

CHAPTER V

CONCLUSION AND SUGGESTION

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In this chapter, the writer presents the conclusion and suggestion. In the conclusion part, the writer gives a summary of the main points that have been discussed in the previous chapter. The last part is about the suggestions for the English teaching and recommendation for further research.

5.1 Conclusion

English as the international language has been recognized as the medium of communication or instruction in textbooks or printed materials. It is important to understand the reference books and textbooks which are mostly written in English especially if SMU graduates in Indonesia want to continue their study to higher education. Therefore, it is also important that teaching English to SMU students in Indonesia must be able to make the students become proficient in reading the English passages.

However, the fact shows that most of SMU students lack the ability to comprehend the English reading passages. This happens because of the learning activities that the students have in the reading class. During the teaching learning process, the teacher usually gives the passage to the students and asks them to understand it by reading the passage silently. After that, the teacher asks them to answer the comprehension questions given. With this reading technique, the students' reading proficiency is unable to develop much. It happens because the

students find difficulties in answering the questions since they do not understand the passage.

In order to overcome the problem, this study present cooperative learning using jigsaw activities to improve students' reading comprehension. The teacher is proposed to apply cooperative learning using jigsaw activities in the EFL class. In this cooperative learning using jigsaw activities, the students are asked to work in the jigsaw groups and topic groups. Each member of the jigsaw group has the responsibility to understand one or two paragraphs of the reading passage in the topic group. After that, he returns to their original jigsaw group and shares to each other what he gets from the paragraphs he reads. The members of the group can consult and cooperate to each other in order to understand the entire passage.

Based on the statistical calculation of posttest scores got by the writer from her research, the result of reading comprehension achievement of the students taught using cooperative learning through jigsaw activities is better than the result of the students taught using traditional technique. Moreover, the results are significantly different.

Besides the calculation above, the writer also calculates the effects of cooperative learning using jigsaw activities in the three types of questions used to measure the students' reading comprehension achievement. The result of answering factual question, inference question, and main idea question is significantly different between the scores of the students taught using cooperative learning through jigsaw activities and the ones taught using traditional technique.

The score of the students taught using cooperative learning through jigsaw activities is higher than the score of the ones taught using traditional technique.

In cooperative learning using jigsaw activities, the students obtain more information to understand the passage not only from the teacher and the passage itself but also from other students through the process of cooperation. Moreover, cooperative learning using jigsaw activities can activate students' background knowledge which is needed in the reading process. Thus, these advantages make the students are able to develop their reading proficiency.

5.2 Suggestions

This part deals with suggestions for the English reading comprehension teachers and also the recommendation for further research.

5.2.1 Suggestions for the English Reading Teachers

There are many ways of presenting English reading materials to the students which cannot be separated from learning strategies and reading techniques. In order to develop students' reading proficiency, a teacher should adjust those things to the students' ability. For this purpose, the writer suggests the application of cooperative learning using jigsaw activities in teaching reading to SMU students.

The writer also wants to suggest that in using cooperative learning through jigsaw activities, the teacher should actively monitor the groups whether they are learning and functioning smoothly. 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 want everyone else to do the work. Or, on the other hand, one member may want to do every thing and does not let others participate and learn. Another problem that may arouse is that groups sometimes become noisy and difficult to control. Therefore, the teacher should monitor and encourage each student to feel responsible in cooperative learning situation using jigsaw activities.

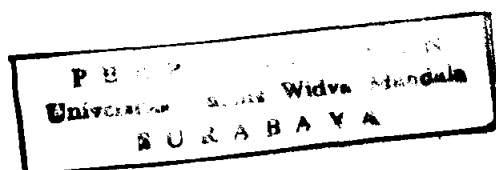
Moreover, the writer wants to suggest that the teacher should pay attention on two areas namely students' understanding of the reading passage content and students' understanding of how to do the task and how to work together. By paying attention to those things, the teacher can help the students to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

5.2.2 Recommendation for Further Research

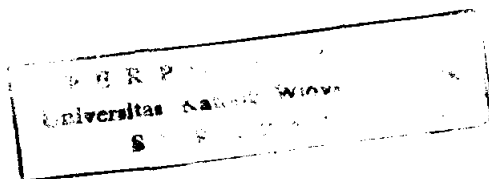
Finally, the writer realizes that this study is still far from being perfect. Therefore, she expects that there will be other researchers who will carry out a more thorough study on cooperative learning to give more complete and more valid results. For further research, the writer wants to share her experience related to the weakness found in this study. In this study, the effect of the cooperative learning using jigsaw activities is seen through only one kind of instrument (multiple choice items). It would be better if the effect of cooperative learning

using jigsaw activities can be proved into more than one instrument for example essay type items.

As for the treatment which was only given to the first senior high school students during three meetings due to the limited time, the writer hopes that for further study can involve more topics and a wider scope of subjects to get more thorough and complete results.



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