AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARD READING COMPREHENSION ABILITY AMONG THE EIGHTH GRADERS AT MTs. AT-TOHIRIYAH SUKAJAWA CENTRAL LAMPUNG IN ACADEMIC YEARS 2015/2016

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2016

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THE INFLUENCE OF USING JIGSAW TECHNIQUE TOWARD THE READING COMPREHENSION ABILITY AMONG THE EIGHTH GRADERS OF MTs AT-THOHIRIYAH SUKAJAWA IN ACADEMIC YEAR 2015/2016

ABSTRACT

By :
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The aim of this research was to implement the Jigsaw technique and analyze its influence in the students'ability in comprehending reading text among the eighth graders of MTs At-Thohiriyah Sukajawa. In this research, the writer gave pretest to know the students' ability in understanding reading text and post test to know the result of the students' ability in reading text after giving the treatment that was Jigsaw technique.

This research was quantitative research which had been conducted in MTs At-Thohiriyah Sukajawa at the class VIIIB and followed by 20 students as the sample. The technique sampling was cluster purposive sampling. In collecting the data, the writer used test. The writer used test to get the data of students' reading comprehension through the questions which consisted of 25 multiple choices with four options for each answer (A, B, C, and D) about the reading text. This test was used to find out whether the Jigsaw technique was suitable and could be used by the students in comprehending the reading text. The analysis which was used by the writer was t-test.

Finally, the data indicated that $t_{observed} = 4.280$ was higher than t_{table} for the 5% level = 1.699 and t_{table} for the 1% level = 2.462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that, Jigsaw technique influences the students' reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawa in academic year 2015/2016.

PENGARUH PENGGUNAAN TEKHNIK JIGSAW TERHADAP KEMAMPUAN MEMAHAMI BACAAN SISWA KELAS VIII DI MTs AT-THOHIRIYAH SUKAJAWA TAHUN PELAJARAN 2015/2016

ABSTRAK

Oleh:
M.Farid Nurma Huda

Tujuan penelitian ini adalah untuk mengimplementasikan tekhnik Jigsaw dan menganalisis pengaruhnya pada kemampuan memahami bacaan siswa kelas VIII (delapan) di MTs At-Thohiriyah Sukajawa. Dalam penelitian ini, penulis memberikan pretest untuk mengetahui kemampuan siswa dalam memahami bacaan teks, dan post test untuk mengetahui hasil dari kemampuan siswa dalam membaca bacaan teks setelah diberikan *treatment* (perlakuan) yaitu berupa tehnik Jigsaw.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di MTs At-Thohiriyah Sukajawa di kelas VIIIB dan diikuti oleh 20 siswa sebagai sampel penelitian. Tekhnik pengambilan sampel menggunakan *cluster purposive sampling*. Dalam mengumpulkan data, penulis menggunakan metode test. Penulis menggunakan test untuk mendapatkan data kemampuan memahami bacaan siswa melalui pertanyaan yang terdiri dari 25 soal pilihan ganda dengan 4 pilihan jawaban yaitu (A, B, C dan D). Test ini digunakan untuk mengetahui apakah tekhnik Jigsaw cocok dan dapat digunakan oleh siswa dalam memahami bacaan teks. Penulis menggunakan t-test dalam menganasilis hasil penelitian.

Akhirnya data menunjukkan bahwa $t_{observed} = 4.280$ lebih tinggi daripada t_{table} level signifikan 5%= 1.699 dan t_{table} level signifikan 1% = 2.462. Oleh karena itu, bisa diambil kesimpulan bahwa Ha diterima dan Ho ditolak. Hal ini berarti bahwa tekhnik Jigsaw berpengaruh dalam kemampuan memahami bacaan teks siswa kelas delapan di MTs At-Thohiriyah Sukajawa tahun pelajaran 2015/2016.

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Sudah dapat kami setujui dan dapat diajukan ke jurusan untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

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MOTTO

"The more you read the more you know, the more you know the smarter you grow."
(Dr. Seuss)

"Reading is a basic tool in he living of a good life."
(Joseph Addison)

... Allah does not change a people's lot unless they change what is in their hearts...
(Ar Ra'd: 11)

DEDICATION PAGE

"This piece of work is highly dedicated for:

My beloved father Mr. Nurkhamid, S.Ag and my beloved mother Mrs. Ma'rifatun, and My beloved brother M.Amar Alfan Nur thanks for the praying and supporting me to finish this undergraduated thesis.

My lovely friends in STAIN Jurai Siwo Metro, Nira, Woro and Ceatip Family (Dedi, Riki, Mifta, Ramadhan, Yoseva, Mega, Nia, and Mida), and especially Merry Oktaviana,S.Pd who accompanied me until this time"

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The first of all, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting him to finish the undergraduate thesis soon, and always pray for him to be a successful person someday (amin).

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With writer's limitation of ability, there are still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this undergraduate thesis can be benefit to all of us properly.

Metro, February 2016
The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

People use language to express their mind, wishes and ideas. Language is a means of communication, people use it to share ideas with others and exactly language predicts attitude and wishes of the users. Language becomes the most important thing in human life, because without language people cannot communicate and understand each other. Language is not only used for daily conversation but also used in education, research and science both spoken and written. Considering those function of language, people study language both formal or in class and informal or outside the class.

It is important for us to learn language especially English since it is used as a means of communication among nation in the world. Moreover, English becomes one of the second or formal languages in many countries in the world. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called as International language.

In Indonesia, English is taught at school from elementary school, junior high school and senior high school to university as a foreign language. So English become important in today's era as a means of transferring science, technology, art, culture, and also to maintain good relationship with others

countries. Since English is taught to be compulsory subject in Indonesia, the students are expected to learn English well and the teacher is required to be able to teach it well too. The successful of teaching learning also depend on teacher competence in controlling class, include there about choosing the right strategy, method and technique so that the teaching learning process can run as well as possible.

There are four skills in English that must be learned and mastered by all language learners, such as listening, speaking, reading and writing. Among four skills, reading is one of the important way to improve general language ability in English. It takes on a very significant role in teaching English as a foreign language. By reading students can get the information and expand the knowledge.

Reading comprehension is the ability to read a text, to process it and to understand its meaning. Therefore to get the goal of reading comprehension is not only done by students but also by teacher, because it is impossible for students to master this skill without helping from teacher, and this is the only reason to teacher to provide the right strategy, method, and technique in teaching English especially on reading subject.

In the fact, there are many problems that students get to achieve reading purposes. One of them is the students do not enjoy in reading activities because of the monotonous technique which make the students become bored with the classroom. The uninteresting teaching technique may cause the

students become unmotivated in learning process atmosphere. In other that the students also have poor reading comprehension ability, have difficulties to find main idea of the text, and have poor motivation in studying English.

After doing the preliminary research at the eighth graders of MTs AT-THOHIRIYAH Sukajawa at Jl. Brawijaya, Central Lampung, the writer got the result as bellow:

Table 1
Students' reading result

No.	Score	Explanation	Frequency	Percentage
1.	<30-45	Very Poor	1	5%
2.	46-55	Poor	7	35%
3.	56-64	Fair	5	25%
4.	65-75	Good	4	20%
5.	76-100	Excellent	3	15%
Total			20	100%

Source: Students' result of reading test, taken on August 1st, 2015.

The English standard value in this school is 65. Referring to the table above, it can be known that the students' reading result is low. There are 13 students are less of vocabulary, poor reading comprehension ability, difficult to find the main idea and the information from the text.

The teachers' technique to teach reading is the important factor that may affect the students' comprehension ability in reading. There are some kinds of methods and techniques which can be applied by teacher to develop his or her students' comprehension ability in reading. In relation to the situation above, the teachers are hoped to be more creative in choosing the method and technique so that the learning goal will be achieved.

One of the teaching learning techniques that can be used by teacher in teaching reading is Jigsaw technique. The Jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assigments into pieces that the group assembles to complete the (jigsaw) puzzle. That integrated learning to read and write compositions cooperatively in groups. Students are divided into groups by the teacher, and then resolve the concerns expressed from the text together. The students will be taught in reading groups and then return to mixed ability teams to work on a series of cognitively engaging activities, including; reading partner, making predictions, identifying the character, settings, problem and solutions of the story, summarization, vocabulary, reading comprehension exercises and story-related writing.

Furthermore, *Jigsaw* is one kind of cooperative learning techniques which students work in small group without paying attention of gender, ethnicity, religion, and ability then in this team work format every student is forced to be active. Thus, in this study the writer chooses *Jigsaw* technique as an alternative way to create an active teaching learning process. Besides that, the writer choose *Jigsaw* technique as the topic because :

1. *Jigsaw* technique is the interesting technique of English learning to activate the students in learning process.
2. *Jigsaw* technique can improve the students' responsibility in the teaching learning process.

3. *Jigsaw* technique gives the opportunity for the students in cooperating with the other students.
4. *Jigsaw* technique gives a chance to contribute meaningfully to a discussion for the students, something that is difficult to achieve in large-group

Based on the background above, the writer interested in investigating what is the influence of jigsaw technique toward the students' reading comprehension ability. Therefore the writer proposes a research project entitle "The Influence of Implementation Jigsaw Technique in Reading Comprehension Ability among the Eighth Graders of MTs. At-Thohiriyah Sukajawa in Academic Year 2015/2016"

B. Problem Identification

Based on the background discussed above, the researcher would like to identify the problem as follow:

1. The reading material that is used to support reading activity is not interesting to the students and they also find unfamiliar word in the reading text or students are less of vocabulary.
2. Most of the students have poor reading comprehension ability.
3. The students have difficult to find the main idea from the text.
4. The students have poor motivation in studying English.
5. There is a possibility that teacher applies inappropriate technique in teaching learning process.

C. Problem Limitation

To avoid misunderstanding in this research that will be done, the writer would like to give limitation in this research as follows:

The reading material that will be used in this research is Descriptive text. This research is only to discuss the influence of using Jigsaw technique toward students' reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawa in Academic Year 2015/2016.

D. Problem Formulation

Based on the background of study and problems identification above, the writer formulates the problem in this research is "Is there any positive and significant influence of Jigsaw technique on reading comprehension ability among the eighth graders of MTs. At-Tohiriyah Sukajawa?"

E. Objectives and Benefits of the Study

1. The Objectives of the Study

The objective of this research iis to find out whether jigsaw technique can influence the students' readi ng comprehension ability among the eighth graders of MTs. At-Tohiriyah Sukajawa.

2. Benefits of the Study

a. For the students

As suggestion for the students in order to be able comprehending the English text in effective and efficient way.

b. For the teacher

1) As suggestion for English teachers in order to be able using Jigsaw technique as an alternative technique in reading comprehension learning process.

2) As suggestion for the teachers to use Jigsaw technique in reading comprehension learning process, so that the learning activity run more effectively and entertaining.

c. For headmaster

As information and suggestion for the head master, so that he/she can support English learning process by preparing the facilitation and instrument completely.

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CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Reading Comprehension Ability

1. The Defenition of Reading

Etymologically, the word "reading" based on Oxford Advanced Learner's Dictionary is derived from the word "read" that can be defined as follows:

1) To look at and understand the meaning of written or printed words or symbols.

2) To go through written or printed words, in silence or aloud to others.

3) To discover or find out about somebody or something by reading.[1]

Terminologically, there are so many experts that have different definition for reading ability, but here the writer will take several definition according to the experts as follows:

Pamela J. Farris, Carrol J. Fuhler and Maria P. Walhater, state that "reading means getting meaning from the print. The essence of reading is a transaction between the words and the author and the mind of the reader, during which meaning is constructed."[2]

Thomas S.C Farrell states that reading is the process of constructing meaning through the dynamic interaction among the

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[1] A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 1096.

[2] Pamela J. Farris, Carrol J. Fuhler and Maria P. Walhater, *Teaching Reading: The Balanced Approach for Today's Classroom*, (New York: McGrawHill, 2004), p. 324

reader's exiting knowledge, the information suggested by the written language, and the context of the reading situation.[3]

Charles C. Fries states that reading is viewed as the complex information processing skills, the reader seem as active planning decision, making individual who coordinates a number of skills and strategies to facilitate comprehension.[4]

Moreover Alyousef argues "reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency".[5] Reading is an active, fluent process which involves the reader and the reading material in building meaning. The statement above indicates that there must be involved together between the reader and the reading that is aimed to build the meaning. Reading it a means of language acquisition, of communication, and of sharing information and ideas.[6]

Based on the statement above, reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has message in his/her mind, such as teaching, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. When the messages

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[3] Thomas S.C Farrell, *Planning Lessons for a Reading Class,* (Singapore: SEAMEO Regional Language Center, 2002), p. 1

[4] Charles C. Fries, *Teaching and Learning as A Foreign Language,* (Michigan: The University of Michigan Press, 1945), p. 93

[5] Hesham Suleiman Alyousef, "Teaching Reading Comprehension to Esl/Efl Learners" on The Reading Matrix, Vol. 5, No. 2/September 2005, p. 143

[6] www.en.wikipedia.org retrieved on 22nd, July 2015

enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

2. The Models of Reading

According to Thomas S.C. Farell, there are three models of reading, as follows:

a. Top-Down Model

The top-down model is the model of reading which argues that readers bring primary knowledge which experience to the text and that they continue to read as long as the text confirm their expectation.[7]

b. Bottom-Up Model

The bottom-up model is the model of reading which suggests that a reader read the words, and sentences and looks at the organization of the text, (without relating it to experience or prior knowledge) in order to construct meaning from what was written in text meaning depends both on knowledge of vocabulary and syntax.[8]

c. The Interactive Model

The interactive model argues that both top-down and bottom-up processes occur when a person reads a text.[9]

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[7] Thomas S Farell, *Planning Lesson.*, p. 2
[8] *Ibid.*
[9] *Ibid.*, p. 3

3. The Importance of Learning Reading

Reading ability increase the pleasure and effectiveness of reading. Strong reading ability help in all the other subject and in the personal and professional live. The high stage that control advancement trough elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading ability.

4. Reading Strategies

Fluent readers use the following strategies for a reading passage.

a. Activating Prior Knowledge

In these cases teachers can play a vital role in seeing that the readers' knowledge about the new topic is built up so that they can successfully comprehend a new text.[10]

b. Predicting

Predicting creates anticipation and gets students thinking about previous experiences they may have had about the topic before they read about it.[11]

c. Skimming

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas.[12]

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[10] *Ibid.*, p. 24

[11] *Ibid.*, p. 27

[12] H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2000), p. 308

d. Scanning

The purpose of scanning is to extract specific information without reading trough the whole text.[13]

e. Guessing Meaning of Unknown Word Using Contextual Clues

Sometimes students may need to guess the meaning of a word they do not know while reading a text because they have no dictionary or they are in an examination type situation.[14]

f. Identifying Topics and Main Ideas

Mikukecky suggest that "student" practice these skills in a development sequence from simple to more complex cognitive tasks, for example, the sequence of exercises includes the following:

- Finding the topic from a list of word.
- Recognizing the topic of paragraph.
- Identifying the main idea of a passage.[15]

g. Use of Questions

Another important strategy good readers use is questioning, asking questions before reading and posing questions while reading are reading strategies that have been identified as being effective by fluent readers of English.[16]

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[13] Thomas C. Farell, *Planning Lesson.*, p. 29
[14] *Ibid.*, p. 30-31
[15] *Ibid.*, p. 35
[16] *Ibid.*, p. 38

5. The Some Factors Influencing Reading

According Richards R. Day at least summarizes seven factors in an order that reflect their relative importance in the process of making the reading selection.

Those are seven factors as follows:

a. Interest
   It means that constitutes the most important factor in the process selecting reading article.
b. Exploitability
   It means that exploitability of a passage (reading material) by doing exercises and activities in the reading lesson.
c. Readability
   It means that readability is used here to include the phenomena mentioned by Carrel, plus the length of the reading passage.
d. Topic
   It means that the topic reading article is an important factor to consider. Teacher may feel that wide variety of topics would be helpful to maintain student interest and motivation.
e. Political appropriateness
   It means that the political suitable of the reading passage must be taken into consideration.
f. Cultural suitability
   It means that cultural suitability is another factor to be considered in selecting reading passages.
g. Appearance
   It means that the final factor is concerned with the appearance of the reading passage.[17]

6. The Definition of Reading Comprehension Ability

Reading is followed by comprehension both of them can't be separated, because a reader has to understand what he/she reads to get new information from the text. Comprehension is an exercise that trains students to understand language.[18]

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[17] Bambang Setiadi, *Teaching English for Foreign Language 2,* (Jakarta: Universitas Terbuka, 2007), p. 54

[18] Hornby, *Oxford Advanced.*, p. 263

Some linguists and experts had discussed about the definition of comprehension. There is some definition of comprehension. According to Lems, Leah & Tenena

"Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive".[19]

Whereas Guthrie, Wigfield & Perencevich define "Reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text."[20] "reading comprehension is centrally defined by the conceptual knowledge that the reader constructs and extracts from text. This definition places an emphasis on the term *conceptual knowledge*".[21]

Grellet argues reading comprehension as "understanding a written text means extracting the required information from it as efficiently as possible".[22] A reader can read a text to learn, to find out information, or to be entertained.

Harmer states that the first understanding of reading is for detailed comprehension. To comprehending the reading text, there are two kind of reading skill, those are scanning and skimming. In scanning involves a process of quickly searching reading materials in order to locate the

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[19]Kristin Lems, Leah D. Miller, Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p. 170.

[20] John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich, *Motivating Reading Comprehension*, (London: Lawrence Erlbaum Associates, 2004), p.227

[21] *Ibid.*, p. 229.

[22]Françoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*, (Cambridge: Cambridge University Press, 1981), p. 3.

specific information. It means that the reader do not read every word or line. The scanning will be stopped if the readers have found what they are searching for or if the scanning is successful. In skimming is purposed to gain a quick overview the general idea of what it is about. The reader will get bogged down and may not be able to identify the general idea if they try to gather all the detail at this stage because they are concentrating specifically. The reader choose the scanning or skimming on what kind of the text they are reading and what they need to get out of it[23].

Kate et al. state that the comprehension is a complex activity that covering many different cognitive skills and processes[24]. Snowling states that the target of reading iis the understanding. In understand the printed texts; a student must be able to elaborating the words on the page in order to extract meaning[25].

Pardon states that comprehension is a process to construct the meaning which is involves the combination of prior knowledge and previous experience, information in the text, and the manner of the reader takes in relationship to the text[26]. Besides that, comprehension ability is determining on the readers' culture, purpose of reading, and motivation in reading.

From definition above, the conclusion of reading comprehension is the students' ability in understanding the message or information from the written materials they read, in other words, the students are not only expected to know the word but also its meaning.

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[23] Harmer, Jeremy, *How to Teach English*, (England: Longman Publishing, 2007), p. 101

[24] Kate, Cain, et al., *Children's Reading Comprehension Ability: Concurrent Prediction by Working Memory, Verbal Ability, and Component Skill*, (America: American Psychology Association, 2004), p. 31

[25] Snowling, M.J, *YARC (York Assessment of Reading for Comprehension)*, (America: GL Publishers, 2009), p. 1

[26] Pardon, Laura S., *What Every Teacher Needs to Know About comprehension*, (USA: International Reading association , 2004), p. 272

While, Hornby defines "ability" is skill or power.[27] It means that the ability to comprehend the passage require the power of understanding the total meaning of the passage.

From the definitions above, the writer conclude that reading comprehension ability is someone's ability in understanding written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

B. The Concept of Jigsaw Technique

1. Definition of Jigsaw Technique

Jigsaw is one of the alternative strategies which angage students in learning to read. Joyce, Weil and Calhoun remark that"Jigsaw is a type of cooperative learning experience that promotes both academic and social goals for students."[28] The strategy is an efficient teaching method that also encourages reading, listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the classroom activity.[29]

Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. The purpose of Jigsaw are to develop teamwork and cooperative learning

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[27] A S Hornby, *Oxford Advanced*, p.2

[28] Bruce R. Oyce, Marsha Weil, and Emily Calhoun, *The Models of Teaching*, (Boston: Pearson/Allyn and Bacon Publisher, 2008), p. 145

[29] Sofan Amri and Iiif Khoiru Ahmadi, *Konstruksi Pengembangan Pembelajaran*, (Jakarta: Presentasi Pustaka Publiser, 2010), p. 32

skills within all students to help students develop a depth of knowledge which is not possible if students try and learn all of the material on their own, and to expose students' own understanding of a concept as well as reveal any misunderstandings because students are required to present their findings to the group in Jigsaw learning. Because group members must work together as a team to accomplish a common goal, each person depends on all the others, so all the students will read a lot to able the material that they have to be explained to their other friends. From Jigsaw technique, students can improve their English reading skill a long day whenever and wherever they want.[30]

2. The History of *Jigsaw* Technique

The *Jigsaw* is a teaching technique that is applied in the classroom. It was first applied in 1971 in Austin City, Texas. According to Aronson the *Jigsaw* was implemented by him in the school to help teaching material. It was used by collaborating students' Austin, African and American. *Jigsaw* is an efficient way to facilitate learning. In this technique, students learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, *Jigsaw*

[30] Robert E. Slavina, Cooperative Learning: *Theory, Research, and Practice Second edition*, (Boston: Allyn and Bacon Company, 2005) p.237

maximizes interaction and establishes an atmosphere of cooperation and respect for other students.

In the classroom, students worked individually and competed against each other for grades. It was on the context that they invented the *Jigsaw* strategy. First, they helped several teachers devise a cooperative *Jigsaw* structure for the students to learn about the life of Eleanor Roosevelt. They divided the students into small groups, diversified in terms of race, ethnicity and gender, making each student responsible for a specific part of Roosevelt's biography. Needless to say, at least one or two of the students in each group were already viewed as "losers" by their classmates.[31] The *Jigsaw* technique is developed by Elliot Aronson and his friends in 1978 as cooperative learning method.[32] This technique can be used to learn reading, writing, listening, or speaking. The students cooperate with their friends and have many opportunities to improve their communication ability.

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

The *Jigsaw* technique is a cooperative learning technique appropriate for students between 3rd and 12th grade. This technique is

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[31] Elliot Aronson, "*Jigsaw Classroom: History of Jigsaw*", (San Fransisco: Longman, 1997), p.45

[32] Robert E. Slavin, *Cooperative Learning Teori, Riset dan Praktik*, (Bandung: Nusa Media, 2009), p.236.

an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. The technique involves breaking the classroom into small groups, each group consists of five to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates.

3. The Stages of Teaching Reading Using Jigsaw Technique

Jigsaw is one of some cooperative learning techniques. It is a way to teach students to be a master in learning materials. In this study, *Jigsaw* technique is used to taech English reading. Although there are many techniques in teaching learning English, the researcher chooses *Jigsaw* technique to improve the students' reading skill because the *Jigsaw* technique can help students to communicate one another if they have problems in reading text. Therefore the application of using reading text is usually have many problems which got by students. For example: difficult words, comprehension of sentences, how to read the word or sentence correctly, etc.

From those problems, when the English teaching learning proccess uses *Jigsaw* technique, the students can be helped by others so the students who get the problems can comprehend the reading text

favourably. *Jigsaw* technique can be a way for students to communicate their problems when they acqure reading text

The *Jigsaw* technique is very simple to use. The students are divided into five or six members in a group. Each member is responsible to learn the given material. According to Slavin[33] There are some steps of teaching reading using jigsaw technique:

a. The teacher divides the students become some group consist of 5 to 6 students and give number to each student. The group should be diverse in terms of ethnicity, gender, ability, and race.

b. Each group is given a different text or different part of text

c. The students read and discuss the text and find some information in the text in their group

d. After each students comprehended the text, every student who has same number make a new group

e. The students teach each other in their new group as an expert

f. After the students got the complete information from their peers, teacher give an assessment to them individually

g. Teacher make a conclusion about the material.

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[33] *Ibid.*, p. 247.

4. The Benefits of Jigsaw

As a teaching technique jigsaw has some benefits as follows[34]:

a. *Teacher is not the sole provider of knowledge*, in jigsaw every student is an expert and every student can be a teacher for teaching each other according to what they have learned. It is mean that teacher role is as counselor. Not the only one provider but the teacher is helped by the expert.

   "Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic."

b. *Efficient ways to learn,* here the students do not need read a long text, even the story is composed by long text because in jigsaw every student has own piece task, so it will make the student faster in read and comprehend in reading.

   "Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam".

c. *Student take ownership in the work and achievement*, in jigsaw the students are claimed to responsible of their own task and they

[34] http://serc.carleton.edu/31622, retrieved on 07th, August 2015

should be able explain andl share what they have read to the other to organize be complete task.

d. *Students are held accountable among their peers,* after the students do their task (read) and comprehend it, they should back to their jigsaw group as a responsible expert and exchange the knowledge is gotten among them.

"Each student develops an expertise and has something important to contribute to the group."

e. *Learning revolves around interaction with peers,* every student is claimed to teach their peers in their group, in jigsaw they will be done exchange knowledge each other. So in the end of the learning process the student will get the complete information even they only read their own part.

f. *Students are active participant in the learning process,* in jigsaw technique each student participate and become an essential part in classroom because they should be responsible to do their task.

"Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion".

g. *Built interpersonal and interactive skills,* jigsaw is a cooperating teaching method where the student work in a group, so it will bring the student to make a relation, cooperate, and share each other for finishing their task

"Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions".

C. Theoretical Framework and Paradigm

1. Theoretical Framework

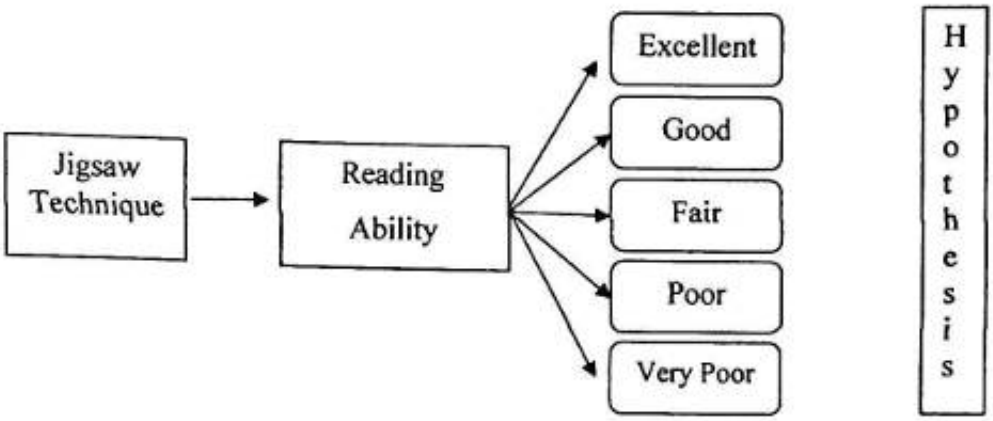
There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is jigsaw technique and the dependent variable (Y) is reading comprehension.

The teacher should know that there are many kinds of teaching approach, method or technique in the class. They have to able to choose the appropriate technique that can be use in delivering the material. They also be able to use various technique to make their students are not getting bored in studying English, one of the technique that can be used in teaching learning process, especially in teaching reading ability is by using Jigsaw technique.

Hence, the theoretical framework in this research if the use of jigsaw is good, the reading comprehension ability is also good. However, if the use of jigsaw technique is bad, the reading comprehension ability is also bad.

2. Paradigm

Based on the theoretical framework above the writer describes the paradigm as following:



From the paradigm above it can be described that the use of jigsaw technique will influence the students' reading comprehension ability. The influence of jigsaw toward students' reading ability will be excellent, good, fair, poor, or very poor depends on the way of this technique applied. So, the result of using this technique will come to the hypothesis. If there is a positive and significant influence of jigsaw technique towards students' reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawa in academic year of 2015/2016, this technique is good and accepted. But, if there is not any positive and significant (not any influence or negative) influence of jigsaw technique towards students' reading comprehensiom ability among the eighth graders of MTs At-Thohiriyah Sukajawa in the academic year of 2015/2016, this technique is bad and rejected.

D. Hypothesis

Donald Ary, et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated

hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.[35]

The writer used in experiment in order to compared the group. Based on the statement above, it can be understood that hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena's.

The formulation of the hypothesis as follows:

1. Alternative Hypothesis (Ha)

   Ha: There is a positive and significant influence of jigsaw technique toward the students' reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawa.

2. Null Hypothesis (Ho)

   Ho: There is no a positive and significant influence of jigsaw technique toward the students' reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawa.

Based on the theoretical framework and paradigm above the researcher formulated the hypothesis as follows:

"There is a positive and significant influence of using Jigsaw technique toward the reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawa in Academic year 2015/2016".

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[35]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8th Edition*, (USA: Wadsworth, 2010), p. 90.

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CHAPTER III

THE RESEARCH METHOD

A. Research Design

Based on the problem in the class, the writer can prepare the design that would be researched. The writer used the quantitative research to identify the influence of using Jigsaw technique toward students' reading comprehension ability among the eighth graders of MTs. At-Thohiriyah Sukajawa. Moreover, Ary defines that "in the quantitative research the data was analyzed with statistical analysis of numeric data".[1]

This study is to find out whether the jigsaw technique can influence the students' reading comprehension ability. Firstly, the students was gave the question from the teacher to know their knowledge of reading comprehension ability in the pre-test. The teacher explains more about jigsaw technique to students and gives a treatment for all students by using the jigsaw technique in reading text to know whether jigsaw technique gives the influence to the students.

After the treatment has been conducted by the writer, the writer administered the post-test to know the result from the treatment. The writer identifies the students' reading comprehension ability. If the scores were higher than post-test, it indicated that jigsaw technique cannot be influence the students' reading comprehension ability but if the result were higher than

[1]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8th Edition*, (USA: Wadsworth, 2010) , p. 25

pre-test, it shows that jigsaw technique can be influence the students' reading comprehension ability in the eighth graders of MTs. At-Thohiriyah Sukajawa.

Furthermore, the research design can be formulated as follows:

T_1	X	T_2

T_1 : Pre-test score (before giving treatment)

T_2 : Post-test score (after giving treatment)

X : Treatment[2]

B. Population, Sample and Sampling Technique

1. Population

Donald Ary point out that "a population is defined as all members of any well-defined class of people, events, or objects".[3] It means that the population is all subject which will be presumed in this research. The population of this research was the students of eighth graders of MTs. At-Thohiriyah Sukajawa in Academic Year of 2015/2016. In this research the total population was 40 students which divided into two classes; VIIIA-VIIIB.

Table 2.
The students at the eighth graders of MTs. At-Thohiriyah Sukajawa

No.	Class	Students
1.	VIII A	20
2.	VIII B	20
Total		40

Source: the school archives, taken on August 1st, 2015.

[2] Evelyn Hatch and Farhady, *Research Design and Statistics for Applied Linguistics*, (Newbury: Rowley, 1982), p. 20.

[3] *Ibid.*, p. 148.

2. Sample

Beside of population, Donald Ary also explain the definition of sample. "A sample is a portion of a population".[4] The number of the class at the eighth graders is 2 classes. The sample of this research is B class of the eighth graders of MTs. At-Thohiriyah Sukajawa in Academic Year 2015/2016. The writer chooses class VIII B which consists of 20 students.

3. Sampling Technique

Sample is a portion of population. In other word, sample is the part of population that will be research. Moreover, Suharismi states that if the subjects are less than 100 people, all subjects are used but if the subjects are less than 100 people, the subject used are just 10-15%.[5] In this research the population is less than 100 students, and the writer just took 20 students from total 40 students.

So the sampling technique applied is cluster purposive sampling, it is used to take the sample of this research. The writer was took one class from all the classes to be the respondent in the research because their ability is low based on the pre survey. Class VIIIB that number is 20 students were chosen to be the sample of this research.

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[4] *Ibid.*, p. 129

[5] Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.130.

C. The Operational Definition of Variables

Variables in this research are consisted of jigsaw technique and student reading comprehension ability. The operational definition as follows:

1. Independent Variable (Jigsaw Technique)

Independent variable is the variable which influence the dependent variable. Independent variable (X) in this research is the jigsaw technique at the eighth graders of MTs At-Thohiriyah Sukajawa in academic year 2015/2016. Jigsaw technique can be defined as the reading techniques to give the way and knowledge for students in ability the reading text. In this research the students can comprehend the text easily by using jigsaw.

This variable can be measured by using observation. The observation will be done when the students are given a treatment. Based on Slavin[6], the steps in this variable (jigsaw technique) as follows:

a. The students make a group consist of 4-6 members.
b. Each member is given a different material.
c. Each member read their material is given.
d. The members from different group who learn a same material make a new group as the expert group to discuss their material.
e. After they done to discuss in expert group, each member comes back to the source group and teaches the others members alternately.
f. The expert group explains the result of discussion.

[6] Robert E. Slavina, Cooperative Learning: *Theory, Research, and Practice Second edition*, (Boston: Allyn and Bacon Company, 2005) p. 146.

There are some indicators that should be gain by students in this variable (jigsaw technique) as follows:

a. Be able to make a group that diverse in term of ethnicity, gender, and ability.
b. Be able to form of expert group that consist of students from other groups.
c. Be able to communicate and work together to each others in group.
d. The students are responsible to learn in expert group and teach in original group.

2. Dependent Variable (Reading Comprehension Ability)

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable (Y) of this research is the students' reading comprehension at the eighth graders of MTs At-Thohiriyah Sukajawa in academic year 2015/2016. Reading comprehension ability can be defined as knowledge of student in identification the text such us: main idea, topic and the other. In this research the students can identify and analyze the reading text, especially descriptive text genre.

In this research the students can identify and analyze the reading text, especially descriptive text genre. This variable can be measured by using writen test especially the type of multiple choice test. The test consists of

25 questions that have four options; A, B, C and D. The students will get four score if they answer a question correctly and they get zero for wrong answer. Hence the biggest score is 100 and the lowest is 0. The test will be given two times, that are before the treatment or called as pre-test and after the treatment or called as post-test.

Some indicators that should be gain by the students in reading comprehension ability base on this variable are:

a. Be able to understand the main idea or topic in the passage.
b. Be able predict the purpose of text.
c. Be able to understand the structure of text.
d. Be able to know the detail information of the text.

D. Data Collection Method

To get the data from the jigsaw technique and students reading ability the writer uses the data collection method such us:

1. Test

Ary state that "Test are valuable measuring instruments for educational research".[7] It means that a test is one of the tools to measure the students' basic ability and achievement. Moreover, the writer uses test as data collection method to measure both of the variable. The writer measures the reading comprehension ability of the student by giving reading comprehension ability test using reading texts.

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[7] *Ibid.*, p. 179.

A test that used in this research is multiple choice of reading comprehension test. There are two tests in this research. The first test is pre-test and the second test is post test. The writer use the objectives test, with the multiple choice test, it consist of 25 items and include 5 different passages, each the item consist of four options: A, B, C, and D. Moreover, the students answer the following questions, after they read a passage or paragraph.

2. Documentation

In getting the information, the writer was got three kind of source such us: paper, place and people. According to Arikunto said that "Documentation is the tools which have written like books, magazines, document, regulation, note, etc."[8]

The writer uses the documentation method to get some information about:

a. The history of MTs. At-Thohiriyah Sukajawa, Central Lampung.
b. The condition teachers and officials employees in MTs. At-Thohiriyah Sukajawa in academic year 2015/2016.
c. The quantity of the students of MTs. At-Thohiriyah Sukajawa in academic year 2015/2016.
d. Organization structure of MTs. At-Thohiriyah Sukajawa in academic year 2015/2016.

[8]Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2005), p.158.

3. Observation

According to Seltiz, observation can be defined as election, modification, registration, and co-ding of behavior circumstance which is connected with organism based or the empiric purpose.[9]

In this research, observation is used to know the teacher's performance in teaching and the student's participation in learning process.

E. Research Instrument

Arikunto defines, "instrument as the tool of research which is used in each method".[10] Furthermore, the research instrument involves:

1. Instrument Blueprint

Research instruments which will be used in this research:

Instrument in this research was designed and adjusted with the indicators which have been specified. Moreover, instrument used was in the test form that consists of multiple choice questions about various kinds of text in the different themes such as animals, people, town, etc.

Table 3.
The instrument grilles test for Reading Comprehension

No	Variable	Indicator	Item number
1	Reading Comprehension	1. The Terrifying Headmaster (text) a. *Main idea of the passage*	1-7

[9] Edi Kusnadi, *Metodologi Penelitian.* (Metro : Ramayana Pers dan STAIN Jurai Siwo Metro, 2008), p. 98
[10] *Ibid.*, p. 126.

		b. Structure of text c. Main point of the paragraph 1) Understanding the purpose 2) Clarifying parts of the text which have confused them 3) Stating present events or actions	a: 4,5,6,7 b: 1,2 c1: 3
		2. My Dogs (text) a. Main idea of the passage b. Structure of text c. Main point of the paragraph 1) Understanding the purpose 2) Clarifying parts of the text which have confused them 3) Stating present events or actions	8-10 b: 8,9 a : 10
		3. My Lovely Family (text) a. Main idea of the passage b. Structure of text c. Main point of the paragraph 1) Understanding the purpose 2) Clarifying parts of the text which have confused them 3) Monitoring understanding	11-15 a : 11-15 c2 : 13

		4. Leopard (text) a. Main idea of the passage b. Main point of the paragraph 1) Clarifying parts of the text which have confused them 2) Monitoring understanding	16-18 a: 16, 17 c1: 18
		5. My Unique Pets (text) a. Main idea of the passage b. Detail information c. Main point of the paragraph 1) Clarifying parts of the text which have confused them 2) Understanding the purpose 3) Monitoring understanding	19-21 b: 19 c1: 20 c2: 21
		6. Boyolali (text) a. Main idea of the passage b. Main point of the paragraph 1) Clarifying parts of the text which have confused them 2) Monitoring understanding	22-25 a: 22,23,25 c1: 24

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of Jigsaw technique on reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawa in Academic Year 2015/2016, the writer

analyzes the data by using t-test. According Donald Ary the formulation of t-test as follows:[11]

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Explanations:

t = t value for correlation sample

$\overline{D}$ = (*difference*), difference between pre-test score with post-test score

D = The average from difference score (average from D)

D^2 = Square of D

N = Total of participant

[11]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p.150.

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CHAPTER IV

RESULT OF THE RESEARCH

A. The Data Description

1. Research Setting

a. Profile of MTs At-Thohiriyah Sukajawa

MTs At-Thohiriyah Sukajawa is one of MTs in Central Lampung. It is located on street of Brawiajaya No.09 Kroya Sukajawa, sub district of Bumiratu Nuban, Central Lampung. It was built on the land area of ± 12.850m^2 with the following borders: East, west, and south side bordering by dwelling of Kroya Sukajawa denizen, and north side bordering by the rice fields.

In the first, there was a prominent citizen named Mr. Imam Mukhtar, BA. He collected some Kroyas' denizen to make an Islamic Education Institute named LPI At-Thohiriyah. In that time, LPI At-Thohiriyah made Islamic Elementary School and MTs. The MTs named MTs At-Thohiriyah Sukajawa, it was built on 1988.

Since its establishment until 2016, MTs At-Thohiriyah Sukajawa has undergone a change of leadership as much as 6 times, namely:

Table 3.

The Headmaster of MTs At-Thohiriyah Sukajawa

No	Name	Working Years
1.	Imam Mukhtar, BA.	1988 until 1989
2.	Drs. Sudarmadi	1989 until 1992
3	Nurkhamid	1992 until 1997
4	Madarwis	1997 until 2000
5	Nurkhamid, S.Ag	2000 until 2011
6	Alfan Nu'mansyah, S.Pd.I	2011 until now

Source: Observation Result in MTs At-Thohiriyah Sukajawa on January, 13th 2016

b. Infrastructure

MTs At-Thohiriyah Sukajawahas a permanent infrastructure which was divided into several rooms for supporting the teaching learning process, such as:

Table 4.

The infrastructure of Islamic Junior High School At-Thohiriyah

No	Building	Total	Condition
1.	Headmaster room	1	Good
2.	Vice Headmaster room	1	Good
3.	Teacher room	1	Good

4.	Administration room	1	Good
5.	Reception room	1	Good
6.	Library	1	Good
7.	Canteen	1	Good
8.	Kitchen	1	Good
9.	Classroom	6	Good
10.	Toilet Teacher	1	Good
11.	Toilet Student	2	Good
12.	BK room	1	Good
13.	UKS room	1	Good
14.	Scout	1	Good
16.	Musholla	1	Good
17.	Volly Ball field	1	Good
18.	Football field	1	Good

Source: Observation Result in MTs At-Thohiriyah Sukajawa on January, 13th 2016

c. The Condition of Teachers and Official Staff in MTs At-Thohiriyah Sukajawa in The Academic Year of 2015/2016

MTs At-Thohiriyah Sukajawa has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of MTs At-Thohiriyah Sukajawa who need to attribute special skills in different

majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

The total number of the teachers and officers were 21 people which can be seen as the table below:

Table 5.
The list of teachers and employees of MTs At-Thohiriyah Sukajawa

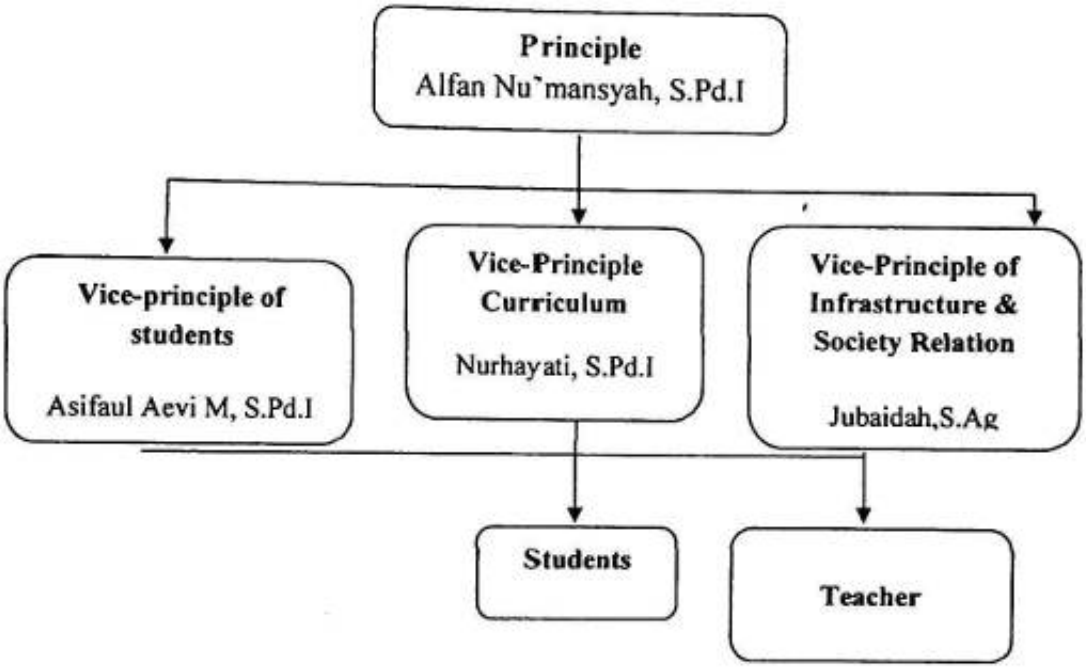
No	Name	NIP/NUPTK	Occupation
1.	Alfan Nu'mansyah, S.Pd.I	2633761662200012	Principal
2.	Jubaidah, S.Ag	-	Fiqih Teacher
3.	Nurhayati, S.Pd.I	8946759660210102	Al-Qur'an Hadits and Tahfidz Teacher
4.	Endang Puji Rahayu, S.E	9655758659300032	Social teacher
5.	Wahyu Desi S, S.Pd	553676869220003	Math teacher
6.	Eny Nurhayati, S.Pd	10813280192001	Science teacher
7.	Ratna Rohmaningsih, S.Pd	6153767668210023	Indonesian Teacher
8.	Andri Febriansyah	10813280193001	Science Teacher
9.	Khumaidi, S.Pd	-	English teacher
10.	Amirudin, S.Pd	8957767668110022	Penjasorkes teacher, Pra-karya teacher
11.	M.Sohib, S.Pd	-	Islamic History Teacher
12.	Wahyudi, S.Pd	10813280189002	Art & Culture teacher
13.	Asyifaul Aevi M., S.Pd	2442767666210003	Arabic, and Tahfidz Teacher
14.	Siti Faizah	-	Lampung language teacher
15.	M.Farid Nurma Huda	10813280194002	Computer Teacher
16.	Syafiqoh	3737763664300132	Qur'an H. Teacher
17.	Kaniatun	10813280185001	Guidance & Counseling teacher
18.	Ernawati	10813280176001	Civilization Teacher
19.	Siti Khotimah	-	Staff of administration
20.	Syaikhun	-	Guardian scholl
21.	Mirul Hartopo	10813280189001	Head of Adminitrasion

Source: Observation Result in MTs At-Thohiriyah Sukajawa on Januari, 13th 2016

d. **The Organization Structure of MTs At-Thohiriyah Sukajawa**

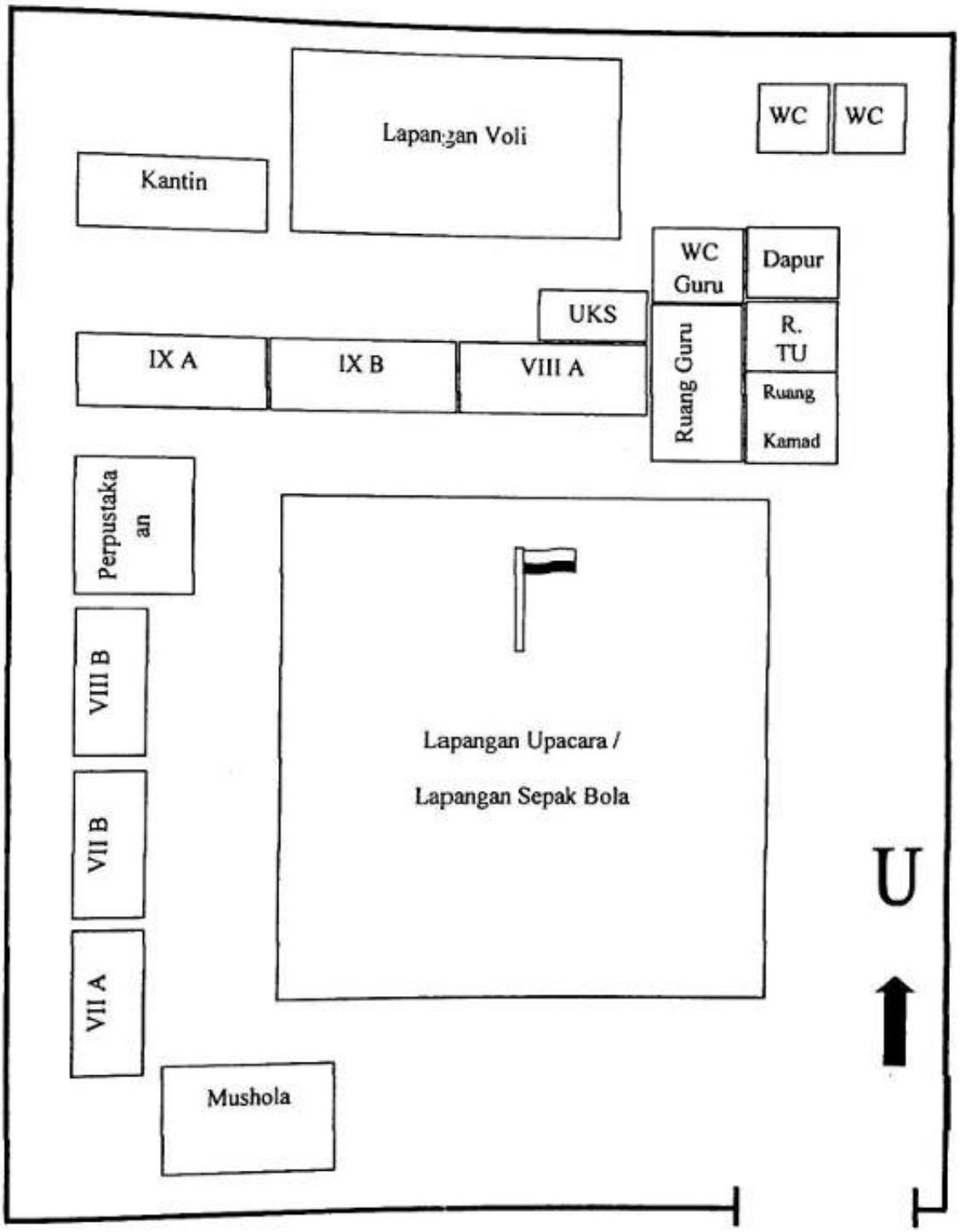
MTs At-Thohiriyah Sukajawa has organization structure to support all of activities and learning process. The figure of organization structure in MTs At-Thohiriyah Sukajawa as follow:

Figure 1
Organization Structure of MTs At-Thohiriyah Sukajawa
In Academic Year of 2015/2016



e. Location Sketch

Figure 2.
Location Sketch of MTs At-Thohiriyah Sukajawa in Academic Year of 2015/2016



f. The Students Quantity of MTs At-Thohiriyah Sukajawa

The students' quantities of MTs At-Thohiriyah Sukajawain academic year of 2015/2016 are 656 people which can be identified as follows;

Table 6.

The Quantity of the Students at MTs At-Thohiriyah Sukajawa

No	Grade	Classes	Students
1	VII	2 Classes	37
2	VIII	2 Classes	40
3	IX	2 Classes	35
Total		23 Classes	112

Source: Observation Result in MTs At-Thohiriyah Sukajawa on January, 13th 2016

2. Research Data

a. Pre-test Result

To measure the students reading comprehension the writer used a pre-test before giving a treatment. The student has given some questions that must be answered. The writer was gave the students 25 items of multiple choice questions that consist of reading comprehension text, they were gave 45 minutes to finish the test. The result of pretest can be shown as follows:

Table 7.
The Pretest Mark of Students Reading Comprehension at the Eighth Graders of MTs At-Thohiriyah Sukajawa

No	Initial Students	The Mark of Pre-test
1	AS	68
2	MF	88
3	ABP	56
4	AFZ	48
5	ADF	80
6	ISD	72
7	AS	76
8	LL	56
9	DJ	84
10	NA	40
11	AM	72
12	WAP	72
13	ENF	60
14	EMA	52
15	APS	36
16	MRZ	80
17	SH	64
18	AS	68
19	WP	44
20	M	84

Source: The Students' Result of Pre-Test Mark taken on January, 13th 2015

From the data above, it can be found that the highest Mark was 88 and the lowest Mark was 20. Based on the data, the writer then measured the class interval by using the formula as follows:

K= 1 + 3,3 log n

K= 1 + 3,3 log 20

K= 1 + 3,3 × 1,30

K= 1 + 4,29

K= 5,29 ≈ 5

R= highest Mark – lowest Mark + 1 [1]

R= 88 – 36 + 1

R= 53

$I = \frac{R}{K}$

$I = \frac{53}{5}$

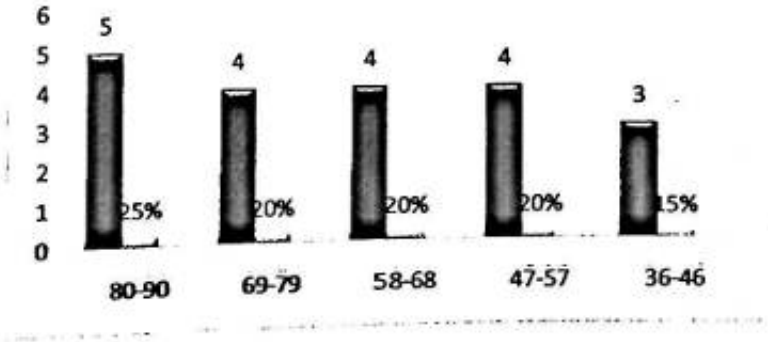
I= 10.6 ≈ 11

The total of class interval of this result pretest research was 9. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 8.
The Frequency Distribution of Pretest Mark

Class	Interval	Frequency	Percentage
1.	80-90	5	25%
2.	69-79	4	20%
3.	58-68	4	20%
4.	47-57	4	20%
5.	36-46	3	15%
Total		**20**	**100%**

If the data was put into graphic, it can be seen as follow:



[1]Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2012), p. 36

Based on the table frequency distribution and graphic above, it can be inferred that 20 students as the research sample can be divided:

1) For the class interval of 80-90, there were 5 students or 25%.
2) For the class interval of 69-79, there were 4 students or 20% .
3) For the class interval of 58-68, there were 4 students or 20% .
4) For the class interval of 47-57, there were 4 students or 20% .
5) For the class interval of 36-46, there was only 3 student or 15%.

The standard value of English in MTs At-Thohiriyah Sukajawa was 69, so the students who passed the test was the students who got Mark 69 or more than 69, it was only 9 students or 45%.

b. Post-test Result

After analyzing the weakness and understanding of students in reading text, the writer conducted the treatment to help the students in understanding of reading comprehension. The writer asked to the students about the difficulties in answering the exercise and gave more explanation about the reading comprehension by using Jigsaw technique until the students understood. After the students in this class has been given the treatment and they have understood, further the writer gave the post test to measure their knowing of reading comprehension. The result of post test can be shown as follows:

Table 9.

The Post-test Mark of Students Reading Comprehension at the Eighth Graders of MTs At-Thohiriyah Sukajawa

No	Initial Students	Gender The Mark of Pre-test
1	AS	72
2	MF	92
3	ABP	60
4	AFZ	64
5	ADF	88
6	ISD	76
7	AS	68
8	LL	60
9	DJ	96
10	NA	56
11	AM	88
12	WAP	68
13	ENF	80
14	EMA	76
15	APS	68
16	MRZ	92
17	SH	68
18	AS	80
19	WP	72
20	M	80

Source: The Students' Result of Post-Test Mark taken on January, 16th 2015.

From the data above, it can be found that the highest Mark was 92 and the lowest Mark was 56. Based on the data, the writer then measured the class interval by using the formula as follows:

$K = 1 + 3{,}3 \log n$

$K = 1 + 3{,}3 \log 20$

$K = 1 + 3{,}3 \times 1{,}30$

K= 1 + 4,29

K= 5,29 ≈ 5

R= highest Mark – lowest Mark + 1 [2]

R= 96 – 56 + 1

R= 41

$I = \frac{R}{K}$

$I = \frac{41}{5}$

I= 8,2 ≈ 8

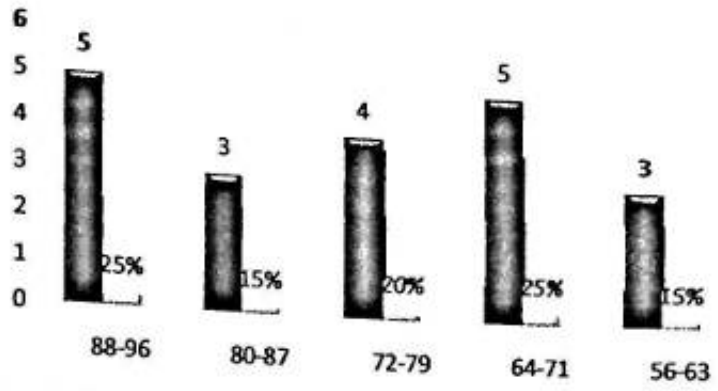
The total of class interval of this result pretest research was 10. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows

Table 10.
The Frequency Distribution of Post-test Mark

Class	Class Interval	Frequency	Percentage
1.	88-96	5	25%
2.	80-87	3	15%
3.	72-79	4	20%
4.	64-71	5	25%
5.	56-63	3	15%
Total		**20**	**100%**

If the data was put into graphic, it can be seen as follow:

[2]Sugiyono, *Statistika untuk Penelitian*, .



Based on the table frequency distribution above, it can be inferred that 20 students as the research sample can be divided :

1) For the class interval of 88-96, there were 5 students or 25% .
2) For the class interval of 80-87, there were 3 students or 15% .
3) For the class interval of 72-79, there were 4 students or 20% .
4) For the class interval of 64-71, there were 5 students or 25%.
5) For the class interval of 56-63, there were 3 students or 15%.

From the table above, it can be seen that the students who passed the test was the students who got mark 69 and more than 6, there were 12 students or 60%.

B. Hypothesis Testing

After applying the test and getting the documentation, the writer analyzed the data by using analysis of t-test in order to prove whether there is the influence of Jigsaw technique toward the students' reading comprehension at the eighth graders of MTs At-Thohiriyah Sukajawa, as follows:

$K = 5{,}29 \approx 5$

1. Preparing the table in order to prove whether there is the influence of Jigsaw technique toward the students' reading comprehension at the eighth graders of MTs At-Thohiriyah Sukajawa.

Table 11.
The List of Pretest Mark and Post test Mark Students' Reading Comprehension at the Eighth Graders of MTs At-Thohiriyah Sukajawa

No	Initial Students	The Mark of Pre-test	The Mark of Post-test	D	D^2
1	AS	68	72	4	16
2	MF	88	92	4	16
3	ABP	56	60	4	16
4	AFZ	48	64	16	256
5	ADF	80	88	8	64
6	ISD	72	76	4	16
7	AS	76	68	-8	64
8	LL	56	60	4	16
9	DJ	84	96	12	144
10	NA	40	56	16	256
11	AM	72	88	16	256
12	WAP	72	68	-4	16
13	ENF	60	80	20	400
14	EMA	52	76	24	576
15	APS	36	68	32	1024
16	MRZ	80	92	12	144
17	SH	64	68	4	16
18	AS	68	80	12	144
19	WP	44	72	28	784
20	M	84	80	-4	16
Total				$\sum D$ 204	$\sum D^2$ 4240
$\overline{D}$				10,2	

The average of D = (204:20) = 10,2

2. Putting the data above into the formula of t-test in order to get "$t_{observed}$"

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{10,2}{\sqrt{\frac{4240 - \frac{(204)^2}{20}}{20(20-1)}}}$$

$$t = \frac{10,2}{\sqrt{\frac{4240 - (41616 : 20)}{20 x 19}}}$$

$$t = \frac{10,2}{\sqrt{\frac{4240 - 2080,8}{380}}}$$

$$t = \frac{10,2}{\sqrt{\frac{2159,2}{380}}}$$

$$t = \frac{10,2}{\sqrt{5,6821}}$$

$$t = \frac{10,2}{2,3837} = 4,2803$$

To know the critical value of t-test (t_{table}), the writer firstly counted df, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df = N-1

= 20-1

= 19

After considering the t-test table by using df 29. so it can be found that :

Level of significant	5 %	1 %
df 19	1.699	2.462

1. The critical value of t-test (t_{table}) for the 5% level is 1.699
2. The critical value of t-test (t_{table}) for the 1% level is 2.462

From all the data analysis above, it can be found that:

1. "$t_{observed}$" = 4.2803
2. " t_{table} " level of 5% = 1.699

" t_{table} " level of 1% = 2.462

Its mean that "$t_{observed}$" higher than " t_{table} " or it can be written as 1.699<4,2803>2.462. From the value above, it can be inferred that there is positive and signficant influence of using Jigsaw technique toward the reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawain academic year 2015/2016.

In this research, all of the tests had done individually by the students. Its benefit was to know the influence of using Jigsaw technique toward the students' reading comprehension from the result of those test, there was

different mark of students. It can be seen from the result of the students' pretest and post test.

- If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.
- If $t_{observed} < t_{table}$, Ha is rejected and Ho is accepted.

The writer has formulated the Alternative Hypothesis (Ha) such as:

"There is a positive and significant influence of using Jigsaw technique toward the reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawa in academic year 2015/2016".

Finally, the data confirmed that "$t_{observed}$" = 4.2803 was higher than "t_{table}" level of significant 5% = 1.699 and "t_{table}" level of significant 1% = 2.462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant influence of using Jigsaw technique toward the reading comprehension ability among the eighth graders of MTs At-Thohiriyah Sukajawain academic year 2015/2016.

C. Discussion

Reading comprehension ability is the process to get information from the written language in order to get meaningful message, knowledge, suggestion which is sent by the writer. But, there still many students find some difficulties in comprehending the reading text.

Teaching reading needed a right technique to be used in order to make it successful. So in this research, the writer tried to apply Jigsaw technique toward reading comprehension ability. After the writer applied this technique,

the writer found there was significant and positive influence of Jigsaw technique toward reading comprehension ability. It was proved by the mean mark of pre-test that improved from 65.00 before treatment up to 75.20 after treatment.

Jigsaw could improve students' mark in reading comprehension ability because this technique claimed students to responsible of their own task and should be able to explain and share what they have read to the other. In order that, jigsaw built interpersonal and interactive skills, so it brought the students to make a relation, cooperate, and share to each other. Jigsaw also made learning revolved around interaction with peers, so in the end of learning process the students would get the complete information even they only read their own part.

The writer applied jigsaw technique by dividing students into some groups. Each members of group had different material about reading, but in other side they had same material with member in other group. Students who had same material made a new group called an expert group. In expert group they shared about their material by using their free style. After they had shared in expert group they had come to source group to give explanation to their group member, so every student got the complete information about their material.

D. Limitations

In this research, there were many problems that writer got in MTs At-Thohiriyah Sukajawa when the writer found data, such us limitedness the

infrastructure and media to support learning process. It was very important in learning process, because it could help the teacher in delivering materials.

In addition, this research was conducted at MTs At-Thohiriyah Sukajawa. The subject of the research were the eighth graders at the second semester in academic year 2015/2016. Hence, the result of this research was limited in this Jigsaw umstance including class, condition and academic year, and this research could not be generalized.

AH TINGGI AGAMA ISLAM (STAIN) METRO SEKOLAH TINGGI AGAMA ISLAM (STAIN) MET

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the analysis and result of the research, the writer can conclude that:

1. MTs At-Thohiriyah Sukajawa that existed first time on 1988 from the discussing result of named Mr. Imam Mukhtar, BA. He collected some Kroyas' denizen. It is located on street of Brawiajaya No.09 Kroya Sukajawa, sub district of Bumiratu Nuban, Central Lampung. It was built on the land area of ± 12.850m^2.
2. There is positive and significant correlation between Jigsaw technique and reading comprehension ability, because the research showed that "$t_{observed}$" = 4.280, "t_{table}" level of 5% = 1.699, and "t_{table}" of 1% = 2.462. It means that "$t_{observed}$" is higher than "t_{table}" or it can be written as 1.699<4.2803>2.462.
3. Teaching reading needs a right technique to be used in order to make it successful. Therefore, the teacher must be able to choose the proper technique and should be creative to encourage the students to comprehend the reading text by using the right technique. Jigsaw can become an alternative technique to teach reading comprehension ability. Because Jigsaw builds interpersonal and interactive skill, so it brings the students to make a relation, cooperate, and share to each other. In order that, Jigsaw makes learning revolved around interaction with peers, so in the

end of learning process the students will get complete information even they only read their own part of material.

B. SUGGESTION

Due to the result of the research, the writer gives some suggestion to the side that related as the considered as follows:

1. For the Headmaster
   a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
   b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the English teachers:
   a. The English teachers should motivate the students to be more active in learning English by helping them of expand their knowledge by comprehending the reading text.
   b. The English teachers are suggested to help the students increase their ability in reading skill.
   c. The English teachers are recommended that they should apply Jigsaw technique as a variation in comprehending the reading text which can help them to reading well.

3. For the Students:

a. The students should expandl the knowledge by comprehending the reading text well.

b. The students are suggested to increase their ability in comprehending the reading text.

c. The students recommended that they should improve their ability in reading text by using Jigsaw technique in the class.

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CURRICULUM VITAE



The name of the writer is M. Farid Nurma Huda. He was born in Rengas, on February 12, 1994. He is the first son of happy couple Mr. Nurkhamis, S.Ag and Mrs. Ma'rifatun.

He was graduated from MI At-Thohiriyah Sukajawa in 2005. He continued his study at MTs At-Thohiriyah Sukajawa, and graduated in 2008. He studied in MA Roudhotul Jannah Sidokerto and graduted in 2011.

In 2011, he was registered as an S-1 student of English Education Study Program at State Islamic College (STAIN) of Jurai Siwo Metro. During his study, he was active in some activities in STAIN of Jurai Siwo English as a member of BEM-ST and a BBTQ Mentor.