

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis, some conclusions are derived from meaningful interpretation of discussion of this study in the following.

1. Jigsaw and direct instruction give the different effect on students' achievement in reading comprehension. Students' achievement in reading comprehension at MAN Kisaran taught by using jigsaw is higher than students' achievement in reading comprehension taught by using direct instruction.
2. The high syntactic mastery and the low syntactic one give the different effect on students' achievement in reading comprehension. Students' achievement in reading comprehension with high syntactic mastery is higher than students with low syntactic mastery.
3. There is interaction between teaching methods and syntactic mastery on students' achievement in reading comprehension. Based on the results of Scheffé test showing that the average students' achievement in reading comprehension by using jigsaw and have high syntactic mastery is higher than the average students' achievement in reading comprehension by using jigsaw which has low syntactic mastery. The average students' achievement in reading comprehension by using jigsaw and have high syntactic mastery is higher than the average students' achievement in reading comprehension by using direct instruction that have high syntactic mastery. The average students' achievement in reading comprehension by using jigsaw and have high syntactic mastery is higher than the average students' achievement in reading comprehension by using direct instruction that have low syntactic mastery. The average students' achievement in reading comprehension by using direct instruction and high syntactic mastery is higher than the

average students' achievement in reading comprehension by using jigsaw which has low syntactic mastery. The average students' achievement in reading comprehension by using direct instruction and high syntactic mastery is higher than the average students' achievement in reading comprehension by using direct instruction that have low syntactic mastery. The average students' achievement in reading comprehension by using jigsaw and have low syntactic mastery is not different from the average students' achievement in reading comprehension using direct instruction that have low syntactic mastery.

5.2 Implications

Based on the obtained conclusion in this study, it can be found that generally jigsaw is used more effectively in learning process which aims at increasing the students' achievement in reading comprehension compared with direct instruction. The comparison can be seen through the learning process conducted by the teachers in the classroom. By jigsaw the student is able to increase their learning because it is less threatening for many students, it increases the amount of student participation in the classroom, it reduces the need for competitiveness, and it reduces the teacher's dominance in the classroom. In addition to, Jigsaw can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere. Meanwhile in direct instruction, the learning process occurs due to the teacher's presence because the students must wait for their explanation. Apart from that, the students are more passive because of their dependence on their teacher, so that the students' achievement in learning especially in reading comprehension can not be maximally achieved. Thus, it is suggested that the English teachers as the determiner for the students' learning success can apply jigsaw in learning process especially for the students with high syntactic mastery.

Based on the research result, the role of syntactic mastery and teaching methods has some effects in improving the students' achievement in reading comprehension. But, the result is so different because the students taught have different syntactic mastery level, high and low syntactic mastery. Therefore, There must be a division which every class only has a syntactic mastery level, so that the application of jigsaw and direct instruction can be adapted with the class taught. As the result, the use of teaching methods designed can take some advantages effectively.

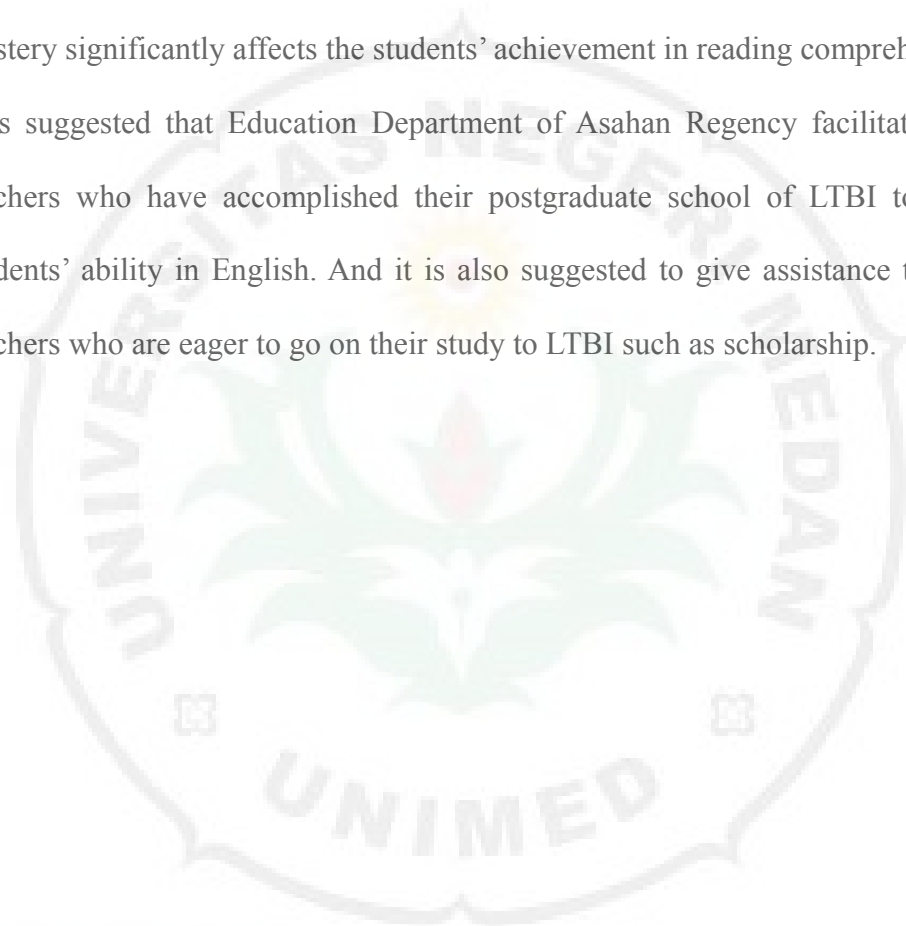
Based on the research result, it can be said that this study gives implication in learning process for improving the students' achievement in reading comprehension, which, there must be a class division based on the students' syntactic mastery. The class of which students have high syntactic mastery should be taught by jigsaw than by direct instruction. Meanwhile, the class of which students have low syntactic mastery should be taught by direct instruction than by jigsaw. The students' achievement in reading comprehension can not be maximal if the teacher regards that the students have same syntactic mastery. Therefore, it should be consideration for the teacher in defining the suitable teaching method in transferring the material.

5.3 Suggestions

Based on the conclusion and the implication above, some suggestions can be recommended as follow:

1. It is suggested that teachers should try to implement jigsaw in teaching reading, so that the students' achievement in reading comprehension can be improved.
2. To know the students' syntactic mastery, the teacher is suggested that she /he conducts the syntactic mastery test designed by the researcher.

3. Teachers who already know the level of students' syntactic mastery, it is recommended to apply jigsaw to students who have high syntactic mastery and direct instruction for students with low syntactic mastery.
4. Teachers should always strive to improve students' syntactic mastery because syntactic mastery significantly affects the students' achievement in reading comprehension.
5. It is suggested that Education Department of Asahan Regency facilitate the English teachers who have accomplished their postgraduate school of LTBI to develop the students' ability in English. And it is also suggested to give assistance to the English teachers who are eager to go on their study to LTBI such as scholarship.



THE
Character Building
UNIVERSITY