



**THE EFFECT OF JIGSAW PROCEDURE ON STUDENTS' READING
COMPREHENSION OF SECOND GRADE AT MTSN PAGU IN ACADEMIC YEAR
2014/2015**

SKRIPSI

**Presented as Partial Fulfillment of the Requirement to Obtain
The Sarjana Degree of Education of English Department
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University of Nusantara PGRI Kediri**



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11.1.01.08.0031**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 13, 2015

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ABSTRACT

Reading is one of receptive skills where the students should receive something after they read the text, and they should understand the content of the text. It becomes the problem for the students to work with a text followed by some comprehension questions. Therefore, the teacher should conduct interesting technique, namely jigsaw. This research uses experimental research and quantitative approach to get and analyze the data. It was conducted in MTSN Pagu Kab. Kediri on April 2015. The subject of this research are second grade students of MTSN Pagu Kab. Kediri especially class VIII B which has 25 students. Data were pre-test and post-test. Based on the research, the researcher found that students in MTSN Pagu Kab. Kediri got bored for reading activity. They got difficulty in understanding the meaning of word in the text. The result of research shows that Jigsaw procedure on students' reading comprehension has very significant effect because t-score is higher than the value of t-table either at a level of significance of 5% or 1%. The score of t-test was 94,6 at the degree of freedom of 24 and t-table is 1,711 at the level of significant 5% (0,05) and 2,492 at the level of significant 1%. It means that t-score (94,6) > t-table at the level significance of 5% (1,711). So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Finally Jigsaw procedure has positive effect on the students' reading comprehension. It can give benefit to the students because they can create an atmosphere of active learning and fun, they can improve students' learning outcomes so that they can get good score. However, the students should have self-esteem and high motivation in reading activity to improve their reading comprehension.

INTRODUCTION

Reading is one of the skills of English language lessons which are taught and followed by the students. The purpose of reading can help students to expand their vocabulary. Kinds of reading are : Extensive reading, for example skimming reading. Intensive reading, for example reading comprehension. It is in line with Pang's explanation (2003 : 6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes : word recognition and comprehension.

Reading Comprehension is a process that involves thinking, teaching past experiences, and knowledge. Knowing and understanding what is being read is the key to comprehension. Reading skill is an individual's standing on some reading assessment. Students need to learn reading comprehension because reading is important. Reading is important because it develops the mind. Reading is how we discover new things. Reading new words puts them in their mind for later use.

In proses, learning reading comprehension should be carried out by methods that can make learning more effective. One method that can be used is a

jigsaw procedure. Jigsaw is a teaching technique invented by social psychologist. Students of an average sized class (26 to 33 students) are divided into competency groups of four to six students and each of which is given a list of subtopics to research. Individual members of each group then breaks off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their subcategory. According to Aronson's article (2000-2011)

"The jigsaw classroom is a cooperative learning technique with a three decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece-each student's part-is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective."

The advantages of jigsaw method are that each student has a part in the group. Each student is necessary to achieve the success of the entire group. This would make students want to learn because they feel needed. It also allows each student to learn more. The whole class can search

different topics and they can all come back to share their search.

The result in previous study in *The Journal Of Teaching English For Specific And Academic Purposes* Vol. 1, 2013, pp. 53- 58 author : Ljubica Kardaleska about jigsaw, the analysis of the tests, the explicit and implicit questions were divided into two types: multiple choice questions and questions that require a more lengthy and narrative explanation.

Facts about teaching reading comprehension in MTSN Pagu, students always felt bored with reading lessons. Students only read and do not understand the contents of the passage being taught. Students were not confident and they still spent much time to find out the main idea of the passage or the main idea of each paragraph. Students didn't also understand the meaning of the word. In the learning process, students were always passive and did not listen the explanation from the teacher. The teacher in MTSN did not use a suitable technique in teaching reading.

Therefore, the research questions are formulated as follows: First, how is students' reading comprehension before being taught using jigsaw procedure, Second how is students' reading comprehension after being taught using jigsaw procedure, and third what is the effect of jigsaw

procedure on students' reading comprehension.

METHOD

The participant in this research was all the students of second grade students at MTSN Pagu. There are 260 students, there was divided into eight classes of science class that is from 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, and 2-H second grade at MTSN Pagu in academic year 2014/2015. The researcher decided to choose one of second grade which has 25 students consisting of 12 boys and 13 girls, especially class 2-B.

The researcher uses a test. Because the data needed is the score of reading test. The researcher will give pre-test and post-test to the students. The purpose of giving pre-test is to know the students' reading comprehension before getting Jigsaw Procedure. Besides the purpose of giving post-test is to know the students' reading comprehension achievement after getting Jigsaw Procedure method. The researcher gave the written text consist of 20 multiple choice questions about general information,

factual information, generic structures, meaning of word and language features of the text.

The process of collecting data is in the following: Pre-Test, Treatment and Post-Test. The technique of data analysis that the researcher used in this research was T-test.

RESULT

- a. The data analysis of students' reading comprehension before being taught using Jigsaw Procedure method

There are so many students who get low score. Low score here is less than the standard score of English subject of second grade at junior high school is 75. The students who cannot pass the test are 2 students and the students who pass the test are 23 students. It can be concluded that students who cannot pass the are higher than be students who pass the test.

From the result, it can be seen that mean score of pre-test is :

$$\begin{aligned} M \text{ pre - test} &= \frac{\sum pre}{N} \\ &= \frac{1470}{25} \\ &= 58,8 \end{aligned}$$

The total score of pre test is 1470. The total sample is 25. The mean of pre-test can be counted from

the total score divided by the number of sample. So, the mean of pre-test is 58,8.

- b. The data analysis of students' reading comprehension after being taught using Jigsaw Procedure Method

There are 5 students got score 75 – 77, 7 students got score 78 – 80, 0 student got score 81 – 83, 7 students got score 84 – 86, 0 student got score 87 – 89, 3 students got score 90 – 92, 3 students got score 93 – 95. As explained before that the standart score of English subject of second grade at junior high school is 75. It can be concluded that the diagram frequency above show the post-test score is better then pre test score.

From the result, it can be seen that the mean score of post-test after being taught using Jigsaw Procedure method is :

$$\begin{aligned} M \text{ post-test} &= \frac{\sum post}{N} \\ &= \frac{2085}{25} \\ &= 83,4 \end{aligned}$$

The total score of post-test is 2085. The sample is 25. The mean of post-test can be counted from the total score divided by the number of

sample. So the mean score of post-test is 83,4. Its mean of post test score is higher than the maean of pre-test.

- c. The score difference of pre-test and post-test

In this part, the researcher show the score different of pre-test and post-test in the form of table. Besides, the researcher also show the calculation of the mean different of pre-test and post-test, calculation of the number of deviation score and calculation the value of t-score and degree of freedoom (db):

Total score of pre-test is 1470 sand score of post-test is 2085. It means that students' score is increasing. The minimum of D (total scoring post-test and pre-test) is 20 and the maximum D is 25. The final result of D2 is 15175.

From the result above, it can be seen that the meaan different of pre-test and post-test score are:

1. Calculation the mean different of pre-test and post-test:

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{615}{25} \\ &= 24,6 \end{aligned}$$

2. Calculating the number of standard derivation score

The computation is used to calculate the deriviation of each subject (d) and then subtract the result of pre-test and post-test are different (d).

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d^2)}{N} \\ &= 15175 - \frac{(615)^2}{25} \\ &= 15175 - \frac{378225}{25} \\ &= 15175 - 15129 \\ &= 46 \end{aligned}$$

3. Calculating the value of t-test and degree of freedom (db).

This computation is needed to analyze pre-test and post-test in one group design research. The values of t-test is used to know t-table whether the result is significant or not. Then, the degree of freedom is used to know the level of t-table.

$$\begin{aligned} t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}} \\ &= \frac{24,6}{\sqrt{\frac{15175 - \frac{(615)^2}{25}}{600}}} \\ &= \frac{24,6}{\sqrt{\frac{15175 - \frac{378225}{25}}{600}}} \end{aligned}$$

$$\begin{aligned} &= \frac{24,6}{\sqrt{\frac{15175 - 15129}{600}}} \\ &= \frac{24,6}{\sqrt{\frac{46}{600}}} \\ &= \frac{24,6}{\sqrt{0,07}} \\ t &= \frac{24,6}{0,26} \\ t &= 94,6 \end{aligned}$$

$$d.b = N - 1$$

$$d.b = 25 - 1$$

$$= 24 \rightarrow 1\% = 2,492$$

$$5\% = 1,711$$

From the calculating above, it is known that the result of t-test is 94,6 and degree freedom is 24.

In pre-test, is obtained 1470 and the score improve in post-test, it is 2085. Automatically, mean of pre-test and post-test is different too. Mean 58,8 is obtained in pre-test and mean 83,4 is obtained in post-test. So, mean of post-test also better than mean of pre-test. Jigsaw Procedure method gives very significant effect to the students' reading comprehension can be seen from the table different level of significant from t-table and t-score below.

The result of this research show that t-score is 94,6 at the degree of freedom 24 and t-table 1,711 at the level of significant of 5%. It means that t-score (94,6) > t-table at the level of significant of 5% (1,711).

The data show that t-score is higher than t-table in the significant 1% and 5%. Therefore, the Alternative Hypothesis (Ha) was accepted the Null Hypothesis (Ho) was rejected. It can be concluded that Jigsaw procedure method has significant effect on the students' reading comprehension of the second grade students at Mtsn Pagu Kab. Kediri in academic year 2014 – 2015.

CONCLUSION

Reading is one of receptive skill where the students should receive something after they read the text, the students should understand the content of the text. It become the problem for the students so far to work with a text followed by some comprehension questions. Most of students are able to answer some question where they have to find the detail in the text and they

get difficulties when they have to find general information, factual information, detail information, generic structures, meaning of word and language features of text.

Therefore, the teacher applied interesting technique, that is Jigsaw Procedure technique. By using Jigsaw Procedure method, the students of MtsN Pagu Kab. Kediri are enthusiastic to learn reading in their classroom. They can enjoy reading text and understand the material. Besides, students can learn a concept or topic while working in group in enjoy able atmosphere. It can also motivate the students' interest in learning English especially in reading activity.

As the result, the researcher conclude that Jigsaw Procedure has positive effect on the students' reading comprehension to second grade students of MtsN Pagu Kab. Kediri in academic year 2014/2015.

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