

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusion and suggestion. After researcher analyzed the data here is conclusion and suggestion can be described below.

A. CONCLUSIONS

Based on the finding derived from the data analysis presented in the previous chapter, it can be concluded students those taught with Jigsaw Technique have higher speaking skill than those taught with the conventional technique. The success of this research can be indicated by the students' score in the post-test experimental class and post-test control class. The conclusion can be taken as follow:

The data of this research showed the improvement of five components of speaking. The Jigsaw Technique gave significant effect on students' speaking ability, related to pronunciation, grammar, vocabulary, fluency, and comprehension. It could be proved by the students' speaking score post-test. The used of Jigsaw Technique does not only encourage students to participate in speaking class but also increase students confident when he speaks with his/her friends. And then, the data of this research showed the increase of five components of speaking especially in vocabulary is better than the others aspect by using Jigsaw Technique where a difference is 4.9. Finally, the t-calculate in this research was

higher than the value of t-table. It means the hypothesis is accepted. So Jigsaw Technique could be applied to students' speaking ability in English class which emphasize on the skill to speak at class VIII Junior High School level.

B. SUGGESTIONS

Based on the finding of research, the researcher gives some recommendations related to the statements mentioned in conclusion above. After research in Junior High School 2 Lembah Melintang Pasaman Barat, researcher hope the English teacher can use this technique in teaching speaking to give significant effect on students' pronunciation, grammar, vocabulary, fluency, and comprehension. It is suggested to the English teacher.

The researcher suggest to all English teacher that teach at junior high school students as a second language or a foreign language, to remember that jigsaw technique should become a source of input for teaching speaking in order to give effect on students' speaking ability and also teacher in teaching and learning process are hoped to create good atmosphere in classroom to make teaching more effective, interesting and meaningful to the students.

Last, the researcher suggest to all the readers to give suggestion and solution in teaching English as a foreign language for indonesian students. The research also welcome any comment for the better of our National Education Future.