

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, various findings of the research are described together, and some theoretical as well as practical implications of these findings are suggested.

5.1 Conclusion

This research focused on the implementation of Jigsaw technique in teaching writing descriptive texts to ten-graders. The purpose of this study was to investigate whether or not the new technique had improved students' scores when compared with the control group. Furthermore, this study also aimed to discover the students' response to the implementation of Jigsaw technique in teaching writing.

The research findings suggested that the Jigsaw technique was effective in improving students' writing scores. The result from independent t-test on post-test showed that there was a significant difference between the posttest means of the experimental group and those who were in the control group. The result found out that the significant value is bigger than r critical. Therefore, the null hypothesis was rejected. It meant that the treatment was given to experimental is significant to improve students' writing skill.

The result of dependent t-test presented that the significance two-tailed is lower than r critical. Thus, null hypothesis (H_0) was rejected. It means that the treatment which was given to experimental was significant to improve students' writing skill.

In addition, the computation of the effect size showed that r obtained value belongs to a medium effect size which means that Jigsaw technique is effective to be implemented in teaching writing descriptive text.

Moreover, the Jigsaw technique was found to be potential to provide better learning when compared with the conventional method. This was proved by the obtained data from questionnaire. Nearly all of students agreed that Jigsaw technique is able to improve their writing skill, advance their grammatical

mastery, increase their vocabulary mastery, expand their creative thinking, and improve their presentation skill as well as their confidence. Nevertheless, Jigsaw technique had not covered all the students' need and condition since the technique was found out to be still unable to deal with all those students' entire writing problem.

5.2 Suggestions

There are several suggestions proposed for the next study in the similar field as the present research. First, the technique would be very suitable to be implemented in the medium and small class in which the students come from different racial and ethnic. Second, it would be better if each expert group consists of only four or five students with combination of high-motivated and low-motivated students, so that the divided responsibility for each student within group would be fair and there are no students who can neglect their responsibility. Moreover, during the discussion session, all of students in each expert group can participate to utter what's on their mind considering the given time is limited. Third, more guidance from teacher is needed to be given so that the high-motivated students can help the low-motivated students to comprehend the learning materials better. Fourth, the teacher in the new technique should give more motivation and direction to the low-motivated students in each team. Fifth, the time available to complete the task in expert group should be enough to allow students for discussing the subject matter and the time available for the home group should be enough to give a chance for each group member to present what they had learned in the expert group.