

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the result of the analysis of data post-test, there is a significant difference between students' narrative reading comprehension in experimental 1 and experimental 2. Experimental class 1 was taught by using STAD technique and experimental classes 2 was taught reading by Jigsaw technique.

Furthermore, the average score of experimental class 1 which applied STAD Technique is lower than the average score of experimental 2 which used Jigsaw technique. It revealed that the group of students who have taught by using Jigsaw technique achieved substantially higher mean score posttest in comparison to the mean score of posttest in the group of students who have been taught by using STAD technique. In short, it may be safely inferred from the above findings that Jigsaw technique is more effective in enhancing students' narrative reading comprehension. Hence, the finding of this research question, "which technique of Cooperative Learning is more effective to enhance students' narrative reading comprehension?" the answer is Jigsaw technique is more effective in enhancing students' reading comprehension than STAD technique.

From this study, the writer highlights that the popular cooperative learning methods cater to the students' need in comprehending English text, especially Jigsaw and STAD technique. It is not only help students' raise their comprehension up, but it

also builds students' mental abilities to share knowledge to their friends and take responsibility of their group.

## **1.2 Suggestions**

Based on the conclusions above and on the study that has been done, the researcher would like to offer some suggestions to the teachers of English and the students of MA YPGS Gunung Batu:

For the teachers of English of MA YPGS Gunung Batu, Jigsaw technique and STAD technique can be used as alternative techniques to improve students' narrative reading comprehension score.

For the students, the researcher suggests the students to improve vocabulary, grammar, other aspects of reading in order to comprehend reading text. Besides, the students also should practice reading more and not to be lazy to read books especially English text books because reading is window of the world.

For other researchers who want to conduct the research in teaching reading, the result of this research as a basic way for conducting the research and as an additional references for further relevant research certainly with different variables and conditions. Researchers also can consider the weaknesses of the result from this research to conduct a better research.

Since the study is done in the tenth grade students' narrative reading comprehension at MA YPGS Gunung Batu, I really hope that other researcher can do a deeper research. In fact every researcher can do a research by using Jigsaw and STAD in different level of study SMA, SMP, and SD. I hope that the next researcher

can be done in other of text, especially in Descriptive text, Recount text, and Procedure text. Besides, use of Jigsaw and STAD Technique as the object of the study, so other researcher in same level of me can do a research by using other technique. In conclusion, I hope the next researcher can be done in order to adjust and make the study better.

### References

- Adams, H. F. (2013). Using Jigsaw technique as an effective way of promoting Cooperative Learning among primary six pupils in Fijai: *Holy Child College of Educations, Takoradi Ghana*. 1(6), p. 64-65.
- Alijanian, E. (2012). The effect of the Students Team Achievement Division (STAD) Technique on English achievement of Iranian EFL learners: *Theory and Practice in Language Studies*.2(9), p.1-2.
- Arisca., & Marzulina, L. (2015). Teaching reading narrative text by using windows notes strategy to the eighth grade students of SMP Muhammadiyah 4 Palembang, *Edukasi Journal of PBI UIN Raden Fatah Palembang*, 3(1), p. 25.
- Aronson, E. (2000). *Jigsaw classroom*. Retrieved 1 february 2011 from <http://www.jigsaw.org/history.htm>.
- Anderson, G. (2006). *Targeting text: Narrative, Poetry, Drama*. Upper level. Singapore: Green Giant Press. P. 6
- Brown, H. D. (2004). *Teaching by principle: An interactive approach to language pedagogy*. (2<sup>nd</sup> ed.). London, UK: Routledge.
- Cihodariu, M. (2012). Narrative as instrumental research and as attempts of fixing meaning: The uses and misuses of the concept of narrative. *Journal of Comparative Research in Anthropology and Sociology*, 3(2). p. 27.
- Cohen, L., Manion, L., & Marrison, K. (2007). *Research methods in education* (6<sup>th</sup> ed.). New York, NY: Routledge.

- Coffman, G. A., & Reed, M. D. (2010). The true story of narrative text: From theory to practice. *Journal of the Reading Professor*, 32, 5-11.
- Cooper, A. (2015). *Facilitating the development of basic language skills in the English as a foreign language classroom*. Retrieved from: <https://andreacoopertefl.fiels.wordpress.com/2015/03/language-skills.pdf>.
- Creswell, John W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup>ed.). Boston, MA: Pearson Education, Inc.
- Deswinda, A. (2014). *Comparing the effectiveness of using Jigsaw technique and Students' Team Achievement Divisions (STAD) Technique in enhancing students reading comprehension*: Jakarta: Unpublished thesis.
- Duffy, G. G. (2009) *Explaining reading: A resource for teaching concepts, skills, and strategies*. (2 ed). New York, NY (USA): The Guilford Press.
- Duke, N. & Pearson, P. (2001). *Effective practices for developing reading comprehension*. International Reading Association, p. 423.
- Farris, P., Carol, J. F., & Maria, P. W. (2004). *Teaching reading: A balance approach for today's classroom*. New York, NY : Mc-Graw Hill.
- Flynn, D. (2003). *Students guide to SPSS*. Retrieved from Barnard Collage Columbia University.
- Fraenkel, J. R., Wallen, N. E., &Hyun, H. H. (2012).*How to design and evaluate research in education*(8th ed.). New York, NY: McGraw Hill, Inc.

- Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. (2ed). Great Britain, UK: Pearson Education Limited
- Habibah, H. (2015). The correlation between reading fluency and reading comprehension achievement. Unpublished thesis. MTs Paradigma Palembang, p. 12.
- Harmer, J. (2003). *The practice of English language*. Cambridge, UK: Pearson Education Ltd.
- Harmer, J. (2004). *How to teach writing*. Cambridge, UK: Pearson Education Ltd.
- Harmer, J. (2007). *How to teach English*. Cambridge, UK: Pearson Education Ltd.
- Herlina & Holandyah, M. (2015). Teaching speaking skill by using guided conversation technique through pair taping to the seventh grade students of SMP PTI Palembang, *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(2), p. 46.
- Holandyah, M. (2012). Teaching reading comprehension using reaf (read, encode, annotate, and ponder) strategy to the third semester students of English Study Program in Tarbiyah Faculty of IAIN Raden Fatah Palembang. *Jurnal Holistic*, 4(8), p. 19. Retrieved from <http://scholar.google.com/citations?user>.
- Holandyah, M., & Utami, P. O. (2016). Teaching reading comprehension using “save the last word for me” strategy to the eighth grade students of SMP N 7 Palembang. *Edukasi Journal of PBI UIN Raden Fatah Palembang*, 2(1), p. 16. Retrieved from: <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/1>

- Huda, M. (2016). *Cooperative Learning: Metode, teknik, struktur dan model penerapan*: Pustaka Belajar. Yogyakarta, p. 117.
- Laelasari, A. (2013). *The use of Students Team Achievement Division (STAD) Technique to improve reading comprehension*: State Institute of Islamic Studies (STAIN).
- Maya, I. (2014). "*The effectiveness of using Jigsaw technique in teaching Narrative text*: Jakarta.
- Meyers, B. (2005). *Using narrative texts to teach reading*, 29(1). P. 52.  
<http://Ejournals.swu.ac.th/index.php./hm/article/view/412/405.html>.
- Mengduo, Q., & Xiaoling, J., (2010). "*Jigsaw strategy as a cooperative learning technique: focusing on the language learners.*" *Applied Linguistic*, 33(4), p. 3
- Muhzinnawawi, M. (2013). *Teaching reading narrative texts through Jigsaw Technique At Senior High School*. Universitas Bung Hatta, Padang. Indonesia.
- Naved, Z. (2000). *The importance of the English language in today's world*. Retrieved from: [http://hubpages.com/literature/importanceofenglish languages](http://hubpages.com/literature/importanceofenglishlanguages)
- Nur, H, Azmi. (2015). "*Effect of the jigsaw-based cooperative learning method on students performance in the general certificate of education advanced-level psychology: An exploratory Brunes Case Study.*" Vol. 9, No. 1; 2016.
- Oakhill, J. (2004). *Understanding and teaching reading comprehension*. New York, NY: Routledge.

- Pang, E. S., Muaka, Angaluki, Bernhardt, Elizabeth B., & Kamil Michael L. (2003). *Teaching reading educational practices*. University of Chicago: IAE Educational Practice Series.
- Patel, M. F., & Jain, P. M. (2008). *English language teaching: Methods, tools, & technique*. Jaipur, ND: Sunrise Publisher.
- Putra, H., & Marzulina, L. (2015). Teaching Reading comprehension by Using Content-Based Instruction (CBI) Method to the Second Years Learners at Mts Al-Furqon Prabumulih. *Edukasi Journal of PBI UIN Raden Fatah Palembang*, 2(2), p. 186.
- Saputra, H & Marzulina, L. (2015). Teaching writing by using process genre approach to the eight grade students of SMA Negeri 22 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*. 2(1), p. 1-12. Retrived from: <https://scholar.google.co.id/citations?user=IOBr1MQAAAAJ&hl=id>
- Shanahan, T. (2005). *The national reading panel report: Practical advise for teachers*. City, state: University of Illinois Chicago.
- Tiantong, M, and Teemungsai, S. (2013). *Students Team Achievement Division (STAD) Technique through the model to enhance learning achievement*. Canadian Center of Science and Education. 6(4), P.2
- Ulfa, A. (2011). *The Effectiveness of using Jigsaw technique to develop students reading comprehension on narrative text: Quasi-experimental study*. Unpublished thesis. UIN Syarif Hidayatullah Jakarta.

- Wardiman, A., Janur, M. B., & Djusma, M. S. (2008). *English in focus: For grade VIII junior high school (SMP/MTs)*. Bandung, Indonesia: Pusat Perbukuan Departemen Pendidikan Nasional.
- Westwood, K. (2008). Relationships between word knowledge and reading comprehension in third-grade children. *Scientific Studies of Reading, 10*(4), p. 33.
- Yusuf, Natsir, & Hanum. (2015). A Teacher's experience in teaching with Student Teams Achievement Division (STAD) Technique: *international journal of instruction. 8*(2), p. 1-2.
- Yusuf, Q., Yusuf. Y. Q., Yusuf, B., Nadya, A. (2017). Skimming and Scanning Techniques to assist EFL students in understanding English reading texts. *Indonesia Research Journal on Education, 1*(1), p. 46.