CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer gives the overall conclusion of the study and some suggestions for English teachers and further research.

5.1 Conclusion

Reading is one of the essential skills in teaching and learning activities. Mastery in reading can help students to obtain more knowledge, vocabularies, and information. Thus, the students can perform better in their academic performance. However, nowadays, learning reading become more difficult for the students due to the large number of students in class (Larasati, 2009). Furthermore, it is important for teachers to find a suitable technique that can enhance students' motivation in learning reading that can result in higher achievement. There are many techniques that can be used to foster students' motivation and achievement in learning reading; one of them is Jigsaw.

Jigsaw has been used by many teachers to teach reading since the steps are easy to follow and there are more sources for students to learn. In Jigsaw, students take an active role in their learning since they need to participate actively during discussion as well as take a role as a teacher to teach others the materials that they have mastered. Thus, Jigsaw does not only enhance the thinking acquisition but also improve students' social and communicate skills.

However, less people know the perceptions of the students toward the learning using Jigsaw. Thus, this present study aims to investigate the student's perception towards the use of Jigsaw in learning reading. How the students' feel and think about Jigsaw has been thoroughly discussed in this present study. Furthermore,

this present study also aims to find out the perception of students' according to their learning style whether the learning activity in the classroom can support their preferences in learning.

This present study was implemented to 10th grade students of one private high school in Surabaya in three-treatment-sessions. This present study used two classes in which one was the pilot group and the other was the participating group. The treatment occurred in 45 minutes long classroom session. There were two instruments administered during the treatment session which were learning style survey and questionnaire related to students' perception of their Jigsaw learning experience in studying reading text.

The result of the learning style survey showed that more than half of the students (23 out of 40 students) were categorized as the collaborative ones. While 13 students were categorized as competitive students and the other 4 students were categorized as the participative ones. Since collaborative and competitive students took the most number of students in the classroom, it was important for the instructor to find learning activities that supported both learning style in order to create meaningful learning environment. It can be done by doing some additional activities like expressing opinion from the topic given or doing individual quiz after discussion so that the competitive students can still thought that the learning activities were helpful for them.

Further analysis of the questionnaire were implemented and the result of each category of the questionnaire revealed that the majority of the students had positive perception towards their Jigsaw learning experience in studying reading text. There were variants reasons why students have positive opinions towards Jigsaw.

1. Students felt that working together as a team was more effective since it provided more sources for students to learn and answer the questions. Furthermore, they could help each other in solving the problems.

2. Students felt that working as a team did not only improve their reading skills but also their social and communication skills since they needed to communicate and interact well with their teammates in order to maintain the positive interaction in their group.

3. Students felt that using Jigsaw to learn reading was effective due to fact that Jigsaw helped them to find main idea easier and helped them to understand the passage better.

Further analysis was implemented as an attempt to answer the research questions: What are students' perceptions of learning reading using Jigsaw according to their learning style? Do the students' perceptions really match with the concept of their learning style? The result of this analysis indicated that students in each learning style had good and positive perceptions towards the use of Jigsaw in studying reading text. It is not really surprising to know that the result turned out this way since for both collaborative and participative students, Jigsaw technique really matched with their learning preferences. Both collaborative and participative students who enjoyed working and learning in group got many advantages while learning reading using Jigsaw. Most of them stated that their teammates really helped them in solving the problem encountered during the learning activity.

However, it was surprising that in this study that the competitive students were reported to have positive and good perception towards the learning activities using one of the CL techniques. It was apparent that their perceptions really did not match with the concept of their learning style. The reason behind it was probably because they

got the benefits of working together with friends; in which helped them understanding the passage better and solved the problems in shorter time. Consequently, they thought that working in group was more effective and efficient rather than working alone.

5.2   Suggestions for English Teachers

The following are some suggestions that the writer give for the English teachers especially in teaching reading text using Jigsaw:

1. Teaching reading is challenging in EFL classes due to the large number of students inside the classroom, it is important for teacher to find technique that can enhance students' motivation during the learning activity. Technique that revolves in students' participation during the lesson can be a good choice to teach reading. Through this kind of technique, students become active learners in which they learn the material and solve the problem by themselves.

2. In order to get best and positive results of the technique implemented, the teacher should build positive environment and relationship in the classroom. The discussion in group will be more meaningful and effective when there is positive relationship between the group members.

3. It is important for teachers to consider the students' preferences in learning. By considering their learning style, teacher can create activities that support all kind of students' learning style in the classroom.

4. It is also important for teachers to consider students' perception towards the technique implemented during the learning session since the learning session usually is influenced by the perceptions of the students.

5. Teacher should manage the time precisely and should not spend too much time in introducing the topic to the students.

6. Teacher should monitor the students during the group discussion so that the students can work effectively during the discussion.

5.3 Suggestions for Further Research

The following is a suggestion that the writer gives for further research:

- This study aims to find out the students perception of Jigsaw learning experience in studying reading text and the perception of the students according to their learning styles. In future research, it is better if the study could be more elaborated by adding more aspect like gender or level of achievement. Thus, the study can bring deeper understanding of the perception of students in studying reading text through Jigsaw.

- For further research, the study can use different techniques of teaching and different level of students so that we can widen our knowledge of student's perception in other techniques and methods of teaching.

- Future study should provide more time to implement the treatment in order to gain more precise and accurate results.

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