

CHAPTER V

CONCLUSION

5.1 Summary

The implementations of jigsaw technique were usually researched in higher level education. It was proven that jigsaw technique was beneficial in enhancing higher level students' reading comprehension achievement. This fact motivated the writer to implement jigsaw technique in lower education level. Fifth grade elementary school students were chosen. This study was intended to know whether jigsaw technique was advantageous in improving lower level students' reading comprehension achievement.

The writer conducted this study to answer one major and three minor research questions. For the short-term objective, this study was intended to depict the result of the implementation of jigsaw technique for fifth grade elementary school students. It was more particularly expected to find out whether the students' reading comprehension achievement would increase significantly and to find out whether their skill in answering factual, inference and main idea questions increased significantly.

As the research design, a quasi-experimental pretest, posttest control group design was employed to get the data to answer the research questions. The data of this study were the scores of the pretest and posttest of the fifth grade students of SDK Santa Theresia II of 2006/2007 academic year. In analyzing the statistical data, the writer employed t-test formula to answer the research problem. The

result of the data analysis showed that jigsaw technique did not affect the students' reading comprehension achievement.

5.2 Suggestions and Recommendations

5.2.1 Suggestions for Teachers

This study was conducted in a big class. In a large class consisting of more than forty students, one teacher is not enough to facilitate them all. More teachers are needed to monitor and assist them.

In dealing with large class, extra efforts are needed. The teacher needs to have characteristics such as loud voice and authority. Handling more than forty elementary students takes more energy and efforts than handling higher level education students.

Given a new technique, students need clear and easily understood directions and explanation. Simple language, step by step directions and even some clear and true examples are required as it is more difficult for children to apply what they have heard than to imitate what they have seen.

5.2.2 Recommendations for Further Studies

More studies are needed to this study. In this research, the treatment was conducted only three times. More treatments are needed in future studies.

In choosing the sample of the study, the researcher should look for the classes which have more or less the same level of achievement before the

treatment was given. It can be known by comparing the students' previous summative scores.

In conclusion, this particular study is not without weaknesses. Further studies needs to be conducted. More conclusive result can then be taken.

BIBLIOGRAPHY

- Allen & Unwin. *Effective Reading*. Retrieved August 7, 2006, from <http://www.allenandunwin.com/eStudy/reading.asp>
- Aronson, Elliot. *Jigsaw Classroom*. Retrieved April 25, 2006, from <http://www.jigsaw.org>
- Ary, Donald, Lucy Chesser Jacobs and Asghar Rezavich. 1979. *Introduction to Research in Education*. New York: Holt, Rinehart and Winston.
- Bmezaki. *Finding the Main Idea*. Retrieved August 7, 2006, from <http://www.vclass.mtsac.edu:920/readroom/Mainidea.htm>
- Brewster, Jean. 1994. What is Good Primary Practice? In Christopher Brumfit, Jayne Moon, & Ray Tongue (Eds.). *Teaching English to Children: From Practice to Principle*, 2-9. China: Thomas Nelson and Sons Ltd.
- Campbell, Donald T. and Julian C. Stanley. 1963. *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand McNally College Publishing Company.
- Coelho, Elizabeth, Lisa Winer, & Judy Winn-Bell Olsen. 1989. *All Sides of the Issue: Activities for Cooperative Jigsaw Groups*. N.J.: Alemany Press.
- Coelho, Elizabeth. 1992. Jigsaw: Integrating Language and Content. In Carolyn Kessler (Ed.). *Cooperative Language Learning: A Teacher's Resource Book*, 120-151. New Jersey: Prentice-Hall Regents.
- Departemen Pendidikan Nasional. 2001. *Kurikulum Berbasis Kompetensi Mata Pelajaran Bahasa Inggris*. Jakarta: Pengarang.
- Fisher, Dennis F., Charles W. Peters (Eds.). 1981. *Comprehension and the Competent Reader, Inter-Speciality Perspective*. New York, United States of America: Praeger Publishers.
- Ebel, Robert L. 1979. *Essentials of Educational Measurement*. London: Prentice-Hall International, Inc.
- Encarta. 2006. World English Dictionary. Retrieved May 15, 2006 from <http://encarta.msn.com/dictionary/jigsaw.html>
- Farrell, Thomas S.C. 2002. *Planning Lessons for a Reading Class*. Singapore: SEAMEO Regional Language Center.

- Ferguson, George A. 1959. *Statistical Analysis in Psychology and Education*. London: McGraw-Hill Book Company, Inc.
- Flemming, Laraine. *Term: Main Idea*. Retrieved August 7, 2006, from <http://www.users.dhp.com/~laflemm/reso/mainIdea.htm>
- Flemming, Laraine. *Term: Inference*. Retrieved August 7, 2006, from <http://www.users.dhp.com/~laflemm/reso/inference.htm>
- Gronlund, Norman Edward. 1982. *Constructing Achievement Test*. New Jersey: Prentice Hall, Inc
- Harris, David P. 1969. *Testing English as a Second Language*. New York: McGraw Hill Book Company.
- Hatch, Evelyn and Anne Lazaraton. 1991. *The Research Manual Design and Statistics for Applied Linguistics*. Boston: Heinle and Heinle Publishers.
- Heaton, J.B. 1979. *Writing English Language Test*. London: Longman Group Limited.
- Holderness, Jackie. 1994. Activity-based Teaching: Approaches to Topic-Centered Work. In Christopher Brumfit, Jayne Moon, & Ray Tongue (Eds.). *Teaching English to Children: From Practice to Principle*, 18-32. China: Thomas Nelson and Sons Ltd.
- Karim, Aliyah Abdul. 1989. *Power skills in Reading*. New York: McGraw Hill Book Company.
- Kurnia, Evy. 2002. *The Effect of Using Cooperative Learning by Using Jigsaw Activities and the Traditional Technique on the Reading Comprehension Achievement of SMU YPPI-I Students*. Surabaya: Unpublished Thesis. Widya Mandala.
- Lamb, Annette & Larry Johnson. *The Topic: Skimming and Scanning*. Retrieved August 7, 2006 from <http://www.42explore.com/skim.htm>
- Lien, Arnold J. 1980. *Measurement and Evaluation of Learning*. Dubuque, Iowa: Wm. C. Brown Company Publishers.
- Mikulecky, Beatrice S. & Linda Jeffries. *Reading Power*. 1986. United States of America: Addison Wesley Publishing Company.
- McMillan, James H. 1992. *Educational Research*. New York: Harper Collins.

- Miller, Wanda Maureen & Sharon Steeber de Crozca. 1990. *Reading Faster and Understanding More* (Book 2, 3rd ed.) USA: Harper Collins Publishers.
- Mueller, Delbert. 1992. *An Interactive Guide to Educational Research*. Boston: Allyn and Bacon.
- Ngadiman, Agustinus. 1989. *The Reliability and Validity of the Mid-Term Reading Comprehension I Test*. Surabaya: FKIP Widya Mandala.
- Ngadiman, Agustinus. 1990. *The Role of Schemata in Reading Comprehension*. Surabaya: FKIP Widya Mandala.
- Olsen, Roger E. W-B, Spencer Kagan. 1992. About Cooperative Learning. In Carolyn Kessler (Ed.). *Cooperative Language Learning: A Teacher's Resource Book*, 1-7. New Jersey: Prentice-Hall Regents.
- Ramsey, James. 1986. *Basic Skills for Academic Reading*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Sannia. 1998. *The Effect of Cooperative Learning on the Reading Comprehension Achievement of SMU Kristen Petra 3 Students*. Surabaya: Unpublished Thesis. Widya Mandala
- Savage, John F. 1998. *Teaching Reading and Writing: Combining Skills, Strategies, and Literature* (2nd ed.). USA: The McGraw-Hill Companies.
- Smith, Nila Banton, & H. Alan Robinson. 1980. *Reading Instruction for Today's Children* (2nd ed.). Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- The Great Books Foudnation. *About Factual Questions*. Retrieved August 7, 2006 from <http://talk.greatbooks.org/igb/questions/factual>
- Tuckman, Bruce W. 1988. *Conducting Education Research* (3rd ed.). San Diego: Harcourt Brace Jovanovich, Inc.
- Wihartini, Tri & Happy Arie Anggraeni. 2005. *A Day with Didi*. Depok: PT Kawan Pustaka