

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the main findings of the research are drawn together as well as suggestions for the English teachers and the next researchers are suggested.

5.1 Conclusions

The present study is aimed to find out the effectiveness of Think-Pair-Square strategy in improving students' listening comprehension. The results of the study demonstrated that the strategy was proven to be effective in improving students' listening comprehension. The statistical computation showed that there was a significant difference in the achievement between the experimental group that was given Think-Pair-Square strategy and the control group that was given non-Think-Pair-Square strategy. The student's scores in the experimental group were better than scores in the control group. The mean of the experimental group was 15 before the treatments and 17.80 after the treatments. Meanwhile, the mean of the control group was 15.01 before treatments and 15.51 after the treatments. Based on this finding, it can be concluded that Think-Pair-Square strategy improved students' listening comprehension significantly. Although it showed that the conventional or non-Think-Pair-Square strategy could also improve the student's listening comprehension, the improvement was not significant.

In term of the second and the third research question which were how and to what extent Think-Pair-Square strategy improves students' listening comprehension, it can be concluded that Think-Pair-Square improved the students' listening comprehension by promoting more meaningful listening learning and providing some organized-listening post-activities such as think and share that enabled the students get used to and better comprehend the spoken text they had listened to. Moreover, it revealed that the students' listening comprehension skills which were improved very well were listening for gist and main idea or important information. Meanwhile, the improvement of listening for specific or important details and determining implicit details were not as significant as listening for gist and main idea or important information. It was because in Think-Pair-Square strategy, the students paid attention not to specific details, but to the segment as a whole. Thus the strategy helped students in developing their ability to identify topics and building a general gist or main idea of the text.

5.2 Suggestions

The present study is expected to give contribution to the teaching and learning process, particularly in listening comprehension subject. Based on the study, there are several suggestions that the writer would like to convey. First of all, performing cooperative learning Think-Pair-Square in listening needs a long period of time and practice. So it is suggested that teachers apply this strategy continuously in their daily basis of teaching and learning. The teacher also needs

to be very well-organized and well-prepared in facing the learning process in classroom by studying the textbook and get all the materials in advance. The teachers should also manage the students properly in order to make the teaching learning process runs effectively. Lastly, presumably the upcoming researchers will cope and investigate the effectiveness of Think-Pair-Square strategy more deeply and with a long period of time to find a better use and meaningful way in improving students' listening comprehension.

