CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this study and the suggestion for the English teacher, students, and the other researchers.

A. Conclusion

The findings of this study indicate that the integration of the Edpuzzle application and the Jigsaw technique successfully enhanced students' reading comprehension. Evidence from the descriptive statistical analysis revealed that students in the experimental group obtained better post-test results than those in the control group. The average score of the experimental class rose substantially from 66.56 in the pre-test to 84.84 in the post-test. In contrast, the control class showed a more modest increase, from 66.25 to 70.63. These results suggest that the combination of Edpuzzle and the Jigsaw technique contributed more effectively to the improvement of students' reading comprehension than the use of video-based instruction accompanied by group discussion.

Moreover, the results of the prerequisite analyses showed that the data met all ANCOVA assumptions, including normality, homogeneity, linearity, and homogeneity of regression slopes. The ANCOVA test produced a significance value of less than 0.05, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). Accordingly, it can be concluded that students taught using the integration of the Edpuzzle application and the Jigsaw technique achieved significantly different reading comprehension outcomes compared to those taught using video-based instruction and group discussion.

The findings also indicate that the integration of interactive digital media and cooperative learning strategies created a more engaging and student-centered learning environment. Through Edpuzzle, students became more actively involved in the learning process by interacting with videos and answering embedded questions, while the Jigsaw technique encouraged collaboration, responsibility, and active discussion among students. As a result, students were able to understand descriptive texts more effectively and participate more actively during the learning process.

B. Suggestion

Based on the conclusion above, the researcher would like to offer several suggestions for English teachers, students, schools, and future researchers.

1. For English Teachers

   English teachers are recommended to implement the integration of the Edpuzzle application and the Jigsaw technique in reading instruction, particularly when teaching descriptive texts. This approach has the potential to foster a collaborative and engaging classroom environment while supporting students' comprehension development. Furthermore, teachers should explore and incorporate various digital learning media to facilitate meaningful learning experiences and encourage greater student participation and motivation.

2. For Students

   Students are expected to participate actively during the learning process and take advantage of interactive learning media such as Edpuzzle to improve their reading comprehension skills. Through collaborative learning activities

in the Jigsaw technique, students can also develop their confidence, communication skills, and responsibility in group discussions.

3. For Future Researchers

It is recommended that future researchers expand the scope of this study by examining the integration of Edpuzzle and cooperative learning strategies in the development of other language skills, such as listening, speaking, and writing. Additionally, subsequent studies may involve broader sample sizes, diverse educational levels, and longer intervention durations to generate more comprehensive evidence regarding the impact of technology-enhanced cooperative learning on English language learning outcomes.