

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two points. The first point is the conclusion of the thesis. And the second point is the writer's suggestions. The suggestions are concerning how jigsaw technique is implemented in listening class.

5.1 Conclusion

Indonesia has changed its education system. It is changed from "Teacher-Center" system into "Students-Center" system in which the students have important roles to their own development in the classroom. They have their own responsibilities in learning the materials themselves. One of the most effective techniques which give a lot of advantages in order to create "Students-Center" classroom is jigsaw technique. This fact is supported by Aronson (2005) (see chapter 1, 1.5). Accordingly, the writer chose this jigsaw technique as his research. It is also make the writer is curious to know how jigsaw technique is implemented in listening class because jigsaw technique is usually applied in reading class.

Jigsaw technique can be implemented in listening class for second grade students of junior high school. The effects of jigsaw really can be seen after several times applied in listening class. As the writer had observed, the teacher should prepare the materials and media well, so that the teacher was able to implement the jigsaw technique in listening class. In this case, the materials were passages which have 4 segments and can be separated from whole text and guidelines for students to do the group discussions. For the media, the teacher should prepare cassettes and tapes as many as the groups made.

After analyzing the data, and seeing the theories at previous chapter, the writer can conclude that implementing jigsaw technique in listening class will surely be useful in creating students who are active and have self confidence in learning the materials, and also in creating attractive and interesting listening class, so that the students feel comfortable and enjoy the learning activities.

5.2 Suggestion

At the end of this thesis, the writer would like to give some suggestions to the English teachers who are interested in implementing jigsaw technique in listening class. Before a teacher implements jigsaw technique in listening class, there are few things that the teacher should do and know. The things are

1. It is more difficult to implement jigsaw technique in listening class than to implement it in reading class, especially in preparing the material, media, and forming the groups. So the teachers who are the students do not have background knowledge about jigsaw technique should try to implement jigsaw technique in reading class first.
2. The result of jigsaw technique can be seen after applying in listening class for several times
3. The teacher also should know the language used when implementing this jigsaw technique.
4. The teacher should know the steps and media in implementing jigsaw technique in listening class
5. The teacher should know the strengths and weaknesses of the jigsaw technique when it is implemented in listening class.

6. The teacher also should know how to overcome the weaknesses and problems which appear in implementing jigsaw technique in listening class.

Finally, the writer wants to say that this thesis is far from being perfect. The writer hopes that there will be similar studies through quantitative research to measure the improvement teaching listening using jigsaw technique with other techniques or traditional listening technique. The writer also wishes that there will be a study of jigsaw technique in other skills such as, writing and speaking.

BIBLIOGRAPHY

- Aronson, Elliot. 2005. *Jigsaw Classroom*. Retrieved on 3 October 2005 from <http://www.jigsaw.org> 2000-2005
- Aronson, Elliot. 2006. *Jigsaw Basics*. Retrieved on 9 February 2006 from <http://www.jigsaw.org/tips.htm> 2000-2006
- Aronson, Elliot. 2007. *Jigsaw Classroom*. Retrieved on March 16th 2007 from <http://www.jigsaw.org> 2000-2007
- Epstein, Maureen. 2002. *Constructivism*. Retrieved on 20 November 2007 from <http://tiger.towson.edu/users/mepste1/researchpaper.htm>
- Gunadi, Leidy. 1993. *The Implementation of an Integrated Teaching Technique for Structure in the Second Year of SMA Dapena Surabaya*. Surabaya: Unpublished Thesis Widya Mandala.
- Harlim, Lilyana. 1999. *Cooperative Learning using Jigsaw as A Technique in Teaching Listening Comprehension*. Surabaya: Unpublished Thesis Widya Mandala.
- Kaplan, Eitan. 2002. *Constructivism as a Theory*. Retrieved 20 November 2004 from <http://online.sfsu.edu/~foreman/itec800/finalprojects/eitankaplan/pages/classroom>
- Kessler, Carolyn, (ed.). 1992. *Cooperative Language Learning: A Teacher's Resource Book*. New Jersey: Prentice Hall Regents.
- Kitao, S. & Kitao, K. (1996). *Testing Listening*. Retrieved April 18, 2007, from The Internet TESL Journal, Vol. II, No. 7, July 1996: <http://iteslj.org/>
- Kristinsdóttir, Sólrún B. 2001. *Constructivist Theories*. Retrieved on 20 November 2007 from <http://starfolk.khiis/solrun/construc.htm>
- Kurnia, Evy. 2002. *The Effect of Using Cooperative Learning by Using Jigsaw Activities and the Traditional Technique on the Listening comprehension Achievement of SMU YPPI-1 Students*. Surabaya: Unpublished Thesis Widya Mandala.
- Nunan, David. 1999. *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.

Rohana. 2002. *The Observation on Typical Trends of Teaching Vocabulary at Ciputra Elementary School*. Surabaya: Unpublished Thesis Widya Mandala.

Sannia. 1998. *The Effect of Cooperative Learning on the Reading Comprehension Achievement of SMU Kristen Petra 3 Students*. Surabaya: Unpublished Thesis Widya Mandala.

Tamah, Siti Mina, Ellisa Yani Widjaja, Linda Anggraiani and Ong Ervina Larissa Susanto. 2007. *The Implementation of Jigsaw Technique in Reading Class of Young Learners*. Surabaya: Unpublished Research Widya Mandala.

Thanasoulas, Dimitrios. 2002. *Constructivism*. Retrieved on 20 November 2007 from http://www.seasite.niu.edu/Tagalog/Teachers_Page/Language_Learning_Article/constructivist_learning.htm