

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

After carrying out Classroom Action Research at the ninth grade students of SMPK Giovanni Kupang and based on the result of the data analysis, it can be concluded that:

1. Jigsaw technique is effective in improving students' understanding of narrative reading text at the ninth grade students of SMPK Giovanni Kupang in the school year 2014/2015.
2. Student's level of understanding narrative reading text after using jigsaw technique is good. It means that using Jigsaw technique in teaching reading is helpful, especially in improving students' understanding of narrative reading text. It can be seen from the result of pre-test and post-test which carried out by the writer. Furthermore, the improvement on students' understanding of narrative reading text can be seen clearly in the increase of their achievement in pre-test and post-test. The result of pre-test and post-test showed the significant improvement. The mean of pre-test score is 68.59. It means there were only 37.5% of the whole students could pass the KKM. The mean of post-test 1 score is 77.12. It proves that 59.37 % students passed KKM. The mean of post-test 2 score is 79.90. Then, it is obtained that the percentage of students who could get score above the KKM in post-test 2 is 81.25 %. It showed that using Jigsaw technique can effectively improve students' understanding of narrative

reading text. The students' level of understanding narrative reading text after using jigsaw technique in post-test 2 is good. It is proved based on the result from post-test 2 in table 4. It means that there are 6 students fairly good, 20 students good, and 6 students very good.

## **5.2 Suggestion**

Based on the result of the research, the writer gives suggestion as follow:

- ❖ The teacher should be active to involve his students in teaching learning process and vary his teaching method to make students interest in following the teaching and learning process especially by using jigsaw because Jigsaw technique can be applied in English teaching learning process, particularly, the attempt of improving students' understanding of narrative reading text. In this term, the students are demanded to work together in group to solve the problem.

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