CHAPTER V

CONCLUSION, RECOMMENDATION, AND IMPLICATION

V.1 Conclusions

This study concerned with a comparison between the effects of using Jigsaw and NHT toward students' reading comprehension in narrative text. The main aim of this research was to compare the use of Jigsaw and NHT of students' reading comprehension in narrative text at SMP IT Al-Izhar School Pekanbaru.

1. To find a significant difference of students' reading comprehension before being given a treatment by using Jigsaw to an experimental group I and NHT for an experimental group II.

2. To find a significant difference of students' reading comprehension before and after being given a treatment by using Jigsaw to an experimental group I.

3. To find a significant difference on students reading comprehension before and after being given a treatment by using NHT to the experimental group II.

4. To find a significant difference on students reading comprehension after being given a treatment by using Jigsaw to an experimental group I and NHT for an experimental group II.

Based on the fourth hypothesis of the problem and objectives of this study, the last findings of the research are as follows:

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1. Based on independent sample T-test analysis of the students' pre-test score in the experimental group I and the experimental group II. It shows that there is no significant difference found at pre-test mean scores of the students reading comprehension in narrative text between an experimental group I and an experimental II. T-test result is -1.10, df is 54, the significance (P/sig 2 tailed) is 0.276, the mean is -2.85, the standard error difference is 2.59. So p= 0.276, this value is bigger than 0.05 (p>0.05). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment. In short, the first hypothesis of this research shows that ho is accepted and ha is rejected, so it can be concluded that'' There is no significant difference of students' reading before giving a treatment by using Jigsaw to an experimental group I and NHT for an experimental group II.

2. Based on paired sample t-test analysis of the students pre-test and pos-test score in the experimental group I. It shows that the t-test result is -5.74, its df is 27, the significance is 0.000, the mean is -16.07, the standard deviation is 14.8. By comparing the number of significance, if probability > 0.05 Ho is accepted and Ha is rejected while if probability < 0.05 Ha is accepted and Ho is rejected. Because the significance in the second hypothesis is 0.000< 0.05, H_a is accepted while H_0 is rejected. Then to find out the percentage of significant effect pre-test and pos-test of experimental class I by looking for the effect size or eta-squared as

follows: eta-squared 0,99 x 100% =99%. The result of data analysis is based on inferential statistics, which has been identified that after conducting the treatment for 6 meetings by using Jigsaw can improve 90% on the reading comprehension in narrative test, therefore, the H_o2 hypothesis is rejected and H_a2 is accepted that there is a significant effect of using Jigsaw on students reading comprehension of test for the experimental group I.

3. Based on paired sample t-test analysis of the students' pre-test and post-test score in the experimental group II. It showed that t-test result is -6.47, its df is 27, the significance is 0.000, the mean is -18.92, the standard deviation is 15.47. By comparing the number of significance, if probability > 0.05 Ho is accepted and Ha is rejected while if probability < 0.05 Ha is accepted and Ho is rejected. Because the significance in the third hypothesis is 0.000< 0.05, H_a is accepted while H_o is rejected. Then, to find out the percentage of significant effect between pre-test and pos-test of experimental class II by looking for the effect size or eta-squared as follows: eta-squared 0.60 x 100 % = 60 %. The result of data analysis is based on inferential statistics, which has been identified that after conducting the treatment for 6 meetings by using NHT 60% on the reading comprehension in narrative test. Therefore, the H_o3 hypothesis is rejected and H_a3 is accepted that there is a significant effect of using the NHT strategy with students reading comprehension of narrative text for experimental group II.

4. Based on independent sample T-test analysis the students' post-test score in the experimental group I and the experimental group II. It then shows that there is no significant difference found at post-test mean scores of the students reading comprehension in narrative text between an experimental group I and an experimental group II. The t-test result is -1.987, its df is 54, the significance (P/sig 2 tailed) is .052, mean difference is -5.71, standard error difference is 2.87. So p= 0.052, this value is bigger than 0.05 (p>0.05). It is clear that Ho is accepted. So, there is no significant difference of students' reading comprehension of narrative text after being taught by using Jigsaw to experimental group I and NHT for experimental group II at eight grade students of SMP IT Al-Izhar School Pekanbaru.

V. 2 Recommendation of the Research

Based on the data analysis which is presented in chapter IV and the conclusion result, the research found that the strategy used either in the experimental group I or in the experimental group II showed that the students' reading comprehension has improved. In other words, the findings of this research highlight the idea that there was a significant difference between the use of Jigsaw and NHT of students' reading comprehension of the eighth grade students of SMP IT Al-Izhar School Pekanbaru.

Dealing with the conclusion of the research, the researcher would like to give some recommendations as follows:

1. Recommendation for the teachers.

   It is suggested to understand more about the use of Jigsaw and NHT in order to give other variations of the teaching and learning process. Thus, the students' reading comprehension can be improved more.

2. Recommendation for the students.

   It is suggested to learn and comprehend more about narrative text by using Jigsaw and NHT in order to get a better comprehension about it. It is expected of the students to consistently practice to comprehend the narrative text trough comprehending main idea, factual information/details, the meaning of vocabulary in context, identifying references, and making inferences.

3. For the future researcher

   There are several points need to be suggested, as follows:

   a. The researcher may extend this research to investigate what factors may influence on reading comprehension.

   b. The researcher may design another teaching strategy that could be combined with Jigsaw and NHT. That will be focused on reading comprehension.

   c. The researcher may study deeper about the procedures of teaching by using Jigsaw and NHT to improve and influence students' reading comprehension. Besides that, the use of different population and sample are recommended.

V. 3 Implication of the Research

To improve the students' reading comprehension, the teacher has to be able to use teaching strategies which are effective, efficient, and relevant to the need of students in order to achieve the target determined by the curriculum. Jigsaw and NHT can be the solution to solve this problem. These strategies aim to assist the students' reading comprehension, especially in narrative text. They can help students in comprehending main idea, factual information/details, the meaning of vocabulary in context, identifying references, making inferences.

This research has shown that the use of Jigsaw and NHT of students' reading comprehension of SMP IT Al-Izhar School Pekanbaru. This research provides several implications as follows:

1. This research has implications of students' reading comprehension in narrative text. By using Jigsaw and NHT the students are able to comprehend main idea, factual information/details, the meaning of vocabulary in context, identify references, and make inferences.

2. The teacher has the implication of the teaching and learning process which done by the teacher. The teacher able to use Jigsaw and NHT in teaching narrative text. So that, the teacher able to facilitate students' reading comprehension.