

CHAPTER VI

CONCLUSSION, SUGGESTION, AND IMPLICATION

This chapter presented the conclusion, suggestion and implication of the research.

A. Conclusion

Conclusion of this research focused on answering question. As the researchers wrote in the initial chapter, this research has two research questions.

1. the effectiveness of using jigsaw technique on students' speaking skill

According to the results of speaking tests that have been carried out on two different groups, namely the experimental group and the control group, have different results. The mean score of speaking test from experimental group was 13.75, while the control group was 11.63. The data analysis of Manova in SPSS 20.0 shows the significant value of the dependent variable speaking ability is 0,000. Because the significant value is lower than 0.05, it can be concluded that the application of the jigsaw method has an influence on student learning outcomes or H_0 is rejected. While on the method line the significant value of the dependent variable is 0.071 motivation. Because the significant value is higher than 0.05, it can be concluded that the application of the jigsaw method does not affect student motivation or H_a is accepted. In accordance with the description of the hypothesis in the previous chapter, if H_a is accepted, then that the use of jigsaw technique is effective on the students' speaking skill and students'

motivation. It means that jigsaw technique can increase the students speaking skill and can give the positive motivation to the students.

2. the effectiveness of using jigsaw technique on students' motivation

The mean score of motivation from experimental group was 155.31 and the control group was 147.49. From these results it has been shown that the motivation of students in the experimental group is better than the motivation of students in the control group. So, it can be said that jigsaw is a technique that has good effect in teaching speaking. Besides, it affect the motivation of students in learning to speak in groups. Students also become more active in communicating with English. Although students who learn English without using the jigsaw method also experience an increase, but it is not as significant as the improvement in student learning outcomes and motivation when learning English using the jigsaw method.

B. Suggestion

In this research, the research would like to offer some suggestions to improve the ability of students in speaking and their motivation in order to get better result.

1. For the teachers

The teacher is expected to use teaching techniques or methods that can make the teaching and learning process not only run well but also interesting and fun. Enjoyable teaching and learning activities will help

students receive the material more effectively and efficient. It will also makes the teacher more focus on the necessary things needed for the class. Jigsaw is a method which lead students to be more active and enthusiastic. It can increase the interest of the students toward learning speaking. They are motivated to give the best performance and support their team to get best score. For the reason, it is recommended to the teacher to apply in their class.

2. For the students

Jigsaw is an interesting technique that can be used for speaking activities and is very helpful in teaching and learning in the classroom. Jigsaw is also useful in group discussions to understand the material and share their ideas or opinions. Therefore, students are expected to be able and focused to participate in learning activities well. Student activeness greatly influences student learning outcomes and also student motivation. The more students are active and focused in following the learning process, the student learning outcomes and student motivation will be better. In addition, students are expected to be able to communicate, discuss and exchange information with other students.

3. For the other researchers

In this study, Jigsaw is effective method or technique to teach speaking skill. thus the other researcher can do further research by applying some other variables. The result of this research can be used as

an additional reference for a similar research with different variables or in different research design.

C. Implication

Based on the conclusion above, Jigsaw technique can be applied in teaching learning process to improve the ability of the students in speaking comprehension. It is proven that the Jigsaw is more effective to teach speaking comprehension than group discussion. In this class presentation phase, the students can pay attention to understand the material given by the researcher. Followed by team study, the students are divided into four students and they discuss the topic together (expert group). Then, they share what they have learned to their members (home group). Therefore, the jigsaw technique makes the students more active and more motivated. It can increase the students' interest toward learning speaking. They are motivated to get the best performance and support their team to get the best score. Thus, they become more active because they want to be the best.