CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Introduction

This chapter consists of the research conclusions and suggestions. Conclusions are drawn as the interpretation toward the results of the research study while suggestions are written to be addressed to the English teachers and further researchers.

5.1 Conclusions

Referring to the findings in the previous chapter, it can be concluded that Jigsaw method used in the experimental group is not more effective than the conventional method used in the control group. The result shows that the control group (ME=78.73, SE= 1.40) had better improvement than the experimental group (ME=74.85, SE= 1.54). The result also shows that the Jigsaw method gave small effects on the students’ reading comprehension. In other words, Jigsaw technique is not effective in improving students’ reading comprehension. The result from the calculation of the effect size also shows that the treatment gave small effect (r=0.201<.243) to the experimental group.

Besides, the findings also show that most of the students did not like the Jigsaw technique. Moreover, the results of questionnaire show that most of the students showed the negative response more than the positive responses. The
findings show that most of the students thought that the Jigsaw technique did not help them to increase their reading ability.

The students also thought that Jigsaw technique was confusing and it did not make the students felt more interest in learning to read. The findings show that the instruction about the Jigsaw procedure was not well-received. Besides, the finding shows that the students often find someone who dominated the group which made them less motivated in learning to read. The disruptive students were also found during the treatments. It made the students could not focus on doing their task during the treatments.

5.2 Suggestions

Having accomplished the study, there are some recommendations to propose. Those recommendations go to both teacher and researchers. First, if teachers intend to use Jigsaw technique, they should know about the learning situation in the class. When teachers find some dominant students, teachers should try to control them; otherwise they will try to dominate the others and it will give a bad motivation to the others. Second, if teachers want to use Jigsaw technique the teacher should make the students understand about this method: otherwise the method will make the students confused and it will lead to the lack of enthusiasm in learning to read.

For the next researchers who want to do the research on the use of Jigsaw technique in improving students’ reading comprehension, researcher should be more careful when implementing the technique. It will be better to ensure that the students understand about Jigsaw technique implementation. In line with that, the
researcher should control the dominant students to prevent them from dominating
the other students. This research paper is expected to be reference to make it
easier in doing the research.