In addition, the post-test questionnaire results show that the experimental group had positive attitudes towards the jigsaw technique compared with their pre-test results which were similar to the control group in the pre-test. This supports the findings of Mengduo and Xiaoling (2010) that the jigsaw technique had a positive impact on improving English Language students' participation and enthusiasm. However, the control group scored similar results in the pre-posttest as they did not experience learning with the jigsaw technique. Thus, the second null hypothesis was rejected as well.

Finally, the results of this study indicated the advisability of applying the jigsaw technique to enhance the speaking skill of English language student-teachers. The study drew attention to the importance of speaking as a fundamental skill of the English language. The findings supported what the literature indicated about the effectiveness of using cooperative learning and the jigsaw technique in developing the speaking skill.

Based on the study findings, three important recommendations are highlighted:

1. Language teachers at university level and public schools should employ this technique to teach the speaking skill because it is more effective than traditional teaching methods.
2. Workshops and training sessions should be held about how to apply the cooperative learning and the jigsaw technique.
3. Future studies should be conducted to identify the effectiveness of the jigsaw technique in teaching other language skills, such as reading and writing.

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