

**DEVELOPING STUDENTS' READING SKILLS THROUGH
KWL (*Know, Want to know, Learned*) AND JIGSAW
TECHNIQUES AT ISLAMIC SECONDARY SCHOOL**

(A Thesis)

By
NURMA YUNITA



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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ABSTRACT

DEVELOPING STUDENTS' READING SKILLS THROUGH KWL (KNOW, WANT TO KNOW, LEARNED) AND JIGSAW TECHNIQUES AT ISLAMIC SECONDARY SCHOOL

By:
Nurma Yunita

Reading is one of the most important skills that should be mastered by students who learn English. In learning language, the teacher should think how to choose an interesting technique to increase students' reading interest. In this research, KWL (*Know, Want to know, Learned*) and Jigsaw techniques were believed to increase students' reading skills. This study was aimed to find out whether there is any significant difference of students' reading skills between the students who were taught through KWL (*Know, Want to know, Learned*) and through Jigsaw techniques. Furthermore, the present study was also aimed to find out the aspects of reading skills mostly influenced and to see the students' perception of both techniques.

This research was conducted at the ninth grade of MTs.N 2 Pesawaran. The data were collected by using multiple choice tests and questionnaires. The population of this research was the ninth grade of MTs.N 2 Pesawaran. The samples were the students of IXA and IXB chosen by using purposive sampling. The data of this research were analyzed by using SPSS.

The result of the research showed that there was significant difference of the students' reading skills between those who were taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques. The t-value on Sig. (2-tailed) was .006 in both classes which means that $\text{sig.} < \alpha$. The result also showed that Jigsaw technique was more effective than KWL (*Know, Want to know, Learned*) technique in teaching reading. It was proved by means score of Jigsaw technique was higher than KWL (*Know, Want to know, Learned*) technique. Using context for vocabulary was the aspect of micro skills that mostly influenced in both classes. Moreover, the students of experimental class II had more positive perception toward KWL and Jigsaw techniques than that of the students experimental class I. Finally, it is suggested that the English teacher should pay attention in choosing a good technique to increase students' reading skills.

Key words: *reading skill, KWL, Jigsaw, students' perception*

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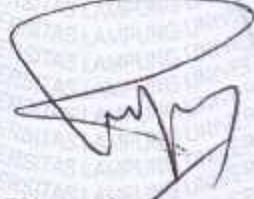
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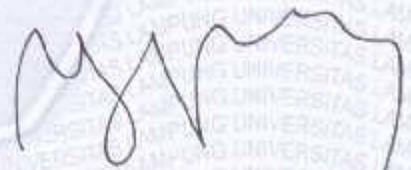
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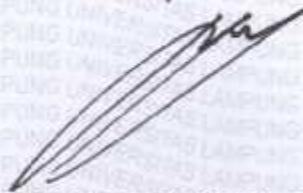
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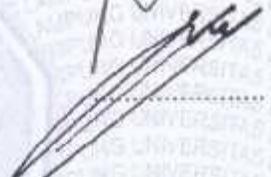
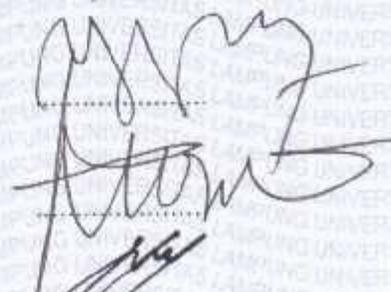
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Bandar Lampung, 21 Juni 2016
Yang membuat pernyataan,



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CURRICULUM VITAE

The writer's name is Nurma Yunita. She was born on March 23rd, 1976 in Bandar Jaya Lampung Tengah. She is the third daughter of Hi. Umar Hasan and Hj. Nuriyah

She began her formal educational institution for the first time at TK Pertiwi in 1981 and graduated in 1982. She continued her study at SDN 2 Bandar Jaya in 1982 and graduated in 1988. Then she continued her study at MTs Darussalam Tegineneng in 1988 and graduated in 1991. After that she continued her study at MA Darussalam Tegineneng in 1991 and graduated in 1994. At the same year, in 1994 she was registered as a student of English Education Study Program, in Language and Art Education Department of Teacher Training and Education Faculty at STKIP PGRI for five years and finished in 1999. In 2014, she continued her study at Postgraduate English Education Program of Lampung University.

The writer is a teacher in MTs.N 2 Pesawaran in 2003 until now. She had followed SEMNASTA National Seminar at Lampung University in 2015.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I'd proudly dedicate this piece of work to:

- ❖ My beloved parents, Hi.Umar Hasan and Hj. Nuriyah
- ❖ My beloved husband, Virmansyah, S.T.
- ❖ My beloved sons and daughter, Rifat Farrel Alvishta, Rafazaydan Fathir Alvishta and Rafania Fayza Alvishta.
- ❖ My beloved sisters and brothers, Muhammad Firdaus, S.Sos., Siti Zainab, S.Ag., Muslim Umar, S.E. M.M., Umihani, S.E., Abdullah Umar, S.Pd.I., and Rofiqoh, S.Pd..
- ❖ My beloved sisters and brothers in law, Erlia Rosvanita, S.Ag., Erwinto, M.Kom.I., Almeida Maliasari, S.E., Chaidir Jamin, S.H., Yulia Fitri, Kartini, Ahmad Hendra, Dewi Novalina, A.Md.Kep., Ferasita Silviana, Aprizal Tria Putra,A.Md.
- ❖ My beloved nephews and nieces.
- ❖ My fabulous friends of Postgraduate English Education Program, Juni, Widya, Derma, Putri and Afini
- ❖ My Almamater, Lampung University.

MOTTO

**“Success as walking from failure to failure with no loss of enthusiasm.”
(Sir Winston Churchil)**

**“Everything started as nothing”
(Ben Weissentein)**

**“If you want to live a happy life, tie it to a goal. Not to people or things”
(Albert Enstein)**

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The writer would like to address her deep and sincere gratitude for her beloved husband Virmansyah, S.T., for his assistance, ideas, guidance. Her beloved companions Postgraduate English Education Program’14, especially Juni, Widya, Derma, Putri and Afini. Thank you so much for being such a great companion along the way in finishing this thesis.

The greatest honor and thankfulness would finally be dedicated to her beloved parents, Hi. Umar Hasan and Hj. Nuriyah. It is truly undoubted that loves, cares, and timeless prayers during days and nights, patience and willingness to wait for the writer’s graduation are very precious for her. Appreciation is also extended to her family members: Muhammad Firdaus, S.Sos., Hj. Siti Zainab, S. Ag., Muslim Umar, S.E., M.M., Umihani, S.E., Abdullah Umar, S.Pd.I., and Rofiqoh, S.Pd. Thank you for supports given to keep her spirit alive.

The writer hopes this research would give a positive contribution to the educational development, and to the read'

Bandar Lampung, June 2016

The writer,

Nurma Yunita

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I. INTRODUCTION

This chapter deals with background of problems, identification of the problems, limitation of problems, formulation of problems, the objectives of the research, significances of the research. They will be explained clearly by these following parts.

1.1 Background of the Problems

Teaching language is a multidimensional task which requires different methods and techniques compared with teaching other subjects. In order to study a language either as a first or second language, one makes an effort to develop and integrate four basic skills: listening, speaking, reading and writing. However, it is difficult to improve all of these skills all at once in terms of teaching a foreign language since proficiency in learning a foreign language differs from an individual to another, whereas a native language can be learnt by all the members of a society. Therefore, it is necessary to make use of various methods and techniques which will minimize the differences within a classroom and help learners to participate in lessons equally.

Reading is one of the most essential skills for success in all education and context, remain a skill of paramount importance as we create assessment of general

language ability. The assessment of reading does not end with measurement of comprehension, but the most important is the students understand most about content of the text.

In reading activity, the students should have a good reading comprehension when they want to get idea and information from the text. Reading activity becomes meaningless without comprehension. Comprehension does not only know what the letters stand for, but also needs fully understanding. Therefore, there is no reading without comprehension. Since reading is basically trying to understand the writer's ideas so we keep guessing what the writer wants to say. Hence, the writer's idea is more important than what the readers may understand or get from the writing.

Not everyone is good in reading, as the students still get difficulties in comprehending the idea or meaning of the text. One of the factors that causes students to get difficulties in comprehending the text is lack of technique and material that is used by the teacher in the classroom. From this problem, the students become lazy to read an English text because they think that reading is difficult for them. Furthermore, the students tend to be passive when the teachers give a boring activity or material.

In learning and teaching process, the students usually tend to spend the time to get the information from the reading text. So, the teachers should have several ways in order to make students understand easily. The writer found that the students' reading ability needed to be improved. They found difficulties in comprehending

the reading text, and difficulties in getting the meaning of the reading text. It is caused by their lack ability in understand English text.

Nowdays, in the teaching reading, the students face some problems. Firstly, for most students, reading an English text is very difficult activity and it is considered to raise a lot of problems for them. Secondly, when they are asked to read an English text, a number of students directly open their dictionary to find out the meaning of words that they do not know yet. By contrast, the students who do not have any dictionary will do nothing with the text. Thirdly, lots of students are still having difficulty in finding the main idea of a reading text. Therefore, the teachers need to improve their techniques in helping the students to solve such problems.

The researcher found that students' reading skills at ninth grade of MTs.N. 2 Pesawaran are low. It really influence their reading comprehension skills. The fact to students' poor ability to comprehend an English text, it is supported by the preliminary study done by the researcher which can be seen in the following table:

Students' Reading Test Score

| No. | Students' Numbers | Score | Frequency | |
|-----|-------------------|-------|-----------|------------|
| 1. | 08 | 46 | 45 - 59 | 6 students |
| 2. | 05 | 48 | | |
| 3. | 10 | 48 | | |
| 4. | 05 | 50 | | |
| 5. | 06 | 52 | | |
| 6. | 09 | 56 | | |
| 7. | 03 | 60 | 60 - 69 | 2 students |
| 8. | 07 | 62 | 70 - 79 | 2 students |
| 9. | 02 | 76 | | |
| 10. | 04 | 78 | | |
| | | | | |

Based on the data above, students' reading skills are low. This may come from many causes such as the material is so difficult, the students are lack of vocabulary and interest, the students are unable to comprehend an English reading text and they can not find the main idea and specific information from the text, reading strategies are not suitable for the students' needs, the teachers use uninteresting technique or the technique is not suitable for the students. Because of this reason, the teachers need to use many different kinds of techniques and to continuously renew their efforts to have the students attain the highest achievements so that, the learners will enjoy their class. In the theory of teaching learning, there are many techniques that can be applied for teaching reading comprehension.

Reading comprehension is the active processes of reader to identify the topic, main idea, supporting details or idea, understand synonym and antonym of the writer's message by using background knowledge and experience, thus the reader have to infer them to obtain implied information have to understand and infer from certain parts or the whole text (Husna, et al, 2012:58). By the statement, the writer concludes that in doing reading activity, to get the implied information of a text, a reader deals with the process of identifying the topic, supporting details or idea, understanding synonym and antonym of the words by employing his schemata and experience.

In relation with the intention of teaching reading itself, the writer was interested to compare KWL (*Know, Want to know, Learned*) and Jigsaw technique as the attempt to improve the students difficulties in reading comprehension. The

researcher believes these two techniques have their own potencies to be used as the facilities to help the students. As Sinambela et al (2015: 18) states that KWL (*Know, Want to know, Learned*) technique is an instruction reading strategy that is used to guide students through a text. Students begin with brainstorming everything they know about a topic. The KWL (*Know, Want to know, Learned*) procedure which was created by Ogle (1986) is based on beliefs in the importance of interactive learning and activating prior knowledge before reading influenced the formation of the KWL (*Know, Want to know, Learned*) procedure. The KWL (*Know, Want to know, Learned*) procedure is not only designed particularly for increasing comprehension of expository texts, but also informal assessments have shown the KWL (*Know, Want to know, Learned*) procedure helps retention of material and comprehension. Further Ogle (1986:569) describes one principal who was involved in the training of her teachers on this procedure who upon interviewed students at the end of the term was amazed at the high level of recall of all articles. Teachers that used the KWL (*Know, Want to know, Learned*) procedure intermittently throughout a school term, found that with an informal assessment, students recalled information taught through the KWL (*Know, Want to know, Learned*) technique procedure significantly more than information taught without the procedure.

The KWL (*Know, Want to know, Learned*) procedure is a three-step process designed help students to connect background information to new information and stimulate individual student engagement with reading. The “K” stands for what do we already *know*, the “W” stands for *what* do we want to learn and the “L” stands for what did you *learn*.

Through a three-phase strategy students develop independent skills in comprehending, composing and learning the text. KWL (*Know, Want to know, Learned*) Strategy helps students engage with texts in deliberate and purposeful (strategic) ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know), and develop a plan to gather that information. In the final phase L (Learned), students reflect on the new knowledge generated or retrieved as the plan is implemented.

Another possible technique that can be used to teach reading comprehension is jigsaw technique. Jigsaw technique which was developed by Elliot Aronson and his friends in 1978 as cooperative learning method can be used to learn reading, writing, listening, or speaking. Moreover, Maden (2010:771) confirms that Jigsaw technique can enhance cooperative learning by making each student responsible for teaching some of the materials to the group. It 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. 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. Besides, this is an interesting teaching technique where the students are able to learn and teach each other and every student becomes an expert here. Hence it 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. Through this technique, the students cooperate with their friends and have many opportunities to improve their

communication ability. In Jigsaw technique, the students have the opportunity to improve their responsibility to their learning and they can cooperate with the other students to learn the material.

The jigsaw reading is an activity that can be adapted in any classroom to create active learning among students. First, teacher divides students into competence groups. Each group is given a text to analyze. Students try to unify the whole information of the text by discussing or sharing what they had discussed with the expert group before. Based on the former elaboration, jigsaw reading technique is really appropriate if it is applied in teaching reading. Besides, it will sharpen their skill of communication through sharing or discussing each part of information from the topic . Teacher has the real role as facilitator here and learning process will be alive.

According to the explanation above, the researcher has planned to employ KWL (*Know, Want to know, Learned*) and jigsaw techniques to improve the students' comprehension of reading. It means that by using KWL (*Know, Want to know, Learned*) and jigsaw, the students can take the information from the text well. From the theories, the researcher assumes that KWL (*Know, Want to know, Learned*) and jigsaw will give an opportunity for the students to know deeper about the text easily. The students can catch the message of the text better and enjoy understanding the text. On the other hand, these techniques are aimed to promote students' reading skill in reading comprehension. The researcher assumes that KWL (*Know, Want to know, Learned*) and jigsaw techniques are techniques that can make the students more active in the class and they can share their idea

freely. It is hoped that the students' problem (comprehend the text in reading) will be accomplished by using KWL (*Know, Want to know, Learned*) and jigsaw technique.

Based on these problems and reasons, the researcher would like to investigate further on what aspect of KWL (*Know, Want to know, Learned*) and Jigsaw techniques contribute the development of students' reading skills.

1.2 Identification of the Problems

Based on the background of the problem above, the researcher states identification of the problems which can be described as follow:

1. The students reading ability is poor.
2. The students are lack of vocabularies.
3. The students are lack of interest.
4. It's difficult for students to find book or other sources to study English.
5. The students are unable to comprehend an English reading text and they can not find the main idea and specific information from the text.
6. The teachers use uninteresting technique or the technique which is not suitable for the students.
7. The teachers only take the materials from the English course book so that the material will be monotonous.
8. Reading strategies are not suitable for the students' needs.

9. Classroom management is still inappropriate with students' characteristics.
10. Teaching technique is still ineffective with students' conditions.

1.3 Limitation of the Problems

Based on the identification of the problem, to narrow down this research is limited to the following issues:

1. The difference of students' reading skills who are taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques.
2. The aspects of reading skills mostly influenced by the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques.
3. The students' perceptions on the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques.

1.4 Formulation of the Problems

In line with the limitation of the problems, the writer has three main research questions to be addressed, they are as follows:

1. Is there any significant difference of students' reading skills who are taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques?
2. What aspects of reading skills mostly influenced by the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques?
3. How are the students' perceptions on the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques?

1.5 Objectives of the Research

The objectives of the research are:

1. To find out whether there is significant difference or not of students' reading skills who are taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques.
2. To find out the aspects of reading skills mostly influenced by implementation of KWL(*Know, Want to know, Learned*) and Jigsaw techniques.
3. To find out the students' perceptions on the implementation of KWL(*Know, Want to know, Learned*) and Jigsaw techniques.

1.6 Significances of the Research

The findings of the present research are expected to have both theoretical and practical importance to the teaching and learning process in English:

Theoretically:

1. This research is hoped to support understanding about reading theories.
2. This research may give more about the weaknesses and the strengths of KWL (*Know, Want to know, Learned*) and Jigsaw in teaching reading skills.

Practically:

1. The research can be used as reference for teaching about alternative technique in teaching reading.

2. As a contribution to the teachers in solving problems of teaching learning for Junior High School.

1.7 The Scope of The Research

This research focused on investigating the use of KWL (*Know, Want to know, Learned*) and Jigsaw in teaching reading skills. The participants of this research were the students of the ninth grade of MTs.N 2 Pesawaran. In this research, besides using pre-test and post test of reading test item, the researcher also distributed questionnaire to the students after conducting reading learning through KWL (*Know, Want to know, Learned*) and Jigsaw techniques. From the result of questionnaire, the researcher intended to describe students' perception on reading learning through KWL (*Know, Want to know, Learned*) and Jigsaw techniques at Islamic secondary School. And pre-test and post-test of reading test item were used to investigate whether there is a significant difference on students' reading skills between students who were taught by using KWL (*Know, Want to know, Learned*) technique and those who were taught by using Jigsaw technique. By comparing the result of these tests, the researcher found out whether the students' reading skills is improved or not.

1.8 Definition of Terms

1. Reading Comprehension

Reading comprehension is a set reading activities done by people which need high level process that involve eyes and brain to get the gist or messages from certain printed materials.

2. KWL (*Know, Want to know, Learned*) Technique

KWL (*Know, Want to know, Learned*) technique is an instruction reading strategy that is used to guide students through a text. Students begin brainstorming everything they know about a topic.

3. Jigsaw Technique

Jigsaw technique is a cooperative learning model that consists of several member in one group that responsible for the lesson materials and be able to teach the topic to other member of group, by discussion activities which help the students to be active in the class.

4. Students' Perception

Perception is the assumption about certain objects which is obtained through senses then it is organized, interpreted and evaluated (Atkinson, Atkinson and Hilgard, 2001:201-203).

II. FRAME OF THEORIES

The chapter deals with two major points, the first is review of previous studies, the second is review of related literatures. They will be useful as the source and reference about the data that will be taken, as elaborated in the following sections:

2.1 Review of Previous Studies

There are several studies on KWL (*Know, Want to know, Learned*), the first is research conducted by Emaliana. Result of this study showed this strategy can improve the ability of the students in comprehending reading text. This research also conducted by Indriyati et al (2013). Based on the research finding, KWL (*Know, Want to know, Learned*) reading strategy which was applied to the subject of research showed the improvement the students' reading comprehension of text report.

The research finding and result showed the use of KWL (*Know, Want to know, Learned*) technique can improve students' reading comprehension also conducted by Husna, et al (2011). The improvement of reading comprehension by using KWL (*Know, Want to know, Learned*) was showed in the research conducted by Karang, (2013). This research also conducted by Nicholas (2011). The result of

this study showed this strategy can improve the ability of the students in comprehending reading text. There are several studies were conducted about the jigsaw in teaching reading, the first was conducted by Nurcahyati (2012) in this research the researcher showed that Jigsaw can improve students' reading skills.

It is also done by Winten (2013). In this research, the researcher also showed that Jigsaw Technique can improve students' reading skills. The research was also conducted by Turi, et al (2013). It is found that there is an increase in students' reading skills after being taught using Jigsaw technique. The next research was conducted by Awwalliya, et al (2014). The result of this research showed that Jigsaw technique was effective in improving students' reading comprehension on descriptive text.

Kazemi (2012) carried out that the Jigsaw strategy encourages students to become engaged in their learning. It motivates students to learn a lot of material quickly and inspires them to share information with peers. The technique minimize listening time, and makes students responsible for their own learning. Given that each group needs its members to perform well in order for the whole group to succeed, this technique maximizes interaction and establishes an atmosphere of cooperation and respect for other students.

Based on the previous research above, however, it seems that they have not touched the aspects of reading skill mostly influenced by the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques. Besides, the researcher is interested in finding the students' perception toward the

implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques in reading class. Therefore, to answer these questions the researcher conducts the current research.

2.2 Review of Related Literatures

2.2.1 Reading Comprehension

Reading is one of basic skills that students must be mastered. In the classroom, the reading lesson is used as an opportunity to teach pronunciation, encourage fluency and expressive speaking. There are various definitions of reading. Reading is an intrinsic part of the classroom teaching of the content. It means that content of the curricula will show the importance of teaching students how to obtain information along with teaching subject matter.

People learn reading because they want to expand their business or just learning about another culture. Because of this reason they have to know English as a basic language for communication. Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in a text and exploring the organisation of a text are essential for good comprehension (Richards and Renandya, (2002: 277). Reading comprehension can be used as an effective way to solve this problem; furthermore, it also can increase students' vocabulary too. Thus, reading has an important part in teaching learning process especially in learning English.

Harmer (2004:68) says that reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for students. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts. By the statement, reading text is used to provide opportunities to study English especially for another skill to construct the texts.

Wallace (1992:5) states that reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purpose or process involved. It means that the reader receives information from the author via words, sentences, paragraphs and so forth and tries to understand the inner feeling of the writer and reading also a part of daily life of human activity.

Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability (Brown, 2004:185). In teaching reading, the teacher has the duty to do the best in motivating the students, selecting and presenting reading materials to them. The teacher can analyze the student's interest and background in selecting reading materials. Reading is an important tool for people of many societies, allowing them to access information which might have otherwise been unavailable. Learning reading is one of English skills which is taught to students in learning English. It is the important skills which should dominate the students beside speaking, writing and listening.

It is supported by Harmer (1998:71) who states that reading is not passive skill; it means that reading is active skill because needs the eyes to look for the content of the text.

The six reading “principle” from Harmer as follow:

1. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words means.

2. Students need to be engaged with what they are reading

As with everything else in lesson students who are not engaged with the reading text-not actively interested in what they are doing – are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

3. Students should be encouraged to respond to the content of reading text, not just to the language. It is especially important that they should be allowed to express their feelings about the topic – thus provoking personal engagement with it and the language.

4. Prediction is a major factor in reading

The teacher should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

5. Match the task to the topic

The teacher needs to choose good reading tasks – the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most

common place passage can be made really exciting with imaginative and challenging tasks.

6. Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, idea, description etc. It doesn't make sense just to get students to read it and then drop it to move on to something else.

A good teacher will use appropriate technique to teach the students. It's difficult for the teacher to make an active and effective learning process, so the researcher assumed that possible and appropriate techniques 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 in teaching reading. The students may need an appropriate technique that gives a chance to be more active in the class. In this case, the students need to stimulate their interest and knowledge. So, it may be effective for the teacher to use an appropriate technique in the classroom.

Besides, there are some purposes of reading (Wallace, 1992: 6-7)

1) Reading for Survival

Some kind of reading in response to our environment "reading for survival" indeed some reading is almost literally a matter of life and death.

2) Reading for Learning

Much day to day reading is for this purpose of learning. Moreover, we may want not so much to learn something new as to remind ourselves about half-known facts or vaguely formulated opinions.

3) Reading for Pleasure

Reading for pleasure is done for its own sake. We don't have to do it. This point may be lost on children in school where literature, originally written primarily to offer enjoyment, is required reading for examination.

In the case of reading, variety of performances derived more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering assessment procedure, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. According to Brown (2004:189), there are four types of reading.

1) Perceptive

In keeping the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts

and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3) Interactive

Include among interactive reading type are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, except from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus on interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Here that definition is massaged a little in order to encompass any text longer than a page. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

Referring to the types of reading above, It seems that reading comprehension belongs to selective reading types. Since in measuring students' reading comprehension, the researcher gives a test in multiple-choice which need the combination of top down and bottom up process to complete the activity.

2.2.2 Reading Strategies

The meaning of strategy is originally used in military as the art of planning operation in war. It is a way or tactic of the movements of armies or navies into pavorable positions for fighting. This term is also used in learning and reading strategy and other strategies. They have basically the same meaning, that is, any effort or attempt used to achieve the determined goals, (Sutarsyah, 2013 :23). The efficient reader always tries to find the most effective strategies that can be used, the information is analyzed only to the depth necessary to meet current needs.

Reading strategy should not be confused with other strategies. Learning strategies, according to Cohen and Weaver cited in Sutarsyah, (2010:23) also constitute the steps or actions consciously selected by learners either to improve the learning of the second language, the use of it, or both. They include strategies for identifying the material that needs to be learned; distinguishing from other material if needed, grouping it for easier learning (e.g., grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so forth); repeatedly engaging oneself in contact with the material (e.g., through classroom tasks or the completion on the home work assignments); and formally committing to memory when it does not seem to

be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics or some other memory techniques).

Wenden and Rubin (1987: 52-54) identify seven reading strategies that are used by good readers. The summary of these strategies is presented below:

1. *Flow-charts and hierarchical summaries.*

When reading, a learner makes a summary by making a chart that can explain the structure of ideas in the text with its components.

2. *Titles.*

Before reading, a learner is given the title of the text and thinks about the title as means of building schemata.

3. *Embedded headings.*

The role of embedded heading is used to build advance organizer which useful for a learner before he starts reading. It can also improve a delayed recall.

4. *Pre-reading questions.*

This effective strategy is very common and mostly recommended. This strategy can focus a learner's attention towards the topic of the text. The learner makes some questions related to the topic of the text and he tries to find the answers to the questions while reading.

5. *Story specific schema from general schema.*

In this strategy, a learner brainstorms a general problem solving schema for short story and sets general questions derived from this schema.

6. *Imagery.*

The ability to use image is needed in reading. A learner with high imagery is able to recall and recognize more items of information from a text than low imagery.

7. *Perspective.*

A learner reads a story from a particular perspective which is important to that perspective. This can also build related schema that can help him read a text.

Based on some researches, these seven reading strategies have proved effective. It is believed that these good strategies can be taught to second language learners in reading a text.

In the case of reading strategies, Brown (2004: 306-310) classifies ten strategies that generally used for improving reading comprehension. Following are ten strategies, each of which can be practically applied to your classroom techniques:

1. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulties learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities.

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

4. Skim the text for main ideas

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas.

5. Scan the text for specific information

The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

6. Use semantic mapping or clustering

Learners can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such

semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy.

7. Guess when you aren't certain

Teachers can help learners to become accurate guessers by encouraging them to use effective comprehension strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to learners.

8. Analyze vocabulary

One way learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

9. Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalize on discourse markers to process relationships

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

Many strategies in classroom setting can be applied by the teacher to facilitate students in order to increase their reading skills. Using appropriate strategy and technique is very important in teaching reading. The choice of teaching learning

strategy must be considered by the teacher in getting the teaching goals that have been formulated. So, an appropriate strategy in teaching is really important to the students and also to the teacher.

Thus, strategies influence the successfulness of the students. At this, teaching and learning strategy has changed from teacher centered to students centered where students are more active rather than the teachers. The recent teaching and learning strategy that centered to student is cooperative learning. In the cooperative learning, students would learn about the process of conducting and creating, working in a group, sharing knowledge and individual responsibility. By working in the group, students can learn how to be a good member in a group, how to be a leader and responsible in doing the task. They will work cooperatively and support one of each other.

2.2.3 KWL (*Know, Want to know, Learned*) Technique

This section discusses technique of KWL (*Know, Want to Know and Learned*) technique. The detail explanation is as follows:

KWL (*Know, Want to know, Learned*) technique is an instruction reading strategy that is used to guide students through a text. Students begin brainstorming everything they know about a topic (Sinambela, et al, 2015: 18). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL (*Know, Want to*

know, Learned) scheme. Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

This technique can help teacher to improve students' reading ability, especially in activating students' background knowledge becomes an active reader. Moreover KWL (*Know, Want to know, Learned*) helps them to know the purpose of reading text, so the students are encouraged to be a critical reader. In addition, they feel interest in reading because teachers ask them to fill the chart based on their opinion.

Purpose of The KWL (*Know, Want to know, Learned*) technique provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The technique can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

According to Ogle (1986:565-566), the process of KWL (*Know, Want to know, Learned*) in reading can be explained as follow: Step K-What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to

generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time to think about what they already know about the topic and the general categories of information that should be anticipated, questions emerge.

Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students' own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic. Step L-What I learned. After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.

The KWL (*Know, Want to know, Learned*) procedure was created by Ogle (1986). It is based on beliefs in the importance of interactive learning and activating prior knowledge before reading influenced the formation of the KWL (*Know, Want to know, Learned*) procedure. The KWL (*Know, Want to know, Learned*) procedure is not only designed particularly for increasing comprehension of expository texts, but also informal assessments have shown the KWL (*Know, Want to know, Learned*) procedure helps retention of material and comprehension. Ogle (1986:569) describes one principal who was involved in the training of her teachers on this procedure who upon interviewed students at the end of the term was amazed at the high level of recall of all articles. Teachers that used the KWL (*Know, Want to know, Learned*) procedure intermittently throughout a school

term, found that with an informal assessment, students recalled information taught through the KWL (*Know, Want to know, Learned*) technique procedure significantly more than information taught without the procedure.

The activities of KWL (*Know, Want to know, Learned*) technique:

1. K (What I Know)

Prepare questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them, what they think of that.

2. W (What I Want To Learn)

Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include: what the student want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3. L (What I Learned)

Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in other sources for the answer to questions that were left unanswered in the text.

Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. KWL (*Know, Want to know, Learned*) technique helps students do this; it provides a framework that students can use to construct meaning.

In case of the procedure of using KWL (*Know, Want to know, Learned*) technique Sinambela, et al (2105:18) described as the following:

1. Choose one of the reading texts
2. Create a KWL chart. The teachers create a chart on whiteboard on an overhead transparency. In addition the students should create chart on which to record information.
3. Ask the students to brainstorm words, terms, or phrases they associate with a topic. The teacher and the students record these associations in the K column of their charts. This is done until students run out of ideas.
4. Ask students what they want to find out or to learn about the topic. The teacher and student record these questions in the W column of their charts. This is done until students run out of ideas for question. If students respond with statement, turn them into question before recording them in the W column.
5. Have students read the text and fill out the L column on their chart. Students should look for the answers to the questions in their W column while they are reading. Students can fill out their L column either during or after reading.

Teaching reading comprehension through KWL (*Know, Want to know, Learned*) technique is able to improve the reading comprehension from lower score to highest score, furthermore the result shown changing learner behavior from teacher centered into students active process. Students indicate more active to learn reading because the steps in KWL (*Know, Want to know, Learned*) technique guide them to access what they know, decide what they want to learn, whether it is likely to be in the passage, and decide what they needs to be done after reading.

Specifically, KWL (*Know, Want to know, Learned*) technique of teaching has the following strenghts:

1. Elicits students prior knowledge
 - ❖ Students have to brainstorm their ideas and try to listing everything they know about the topic.
2. Easy to use and organize
 - ❖ Students could divide the important and not so important points by deviding them into the aproprate column.
 - ❖ They could see clearly in order to answer the comprehension questions.
3. Sets a purpose for reading
 - ❖ Readers have the idea about the text before reading the whole text.
 - ❖ Readers be more focus to find the important points while reading.

4. Encourage students to make critical thinking
 - ❖ Students need to fill in the 'L' column by thinking what they had learned after reading the text.
 - ❖ Students think hard want to know more about the topic by questioning in the column 'W'.

5. Helps students to monitor their comprehension and knowledge
 - ❖ Students know their vocabulary level and understanding ability.
 - ❖ Students learn new topic and put an effort to study more about topic in order to update their knowledge.

Intead of its strengths, KWL (*Know, Want to know, Learned*) technique has some weaknesses as well. They are as follow:

1. Difficult for students with no prior knowledge
 - ❖ Students have a problem to list in 'K' column and hard for them to have general idea of the topic.

2. Take time to complete
 - ❖ Students have to draw the frame work and spend lot of time to think about what to list in each column.

3. Not effective for reading fiction materials
 - ❖ Readers do not have any idea about the story or novel. So, this technique is not suitable.

4. Not for readers who has non-active thinking
 - ❖ This technique serves as a model for active thinking during reading.

- ❖ So, it is not suitable for readers who have low thinking level and poor memory skills because they will not be able to express their ideas beyond the text.

5. Students will give up

- ❖ When students fail to make a critical thinking by filling in the three columns, they would give up and refuse to complete the frame work.

2.2.4 Jigsaw Technique

Jigsaw is one of some cooperative learning techniques. it is a way to teach students to be a master in learning materials. Jigsaw technique can help students to communicate one another if they have problems in reading text. Therefore, the application of using reading text is usually have many problems which got by students. For example: difficult words, comprehension of sentences, how to read the word or sentence correctly, etc.

From those problems, when the English teaching learning process uses Jigsaw technique, the students can be helped by others so the students who get the problems can comprehend the reading text favourably. Jigsaw technique can be a way for students to communicate their problems when acquire reading text.

Jigsaw technique is a cooperative learning model that consists of several members in one group that responsible for the lesson materials and be able to teach the topic to other member of group, by discussion activities which help the students to be active in the class, such as; reading the text, hearing the teacher

reading the text , get new of vocabulary, and can be used in the real life.

Jigsaw technique is developed by Elliot Aronson and his friends in 1978 as cooperative learning method. This technique can be used to learn reading, writing, listening, or speaking. The students cooperate with their friends and have many opportunities to improve their communication ability. In Jigsaw technique, the students have the opportunity to improve their responsibility to their learning and they can cooperate with the other students to learn the material.

Individual return to their group to teach about the size, distance, comprehension, atmosphere and structure of their planet to putting together the final model Jigsaw is an efficient way to facilitate learning. In this technique, students learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respect for other students.

The jigsaw reading is an activity that can adopted in any classroom create active learning among students. First, teacher divides students into competence groups. Each group is given a text to analyze. Students try to unify the whole information of the text by discussing or sharing what they had discussed with the expert group before. Based on the former elaboration, jigsaw reading technique is really appropriate if it is applied in teaching reading. Besides, it will sharpen their skill of communication through sharing or discussing each part of information

from the topic . Teacher has the real role as facilitator here and learning process will be alive.

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.

In addition, the activity of jigsaw reading calls for each student within groups to develop a good understanding of one reading form an assigned set to explain it to other in the groups . When all the pieces of stories are put together, the students in the groups should have the whole part of the stories . Explaining material to one another helps students to understand the material in a way that is far deeper then when they read material on their own or when they only discuss it in a conventional. Aronson cited in Adhami and Marzban, (2014:14-15) there are ten steps that are considered important with regard to the implementation of the Jigsaw classroom technique:

1. Students are devided into 5 or 6 person jigsaw group. The group should be diverse in terms of ethnicity, gender, ability

2. One student should be appointed as the group leader. This person should initially be the most mature student in the group.
3. The days lesson is divided into 5–6 segments (one for each member).
4. Each student is assigned one segment to learn. Each student should only have direct access to their own segment.
5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
6. Temporary experts groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.
7. Students come back to their jigsaw group.
8. Students present their segment to the group. Other members are encouraged to ask question for clarification.
9. The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
10. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

In the implementation of Jigsaw reading, the text given to group is in form of jumbled text. The main benefit of jigsaw reading is, it can cover more reading in a shorter amount of time and allows students to think deeply about an important part of the text.

There are some activities in teaching reading by using jigsaw technique. Herewith, the detailed- procedure:

a. Grouping and division of the task.

The teacher divides the class into groups of four to six depending on the number of the pieces of the text. These are *the home teams*. The teacher distributes the pieces of the text. Each receives the pieces from the text consisting of different information but they are all related constructing a story or topic.

b. Working in the expert groups.

Each student leaves his/her home team, forms a group with people from other groups who have the same piece of text. These are their expert teams. Each student working in the expert group, has task that is discussing the piece of the text with the students in his/her expert group: first, learn the piece of the text and second listen to the other students in his/her expert group to take conclusion.

So that, each expert has two tasks, as the following:

- ❖ To learn the texts so that they will be expert about the piece of the text.
- ❖ To be ready to teach their teammates when they later return to their home team.

c. Working in the jigsaw group

The students return to their home teams, which is called jigsawgroup. The teacher asks the members of each jigsaw group to teach each other what they have learned. The time to teach each other is limited. The teacher emphasizes to the students that they have a responsibility to their teammates to be good teachers as well as good listeners. Teacher may wish to have the experts question their teammates after they explain, to see that they have learned the material and are ready for the quiz. The teacher distributes the quizzes and allows time for everyone to finish. It can be a group or an individual work.

Specifically, jigsaw technique has the strengths:

- a. Cross role team as one of the characteristics of jigsaw technique can break the mold solutions because the synergy that comes from combining a diversity of thinking and perspective.
- b. Cooperation and mutual trust become valuable and necessary to academic achievement.
- c. Designed for ensuring that all students in the class are responsible for learning and for teaching what they have learned to others.

And it has the weaknesses as well. They are as follow:

- a. For some students, it may create an over whelming sense of pressure to perform when they return to their home group.
- b. Students may wrong about their second language communication skill, learning difficulties, or social status, blocking their ability to contribute in their home group.

Based on the pre observation done by the researcher, she has found that the students at the ninth grade of junior high school level who also learn English tend to have difficulties to understand the reading text. They look frustrated and less motivated to read, perhaps these reasons bring them to the bad condition of unable to read and understand the passage easily. And based on the theories discussed before, the writer believes and assumes that KWL (*Know, Want to know, Learned*) and Jigsaw possibly can bring improvement and ease the students in comprehending the reading text.

2.2.5 Theoretical of Assumption

Reading is the most essential skill for success in all education and context, remain a skill of paramount importance as we create assessment of general language ability. The assessment of reading does not end with measurement of comprehension, but the most important is the students understand most about content of the text. In learning and teaching process, the students usually tend to spend the time to get the information of the reading text. So, the teacher should have a manner in order that the students are able to understand it easily. The writer found that the students' reading ability needs to be improved. They found difficulties to get the meaning of the reading text.

Therefore, it is necessary to make use of various methods and techniques which may minimize the differences within a classroom and help learners to participate in lessons cooperatively. The problem leads the writer to find a special treatment to reach the goal of the students' reading ability by using KWL (*Know, Want to*

know, Learned) and Jigsaw techniques as the alternative ways in teaching reading. KWL (*Know, Want to know, Learned*) and Jigsaw are two techniques are supposed to help learners to participate in lessons cooperatively and effectively.

2.2.6 Hypothesis

In relation to the theoretical assumption; therefore, the hypothesis can be formulated as follow:

H₀ : There is no difference of students' reading skills between those who are taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques.

H₁ : There is a difference of students' reading skills between those who are taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques.

III. RESEARCH METHOD

This part, the researcher discusses the research design and the way to collect the data from the sample. The researcher encloses the data collecting technique, the procedures, and also the instrument of the research. Besides that, the researcher also gives the scoring system and how data are analyzed.

3.1 Research Design

The researcher used an experimental method by applying one of quasi experimental designs and chose pre-test and post-test control group design. In quasi experimental, the samples are not chosen randomly (Setiyadi, 2006: 136). The classes involved in this research were not taken randomly. Sample is taken randomly if the subjects have the same characteristics. But in fact, the characteristics of the subjects are made similar as shown by testing. The sample can be taken purposively based on the need of the research. In this research, the researcher used two classes, in which the first was experimental class I and the second was experimental class II. The experimental class I was taught through KWL (*Know, Want to know, Learned*) technique and the experimental class II was taught through Jigsaw technique. At the first time of research, the researcher gave pretest to measure the first ability of students before treatment. And at the end of

the time of experiment, the researcher gave the post-test for both classes. The research design is as follows:

| |
|-------------------|
| T_1 X_1 T_2 |
|-------------------|

| |
|-------------------|
| T_1 X_2 T_2 |
|-------------------|

T_1 : Pre-test.

X_1 : Treatment by using KWL

X_2 : Treatment by using Jigsaw

T_2 : Post-test.

(Setiyadi, 2006:134-135).

This research was conducted in seven meetings with the presentation as follows, the first meeting was for the tryout test, the second meeting was for the pre-test, the third, fourth, fifth, sixth meetings were for the treatment, and the seventh meeting was for doing the post-test and distributing questionnaire.

3.2 Population and Sample

3.2.1 Population

The population of this research was the ninth grade students of MTs.N 2 Pesawaran of 2015/2016. There were five classes in which each of them consists of 30 students. There were 67 male students and there were 83 female students.

3.2.2 Sample

The samples were selected by using purposive sampling technique. Purposive Sampling technique is using knowledge of the study and the population to choose participants. It is not random sampling that looks at the whole population. Purposive sampling is also called judgemental sampling and selective sampling. This type of sampling results in group of responses that is not representative of the entire population, but instead represents a group that a specific characteristic in common. Then, the samples were IXA and IXB. These classes were used by the researcher as experimental class. The researcher taught IXA by using KWL (*Know, Want to know, Learned*) technique. Then, the researcher taught IXB by using Jigsaw technique.

3.3 Variables

In order to assess the influence of treatments in this research, there were two kinds of variable, they are independent and dependent variables. Independent variable was the major variable that a researcher hoped to investigate. Besides 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. They are as follows:

1. KWL (*Know, Want to know, Learned*) and Jigsaw techniques as independent variables (X).
2. Reading skills as dependent variable (Y).

3.4 Data Collecting Technique

The instrument of this research was a set of reading comprehension test. The researcher used two kinds of test, i.e. pre-test and post-test. But, to determine the quality of instrument whether it is good or not, the researcher conducted try-out. The tests were in the form of multiple choices. The material was about narrative and report texts with interesting topic and it was designed based on School Based Curriculum for the ninth grade students. After that, the researcher gave a questionnaire to the students in order to know the students' perception toward both techniques in this research.

3.5 Research Instruments

The data collected in this research should be valid and reliable. Therefore, the researcher used the try out test to see the quality of test and the researcher collected the data using Pre-test and Post-test, the more explanation as below:

3.5.1 Try out Test

The try-out was administered to determine the quality of the test that used in taking a data. The researcher wanted to know whether the test was good or not, so some criterias should be considered. The criterias of a good test are validity (content validity and construct validity), reliability, level of difficulty, and discrimination power.

3.5.1.1 Validity

The test can be said valid if the result of the test can describe the fact of the research (Setiyadi, 2006:14). 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. The researcher considered that face validity was less needed since validity only concerned with the layout of the test.

3.5.1.1.1 Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhady, 1982:251). To get content validity of the test, the researcher adopted the material based on the objective of teaching in syllabus (KTSP 2006) for the ninth grade of junior high school students and represents the materials in the class. In line with the syllabus for the ninth grade of junior high school at the first semester, the students were required to be able to comprehend the meaning of short functional text in narrative and report form.

3.5.1.1.2 Construct Validity

Construct validity is concerned whether the test is actually in line with the theory of what it means to know the language. To know whether the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have mastered the reading text. According to Heaton (1991:161) states that 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.

3.5.1.2 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 test procedures consistent in its score and give us an indication of how accurate the test score are. To measure the coefficient of reliability between odd (x) and even (y), the researcher used Pearson Product Moment Formula to measure the correlation coefficient of reliability between odd and even number (reliability of half test) (Heaton, 1975: 164), in the following formula:

$$R_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}}$$

Notes :

R_{xy} : Correlation of coefficient of reliability between odd and even numbers

N : The number of students who take part in the test

X : The total number of odd number items

Y : The total number of even number items

X^2 : the square of X

Y^2 : the square of Y

ΣX : the total score of odd number

ΣY : the total score of even number

(Hatch and Farhady, 1982:198)

After getting the reliability of half test, the researcher used Spearman Brown to determine the reliability of whole test, as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

r_k = the reliability of the whole test

$2r_{xy}$ = the reliability of the half test

(Hatch and Farhady, 1982:247)

The criterias of reliability 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

0.00 up to 0.19 is very low

3.5.1.3 Level of Difficulty

Level of difficulty of an item simply shows how easy or difficult the particular item proved by in the test (Heaton, 1991:178). Level of difficulty is generally expressed as the fraction (or percentage) of the students who answered the item correctly. Besides that, the level of difficulty can be determined by dividing the number of students who get it right by the total number of students, it is calculated by the following formula:

$$LD = \frac{R}{N}$$

Notes:

LD : the level of difficulty

R : the number of students who answer correctly

N : the total number of students in higher and lower group

(Heaton, 1975: 178)

The criterias of the difficulty level are:

1. 0.00 - 0.03 : Difficult
2. 0.30 - 0.70 : Average
3. 0.71 - 1.00 : Easy

3.5.1.4 Discrimination Power

Discrimination power (D) refers to the extent to which the item differentiates between high and low level students on the test. It is the proportion of the high group students getting the items correctly minus the proportion of the low-level students who get the items correctly. Then, the discrimination power of an item the extent to which the item discriminates between the test-taker from the less able. The formula of the discrimination power is:

$$D = \frac{U - L}{\frac{1}{2}N}$$

Notes :

D : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

n : the number of the students

(Shohamy, 1985:82)

The criterias of discrimination power are:

1. If the value is positive, so it has a positive discrimination. The large number or more knowledge students than poor students get the item correctly. If the value is zero, so there is no discrimination.
2. If the value is negative, so it has a negative discrimination power. Lower and higher level of students get the item correct.
3. In general, the higher discrimination index is better. In the classroom situation most items should be higher than 0.20 indexes.

(Shohamy 1985:82)

3.5.2 Pre Test

The pre-test was administered before the treatment applied. The objective of this test was to find out how far the competence of students in reading comprehension before the treatment. It was also needed to know whether both experimental classes were equal or not in the terms of their reading skills. The test was multiple choices.

3.5.3 Post Test

The post-test was administered after treatment. It was applied to find out whether the differences of the students' reading skills between the students who were taught by using KWL (*Know, Want to know, Learned*) technique and those who were taught by using Jigsaw technique. The post-test was conducted after 4 meeting of the treatments. The result of post-test of two classes was compared to

find out whether teaching reading through KWL (*Know, Want to know, Learned*) and Jigsaw techniques were effective or not.

Table 3.1 Specification of Aspect of Reading Skills

| No | Reading Skills | Number of Items | Percentage |
|-------|------------------------------|------------------------------|------------|
| 1 | Identifying Detail | 1,8,12,14,17,21,25,30,34, 37 | 25% |
| 2 | Determining References | 2,5,11,15,19,24,27,29,33,38 | 25% |
| 3 | Using Context for Vocabulary | 3,6,9,13,18,22,26,32,35,40 | 25% |
| 4 | Identifying Main Idea | 4,7,10,16,20,23,28,31,36,39 | 25% |
| Total | | 40 items | 100% |

3.5.4 Questionnaire

The questionnaire was administered after the post-test. The aim of this questionnaire was to find out the students' perception on the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques. The questionnaire was taken and translated into Bahasa Indonesia in order to minimize the misinterpretation by the students. The questionnaire consisted of 10 items and it had 5 options in each question, i.e. SS (*sangat setuju*), S (*setuju*), BS (*biasa saja*), TS (*tidak setuju*), STS (*sangat tidak setuju*). The data on the questionnaire were analyzed into Likert Scale and in the percentage to find out the students' perception on the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques in teaching reading. Sugiyono (2011:134). The Likert scale was used to measure attitude, opinion, and perception of a person or a group of people about social phenomena. In this case, the students' perception were categorized into positive and negative statements score as shown in the following table:

Table 3.2 Likert Scale

| Category | Score |
|-------------------|-------|
| Strongly Agree | 5 |
| Agree | 4 |
| Neutral | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

Sugiyono (2011:135)

The rating scores range from 20 to 100 (interval 80) and the questionnaire employs five categories. So, the choices of statements are the data of students which are ranged into five categories as in the following table:

Table 3.3 The Rating Score of the Students' Perception

| Category | Range |
|-----------|----------|
| Very High | 84 – 100 |
| High | 68 – 83 |
| Moderate | 52 – 67 |
| Low | 36 – 51 |
| Very Low | 20 - 35 |

Mido cited in Wanci (2014:55)

The data were analyzed by the following formula:

$$P = \frac{nk}{N} \times 100\%$$

Notes :

P : Percentage from questionnaire

nk : Number of frequency

N : Total samples

(Arikunto (2010: 324)

3.5.4.1 Validity and Reliability

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

3.5.4.1.1 Content Validity

The content validity of the questionnaire was based on the objective of the research. The objective of the questionnaire was to measure the students' perception after the researcher gave the treatment using KWL (*Know, Want to know, Learned*) and Jigsaw techniques. Then, it was clear that the questionnair was really needed to measure the perception of students on the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques.

3.5.4.1.2 Construct Validity

The construct validity of the questionnaire was achieved by looking at the relationship among the indicators. The indicators measured the same aspect (the students' perception), so it had positive association. Meanwhile, negative association was if the indicators measure different aspect.

3.5.4.1.3 Reliability

The reliability refers to 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 result of data are consistent in its score and give us an

indication of how accurate the test score are. To measure the reliability of the questionnaire, the researcher used Crombach Alpha. The researcher took the questionnaire from expert, but it was important to measure the reliability one more time. It was caused by different research and the subject had different result of reliability.

The criterias 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

3.6 Scoring System

In scoring the result of the students' test, the researcher used Percentage Correct. The percentage correct score was used in reporting the result of classroom achievement tests and the ideal highest score was 100. The researcher calculated the average of the pre-test and the post-test by using the formula below:

$$P = (100) \frac{F}{N}$$

Notes :

P : Percentage of correct score

F : Number of right answers

N : Total number of items on test

(Hatch and Farhady, 1982:46)

3.7 Research Procedure

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

1. Determining the research problem

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

2. Determining the population and selecting the sample

The population of this research was the ninth grade of MTs.N 2 Pesawaran and the samples were chosen by using purposive sampling. The researcher take two classes, the first class is experimental class I (KWL (*Know, Want to know, Learned*) technique) and the second class was experimental class II (Jigsaw technique).

3. Arranging the material that are taught

The researcher arranged the material and prepared the lesson plan. Besides, the researcher used narrative and report texts for treatment. The materials were based on KTSP 2006.

4. Administering the try-out test

The try-out was conducted in the first meeting. The try-out class was the class which was not selected for the experimental classes, but it had the same characteristic as the samples. This test was given to the students in order to determine the quality of the test used as the instrument. Then, this test was expected to measure the validity and the reliability of the pretest and the

posttest and to determine which item should be revised for the pretest and the posttest. The test consisted of 50 items which contained four options (ABCD) and the time allocation was 90 minutes.

5. Administering the pre-test

The pretest was conducted before the treatments. It was used to know how far the students' reading skills before the treatment from the researcher. The researcher used short story as the media and it was applied which focused on the students' reading comprehension ability. The students had to choose the correct answer from the four options (A,B,C, or D).

6. Implementing the treatment (KWL (*Know, Want to know, Learned*) and Jigsaw techniques.

In this research, the researcher applied two techniques to both classes. The experimental class I was taught by using KWL (*Know, Want to know, Learned*) technique and the experimental class II was taught by using Jigsaw technique. The researcher gave the treatment in four meetings. Every meeting had different lesson plan. Those lesson plan consisted of four different topics. The researcher taught the students by using narrative and report texts (KWL (*Know, Want to know, Learned*) and Jigsaw techniques) with different text in every meeting. In this treatment, the researcher taught the students by herself in order to make sure that the teaching learning using KWL (*Know, Want to know, Learned*) and Jigsaw techniques process were based on the lesson plan.

7. Administering the post-test

The researcher conducted the post-test after the treatments. It was used to know how far the students' reading comprehension ability after the students were given the treatment using KWL (*Know, Want to know, Learned*) and Jigsaw techniques. The post-test was the same with pre-test because the researcher used the multiple choices. The questions of post-test had similar difficulty with the pre-test, and test items related to the material that the students have learnt.

8. Distributing Questionnaire

The researcher gave a questionnaire to the students to see the students' perception toward both techniques. The questionnaire consisted of 10 items. Then, the students were given 30 minutes to answer the questionnaire. The result of the questionnaire was used to know the students' perception in both experimental classes.

9. Analyzing the Data

The researcher analyzed the data using normality test, homogeneity test, random test, and hypothesis test.

3.8 Data Treatment

The aim of data treatment was to determine whether the students' reading skill increase or not. The data were examined by using independent group T-test, because the independent variable had more than one group, KWL (*Know, Want to know, Learned*) and Jigsaw techniques which means that there were two different

groups (experimental class I and experimental class II). In addition, the data were computed by using Statistical Package for Social Science (SPSS). So, the researcher analyzed the data statistically as follows:

1. Normality Test

Normality test was used to measure whether the data of test have normal distribution or not. Then, the students' score of pre-test and post-test were analyzed to gain normality test. The hypotheses for the normality are as follows:

H_o = The data is distribute normally

H_1 = The data is not distribute normally

The data would be determined normal if it had the criterion for the hypothesis as:

The hypothesis will be accepted if $sign > \alpha$. In this research, the researcher used the level of significance of 0.05.

2. Homogeneity Test

The homogeneity testing was intended to test whether the variance of the data in experimental class I and experimental class II was equal or not. The data was statically computed through SPSS and the hypotheses for the homogeneity test are follows:

H_o = The data is not homogenous

H_1 = The data is homogenous

In which, “ H_o is accepted if significant value does not exceed level of significance at 0.05, meanwhile H_1 is rejected if significant value exceeds level of significance at 0.05”.

3. Random Test

Random test was used to find out the data of experimental class I and the data of experimental class II were random or not. The researcher used SPSS program to see the result of random test. The hypotheses for random test are as follow:

$$H_o = \text{The data is not random}$$

$$H_1 = \text{The data is random}$$

The data can be said random if the significant (Sig. 2-tailed) is greater than 0,05.

4. Hypothesis Test

This test was to find out the hypothesis which was proposed by the researcher is accepted or not. The formulation of the hypotheses (Independent Group T-Test) is as follows:

$$t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

In which $S = \sqrt{S^2}$

$$S^2 = \frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{(N_1 - 1) + (N_2 - 1)}$$

Notes:

x_1 = the mean of experimental class I

x_2 = the mean of experimental class II

S = standard deviation

N_1 = the number of the students in the experimental class I

N_2 = the number of the students experimental class II

The criteria are:

H_0 : t-ratio \leq t-table = accepted

H_1 : t-ratio \geq t-table = accepted

(Hatch and Farhady, 1982:126)

3.9 Hypothesis Testing

The hypothesis was used to prove whether the hypothesis proposed in this research was accepted or not. The researcher used SPSS (Independent Group T-Test). The hypothesis for the research questions are:

H_o = There is no difference of students' reading skills between those who were taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques

H_1 = There is a difference of students' reading skills between those who were taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques

The criteria are:

If the t-ratio is higher than t-table = H_1 is accepted

If the t-ratio is lower than t-table = H_o is accepted

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the discussions and also the suggestions to the other researchers and English teachers who want to implement KWL (*Know, Want to know, Learned*) and Jigsaw techniques to develop students' reading skill and for those who want to conduct the similar research.

5.1 Conclusions

Based on the discussion and the results of the data analysis in this research, the researcher makes conclusions as follows below:

1. There is a significant difference of students' reading skills between those who were taught through KWL (*Know, Want to know, Learned*) and Jigsaw techniques in the ninth grade of MTs.N 2 Pesawaran. It can be seen from the result of post-test in both classes which showed that $p < 0.05$, $p = 0.006$, $0.006 < 0.05$. It proves that H_0 is rejected and H_1 is accepted which means that there is significant difference between the students who were taught through KWL (*Know, Want to know, Learned*) technique and those who were taught through Jigsaw technique on the students' reading skill. However, in general the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques enable the students to develop their

reading skill. In KWL (*Know, Want to know, Learned*) technique, students developed from their schemata. In this case, the students who have more background knowledge are able to comprehend better than those who have less background knowledge. In Jigsaw technique, students developed their working memory. In this case, students actively involve and cooperate. They have to get information, discuss in group and explain to other groups members.

2. Based on the gain of each of aspect of reading in both KWL (*Know, Want to know, Learned*) and Jigsaw techniques, both KWL (*Know, Want to know, Learned*) and Jigsaw techniques proved to develop students' vocabulary especially the aspect of using context for vocabulary since from the hierarchy of difficulty level, vocabulary is the easiest. Meanwhile, students get difficulty in identifying main idea since students need higher level of thinking to do that. Besides, student should know the supporting detail of the text first before they can identify the main idea.
3. From the result of questionnaire in both experimental classes, it was found that the students' perception by the implementation of KWL (*Know, Want to know, Learned*) and Jigsaw techniques are positive. It can be seen that students like reading English text after they were taught by using KWL (*Know, Want to know, Learned*) and Jigsaw techniques. So, the students have positive perception toward KWL (*Know, Want to know, Learned*) and Jigsaw techniques.

5.2 Suggestions

In reference to the conclusions, some suggestions are given for both English teachers and further research.

5.2.1 Suggestions for English Teachers

Based on the results of the research, there are several suggestions suggested for English teachers. Firstly, the teacher should be able to choose a suitable technique for students in order to increase students' reading skills. Since KWL (*Know, Want to know, Learned*) and Jigsaw techniques can give difference significant in improving students' reading skills, it is suggested to English teacher to apply KWL (*Know, Want to know, Learned*) and Jigsaw techniques in teaching reading. Secondly, it was found that the aspects of reading which got the lowest gain is identifying main idea. Hence, it is suggested that the English teachers to give more explanation about this aspect until the students can identify main idea from the text correctly.

5.2.2 Suggestions for Further Research

Besides the suggestions for English teachers, there are also several points necessary for further study to concern. Firstly, it was found that KWL (*Know, Want to know, Learned*) and Jigsaw techniques are suitable techniques for students to increase students' reading skills. Therefore, it is suggested for further study to employ different skill, i.e. speaking, listening and writing.

Secondly, in relation to research design, it is suggested that further study employ true experimental design to generalize the result of the research and strengthen the internal validity due to the use of both experimental classes.

Finally, in relation to subject of the research, further study may apply more participants in order to enhance the generalization and transferability of the finding of the research. The different context and setting may be worth investigation since it may discover new findings and values of KWL (*Know, Want to know, Learned*) and Jigsaw techniques

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