IMPROVING STUDENTS’ READING COMPREHENSION THROUGH JIGSAW METHOD IN SMP NEGERI 2 NGRAMPAL, SRAGEN IN THE ACADEMIC YEAR OF 2011/2012

NASKAH PUBLIKASI

Diajukan kepada
Program Studi Pengkajian Bahasa
Program Pascasarjana Universitas Muhammadiyah Surakarta
untuk Memenuhi Salah Satu Syarat guna Memperoleh
Gelar Magister dalam Ilmu Pengajaran Bahasa Inggris

Composed by:

SUWANDI
NIM S 200090049

PROGRAM STUDI PENGKAJIAN BAHASA
PROGRAM PASCASARJANA
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2012
LEMBAR PENGESAHAN

Naskah Publikasi berjudul

IMPROVING STUDENTS' READING COMPREHENSION THROUGH JIGSAW METHOD IN SMP NEGERI 2 NGRAMPAL, SRAGEN IN THE ACADEMIC YEAR OF 2011/2012

Oleh:

SUWANDI
NIM S 200090049

Telah disetujui oleh:

Pembimbing I,

Pembimbing II,

Prof. Dr Joko Nurkamto, M.Pd.

Drs. Maryadi, M.A.

PROGRAM PASCASARJANA
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2012
The objectives of the study are 1) To improve the students’ ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency by using Jigsaw, 2) To have the effectiveness of Jigsaw in improving the students’ ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency, and 3) To have the strength and the weakness of Jigsaw in improving the students’ skill in comprehending reading texts at SMPN 2 Ngrampal Sragen Regency.

This is a Class Action Research (CAR). This research is held in the SMP N 2 Ngrampal, Sragen Regency, notably in class VIII/F. The subject is the student of class VIII/F in SMP Negeri 2 Ngrampal in the Academic Year of 2011/2012, as 36 persons. Collecting data are using observation, interview, documentation, and test.

The result of this research are 1) Jigsaw improved the students’ ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency, 2) The effectiveness of Jigsaw in improving the students’ ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency was very high, 3) The strength of Jigsaw was active and cooperate learning English. Meanwhile the weakness was incompetent for shabby students. The suggestion for this research are 1) Teacher could do learning with various methods according to the subject matter and the facilities, and 2) Students could cooperate and discuss about the subject matter, ask the questions and do the tasks.

Key words : Reading Comprehension, Jigsaw.
**Introduction**

English as subject matter in school covers on four skills: reading, speaking, listening, and writing. In every subject, students’ learning activities involve reading. Reading is one of the complex ways in learning English. It is a kind of activity to comprehend the writer’s ideas or the way the writer’s communicates with the readers by the written or printed words.

Wu and Hu (2007: 14) stated that reading is the most important one of the four basic skills. But it is not easy in mastering this skill. There are many factors affecting to the readers. Wu and Hu (2007: 14) said that two major factors affecting reading comprehension are schema and vocabulary. They also said that another factor is motivation.

Teaching reading for adolescent learners, like Junior High School, must be different from the students in Elementary School because of their characteristics. Also for reading, the students should have motivations and responsibilities that equal with their psychological development. So the teacher will play very important roles in teaching English.

In fact is the opposite. In Indonesia, some of English teachers still use traditional or conventional technique in teaching. Thus techniques make the students bored because they are not active during the class. SMP N 2 Ngrampal Sragen Regency, Central Java, as one of Junior High Schools in sub district Sragen Regency, has some problems in teaching-learning English, especially in teaching reading. The teacher applied monotonous technique, so the class becomes passive. On the other side, the students still have inefficient reading habits, such as reading word by word, focusing too much attention on form, relying heavily on dictionary, etc., and they have low motivation in reading class.

This condition has resulted the low students’ achievement. The most dominant factor is caused by the teacher. He used the same strategies, speech technique, all over again with no innovation. He explained and they took attention. The class often runs in a single way, from the teacher to the students. The class became uninterested.
The Students of class VIII/F at SMP Negeri 2 Ngrampal Sragen Regency are lack of reading comprehension. The fact in the class showed that they had problem with their reading comprehension. It is caused by the teacher puts deep concern on reading with as very crucial part in English subject. It can be identified from their English score. The score achieved by students are not yet as target of Minimum Passing Grade. Based on the data of the students English score in the Semester I Academic Year of 2011/2012, the students of class VIII/F SMP Negeri 2 Ngrampal Sragen Regency gained only 58,19 as a mean score in their reading comprehension and the completeness only 44,44% (see Appendix 5).

From the observation of the students’ family background and social environment, it can also be noticed that most of them come from character family that are not familiar with education. They are under welfare family. Their parents work as farmers, factory workers or sellers that means impossible for them to get English outside the school, such as taking an English course.

The writer also held interview and class observation to get supporting data about the cause of the students who lack of reading comprehension. This fact is a problem that needs the right solutions. The teacher tried to identify this problem with evaluate the learning activities. The teacher realizes that the classical and conventional technique should be changed. For the students, they should involve with the class more active.

Based on the fact above, the writer planed to a Classroom Action Research to promote the students’ reading comprehension by using Narrative text, as teaching learning material. According to the facts above, the writer was eager to develop the students’ ability in reading by using Narrative text. It is expected that the students were able to improve their reading comprehension. This research is limited only for the students of class VIII/F in SMP Negeri 2 Ngrampal and expected takes three months, from October up to December 2011.

The main reason in using narrative text because it tends to sequence information and often for a story. This text also includes with psychological processes in self identity, memory and meaning making. This text also includes a lot of vocabulary and easy to give the questions. Therefore, by using Narrative
text as teaching material, the writer expected that reading ability of students class VIII/F of SMP Negeri 2 Ngampal Sragen Regency will increase.

The objectives of the study are 1) To improve the students’ ability in comprehending reading texts at SMP N 2 Ngampal, Sragen Regency by using Jigsaw, 2) To have the effectiveness of Jigsaw in improving the students’ ability in comprehending reading texts at SMP N 2 Ngampal, Sragen Regency, and 3) To have the strength and the weakness of Jigsaw in improving the students’ skill in comprehending reading texts at SMPN 2 Ngampal Sragen Regency.

Theoretical Review

According to Richard and Rodgers (1998: 16-17), there are three theories about language. First and the most traditional is the structural view. It means that language is a system of structurally related elements for the coding of meaning. The second is functional view. Based on the functional view, language is a vehicle for the expression of functional meaning. This theory emphasizes the semantic and communicative dimension rather than merely grammatical characteristic of language. The last is the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations.

In many second of foreign language teaching, reading receives a special focus. There are many reasons for this. Richard and Renandya (2010: 173) mentioned two main explanations about it. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models of writing and provide opportunities to introduce new topics, to stimulate discussion, and to study language. So reading is a skill which is highly valued by the students and teachers alike.
Jigsaw is a teaching technique invented by social psychologist, Elliot Aronson in 1971. Students of an average sized class (26 to 33 students) are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the “experts” from other groups, researching a part of the material being studied, after which they return to them starting group in the role of instructor for their subcategory (Aronson, 2011).

The main goal of this research is to improve the students’ ability in English, particularly in reading. In correlation with this research, the writer mentions the previous research. The first is research by Yuwono in 2005, *English Language Teaching in Decentralized Indonesia: Voices from the Less Privileged Schools*. The conclusion of this research is the less privileged Junior High School has lack of facilities in English learning. The second is research by Sundarkantham and Shalinie in 2007, *Word Predictor Using Natural Language Grammar Induction Technique*. The conclusion of this research is Shannon game has improved grammar for writers with physical disabilities. The third is research by Wu and Hu in 2007, *Major Factors Influencing Reading Comprehension: a Factor Analysis Approach*. The conclusion of this research is schema and vocabulary as two major factors affecting reading comprehension. The fourth is research by Ashley in 2008, *The Effects of Focused Fluency Practice on Reading Rate, Motivation, and Interest in Reading for Struggling Primary Students*. The conclusion of this research is repeated reading for independent text is the most successful in improving reading rates for the students with slow reading acquisition and maintaining current motivation to read. The fifth is research by Qiao and Jin in 2010, *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners*. The conclusion of this research is the learners become more interdependent during the class.

**Research Method**

This is a Class Action Research (CAR). This research is held in the SMP N 2 Ngrampal, Sragen Regency, notably in class VIII/F. The subject is the student
of class VIII/F in SMP Negeri 2 Ngrampal in the Academic Year of 2011/2012, as 36 persons. Collecting data are using observation, interview, documentation, and test.

**Research Result and Discussion of The Finding**

In this research, the writer found several problems during the learning, especially in comprehending reading texts. Actually, the students do not have seriously problems. They can read the text about the birds with their pair correctly. But they have problems when answering the questions. This means that they are not really understood about the information from the text. According to the pre test, the score average only 58,194 (for the detail, see Appendix 5 on the page 84). As the most responsible man, the writer also evaluated the learning activities. As long as the learning, the writer who has very dominant roles often used the same strategies and speech technique all over again with no innovation. On the other side, the students only took attention. Unfortunately, these learning go on very long.

To solve these problems, the first step is changing the technique in teaching. The writer tries to use another technique because a teacher centered learning is not effective. The second step is involving the students on the learning, both individually and with the group. Third step is giving more guides for the students, so they will have more effective and accurate activities during the class.

On this research, then the writer chose jigsaw as the solution to improve the students’ reading on the text. According to jigsaw, the writer should play several roles, such as facilitator, motivator, learning resources, and organizer of teaching and learning process. For the students, they should learn with their group. It will be very different than before. The writer hopes this decision will give betterment for all.

On the first cycle, the writer divides the students into four groups with nine members. Each group can learn their own text, so each student has clear task to do. On the first meeting, the groups learn about the text very serious and also discuss about it. They also have much more time to understand the text.
On the second meeting, the writer picks up four students to join the new group. They have to explain about the former text to the new group. On the other hand, the new group also explains the same thing. For the new students and the new group, they need each other to understand the text. But, this is the problem. The new student on each group cannot explain correctly.

Also on the second meeting when the writer gives the exam (for the detail, see Appendix 9 on the page 92). The writer gives the same texts and the students have to give the right answer on it. But, the result is still below. The average only 57.5 that is worse than before. There is no improvement for the result. According to the result, the main problem in this research is not solved yet. It means that the students still have problems in comprehending reading texts.

Jigsaw also gives progress in learning. For the learning, the students enjoy and they can discuss the meaning of text. It is very good progress as the jigsaw’s strength. With the former condition, it is very different. The students enjoy the learning much more, they discuss about it and share their understanding to each other. Based on this result, the writer has faith that jigsaw give good opportunity to the students in understanding the text and learning English. So, the writer will still use jigsaw in the learning.

With jigsaw, the students learn the text together. They try to master the text and finally they can achieve the progress. Discussion leads them into better understanding to the text. They can build agreement about the message and also make conclusion. It is really good progress for them and it is categorized as jigsaw’s strength.

The writer also gives opportunity to the group to choose the new student to join. It is different. When they choose, they know who is the new student. Last, the writer also exchanges the text. It is means all students have the chance to read the text even very short time.

On the second meeting, the writer gives the examination and the average is 65.14 (for the detail, see Appendix 10 on the page 96). It is better than the first cycle. They can learn together and they can enjoy the learning. On the exam, they can determine the meaning on each questions and give the right answer based on
the text. With this achievement, the writer continuous on the third cycle and hopes getting better and better.

In this final cycle, the students very enthusiast and enjoy the learning. They become more active and not confuse anymore. When they receive the text, they put it right on their view and read it carefully. Some of them also underline the words and sentences. It is much better than before. They were only waiting and reading. This condition is considered as the strength of jigsaw in learning English.

On the first meeting, the class goes very active. On the second meeting, the groups choose the new student to join. It is very different with the former cycles. With the new composition, each group learns the former text first, then continuous to the new text until the class over. The both texts are including difficult, so they need more time to master. With the new composition and more experience during learning English, the students become more active with their group. Both, on the first and second meeting, the students really active in mastering the texts.

On the third meeting, the writer gives the examination about both texts (for the detail, see Appendix 11 on the page 100). The result is getting better. The average is 73.19 which is higher than the passing grade in 65. For the completeness, on these final cycles also reaches the best, 28 students pass the passing grade. It is the highest during the research. It also makes sense because they getting familiar with jigsaw. They read and discuss the text together. It is very important for them to master the text. With this achievement, the writer stops the action because of time limitation and good result.

During this research, the writer also notes the weakness. First is the preparation. The writer needs more preparation because jigsaw is quite different. The writer has to prepare the texts first. It need the correct text for the students. Second is composing the group. It is easier because using the result of the former condition. The writer only needs dividing the smart students in each group. On the other hand, it is also difficult to motivate the shabby students because they often
passive. They are not asking. In this research, the writer put more attention for them.

In each cycle, the writer give two different texts. The students with their group can cooperate and discuss the text together. Last, on the next meeting, the writer gives them the exam. Each text has task, consist of five numbers, called as the post test. During this research, the writer can illustrate the result of students’ examination on the table below.

### Table 4.1 The result of students’ examination

<table>
<thead>
<tr>
<th></th>
<th>Former Condition</th>
<th>First Cycle</th>
<th>Second Cycle</th>
<th>Third Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest score</td>
<td>40</td>
<td>40</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Average score</td>
<td>58.19</td>
<td>57.5</td>
<td>65.13</td>
<td>73.19</td>
</tr>
<tr>
<td>Highest score</td>
<td>80</td>
<td>80</td>
<td>85</td>
<td>100</td>
</tr>
<tr>
<td>Completeness</td>
<td>16/36</td>
<td>11/36</td>
<td>22/36</td>
<td>28/36</td>
</tr>
</tbody>
</table>

Comparison with Yuwono’s research is her research has problem in learning sources and lack of facilities in English learning. The teacher used other learning sources, like magazine. To achieve good result, the teacher has to try many options. In this research, the writer chose jigsaw to improve the students’ ability in comprehending reading texts. They learn together with their peer.

Comparison with Sundarkantham’s research is her research focused on writers with physical disabilities. In learning English, she used Shannon Game. On that game, the students should guess the word which related to the previous. In this research, the writer chose jigsaw to improve the students’ ability in comprehending reading texts. They learn together with their peer, not as an individual person.

Comparison with Wu’s research is his research analyzing major factor influencing reading. Vocabulary is one factor which influence in reading, the other is schema. In this research, the writer chose jigsaw that students have to read new texts with many vocabulary. If they know the meaning of each vocabulary, it will help them to understand the text and also do the task.
Comparison with Ashley’s research is her research improving reading rates. To help the students with slow reading acquisition and maintaining current motivation to read, she tried many kinds of text and the independent text is the most successful in improving reading rates. In this research, the writer chose jigsaw to improve the students’ ability in comprehending reading texts. They learn together with the peer. They become familiar with many different texts and also have better skill in working the task.

Comparison with Qiao and Jin research is their research focused on the jigsaw. On the class, the students are learning language with jigsaw and they are active. They also got very got result. After the class, they answer the questionnaire about the class. They give good experience. In this research, the writer also uses jigsaw and improve it. The class is also more active. The result is very good.

**Conclusion, Implication, and Suggestion**

After finished this research, the writer found the conclusion such as 1) Jigsaw improved the students’ ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency, 2) The effectiveness of Jigsaw in improving the students’ ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency was very high, 3) The strength of Jigsaw was active and cooperate learning English. Meanwhile the weakness was incompetent for shabby students.

The suggestion for this research are 1) English Teacher could do learning with various methods according to the subject matter and the facilities, and 2) Students could cooperate and discuss about the subject matter, ask the questions and do the tasks.

**BIBLIOGRAPHY**


Ashley, Kim. 2008. *The Effects of Focused Fluency Practice on Reading Rate, Motivation, and Interest in Reading for Struggling Primary Students*. Whicita State University.


Walker, Laura; Jolivette, Kristine and Lingo, Amy. 2006. *Improving Reading Fluency: a Case Study Using the Great Leaps Reading Program*. 


VIRTUAL REFERENCES


Jigsaw (Teaching Technique). Wikipedia. May 9, 2011.