

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the observation of the English learning activity and the discussion with the English teacher, it is found that monotonous teaching-learning activities, such as teacher-centred and LKS-based activities, are one of the factors that cause the low mastery of students' language skills, which affect their learning achievement. Those activities make the students bored during the learning process. The students' language skills mastery is low because the activities focus on the teacher and there is lack of activities that facilitate the students to improve their language skills.

The planned action of the research is improving the students' language skills through the autonomous learning using the self-discovery and the jigsaw activities. The Self-discovery activities facilitate the students to improve their self-investment, while Jigsaw activity itself improves the students' language skills on speaking, listening, reading, and writing.

The improvement of students' self-investment affects their learning achievements on language skills. It can be seen in the improvement of their mastery of language aspects such as the mastery of vocabulary, grammar, and pronunciation, which are integrated in their four basic skills: listening, speaking, reading, and writing.

1. *Listening*

In term of the students' listening ability, the result shows that the listening skill improves significantly. Since the students can understand the English instruction and explanation that are given by the teacher and their friends in the discussion.

2. *Speaking*

The jigsaw activity can also be used to improve the students' speaking skills. In this research, all of the students were given the opportunity and responsibility to master and give clear explanation about the topic to their friends. They had to speak English even though they were allowed to speak Indonesian to make the explanation clearer.

The result of the observation shows that some students were active and brave to speak English, but others were not active and shy to speak English. However, this activity had facilitated the students to speak English in the class.

The improvement of the students' speaking skill can also be seen on their abilities to correct their mistakes in pronouncing some words in English and reduce the use of Indonesian words in their speaking.

3. *Reading*

The research is successful to improve the students' reading skill. When the students were involved in *Self-discovery activity* to find the materials by themselves, all of the students read any resources they had. Based on the observation, the students' reading ability improved since they were able to find the information from the material they read.

4. *Writing*

The students' writing skill improves but does not significantly, since it is difficult asking the students to write something in English. Some students have difficulties on what they have to write. They were confused in finding the idea to write on a piece of paper.

The result shows that in the first cycle the students were confused on what they had to write, some of them only wrote a single sentence, while in the second cycle when they were asked to write their opinion about that activity, some students had some progresses on their writing.

The English learning process runs well when the students have prepared and have the investment on the material and activity that are going to be discussed. The students feel comfortable in the learning situation in

which their teacher is their own friend. They are happy and enthusiastically involved in English learning activity when they are given the opportunity and responsibility to give explanation to their other friends.

In conclusion, the autonomous learning using self-discovery and jigsaw activities can improve the tenth grade students' language skill of RSBI SMA N 7 Purworejo. The students' language skills are the students' mastery of the four basic language skills including listening, speaking, reading, writing, and its aspects such as the mastery of vocabulary, grammar, and pronunciation in the English learning activity.

B. Suggestion

In reference to the conclusion above, some suggestions are addressed to the students and the English teachers of SMA N 7 Purworejo in particular, the students and the English teachers of senior high school in general, and for the other researchers. These suggestions are as follows:

1. For the English teachers of SMA N 7 Purworejo
 - a. The teachers are suggested to always have the students in self-discovery activities to facilitate the students to improve their self-investment.
 - b. The teacher should create the comfortable learning situation for the students in which the teacher is their friends to motivate the

students and reduce the students' boredom in English learning process.

- c. The teachers should give the opportunity and responsibility to the students to share their knowledge with their friends to make varieties in the English learning process and reduce the teacher-centered learning activity.

2. For other researchers

For other researchers, particularly those who have the same problem and are interested in conducting the Autonomous Learning as learning strategy in their research, it is suggested to apply the Autonomous Learning in the same field to validate the result of this research, or in other aspects of study.

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