

## **ARTIKEL**

# **THE EFFECT OF JIGSAW METHOD TOWARDS STUDENTS' READING COMPREHENSION AT GRADE 10TH OF SMAN 4 KEDIRI**



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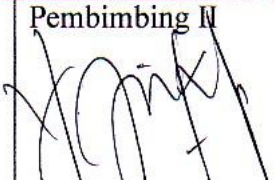

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## THE EFFECT OF JIGSAW METHOD TOWARDS STUDENTS' READING COMPREHENSION AT GRADE 10TH OF SMAN 4 KEDIRI

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### ABSTRAK

Reading becomes the important skill that must be mastered by students. It is not easy to comprehend the text in reading comprehension there are some problems which are faced by students in reading comprehension such as lack of vocabulary, less motivation in reading, difficult to comprehend the text especially to identification about information of the text. The way how to solve those problems is jigsaw method. The purposes of this research are to find out the scores of students reading comprehension before and after using jigsaw method and to find out whether the effect of using method to students reading comprehension. This research is pre-experimental quantitative method using one group pre-test post-test design. The sample of the research was 35 students consist of 14 males and 22 females of X-MIA3 class. The data analyzing is using t-test computation which collected by comparing results of pre-test and post-test with the mean score 18,28 and standard deviation 14,64998, and then the data analyzed using Paired Sample T-test of IBM SPSS Statistic version 21. The result showed that t-score -7,384 with the significant (2tailed) value is lower than 0.05. This research also found that Jigsaw was suitable for students' reading comprehension because can help the students get better comprehend the text although there is an indicator whose score with little improvement such as indicator of identifying social function. The result showed that t-score -7.384 with the significant (2tailed) value is lower than 0.05. This research also found that jigsaw method was suitable for students' reading comprehension because it can help the students get better comprehension the text although there is an indicator whose score with little improvement such as indicator of identifying social function. It can be concluded that Jigsaw has significant effect on students' reading comprehension of SMAN 4Kediri. Despite its significant effect, the researcher suggest to the English teacher to apply Jigsaw method by guiding students in reading on many genres and when the teacher apply this method, it's better to the teacher for management time well because this method need a long time. For other researchers, it is suggested to ask the students work independently in second and third treatment to know the outcome of each students, the other researcher can investigate this method in indicator that the score just little improving such as indicator of identifying main idea and also apply Jigsaw in other genre and level of class.

**Key Words : Jigsaw Method, Reading Comprehension**

## I. Background

Reading is an important activity in life with which one can update his/her knowledge. ( Patel and Jain 2008: 113-114),

Reading holds an important role as it is to explore someone's knowledge, furthermore by reading students will enlarge their vocabulary directly. So students should have the most important skill that needs to be comprehend well. When the reader does not comprehend the information in the text, the reading skill is totally meaningless. The students need to understand the idea and information that they can get from the text. The comprehension does really occur when the reader understand fully information and idea written in the text. There will be no reading when there is no comprehension.

Reading comprehension is an activity aimed to understand the message of particular text (Cahyono 2011:49). Besides Serravallo (2010:43) stated that "Reading comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text." Based on the that statement reading comprehension is a process of students to get and understanding a meaning by the text of what they read.

The students comprehend text when the students read the text. Anderson (2002:34) states that if the readers do not know the language of the text, then they will have great difficulty in processing the text. It means comprehending here not only about finding the meaning of vocabulary, but also about the main idea, the detail information and answering WH questions, find the structure of the text, specific information, the meaning of vocabulary and answering the question. Besides, Usually the students just read and answer the task in accordance with they're feeling. The students cant determine the information that they read, selective information and detailed of information that found in the text, and to know the meaning of word in the paragraph though has experience learning process using the maximal time allocation. According to Hanafi (2015): The success of teaching reading is sometimes influenced by non-linguistic factors, such as teacher's method, time allotment, facilities, etc. beside those from readers themselves. If these factors are not given much attention, it can influence the success or failure of students in reaching comprehension of their reading then further make them not interested in joining reading class. During the teaching sometimes teachers only use

lecture method where sometime the method is boring for students in senior high school. The students feel bored with the monotonous step and methods of teaching reading by the teacher. It makes them not focus with reading subject and caused the students busy with their own business and crowded in negative aspect. So that, teaching reading should more creative and use method that suitable with the material. As the result, they don't have the capacity so the most of students reading comprehension is still low.

One possible solution from the researcher is the cooperative learning approach (CL). CL can increase motivation and students' active participation. Kessler (1992:129) states that CL is an approach to education based on the philosophy that education should be learner centered and learner directed, that learners can be teachers, and that teachers are guiders and facilitators rather than the source of all knowledge and director. One of the popular method with Cooperative Learning principle is Jigsaw method. Jigsaw has designed to improve the students' responsibility to their to their own learning and other learning. ( Lie, A, 1994 )

This method allows students of any level of competence to participate actively in class. It accommodates heterogeneous group work. The jigsaw

method is structured to enable students to work based on individual involvement in order to gain a group product. In order word, by this technique each individual of a group swims and sinks together to complete group product. Jigsaw method was first developed by Aronson in 1971 as a means to promote positive race relation. It was implemented to limit students' competition and racial segregation in the classroom. This study gained the success with jigsaw implementation. His students in learning groups (jigsaw group) were racially integrated and required cooperation among members in order to achieve academic success. The jigsaw is the method that involves all member in the group discussion to resolve the task. Jigsaw has home group and expert group.

The home group allocate one member to each expert or make the group to gather data to bring back to the home group. The researcher choose tenth grade students of SMAN 4 Kediri in academic 2018/2019.

The objectives of this research is, the research want to find out the scores of students reading comprehension before and after being taught using Jigsaw method in the first grade of SMAN 4 Kediri academic year 2018-2019. Besides of that, the researcher want to find out whether the effect of Jigsaw method on students

reading comprehension of the first grade students of SMAN Kediri in Academic Year 2018/2019.

## **II. Methodology**

In this research, the researcher uses quantitative approach that is experimental design. According to Jack and Norman (2006: 267), Experimental research is one of the most powerful research methodologies that researchers can use. Of many types of research that might be used, the experiment is the best way to establish cause-and-effect relationships among variables. So it is uses statistical formation in analyzing the data. According to cresswell (2009: 1), quantitative reaearch is a means for tasting objective theory by examining the relationship among variables.

The researcher takes 10th grade for population in the research. In this school 10th grade of SMA 4 KEDIRI has four class that consists 330 students divide onto 5 for IIS and 5 for MIA class. The researcher used purposive sampling to choose the sample. Based on statement above, the researcher takes 1 class from all of the class. The researcher choose MIA3 class as the sample of the research. The researcher choose MIA3 because those class have some problem in reading

comprehension. MIA3 class consist of 22 female and 14 male students.

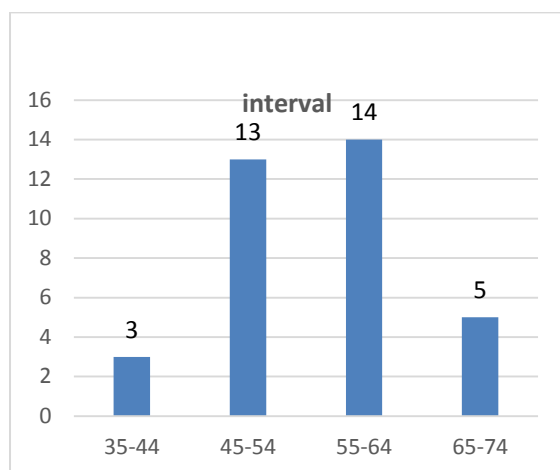
To know students' reading comprehension researcher will give the test which consist of 20 questions in multiple choice to know about to know the main idea, know the general information of the text, know the detail information, know the specific information, and know the implied meaning of text. Material of the text is focus on descriptiv text. to collect the data, the researcher distributed pre-test and post-test 20 multiple choice. It was analyzed using descriptive statistic with SPSS 21.

## **III. Research Finding and Discussion**

In this research, the researcher applied teaching learning process by using Jigsaw Method for teaching reading. The researcher applied the teaching learning process in the first grade student (10th) of SMAN 4 Kediri, especially in X-MIA 3 which consist of 36 students. The teaching learning process was done in three meeting. The first meeting was conducted by giving pre-test, to the learners to know the learners' ability before giving the treatment then explain about the material given. The second meeting was conducted by giving Jigsaw method for teaching reading comprehension. And for the last meeting was conducted by giving the post-test to know the learners' progress after giving the treatment.

## 1. Pre-test

The data of pre-test showed how the students' reading comprehension before the researcher gave them treatment. The data was got from the one class of tenth-grade students of SMAN Kediri's reading comprehension test. The researcher provided a test consisting of 20 multiple choice questions about descriptive text. The questions were made based on seven indicators which must be fulfilled in reading comprehension. They are: Identifying social function, structure of the text, and language element, identifying main idea, determining reference meaning, determining synonym, finding implicit information of text, finding explicit information of text, and determining inferential information.



The result for this test is the indicator which has the highest point among others is identifying main idea and reference meaning, and the lowest score is inferential information.

## 2. Treatment

The first phase in teaching learning process is giving treatment to the learners. The series of treatment were implemented in a form of teaching activities by optimizing Jigsaw method in teaching reading comprehension. The series of treatment was conducted in the second meeting. In implementing the treatment, the researcher considered the procedures belong to Jigsaw. So, the treatment given are the manifestation of those procedures.

## 3. Post-test

The data Post-test was conducted to measure how far the students' reading comprehension influenced by Jigsaw. the total score from each indicator are: identifying social function is 96 of 105 by percentage 91,42%, identifying main idea is 66 of 105 by percentage 62,85%, determining synonym is 69 of 70 by percentage 98,57%, determining reference meaning is 30 of 35 by percentage 85,71%, determining inferential information is 62 of 70 by percentage 88,57%, finding implicit information 133 of 245 by percentage 54,28%, finding explicit information is 62 of 70 by percentage 71,71%.

## IV. Conclusion

Based on the results above the researcher concluded that Jigsaw was suitable for students' reading

comprehension, because this method can help the students got the better comprehension of the text. Most of the students can answered some questions which consists of some indicators of reading comprehension such as identifying social function, identifying main idea, determining reference meaning, determining synonym, finding implied information, finding explicit information, and determining inferential information.

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