CHAPTER V

CONCLUSION AND SUGGESTIONS

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In this chapter the writer would like to summarize what she has discussed in the previous chapters. Then she would like to give some suggestions that may be useful for the English Teachers when they want to use this strategy "Cooperative Learning using jigsaw as a technique in teaching listening comprehension".

5.1 Conclusion

The learning of a foreign language cannot be successful if you come to your classroom with a defensive approach. Language is a tool for communication, social bonding, cooperation, and understanding. One way to ward off this defensive approach is to work cooperatively with your classmate and your teacher.

In the previous chapters, it has been stated that cooperative learning has two kinds of versions. Most teachers use STAD and JIGSAW.

To develop student's English listening ability teachers can use cooperative learning using jigsaw as a technique in teaching listening comprehension. In jigsaw, the students find the information. Once the information has been identified through a teacher's presentation

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or student's inquiry, the remaining steps of the lesson, which involve the team collaboration, are like.

The three steps followed in a cooperative learning lesson are (1) have team members help each other master the lesson task, (2) evaluate student progress, and (3) recognize team accomplishment.

Cooperative learning is to increase academic achievement, improve relations among students of diverse backgrounds and abilities, and develop group problem-solving OKand group process skills.

5.2 Suggestions

At the end of this study, the writer would like to give her suggestions to the listening comprehension teacher. The writer hopes that the following suggestions will be useful.

To make the teacher's presentation more interesting, teaching listening comprehension can use cooperative learning using jigsaw as a technique. Therefore, they should be selective in choosing materials for cooperative learning so that students can enjoy the cooperative learning method.

The role of the students in cooperative learning is that they are responsible for the succes of their team. Students are expected to be active, accountable, coopera-

tive and caring.

Therefore, the writer suggests that English teachers give the students as many opportunities as possible to train their listening ability. In this way, the students are expected to get the habit of listening to and speaking with native speakers if they meet foreigners.

Finally, the writer realizes that this study is still theoretical. It has not been proven in practice. Thus, she hopes that further research can be held to implement the cooperative learning in teaching listening comprehension in a real classroom.

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