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THE USE OF JIGSAW III METHOD TO IMPROVE STUDENTS' READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SMP NEGERI 10 TAPUNG

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Abstract

This classroom action research is aimed to describe and to investigate whether Jigsaw III method can improve the students's reading ability of SMP Negeri 10 Tapung. The participants were 25 students of the second year students SMP Negeri 10 Tapung. The data collection technique consisted of observation sheets, field notes, and tests. The research findings can be briefly explained as follows. First, the students reading ability could be improved by using Jigsaw III method. Before the research was done, the average score of the students reading ability was only 50.8. After the research one for cycle 1, it improved to 62.1. In cycle 2, it increased up to 70.4. Second, the students' awareness in comprehending the texts. Jigsaw III method can improve students' reading ability. Third, the teacher was able to apply Jigsaw III method to make the teaching process effective learning and it also helped students improve their reading ability and more active in learning process.

Keywords: *Jigsaw III method, students' reading ability, narrative text*

INTRODUCTION

In learning English, one of the language skills that the students need to acquire is reading. Reading is one of the skills that student has to master in learning English. The reason for teaching reading to the students is that it belongs to the basic language skill in English, just as important as speaking, listening, and writing. Besides, reading is closely related to other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, textbook, and et cetera. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. So, reading has to be taught to the students. The students should be able to read the subject and get the information from the reading text quickly and effectively.

Reading plays very important roles in our daily life. By reading, one will get knowledge and information. Reading also helps people practice critical thinking, to increase vocabulary, to improve memory, and to improve creativity. Meanwhile, reading can be done everywhere and every time, we only need to have books or the other reading materials.

It is stated in syllabus for Junior High School based on the curriculum (KTSP,2006), there are five kinds of the text that should be taught in Junior High school, they are narrative, recount, descriptive, report, and procedure. In this research, the writer focuses on teaching narrative texts.

According to the writer's observation when teaching practice at SMPN 10 Tapung the students' reading skill of SMPN 10 Tapung was still low. They still had difficulties in learning the four language skills, especially in comprehending the text. They have limited vocabularies which make them have low motivation to read the text. It also become the main reason why students still have difficulties in comprehending the text. The students cannot understand the text explicitly because they have not known the meaning all of the words in the texts. Many students got bored in reading, the students read material if the teacher in the class, they do not read the material before joining to the class. From the teacher, the teacher do not provide appropriate teaching strategy. The teacher just uses monotonous strategy to teach all the texts. Therefore, the teacher needs a certain

method to make the students able to comprehend a text and enjoy their learning process.

Next, in order to know the students' ability in comprehending reading text, the writer also did a reading test to the second year students of SMPN 10 Tapung. The test consists of 20 multiple choice questions. The questions are about main idea, finding factual information, word meaning, reference, and inference. There are 4 questions are about main idea, 4 questions are about finding factual information, 4 questions are about word meaning, 4 questions are about reference and 4 questions for inference.

Based on the result of a small survey done by the writer in SMPN 10 Tapung, the writer assumed that the students' ability in comprehending the text was still low. They still had difficulties in comprehending the text, especially the narrative text which is chosen by the writer in this research. The writer asked them to answer some questions based on reading texts. Then, when they were studying the text, many students were still confused or did not comprehend the text.

The result of the test shows that the students' average grade was still below minimum criteria (MMC). Among 25 students, there were only 4 students who reached MMC (68). It means only 16% of the students whose grade reached MMC. The rest (84%) is below MMC. So, the reading material isn't mastered because the students' reading ability is low. It means there was a problem.

Based on the problem above, the writer uses Jigsaw III to help the students to overcome their problems in reading. In this case the writer uses narrative texts based on syllabus of class VIII Junior High School. The researcher believed that the use og Jigsaw III method can improve student's reading comprehension. According to Aronson (2008) Jigsaw III method has a number of advantages, they are teacher is not the sole provider of knowledge, efficient way to learn, students take ownership in the work and achievement, students are active participants in the learning process, builds interpersonal and interactive skills.

METHODOLOGY

This research was an action research. It conducted to found out how effective was used Jigsaw III as a method in teaching to improve student's reading comprehension at the second year students of SMPN 10 tapung.

According to Azhar (2006), an action research has purpose to improve students' ability or as solution of students' problem in teaching learning process. This opinion is completed by Kemmis and Taggart (1993) states that action research is a self reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and justices of their own social or education practice, their understanding of these practices, and the situation in which practices are carried out. It means that doing an action research is to give an improvement on the situation where the researcher applies it. Actually, it can be applied in social and educational situation, but it is commonly applied to solve some problems that faced by participants in the classroom.

Classroom action research was a cycle process. In this research the writer was conducted two cycles design, each cycle consists of four steps: planning, action, observation, and reflection.

The participants of this research were the second year students of SMP Negeri 10 Tapung in academic year 2012/2013. There are three classes in this level, class VIII^A to VIII^C. The writer takes class VIII^C as a sample. The numbers of participants were 25 students.

There were two kinds of data. They were quantitative and qualitative data. In collecting quantitative data the writer uses reading test. The writer administered Pre-test to the students before conducting cycle 1. The test consisted of 20 items and the students are asked to comprehend narrative texts. The students were asked to comprehend five components of reading comprehension, namely: finding main idea, finding factual information, word meaning of vocabulary in content, identifying reference, making inference of narrative texts. In collecting qualitative data the writer uses observation sheets and field notes.

The writer gave treatment Jigsaw III method as a way to improve the students ability in comprehending narrative texts. The writer believed that the use of Jigsaw III method is an effective way to solve the students' problems in reading comprehension and active learning process. In addition to this, the writer prepared

the lesson plans for two cycles, teaching materials and media, observation sheets and field notes to note specifics things, weakness, strengths or suggestions related to teaching and learning process. The writer used the score in Pre-test as a guidance for her to conduct this research.

The steps of using Jigsaw III method were drawn as follows; a) Teacher gives explanation to the students about how to apply Jigsaw III method. b) Teacher divided students into 5 persons in a jigsaw or home group. c) Teacher gives the reading material (narrative text) to each member. Each member gets different material. d) The students who have the same material sit in the same group or called" expert group". e) The students read their reading material at least twice. g) The students discuss and share their ideas about their reading material in expert group. h) The students back to their jigsaw or home group and present his or her reading material in front of class. i) Teacher controls each group when the students were presenting their presentation to his or her friend. j) Teacher gives conclusion or review the process after the student had finished their presentation. j) Teacher gives evaluation to the student (quiz or exercises).

FINDING AND DISCUSSION

The Pre-test was administered before respondents were given treatment by using Jigsaw III method. The number of students who took the test was 25 students. As assumed before, the average of pre-test score was lower than the minimum standard of achievement (68). The total score of pre-test was 1270 and the mean score was only 50.8. The level of ability was mediocre. So that, the treatments were needed to increase students' reading comprehension ability.

The result of Pre-test shows that most of students in this class have low ability in comprehending narrative text. From 25 students none of students or 0 % who could get excellent level. There were 6 students or 24% who could reach good level. There were 10 students or 40% who could reach the mediocre. Then, 7 students or 28% got reach poor level. 2 students 8% were still in very poor level. In conclusion, the students' ability in comprehending narrative text was not satisfied enough before applying Jigsaw III method in their reading activity.

In cycle 1, the result of qualitative data shows the unsatisfying score. It's because their mean score had not achieved KKM (68). The number of students who took the post test 1 was 24 students. One of the students was absent. The total score of post test 1 was 1490 and the mean score was 62.1. It was still in mediocre level. The highest score of the students was in good level (13 students or 54,1%). 10 students (41,7%) in mediocre level. Next there was 1 student or (4, 2%) in the poor level and none of the student in the very poor level.

Based on students' score in pre-test and post test 1, there was a significant improvement. The average score in pre-test was 50.8 (mediocre), while the average score in post test1 was 62.1(mediocre). it means that the students' achievement in reading got better after implementing Jigsaw III method which would improve the reading ability of the second year students of SMP Negeri 10 Tapung. Unfortunately, the students' score in post test 1 could not achieve the standard score (KKM: 68). The observation sheet of students show that some students did not follow the procedures of Jigsaw III method completely. Only some students followed all procedures well. Therefore, the writer decided to conduct cycle 2 in order to improve the students' ability in reading narrative texts. In cycle 2, the writer still used Jigsaw III method based on the result reflection in the cycle 1 to improve the ability of students in reading skill. The writer also administered Post-test 2 at the end of cycle 2.

The result of cycle 2 showed the total score of post test 2 was 1760 and the mean score was 70.4. The level of ability was average to good. The number of students who took the test was 25 students. The level of the students' ability in this cycle was better than in the previous cycle. In other words, there was an improvement achieved by the students. It was proved that 3 students (12%) got excellent level and 13 students (52%) got good level, then number of the students in mediocre level was 9 (36%), and one of students was in the poor and very poor level. This evidence showed that the writer has been success to help students at SMP Negeri 10 Tapung to increase the ability reading comprehension in narrative text by using Jigsaw III method. The improvement of students' reading ability from cycle 1 to cycle 2 can be seen as on the table below:

Improvement of Students' Reading Ability from Pre-test, Post test 1, and Post test 2

No.	Range Score	Category	Frequency			Percentage		
			Pre Test	Post Test 1	Post Test 2	Pre Test	Post Test 1	Post Test 2
1.	81-100	Excellent	-	-	3	-	-	12%
2.	61-80	Good	6	13	13	24 %	54,1 %	52%
3.	41-60	Mediocre	10	10	9	40%	41, 7%	36 %
4.	21-40	Poor	7	1	-	28%	4,2 %	-
5.	0-20	Very Poor	2	-	-	8%	-	-
Total			25	24	25	100%	100%	100%

In addition, the quantitative data of this study was collected through the multiple choices tests (Pre-test, Post test 1, Post test 2), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes. In field notes, the collaborator observed both teacher and the students' activities during the treatment through observation sheets and field notes. The collaborator analyzed the students' progress during treatment. The collaborator also gave comments about the teacher's performance and added any other improvement in using Jigsaw III method in the classroom. Then, for the result of observation sheet, it was found that the teacher's and students' activities in teaching and learning process obviously got better than cycle 1. The progression could be seen on observation sheets and field notes that collaborator made during the class activities for the fourth to the sixth meeting.

The activeness of the students in cycle 1 shows that in the first meeting there were 16 students (64%) who did the first activity of Jigsaw III method, listen to the teachers' explanation and take a note. There were 18 students (72%) in the second meeting, and 20 students (80%) in the third meeting. The second and the third activities whole of the students did it. Then, for the activity students sit in a group (expert group) there were 20 students (80 %) who followed this activity in the first meeting, 22 students (88%) in the second meeting, and 23 student (92%) in the third meeting.While read the text silently only there were 13 students (52%) in the first meeting, 15 students (60%) in the second meeting, and 16 students (64%) in the third meeting. Next activity was students discuss what they had read with their expert group. In those activity only 11 students (44%) in the

first meeting, 13 students (52%) in the second meeting , and 17 students (68%) in the third meeting. It showed there was improvement from the first meeting to third meeting. For the activity back to their home group there were 21 students (84%) in the first meeting, 21 students (84%) in the second meeting, and 23 students or (92%) in the third meeting. The activity students discuss and present their discussion only 12 students (48%) in the first meeting and in the second meeting there were 14 students (56%), then 18 students (72%) in the third meeting. It means there was improvement from the first meeting to third meeting. For the last step of Jigsaw III method which was students pay attention to the teacher, in that activity there were only 16 students (64%) in the first meeting, 18 students (72%) in the second meeting, and 20 students (80%) in the third meeting. After all steps of Jigsaw III method applied then students were given the comprehension questions about the text, and there were 25 students (100%) did the task.

Seeing the percentage of the students' activeness above, we may conclude that there were 19 students (76%) who active in the first cycle. The improvement of the students' activities during teaching and learning can be seen on the following table:

The Improvement of Students' Activities from Cycle 1 to Cycle 2

No	Students Activities	Cycle 1						Cycle 2					
		1st Meeting		2nd Meeting		3rd Meeting		1st Meeting		2nd Meeting		3rd Meeting	
1	Listen to the teachers' explanation and take a note.	16	64%	18	72%	20	80%	15	60%	18	72%	21	84%
2	Students sit in a group (home group).	25	100%	25	100%	25	100%	25	100%	25	100%	25	100%
3	Students receive the text.	25	100%	25	100%	25	100%	25	100%	25	100%	25	100%
4	Students sit in a group (expert group).	20	80%	22	88%	23	92%	19	76%	20	80%	21	84%
5	Students read the text silently.	13	52%	15	60%	16	64%	16	64%	19	76%	23	92%
6	Students discuss what they had read with their expert group.	11	44%	13	52%	17	68%	15	60%	17	68%	22	88%
7	Students back to their home group.	21	84%	21	84%	23	92%	23	88%	22	88%	23	92%

8	Students discuss and present the result of discussion in front of class.	12	48%	14	56%	18	72%	21	84%	20	80%	23	92%
9	Students pay attention to the teacher.	16	64%	18	72%	20	80%	18	72%	19	76%	24	96%
10	Students do exercise.	25	100%	25	100%	25	100%	25	100%	25	100%	25	100%
Total		184	7.3	196	7.8	212	8.4	202	8	210	8.4	232	9.3
Average		**18**	**73%**	**19**	**78%**	**21**	**84%**	**20**	**80%**	**21**	**84%**	**23**	**93%**
		19 students (76 %)								**21 students (84%%)**			

CONCLUSIONS

The aim of this research is to find out whether the use of Jigsaw III method in teaching reading can improve students' achievement. From the research that has been done at grade VIII at SMP Negeri 10 Tapung, it could be concluded that the use Jigsaw III method could improve students ability in comprehending narrative text. It could be seen there was significant improvement that it can be seen from the increase of the students' score in reading test. In pre test, the average of students' score was 50.8 (mediocre level) and in the post test I it was 62.1. The scores can be categorized as "mediocre level". Then, from post test I and post II increased from 62.1 to 70.4 (good level). It means that the attainment of learning passing grade in cycle II was better than cycle I. So, there was significant improvement from the first cycle to the second cycle.

The dominant factors that cause the improvement are: first is students' attention which was increasing meeting by meeting. Jigsaw III method can help the students to be more active, energic and to get involved in learning process. The second one is researchers' motivation in guiding the students in the teaching and learning process. The third is classroom situation that helped the researcher and students to conduct an active and energic learning process. So, teaching reading by using Jigsaw III method gives more opportunities for students to be active in learning process.

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