THE EFFECT OF JIGSAW METHOD ON THE STUDENTS' READING COMPREHENSION IN ELEVENTH GRADE OF SMAN 4 KEDIRI

SKRIPSI

Presented as a Partial Fulfilment of the Requirement to Obtain the Bachelor Degree of Education (S.Pd) of English Language Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

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Approved by the Advisors to be proposed to The English Language Education Department Examination Committee of University of Nusantara PGRI Kediri

Kediri, 15th of July 2024

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1. This Skripsi as never been submitted to any institute of higher education for any academic degree.

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MOTTO AND DEDICATION

MOTTO:

"With prayer, hard work, and dedication anything is possible"

DEDICATION:

1. My beloved parents. Thank you for always providing prayers that have never stopped until now, and providing the best motivation for the writer to complete this script.

2. My beloved brother Fabian Abdhi Yudha. Thank you for providing support and motivation.

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5. All of my friends in the 4-B Class and also PJBT Girls. Thank you for the 4 years journey of fighting together, and exchanging ideas in completing all of the assignments from the first semester until now.

ABSTRACT

Dela Zulvia Mariska, The Effect of Jigsaw Method on the Students' Reading Comprehension in Eleventh Grade of SMAN 4 Kediri, Skripsi, English Language Education Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024.

Keywords: Jigsaw Method, Reading Comprehension

Reading Comprehension is the ability to understand the text that has been read. Mastering this skill is important for the students in learning process because it allows them to obtain various new information which makes their knowledge of the material increases. In fact, reading comprehension is often challenging for second language learners. Many of them can read reading texts, but difficult to understand what they have read. This occurs because the students have a lack of motivation to read. It makes their vocabulary knowledge limited. Therefore, they have difficulty to find the main idea based on text and also difficult to find reference words according to context. Related to these problems, the aim of this research is to find out the effect of applying the jigsaw method on students' reading comprehension. The Jigsaw requires students to learn and understand certain parts of the material for themselves and teach it to other friends to gain a unified understanding.

This research uses a quantitative approach with one group pretest posttest design. To collect data in this study, the researcher used pre-test, treatment, and post-test. Through both tests, the researcher compared the students' reading comprehension scores before and after applying jigsaw method. The populations of this study were 382 students. While the sample in this study were 35 students of XI-5 which is taken through purposive sampling. The data obtained has been analyzed by T-test using IBM SPSS software program version 25.

The results of data analysis showed that the students' mean score at the pre-test was 56.69 and 75.71 at the post-test. It indicates that there is an improvement on the students' reading comprehension scores after being given treatment. The difference in the mean value between both scores is -19.02857 with the post-test value was higher than the pre-test. The result of T-test (2-tailed) obtained a significance value 0.00 which is smaller than 0.05. It means that H0 is rejected while Ha is accepted. Thus, it is concluded that the jigsaw method has significant effect on students' reading comprehension of SMAN 4 Kediri.

The researcher suggests teachers to apply this method in learning process. The time required to implement this method is quite long, so teachers must plan in advance and manage time well. Other researchers can carry out further study regarding the effect of jigsaw method in other skills, and provide more time during treatment because the syntax of jigsaw IV is more complete from the previous jigsaw so that the improvement results in each indicator are higher and maximum.

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Praise and gratitude to presence of Allah SWT who has been giving blessing and mercies so the writer is able to finish this skripsi well.

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The writer realized that in writing this skripsi there are many shortcomings. This is caused by limitations of the writer's abilities, knowledge and experience. Therefore, the writer highly expects criticism and suggestions from readers.

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses about; a) Background of the research, b) Identification of the problem, c) Limitation of the research, d) Problem formulation, e) Purpose of the research, f) Significance of the research, and g) Definition of key terms. Each part will be explained below.

A. Background of the Research

Reading is the main skill that language learners must be master because this skill plays an important role in developing all of the language skills effectively. According to Harmer (2007:99), reading is useful for language acquisition. By reading, people can expand their knowledge of new vocabulary, sentence structure, and spelling to improve other skills such as writing, speaking, and listening. This occurs because reading is categorized as an input skill. Reading enables someone to acquire new knowledge. In reading, people are involved in the process of comprehending the written language to get essential information and increase their knowledge about things that are not yet known. It is in line with Arpa & Kaya (2020:91), who stated that reading is the most essential tool for learning and also for gaining the reader's knowledge.

The world of education closely relates to reading skill. Dalman (2014) stated that reading is the heart of education. All learning activities in the field of education, involve reading to increase students' understanding of material. So, reading becomes an important skill that learners should master. Students

will get information and also knowledge about all of subject if they understand what they have read. According to Linse (2005:69) :

> Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (Sound out) the printed word and also comprehend what we read.

It means that reading is a basic ability to comprehend the content in a reading text as a whole. Reading skills involve the ability of the reader to recognize and pronounce letters in writing, combine words into meaningful sentences, and understand written meaning. In addition, Nunan (2003:68) stated that reading is a fluid process. When reading, individuals not only understand the written words, but also integrate and connect the new information from the text with their background knowledge to construct more in-depth understanding. It enables the reader to get new insights, knowledge, and new information from the text that has been read.

Reading and comprehension are two interrelated concepts. Namaziandost et al. (2020) stated that comprehension is the main purpose of reading. If students can comprehend the text they have read effectively and gain new knowledge, they will be considered as good readers. Furthermore, students require good comprehension to comprehend the material they have read. Reading without understanding would be meaningless. It makes someone will not get any information from reading (Sueca, 2021). Thus, reading comprehension is not just seeing and only reading sentences with the right pronunciation. But more than that, reading comprehension means the activity of readers in getting information about the text that they have read (Walter, 2004; cited by Sumiati et al., 2019). In carrying out reading comprehension,

the students should understand the text cognitively. So, they can make deep representations in their minds about what they have read before. Students who master comprehension reading skills will be more able to understand the entire content of reading text and be able to answer questions related to reading text. It is in line with Saraswati et al. (2021), who stated that successful reading comprehension is measured by the student's ability to respond and to convert the information that is presented in the text.

Reading comprehension is very crucial for students. It is a key to students' success in their education process (Rohmah, 2021). Through good reading comprehension, students will gain in-depth knowledge about all of the subjects. Education uses reading comprehension as a measure of student skills. Students can answer test questions correctly when they are able to understand the text material well (Yani, 2021). Students who have strong ability in reading comprehension will obtain a higher score for learning achievement than those who have low understanding. Reading comprehension can provide valuable insights not only in education but also in careers and daily life.

Related to the importance of reading comprehension for students, the Indonesian Ministry of Education has included reading as one of the most important skills that should be mastered by senior high school students. These provisions aim to prepare the students abilities before entering the university level. Based on Alur Tujuan Pembelajaran of independent curriculum. The students in senior high school must learn various genre texts so that they can easily understand related information in the text and increase their knowledge.

If those goals are achieved well, it has a positive impact on the student's learning achievement and future career. But in reality, this objective has not been achieved optimally.

In Indonesia, teaching reading comprehension is far from the expected goals because students still have problems in mastering this skill. Umar Al faruq et al. (2020) found that students have a low ability in reading such as limited vocabulary knowledge, lack of background knowledge, decoding ability, and recognition of words about text. This problem occurs because the learning strategies used by teachers are not able to make students interested, motivated or enthusiastic in the lesson. Thus, students become passive, busy with their own business, and feel bored in the learning process.

When conducting preliminary research at SMAN 4 Kediri, the researcher found several problems. Many students can read English texts fluently. But they have difficulty in understanding the content of the text they have read. If teacher gives students reading text, they look lazy, unmotivated, and less enthusiastic. Many of them argue that reading is a boring activity because they should comprehend the whole text which contains unfamiliar vocabularies, and also they should answer the questions correctly. In fact, the students' vocabulary mastery is still limited. They can only recognize basic vocabularies. In answering questions, they tend to be less able to recognize, and find main ideas based on the text they have read. Besides that, they had minimum understanding of the pronouns. It makes difficult for them to find appropriate reference words based on the context.

The second problems occur because of the learning methods. Some teachers do not use various learning methods. Teachers often use conventional methods. Sukandi (2003) states that in the conventional methods, teachers teach students about material concepts, not competencies. The application of this method makes students just sit, write, and listen to the explanation from the teacher. Based on the observation, the students pay less attention during the learning process. Occasionally they are sleepy, talk to their friends, and use their phones in unimportant situations when the teacher teaches. At the end of the learning process, the teacher usually gives time for students to ask questions. But they tend to be less expressive, shy, or reluctant to ask. If students are taught using the same method, it will potentially cause boredom, passiveness, and a lack of attention during the learning process.

The problems above indicate that teachers must use effective and varied teaching methods that can improve the students' motivation to read text, make them enthusiastic, participate actively in class, and comprehend the reading text without getting bored. Teachers can apply Jigsaw method because it can give students a big role (Nurbianta & Hana, 2018). Furthermore, Rais & Sulistyawati (2014) added that jigsaw can foster student interest, motivation, positive behavior, and increase their understanding of the text.

Elliot Aronson originally developed the jigsaw method. Several experts later modified the theory. It is including Slavin who developed Jigsaw II, Stahl's Jigsaw III, and Holliday's Jigsaw IV (Doymus in Maden, 2010). Jigsaw IV is the newest version that developed to fix the weaknesses of previous

Jigsaw by adding new stages to maximize the learning process. Increasing the students' conceptual understanding to getting deep comprehension of material is the main goal of developing jigsaw IV (Holiday, 2002).

Jigsaw is one method of cooperative learning which involves students being placed in small groups and expecting them to work cooperate (Holliday, 1995). Furthermore, Slavin (2008:4) states that jigsaw divided students in a class into several groups which consist of 4-6 students heterogeneously. Each student in a small group given different part of the material (Donni, 2015). The students who learn the same material will become an expert group. Each of them has responsibility for understanding the part of material to themselves then teaching it to other friends who are not studying the same material. It indicates that the basic principle of jigsaw is learning for own selves and teaching others to get complete understanding. Therefore, the key of jigsaw success is an interdependent sense between each student and team members to be able to provide the information they need to perform well during the assessment (Slavin, 2008:237).

The jigsaw method based on cooperative learning was chosen as an alternative of conventional methods because it provides many advantages. According to Hoerunissa and Suherdi (2017), jigsaw encourages active learning and promotes social skills like communication, collaboration, listening, and respect. It enhances motivation, engagement, and self-confidence as students have a clear role and purpose in the group. Moreover, Mengduo (2010) stated that jigsaw is able to improve the students' abilities in learning

because a) jigsaw does not pose a threat for many students. It gives them more freedom to learn with their peers, b) jigsaw improves student's participation in class, c) jigsaw reduces competition among students, and d) reducing the teachers dominance in the learning process.

Jigsaw is an excellent teaching method that is appropriate to teach students' reading comprehension. This statement is proven by the results of other researchers who conducted a study related to the effect of jigsaw method on the reading comprehension. Mitsalina, Garwan, and Filyang (2022) found in their study that the application of the Jigsaw II technique made students in the experiment class have high motivation and enthusiasm. These conditions affect their reading comprehension. The score of the experiment class was higher than the control class (6.11 < 23.78). Hoerunisa and Suherdi (2017) showed that implementing jigsaw made students tend to be active in the learning process and improved their reading comprehension in junior high school in Bandung. From 30-point mean score post-test, the experimental group got 24 points. It was higher than the control group, which is 19 points. Another study was conducted by Silalahi (2019). She found that by applying the Jigsaw method, it easier for students to obtain information from reading texts comprehensively. The results indicate that the reading score of post-tests in the experimental group was 78.7. It is higher than the control group, which is 70.

Previous studies above agree that the jigsaw method has a positive impact on increasing student's reading comprehension and solve the exciting

problems. Therefore, the researcher chose to use the jigsaw method in this research. The discrepancy between previous studies above and this research is on the research subject, location, and jigsaw theory that is used. Those studies were conducted in junior high, vocational high school, and senior high school, especially in the 10th grade. However, this study implements the jigsaw method at different levels. The application of jigsaw at senior high school, which focuses on eleventh grade students as a research subject has not been explored yet. Meanwhile, the other researchers use Jigsaw I theory by Aronson and Jigsaw II theory by Slavin. They did not use Jigsaw IV as a new modification adapted by Holiday, as used in this study.

Several research gaps as mentioned above and the existence of reading comprehension problems at SMAN 4 Kediri which must be immediately resolved are the basis of the necessity for carrying out this study. Therefore, the researcher is interested in conducting a study about "The Effect of Using the Jigsaw Method on the Students' Reading Comprehension in the eleventh Grade at SMAN 4 KEDIRI."

B. Identification of the Problem

From the description of the research background above, the researcher obtained several problems. The problems come from teachers and students. Applying the unidirectional learning method emphasizes the teacher as a source of information. The lack of variety of learning methods the teachers used makes students less active, less enthusiastic (sleepy, bored), less focused during the learning process, and less motivated in reading. The methods used

by teachers do not make students interested and actively involved in the learning process. In contrary, the learning process makes the students lazy when the teacher ask them to comprehend the reading text. The students have a lack of motivation to read, have a struggled to comprehend and answer the reading questions because they have a lack of vocabulary mastery.

Those problems above must be resolved immediately. Teachers are required to choose the best way of learning methods that can help students understand the text easily, make them more enthusiastic and involved in the learning process by discussing, working together, and sharing knowledge with their friends.

C. Limitation of the Problem

This study focused to investigate the student's reading comprehension of eleventh grade at SMAN 4 Kediri by applying jigsaw method especially jigsaw IV adapted by Holliday (2002). The researcher takes XI-5 as research participants which consist of 35 student's and the material use is hortatory exposition text. This study has aim to boost five indicators of students' reading comprehension, such as; determining literal information, determining main idea, finding reference words, finding the meaning of vocabulary, and making inference.

D. Formulation of the Problem

Based on the research background, and identification of the problem, the following are questions that are appropriate with the topic being studied and will be discussed directly in this research.

1. How is the students' reading comprehension of eleventh grade at SMAN 4 Kediri before being taught using jigsaw method?

2. How is the students' reading comprehension of eleventh grade at SMAN 4 Kediri after being taught using jigsaw method?

3. Is there any effect on the students' reading comprehension of eleventh grade at SMAN 4 Kediri before and after of the application the jigsaw method?

E. **Purpose of the Research**

Corresponding with the formulation of the problem that mentions above, this research aims;

1. To find out the students' reading comprehension of eleventh grade at SMAN 4 Kediri before being taught using jigsaw method.

2. To find out the students' reading comprehension of eleventh grade at SMAN 4 Kediri after being taught using jigsaw method.

3. To find out the effect on the student's reading comprehension of eleventh grade at SMAN 4 Kediri before and after of the application the jigsaw method.

F. **Significance of the Research**

The researcher expects that the readers will get benefits from this research as follow:

1. For the Teachers

The results of this study can be used as a reference for teachers in improving students' reading comprehension and making students more interested in the process of learning foreign languages.

2. For students

   The benefits of this research can be used as students' motivation to be more active in teaching learning process, and also give experience, knowledge and help students in improve their reading comprehension.

3. For the other researchers

   The results of this research can later become a source of information, or as a reference for further researchers who want to conduct study that in line with this study related to finding the effect of jigsaw method in students' reading comprehension.

G. Definition of the Key Terms

Based on the tittle of this research, there are two key terms: Jigsaw Method, and Reading Comprehension. The definitions of key terms in this study will be presented below:

1. Jigsaw Method

   Jigsaw is a type of cooperative learning approach in which students work together in a small group. Gladstone (2013) defines jigsaw as a cooperative learning activity in which learners become proficient in different topics and then teach other learners what they have learned. So that all students gain a more comprehensive understanding of the material. Maria Brisk and Margaret M. Harrington stated in Surahmawati (2016) that this collaborative approach allows students to be active in sharing knowledge and assisting one another in learning new content.

2. Reading Comprehension

Grabe and Stoller (2002) stated that reading comprehension is the ability to read text, process it, understand its meaning completely, and become familiar with the text that has been read. According to Suparman (2011), reading comprehension refers to understanding what has been read. It means that reading comprehension is not just about reading the words on the page but also about understanding the meaning and message the author wants to convey.

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