

CHAPTER V

CONCLUSION AND SUGGESTIONS

In the fifth chapter, the writer presents the conclusion and the suggestions. In the first subchapter, the writer concludes about what have been discussed in the previous chapters. And in the second subchapter, the writer gives suggestions for further research.

5.1. Conclusion

Listening plays an important role in communication and teaching-learning activities. The fact that people listen twice as much as they speak, four times as much as they read, and five times as much as they write and the regulation of some—or maybe many—high schools in Surabaya for English teachers to conduct their English classes using only English language make listening very important to be learnt. And the recognition of the experts that listening is an active skill which needs deliberate class instructional activities for the students has made teaching even more listening important.

There are many techniques for teaching listening that can be applied in a classroom. But applying the most effective technique for teaching listening will help students to improve their listening achievement better. Therefore the writer conducted a quantitative study to compare the effect of jigsaw listening and comprehension questions in teaching listening on the listening achievement of grade tenth students to find out whether jigsaw listening is effective in improving grade tenth students' listening achievement which applies quasi-experimental pretest-posttest non-equivalent control group design.

Three out of four classes given to the writer were chosen as the subjects of the study as they were proven to have not significantly different English ability after their mid-term test scores were counted using the computerized *Anova: Single factor* formula. Next, the writer randomly decided which of the three classes will be the pilot, the experimental group for jigsaw listening technique, and the control group for comprehension questions technique. After that, a series of experiment activities which was started by the tryout of the instrument in the pilot group was executed. The tryout—and surely the revision—of the instrument was continued by the pretest, three meetings of treatments for both experimental and control groups and was closed by the giving of posttest for the groups.

To answer the problem of the study which says, “Is there a significant difference between the listening achievement of students who are taught using comprehension questions technique and students who are taught using jigsaw listening?”, the data of the experiment was later processed so that the gain scores of the treatments and the tests were obtained. The gain scores between the experimental and control group then compared using the computerized *t-Test: Two-Sample Assuming Unequal Variances* formula with 0.05 level of significance.

The result of the *t-test* calculation of the gain score of the post- and pre-tests shows that there is no significant difference between the listening achievement of students who were taught using comprehension questions technique and students who were taught using jigsaw listening. However, the mean scores and the *t-test* calculations for the treatments show that the listening achievement of the students who were taught using jigsaw listening tend to escalate higher than the listening achievement of the students who were taught

using comprehension questions technique which signs that jigsaw listening technique can be more effective in improving the students' listening achievement if the treatments were conducted in longer period of time.

Despite of the result of the *t-test* of the treatments which were conducted only for three times, for this study, it is concluded that there is no significant difference between the listening achievement of students who were taught using comprehension questions technique and students who were taught using jigsaw listening.

5.2. Suggestions for Teachers

Based on the experience the writer has got after teaching listening using both jigsaw listening and comprehension questions technique, the writer finds out several points that English teachers need to pay attention to if they want to teach listening using the techniques. First, if jigsaw listening is applied for teaching listening, the teachers have to remember to always tell the students not to be too noisy especially when they are sharing the information they have got with their home team member. Since the students are aware of the limited time in sharing the information, they tend not to pay attention to their noisiness which might disturb the other teams. Therefore, teachers need to keep warning them to be not too noisy. Even though it is a sharing time, the students still need to mind their noisiness so that they will not disturb their neighbor teams.

Second, if comprehension questions technique is applied for teaching listening, the teachers need to keep monitoring the whole class to check how the students are doing. Even though the class situation is very quiet and conducive, teachers need to be aware since the students' quietness is a two-edged sword. On

one hand, it might be the sign of students focusing on the task they have got. On the other hand, it might also be the sign of students getting bored with the lesson. Mostly, the students who get bored will fall asleep or be busy with other things while doing the task. Therefore, teachers need to warn them so that they can stay on task.

5.3. Suggestions for Further Study

Finally, the writer realizes that this study is still far from being perfect. Nevertheless, she hopes that this study can be used as a reference for other researcher who will carry out further research in improving students' listening achievement through jigsaw listening and comprehensive questions techniques. By sharing this study, the writer expects that the next researcher will get a better and valid result by using a better research design and a wider scope of subjects.

Due to the limited time to finish the study, the writer only gave three meetings of treatment since she conducted the experiment one month before the final examination of the second semester was held. The writer suggests that the next researcher will allocate more time to conduct his or her experiment so that the students will have enough time to adjust themselves with the new technique and a more comprehensive research finding can be obtained.

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