupies the biggest portion in the classroom activity. Listening skill plays an important role in communication. Because through listening, the communication can go smoothly without hampered. It's stated in the chapter 2, that listening occupies the biggest portion in the classroom activity. Through listening using Jigsaw Dictation technique, the students can interact well with their peers. Through listening the students can get a lot of information from the teacher and the students can also exchange the knowledge with their partners in group. In fact listening ability is influenced by the environment of the class.

Some students can not listen well, because they can not focus to what the speaker says. The observer assumed that the students were not focused because the environment of the class was not relaxing and enjoyable for doing the worksheet. It is

also proved that the scores from the Control Group that used Listening Cloze technique get lower scores than Experimental Group that used Jigsaw Dictation technique.

Considering that the listening skill is very important in communication, the writer tried to find the effective techniques for teaching listening between Jigsaw Dictation technique and Listening Cloze technique. As language learners, the students are best exposed to have the balance portion in listening, speaking, reading, and writing, so that they can apply the four skills in the real life and can improve themselves in many aspects such as: social life and also teaching learning activity.

Jigsaw Dictation does more than only improving listening skill. It creates a comfortable and relax situation in the classroom. As the writer observed, the students tend to be active when they worked in pairs, they can change their thought and opinion and the students are able to make the conclusion of the worksheet together. Furthermore, the students can apply the reading, speaking and writing skills at the same time. Jigsaw Dictation technique really works in a small class which consists of maximum 24 students.

In Control group, Listening Cloze technique is used. It means that the students can only listen to the recording without knowing how to pronounce the words correctly by themselves. In this technique, the teacher only applied listening and writing skills only. From the writer's observation, she assumed that teaching

listening using Listening Cloze technique is not as effective as compared to Jigsaw Dictation technique.

The writer can conclude that teaching listening using Jigsaw Dictation is more effective to the students rather than teaching listening using Listening Cloze technique. It has already been mentioned in chapter 2 as cited in Shelton (<http://www.developingteachers.com>) that through Jigsaw Dictation technique, the students can also be exposed to other four skills (listening, speaking, reading, and writing) at the same time, while using Listening Cloze the students can only learn two skills (listening and writing) at the same time.

5.2 Suggestion

The writer realized that her study was still far from the perfect. Therefore, she presented some suggestions. However, from this study, the writer hoped that she could give some contributions for improving further studies in teaching English especially in listening. There were two kinds of suggestion for the teacher and for further research. The details were as follows:

5.2.1 Suggestion for English Teacher

The teachers always know their students' ability, every class always consists of lower and higher achievers. It is very important to decide the group for pairworks, so that each group will consist of one lower achiever and one higher achiever. This pairing technique is worth trying, because the lower achievers will be encouraged and

be helped by the higher achievers. This pairing technique will make the lower achievers improve their listening skill gradually.

Another suggestion is the teacher should be aware of the noise that probably may happen. To overcome such noise, the teacher should actively monitor and encourage each student to feel responsible in group, especially in Jigsaw Dictation technique.

5.2.2 Recommendation for Further Research

The research was small in scale and limited in time. The writer hopes that there will be other studies on this subject in order to further investigate the validity of the findings of this research. In the future, the writer recommends other researchers to execute: plan more time in doing the experiment, make sure that the experiment is carried out properly, the treatments are carried out by the teacher, use the Jigsaw Dictation technique at other levels / grade / classes/ lessons, last but not least use the Jigsaw Dictation technique on a wider scope of subjects, for example in more than one school having more than 24 students.

The first suggestion is the time plan. Planning the time for doing trial test and treatment is very important. The researcher should know how many trial test should be conducted before the treatments. The researcher should know the amount of appropriate treatments that you need to conduct, so that the learning process can be as effective as possible while obtaining the best and accurate result and preparation.

The second suggestion is the conduct of the experiments. Be sure that the teacher will conduct the experiment properly. It means that the materials for treatments which are being used, are related with the students' topic and based on the syllabus. The researcher should brief the teacher who conduct the experimental group familiar with Jigsaw Dictation technique. By providing the lesson plan for each meeting and also giving the steps how to teach listening using Jigsaw Dictation, the teacher will be eased to conduct the class well.

The third suggestion is the choice of the materials. Try to use Jigsaw Dictation in other levels/ grades/ lessons. The writer expects the other researchers will conduct the technique in grade eleven or above and make the higher level of the materials. The writer also expects for the next researcher to find the variety of the text type beside Informative text, such as narrative or descriptive text,. So the teacher and also the researcher can compare in what grade is Jigsaw Dictation technique appropriate for teaching. The writer also expects that Jigsaw Dictation technique can be used in another lesson such as Science and History, because the materials are quite complex.

The fourth suggestion is that the implementation should be in a bigger size of the class. Try to use Jigsaw Dictation technique in a big class that consists of 40 students. The writer expects that Jigsaw Dictation technique can be used in an ordinary class, which consists of 30 to maximum 40 students. The writer also hoped that the next researcher will try to use more than one school, so that the result of the study can be generalized to a wider of subjects and also the researcher will get the more accurate result for his/her experimental.

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