

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter is the last stage of the research. In this chapter, the researcher formulates the conclusions of the researcher's questions and the results of the research that have been discussed. This chapter also includes suggestions aimed at various parties based on the research that has been conducted. The suggestion is dedicated to the teachers, students, and future researcher.

A. Conclusions

The results of the perception felt by grade 8E students after the implementation of reading learning using Game-Based Learning with Jigsaw Puzzle found more positive responses than negative comments. Various emotions that appeared in the study were found in the form of positive feelings, namely happy, challenged and curious, focused, and comfortable. This positive feeling helps students to continue to be interested in following lessons. There were also a few negative feelings, namely confused and disappointed. The feeling of confusion is based on students' weakness in vocabulary and difficulty in finding the meaning of English. Meanwhile, this feeling of disappointment was obtained by some students who felt disappointed because they lost the game or got few points. It can be concluded that there are more positive perspectives than negative perspectives in the application of reading learning using Game-Based Learning with Jigsaw Puzzle.

Furthermore, based on the macro skills of reading aspect, it was found that the power of Jigsaw Puzzle media in helping students find 5 important aspects, namely the discovery of the gist, main ideas, explicit information, reference words, and

inference. In the power of Jigsaw Puzzle in helping students discover these aspects to make students understand the text better. It can be concluded that the application of Jigsaw Puzzle can be done in learning to read. As for the weaknesses of the application of reading learning using Game-Based Learning with Jigsaw Puzzle, it was found in the difficulty of students to find aspects of implicit information and word meaning or synonyms. This makes students have a lack of information. This weakness is also due to the lack of vocabulary of students so that some do not know the meaning of the words in the text. There are also weaknesses in the use of Jigsaw Puzzle where this media takes a long time to apply and is easily damaged because it still uses paper materials. It can be concluded that the advantages of Jigsaw Puzzle media are higher than the disadvantages of Jigsaw Puzzle media in the application of reading learning.

B. Suggestions

Based on the research that has been conducted, here are some suggestions from the researcher to students, English teachers, and other researchers as follows:

1. For Students

To help students better understand reading, high interest is needed for students to stay in the lesson. As seen in the research results in whilst-activity, students need to show maximum active interaction when discussing with group friends. Also it is hoped that in reading activities, students will realize the importance of students in remembering information in texts.

2. For English Teachers

To help students be more interested in participating in reading classes, the use of media and interesting methods is needed. Teachers can apply Game-Based Learning to reading in the classroom to make the classroom atmosphere fresher. The use of Jigsaw Puzzle game media can also be used to train students' creativity and not get bored when reading English texts.

3. For Future Researcher

For future researcher, it is hoped that they can apply the use of Game-Based Learning using Jigsaw Puzzle in reading classes at higher grade levels so that they can see if Jigsaw Puzzle can be used for students who are older and have more vocabulary. Further research is also needed on the influence of the use of Game-Based Learning with Jigsaw Puzzle in other English skills classes such as writing classes, listening classes and speaking classes.