

**THE IMPLEMENTATION OF JIGSAW TECHNIQUE AND STUDENT
TEAMS ACHIEVEMENT DIVISION (STAD) IN TEACHING READING
RECOUNT TEXT AT SECOND GRADE OF SMPN 1 ABUNG
SURAKARTA, NORTH LAMPUNG**

(A Script)

By

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

THE IMPLEMENTATION OF JIGSAW TECHNIQUE AND STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) IN TEACHING READING RECOUNT TEXT AT SECOND GRADE OF SMPN 1 ABUNG SURAKARTA, NORTH LAMPUNG

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Abstrak. Membaca adalah salah satu skill yang sangat kompleks untuk diukur karena mengandung banyak elemen seperti; (i) main idea; (ii) specific information; (iii) reference; (iv) inference; dan (v) vocabulary. Oleh karena itu, hal tersebut tidak bisa dicapai oleh murid-murid ditingkat SMP. Tujuan penelitian ini adalah untuk (1) menemukan apakah ada perubahan yang signifikan di dalam pencapaian siswa didalam kemampuan membaca teks recount setelah penerapan teknik Jigsaw dan STAD; (2) menemukan aspek membaca yang mempunyai perubahan paling signifikan setelah penerapan teknik Jigsaw dan STAD; (3) menemukan hambatan yang dihadapi oleh siswa selama penerapan teknik Jigsaw dan STAD. Penelitian ini dilakukan melalui desain kualitatif dan kuantitatif. Populasi dari penelitian ini adalah siswa kelas dua di SMPN 1 Abung Surakarta. Hasil penelitian menunjukkan bahwa teknik Jigsaw lebih efektif meningkatkan kemampuan siswa di dalam kemampuan membaca siswa. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan terhadap kemampuan membaca siswa dengan taraf signifikansi sebesar $0,001 < 0,05$. Hal ini dapat disimpulkan bahwa teknik Jigsaw membantu siswa untuk meningkatkan kemampuan mereka didalam aspek membaca daripada teknik STAD.

Abstract. Reading is one of complex language skills to be measured because there are many elements involved as follows: (i) main idea; (ii) specific information; (iii) reference; (iv) inference; and (v) vocabulary. Therefore, it is not uncommon through SMP students are skills not able to achieve. The objectives of the research were aimed at finding out (i) whether there was a statistically significant difference of the student's recount text reading achievement after the implementation of Jigsaw Technique and Student Team Achievement Division (STAD); (ii) statistically significant

improvement of aspects of reading through both techniques; (iii) the obstacles that the students had during the implementation of Jigsaw technique and Student Team Achievement Division (STAD). This research was done through a qualitative and quantitative design. The population of this research was the second grade students at SMPN 1 Abung Surakarta. The results indicated that there was a statistically significant difference of the student's reading achievement between the two techniques with the significant level of $0.001 < 0.05$, that is, Jigsaw Technique was more effective than Student Team Achievement Division (STAD). Specific Information was the aspect of reading that significantly improved through both techniques. In addition, there were some obstacles found during the implementation of the Jigsaw Technique and Student Team Achievement Division (STAD) as follows: (1) limited vocabulary knowledge; (2) difficulty level of the text (readability); (3) noisy class situation; (4) no students' background knowledge; (5) hesitancy to express their opinions; (6) class dominated by the smart students. This suggests that Jigsaw technique facilitates students to improve their ability in reading compared to that of Student Team Achievement Division (STAD).

Keywords: Jigsaw Technique, reading comprehension, STAD Technique, Recount Text

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RECOUNT TEXT AT SECOND GRADE OF SMPN 1 ABUNG
SURAKARTA, NORTH LAMPUNG**

**By:
Caesar Astri Perwitasari**

A Script

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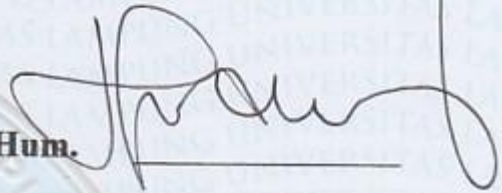
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DEDICATION

This paper would proudly be dedicated to:

Allah SWT for the abundant blessing to me

My beloved parents: Tugiman, S.Pd. and Yulliani, S.Pd.

My beloved brother: Rio Seno Widikdo

My beloved lecturers in English Department

Students of English Study Program 2012

My almamater: University of Lampung

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- Success is not to be measured by the position someone has reached in life, but the obstacles he has overcome while trying to succeed-

(Booker T. Washington, 1900)

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The writer

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CHAPTER I

INTRODUCTION

This chapter deals with background of problems, identification of the problems, limitation of the problems, research question, objectives of research, uses of research, scope of research and definition of terms.

1.1. Background of Problems

English is one of international languages. This language is used all over the world. Hence, Indonesian government decided that English is a foreign language in Indonesia. In addition, it is the first foreign language that is taught as a compulsory subject in junior and senior high schools and university in Indonesia.

There are four skills that should be mastered by the students in learning a language, such as listening, reading, speaking and writing. A teacher should be involved with these skills in the teaching and learning process in the classroom. However, in this research the researcher focused on reading comprehension for the students in the second grade of Junior High School. Reading is one of language skills which is very complex to learn for students because this skill covers crucial elements, such as: (1) main idea; (2) specific information; (3) reference; (4) inference; and (5) vocabulary. Mc Whorter (2012: 36), main idea refers to the important information telling more about the overall ideas of a

paragraph or section of a text. For example: there is the text used in teaching reading as available in page 20, this is called the main idea because it tells about the important information of the text. So, the main idea of this text is *the existence of Spain rmada which acknowledges that they are strong and determine to conquer England*. Besides, in term of specific information, Segretto (2013:23) asserts that it develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. For example: the specific information of the text entitled “The Spanish Armada” is *eventually, the Spanish were ready and over 100 ships set sail towards the English channel*. Furthermore, in term of reference, Reimer (2009: 93) illustrates that it is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. For example: the reference of the text entitled “The Spanish Armada” is *the word “it” in the second paragraph refers to the meaning “the battle”*. Kathleen (2011: 31), inference is an educational guess or prediction about something unknown based on available facts and information. For example: the inference of the text entitled “The Spanish Armada” is *during the Spanish armada of 1588, Spain’s navy was strong and wanted to defeat England*. Harmer (2004:153), Vocabulary is the stock of word used by the people or even person. For example: the vocabulary of the text entitled “The Spanish Armada” is *the word “great” is equivalent to “huge”*.

In order to appropriately identify real condition of students’ reading mastery was conducted the pre-observation in the second grade of SMPN 1 Abung Surakarta. It was found that there were some problems that students faced when they studied

English, especially in reading activity such as: (1) they had low motivation in learning English; (2) mastering English vocabularies; and (3) identifying the aspects of reading.

Low motivation might be caused by the teacher who less stimulated them to learn English especially in reading aspects. The teacher tended to make the students become passive learners. Because he or she just invited them to read their own text and answer the questions. Mostly, the teacher did not lead the students to comprehend some aspects of reading such as: (1) identifying main idea; (2) specific information; (3) reference; (4) inference; (5) vocabulary. Mc Whorter (2012: 36) says that reading main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Segretto (2013:23), Specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. According to Reimer (2009: 93), Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. Kathleen (2011: 31), inference is an educational guess or prediction about something unknown based on available facts and information. Harmer (2004:153), Vocabulary is the stock of word used by the people or even person. Commonly it consists of content words and functional words.

Hurford (2014: 33), Content word is Content words are words that have a culturally shared meaning in labeling an object or action, such as *Nouns, verbs, adjectives, and adverbs*. Mark (2003: 230), adjective is a part of speech which

describes, identifies, or quantifies a noun or a pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific and interesting. Mark (2003: 230), adverb is a word or phrase that modifies or qualifies an adjective, verb, or other adverb that expressing a relation of place, time, circumstance, manner, cause, degree, etc. Mark (2003: 23), Verb is a word used to describe an action, state, occurrence, and forming the main part of the predicate of a sentence, such as *hear, become, happen*. Mark (2003: 132), noun is a word that functions as the name of specific thing, such as living creatures, objects, places, actions, qualities, or ideas. Hurford (2014: 33), function words tend to be short: they are normally of one syllable and many are represented in spelling by less than three graphemes, such as *I, he, do, on, or*.

In a like manner, the studies (e.g. Ayu, 2013; Andam, 2013; and Kurnia, 2013) stated that SMA students had difficulties in their ability in reading aspects, they had a problem in vocabulary mastery, so they had a difficulty to comprehend the material given by the teacher in the class because without understanding the words in the context they might not comprehend the purpose of the whole text. In addition, the students also had a difficulty in identifying characteristics of a text, in differentiating references and inferences, in identifying the main idea, etc.

In reading comprehension, the ability of the students to comprehend a main idea of a text is important because they might not comprehend the whole content. Unfortunately, not all students can identify the main idea of a text. Most of them must read the whole text in order to know the aim of the text. Therefore, based on

these problems, a teacher has an important role in English reading class. On other words, the teacher as the manager of the learning process in the class should find a technique which can guide the students in order to have high ability and motivation in learning English especially in reading aspects.

According to Slavin (2011: 36), cooperative learning is instructional methods in which teacher organizes students into small groups, which then work together to help one another learn an academic content. There are many kinds of the cooperative learning, such as Student Team Achievement Division (STAD), Jigsaw Technique, Group Investigation, Make A Match Model, Team Games Tournament (TGT) and Structural Technique. Jigsaw is an appropriate technique for Junior High School because this technique is an efficient teaching technique that encourages listening, engagement, interaction, peer teaching, etc. Jigsaw is a cooperative learning which is designed to improve the responsibility of themselves and the other learners. The students not only learn the material given by the teacher in the class, but they have to teach those materials to their own group also.

Johnson and Johnson (2006: 49) conducted research about the cooperative learning of Jigsaw model and the result shows that the cooperative interaction has a wide range of influences of child development. The influences include: (1) increasing the learning outcome; (2) increasing the student's memory; (3) increasing the positive attitude to the teacher; (4) increasing intrinsic motivation;

(5) increasing the ability of mutual cooperation; (6) increasing the student's pride; (7) increasing the heterogeneous relationship.

Perhaps, Student Team Achievement Division (STAD) is a type of the cooperative learning. It is an approach that emphasizes on the activity and interaction among students to motivate and help each other to master the subject matter in order to achieve the maximum score. Teachers who use STAD propose new academic information to students every week using a verbal presentation or written test. When a teacher tries to implement the STAD technique in the teaching process, there are some advantages that would be obtained as follows: (a) it helps the students learn the subject matter being discussed; (b) students learn about how to respect others' opinions, and notes the benefits thing on behalf of together; (c) rewards given will boost the student's motivation. The students who have low ability in learning English may help to increase the materials.

Santosh (2012: 41) states that both Jigsaw and STAD proved to be significantly effective in raising the academic achievement of the students than the traditional method because the cooperative learning will divide the students into small groups, in order to help each other to comprehend the materials. From the previous elaboration, the researcher was interested in conducting research on Jigsaw Technique and Student Teams Achievement Division (STAD) in teaching reading of recount text of the second grade students of SMPN 1 Abung Surakarta, North Lampung in the academic year 2016/2017. Based on the result of pre-observation in SMPN 1 Abung Surakarta, problems related to the learning of reading skill are apparent. For example, more than 80% of the students scores are

below 70 as the standard minimum for reading tasks and they seemed bored with learning of reading because the class situation was too monotonous. Then, it can be concluded that there were three problems that needed to be answered which included: (1) low achievement in reading skill; (2) the aspects of reading that improved the most in reading class; (3) the obstacles faced during the implementation of Jigsaw and STAD.

1.2. Identification of the Problems

- 1.2.1 The students have low ability in reading.
- 1.2.2. The students are lack of practices in reading.
- 1.2.3. The frequency in learning reading is not enough.
- 1.2.4. The students have low self-confidence.
- 1.2.5 The teacher's technique in teaching reading is not appropriate.

1.3. Limitation of the Problems

Concerning the limitation of the identification of the problems above, which is limited to points 1.2.2 and 1.2.5, this research was focused on improving student's ability of recount text before and after being taught through certain techniques, that is Jigsaw and Student Team Achievement Divisions (STAD).

1.4. Research Questions

Regarding to the background above, the researcher formulates the problems as follows:

- 1.4.1. Is there any significant difference in students' recount text reading achievement of the second grade students at SMPN 1 Abung Surakarta between those who are taught through Jigsaw Technique and Student Team Achievement Division (STAD)?
- 1.4.2. Which aspect of reading improves the most after the implementation of Jigsaw Technique and Student Teams Achievement Division (STAD) at SMPN 1 Abung Surakarta in terms of macro skill?
- 1.4.3. What are the obstacles in conducting teaching reading using the Jigsaw Technique and Student Team Achievement Division (STAD) at SMPN 1 Abung Surakarta?

1.5. Objectives of the Research

The objectives of the research are as follows:

- 1.5.1. To find out whether there is any significant difference in students' recount text reading achievement after the implementation of Jigsaw Technique and Student Team Achievement Division (STAD) in the second grade at SMPN 1 Abung Surakarta.
- 1.5.2. To find out the aspect that improves the most after the implementation of Jigsaw Technique and Student Team Achievement Division (STAD) in second grade at SMPN 1 Abung Surakarta in terms of macro skill.
- 1.5.3. To find out the obstacles faced during the implementation of Jigsaw Technique and Student Team Achievement Division (STAD) in the second grade at SMPN 1 Abung Surakarta.

1.6. Uses of the Research

1.6.1. Theoretical Uses

Theoretically, the results of this research are expected to give information to the readers about the effects of Jigsaw and STAD on students' achievement in learning reading. Moreover, this research can be used as reference for other researchers who intend to undertake related researches.

1.6.2. Practical Uses

The results of this research can be used by English teachers as information in order to select Jigsaw and STAD Technique in teaching reading at Junior High School, to motivate the students, and to reduce negative gaps among the students.

1.7. Scope of the Research

The research was conducted to the second grade students in SMPN 1 Abung Surakarta. Based on the School Based Curriculum, the basic competence of reading skill for Junior High School students is that they should learn about descriptive and recount texts. Here, the researcher chose a recount text as the material that would be given to the students. There are some kinds of recount texts, they are: (1) personal recount. This text is the text that usually tells an event that the writer was personally involved in (Derewianka, 2004: 18); (2) factual recount. This is a text that recording an incident, e.g. a science experiment, police report (Derewianka, 2004: 18); (3) imaginative recount. The text that tells about imaginary and giving details of event, e.g. a day in life of a pirate (Derewianka,

2004: 18). This study chose the personal recount text in order to make the students more interested in learning the material based on their past experiences. This research was focused on five aspects of reading, they are main idea, specific information, vocabulary, reference and inference. Mc Whorter (2012: 36) had the definition of main idea. According to her, the sentence that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of sentence. Segretto (2013:23), supporting details provide the reader with more information about the main idea or subject of a passage Therefore, the scores of the test are based on them. According to Reimer (2009:60), reference is a relation that obtains between expressions and what speakers use expressions to talk about. Kathleen (2011: 31), inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. Harmer (2004:153), vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. In addition, based on the result of the pre-observation in this school, there were some problems faced by the students such as limited vocabulary, difficulty to comprehend the text, etc. Therefore, the researcher chose Jigsaw and STAD in order to solve these problems.

1.8. Definitions of Term

There are some terms used in this research and to make it clear, some definitions of terms are presented as follows:

- 1.8.1. Implementation. This is the actions performed by individuals/ authorities or groups of governmental or private directed at achieving the objectives outlined in policy decisions (Wahab, 2008).
- 1.8.2. Teaching. This is a form of interpersonal influence aimed at changing the potential behavior of another person (Gage, 1998).
- 1.8.3. Reading. This is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is process of reconstructing from the printed pattern on the ideas an information intended by the author (Brown, 2001: 264).
- 1.8.4. Reading Comprehension. This is a term used to identify the skills needed to understand and apply information contained in a written material. Considering the importance of reading skill, the teacher should have an appropriate technique to be applied in teaching reading comprehension. The teacher can use some methods of teaching reading, so that the students can enjoy and comprehend in learning reading comprehension. One of them is by using Cooperative Learning (Olson. et.al., 1982:42).
- 1.8.5. Intensive Reading. This is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining the difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing (Patel, 2008:117-119).
- 1.8.6. Extensive Reading. This activity that makes the students to read better. It is as a key to students gain reading ability, linguistic competence, vocabulary, spelling and writing. By stimulating reading for enjoyment or

reading where all concepts, names, dates, and other details, need not be retained, students gain an appreciation for an effective and cognitive window of reading (Day, 1978: 7-8).

- 1.8.7. Jigsaw Technique. This is a teaching technique that creates a cooperative learning among students and make them work to analyze certain unit of the text in the group called “expert group” which at the end all of the students on “expert group” are responsible to the wider group called “home group” (Ali, S., M. F., 2001).
- 1.8.8. Student Teams Achievement Division (STAD). This is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills (Rai, 2007).
- 1.8.9. Recount Text. This is a text that shares a story of what happened in the past. With this text, a writer wants to tell the readers what he or someone else experienced. The generic structures of a recount are *the orientation* (tells the readers the main idea and setting of the story), *the list of events* (story develops based on the sequence of the events), and *the re-orientation* (Derewianka, 2004: 18).

CHAPTER II

LITERATURE REVIEW

This chapter deals with the theories from the experts as the basic how the research was conducted. It covers the theory about the concept of reading, aspects of reading, the concept of reading comprehension, the concept of teaching reading, the principle of teaching reading, the concept of Jigsaw Technique, the procedures of Jigsaw Technique, the advantages and disadvantages of Jigsaw Technique, the concept of Student Teams Achievement Division, the procedures of Student Teams Achievement Division, the advantages and disadvantages of Student Teams Achievement Divisions, theoretical assumption, and hypothesis.

2.1. Previous Studies

In this research, some previous studies are summarized to prove the originality of the research. The first research is Jigsaw cooperative learning in English reading written by Santosh (2012) who conducted a comparative study of the effectiveness of STAD and Jigsaw Technique on the student's learning outcomes and self-concept in second grade. A quasi experimental design was employed with a purposive sample in this study. The result of the study revealed that STAD and Jigsaw contributed toward increased the academic achievement and self-concept

of students in contrast to traditional methods. Jigsaw showed higher achievement than STAD method under the cooperative learning. It suggested that STAD and Jigsaw were equally effective in developing self-concept among students even though Jigsaw appeared to be much too higher in mean scores than the mean score of STAD which might be due to an error of minor consequence.

Second, Qodriah (In Andarini, 2014) conducted a study in order to investigate the improvement of student's reading comprehension of grade eight of SMPI Al-Syukro Universal Ciputat. After implementing the Jigsaw Technique in SMPI Al-Syukro Universal Ciputat in a few months, she found the differences between before and after treatment. She found that the result of the post-test in second cycle of 18 students who passed the minimum criteria of mastery learning as much 81.81% students and the mean score was 81.36. Therefore, the implementation of Jigsaw Technique could improve student's reading comprehension.

In addition, the third previous research conducted by Meng (2010: 175) in Qingdao University of Science and Technology, China discussed Jigsaw cooperative learning into the reading class. This study used an experimental method. He taught the experimental group by using Jigsaw Technique and control class by using traditional pedagogy. He states that Jigsaw cooperative learning approach is one of the most effective ways of teaching English reading in college. There are some advantages that can be found in reading class: based on the pre-test and post-test results, the pre-test score for the control class is slightly higher

than experimental class score but then, after few months of implementing cooperative learning, the students in experimental class improved themselves in English reading. The result of the post-test showed students in experimental class had higher score than students who were in control class. The mean of the experimental class in pre-test was 10.96, in post-test was 13.96. It also proved that the cooperative learning was more effective than traditional approaches in teaching reading.

From the explanation above, it can be summarized that the result of this study was similar to the result of the previous research. The implementation of Jigsaw and STAD technique made the students able to increase their ability in teaching and learning process especially in reading aspect. However, several differences were recognized: firstly, the technique of the research. In this research, the researcher implemented Jigsaw and STAD technique but in the previous research used Jigsaw and Traditional pedagogy to increase the students' ability . Secondly, the subject of the research. In this research, the subject was second grade of junior high school although the subject of previous research was Qingdao University of Science and Technology students. Thirdly, the research question of the research. The previous research investigated whether there was a significant difference of students' reading comprehension achievement before and after being taught by using Jigsaw and Traditional pedagogy but in this research the researcher investigated whether there was a significant difference in the student's recount text reading achievement between those who are taught through Jigsaw and STAD Technique, the obstacles in conducting teaching reading using Jigsaw and STAD

technique. Moreover in this research, the researcher investigated which aspects of reading improves the most after the implementation of Jigsaw Technique and Student Teams Achievement Division (STAD). So, it can be said that the design is totally different with the previous research.

2.2. The Concept of Reading

Reading is a complex interaction between the text, the reader and the purposes of reading, which are shaped by the reader's prior knowledge and experiences and the reader's knowledge about reading and writing knowledge. According to Finnochiaro and Bonomo (1973:199), reading is bringing and getting meaning from the printed or written materials. Reading also becomes a major need for language learning to develop their potential in learning. Smith (1982:5-6) argues that reading certainly implies comprehension and reading is something that makes sense to the reader. The readers try to understand and get the meaning and the information in the written text in form of symbols, letters, graphs, etc. Thus they grasp the writers' messages from the texts. This supports the statement above, learners need to be active in interacting themselves into a text to get more knowledge to be explored during their time of learning.

Cline et.al (2006:2) states that reading is decoding and understanding written texts. Decoding requires translating of writing system into the spoken words which they represent. Understanding is determined by the purposes of reading, the context, the nature of the text and the reader's strategies and knowledge. Further, Cline et.al (2006:2) in their second definition states that reading is the process

deriving the meaning of the text. For the majority of the readers, this process involves decoding a written text, consisting of grapheme, syntactic, and semantic elements. De Swart (1998: 2), Semantic is the study of meaning expressed by elements of any language, characterizable as a symbolic system. Semantic characterizes the systematic meaning relations between words and sentences of a language, and provides an account of the relations between linguistic expressions and the things that they can be used to talk about. For example: *“his mother had a nicer smell than his father”*. This sentence is conveying a denotative or general meaning that he likes his mother more than his father. Thus the meaning is understandable and acceptable for all types of readers around the world. Hence, the general acceptability for all people is the major factor for communicating with people successfully. Matthews (1982:1), syntax is a verbal noun which literally means ‘arrangement’ or ‘setting out together’. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence. For example: *“people who text on their phone while watching a movie are very annoying”*. The phrase *“while watching a movie”* modifies the noun phrase *“people who text on heir phone”* by explaining when they text. The modifier should follow the noun phrase of the sentence. Troschitz (2005: 4-6), grapheme is a letter pattern that spells a phoneme (speech sound). English has a complex code in which 1-4 letters grapheme can represent one sound. For example: one letter grapheme *c a t*, the sound /k/ is represented by the letter *“c”*, two letter grapheme *l ea f*, the sound /ee/ is represented by the letter *“ea”*.

2.3. Concept of Reading Comprehension

Comprehension means relating to what we do not understand or new information to what we already know (Eskey, 1986:15). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has been stored in his mind. Smith (1982:15) defines comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to what we want to know.

As we know, reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process which requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read. Reading with comprehension will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Wassman and Rinsky (2000:2) states that to understand all the printed materials in English, high reading proficiency is of paramount importance without which the information will not be comprehended.

However, it takes an “effective reader” to make sense out of the print which EFL students are bombarded daily. Thus, becoming an effective reader means the reader has reading skills and knows how to use them effectively”. Because of the comprehension of reading, the students can get the information transferred by the writer.

From the statement, it can be concluded that in reading is not enough for reader to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

According to Troschitz (2005:4-6), the intellectual skills are divided into two terms, micro and macro skills. Theoretically, micro skills are in contrast to low level skills intellectual operations. They can be subdivision into two groups as follows: (1) word recognitions, and (2) syntax.

Text used: **The Spanish Armada**

In May 1588, Spain, whose army was believed to be the greatest, was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its king.

He ordered a large number of ships to be prepared to set sail and invade England. At first, queen Elisabeth I, who believed that her army was greatest in the world, ignored the rumors of a Spanish invasion. However, soon she came to realize that the great danger the country was in and she made sure that England would be prepared for a battle. Eventually, the Spanish were ready and over 100 ships set sail towards the English channel. As soon as the Spanish ships were seen from the English coast, fires were lit on the hills a signal that the invasion was coming. When the Spanish ships got close enough, the English Navy closed in and the

great sea battle began. Once the battle started, it was obvious to Spanish that they would be defeated. Not only did the English sailors have stronger and more powerful ships, they also made terrifying use of fire ships, boats that were deliberately set ablaze and sent in among the Spanish fleet.

At least, the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk and this day some of their wrecks still lie on the sea bed in the English channel.

(Brown, 2012)

1. Word recognition; it is an essential part of reading comprehension since it includes all processes which are necessary to give a word of meaning in its context. Word recognition means the ability to understand the meaning of the language items context. For example, when reading a story about *The Spanish Armada*, good readers develop the expectation that it will contain words associated with *The Spanish ships*, such as *sea*, and *paddle*. Sentence context clues are more specific. In the sentence "The Spanish ships are _____ by using ____" given the sentence context and what most of us know about cats, words like *voyage* and *row* seem reasonable.
2. Noam Chomsky (2002:11), Syntax is that part of our linguistics knowledge which concerns the structure of sentences. Knowing a language also means being able to put words together to form sentences to express our thoughts. The understanding of syntax means understanding of the sentence that includes the identification of syntactical key element such as subject, object, verb, etc. Quirk (1973: 70), subject is normally noun

phrase or a clause with normal function occurs before the verb phrase in declarative function. For example: *King Philip II of Spain was determined to conquer England and become its king.* According to those sentence, the subject of this sentence is King Philip II of Spain. Miller (2002: 285), a verb is one of the major classes. Verb usually denotes an activity of some short (shout, work, travel), but also can denote states (sit, sleep, etc.), for example: *He ordered a large number of ships to be prepared to set sail and invade England.* According to this sentence, the verb of this sentence is ordered. Richard (1985: 198), object is the noun, noun phrase, etc. in the sentence with transitive verbs, which traditionally describe as being affected by the action of the verb. For example: *He ordered a large number of ships.* According to those sentence, the object of this sentence is a large number of ships.

Whereas, macro skills have some basic skills that should be implemented in reading activities, they are as follows:

1. Scanning. It is the ability to extract specific information out of a text. In this case, the readers roughly know what they are looking for. They search for details in a text and pay no attention to any kind of other information given. For example: finding the detail information of the text.
2. Skimming. It is the ability to read quickly through a text and get a general picture of it. This includes being able to determine the main idea of the text, its target group (general public, professional, etc.), type (letter, report,

etc.) and purpose (to inform, instruct, persuade, etc.). For example: identifying main idea and function of the text.

3. Detecting references and interpreting them in context of the appropriate cultural schemata. In reading, the students have to comprehend about how to identify the reference in the text correctly. There are some steps about how to identify the reference in the text as follows: (1) the students have to read and comprehend the sentence that contains the pronoun; (2) identify the pronoun of the text, i.g. the word “it” refers to the single noun other than human, and the word “they” refers to plural noun. To be clear, here is the application of basic skills in macro skills:

Text used: **The Spanish Armada**

In May 1588, Spain, whose army was believed to be the greatest, was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its king.

He ordered a large number of ships to be prepared to set sail and invade England. At first, queen Elisabeth I, who believed that her army was greatest in the world, ignored the rumors of a Spanish invasion. However, soon she came to realize that the great danger the country was in and she made sure that England would be prepared for a battle. Eventually, the Spanish were ready and over 100 ships set sail towards the English channel. As soon as the Spanish ships were seen from the English coast, fires were lit on the hills a signal that the invasion was coming. When the Spanish ships got close enough, the English Navy closed in and the

great sea battle began. Once the battle started, it was obvious to Spanish that they would be defeated. Not only did the English sailors have stronger and more powerful ships, they also made terrifying use of fire ships, boats that were deliberately set ablaze and sent in among the Spanish fleet.

At least, the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk and this day some of their wrecks still lie on the seabed in the English channel.

(Brown, 2012)

1. Recognizing the communicative function of written text, according to form and purpose. The form of the text is monologue text, especially narrative text. Before the students read the text, they should have a purpose which helps the students to get the answer (e.g. *who are the characters in the story?*). From the example question, the purpose is to find out the characters in the story. So, the readers should find out the characters in the story. *In the story, the characters of the story are King Philip II and Queen Elisabeth I.*
2. Inferring context
Inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader interpret the sentences or passages, understand and conclude it logically. For example: *the conclusion of the text "Spanish Armada" is during the Spanish Armada of*

1588, Spain's navy was strong and wanted to defeat England. 3,000 Spain sailors were ordered to go out to sea with large ships and many deaths.

3. Main idea

Main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining a main idea is a skill to comprehend and to find the main point of a passage by summarizing its passage and looking for repetition of ideas/words. For example:

- a. 1st paragraph: *the existence of Spain armada which acknowledges that they are strong and determine to conquer England.*
- b. 2nd paragraph: *the story of how Spanish prepared to attack England and it made the queen of England realize and prepare for preventive war to win over Spanish.*
- c. 3rd paragraph: *the end of the war between Spain and England, which made many of Spain ships were sunk.*

4. Specific information

Specific information develops the topic sentence by giving definitions, examples, facts, comparison, analogy, cause and effect. For example: *Eventually, the Spanish were ready and over 100 ships set sail towards the English channel.* This sentence contains a fact about the number of the ships prepared for war and as a development of sentence for the previous sentence.

5. Detecting references and interpreting them in context

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other.

Finding reference means we interpret and determine one linguistic expression to another. For example: *The word “it” in the second paragraph which is underlined refers to the meaning “the battle”.*

6. Guessing meaning of a word

Guessing meaning of a word refers to comprehend what the unfamiliar word means by seeing its synonym or antonym related to the context. Besides that, we can also try to guess the meaning of a word by comprehending one or two previous sentences in the text. For example:

a) Synonym Analyses

- a. The word “great” is synonym of “huge”
- b. The word “danger” is synonymous with “risk”
- c. The word “order” is identical to “plan”
- d. The word “sail” is synonym of “float”

b) Antonym Analyses

- a. The word “great” is opposite of “limited”
- b. The word “conquer” is reverse of “lose”
- c. The word “invade” is antonym of “assist”
- d. The word “order” is converse of “disorganization”
- e. The word “ignored” is contrary to “regard”

Regarding to point (a) it can be seen that word “great” has similar meaning as word “huge” because the meaning of both them were “big”. Word “danger” has same meaning as word “risk” for the meaning of them were “hazard”. Word “order” has closest meaning as word “reserve” because the meaning of both them

were “send away”. Word “sail” has same meaning as word “float” because the meaning of both them were “voyage”. However, differ from point (a) which explains about the synonym, point (b) explains about antonym. Word “great” has different meaning from word “limited” because the meaning of “great” is “huge” and the meaning of word “limited” is “restricted”. Word “conquer” has different meaning from word “lose” because the meaning of “conquer” is “subdue” and the meaning of word “lose” is “miss”. Word “invade” has different meaning from word “assist” because the meaning of “invade” is “attack” and the meaning of “assist” is “help”. Word “order” has different meaning from word “disorganization” because the meaning of “order” is “reserve” and the meaning of “disorganization” is “chaos”. Word “ignored” has different meaning from word “regard” because the meaning of “ignored” is “neglected” and the meaning of “regard” is “consider”.

To interpret the elements of macro skills in the context, the study applied scanning to find out the elements in the text and to develop reading comprehension. Briefly, this research focused on macro skills concerned with finding: (1) main idea, (2) supporting detail or spesific information, (3) inference meaning, (4) reference respectively; and guessing meaning of words (understanding vocabulary).

2.4. Aspects of Reading

There are several aspects of reading comprehension skills that should be mastered by a reader to comprehend a text: main idea, specific information, references, inference and vocabulary. These aspects are explained below:

1. Main Idea

According to Hood (2012:10), reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic and the details in the paragraph. The main idea of paragraph is the central thought of paragraph and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences.

2. Specific information

Hood (2012:11) further states that reading for detail is skill that a reader to get all information of the text thoroughly. Readers need to be more careful and slower assuring that they have correctly understood the message. According to Dararat (2012:11) in order to find details that support the main idea, the readers should be able to identify which are more important than the others.

3. Reference

According to Reimer (2009: 33) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are indicators to the reader find the meaning elsewhere in the text.

4. Inference

Kathleen (2011: 31), inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know.

5. Vocabulary

Harmer (2004:153) , Vocabulary covers crucial lexical elements, in terms of content words that consists of: (1) nouns; (2) verbs; (3) adjectives; (4) adverbs; (5) conjunctions; and (6) articles. Mark (2003: 230), adjective is a part of speech which describe, identifies, or quantifies a noun or a pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific and interesting, for example: *Trisha sold his dog. The word "his" is part of possessive adjective because as we know that possessive adjective is kind of adjective that shows the ownerships or possessive. Aside from that, possessive adjective always come before noun.* Mark (2003: 230), adverb is a word or phrase that modifies or qualifies an adjective, verb, or other adverb that expressing a relation of place, time, circumstance, manner, cause, degree, etc., for example *the word gently, quite, and there.* Mark (2003: 39), conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause. For example: the word *and, but, if.* Mark (2003: 23), verb is a word used to describe an action, state, occurrence, and forming the main part of the predicate of a sentence such as *hear, become, happen.* Mark (2003: 123), noun is a word that function as the

name of specific thing, such as living creatures, objects, places, actions, qualities, or ideas.

An example of recount text is as follows:

Holiday to My Penpal's House

Last weekend, I visited my penpal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took a pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch after a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

1. Main idea

Main idea is an important information that tells more about the overall idea of the paragraph. So regarding to the text above, it could be concluded that the main idea of this paragraph is "a holiday at friend's place" (Hood, 2012:10).

2. Specific information

Specific information or supporting idea is developed from main idea by giving the specific definitions, examples, facts, comparisons, cause and effect that is related to the topic sentence. The specific information in this paragraph is “in the swimming pool” because this sentence contains a fact about the location that the writer spend his afternoon (Hood, 2012:11).

3. Reference: the word “it” in the first paragraph refers to the traditional food that the writer ate with his friend. The word “I” in paragraph one , two, three refers to the writer (Reimer, 2009: 33).

4. Inference: what can be inferred from the text is the writer spend his holiday and enjoyed it at his friend’s house (Kathleen, 2011: 31).

5. Vocabulary: Guessing meaning of the word refers to comprehend what the unfamiliar words mean by seeing its synonym or antonym related to the context. Besides that, we can also try to guess the meaning of word by comprehending one or two previous sentences in the text (Harmer, 2004:153). For example:

a) Synonym Analyses

a. The word “holiday” is synonym of “vacation”

b. The word “big” is similar to “huge”

c. The word “like” is identical to “love”

d. The word “far” is synonymous with “distant”

b) Antonym Analyses

a. The word “holiday” is opposite of “permit”

b. The word “big” is antonymous with “small”

- c. The word “like” is antonym of “dislike”
- d. The word “far” is contrast to “near”
- e. The word “enjoy” is contrary to “hate”

Regarding to point (a) it can be seen that word “holiday” has similar meaning as word “vacation” because the meaning of both them were “break”. Word “big” has the same meaning as word “huge” for the meaning of them were “enormous”. Word “like” has closest meaning as word “love” because the meaning of both them were “alike”. Word “far ” has same meaning as word “distant” because the meaning of both them were “long”. However, differ from point (a) which explains about the synonym, point (b) explains about antonym. Word “holiday” has different meaning from word “permit” because the meaning of “holiday” is “break” and the meaning of word “permit” is “permission”. Word “big” has different meaning from word “small” because the meaning of “big” is “huge” and the meaning of word “small” is “little”. Word “like” has different meaning from word “dislike” because the meaning of “like” is “pleasure” and the meaning of “dislike” is “displeasure” Word “far” has different meaning from word “near” because the meaning of “far” is “distant” and the meaning of “near” is “adjacent”. Word “enjoy” has different meaning from word “hate” because the meaning of “enjoy” is “savor” and the meaning of “hate” is “dislike”.

2.5. The Concept of Teaching Reading

According to Gage (1967:60), teaching is a form of interpersonal influence aimed at changing the potential behavior of another person. On the other hand, according

to Edmund, teaching is an interactive process, primarily involving classroom talk which takes place between a teacher and pupils and occurs during certain definable activity. So, it can be concluded that teaching is a process that improves the student's seeking level more easily and it might overcome any situation in an easy way.

In teaching English, reading is one of four skills that is taught by the teacher at most, reading becomes the most important skill to be taught in the class since the students mostly deal with the text when they pass the national examination. Based on those importances, William (1989:3) underlines five reasons of reading activities in the language classroom. First, by reading, students can have more practices of language that they have acquired from listening and speaking. Second, reading allows language learners to practice and to re-use the language in writing. Third, students can learn how to take out the information they need from the text. Fourth, reading gives the learner some pleasure and the last is by reading, teachers can relax from time to time in the classroom. Those reasons simply prove that reading is important to be taught since reading is also a bridge for English learners to learn different skills in English skill itself.

Wood (2005:63) classifies the activities in reading class into three as follows:

1. Pre-reading activity

This task prepares the students for learning by activating their prior knowledge about the topic featured in the text. For example: *Before any reading begins, the researcher invites the students to predict what the*

story is about by doing a quick write based on the title of the story or the pictures on the front and back covers. The researcher can get them to write a statement in their a sticky notes.

2. While-reading activity

These kind of tasks teach comprehension by making connections, generating questions, and determining the importance by guiding the reader to use proficient reading strategies. For example: *the researcher follow the levels of questions to get students thinking about what they read. Here they make the question up based on what they already know or want to know and then predict what will happen in the next chapter.*

3. Post-reading activity

After activities connect the old and the new knowledge and make connections to what they are reading. This strategy can be used to explore different points of view about what has happened. For example: *the students fill in the chart based on the story or chapter they are reading. First draw and then describe in action.*

William (1989: 20) proposes four ultimate objectives in teaching reading. The first is to lead texts as the general nature with comprehension. This means that a reader reads a text with the ability to comprehend the text to fill out the area of comprehension itself. The second is to read according to purpose. It can be inferred that the readers are able to find out what they look for when they read certain text. The third is to learn a language and content from reading. Reading is only getting the inference of the text or understanding of the text. Based on some

theories above, reading also helps the reader to gain new vocabulary and understand the symbol in the text, thus learning a language here means that in addition to understand the readers get more benefit. The last is to read with some degree of critical awareness. Readers are expected to avoid misunderstanding by having a critical awareness toward their reading materials.

The readers assume that in teaching reading there are many aspects of comprehension that can be considered by the teacher as a goal, such as determining the main idea, finding detailed information, referencing, inferencing and mastering vocabulary. Teaching reading finally does not end up in having the inference only, but it can go further to the area of understanding the language, critical awareness toward the content and many more. Thus, the appropriate technique in teaching reading is really needed to ensure that the students will get the whole aim of the text when doing a reading.

2.6. The Concept of Intensive Reading

In reading comprehension there are many ways of how to improve reading skill. Intensive reading activity is one of the effective ways that can be used in reading passage. This reading activity is one of the ways to appear and develop reading ability critically.

Snow (2002:15) states that reading activity involves one or more purposes, some operations to process the text at hand and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally

imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads that is a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. Intensive reading activity is a usual classroom-oriented activity in which students focus on the linguistic or semantic detail of the passage. Intensive reading calls student's attention to grammatical form, discourse makers and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical, relationship (Brown, 2000:312).

Patel and Jain (2008:117-119) states that intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining the difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. Intensive reading material will be the basis for classroom activity. It will not only be read but also discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

At this stage, some teachers fall into the monotonous pattern of setting a section of reading material for homework preparation every night. Then they begin the lesson each day by asking students to translate what they have prepared, sentence by sentence around the class. In this reading, the learners read the text to get

knowledge or analysis. The goal of this reading is to read a shorter text. This reading is carried out to get specific information.

Patel and Jain (2008:119) also state that there are few characteristics of intensive reading as follows:

- a. This reading helps learners to develop active vocabulary. Intensive reading is the activity that usually acted in the classroom. This intensive reading is also referred to as reading carefully, thoroughly, and slowly in order to comprehend entire reading material in depth up to the smallest section. This activity made the students faced many vocabulary that can be used in the real interaction with the others.
- b. Teacher plays a main role in this reading because intensive reading is the activity that can be done in the classroom. The teacher has to monitor the classroom activity during the reading class. The materials consisted of identified main idea, specific information, reference, inference and vocabulary.
- c. Linguistics items are developed. Intensive reading is defined as reading with full appreciation to absorb what we should master. Intensive reading can be interpreted as an understanding of a reading by looking detail informations so that the purpose of the reading can be clearly known by the reader. This activity made the students not only mastered the detail information of the text, but also their linguistics items are developed.

Intensive reading is basically and essentially reading for information. Thus, through the act of intensive reading the students are surely hoped to find out something new in order to do something with the information they drew from the reading text.

In this research, intensive reading in Jigsaw class was chosen. There were some steps used by the researcher in the class as follows:

- a. The objectives of intensive reading is explained to the students, for example:

(T): *“Before we are starting the lesson, today I would like to explain the objective of intensive reading. In this research, there are four kinds of the objectives of intensive reading such as focusing on a new language such as vocabulary and grammar, focusing on ideas such as themes and topics, learning new skills such as making inference and identifying main idea, paying attention to text features such as genre structure. Do you understand?”*

(S): *“It’s alright Mom. Now we can understand about the objectives of intensive reading”*

- b. Some questions about intensive reading are asked, such as:

(T): *“Marry, do you know what the intensive reading is?”*

(S): *“In my opinion, Intensive reading is serious focused reading for the purpose of achieving a study goal. A common example is reading a chapter to answer questions.”*

(T): *“That is good. You are now able to understand the materials”*

- c. Asked the students to make their own group by using Jigsaw Technique, which was the students should make home group and expert group before starting the discussion with the others, such as:

(T): *“Please make your own group discussions that consist of three to five students each group, and I will distribute the short text related to recount text. You have to read the text carefully and you have to join with the new group and please discussing it with your friends and please taking note the important information including the text. Do you understand?”*

(S): *“Of course Mom. We will make our home and expert group right now”*

- d. The researcher distributed the text entitled “The Spanish Armada” to the students and asked them to read those text carefully. The researcher asked them to find the main idea, specific information, reference, inference, and vocabulary from those text, such as:

(T): *“I have a short text entitled The Spanish Armada, please read the text carefully and please find the aspects of reading such as main idea, specific information, reference, inference, and vocabulary. Can you?”*

(S): *“Alright Mom. I can and I will do the best”*

- e. The researcher asked them to present the result of their own discussion related to text entitled “The Spanish Armada” as follows:

(T): *“After you are read the text, you have to present the result of your discussion in front of the class. I will ask the first group. Can you explain the result of your discussion in front of the class?”*

(S): *“Yes, Mom. I can to present the result of our discussion here”*

- f. The researcher gave an examination related to the recount text to the students as follows:

(T): *“Okay, after your are practicing the intensive reading by using Jigsaw Technique, today I would like to give you an examination in order to test your comprehension related to the recount text. Are you ready?”*

(S): *“Yes, Mom. We are ready to face the examination and we will give the best result”*

- g. The researcher gave the explanation about what the intensive reading was, gave the conclusions to the students related to the learning process in the class, such as:

(T): *“Intensive reading is the reading activity that help learners make sense of texts that may present a significant challenge in terms of vocabulary, grammar and/or concepts, teachers should focus on reading skills, such as identifying main ideas and guessing the meaning of unfamiliar words from context. Is there any question regarding to those explanation of intensive reading? Are you confused?”*

(S): *“No Mom. That’s explanation is very clearly and easy to understand to us”*

- h. The last, the researcher asked them to raise their hand if there were any questions related to the teaching and learning process, such as:

(T): *“Is there any questions related to our learning today? Please raise your hand”*

(S): *“No, Mom. There is no question. In my opinion, our learning process today is interesting”*

(T): *“Are you sure? I hope you can increase your reading ability”*

2.7. Recount Text

According to Pardiyono (2007: 63), recount is a text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened. Writing recount is said that it may be a reorientation at the end. It summarizes the event in the order in which they happened (chronological order).

Derewianka (2004:18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: (1) an orientation let the reader know who is involved, where, when, etc. (2) the retelling of a series of events in chronological sequence. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such as next, after, when, then, after, before, first, at the same time.

It describes events, so plenty of use is made of verbs (action words) and adverbs (which describe or add more details are often chosen to add interest or humor to the recount).

Derewianka (2004: 18) states that the generic structure of this text is orientation, series of events and the orientation. Generic structure of recount text is as follows:

a) Orientation

Orientation or introduction that conveys information about who, where and when the events or activity that occurred in the past.

b) Events

Events are recording the events that occurred which is usually represented in chronological order. There is a comment about the private of chronological or events that tells in this section.

c) Reorientation

In this part, there is repetition of recognition in the orientation. Repetition which summarizes the sequence of events.

There are some characteristics of recount text that can be found in terms of language features. They are:

1. The use of nouns and pronouns (E.g. *David, We, His*).
2. The use of action verbs (E.g. *Went, spent, played*).
3. The use of past tense (E.g. *We went for a trip to the zoo*).
4. The use of time conjunction (E.g. *And, but, after, finally*).

5. The use of adverbs and adverb phrases (E.g. *In my house, two days ago, slowly, cheerfully*).
6. Adjectives (E.g. *Beautiful, sunny*).

(Derewianka, 2004: 18)

The social function of recount text has the function to retell events for the purpose of informing or entertaining. When writing a recount, the writers should:

1. Focus on the individual people (i.e. *uses the words, I or we*).
2. Use words which indicate when (e.g. *after lunch*) and where the events take place (e.g. *in the shed*).
3. Write in the past tense (e.g. *had, visited*).

(Derewianka, 2004: 18)

The example of recount text as follows:

Holiday to My Penpal's House

Last weekend, I visited my penpal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took a pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch after a big tree and watch butterflies flying

above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

2.8. Jigsaw Technique

Jigsaw is developed by Aronson in 1975. Jigsaw is the cooperative learning which designed to increase the student's responsibility to their own learning and the others. The students not only learn the materials given by the teacher, but they also give and teach those materials to their own group. According to Clarke (1985: 77), Jigsaw is one method which makes the independence of group members are possible, promotes interaction and cognitive elaboration, takes into consideration, the principle of the multiple perspective and context as well as the construction of common language.

Aronson and Patnoe (1997: 77) state that the competitive behavior in the classroom with the cooperative behavior. Thus, Jigsaw learning is effective to increasing the student's ability in reading process. It deals with the process of Jigsaw method that the students are divided into two main group "expert group" and "home group". In Jigsaw, the students are expected to understand the materials by discussing in both "home group" and "expert group". The teacher in this activity does not need to actively involve in the discussion, teacher's function in the Jigsaw method in the class is to facilitate the students when they find the difficulty about how to explain the materials and help the students when they have the problem in vocabulary. On the other hand, the teacher's function in the class is to give the clue about the topic when the students do not understand about the

materials. So, Jigsaw Technique is part of the cooperative learning that stressed the student's attitude or behavior in learning English which was the students help each other in the same work structure that consisted of three to five students each group.

2.9. The Procedures of Jigsaw Technique

To implement Jigsaw Technique in classroom properly and effectively, there is a procedure being necessary to perform as illustrated below:

a) Preparation

The teacher explains the topic in general, motivate the students and explains the purpose of the topic will learn. before giving lesson, the teacher asks the students.

(T): *"Today we are going to learn about recount text. Do you know what the recount text is? Do you know what the purpose of learning recount text is? Well, the purpose of learning recount text is to identify generic structure of a recount text, communicate with your friends well, and understand the informations given by your teacher and your friends related to the text"*.

(S): *"It is alright Mom. We will ask our friends about recount text"*

b) Explain the Material

The materials of the cooperative Jigsaw learning are divided into some learnings which depend on how many members in each group, and how many concepts of learning materials that will be achieved and learned by students. For example:

(T): *“Today I have a short recount text, and I will distribute this text to each group. You have to discuss this topic with your members in your group. Please write the important things that contain in the text”.*

(S): *“Yes, Mom. We will do what you ask to work on the text”.*

c) The teacher divides students into “home group” and “expert group”

The teacher divides students into some small groups that consist of three to five students for each group. The group is heterogenous which consists of ability, gender, and background belonging to the students. For example: after distributing the text to the students, the teacher asks the students as follows:

(T): *“I will divide you into home group and expert group. Each group consists of three to five students and you have to discuss the text with your members”.*

(S): *“It is fine Mom. We will join with the other friends into the expert and home group to discuss the recount text”.*

d) Plan of activity

- Each group reads and discusses their own sub-topic and determines the students who will join in the expert group. For example, the teacher gives a direction as follows:

(T): *“Please read and comprehend the materials then join in the expert group for explaining those sub-topic to the other members in expert group”.*

(S): *“Yes Mom. This text is interesting. I will read it till the end”*

(T): *“That is a good idea”*

- The expert group from each group is integrated of all sub-topic which has been shared based on the amount of the group; then the teacher’s direction is as follows:

(T): *“Please explain your sub-topic to the other groups; and you (the other groups) please write it down in your note”*.

(S): *“It is alright Mom. I will explain my sub topic to the other group. My topic is about The Spanish Armada”*.

- The expert students go back to their own group to explain the topic of the materials. For example:

(T): *“Please go back to your home group then share the information you have got from the expert group to your friends”*.

(S): *“It is alright Mom. I will study hard to share my information to the other groups”*.

- The students do the individual test or group test including all the topic of the materials. For example:

(T): *“After you read and explained your sub-topic to your friends, I will give you a test regarding those texts in order for you to know your competence”*.

(S): *“It is fine, Mom. I am ready to face the test”*.

- The teacher gives reward to the students such as individual’s score or group’s score in order to appreciate the student’s achievement. For example:

(T): *“I will give a reward to who gets the highest score in this class in order to motivate you in learning English”.*

(S): *“We certainly like that idea, Mom ! I wish I will get those amazing reward!”*

e) Evaluation

There are three steps in evaluation process as described below:

- The students make the individual paper or group paper. For example: after giving the test and reward to the students, then teacher directs them to the next step as saying,

(T): *“Please make individual paper regarding your own topic”.*

(S): *“It is too much Mom”*

(T): *“No.. I trust you can do it well”*

- The students do the presentation in front of their class. The example of the teacher’s instruction as follows:

(T): *“Now you have to present the result of your own paper related to the recount text in front of the class”.*

(S): *“Mom, can I try to present my paper in front of the class?”*

(T): *“Yes, please. I should say ‘Good luck’”*

2.10. Advantages and Disadvantages of Jigsaw Technique

2.10.1. Advantages of Jigsaw Technique

According to Aronson (1997:80) the advantages of Jigsaw Technique are as follows:

- a) It is an efficient way to learn the material, and builds a depth of knowledge.

Jigsaw is a well-established method for encouraging group sharing and learning of specific content. This technique can be used as an instructional activity across several days and is best to use when there is a large amount of content to teach.

- b) Builds on conceptual understanding.

Monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic. This allows teachers to tailor instruction accordingly.

- c) Develops teamwork and cooperative.

Jigsaw helps students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy helps to improve listening, communication, and problem-solving skills.

2.10.2. Disadvantages of Jigsaw Technique

- a) The active students will dominate the discussion and tend to control the discussion. In this problem, the smart students tend to dominate their group discussion but his condition can be controlled by giving the explanation and emphasize the students in order to heed the explanation first. Then the students should ask the question from the teacher.
- b) The students who have low ability would have difficulty to explain the material if they appointed as the expert group. To anticipate these problems, the teacher should select the appropriate expert group, then assist them in explaining the material in order to the material can be conveyed accurately.

- c) The smart students tend to get bored to the condition of the class. To anticipate this problem, teacher should be creates a good atmosphere in order to smart students are challenged to follow the discussion.
- d) The students who cannot compete in the group discussion will be difficult to follow it till the end of the classroom.

2.11. Student Teams Achievement Division (STAD)

Student Team Achievement Division (STAD) is the cooperative learning was developed by Robert Slavin in University of John Hopkin. According to Slavin (2007), STAD model is a kind of cooperative learning which investigated at most.

In this method, the students are divided into some groups, in which each group consists of three to five students each group who have the various abilities, gender and tribe. The teacher gives the material and the students in their own group ensure that all of the members can master of the materials. Finally, all of the students undergo the individual test regarding to those materials and all of them should not help each other. The result of individual test is compared with their own average that they receive previously. Then, this score is summed to get a group score, the group who gets high score will get a gift from the teacher.

According to Slavin (1995:39), there are five components of STAD model cooperative learning as follows:

a) Class presentation

This component is composed with the material's presentation which is conducted by the teacher by using verbal presentation or text. This presentation is focused on the concept of the materials. After present of the materials, then the student work in groups in order to master the materials by using tutorial, quiz or the discussions.

b) Assign the students in group

The group becomes the important thing in STAD because in the group should be created to be a cooperative learning in order to achieve the ability of the students. The function of the work group is to make sure that each member can work together in learning process.

c) Test and quiz

The students are given the individual test after the class presentation and work in groups. The students should be aware that their efforts will contribute to the success of their group.

d) Individual improvement scores

Individual improvement scores are useful to motivate the students in order to get a better score than previously. The individual improvement scores are calculated based on basic score and test score. Basic score can be taken from the last score of the test.

e) Group recognition

Group recognition is the process of giving the gift of the group who are managed to get the highest score.

2.12. The Procedures of Student Teams Achievement Division (STAD)

The procedure of Student Team Achievement Division (STAD) consists of few steps as follows:

2.12.1. Preparation

1. Teacher prepares the materials first before it is started.
2. Teacher divides the students into several groups. As we know that STAD groups represent all of the classrooms including the academic achievement, sex, race, religion and ethnic. Each group consists of four or five students.

2.12.2. Performing

1. Teacher must develop the student's curiosity by delivering how important the materials that they will learn at the time in their life.
2. Teacher should make the students working together to find a new concept or to raise their motivation in learning.
3. Repeat the requirements or information as long as it is needed.
4. Teacher will explain and present the materials completely at the beginning of the class while student listens attentively.
5. After presenting the materials, teacher will let the students study and learn together in their groups. Teacher role as facilitator who helps the

students when they face the difficulty. Student's responsibility is to understand the materials and get a perfect point for each individual quiz.

2.12.3. Closing

Team recognition. In this stage, "teacher figures individual improvement scores and team scores award certificates or other team rewards". It means that at the end of learning process after quiz, let the students count their score by using the student's progress point. Make sure that every team get an award because there is no competition among groups in the class.

2.13. Advantages and Disadvantages of Student Teams Achievement Division

2.13.1 The Advantages of Student Teams Achievement Division (STAD)

According to Suwarsono (1998:22) states that there are some advantages of STAD as follows:

- a. Help the students learn the subject matter being discussed.
- b. The presence of members of the group to avoid the possibility of students who have a low score. Therefore in the oral test, the students helped by the other member of their own group.
- c. The cooperative learning makes the student masters in debate. Learn about how to respect the other opinions and notes the benefit's thing to behalf together.
- d. Rewards given will boost the student's motivation.
- e. The students who have low ability in learning English may help to increase the materials.

2.13.2. The Disadvantages of Student Teams Achievement Division (STAD)

- a. The active students will dominate the discussion and tend to control the discussion. In this problem, the smart students tend to dominate their group discussion but this condition can be controlled by giving the explanation and emphasizing the students in order to heed the explanation first. Then the students should ask the question regarding to the material given by the teacher.
- b. The students who have low ability will have difficulty to explain the material of they appointed as the expert group. To anticipates this problem, the teacher should select the appropriate expert group, then assist them in explaining the material in order to the material can be conveyed accurately.
- c. Smart students tend to be bored to the condition of the class. To anticipates this condition, the teacher should be creates a good atmosphere in order to smart students are challenged to follow the discussion.
- d. The students who cannot compete in group discussion will be difficult to follow it till the end of the discussion. To anticipates this condition, the teacher should help the students by ask them about their problem and try to solve their problem.

2.14. The Differences between Student Teams Achievement Division (STAD) and Jigsaw Technique.

Based on the explanation above, the researcher assumes that there are differences between Jigsaw Technique and Student Teams Achievement Division (STAD) as follows:

2.14.1. The Differences between Student Teams Achievement Division (STAD) and Jigsaw Technique

There are some characteristics of Jigsaw Technique and STAD that differentiate between both of them as follows:

- a. Jigsaw technique requires the following characteristics:
 1. There is no competition between the students in the class, however, there is any teamwork in the expert group which is discussing the sub-topic they have got previously, after that they should return to their own home group to exchange of the information related to the information they have got in overall.
 2. Every student will get the differences materials in order to train the student's responsibility when they are accepts and re-explain the material they have got in the expert group to their own home group.
 3. There is no reward to group discussion who gets the highest score in the class.
 4. There are some expert groups and home group.

- b. STAD technique requires the following characteristics:
1. There are some groups competition in order to get the reward from the teacher.
 2. Every student will get the same material in order to help each other in comprehending the materials in the class.
 3. There is a reward to group discussion who gets the highest score in the class.
 4. There is no expert group nor home group.

2.15. Theoretical Assumption

In teaching reading, there are many techniques that can be used in teaching learning process. Based on the literature above, Jigsaw Technique and Student Teams Achievement Division (STAD) are techniques that can be used to increase the student's reading comprehension achievement. In Jigsaw Technique, the students are asked to be responsible for their own learning and the others. The students not only learn the materials given by the teacher, but they also give and teach those materials to their own group. On the other hand, in Student Teams Achievement Divisions (STAD), the students are emphasized to motivate and help each other to master a material in order to achieve the maximum score. A teacher using STAD suggests new academic information to the students every week by using verbal presentation or text. Both of them are the techniques mostly used in teaching reading and very important to help the students to understand the text. Therefore, the researcher assumes that there would be a significant difference of student's reading comprehension achievement between the students who are

taught through Jigsaw Technique and Student Teams Achievement Division (STAD).

2.16. Hypotheses

Based on the problems and literature review above, the hypotheses were formulated as follows:

H_0 = There is no significant difference of student's reading achievement among those who are taught through Jigsaw Technique and those who are taught by using STAD technique

H_1 = There is a significant difference of student's reading achievement among those who are taught through Jigsaw Technique and those who are taught by using STAD technique

CHAPTER III

RESEARCH METHODS

This part discusses the design of this research and how to collect the data from those samples. This research encloses the data collecting technique and the procedures of this research. In addition, the researcher also gives the scoring system is and given how the data are analyzed.

3.1. Research Design

The researcher conducted a quantitative and qualitative design with a control group pre-test, post-test design that belongs to the true experimental design. The researcher used the design because she wanted to compare two techniques (Jigsaw Technique and Student Teams Achievement Division) to find out which one of them was more effective in increasing student's recount text reading comprehension achievement.

The researcher used an experimental design, therefore there were two classes – an experimental class and a control class. Then the researcher gave the students three treatments to each class. The students in the experimental class were taught by using the Jigsaw Technique about reading comprehension of recount text (related

to the aspects: main idea, specific information, reference, inference and vocabulary).

Whereas the students of control class were taught by Student Teams Achievement Division (STAD) about reading comprehension of recount text (related to the aspects: main idea, specific information, reference, inference and vocabulary). Both classes received the same pre-test and post-test. To see the student's ability within both groups in order to enact that their ability was equal before treatments, therefore the researcher used a pre-test. Then after giving the treatments, the researcher administered a post-test to both groups.

According to Hatch and Farhady (1982: 22), the researcher used the following design:

Table 3.1. Research Formula

Group	Pre-test	Treatment	Post-test
G1	T1	X1	T2
G2	T1	X2	T2

The table above can accordingly be illustrated as follows:

G1 denotes experimental class

G2 refers to control class

T1 stand for pre-test

T2 connotate to post-test

X1 indicate to Jigsaw technique

X2 denotes STAD technique

3.2. Variables

Variables are something that can be changed, such as a characteristic or value. Variables are generally used in psychology experiments to determine if changes to one thing result in changes to another. In this research, three variables were studied:

1. Independent variable in Jigsaw Technique (X1)

The independent variable was the variable that was controlled and manipulated by the experimenter.

2. Independent variable in STAD Technique (X2)

The independent variable was the variable that was controlled and manipulated by the experimenter.

3. Dependent variable or reading comprehension achievement (Y)

The dependent variable was the variable that was measured by the experimenter.

3.3. Population and Sample

3.3.1. Population

According to Polit and Hungler (1999:37), a population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. A population is the generalization region consisting of objects or subjects that have certain qualities and characteristics defined by the researchers to be studied and then drawn conclusions. A population is all good value calculation and measurement results, both quantitative and qualitative, of certain characteristics about a group of objects that complete and clear. So that, we can resume that the

population is the region that consisted of objects or subject, both quantitative and qualitative, that have certain qualities and characteristics about a group of objects that complete and clear.

The population of this research consisted of four classes of VIII (Second grade) semester 1 in SMPN 1 Abung Surakarta, North Lampung in teaching period 2016-2017. The total of population was 80 students. Participants in this experimental study were those individuals tested by the researcher to determine if the finding made a difference in one or more outcomes. The sampling technique of this research was purposive sampling. It was purposive because the sampling was determined by certain consideration.

3.3.2. Sample

Brink (1996:133) states that a sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project states that sample is part of the number and characteristics possessed by this population. What is learned from the sample, the conclusion will be applied to the population. The sample of this research was 50 students from two classes; VIII B and VIII C. The writer implemented Jigsaw Technique in the first class (VIII B) and STAD technique in the second class (VIII C). Before the researcher conducted the research, the researcher made sure that both classes had the same characteristics by doing a pre-observation. She observed the teaching and learning classroom once and she got their score from the teacher. It was found that the students from both classes had the same characteristics, the writer choose

the second grade because reading skill is a crucial skill for them in the preparation to face the national examination at the third grade.

3.4. Data Collecting Technique

The data of this research were in the forms of qualitative and quantitative data. The qualitative data were collected through interview and observation. The instruments used to collect the data were an interview guideline and a camera. To get more valid data, the researcher had interviewed some students and the teacher, and analyzed them by using triangulation. The data of the interview were in the form of interview scripts. Meanwhile, the quantitative data were collected through the scoring of student's work. The researcher used a pre-test and post-test as the quantitative instruments to get the student's score. In detail, the techniques of collecting data were as follows:

3.4.1. Quantitative Data

Quantitative data were collected by using a try out, pre-test and post-test. The test had given before and after treatment. The pre-test and post-test were conducted to see which aspects improved the most after being taught using Jigsaw and STAD in reading ability. In order to get more valid data, this research applied three various tests as illustrated below:

a. Try Out Test

This test had an aim at knowing the validity and reliability of the test. The test was administered before the pre-test. Total items were 40 and it was allocated within 90 minutes.

b. Pre-test

The pre-test was conducted before the treatment. It was used to know the student's achievement in reading by using the Jigsaw Technique and STAD in reading materials, especially in recount text before they were given the treatment. The students were required to answer 30 items in relation to the recount text given. The pre-test was conducted in 90 minutes.

c. Post-test

The post-test was conducted after treatments. It was used to know the improvement of student reading achievement in reading by using the Jigsaw Technique and STAD in reading materials, especially in recount text. There were 30 items which were randomly selected from pre-test. This test was conducted in 90 minutes.

3.4.2. Qualitative Data

The qualitative data were collected through one technique. These data were collected through interview. To get more valid data, the researcher had interviewed some students and a teacher. The interview was conducted after the researcher gave the treatments to the students. It was applied to identify the student's problems during the implementation of Jigsaw Technique and STAD. The researcher had asked some students who seemed to get problems in the learning process. The researcher asked them about their feeling and the problem when they were taught through the Jigsaw Technique and STAD. Meanwhile, the researcher could avoid the problem in the next meeting.

3.5. An Analysis of Research's Instrument

In order to know the quality of every single question, the researcher used instruments of the test. A good test as the measuring instrument should fulfill the requirement of the test such as validity, reliability, the level of difficulty and the discrimination power.

3.5.1. The Validity of The Test

According to the Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. Further explanation of the validity of the test explained as follows:

- **Content validity** relates to all items of test that include in the test. Based on Hatch and Farhady (1982: 281) content validity is the extend to which the test measures a representative sample of the subject matter content. In this validity, the writer measures all indicators of the test and analyzes them whether the test is good reflection of what has been taught and the knowledge which the teacher wants the students to know (Shohamy, 1985:75). To the content validity, the writer gives the material suited with the syllabus of the second grade of Junior High School. The writer adapted the test from the student's book. In other words, the writer made the test based on the materials in English Curriculum (KTSP) for Junior High School and measured the validity by using *interrarter*. The use of interrater is to measure the agreement of the test which has been developed based on individually.

In syllabus based on KTSP refer to basic competence point 2.2 about responding the meaning in the simple, short monologue effectively in order to communicate with the others by using descriptive and recount text; could be taught by using relevant textbooks, pictures, cassette/CD, tape/CD player, OHP/LCD.

- **Construct Validity** is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985:74). If the test has construct validity, it is capable of measuring the student's ability in reading. It means that the pre-test and post-test measured certain aspects based on the indicators. To construct validity, the scoring system is adapted from Harris (1974: 48) who states that construct validity is to measure the agreement of the interrater related to the test which has been described based on the meaning of the previous theory.

Table. 3.2. Scoring System of the Students in Reading Aspects

Reading Aspects	Percentage	Description
Main Idea	20	Clearly and accurately identifies the main idea(s) and includes most of the relevant supporting details.
	15	Identifies the main idea(s) correctly and includes many supporting details.

	10	Identifies the main idea(s) and includes some supporting details.
	5	Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing.
Specific Information	20	The students can express the specific information by using their own perspective accurately.
	15	The students can express the specific information by using their own perspective. May contain minor inaccuracies.
	10	The students can not express the specific information by using their own perspective. May contain major inaccuracies.
	5	May contain few, incorrect or irrelevant details.
Reference	20	Makes logical and relevant references about character(s) and/or event(s). Details from the reading support the

		inferences made.
	15	Makes a general reference about character(s) and/or events(s) with some supporting details, or uses irrelevant details.
	10	Makes a general reference about character(s) and/or event(s) with few/no supporting details or uses irrelevant details.
	5	Fails to make a reference, or makes a reference which is illogical or irrelevant.
Inference	20	Makes logical and relevant inferences about character(s) and/or event(s). Details from the reading support the inferences made.
	15	Makes a general inference about character(s) and/or events(s) with some supporting details, or uses irrelevant details.
	10	Makes a general inference about character(s) and/or event(s) with few/no supporting details or uses irrelevant

		details.
	5	Fails to make an inference, or makes an inference which is illogical or irrelevant.
Vocabulary	20	Applies word structure, origin and context clues to interpret meanings of unfamiliar words.
	15	Interprets meanings of unfamiliar words.
	10	Decodes unfamiliar words, but is not always able to interpret meaning from context.
	5	Attempts to decode unfamiliar words in text, but does not independently interpret meaning.

The aspects of reading ability were evaluated based on the table below. The lowest score was five and the highest score was 20.

Table 3.3. Rating Score Sheet

S's Codes	M.I (5-20)	S.I (5-20)	Refer. (5-20)	Infer. (5-20)	Voc. (5-20)	Total
1.						
2.						
..						

The table above can accordingly be illustrated as follows:

M.I denotes main Idea

S.I refers to specific. Information

Refer. stand for reference

Infer. connotate to inference

Voc. denotes vocabulary

The score of reading ability based on the five aspects could be compared in percentage as follows:

Main Idea has 20% of all five aspects.

Specific Information has 20% of all five aspects.

Reference has 20% of all five aspects.

Inference has 20% of all five aspects.

Vocabulary has 20% of all five aspects.

According to those aspects of reading above, it can be concluded that the total percentage is 100%.

For example:

	M.I	S.I	Refer.	Infer.	Voc.	Total
1 st rater	15	10	15	15	15	70
2 nd rater	20	15	15	15	10	75

$$70 + 75 = 145 : 2 = 72,5.$$

The score of a student is taken by two raters, the writer and the English teacher in the school. Thus, if a student obtains 15 in main idea, 10 in specific information, 15 in reference, 15 in inference and 15 in vocabulary, the total score is 70 from the first rater. Then, if the student obtains 20 in main idea, 15 in specific information, 15 in reference, 15 in inference and 10 in vocabulary, the total score is 75 from the second rater. Likewise, if student obtains 70 from first rater and 75 from second rater, the final score is 72,5.

3.5.2. The Reliability of the Test

Shohamy (1985:77) states that reliability refers to the extent to which the test is consistent with its score. It can also give an indication of how accurate the test score. The researcher used the split half method to estimate the reliability of the

test since the formula is simple. The researcher divided the 40 items of reading test into two randomly based on odd and even number. The tests given to the students were also divided into two groups randomly. Then the researcher compared the result. If both tests give relatively same outcome, then it can be said that the test is reliable (Setiyadi, 2006:18). The researcher used split half to measure the reliability of the test because: (1) it avoids troublesome correlation, (2) in addition to the number of items in the test, it involves only the test, mean and standard deviation, both of which are normally calculated anyhow as a matter of routine. To measure the coefficient of reliability between odd and even group, the researcher used the Pearson Product Moment as follows:

$$r_{xy} = \frac{\Sigma XY}{\sqrt{[\Sigma X^2][\Sigma Y^2]}}$$

The formula above can accordingly be illustrated as follows:

r_{xy} denotes the coefficient of reliability between the first half and the second half items

X connotate to total numbers of odd items (variable)

Y refers to the total numbers even items (variable)

X^2 stand for square of X

Y^2 refers to square of Y (Lado, 1997)

Before getting the final data, the researcher gave the try out of reading comprehension of recount text. Then, the researcher used the formula to calculate

the reliability of reading comprehension of recount text in order to know the items were reliable when the value closes to one.

The criterion the reliability as follows:

0,90 – 1,00 denotes high

0,50 – 0,89 refers to moderate

0,00 – 0,49 stand for low

To know the coefficient correlation of whole items, the researcher used Spearman Brown's Prophecy Formula (Hatch and Farhady, 1982: 281). The formula is as follows:

$$rk = \frac{2rl}{1+rl}$$

The formula above can accordingly be illustrated as follows:

rk denotes the analysis of the reliability of the test

rl connotate to the coefficient of reliability between the first half and the second half items

3.5.3. Level of Difficulty

The formulation to determine the level of difficulty as follows:

$$P = \frac{B}{JS}$$

The formula above can accordingly be illustrated as follows:

P refers to the analysis of index of the difficulty

B denotes amount of the students who have chosen the questions correctly

JS stand for the number of the test's participant

The classification of the level of difficulty:

Less than 0,30 denotes the difficult items

0,30-0,70 connotate to the average items (good items)

More than 0,70-1,00 stand for the easy items

(Shohamy, 1985)

3.5.4. Discrimination Power

Discrimination power is the ability of the question to differentiate between the students who have high ability and the students who have low ability. The magnitude of discrimination power is formulated as follows:

$$DP = \frac{JBa - JBb}{JSa}$$

The formula above can accordingly be illustrated as follows:

DP refers to discrimination power

JBa stand for the analysis of amount of the right answer in every single question in the top's group

JBb connotate to amount of the right answer in every single question in the bottom group

JSa denotes the analysis of the number of students in the top's group

(Suharsimi 2007: 213)

The criteria are as follows:

1. If the value is positive discrimination – a large number or more knowledgeable students than poor students get the item correct. If the value is zero, it means that there is no discrimination.
2. If the value is negative, it means that more low students than high level students get the item correct.
3. In general, the higher, the discrimination index, the better. In a classroom situation, most items should be higher than 0,20 indexes.

(Shohamy, 1985)

3.6. Research Procedures

In research procedures, the researcher carried out the following procedures which could be described as follows:

- a. Determining subject of the research

The subjects of this research were the second year of SMPN 1 Abung Surakarta, North Lampung. The subjects of this research were two classes, VIII B and VIII C.

- b. Selecting and determining the materials

The materials were based on the School Based Curriculum (KTSP) 2006 for the second year students. They were reading materials taken from *Intan Pariwara's* book. It had been discussed in Chapter Two, this research was focused on recount text.

c. Administering a try out test

The try out was administered in another class. Students had given the reading texts with 40 items of essay test in 90 minutes.

d. Administering a pre-test

A pre-test was administered to reveal the student's basic reading comprehension before the treatments. The pre-test was employed in both experimental and control class. The test was administered in 90 minutes with 30 items of the essay test.

e. Conducting the treatments

The treatments were employed in two classes. The first was an experimental class which got Jigsaw Technique, while in the second class is a control class which got STAD technique. Each class was taught three times by the researcher.

f. Administering a post-test

Post-test had given at the end of the treatments in order to find out the significant improvement in the student's reading comprehension achievement. The post-test was conducted in both classes; they were experimental class and control class. The test was administered in 90 minutes with 30 items of the essay reading test.

g. Analyzing the result of the test

In scoring of the student's work, the researcher used Arikunto's formula (2005: 236). The highest score is 100. The score of pre-test and post-test are calculated by using the following formula:

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

The formula above can accordingly be illustrated as follows:

S stand for the analysis of the score of the test.

R refers to the total of right answer.

N connotate to the total items.

(Arikunto, 2005:236)

3.7. Scoring System

In scoring the student's work, the researcher is using Arikunto's formula (2005: 236). The highest score is 100. The score of pre-test and post-test are calculated by using the following formula:

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

The formula above can accordingly be illustrated as follows:

S denotes the analysis of the score of the test.

R stand for the total of right answer.

N refers to the total items.

(Arikunto, 2005:236)

3.8. Data Analysis

The data were analyzed in order to determine whether the students' reading comprehension achievement increased or not. The researcher examined the student's score by doing the following steps:

1. Scoring the pre-test and post-test.
2. Tabulating the results of the tests and calculating the scores of the pre-test and post-test.
3. Drawing conclusions from the tabulated results of the pre-test and post-test which was statistically analyzed using *independent group t-test* computed through SPSS 21.

3.9. Data Treatment

3.9.1. Quantitative Data

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

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

Therefore, the researcher used the following procedures to treat the data treatment:

3.9.1.1 Normality Test

Normality test is used to measure whether the data in experimental class and control class are normally distributed or not (Setiyadi, 2006:168-169). The student's score of pre-test and post-test both groups were analyzed to gain the normality test. The hypotheses for normality test as follows:

H_0 = the data are not distributed normally.

H_1 = the data are distributed normally.

In this research, H_1 is accepted if $p > \alpha$ and the researcher used a level of significance in the amount of 0,05.

3.9.1.2 Homogeneity Test

As stated by Hatch and Farhady (1982: 57-59), homogeneity of items test are measured to test whether the data of post-test from the experimental class and from the control class have a homogenous variance or not. This test was analyzed by independent t-test. The hypothesis for the homogeneity test or pre-test is as follows:

H_0 = there is no significant difference in the level of ability (equal)

H_1 = there is a significant difference in the level of ability (not equal)

3.9.2. Qualitative Data

In this research, the researcher used qualitative data. Qualitative method is a study intended to understand the phenomenon experienced by students in regard with motivation, skill, ability, etc. This research used the qualitative method because this research used the observation that occurred in depth. On the other hand, this research used the descriptive data to collect detail information based on the direct research and the researcher could understand the student's obstacles in teaching and learning English especially in reading skill at the second grade of SMPN 1 Abung Surakarta. Additionally, this research did not test hypotheses or theories but merely to describe the information in detail without being charged by theory.

3.9.2.1. Subject of the Research

Subject of the research is someone chosen by the researcher in order to answer the questions in this research. The subject of the research in this research was the students of the second grade at SMPN 1 Abung Surakarta in academic year 2016-2017. In this research, the researcher used a purposive sampling because the researcher wanted to give detailed information related to the student's obstacles of student grade at SMPN 1 Abung Surakarta in teaching and learning English especially in reading aspect.

3.9.2.2. Data Source

In this research, the data collected by direct observation aimed to answer the questions related to the student's obstacles in teaching and learning English especially in reading aspects in the second grade at SMPN 1 Abung Surakarta. The data were collected by means of interview, and observation.

3.9.2.3. The Result of Interview

In this qualitative research, the researcher wrote the result of observation and interview in the second grade of SMPN 1 Abung Surakarta in order to get the complete result as follows:

a. Data Analyses

Data analysis is the step where the researcher tried to sort the result of the research's data then sorted into the pattern and described in descriptive form. In

this step, the researcher tried to analyze the result of the interview, observation, and described in descriptive form in order to simplify the reader to comprehend the data.

b. Report Writing

This is the last step of the research where the researcher wrote the result of the research in descriptive form which is arranged in specific and systematically. In writing the descriptive data, the researcher required to write the framework creatively based on the result of the research.

3.9.2.4. Data Collecting Technique

3.9.2.4.1. Interview

Interview is a data collecting technique conducted by the researcher in order to collect detailed information. In this step, the researcher interviewed the student's obstacles in learning English at the second grade of SMPN 1 Abung Surakarta. Before the researcher conducted the research, the researcher prepared some questions related to teaching and learning English process in order to expedite the process of interview.

3.9.2.5. Examination of the Data Validity

To avoid the errors in collecting the data, the researcher did the examination of the data validity. In conducting the examination of the data validity, it is necessary to observe directly and continuously. The researcher did interview to the subject of

the research which was the students of the second grade at SMPN 1 Abung Surakarta. During the interview, the researcher wrote the result of the interview to avoid the errors in collecting the data. Before the researcher conducted the research, the researcher used triangulation to check the validity of the data.

Triangulation is the multi methods approach used by the researcher to collect and analyze data. In addition triangulation is an attempt to check the correctness of the data or information obtained by researchers from different angles by reducing as many errors as possible at the time of collecting and analyzing the data. There are five types of triangulation such as triangulation of time, place, theory, researcher and method. In this study, researchers used only three types of triangulation i.e. time triangulation, investigator triangulation and methods triangulation.

a. Time Triangulation

Researcher used time triangulation because time often affects the credibility of the data. Data collected by interview technique in the morning would produce more valid data than in the afternoon. Therefore, to test the validity of data could be done through various ways such as interview methods, and observation in other times and situations. When the test results produce different data, it was necessary to test repeatedly to produce valid results.

b. Investigator Triangulation

Investigator triangulation was done by using more than one subject in the data. This technique is believed to enrich the information excavated from the subject of the research. It should be noted that people invited to do triangulation among researchers must have experience of research so that

it could made the results of research became more valid. Therefore, researcher was not only able to dig the information from students in second grade of SMPN 1 Abung Surakarta, but also through the English subject teachers concerned.

c. Methods Triangulation

Method triangulation used by researcher is in order to test the credibility of data performed by checking the data to the same source but using different methods. For example: data obtained through interview, then checked using observation, documentation, and questionnaire techniques, If they produced different results then it needed to be checked again to produce valid and unchanged data.

4.0. Hypotheses Test

Hypotheses testing was used to prove whether the hypotheses proposed in this research were accepted or not. The researcher used SPSS 21 to know the significance improvement of treatment effect. The hypothesis were analyzed at the significance level of 0,05 ($p < 0,05$). The formulation to find out the significant ratio or value can be seen as follows:

$$SD = \frac{\sqrt{\Sigma d^2 - \left(\frac{1}{n}\right)(\Sigma d)^2}}{n - 1}$$

$$Sd = \frac{SD}{\sqrt{N}}$$

$$r = \frac{\Gamma_1 - \Gamma_2}{Sd}$$

$$df = n - 1$$

The formula above can accordingly be illustrated as follows:

r denotes the ratio

T_1 stand for the mean from pre-test

T_2 refers to the mean of post-test

S_d connotate to standard error of differences between means

d stand for error of differences between mean

n refers to subject on sample

SD denotes the standard deviation

Df stand for degree of freedom

(Hatch and Farhady, 1982: 281)

In this case, independent group t-test was used in this research. The formulation of the hypothesis can be seen as follows:

H_0 = There is no significant difference of student's reading achievement among those who are taught through Jigsaw Technique and those who are taught by using STAD Technique.

H_1 = There is a significant difference of student's reading achievement among those who are taught through Jigsaw Technique and those who are taught by using STAD Technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

With reference to the previous chapters, it can be summarized that the results of the implementation of Jigsaw and STAD techniques enabled the students to increase their ability in reading comprehension. Then, the conclusions can be drawn as follows:

1. Both Jigsaw and STAD techniques have improved students' aspects of reading. However, based on the results of pre-test and post-test, the implementation of Jigsaw has improved students' reading comprehension better than that of STAD. The details are as follows:

1.1.Jigsaw Technique

1.1.1.It is evident that Jigsaw technique can improve students' ability in finding specific information ($\bar{x} : 7.5$) because they were able to determine specific information and develop topic sentences by giving definitions, facts, comparisons, analogy, causes and effects.

- 1.1.2. Jigsaw technique can improve students' ability in finding main idea (\bar{x} : 4.1) because they were able to identify the central thought of paragraph and what the paragraph was about.
- 1.1.3. Jigsaw technique can improve students' ability in understanding reference (\bar{x} : 2.0) because they were able to relate between objects in which one object designates, or acts as a means by which to connect to or link to, another object.
- 1.1.4. Jigsaw technique can improve students' ability in finding inference (\bar{x} : 1.7) because they were able to guess about something unknown based on facts and information available.
- 1.1.5. Jigsaw technique can improve students' ability in understanding vocabulary (\bar{x} : 1.0) because they were able to identify the crucial elements of vocabulary, in terms of content words that consists of: (1) nouns; (2) verbs; (3) adjectives; (4) adverbs; (5) conjunctions; (6) articles.

1.2. STAD Technique

- 1.2.1. It is evident that STAD technique can improve students' ability in finding specific information (\bar{x} : 6.9) because they were able to determine the specific information and develop topic sentences by giving definitions, facts, comparisons, analogy, cause and effects.

- 1.2.2 STAD technique can improve students' ability in finding main idea (\bar{x} : 3.8) because they were able to identify the central thought of paragraph and what the paragraph was about.
- 1.2.3. STAD technique can improve students' ability in understanding inference (\bar{x} : 2.5) because they were able to guess about something unknown based on facts and information available.
- 1.2.4. STAD technique can improve students' ability in understanding vocabulary (\bar{x} : 2.0) because they were able to identify the crucial elements of vocabulary in terms of content words that consists of: (1) nouns; (2) verbs; (3) adjectives; (4) adverbs; (5) conjunctions; (6) articles.
- 1.2.5. STAD technique can improve students' ability in finding reference (\bar{x} : 1,9) because they were able to relate between objects in which one object designates, or acts as a means by which to connect to or link to, another object.

Referring to those explanations, we can conclude that the aspects that improved the most in Jigsaw was specific information with a mean score of 7.5 and the main idea was the second aspect that improved the most with a mean score of 4.1. Meanwhile, the aspect that fell into the lowest category was vocabulary with a mean score of 1.0. In addition, STAD class had the highest improvement in specific information with a mean score of 6.9. Main idea was the second aspect that improved the most with

a mean score of 3.8. Vocabulary was the aspect of reading that fell into category with a mean score of 1,9.

2. In this research, Jigsaw was a part of cooperative learning that could increase students' reading achievement the most (\bar{x} : 81.88) compared to STAD because Jigsaw technique makes the students more active in class activities. In this case, the students not only learn the materials given by the teacher in the class, but they also share with the others, too. Through Jigsaw Technique, students are provided a lot of chances to work together in home and expert groups, and also interact directly among the members. The students are able to share and ask for help when they cannot deal with difficulties that they face with the other members of the group. Therefore, they can absorb the materials given by the teacher more easily. In addition, the implementation of STAD, which is part of cooperative learning, made students get the lowest achievement (\bar{x} : 68.13) because the condition of the class was not conducive enough, that the students could not concentrate on the materials given by the researcher in the class. Moreover, the students could not work in group so that they could not share and comprehend the materials.
3. Furthermore, in order to answer the third research question the researcher also analyzed the improvement of reading aspects in the pre-test and post-test. Referring to the analysis, the use of Jigsaw and STAD Techniques improved the students' reading comprehension achievement mostly in specific information aspect because specific information develops topic sentences by giving definitions, examples, facts, comparison, analogy,

causes and effects, statistics and quotations. There were some problems faced by the students during the implementation of Jigsaw and STAD Technique as follows: (1) students' difficulty; (2) no background knowledge of the material discussed in the class; (3) time limitation; (4) students' limited vocabulary.

5.2. Suggestions

Based on the discussion and conclusion above, the researcher recommends some suggestions as follows:

- a. As can be seen that vocabulary, inference and reference fall into lower category among other reading aspects after the implementation of Jigsaw and STAD Techniques. Here are some suggestions for teachers:
 - In order to improve students' vocabulary achievement, the teacher should try and use other types of cooperative learning in teaching reading especially in vocabulary aspect which is the basic achievement of language competence, such as *the teacher can use picture and short texts, so that the students can guess some vocabulary items relevant to the topic.*
 - In order to improve students' inference achievement, the teacher should provide certain media such as *reading, listening, and seeing, then the teacher asks them to conclude about what they see, hear, and read.* Then, the students can be more sensitive about how to infer something.

- In order to improve students' reference achievement, the teacher should multiply the exercise questions related to how to identify the reference aspect so that students are more familiar with questions related to the reference, such as *providing certain words which refer to certain person, thing, or animal.*
- b. For other researchers
- Jigsaw technique and STAD are good techniques to increase the ability of the students especially in reading comprehension. Therefore, other researchers who intend to conduct the same research should try to implement to students from different departments, for example *in Mathematics, Biology, Physics, etc.*
 - Reference and inference are the aspects of reading that had the lowest score than the other aspects in both techniques (Jigsaw and STAD). Therefore, future researchers who intend to conduct the same research by using aspects of reading should use interesting learning media in order to create an interesting teaching and learning process that the students can absorb the materials effectively especially in reading aspects.
 - In this research, STAD was a part of cooperative learning who had the lower achievement than the Jigsaw class because the situation of the class was not conducive. The students could not work in group in STAD class, so that the students cannot comprehend the materials given by the researcher and cannot achieve the maximum score. Therefore, the other researchers who intend to conduct the same

research should create conducive situation first before starting the class in order for the students can absorb the materials effectively.

- Other researchers who intend to conduct research by using Jigsaw and STAD should make worksheets for first in order to simplify the learning process in the class. Moreover, future researchers should give longer time to implement the techniques in order for the learning process can run well and get better results.
- Cooperative learning is a method that is efficient enough to increase the ability of the students because this cooperative learning uses interesting methods so that the students can comprehend the materials given by the the researcher in the class more easily and the learning situation in the class is not be monotonous. Therefore, next researchers who intend to conduct research by using cooperative learning should use other kinds of cooperative learning in order to enrich the references and to increase students' ability by using an interactive process.
- Other researchers who intend to conduct research with the same method should prepare many sources related to the learning effectiveness, and should prepare data collecting technique in order to get complete results.

c. For the school

- School has to facilitate the teaching and learning process in order to increase the student's achievement, for example: library, text books, LCD, language laboratory, etc.

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