

CHAPTER V

CONCLUSION AND SUGGESTIONS

In chapter 5, there are two parts to be discussed. The first one is Summary and the second part is Suggestions. Summary deals with the summary of all chapters and Suggestions deal with some recommendations for the English teacher and further researchers.

5.1 Summary

There are four basic skills in learning English; listening, speaking, reading and writing. One of the basic skills that can make the students become active in exploring and constructing new knowledge is reading. In reality, however, many senior high school students find difficulties in comprehending a reading passage. It might happen because of the teaching technique used by the teacher. Usually the teacher gives a passage to the students and asks them to understand it by reading silently. And then, the teacher asks the students to answer the comprehension questions given. Students found difficulties in answering the questions since they do not understand the passage.

To overcome the problem above, the writer conducted a research on the effect of teaching reading using Jigsaw and Grammar Translation Method (GTM) to the reading comprehension achievement of senior high school students. This study wanted to find out whether second grade of senior high school students taught using Jigsaw obtain higher reading comprehension achievement than those taught using Grammar Translation Method (GTM). The writer applied Jigsaw

technique in the experimental group. This technique includes a different classroom setting (work in expert and home groups) and different activities such as discussion and sharing ideas (Coelho, 1989:5). Meanwhile, students in the control group were taught using Grammar translation Method (GTM). Students were asked to read the passage silently, ask the difficult words, and then answer the questions based on the passage.

The subject of the writer's research was the students in the second grade of senior high school students. Each class has 30 students. XI IPA was taken as the pilot group, XI IPS-1 as the control group, and XI IPS-2 as the experimental group. First, the writer conducted try out to the pilot group to know whether the post test items were suitable to measure students' reading achievement. After finishing the try out, three times treatments for both groups and posttest, the writer calculated the difference of two means of both experimental and control group using t-test to prove whether there is a significant difference between the reading comprehension achievement of students taught using Jigsaw and those taught using Grammar Translation Method (GTM).

The result from the statistical calculation of posttest scores showed that there was a significant difference between the reading comprehension achievement of students taught using Jigsaw and those taught using Grammar Translation Method (GTM). So, it proved that Jigsaw gives a good contribution and positive effects in teaching learning process, especially in teaching reading to senior high school students.

5.2 Suggestions

In this section, the writer provides some suggestions for the English teacher and further researchers.

5.2.1 Suggestions for English Teacher

The writer wants to give some suggestions for the English teacher based on the findings in the field. She suggests that teachers should be creative to use various techniques for the students in the teaching learning process, so the students will enjoy and be interested with the lesson. The writer also wants to suggest that in using cooperative learning through jigsaw technique, teachers should actively monitor the groups. Teacher should also try to encourage each group member to feel responsible for participating and learning since working in groups may arouse some problems, for example, one group member may do nothing and make other do the work. Or, on the other hand, one member may become dominant or want to do everything and does not let others participate and learn. Another problem that may arouse is that groups sometimes become noisy and difficult to control. Therefore, teachers should monitor and encourage each student to feel responsible in cooperative learning situation using Jigsaw technique.

Moreover, the writer wants to suggest that teachers should pay attention on two areas namely students' understanding of the reading passage and students' understanding of how to do the task and how to work together. By paying attention to those things, the teacher can help the students to understand the passage better. On the other hand, the students can increase their own learning and

others' learning too through the process of cooperating. In this research, it was proven that Jigsaw technique can be used to increase the students' reading comprehension achievement.

5.2.2 Suggestions for Further Research

In this part, the writer wants to give some suggestions for other researchers who want to do the same research like her. The first one is about the subject. In this study the subject was limited to certain subjects, so it is better for further research to use a wider subject to get more complete and valid result. Besides, the writer also suggests that future researchers should give more than three treatments, so the students can get a better understanding about the material, the technique itself and the use of Jigsaw for reading.

In this study, the effect of the Jigsaw technique is seen through only one kind of instrument (multiple choice items). It would be better if the effect of Jigsaw technique can be proved using more than one instrument for example essay type items.

The writer realizes that her research is far from perfect. However, she hopes that her research will give good contribution to the English teacher and also the students in the teaching learning process of reading.

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