

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study and suggestions for future research in the related topic. The conclusions of the study are based on the findings and the discussions in the previous chapter.

5.1 Conclusions

This research was concerned with the implementation of jigsaw cooperative learning in teaching reading narrative text to second graders. In relation to the research findings and discussion, it could be concluded as follows:

1. There was improvement of students' reading comprehension through Jigsaw cooperative learning. The results show that jigsaw cooperative learning be used to improve the students' reading comprehension. The improvement could be seen from the computation which showed that t-value (7.056) was higher than t-table (2.045). students' mean scores in the pre-test was 58.05 and post-test was 70.56, it can be seen that the students' mean score of post-test increased about 12.5 points after being taught through jigsaw cooperative learning technique. Jigsaw cooperative learning be used to improve the students' reading comprehension in five aspects of macro skill types of reading comprehension, such as identifying main idea, identifying specific information, making inference, identifying reference and understanding vocabulary.

2. After being taught using jigsaw cooperative learning, five aspects of reading improved. In reading comprehension aspects, making inference is the highest improvement. There are the ranks of reading aspects.
 - a) The highest increase after being taught using jigsaw cooperative learning is in the case of making inference by the improvement of the making inference is from 67 up to 85 (see Table 4.8). It is because jigsaw cooperative learning helped the student to involve the interaction between students and the information in the text so that the teaching-learning process ran interactively either student and student or student and information from the text.
 - b) Understanding vocabulary is in the second rank because all members in “expert” group helped each other to master the material. They are given the opportunity to explain new words to each other. So, while they return to the "home" group and teach the material to their group members. The improvement was from 50 to 63 (see Table 4.6).
 - c) Making reference is in the third rank. By asking students to find the word which is included reference from previous sentence in the text. For example they had to find the word like *he*, *she*, *it*, *her* or *him* from the text and asked them to analyze it in “expert” group. The increase amounted 17, i.e. it was from 76 to 93 (see Table 4.9).
 - d) The fourth rank is in identifying main idea. The increase was 14, i.e. it was from 119 to 133 (see Table 4.6). With jigsaw cooperative learning, each student in the "home" group work together as a whole they took the main idea from the first sentence of the paragraph.

- e) The lowest increase is in the case of finding specific information because in Jigsaw Cooperative Learning the “expert” group, the students the in “expert” group only read their own part while the other did so. For that reason, most of them missed some detailed information which was written in the text, while sharing with their “home” group. The improvement amounted only 9 points.

5.2. Suggestions

The suggestions below are addressed to teachers and to next researcher which have similar field with the present research.

1. Suggestions to the teacher

In this research, jigsaw cooperative learning is less influenced macro skills of the students’ reading comprehension in finding specific information. Therefore, the teachers are suggested to prepare a good materials which is suitable and constructed well to make successful implementation of Jigsaw in the class. It would be better if the teachers could provide an environment conducive for this type of work, monitor group work, and assist students in summarizing and integrating material.

2. Suggestions to next researcher

Dealing with elaboration of research findings, it is recommended for the next researcher that jigsaw cooperative learning be implemented in other genres. Besides that, next researcher can investigate the implementation of jigsaw cooperative learning technique in improving other language skills, i.e. listening, speaking, and writing or different level of students, e.g. Junior High School.