

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on the analysis result of this research, showed that the result of T-test formula to test the hypothesis of this research. The result showed that in significance degree of 5%,  $t_{\text{test}} (t_0) > t_{\text{table}} (t_t)$  ( $3.638 > 2.002$ ). It means that the result of  $t_{\text{test}}$  was higher than the result of  $t_{\text{table}}$ . So, the null hypothesis ( $H_0$ ) is rejected. It means that the answer of research problem was proven that there is a significant difference between students' writing skill in narrative text by using Cooperative Learning Type Jigsaw and without Cooperative Learning Type Jigsaw.

#### 5.2. Suggestion

Based on this research, the researcher would like to give some suggestions:

1. For the English Teacher,

Especially for teacher at SMP Muhammadiyah 7 Cerme and other teacher should increase the frequency of using Cooperative Learning Type Jigsaw to avoid monotonous activities in English teaching learning process and to improve the students' writing ability.

2. For the Students,

The students are expected to concentrate and motivate on the learning process and increase their ability in writing. They should practice regularly to improve their writing. They could practice their writing by using Cooperative

Learning Type Jigsaw in the classroom. The researcher hopes the use of Cooperative Learning Type Jigsaw as the teaching method can be used to alternate or motivate students in improving their writing ability and can be used to maximize teaching and learning process in the class.

3. For the Further Researcher,

For further researcher, it is suggested to conduct the research which deals with Cooperative Learning Type Jigsaw because this is a good method in teaching English, especially for Junior High School. Cooperative Learning Type Jigsaw is not only appropriate in teaching writing skill, but it can be applied in teaching other skills as well. And also from the experimental research by using Cooperative Learning Type Jigsaw is possitive effect on students' writing ability can be continued for the classroom action research for the another research could be applied this method.