

**USING AUTHENTIC MATERIALS AND JIGSAW
TECHNIQUE TO IMPROVE STUDENTS' READING
COMPREHENSION OF SHORT FUNCTIONAL TEXT
AT GRADE XI IPA 4 OF SMAN 1 BENGKALIS**

THESIS



By

**SALBIAH
NIM 1109788**

***This thesis is submitted to fulfill one of the requirements
to obtain a degree in master of education***

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2014**

ABSTRAK

Salbiah, 2014. “Penggunaan Materi Autentik dan Teknik Jigsaw didalam Meningkatkan Pemahaman MembacaTeks Fungsional Pendek Siswa Tingkat XI IPA 4 SMA N 1Bengkalis”. Tesis. Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menjelaskan sejauh mana materi autentik dan teknik pembelajaran jigsaw dapat meningkatkan kemampuan pemahaman membaca teks fungsional pendek siswa, dan faktor-faktor apa saja yang mempengaruhi perubahan kemampuan pemahaman membaca teks fungsional pendek siswa.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklusnya terdiri dari lima kali pertemuan yang mencakup perencanaan, pelaksanaan, pengamatan dan refleksi. Peserta penelitian terdiri dari peneliti, teman sejawat, dan siswa kelas XI IPA 4 SMAN 1 Bengkalis. Instrumen yang digunakan untuk mengumpulkan data adalah tes pemahaman membaca, lembar observasi, catatan lapangan, dan panduan wawancara. Data hasil penelitian dianalisis secara kuantitatif dan kualitatif.

Hasil penelitian menemukan bahwa penggunaan materi autentik dan teknik pembelajaran jigsaw dapat meningkatkan kemampuan pemahaman membaca teks fungsional pendek siswa kelas XI IPA 4 SMAN 1 Bengkalis. Hal ini dapat dilihat dari nilai rata-rata tes siswa di akhir setiap siklus. Di akhir siklus pertama, rata-rata nilai tes siswa adalah 74.02, dan rata-rata nilai tes siswa di akhir siklus kedua menjadi 79.10. Disamping itu ditemukan pula beberapa faktor yang mempengaruhi secara signifikan terhadap peningkatan keterampilan pemahaman membaca teks fungsional pendek siswa yaitu, pemilihan media pembelajaran yang autentik dan menarik, peranan guru, dan pengaturan kelas yang baik. Dapat disimpulkan bahwa penggunaan materi autentik dan teknik pembelajaran jigsaw efektif pada pengajaran membaca dengan meningkatnya pemahaman siswa dalam membaca teks.

ABSTRACT

Salbiah, 2014. "Using Authentic Materials and Jigsaw Technique to Improve Students' Reading Comprehension of Short Functional Text at Grade XI IPA 4 of SMAN 1 Bengkalis". Thesis. English Education Section, Graduate Program, State University of Padang.

The purposes of this research are to find out whether authentic materials and jigsaw technique can better improve the students' reading comprehension of short functional text and what factors that influence the development of students' reading comprehension of short functional text .

This research was a classroom action research (CAR), which was conducted in two cycles. Each cycle consists of five meetings included test at the end of each cycle that following the procedure of action research - plan, action, observation, and reflection. The participants of the research were the researcher, the collaborator, and the students at grade XI IPA 4 of SMAN 1 Bengkalis. The instruments used to collect the data were reading test, observation sheet, field notes, and interview guide. The data were analyzed quantitatively and qualitatively.

The findings of this research indicate that using authentic materials and jigsaw technique could improve students' reading comprehension of short functional text. It showed from the mean scores of reading comprehension test at the end of each cycle. The mean score of cycle 1 test was 74.02. And the mean score of cycle 2 test was 79.10. Besides that, this research also found the factors that influenced the development of students' reading comprehension of short functional text, namely; interesting and authentic media, teacher role, and good classroom management. Therefore, it can be concluded that using authentic materials and jigsaw technique is effective in teaching reading by increasing the students' comprehension in reading text.

PERSETUJUAN AKHIR TESIS

Mahasiswa : *Salbiah*
NIM. : 1109788

Nama

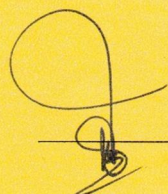
Tanda Tangan

Tanggal

Prof. Dr. H. Mukhaiyar
Pembimbing I

 22/10/14

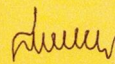
Dra. Yenni Rozimela, M.Ed., Ph.D.
Pembimbing II

 30/5 2014


Direktur Program Pascasarjana
Universitas Negeri Padang

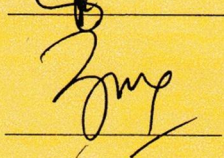
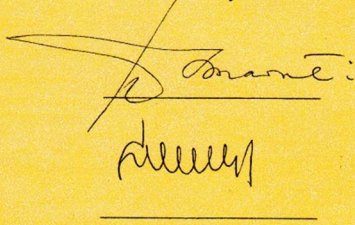
Prof. Nurhizrah Gistituati, M.Ed., Ed.D.
NIP. 19580325 199403 2 001

Ketua Program Studi/Konsentrasi



Prof. Dr. Gusril, M.Pd.
NIP. 19580816 198603 1 004
ST/PLT.No.2513/UN35/KP/2013
Tanggal : 24 Desember 2013

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1	<u>Prof. Dr. H. Mukhaiyar</u> (Ketua)	
2	<u>Dra. Yenni Rozimela, M.Ed., Ph.D.</u> (Sekretaris)	
3	<u>Prof. Dr. M. Zaim, M.Hum</u> (Anggota)	
4	<u>Dr. Desmawati Radjab, M.Pd.</u> (Anggota)	
5	<u>Prof. Dr. Gusril, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : **Salbiah**
NIM. : 1109788
Tanggal Ujian : 8 - 5 - 2014

ACKNOWLEDGEMENT

First of all I want to thank for Allah S.W.T the almighty for mercy and the guidance given to me to finish my study and the thesis. Invocation and greetings I sent for Prophet Muhammad S.A.W who has shown us guidance to get through this life.

1. I would like to extend my heartfelt gratitude and appreciation to my advisors, Prof. Dr. H. Mukhaiyar, M.Pd. and Dra. Yenni Rozimela, M.Ed., Ph.D. for his / her monitoring, supervising, and expert guidance. Words are not enough to express my thanks to you.
2. I would like present my gratitude to my contributors, Prof. Drs. H. Zainil, M.A., Ph.D., Prof. Dr. M. Zaim, M.Hum., Dr. Desmawati Radjab, M.Pd., and Prof. Dr. Gusril, M.Pd., who also have given valuable contributions and suggestions to complete this thesis.
3. My best gratitude to my beloved husband, Agusrizal, M.Hum., my children, Ryan and Syakira, parents and all of my family who had given their valuable understanding and supporting in finishing this study.
4. My thanks to the Headmaster of SMA Negeri 1 Bengkalis, Drs. H. Yahya Gulita, M.Pd. who has given the researcher time and attention for her research.
5. The researcher also thank to the collaborator, Nelly Butar Butar, S.Pd. who has given contribution in this thesis.

May all your good deeds be rewarded with Janna in the afterlife.

Padang, January 2014
Researcher,



SALBIAH
NIM 1109788

TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR TESIS	iii
PERSETUJUAN KOMISI UJIAN TESIS.....	iv
SURAT PERNYATAAN	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES	xi
LIST OF GRAPHS	xii
LIST OF APPENDICES.....	xiii
CHAPTER I. INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Focus of the Problems	6
D. Research Questions	7
E. Purpose of the Research	7
F. Significance of the Research	7
G. Definition of the Key Term	8
CHAPTER II. REVIEW OF THE RELATED LITERATURE	
A. Review of the Related Theory	9
1. Reading Comprehension.....	9
a. Definition of Reading Comprehension	9
b. Short Functional Text.....	6
c. Assessing Reading Comprehension	17
2. Factors That Influence the Development of Students’ Reading Comprehension of Short Functional Text	19
3. Authentic Materials.....	26
a. Definition of Authentic Materials	26

b. Source of Authentic Materials	28
c. Advantages and Disadvantages of Using Authentic Materials	29
d. Selecting and Using Authentic Materials.....	30
4. Jigsaw Technique.....	35
a. Definition of Jigsaw Technique	35
b. Rule of Jigsaw Technique	37
c. Advantages and Disadvantages of Using Jigsaw Technique ..	39
B. Review of the Related Findings.....	40
C. Conceptual Framework	43
CHAPTER III. RESEARCH METHODOLOGY	
A. Type of the Research.....	45
B. Participants and Location	47
C. Instrumentation	48
D. Procedure	56
E. Technique of Data Collection.....	59
F. Technique of Data Analysis	61
CHAPTER IV. FINDING AND DISCUSSION	
A. Finding	65
1. The extent to which using authentic materials and jigsaw technique could improve the students' reading comprehension of short functional text.....	66
2. The factors that influence the development of students' reading comprehension of short functional text by using authentic materials and Jigsaw technique.....	109
G. Discussion.....	119
H. Limitation of the Research	122
CHAPTER V. CONCLUSION, IMPLICATION, AND SUGGESTION	
A. Conclusion.....	124
B. Implication.....	125
C. Suggestion	125

BIBLIOGRAPHY	127
APPENDICES	131

LIST OF TABLES

Table 1. Indicators of Reading Comprehension of Authentic Materials	49
Table 2. Blue Print of Reading Comprehension test of Authentic Materials .	49
Table 3. Observation Checklist for Teaching Reading of Authentic Materials by Using Jigsaw Technique	51
Table 4. Observation Checklis of Students' Activities for Teaching Reading of Authentic Materials by Using Jigsaw Technique.....	52
Table 5. Field Note	54
Table 6. Question for Interview Guide	55
Table 7. Research Schedule for Cycle 1	68
Table 8. Result of Students' Reading Comprehension during Cycle 1	80
Table 9. Research Schedule for Cycle 2	92
Table 10. Result of Students' Reading Comprehension during Cycle 2	100

LIST OF FIGURES

Figure 1. Conceptual Framework	44
Figure 2. Action Research Spiral	46

LIST OF GRAPHS

Graph1. Mean Score of Students' Reading Comprehension of Authentic Materials by Using Jigsaw Technique for each Indicator during Cycle	83
Graph 2.Students' Average Score per Meeting at Cycle 1	86
Graph 3. Mean Score of each Indicator inReading Comprehension of Authentic Materials Test at Cycle 1	88
Graph 4. Mean Score of Students' Reading Comprehension of Authentic Materials by Using Jigsaw Technique for each Indicator during Cycle 2	102
Graph 5. Comparison of Students ' Average Score for Cycle 1 and Average Score Cycle 2.....	106

LIST OF APPENDICES

Appendix 1. Jigsaw Classroom	131
Appendix 2. Lesson Plan Cycle 1	132
Appendix 3. Lesson Plan Cycle 2	142
Appendix 4. Research Instrumen Cycle 1	156
Appendix 5. Research Instrument Cycle 2	161
Appendix 6. Teacher's Observation Checklist Cycle 1	166
Appendix 7 Teacher's Observation Checklist Cycle 2	174
Appendix 8. Students' Observation Checklist Cycle 1	182
Appendix 9. Students' Observation Checklist Cycle 2	190
Appendix 10. Field note Cycle 1	198
Appendix 11. Field note Cycle 2	202
Appendix 12. Interview Result.....	205
Appendix 13 Raw Data.....	209
Appendix 14. Pictures of Teaching and Learning Activities.....	218
Appendix 15. Letter of Recommendation.....	220

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the four language skills that should be taught at school besides listening, speaking and writing. Reading should be mastered by the students because by reading students can open their window to see the world. It means that the students can gain many important information or knowledge from the written text by reading. Reading is the most significant way in getting certain information or knowledge from magazines, newspapers, brochure, advertisement, internet and other reading written materials.

Based on the researcher's experience and observation during teaching English at SMAN 1 Bengkalis, especially at grade XI where the researcher teaches now, the researcher observed that the students seemed to feel uninterested and bored to learn English when they read text from their textbook. So, they could not answer the questions well when they were given reading comprehension test. It means that their reading comprehension was low. After analyzing the result of the exam on February 11th 2013 at grade XI IPA 4, it can be concluded that almost 70% (22 from 32 students) of students got score under minimum criteria standard while only 30% (10 from 32 students) got good score above the minimum criteria standard. In this case the minimum criteria standard of reading is 70.

To find out the possible caused of the problems, the researcher interviewed some students and discussed that problems with English teachers. It is seemed that there are some factors that affect the students' low in reading comprehension test. Firstly, the students found some difficulties in comprehending the text because they have limited vocabulary. Some of them found the meaning of unfamiliar words from dictionary, sometimes they asked the teacher the meaning of the words so they could not guess the meaning from the context. Most of the students needed a lot of time to comprehend a text. That is why they could not comprehend the reading texts well when they read them.

Secondly, the teaching media used by the researcher in teaching reading also had effects to the students' ability to understand the reading text. She had created the media that can arouse the students' interest such as picture, video, and photograph, but students still got difficulties in comprehending reading text. It happened because teachers' strategy or technique in using media was not appropriate yet. The students also could not involve in using media so the students felt bored and uninterested. As a result, they could not comprehend the text and answer the questions well.

Thirdly, the teacher had used the other technique of teaching reading like working in group. In fact, the students worked in group without creating various activities; they just sit, discussed and, presented the result of discussion. Only bright students were active and could present the result of discussion, meanwhile slow students were lazy to share their idea. They did not

have responsibility to complete the assignment and they did not pay attention to the group. As a result, slow students were unmotivated, bored and noisy in the classroom that caused students got low score in reading comprehension. So this technique could not increase students' reading comprehension.

The last factor was the researcher used the materials from textbook. Only a few of authentic materials, especially for short functional text could be found in textbook. Sometime the materials were not interesting and difficult for them. They did not have background knowledge about the materials. The materials needed by the students could contribute to their real life situation in order to keep them inform about what is happening in the world, so they have an intrinsic educational value. Sometime the students needed reading for pleasure especially if they were given the chance to have a say about the topics. It can be concluded that the students tend to involve in reading activities if they are interested and familiar with the text given which is taught with suitable technique.

Those above conditions drove the researcher to think about the way to respond to the students' concern about the reading comprehension. Therefore, the researcher tried to find out the materials and technique in teaching reading from internet. After giving the materials, the teacher asked the students to work in pairs, presented the result of their work randomly, and answered the questions. The students seemed interested in studying but they still got difficulties in comprehending the text. It happened because the choosing of teachers' technique in teaching reading is not suitable. So, the result of the

students' reading comprehension of the text is not significant. In reality, these materials and technique were still not effective and appropriate yet in teaching reading.

Considering the problems faced by the students and the teacher above, it is necessary to find out interesting materials, and suitable technique to teach reading for students. An interesting material for teaching reading is a text that had various forms to handle some problems faced by the students. The interesting materials which still focus on the topic of subject here is authentic materials. They are advertisement, brochure, letter, announcement, etc, that can be categorized as short functional text based on KTSP (2007). These authentic materials were taught by using new technique like jigsaw technique, so the result of the combination between authentic materials and jigsaw technique in teaching reading could be success in handling the students' problems.

The researcher used authentic materials and jigsaw technique to solve the problems. Authentic materials could be used more effectively to develop students' interest and motivation in learning reading comprehension. They introduced what is in real life into the classroom, so that the students could comprehend the texts easily because they are closed to their environment or their real situation. To teach authentic materials to the students, the researcher chose the suitable technique that was jigsaw technique. Jigsaw technique could help the students to learn cooperatively as group members to share responsibility by using critical thinking and social skills to complete an assignment. So, not only bright students but also slow student has

responsibility to complete the assignment in their group. Jigsaw technique can be used across different subjects and levels. The goal of the technique is to enhance the motivation, performance, and develops social skill for group work of the students. It enabled the students how to comprehend the text well. Subsequently, this technique could help to improve students' reading comprehension in reading authentic materials text.

Realizing the problems above, the researcher is interested in doing a research in that school. The researcher used authentic materials and jigsaw technique to solve students' and teacher's problems in teaching reading in her classroom. The research is about using authentic materials and jigsaw technique to improve students' reading comprehension of short functional text at the eleventh year science 4 students of SMA N 1 Bengkalis.

B. Identification of the Problem

Based on the background of the problem above, there are some problems found in teaching reading at grade eleven science 4 (XI IPA 4) of SMAN 1 Bengkalis. The problems happened from both sides not only from the students but also from the teacher. From the students sides are 1. The students got low score in reading comprehension test. 2. The students had difficulties in comprehending English text because their vocabularies are limited. 3. The students were unmotivated, bored and noisy in the classroom. From the teacher sides are 1. Teaching media used by the researcher in teaching reading was not appropriate yet, 2. Teachers' technique or method in teaching reading still could not increase students' reading comprehension, 3. The materials given by

the teacher were always from text book that contain only a few of authentic materials, especially for short functional text. So, the students were not interested and to be bored.

Finally, in this research, the researcher wants to use authentic materials as materials of teaching and jigsaw as the technique to teach authentic materials to solve the above problems.

C. Focus of the Problem

Based on the background and the identification of the problem above, the researcher focuses the problem on materials and teacher's technique in teaching reading. The materials that consisted in textbook were limited about authentic materials, especially short functional text. And teacher's technique could not contribute the students to have good reading comprehension. Therefore the teacher helped the students to solve the problem and improve their reading comprehension by using authentic materials and jigsaw technique. Authentic materials such as advertisement, brochure, letter and announcement could motivate the students because they provide cultural information and relate to the students' need and interest. These materials could be effective to improve students' reading comprehension of short functional text by using jigsaw technique. This technique enabled the students how to comprehend the text well.

D. Research Questions

This research is also aimed at answering the following questions:

1. To what extent can using authentic materials and jigsaw technique improve students' reading comprehension of short functional text at grade XI IPA 4 of SMA N 1 Bengkalis?
2. What are the factors that influence the development of the students' reading comprehension of short functional text by using authentic materials and jigsaw technique at grade XI IPA 4 of SMA N 1 Bengkalis?

E. Purpose of the Research

The general purposes of this research are:

1. To explain the extent to which using authentic materials and jigsaw technique can improve the students' reading comprehension of short functional text at grade XI IPA 4 of SMAN 1 Bengkalis.
2. To explain the factors that influence the development of the students' reading comprehension of short functional text by using authentic materials and jigsaw technique at grade XI IPA 4 of SMA N 1 Bengkalis.

F. Significance of the Research

This research is expected to give valuable contribution to both theoretical and practical values. Theoretically, the result of this research can give contribution to the development of teaching materials and technique of teaching reading skill in English Foreign Language (EFL) context. This research is to further acknowledge the effectiveness of using authentic materials and jigsaw technique.

Practically, the result of this research can give advantages for the teachers to consider using authentic materials and jigsaw technique in teaching reading so that the goal of teaching and learning English can be obtained effectively. It can be useful for creating the students' interest in learning English. For the researcher, this research hopefully can improve the researcher's knowledge and the way of thinking scientifically through this research. For the students, this research hopefully can improve the skill of students' reading comprehension of short functional text.

G. Definition of the Key Term

Some terms are used in this research needed to be defined in order can avoid misunderstanding:

1. Reading comprehension is the ability of the students to get the idea and detailed information.
2. Authentic materials are materials that enable learners to interact with the real language and content rather than form, learner feel that they are learning a target language as it is used outside the classroom.
3. Jigsaw is one of the cooperative learning strategies that enable students or group to analyze one aspect of a learning unit. Students join with members from other groups who are assigned the same aspect, and after discussing and mastering the material, come back to group and teach the material to the member of the group.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

This research was done to find out to what extent can the using of authentic materials and jigsaw technique improve the students' reading comprehension and to explain the factors that influence the development of the student's reading comprehension by using authentic materials and jigsaw technique at grade XI IPA 4 of SMA N 1 Bengkalis. Based on the findings and discussions of the research, the researcher concludes two main points:

1. Using authentic materials and jigsaw technique to improves students' reading comprehension of short functional text at grade eleven science 4 (XI IPA 4) of SMAN 1 Bengkalis. The improvement can be seen from the mean score of cycle 1 test is 74.02, and the mean score of cycle 2 test becomes 79.10. The students' achievement is higher than minimum criteria standard (70). It means that students's mean score of reading comprehension have better improved after teaching and learning activities by the using authentic materials and jigsaw technique.
2. In fact, there are three factors that influence the development of students' reading comprehension of short functional text by using authentic materials and jigsaw technique in this research. The factors are authentic and interesting media, teacher role and effective

classroom management. For this reason, the researcher was motivated to find out the suitable media that encourage and facilitate students' learning to overcome the students' problems. Therefore, the teacher could present the lesson in interesting way and design activities that lead to students' success. Besides that, the effective classroom management was needed to keep the classroom atmosphere to be conducive for students to study. As conclusion, the good teacher role is the most significant among those factors because during teaching and learning, students needed the teacher's role in guiding and controlling them.

B. Implication

The finding and the conclusion of this research may have some implications namely:

1. Authentic materials and jigsaw technique is one of innovative materials and technique that could improve students' reading comprehension of short functional text.
2. The researcher should consider the factors that could influence the development of students' reading comprehension of short functional text. They are interesting media, good classroom management, and teacher role.

C. Suggestion

Based on the finding and the discussion of this research, some suggestions can be given as the following:

1. English teacher at senior high school should be active and creative to find out the suitable teaching technique and innovative materials.
2. English teacher at senior high school are suggested to use authentic materials and jigsaw technique to improve students' other skills such as speaking, and writing.
3. It is expected that the other teacher who has faced the similar problems and can follow the steps correctly should apply this technique and materials to help their students to improve the reading comprehension.

BIBLIOGRAPHY

- Alderson, J.C. 2000. *Assessing Reading*. Cambridge: C.U.P.
- Aronson, E. (2013). Jigsaw Classroom Web Site. Retrieved on January 15, 2013, from <http://www.jigsaw.org/about.htm>
- Berardo, Sacha Anthony. 2006. The Use of Authentic Materials in the Teaching of Reading. *The Reading Matrix* Vol. 6. Retrieved on February 29, 2012, from <http://www.readingmatrix.com/articles/berardo/article.pdf>
- Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*. New York: Prentice Hall Regents.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practice*. New Jersey: Prentice Hall.
- BSNP. 2007. *Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus*. Jakarta: Departemen Pendidikan Nasional.
- BSNP. 2007. *Panduan Penilaian Kelompok Mata Pelajaran Ilmu Pengetahuan Dan Teknologi*. Jakarta: Departemen Pendidikan Nasional.
- Burnes, Don. & Glenda Page. 1991. *Insight and Strategies for Teaching Reading*. Newyork: Harcourt Brace Jovanovich group.
- Cameron, Schyrlet and Suzanne Myers. 2013. *Comprehending Functional Text*. Newyork: Mark Twin Media. Inc.
- Cheminks. 2011. How to Teach Functional Text. Retrieved on Mei, 9, 2014 from <http://beddebah-haterulez.blogspot.com/2012/06/teaching-functional-text-thesis.html>.
- Dean, Michael. 2002. *Test Your Reading*. England: Pearson Education Ltd.
- Delfia, Fillya. 2008. "Improving students' reading comprehension by using authentic materials". *Unpublished Thesis*. Padang: PPS UNP.
- Cooper, J.D. 2000. *Literacy: Helping Children Construct Meaning* (4th ed). Boston: Houghton Mifflin.
- ESL Teaching Job. 2011. The Effectiveness of Teaching Reading Comprehension by Using Jigsaw Technique. Retrieved on January 28, 2013 from <http://smahillah.hubpages.com/hub/mamaazaputri2>