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CHAPTER V

CONCLUSION AND RECOMMENDATIONS

After having the research, it seems very important to the researcher to make conclusion, implications and give suggestion and also recommendation for the students and teacher.

5.1. Conclusion

The main objective of this study is to investigate whether the use of Jigsaw technique give effects on the students' reading comprehension and vocabulary mastery at SMPN 1 Rumbio Jaya. The objectives of this study are as follows:

1. To determine the effect of jigsaw technique on students' reading comprehension at SMPN 1 Rumbio Jaya
2. To find out to what extent Jigsaw technique gives effect to students' vocabulary mastery at SMPN 1 Rumbio Jaya.

After conducting a quasi-experimental at eighth grade of SMPN 1 Rumbio Jaya, there were six hypotheses objectives to be investigated on this study, the summary of the research findings are stated as follows:

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1. On the first hypothesis, the independent t-test analysis for the students' reading comprehension pretest mean score between experimental group and control group, it showed that there was no significant difference of students' reading comprehension pretest mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya. T-test result was -0.123, df was 42. In the conclusion p-value was 0.903, which 2-tailed value was higher than 0.05 (alpha value). However, it might conclude that There is no significant difference on reading comprehension pretest mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya.
2. On the second hypothesis, the independent t-test analysis for the students' reading comprehension post test mean score experimental group and control group, it showed that there is a significant difference on reading comprehension post test mean score experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya.. The t-test result was 3.529, df was 42. In the conclusion, p-value was 0.001, which 2-tailed value was lower than 0.05 (alpha value). It might conclude that There is a significant difference on reading comprehension post test mean score experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya.
3. On the third hypothesis, the statistical analysis of paired samples test showed that p-value was 0.000. however, If probability > 0.05, null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. On the hypothesis -3, it might conclude that there is a significant difference on

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students reading comprehension between pre-test and post-test mean score of using jigsaw method of eighth grade at SMPN 1 Rumbio Jaya.

4. On the fourth hypothesis, the Independent T-test analysis for the students' vocabulary mastery on pretest mean score between experimental group and control group, it showed that there was no significant difference of students' vocabulary mastery on pretest mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya. T-test result was -0.586, df was 42. In the conclusion p-value was 0.561, which 2-tailed p-value was higher than 0.05 (alpha value). It might conclude that there is no significant difference on vocabulary mastery on pretest mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya.
5. On the fifth hypothesis, the Independent t-test analysis for the students' vocabulary mastery post-test mean score experimental group and control group, it showed that there is a significant difference on vocabulary mastery post-test mean score experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya. The t-test result was 2.153, df was 42. In the conclusion, p-value was 0.037, which 2-tailed p-value was lower than 0.05 (alpha value). It might conclude that there is a significant difference on vocabulary mastery post-test mean score experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya.

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6. On the final hypothesis, the statistical analysis of paired samples test showed that the mean was 1.818, standard deviation was 3.290, standard error mean was 0.701, t-test result was 2.592 by degree of freedom was 21, and significant was 0.017. By orienting number of significance. If probability >0.05 , null hypothesis (H_0) is rejected. If probability <0.05 alternative hypothesis (H_a) is accepted. Therefore, it might conclude that there is significant difference on student vocabulary mastery between pretest and post-test mean score of using jigsaw technique of eighth grade at SMPN 1 Rumbio Jaya.

5.2. Implication of the Research

From the conclusion of the research above, it is known Jigsaw technique can give significant effect on students' reading comprehension and stimulate their vocabulary mastery. Hence, it can be one of teaching techniques for the English teacher in order to help students' comprehension in reading therefore English teacher should know how to teach reading by that technique. Besides, teacher should also use many ways to encourage students in reading. However, the researcher would like to give some implication toward the research findings that might be useful in teaching and learning processes, which are stated as the following:

- a. Jigsaw technique can be one of the choices for the English teacher to help students' reading comprehension on narrative text.

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- b. Teachers can encourage students' awareness about the importance of reading for their life.
- c. In effort to increase the students' reading comprehension, teacher must be creative to manage the strategy to be used in comprehending the reading text. Based on the research findings, there was a significant difference of using Jigsaw technique on the students' reading comprehension and enhancing vocabulary mastery at SMPN 1 Rumbio Jaya. Thus, the teacher can apply this strategy in teaching reading comprehension and trigger the students' vocabulary mastery.
- d. It is beneficial in encouraging the students to build up creative and enjoyable learning atmosphere for students in order to make students feel interested and do not feel boring in doing their reading tasks, that should be developed by English teacher.
- e. In addition, the students of SMPN 1 Rumbio Jaya should establish the programs, such as English Day, English Club and publishing article or poems in the bulletin board or wall news magazine, because those programs are really helpful for the students to improve students reading comprehension in English study in order to practice their language into the target environment by having those program in English community.

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5.3. Recommendation of the Research

Based upon the findings of the study, several possibilities for instructional objective and future research are recommended:

- a. This study did not investigate a certain non-linguistics factors, such as, psychological condition of the students' their perception, motivation, and their self-esteem toward teaching reading in order to build up a positive contribution and per sue complexity in relation to EFL/ESL pedagogy.
- b. This data were acquired by a test as the instrument, which used some indicators only from the instructional objective on the Indonesian educational curriculum. However, teaching reading might relate into the authentic materials, therefore the students might adopt a certain values in relation to trigger their affective domain.
- c. The research should be conducted which expands upon the effects of some various techniques under the similar concept, approach, teaching methodology and teaching strategies, so then, reading comprehension and vocabulary mastery might intervene from many techniques, which are in line to similar concept of teaching methodology.