

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result of the research about "Using Jigsaw Strategy to Improve Students' Understanding on Simple Present Tense at the Seventh Grade of MTs N 02 Semarang in the Academic Year of 2012/2013", can be concluded such as below:

1. The implementation of Jigsaw Strategy to improve students' understanding on Simple Present Tense was done two cycles. The teacher explained Jigsaw Strategy and how to apply this method. After that the teacher divided students randomly into 6 groups and then distributed the grammar text. Teacher asked the student expert topic 1 (positive sentence) got together at one table, all students with expert topic 2 (negative sentence) at another table, all students with expert topic 3 (interrogative sentence) at another table. The class consists of 40 students, so the teacher divided the expert group into two smaller groups, so that there would not be more than six students in each expert group; an expert group larger than six could be unwieldy. Teacher asked students to discuss in expert-group. While the expert-groups were working, the teachers spend time with each group in turn and emphasize to students that they had a responsibility to their teammates to be good teachers as well as good listeners. After that the teacher asked students to return from their expert-group discussion and prepared to teach their topics to their teammates. In this step, each student in turn report the results of discuss in expert-group to another friend in Jigsaw group. Finally, the teacher distributed the quizzes or test and allow enough time for everyone to finish. Basically, the implementation of Jigsaw Strategy in first cycle resembles second cycle in most respects, but it also had differences. In the second cycle, each group consists of students who were brilliant in the classroom.
2. The improvement of students' understanding on Simple Present Tense after it was being taught using Jigsaw Strategy could be seen in learning process in

every cycle. Teaching Simple Present Tenses by using Jigsaw Strategy was helpful in improving students' understanding on grammar, especially in Simple Present Tense. As the result in the tests that the students' improvement during the treatment through Jigsaw Strategy, the average of the tests scores increased from 63.25 in pre cycle, it was becoming 71.75 in the first cycle, and then it was becoming 82.75 in the second cycle. In the first cycle, the students feel difficult to apply Jigsaw Strategy because the procedure and scoring for applying Jigsaw Strategy were too much for students so they could not respond the material and method well.

B. Suggestions

After seeing the condition above, or based on observation result that the researcher did it, the teacher as researcher had some suggestions to himself and the next researcher such as below:

1. For School

The researcher felt difficult went to school, because the school was systematically. For example, every researcher went to school; he must permit with the security, and then must go to counseling room although he has got the permitting from school.

2. For Students

The students should study more and respond in learning process so that the student could improve the ability in English.