

**THE EFFECTIVENESS OF JIGSAW TECHNIQUE IN TEACHING
READING COMPREHENSION AT EIGHTH GRADE OF SMPN 17
BANJARMASIN**

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ABSTRACT

Jigsaw technique is a cooperative teaching technique that involves students to be active in learning activities. Here students are made in small groups of 3-4 people. Jigsaw technique is one of the efficient ways to provide new material to students.

The objective of the research is to investigate the effectiveness of jigsaw technique in teaching reading comprehension. To achieve the goal, the researcher used pre experimental design with the type of one group pretest posttest design. Population of this research was all students at the eighth grade of SMPN 17 Banjarmasin while the sample was the Eighth grade C. To collect the data the researcher conducted pretest and posttest. Pretest was done before treatment and posttest was done after treatment. Meanwhile to analyze the data, the researcher used dependent t-test formula with the help of SPSS version 20.

Result of analysis shows that t-value is 7.075 while critical value on t table is 2.045 with the level of significance is .05. It denotes that t-value is higher than critical value. Consequently, null hypothesis is rejected but alternative hypothesis is accepted. Based on the findings, it can be concluded that jigsaw technique is effective in teaching reading comprehension.

Keyword: Jigsaw Technique, Reading Comprehension

INTRODUCTION

English in Indonesia is considered as a foreign language because it is not used by the people in the country. Nowadays, the mastery of English as a foreign language has been more crucial inevitable in globalization era. Mastering English as an international language is very important as a means to communicate, to accelerate nation development, to obtain and absorb science and technology without neglecting our own cultural aspects.

In Indonesia English becomes one of the main subjects for Junior High School up to College students. Even kindergarten and elementary students have also learned the four English skills; they are listening, reading, speaking and writing. One of the four skills, reading plays an important role in learning process because it gives knowledge, information, and idea to be applied in the speaking and writing. Through reading, students can learn ideas, concepts, and attitudes. Then, by reading, students can get many vocabularies that they need to be applied in speaking and writing. Additionally, reading skill is used in the final examination. So, the students must have a good reading comprehension if they want to pass the exams and graduate from the school.

Based on Kompas (30/10/2012) the result of the final examination in Junior High School is still low. There are some problems which influenced the result of the final examination. They are from the teacher itself, the method, and the motivation.

As argued by Richard and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

One of teaching learning techniques is cooperative learning. Slavin (1989) has a notion of the effectiveness of using cooperative learning. First, using cooperative technique in teaching can increase students' achievement and increase social interaction, create the regarded of self weakness and other strength, and raise self esteem, second it can

bring the students need in thinking; solve problem, and integrated knowledge and skill.

Cooperative learning jigsaw type can be used as a technique of teaching reading. By using jigsaw technique, student will have a different atmosphere of learning. They will work in group and every student has responsibility to the others. Therefore, the researcher takes this technique to improve the student's skill in reading comprehension of the Eight year students of SMPN 17 Banjarmasin through the classroom action research.

METHOD

Research Design and Setting

In this research, the researcher used quantitative method in pre-experimental design only focus on pre-test and post-test to find the data and to know how the effective jigsaw technique in teaching reading comprehension .

This research was conducted through online by using Google Form. It means the participants can fill the Google Form anywhere. This research was held within a month on Mei 2020.

Population and Sample

The population of this research is all the eighth grade of SMPN 17 Banjarmasin, which has 224 students. They are divided into eight classes, class VIIIA until class VIIIG.

Therefore, The researcher chooses class VIIIC as the sample of this research. This class has 30 students

Instrument

The instrument of this research was test. It was given twice, the first was pretest and the second was posttest. Kind of this test was multiple choice that consisted of 20 questions. On the pretest and posttest the researcher gave the students five numbers about word meaning, four numbers about main idea, four numbers about specific information, three numbers about inference, four numbers about

the reference with the length of time 2x40 minutes

Data Analysis

To analyze the data the researcher used dependent t-test by using SPSS to find out the mean score of the differences, standard deviation of the differences, standard error of the mean for the differences, and t-value. Then, to test hypotheses the researcher compares t-value and critical value on t-table. If t-value is higher than critical value on t-table, the alternative hypothesis is accepted. In contrast, null hypothesis is rejected.

FINDINGS AND DISCUSSION

1. *Result of Pre-test*

The pretest was conducted on May 5 in 2020 and was attended by 30 students in 8 class C of SMPN 17 Banjarmasin.

The researcher provided the material used in the exam. Researchers provide an explanation of how to do it. After the material has been given to students. The researcher asks students to do the test. Time limits can also be shared with students when needed. The function is that the students do the test seriously and carefully.

Chart of Pre-test

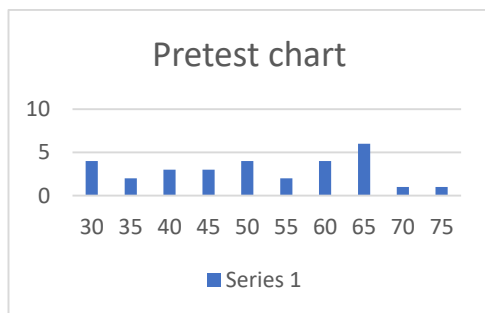
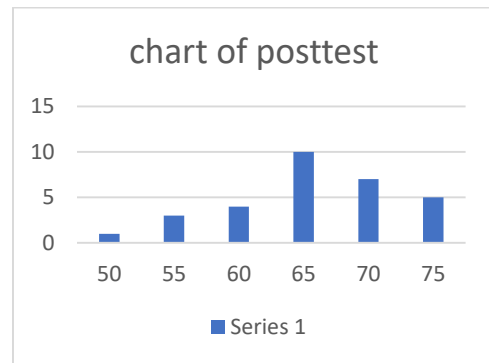


Chart above shows that the lowest score is 30 with 4 frequencies, the height score is 75 with 1 frequency, the most score is 65 with 6 frequencies than the median score is 52,5

2. *Result of post-test*

The post-test was conducted on May 14, 2020 after giving treatment.

Chart of Post-test



The chart above shows that the lowest score is 50 with 1 frequency, the highest score is 75 with 5 frequencies, the most score is 65 is 10 frequencies than the median is 62,5.

3. *Result of T-test*

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	66,33	30	6,557	1,197
Pretest	51,50	30	13,655	2,493

Paired Samples Correlations

	N	Correlation	Sig.
Pa posttest ir 1 & pretest	30	,545	,002

a. Sample Paired Statistics

M= Mean of each measurement

N= Number of samples

Std. Deviation= Other Deviations

Shows that the average score before and after using treatment. The average score of 30 students was 51,50 after using treatment the average score was 66,33.

b. Test Sample Alloy

M= Mean (the average difference obtained in the form of expressed deviations before-after 66,33-51,50= 14,83

Std. Deviation = stated deviation

Std. Error = After and Before

Confidence Interval = Interval shows the area of self-difference at 95% confidence level

T = Value

Df = Free degrees (total sample – 1)

Conclusion sig > 0.001 there is a difference between self before and after counseling.

4. *Testing Hypothesis*

From the calculation, the T value is 7,075 degrees of freedom(df) is 29 (obtained from $N-1 = (30-1=29)$). Researchers used significance levels of 5% and 1%. In the significance levels are 2,045 and 2,756. when compared with the respective values of the significance level, the result is $2,045 < 7,075 > 2,756$. The results of data analysis using the formula above shows that the coefficient is 7,075. This means that there is a significant improvement after using jigsaw technique in teaching reading comprehension.

CLOSING

Conclusion

After conducting the research at the eight-grade class C of SMPN 17 Banjarmasin and analyzing the data, the observer draws the conclusions as the answer of the research questions of this study

Firstly, there is a significant improvement in students' reading comprehension after being taught thought jigsaw technique. Jigsaw technique is the efficient way to learn new material from peers. This technique makes students understand the course material in a cooperative learning style, which encourages listening, speaking, writing, reading, engagement, and empathy by giving each member of group an essential part to play in the academic activity.

Secondly, Cooperative learning type jigsaw is the type of independent learning. It has the strengths and weaknesses. there are several strengths of the implementation cooperative learning type jigsaw. First it, it could improve the students' reading comprehension achievements. It was proved by students' scores that increased in this study. Second, the jigsaw classroom is that an efficient way to learn the material. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic

activity. Group members have to work together as a team to accomplish a common goal: each person depend on all the others. No students can success completely unless everyone works well together as a team. And the last, jigsaw not only can be used in small class, but also in large class.

Based on this study, the strengths were built by several factors. There are, that the groups were designed in a heterogeneous way within which the group members were mixed in terms of academic ability and sex. The other factor is using the picture. It could rise on the students' schemata related to the topic being discussed. In this stage, the students looked more active and motivated to be involved in answering the questions led by the teacher.

Based the strengths, the implementation of cooperative learning jigsaw type in the classroom also has the weaknesses. The implementation in classroom will take much time-consuming in its application. than, the teacher must be active to ask the students and mentoring the students in discussion session.

Suggestion

At the end of this chapter, the researcher would like to propose some suggestions, which hopefully would be useful. The suggestions are addressed to the teachers who are interested in applying the strategy in their reading lesson. Before the teachers implement the strategy a real classroom situation, they should first study it, mainly concerning the organization of the groups, the design of the lesson plans, the materials design and media, and the procedures of implementing the strategy in the learning teaching process. To actively the cooperative learning jigsaw type for teaching reading comprehension, the teacher should use media such as picture that related to the topic discussed that make the learning teaching process more interest and enjoyable for the students. and as a part of cooperative learning strategies, it is a bit time consuming in its application, it is better for the teachers to manage the time well in each step of the implementation. It is aimed at preventing them from spending too much time in a certain type of activity and ignoring others.

Finally, during the learning teaching process, the teacher also has to help and guide the students in such a way so that they are able to understand the content of the text they are studying as well as to answer the questions following the text. This activity is very important for the teacher to do because the teacher's help and guidance are very helpful for students during the learning teaching activity.

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