CHAPTER 5

DISCUSSIONS AND SUGGESTIONS

The purposes of this study were to compare students' English reading ability before and after learning through jigsaw reading and semantic mapping activities and study students' English writing ability after learning through jigsaw reading and semantic mapping activities. The target group was 20 Mathayom Suksa 4 students who enrolled in Reading and Writing English Course (E30203) in the first semester of the academic year 2015 at Chomthong School, Chiang Mai, Thailand. The research tools were 10 lesson plans based on jigsaw reading and semantic mapping activities, English reading ability test and English summary writing evaluation form. The data obtained were analyzed for mean, standard deviation and percentage.

The results of the study were as follows:

1. The students' English reading ability increased from the passed level to the good level after learning through jigsaw reading and semantic mapping activities.

2. The students' English writing ability passed the pre-set criteria at the good level after learning through jigsaw reading and semantic mapping activities.

Discussions

The results of the study can be discussed as follows:

1. The students' English reading ability increased after learning through jigsaw reading and semantic mapping activities according to the following reasons:

During the two activities, students cooperated with peers in the group. They interacted with others in the group to share the information, solve the problem, complete the task and evaluate the acquisition. They were the center of teaching and learning. When they encountered the difficulties, they helped each other in the group. These findings supported the principle of Cooperative Language Learning - the positive interdependence. Positive interdependence encouraged and facilitated the students to complete tasks and

reach the group goals through cooperation. In addition, the positive interdependence also supported social interdependence theory, which social interdependence existed when individuals shared common goals and each individual's outcomes were affected by the actions of others (Johnson, 1989). When they took part in the activities, their anxiety and stress decreased. They were more willing to carry out reading tasks. Their reading motivation were increased. Ghina (2005) investigated the effect of jigsaw versus whole class instruction on EFL students' reading motivation and achievement. The result proved that jigsaw technique had a significant effect on students' self-concepts as readers, which was the value they place on reading and their reading motivation.

In jigsaw reading activity, the reading text was divided into several parts to reduce the reading task of the students. They could concentrated on their own part to obtain deep understanding in expert groups. Their duties were to ensure that the information they received from the text and the expert group was correct. They had to transfer the information to other members in the home group accurately. They took the responsibility for their own task and group goal. When they worked in the expert group and the home group, they got the chance to interact with peers face to face. Through face-to-face interaction, they could understand what the peers wanted to express better, learn how to build trust, how to manage conflict, how to make an evaluation, which was beneficial to finding out the information and ideas of the reading text. The students could get deeper understanding of the reading text with the cooperation of group members. During the whole process to achieve reading comprehension, the students got schemes about reading topics through brainstorming in pre-reading activity. They got new information from the reading texts and group discussion, got the opportunities to classify objects and ideas on complex levels, used outlines and analogies to figure out the relationship between new material and already acquired knowledge and used logical and analytical thinking to solve the problem. These findings just reflected Piaget's cognitive development and the Zone of Proximal Development, which indicated how the students acquired reading comprehension and what they could do with the assistance of others was much more than what they could do alone. It was like Kuntjaraningrat (2003) proved jigsaw technique helped to improve students' reading comprehension through group cooperation.

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The combination of jigsaw reading activity and semantic mapping activity made a contribution for the students to get information, process information and reorganize information. At first, jigsaw reading activity guided students to complete reading process and explore the information from the reading text. After using jigsaw reading activity, students' got the entire information of reading material. Then semantic mapping activity represented the information and structure of the reading text in a visual map. By drawing semantic map, they could figure out the organization, main idea, supporting details of the reading text clearly. Students could find their strength and weakness of understanding about the reading text through the semantic map. Jones (2006) added that semantic mapping was useful to clarify confusing points when they were reading. Keshavarz (2013) found semantic mapping enhanced students' reading comprehension by drawing a diagram of the relationships between words according to the information from their reading text. Through two activities, readers could remember, recall and analyze the reading text better so that they acquired reading comprehension exactly. At last, the students wrote a summary to retell the main idea and key points of the reading text. A good summary indicated that the students achieve a good reading comprehension. All the phenomena indicated schema theory and metacognitive theory promoted the students' reading comprehension.

During the whole process of jigsaw reading and semantic mapping activities, the students had a competition among the home groups. The purpose was to find which group could complete the tasks very well and effectively. And the winner earned the rewards. Because of the team competition, every student tried their best to complete their own reading task and made efforts to achieve the group goal, which encouraged them to cooperate with others in the group better. Then, good cooperation resulted in good reading comprehension.

2. The students' English writing ability passed the pre-set criteria after learning through jigsaw reading and semantic mapping activities according to the following reasons:

As a result of the experiment, the students activated their prior knowledge or experiences about the reading texts through brainstorming in pre-reading activity just like they had the schema already. Then, in jigsaw reading activity, they worked in the expert group and the home group to explore new information from the reading texts

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such as main idea, supporting ideas, patterns or phrases, grammar knowledge and writing formats through cooperation and interaction. Next, semantic mapping activity provided a chance for the students to review and represent the information of the reading texts with key words or phrases in a visual map. The students could grasp the main idea, supporting details and their connections through semantic map clearly. Finally, the students could reorganize the information from the reading texts, acquire good reading comprehension and write a summary according to the semantic map, which was just like the metacognitive theory mentioned the learners managed and processed their input and storage, searched and retrieved the contents of memory. Purwanto (2014) proved that semantic mapping strategy was effective to improve students' writing abilities.

Although the semantic map is a good outline for students to write the summary. For summary writing, using own words is very important. At the beginning of the experiment, the students couldn't write the summary very well. The problems were that they preferred to copy sentences from the reading text rather than using own words and they didn't catch the main idea, supporting ideas and their connections very well. In order to solve these problems, the researcher gave some suggestions for the students as follows: 1) Gave some assistances to the students when they encountered the difficulties in jigsaw reading and semantic mapping activities; 2) Asked the students to take notes about the theme or concept of the text; 3) Found the supporting ideas; 4) Use synonyms to paraphrase the sentence; 5) Summarized each part in short sentences; 6) Use own words to combine each part in a coherent order; 7) Collect the vocabulary, patterns, phrases and grammar. After the adjustment, the students were more active in the group discussion. They tried their best to explain what they had learned from the reading texts with their own words. They were able to paraphrase key sentences. With the increase of writing times, they could write the summary better.

Suggestions

This study only focused on English reading and writing ability in a short teaching instruction. The further study should be conducted to find out whether jigsaw reading and semantic mapping activities are effective to improve English reading and writing abilities with students who are in the required course in a longer instructional

hours. Maybe the further study can try to explore the application of other skills of English proficiency like listening and speaking or other subjects rather than English reading and writing.

According to the study, students' English reading and writing abilities improved by learning through jigsaw reading and semantic mapping activities. The study involved the teaching procedures about how to apply jigsaw reading and semantic mapping activities into English reading and writing. The teacher can apply the method into their own teaching. But there are some aspects should be considered by the teacher as follows:

1. Choosing interesting topics about reading and writing, which are close to students' daily life. It can increase students' motivation during the learning process.

2. The lesson plan should be designed in details such as clear objectives, activities and evaluations.

3. The teacher should consider the limited time available for the teaching instruction to make sure every student can finish the whole tasks.

4. When the teacher divides the students into groups, the teacher had better mix good readers with poor readers together.

5. The teacher should encourage students to work in a group and discuss with group members.

6. The teacher should provide suitable help when the students encounter difficulties.

7. The teacher should make learning process more interesting, enjoyable and educative.

8. The teacher should have assistants when evaluating students' English summary writing so that every student can get fair score to avoid any bias.

9. The teacher and assistants should unify the evaluation criteria.