

**THE USE OF JIGSAW STRATEGY TO IMPROVE STUDENTS' READING
COMPREHENSION ACHIEVEMENT AT SMKN 1 CANDIPURO**

(Undergraduate Script)

By

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ABSTRACT

THE USE OF JIGSAW STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMKN 1 CANDIPURO

By:
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The aims of this researcher were (1) to find out whether there was an significant difference in students' reading ability before and after being taught using Jigsaw strategy, (2) to identify student perception about the use of Jigsaw strategy. This research was conducted on the first grade of SMKN 1 Candipuro. The samples of this research were one class, X TKJ which consisted of 30 students chosen randomly to determine the class.

One group pretest and posttest were used as the design of the research. The instruments of this research were reading test (pretest and post test). Pretest and posttest were used to see the difference of students reading comprehension achievement before and after being taught through Jigsaw strategy. Paired sample t-test was done to find out whether the difference was significant between the pretest result and the post test result.

It can be seen from the result of the hypothesis test which showed that at significant level of $p < 0.05$ ($p = 0.0000$), in which the students' mean score in pre-test was 53.8 increase to 65.4 in post-test with 11.6 of gain and the data were analyzed by using paired sample t-test in which the significance was determined by $p < 0.005$. Moreover, the highest improvement aspect was achieved by specific information with the improvement gain 2.8. The result of this research shows that there was a significant improvement of students' reading comprehension after being taught through Jigsaw strategy learning technique. Specifically, Jigsaw strategy learning technique could be used to improve students' reading comprehension in five aspects of reading comprehension, such as identifying main idea, finding specific information, making inference, determining reference, and understanding vocabulary.

It is found that Jigsaw strategy could increased students' reading comprehension achievement. It seems that Jigsaw strategy influence students' learning process.

Keywords: Jigsaw strategy, reading comprehension, recount text.

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By

Tuti Alawiyah

Undergraduate Thesis

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in

The Arts and Languages Education Department
Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2021**

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IMPROVE STUDENT'S READING
COMPREHENSION ACHIEVEMENT AT
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CURRICULUM VITAE

Tuti Alawiyah was born in Candipuro, on September 29, 1998. She is the fourth daughter among six siblings from incredible parents, Sriyanto and Suwawik.

In 2005, she began her first early school at TK ABA. After spending one year in kindergarten level, she continued to elementary school at SDN 01 Titiwangi. Her junior high school started in 2012 at SMPN 1 Candipuro, which was completed in 2014 and continued to senior high-school at SMKN 1 Candipuro and graduated in May 2017.

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DEDICATION

Alhamdulillah, this script would humbly be dedicated to:

My beloved parents, Sriyanto (Alm) and Suwawik

My beloved sisters and brothers, Ninda Wian Deristiami,
Dwian Alit Utama, Widian Triyogi, Annisa Adelia, and M.

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My grandfathers and grandmothers

My beloved lecturers at the English Department;

My beloved friends, people who love me; and My beloved
almamater, University of Lampung

MOTTO

“If you don’t go after what you want, you’ll never have it. And if you don’t ask, the answer is always no. Also if you don’t step forward, you’re always in the same place.”

- Nora Roberts

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In the end, the writer believes that her writing is still far from the perfection. There might be weakness in this research. Therefore, constructive input and suggestions are expected to compose better script in the future.

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Tuti Alawiyah

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CHAPTER I INTRODUCTION

This chapter presents several points such as the background of the problem, identification of the problems, limitation of the problem, formulation of the research questions, objectives of the research, significance of the problem. The contents of the chapter are presented as follows.

1.1 Background of the Problem

English has four language skills; those are listening, speaking, reading, and writing. They are supported by some components; they are vocabulary, grammar, and pronunciation. In learning English, one of main skills that the student needs to acquire is reading. The purpose of teaching reading is to make the students able to read the text effectively. Therefore, students can get the information from the text they read and learn not only to understand the structure of the texts but also to comprehend the content of the texts. According to Jeremy (1989:69) the reading skills should be acquired by students. They need to be able to scan a text and skim a text to get general idea of the text that they read. Both teachers will expect them to be more utilitarian with literary work when reading comprehension.

In comprehending the texts, the readers need to prepare themselves by knowing some skills that they can apply while they are reading so that goal of reading can be achieved. Mc Neil (P.130) explains about some specific comprehension skills that can help the reader in reading

activity, they are: understanding sequence, interpreting sentence, interpreting meaning through punctuation, recognizing main idea in the paragraph, drawing logical conclusions, and obtaining meaning of words through text.

Based on the curriculum, the purpose of teaching reading in that level is the students have to be able to understand, to respond, and to comprehend the texts. During the observation at SMKN 1 Candipuro, the strategies that the teacher use are teacher asked students to read the texts, translate the texts, answer the question of the texts and collect students' task. From the description above, the strategy that teacher used didn't give a good learning process to the students. The other problem is that during the teaching-learning process in the classroom, the students did not enjoy the reading activities because the activity is monotonous. As a result, the students' achievement in reading comprehension was not satisfied. They also said that they were not motivated enough to deal with reading text material.

Wittrock (1991) concludes that it is important to change students' perception of their roles in learning from one of recording and memorizing information to one of generating understanding by relating concepts to their experiences and to their knowledge base. What Wittrock stresses on is the idea that interactive approach recognizes the importance of both the text and reader's learning characteristics in the reading process. In relation to the students' problem, they get difficulties to memorize, to apply, to understand and to comprehend the texts. As the result, the student cannot interpret the authors' message. Based on the phenomena above, the researcher will try to apply a new strategy which is appropriate to improve the students' reading

comprehension. Effective reading involves active interaction between reader and text. That is to say, the reader makes use of his/her knowledge of vocabulary, sentences structures as well as prior knowledge of the subject area to get meaning from the text. The researcher thinks that one of the great strategies that can be used for teaching reading comprehension is by using Jigsaw strategy. *Jigsaw technique* may be considerably more effectively applied in the classroom. Using a technique like jigsaw helps a teacher to solve the problems in the class especially in reading activity.

Jigsaw is a kind of cooperative learning task that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information. Sahin (2010) argues that “Jigsaw technique allows students to actively participate in learning process. By being constantly subjected to this method, students should feel more comfortable about their roles” (p.778). Jigsaw strategy is also a cooperative learning strategy that students study in a small group of their classmates (Mary, Thomas and Jan, 1995:226). A jigsaw activity is a group activity in which each member is dependent on the others for part of the information. In other words, in order to complete a task, group members must cooperate. A reading passage is divided into four or five parts. Make sure each part of the text can be read and understood independently. The class is divided into groups of four or five pupils, called expert groups. Each expert group is given one part of the text to learn. The purpose of these groups is to enable learners to help each other study the material. The pupils will then be divided into study teams or home groups. Each study team has representatives from each of the expert groups. Each member of the group now teaches and shares

his/her part of the text with the rest of the study team. The time given to the "sharing" phase depends on the difficulty and length of the material.

According to the explanation above, the researcher will apply Jigsaw strategy to improve students' comprehension in reading. It is expected that by using Jigsaw, the students can take the information from the text well. The researcher also had a thought in assuming the theories that Jigsaw will give opportunity for the students to understand deeper about the text easily. Besides to produce students' comprehension, by applying this strategy is expected to make the students more active and they easily share idea with other students. Students are believed to gain more motivation. It is hoped that this strategy can overcome the students' problem in reading.

Based on these problems and reasons, the researcher would like to find out about what aspect that improved the most after being taught by jigsaw strategy in reading comprehension.

1.2 Identification of the Problem

Based on the background explained above, the researcher identified several problems mention as follows:

1. The students have the difficulties in comprehending text.
2. Some students get low scores or get minimum standard criterion in answering reading text.
3. The classroom activity makes students do not enjoy in a learning process.
4. The lack of vocabulary makes students lazy to read the text.
5. The uninteresting technique makes students bored.

1.3 Scope of the Research

This research was quantitative research. It focused on investigating the use of Jigsaw strategy in improving students' reading comprehension achievement. The participants were the students of the first grade of SMKN 1 Candipuro. The reason why the researcher chose the senior high school students with an assumption that they had already had experienced learned about recount text.

1.4 Formulation of the Research Question

In line with the background above, the researcher formulated research questions mainly as follows:

1. Is there any significant improvement of students' reading comprehension after the implementation of Jigsaw at SMKN 1 Candipuro?
2. What is the student perception about jigsaw strategy?

1.5 Objectives of the Research

Based on formulation of the research question above, the objectives of the research are:

1. To find out whether there is difference in student reading ability before and after being thought jigsaw technique
2. To identify student perception about the use of jigsaw technique.

1.6 Significance of the Research

1. Theoretically

Theoretically, this research is expected to be beneficial to support the theory on teaching technique especially for researcher. Besides, this research will give an interesting technique of teaching learning process especially in teaching English. This research is also expected to give a profitable description for any further researcher who wants to study the

same case. This study becomes a helpful information and useful reference to the next study.

2. Practically

a. Researcher

The results of the research may provide information this study whether the researcher's strategy is successful in improving students' understanding of reading comprehension or not.

b. For Teacher

The result of this study may give information to the teachers about the importance of teaching techniques in reading. Jigsaw can be an alternative teaching technique to teach reading.

c. For Students

The result will may help them that they will be more interested in joining the class. Dealing with their English reading skill in learning English, they will get easier to master it by using Jigsaw so they will be able to increase their English achievement and reading skill.

d. For Institution

The result of this study may provide proof and belief that this research is really successful and can be applied.

e. For Curriculum Designer

The result of this study may provide information and proof about the effectiveness of jigsaw technique.

f. For Decision Maker

The result will help decision maker to be able to distinguish which learning strategies are more effective to apply to students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Review of Previous Research

Some researchers have applied the *Jigsaw* technique in teaching reading.

The previous studies are discussed in the following paragraphs:

Natalia (2001) examined the implementation and effectiveness of whole class teaching followed by task-oriented cooperative group activities in comparison with whole class teaching followed by individual work on learning English. Two classes of at least 80 students were assigned as an experimental group that used cooperative group activities and a control class that was taught by the traditional method. The results of the study indicated that cooperative learning improved the quality of language practiced, improved the quality of students' talk, created a positive affective climate, increased students motivation, and enhanced thinking.

Shaaban (2006) investigated the effects of the jigsaw cooperative learning (CL) model and whole class instruction in improving learners' reading comprehension, vocabulary acquisition, and motivation to read. Forty-four grade-five English as a foreign language learners participated in the study, and a posttest-only control group experimental design was employed. The results did not indicate any statistically significant differences between the control and experimental group reading comprehension and vocabulary acquisition. However, the results revealed statistically significant

differences in favor of the experimental group on motivation to read and its dimensions, the value of reading, and reading self-concept.

Ghaith and Bouzeineddine (2003) investigated the relationship between reading attitudes, achievement, and learners' perceptions of their Jigsaw cooperative learning (CL) experience. One hundred eleven ($n = 111$) eighth-grade students of English as a Foreign Language (EFL) enrolled in four sections in a middle school in Lebanon participated in the study. The participants completed two questionnaires and a semantic differential scale that assessed their reading attitudes and perception of their Jigsaw II cooperative learning experience. In addition, the participants took a pretest and a posttest specifically designed for the purpose of the study. The results indicated that reading attitudes and reading achievement were positively internally related, but not related to the perception of the Jigsaw cooperative experience. Furthermore, the results revealed certain statistically significant differences between high and low achievers and between males and females across the variables of reading attitudes, achievement, and perception of the Jigsaw cooperative experience.

Considering the previous research above, it could be found that the similarities of the present research with the four studies above which using jigsaw technique in reading comprehension to deliver the material. However, their research produced different results are recognized as: first, the results of the students indicated that jigsaw strategy improved the quality of the language practiced and improved the quality of students' talk. Second, there were significant effects for the students' affective aspects such as self-concept, their value and motivation. Third, the results revealed statistically significant differences in favor of the experimental group on motivation to read and its dimensions. Fourth, the results indicated that reading attitudes and reading achievement were positively

internally related. But in this research, the researcher had investigated which aspect of reading comprehension is improved the most after and before the implementation of jigsaw technique.

2.2 Review of Related Literature

Reading is one of the language skills that plays an important role for a learner to get the input from the written text. The process of reading needs a good comprehension in order to produce the understanding about the idea or information. The reading process is totally meaningless, when there is no comprehension.

According to Nuttal (1982:14) “Reading is the meaningful interpretation of printed or written verbal symbols”. It means that reading is a result of interaction between the perception of graphic symbols that present language and the reader’s language skills, and the knowledge of the world. In this process, the reader tries to create the meaning intended by researcher. From this definition, it can be concluded that in reading actively a reader brings his or her background knowledge, emotion, and experience.

Mansur (2003) define reading as an active cognitive process of interaction with text and monitoring comprehension of establishing meaning, the readers from a preliminary expectation about the material, the select, the fewest, most productive cues necessary to confirm or reject this expectation. This is a sampling process in which the reader takes an advantage of this knowledge of vocabulary, syntax, and discourse. Harmer (1992) states that reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out the significance of those messages.

From the definition above the researcher concludes that reading is an activity where the learners are digging up the idea or information from the text using their background knowledge and also the comprehension. It is also generally defined as a process of identifying written or printed text to understand its meaning.

2.3 Concept of Reading Comprehension

Among the other skills, reading becomes one of the crucial skills that anyone has to master. People who want to move forward need a lot of self-improvement, including expanding their ability in language aspects. English has already become an international language, so everyone has to learn it. It is for various purposes. It can be used for increasing their knowledge that is able to raise their career or just to learn the culture. Reading comprehension is totally needed for this kind of case. It is wide open for anyone, especially for students. Students learn reading in order to get the understanding and comprehension from the text they read. It is also being tested on their final examination, and it proves how important the reading comprehension is.

As Edward Fry (2007:7) states that reading comprehension is you teach a student to read by helping him or her to learn the relationship between the printed words and their meaning. Meanwhile, reading is viewed as an interactive, social cognitive process involving a text, a reader, and social context within which the activity of reading takes place. It means that the reader constructs meaning through his transaction with the written text. The transaction involves interpretation which is influence by his experience, language background, cultural framework, and purposes of reading. besides that, he furthers mentions six component skills and knowledge which can be gained from the reading process such as: word,

identification, enlarge the vocabularies, formal discourse structure knowledge, content/world background knowledge, evaluation skills/strategies, compare information from another sources, there are mental process from reading. In conclusion, there are several advantages from the reading process.

Harmer (1998: 70) explains that there are principles behind the teaching of reading. Each of them can be explained as follows:

- a. Reading is not a passive skill. Reading is a receptive skill nonetheless it does not mean that in reading, the reader is just passive in the reading activities. The reader has to comprehend the text through understanding the words mean, and understanding the argument. If the reader-the students do not do these things, it means that they are just touching the surface of the text and they will easily forget it.
- b. Students need to be engaged with what they are reading. Students who are not engaged with reading text will not actively interested in what they are reading. They will be engaged and get much more in their reading when they are faced with interesting topics or the topic they like and challenging tasks.
- c. Students should be encouraged to respond to the content of a reading text, not just the language. It is important to study the generic structure and the grammatical aspect of the reading texts like the way they use language, the number of the paragraphs they contain, and how many times they use relative clause. Though, it is important to know the content of the text. The students should be given opportunity to respond the message of the text so they will be engaged to express their feeling about the topic.

- d. Prediction is a major factor in reading. When the readers read the book or article, usually they have an idea of the content even they have not read before. It is because they have a hint through the book cover in the book and the photograph and headlines in the article. In so doing, the teacher should give students hints so they can predict what is coming too. It will make them to be more engaged readers.
- e. Match the task to the topic. The teacher should choose good reading tasks such as the right kind of question, engaging, and useful puzzles. The most commonplace passage can be designed with imaginative and challenging task.
- f. Good teachers exploit reading texts to the full. A reading text consists of words, sentences, ideas, and descriptions. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks using the language for study and later activation.

The use of appropriate strategy is totally needed by a professional teacher. In order to reach the students' comprehension of the reading skill, so the researcher assumes that an active and effective learning process needs to be applied. The researcher thinks the students may need an appropriate strategy that gives a chance to be more active in the class. In this case, the students need to stimulate their interest and knowledge. Based on what Harmer says the principle of reading skills play the essential process of learning. Reading is not known as the passive skill, since the reader has to be active in finding the comprehension from the text.

From the explanation above, the researcher concludes that teaching reading comprehension should provide an activity where it can engage students in

comprehending the text. The researcher believes that by using an appropriate strategy in teaching reading would increase students' reading comprehension.

2.4 Reading Text

The text classification may differ from one theory to another. Based on what Derewianka (2003), she states that the various reading text is divided into a number of genres. The genres are identified as critical to success in educational contexts through an examination of syllabuses, textbooks, student texts and assignments, and the language challenges posed by the school curriculum. Those genres are description, information report, procedure, recount, explanation, story genres, response genres, and exposition. They are divided based on generic structure and language feature dominantly used as well.

In this research, the researcher tends to concern more about recount text. The reason why the researcher chooses this kind of text is because it is used in the curriculum, and mostly students are found getting difficulties in comprehending the content. The recount text itself has a definition as a text that retells events or experiences in the past. Its purpose is to inform or to entertain the audiences. There is no complication among the participants and that differentiates from narrative text. The recount text is more likely the text that describes the experiences that has been passed by way of retelling the events in chronological order of occurrence. The recount text is distinguished by the type of text in a group recount the narrative because it focuses on the sequence of events of events. So, in recount text cannot be found a variety of issues explored by the author.

Each text type has a different generic structure. This structure is different because of the purpose and function of the text is also different. The

structure is chosen for the measure in the text written objectives. The recount text has its generic structure, those are as following:

- a. Orientation
- b. Series of Events
- c. Reorientation

The recount text also has language features which are commonly about:

- a. Introducing personal participant
- b. Using chronological connection
- c. Using linking verb
- d. Using action verb
- e. Using simple past tense

Those language features may give students help in identifying the characteristic of recount text, and perhaps teachers are helped in understanding regarding the recount text.

In reference to the explanation above, the researcher determines one of the kinds of the text that is recount text as the material used in this research.

2.5 Aspect of Reading

Reading is an astoundingly complex cognitive process. According to Nuttal (1985), there are five aspects of reading which help the students to comprehend the English text: main idea, specific information, reference, and vocabulary. These aspects are explained below:

1. Determining Main Idea

Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraph, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. It can be said that main idea has the most important

information developed from author throughout the paragraph.

2. Finding Specific Information

There is some information that covers as the specific information that develops the topic sentence. They are definition, examples, facts, comparison, analogy, because, and effect statistics and quotation.

3. Finding Words or Phrase

Words or phrases used before or after the reading material are called as reference. The purpose of reference is to prevent the depletion of words or phrases. It eases the reader to find out the meaning of the words specifically.

4. Finding Inference

Inference is about prediction or guessing about unknown thing related to the information in the text. It is needed a logical connection that bridges the thing that readers know and the thing they do not know.

5. Vocabulary

Vocabulary is essentially needed when the reading process is going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading.

In summary, reading comprehension is basically about determining main ideas, finding the specific information, finding references, finding inference and vocabulary.

2.6 Strategies in Teaching Reading Comprehension

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. These seven strategies have research-

based evidence for improving text comprehension.

There are several ways in teaching reading comprehension using some strategies. The strategies are created so that it can help the students achieve the goal of having good comprehension. Here are the several ways in teaching reading comprehension using strategies:

1. Monitoring Comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction serve students to:

- a. Be aware of what they do understand
- b. Identify what they do not understand
- c. Use appropriate strategies to resolve problems in comprehension

2. Think-Pair-Share-Strategy

Originally developed by Frank T. Lyman (1981), think-pair-share allows students to contemplate a posed question or problem silently. The student may write down thoughts or simply just brainstorm in his or her head. When prompted, the student pairs up with a peer and discusses his or her idea(s) and then listens to the ideas of his or her partner. Following pair dialogue, the teacher solicits responses from the whole group. When teachers use this technique they don't have to worry about students not volunteering because each student will already have an idea in their

heads; therefore, the teacher can call on anyone and increase discussion productivity.

3. Answering Question

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

4. Jigsaw Strategy

As “each member of a group has a piece of information needed to complete a group task (*Longman Dictionary of Language Teaching and Applied Linguistics*, 1998) in the EFL classroom, jigsaw is a cooperative learning technique that requires everyone’s cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece—each student’s part—is essential for the production and full understanding of the final product. If each student’s part is essential, then each student is essential. That is precisely what makes this strategy so effective.

All of the reading strategies above have the same purpose that is to achieve students’ comprehension. They are differentiated from the various way of implementation and also benefit. Among these various reading strategies, the researcher decides to apply Jigsaw strategy in conducting the research.

2.7 Concept of Jigsaw Strategy

Jigsaw strategy is a cooperative learning strategy that students study in a small group of their classmates (Mary, Thomas and Jan, 1995:226). A jigsaw activity is a group activity in which each member is dependent on the others for part of the information. In other words, in order to complete a task, group members must cooperate. A reading passage is divided into four or five parts. Make sure each part of the text can be read and understood independently. The class is divided into groups of four or five pupils, called expert groups. Each expert group is given one part of the text to learn. The purpose of these groups is to enable learners to help each other study the material. The pupils are then divided into study teams or home groups. Each study team has representatives from each of the expert groups. Each member of the group now teaches and shares his/her part of the text with the rest of the study team. The time given to the "sharing" phase depends on the difficulty and length of the material. There are several steps to implementation jigsaw to teach student in classroom. Based on Suprijono (2009:175), he states steps implementation of jigsaw as below:

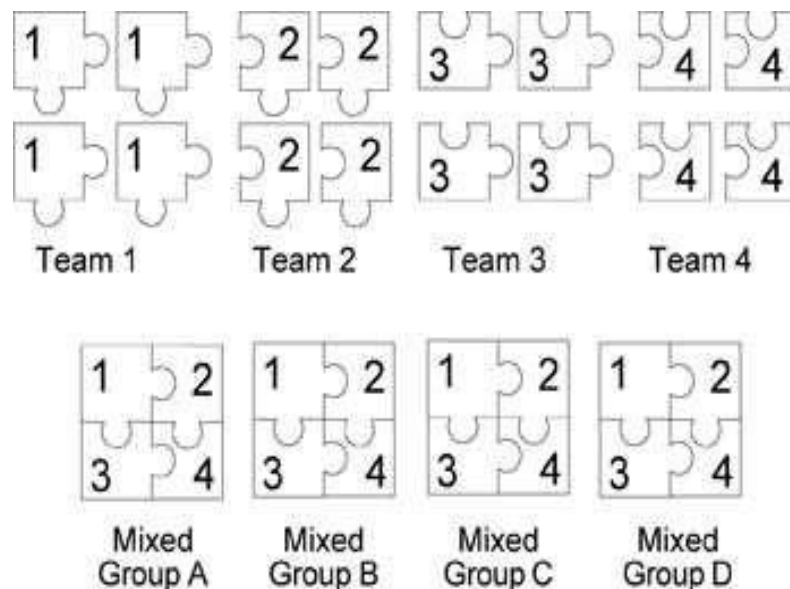
- a. Teacher starting prepare the material that will be to discuss.
- b. Divided student in small group 4-5 students or depends on the students in the classroom and also divided material that will be to discuss. The group it called home teams.
- c. Teacher shares the materials. And every group has their own work and responsibility.
- d. A teacher make expert team 4-5 group depends on amount of amount of home teams. The member of expert group is the member from

home teams.

- e. Give them time to discuss. After discussing they will back in the home team and give them time to discuss.
- f. And then, teacher discusses the material with all of the student.
- g. Closing

The Jigsaw Strategy involves the following procedures: dividing class into home teams (mother groups), each consisting of 3-6 students and dividing the reading material into a number of sub-topics that match the number of students within each home team. Each member in each home team takes a sub-topic to study. Group members in each home team who are studying the same topic meet to form expert teams in order to study and discuss their sub-topic and become experts in that sub-topic." Experts" then return to their original home teams to teach their sub-topics to the members within their home team (Thompson & Pledger, 1998). The following figures illustrate the grouping and regrouping grouping and regrouping:

Figure 2.1 Illustration of Jigsaw Strategy



By using this strategy, the teacher assigns different segment of the text to each member of home groups. The students research their assigned segments, then meet in expert group with members of other group assigned to the same segment to discuss refines their understanding of subject. The member of expert groups returns to their home groups to deliver or give a presentation about their segment to entire member of home group. In this jigsaw strategy, the teacher does not actively get involved in the discussion. The teacher only facilitates the students when they find the difficulty in explaining their segment.

2.8 Advantages and Disadvantages of Jigsaw

In using teaching strategy, it must have its advantage and disadvantages. Both of the advantages and disadvantages can be taken for good solution, and it's expected to have the way in avoiding the disadvantages from this strategy. These are the following jigsaw's advantages and disadvantages.

2.8.1 Advantages of Jigsaw

There are several benefit, or advantages, or importance according to Adam (2013). First and foremost, most teacher find jigsaw easy to learn because teacher is not the sole provider of knowledge which makes most teacher enjoys working with it because it can be used with teaching strategies. It enables students take ownership in the work and achievement. Students are held accountable among their peers, also learning revolves round interaction with peers and therefore students are active participant in the learning process and this helps build interpersonal and interactive skills.

In addition, Jigsaw be able to increase students' learning since it is threatening for many student. It increase the amount of student participation in the classroom it reduce the need for competitiveness and it reduce teacher dominance in the classroom based on Mengduo (2010) in Azijah (2015:16).

So, the implementation of jigsaw has benefits for focusing on build student's interpersonal and interactive skill student more active in learning process and helps student who has low confidence. And then, helps teacher easy to teach the student in classroom because teacher is not dominant in classroom.

2.8.2 Disadvantages of Jigsaw

There are some disadvantages of using Jigsaw strategy based on Kholid, et al. (2009). They are:

1. In the classroom learning, jigsaw is a time-consuming activity. The students need to spend their time in two groups by only learning a text.
2. There are some students who feel confused during jigsaw activity.
3. There are some students who are unable to handle their reading material in jigsaw activity.

Briefly, in the teaching learning activities, every single method or media always has the advantages and the disadvantages. It is truly natural, but jigsaw has more advantages then disadvantages. Because of that the researcher used this media in this research.

2.9 Teaching Reading Through Jigsaw

Based on the implementation of the jigsaw classroom (Aronson, 2000), the researcher modified the activities of teaching reading comprehension process. The procedures are as follows:

Pre-activity

1. The teacher checks the students' attendances.
2. Teacher asks some questions to the students related to the topic to brainstorm the students.
3. The teacher explains about the recount text.

Whilst-activity

1. Teacher divides students into 6-7 jigsaw group called home group.
2. After being separated into six groups, each of the students in the class is asked to mention number from one up to five.
3. For those students who get the same number will gather around into one group. These newly formed groups are called expert groups.
4. Teacher gives a recount text to students.
5. Students listen to the teacher's explanation about aspects of reading such as main idea, specific information, reference, inference, and understanding vocabulary.
6. As each of students has already gathered around with the expert group, so it is their time to dig in the information about the segment they have.
7. They are given several minutes to read and discuss it together with their expert group members.
8. When the students from the expert group have already been familiar enough with the segment they read, now it is their time to come back to their home jigsaw.

9. As they have already gathered around with their jigsaw home group, each of the experts that masters their own part segments start to deliver the information that they get from the expert group.
10. After all the members of the jigsaw group have done presenting their segments, the teacher will give several questions as a task to each group related to the entire text.
11. The students will discuss and work on the task together with their partner in groups.

Post-activity

1. The teacher raises the students' reflection by asking them about what they have got and what they have learned.
2. The teacher will score the students work and record the result of the task.
3. The teacher distributes the students work.
4. The teacher gives home work to the students.

2.10 Perception

Perception (from the Latin *perceptio*, meaning gathering or receiving) is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment.

All perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye; smell is mediated by odor molecules; and hearing involves pressure waves.

Perception is not only the passive receipt of these signals, but it's also shaped by the recipient's learning, memory, expectation, and attention. Sensory input is a process that transforms this low-level information to higher-level information (e.g., extracts shapes for object recognition). The process that follows connects a person's concepts and expectations (or knowledge), restorative and selective mechanisms (such as attention) that influence perception.

2.11 Theoretical Assumption

There are a couple of problems students face nowadays related to reading skill comprehension. These problems put them in difficulties of comprehending the text. They apparently get the difficulty in motivation factor mostly. The motivation plays a very important role in determining of how successful the reader in catching the idea or the information in the text. Once the reader has a low motivation, thus it can impact to their comprehension. The low motivation leads to the poor comprehension that students can get.

Therefore to overcome such kind of problems, the researcher believed that the problem created by low motivation could be solved by implementing one of the interesting strategies. In teaching reading comprehension, there are some strategies that can help the teacher to reach the aim of teaching learning process. For this research, jigsaw was chosen as a strategy in teaching reading comprehension. By applying this strategy, each learner has essential information. No one has the same information. In this case, the students share the information to bridge the gap. This is what makes the jigsaw strategy so effective. Shortly to conclude, it seems that jigsaw strategy can be used to increase students'

reading comprehension achievement.

2.12 Hypothesis

The theoretical assumption above leads to the following hypothesis:

H_0 : There is no a significant di in the students' reading ability between pre-test and post-test after the implementation of jigsaw.

H_1 : There is a significant improvement in the students' reading ability between pre-test and post-test after the implementation of jigsaw.

These are all the researcher covers in this chapter such as review of previous studies, concept of reading, aspect of reading, reading text, teaching reading comprehension, strategies in teaching reading comprehension, concept of Jigsaw strategy, advantages and disadvantages of using Jigsaw strategy, the procedure of applying Jigsaw in the class, theoretical assumption, and hypothesis.

CHAPTER III

METHODOLOGY

This chapter elaborated the methodology of the research including research setting, research participants, research design, data collecting technique, research instruments, try out of the instruments, and data analysis.

3.1 Research Design

This study was intended to find out whether teaching used Jigsaw strategy can increased students' reading comprehension in recount text or not and to find out which aspect that improved the most. In conducted the research, the researcher would used true experimental design by given different topics for each treatment in every test. According to (Hatch and Farhady, 1982), the formulated was:

T1 X T2

The description presented as follows:

T1 : Pre-test

X : Treatment (Jigsaw strategy)

T2 : Post-test

3.2 Population and Sample

The population of this research was the first year students of SMKN 01 Candipuro in academic year 2021/2022. One class taken as the sample of this study and the class consisted of 30 students. The researcher would use one class randomly to determine the class.

3.3 Data Collecting Technique

In gathering the quantitative data of this research, the researcher used a test which was a reading test that consists of test and non-test. To make them clearer here were the following details:

1. Pre-test

A pre-test conducted to find out the students initial reading comprehension before treatments. The test administered in 60 minutes with 2 items of multiple choices reading test. Based on syllabus at SMKN 1 Candipuro, 60 minutes was effective to teach students. The pretest items arranged after conducted a try-out test.

Table 3.1 Specification of Pre-test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying the Main Idea	14, 19, 20	12%
2.	Finding Specific Information	2, 3, 4, 5, 6, 8, 12, 13, 15, 21, 24	44%
3.	Making Inference	7, 9, 16, 22, 23, 25	24%
4.	Determining Reference	1, 17	8%
5.	Understanding Vocabulary	10, 11, 18	12%
Total		25 items	100%

2. Post-test

A post-test conducted in the end of treatments in order to find out the significant improvement in students reading comprehension achievement. The test administered in 60 minutes with 30 items of multiple choices reading test:

Table 3.2 Specification of Post-test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying the Main Idea	16, 20, 25	12%
2.	Finding Specific Information	1, 2, 3, 5, 10, 11, 12 18, 21, 23, 24	44%
3.	Making Inference	4, 6, 13, 17, 19, 22	24%
4.	Determining Reference	9, 14	8%
5.	Understanding Vocabulary	7, 8, 15	12%
Total		25 items	100%

3. Questionnaire

A research instrument could be in the form of questionnaires, observation forms, other forms related to data recording and so on (Notoadmodjo, 2010). In this study, the researcher used questionnaire which was used to collect the data of students' perception toward the implementation of Jigsaw strategy.

3.4 Validity and Reliability

Validity was the extent to which an instrument really measures the objective to be measured suitable with the criteria (Hatch and Farhady,1982:250). A test could be considered to be valid if it can precisely measure the quality of the test. In this research, to measure whether the test has good validity or

not, the researcher analyzed the content and construct validity.

3.4.1 Validity

Validity was the extent to which an instrument really measures the objective to be measured suitable with the criteria (Hatch and Farhady,1982:250). A test could be considered to be valid if it could precisely measure the quality of the test. In this research, to measure whether the test has good validity or not, the researcher analyzed the content and construct validity.

a. Content Validity

Content validity was the extent to which a test measures a representative sample of the subject matter content, the focus of content validity was adequacy of the sample and not simply on the appearance of the test whether the test was good reflection of what should she tests and of the knowledge which the teacher wants the students to know, the researcher compared this test with the table of specification. If the table represents the material that the researcher wants to test, then it was valid from the point of view. A table of specification was an instrument that helps the test constructor plans the test. Jansen questioning technique slows down the reading process, focuses students' attention on detail in the text, and makes them aware gaps in the text and/or breaches with their own expectation. In this research, the researcher formulated table of specification, so every test items could be matched with the goal and the materials have been taught. The content of the items could be matched with the goal and the materials have been taught.

b. Construct Validity

Construct validity was a concern with whether the test was actually in line with the theory of what reading comprehension means to know the language. (Hatch and Farhady, 1982:251). To know whether the test was a true reflection of the theory of language that was being measured, it means that the items should really test the students whether they have mastered the reading text.

3.4.2 Reliability

Reliability of the test could be defined as the extent to which a test produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982:243). Split-half strategy used to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, Pearson Product Moment formula used as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

(Hatch & Farhady, 1982)

R_{xy} refers to the correlation coefficient

x concerns with Rater 1

y concerns with Rater 2

N refers to the constant number of students

a. The reliability of half test of try-out test:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{30(3331) - (315)(316)}{\sqrt{[30.9925 - (315)^2][30.3456 - (316)^2]}}$$

$$r_{xy} = \frac{99930 - 99540}{\sqrt{[297750 - 99225][103680 - 99856]}}$$

$$r_{xy} = \frac{390}{\sqrt{[198525][3824]}}$$

$$r_{xy} = \frac{390}{\sqrt{194701}}$$

$$r_{xy} = \frac{390}{441.24}$$

$$r_{xy} = 0,883$$

To know the coefficient correlation of whole items, Spearman Brown's Prophecy Formula used to determine the reliability of the whole test. The formula was as follows:

$$rk = \frac{2r1}{1 + r1}$$

The description was as follows:

rk : the reliability of the test

rl : the reliability of the half test

The criteria of reliability were:

0.800 – 1.000 : high reliability

0.500 – 0.790 : moderate

0.000 – 0.490 : low reliability

- b. The reliability of the whole test of try out test

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

$$rk = \frac{2 \times 0.883}{1 + 0.883}$$

$$rk = \frac{1.766}{1.883}$$

$$rk = 0.937$$

Based on the criteria of the reliability, it was found that the test items have high reliability that was 0.937.

3.5 Level of Difficulty

The difficulty of the test item was indicated by the percentage of students who get the item right. The more difficult items, the fewer would be the students who select the correct option. And the easier the items were the more will be the students who select the correct one.

Teacher usually have wrong opinion, they feel that they could get respect of their students by gave them east test, and some of them gave more difficult test items in order to get the respect from the students and parents.

There were some factors in constructed the difficulty level of test items. According to Mahren and Lehman (1984:31) the concept of difficulty or the decision of how difficult the test should be depend on a variety factors.

There are:

1. The purpose of the text
2. The ability level of the students

3. The age or grade level of the students

The index of item difficulty (P) could be commutated by two ways. First by divided the number of the students who answered an item correctly (R) with the total number of the students tested (T), and then multiplied by one hundred.

$$P = \frac{R}{T} \times 100$$

3.6 Discriminating Power

Item discrimination or discrimination power explains how well the items perform in separating the better students from the poorer ones. If the good students tend to do well on an item and the poor students badly on the same item, then the item was a good one because it distinguishes the good from the bad students. This was the statement underlying the index of discrimination. To calculated the discrimination power we used the following steps:

1. Find the number in the upper group who got the items right.
2. Find the number in the lower group who got the items right.
3. Then subtract the number getting it right in the upper group from the number getting it right from the lower group.
4. Divide this figure by one half of the total numbers of papers in the upper and lower groups.

$$D = \frac{RU - RL}{\frac{1}{2} T}$$

D : Discrimination power

RU : the number of the students in the upper group who answer the item correctly.

RL : the number of the students in the lower group who answer the item correctly.

$\frac{1}{2} T$: one half of the total number of the students included in the item analysis

(1.0) : All the students in the upper group answer correctly and no one in the lower group does.

(.00) : Is obtained when an equal number of the students in the upper and lower group answer the item correctly.

(-) : Obtained when more students in the lower group than the upper group answer correctly.

3.7 Research Procedure

In this sub chapter, the researcher was explain the research procedure which has been done in this research as follows:

1. Determining the problem

The problem of this research was determined based on the problem of a junior high school student, such as a lack of students' motivation to learn English, the difficulties in comprehending the text, and also the uninteresting technique make students' bored.

2. Population and sample of the research

The sample of this research was determining through simple random probability sampling. It means that the sample of this research was selected randomly by using a lottery. The subjects in this research was first grade in SMKN 1 Candipuro. One class was used as an experimental class.

3. Determining research instruments

For both reading tests (pretest and posttest), the materials were

taken from the students' textbook. In the test, kind of recount text was used and in each text consists of 3 until 6 paragraphs. It aimed at making an equal proportion and level of difficulty of both pretest and posttest. The number of the items was arranged in such a way so that the reliability of the tests could be seen through the split-half method.

4. Administering a pretest

A pretest was conducted before the treatment. It aimed to check students' reading ability in determining the main idea, determining references, making an inference, finding detail information, and vocabulary in texts. The pretest was administered for about 60 minutes on the first week of the research.

5. Giving treatment

The treatment was conducted in three meetings and 90 of each. The treatments were classroom activity, which used Jigsaw technique in reading.

6. Conducting a post-test

Posttest was conducted after the treatment. Posttest was conducted to find out whether there was a significant students' reading ability after the treatments. It could be administered for 60 minutes in experimental class.

7. Giving Questionnaire

This step was to find out the student's perception on reading comprehension achievement using the jigsaw technique.

3.8 Data Analysis

The researcher computed the students score in order to find out the students increased in reading comprehension ability of recount text by using jigsaw technique. Here were some steps to analyze the data:

1. Scoring the pretest and posttest
2. Tabulating the results of the tests and calculating the scores of the pretest and posttest.
3. Determining the conclusion from the tabulated result of the test given that statistically analyzing the data by using statistical computerization. The researcher used Repeated Measure T-Test of Statistical Package For Social Science (SPSS) version 20 for windows to test whether the improvement of students' gain was significant or not, in which the significance is determined by $p > 0.05$.

3.9 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The improvement of students' reading comprehension approved at the significant level of 0.05 in which $\alpha < 0.05$ (Setiyadi, 2006: 97). To determine whether the hypothesis was accepted or rejected, the following criteria of acceptance was used:

H_0 : There is no a significant di in the students' reading ability between pre-test and post-test after the implementation of jigsaw.

H_1 : There is a significant improvement in the students' reading ability between pre-test and post-test after the implementation of jigsaw.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter attempted to present the conclusion and suggestion based on the findings on the previous chapter toward the implementation of Jigsaw strategy in reading comprehension.

5.1 Conclusion

Based on the result of the data presented in the previous chapter, the researcher draws conclusions as follows:

1. Jigsaw strategy gives a significant improvement in students' reading comprehension ability. It can be seen from the result of the pre-test and post-test mean which have been compared with the result of improvement 11.6. Furthermore, the result of hypothesis testing proved that there is an increase of where the level of significance is lower than the alpha ($0.000 < 0.05$). It can be said that students' reading comprehension ability improved after the implementation of Jigsaw.
2. The data of students' perception was collected by using questionnaire. The result of the questionnaire showed that students gave positive perception toward the implementation of Jigsaw strategy. It can be seen from the tabulation score of questionnaire where most of the students mostly agree to the use of Jigsaw strategy.

5.2 Suggestion

Related to the conclusion presented above, the researcher recommends several suggestions as follows:

a. Suggestion for English Teacher

1. English teachers who mostly use conventional teaching strategy are suggested to use Jigsaw strategy because it can influence students' reading comprehension ability. It involves the activity of students to work in group and build communicative skill.
2. The teacher can apply Jigsaw strategy in teaching other English skill, such as writing, speaking, and listening.
3. The teacher can apply Jigsaw strategy in online teaching, such as Zoom, Google Classroom, and Google meet.

b. Suggestion for Further Researcher

1. Further researcher may conduct a study using Jigsaw strategy in more than three meetings in order to get more accurate result of data. The longer treatments are given, the more effective the result is collected.
2. Further researcher is suggested to find out students' attitude, or response to collect the data from the students' point of view. It can be collected by other instruments such as interview.
3. It is suggested for further researcher to conduct a research to students with different level such as junior high school or university level.

This chapter has elaborated the conclusion and suggestion of the research.

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