

**THE USE OF JIGSAW TECHNIQUE THROUGH AUTHENTIC  
MATERIAL TO REDUCE STUDENTS' HIGH ANXIETY IN READING  
AT SMA NEGERI 1 TRIMURJO**

**(A Thesis)**

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## **ABSTRACT**

### **THE USE OF JIGSAW TECHNIQUE THROUGH AUTHENTIC MATERIAL TO REDUCE STUDENTS' HIGH AFFECTIVE FILTER IN READING AT SMA NEGERI 1 TRIMURJO**

**By**

**Afini Rahmadia Putri**

Reading is one of the important skills that should be mastered by the students. It is important to build students' schemata and knowledge by reading. However, there is a factor that became obstacle in learning English, that was, the students' affective filter. The ideal affective filter is when the students have low affective filter. But the researcher focused on anxiety because when the students have high anxiety, the students will not focus on the material but they will just think about their fears in the subject that is learned by them.

From the problem above, this study was aimed to find out whether the use of jigsaw technique can reduce students' anxiety and the use of authentic material can reduce students' anxiety. Beside that, this study also was aimed to find out the use of jigsaw technique through authentic material can reduce students' anxiety. The last, to find out the significant difference of students' anxiety in three classes.

This study was quantitative study and the researcher used quasi experimental that had three classes. Besides, this study was conducted at the second grade of SMA Negeri 1 Trimurjo. The samples of this study were taken by purposive sampling. The research data was collected by using questionnaire in likert scales and the data was analyzed by using SPSS 16.00. The researcher gave different treatments, in first class using jigsaw technique, in second class using authentic material, and in third class using jigsaw technique through authentic material.

The result of this study showed there was a significant difference of students' anxiety after giving treatment by using jigsaw technique. It was based on Sig. (2-tailed) was 0.00. Then, there was a significant difference of students' anxiety after giving treatment by using authentic material. It was based on Sig. (2-tailed) was 0.00, so there was significant difference before and after treatment. After that, there was a significant difference of students' anxiety after giving treatment by using jigsaw technique through authentic material. It was also based on Sig.(2-tailed) was 0.00. The last, there was a significant difference of students' anxiety in three classes. It was proved by the value of probability significant was 0.016. it was lower than 0.005, it means that there was a significant difference in three classes. The last, it is suggested that the teacher English should pay attention in choosing a good technique and material in order to build optimal affective filter on students, especially on students' anxiety.

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AFINI RAHMADIA PUTRI**

A Thesis

Submitted in a partial fulfillment of  
The requirements for Masterdegree

In

The Language and Arts Department of  
Teacher Training and Education Faculty



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ART EDUCATION DEPARTMENT  
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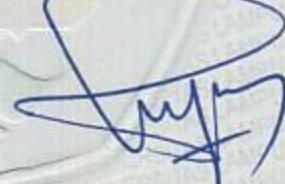
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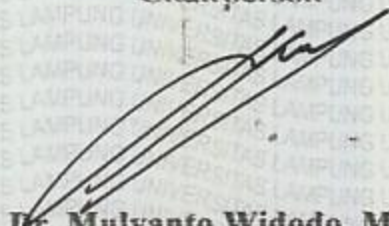
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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## CURRICULUM VITAE



The writer's name is Afini Rahmadia Putri. She was born in Bandar Lampung, on November 1<sup>st</sup>, 1992. She is the first daughter among three children of a lovely couple, Sugono and Ma'rifah. She has one younger sister named Tharra saniya Haya and one younger brother named Muhammad Hafid Naufal. She has one beautiful daughter named Syafina Azzahra Cahyadi from a husband named Diki Cahyadi. She lived in Kota Metro.

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## **DEDICATION**

Alhamdulillahilahi rabbil 'alamin

This piece of work is entirely dedicated to:

My beloved parents, Hi. Drs. Sugono, M. Pd. And Marifah

My lovely sister and brother, Tharra Tsaniya Haya and M. Hafidh Naufal

My beloved daughter and husband, Syafina Azzahra Cahyadi and Diki Cahyadi

My great grandmother, mbah Aisyah Iteng and Mbah Tayem

My friends of MPBI 2014

My friends of English Department 2010

The last, my almamater "Lampung University"



MOTTO

**“There is always light after the dark”**

**(Han Nolan)**

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The last, hopefully this thesis could give positive contribution to the educational development or those who want to carry out further research.

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## **I. INTRODUCTION**

This chapter deals with background of problems, identification of the problems, limitation of problems, formulation of research questions, objectives of the research, uses of the research, and scope of the research.

### **1.1 Background of the Problems**

English is foreign language that should be mastered by the students from junior high school level through senior high school level. In learning English, there are four skills, that is, listening, reading, speaking, and writing. The students have to master all skills in English, but the most important skill is reading because the success of students' learning depends on the greater part of their ability to read. Beside that, the students will have a chance to be success in their study if the students can read a text effectively. By contrast, the students may fail in their study if they cannot read a text effectively because they cannot catch the idea, knowledge and information from the text. So, it is hoped that the students can read every text effectively to get idea and knowledge easily.

In reading activity, the students should have a good reading skill when they want to get idea and information from the text. Furthermore, reading activity becomes meaningless without comprehension. Comprehension not only knows what the letters stand for, but it also understands the ideas. Therefore, there is no reading

without comprehension. Besides, reading is an active process of interacting with print text and monitoring comprehension to establish meaning. It means that the students should be active in the process of comprehending the text in order to establish the full meaning of the text. However, there are some factors that become an obstacle for the students to get comprehension in reading. One of the factors may be the students' affective filter.

In terms of affective filter, the ideal affective filter is when the students have low affective filter. It is when the students have high self-confidence, high motivation, and low anxiety. These aspects of affective filter can help the students to learn easily and effectively. However, based on the researcher's pre-observation, it was found that the students still have high affective filter. Then, the students still have low motivation and high anxiety. This condition may be affected by the material that the teacher gave to them and the technique that the teacher implemented. The teacher used uninteresting material so that the students' motivation was low because the material was not interesting for them. Besides, it may be caused by the technique used by the teacher. It cannot be argued that the role of technique and material are important in teaching learning process because material and technique can determine the students' self-motivation, and anxiety. Because of this, the teacher should use enjoyable and appropriate technique, so the students will enjoy learning English in the classroom.

Not all students have low affective filter, as the students may still get anxiety when the teacher asks them to read the text, comprehend the idea or meaning of the text. One of the factors that may cause students to get difficulties in comprehending the text is their nervous feeling in teaching learning process. This feeling can be considered as the factor that may cause the psychological burden in learning. When the students get nervous they may tend to be passive in learning

process. In teaching learning process, the students may be afraid of making a mistake when the teacher asks them to read some texts or share their ideas based on the text. This situation can be inferred as a condition when the students get worried in themselves. Besides, the students' motivation may decrease when they are anxious in learning, especially in English. There are many factors that may become obstacles for the students in learning, that is, anxiety, motivation, and self-confidence, but based on the researcher's assumption anxiety is the most important aspect that should be considered by the teacher in teaching process. Because, when the students have high anxiety, the students will not focus on the material but they may just think about their fears in the subject that is learned by them. Then, it is proved by students' statements when the researcher asked to them. They said that they cannot learn English well because they are nervous in English class.

Based on the statement above, it is hoped that the students have a good affective filter when they learn English in the classroom. A good affective filter is when the students have high self-confidence, motivation, and low anxiety. Based on this statement, it can be inferred that the students can take good input when they have no anxiety or they have high motivation and self-confidence. Then, the students cannot take input well when they have high anxiety or they have no motivation and self-confidence. But in this case, the researcher will choose anxiety as the most important variable that should be considered in learning process. The reason is when language learners are anxious, the input may not reach the acquisition part of the brain. So the researcher assumes anxiety is an important factor that may support students' motivation and self-confidence.

Based on the explanation above, it may be assumed anxiety is a bad factor that can influence the students' input in learning process. The students may get less

input when they have high anxiety in learning English. Then, anxious learners may be as those having manifestations in class include panic, nervous, apprehension, worried, and afraid. As the researcher's pre-observation, many students got difficulty to pronounce English words when the teacher asked them to read. After reading the text, the teacher asked some questions that related to the text, but the students cannot answer the questions well. Moreover, the students tend to be passive and silent when they have high anxiety or panic in teaching learning process. It may be assumed that this condition makes a non-active teaching learning process or there is psychological burden in students' mind. The students may be afraid of making a mistake. So, it is a dangerous situation because the students may not focus on the lesson, but they may prefer to focus on the feeling of afraid.

In order to overcome the problems above, it can be said that an alternative technique and a good material are needed in this situation. Technique is a tool that can help the teachers to make a teaching learning process more effective. In this case, the researcher proposes an effective method called cooperative learning. Cooperative learning is one of methods that can be used by the teachers in classroom. Cooperative Learning is an effective strategy for classrooms with English Language Learning students in them. Initially this technique was introduced by Aronson et al (1978), he states cooperative learning is meant to provide the learners with a chance to learn a material from their groups. Then, Adams (2013:13), he states students work together in small groups on a structured activity. So, it is meant to provide the learners with a chance to learn a material from their groups. This method may can promote better learning, improve learners' motivation, enjoyment, and decrease students' anxiety of the learning process. It is caused the process in this method is students' centered, not teacher



centered and all students become expert in this method. So, it can be said that this method may reduce students' anxiety.

Students who have high anxiety attending the class tend to feel nervous and afraid of cooperating with teachers or their friends and then they cannot concentrate on the learning and they cannot focus on the material effectively. So, it may be effective for the teacher to use cooperative learning as the technique that can decrease students' anxiety. Adams (2013:65) states teacher is not the sole provider of knowledge because most of the work is done by the students themselves which makes it an efficient way to learn. In this case, students are active participants in the learning process and thereby help to build inter-personal and interactive skills among students. The use of this technique also makes teachers find it easy to learn, enjoy working with it.

Cooperative learning is a unique teaching method where the students are able to learn and teach each other and every learner has the same chance to share idea. The researcher assumes that a unique characteristic of cooperative learning is that learners are given portion of the total learning task master and then teach that segment to the other members of their team. So, it is understood that cooperative learning is a method which demands the learners to learn on the groups. Through cooperative learning, there is no competition and they can speak up more freely and share idea freely. Beside that, the students-centered is needed in learning activity than teachers-centered. When the students are centered in the classroom, the students will be more freely to express their idea and share their knowledge. The teachers function is as a facilitator that helps the students when they get a problem.

On the other hand, there are many techniques in cooperative learning method, but one of the cooperative learning's techniques supposed to be useful in this teaching

reading is jigsaw technique. Jigsaw technique gives an opportunity to increase the students' reading comprehension because every student has an obligation to master the text in order to teach their friends. Besides, this technique is not only encouraging the students on learning the group's task and activities but also help the students in building a social personality. The teacher's role changes from giving information to facilitating students' learning. Then, jigsaw technique is a unique teaching technique where the students are able to learn and teach each other and every student becomes an expert here. So, jigsaw technique is a way for students to work cooperatively and help each other to learn new material and each group will get different material from the teachers.

On the other hand, it is important to know how to choose a good material because material is a core of teaching learning process. A material is part of learning process that cannot be separated by the others. So, it is also important for the teacher to choose appropriate materials when they want to teach the students in classroom. Tomlinson (2001:13) states materials mean anything which is used to help language learners to learn learning. So, teaching material is very important because it can determine how the students' affective response in learning activity. There are many kinds of material, such as teacher-made material, text-book, work-book, and authentic material, but the researcher prefer to use authentic material than others. The reason is because authentic material is more interesting and it provides more knowledge and information than other material. Then, it provides a target language to improve learners' ability in English.

Beside that, authentic material is a material designed by native speaker. Then, it can be said authentic material is a material that is not specifically prepared for pedagogical purposes. Moreover, authentic material refers to the use of texts, photograph, video selection, newspaper, magazine, short stories, novel and other

teaching resources. Teaching material is a key component in most language teaching program, so the teachers should prepare a good and a suitable material for the students that can improve students' reading comprehension and interest in learning. The use of authentic text may be now considered to be one way for increasing students' motivation for learning since they learn the real language and it is used by the community that speaks it. In this research, the researcher wanted to see the effect of jigsaw technique and authentic material on students' anxiety.

In accordance with the educational purposes, some studies on the implementation of jigsaw technique and the use of authentic material in reducing students' anxiety have been conducted by some researchers. For example, Deniz (2014:1177) found that the use of authentic tasks for the listening skill in mother tongue education has a positive influence in terms of decreasing listening anxiety. So, authentic material has a positive effect in decreasing students' anxiety in listening. It is caused authentic material has more interesting topic than common material, so the students' motivation will be increased. As another example, according to Riasati (2011:912), the teacher can employ to reduce their students' anxiety level include running pair/group work activities, removing the worry of score among students and increasing their learning motivation. These techniques may give effect to make students' anxiety better. It is caused the focus of group work activities is on students' center, not teacher's center. So, the students can explore and share their idea freely with their friends. Besides, Ali (2001:1) conducted a research to investigate the effect of using jigsaw technique on reading anxiety. He found that the use of jigsaw technique resulted in lowering the foreign language reading anxiety. It is caused there is no competition in jigsaw technique and every student has the same chance to be expert. So, it will give a good effect for students'

anxiety. Finally, it may be a possible way to implement jigsaw technique through authentic material in reducing students' anxiety.

Different studies have proposed different ways of lowering students' anxiety in teaching learning process. As in the previous studies discussed above, however, they have not discussed yet the use of jigsaw technique through authentic material in reducing students' high anxiety. Therefore, this study attempted to reduce the students' high anxiety by using jigsaw technique through authentic material. The researcher used jigsaw technique through authentic material to reduce students' high anxiety in reading context. This technique and material were aimed to reduce students' high anxiety. Jigsaw technique is technique that can make the students more active in the class and they can share their idea freely. Besides, authentic material is an interesting material that can increase the students' motivation. The researcher assumed it might be effective if she used jigsaw technique through authentic material in classroom. It was hoped that the students' problem (high anxiety) would be accomplished by using jigsaw technique through authentic material. So, in this reserach the researcher tried to conduct a research entitled *The Use of Jigsaw Technique through Authentic Material to Reduce Students' High Anxiety in Reading*. Furthermore, this research was aimed to find out the effect of using jigsaw technique and authentic material to reduce students' high anxiety in reading context.



## 1.2 Identification of the Problems

Based on the background of the problem above, the researcher identified the problems as follow:

1. The students may tend to be passive in the class because they have no optimal anxiety in learning English.
2. The teachers may use uninteresting technique or the technique may not suitable for the students.
3. The students may be not motivated to learn English because the teachers use uninteresting material.
4. The students seem to be unable to comprehend an English reading text and they get difficulties in learning English.
5. The students may have no optimal anxiety in learning English because they think that English is difficult to be learnt.
6. In teaching English, teachers seem rely to use any interesting techniques and materials.
7. The students may think that English is difficult to be learnt in classroom, especially in reading subject.

Those problems may appear in teaching learning process, especially in reading class. They may not only come to the beginner students, but also to intermediate or advanced students such as in a university.

### **1.3. Limitation of the Problems**

In the line with identification of the problems above, the researcher limits the problem into:

1. The students have no optimal anxiety in learning English because they think that English is difficult to be learnt.
2. In teaching English, teachers do not use any interesting techniques and materials which can make students' anxiety not optimal.

### **1.4. Formulation of the Research Questions**

Based on the limitation of the problems above, the researcher formulates two research questions as follow:

1. Is there any difference of students' anxiety after being taught using jigsaw technique?
2. Is there any difference of students' anxiety after being taught using authentic material?
3. Is there any difference of students' anxiety after being taught using jigsaw technique through authentic material?
4. Is there any difference of students' anxiety in those three classes?

### **1.5 Objectives of the Research**

In line with the formulation of the problems above, the objectives of the research as follow:

1. To find out the difference of students' anxiety after being taught using jigsaw technique.
2. To find out the difference of students' anxiety after being taught using authentic material.
3. To find out the difference of students' anxiety after being taught using jigsaw technique through authentic material.
4. To know the difference of students' anxiety in those three classes.

### **1.6 Uses of the Research**

The findings of the research may have two uses, that is, theoretical and practical as elaborated in the following section:

#### **1. Theoretically**

The result of this research is expected to support and clarify the previous theories and references about jigsaw technique, authentic material, and anxiety for the further research.

#### **2. Practically**

This finding may give information that can be used as consideration for English teacher. The researcher hopes that this study is more effective way to decrease students' anxiety.

### **1.7 Scope of the Research**

The researcher used cooperative learning method and she chose jigsaw technique which belonged to cooperative learning. Then, the researcher used authentic material in order to investigate whether these technique and material could be used to decrease students' anxiety. The type of authentic material was magazine. Then, this study used Krashen' hypothesis that was affective filter in three terms; motivation, self-confidence, and anxiety. But, the researcher limited this study so she focused on investigating the effect of jigsaw technique and authentic material in students' anxiety.

## **II. LITERATURE REVIEW**

This chapter deals with review of previous of related research and review of related literature. The related literature will discuss the theory of affective filter, anxiety, reading comprehension, teaching reading, jigsaw technique, authentic material, advantages and disadvantages of authentic material, and procedures of teaching reading use jigsaw technique through authentic material, and theoretical assumption, and hypothesis.

### **2.1. Review of Previous Research**

Some research about jigsaw technique, authentic material, and anxiety has been conducted in order to explore it, as follows:

- a. Deniz (2013:1177) investigates the effect of authentic tasks to students' listening comprehension. He found that using authentic tasks for the listening skill in mother tongue education has a positive influence in terms of decreasing listening anxiety and he suggested another researcher should conduct further studies using different data sources in order to enhance the literature on the impacts of authentic tasks upon other skill.

- b. Riasati (2011:912) conducted the research about language learning anxiety from EFL learners' perspective. The researcher found that a teacher should employ a good technique to reduce students' anxiety, such as pair work or group discussion. It also can remove the worry of score among students and increasing their learning motivation.
- c. Ali (2001:1) conducted a research to investigate the effect of using jigsaw technique on reading anxiety and comprehension. The use of the Jigsaw Reading technique resulted in lowering the foreign language reading anxiety of the treatment group subjects. Findings also showed that the subjects of the treatment group outperformed those of the control group in reading comprehension; something which can be considered as an outcome of reading anxiety reduction.
- d. Robertson Timothy (2011:3) investigated the factors that can reduce affective filter in Adult English Language Learning Classroom. He found that collaborative learning environment makes students feel more comfortable with each other and reduce anxiety. The observation and interview data confirmed that student's affective filter was lower during cooperative activities when compared to whole class activities.

Based on the previous research above, it can be said that authentic material and jigsaw technique have a good effect in lowering students' anxiety in the classroom. Unlike other research, this study does not only teach the students through jigsaw technique to reduce students' anxiety, but also the researcher added authentic material as the material to help students in lowering their anxiety. It can be said this study only focused on students' anxiety after being taught using jigsaw technique through authentic material which were seen by data using questionnaire.

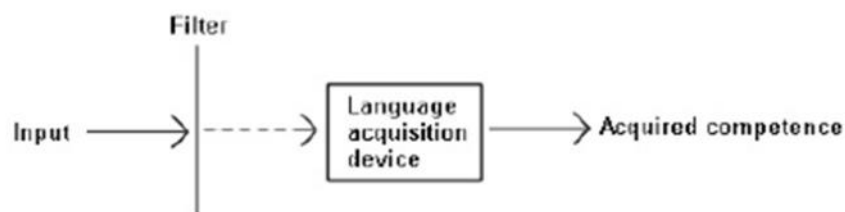
## 2.2 Affective Filter

There are many factors that can influence students in learning process, one of the factors is affective filter. Affective filter has three aspects, that is, motivation, self-confidence, and anxiety. Many students may have problems in their motivation, anxiety, and self-confidence. Krashen (2013:4) argues that affective variables do not impact language acquisition directly but prevent input from reaching Language Acquisition Device, it is the part of brain responsible for language acquisition. So, affective factors have functions as a filter that reduces the amount of language input so that the learner is not able to understand the material well. It has a close relationship with the language learners' input and intake. It can be said that affective factors determine the proportion of language learners' input and intake. Krashen (1982) states affective filter is an imaginary wall that is placed between language and language input. So it is important to the teachers focus on students' affective filter because it will determine students' input in learning. Yufrizal (2008:110) states that a low filter means that the performer is more open to the input, and that the input strikes 'deeper'. So, it is better if the students have low affective filter.

Affective factors include certain emotions, such as motivation, self-confidence, anxiety, and in the process of acquiring a second language. These negative emotions prevent efficient processing of the language input, and on the contrary, the positive emotions promote the efficiency of the process. Du Xiaoyan (2009:162) states that affective factors in language learning that are like a filter which filtrates the amount of input in learners' brain. When students' affective filter is high, it means that they will have greater difficulty in learning. Besides, the students may have low affective filter so that they will have a chance to be success in learning. Being beginner English language students, any confidence in

their language abilities may be little at best. These three factors, low motivation, low self-confidence, and high anxiety may rise in a mental wall, termed affective filter. A low filter should be created and advocated for the effective language teaching. It may be learners' affective filters are influenced by teachers' role, such as what technique and material that teachers use. So, the teachers should use alternative ways to lower the students' affective filter and let learners feel less stressed and more confident in a comfortable learning atmosphere.

The following figure is adapted from Yufrizal (2008:111) which illustrates this concept:



The figure above illustrates the affective filter. The degree to which the filter is high or low can determine its strength in blocking certain input. Yufrizal (2008:111) states the affective filter acts to prevent input from being used for language acquisition and classrooms that encourage low filters are those that promote low anxiety among students. Besides, Du Xiaoyan (2009:162) states that the filter is down when the acquirer is not anxious. So, those whose anxiety are not good will not only tend to seek less input, but they will also have a high or strong affective filter even if they understand the messages, then the input will not reach the part of the brain responsible for language acquisition.



### 2.3 Anxiety

After knowing the definition of affective filter, the researcher assumes that anxiety is the most important aspect that should be considered first by the teacher. It is caused anxiety will determine students' motivation and self-confidence. Anxiety is another particular affective factor and it is one of the most prominent and pervasive emotions. According to Yufrizal (2008:111), if the learner is not at all anxious, she or he is unlikely to be motivated to make any effort. Anxiety is ranks high among factors influencing language learning. Abu-Rabia (2004:718) states that anxiety had strong relationship with the level of foreign language learning. Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers/friends and then they cannot concentrate on the learning points and waste their energy or they just want to flee the learning task. It is in line with Horwitz, Horwitz, and Copes (2012:126), they say that anxious learners experience apprehension, worry, even dread. They have difficulty in concentrating, become forgetful, sweat, and have palpitations. Besides, students who feel at ease in the classroom and like the teacher may seek out more intakes by volunteering and may not be more accepting of the teacher as a source of input. So, this is the reason why the researcher assumes that anxiety is the most important than others.

Anxiety is a contributing factor to the development of a learner's affective filter. When a language learners' affective filter is high, they will have more difficulty in acquiring language. When language learners are anxious, input may not reach the acquisition part of the brain. It is clear that anxiety can give a bad effect for the students in language learning because it will be obstacles in their study in the classroom. According to Horwitz, Horwitz, and Copes (2012:126O), anxious students may also have difficulty grasping the content of a target language message. Foreign language anxiety can be strongly correlated to unwillingness to

communicate in language class. It is not good for the process of teaching learning because the students cannot share their idea freely when they have anxiety in language learning. The most dangerous is the students can choose to avoid the class when they are anxious. Horwitz, Horwitz, and Copes (2012:127) say that anxious students may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety. So, it is why the teacher should ensure that the students have a low anxiety when they learn language in the classroom.

Ma'mun (1991:161), he defines foreign language anxiety is as its contains include feelings of tension (stressful situation) state, of apprehension (comprehension), nervousness and worry, as well as physical signs such as 'breaking out in cold sweat' and blushing. Besides, anxiety as the feeling of fear, panic, and worry (Abu-Rabia., 2004: cited in Awan, Azher, Anwar, Naz., 2010:3). Then, Alrabai (2014:82) states that anxiety is a state characterized by the sensation of vague fear, nervousness, discomfort, and apprehension. Awan, Azher, Anwar, Naz (2010:33) state a feeling of nervousness associated with language learning is termed as language anxiety. These are the aspects of anxiety that will be measured by the researcher by using the questionnaire. But, the researcher limited the aspects of anxiety into four categories, they are panic, nervous, worry, and afraid. The total number of each factor is almost equal to make it easy to measure the result of questionnaire.

Jafarigohar (2012:162) states it should be important to the teachers to remove any unnecessary anxiety from language learning and create stress-free, safe, and relaxing atmosphere in the classroom where the students feel secure, interested, joyful, and motivated to learn and internalize the learning material so that they can approach the aims of teaching and learning. It is clear that the teacher should choose an effective technique and interesting material to make the students'

anxiety low. As we know that, anxiety will give bad effect for the students in learning process. The students cannot reach the input well if they have high anxiety in learning process. But, the students can reach the input well if they have low anxiety in learning process. So, it is hoped a good technique and material are used by the teacher to support the teaching learning process. Young (2010:427) states that language anxiety arises from; 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; 6) language testing.

#### **2.4 Reading Comprehension**

Reading is one of the most crucial skills that should be mastered by the students. The reasons are the students will get a better knowledge in reading than in any other skills. Then, reading is an important skill which the students will be able to learn effectively. Tadros (2014:2) states reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. So, reading is the process of constructing meaning through the interaction among the readers' existing knowledge, the information suggested by the written language and the context of the reading situation. It means that the students should connect their existing knowledge and the information in the text until they get the full meaning. Beside that, the reader will transfer every word to the brain until the reader finds the full meaning of the text.

According to Tadros (2014:2), Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. So, reading is not only a process includes an interaction between

the reader and the words, but it relates to students' existing knowledge. Beside that, we know that reading is a window of knowledge, so the students will get bit knowledge when they do not have skill and experience in reading. Reading is a complex activity involving skill, knowledge, and experience. So, the teacher has a responsible to make an interesting teaching learning process in order to the students will have a good comprehending in reading activity. Reading is a dynamic and complex process that involves skills, strategies, and prior knowledge. From this statement, reading is important because it can make a cognitive mind better by using schemata. Then, in reading students should have their background knowledge so they will be esier to understand the text by using past information.

Reading is the ability of drawing meaning and interpreting of printed or written verbal symbol appropriately. So, reading activity is not about an activity in which the readers read word by word in a text but the reader has to comprehend the text and draw the meaning when they are reading. It shows that comprehension is important in reading. According Alyousef (2005:144), reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used, linguistic or systemic knowledge, as well as schematic knowledge. Beside that, the aim of reading is to help the students to develop their knowledge, skills, and experience. So, it is hoped that the students may get many advantages if they have good reading comprehension.

Furthermore, comprehension is one of the important aspects in reading. Then, Dallman (1982) states reading is more than knows what each letter of alphabets stands for, but reading involves more than recognition and comprehension is an essential for reading, without comprehension no reading takes place. It means that

the readers need a comprehension when they are reading so that they can receive full meaning of the text. Comprehension may be regarded as relating aspects of the world around human being, including what they read to the knowledge, intention, and expectations already preserved in readers' head.

Reading will be meaningless without comprehension that is the reason why comprehension is the most important part in reading. So, reading comprehension not only read word by word in the text, but it is the process of gathering the information, ideas, and new knowledge from the texts. The reader actively engages with the text to construct meaning. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints. Suparman (2012) states there are several aspects of reading comprehension that should be mastered by the students to comprehend the text, i.e. identifying main idea, identifying details, making reference, making inference, and understanding vocabulary. Therefore, the teacher can help the students to comprehend the text by using more appropriate teaching reading material and technique to their students in the classroom.

After knowing the meaning of reading, it is better for us to know why reading is important for the students. As we know that reading is the core aspect in teaching learning process. It is caused that the students will get much knowledge if they have a high intensity in reading. Reading is said to significantly help in developing vocabulary. Then, reading aloud helps to build a strong emotional bond between parents and children. The students who start reading from an early age are observed to have good language skills, and they grasp the variances in phonics much better. Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an important thing that enhances the knowledge acquired consistently. The habit of

reading also helps readers to get new words and phrases that they come across in everyday conversations. This habit can become a healthy addiction and adds to the knowledge available on various topics.

This knowledge is very important to build the schemata of the students so that they will be easier to understand every material that they learn. So, this knowledge will develop our schemata so that we will have better understanding when reading. Texts require active engagement and concentration; they completely absorb the readers' mind. It takes effort to read words, figure out what they mean, and why they were written that way. While the students read they are building images, thoughts, and opinions in your head. They are using critical thinking and logic to process this information, to understand the concepts and ideas being passed by the author. And again, the more the students train their brain to concentrate, the easier it becomes. Reading leads to better concentration and better concentration leads to clear thinking. This is how reading is very important activity that should be done by the students.

## **2.5 Teaching Reading**

According to Alyousef (2005:149), in reading, contemporary reading, unlike the traditional materials, involves three-phase procedures: pre-, while-, and last-reading stages. The pre stage helps in activating the relevant schema. The example is when the teacher asks the question to the students before teaching so that the teacher knows their interest while previewing the text. Then, the aim of while-reading stage is to develop the students' ability in their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercise, cloze exercises, cut-up the sentence, make a conclusion and comprehension questions.

The objective of teaching reading is to develop students' skill in reading so the students will be able to comprehend English text effectively. Teaching reading is an important way since the students will get knowledge and information in reading. In teaching reading, the teacher should find a better way to improve students reading comprehension so that they will have a good ability in reading. Then, Harmer (1987:70) states there are principles behind the teaching reading, as follows:

1. Reading is not a passive skill. It means that students should be active in every reading activity.
2. The students need to be engaged their knowledge with what they are reading (using background knowledge).
3. The students should be encouraged to respond the content of a reading text, not just to the language. Not only read the text, but also the students should understand the contents of reading, like main idea, information details, etc.
4. The prediction is the major factor in reading. It is same with making inference.
5. Match the task to the topic. The task should be in line with the topic.

A good teacher will use appropriate technique and interesting material to teach the students. The teacher may be difficult to make an active and effective learning process, so the researcher assumed that possible and appropriate materials should be applied. It is based on the purpose of reading in order to get the comprehension. In many teaching situations, monotonous technique may be considered as a factor that will increase students' anxiety. The students may need an appropriate technique that gives a chance to be more active in the class.

Besides, an interesting material is also important in teaching learning process, but the teacher may still use a textbook. Textbooks are considered lack behind an understanding of the nature of language and students' linguistic and needs. In this situation, the introduction of authentic material is a possible way to represent real language and the students' need in order to stimulate their interest and knowledge. So, it may be effective for the teacher to use an appropriate technique and an interesting material in the classroom.

## **2.6 Jigsaw Technique**

Jigsaw technique is one of the techniques that can be used by the teacher in teaching English. Maden (2010:771) states that The jigsaw technique can enhance cooperative learning by making each student responsible for teaching some of the materials to the group. Jigsaw is one of the appropriate technique that can be used in teaching reading because jigsaw technique include to cooperative learning method which promote better learning, improve students' motivation, and increase enjoyment of the learning process. The students who are responsible from the same section get together and form a new group in which the goal is for the students to master the section of the material. After that, they teach the other members in their original learning group later.

In addition, Jigsaw technique is a technique which has a strong effect for students; attitude to learn social relationship among students in the group. Then, each student will be valuable in the group. By applying this technique, each student has essential information because no one has the same information. In this case, every students share the information to bridge the gap. And also Jigsaw is a unique teaching technique where the student is able to learn and teach each other and every student become an expert here. Maden (2010:771) states cooperative



learning is a type of learning that a subject is learnt with small heterogeneous groups (4 or 7 members) and meanwhile in which group members attempt to teach each other. The methods and techniques of cooperative learning enhance students' self-confidence. Students are given the same portion of the total learning task master and then teach that segment to the other members of their team.

Based on the statement above, it is understood that jigsaw technique is effective which demands the students to learn on the groups of students who have heterogeneous ability. Each home group members meet in expert group to study the material assigned to each group member. After the discussion, they go back into their group members and they explain their discussion to his or her group members. In fact, many students like to interact with each other, so jigsaw is the right technique that can increase their language ability. Through jigsaw technique the students can increase their reading comprehension ability. Zahra (2014:67) states that jigsaw technique allows students to work in groups which have different races and cultures and it can support minority students in achieving their academic success. So, the students will have the same chance to take a part in learning process.

Besides, the reason why jigsaw technique has positive effect is because the task has several aspects or components. Home groups are formed and each team member is taking responsibility for one aspect of the problem question. After that, expert group is formed of all students who are responsible for and they should think how to teach the material to their home groups. After time is over, the students return to the home groups and bring their knowledge to bear on the assigned task. The positive of this is each student has different information needed to complete the task. So, they will have much information because one student can add information to others if the explanation is not completed. Then the students become the center of learning, so it is good to make a good anxiety for

them. Young (2010:431) says that to decrease anxieties related to instructor belief, instructors need to be sensitized to their new role as language teachers in a learner centered language environment.

Students are divided into groups of 4 - 7 per each. Each group which is given a subject is divided into smaller parts equal to the number of its members so that each student is given a section. After the students learn their own sections, they regroup, and each member teaches his/her section to the other members of the group. They exchange questions and make sure that the subject is understood completely. Integrity is achieved by having all the group members make their presentations, so as to bring all pieces together. So, to achieve complete learning of a subject matter, each student becomes both a learner and a teacher as well. Therefore, there is no environment that enables some of the students to surpass the others. This is a unique group-learning experience, in which students are to cooperate with each other so as to achieve a certain goal. By means of this technique, students become more kind to each other while developing their empathic powers. So, this activity not only gives a chance for the students to understand the material deeper, but also will help them to build a good social relationship with their friend.

## **2.7 Jigsaw Technique in Teaching Reading**

After knowing the definition of jigsaw technique and reading comprehension, it is better for us to know the concept of jigsaw technique in teaching reading. The teachers need a technique when they are going to teach the students, so it is important to know what the best technique that should use in teaching learning process. Beside that, a good technique can make the teaching learning more effectively. The teacher should choose the best technique that is suitable for the students because they need a technique that can give a chance to develop their

skill. Moreover, the researcher chooses jigsaw technique because she believes that jigsaw technique is suitable in teaching reading. Then, jigsaw technique is a way for students to work cooperatively and help each other to learn new material. The students take an active role in their learning as they teach other students what they have learned.

Based on the explanation above, the researcher concludes that jigsaw technique is the teacher's way to reach the teaching goals where the students study in groups (four to six members). Then, Jigsaw technique is a unique teaching technique because the students are able to learn and teach each other, then every student become an expert here. The unique characteristic of jigsaw is that the students are given portion of the total learning task master and they teach that segment to the other members of their team. Then, Mengduo and Xiaoling (2010:113) state jigsaw is a cooperative learning technique that requires everyone's cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece—each student's part—is essential for the production and full understanding of the final product. If each student's part is essential, then each student is essential. That is precisely what makes this strategy so effective.

The jigsaw is very simple to use. Here are the stages of how jigsaw occurs in the class according to Johnson & Johnson: 2003) :

1. Divide students into 4- or 7-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. The students who read the same text will get into a group and discuss what they found.
4. Make sure students have direct access only to their own segment.

5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material. Students quickly come to realize that these sessions are not just fun and games but really count.

Based on the steps of jigsaw above, the researcher is able to determine how the process of jigsaw technique in teaching reading. However, the researcher assumes that there is a weakness of procedures of jigsaw technique above, that is, they did not give a brainstorming to the students before coming to while activity. So, in this research, the researcher will add a brainstorming activity before asking the students to make a group of jigsaw technique. Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more

ideas. This helps the students to activate their schemata. then, during brainstorming sessions; the teacher should avoid criticizing or rewarding ideas.

## **2.8 Advantages and Disadvantages of Jigsaw Technique**

### **2.8.1 Advantages of Jigsaw Technique**

According to Aronson (1978), the advantages of Jigsaw technique are:

1. The students are active participants in the learning process, so they will have a low anxiety in the classroom.
2. Build interpersonal and interactive skill to reduce students' anxiety.
3. Teacher is not the provider of knowledge, the students' centered is needed to make them enjoy in teaching learning process.
4. When students' anxiety is low, so the students are more active.

### **2.8.2 Disadvantages of Jigsaw Technique**

According to Aronson (1978), there are disadvantages of using jigsaw technique as follows:

1. Require some time to prepare the students to learn how to work in groups.
2. Require some time to make groups that each group has heterogeneity in their member ability, gender, and tribe.
3. It forces the teacher to make a special preparation before teaching in the class because the teacher needs to prepare kinds of media. For example, if the teacher uses authentic material, s/he should consider the level of students and the level of difficulty in authentic material. It is hoped the students will not get many difficulties in understanding the text.

## 2.9 Authentic Material

There are many researchers that found the advantages of authentic material in classroom. Authentic material is a material that is not specifically prepared for pedagogical purposes. Beside that, authentic material refers to the use in teaching of texts, photograph, video selection, newspaper, magazine, short stories, novel and other teaching resources that were not specifically prepared for pedagogical purposes (Sukirlan, 2012:6). Teaching materials are key component in most language teaching program, so the teacher should prepare a good material for the students. Not only prepare a good material for the students but the teacher should prepare a suitable material that can improve students reading comprehension and students' motivation. The use of authentic text is now considered to be one way for increasing students' motivation for learning since the students feel that they learn the real language and it is used by the community that speaks it.

Moreover, the issue of using authentic materials in language teaching has been influential because many practitioners involved in foreign language teaching and research have argued about the benefit of using authentic material. So, the use of authentic material in language teaching has many benefits for the students. Omid and Azam (2016:107) states an advantage to incorporate authentic materials in teaching a FL and will actually lead to an increasing learners' motivation. It is possible to use an authentic material in the classroom in spite of the language of authentic material produced by native speaker. Then, authentic texts provide students with a reason to read, cultural insight, and input for natural English used. It will stimulate reading for pleasure since the materials are interesting for the students.

The students will get new knowledge from authentic material, but the teacher should choose a suitable authentic material for the students. Then Guariento and Morley (2001:347) states it is communicative movement a greater awareness of

the need to develop students' skill for the real world has meant that teachers endeavour to stimulate this world in the classroom. The selection of authentic materials and the topics can be based on the learners' need and the level of the students. Although, authentic material is effective for the students' learning, but authentic material will give some problems for the students. According to Sukirlan (2012:6), authentic material relates more closely to learners' need and support more creative approach teaching. Besides, Khaizir (2015:64) states that when the task given becomes harder and more complicated that the anxiety has greater effects on the learner's capability in performing the required task. So, there are some guidelines for the teachers, as follows:

1. Think about what is needed, it means that we should know what the students' need in learning English based on their level, especially in learning reading.
2. Make the tasks authentic as well as the text.
3. Motivate the students with variety, relevance, and fun, or the teacher should use interesting technique.
4. Try to make the classroom into the real world.

Besides that Berardo (2006:62) provides three criteria for choosing authentic texts, as follows:

1. Suitability of content

It is indicated that the text should interest the students as well as be appropriate to their needs and abilities. A careful and wise selection of materials focused on learners is a must if we want a positive response from them.

## 2. Exploitability

It refers to how the text can be used to develop the students' competence and how the text can be exploited for teaching purposes.

## 3. Readability

Readability refers to the language text, including the structural and lexical difficulty as well as amount of the new vocabulary and grammatical forms.

The use of authentic material may have positive effect on learners because authentic material is more interesting and motivating than textbook. Besides that, authentic materials are effective in teaching reading. Then, the students will get new information and new knowledge from all aspects of life. It is possible to use authentic material in teaching reading since the students of senior high school should have more knowledge. Besides that, the students will know the real language of native speaker when the teacher uses authentic material.

In the other hand, authentic materials keep the students informed about what is happening in the world, so they have an intrinsic educational value. It is a good way to use authentic material in teaching reading because authentic materials have educational value for the students. Besides that, authentic materials offer a lot of entertainment for the readers while the students will get happiness when they read the texts. Then, the students will be motivated when the teacher gives an interesting topic. The teacher should give a chance to the students in choosing the topic of authentic reading materials in order the students will be more motivated. So in this research, the researcher wants to use authentic material in the classroom.



## **2.10 Advantages and Disadvantages of Authentic Material**

### **2.10.1 Advantages of Authentic Material**

According to Sukirlan (2012), there are some advantages when the teacher uses authentic materials in teaching reading comprehension, as follows:

1. Authentic material gives positive effects on learners' motivation. It means that the students will get high motivation when the teacher uses authentic material because authentic material contains a lot of information from all aspects. So, when the students have high motivation, the students' will have low anxiety to learn English in the classroom. But, the teacher should choose an interesting material based on the students' level and interest.
2. Authentic material provides cultural information because it is made by native speaker. This advantage is very important for the students to increase their knowledge since the students should have much knowledge from all aspects of life. When the students will know something new, they may be motivated in learning and their anxiety may be low. Beside that, the cultural information will help students to increase their background knowledge. By using authentic material, the students will know what the behavior of native language.
4. Authentic Material contains pleasure of reading if the teacher can choose an interesting material for the students. In this case, the researcher will choose magazine with interesting topic and layout so that it will increase students' pleasure of reading and decreasing students' anxiety in learning. So, it is important to choose authentic text that has an interesting topic in order to get a pleasure of reading.

5. It is supporting more creative approaching in teaching. So it is a good thing for the teacher.
6. Authentic Material provided clues that can help the students to understand the text easily.

### **2.10.2 Disadvantages of Authentic Material**

Disadvantages mentioned by several writers are:

1. Authentic material contains unfamiliar words. The vocabulary might not be relevant to the students' immediate needs. For example, there are many unfamiliar vocabularies that used by the native speaker. So, it may increase students' anxiety, so the teacher should choose suitable authentic material to teach the students' in the classroom, such as consider the level of difficulty of the text with the students' level or ability.
3. The teacher should have more preparation before teach the students using authentic material. It relates to how the teacher determines the level of difficulty in authentic material to the students' ability. It relates to the disadvantages of number one.
4. The teachers need to add their time allocation when they want to teach the students using authentic material. Because the students will get some unfamiliar words that require them to open the dictionary or ask to their friends or teacher.

## **2.11 Procedures of Teaching Reading Using Jigsaw Technique through Authentic Material**

In reading procedures, the researcher uses jigsaw technique through authentic material in teaching reading. This technique is believed can increase students' activeness in the classroom and the use of authentic material can increase students' motivation. The researcher tried to make a general procedure of teaching which is adjusted to the English curriculum used in the school (KTSP) as follow:

### **Pre Activities**

- (1). Opening the class by Greeting
- (2). The teacher gives brainstorming the material based on their background knowledge, because the students should think about short story before they learn further. Such as: "Do you know what short story is? And what kind of short story do you like?"
- (3). The teacher will inform the students about the material that they are going to learn and explain about the components of short story. Then, the goals of learning will be achieved.

### **While Activities**

- (1). Prepare 5 interesting stories (authentic materials).
- (2). Expert Group. Students who read the same text will get into a Group and discuss what they found. They will take notes as they Analyze the text. Students are in charge of the discussion.
- (3). Give students time to read the stories at least twice and become familiar with it. There is no need for them to memorize it.

- (4). Form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
- (5). The students move into groups (home group) with one person from each expert group. They explain their document analysis and ask questions of the other group members.
- (6). Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
- (7). Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
- (8). The teacher gives a quiz for the students on the material at the end of the session, so the students can feel that these sessions are not only for fun and game, but also they really count.

#### Post Activities

- (1). The teacher is reviewed the students about the material that the students have learnt.
- (2). The teacher asks the students about the difficulty in understanding the lesson.
- (3). The teacher gives summary of the lesson.
- (4). The teacher closes the meeting.

## 2.12 Theoretical Assumption

Teaching reading comprehension using jigsaw technique is a way to help the students in making a better anxiety in classroom. It is caused in jigsaw technique the students learn the material from their friends. So, it is students' center, not teacher's center. Besides, there is no competition in jigsaw technique so it will make the students get enjoyment in learning English in the classroom.

Teaching reading using authentic material is believed as an effective way. It (magazine) is one way to make students' anxiety become better since the students will be enjoyed in learning and felt the real language because it is used by the community that speaks it. Beside that, it stimulates reading for pleasure since the material is interesting and the students get knowledge there. Then, the students can find many clues in authentic material.

Implementing jigsaw technique through authentic material is a good way to reduce students' anxiety. These technique and material may be effective to make a better anxiety for students especially for senior high school's students. The students are hoped to have better anxiety when the researcher uses jigsaw technique but they still have a chance to get much knowledge and information when learning by using authentic material.

The implementation of jigsaw technique, authentic material, and jigsaw technique through authentic material are hoped to be a way to make students' anxiety become better. Although, the researcher assumes that three different treatments will help the students in getting an optimal anxiety, but the researcher assumes that all three treatments will help to build a low anxiety but in different result.

## 2.12 Hypothesis

Based on the theories and the assumption above, the researcher proposed the hypothesis as follows:

1. The use of jigsaw technique can decrease students' high anxiety in reading
2. The use of authentic material can decrease students' high anxiety in reading
3. The use of jigsaw technique through authentic material can decrease students' high anxiety
4. There is a difference of students' anxiety in three classes.

### **III RESEARCH METHOD**

This chapter will discuss setting, research design, data collecting techniques, procedures, instrument, procedures of collecting data, and data analysis.

#### **3.1. Setting**

The researcher chose Senior High School 1 Trimurjo because the students' anxiety was bad when the teacher conducted a pre-observation there. Then, the data were taken on the first semester. Furthermore, this research spent about a month in taking the data using questionnaire.

#### **3.2 Research Design**

This research was quantitative research design, in which data tend to use statistic as measurement in deciding the conclusion. To investigate whether there was a different of students' anxiety after the implementation of jigsaw technique and authentic material. After that, to investigate whether there was a different of students' anxiety after the implementation of jigsaw technique through authentic material. The last was to know the significant difference of students' anxiety in three classes. The researcher used three classes in this research, and the researcher took the sample purposively. The researcher used pre-questionnaire and post-questionnaire in the process of collecting the data. The pre-questionnaire was used to measure the students' anxiety before giving the treatment. After that, the students got the treatment from the researcher. Then, they would get post-

questionnaire that was used to measure students' anxiety after the treatment and the researcher could find differences of students' anxiety by comparing the average result between pre-questionnaire and post-questionnaire. The researcher used three classes as the experimental class where the students would be given the pre-questionnaire before the treatment and the post-questionnaire after the treatment. The design of this research is described as follows:

**K1 = T1 X1 T2**

**K2 = T1 X2 T2**

**K3 = T1 X3 T2**

T1 : Pre-test before the treatment is given

T2 : Post-test after the treatment is given

X1 : Treatment by using jigsaw technique

X2 : Treatment by using authentic material

X3 : Treatment by using jigsaw technique through authentic material

(Setyadi, 2006:132)

The researcher used three classes as the samples. K1 was experimental class one that was given treatment using jigsaw technique. Then, K2 was experimental class two that was given treatment using authentic material. The last, K3 was experimental class three that was given treatment using jigsaw technique through



authentic material. So, three experimental classes that were used as the sample got different treatment from the researcher.

This research would be conducted in four meetings with presentation as follows, the first meeting was for try-out questionnaire, the second meeting was for pre-questionnaire, the third meeting was for treatment, and the fourth meeting was for post-questionnaire.

### **3.3 Population and Sample**

In this sub-bab explained how the researcher chose the population and the sample of the researcher. It is explained as below :

#### **3.3.1 Population**

The population of this research was the second grade students of Senior High School 1 Trimurjo of 2015/2016. There were five classes in which each of them consists of about 30 students. There were 67 male students and there were 83 females students.

#### **3.3.2 Sample**

The class as samples were selected by using purposive sampling because it was impossible to take sample randomly in quasi experimental. Then, the samples were XI 1, XI 2, XI 3. These classes were used by the researcher as experimental class. The researcher taught XI 1 by using jigsaw technique. Then, the researcher taught XI 2 by using authentic material. After that, in XI 3 the researcher taught them by using jigsaw technique through authentic material. Then, the researcher chose the second grade because the reading material of second grade was suitable for this research (magazine).

### **3.4 Variables**

In order to assess the influence of treatments in this research, there were two kinds of variable that were, independent and dependent variables. Independent variable was the major variable that a researcher hoped to investigate. Beside that, dependent variable was the variable that researcher observed and measured to determine the effect of independent variable. The researcher proposed two variables in this research, as follows:

1. Jigsaw technique as Independent variable (X1)
2. Authentic material as Independent variable (X2)
3. Jigsaw technique through authentic material as Independent variable (X3)
4. Anxiety as Dependent variable (Y)

### **3.5 Data Collecting Techniques**

In order to collect the data, the researcher used questionnaire. Further explanation is presented:

#### **3.5.1 Questionnaire**

Before and after giving the treatments, the researcher distributed the questionnaire in order to find out students' anxiety. The researcher distributed two times to three experimental classes (pre-questionnaire and post-questionnaire). There were 30 questions in the questionnaire and the questions were related to the aspects of anxiety. The questionnaire had five options, that was, SS, S, BS, TS, STS, the reason was to make it easy to correct and to give score. Then, the researcher used Indonesian as the language in order to make the students easier to understand. The close-ended questionnaire test was used since it was simple and easier to describe it. But, to determine the quality of instrument whether it was good or not, the

researcher conducted try-out to know the validity and reliability of the questionnaire.

#### **3.5.1.1 Pre Questionnaire**

Pre-Questionnaire was administered before the treatment applied. The objective of this test was to find out how the students' anxiety before the treatments. The pre-questionnaire would be conducted in one meeting and it was about 90 minutes.

#### **3.5.1.2 Post Questionnaire**

Post-Questionnaire was administered after treatment. It was applied to find out the students' anxiety after the treatment. The post-questionnaire was conducted after a meeting of the treatment. Then, the results of pre-questionnaire and post-questionnaire were compared in order to find out whether the treatment can reduce students' anxiety.

#### **3.5.2 Tryout Questionnaire**

The try-out was administered to determine the quality of the instrument that was questionnaire, it was used in taking a data. By using this tryout test, the researcher wanted to know whether the test was good or not, so some criteria should be considered. Tryout test was conducted before pre-questionnaire. The researcher conducted tryout questionnaire to the first class that used as experimental class one. The tryout was conducted in one meeting and it was about 90 minutes.

### **3.5.2.1 Validity and Reliability**

The researcher wanted to know whether the instrument was good or not, so some criteria were considered. The criteria of a good instrument were validity (content validity and construct validity) and reliability.

#### **3.5.2.1.1 Validity**

The questionnaire can be said valid if the result of the test can describe the fact of the research. If the test is considered to be valid so the test will be reliable. In this research, the researcher used content validity and construct validity to measure whether the test had good validity or not.

#### **3.5.2.1.2 Content Validity**

Content validity means that the questionnaire is good reflection of what the researcher wants to know, that is students' anxiety. To get a content validity of the test, the researcher put the questions that used to identify the students' anxiety. Besides, the researcher took a questionnaire from expert that had same purpose with the researcher. Furthermore, the researcher measured the content validity using interrater reliability that needs some evaluators and done before collecting the data.

#### **3.5.2.1.3 Construct Validity**

Construct validity is concerned whether the questionnaire is actually in line with the theory of what it means to know the language. The function of construct validity is to know whether the test is true reflection of the theory of language that is being measured. So, it means that the items should really test the students' anxiety whether they have high anxiety or not. Construct validity is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning and it assumes the existence of certain learning theories

underlying the acquisition of abilities and skills. Beside that, we can measure the construct validity using interrater reliability that needs some evaluators as a team and done before collecting the data. In this case, the researcher used a theory of Ma'mun (1991), he defines foreign language anxiety is as its contains include feelings of tension (stressful situation) state, of apprehension (comprehension), nervousness and worry, as well as physical signs such as 'breaking out in cold sweat' and nausea (boring). Anxiety as "fear, panic, and worry (Abu-Rabia., 2004: cited in Awan, Azher, Anwar, Naz, 2010:3). The researcher limited into 4 aspects of anxiety, that were, panic, nervous, worry, and afraid. So, the researcher put these factors to the questionnaire.

Table 1. Specification of Questionnaire.

No.	Type	Number	Total
1.	Panic	1,3,11,18,19,25,26	7
2.	Nervous	2,4,7,8,12,15,21,29	8
3.	Worry	6,10,13,14,20,22,23	7
4.	Afraid	5,9,16,17,24,27,28,30	8

#### 3.5.2.1.4 Reliability

Reliability refers the consistency of the test, and how the test can measure the same subject in different time but it has the same results (Setiyadi, 2006:16). In other words, the results of data are consistent in its score and give us an indication of how accurate the test score are. The researcher used questionnaire as the instrument, so she measured the reliability of questionnaire. To measure the reliability of the questionnaire, the researcher used Cronbach Alpha. The researcher took the questionnaire from the expert, but it was important to measure the reliability one more time. It was caused different research and subject had different result of reliability.

The criteria of reliability using Crombach Alpha are:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20 up to 0.39 is low

0.0 up to 0.19 is very low

#### **3.5.2.1.4.1 Result of Tryout Questionnaire**

Before administrating the pre-questionnaire, the tryout was conducted on August 10<sup>th</sup>, 2015 in SMA Negeri 1 Trimurjo. There were 30 questions in the questionnaire and it was admistrated based on four aspects of anxiety. The aspects of anxiety that the researcher used were worry, afraid, panic, and nervous. The questionnaire used likert scale in which consisted of 5 options, they were strongly disagree, disagree, netral, agree, strongly agree. Then, the score of each options was strongly disagree was 5, disagree was 4, netral was 3, agree was 2, strongly agree was 1.

Reliability refers the consistency of the test, and how the test can measure the same subject in different time but it has the same result (Setiyadi, 2006:16). In other words, it can be said that reliability can describe how accurate the instrument because it has the same result or almost same result when we use it in different time. To measure the reliability of questionnaire, the researcher used Cronbach's Alpha's Test since the instrument that was used by the researcher is questionnaire. After analyzing the reliability of questionnaire using Crombach Alpha in SPSS, it was found that the reliability of the questionnaire was high

because the value of reliability was 0.77. It is based on the criteria of reliability, that is:

0.80 up to 1.00 is very high.

0.60 up to 0.79 is high.

0.40 up to 0.59 is average.

0.20 up to 0.39 is low.

0.0 up to 0.19 is very low.

Table 2. Result of Reliability

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.770	.894	30

Based on the table above, the researcher found that the result of reliability of the questionnaire is 0.77. It means that the questionnaire of this researcher has high reliability. Although the researcher adopted the questionnaire from the previous study of expert, but it is important to test the reliability of the questionnaire again, because it may have different results if the researcher uses it in a different subject. So, it can be concluded that the reliability of the questionnaire is high. Furthermore, for each question it was found that each question of the questionnaire had a high reliability. There were 29 questions that had a high reliability and there was one question that had very high reliability. For further information, it can be seen from the table in appendix.

### 3.6 Research Procedures

In collecting the data, the researcher used the following procedure as follows:

1. Determining the research problem

The first step of this research was determining the research problem. The researcher determined what kind of problems appear in classes.

2. Determining the population and selecting the sample

The population of this research was the second grade of SMAN 1 Trimurjo and the samples were chosen purposively. The researcher took three classes as experimental class that was being taught using jigsaw technique, authentic material, and jigsaw technique through authentic material.

3. Arranging the material that will be taught

The researcher arranged the materials that would be taught to three experimental classes by preparing the lesson plan.

4. Administering the try-out questionnaire

The tryout was conducted in the first meeting. The class that was used for the tryout was the class which was not selected for experimental class, but it had the same characteristic as the samples. This questionnaire was given to the tryout class in order to determine the quality of the instrument. Then, this try-out was expected to measure validity and reliability of instruments and to determine which item should be revised or omitted.

5. Administering the pre-questionnaire

The pre-questionnaire was conducted before the treatment. It was used to know how students' anxiety before the treatment from the researcher.

6. Implementing the treatment (jigsaw technique, authentic material, and jigsaw technique through authentic material)



In this research, the researcher applied three different treatments to three experimental classes. The first class was taught using jigsaw technique. Then, the second class was taught using authentic material. After that, the third class was taught using jigsaw technique and authentic material. The researcher gave treatments in one meeting to each class.

#### 7. Administering the post-questionnaire

The researcher conducted the post-questionnaire after the treatment. It was used to know how students' anxiety after the students was given the treatment. The questionnaire was same with the questionnaire of pre-questionnaire, but the researcher arranged the questions randomly.

#### 8. Analyzing the Data

The researcher analyzed the data using SPSS, that was, t-Test and Annove.

### **3.7 Data Analysis**

In order to analyze the differences of the students' anxiety in reading, the data were analyzed by using two kinds of data analysis, the first was t-Test and the second was Annova. t-Test was used to analyze the mean of data in pre-questionnaire and post-questionnaire. Then, Annova was used to analyze the significant different of data in three classes with the following procedures:

- 1) Scoring the pre-questionnaire and post-questionnaire.
- 2) Tabulating the result of the test and calculating the mean of the pre-questionnaire and post-questionnaire using t-Test.
- 3) Tabulating the three of data using Annova.
- 4) Comparing the data from the pre-questionnaire and the post-questionnaire.
- 5) Drawing conclusion from the result of pre-questionnaire and post-questionnaire to find whether the implementation of jigsaw technique, authentic material, and jigsaw technique through authentic material can

reduce students' anxiety and how significant difference of the result in three classes.

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The researcher used SPSS. The hypotheses for the research questions were:

$H_0$  = There is no a difference between the mean of pre-questionnaire and the mean of post-questionnaire after being taught using jigsaw technique.

$H_1$  = There is a difference between the mean of pre-questionnaire and the mean of post-questionnaire after being taught using jigsaw technique.

$H_0$  = There is no a difference between the mean of pre-questionnaire and the mean of post-questionnaire after being taught using authentic material.

$H_1$  = There is no a difference between the mean of pre-questionnaire and the mean of post-questionnaire after being taught using authentic material.

$H_0$  = There is no a difference between the mean of pre-questionnaire and the mean of post-questionnaire after being taught using jigsaw technique through authentic material.

$H_1$  = There is a difference between the mean of pre-questionnaire and the mean of post-questionnaire after being taught using jigsaw technique through authentic material.

$H_0$  = There is no a significant difference of students' anxiety in three classes.

$H_1$  = There is a significant difference of students' anxiety in three classes.

## **V. CONCLUSION AND SUGGESTION**

This chapter consists of two sub-sections, they are conclusion and suggestion.

### **5.1 Conclusions**

The research concerns on reducing students' high anxiety by using jigsaw technique through authentic material. Then, the researcher makes conclusions as follow below:

1. Firstly, jigsaw technique seems to reduce students' high anxiety since the researcher assumes that the students were more active in the classroom after the researcher implemented jigsaw technique to make students' anxiety better. Then, there was no competition in jigsaw class and all students got a chance to be expert. It was proved by the students' statement that they said jigsaw technique is an interesting technique. Thus, the students may have a lot of practice in jigsaw technique to share their idea or giving idea or statements. Finally, the students seem to enjoy the

teaching learning process using jigsaw technique since it is the students' center, not the teacher's center.

2. Secondly, authentic material also seems to reduce students' high anxiety in the classroom. But, the students got difficulties in understanding the text because it used uncommon vocabularies. However, authentic material gave a lot of new information and knowledge for the students.
3. Thirdly, the use of jigsaw technique through authentic material is seemingly beneficial for the students in lowering their anxiety since in jigsaw technique the activities are interesting. The students got the same chance to share idea and became an expert. Then, authentic material contains story that is more interesting than common material.

## **5.2 Suggestions**

Based on the results of the data analysis and conclusion above, the researcher makes suggestion as follow:

1. Based on the result of the research, there are a positive effect of jigsaw technique on the students' anxiety. That is jigsaw technique can reduce students' high anxiety. Therefore, it is suggested that the English teacher should implement this technique in the classroom.
2. Besides, based on the result of the research, there are positive effect of authentic material on students' anxiety. That is authentic material can reduce students' anxiety, although it is not as well as jigsaw technique. Therefore, it is suggested that the English teacher should use authentic material, but the teacher should consider the level of difficulty of the text

and the technique that will be used before using authentic material to reduce students' high anxiety.

3. Furthermore, there are a positive effect of jigsaw technique through authentic material in reducing students' high anxiety. That is the use of jigsaw technique through authentic material can reduce students' high anxiety. So, it is suggested for the teacher to implement this technique and material in the classroom, but it is still important for the teacher to choose authentic material that is suitable for the students' level.
4. The last, in relation to this research, it is suggested for the further research to find out another technique and material that can help the students in lowering their high anxiety. Then, it is also suggested that similar study can be applied in different level of the students. Last, the teacher should be creative to create an anctive and interesting teaching learning process since it will reduce students' high anxiety.

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