

Chapter V: Conclusion and Suggestion

This final chapter discussed the conclusion of the research. The chapter also gives some suggestions based on the research result.

Conclusion

It can be concluded that the implementation of jigsaw technique in the teaching of writing has improved the second grade students' ability in writing narrative text at SMP Negeri 13 Gorontalo. The improvement could be seen from the increase of students' mean writing score from pre-test 26,27 and 35,33 from post-test. This research is narrative text to used the analysis of pre-test and post-test to show the students' ability of writing improved significant when jigsaw technique is used.

There are several points which can be drawn from the present study. First, jigsaw technique effects the students' writing ability. Second, jigsaw technique has purposed to develop teamwork and cooperative learning skill within all students, jigsaw technique required the students work together in group as they teach one another, solved the problem, and develop appropriate social skills. Third, jigsaw technique provides the students with an interesting, challenging and enjoyable situation in the classroom activity.

Suggestion

There are some suggestions to offer to the English teachers and the other researchers based on the researcher findings, they are:

1. Based on the implementation of the jigsaw technique in the teaching writing narrative text it is known that using jigsaw technique can give significance effect toward students' ability in writing narrative text, because jigsaw technique can be one of the choices for the English teacher in order to help the students' ability in writing narrative text. Yet, in applying this technique, the teacher should be active in monitoring the students' activities in group discussion and the teacher should be creative in making the teaching and learning process alive so that students never feel bored.
2. It is also recommended that the students use jigsaw technique as one of their learning strategies to practice and improve their ability in writing narrative text which can be done in their extracurricular activities.
3. To the future researcher, those who have the same problem and are interested in conducting research, it is suggested that they should apply the jigsaw activity in other research or on the teaching of three other language skills. In listening, for example students can hear the different parts of a text, and then exchange information with others in order to complete a task. The students can report the task in a written form.

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