

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter discusses two main parts; conclusions and recommendation. In conclusion, all of previous findings and discussion are drawn together to get the summary of the study. Besides, some theoretical as well as practical implications of these findings are recommended.

5.1 Conclusion

The aim of the research is to find out the effectiveness of Jigsaw technique in improving students' reading achievement. Referring to the findings in Chapter IV, it can be concluded that Jigsaw technique is significantly effective in improving students' reading achievement.

There are several points which can be drawn from the present study. First, Jigsaw technique is effective in improving students' reading achievement. It means that the formulation of alternative hypothesis in Chapter III is accepted.

Second, the findings also show that most of the students get some advantages, such as: Jigsaw increases comprehension skills and makes the students easier to find main idea, synonyms and information from the text. Moreover, the results of questionnaire show that Jigsaw technique helps students in several terms. The details are presented below.

1. Jigsaw technique increases the students' reading skill.

Students' reading skill improves because jigsaw encourages students to have a deep understanding in reading. It provides them to be creative in comprehending the the text as they have to make meaning individually before they get together to share understanding. Therefore, students find it easier to organize the different opinion of the ideas and vocabularies into the right point by using Jigsaw. In reading exposition text, Jigsaw encourages students to be critical to the topic discussed and enlarges them with various point of views and vocabularies.

2. Jigsaw technique develops students' social skills.

In jigsaw technique, students are trained to work in team. There are two grouping activities in one jigsaw treatment so that jigsaw makes the students to get used to work and within a group. From the result of questionnaire, the students admit that jigsaw makes them increase their social skill with their classmates.

3. Jigsaw technique develops students' communication skills.

Not only improves their social skill, Jigsaw also increases the students' communication skill. The students have to do presentation in every treatment so that their speaking and communication skills improve.

4. Jigsaw technique increases students' motivation and enthusiasm.

Jigsaw reading creates more interesting and enjoyable atmosphere in the class. The students interact freely with their group's members, so they can have relaxive learning. Such atmosphere provided by Jigsaw technique makes the students increase their motivation and enthusiasm.

5.2 Recommendations

Having accomplished the study, there are some recommendations to propose. The recommendations go to both of teachers and further researchers. To teachers, it is recommended to use jigsaw technique as an alternative strategy in teaching reading.

Furthermore, to teachers who are interested in using Jigsaw, it is important to use clear and simple instruction in order to make the students completely understand their task in every step of jigsaw. Teacher's interventions are occasionally needed to cope with potential problem like some domination of certain students during activities.

The teachers could use Jigsaw technique in teaching various kinds of texts, especially for the long ones. Teachers could use jigsaw in turns with other reading methods/ strategies, such as: contextual teaching learning, mind-mapping, reading games, etc, to improve students' enthusiasm to avoid boredom of using the same method continually. In addition, the content of texts might also influence the students' achievement in reading, so it would be good if teachers use contextual, newly, unique, or raising topic as reading materials.

To the next researchers who are interested in doing research on the use of Jigsaw technique, it would be better if there is more time allocated in doing the research. It is assumed that longer period in doing the research will be appropriate to gain deeper and better results. To make the result more valid, it is also suggested to conduct similar research in other schools to convince more that jigsaw is effective in improving students' reading achievement.