CHAPTER V

CONCLUCIONS AND SUGGESTIONS

This chapter provides the conclusions and suggestions from the present study. The first section discusses the conclusions of the study based on the research questions that have been presented in chapter I, while the suggestions for future study on teaching reading comprehension are presented in the second sections.

5.1 Conclusions

This study focused on the use of jigsaw technique in improving students' reading comprehension. The use of jigsaw technique was applied to the 35 seventh grade students in one of junior high schools in Bandung.

According to the result of the research, teaching reading by using jigsaw technique could improve the students' reading comprehension. This statement was based on the facts found in the result of the action implemented to find the answers to the problem. The more detailed results of the action implemented in this research are as follows.

The research question number one about the effectiveness of jigsaw technique was shown from statistic computation. The quantitative data show that jigsaw technique brought an improvement to students' reading comprehension. The data was gained by comparing the mean score of pretest and posttest, which are then calculated by using SPSS 20 for Windows. By comparing the result, it revealed that the students' reading comprehension improved.

Although statistically, all results show that there is a significant difference between the results of the experimental and the control group and the score of post test in the experimental class have increased, but if seen on the chart 4.3 and chart 4.4 the score does not look much increase between experimental and control group because only 5 gap differences. From the conclusions above, it can be assumed that using Jigsaw technique in this research is not too effective in improving students' reading comprehension. The technique is said to be less effective because it can be

seen the results of the control group also significantly increased, thus making the difference from the average score increase is not too far. According to Sugiyono (2013), state that if there is a research that the results are not significant, then the step that must be done by the researcher is to identify other factors that cause by looking at the phenomenon that happened in the field. It is wiser than to impose the will to match the results of research with a particular theory.

5.2 Suggestion

The findings and conclusions of the study have some important practical implications. Teachers can use jigsaw technique for another learning activity in teaching reading. There are several suggestions proposed in the research addressed to the teachers. English teachers are suggested to find out an interesting technique in teaching reading to improve students' interest and ability in reading. Moreover, teachers must select the suitable text to the students based on their capability. The text must not be too long, and the words and sentences must not be too complex so the students may understand it. The enjoyable atmosphere must be given by the teacher so the students will be more interested in the reading class.

The next suggestions are addressed to the other researchers interested in investigating the teaching reading using jigsaw technique. The researchers may conduct jigsaw technique for teaching reading to other levels. Besides, the next researchers should concern on the classroom management, because the students were interested in working in a group but they also are interested in making the classroom crowded and disturb the other students. Researchers can choose the right material to be applied to Jigsaw so that the lesson can be implemented more leverage because it seems that not all material is suitable to use the jigsaw technique. The last is the next researchers may do some warming up to make students passionate in the learning process.