

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The results proved that the jigsaw technique effectively addresses students' difficulties in understanding reading materials and teacher difficulties in teaching reading.

The finding confirms that the jigsaw strategy moderately influences students' reading comprehension of narrative text. Data from the experimental class showed that the average post-test score was higher than the pre-test score, namely $70.8 > 50$. Furthermore, the post-test and gain score is the result of the t-test prove that the p-value of (2-tailed) = 0.000 is smaller than the significance level (α) = 0.05 ($0 < 0.05$) and also t value = 5.66 is higher than t= table -2.00. This shows that the research null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means the jigsaw technique has a moderate effect. In addition, the findings are integrated with the objectives of the independent curriculum, which means that students can be active, productive, and innovative. Students in an interactive way to build student's critical thinking. In other words, the jigsaw technique significantly influences students' reading comprehension of narrative text.

Students' English reading comprehension skills improve after applying jigsaw learning techniques. The results showed that in understanding English reading, especially in the genre of knowledge, students should be assisted in discussion groups led by students with excellent abilities. The principle of mutual learning between students in

small discussion groups is a medium to hone English reading comprehension skills. This study examined the effectiveness of implementing learning techniques using jigsaws and continuing to optimise students' language attitudes.

B. SUGGESTION

Referring to the conclusions above, some valuable suggestions are hopefully useful for students, teachers, and future researchers.

1. For students

Students should be responsible for discussing the material given by the teacher. In addition, students must participate more actively in groups, not only relying on one or two students to do assignments and learning, but all students in their groups are responsible for their respective tasks to master the material the teacher gave.

2. For teachers

In applying the jigsaw technique, teachers should use time as efficiently as possible because the teaching and learning process using the jigsaw technique requires a long time, so teachers must be able to manage time. Teachers should also prepare several tools, such as learning media, to help make the teaching and learning process more effective and exciting for students when teaching in class.

3. For other researchers

The results of this study are expected to encourage other researchers to conduct further research on the Jigsaw technique

elsewhere in areas of skills such as listening, speaking, or reading. The actions of this study were limited only to improving students' reading comprehension. Therefore, researchers expect other researchers who will conduct similar studies to find more actions to improve reading comprehension and speaking, writing, and listening. Therefore, other researchers must enrich their knowledge. and the researcher hopes that future researchers will be able to research in a wider scope, such as examining two or three schools as an experiment.