

## ARTICLE

*A Study on Teaching Reading Using Jigsaw in the Eighth Year Of  
SMP N 2 Ngronggot Nganjuk in Academic Year 2016/2017*



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2017**

## SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

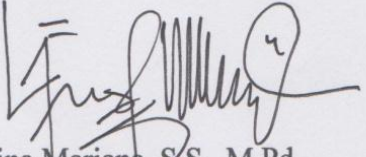
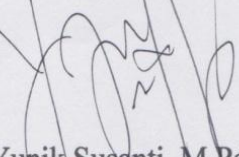
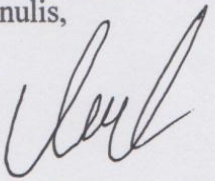
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Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
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## **A STUDY ON TEACHING READING USING JIGSAW in THE EIGHTH YEAR OF SMPN 2 NGRONGGOT NGANJUK IN ACADEMIC YEAR 2016/2017**

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### **ABSTRACT**

It aims to describe how jigsaw technique is implemented in teaching reading to the eighth year students of SMP Negeri 2 Ngronggot and to describe the students' responses of teaching reading using jigsaw technique to eighth year students of SMP Negeri 2 Ngronggot. The focus of this research is VIII E class in the first semester 2016/2017 academic years.

The method used in this research is qualitative. Case study is used as the design of this research which studied about the implementation of Jigsaw technique. The data were collected by using observation checklist, interview and documentation. Observation checklist is used to know the implementation process of jigsaw technique. Then, interview is used to know the students responses to the technique used by the teacher. Last, documentation is used to collect the teacher's lesson plan.

From these observation and interview, the writer found the result that the process of teaching reading using Jigsaw technique was not simple, because jigsaw needs preparations and steps orderly but it was proper technique that could be used to teach reading because jigsaw technique could motivate students in studying reading because based on the students interview most of student interest when jigsaw is implemented to learn about English especially in reading skill by engaging them to work in group. Then, the responses of the students were positive; they did not feel disappointed after teaching reading using Jigsaw technique. From those results, the writer can suggest to the English teacher that he should look for better techniques to teach the target language, especially in teaching reading like Jigsaw technique. In addition, the students also have to motivate themselves in joining English class, especially in reading activity. To other writers, it is hoped that they can conduct the better research by investigating the other kinds of skills that can be applied Jigsaw technique.

**KEYWORDS:** Jigsaw Technique, Reading, Descriptive Text

### **I. INTRODUCTION**

Reading is one of English skills that the value cannot be underestimated. At all levels of education, reading must be mastered by students. It can give more knowledge for the students when they read some materials in written text, they can get

some information and they can learn new word, they can increase their vocabulary.

Based on Harmer's statement (2003: 208), students sometimes have vague understanding of reading. Reading passage seems to be too difficult for them because of some conditions. The conditions here refer to the failure of understanding the

words, the sentences, the sentences' unity and organization; and the lack of interest or concentration. Therefore, teacher should modify their teaching in order to encourage students' ability and enhance their interest in reading. Teacher should make some tools that can help students in comprehending the text and make them understanding the text easier. To make the teaching reading more interesting, teacher should be more creative in applying the technique of teaching reading. One of them is using jigsaw technique. According to Kagan (2009: 442):

"The first jigsaw activities were developed at the national training labs as teambuilding activities. Each participant was given some of the information necessary to solve a problem, so they had to cooperate to be successful. Elliot Aronson and his associates were the first to apply the Jigsaw concept to the classroom. Working in a desegregated school, in an attempt to improve ethnic relations, they created racially integrated teams and then rewrote the curriculum so each student on the team had access to only one part of the curriculum, but each would be tested on the whole. The students had to cooperate to be successful. Working together, the students came to like each other and ethnic relations improved".

Based on the writer's experience during Teaching Practice 2 in SMPN 2 Ngronggot, the reading ability of the eighth grade students were good. It is proved by students' result of reading test. The students' score of reading test were good because most of them could passed the minimum score criteria (KKM) that stated by the school is 75. The improvement of the reading score did not only come from the students but also from the strategy that used by the teacher. The teacher used various methods to teach their students, one of the techniques was jigsaw. Based on the reasons above, the writer interested to conduct a research, entitled **"A Study on Teaching Reading Using Jigsaw in the Eighth Year of SMPN 2 Ngronggot Nganjuk in Academic Year 2016/2017"**.

## II. METHOD

This research used qualitative research design of case study. According to Creswell (2012: 465), case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. In this case, in SMPN 2 Ngronggot there is a teacher who conduct Jigsaw and some teachers who do not conduct Jigsaw as a teaching technique in their class, especially when teaching reading. The writer chooses the teacher



who conducts Jigsaw because he wants to observe the process of implementation Jigsaw in reading and the students' responses about the jigsaw technique.

To get the data, researcher used observation, interview and documentation. According to Sugiyono (2008: 19), observation classifies into two types; they are participant observation and non-participant observation in the process of conducting data collection. In this research, the researcher used an observation checklist & field notes to get the data about the way how jigsaw technique is implemented in teaching reading at eighth year students of SMPN 2 Ngronggot. Then, the writer used interview because he wanted to know the things of respondents deeper especially about the students' response of teaching reading using jigsaw technique. In documentation, the writer used school files (a syllabus for second grade, lesson plan, students' worksheet, students' textbook, and pictures of their activities in classroom to complete the data from observation and interview.

After the researcher got the data, he used activities of analyzing data can be divided into three steps:

Data reduction, data display, and conclusion drawing/verification. (Miles and Huberman 1994: 10)

#### 1. Data Reduction

This is the first step in analyzing the data that contains selection process, focusing and summarizing data field notes. In this step, the writer separated and took the only important things from the result of collecting data. The important things in here, means everything that relevant with the topic.

#### 2. Data Display

The second step of analyzing the data is describing the data in descriptive which the research conclusion will be possible to be done. This step describes the result of the research which will describe in systematic and logic sentence, therefore the result will be convincing.

The writer made brief description from the data that had been reduced. In this result of observation, the writer focused on how the teacher implemented jigsaw technique in class. While, the result of interview, the writer focused on the students' response toward jigsaw technique. In addition, documentation used to strengthen the data from observation and interview.

#### 3. Conclusion Drawing/Verification

The last step is the researcher make conclusion of this research. Then the researcher also verifies the conclusion the technique is by discussing the research conclusion with the collaborator of the research. This step is very important to be

done in order to get a good research conclusion.

It means that conclusion is a new finding that had not been there. The findings may include a description / picture of an object that previously were dimly lit or dark so that way after examination it becomes clear, can be either casual or interactive relations, hypotheses or theories. In this step, the writer concluded what data gained. The writer described the findings from observation, interview and documentation.

### **III. RESULT AND CONCLUSION**

The implementation of jigsaw technique and students responses, the teacher chose the text and gave it to the students. The topics of the text related to the tourism place in Indonesia, they are: Borobudur, Monas, and Kuta beach. The texts were distributed to the students with this following pattern: first student got Borobudur text, second student got Monas text, third student got Kuta beach, fourth student got Bromo mountain text and the last student got Toba lake text. Secondly, the teacher instructed the students to work in group, including 5 members of Jigsaw group. Therefore, there were 5 groups in this class. After that, the teacher showed some pictures and asked the students to explain about the pictures (Monas, lake,

beach, mountain, Borobudur). Then, the teacher explained to the students about what they asked to the teacher and continued the teaching process by giving instruction to students to move to the same text owned by the expert group and discussed the tasks given by the teacher. Next, the students went back to their group (jigsaw group) and gave unique information that they got from expert group. And the last, the teacher instructed the students to write the summary and read the result. Then, they discussed it together.

Moreover, those steps have the same point with the results that found by the writer. The steps that implemented by the teacher that followed the stages of reading activity started from pre, whilst, and post-reading. In the pre reading, it includes step 1 of jigsaw that is choosing a passage. Then, the students led by the teacher to do reading activity started from step 2 (dividing the students into jigsaw groups), step 3 (Studying new words), step 4 (Involving the whole class in an activity for general comprehension), step 5 (Forming “expert groups”), and step 6 (students returning to their jigsaw groups). Those steps were related to whilst reading activity. Last, the stage of post-reading activity was by asking the students to make a summary about the text given by teacher. of the students felt happy in joining the

class and had enthusiasm to follow the process of teaching and learning. The writer found that most of the students had positive response even though there were students who did not focused to what teacher explained. In fact, after they got jigsaw technique that applied by the teacher, the students began to be motivated with this technique. The results showed that the students like to be taught by using jigsaw technique and they began to focus in what the teacher explained. Therefore, their reading tasks could be finished well. This point was supported by statement that delivered by Qiao & Jin (2010) "As far as language learners are concerned, jigsaw strategy is, by trial and error, a proper way to promote learners' participation and enthusiasm as well as a useful technique to focus on the language use to accomplish learning tasks in the EFL classroom".

Thus, by implementing jigsaw technique, there were some advantages appeared during teaching learning process. First, the students looked more confident because they were brave to explain the material to their friends. In addition, they were also responsible in answering the questions from their friends. Second, the students could study with their friends and felt comfort because they could share and

ask to their friends without ashamed to the task given by the teacher.

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