

CHAPTER V

CONCLUSION AND SUGESTIONS

This chapter presents conclusions that are based on the research result and discussions in the previous chapter. It also presents some suggestions for teachers and suggestions for further research

A. Conclusion

From the previous chapters explained, the implementation of learning jigsaw techniques through short stories implemented in teaching reading comprehension in eighth grade junior high schools in Cimahi could conclude:

The first conclusion, implementation of scenario for three meetings, the researcher introduces topics to activate students' knowledge and also provides appreciation by asking students questions about the topics to be studied. In the process of reading comprehension, the researcher asks students to work in jigsaw groups, where the first group is called the home group and the second group is called the expert group so that students develop and share knowledge. Students must understand the material, where students who had mastered each point explained the material to their friends. Researcher control groups of students so that this technique can work well. The teachers' observer supervises to see the students' learning conditions in jigsaw technique and to evaluate the researcher learning process.

Based on the teachers' observer observation sheet of 10 questions in implementation of the scenario, at each meeting, the researcher followed all the

scenarios. Based on result of teachers observer the jigsaw learning technique that was applied was exactly in accordance with the scenario created by the researcher. However, during the implementation process carried out by researcher, there are still deficiencies in class mastery. But that was not a problem because researcher in every meeting improved the quality of teaching of each meeting.

The second conclusion, the responses of the teachers' observer based on the teacher's notes and student responses based on observation sheet and close questionnaire. Implementation of learning techniques through short stories that were responded by teachers' observer and students, students who were made enthusiastic and motivated, did not get bored, and made students easy to learn the comprehension of reading recount text.

The third conclusion, students feel difficulties in reading comprehension recount text namely difficulty in vocabulary 40%, grammar 25%, pronunciation 20% and find out main idea 15%. To strengthen the data, researcher used test one and two, based on the results of student test one and two, it was found that the difficulty level of the students reduced with better results than the test one. Difficult students in reading comprehension were reduced. After that researcher provide an understanding of the material. Valued from the results of the test two, only a few students did not understand the used of grammar and vocabulary. The level students' difficulties after studying reading comprehension using jigsaw technique through short stories are vocabulary, grammar, pronunciation and find out main idea.

B. Suggestion**1. Suggestions for teachers**

The teachers observe must and decide which technique was appropriate for the learning material. The used of teaching techniques could affect learning outcomes. To choose the right teaching method, the teacher should have more techniques to find out which technique was more effective in teaching materials. Teaching methods were not always effective in teaching other material. Teaching must know more than one teaching technique, and choose the media used in teaching to support the techniques that would be used.

2. Suggestions for further research

Hopefully this research could be one of the references for conducting future research using a variety of teaching methods and learning materials or grades that were different from participants namely elementary schools, junior high schools or senior high schools.

