

CHAPTER 5

CONCLUSION AND SUGGESTIONS

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This chapter covered two major points which consisted of conclusion and suggestions. In the first part, the conclusion, the writer gave the summary of the main discussion that has been stated in the previous chapters. Then, the second part was about some suggestions. First, the suggestions presented were for the teachers. After that, the writer also gave some suggestions for further research.

5.1 Conclusion

Reading is one of the four language basic skills needed in learning English. Students who graduate from high school are expected, to be at least, have the ability of not only to read, but also to comprehend and understand a written text in English. However, students, especially in Indonesia, still have many difficulties in learning English reading. One of the reasons is because of the technique used by teacher. Commonly, teachers ask the students to read the passage silently, do the exercise and discuss the answer together. They are not taught to understand the text deeper by the teacher. In this way, the students can find some difficulties in understanding the meaning.

Therefore, the writer conducted this quasi-experimental study on the Effect of Jigsaw II and Grammar Translation Method (GTM) on the Reading Comprehension Achievement of the First Year of Senior High School Students. The purpose of this study was to find out the effect of

Jigsaw II and Grammar Translation Method in teaching reading to Senior High School students.

The subjects of this study were the first year students of a private Senior High School in Surabaya, of the school year 2013-2014. Each of the class has 30 up to 31 students, yet, because of some considerations (like: the students' attendance in the pre and post-test), the writer only used 29 students from each class. She finally decided XH, XD, and XG classes as the samples. XH was taken as the Pilot Group, XG as the Experimental Group and XD as the Control Group.

The first step done in this experimental study was administering the trial test to the pilot group. The trial test was done to make sure whether the reading test that would be used to measure the reading ability of the students was good, valid and reliable enough or not. After getting the result of the item analysis, the writer did some consultation with her advisors, in order to make the revision of the trial test which at last resulted to the final reading test used for the pre test.

After the reading test had been tested and revised, the writer directly administered the pre-test to both groups using the final reading test. She examined the tests and then she gathered all the scores from the test.

Then the writer gave two different treatments to both groups. One group received GTM treatments and the other group received Jigsaw II treatments. These kinds of treatments were done for three times. When all the treatments were finished, the writer administered the post test to both

groups. She then examined the results to find out the reading achievement of the students after the treatments were conducted.

Next, the writer compared all the post-test scores obtained with the pre-test scores that have been collected before. From those data, the writer was able to find out the mean and also the standard deviation from both groups, and automatically the t_c could be calculated.

The results showed that there was a significant difference between the mean of the post-test scores of the Experimental Group and that of the Control Group after the experiments were administered. In other words, the post-test scores obtained by the students in the Control Group were greater than those obtained by the students in the Experimental Group. From these results, the writer was able to answer the research problem stating: ***“Do Senior High School Students who are taught Reading Comprehension using Jigsaw II get higher reading achievement than those who are taught using GTM?”***. The answer to the research problem is that ***Senior High School Students who are taught Reading Comprehension using Jigsaw II do not get higher reading achievement than those who are taught using GTM.***

5.2 Suggestions

The writer presented some suggestions related to this study in this part. There were two kinds of suggestions; which were for the teachers and for further research. The details were as follows:

5.2.1 Suggestions for the Teachers

The result of this research was expected to help the teachers in deciding which method is better. Honestly, there was no bad method. Nevertheless, how good or how bad a method or technique was based on the students, the materials and also the purpose of the study. If teachers could choose and use the correct technique for a certain purpose, it would result to a good impact. Referring to the findings obtained in this study, Grammar Translation Method was an effective technique to teach reading. Therefore, it was suggested that teachers could implement this technique to their teaching. Teachers should emphasize more on the understanding of their students. One of the ways was by making them translate the reading text on their own. Consequently, as mentioned by Chellapan (as cited in Chang, 2011), the students could get a 'closer grips' of understanding to the English language. However, the teachers should also consider the situation of the classrooms, their students, or the materials to be given. In addition, the writer hoped that Senior High School teachers would be able to choose the most appropriate teaching methods in their class. However, in teaching, the writer suggested that teachers could use not only the same technique all the time but also more varied teaching techniques, such as Jigsaw II. In this way, students would be more interested in their learning activities and automatically they could absorb the lesson more.

5.2.2 Recommendation for Further Research

The writer felt that the study that she conducted was not perfect. Thus, in doing this research, the writer realizes that there were several

things needed to be improved. Some parts were needed to be fixed due to the enhancement of similar research in the future. The writer also hoped that these suggestions can be useful for conducting a better further study or even for preventing the obstacles that can be found later on.

1. Since the teacher in this study was the writer herself, she hoped that further researchers could find another teacher as their replacement. Moreover, the teacher should be good, experienced enough and most importantly, agreed to be observed. It would be far better if the researcher only observed the experiment and did not teach directly, in order to avoid to be considered as being bias.
2. The length of time given to the treatments in this study was not really enough. The writer suggested for further researchers to apply the treatments in two periods each time. As the writer only took one period, the time available for implementing the technique is only forty-five minutes.
3. Related to the previous suggestions about the time. It seemed that three times treatments were not really sufficient. The writer felt this could be one of the reasons, why Jigsaw II was not proved to improve the students' reading achievement although Jigsaw II was more interesting for the students. Thus, further researchers were hoped to be able to do it for more than three times.
4. Lastly, the writer suggested that the materials for the treatments (reading text) could be given to both groups a day before the lesson. Since the lesson was only forty-five minutes, the activities (especially in Jigsaw

Group) were quite dense. Therefore, if they have received the reading text before hand, they could read the whole text at home and the silent reading time in class could be minimized to reduce the density of the lesson. At the same time, the students could contribute more in the lesson in the next day.

The writer realized that her study was still far from perfect. Therefore, she presented some suggestions mentioned above. However, from this study, the writer hoped that she could give some contributions for improving further research in English teaching (especially reading) and also give some references for English teachers in Indonesia.

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