

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion in the previous chapter, it can be concluded that the implementation of Jigsaw Technique combined with movie clips significantly improves students' listening comprehension, particularly in understanding recount texts. The students in the experimental group, who received treatment through this technique, showed higher achievement in the post-test compared to those in the control group who were taught using the Three Phase Technique with audio speaker. The jigsaw technique encouraged students to become more active and responsible in their learning process. Through structured group activities, students learned to collaborate, share information, and reconstruct the content of the movie clips in meaningful ways. Each student had a specific role, which motivated them to understand their part deeply before sharing it with their peers. This cooperative approach not only increased student engagement but also strengthened comprehension.

Furthermore, the use of movie clips as a medium provided authentic and contextual listening materials. The visual and auditory elements in the clips helped students to connect language with real-life situations, understand emotions, recognize intonation, and follow the sequence of events more easily. This combination made the listening experience more interactive and enjoyable.

The findings of this study align with previous research that highlights the effectiveness of cooperative learning strategies and multimedia in language instruction. Therefore, it can be concluded that the integration of jigsaw technique and movie clips is a powerful and effective approach for improving students' listening skills. This method can be a valuable alternative for English teachers, especially when teaching narrative-based texts like recounts, where understanding sequence, detail, and context is essential.

B. Suggestion

Based on the conclusions drawn from the study, the researcher proposed several recommendations related to the students' learning process. English teachers were encouraged to implement the Jigsaw technique, as it promoted active collaboration, individual responsibility for specific sections of the material, and peer teaching within group settings. Additionally, it was recommended that students utilize movie clips as an alternative medium for learning listening skills. This media provided both visual and auditory input, allowing learners to comprehend the language within authentic and contextualized situations, thereby enhancing their understanding and engagement in the learning process.

Based on the findings and conclusions of this study, the researcher would like to provide several suggestions:

1. For English teachers: Teachers are encouraged to implement Jigsaw Technique combined with movie clips as an alternative method in teaching listening comprehension. This strategy not only improves students'

understanding but also enhances classroom interaction and motivation. Teachers can adapt this method with various types of texts and modify the clips according to the students' level and learning objectives.

2. For students: Students are expected to be more active, cooperative, and engaged in listening activities. By participating in group discussions and peer teaching, students can deepen their understanding and become more confident in using English. Watching and listening to movie clips can also be a fun and meaningful way to improve listening skills outside the classroom.
3. For future researchers: Future researchers are recommended to explore the use of the jigsaw technique in different contexts, such as other language skills (speaking, reading, writing) or different genres of text. They may also use different media (e.g., podcasts, animations) and involve a larger or more diverse sample to validate the effectiveness of this method further.

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