V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the discussion and finding of the data analysis.

5.1 Conclusions

Having conducted the research at the first grade of SMAN 1 Bandar Sribhawono and analyzed the data, the researcher would like to state some conclusions as follows:

1. There is an improvement of the students' ability in oral production of recount text before and after being taught through jigsaw technique at the first grade of SMAN 1 Bandar Sribhawono. This can be seen from the difference of the students' mean scores in pretest 1 has improved from 69.61 up to 84.39 in posttest 1 with gain of 14.78, pretest 2 has improved from 69.16 up to 82.63 in posttest 2 with gain of 13.49, and pretest 3 has improved from 72.71 up to 84.58 in posttest 3 with gain of 11.87. The result of hypothesis testing of $p < 0.05$, $p = 0.000$ shows that it is accepted. It means that there is a significant difference between the pretest and posttest scores of the students' oral production ability in recount text by using jigsaw technique.

2. Regarding the three different topics of recount text given, the first topic "A Study Tour to Bali" in the first posttest gets the highest gain from the learning among the three different topics of recount. It can be proved from the findings of the research. The mean score of the 1st topic is 84.39 with gain of 14.78, the 2nd topic is 82.65 with gain of 14.49, and the 3th topic is 84.58 with gain of 11.87. The level of significant in the three different topics also show that $p < 0.05$, $p = 0.000$. Based on the gain of the three different topics, it is shown that the first topic gets the highest gain from the learning among the three different topics of recount.

3. This research has been focused on the five aspects of speaking based on Harris David (1974). Then, from the calculation of the five aspects of oral production explained in the previous chapter, it can be seen that the most improved is on vocabulary aspect with the final gain is 3.53.

4. Jigsaw technique can be used to improve the students' ability in their oral production because the students could discuss and work together to carry out their learning task, and enables the students to learn a lot of material quickly and easier through group work, where the lower achievers could learn from the faster ones. Further, teaching speaking through jigsaw technique can be used to improve the students' participation in contributing to the group work obviously and results in positive activities in the class. Students' relationship becomes stronger, and apart from that, students could feel that jigsaw technique is enjoyable, simplifies the group

work assignment, improves responsibilities and makes the students more active in the learning process.

5.2 Suggestions

Considering the findings of the research, the researcher would like to recommend some suggestions as follows:

1. Since there is an improvement on the students' ability in their oral production before and after being taught through recount text by using jigsaw technique, English teachers are suggested to use jigsaw in teaching recount text. The teacher should present clear explanation about the strategies in telling a story in form of recount. The teacher also should enforce the students to speak English when they talk with each other, for example: when they ask some questions, they should speak it up in English. It also can be done when the teacher explains the materials, it will be better if the teacher speaks in whole English (more English than Indonesian).

2. The students are suggested to practice English in their daily activities. It can make them more familiar with this second language. The teacher should determine an English speaking day where students have to use English in communicating with others. Although it is difficult to practice, but it is important to stimulate the habit of speaking in English, which can improve their fluency in speaking. Therefore, the students should have more practice in speaking English especially in communicating with others.