

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.

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