

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH JIGSAW TECHNIQUE
AT GRADE XI IPA OF SMA NEGERI 5
BENGKALIS**

THESIS



BY

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ABSTRAK

Andrian Satria, 2015. Improving Students' Reading Comprehension at Grade XI IPA of SMA Negeri 5 Bengkalis Through Jigsaw Technique. Thesis. Graduate Program. State University of Padang.

Tujuan dari penelitian tindakan kelas ini adalah untuk menjelaskan sejauh mana teknik jigsaw bisa meningkatkan pemahaman membaca siswa pada kelas XI IPA SMA Negeri 5 Bengkalis dan menjelaskan faktor-faktor yang mempengaruhi pemahaman siswa melalui teknik jigsaw pada kelas XI IPA SMA Negeri 5 Bengkalis.

Ada 21 siswa yang berpartisipasi dalam penelitian yang terdiri dari tiga siklus ini. Pada setiap siklus, seorang teman sejawat membantu peneliti dalam mengumpulkan data baik kuantitatif maupun kualitatif. Data kuantitatif dikumpul dengan memberikan tugas dan tes. Tugas tersebut diberikan pada setiap akhir pertemuan dan tes diberikan pada setiap akhir siklus. Kemudian, data kualitatif dikumpul dengan melakukan observasi, catatan lapangan dan wawancara. Dalam melakukan observasi, teman sejawat menggunakan lembaran observasi dan catatan lapangan untuk mengamati kegiatan yang dilakukan oleh guru dan siswa. Disamping itu, peneliti juga melakukan wawancara kepada siswa.

Temuan dari penelitian ini menunjukkan bahwa teknik jigsaw dapat meningkatkan pemahaman membaca siswa pada kelas XI IPA SMA Negeri 5 Bengkalis menjadi lebih baik. Lebih jauh lagi, beberapa faktor yang mempengaruhi pemahaman membaca siswa juga telah ditemukan diantaranya materi pembelajaran, media, aktifitas kelas, manajemen kelas, pendekatan guru dan strategi guru.

ABSTRACT

Andrian Satria, 2015. Improving Students' Reading Comprehension at Grade XI IPA of SMA Negeri 5 Bengkalis Through Jigsaw Technique. Thesis. Graduate Program. State University of Padang.

The purpose of this classroom action research was to explain the extent to which jigsaw technique can improve the students' reading comprehension at grade XI IPA of SMA Negeri 5 Bengkalis and the factors' that change the students' reading comprehension through jigsaw technique at grade XI IPA of SMA Negeri 5 Bengkalis.

There were 21 students who participated in the research at three cycles. In each cycle, a collaborator helped the researcher to collect the data namely quantitative and qualitative data. The quantitative data were collected by administering reading comprehension tasks and tests. The tasks were given at the end of each meeting and the tests were given at the end of each cycle. Then, the qualitative data were collected by using observation, field notes and interview. The collaborator used observation sheet and fieldnote to observe the researcher and students while they were doing their activities. Besides, the interview was also used to collect qualitative data that out of observation sheet and fieldnote.

The research findings showed that Jigsaw Technique could better improve students' reading comprehension at grade XI IPA of SMA Negeri 5 Bengkalis. In addition, some factors that influenced the students' reading comprehension were also got namely materials, media, classroom activities, classroom management, teacher's approach and teacher's strategy.

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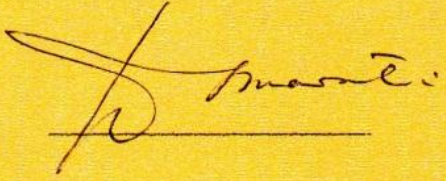
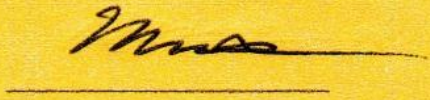
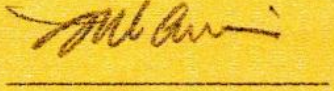
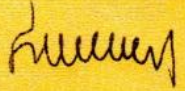
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul “Improving Students’ Reading Comprehension through Jigsaw Technique at Grade XI IPA of SMA Negeri 5 Bengkalis” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
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Saya yang menyatakan



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The researcher realizes this thesis may have several weaknesses. Therefore, any comment and criticism are expected to come up in order to make a good one. Hopefully, the thesis will be useful for everyone and may God always bless us all.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is very important for senior high school students. There are some importances of reading. First, reading is one of English skills that must be learned by students of Senior High School. The students should know how to read. Second, reading is one of competence standard in School Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) which is now used at school. Finally, reading cannot be separated with comprehension. So that, in the basic competence, it is written that comprehension is one of important points in reading.

According to KTSP reading comprehension is one of basic competences for the Senior High School students. In reading comprehension, the students are expected to be able to comprehend a text. In comprehending a text, there are some components that should be comprehended by the students. First, the students should identify the generic structure of the text. Second, the students should identify the components of reading comprehension that are general idea, certain information, detailed information, reference and word meaning. Finally, the students should be able to relate the generic structures of the text and the components of reading comprehension.

However, comprehending the texts in reading activity were not easy for the students of SMA Negeri 5 Bengkalis because they did not get used to study about general idea/general descriptions, certain informations, detailed

informations, references and word meanings. The students usually get a text and answer the questions based on the text. When the teacher asks the students about the topic of the text, they do not understand. They are confused in identifying the topic. The students thought the topic of the text is a sentence. As, we know that the topic is a word or phrase. This is one example that most students find during reading activity.

Based on KTSP or School Based Curriculum, there is a standard score for students achievement. It is known as Kriteria Ketuntasan Minimal or Minimum Achievement Criteria. Minimum Achievement Criteria of English subject at Grade XI IPA of SMA Negeri 5 Bengkalis is 80. There are 21 students at grade eleven of IPA of SMA Negeri 5 Bengkalis. There were 15 students who got the score under the Minimum Achievement Criteria. There are five students who got the score 20 points. Then, there are three students who got the score 40 points. Finally, there are seven students who got the scores 60 points. While, the scores that are up of Minimum Achievement Criteria are six students. They are five students who got the scores 80 points and one student got the score 100 points. Based on the fact, this can be a problem because more than half of students do not reach the Minimum Achievement Criteria.

Based on the writer's observation, there were some causes of the reading comprehension problems. The first, the genre was not taught by English teacher comprehensively. The generic structures and components of the text were not explained clearly. The English teacher usually taught the material of the text and asked the students to answer the questions based on the text. The second, there

was a little interaction between the students and the teacher. The teacher did not give enough time to the students to ask questions to the teacher. Finally, the cooperation among the students in the classroom was still low. Most students did not want to cooperate with their friends. It could be known from their activities that they only did the activities by themselves. The students did not want to discuss the problem with their friends.

Before using jigsaw technique to improve the students' reading comprehension, the teacher always used traditional teaching technique. In the traditional teaching technique, the teacher asks students to do tasks, either in class or for homework. The teacher then collects the tasks, grades them, and passes them back to the students. This technique was not good either to improve the students' reading comprehension or to improve the teaching and learning process in the class. This technique did not make the students to be cooperative, responsible, competitive, and interdependent.

The writer believes that jigsaw technique can help the students in comprehending reading text. There are some reasons for this. First, according to school based curriculum, the students should be encouraged to be active in reading. Because reading comprehension is related to ideas in the text, so the students should be motivated to discuss the ideas in a way. The way is through jigsaw technique. Through this technique, the students are expected to be active in asking questions and giving opinions. The students should ask questions not only to the teacher but also to other students. And then, the students should cooperate with each other to solve the problems that they find in reading. So, the students

and the teacher should be active and participative. Next, in the communicative language teaching, the learning activities are students-centered. The students should be more active than the teacher. The students should learn together. At this time, the teacher plays his role as a motivator and facilitator for the students. Therefore, the jigsaw technique is appropriate for the students in order to be participative, cooperative and students-centered. Second, through jigsaw, the students are motivated to. Then, the Jigsaw can improve the students' respect, scores of exam, attendance, and integration.

Jigsaw technique is a way out to solve the problems above. Through jigsaw technique, the students can cooperate and discuss together to solve the problems, especially reading comprehension. Then, the students are encouraged to be more active and interactive in learning reading comprehension. The students can compete with other students in the classroom. So that jigsaw technique can help the students to solve the problems in the classroom.

Based on the previous explanation, the researcher is interested in IMPROVING STUDENTS' READING COMPREHENSION THROUGH JIGSAW TECHNIQUE AT GRADE XI IPA OF SMA NEGERI 5 BENGKALIS.

B. Identification of the Problem

Based on the observation and experience of the researcher, the problems can be identified as follows:

1. Students' reading comprehension is still low. Most of them are still confused about generic structures and components of reading comprehension. So, the students are difficult in comprehending texts.
2. The cooperation among the students is still low. The students do not want to discuss the texts. The students sometimes play a fool, talk to their classmates and go outside of the classroom.
3. The technique that is used by the teacher is not appropriate for teaching reading comprehension.

C. Focus of the Research

As the problems identified above, the researcher focuses on the problem of reading comprehension at Grade XI IPA of SMA Negeri 5 Bengkalis.

There are three problems identified above. This research was on the technique used in teaching and learning reading comprehension. In this case, the jigsaw technique was used.

D. Research Questions

The research questions are as follows:

1. To what extent can jigsaw technique improve the reading comprehension at grade XI IPA of SMA Negeri 5 Bengkalis?
2. What factors influence the change of the students' reading comprehension through jigsaw technique at Grade XI IPA of SMA Negeri 5 Bengkalis?

E. Purpose of the Research

The purpose of this research is to explain:

1. The extent to which jigsaw technique can improve the students' reading comprehension at Grade XI IPA of SMA Negeri 5 Bengkalis.
2. The factors that change students' reading comprehension through jigsaw technique at Grade XI IPA of SMA Negeri 5 Bengkalis.

F. Significance of the Research

This classroom action research is expected to give contribution for both theoretical and practical views.

Theoretically, Aronson (1990) found that students in jigsaw classrooms showed an increase of students' motivation, students' interest either in group or individual, high score in the standard test, a little absent in the class and showed the good relationship between the mates either in the classroom or out of the classroom. This research findings helped to contribute teaching reading, especially reading comprehension. Furthermore, the findings are very useful for other teachers or and other subjects.

Practically, the research is beneficial for the students in order to be more active in class. Through jigsaw, the students can cooperate with their friends. The students were motivated to compete with their classmates. During the discussion process, the students can develop their cooperation and interaction among their friends either in their group or other group of jigsaw.

G. Definition of the Key Terms

To prevent misunderstanding and misinterpretation of this research, the researcher defines the key terms as follow:

1. Reading Comprehension is an activity which is done by the reader to connect the ideas on the page to what they already know in order to understand and to get the idea of the text through some processes.
2. Jigsaw Technique is a cooperative learning strategy that consists of original group and expert group. The first, students gather in original group and get the material of reading comprehension from the teacher. And then, the students meet with members from other groups who are assigned the same aspect of reading comprehension in the expert group, and after mastering the material, they return to the original group and teach the material to their group members.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

According to the findings and discussion of the students' reading comprehension through jigsaw technique during the three cycles of the classroom action research, it was concluded that jigsaw technique could better improve the students' reading comprehension at the grade XI IPA of SMA Negeri 5 Bengkalis. The findings indicated that all the indicators of this research that are identifying general idea, recognizing the certain informations, stating the detailed informations, finding the reference and finding word meaning got better improved in each cycle of the research.

Furthermore, the researcher found that there were six important factors supported the students' improvements in reading comprehension. The first is materials that was used in the research. By teaching interesting materials, the students were interested in comprehending the text. The second is the use of media in teaching reading comprehension. The pictures and real objects were used as the media in this research. Most students agreed that the media could help them in comprehending the text easily. The third was the classroom activities. The classroom activities that were applied by the teacher better improved the students active in the teaching and learning process. The fourth was the classroom management. In this action research, the teacher's control and guidance to the students' activities could improve the students' active in reading comprehension.

The fifth was teacher's approach. The researcher tried to do good approach to the students. The students became more enjoyable in the classroom. The last was teacher strategy. The strategy made the students to be more active in doing their activities in the class.

In conclusion, the students' reading comprehension at Grade XI IPA of SMA Negeri 5 Bengkalis could be better improved through jigsaw technique. It also made the students to be more active and enjoyable in the classroom.

B. Implication

This research implies that jigsaw technique can be chosen as one of alternative techniques that can be applied to improve the students' reading comprehension. This research can be considered by the English teacher because it was proved through jigsaw technique, the students' reading comprehension at grade XI IPA of SMA Negeri Bengkalis could be better improved.

C. Suggestion

Based on the conclusion and implication, it can be suggested as the following suggestions:

1. The researcher as the English teacher of SMA Negeri 5 Bengkalis should continue using the jigsaw technique because it was proved that the jigsaw technique can improve the students' reading comprehension.
2. It is suggested for other English teacher to use jigsaw technique in improving students' reading comprehension.

3. Other teachers who have the same problems are suggested to use jigsaw technique in their own class.

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