

Chapter Five

Conclusion and Recommendation

This chapter comprises two main parts, namely conclusion and suggestion. The first part describes the summarization of this research findings. The second part presents the suggestions regarding the main issues of this research.

Conclusion

Reading is always be the problem that most the students face during their study. Not just reading but also comprehending the text as whole. As mentioned by Jhonson (as cited in Sari, 2017) that to get the idea and the destined meaning out of the text still becomes the difficulties that the students face when it comes to reading. In order to solve this problem, there are several ways that have been tried by the teachers to improve their students' achievement in reading and one of them is by applying a new teaching method that can really attract students' interest to the teaching and learning process. Jigsaw Techniques are the teaching method that has been applied at one of the Islamic Private Universities in Yogyakarta which the teacher there used to improve their students' reading comprehension skill. This research was conducted to figure out the third-year ELED students' perspective on the implementation of Jigsaw Technique during the Language Assessment and Evaluation course. The aims of this research is to know the benefits, the challenges along with the strategies to encounter the challenges as perceived by the ELED

students. Thus, the findings of this research had addressed three research questions described below.

The first research question is about the benefits of Jigsaw Technique. The findings showed that there are seven benefits as mentioned by students. They were as follows; improvement on students' motivation, reading habit, vocabulary mastery and critical thinking. It also help the students to understand the text better and widening their understanding. Not to mention, their teamwork has also some improvement.

The second research question relates to the challenges that the students faced during the Jigsaw Technique. Based on the findings, there are seven challenges as well as the benefits perceived by the students. The challenges include the higher difficulty level of material, too complicated steps within Jigsaw, difficulty in understanding the unfamiliar vocabulary, unequal grouping system, free rider, time management, and various perspectives.

Lastly, to answer the third research question which about the strategies the students used to encounter the challenges during the Jigsaw Technique, the students described nine ways that they used. The strategies are as follows; reading and explaining repetitively, reading the material beforehand, asking help from others, using translation tools and taking notes.

In conclusion, based on the research, the implementation of Jigsaw Technique does help the ELED students to improve their reading comprehension skill. Even

though there are some challenges as well that the students faced, they still find the way out to encounter those obstacles.

Recommendation

This research proposed some suggestions related to the use of the Jigsaw Technique in Improving ELED Students' Reading Comprehension Skill. The suggestions are intended for the teacher, the students, and the other researchers. Therefore, the suggestions are presented in the following paragraphs.

For the teachers. It is recommended for the teachers to try to apply this technique to make the teaching and learning process become more fun and challenging for the students. Moreover, the teacher should also encourage the students to try this technique on their own with their peers when they have some problems with their reading.

For the students. The students are recommended to try applying this technique on their own by making it more suitable to their needs in order to improve their reading comprehension skill. They should try to apply it to improving other skills too, like their listening, speaking, or even writing skill. The students are also suggested to use the strategies listed above whenever they found the same obstacles during their learning.

For the other researchers. It is suggested that the next researcher should involve more participants and focusing on other aspects besides reading

comprehension. The next researcher should also try to figure out the use of the Jigsaw Technique from a different perspectives, like the teachers, to see whether it has several things in common with the students' perspectives or not.