

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of data analysis and discussions, the researcher draws the conclusions as follows:

1. There is an increase of students' reading comprehension achievement of news item text after being taught through jigsaw technique at the first grade students of SMAN 1 Punggur. This can be seen from the difference of students' mean score of pretest increase from (60.26) up to (79.03) in the posttest with gain 18.77 point. The result of hypothesis test showed that hypothesis of this research was accepted ($p < 0.05$, $p = 0.000$).
2. Jigsaw technique can be used to increase students' reading comprehension achievement because the students could discuss and work together to carry out their learning task, and enables students to comprehend the reading task better and easier through group work, the lower achievers could learn from the faster ones. Further, teaching reading through jigsaw technique can be used to increase students' participation in contributing to the group work obviously and results in positive activities in the class, students' relationship within groups becomes stronger, and apart from that, students

feel that jigsaw technique is enjoyable, simplifies the group work assignment, improves responsibilities and makes the students more active in the teaching learning process.

5.2 Suggestions

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

1. The English teacher is suggested to apply jigsaw technique in teaching reading since based on the results of this research and the previous research, jigsaw technique can be used to increase students' reading comprehension achievement significantly.
2. The English teacher should make highly good preparation before applying jigsaw technique such as mastering its procedure, and preparing the visual clues of the material in order to help the students understand the text easily. The good preparation determines the success of teaching learning process. The teacher should move from one group to another group to control and check the students' activity in order the discussion could run well and the condition of the class is controlled and did not bother another class. For example, when the students do the discussion, the teacher could check the students' work with stand up beside them and moves from one group to another group.

