

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

The purposes of this research are to find out the implementation of Jigsaw technique in improving students' reading ability and the students' responses toward the strengths and weaknesses of Jigsaw technique. Thus, this study is focused on the application of Jigsaw technique in teaching reading descriptive texts to investigate the answers for the two research questions.

From the findings, some conclusions can be drawn. First, by using Jigsaw, learning achievement in reading descriptive texts improved because this technique built the students' chances to help each other. Furthermore, it also helps him to comprehend the text easily because their friends helped him to give opinion. High-achieved students help low-achieved students and low-achieved students were not worry being useless.

Second, the teaching and learning process' atmosphere was more comfortable and relaxed and it encouraged students to ask their problems to his friends or to teacher. Relaxed and comfortable learning atmosphere might promote to better achievement. It might also encourage students to cope the problems that they have. In jigsaw technique, there is a team work which could build a conducive learning situation. Moreover, by conducive learning situation, the students could show their abilities in reading skill. And it prompts the independence of the students because they had to finish the work by their own

selves. Furthermore, by using Jigsaw technique, students got different teaching method which is in fact more interesting and enjoyable in classroom. It enabled students' motivation to learn reading. Jigsaw method can help teacher create a different atmosphere in classroom. So, this technique suggested to promote better learning achievement.

5.2 Suggestions

According to the results of the research, the writer would like to put the following suggestion:

1. For the English teacher

It is important to be noted that the teacher's abilities in presenting Jigsaw technique to teach reading comprehension play an important role in determining the success of its learning process. The teacher should be well-prepared before conducting the learning process, Because Jigsaw technique requires well-organized materials. The teachers should control and organize the students properly in order that the teaching and learning process runs effectively. Finally, the teacher should pay attention to the allocation of time. The time should be managed as efficiently as possible.

2. For other Researchers

Based on the findings of the study, cooperative learning can increase students' reading achievement. The teacher should consider when using this

method. Thus, the researcher would like to give some suggestions for any researcher who would like to conduct similar research.

Firstly, to have a maximum result of the research, a researcher needs to be very well-organized and well prepared in facing teaching learning process in classroom by studying the handbook and get all the materials in advance. Particularly, they have to learn from the weaknesses of the technique in this research, so that they will be able to minimize its weaknesses.

Secondly, upcoming researchers are expected to apply a creative technique through other cooperative learning techniques, such as Jigsaw, TAI, STAD etc.

It will be better for other researchers to allocate more time in doing the research because this research was conducted in a very limited time. It is assumed that the more time allocated in implementing Jigsaw technique, the more skill students will acquire. The results of the research conducted in one Elementary School Bandung district showed that Jigsaw technique is effective in improving students' reading comprehension. To make this research more valid, it is suggested similar research be conducted in other schools to show that Jigsaw technique is effective in teaching learning process of reading comprehension.