

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of data analysis that has been researched on the jigsaw technique and the student team achievement division (STAD) technique for learning reading comprehension in descriptive text, the research results show that learning using the jigsaw technique and STAD technique is found that there is a significant difference between students' reading achievement before and after using the jigsaw technique and the STAD technique. So that the jigsaw technique and STAD technique are effectively used in the process of learning reading comprehension in descriptive texts.

Furthermore, based on the results of post-test data analysis, there is a significant difference between the reading achievement of students in grade 8.1 who apply the jigsaw technique and grade 8.2 which applies the STAD technique. The result is that the average value of the class that applies the jigsaw technique is higher than the average value of the class that applies the STAD technique. Therefore, the findings of this study answer the research question, "How effective is the Jigsaw technique and the STAD technique on students' reading comprehension on descriptive text at the Eighth Grade of

MTsN 2 Kabupaten Serang ?” The answer is that the jigsaw technique and STAD technique are effectively used in reading comprehension in descriptive texts in the eighth grade of MTsN 2 Serang district. Furthermore, the jigsaw technique is more effective in improving students' reading comprehension compared to the STAD technique. The mean pre-test scores of the Jigsaw and STAD experimental class students were 49,39 and 52,42, while the post-test scores for the Jigsaw and STAD experimental class students were 72,72 and 70,9.

## **B. Suggestion**

After doing research and collecting data, the researcher gives suggestion as follows:

### **a) For Teacher**

1. The teachers should be able to teach using more interesting methods so that students of MTsN 2 Kabupaten Serang can increase their interest in learning English.
2. The teachers should encourage students to become more active in studying English both inside and outside of class.
3. The teachers should be able to motivate students to increase their knowledge of English vocabulary.

**b) For School**

1. The researcher suggested that the teachers should facilitate learning media that aids in the development of students and teachers in the teaching and learning process, according to researchers.
2. The researcher suggests that the cooperative learning of the jigsaw technique and the STAD technique can be one of the facilitators for students in learning English.

**c) For The Next Researcher**

1. The next researchers who want to use this technique should evaluate it out in a larger subject to see whether it is effective for students.
2. The next researchers should select relevant materials and conduct the research more effectively.
3. The findings of this research can be used as a reference for another researcher who wants to implement a research about reading comprehension.