V.   CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's results and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply Jigsaw technique in the teaching reading.

5.1 Conclusions

In reference to the results of data analysis and discussions, the researcher draws the conclusions as follows:

1. There is an increase of students' reading comprehension achievement after being taught through jigsaw technique at the first grade of SMAN 1 Pesisir Tengah Krui Pesisir Barat. This can be seen from the difference of students' mean score of pretest which increases from 57.41 up to 68.47 in the posttest with gain of 11.06 point. The result of hypothesis test shows that the hypothesis of this research is accepted ($p < 0.05$, $p = 0.000$).

2. The result of pre test and post test showed that the students gain improvement in reading aspects; namely:

a. The best increase of jigsaw techique is in identifying specific information (the increase score is about 31 points, see Table 9. Students ability in identifying specific information improved because jigsaw technique helps the students to get information while expert group shared information in home group.

b. The second is in making inference meaning. The students' increase score is about 25 points (see Table 9). It increase significantly because the students able to activate the background knowledge to predict inference meaning from the text.

c. The third is in determining reference (the increase score is about 14 points, see Table 9). It increase because students able to develop the information.

d. The fourth is in identifying main idea, there is increase is 12 points; that is from 93 to 105 (see Table 9). The identifying main idea is understood by students through relating information of the questions to take main point of the text;

e. The low increase is in understanding difficult vocabulary (the increase score is only 11 point, see table 9), since the students is still lack of vocabulary so this aspect ranks as the lowest among other aspects.

3. The questionnaire indicated that most of students said the problems they faced during learning reading comprehension through Jigsaw technique could be classified as follows:

a. The subject still experienced difficult in vocabulary because they only understand the literal meaning of the word. This problem might influence the next process of learning because they have to understand the text first before they discuss with their groups.

b. Making Inference was also a problem faced by students during learning process since the students get difficulty to figure out the implicit information because they do not understand the underlying idea of the text.

5.2 Suggestions

Referring the conclusions above, the researcher would like to propose some suggestions as follows:

a. In this research, it was found that vocabulary aspects need to be paid more attentions since this aspect became the lowly achieved during the application of Jigsaw Technique. This can be done by execising intensively highly varied vocabulary in order to enrich the students' words list. The teacher may ask the students to make a sentence from those varied words to strengthen their comprehension on the meanings of the words in various contexts.

b. The result questionnaire showed that besides understanding vocabulary, students also have problem in making inference. The teacher has to be explicitly taught to students, modeled to students, and practiced by students.

The teacher may start the lesson by asking several questions which are related to the text first in order to activate their background knowledge which may facilitate them in understanding the text.