

**PROMOTING STUDENTS' READING COMPREHENSION THROUGH
VIDEO-JIGSAW INTEGRATED TECHNIQUE
AT SMAN 8 BANDAR LAMPUNG**

(A Thesis)

By

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**MASTER DEGREE OF ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
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BANDAR LAMPUNG
2016**

ABSTRACT

PROMOTING STUDENTS' READING COMPREHENSION THROUGH VIDEO-JIGSAW INTEGRATED TECHNIQUE AT SMAN 8 BANDAR LAMPUNG

By:

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This research was conducted from a situation in which there were still many students who got difficulties in reading comprehension. One of the strategies which is helpful to give a good effect on promoting students' reading comprehension is video-jigsaw integrated technique. Thus, this researcher was intended to find out the implementation of this technique in reading class and to find out which reading skills had the highest and the lowest increase after the technique was implemented.

This one group pretest-posttest research was conducted at SMAN 8 Bandar Lampung. The data were collected through the pretest and posttest and they were analyzed by using Paired Samples t-test with SPSS 17.0, and the observation was also done during teaching and learning process.

Based on the calculation of the test, the results showed that the students' mean score of posttest (71) in experimental class was higher than the pretest (58) with the gain 13. The results of t-test for the significant (2-tailed) value was 0.000 with α level $p < 0.05$. This showed that the hypothesis was accepted, since there was a significant increase in students' reading comprehension achievement. Thus, this suggests that Video-Jigsaw integrated technique can be applied to activate students' schemata in reading class.

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A Thesis

Submitted in a Partial Fulfillment of the Requirements for Completing
Master Degree in the Language and Arts Department of
Teacher Training and Education Faculty



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2016**

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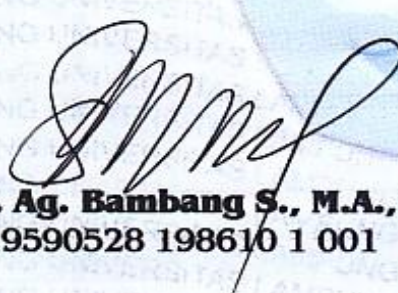
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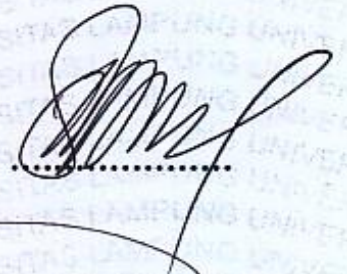
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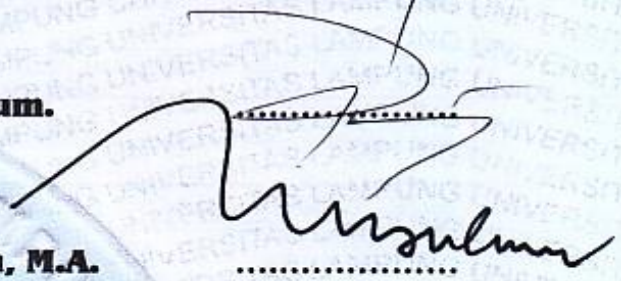
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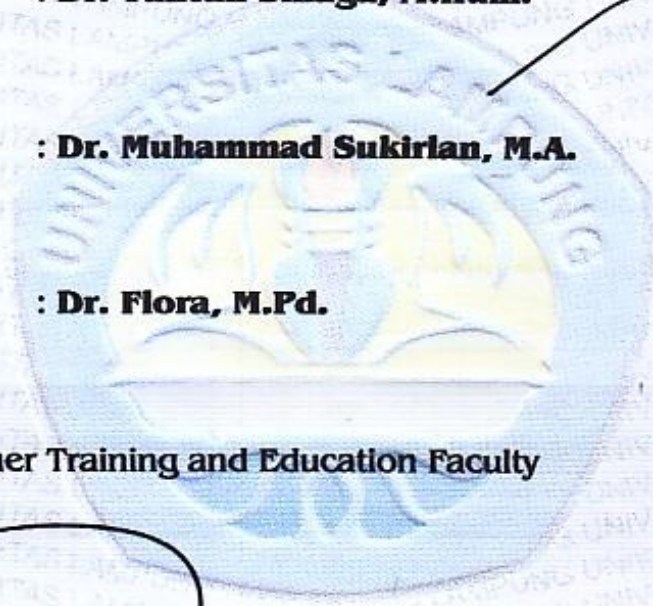
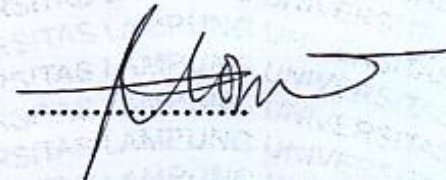
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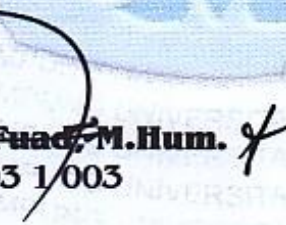


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CURRICULUM VITAE

The writer's name is Mery Novita. She was born on November 14th, 1987 in Bandar Lampung. She is the second daughter of Drs. H. Sudirman Rahid and Dra. Hj. Rohimawati. She is a wife of Aquino Saputra, A.Md. She is also a mom for a child named Saladin Gibran Al-Farizi.

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DEDICATION

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

- ❖ My beloved partner in life, Aquino Saputra, A.Md.
- ❖ My beloved parents, Drs. H. Sudirman Rahid and Dra. Hj. Rohimawati.
- ❖ My beloved sisters, dr. Ayudhiya Maulina, Dhona Kartika, S.Pd., M.Pd, and dr. Gita Augesti.
- ❖ My adorable son and upcoming baby boy, Saladin Gibran Al-Farizi.
- ❖ My fabulous friends of the 1st batch of Master of English Education.
- ❖ My Almamater, Lampung University.

MOTTO

“There are no shortcuts to any place worth going.”

- Beverly Sills (American operatic soprano) –

“Indeed, with hardship [will be] ease.”

-Holy Qur'an, Ash-Sharh (94:6)

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Gratitude and honor are addressed to all people who have helped and supported the writer until completing this thesis, since it is necessary to be known that it will never have come into its existence without any supports, encouragements, and assistances by several outstanding people and institutions. Therefore, the writer would like to acknowledge his respect and sincere gratitude to:

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader,

and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, July 27th, 2016

The writer,

Mery Novita

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I. INTRODUCTION

This chapter comprises formulation of the problem which includes the reason for conducting the research, objectives of the research, uses of the research, scope of the research, and definition of terms.

I.I Background of the problem

Reading is one of the necessary language skills students need to master. They need to have good reading skills for acquiring knowledge and learning new information. Based on the recent curriculum, the objective of teaching reading for the first grade of SMA students is to enable the students to identify main idea of whole text, vocabularies, and some information of reading text. Reading is important for the students to comprehend a reading text with having knowledge in general view of the text because it can help them to understand main idea of the text and predict what will be discussed on the text. Grabe (2002:8) defines reading as a complex ability to extract, build meaning from a text. In short, reading is generally defined as a process of identifying written or printed text to understand its meaning.

In fact, based on the researcher's interview to the English teacher and pre-observation at SMAN 8 Bandar Lampung, it was found out that there were many

students who had several problems in learning English, especially in reading. The students got difficulties in comprehending the text. They have difficulty to find the main idea of the text or paragraph, the main topics, and the information in the reading text. Some students were reluctant to engage in the learning process. Teacher dominated most of the activities in classroom and it made students lack of opportunity to construct their own understanding in comprehending the material. Besides, the teacher limited the students' interactions in the classroom to share their idea to the other, so the students only did what their teacher asked. As the result the students' reading comprehension achievement on the first grade of this school was still under average.

From the problems stated above, it seems to be important to take an action by using appropriate technique which emphasizes the student-centered so that it can promote students' reading comprehension. Many researchers (See e.g. Meng, 2010; Kazemi, 2012; Tran, 2012; Kardaleska, 2013; Adams, 2013) have been interested in doing research to investigate appropriate reading strategies to help students have better understanding when they read. The results show that some are successful with a particular group of students but some are not. Teachers need to use many different kinds of techniques and to continuously renew their efforts to have the students attain the highest achievements. There are many techniques that can be applied for teaching reading comprehension. One of them is video-jigsaw integrated technique. Teachers can use this technique to assist students to comprehend the material, to increase students' motivation as well as create interpersonal and team skills.

Burkhardi and Turner (2001:13) state that jigsaw technique provides a natural mechanism for producing student groups that demonstrate elements, identified as central to cooperative learning, positive interdependence, individual accountability, face to face interaction, use of collaboration skills, group processing and presentation skills. In this technique, the material is separated first into some pieces then students who got the same part discussed it into the expert group, each student has responsibility to master the material, discuss, and the result will be reported to home group. This technique increases participation among students.

Maftai and Popescu (2011:1109) state that the jigsaw strategy, developed by Elliot Aronson, is a group-work method for learning and participating in group learning activities. It is a cooperative learning strategy that enables each student of a group to specialize in one aspect of a learning unit to resolve a task or class project. A good planning could make this technique be appreciated for students and it can stimulate an academic approach with interesting theme. Jigsaw technique can develop students' self-confidence, argumentative group communication, group working skills, create critical, logical, independent thinking, develop individual and group responsibility by teaching someone else acquired knowledge.

In other words, jigsaw technique is a cooperative learning method in which students work in small group. Through the application of this technique, there are many benefits that the students can get in teaching and learning proces especially in reading class such as creating free atmosphere in classroom, increasing amount of participation in engaging the reading material, reducing need for

competitiveness, reducing teacher's dominance in the classroom, reducing students' affective filter, and helping create an active learner-centered situation. Jigsaw can make students free to interact with their friends, to share their opinion or their ideas, less threatening, to read and discuss the text with their peers that will lead students to understand the material easily. Here, the students study to work in a group and discuss the material together in a group that will lead student-student interaction. Students can learn to hold the responsibility not only for themselves but also for their group. The member in the group that is responsible for the lesson materials is able to teach the topic to other members of group. By doing the discussion, the students will be active in the class and comprehend the text easily.

In short, jigsaw reading technique gives the students more comfortable, free to have discussion with their group, and have a new fresh situation in the classroom and students' reading comprehension achievement will improve. However, since reading is an interactive process in which readers construct a meaningful representation of text using their schemata which readers combine their own background knowledge with the information in a text to comprehend that text, teacher needs additional information to promote students' reading comprehension. (Khanam, Zahid, Mondo, 2014:83). Besides, jigsaw technique only relies on peers' information it seems that the information or knowledge that students have is not enough to optimize students' comprehension in reading because of their same level of proficiency or ability. The use of audio visual, video, might help students optimize their mastery of the material and activate their schemata on reading.

McKinnon (2000:1) says that video is a valuable classroom tool that makes students to be actively involved in the teaching learning. Video as a listening tool can enhance the listening experience for students. He states that teacher can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures that our students can observe in a video clip, provide an important visual stimulus for language production and practice. In other word, it can help students build their schemata before students are in the actual process of reading.

In inference to the reasons stated above, this study is conducted to promote students' English reading comprehension at the first grade in SMAN 8 Bandar Lampung. In brief, the researcher purposes to conduct a research entitled "PROMOTING STUDENTS' READING COMPREHENSION THROUGH VIDEO-JIGSAW INTEGRATED TECHNIQUE AT SMAN 8 BANDAR LAMPUNG."

1.2 Research Questions

In this study, two main research questions are addressed as follows:

1. How is the implementation of video-jigsaw integrated technique in reading class?
2. Which reading skill has the highest and the lowest increase after the students are taught by video-jigsaw integrated technique?

1.3 Objectives of the Research

1. To find out the implementation of video-jigsaw integrated technique in reading class.
2. To find out which reading skill has the highest and the lowest increase after the students are taught by video-jigsaw integrated technique

1.4 Uses of the Research

The uses of this research are :

1. Theoretically, the results of the research are expected to give contribution and be beneficial to support on teaching and learning method.
2. Practically, it can be a consideration for English teachers that cooperative learning can be applied in teaching reading for their students.

1.5 Scope of the Research

This research used the first grade students as a subject and as an experimental group to find out the implementation of video-jigsaw integrated technique in reading class and to investigate what reading skill has the highest increase and what skill of reading has the lowest increase. The students were expected to be able to comprehend the following reading aspects: main idea, specific information, reference, inference and vocabulary. The type of reading was about descriptive text since according to recent curriculum for the first grade of senior high school is about descriptive text. In this research, researcher used video-jigsaw integrated technique to develop students' reading comprehension and did observation to know the implementation of video-jigsaw integrated technique in the classroom.

1.6 Definition of Terms

There are some terms used by the researcher, so in order to make it clear, the researcher gives some definitions below :

1. Reading is an interactive process in which readers construct a meaningful representation of text using their schemata. Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text (Khanam, Zahid, Mondol, 2014:83).
2. Reading comprehension means relating what someone does not know or new information to what he already knows through printed messages being read. Comprehension in reading may be regarded as relating aspects of the world around us including what we read to the knowledge, intentions, and expectations we already have in our head (Smith, 2004:13).
3. Jigsaw technique is a technique that provides a natural mechanism for producing student groups that demonstrate elements, identified as central to cooperative learning, positive interdependence, individual accountability, face to face interaction, use of collaboration skills, group processing and presentation skills (Burkhardi and Turner, 2001:13).
4. Video is a valuable classroom tool that makes students to be actively involved in the teaching learning (McKinnon, 2000:1).

5. Video-Jigsaw integrated technique is a kind of reading technique. It is one of the teaching techniques that is combined between the implementation of jigsaw equipped with video to build students' schemata before students are in the actual process of reading.

II. FRAME OF THEORIES

This chapter presents the theories which are related to the research. It covers a number of aspects, such as review of previous research, reading comprehension, measuring reading comprehension, the principles of learning reading, descriptive text, jigsaw, video. This chapter also describes procedures of learning reading through jigsaw technique, advantages and disadvantages of using jigsaw technique and video in the classroom, learning video-jigsaw integrated technique in the classroom, theoretical assumption, and hypotheses.

2.1. Review of Previous Research

There have been several studies conducted in relation to the influence of jigsaw technique in promoting students' reading comprehension. They find that jigsaw technique plays great role in improving students' reading comprehension. The only difference is that each of the research uses different variables, methods, and the materials in improving students' reading comprehension.

Meng (2010) writes the article related to the jigsaw technique and reading. The writer reforms traditional reading teaching approaches and tries to combine jigsaw cooperative learning with the teaching of English reading for the purpose of confirming that jigsaw technique is more effective in teaching reading. The result of this study shows that through Jigsaw technique the students in the experimental

class benefited from the cooperative learning approach. It also fosters the interest of students in learning English and improves their reading ability. Besides, there is a significant improvement between the students who are taught by using jigsaw method and the students are not taught by using it. In the conclusion of her study shows that the mean of experimental class in pre-test is 10.96 and in post-test is 13.10. The result shows that there is a different result in improving their reading mastery between students who are taught using jigsaw and students who are taught using traditional method.

Another researcher is Kazemi (2012). He studies the case of jigsaw technique in improving students' reading comprehension. The study attempts to provide a comprehensive examination of the effects of jigsaw teaching method on Iranian EFL learners in terms of their reading comprehension achievement. To this end, 38 participants were exposed to the jigsaw instruction. The result of a paired-samples T-test shows that the students' post-test reading scores improve significantly ($P=0.000$) when being compared with their pre-test scores.

Besides, Kardaleska (2013) identifies the effects of using the Jigsaw approach on reading comprehension, and in particular in an ESP classroom. The paper presents the results of ESP classroom experience implementing the jigsaw approach and its pedagogical implications. The experimental group performed better in both explicit and implicit questions, while control group relying on direct factual information demonstrated better performance in the explicit questions.

Meanwhile, Adams (2013) studies the use of Jigsaw technique in Basic six of Holy Child Practice Primary School in Action research design. The research instruments are observation and questionnaire. The researcher employs the Jigsaw technique as the intervention. The sample size used is 40, made up of 30 pupils and 10 teachers from the same institution. The study reveals that jigsaw is a very useful technique. Through the use of the technique, pupils naturally develop the interest of working with their colleagues and through that they learn from each other. The observation conducted by the researcher after the intervention also confirmed that most of the pupils are able to take active part in the lesson by answering questions during and after the lesson.

In addition to the advantages, jigsaw approach that previous researchers implemented has its limitations. Studies above show that jigsaw technique only relies on peers' information. It seems that the information or knowledge that students have is not enough to optimize students' comprehension in reading and not enough to activate students' schemata that leads students in comprehending the reading material before students are in the actual process of reading. Besides, they also have same level of proficiency or ability in English. So, we need additional information to promote students' reading comprehension. The use of clear audio visual, which is video, might support and help students optimize their mastery of the material, build their schemata on reading, and motivate them to engage in the course as well. In this research, the researcher tried to fill out the limitation of the previous research by integrating video and jigsaw to optimize students' reading comprehension.

2.2. Review of Related Literature

On this sub topic, the writer is going to propose a review of related literature which has a relationship with this research as follows:

2.2.1. Reading and Roles of Schemata

Reading in second language is a complex activity. EFL readers construct meaning from clues found in a text which is related to the use of background knowledge in understanding the content of the written pages. Reading is an interactive process in which readers construct a meaningful representation of text using their schemata. Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text (Khanam, Zahid, Mondo, 2014:83). So, reading activities are designed along with the activation of the learners' schemata. Research on the theory of schema had great impact on understanding reading comprehension in first and second language. It made clear the case that understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material.

The importance of background knowledge has main implications for readers: first, reader must take into account the knowledge on which any written text is based. Second, if a reader is not actively using his/her background knowledge, a significant part of the reading process is not taking place. Building and using background knowledge are helping us become better readers.

2.2.1.1. Types of Schemata

According to the nature of contents, different types of schemata have been suggested, they are:

1. Formal schemata.

Formal schema refers to background knowledge of the formal, rhetorical organizational structures of different types of texts" (Carrel and Eisterhold in An 2013:130). In other words, formal schema refers to the knowledge of the ways in which different genres are presented, with reference to Richards et al. (2000:405), they point out that schema or macro-structure refers to the underlying structure which accounts for the organization of a text or discourse. Different kinds of texts and discourse (e.g. stories, description, letters, reports, poems) are distinguished by the ways in which the topic, propositions, and other information are linked together to form a unit. This underlying structure is known as formal schemata. Lack of such kind of knowledge also contributes considerably to the problems in reading comprehension.

2. Content schema.

It refers to background knowledge of the content area of the text. It contains conceptual knowledge or information about what usually happens within a certain topic, and how these happenings relate to each other to form a coherent whole. It is an open-ended set of typical events and entities for a specific occasion. It also refers to the familiarity of the subject matter of the text. It includes an understanding of the topic of the text and the cultural-specific elements needed to interpret it. For example, schema for going to a restaurant

would include information about services, menus, ordering dishes, paying the bill (giving a tip), and so on .

In accordance with this research, an audio visual media was used to help students activate their background knowledge. There is something about watching a video that explains things better than just reading. The visuals combined with the information, either told or written, helps many people to grasp the concept they need to learn. Video clips can assist students in building the background knowledge. The idea of building schemas has been around for a long time, and video is a great way to build them. It helps students see and hear about the topic being studied. It clears up misconceptions right away and gives exposure to the students before the in-depth study. When students are learning new information, however, their brains need something to tie the new information to, in order to understand it and remember it better (Power, M, 2011:1).

2.2.2 Reading Comprehension

There are many definitions of reading according to many experts. Grabe (2002:1) defines reading as a complex ability to extract, or build meaning from a text. Reading requires efficient knowledge to world and given topic also an efficient knowledge of the language. It can be said that the more background knowledge the reader have, the easier they comprehend the text. Grabe and Stoller (2001:188) state that reading is ability to draw information from a text and combine it with information and expectations that the reader already has.

Reading also always has strong relationship with the reader, which the reader has to understand the meaning in the text or printed materials using their background knowledge and their logical judgment. The more skillful the reader, the closer meaning that the reader makes to the writer intends about the text.

Meanwhile, comprehension is one of the influential aspects of reading because reading will not be successful without comprehending. It can be said as the comprehension process, which is a process where the reader tries to connect their background knowledge, understanding, and their logical judgment of the text. It is also supported by AlSalmi (2011:698). He defines reading comprehension is not only a matter of understanding the print on page but, it is the creation of meaning by combining what the print tells with what the reader already possesses as knowledge.

To achieve comprehension, it is crucial for the reader to make use of his previous experiences. In comprehension process, readers carry their background knowledge, ability to recognize, use rhetorical structure, and ability to use reading strategies in storing information contained in a text. It confirms that some capabilities in inviting and bringing the knowledge toward the text that is called recognizing and reading strategies are also important in comprehending process.

On the other hand, Wooley (2011:15) defines Reading comprehension as the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Harmer (2001: 68) states that reading is useful for language development. Many students develop their reading skill in purpose either for their careers, for study purpose or for pleasure. In reading the students are more or less understand about what they have read. It means that the more they read, the better they will understand at it. The success of reading activity is often depending on the level of the reading material which is given. How well the students will able to deal with reading materials depend on whether the reading materials are designed for intensive or extensive reading. A good reading text can introduce an interesting topic, stimulate discussion, excite imagination response and provide the springboard for the better reader, and create an attractive lesson.

From the definition above, it can be summarized that reading comprehension is a process not just to read the sequences of alphabets, but to discover and reveal what they mean and then send it to the readers' mind in order to understand what they are all about and the writer intends about the text by bringing the readers background knowledge and reading strategies.

2.2.2.1 Measuring Reading Comprehension

In measuring reading comprehension, there are five types of reading skills, they are:

1. Finding main idea

Finding main idea is getting the most important idea stated in the topic sentence. It is the main purpose of comprehension. There is no reading without understanding the main idea.

2. Finding the specific information or part of text

Finding the specific information or part of text means looking for the information that is relevant to the goal in mind and ignores the irrelevant.

3. Finding reference

Finding reference means interpreting and determining one linguistic expression to another. It contains words or phrases used as a signal to know other meaning referring to the words provided in the text in order to avoid unnecessary repetition of words or phrases.

4. Making inference

Making inference is drawing a conclusion based on the facts in the text. It is one of the comprehension strategies to make a conclusion about what is not directly stated in the text based on clues given.

5. Understanding vocabulary

Understanding vocabulary is an important role in understanding the meaning of the text by identifying the synonyms, antonyms, compound words and their components, and also grammatical categories.

2.2.3. The Principles of Teaching Reading

According to Harmer (2001:70-71), there are five principles behind the teaching of reading, those are :

a. Reading is not passive skill

Reading is an incredibly active skill. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. It means that reading is not only reading the text word by word but reading is also activity where the reader has the purpose in reading to comprehend about the text that they read. If we or the students do not do these, we just scratch the surface of the text and we quickly forget about it.

b. Student need to be engaged in what they are reading.

Students who are engaged with reading text and interested in what they are doing will find reading texts beneficial. They will be fired up by the topic or the task. They get much more from what is in front of them. Teacher needs to give the motivation to the student for reading the text, by telling them about the topic, and the purpose of reading so the student will be interested by the text, and they are eager to read the text.

c. Student should be encouraged to respond to the content of the reading text, not just the language.

It is important for students to study reading text not just use the language. The students should be allowed to express their feeling about the topic. One of the purposes of reading is to comprehend the text and respond the text after we have read by giving our opinion, telling the text material to the other or answer some questions based the topic of the text.

d. Predicting is a major factor in reading

When the students read the text they frequently have a good idea of content, book covers give us a clue of what article are about, and our brain starts up to predict what we are going to read and the article process of reading is ready to begin. The teacher should give student clue so that they can predict what is coming too. It will make them better and more engaged reader. In class, it is necessary to introduce the students to the context before they read. The context can be elicited or prompted from earlier work, the course book, pictures, and discussions and so on. Without setting the scene, the tasks can be difficult.

e. Match the task to the topic

We could give students what reading text the student are going to read. We need to choose good reading tasks. The right kinds of question, engaging and useful puzzle, and so on. The most interesting text can be under mind by asking boring and appropriate questions. The most common place can be made really exciting with imaginative and challenging task. After that the students are familiar with both the context and text, they can be given more detailed comprehension questions to answer. These questions will require the students to identify specific pieces of information and can be different types. For example:

- Comprehension
- True or False
- Multiple choice

f. Good teachers exploit reading text to the full

Any reading of text is full of sentences, words, ideas, descriptions, and so on.

Good teachers integrate the reading text into interesting class sequences, using the topic or discussion and further task using the language for study and later activities.

2.3. Descriptive Text

According to the syllabus of recent Curriculum, in reading skill, students of the first year of senior high school have to be able to comprehend descriptive text.

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Descriptive text has certain characteristics, they are:

1. Social Function

- to describe and reveal a particular person, thing, or place.

2. Generic Structure of Descriptive Text

- a. Identification: identifies the object that will be described for person, mention the name, place & date of birth, occupation/profession.

Example:

His full name is Lionel Andres Messi. He was born in Rosario, Argentina, on 24 June 1987. His father's name is Jorge Horacio Messi, and his mother is Celia Maria Cuccittini. He has two brothers and one sister. His brothers' names are Rodrigo and Matias. His sister's name is Maria Sol.

- b. Description: Describes parts (physical performance/features), qualities, characteristics of the person or thing described.

Example:

Lionel Messi is a famous footballer playing for Barcelona FC in Spain. He is a very talented footballer. He can dribble well like dancing. He can also run very fast although his body is too short for a footballer. He can pass the ball well and help his team winning a game. Beside those abilities, Lionel Messi is also an excellent goal getter. He often goals in every game he plays.

Lionel Messi has several achievements. He has ever won the best footballer in the world 3 times. In Spain he has several achievements such as the best goalscorer and top goalscorer. He brings Barcelona to win trophy of La Liga and Champions League many times. Unfortunately, his achievement in La Liga doesn't bring anything to his career in Argentina's team. Since he has joined the national team, they never win a trophy. Messi is well-known as a very kindhearted person. He is very polite in and outside the pitch. He finds an institution of charity to help children in health and education.

(sekolahbahasainggris.com)

3. Language features :

a. The use of adjectives and compound adjectives.

Example:

- a five hundred seated football stadium.
- a beautiful ancient Roman opera house.

b. The use of Linking Verbs/ relating verbs.

Example :

- The temple is so magnificent.
- The temple consists of five terraces.

c. The use of Simple Present Tense

example. :

- The museum houses hundreds of Greek Statues.

- The hotel provides 450 rooms and a large swimming pool.

d. The use of degree of comparison

example :

- The weather in Jakarta is hotter than Bandung.

- Bogor has the same weather as Ungaran

Example of descriptive text:

My seatmate

I have a seatmate in my class. Her full name is Regina Septina, but I usually call her Regi. Regi is someone who is interesting either from her physical or her character. Many people say that Regi has a beautiful face, and I agree with that statement. Regi has light skin, tall body, and she has black wavy hair.

Regi also has a pleasant character. Almost every day I laugh out loud made by her. She makes me forget all the problems that happened to me when I am with her. I'm very happy to be her friend.

(sekolahbahasainggris.com)

2.4. Jigsaw

Burkhardi and Turner (2001:13) state that jigsaw technique provides a natural mechanism for producing student groups that demonstrate elements, identified as central to cooperative learning, positive interdependence, individual accountability, face to face interaction, use of collaboration skills, group processing and presentation skills. In this technique, the material is separated first into some pieces then students who got the same part discussed it into the expert group, each student has responsibility to master the material, discuss, and the result will be reported to home group. This technique increases participation among students.

Maftai and Popescu (2011:1109) state that the Jigsaw strategy, developed by Elliot Aronson, is a group-work method for learning and participating in group learning activities. It is a cooperative learning strategy that enables each student of a group to specialize in one aspect of a learning unit to resolve a task or class project. A good planning could make this technique be appreciated for students and can stimulate an academic approach with interesting theme. Jigsaw technique can develop students' self-confidence, argumentative group communication and group working skills, create critical, logical, and independent thinking, and develop individual and group responsibility by teaching someone else acquired knowledge.

Slavin (2008: 152) states that cooperative learning increases student achievement if it incorporates two key elements: Group goals and individual accountability. That is, groups are rewarded based on the individual learning of all group members, not on a single group product.

Based on opinion above, we can conclude jigsaw is model learning technique of cooperative learning, with students learn in small group consist of four or six person, diverse inter gender ethnicity, race and ability, cooperative in positive interdependence and responsible to present the task for each member.

2.4.1. Advantages and disadvantages of using Jigsaw technique in the classroom.

According to Tewksbury (2015), there are some advantages and disadvantages of applying jigsaw technique in the classroom.

2.4.1.1 The advantages of applying Jigsaw in the classroom

There are some advantages of using jigsaw technique :

1. Students have the opportunity to teach themselves, instead of having material presented them. The technique fosters depth of understanding.
2. Each student has practiced it in self-teaching, which is the most valuable of the entire skill. Teacher can help them learn.
3. Students can practice in peer teaching, which requires that they understand the material at deeper level than student typically do when simply asked to produce an exam.
4. Students become more fluent in use of English.
5. Each student has a chance to contribute meaningfully to discussion, something that is difficult to achieve in large group discussion. Each student develops an expertise and has something important to contribute.
6. Asking each group to discuss a follow-up question after individual presentation fosters real discussion.

2.4.1.2. The disadvantages of applying Jigsaw in the classroom

Implementation of jigsaw technique in class not only has the advantages but also disadvantages, such as follow:

1. It takes much time to organize the group
 The teacher should make groups that combine the students who have different intelligences
2. If students do not get into their group quickly enough or read their initial texts quickly enough, it will run out of time.

3. If one or two obstinate students don't participate a whole group or two will lose out on a piece of the text.
4. The class situation becomes noisy, so the teacher needs to control the students
5. A teacher cannot monitor all groups at once.
6. It only depends on students' information which basically have same level of proficiency.

2.5. Video

McKinnon (2000:1) says that video is a valuable classroom tool that makes students to be actively involved in the teaching learning. Video as a listening tool can enhance the listening experience for students. He states that teacher can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures that our students can observe in a video clip, provide an important visual stimulus for language production and practice.

He also states that video is the perfect media for students who are auditory or visual learners. With the added use of subtitles, each student has the choice to watch, listen to, or read each presentation that can help build students' background knowledge. Video stimulates and engages students creating interest and maintaining the interest for longer periods of time and it provides an innovative and effective means for educators to address and deliver the required curriculum content. Moreover, Garza (1996:1) states that the use of video materials are particularly as a potential remedy for text-bound teaching materials. He says that basic criteria for selecting video should contain the desired linguistic material, be thematically interesting; require repeated viewings for the student to

comprehend the text fully, have a high audio/visual correlation, and be brief. In other words, the presence of video assists students comprehend the text.

2.5.1. Advantages and disadvantages of using Video in supporting students' reading comprehension.

According to McKinnon (2000: 3), there are some advantages and disadvantages of applying video in the classroom.

2.5.1.1. The advantages of using Video in the classroom

1. Reading through books at times, becomes a tiring task and this is when you can take the help of videos for learning.
2. It has been proved that visuals are always interesting and engaging than reading through pages after pages. Hence, videos can keep students engage in the course.
3. Videos are mostly very demonstration-friendly.
4. Students who are good visual learners will be having lot of advantages studying from videos. They can store information easily.
5. Teachers can use video to give students further opportunities to practice predicting what will happen next and then summarize what actually happened in the video.

2.5.1.2. The disadvantages of using Video in the classroom

1. Playing video can use a lot of bandwidth and take time to load.
2. If the video created does not match up the standards of a high quality video, then it can be distracting instead of useful.

2.6. Learning Jigsaw in the classroom

According to Aronson (2008:1-5), there are ten steps considered important in the implementation of the jigsaw classroom. They are as follow :

1. Students are divided into 5 or 6 persons in a jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race.
2. One student should be appointed as the group leader. Those persons should initially be the most mature student in the group
3. The day's lesson is divided into 5-6 segments (one for each member)
4. Each student is assigned one segment to learn. Student should only have direct access to only their own segment.
5. Student should be given time to read over their segment at least twice to become familiar with it. Students do not memorize it.
6. Temporary expert groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Student 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. Student comes back to their jigsaw group.
8. Student presents his or her segment to the group. Other members are encouraged to ask questions for clarification
9. The teacher needs to float from group to group in order to observe the process. Control and manage the class if any group is having trouble such as a member being dominating or disruptive. There will come a point that group leader should handle this task. Teacher 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 they really count.

2.7. Learning Video-Jigsaw integrated technique in the classroom

There are many previous studies done by the researchers applying jigsaw technique in their study but the technique procedures that they adapted from Aronson still has the weaknesses. They are as follow:

1. Jigsaw technique only depends on peers' information and it seems that the information or knowledge that students have is not enough to optimize students' comprehension in reading. It is due to their same level of proficiency or ability in English. Moreover, we need additional information to promote students' reading comprehension. The use of audio visual (video) might help students optimize their mastery of the material and build their schemata on reading.
2. The previous researcher does not brainstorm about concept, setting and format of jigsaw and the material to students. Brainstorming the idea or the concept about the technique and about the material before treatment is considered important since most of the students have no idea about the technique that teacher will be used. It can be concluded by brainstorming the concept, setting and format of jigsaw, students will get better view about the technique and the topic/ material that will be delivered.

3. The previous researcher does not show an example of applying jigsaw and sample of the text in an attractive way.

Reading through books at times becomes a tiring task. It may be a concern for teacher to show the example of the technique and sample of the text in an attractive way so that students' motivation will be improved. The use of audio visual, video, may help overcome students' problem in comprehending the text. It has been proved that visuals are always interesting and engaging than reading through pages after pages (Mark McKinnon, 2000:6). Hence, videos can keep students engaged in the course.

4. The previous researcher does not give better/clear instruction about the procedure of jigsaw.

Unclear instruction from the teacher about the procedure of the technique may give confusion to the students in the teaching learning. It will also be a concern for a teacher to give better or clear instruction about the procedure of jigsaw. In brief, the use of video as audio-visual media is considered important to give them clear instruction about the procedure of the technique and help them build their schemata.

Here, the researcher developed jigsaw proposed by Aronson by applying video-jigsaw integrated technique in the classroom to optimize students' reading comprehension and to build students' schemata. The integration was done due to the effectiveness of video as a technique to overcome the weakness of jigsaw proposed by Aronson. Video as an audio visual aid is beneficial for the teacher and students in English Language Teaching. Video can be used as an aid to teach the four skills namely reading, listening, speaking and writing. Students love video

because videopresentation is interesting, challenging, andstimulating to watch. It also brings howpeople behave in culture whose language theyare learning into the classroom. It enablesstudents to have authentic experience uncontrolled environment. It is alsocontextualizing language naturally by showingreal life into the classroom. In short, the technique promoted students' reading comprehension.

Underlying principles of the procedure, there weresteps done by the researcher to overcome the weaknesses from Aronson by applying video-jigsaw integratedtechnique in the classroom. They were as follow :

1. In pre phase, students werebrainstormed or built their schemata related to the material that was delivered by asking questions and displaying the video. Students listened and watched the video.
2. Students werealso brainstormed or activated their schemata about jigsaw technique and the sample of the text by displaying the video. In this phase, Students listened and watched the video.
3. After students finished watching them, and having clear instruction about the technique. Students were divided based on the number of the paragraph that is into 4 or 5 persons in a jigsaw group.
4. One student wasappointed as the group leader.
5. The day's lesson was divided into 4-5 segment (one for each member)
6. Each student was assigned one segment to learn. Student should only have direct access to only their own segment.
7. Studentswere given time to read over their segment at least twice to become familiar with it. Students did not to memorize it.

8. Temporary experts group were formed in which one student from each jigsaw group joined other student assigned to the same segment. Student in this expert group was given time to discuss the main points of their segment and rehearsed the presentation they were going to make to their jigsaw group.
9. Student came back to their jigsaw group.
10. Student presented his or her segment to the group. Other members were encouraged to ask question for clarification
11. The teacher needed to float from group to in order to observe the process. There came a point that group leader should handle this task. Teacher could whispers to the group leader as to how to intervene until the group leader could effectively do it themselves.
12. A quiz on the material was given at the end so students realize that the sessions were not just for fun and games but they really counted.

Therefore, applying video-jigsaw integrated technique helped students improve their reading comprehension.

2.8. Theoretical Assumption

Based on all the literatures reviewed above, the researcher assumes that applying video-jigsaw integrated technique in the classroom is good for students. It is because this technique helps the students comprehend the text especially in descriptive text, gives a big opportunity for students to understand the material/the text easily and discusses it with their friends and makes each student has a chance to contribute meaningfully to discussion. So, it makes the students motivated and active in reading and share their ideas in front of all their friends and class.

Therefore, applying video-jigsaw integrated technique gives positive influence in reading comprehension achievement.

2.9. Hypotheses

To add information on its relative effects of Video-Jigsaw Integrated technique, the following study is undertaking. It is hypothesized that by applying this technique can influence students' reading comprehension achievement in descriptive text in the reading skills: determining main idea, finding the specific information or part of text, finding reference, finding inference, and understanding vocabulary.

III. RESEARCH METHOD

This chapter is about the research method which includes research design, population and sample, data collecting techniques, research procedure, scoring system, data analysis, and hypotheses testing.

3.1 Research Design

This was quantitative research in which one-group pretest-posttest was applied . Pretest was conducted to find out the preliminary ability students and posttest was conducted to see whether Video-Jigsaw technique was able to improve students' reading comprehension achievement. From the test, it was also to see what reading skills increase the most and what reading skills increase the least. Moreover, the students were assigned randomly to one or the other group.

The design is shown in the following way:

T1 X T2

Where :

T1 : pretest

T2 : pretest

X : treatment (using video-jigsaw integrated technique)

(Setiadi, 2006:131)

In addition, the observation was conducted to find out how the implementation of this integrated technique worked in the classroom.

3.2. Population and Sample

The research was conducted at SMAN 8 Bandar Lampung. The population of the research was the first year students of SMAN 8 Bandar Lampung. There were thirteen classes of the first year consisting of 19-25 students each class. The sample was taken randomly using lottery. So, the researcher took Class X3 as experimental class.

3.3. Data Collecting Techniques

In collecting the data, some tests were administered. The type of the tests that were used as follows:

3.3.1 Pre Test

Pretest was administered to experimental group in the beginning of the treatment in order to find out the student's reading comprehension achievement. The test was in form of multiple choice and was taken from student book and internet.

3.3.2 Post Test

Post Test was given to the experimental group at the end of the treatment in order to know the results of the student's reading comprehension of the whole treatment. The test was in form of multiple choice and was taken from student book and other sources from internet.

3.3.3 Conducting the Observation

The observation was conducted in X 3 class to observe the teaching-learning process during the treatment of teaching reading comprehension through video-jigsaw integrated technique.

3.4. Research Procedures

3.4.1 Determining Research problem

The problem of this research was determined based on the pre-observation which was conducted by the researcher in SMAN 8 Bandar Lampung. The researcher interviewed the English teacher at SMA N 8 about her students, and found out that most of the students had problems in reading comprehension.

3.4.2 Determining the Research Instrument

The instrument of this research was objective reading test of multiple choices test. In measuring reading comprehension, multiple-choice selection is more valid than short-sentence answer. Objective text was used for pretest and posttest. Each question had four alternative answers (A, B, C, and D), one correct answer and three distracters. From the test, the answers of the questions proposed in this study were answered.

1. Administering Try-Out Test

The try-out test was conducted the first meeting in another class to know the quality of the test as the instrument of the research for 60 minutes with the reading multiple-choice questions with 55 items and four options. The result of try-out test was used to measure the level of difficulty and discrimination power, to find out the validity and reliability of the test.

2. Selecting and Determining the Materials

The materials of this research were based on the recent curriculum for the first year students. The materials were taken from the school book and internet.

3. Administering Pre-Test

Pre-test was administered to identify the student's basic reading comprehension before the treatments. The test was administered in 60 minutes with multiple choices reading test.

4. Conducting Treatment

The treatment that was applied to the experimental group in the classroom activity was *Video- Jigsaw* integrated technique. This treatment was conducted in three times in 2 x 45 minutes. The topics of the materials were about the description of things or people. Those are *Komodo National Park*, *Oscar Leonard Carl Pistorius*, and *Jam Gadang*. Since the material was about descriptive text.

5. Administering Post-Test Students

Post-test was given at the end of treatments in order to find out the development of the class. The test was administered in 60 minutes of multiple-choice reading test.

6. Conducting the Observation

The observation was conducted in X 3 class to observe the teaching-learning process during the treatment of teaching reading comprehension through video-jigsaw integrated technique. Observation sheet (note where the treatment process was reported) was used to observe teaching-learning activity and to note the classroom events during the treatment process. The observation sheet in the form of a check list is adapted by Frank Serafini (2010). It was used to observe the teaching-learning process of teaching reading comprehension.

7. Analyzing the Result of the Test

The result of pretest and posttest was analyzed using *paired samplet-test* to compare the data of two mean scores.

8. Reporting the Results of the Research

The data from the test and observation were analyzed and reported by the researcher after all the data were collected .

3.5. Schedule of the Research

The research of the data was taken in four meetings, consists of:

- 1) First meeting: The try-out test was conducted in another class out of the experimental class to test the instrument of the research.
- 2) Second meeting: The pre-test was administrated in experimental class to see the students' basic reading comprehension.
- 3) Third meeting up to the fifth week: The treatments and observation of teaching reading comprehension by integrating video and jigsaw technique in the experimental class.
- 4) In the sixth week: The post-test of reading comprehension was distributed and done in experimental class to analyze the improvement of the students' reading comprehension through the techniques, from the comparison of the pre-test and post-test results.

The result of the research found about what reading aspects increased the most , what reading aspects increased the least, and also how the implementation of this technique in teaching learning process was.

3.6 Scoring System

The researcher used this following formula in scoring the students' result of the test.

$$S = \frac{R}{N} \times 100$$

Note:

S = the score of the test

R = the right answer

N = the total of the items

3.7. Criteria of a Good Test

A research instrument was said to have a good quality if it has good validity, reliability, level difficulty and discrimination power.

3.7.1 Validity

Validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria. A test can be considered to be valid if it can precisely measure the quality of the test.

There are four types of validity: face validity, content validity, construct validity and empirical or criterion-related validity. To measure whether the test has good validity, the researcher used content and construct validity since the other two were considered less needed. Face validity only concerns with the appearance of the test. Criterion-related validity is concerned with measuring the success in the future, as in replacement test. The two types used in this research were:

3.7.1.1 Content Validity

Content validity is the extent to which the test measures a representative sample of the subject matter content. The focus of the content validity is adequacy of the sample and not simply on the appearance of the test. Content validity is intended to know whether the test items are good reflection of what was covered. The test items were adapted from the materials that have been taught to the students should be constructed as to contain a representative sample of the course. In order to know whether the test have a good content validity, the items of the test were discussed with the advisors to measure the degree of agreement.

Therefore, the content validity of the test items were conducted by including reading materials which were arranged based on the materials already given and suitable based on the recent curriculum of senior high school. In line with the syllabus for the tenth grade of senior high school, the students were required to be able to comprehend the descriptive text. Meanwhile, the contents of the video shown were same as the materials that students had during learning process with 3 minutes duration.

3.7.1.2 Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Regarding the construct validity, it measures whether the construction had already in line with the objective of the learning. Basically, the construct and content validity overlap. It is a representative of the material from the subject. The relation validity of the instrument refers to construct validity in which the question represents five sorts

ofreading skills, i.e. finding main idea, finding the detail information, finding reference, making inference and understanding vocabulary. Skills of reading in the test are a part of the construct validity and the item numbers are a part of the content validity.

In order to fulfill the criteria of construct validity, the test items are presented in the table specification below:

Table 1. Specification of Data Collecting Instrument (Try-out Test)

No	Reading Skills	Item Number	Number of Item	Percentage of Items
1.	Determining Main Idea	1, 12,18,32,35,38,41	7	12%
2.	Finding Specific Information	2,5,8,9,15,16,17,19,20,21,22,27,29,45,48, 52	16	32%
3.	Finding reference	4, 13, 24, 34, 37, 42, 54.	7	12%
4.	Making inference	3, 6, 7, 10, 11, 26, 28, 30, 31, 36, 39, 40, 43, 44, 47, 49, 51, 55.	18	32%
5.	Understanding Vocabulary	14, 23, 25, 33, 46, 50, 53.	7	12%
TOTAL			55	100%

In order to measure the content and construct validity, *inter-rater* analysis used to make the reading test instrument more valid. Moreover, three school English teachers were the raters in measuring the content and construct validity of the test instrument. The English teachers are Dhona Kartika, S.Pd., Egi Oktami, S.Pd., and Yanti, S.Pd took part in measuring the content and construct validity of the test instrument. If the percentage of one item was >50%, it meant that the item test would be taken. The result of *inter-rater* analysis can be seen on table 2 below:

Table 2. Inter-rater Analysis of the Try-out

Item Number s	Skill Types of Reading Comprehension	Raters			Total Percentage
		R1	R2	R3	
1.	Determining main idea	33.33%	33.33%	33.33%	100%
2.	Finding Specific Information	33.33%	33.33%	33.33%	100%
3.	Finding Reference	33.33%	33.33%	33.33%	100%
4.	Finding Specific Information	33.33%	33,33%	33.33%	100%
5.	Finding Specific Information	33.33%	33.33%	33.33%	100%
6.	Making Inference	33.33%	0%	33.33%	66.66%
7.	Making Inference	33.33%	33.33%	33.33%	100%
8.	Finding Specific Information	0%	33.33%	33.33%	66.66%
9.	Finding Specific Information	33.33%	33.33%	33.33%	100%
10.	Making Inference	33.33%	33.33%	33.33%	100%
11.	Making Inference	33.33%	33.33%	33.33%	100%
12.	Determining main idea	0%	33.33%	33.33%	66.66%
13.	Finding Reference	33.33%	33.33%	33.33%	100%
14.	Understanding Vocabulary	33.33%	33.33%	33.33%	100%
15.	Finding Specific Information	33.33%	33.33%	33.33%	100%
16.	Finding Specific Information	33.33%	33.33%	33.33%	100%
17.	Finding Specific Information	33.33%	33.33%	33.33%	100%
18.	Determining main idea	33.33%	33.33%	33.33%	100%
19.	Finding Specific Information	33.33%	33.33%	33.33%	100%
20.	Finding Specific Information	33.33%	33.33%	33.33%	100%
21.	Finding Specific Information	33.33%	33.33%	33.33%	100%
22.	Finding Specific Information	33.33%	33.33%	33.33%	100%

23.	Understanding Vocabulary	33.33%	33.33%	33.33%	100%
24.	Finding Reference	33.33%	33.33%	33.33%	100%
25.	Understanding Vocabulary	33.33%	33.33%	33.33%	100%
26.	Making Inference	33.33%	33.33%	33.33%	100%
27.	Finding Specific Information	33.33%	33.33%	33.33%	100%
28.	Making Inference	33.33%	33.33%	33.33%	100%
29.	Finding Specific Information	33.33%	33.33%	33.33%	100%
30.	Making Inference	33.33%	33.33%	33.33%	100%
31.	Making Inference	33.33%	33.33%	33.33%	100%
32.	Determining main idea	33.33%	33.33%	33.33%	100%
33.	Understanding Vocabulary	33.33%	33.33%	33.33%	100%
34.	Finding Reference	33.33%	33.33%	33.33%	100%
35.	Determining main idea	33.33%	33.33%	33.33%	100%
36.	Making Inference	33.33%	33.33%	33.33%	100%
37.	Finding Reference	33.33%	33.33%	33.33%	100%
38.	Determining main idea	0%	33.33%	33.33%	66.66%
39.	Making Inference	33.33%	33.33%	33.33%	100%
40.	Making Inference	33.33%	33.33%	33.33%	100%
41.	Determining main idea	33.33%	33.33%	33.33%	100%
42.	Finding Reference	33.33%	33.33%	33.33%	100%
43.	Making Inference	33.33%	33.33%	33.33%	100%
44.	Making Inference	33.33%	33,33%	33.33%	100%
45.	Finding Specific Information	33.33%	33.33%	33.33%	100%
46.	Understanding Vocabulary	33.33%	0%	33.33%	66.66%
47.	Making Inference	33.33%	33.33%	33.33%	100%
48.	Finding Specific Information	0%	33.33%	33.33%	66.66%

49.	Making Inference	33.33%	33.33%	33.33%	100%
50.	Understanding Vocabulary	33.33%	33.33%	33.33%	100%
51.	Making Inference	33.33%	33.33%	33.33%	100%
52.	Finding Specific Information	0%	33.33%	33.33%	66.66%
53.	Understanding Vocabulary	33.33%	33.33%	33.33%	100%
54.	Finding Reference	33.33%	33.33%	33.33%	100%
55.	Making Inference	33.33%	33.33%	33.33%	100%

Based on the Table 2 , the 3 raters agreed with all item numbers of the try-out. Though one of the raters disagreed with some item numbers, such as in item number 6, 8, 12, 38, 46, 48, and 52; but since the 2 other raters agreed with those number items and the total percentage of those number items were 66.66% (>50%); thus, they were taken and considered valid.

Meanwhile, to fulfill validity of the video, the materials displayed through video were about *Jam Gadang, Komodo Island, and Oscar Leonard Carl Pistorius* with 3 minutes duration. The Video was in the form of audio visual in English and was displayed on students' computer screen. Every two students shared one computer in the language laboratory. Moreover, every student saw the video clearly.

3.7.2 Reliability

Reliability refers to whether the test is consistent in its score and gives us an indication of how accurate the test scores are.

A test is called reliable if the score gained by the examinees is constant whenever and by whomever the test is conducted. A test is not a good parameter unless the test is suitable or constant.

The researcher used split-half technique to estimate the reliability of the test since this formula is simple to use since 1) it avoids troublesome correlations and 2) in addition to the number of item in the test, it involves only the test mean, and standard deviation, both of which are normally calculated. After getting the reliability, the researcher then used Spearman Brown's Prophecy to determine the reliability of the whole test. All data were analyzed through SPSS 17.

The criteria of the reliability are:

0.00-0.19	Very low reliability
0.20-0.39	Low reliability
0.40-0.59	Average reliability
0.60-0.79	High reliability
0.80-1.00	Very high reliability

(Hatch and Farhady, 1982: 247)

The result computation showed that r_{xy} was 0.69 (see Appendix 5). The result of the whole reliability showed that r_k was 0.72 (see Appendix 5). Based on the criteria of reliability, it can be seen that reliability of the test was high.

3.7.3 Level of Difficulty

Level of difficulty relates to how easy or difficult the item is from the point of view of the students who took the test. It is important since test items which are too easy can tell us nothing about differences within the test population.

Level of difficulty was calculated by using the following formula:

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

LD = level difficulty

R = number of students who answers it right

N = total number of students

The criteria are:

LD < 0.30 = difficult

LD = 0.31- 0.70 = average

LD > 0.71- 1.00 = easy

(Heaton, 1975: 182)

After analyzing the criteria of good test by using level of difficulty and discrimination power (see Appendix 6), it can be seen that 20 items were dropped, such as item number 1, 2,7, 8, 10, 12, 13, 14, 19, 22, 26, 30, 31, 32,34, 45, 46, 47, 51, and 52. The try-out test consisted of 7 difficulty items (2,8, 14, 22, 30, 31, and 45); 35 average items (1, 3, 4, 5, 6, 7, 9, 11, 15, 16, 17, 18, 20, 21, 23, 24, 25, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 44, 49,53, and 54); and 13 easy items (10, 12, 13, 19, 26, 43, 46, 47, 48, 50, 51, 52, and 55). The poor and difficult items were revised, while the average and satisfactory items were administrated in the pre-test and post-test.

3.7.4 Discrimination Power of the Test

Discrimination power refers to the extent to which the item differentiates between high and low level students on that test. A good item according to this criterion is one in which good students did well, and bad students failed.

The criteria are follows:

DP = 0.00-0.20 = poor

DP = 0.21-0.40 = satisfactory

DP = 0.41-0.70 = good

DP = 0.71-1.00 = excellent

DP = - = Negative

(Heaton, 1975: 1985)

In analyzing discrimination power (see Appendix 7), there were 7 poor items (1, 2, 7, 8, 32, 34, and 51), 9 negative items (9, 23, 24, 41, 43, 48, 50, 54, and 55), 5 excellent items (17, 25, 26, 45, and 49), 17 satisfactory items (10, 11, 12, 15, 16, 19, 20, 21, 30, 35, 37, 38, 39, 40, 42, 44, and 52) and 17 good items (3, 4, 5, 6, 13, 14, 18, 22, 27, 28, 29, 31, 33, 36, 46, 47, and 53). The negative items and poor items were revised, in which the items which had satisfactory level of difficulty, good and excellent discrimination indexes were administered for the pre-test and post-test.

3.8. Data Analysis

The data were analyzed in order to determine whether there was any significant increase of students' reading comprehension when they were taught by using video-jigsaw integrated technique and also to find out the implementation of this technique in teaching learning process. The researcher examined the student's scores using the following steps:

1. Scoring the pretest and posttest scores
2. Tabulating the results of the test and calculating the scores of the pretest and posttest

3. Drawing conclusion from the tabulated result of the pretest and posttest that was statistically analyzed using *paired-sample-t-test* through SPSS version 17.

According to Setiyadi (2006: 168-169), using t-test for the hypothesis testing has three underlying assumptions, there are:

1. The data is interval ratio
2. The data is taken from random sample in a population
3. The data is distributed normally

Besides, in order to find out how the implementation of the technique in learning reading through Video-Jigsaw integrated, observation was done in the class X 3. The items on the observation were adapted from Frank Serafini.

Therefore, the researcher used the following procedures to treat the data were as follow:

1. Normality Test

Normality test is used to measure whether the data in experimental classes are normally distributed or not (Setiyadi, 2006: 168-169). The students' scores of pretest and posttest were analyzed to gain normality test. The hypotheses for the normality test are as follow:

Ho : the data is not distributed normally

H₁ : the data is distributed normally

In this research, H_1 is accepted if $p > \alpha$ and the researcher used level of significant 0.05. From the result of normality test (see Appendix 14), it can be determined that $\text{sig.} > \alpha$ ($0.24 > 0.05$) in pretest and $\text{sig.} > \alpha$ ($0.24 > 0.05$) in posttest. It proved that H_0 was accepted and the data were normally distributed.

2. Random Test

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

H_0 = The data is not random

H_1 = The data is random

The data can be said random if the significant (Sig. 2-tailed) is greater than 0,05. The result of the random test (see appendix13) illustrates that the significant two tails of pre-test is 0.17. It means that the data from the experimental class are random since $\text{Sig} > \alpha$ ($0.17 > 0.05$). Meanwhile, the analysis of random test of post-test is .591. It can be said that the data are random since $.591 > 0.05$ or the significance two tails is greater than 0.05. Last, it can be concluded that the data of pre-test and post-test in experimental class are taken from the population at random.

3.9. Hypothesis Testing

The hypothesis was statistically analyzed using Repeated Measures T-test that was used to draw conclusion in significant level of 0.05 ($P < 0.05$) with SPSS version 17. The hypotheses are as follow:

H_0 : There is no increase in some reading skills after they are taught by using *Video-Jigsawintegrated* technique.

$(p > \alpha)$

H_1 : There is an increase in some reading skills after they are taught by using *Video-Jigsawintegrated technique*. $(p < \alpha)$.

Besides, the observation conducted in the experimental group was analyzed its qualitative data to find out the implementation of the technique in learning reading comprehension. In this study, description analysis was used based on the observation in the teaching learning process adapted from Frank Serafini in 2010.

V. CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sub-sections, that is, conclusions and suggestions from the researcher to the other researchers and English teachers who want to apply Video-Jigsaw integrated technique in teaching reading comprehension.

5.1. Conclusions

After conducting the research in the First Grade of SMAN 8 Bandar Lampung and analyzing the data, the conclusions are drawn as follows:

1. There is a significant increase in the students' reading comprehension achievement after being taught through *video-jigsaw integrated* technique. It can be seen from the increasing score on the pretest and posttest of the experimental class that increased from 58 to 71 in posttest with the gain of 13. Learning by using this integrated technique is able to promote students' reading comprehension and students' reading skills especially in determining main idea. The collaboration and discussion in this technique make the students easier comprehend the text.
2. Video-Jigsaw integrated technique gives the positive effect in increasing the students' reading comprehension achievement through its steps that enable help students in comprehending the text and do the task better and properly with preparation. The presence of the video is able to activate and build students'

schemata in reading and increase the students' activeness in the classroom when learning reading and makes the class atmosphere becomes enjoyable for students in teaching learning process. Besides, video-jigsaw integrated technique promotes learners' participation and enthusiasm as well as a useful technique to focus on the language use to accomplish learning tasks in reading class.

5.2. Suggestions

In line with the conclusion, some suggestions are given as follows:

5.2.1 For the English teachers :

1. There must be well preparation in selecting the interesting material to students and set time allocation, because the materials have to be delivered and explained to the students completely and clearly.
2. The teacher may apply some rules or regulation in order to control the class to avoid too much noise during the process. Besides, it needs more supervision in monitoring students' activities in teaching learning process.
3. During the teaching learning, the teacher is suggested to assist and guide students when they have difficulty in understanding the aspects of reading. Teacher needs to be more creative in delivering the material and building students' schemata prior to reading so that they can comprehend the text easily.
4. The video and text material should have interesting theme, be suitable with the material learnt, be clear and brief in order to help the students in comprehending the text.

5.2.2 For the researchers :

1. Further researchers who want to apply video-jigsaw integrated technique in the teaching reading comprehension are suggested to use another text types with more challenging material, such as: recount, narrative, report text, etc.
2. Further researchers can apply this integrated technique with the other language skills, e.g. listening, speaking or writing.

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