IMPROVING READING COMPREHENSION
USING JIGSAW TECHNIQUE

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abstract - This study was designed to Improve The Students' Reading Comprehension by Using Jigsaw Technique. The objective of the study was find out how jigsaw technique can be used the reading comprehension of Eleventh Grade at Al-Rosyid Islamic Senior High School Dander Bojonegoro. This research design used Classroom Action Research. The subjects of this research were class xi mipa for the Academic Year 2021/2022 which presented 25 students. The data analysis technique used result of test and observations.The results showed that there was a significant difference between the average pre-test post-test 1 and post-test 2. The pre-test the mean score was 50 than post-test 1 the mean score was 69 while for the post-test 2 it was 78. For the results of observations, there was a significant influence between them. And also the result of observations are almost 70% of students more active and enthusiast than before.

Keywords: Jigsaw Technique, Reading Comprehension

Abstrak - Penelitian ini dirancang untuk Meningkatkan Pemahaman Membaca Siswa dengan Menggunakan Teknik Jigsaw. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana teknik jigsaw dapat digunakan dalam membaca pemahaman siswa kelas XI SMA Islam Al-Rosyid Dander Bojonegoro. Desain penelitian ini menggunakan Penelitian Tindakan Kelas. Subyek penelitian ini adalah siswa kelas xi mipa Tahun Pelajaran 2021/2022 yang berjumlah 25 siswa. Teknik analisis data menggunakan hasil tes dan observasi. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara rata-rata pre-test post-test 1 dan post-test 2. Nilai rata-rata pre-test adalah 50 dibandingkan dengan post-test 1 nilai rata-rata adalah 69 sedangkan untuk post-test 2 adalah 78. Untuk hasil observasi terdapat pengaruh yang signifikan antara keduanya. Dan juga hasil observasi hampir 70% siswa lebih aktif dan antusias dari sebelumnya

Kata kunci : Tehnik Jigsaw, Kemampuan Membaca

INTRODUCTION

English has important role as the second language to be learned in many countries. English is not only used as a mean of human communication but also as a subject learned at school in Indonesia and the other countries. Recently, English is taught in entire of school from Junior High School, Senior High School, and University. Even, it is introduced to some Elementary Schools and Kindergartens.English as a subject matter in school covers the four basic language skill. They are listening, writing, reading, and speaking. As foreign language, there are many students felt that English is a very difficult language to write and read. According to some of them, English words have differences between their writing and pronunciation. The students also face difficulties in comprehending the reading because of their limited vocabularies. Each skill of English has close relationship with vocabularies, such as, to be able in understanding about reading, they need certain vocabularies

However, reading is one of the skill that should be learned in English lesson. Most information may be got from reading

activity. So it will be the important skill for the student not only on the learning process but also out of the class. In this modern era, there are many information that written in English direction. So, understanding English through reading is certainly needed. Reading, which belongs to receptive skill, can be defined as a process where by one looks at and understands what has been written (Williams, 2002 It means that, when someone reads, he looks at something written and tries to get the meaning to understand it. Reading can also be described as a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time (Davies, 2003). It means that reading activity connects the reader and the writer although they are in different time and place. Referring to the problems mentioned above in this research, the researcher's tries to solve this difficulty in comprehending the reading problem. The researcher is interestedin solving this problem because understanding the reading is very important

for the students in English. In this case, the researcher will discuss one of teaching methods in teaching reading comprehension namely "Jigsaw". This method is aimed to build up the student's ability to comprehend the reading.

If the teacher can make the condition that stimulates the students to learn, it will make easier for them to receive the material, so the goal of the teaching will be achieved. As stated in the teaching strategy definition above, using an interested or new technique and method is one of the ways to facilitate the students to learn. One of the technique that may be used is Jigsaw that may make the students get new experience and do not felt boring. So, if the students enjoyed the learning process, it will make the lesson easier. Based on the problems and the proposed solution above, the researcher's is interested in conducting an Action Research entitled "Improving Reading Comprehension Using Jigsaw Technique at the Eleventh Grade Students of Al-Rosyid Islamic Senior High School".

METHODOLOGY

CAR is aimed to overcome problems in teaching-learning process in order to improve

educational practice. According to Kember (2002) who stated that action research has several major characteristics action research is concerned with social practice which it involves direct interaction of teacher and group of students action research is aimed towards improvement action research is a cyclical process which involves some phases of planning, acting, observing. First step is planning. Based on the identification of the problem which is done in pre-classroom action research, Planning includes all the preparation such as material, lesson plan, instruments and all the steps in conducting the research. The main purpose of planning is as guideline to do appropriate research.

The second step is acting. Acting is the implementation of all planning which has been made. It is the realization of all the education theories and teaching technique which are prepared before. In acting, the researcher has two roles; those are as a teacher and as a researcher. The result of this step is to improve the student's abilities. In this step, the researcher works with the collaborator, because while implementing the technique of the research, the researcher must observe the

carrying out of the research too. In Kemmis and Mc Taggart model, acting and observing are two steps which become unity, because the researcher should do these two steps simultaneously. In observing the researcher is helped by the collaborator, thus it is called collaborative classroom action research. The presence of the collaborator will help the researcher to observe the research objectively. However, the collaborator must not intervene deeply toward the action decision which is done by the teacher as the main researcher.

The last step is reflecting. Reflecting is a step to process the data which is gotten when the researcher observe the implementation. The researcher must interpret and analyze the data. In this step, the collaborator may help the researcher to get the appropriate reflection and evaluation in conducting classroom action research. Reflecting has important role in deciding the successful of classroom action research. With appropriate reflection, the researcher will get the good and accurate input to

Criteria	Pre Test Score
Lowest score	30
Highest score	70
Mean score	50,36

prepare the next cycle. Those are the steps of conducting classroom action research. The development of complexity, scope and intensity of action research may develop as well so that cycle per cycle will be repeated continuously until the researcher can solve the problem appropriately.

FINDINGS AND DISCUSSION

The researcher has conducted classroom action research in two cycles. These cycles were based on Kemmis and McTaggart model. Each cycle consisted of four steps: those are planning, acting, observing and reflecting. In this step, the researcher identified: 1) the problems of the research, 2) the purpose of the research, 3) the appropriate technique 4) the setting and time of the research. For the problem of the research, the researcher described the students' competence, class situation, the students' involvement in reading, the students'

opinion of reading and the students' reading difficulties.

The result above gave the early information that the students' reading abilities were still low. The highest score was 70 and the lowest score was 30. Meanwhile the mean score was 50 and it was far from the target which wants to reach 75 for the kkm score. The result of pre-test was unsatisfactory, thus the researcher intended to improve the students' reading abilities using jigsaw method through classroom action research. Based on the result of pre test, the researcher did identifying step before conducting cycle one. Identifying was done before the four main steps.

Post Test Score in Cycle 1

Criteria	Post Test Score in Cycle 1
Lowest score	55
Highest score	90
Mean score	69

The result of post test above could be the reference to know the students' reading abilities improvement after the implementation of jigsaw method in the first, second and third meetings. The highest score of post test in cycle

one reached 90 while the lowest score changed to 55. Meanwhile, the mean score of the students' speaking abilities increased up to 66.

Based on Kemmis and McTaggart model for action research, the researcher acted the research and observed it simultaneously. It was done because acting and observing are two main steps of classroom action research which can not be separated. The observing activities were done with the help from the collaborator to get more objective observation.The researcher observed the study using the observation format in form. Generally the researcher observed about the following things: 1) reading competence improvement by jigsaw method, 2) the class situation, and 3) the students' participation in discussion activities.
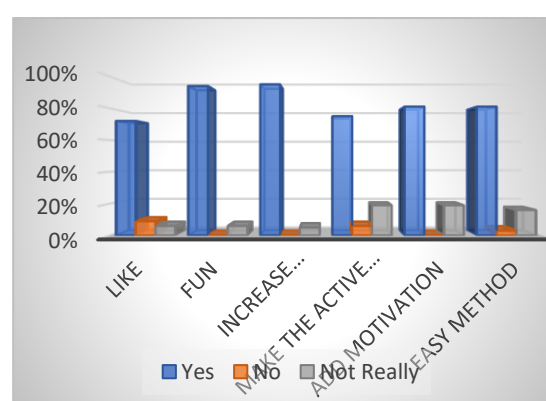
The result of the observations are Based on the table a lot of students felt fun, more active, add

motivations, and felt easily as long as applicate this technique.

CONCLUSION

The enhancement of reading achievement is proven by the significant improvement of students' reading score. Students' reading mean score has been increased from 50 to 78. This mean score was gotten from students' reading comprehension competences: those are identifying main idea, supporting detail and the vocabulary use. Thus, it is concluded that on the students' reading comprehension competences through jigsaw method can increase the students' ability in finding the main idea.when they read English text improve their ability in answering the question about content of the text or supporting detail in the text they just read, and enrich their knowledge about the vocabularies, like the synonym, antonym or using a vocabulary in a sentences.

Meanwhile for classroom situation, jigsaw method is also able to change the classroom's atmosphere, students' involvement and motivation. The classroom's atmosphere was changed into active. It let the students to give much involvement in reading activities by providing more chances for the entire students to find the content of the text by their selves. The entire students have to present their own understanding about the content of the text, so they have same opportunity to train their reading abilities. Jigsaw method is also fun and interesting, thus it can raise the students' motivation during the reading activities. There is no more teacher-centered, it is replaced with students-centered which tends to build the students' reading abilities properly. The conclusion above gives the bright explanation about the advantages which have been got by the researcher through the implementation of jigsaw method. These advantages especially related to reading comprehension abilities. Based on the conclusion, the researcher found that to teach reading comprehension, every teacher needs appropriate technique. Teaching reading is not only read aloud together or listening to the teacher translate the meaning of the text, but also allowing students to find all about the text their selves and share with their friends.Through this research, jigsaw method has proven its effectiveness in improving students' reading abilities. The effectiveness is shown by research results which are the

improvement in students' reading competences and the presence of active class situation. The researcher implicates that appropriate teaching technique can gain students' interest. Students' big interest can help the teacher to apply the technique and improve the students' abilities well.

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