

**THE EFFECTIVENESS OF USING JIGSAW TECHNIQUE ON THE
STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT
AT SMAN 1 GURAH**

THESIS

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam sidang munaqosah.

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Setelah disepakati materi dan susunannya sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 24 September 2019 kami dapat menerima dan menyatakan hasil perbaikannya.

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MOTTO

“Anything that you learn becomes your wealth, a wealth that cannot be taken away from you; whether you learn it in a building called school or in the school of life. To learn something new is a timeless pleasure and a valuable treasure. And not all things that you learn are taught to you, but many things that you learn you realize you have taught yourself.”

(C. Joybell C.)

DEDICATIONS

This thesis is dedicate to

- Thanks to Allah SWT who always guide me and take care to be a good person.
- My beloved parents “Drs. Ahmad Mukhlis and Sumarmi”. Thank you for helping me passing my bad moments and sharing your time to handle everything I need. No matter how bad I fell, I always know that you will catch me and help me to get up and reach success. Thanks for becoming heros in my life.
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The researcher realized that this research was not perfect. There were many mistakes in this research. Thus, the researcher apologized for the mistakes and the researcher hope that this research could give meaningful knowledge for the readers. Several suggestions and criticism are needed to make this research better.

Kediri, 26th August 2019

Researcher,

ABSTRACT

Mufida, Devi Lailatul. *The Effectiveness of Using Jigsaw Technique on THE Students' Reading Comprehension of Descriptive Text at SMAN 1 Gurah*, English Department, Faculty of Tarbiyah, State Islamic Institute of Kediri, 2019. Advisor: (1) Erna Nurkholida, M.Pd (2) Ima Fitriyah, M.Pd.I

Key Words : *Descriptive Text, Jigsaw Technique, Reading*

The objective of the research is to find out the effectiveness of using jigsaw reading comprehension of descriptive text at SMAN 1 Gurah. The research on students' reading was a quasi-experimental study. It involved 71 students of eleventh grade students of SMAN 1 Gurah in the second semester of the academic year of 2018/2019. The students were divided into two groups: XI IA-4 class as the experimental group and XI IA-2 class as the control group. In the research, the students of XI IA-4 class were taught by using jigsaw technique whereas the students of XI IA-2 class were taught using reading aloud. The researcher used the reading comprehension test (pre-test and post-test) to collect the data. The data were analyzed by using ANCOVA in SPSS 21 version for windows.

The result showed, that mean score of pre-test score of experimental group was 61.67 and the control was 55.43. In the post-test, the mean score of experimental group was 83.71 and the mean that score of control group was 78.75. The result of ANCOVA showed that the significance is 0.000. it less than 0,05 ($0,000 < 0.05$). Therefore, it can be concluded that using jigsaw technique on students' reading skill is effective to improve students' reading skill ($p < .05$) because there is a significance different result between experimental and control group. It means that the students who are teaching reading using jigsaw technique better than students who only teaching reading by reading aloud. Based on the result of the test, the researcher concludes that using jigsaw technique is effective on students' reading comprehension at SMAN 1 Gurah.

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CHAPTER 1

INTRODUCTION

The chapter presents the background of the study, research problem, objective of study, significance of study, scope and limitation of study and definition of the key terms.

A. Background of the study

Reading is one of the important skills for English language learners, especially for students who learn English as a foreign language. Grabe and Stoller (2001) state that reading is a critical learning tool for students to get new information or understand using different understandings. As stated by Richard and Renandya (2002), reading for understanding is the main goal of reading. Therefore, students are always asked to understand the text reading by the teacher. To do that, students are expected to be good readers who are able to understand the text effectively and efficiently.

Reading comprehension is still a problem for most students, moreover for students who study English as a foreign language. Students must think not only in translating words, phrases, sentences, or even paragraphs, but also must understand meanings, tenses, etc. This is because English and Indonesian have differences in terms of vocabulary, voice or pronunciation, spelling, tenses, and grammar. This problem usually makes the students lose their interest in English teaching and learning reading process. Hasibuan and Ansyari (2007) said that reading is an interactive process that takes place between the reader and the text,

resulting in understanding. The purpose of reading also determines the right approach to reading comprehension. This means that reading is an activity to understand the text, and by understanding the text, we can obtain information or messages from the author.

Reading is also something that is important and very necessary for students because their learning success depends on a large part of their ability to read. If their reading skills are bad, they are very likely to fail in their studies or at least they will have difficulty making progress. On the other hand, if they have good reading skills, they will have a better chance to succeed in their studies.

Based on the observations made at SMAN 1 Gurah, the researcher found that most students at SMAN 1 Gurah had difficulty understanding the reading texts. Most of them only try to translate the text given to them. They only focus on the meaning of each word without trying to understand the whole text. It is not realized that the word may have different meanings in different contexts. Usually when they read some texts, they spend time translating words. When they find text that has long paragraphs or lots of text in one task, they usually lose motivation because they think that it will take a long time to translate the text. They lose interest in reading, even in learning English. The problems above make students at SMAN 1 Gurah unable to understand reading texts to the fullest, so the process of learning to read and learn English can not be optimal.

Reading is not an easy skill to master. This is a complex process that requires the reader's special expertise. According to Nunan (2003: 33), reading

needs to be identified as well as a process of interpretation that requires the reader's knowledge of the structure of the language used in the text and his knowledge of the topic given. This complexity makes some students less interested in this kind of activity. They find it difficult to understand what is read because they do not know the techniques that can help them read more effectively and efficiently. This phenomenon occurs in almost every language class. What's more, some students have difficulty understanding English subject matter. Some of them consider that the material is too difficult to master. Various reading materials can make teaching and learning to read English more creative, interesting, challenging and useful. In exploring students' prior knowledge, of course, we need a method or technique. One technique that can evoke students' initial knowledge is the Jigsaw technique that will be studied in this study. Jigsaw techniques as an alternative way to create an active teaching and learning process. According to Shlomo Sharan (1994) Jigsaw is a technique that can help students learn material by teaching each other where students are involved and have an active role in teaching and learning to gain a deep understanding.

The author chose the cooperative learning approach in this study. Cooperative learning can help students share strengths and develop their skills in small groups. In this approach, students can work together in a group cooperatively. As proposed by Richard Arends (2007), cooperative learning was developed to achieve at least three institutional goals: academic achievement, tolerance and acceptance of diversity and development of social skills. In other words, cooperative learning is learning in small groups where interactions occur.

structured according to carefully worked out principles. The author hopes that this approach can help students learn to read descriptive texts.

The technique that the writer chose is Jigsaw Technique to help students understand reading materials and to promote students' social skill. Theoretically, the Jigsaw Technique has the potential as a strong teaching strategy in an inclusive class that combines academic and social skills. As one of the cooperative learning techniques is a technique through grouping students in learning material. This was evident in Jing Meng's research (2010), students learn to do teamwork in learning materials that have been divided into sections and members from each group will meet with other groups discussing their topics and return to their groups. In addition, students can also promote positive interdependence and individual abilities. students by contributing effectively because each student has their own important role in the group.

Messages or information from text can be received if successful the reader understands the contents of the text. If the reader only translates the meaning without understanding the contents of the text, it is possible that the reader loses some messages or information from the text. Therefore, understanding or understanding text plays an important role in getting messages or information from the text read by the reader.

A study from Rhadiatul Ummah, Fadly Azhar and Mahdum (2017) . Who investigated *“The Effect of Jigsaw Technique on Reading Comprehension of Narrative Text of the Second Year Students of MTs. PP. Syafa’attuasul Teluk*

Kuantan". The result of this research showed that the use of jigsaw technique gave positive effect on the students' reading comprehension especially in narrative text.

Next study is from Nia Facharyana, Marupi and Eri Rahmawatia (2018). The result of this research showed that there was influence of using jigsaw as a method on students' reading comprehension at the seventh grade of SMPN 7 kota Serang.

Based on those previous researchers conducts the research in SMAN 1 Gurah. Through various reading activities, techniques, and strategies, this research is expected can help the students in SMAN 1 Gurah to maximize their comprehension in teaching reading on descriptive text.

B. Research Problems

In line with the background of the study before, which concern about using jigsaw technique which occurs in teaching reading comprehension. The research study can be spelled out as follows : "Is the using jigsaw technique effective on students' reading comprehension of descriptive text?"

C. Objectives of the study

Based on the statement of the problem above, the objective of the study is "to find out the effectiveness of using jigsaw on students' reading comprehension of descriptive text"

D. Significance of the Study

The research gives some useful information about the effectiveness of using jigsaw technique in teaching reading comprehension. This research is expected to give contribution to the teachers, students, the school and the readers.

1. For the teachers

This study is expected to be an alternative teaching method for the teacher to teach English. The teacher can motivate the students to learn their material as well. It improves the quality of teaching and makes the students interested in learning English.

2. For the students

This study is expected to support the students to understand the materials of reading. The students are expected to have ability that enhances the competence in mastering foreign language.

3. For the researchers

It is expected that the results of this study can help other researchers who do further research on the same subject and can be a reference.

4. For school

The study may be able to give contribution in teaching-learning process especially in English subject and this research is expected to be useful to develop the education quality of SMAN 1 Gurah.

E. The Hypotheses

Based on research, the authors created a hypothesis to launch the purpose of this study clear. The writer's hypotheses are :

Null Hypotheses (Ho) : there is a significant different between experimental group and control group of using jigsaw technique on students' reading comprehension of descriptive text.

Alternative Hypotheses (Ha) : there is no significant different between experimental group and control group of using jigsaw technique on students' reading comprehension of descriptive text.

F. Scope and Limitation

This research was quantitative research. It focused on the effectiveness of using jigsaw technique in teaching reading comprehension. The participants is the students of Senior High School in Kediri. The reason why the researcher chose the senior high school students with an assumption that they had already had experienced learned about descriptive text.

G. Definition of the Key Term

To avoid the misunderstanding of some terms used by the researcher, the key terms are defined as follow :

1. Jigsaw Technique

The jigsaw technique is a type of cooperative learning and actively encourages students to help each other in mastering the subject matter to get maximum achievement. This is a cooperative learning technique that reduces

differences in conflict between students, improves better learning, increase student motivation, and increase the enjoyment of learning experiences.

2. Reading

Reading is interaction between the readers and the text. The readers interact dynamically with the text to find what the meaning and where various kinds of knowledge are being used in the text. It is also useful for acquisition to provide that the students understand more or less what they read, the more they read, the better they get at it. Reading also has positive effect on students' vocabulary knowledge, on their spelling and their writing.

3. Reading Comprehension

Reading Comprehension is defined as the ability of students to understand the information presented in the reading text. In the context of research, reading comprehension of researchers is primarily related to the ability of students to understand the message content of their actions to read written texts such as information, arguments, descriptions and so on.

4. Descriptive Text

Descriptive text is a type of text with the aim of providing information. This kind of text context is a description of certain things, animals, people, or other people, for example: our pets or people we know well. This is different from reports that describe things, animals, people, or other people in general. The social function of descriptive text is to describe a particular person, place, or object.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents related literature which includes the concept of discourse. There are definition of reading, jigsaw method, reading comprehension, etc.

A. Reading

1. Definition of Reading

Reading plays an important role in the teaching and learning process. This is one of the four skills that we must master when we learn English. We can get new insights and information by reading. In teaching and learning English as a foreign language process, there are many reading activities, reading material, reading texts, and even reading questions in assignments. Some experts have opinions related to reading

Brown (2004) stated that reading is the process of negotiating meaning. In this process, readers bring their initial thoughts to the next part of the reading process to finally reach their understanding of the meaning of the text they read. It can be said that the reader's understanding of the text is the result of the interaction between their thinking and the meaning of the text they read.

According to Alderson (2000) which stated that reading involves a social context. He explained that reading is not a separate activity happening in a vacuum, but reading is usually done for a purpose, in a social context, and that the

social context itself contributes to the readers' ideas about what it means to read, or, as recently. thinkers tend to put it, to understand.

Based on the above explanation, it can be concluded that reading is a complex activity, it is more than just the interaction between the reader and the text, it involves the author's purpose, social context, the reader of the past experiences the language background, and cultural framework. To sum up, reading comprehension is cognitive process of understanding a written text.

Harmer (2007) divides the type of reading into two types, namely extensive reading and intensive reading.

a. Intensive reading

This refers to a detailed focus on the construction of reading texts that usually occur but not always in the classroom. The teacher can ask students to see extracts from magazines, poems, internet websites, novels, newspapers, drama, and various other text genres. Intensive reading is usually accompanied by learning activities.

b. Extensive reading

This term refers to reading that is often done by students but exclusively far from the classroom. If possible, extensive reading should involve reading for pleasant pleasure or reading. This is enhanced if students have the opportunity to choose what they want to read.

B. Reading Comprehension

1. Definition of Reading Comprehension

In reading, we must understand the contents of the text to avoid misunderstandings. Reading without understanding can lose some messages or information. Reading cannot be separated from understanding because in understanding and interpreting written symbols, one must understand the text. Reading is the process of getting information from text.

In addition, there are many theories that discuss reading comprehension. One of them was proposed by Boardman et al. (2007). They defined reading comprehension as a multicomponent, very complex process that involves many interactions between readers and what they bring to the text (prior knowledge, use of strategies) as well as variables related to the text itself (interest in the text, understanding of types of text).

On the other hand, Lenz (2005) says that reading comprehension is a process of building meaning from text. In this theory, Lenz explained that understanding text is the purpose of reading. Reading comprehension involves at least two people: readers and writers. The process of understanding involves decoding the words of the author and then the reader uses background knowledge to build an approximate understanding of the author's message.

On the other hand, reading comprehension is not only seen as a complicated process but also an interactive process. In this case, Snow (2002)

showed that reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

The above theories show that reading comprehension is the ability to obtain information or meaning from the text. This is influenced by past experience, knowledge, language background, and reading culture.

C. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is one of the teaching strategies commonly used in the teaching and learning process. Richards and Rogers (2001) stated that Cooperative Learning is a teaching approach that maximizes the use of cooperative activities involving couples and small groups of students in the class. Furthermore, Olsen and Kagan in Richards and Rogers (2001) defined that Cooperative Learning is a group of systematic learning activities that depend on the exchange of information between students in groups where each student is given responsibility for his own learning and motivated to improve other people's learning.

Johnson in Richards and Rogers (2001) believes that students with low achievement may lag behind students who have higher achievement in classroom learning where teachers focus on competition rather than cooperation, and favored students. Cooperative learning in this context is possible to improve the achievement of all students in learning activities. It also helps teachers build positive relationships between students and gives students the experience they

need for healthy social, psychological and cognitive development. However, it is useful to replace the competitive structure of most classrooms and schools with team-based high-performance structures.

In short, Cooperative Learning is a strategy that maximizes student involvement, participation, and activities in groups. Cooperative learning can also build positive relationships among students.

2. The Characteristics of Cooperative Learning

From the definition above, it can be concluded that cooperative learning has its own characteristics. According to Orlich (2007) :

- a) Use small groups. Each group consists of three, four, or five students.
- b) Focus on tasks that must be completed. Together with his teammate, they must work hard to complete the task successfully.
- c) Requires group collaboration and interaction. The students work as team. They must work cooperatively and interact with each other.
- d) The mandate of individual responsibility for learning. Aside from being a teammate, each student is also asked to have individual responsibilities. This supports the division of labor, because in cooperative learning, sometimes each student has their own job in the team, and he must be responsible for his work.

In the end, the researchers concluded that cooperative learning is an approach or strategy in the teaching and learning process that gives students more opportunities to work together with their friends, discuss some material together, share their own opinions and finally get the best understanding for themselves.

There are many cooperative learning techniques such as Jigsaw, Think pair share, solo Think pair, snowball throwing game, CIRC (Cooperative Integrated Reading and Composition), etc. But this research will only tell deeper about JIGSAW and CIRC.

3. Types of Cooperative Learning

Based on Johnson (2006) there are three types of cooperative learning groups that are commonly known. Each group type has its own purpose and application. They:

a. **Informal Cooperative Learning Group.**

This ad-hoc group can be set "on-the-fly" as assistance in direct teaching. Informal groups are very useful in breaking up lectures into shorter segments interspersed with group activities. Although this method causes less lecture time, this method will increase the amount of material stored by students and their comfort in working with each other.

b. **Formal Cooperative Learning Groups.**

This type of group forms the basis for most routine uses of cooperative learning. Groups are collected for at least one class period and can stay together for several weeks working on extended projects. These groups are places where students learn and become comfortable applying various techniques to cooperate cooperatively.

c. **Cooperative Base Group.**

The cooperative base group is a long-term stable group that lasts for at least one year consisting of individuals with different talents and perspectives. They

provide a context in which students can support each other in the academic field as well as in other aspects of their lives. Group members ensure everyone completes their work and holds each other accountable for their contributions. Applying cooperative basic groups in such a way that students meet regularly during the course completing cooperative learning tasks can provide the permanent support and care that students need "to make academic progress and develop cognitively and socially in a healthy way."

From the three types of cooperative learning above, the researcher chose informal cooperative learning groups for teaching reading comprehension of narrative text. The technique of informal cooperative learning groups that the researcher will choose is Jigsaw Technique.

D. Jigsaw Method

1. Definition of Jigsaw Method

The jigsaw technique was developed by Aronson as cooperative learning. This technique can be used in teaching reading, writing, listening, and speaking stated by Lie (2008). Haryanto (2012) stated that in Jigsaw techniques students carry out learning activities by working with other students to achieve their goals.

In addition, Gladstone (2013) stated that the Jigsaw technique is a cooperative learning strategy in which groups of students become experts in various subjects, then teach other students what they have learned. Strategies improve learning, retention, and involvement

2. Benefit of Jigsaw Method

The benefits of the Jigsaw technique proposed by Aronson (2000) are as follows. First and foremost, this is a very efficient way to study material. But more importantly, the jigsaw process encourages hearing, involvement, and empathy by giving each group member an important part to play in academic activities. Group members must work together as a team to achieve common goals; everyone depends on others. No student can succeed completely unless everyone works well as a team. This facilitates interaction between all students in the class, directing them to respect each other as contributors to their shared assignments.

In addition, Haryanto (2012) stated that in Jigsaw techniques students have many opportunities to express their opinions and analyze information. All group members have a responsibility for group success.

3. The Steps of Jigsaw Method

According to Miftahul Huda (2012), the Jigsaw procedure is as follows:

- a. Students are divided into several group where the member of a group consist of 4-5 students. the group should be diverse in terms of gender, ability. It is called home group (jigsaw group).
- b. Appoint one student from each group as the leader.

Initially, this person should be the most mature student in the group.

- c. The topic of each group is different.
- d. Divide the day's lesson into 5 segments.

For example, if you want history students to learn about Indonesian National Hero, you might divide a short biography of her into stand-alone segments on: (1) their childhood, (2) their family life and their children, (3) their job, and (4) their life and work after death.

- e. Form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment.

Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

- f. Bring the students back into their jigsaw groups.

The leader give informations from result discuss with expert group.

- g. Ask each student to present her or his segment to the group.
- h. At the end of the session, give a quiz on the material.

From the explanation above, it can be concluded that jigsaw is a method in which the students learn in group form, and each member has different member, then she/ he shares the information to complete all information to others.

4. The Advantages and Disadvantages of Jigsaw

In the implementation of Jigsaw Technique, there are some advantages and disadvantages. The researcher will explain the advantages and disadvantages of Jigsaw Cooperative Learning Technique.

a. The advantages of using jigsaw

According to Aronson (2000), the advantages of Jigsaw techniques are: 1) increasing student motivation, 2) increasing enjoyment of learning experiences, 3) improving positive education outcomes 4) each student developing skills and having something important to contribute, 5) most teachers find jigsaw is easy to learn, 5) can be used with other strategies.

b. The disadvantages of using jigsaw

There are also some disadvantages to using the Jigsaw technique according to Johnson & Johnson in Septiyana (2012). They are: 1) takes time to prepare students to learn how to work in groups, 2) takes time to make groups that each group has heterogeneity in their members' abilities, and 3) force teachers to make special preparations to teach in class because teachers need to prepare various types of media.

From the explanation above, in applying the Jigsaw Technique, it has several advantages. However, the Jigsaw Technique also has weaknesses that will be faced in applying this technique.

E. Reading Aloud

1. Definition of Reading Aloud

Reading aloud is the activity of reading something hard. Reading aloud is needed to be learned. This is supported by Huang (2010 : 148) "reading aloud is an important part of education for overall development, which has several functions in teaching English".

In reading aloud, students can test themselves whether the pronunciation they say is true or not. If the pronunciation is incorrect, it can be revised directly by the teacher.

According to Subyakto & Nababan (1993 : 168) reading aloud can support pronunciation skills. Meanwhile Huang (2010 : 148) says that "reading aloud is used as the main and magical way to improve English-spoken students". Based on the explanation above, reading aloud is important in reading activities such as helping students achieve better reading about language material, and helping them to practice word stress, intonation, and pronunciation. They stop and start often, mispronounce a few words and skip others.

2. The Purpose of Reading Aloud

Reading aloud also has a positive effect on developing vocabulary reading comprehension. Nabhani in Primamore (1994) argues that students benefit more than others when they are read because they often go to school without the necessary reading and writing tools, and may be 'risky' in developing their reading and writing skills. Reading aloud to children can be used proactively to avoid reading problems such as bad vocabulary and lack of understanding.

Especially according to Huang (2010 : 149) Reading aloud has five functions in a foreign language; 1) Practice pronunciation, 2) Improve spoken English, 3) Get a deeper understanding, 4) Strengthen knowledge and 5) Improve classroom atmosphere.

F. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is part of the factual genre. The social function is to describe a particular person, place or object stated by Wardiman (2008). Descriptions create sense impressions by translating into words, tastes, sounds, tastes, smells, and the appearance of something. A good description is a picture of a word; readers can imagine objects, places, or people in their minds stated by Oshima and Hogue (2007). It can be said that descriptive text is text that can tell the character of something or someone who is alive or not alive with the aim that the reader can interpret it properly. Descriptive tells how something looks, feels, smells, and or sounds.

2. The Purpose of Descriptive Text

According to Hartono (2005), "descriptive text aims to describe a person, place, or certain object". This means that descriptive text aims to provide clear details about how something or someone is seen. Descriptive text tells the reader what the problem is, or what is done. Descriptions must be very unique so that a description of one thing must be different from the description of another. In other words, descriptive text is not used to generalize. All different readers must be able to show the same thing explained in the text.

G. Previous Study

The other researchers have made research dealing with reading comprehension and the use of Jigsaw. In this case, the researcher presents two

previous studies dealing with her research. The first entitled "*The Effect of Jigsaw Technique on Reading Comprehension of Narrative Text of The Second Year Students of MTs. PP.Syafa'atturasul Teluk Kuantan.*" Written by Rhadiatul Ummah, Fadly Azhar, Mahdum from Student of English Study Program Language and Arts Department Faculty of Teachers Training and Education Universitas Riau. In this research, the writer method was experimental study. The writers result of the research shows that the data shows that the use of jigsaw technique gives positive effect on the students' reading comprehension especially in narrative text. It was proved that the result of posttest was higher than pre-test ($72.08 > 63.58$). Secondly, Alternative Hypothesis (H_a) was accepted since the value of t-test was higher than t-table ($7.105 > 2.045$). It meant that there was a significant effect of jigsaw technique on reading comprehension of narrative text of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan.

The other researchers have made research dealing with reading comprehension and the use of Jigsaw. In this case, the researcher presents two previous studies dealing with her research. The first entitled "*The Influence of Using Jigsaw as a Method on Students' Reading Comprehension at the Seventh Grade of SMPN 7 Kota Serang,* written by Nia Facharyana, Masrupia, and Eri Rahmawatia from University of Sultan Ageng Tirtayasa. In this research, the writer conducted an experimental design. The result of the research showed that experiment class got means score 59.34 in pre-test and 67.53 in post-test. Besides, students in control class got mean score 58.39 in pre-test and 64.29 in post-test. It shows that mean score of pre-test and post-test in experiment class is higher than

control class. The calculation showed the result of t_{count} is higher than t_{table} ($8.76 \geq 1.99$) with the significance 0.05. It can be concluded that there is influence of using jigsaw as a method on students' reading comprehension at the seventh grade of SMPN 7 Serang and it was proven.

From the previous research above, it can be seen that these researchers have similarities in this study. Both are experimental studies that focus on teaching reading comprehension. The previous study and the present study use the same research design that is experimental study. The differences are the previous study conducted the research in narrative text and at Junior High School while this research is in descriptive text and at Senior High School.

CHAPTER III

RESEARCH METHOD

This chapter deals with the methods of research used in this study. It consist of research design, variable, population and sample, instrument, data collection and data analysis.

A. Research Design

The design of this study is the path of arriving as a solution that can be favored for the problem of planned and systematic collection, analysis and interpretation of data. The design of this study is experimental research. This research is classified as a quasi-experimental study. The characteristic of quasi experimental research is using pre-test and post-test and the experimental and control groups but does not include random assignments. In quasi-experimental research, random selection or random assignment of participants is quite impractical. Lapp and Fisher (2011) said that quasi-experimental studies assigned participants to the experimental and control groups with methods other than random assignments.

The principle of these experiments is that the researcher gives treatment for a group of subjects and then the researchers analyzed changes in their behavior, then compared with other groups not given treatment of Alsa (2003). This experiment used a whole pre-test and post-test group involving a group of students belonging to the experimental group and others belonging to the control group. In

this study, the care provided was to apply the jigsaw technique in the learning process of reading comprehension in the classroom.

This research is intended to find out whether teaching using the Jigsaw strategy can be effective on students' reading comprehension in descriptive text or not and to find out which aspects are most improved. In conducting research, researchers use the correct experimental design by providing different topics for each treatment in each test. The researcher use two classes where students were given one treatment and two tests. According Hatch and Farhady as quoted in Setiyadi (2006) : what is formulated is:

Where:

T1 = Pre-test

X = Treatments

T2 = Post-test

| Design | Experimental Group | Control Group |
|---------------|---------------------------|----------------------|
| Pre-Test | Multiple Choice | Multiple Choice |
| Treatmen | Jigsaw Technique | Reading Aloud |
| Post-Test | Multiple Choice | Multiple Choice |

B. Variables

This experiment involves two variables, one being the independent variable and the other is the dependent variable Suharto (2003). The independent variable is using jigsaw strategy, namely X. The dependent variable is the students' reading comprehension, namely Y.

The independent variable is the variable controlled by the researcher while the dependent variable is the variable measured by the researcher. The independent variable is the cause and the dependent variable is the effect. The independent variable of the study was treatment (Jigsaw technique) while the dependent variable of the study was the students' reading comprehension.

C. Population and Sample

1. Population

Population is the total number of units or individuals whose characteristics will be examined. And the unit is called unitanalysis, and can be people, institutions, things, etc. Quoting Tuckman (1978) from Saleh (2001), Rahmawati (2010) says that population is a group where researchers are interested in getting information and drawing conclusions. Population is all individuals in the group who want to be observed and become the object of research by researchers.

Meanwhile, according to Rahmawati (2010) who cites from Santoso and Tjiptono (2002) the population is a group of people or objects that have similarities in one or several things and which can make the main problem in certain studies. Population is a group of people who have the same things that can

be observed and can be concluded together. The population to be studied must be clearly defined before the study is conducted. It is important for the researcher area in conduct research easier. The researcher chooses the eleventh grade at SMAN 1 Gurah, Kediri. Each class experimental group is consist 35 students and control group consist 36 students. The total population is 71 students of all group members.

2. Sample

According to Arikunto (2006) sampling is a way of drawing samples in research. The sampling technique is then the technique of taking samples in the population. The most important thing in research is the sampling target that can represent the entire population. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. Selection of a sample is very important in conducting a research study. Its mean that sample must be able to represent all population data. The sample in this study is class XI- IA4 which is an experimental class using jigsaw technique and for class XI- IA2 as the control class using reading aloud.

D. Instrument of the Research

The test was the instrument used in collecting the data. The test was used to find out if there is an effectiveness of using jigsaw technique in teaching reading on descriptive text. The test was given in the beginning and in the end of the treatments. Each test was arranged into 20 items of multiple choices taken from

students' English book. The test were given both to the experimental and controlled classes' students. There are two kinds of test used:

a. Pre-Test

Pre-test was delivered at the first time before the writer applied the treatment in both experimental and controlled class. The pre-test was held on 24th April , 2019.

b. Post-Test

Post-test was held as the final test after the writer applied the treatment. It is used to see whether or not jigsaw technique effective on students' reading of descriptive text. The post-test was held on 3rd May, 2019.

E. Treatment Procedure

**Table 3.1
Treatment Prosedure**

| STAGES | ACTIVITIES | |
|---------------|--|---|
| | Experimental Group | Control Group |
| Pre-Teaching | a. Greeting b. Getting class attention c. Checking the student's attendance d. Explain the about the material | a. Greeting b. Getting class attention c. Checking the student's attendance d. Explain the about the material |
| Main Teaching | e. The teacher tells students to create groups, each group contains 5 children. f. The teacher gives material to students in the form of descriptive text. g. Each group member reads the topic about descriptve text that is assigned and | e. The teacher explain about the descriptive text and the teacher writes the title of the descriptive text on the board. f. The teacher appoints the student to read the descriptive text according to the title based on what the choose. |

| | | |
|---------------|---|---|
| | <p>responsible for learning it.</p> <p>h. Members from other groups who have learned from the same sub-chapter meet in expert groups to discuss it.</p> <p>i. Each member of the expert group after returning to his group is in charge of teaching his friends.</p> <p>j. The teacher asks students exchange information and complete their ideas on a topic</p> | <p>g. After students choose the text according to what they want to read, then they read aloud in front of the class</p> <p>h. The teacher asks students about what topics they read.</p> |
| Post teaching | <p>k. Teacher giving feedback and evaluation the students.</p> <p>l. closing</p> | <p>i. Teacher giving feedback and evaluation the students</p> <p>j. closing</p> |

F. Data Collection

Data collection is used to collect all of the data which is needed in this researcher. In this case data is taken from the students' reading score and it is got from pre-test and post-test.

The first data is pre-test. Pre-test is given to the experimental and control group with the same test. It is done to measure students' reading comprehension before getting the treatment. The second data obtained from know the effectiveness of using jigsaw technique in teaching reading comprehension. The kind of the test is multiple choice tests.

G. Data Analysis

Upon obtaining the data, there are some steps in the analysing data. First, the researcher collects the data from the test both pre-test and post-test of experimental and control group. Then, the researcher analyses and compares the data using ANCOVA (Analysis of covariance) and the Analysis of Covariance (ANCOVA) is done by using SPSS program.

ANCOVA is a combination of analysis of variance (ANOVA) and regression. This is similar to factorial ANOVA, because it can tell you what additional information you can get by considering an independent variable (factor) at a time, without any other influence. This can be used as:

- 1) Extension of multiple regression to compare multiple regression lines
- 2) Extension of analysis of variance.

Although ANCOVA is usually used when there are differences between your base groups (Senn, 1994; Overall, 1993), it can also be used in pretest / posttest analysis when regression to the mean affects your posttest measurement (Bonate, 2000). This technique is also common in non-experimental research (eg surveys) and for quasi-experiments (when study participants cannot be assigned randomly). However, this particular application of ANCOVA is not always recommended (Vogt, 1999).

Controlling and explaining variations in the dependent variable can be achieved by experimental controls, using research designs, or statistical controls, using covariance analysis. Covariance analysis is used primarily as a procedure

for statistical control of foreign variables. ANCOVA, which combines regression analysis and analysis of variance (ANOVA), controls the effects of these foreign variables, called covariates, by partitioning variations associated with these additional variables. In this way, researchers are better able to investigate the effects of the main independent variables. The general steps to using ANCOVA are:

- 1) Run a regression between the independent and dependent variables.
- 2) Identify residual values of results.
- 3) Run ANOVA on the residue.

Analysis of Covariance as an “Adjusted” Analysis of Variance

$H_0: \tau_1 = \tau_2 = \dots = \tau_a = 0$ (There is no effect on the difference in treatment of the response variable)

$H_1: \text{there is at least one } \tau_i \neq 0, i = 1, 2, \dots, a$ (There is an effect of the difference in treatment of the response variable)

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, presents the conclusion of the study and the suggestion for the English teacher, students and the next researcher.

A. Conclusion

The objective of this research is to know wheter the students who are taught using Jigsaw Technique have better teaching reading than those who are not taught using Jigsaw Technique. This study revealed that there were significant differences in the fluency of teaching reading using jigsaw technique on descriptive text better than just using reading aloud method for students at SMAN 1 Gurah.

The data analysis concluded that there was different result between students who are taught by using jigsaw technique in experimental group and students who are not taught by using jigsaw technique or conventionally using reading aloud in control group. It is proven from the table of parameter estimates above that group 1 (experimental group), who was taught using jigsaw technique, by the significant value is $0,000 < 0,05$. It means that jigsaw technique is effective implementing at the eleventh grade students of SMAN 1 Gurah.

In addition, Jigsaw is a technique that has a good effect in teaching reading comprehension in descriptive textual processes. In addition, this affects students' reading comprehension, especially in eleventh grade students at SMAN 1 Gurah.

The explanation above recommends the results of this study that there are significant differences from reading comprehension in teaching between students taught using Jigsaw and those taught using reading aloud. In other words, teaching reading comprehension in descriptive texts using Jigsaw is more effective than reading aloud.

B. Suggestion

Concerning the result of the study, the interpretation and the conclusions, the researcher proposes some suggestions as follows:

1. For an English Teacher

This is important for teachers to improve the quality of the teaching and learning process of English, especially in reading activities.

- a. Teachers can use the jigsaw technique in teaching English to make students motivated to take lessons and help them. Understanding text is easier.
- b. It is important for teachers to learn how to improve their abilities in teaching and building a good atmosphere in the classroom, so that students become involved and motivated during the teaching and learning process. They must create a pleasant situation from the teaching and learning process to increase students' courage in sharing and asking their opinions about learning English.

Using a jigsaw technique is one way to create that situation.

2. For Students

Students must be more active in practicing their English skills. Using jigsaw techniques is one alternative method that can be chosen by them because

jigsaw techniques provide opportunities for students to be active in class because they can share, ask questions and discuss their opinions about the material to friends and classmates. By discussing their material, they can help each other with their friends to better understand the material.

3. For other Researchers

The results of this study are expected to encourage other researchers to conduct further studies related to jigsaw techniques in other skill areas such as listening, speaking, or reading. This study action is limited only to improve students' reading comprehension. Therefore, researchers expect other researchers who will carry out similar studies must find more actions to improve not only in reading comprehension but also in speaking, writing, and listening. Therefore, other researchers must enrich their knowledge.

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