

## **Improving Students' Comprehension by Using Jigsaw Technique for the First Grade Students of SMA NU AL-FUDLOLI Ganjaran Gondanglegi Malang**

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### **ABSTRACT**

Reading comprehension is the ability to analyze and understand the text in some reading context. This ability is taught to generalize the ability and share information in the reading context. In this research, the researcher applied Jigsaw Technique to solve the problems that were faced by the students. This research was conducted in order to improve students' reading comprehension in descriptive text through Jigsaw Technique in the first grade students of SMA NU AL-FUDLOLI Ganjaran Gondanglegi Malang 2017-2018.

In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. The researcher conducted this research in two cycles. Each cycle consisted of three meetings. The researcher used Jigsaw Technique to make pleasant atmosphere during teaching and learning process of reading, and more importantly to improve the students' reading comprehension especially on reading descriptive text.

The subject of this research was the students of first grade students in SMA NU AL-FUDLOLI. The instruments to collect the data were interview, observation checklist, and reading test. The result of this research showed that by using Jigsaw Technique in teaching reading descriptive text, the researcher could improve the student's reading comprehension especially descriptive text. Their responses showed that they were interested to learn reading subject because they felt easier to read using Jigsaw Technique. Based on the result of cycle 1 the average of their score is 67. The result of cycle 2, the average of their score is 76.

**Key words:** Reading comprehension, Descriptive text, Jigsaw Technique.

### **INTRODUCTION**

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies<sup>1</sup>. Comprehending is a skill which required the reader to understand the text with explicit meaning. Teaching reading is tough from elementary school to university by using many kinds of methods applied by English teacher<sup>2</sup>. In other word, teaching reading must be conducted by using a method. Because, using method the teaching reading can be going smoothly.

Basically, the common teaching reading and teaching reading for senior high school are same. They only have differences on specific and non-specific education level. As the researcher explain above that one of expert stated teaching reading is taught from elementary to university by using method. It is same with teaching reading for senior high school. Teacher must use good method which suitable for high school students. The specific difference in teaching reading for senior high school is the instrument used such as the syllabus and the lesson plan.

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<sup>1</sup> Douglas H. Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy*, second edition (San Francisco State University: Longman 2001), pages 306

<sup>2</sup> Ika Kusriani, "Using Jigsaw Technique To Improve Reading Comprehension Skill At The Eight Grade Students Of Smpn 3 Mlati Yogyakarta In The Academic Year Of 2012/2013", *Thesis* (UNIVERSITAS NEGRI YOGYAKARTA, 2013), pages 3..

Teaching reading in SMA NU Al-FUDLOLI is taught in IPS major. With reading skills is expected all students can understand the content, purpose and objectives of the material being taught. In learning English, reading is one of the skills that must be mastered by students.

The facts is show that learning comprehension reading in the first grade students IPS SMA NU AL-FUDLOLI classified as still low andnot attention enough. This problem is obtained from researcher observation. According to the researcher, in while reading the students less understood the content of the reading. This can be seen when students were asked how characterizations in the reading that have been read and told to retell the contents of the reading, but most students could not answer.

For senior high school, there are 13 kinds of reading text. They are: Narrative text, recount text, descriptive text, report text, explanation text, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. While, when the researcher conducted this research only three kinds of text that was learnt by the student were descriptive, recount and narrative.

To investigate the students mastering in reading, the researcher conducted preliminary study on the first grade students of SMA AL- FUDLOLI. Based on the researcher's observation and interview with the teacher, there were some problems which were discovered.

The first problem, the students' achievement of reading comprehension especially in descriptive text was low. The mean score of the students' reading test was under minimum criteria. There are 85,7 % of students gained under score 75 whereas the goal of descriptive material in SMA NU AL-FUDLOLI is the student must get about score 75 more. It was because the students had some difficulties in understanding a text which is reading comprehension such as finding the main idea, topic sentences, general and specific structure. In addition, during the teaching and learning process, they seemed still passive, the students did not understand clearly about descriptive text, how to identify the descriptive text, and they don't understand about the differences between identification and description and also some of students had a difficult in vocabulary meaning because they did not bring a dictionary and also they did not master about grammar. Exactly, the case is one of the reasons that can hamper in reading mastery.

Secondly, the teacher implements the strategy which was conventional way. It was able to make the monotonous atmosphere which could lead students feel bored because there were no good interaction between students and teacher. They did not look enthusiastic with the strategy modeled by teacher. The strategy could not make the student explored some information about the text by themselves, because they were depended on the teacher for exploring the information. On other word, there was no a cooperative learning in the classroom. In accordance with this reason, some of them felt bored and got low motivation when they faced an English learning. The researcher also found that many students yawned and some others were busy with their own business such as talking to their friend and making such a joke in the class then they did not pay attention to the teacher. In addition, they were reluctant to understand the text in understanding the unfamiliar word, interpreting the content, and finding the main idea. In this case, it could be said that they were not confidence to respond to the reading activity . Furthermore, when the teacher gave tasks to the students, only some of the students who sat down in the front did the task while the rest just copied them.

The explanation above can be concluded that the interview result showed the score of the students' reading test which was still under criteria of the teachers' scoring in reading comprehension. One of reasons which are suspected why the students get score under criteria is the technique that provided by teacher. Furthermore, the situation of learning was not effective in class. As a result, it is needed kinds of different technique by researcher to make the class alive.

The application of new technique is wished to be able to increase the student activities in teaching and learning. Hence, the researcher proposed a new strategy that can support. There

are so many strategies which can be applied in teaching reading. One of them is jigsaw technique.

Jigsaw technique is a cooperative learning model that consists of several member in one group that responsible for the lesson materials and be able to teach the topic to other member of group. Students have many chances to explore their ideas/opinions, manage information and increase their communication skill by doing jigsaw<sup>3</sup>. Other expert also states, that jigsaw is one of types or the flexible cooperative learning model<sup>4</sup>. It is suitable to solve the problem above. By implementing jigsaw technique which is categorized a discussion activity the student can be active and more communicative fluency. Thus, the students have new situation through grouping as the role of jigsaw technique.

Considering the condition above, it is necessary doing this research to improve student's reading comprehension by using jigsaw technique in the first grade students of SMA NU AL-FUDLOLI. The problems on condition above are expected to be solved by implementing appropriate strategy especially in comprehending descriptive text. The important of considering reading comprehension strategy is one of supporting to increase in feeling enthusiasm and joyful by the student. In the case, it can be said that the student who have motivated in learning will be enthusiasm in getting new knowledge and new score. Thus, it can be expected that the students result will affect the quality of teaching and learning in the school.

Based on the background above, the problem can be formulated as ‘*How the jigsaw technique can improve the students' reading comprehension at the first grade students of SMA AL-FUDLOLI?*’

### **Teaching Reading Comprehension at SMA NU AL-FUDLOLI**

Every school needs to teach reading comprehension strategies to make students life-long readers. All of students at SMA NU AL-FUDLOLI Gondanglegi Malang are familiar with the reading comprehension strategy poster. At any given moment, everyone can walk into the classroom and ask any of the students for a strategy that they just used while reading and not only they will be able to state a specific strategy, they also be able to tell how it helped them to better understand. Many strategies which used at SMA NU AL-FUDLOLI Ganjaran Gondanglegi Malang such as:

**Questioning :** Students need to remember that good readers are always thinking and wondering. By actively reading, students will develop a better understanding of the text. Students should be aware of the difference between thin and thick question. The definition of thick questions is that the answer is supported by the text.

**Determining importance :** students should look for main ideas and notice the most important details in a text. By focusing on the events that lead to the solution of the problem. Questions for students to think about while determining what is most important in a text such as what was the problem? What was the solution to the problem?

### **Previous Relevant Study**

The influence of jigsaw technique in improving students' reading skill has written by many researchers. It can be said that jigsaw technique in foreign language teaching can contribute to students reading skills. On the other hands, the opinions of some researcher can be supported as follows:

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<sup>3</sup> Dr, Rusman, M.Pd, *Model-Model Pembelajaran, 5<sup>th</sup> printing (Jakarta: PT Raja Grafindo Persada, 2012), pages 218.*

<sup>4</sup> Ibid

Sari, Nurma Liza (2013) did action research in improving the students' achievement in reading learning. She tries to find out whether the jigsaw can improve the student's reading ability especially in narrative texts in the learning process. The result of this study shows that there is an indication that implementation of teaching reading by using jigsaw method ran well. By using this technique, the students can improve their reading ability. Additionally, most of the students agree that jigsaw method is effective, appropriate, and not bored. Based on this research, it is clear that helping students to improve their reading skill by using jigsaw method is successful.

Ika Kusriani (2013) who did the research at the eighth grade students of SMPN 3 Mlati Yogyakarta show that using jigsaw technique can improve the students' reading comprehension and the students' reading involvement in the reading class because the findings reveal three results. First, the use of jigsaw can improve students' reading comprehension. Second, there were improvements of students' involvement in the reading class toward the application of jigsaw technique. They were more active in every activity, they were willing to participate in the group discussion, and they were more serious to finish the tasks in groups. They were also motivated to work in groups and they were motivated in reading the English texts.

Another researcher is Yunus Purwowibowo (2015) who indicated that jigsaw technique had improved the students' reading comprehension also indicated that jigsaw technique was conducted classroom action research to improve the seventh graders students' reading comprehension achievement in SMP N 2 Depok. The result showed that jigsaw technique successfully can improve the student's reading comprehension achievement.

The supporting of opinion above which is called previous studies have similar concern on the implementation of jigsaw technique in teaching reading comprehension. Based on the study above, that's all indicates about the beneficial on teaching reading comprehension. Therefore, it can be concluded that use jigsaw technique is effective to help the students to get better improvement, especially in reading.

## **DESIGN OF THE RESEARCH**

In the study, researcher use a collaborative classroom action research (CAR). It is simple design to solve the students' problem in learning process. Classroom Action Research (CAR) is a research that conducted by the teacher to solve the problem of the student that is done by himself, as teacher and researcher, or collaborate is a process through teaching process in the class that have purpose to give a treatment for the students' quality of learning and also to improve their student's score in their lesson<sup>5</sup>. It can change their educational work to be better. The kind of research is a participant that means the researcher must be a participant directly in research process from beginning to the result of the research to report<sup>6</sup>. Moreover, this study covers research setting, data and source data, cycles, criteria of success, data collection technique, data analysis technique, validity and reliability, and research procedure.

### **Research Setting**

This research was conducted at SMA AL – FUDLOLI Ganjaran. The school is located at Jl. Raya Ganjaran No 06 Gondanglegi Malang (see Appendix 15).

The research subject of this research is the first grade students of SMA AL\_FUDLOLI Ganjaran. The source of this study is all of the first year consists of 14 students there were 3 male and 11 female which the school only has one class of the first years. Researcher chooses

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<sup>5</sup> Latief, Mohammad Adnan, *Research Methods on Language Learning An introduction*, (Malang: UM PRESS 2012), 144.

<sup>6</sup> Trianto, *Penelitian Tindakan Kelas*, cetakan III (Jakarta: Prestasi Pustaka, 2012), Halaman 28

the first grade students of SMA NU AL-FUDLOLI in the academic year of 2017/2018 as the population of the research based on the reason is the grade year students of SMA NU AL-FUDLOLI have a low achievement in reading skill. According to the syllabus for the first grade students of SMA NU AL-FUDLOLI, the schedule of this study is presented (seen appendix 2).

## **Research Procedure**

Kemmis and Mc Taggart (1988) state that classroom action research involves repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.

### **1. Preliminary Study**

The preliminary study identified the problem of teaching-learning of reading comprehension class at the first grade students of SMA NU AL-FUDLOLI. From the informal interview with the teacher, observation and preliminary study held on 1<sup>st</sup> February 2018, it was found that the students' reading comprehension scores were still unsatisfactory and most of the students were passive.

### **2. Planning the action**

In this stage, researcher prepared the classroom instructional strategy to be developed in the study to solve the instructional problems. This step becomes the focus of the study, to be prepared, to be tried out, to be revised, to be tried again until it proves effective to solve the problems as like Syllabus, lesson plan, instruments and the criteria of success by concerning material in appropriate strategy.

To provide good teaching and learning activities during the implementation of jigsaw technique, the researcher prepared lesson plan.

#### **a. The lesson plan**

The lesson plans are designed to be the guideline in implementing actions using Jigsaw Technique. The lessons plans are designed per meeting in each cycle (see appendix 1).

#### **b. The Instruments**

The instruments of the study are tools to collect data needed in this study. The instruments which are covered in this research are observation, interview and test to gain the information during the teaching learning activities through Jigsaw Technique.

#### **c. The Criteria of Success**

There are two criteria of success as the measurement of how the implementation of Jigsaw technique helps the students to improve their reading ability, they are (see Table 3.1)

Table 3.1 The Criteria of Success

Criteria of Success	Data Sources	Instruments
The students' average score of reading comprehension test in the whole class is 70	Score	Test
The students are actively involved during the teaching learning process of reading comprehension	The students' activities discussing the text given using Jigsaw Technique	Observation

## **3. Implementation the Action**

After designing the action plans, the implementing or action would be conducted in this step. The jigsaw technique was used to solve the problem related to the students'

reading comprehension and the students' participation in the reading class. It means that the researcher is not in the process of learning how to implement the plan or improving the quality of teacher's performance, but this is the process of actually trying out the strategy. It purposed to measure how the strategy can solve the problems.

In step of cycles 1 was conducted by using jigsaw technique. The implementation of cycles 1 was conducted on 3<sup>rd</sup> and 10<sup>th</sup> February 2018 at the first grade of SMA NU AL-FUDLOLI with the time allocation was 4 x 45 minutes. In this cycle, the researcher was as a teacher. The activities in the first meeting and second meeting of cycle 1 are as follow:

- a. Opening (asperses and motivation )
  - 1) Teacher greets to the students.
  - 2) Teacher checks attendance list.
  - 3) Teacher asks the students' readiness.
  - 4) Teacher asks some question to build knowledge of students.
- b. Exploration
  - 1) Teacher divides the class into jigsaw technique
  - 2) Teacher gives the example of descriptive text.
  - 3) Teacher explains about descriptive text.
- c. Elaboration
  - 1) Giving matter to be discussed by each group.
  - 2) Leading students to comprehend the matter.
- d. Confirmation
  - 1) Asking each group to discuss the answer of the questions based on the matter.
  - 2) Asking each group to present the results of the discussion.
- e. Closing
  - 1) Asking students to re-read the result of their discussion.
  - 2) Asking the students to submit their final draft.
  - 3) Reflecting teaching and learning process of reading descriptive text especially by Jigsaw technique

#### **4. Reflection the Action**

The last step is to determine how far the data collected have shown the success of the strategy in solving the problem by analyzing data. This stage the evaluation is conducted to look at the whole process that has been implemented such as understanding and activeness of students based on the data that have been obtained from the tests, observations, and interviews to determine the success of actions have been implemented. The results of this study can be used as a reference to make improvements of the constraints that have been found. Improvements are carried out by finding solutions and formulating ways and strategies to improve activities in cycle II.

### **RESEARCH FINDING**

The implementation of Jigsaw Technique was conducted in two cycles with three meeting each cycle. The last meeting of each cycle was conducted to test the reading comprehension of the student

#### **1. Finding of Preliminary Study**

The preliminary study was conducted on Thursday , 1st February 2018. In this preliminary study, the researcher observed the attitude of the students and the teacher during teaching and learning process in the classroom.

Based on the interview between researcher and the teacher and also test that given to the student, the researcher found that the students got difficulties on learning reading skill especially reading descriptive text. The researcher found that the students reading ability was low. Most of the students could not achieve the minimum passing criterion, which is 75. Beside that, during the teaching and learning process, they seemed still passive and bored, the students did not understand clearly about descriptive text, how to identify the descriptive text, and they didn't understand about the differences between identification and description. They gained 65 while the researcher's criteria of success are 70 (see Appendix 7).

Table 4.1: Result of Test of Preliminary Study

<b>Student's achievement</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	14.3	14.3	14.3
	60	5	35.7	35.7	50.0
	70	5	35.7	35.7	85.7
	80	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Considering of the result of preliminary study showed that there were 7 students still gained under 70 or 50 %. The mean score was 65. Moreover, the researcher tried to solve the problem, by conducting the implementation of jigsaw technique as the strategy to improve the students' reading comprehension.

Jigsaw technique is a cooperative learning model that consists of several member in one group that responsible for the lesson materials and be able to teach the topic to other member of group. Students have many chances to explore their ideas/opinions, manage information and increase their communication skill by doing jigsaw<sup>7</sup>.

Because of the positive contribution of jigsaw technique and strong desire of finding the solution to solve the problems, the researcher believed that jigsaw technique can solve the problem and also can improve the student's reading comprehension in understanding text, especially descriptive text.

## **2. Findings of Cycle 1**

Cycle 1 was conducted from 3th, 7th, 10th of February 2018. There were three meetings in Cycle 1 and there were several phases namely students' comprehension and students' active participant.

### **a. Students' Participant during the Teaching and Learning Process**

In the first meeting, the researcher introduced descriptive text and jigsaw technique as the way to comprehend reading in interesting way to the students. In this case, the researcher explained the steps in implementing Jigsaw Technique. Jigsaw Technique is a method of learning that provides opportunities for students to learn more actively to work together in groups to achieve a set goal. The implementation of Jigsaw Technique is the researcher divided class into some groups (maximum consist of 4-5 students) but in this research, the researcher divided class into 3 groups that consist of 4-5 students. Next, the researcher instruct each group to discuss the matter and the answers to the

<sup>7</sup> Dr, Rusman, M.Pd, *Model-Model Pembelajaran, 5<sup>th</sup> printing (Jakarta: PT Raja Grafindo Persada, 2012), pages 218.*

following questions. Then, the researcher ensure that each group participates actively in discussion.

The students looked so interested and motivated with the new technique in teaching reading but they were still confused because they never knew this method yet. During teaching and learning process through jigsaw technique, most of the students paid more attention to the researcher’s explanation. Although some of them also did not pay attention by having chitchat with their friends, the researcher was able to handle the class.

Besides the researcher conducted the treatment, the researcher also conducted behavior assessment to know how attractive the students were during learning process. The behavior assessment covered six indicators they are enthusiasm, activeness, cooperative, interaction, attention, and confidence.

1) Aspect of scoring

In connection with the score of student’s behavior assessment, the writer used the following table as scoring:

No.	Categories	Scoring
	Excellent	76 – 100
	Good	51 – 76
	Enough	26 – 50
	Less	0 – 25

2) The result of behavior assessment

The result of behavior assessment in the first meeting as follow:

Table 4.2 The Result of Behavior Assessment.

	N	Min	Max	Mean
Enthusiasm	14	25	75	41.07
Activeness	14	25	75	39.29
cooperative	14	25	75	51.79
Interaction	14	50	75	57.14
Attention	14	50	100	75.00
Confidence	14	25	75	35.71
Valid N (listwise)	14			

Based on the result of behavior assessment above, it can be concluded that:

- 1) Students who were enthusiastic got total average score 41. In detail, student who got score 25 were 9 students, student who got score 50 was 1 student, and student who got 75 were 4 students.
- 2) Students who active got total average score 39. In detail, student who got score 25 were 8 students, student who got score 50 were 4 students, and student who got 75 were 2 students.
- 3) Students who interact with the researcher got total average score 52. In detail, student who got score 25 were 3 students, student who got score 50 were 7 students, and student who got 75 were 4 students.
- 4) Students who cooperate with friend of the group got total average score 57. In detail, student who got score 50 were 10 students, and student who got 75 were 4 students.
- 5) Students who pay attention got total average score 75. In detail, student who got score 50 were 4 students, and student who got 75 were 4 students, and students who got score 100 were 4 students.



- 6) Students who are confidence got total average score 36. In detail, student who got score 25 were 10 students, student who got score 50 were 2 students, and student who got 75 were 2 students (see Appendix 9)

In the second meeting, the researcher explained descriptive text again then implemented Jigsaw Technique. Previously, the researcher led the students to review previous material and added the use of simple present tense because the students did not understand the use of to be and possessive pronoun. In that activity, the students were very enthusiast. Some students were cooperative to discuss with their group. Some students also began to be active by asking some questions to the researcher. Although some of students still felt difficult to differentiate between identification and description. To conduct reading achievement test the researcher also gave them a draft with the following questions to discuss and answer by each group. Then, before submit the final draft the students present their result. In this activity, the students looked very serious to do their assignment.

The same as in the first meeting, the researcher also conducted behavior assessment with the result as follows:

Table 4.3: The Result of Behavior Assessment

	N	Min	Max	Mean
Enthusiasm	14	50	100	64.29
Activeness	14	25	75	50.00
cooperative	14	25	75	55.36
Interaction	14	50	75	64.29
Attention	14	75	100	82.14
Confidence	14	50	75	53.57
Valid N (listwise)	14			

Based on the result of behavior assessment above, it can be concluded that:

- 1) Students who were enthusiastic got total average score 64. In detail, student who got score 50 were 7 students, student who got score 75 was 6 student, and student who got 100 were 1 students.
- 2) Students who active got total average score 50. In detail, student who got score 25 were 2 students, student who got score 50 were 10 students, and student who got 75 were 2 students.
- 3) Students who interact with the researcher got total average score 55. In detail, student who got score 25 there were 1 students, student who got score 50 were 9 students, and student who got 75 were 4 students.
- 4) Students who cooperate with friend of the group got total average score 64. In detail, student who got score 50 were 6 students, and student who got 75 were 8 students.
- 5) Students who pay attention got total average score 82. In detail, student who got 75 were 10 students, and students who got score 100 were 4 students.
- 6) Students who are confidence got total average score 54. In detail, student who got score 50 were 12 students, and student who got 75 were 2 students (see Appendix 10).

#### **b. The Result of Students' Reading**

Based on the result of the students' previous score of reading before implementing jigsaw technique, the average score was 65 and the reading achievement test after implementing jigsaw technique was 67 (Appendix 7). It could be concluded that the

students' reading ability improved regarding to their previous score after implementing jigsaw technique although was not significant.

Table 4.4: Result of Students' Reading

<b>Descriptive Statistics</b>			
	N	Sum	Mean
Score	14	944	67.43
Valid N (listwise)	14		

From the students' reading at the final of Cycle 1, the researcher found that the students got difficulties as follows:

- a) The students can not identify the text.
- b) They don't understand about the differences between identification and description.

Based on the difficulties that found above show that in this cycle was failed

### **c. Conclusion**

Based on the previous observation and evaluation, the researcher found the weaknesses of Cycle 1 and revised the plan in order to avoid the same weakness for the next cycle. There were some findings obtained from the analysis of teaching and learning result. Based on the students' reading test of cycle 1, there were 7 or 50% students who passed the test and there were students who failed the test, and the average of their score is 67.

The students' reading score did not fulfill the criteria of success that have been targeted. Therefore, the researcher decided to continue to the next cycle by :

- 1) More optimal in explanation the material
- 2) More optimal in implementation

## **3. Findings of Cycle 2**

Cycle 2 was the continuation of Cycle 1. Both Cycle 1 and Cycle 2 had the same rules but different material. Cycle 2 was conducted from 14 th ,17th and 21th of February 2018.

There were three meetings for Cycle 2 in conducting this research. There were several phases namely: students' comprehension and students' active participant.

### **a. Students' Participant during the Teaching and Learning Process**

In the fourth meeting cycle 2, the researcher introduced descriptive text and Jigsaw technique in more details as the way to read in interesting way to the students. More students paid good attention on a new topic. During teaching and learning process through jigsaw technique most of the students paid more attention to the researcher explanation. Although some of them also did not pay attention by having chitchat with their friends, the researcher was able to handle the class.

The same as in the previous meeting, the researcher also conducted behavior assessment with the result as follows:

Table 4.5 Result of Behavior Assessment

	N	Min	Max	Mean
Enthusiasm	14	50	100	80.36
Activeness	14	50	75	60.71
Cooperative	14	50	75	62.50

Interaction	14	75	100	85.71
Attention	14	75	100	82.14
Confidence	14	50	75	57.14
Valid N (listwise)	14			

Based on the result of behavior assessment above, it can be concluded that:

- 1) Students who were enthusiastic got total average score 80. In detail, student who got score 50 was 1 student, student who got score 75 was 9 students, and student who got 100 there was 4 students.
- 2) Students who were active got total average score 61. In detail, student who got score 50 were 8 students, and student who got 75 were 6 students.
- 3) Students who interact with the researcher got total average score 62. In detail, student who got score 50 were 7 students, and student who got 75 were 7 students.
- 4) Students who cooperate with friend of the group got total average score 86. In detail, student who got score 75 were 8 students and student who got score 100 were 6 students.
- 5) Students who pay attention got total average score 82. In detail, student who got 75 were 10 students, and students who got score 100 were 4 students.
- 6) Students who were confidence got total average score 57. In detail, student who got score 50 were 10 students, and student who got 75 were 4 students (see Appendix 11).

In the fifth meeting, the researcher implemented jigsaw technique, reviewed the previous material, and added the information about comprehending reading. The researcher gave enough explanation and guidance to the students in comprehend the reading. In this condition, the students were very enthusiastic. Some students also began to be active by asking some questions to the researcher.

The same as in the others meeting, the researcher also conducted behavior assessment with the result as follows:

**Table 4.6 The Result of Behavior Assessment**

	N	Min	Max	Mean
Enthusiasm	14	75	100	85.71
Activeness	14	75	100	83.93
cooperative	14	75	100	78.57
Interaction	14	75	100	89.29
Attention	14	75	100	91.07
Confidence	14	50	100	75.00
Valid N (listwise)	14			

Based on the result of behavior assessment above, it can be concluded that:

- a) Students who were enthusiastic got total average score 86. In detail, student who got score 75 was 8 students, and student who got 100 was 6 students.
- b) Students who active got total average score 84. In detail, student who got score 75 were 9 students, and student who got 100 were 5 students.
- c) Students who interact with the researcher got total average score 78. In detail, student who got score 75 were 12 students, and student who got 100 were 2 students.

- d) Students who cooperate with friend of the group got total average score 89. In detail, student who got score 75 were 6 students and student who got score 100 were 8 students.
- e) Students who pay attention got total average score 91. In detail, student who got 75 were 5 students, and students who got score 100 were 9 students.
- f) Students who were confidence got total average score 75. In detail, students who got score 50 were 3 students, student who got score 75 were 8 students, and student who got 100 were 3 students (see Appendix 12).

**b. The Result of Students' Reading**

Based on the result of the students' previous score in cycle 1, the average score was 67 and the reading achievement test in cycle 2 was 76. It could be concluded that the students' reading comprehension improved regarding to their previous score in cycle 2 which was success according to the researcher's criteria of success.

Table 4.7: Result of Students' Reading

<b>Student's achievement</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	4	28.6	28.6	28.6
	76	5	35.7	35.7	64.3
	80	4	28.6	28.6	92.9
	84	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Based on the table above, it can be concluded that:

- 1) There was no student that got score under the criteria of success
- 2) The student who got 84 was 1 student or 7.1 %, the students who got 80 were 4 students or 28,6 %, the students who got 76 were 5 students or 35,7 %, and the students who got 72 were 4 students or 28,6 %.

**c. Conclusion**

Based on the teaching learning process and the result of Cycle 2, it could be seen that the students had improvement in reading comprehension after the implementation of Jigsaw. The improvement could be seen from the criteria of success that had been achieved by the students.

Process of teaching and learning of second cycle related to the lesson plan, the researcher used different lesson plan for each meeting as in the Cycle 1. The researcher tried to change the topic into easier. But the researcher still used the same rules such as the first cycle. Same as the first cycle, the researcher explain about Jigsaw Technique. The implementation of Jigsaw Technique is that the researcher divided class into some groups but in this research, the researcher divided class into 3 groups that consist of 4-5 students. Next, the researcher instruct each group to discuss the matter and the answers to the following questions. Then, the researcher ensure that each group participates actively in discussion. Next, the researcher instruct each group through designated spokes

persons to present the result of the discussion. The improvement of this cycle was satisfied because the students fulfill the researchers criterion of success. Then the participation of the students looked more active than before. They active doing their work with their group, having no chitchat with their friends or not sleepy again.

## **B. Discussion**

This part deals with the result of research findings through preliminary study, the result of Cycle 1 and Cycle 2, and the improvement the students' ability in reading descriptive text through Jigsaw technique. It also facilitated the students to be more active in learning English subject especially reading. Moreover, the students also became more motivated to read in English interestingly.

Researcher as facilitator gave reading about descriptive text. As explained earlier that the class was divided into 3 groups, each group consists of 4-5 students. The discussion begins with the election of the group leader who will govern the course of the discussion process. In this discussion students learn to improve communication skills, practice social and democratic attitudes and cooperate with other friends to solve problems encountered.

In the matter of reading given by researchers consists of 25 questions in readings. Students will identify the type of text, its generic structure, and answer the questions contained there. After the discussion run out, the teacher asked the group leader to present the results of their discussion then collected.

The result of preliminary study showed the students' real condition. In which the students were less active during teaching and learning activity. The researcher taught them conventionally, so that there was only teacher centered in the classroom. Related to this, the student felt bored in the classroom, they were not active in the classroom, and they had less motivation to studying English. Moreover, when the researcher gave the pretest about descriptive text, he took the students' score. The students' score was low especially in reading. The result of the students' reading score from 14 students the average students' reading score was 65.

Based on the teaching learning process, it could be seen that the students had improvement in reading skill after the implementation of Jigsaw Technique. The improvement could be seen from the criteria of success that had been achieved by the students. After scoring the students final draft, the researcher compared the number of students who passed the criteria of success in students' previous score, the students' reading test of cycle 1, there were 7 students who passed the test and there were 7 students who failed the test, and the average of their score is 67. Next, the student's test of cycle 2 most of students gained or passed of the goal criteria of success were 14 student and the average 76. To know how far the improvement, it will be shown as follow:

### **1. Data Tabulation**

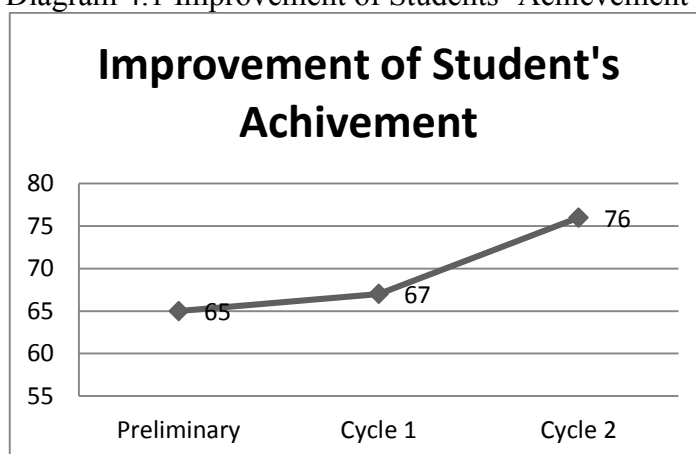
- a. Data tabulation of subject progressing score in reading comprehension through jigsaw technique

Table 4.8 Result of Subject Progressing Score

No	Subject	Preliminary		Cycle 1		Cycle 2	
		Total	%	Total	%	Total	%
1.	Students who got score above	7	50%	7	50%	14	100%

criteria of success							
2.	Student who got score under criteria of success	7	50%	7	50%	0	0
Total		14	100%	14	100%	14	100%

Diagram 4.1 Improvement of Students' Achievement



Considering on the data above, it could be concluded that there were improvement of the result of student's reading comprehension during conducting the research by implementing jigsaw technique from preliminary, cycle 1 and cycle 2. On the other word, focus on the data it showed that the learning process was success. In the case, all of the data had fulfilled the researcher's criteria of success. Hence, the researcher decided that the cycle 2 was enough to do the research.

b. Data Tabulation of Subject Changing Motivation and Attitudes in reading comprehension through jigsaw technique

Besides conducting the students reading achievement test, the researcher also observed the students participation, the student's enthusiasm, student's activeness during teaching and learning process, interaction between teacher and students, student's cooperative with the friends, student's attention, and student's confidence.

Students participation during teaching and learning by jigsaw technique looked different with teaching and learning before implementation of jigsaw technique. Students participation looked advance. It was supported by the positive respond of student that they gave. The students looked so interested, enthusiasm and motivated with the new technique in teaching reading. Then, the students comprehension toward learning reading especially reding descriptive text. There were some students understand with teacher's explanation. The interaction between teacher and students looked good. The result of subject changing motivation as follows:

Table 4.9: The Result of Subject Changing Motivation

Subject	Cycle 1/ meeting 1	Cycle 1/ meeting2	Cycle 2/ meeting4	Cycle 2/ meeting5
Enthusiasm	41	64	80	86
Activeness	39	50	61	84
Cooperative	52	55	62	78
Interaction	57	64	86	89
Attention	75	82	82	91

Confidence	36	54	57	75
Average	50	61	71	84

From the data above, it showed that there was improvement in every meet or cycle. In the first meeting, the average of the result of subject changing motivation was 50. In the second meeting, the average of the result of subject changing motivation was 61. Next, in the third meeting the average of the result of subject changing motivation was 71. Then, in the fourth meeting, the average of the result of subject changing motivation was 84. It could be concluded that there was improvement in every meeting by using jigsaw technique.

### **CONCLUSION AND SUGGESTION**

The research was conducted to solve the problems faced by students at the first grade of SMA NU AL-FUDLOLI.

The research find out that the students have difficulties on learning English especially reading skill. The students' achievement of reading comprehension especially in descriptive text was low. It is because the students had some difficulties in understanding a text which is reading comprehension such as finding the main idea, topic sentences, general and specific structure. The teacher implements the strategy which is conventional way. It is able to make the monotonous atmosphere which can lead students feel bored. The media used in the school is not interesting. Media also can be said the main way of the students' learning process. Media is one of the important aspects of school that influence success students' learning.

The Jigsaw Technique has some advantages. The first, it Provides opportunities for students to work in mixed groupings. The second, it can be active in teaching and learning activities. The third, it teaches the students appreciate the opinions of others friends. The fourth, it can improve communication skills for students.

Based on the findings in previous chapter through Cycle 1 and Cycle 2, the researcher concludes that the implementation of Jigsaw Technique improves the students' comprehension in reading descriptive text. The result of cycle 1 was not satisfied yet, because the average of student's score was 67. It can be said that the students' reading score did not fulfill the criteria of success. Thus, the researcher conducted the next cycle with revised plan to get more data that were valid from the students. The result of cycle 2 showed that the students' reading score improved. The score of students' reading test showed that the average of student's score was 76. It could be concluded that activities during the implementation of Jigsaw Technique in reading was success because the average of all the students achieved the criteria of success. There is an improvement in teaching learning reading descriptive text through Jigsaw Technique at the first grade of senior high school.

Researcher would like to make some suggestions for some agent of education to follow up the findings of this research. These suggestions were recommended for the english teacher, the other researchers, and the students as the following:

1. For English teachers, the researcher recommends the implementation of Jigsaw Technique to improve the students' comprehension especially in reading. Additionally, the use of Jigsaw Technique facilitates the students to be more active, attractive and enthusiastic during teaching and learning process in the classroom.
2. For further researchers, they are hoped to use this technique to improve students' reading skill. Additionally, the result of this research can be used as additional information and reference for further researchers to conduct other research in other language skills. The researcher expect that further researchers are more active,

creative and innovative in implementing this strategy during teaching and learning process. Then, the researcher also suggests that further researchers can conduct research by using the Jigsaw Technique with some changes in the term of paragraph types or different skills such as speaking, listening and writing.

3. For the students, The researcher expects that the students can improve their skill in English especially for their reading skill. The students should have high motivation in learning English, because English is so important in our future. The students should be serious and enthusiastic during teaching learning process especially in English. The students must be bold to read in English. Moreover, the students should be able to apply the enthusiastic easily in practicing reading.

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