

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the writer gives conclusion and suggestion dealing with the obtained result of the data analysis and discussion.

#### **5.1 Conclusion**

Based on the research conducted in class IX D of SMPK Putri St. Xaverius Kefamenanu, the writer concluded that Jigsaw technique can improve student's reading ability shown by the score they get. Related to the results, in the pre-test there was one student who passed the KKM and the mean score of the class 46.875 and the percentage of student's score is 37.03%. Meanwhile, in the result of post-test in cycle 1 after using jigsaw technique, there were 20 or 71.42% students in the class who passed the KKM considering their mean score 71.053. The standard of student achievement (KKM) of SMPK Putri St. Xaverius Kefa was 70. Thus, Jigsaw technique is effective and can improve the student's ability in teaching reading.

#### **5.2 Suggestion**

##### **5.2.1 For Teacher**

1. Teacher is expected to use Jigsaw as a technique in the teaching of reading comprehension, because it can help students to improve reading skill. By doing Jigsaw, students will not get bored in English teaching learning process because students can interact and share ideas to one another about their material. The

mean score of pre-test is 46.875 (37.03%) and the mean score of post-test is 71.053 (74.07%).

2. Teacher is hoped to arrange the teaching and learning process well in good procedures to make students more active and give responses well to the material.

### **5.2.2 For Students**

1. Students are hoped to study more and give a lot of responses in learning process. Jigsaw is very useful for both active and especially passive students to improve their abilities of communication or the group skill.

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