CHAPTER V

CONCLUSION AND SUGGESTION

1.1. Conclusion

Based on the data analysis result in the previous chapter, it can be concluded that teaching reading using Jigsaw II technique is not that effective in improving the students' reading achievement. At first, both groups clearly had an equal English proficiency. It can be seen from the average of the pretest score. The control group had the average of 55.63, while the experimental group had the average of 56.36. However, after both groups had got the treatment and done the posttest, it was proven that the students who were taught reading using GTM had a better achievement than those who were taught reading using the Jigsaw II technique. This can be seen from the average of the gain score of each group. The control group had the average gain score of 13.48, while the experimental group only had the average gain score of 10.06. In addition, the writer also used the t-test result to support this conclusion. It was found that the P-value was larger than the significance level (0.71>0.05). Thus, the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. In other words, the answer to the research problem is that there is no significant difference between the reading achievement of the grade 10 students who are taught reading using Jigsaw II technique than those who are taught reading using GTM.

1.2. Suggestion

This study shows that the implementation of the Jigsaw II technique in teaching reading did not give such benefit regarding to the students' reading achievement. Thus, the writer would like to give some suggestions. Hopefully these can be very helpful for other teachers who seek an alternative technique to teach reading and also for the next researchers who are interested in the same topic, so that they can have a better result.

1.2.1. Suggestions for Other Teachers

Jigsaw technique is a good technique too. Only, it takes quite a lot of time for the students to really get used to with the technique. Therefore, before implementing this technique, it would be better for other teachers to be well prepared with the material and the class and time management as well. Teachers should use the time as efficient as possible. Moreover, since working in groups will produce such noise, teachers, even though only acting as a facilitator, should be able to handle and control the noise in order to produce a conducive atmosphere. In addition, it should be better if the treatment to both groups is done by one or the same teacher.

1.2.2. Suggestions for Future Researchers

The writer would like to recommend the future researchers to implement the Jigsaw technique in 5 to 6 meetings, so that the students can be more familiar with the technique and the outcome can be as expected. Next, it would be better to choose a class with a

small number of students like 20 to 24 because it would be hard for you to monitor each student whether in home group or in expert group if the class is too big. The smaller the number of students, the more effective the implementation of the technique and the easier to monitor the students equally. Then, it would be better if the English teacher of the school is the one who administers the treatment rather than the researcher his/herself in order to avoid any bias. Moreover, it would be better to be well-prepared with the material. Try to find a reading text with familiar topic but quite interesting to catch the students' attention. The reading passage should not be too long as well, since implementing the Jigsaw technique takes quite a lot of time. The last is that the writer recommends the future researchers that the Jigsaw technique is also possible to be applied with subject from different level of education.

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