CHAPTER V

CONCLUSION AND SUGGESTION

This chapter tells about the conclusion of the research in the second grade students of SMPK Santa Familia Kupang using mind jigsaw technique to improve reading comprehension ability, and also tells about the suggestion to English teacher, students, and the writer.

5.1 Conclusion

The researcher conducted in the second grade students of SMPK Santa Familia Kupang (06 – 20 August, 2018). From the research, the researcher gets some finding.

1. Jigsaw technique is effective to improve reading comprehension ability.

Jigsaw is one of the activities in the cooperative learning in the classroom. The result when they did jigsaw in reading narrative text was different . The pre test result was low and is categorized as :"Average", in which the class average was 59.2. Just 2 students from 25 students get " Good". The result of cycle I indicated improvement but still in below the standard of achievement and categorized still as "poor". The class average score in post test was 45.76. It was not student who was able to pass the test so the researcher made cycle II, and the result post test in this cycle is categorized as : " fairly good" with the class average score was 69.92. Almost all students got very good, fairly good, good, and average.

2. Jigsaw technique was implemented in cycle two. For the first, the reseracher opened the class by greeted the students and then checked the students attendance list. Then, the writer asked some questions related to the previous study. Before start the lesson, students were divided into some groups, the researcher chose one student as a leadder, deviding the text in some segments, assingn the student to learn one segmen, giving student time to read the topic, the students' made make a new group or expert group. The student who had the same segment must be the same group. In expert groups give student time to discuss the main point of their segment, bring the students' back into their jigsaw group, and in their jigsaw group present their segment who their get from expert group. Based on the result it can be concluded that the implementation of the effectiveness of jigsaw technique can improve reading comprehension ability in narrative text of the second grade students of SMPK Santa Familia Kupang in the school year 2018/2019.

5.2 Suggestion

1. English Teacher

For all English teacher especially those who are teaching English at the place where the researcher did this study are highly recommended to use jigsaw technique as one technique to improve students' reading ability since the writer has found that this techniquue can improve the students' knowledge in learning reading.

2. The Students

The students should be more active to practice their English ability. Using jigsaw technique is one of alternative ways that can be chosen by them since jigsaw technique provides opportunities to the students to be active in the class because they can share, ask and discuss their opinions about the materials to their group mates and teacher. By discussing their materials, they can help each other with their friends to understand more about the materials.

3. The Writer

The result of this research is expected that it can encourage other researchers to conduct further study dealing with jigsaw technique in other skill areas such as listening, speaking, or reading. This study's actions are limited only to improve students' reading comprehension ability. The writer will become an educator and since this study showed a positive result he decided to continue to use jigsaw technique with any necessary adjustment his professional career as a teacher later on and shares it with others especially his future students.

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