CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two main parts namely conclusions and suggestions. Some conclusions are derived from the research findings that are formulated previously in chapter VI. The suggestions part is divided also into two parts. The first part is suggestions for English teachers and the second part is suggestions for further researchers.

5.1 Conclusions

The conclusions have drawn based on what have been found and discussed in the previous chapter. There are tree main conclusions about the application of jigsaw in teaching reading. They are (1) jigsaw may increase students' reading achievement, (2) jigsaw gives some advantages for students, and (3) jigsaw helps beginning readers develop their reading skills. The elaboration of each point is given below.

First, jigsaw may increase students' reading achievement. This condition can be proved by the analysis of post-test scores, which show a significant improvement on experimental group students after they learned reading by using jigsaw technique. The t-test analysis identify that experimental group had significant difference in terms of their means; they are 75.56 for experimental group and 65.14 for control group. The probability of post-test is also less than the level of significance (0.000<0.05). In addition, to prove that experimental group has a better improvement than the control group, there is a calculation of effect

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size of independent t test to show that treatment was conducted well in the experimental class since the effect size is 0.4109. It can be concluded that based on the analysis of independent t-test, paired samples t-test, and effect size (on post-test only) test show a significant difference in both group. Therefore, experimental group students who used jigsaw get a better score or improvement in their reading achievements. While control group students who learn reading by using a traditional teaching get a low improvement in their reading achievement

Second, jigsaw gives some advantages for students. Based on the result of questionnaire analysis, there are several advantages, which are felt by the students toward the use of jigsaw in teaching reading for junior high school students. The advantages are helping students to understand an English text, increasing students' confidence to deliver their own opinion, making students learn to appreciate others' characteristics, making the classroom interaction is more alive, improving students' reading interest, and increasing students' reading motivation.

Third, jigsaw helps beginning readers to develop their reading skills. The questionnaire and t-test analysis show that most of experimental group students get a high improvement in their reading skills. Some students state that jigsaw find it easier for them to understand the text. In brief, students can develop their reading skill better in line with the implementation of jigsaw in learning reading.

5.2 Suggestions

There are some suggestions that probably can be useful. These suggestions will be divided into two main parts; there are suggestions for English teachers who are

concerned in reading and for further researchers who are interested in the same fields.

There are several suggestions for some English teacher who are interested in using jigsaw teaching (especially in teaching reading). First, teacher is recommended to choose appropriate materials (text) based on students' needs. Second, teacher has to manage the time allocation as effective as possible for the implementation of jigsaw because jigsaw is quite time consuming. Third, in line with the second suggestion, it is suggested for teacher to classify students based on student's proficiency level before making group-works. Fourth, teacher is suggested to grouping students with their partners who come from different variables as sex, past achievement, ethnicity, and diligence.

The writer also suggests other researchers who are concerned in teaching reading to use jigsaw to find appropriate materials because there are some texts, which cannot be used in jigsaw teaching. The further researchers are suggested to find some appropriate way in grouping students. Next, other researchers are recommended to combine the application of jigsaw and other teaching reading techniques, it may be interesting. Moreover, the further researchers are suggested to apply jigsaw technique in other level such elementary or senior high school.