

IMPROVING STUDENTS' READING COMPREHENSION THROUGH THE JIGSAW II LEARNING METHOD AT THE SECOND-GRADE OF MAS NIDA'UL KHAIRAAT POMBEWE

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Abstract

This research aims to investigate the significant effect of applying the jigsaw II learning method at the second-grade of MAS Nida'ul Khairaat Pombewe. The research employed quasi and need pre-test and post-test. The population of this research was all students of the second grade of MAS Nida'ul Khairaat Pombewe. The sample was selected by using quota sampling technique. The samples were 20 students of IPS class as the controlled class and Agama class as the experimental class. The researcher analyzed the data statistically. The mean score of the experimental class was (67.05), it was higher than the mean score of the control class (45). The result of t-counted (2.327) which was higher than the t-table (2.153). The researcher used the 0.05 level of significance and the degree of freedom ($df = 10 + 10 - 2$). This research has two hypotheses, which were H_o : there is no improvement of the students' reading comprehension through the Jigsaw II learning method at the second grade of MAS Nida'ul Khairaat Pombewe and H_a : there is improvement of the students' reading comprehension through the Jigsaw II learning method at the second grade of MAS Nida'ul Khairaat Pombewe. Based on the results of the data above it proven that H_a was accepted and H_o was rejected. In conclusion, the use of the Jigsaw II learning method can improve the students' reading comprehension at the second grade of MAS Nida'ul Khairaat Pombewe.

Key words : Method, reading, Jigsaw 2, Analytical exposition text

1. INTRODUCTION

Indonesia is the one of the countries that still assume English as the foreign language. Thereof, there are many students in Indonesia have difficulties to learn it. As said by Sharo that poor comprehension may also be the result of the students not having the necessary background or schema for reading selections. Students may not know or understand that comprehension is the major purpose for reading and they may read without setting a purpose.¹

In English there are several skills, one of which is reading. in Indonesia itself, many students still have difficulty in understanding the text they read. Reading is a language aspect used to acquire various information and suggestions.²

Teaching reading by using a certain method is necessary, especially to the second grade student in MAS Nida'ul Khairaat Pombewe. Based on the researcher preliminary research in that school, he earned the information from the teacher that the reading comprehension of the second grade students of MAS Nida'ul Khairaat Pombewe was still low. Moreover, he obtained the information from the students that their English teacher ordinarily only shared the material and asked them to read it. This case alike to the statement stated by Ahmad that most English teachers still use traditional method in teaching English.³

Build upon the problem that faced

by the second grade students in MAS Nida'ul Khairaat Pombewe, hence, the researcher attempted to solve it by using Jigsaw 2 learning method. The originator of Jigsaw is Elliot Aronson *et al*(1978), and it became Jigsaw 2 after adapted by Slavin *et al* in Texas. Jigsaw II is a method that allow students work in heterogeneous. The teacher give a task for students to read for some units or chapters, and the teacher give "an expert sheet" that consist of different topics it must be focused on attention for each student in group when students read it. After all of students have done to read, the students of different group that have focused on same topics to meet in "expert group" for discuss their topic as long as thirty minutes. Then, the experts will be returned to their team groups and to teach their friends in group as return about their topics. The last is the students received the assessment that covering all of topics and the score quiz would be a score team.⁴

This research focused on the use of one of kind of the texts, namely Analytical Exposition text. Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. The social function of this text is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.⁵

¹Sharon J. Crawley & King Nerrit, *Remediating Reading Difficulties- 3rd Edition*, (USA: McGraw-Hill, 2000), 40

²Ika Nurwulandari *et al*, "The Implementation of Jigsaw Cooperative Learning Model to Improve Reading Skill in SDN Yosodipuro 104 Surakarta" *International Journal of Engineering Science (IJRES)* 4, no. 1(January to February 2017): 29

³Ratu Sartika, "Implementing Word wall Strategy in Teaching Writing Descriptive Text for Junior High School Students" *Journal of English and Education* 5, no 2,(october 2017)179-186

⁴Isnaini Eddi Saputro, "The Use of Jigsaw II to Enhance the Students Reading Comprehension in the First Grade of Papua senior high School" *International Journal of Management and Applied Science* 4, no. 7 (July 07, 2018): 67.

⁵"Analytical Exposition Text : Definition, Purposes, Generic Structures, Language Features"(British Course, <http://britishcourse.com/analytical-exposition-text-definition-purposes-generic-structures-language-features.php> accessed on December 06, 2019)

2. LITERATURE REVIEW

2.1 *The Nature of Reading*

Widdowson in Feng Liu defined reading as “the process of getting linguistic information via print”⁶. Clearness, reading is the process of interpreting or converting language in linguistic form into new knowledge for the reader, in which the intended linguistic form is listed in a printed medium such as printed books, magazines, newspapers and others. In this case we take the students as the reader. Accordingly, the students will try how to interpreting the meaning of the text that they read into a new knowledge.

2.2 *Teaching Reading*

Kimbley and Garnezy in Brown defines that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge⁷

2.3 *Kinds of Reading*

There are two kinds of reading, those are:

a. Intensive Reading

As Christine Nuttal stated, “intensive reading involves approaching the next under the guidance of a teacher or a task which forces the students to focus on the next, the aim is to arrive at the understanding, not only of what the text means, but how the meaning is produced.”⁸

b. Extensive Reading

Brown stated that extensive reading related to somewhat longer texts than we

⁶Widdowson in Feng Liu “*A Short Analysis of the Nature of Reading*” English Language Teaching 3, No. 3, (September 2010): 152

⁷Kimbley Garnezy in Brown (<https://eprints.uny.ac.id/9919/3/CHAPTER%20%20-%2006202244061.pdf> accessed on December 08, 2019)

⁸Jeremy Harmer, “*Teaching English*”, (Oxford: Pearson Education Ltd, 2007), 110

have been dealing with up to this point such as journal articles, technical reports, longer essays, short stories, and books that into this category.⁹

2.4 *Aspects of Reading*

There are five aspects of reading as follows:

1. Finding Main Idea, main idea has the most important information developed from author throughout the paragraph.
2. Finding the Specific Information or Part of Text, there is some information that covers as the specific information that develops the topic sentence
3. Finding reference
References are words or phrase used either before or after the reference in the reading material.
4. Identifying inference, An inference involves using what you know to make a guess about what you don't know or reading between the lines.
5. Vocabulary
Vocabulary consists of the stock of word used for anyone in speaking or even producing the utterance for reading.

2.5 *Jigsaw II*

Jigsaw II is kind of cooperative learning method, it will be described below:

a. The Definition of Jigsaw II

Jigsaw II is a cooperative learning method that allows students to work in group heterogeneously. It different from the type of discussion that we usually encounter in class, this type of discussion will make students more responsible for their respective material.

⁹ H. Douglass Brown, “*Language Assessment : Principles and Classroom Practices*”, (New York: Pearson Education Inc, 2001), 212

b. Steps in Implementing Jigsaw Method in the Classroom:

According to Aronson, the jigsaw classroom is very simple use. These are the steps of jigsaw:

- a) Dividing students into 5-6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
- b) Appointing one student from each group as the leader. Initially, this person should be the most mature student in the group.
- c) Dividing the days' lesson into 5-6 segments. For example, if you want to ask to the students to write a topic about sport, you might divide the topic into stand-alone topic on: 1) football, (2) badminton, (3) swimming, (4) volley ball, (5) running.
- d) Assigning each student to learn one segment, making sure students have direct access only their segment.
- e) Giving students time to read the topic at least twice and become familiar with the topic.
- f) Forming temporary "expert group" by having one student from each jigsaw group join other students assigned to the same segment. Give students to the expert groups time to discuss the main point of their segment and to rehearse the presentation they will make to their jigsaw group.
- g) Bringing the student back into their jigsaw group.
- h) Asking each student to present her or his segment to the group
- i) Circulating from group to group, observing the process. If there is group having problem, for example; a member is dominating or disruptive, make an appropriate intervention.
- j) Giving a quiz on the material to find out students' achievement.¹⁰

¹⁰Neneng Hoerunnisa and Didi Suherdi, "The effectiveness of jigsaw in improving students'

2.6 Analytical Exposition Text

Gerrot and Wignell said that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case.¹¹

a) Generic Structure of Analytical Exposition Text

1. Thesis
Introducing the topic and indicating the writer's point of view.
2. Argument
Explaining the argument to support the writer's position.
3. Reiteration
Restating the writer's point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration:
 - From the fact above ...
 - I personally believe...
 - Therefore, my conclusion is ...
 - In conclusion ...¹²

3. METHODOLOGY

This research is called quantitative and also used quasi design. This research took 2 classes as the respondent, they were experimental and controlled classes. The students in the experimental class were given treatment while in controlled class were the reverse. As the treatment, the researcher used Jigsaw 2 method to improve the students reading comprehension.

reading comprehension" Journal of English and Education 5, No 1,(April 2017), 4

¹¹Gerrot and Wignell, "Making Sense of Functional Grammar: An Introductory of Workbook" (Australia: Gred Stabler AEE, 1994), 19
<http://eprints.walisongo.ac.id/6685/3/CHAPTER%20II.pdf> (accessed on December 13, 2019)

¹²"[n.p.] Analytical Exposition ; Definition, Generic Structures, Purposes, Language Features", Online (<http://britishcourse.com/analytical-exposition-definition-generic-structures-purposes-language-features.php> accessed on December 13, 2019)

According to Hatch and Farhady, it formulated as follows:

Table 1
Scheme of Research

G1	T1	X	T2
G2	T1	-	T2

In which:

G1 = Experimental Group

G2 = Control Group

T1 = Pre-test

T2 = Post-test

X = Treatment

This research were located in MAS Nida'ul Khairaat Pombewe, Jl. Mahfud Godal, RT 01, Pombewe, Biromaru Sub-district, Sigi District, Central of Sulawesi Province.

The sample of this research was all the second grade students of MAS Nida'ul Khairaat Pombewe that consists of Agama class as the experimental class and IPS class

as the controlled class. As the data collecting technique, the researcher gave pre-test and post-test to both of the class. This research consisted of 8 meetings, the time allocation of learning was 2 x 45 minutes.

4. FINDINGS AND DISCUSSION

In this section, the researcher will describe about his findings in his research. The researcher conducted his observation before he entered the class to teach. The researcher also gave the pre-test and post-test to the students as a measure of students comprehension in reading.

4.1 Findings of the Observation

In his observation, the researcher followed the teacher teaching in the class. As long as the learning process, the researcher made some learning checklist as follows:

Table2
The checklist of the learning process in the class

No	Observed aspects	Description done or not	
		Yes	No
1.	The students pray before the class began	✓	
2.	Attendance	✓	
3.	Readiness to receive learning		✓
4.	The students listen and answer the initial explanation	✓	
5.	The courage of the students to take apart of the reading activity in the class		✓
6.	The students pay attention to the teacher's explanations		✓
7.	Actively notes the various explanations given		✓
8.	The students work on assignments from the teacher in orderly manner		✓
9.	All of the students submit the assignment to the teacher	✓	
10.	The teacher together with the students to conclude the learning	✓	
11.	The students pray before leave the class	✓	

4.2 Findings of Pre-test

The result of students pre-test will be showed in chart form as follows.

Chart 1

The results of pre-test of the controlled class

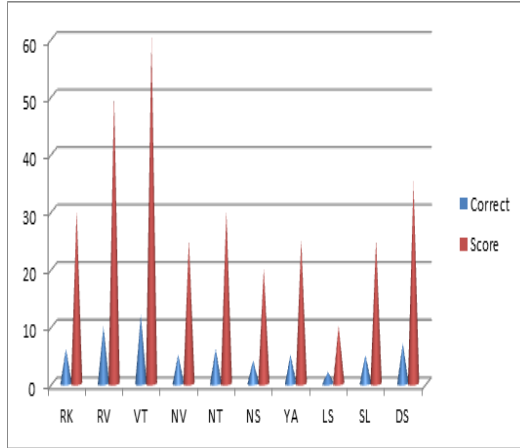
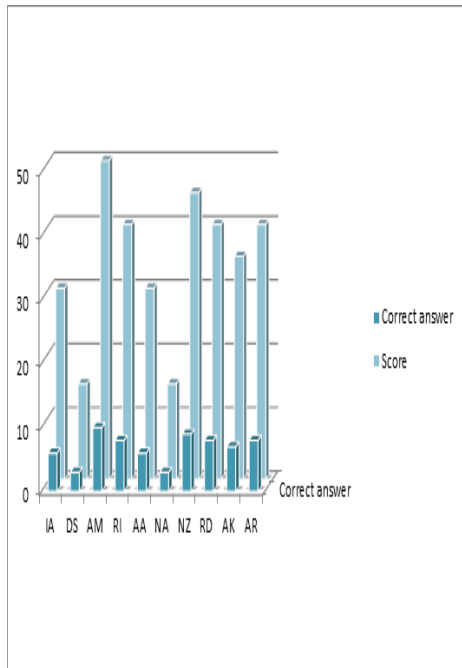


Chart 2

The results of pre-test of experimental class



4.3 Findings of the Post-test

The result of students post-test will be showed in chart form as follows.

Chart 3

The results of post-test of the controlled class

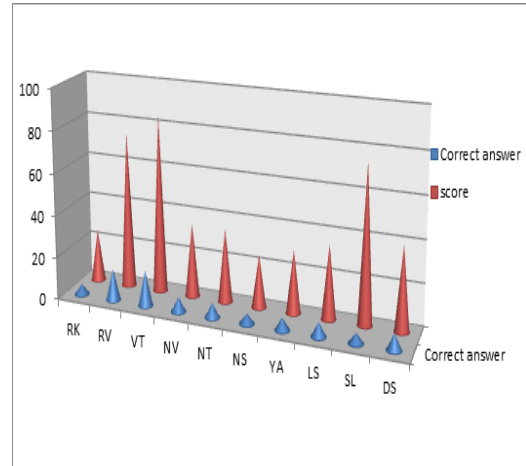
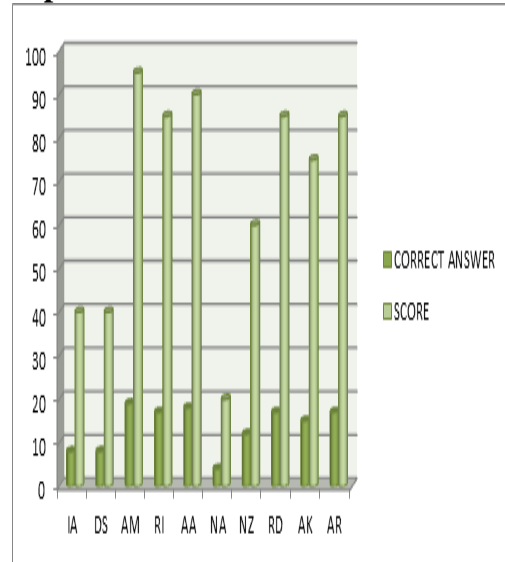


Chart 4

The results of post-test of the experimental class



Based on the chart showed above and the researcher's computation, it shows that the students reading comprehension was improved. The result of t-counted is 2.327, it is higher than t-table (2.153). It means that the Jigsaw 2 method can improve the reading comprehension of the second grade students in MAS Nida'ul Khairaat Pombewe.

5. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the previous discussion and the result of the research above, the researcher concludes that :

At the beginning of the meeting, the students' reading skills in both the experimental class and the controlled class were still low. We can see that based on the result of their pre-test which was very low and no one can pass the KKM or the minimum of standard achievement.

After the treatment given, it shows that there is a significant improvement in the reading skills of the students at the experimental class. This can be seen from the result of their post-test.

Based on the result of the data presented above, it shows that the use of the Jigsaw II learning method can improve the reading comprehension of the second-grade

students' of MAS Nida'ul Khairaat Pombewe.

Where:

The result of the t-counted was 2.327, while the t-table was 2.153 lower than the t-counted.

5.2 Suggestions

In favor of increase the English teaching quality, the researcher would like to give so suggestions as follows:

- ❖ The students should learn more about reading, particularly in the use of the Jigsaw II method.
- ❖ Teachers should improve their method in the learning process of the class such as using the Jigsaw II method.
- ❖ Further researchers who get the same research should use this research as the guidance to develop their research.

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