

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH JIGSAW: A CLASSROOM ACTION RESEARCH AT
XI IPS 1 OF SMAN 6 MATARAM ACADEMIC YEAR 2015/2016**



ARTICLE

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by

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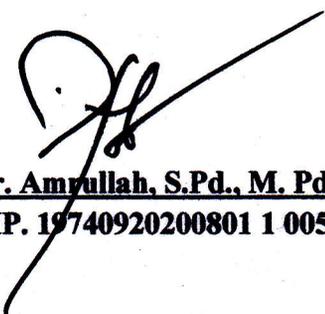
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RATIFICATION

An article entitled **“Improving Students’ Reading Comprehension Through Jigsaw: A Classroom Action Research at XI IPS 1 of SMAN 6 Mataram Academic Year 2015/2016”** by Rizal Ziadi (E1D112106) has been approved as partial fulfillment of the requirements for Bachelor Degree in English Department Faculty of Teachers Training and Education University of Mataram.

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Improving Students' Reading Comprehension Through Jigsaw:
A Classroom Action Research at XI IPS 1 of SMAN 6 Mataram
Academic Year 2015/2016

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ABSTRACT

This research aims to know the increasing of students' reading comprehension by applying jigsaw at XI IPS 1 of SMAN 6 Mataram academic year 2015/2016 on hortatory exposition topics. The type of this research is classroom action research which was conducted in two cycles. Every cycle consists of planning, acting, observing and reflecting. Each cycle has been done in three meetings. The implementation of this research is by applying *Cooperative Learning of Jigsaw Model*. The data of students' achievement were obtained by the evaluation test at the end of each cycle. Based on the analysis of students' achievement, there was an improvement in terms of percentage of students who passed Minimum Mastery Criterion (MMC) of 75, from 1 student (2,38%) in pre test into 7 students (16,6%) in cycle I then it increases significantly into 36 students (83,33%) in cycle II. In addition, the mean score of students increases from 31,14 in the pre test into 55, 58 in cycle I and finally in cycle II reaches the number of 82,2. Hence, it can be conclude that the implementation of *Cooperative Learning of Jigsaw Model* on hortatory exposition topic is able to improve students' reading comprehension at XI IPS 1 of SMAN 6 Mataram academic year 2015/2016.s

Key words: *reading, comprehension, cooperative learning, jigsaw*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan membaca komperhensif siswa melalui penerapan jigsaw di kelas XI IPS 1 SMAN 6 Mataram tahun pelajaran 2015/2016 paa materi hortatory exposition. Jenis penelitian yang digunakan adalah penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi yang dimana setiap siklusnya dilaksanakan dalam tiga kali pertemuan. Pada penelitian ini diterapkan *Cooperative Learning model Jigsaw*. Data prestasi belajar siswa diperoleh dari tes evaluasi pada setiap akhir siklus. Berdasarkan hasil analisis prestasi belajar siswa terjadi peningkatan presentase siswa yang mencapai nilai diatas Kriteria Ketuntasan Minimum (KKM) 75, dari hanya 1 orang (2,38%) pada pre test menjadi 7 orang siswa (16,6%) pada siklus I dan meningkat secara signifikan menjadi 36 orang (83,33%) pada siklus II. Selain itu, rata-rata nilai kelas meningkat dari 31,14 pada pre test menjadi 55, 58 pada siklus I dan akhirnya pada siklus II mencapai angka 82,2. Maka, dapat ditarik kesimpulan bahwa penerapan *Cooperative Learning model Jigsaw Model* pda pembelajaran hortatory exposition dapat meningkatkan kemampuan membaca komperhensif siswa kelas XI IPS 1 SMAN 6 Mataram ahun pelajaran 2015/2016

Key words: *membaca, komperhensif, cooperative learning, jigsaw*

I. INTRODUCTION

English plays an important role since it is used significantly in international business and trading, technology and science, entertainment, broadcasting, internet, and even in political affair. Consequently, English is not only widely spoken but also widely taught as a foreign language in both hemisphere of the planet; western and eastern. In this research, the researcher focused on reading as the main problem in learning English. Reading is an important skill to be learned. For instance, most of questions in national exam or other kind of exam of English are in reading form. Reading is a kind of activity to transfer the information and to comprehend the writer's ideas by the learner through the printed words. However, mastering English reading is not easy, it is relatively a complex skill. Based on my observation and the interview to the teacher of eleventh grade in SMAN 6 Mataram, the students often find some difficulties to encounter text where they find any strange vocabularies that they have never known or met before. The early assumption is the teaching strategy or instruction may support student's skill development. . If our intention is to help our students read well, teacher needs to make a creative way to encourage students to read. Based on the problem illustration above, the researcher firmly believed that the teacher should find a strategy which may assist their students to improve their reading skill, So, jigsaw strategy is offered to solve the problem. Slavin (1995:4) point out that the jigsaw classroom is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California Based on the background above,

The writer would like to answer the following questions:

1. How is jigsaw able to improve students' reading comprehension at class XI IPS 1 of SMAN 6 Mataram academic year 2015/2016?
2. Is there any significant difference of students' motivation and learning behavior especially after getting jigsaw treatment?

The objectives of the study are:

1. To know how jigsaw able to improve student's reading comprehension
2. To know significant difference of students' motivation and learning behavior especially after getting jigsaw treatment

II. REVIEW OF LITERATURE

Harmer (2004:70) writes that reading is an active occupation that the reader should deal with all of the elements within such as understand the arguments and the meaning of the words. Another opinion was said by Carrel et al (1995:12) who claim that reading is a receptive psycholinguistic process, where the writer doing a linguistic surface encode and the reader construct the meaning. A text is just like a media for the writer to share ideas or opinion, then the readers who receive the "message" should deal with the matter that writer want to expose through the text by using their own individual psycholinguistic understanding, because in every word they received, it works with their brain or word recognition. According to Brown (2004:189), there are four types of reading. They are: perceptive, selective, interactive and extensive. There are four roles of reader suggested by Luke and Freebody cited in Gibbons (2002:81) Reader as code breaker, Reader as a text participant, Reader as a text analyst, Reader as a text user. Some scholar tried to define what comprehension is. McNamara (2007:4) asserts that reading comprehension doesn't mean that a reader must read quickly and efficiently, but the reader should dealt with the technical terms, key conceptualization, mental models and other forms of background knowledge.

According to Burns (1990:203) in order to assess reading comprehension, there are some types of question; Main idea questions, Detail questions, Vocabulary questions, Inference questions, Sequence questions, Evaluation questions, Creative Response questions.

Cooperative learning can be an effective strategy to increase student achievement. Richards & Rodgers (2001:92) define that cooperative learning is group of activity learning in which students are able to exchange information with

other students and it would motivate them. Jigsaw is one of cooperative learning types, Adams et al (2013:65) writes that Jigsaw was invented by Elliot Aronson in Texas to reduce the racial problems among the students in the classroom. It is believed that jigsaw is not just a simple cooperative learning technique, but it would create the harmony of interdependence among the students and requires their active learning. Hidayati et al (2015:34) writes that hortatory exposition is a kind of English text type which provides arguments to support the opinion. The social function of the text is to persuade the readers or listeners that something should or should not be the case. In other word, the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and it purposes a suggestion in the end of the argumentation. A Hortatory Exposition can be in the form of: advertisements, letters to editor, debates, arguments, pamphlets, and posters.

III. Research Method

The research method in this study is the classroom action research. Sugiyono (2011:2) states that the research method is a scientific way to obtain the data for the particular purpose. Yusra (2009:20) explains that a classroom action research is a kind of research which more concern on diagnosing the problem in a specific context and attempting to solve in that context. In addition, Kemmis and Taggart (2000:595) mentions that action research consists of cycles and every cycle consists of some sessions and every session consists of four activities; planning, action, observation and reflection.

The setting of this research will be taken in SMAN 6 Mataram, it is located in Jl Peternakan No.10 Selagalas, Sandubaya, Mataram. The subject research of this study is students XI IPS 1 of SMAN 6 Mataram academic year 2015/2016, which consist of 42 Students, 26 males and 16 females. In this study there are two variables which called variable of hope and variable of action. Improving student's

reading comprehension is the variable of hope, while jigsaw is the variable of action.

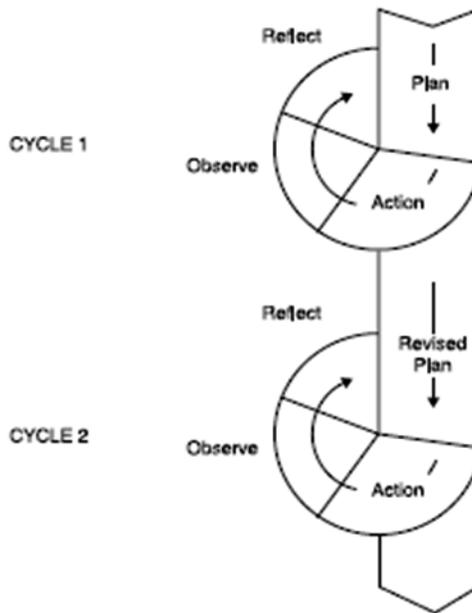


Figure 1: Kemmis & McTaggart Classroom Action Research (2000: 595)

The cycle 2 will be conducted to fix some problem which is not been solved yet in the cycle one. The plot is the same as the cycle 1.

Collecting data is the important part in conducting a study. Arikunto (2010:62) claims that process of collecting data is more important than instrument arrangement. This statement strengthen by Sugiyono (2012:308) who writes that collecting data is important because the goal of that process is to obtain the data of research. So, The technique of collecting qualitative data are observation the class and interview the teacher of the eleventh grade XI IPA 1 of SMAN 6 Mataram. Meanwhile, the technique of collecting quantitative data is taken by test. In this research there are two kinds of data: Quantitative data will be obtained from the test, Qualitative data will be obtained from the description observation and interview. Source of data were obtained from, Result of observation, Result of interview and Test There are two kinds of test to measure students' reading comprehension namely pre test and evaluation test. The function of evaluation test is to measure their starting point or preface draw of their

reading achievement. While, post test is administering to evaluate the impact of using jigsaw in teaching reading comprehension. Both are in the form of multiple choices which consist of 15 questions. The score is ranging 0-100

The data obtained for the present class action study will be analyzed descriptively. The quantitative data in the forms of raw scores will be analyzed by computing the average scores or the mean scores. The mean is obtained from counting up all the scores and then they are divided by the number of individuals. This is better known as the average figure. In statistic, it is often called the arithmetic mean.

Formula for getting the mean is:

$$M = \frac{\sum x}{N}$$

M = The mean of score

$\sum X$ = The total score that is get by students

N = the sum of the subject taking test

In this way, the mean score obtained by the subjects will be compared with its corresponding mean scores in post test for cycle I and cycle II. It means that if the mean score result increases, the students' reading comprehension is considered improving and the research is successful. In every cycle, to calculate the precentage of student who passed KKM using this formula

$$P = \frac{f}{n} \times 100\%$$

P = precentage —

f = student passed kkm

n = the sum of students in the class

In order to measure students' reading comprehension improvement before and after treatment, the researcher used formula as follow:

$$P = \frac{y_1 - y}{y} \times 100 \%$$

P = percentage of improvement
y = pre test result
y1 = post test cycle 1

Whether students are success or not in this action research decided by if 75% of students pass the minimum mastering criteria or KKM 75.

IV. FINDINGS AND DISCUSSION

Before doing Classroom Action Research in the class XI IPS 1 SMAN 6 MATARAM, the researcher conducted the observation in order to gain the preview of the factual and actual condition of the class. The most acute problem was when the teacher explained the materials some students pay less attention to her. They seemed like bored, sleepy and demotivated to join the English class.

The researcher interviewed the teacher who teaches XI IPS 1 of SMAN 6 Mataram academic year 2015/2016 to get the additional preview of the class. There are five questions including the condition of the class, the technique of teaching, the difficulties and obstacles in the class while teach. According to the teacher, most of students of this class were below the average level of English proficiency especially in reading. The teacher claimed that only a few students who are able to read English text well and the rest of them were bad. Moreover, the Teacher had some trouble while teaching reading skill because students were not used to read English text even at the previous grade (X Grade), the frequency of their reading exercise were low.

Pre test was conducted to get the raw score of the students especially in understanding reading hortatory exposition text. Based on the result of pre test, most of students' score was far away from the standard minimum mastery criterion (MMC 75), there was only one among 41 Students in the class who passed the test. So, in the pre test, the highest score is 80, the lowest is 6,6, the mean score is 31,14 and percentage of students passed the test is 2,38%. Then, it is assumed that student's reading comprehension of students in class XI IPS 1 of SMAN 6 MATARAM was low.

Classroom action research was conducted in the class, in the cycle I, there were some difference condition in the class both in motivation and students achievement in learning. Teacher implemented cooperative learning jigsaw in the process of learning to assist students to finish the task. When evaluation test was given, there were 7 students who passed KKM in cycle I. The percentage of students who passing the KKM increased from 2,38 % in the pretest into 16,6% in the Cycle I. In addition, the mean score increased from 31,14 in the pre test, to reach the score of 55,58 in the post test cycle 1. However, it was not enough qualified to reach the indicator of success of the research. Based on the result of reflecting phase, in the cycle I, there were some weakness that need to solve in the cycle II. They are; 1) Teacher will encourage all students to participate and more active during the process of teaching learning. 2) Teacher talk in the class will use more than 60% of English. 3) Teacher will control the jigsaw activity, in order that no more student who more dominant than the others. 4) Each student will get their own LKS and finish it individually. Hence, in cycle II, there were 35 students passed the test and the rest 7 students were failed. and finally reached 83,33% in the cycle II. Then in the post test cycle 2, it increased into 82,2. It is proved that there were some improvement in terms of students' achievement in understanding reading text of hortatory exposition and they were able to answer questions better than before after got the jigsaw treatment. In terms of students motivation, in the Cycle I, students still passive both in learning and activity of jigsaw. This condition was the effect of their unfamiliarity with jigsaw. But, in the cycle II, students motivation relatively incresed. They were getting more active and able to work in jigsaw activity without any further explanation or command from the teacher. Even when the class was held outside the classroom, it was not decrease the intensity of learning. Students still complete the task as teacher ordered them. This condition explained that students' motivation in learning English was increased. Besides, students learning behavior significantly changed. The discussion above is inline with Adams et al (2013:65) point out that jigsaw is not just a simple cooperative learning technique, but it would create the harmony of interdependence among the students and requires their active learning.

It is strengthen by Sudjana (2002: 72) the more active students are the more possibility of their achievement in learning improve.

Whether this action research success or not, it was decided by if 75% of students pass the minimum mastering criteria or KKM 75. Hence, considering the result of the classroom action research at XI IPS 1 of SMAN 6 MATARAM, at the end of cycle 2, the number of students who passed the KKM reached 36 of 42 students, or in the percentage was 85,71%. It means that this action research succeeded to improve the students reading comprehension through Jigsaw.

V. CONCLUSION AND SUGGESTION

Based on the finding and discussion in the previous chapter, the conclusion are;

1. It is proved that cooperative learning model jigsaw, which is implemented in XI IPS 1 of SMAN 6 Mataram Academic Year 2015/2016 is succeed not only to improve student's reading comprehension but also their motivation and change their learning behaviour especially in English class
2. by applying jigsaw in the class, it is able to improve students reading comprehension. The percentage of students passed the pre test is 2,38%, increase to 16,6% at the end of cycle 1, and finally reach the 85,71% at the end of cycle 2. The percentage at the end of cycle 2 is above the criteria of succeed of the classroom action research in XI IPS 1 of SMAN 6 Mataram which is 75% of students passed the KKM/MMC 75.
3. Moreover, students motivation in learning English is also improved. They are more motivated to finish the task by doing jigsaw rather than before. It is proved that their learning behaviour in the classroom is change after jigsaw treatment was given. Students give more attention to the materials that taught by teacher.

SUGGESTION

1. For teacher

It is not easy to make an enjoyable and fun learning during the teaching learning process, because there are some factors that may influence that. But, it doesn't mean that teacher should stick around the monotonous way. As a teacher, technique, method and strategy in teaching are important. Teacher should find alternative way to optimize the teaching learning process in the classroom to assist students not only to achieve the goal of the task but also to develop students individual interest in learning. Jigsaw may be an alternative strategy that teacher could apply in the classroom to create a different atmosphere during the teaching learning.

2. For other researcher

There are a lot of research about how to improve students' reading comprehension. However, considering that the problem in the class always occur and need a problem solving, then research about improving reading comprehension is still needed. Jigsaw is only one strategy that offered by the researcher to solve the students reading comprehension problem, there are many more teaching technique, strategy or method to do that.

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