

ARTICLE

**THE EFFECTIVENESS OF JIGSAW TO THE ELEVENTH GRADE
STUDENTS' READING COMPREHENSION AT SMAN 1 KANDANGAN
KEDIRI IN THE ACADEMIC YEAR 2015/2016**



By:

KHOLIFATU ALFIYAH

11.1.01.08.0104

Advised by:

- 1. Drs. Agung Wicaksono, M.Pd**
- 2. Suhartono, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**



SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

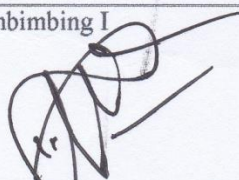
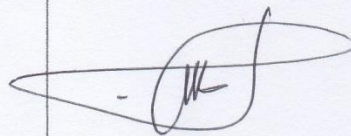
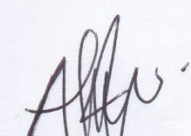
Yang bertanda tangan dibawah ini:

Nama Lengkap : Kholifatu Alfiyah
NPM : 11.1.01.08.0104
Telepon/HP : 085655798051
Alamat Surel (Email) : kholifatualfia@gmail.com
Judul Artikel : The Effectiveness of Jigsaw To The Eleventh Grade Students' Reading Comprehension At SMAN 1 Kandangan Kediri In The Academic Year 2015/2016
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa Timur 64112, Indonesia

Dengan ini menyatakan bahwa:

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila dikemudian hari ditemukan ketidak sesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 23 Januari 2017
<p>Pembimbing I</p>  <p><u>Agung Wicaksono, M.Pd</u> NIDN. 0711076802</p>	<p>Pembimbing II</p>  <p><u>Suhartono, M.Pd</u> NIDN. 0714026901</p>	<p>Penulis,</p>  <p><u>Kholifatu Alfiyah</u> 11.1.01.08.0104</p>



THE EFFECTIVENESS OF JIGSAW TO THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION AT SMAN 1 KANDANGAN KEDIRI IN THE ACADEMIC YEAR 2015/2016

Kholifatu Alfiah

11.1.01.08.0104

English Education Department

kholifatualfia@gmail.com

Drs. Agung Wicaksono, M.Pd and Suhartono, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is one of four skills which should be mastered by Senior High School students. By reading, the students can get knowledge and information from the text. In order to get information well, the students should be able to comprehend the text. However, in fact students often get some difficulties when comprehending the text. Therefore, the teacher should use the appropriate technique in teaching reading to assist the students to solve the problems in teaching learning reading. To help the students, jigsaw can be used in teaching reading. The purpose of this research is to find out whether jigsaw is effective in teaching reading and to find out the students' response when jigsaw is applied on teaching reading of the eleventh grade students at SMAN 1 Kandangan Kediri in the academic year 2015/2016. This research used quantitative experimental research. The sample is class XI IIS 4 consisting of 31 students. Data is collected by reading test and questionnaire. The tests conducted in two parts, pre-test and post-test. Jigsaw is effective to be used in teaching reading especially in the eleventh grade students of SMAN 1 Kandangan Kediri in the academic year 2015/2016. It is proved by the result of t-score (13.39) that is higher than t-table in the level of significance 1 % (2.467). Beside that, the result of questionnaire proved that almost all of the students agreed that jigsaw is effective to used in teaching learning reading. Based on the analyzed data, the researcher concluded that there was a very significant effect of jigsaw to the eleventh grade students' reading comprehension of SMAN 1 Kandangan Kediri in the academic year 2015/2016

Key Words: Reading Comprehension, Jigsaw.

I. INTRODUCTION

Reading is one of four language skills that is taught in English. One of the important is reading. By mastering reading, people will be able to comprehend English text found in their daily activities well. According Patel and Jain (2008:113), "Reading means to understand the meaning of printed words e.g. written symbols." Patel and Jain also said that

reading is one of important activity for students. By reading, the student can improve her or his knowledge.

Odwan (2012: 140) states, "Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text". It means that reading comprehension is the act of

comprehending what the students read. Dechant (1991:7) adds, “The purpose of all reading is comprehension of meanings”. It can be said that when the students read text, they will be able to comprehend the meaning of the text. While reading, reading, students can get new information and knowledge.

English learning process at the eleventh grade students of senior high school of the second semester is using Kurikulum 2013. The basic competence in syllabus of Kurikulum 2013 (2013) states,

Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

The eleventh grade students should comprehend the factual report about person, animal, phenomenon and social. The text includes simple written and spoken text that related and integrated with the other subject in eleventh grade students.

But in fact, the students of senior high school still difficult to comprehend the text. Comprehending the text here means the students can find the main idea, detail information, the meaning of vocabulary and answering WH questions. Besides, the students are not interest with the monotonous activity during learn the reading subject. The students also do not

have a high motivation to learn the subject. And also in the teaching learning process, teachers usually do not use the appropriate technique to comprehending the text. Thus, teacher needs the appropriate techniques to improve students reading comprehension that is will make reading is interesting subject for the students.

The researcher applied the use of jigsaw technique that originally devised by Elliot Aronson, involves the formation of home groups to resolve the task. The home groups allocate one member to each expert or research group to gather data to bring back to the home group. Mengdou & Xiaoling (2010:114) found that the jigsaw is a cooperative learning technique that requires everyone’s cooperative effort to produce the final. It is used because jigsaw technique can reduce racial conflict among school children, promote better learning, improve students’ motivation, and enjoyment of the learning experience. Adams (2013:68) also described that jigsaw technique is beneficial in teaching learning because revolves round interaction with peers students are active participants in the learning process and thereby help to build inter-personal and interactive skills among students. In other hand, jigsaw techniques can improve the students’ comprehension and increase the motivation of students.

Jigsaw is used to see whether there is a positive impact in students reading comprehension. Jigsaw places great emphasis on cooperation and shared responsibility within groups. The success of each group depends on the participation of each individual in completing their task. Another purpose of jigsaw is improving team works, cooperative learning skill, and takes knowledge in a deep manner that impossible to get by themselves. In this technique, the students must deliver each of their opinion that related with the material will be learned. By jigsaw, the students being active in teaching learning process can be increased

II. METHOD

This research used quantitative research. Then, the researcher used pre experimental research to find out whether the jigsaw is effective in teaching reading and to find out the students' response when jigsaw applied in teaching reading.

The instrument used to collect the data in this research is test and questionnaire. The test consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of multiple choices that consists of 20 questions about report text which representative of some indicator that are identify the main idea, meaning of vocabulary, detail information and answering WH questions. The questionnaire based on the students'

response about the teaching reading using jigsaw. There are 8 questions that the students should be answered in this questionnaire

The score of students' reading comprehension before and after being taught by using jigsaw analyzed using formulation of T-test from Ary et. al. (2010:177) to see the effect of jigsaw on students' reading with a significant level 1%;

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

And the result of questionnaire analyzed using three process of analyzing the qualitative data from Miles and Hubberman (1994); Data reducing, Data display, and Making conclusion.

This research was held in SMAN 1 Kandangan Kediri which is located on Jl. Hayam Wuruk, No. 96 Kandangan Kediri. The researcher chooses the eleventh grade students at SMAN 1 Kandangan Kediri as the population and IIS 4th of eleventh grade students as the sample of this research that consists of 31 students, which is divided into 17 males and 14 females.

III. FINDING AND CONCLUSION

The finding of the questions study were asking about is jigsaw effective in

improving students' reading comprehension and how is the students' response when jigsaw is applied in teaching reading

First, Pre-test was held at the first meeting of the research. It was done on April, 20th 2016. The total scores of students' reading comprehension before being taught by using jigsaw were 2100. The total sample was 31. Mean could be counted from the total score divided by the number of sample. From the calculation, the mean score of pre-test was 66.7.

The second step to describe the teaching reading using jigsaw. Treatment was given to the students after the researcher had conducted pre-test. The researcher conducted treatment twice. The first treatment was done on April, 27th 2016. In the first treatment, the researcher introduced the students to the Jigsaw technique before they were taught using this technique. There were five steps used in each treatment; observing, questioning, exploring, associating, and communicating. The first steps were observing where the researcher explained about the report text and give a example of report to observed by the students. The second steps were questioning. Here, the researcher gave opportunity the students to ask about report text showed by the researcher. But there was no students wanted to ask. Therefore, in this step the

students very passive in teaching learning process. The third steps were exploring. In this steps, the researcher try to applied the procedures of jigsaw. The researcher divided the students into 8 groups that consist of 4 students in each group. The groups diverse in term of gender, race, and ability. The fourth steps were associating. The researcher gave the number for all member of each group. Then, the students that got number 1 should make a new group with the other students from other groups that got number 1 too. And it works also to number 2 until 4. The new groups called expert group. In expert group, the students discussed about the report text along with indicator will be learned. Each expert group got a indicator which different with other expert group. They were sharing and solve the problem was given to make sure their knowledge about the report text. And the last steps were communicating. The research brought back the students into their home group. In their expert group, the students discussed about their knowledge from their expert group and made a note about their discussion about report text with their group

The second treatment was done on May 0th 2016. It was the same steps with the first treatment. The difference only at given different text and worksheet but with the same indicators. The indicators in

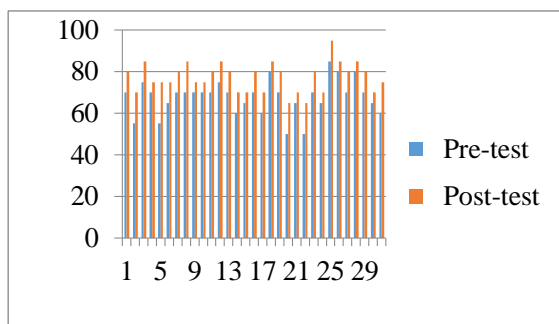
second treatment of reading comprehension; identify the main idea of “Antibiotics” text, find the meaning of vocabulary, identify detail information, and answering WH questions based on the text.

At last, post-test was held after two times of treatments given to the students. The total score of post-test was 2395. The total sample was 31. Mean could be counted from the total score divided by the number of sample. The mean of post-test was 77.2. After the post-test was done, the researcher gave the questionnaire to collect the qualitative data about the students’ response when jigsaw is applied in teaching reading.

Based on the scores of pre-test and post-test above, the researcher could describe the result of data analysis by the following diagram.

Diagram 3.1

**The Difference Score of Pre-test
and Post-test**



It shows that the total score of pre-test is 2100, and the total score of post-test is 2395. It means that the students’ score is

increase after they taught a text by using jigsaw. There are some students who still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 295. After the researcher got the difference score between pre-test and post-test, the researcher calculated the average different (\bar{D}). Here, the result of average different is 9.5. After the calculating of average different, the researcher can input the result in the T-test formula. The result of T-score is 13.39.

After it was analyzed, the researcher calculated the degree of freedom (db). The degree of freedom is the total of sample (N)-1. Here, the degree of freedom (db) is 30. So that the t-table that use is 2.457 in level of significance 1% and 1.697 in level of significant 5%. The result calculation of t-score can be seen in the following table:

Table 3.1

**The Statistical Computation
Using T-test**

Db (N-1)	t- score	5%	1%	(Ha)	(Ho)
30	13.39	1.679	2.457	Accepted	Rejected

Based on the data on the table above, it can be seen that t-score (13.39) > t-table at the degree of significance 5% and 1%. It means that t-score was very significant. So, the Null Hypothesis (Ho)

was rejected and the Alternative Hypothesis (Ha) was accepted. It can be said that jigsaw has very significant effect to the eleventh grade students' reading comprehension at SMAN 1 Kandangan Kediri in the academic year 2015/2016.

The result of questionnaire of this research shows positive responses of the students. Mostly the students agreed that jigsaw assists them to identifying main idea, detail information, finding the meaning of vocabulary and answering WH questions. It is also an easy and interesting technique. In addition, they enjoy the process of learning reading using jigsaw. They also be more understand when is taught by using jigsaw.

Based on the result of test and questionnaire above, there are some findings that found when jigsaw applied in teaching reading. First finding is jigsaw make the students more active and have responsibility in the group works. By jigsaw, the students should share their learning experience to others. This is supported by previous research conducted by Maulidi (2011), "Students were active participants in the learning process because jigsaw demanded students to communicate one another."

Second finding is the students' reading comprehension was increased, because the students comprehended the

text deeply in their expert group. This statement is in line with the previous research conducted by Dewi (2015), "The jigsaw had possitive effect on students' reading comprehension".

The last finding is the jigsaw can build the enjoyable situation in teaching learning process. The students not only did the monotonous activity in learning reading such as read the text and answer some questions based on the text without comprehend the text. But also, the students can share their experience to others. It makes the environment of learning reading more interesting. It supported by the previous research conducted by Kardaleska (2013: 53-58), "Jigsaw creates positive learning environment and implies more individual responsibility, encourages cooperation and peer teaching."

From research finding, the researcher concludes that jigsaw is effective to be used in teaching reading especially in the eleventh grade students at SMAN 1 Kandangan Kediri in the academic year 2015/2016. It is proved by the result of t-score (13.39) that is higher than t-table in the level of significance 1% (2.467). Besides, the students' reading comprehension also increased after being taught using jigsaw. It is proved by the mean of post-test (77.2) that is higher than the mean of pre-test (67.7). Thus, this

technique should be applied in teaching reading especially in reading report text.

The result of questionnaire also shown that almost all of students agreed that jigsaw was effective to the students' reading comprehension, such as finding the meaning of vocabulary, identifying the main idea, identifying detail information and answering WH questions. Besides, jigsaw can increase the students' motivation in learning reading

It is suggested to the teacher. The researcher teacher should explain the procedures of jigsaw and how it can affect the students' reading comprehension. Thus, it will be easier for the students to understand the procedures of jigsaw. The students also ready to discuss with their group and do the task.

In addition, students are expected to be more cooperative and have responsibility in group working when jigsaw was applied in learning reading, because in jigsaw activity the students should share their learning experience to their groups, so that the students should comprehend the topic deeply to complete their knowledge. And also the researcher gives suggestion to the other researchers who conduct the same research. The other researcher may use jigsaw with different material and skills. Besides, the result of the data analysis shows that jigsaw is suitable technique in teaching reading. So,

Kholifatu Alfiyah | 11.1.01.08.0104
Faculty of Teacher Training and Education-
English Education Department

this research is hopefully able to be used as a reference when they do the same research that is about teaching reading using jigsaw.

IV. BIBLIOGRAPHY

- Adams, F. Hulls. 2013. *Using Jigsaw Technique as an Effective Way of Promoting Cooperative Learning Among Primary Six Pupils in Finjai*. International Journal of Education and Practice, 6, 65.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. 2010. *Introduction to Research in Education*. Canada:Wadsworth
- Dechant, Emerald. 1991. *An interaction model*. New Jersey, Lawrence Earlbaum Associates, Inc : Hillsdale.
- Dewi, A. Sari. 2015. *The Effect of Jigsaw Procedure On Students' Reading Comprehension of Second Grade At MTSN Pagu in Academic Year 2014/2015*. (Skripsi, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri).
- Huberman, A.M. & Miles B.M. 1994. *Handbook of Qualitative Research*. Los Angeles: Sage.
- Kadarleska, Ljubica. 2013. *The Impact of Jigsaw Approach on Reading*

- Comprehension in An ESP Classroom*. The Journal of Teaching English for Spesific and Academic Purposes. Vol. 1, No. 1, pp. 53-58.
- Maulidi, Yusuf, M. 2011. *The Effectiveness of Jigsaw Technique to Improve Students' Reading Ability in Narrative Text (An Experimental Research at the Eleventh Grade of MAN 1 Kendal in the Academic Year 2011/2012)*. Faculty of Tarbiyah. Walisongo State Institute for Islamic Studies.
- Mengduo, QIAO & Xiaoling, JIN. 2010. *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners*. Chinese Journal of Applied Linguistics. Vol. 33 No. 4.
- Odwan, 2012. *The Effect of the Directed Reading Thinking Activity Through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan*. International Journal of Humanities and Social Science, 2(16): 138-151
- Patel, M.F & Jain. M. Praven. 2008. *English Language Teaching*. Jalpur. Sunrise Publisher & Distributors