TEACHING READING OF DESCRIPTIVE TEXT THROUGH JIGSAW AT SEVENTH GRADE OF SMPN 1 KEDONDONG PESAWARAN

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TEACHING READING OF DESCRIPTIVE TEXT THROUGH JIGSAW AT SEVENTH GRADE OF SMPN 1 KEDONDONG

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Abstract The purposes of this study are to find out whether there is any significant difference of students' reading comprehension achievement before and after being taught through Jigsaw technique and to find out whether there is a significant increase of students' reading comprehension before and after pre test and post test. The design of this research was measured by one group pre-test and post-test. The subject of research was class VII of even semester 2012/2013 of academic year. The instrument used to measure students' reading achievement is reading comprehension test which consisted of 28 multiple choices. The data were analyzed by using repeated measure test formula. The result of the computation shows that the average score in pretest was (49.76) and the posttest was (57.97). The result of the computation showed that the value of the two tailed significance was 0.000. Since the sign $< \alpha$ (0.000<0.05), the value indicates that the numbers represents the significance. It means that there is a significant difference of students' achievement in listening ability before and after being taught through Jigsaw technique. Therefore, dictation technique is recommended to be used by teachers to improve the students' reading ability.

Keywords: Jigsaw, difference, reading ability.

MENGAJAR MEMBACA DESKRIPTIF TEKS MELALUI TEKNIK JIGSAW PADA SMP N 1 KEDONDONG TAHUN PERTAMA

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah terdapat perbedaan signifikan pada pencapaian pemahaman membaca siswa sebelum dan setelah diajar melalui teknik jigsaw dan untuk mengetahui apakah terdapat peningkatan signifikan pada pencapaian pemahaman membaca siswa sebelum dan setelah pre-test dan post-test. Desain yang digunakan dalam penelitian ini adalah pre-test dan post-test satu kelompok. Subjek dari penelitian ini adalah kelas VIIb semester genap tahun ajaran 2012/2013. Instrumen yg digunakan untuk mengukur pencapaian membaca siswa adalah tes pemahaman membaca yang terdiri dari 28 soal pilihan ganda. Data dianalisis menggunakan rumus *repeated measure test* . Hasil penghitungan menunjukan bahwa nilai rata - ratadari pre – test adalah (49.76) dan post – test (57.97). Hasil dari penghitungan menunjukan nilai signifikan 0.000. karena nilai signifikansi < α (0.000<0.05), nilai ini mengindikasikan bahwa terdapat perbedaan signifikan pada pencapaian siswa dalam kemampuan membaca sebelum dan sesudah diajar melalui teknik jigsaw. Oleh karena itu, teknik jigsaw dianjurkan untuk digunakan oleh para guru untuk meningkatkan kemampuan membaca siswa.

Kata Kunci: kemampuan membaca, perbedaan, teknik jigsaw.

INTRODUCTION

Reading is one of the main keys in English teaching-learning process. Through reading, the students can gather important information needed, sharpen the insight and vision, and give recreation and enjoyment. Therefore, teaching reading is crucial since reading skill is needed by the students to enable them handle the textbook or other references written in English.

Reading is considered as the way of gathering information from written text. According to Nuttal in Simanjuntak (1988 : 14), reading is the meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer.

Furthermore, Silberstain in Simanjuntak (1988 : 15) defines reading as an active cognitive process of interacting with print. Reading is an instantaneous association of those symbols with the reader's existing knowledge.

In Webter's Dictionary, reading is "to receive or take in the same of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing.

Many experts have shared their own thoughts about the definition of reading comprehension. Finocchiaro and Sako in Simanjuntak (1983 : 131) said that reading comprehension is the ability which depends on the accuracy and speed of graphic perception, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition allusion. It can be said that students should know not only the referential information but also inferential information.

Basically, reading has been claimed as one of the skills that can determine the students' success in learning English. In this case, they do not only understand the structure of the texts but also comprehend the meaning of the text. It means that adequate reading skills are important for school, social, and economic advancements. Some students learn how to read and comprehend what they read fairly well. But, there are many students who have difficulties to read and comprehend what they have read.

Based on the writer's observation at SMPN 1 Kedondong, it was found that many students have difficulties in reading and comprehending the reading materials. Some students found difficulties in finding factual information from the text such

as main ideas, supporting details, etc. The students also faced difficulties in using conjunctions and identifying them.

Besides that, the lack of vocabulary is also one of problem that is faced by the students. Some students spend much of their time to pay full attention to find the meaning of the word without trying to find the message of the text.

Because of those problems, the students could not catch the ideas of the reading materials and it is difficult for the students to get the message of the text. It means that the students could not comprehend the reading text. Reading comprehension is a process of activating prior knowledge of reader, which corporate the appropriate cognitive skills and reasoning ability to find out the concept from the text.

Since English is not the students' first language, comprehending the text is not an easy thing for the students. In comprehending process, the students should not only pay attention and identify the symbols in front of them, but they should be able to interpret what they have read. Comprehension is the understanding and interpreting of what is being read. To be able to understand written material, students need to be able to decode what they read, make connections between what they read and what they already know and think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of words. Then the result they deeply get the idea what the writer want to share through the writing materials.

Many junior high school students sometimes are unable to get complete understanding of the texts. This might be caused by the fact that many students do not know the essential information needed to understand a word, including how a word combines with other words. Therefore, those students need strategies in order to overcome the problems.

Based on School-Based Competence Curriculum, reading has function in understanding the meaning in written expression formally or informally in recount, narrative, procedure, or descriptive text. But in this research, the writer only focuses on descriptive text because it is a familiar text for the students and it was suitable with the syllabus they learnt. Although it is a familiar text for the students but they still have problems in comprehending it. The generic structure of descriptive text is divided into two, i.e. identification and description, the students confused which sentence is identification or description. Then the students have to understand the language feature of descriptive text such as the use simple past tense, action verb, connector, etc.

Teacher should be creative in choosing the technique in transferring the information. Teaching technique can give a crucial effect to the students' success in reading text. Therefore, the writer is interested in applying jigsaw as one of the technique to solve the readers' problem in reading. Jigsaw is one of the interactive reading techniques that make the students understand how to comprehend the reading text well. Jigsaw is a originally designed for teacher-led small groups of

students who learn English as a foreign language. Jigsaw is a collaborative learning technique that makes the students working cooperatively and effectively. It is reasonable because by using Jigsaw can focus on one problem and they can share things they get with their own group.

From the problems stated above, the researcher intended to know whether there is a significant difference of the students' reading ability before and after being taught through jigsaw technique at the first year students of SMP Negeri 1 Kedondong in academic year of 2012/2013. In this case, the aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. In teaching reading, the teacher should provide technique to the students' with purpose for reading. The purpose for reading also determines the appropriate approach to reading comprehension therefore; reading technique should be matched to reading purpose to read effectively.

METHOD

In this research, the researcher used a quantitative research based on the experimental design. A quantitative research was used to measure how far the jigsaw technique influences the students in improving their reading ability. The researcher used *one group pre-test and post-test design* which took two classes as the experimental class and the try-out class.

The design of the research was presented as follow:

T1 X T2

Note:

- T1 is the pre-test.
- X is the treatment.
- T2 is the post-test.

  (Hatch and Farhady, 1982: 24)

The population of this research is the year seven students of SMP Negeri 1 Kedondong in academic year 2012/2013. The researcher selected the sample by using random sampling technique through lottery drawing because the whole classes had the same rights to be chosen as the sample of the research. The

researcher took two classes; the first was VIIa, as the try-out class and the other was VIIb as the experimental class which consists of 30 students.

In collecting the data, the researcher used reading comprehension test as the instrument. The reading test was given in pre-test and post-test in multiple-choice form. The try-out was administered before giving the pre-test. It was expected to find out whether the test items used in the research were good or not. It refers to validity, reliability, level of difficulty, and discrimination power. This test was conducted in 80 minutes.

RESULT AND DISCUSSION

The pretest was administered to measure students' reading comprehension before the treatments. The number of items tests was 30 items with five alternative answers for each (A, B, C, D, and E), one was the correct answer and the rest was the distracter. The mean score was 49.76; the lowest score was 17.86 and the highest score was 82.14. The median score was 50.00 and the mode score was 42.86. One student scored 17.86 and one student scored 82.14

The study was arranged by giving pretest, three-time treatment, and ended by post-test. In this chapter, the writer would like to tell briefly how the treatments in this study implemented and its result.

.The post-test was to find out whether there was a significant improvement of students' reading comprehension achievement after being given the treatments. The number of items in the test was 30 items with five alternative answers for each (A, B, C, D and E), only one was the correct answer and the rest were the

distracters. The mean score was 57.97; the lowest score was 35.71 and the highest score was 89.29. The median score was 55.35 and the mode score was 42.86.

The results of the pre-test and the post-test showed that by using jigsaw technique could improve of students' reading achievement. The mean of the pre-test was from 49.76 to 57.97 in the post-test with the increase of 8.21. it could be concluded that score gained from the pretest and post test was 8.21. In testing the hypotheses, the writer used statistical computerization i.e. repeated measure T-Test of SPSS 15.0 for windows to analyze the increase of students' significant increase of students achievement, that was determined by $p < 0.05$. The *t-test* revealed that the result was significant ($p = 0.00$). Therefore, it is proven that there was significant increase of students' reading comprehension after being taught using jigsaw technique. In other words, the hypothesis is accepted.

This test is used to measure whether the data in experimental was normally distributed or not. The data were tested by one-sample kolmogorov-smirnov formula which was processed using spss 15 to test the normality of the data. From the table in appendix 13, the writer concluded that data in both of two classes were normally distributed because the result of normality test is higher than 0.05 (sign > α). In this case, the writer used 0.05, level of significance.

Based on the explanation above, it can be concluded that the Hi hypothesis of this research was accepted. Jigsaw had positive effect to improve students' reading comprehension. The use of Jigsaw in teaching reading encourages the students' to learn reading comprehension through enjoyable way. Jigsaw can also improve students' reading comprehension.

CONCLUSIONS AND SUGGESTIONS

Based on the data analyzed and the discussions of finding, the researcher draws conclusion, as follows:

There was a significant difference in improving students' reading comprehension after being taught through jigsaw technique. It is proved by the improve of students' mean score in posttest (57.97) that was higher than mean score in pretest (49.76). Therefore, teaching reading skill through jigsaw technique is more meaningful for students.

Regarding the conclusion stated previously, the researcher would like to propose several suggestions, as follows:

1. Teaching of reading comprehension, it is advisable for teachers to use jigsaw technique in their classroom, which can motivate students to learn reading.

2. Micro skill questions are appropriate to be used in order to train students in identifying the specific information in reading test.

3. Teacher can create reading materials in task as personal or group work. Then, he or she can apply reward and punishment in each task which is given in order to trigger students' effort.

4. For future research, the writer really expects to apply jigsaw technique in other language skills. Combination of students' culture, learning strategies or personality could be related to their reading achievement in order to enrich a research in reading.

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