

**MEINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS VIII SMP
NEGERI 21 PALU MELALUI TEKNIK JIGSAW**

***IMPROVING READING COMPREHENSION OF GRADE VIII STUDENTS
OF SMP NEGERI 21 PALU THROUGH JIGSAW TECHNIQUE***

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas menggunakan Teknik Jigsaw dalam membaca pemahaman siswa kelas VIII SMP Negeri 21 Palu. Dalam penelitian ini, penelitian quasi-eksperimental digunakan sebagai desain penelitian. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 21 Palu. Sampel dipilih dengan teknik purposive sampling yang terdiri dari dua kelompok: VIII B sebagai kelompok eksperimen dengan 22 siswa dan VIII C sebagai kelompok kontrol dengan 22 siswa. Instrumen penelitian adalah tes yang meliputi esai dengan 10 item dengan memberikan pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa t hitung adalah 3,318 dan t -tabel 2,003 tingkat signifikansi 0,05 dan derajat kebebasan (df) adalah 42. Kemudian nilai t -hitung lebih tinggi dari nilai t -tabel. Ini berarti hipotesis penelitian diterima. Dapat disimpulkan bahwa teknik jigsaw efektif untuk meningkatkan pemahaman membaca siswa kelas VIII SMP Negeri 21 Palu.

Kata kunci: Pemahaman Membaca, Teknik Jigsaw.

ABSTRACT

The objective of this research is to investigate the effectiveness of using Jigsaw Technique in reading comprehension of the grade VIII students of SMP Negeri 21 Palu. In this research, quasi-experimental research was used as research design. The population of this research was the grade VIII students of SMP Negeri 21 Palu. The sample was chosen by purposive sampling technique which consist two groups: VIII B as the experimental group with 22 students and VIII C as the control group with 22 students. The instrument of the research was test that includes essay with 10 items by giving pre-test and post-test. The result of this research shows that t counted was 3.318 and t -table was 2.003 the level of significance was 0.05 and degree of freedom (df) was 42. Then the t -counted value was higher than the t -table value. It means the research hypothesis was accepted.

Keywords: Reading Comprehension, Jigsaw Technique.

INTRODUCTION

Reading is one of the ways to know all the printed language since it is a skill to construct the meaning. Teaching reading is very important because it gives knowledge and information. Through reading, students can learn ideas, concepts, and attitudes. However, students as the learners of English, still find difficulties in learning English, especially reading. They encounter a lot of difficulties related to the reading comprehension.

The goal of teaching English based on KTSP (Kurikulum Satuan Pendidikan) is used as the guidance for the teacher to all levels of educational institution including in junior high school related to what to teach and how to teach. This curriculum is still believed suitable to be implemented in the teaching-learning process. Teaching reading can be as a means of teaching skills and jigsaw technique which has relevance to KTSP and is expected to improve the students' reading comprehension.

When the researcher conducted preliminary research, she found that the students of SMP Negeri 21 Palu got difficulties in learning English, especially reading comprehension. Generally students' difficulty in reading is affected by their ability in understanding text content. This is caused by students' lack vocabulary, the level of vocabulary used in the text is higher than what the students have, less attention and their impression of reading that is a boring subject. The Students find it difficult to understand the material because they did not pay attention to the material explained. So when the teacher asked them, just some of them can answer the teacher's question.

To solve the problem above, the researcher attempted to apply the Jigsaw technique to improve students' reading comprehension. Jigsaw technique is one of the cooperative learning strategies that can encourage the students to be more active in sharing and expressing their idea to each other in the group. Additionally, the jigsaw technique provides challenging in the learning activities so that the students' reading comprehension will be achieved the better through the discussion in the group.

Based on the background above, the researcher has conducted research to improve the reading comprehension of the Grade VIII students of SMP Negeri 21.

RESEARCH METHODS

The research used quasi-experimental as the research design. The quasi-experimental design is used because this method does not require random sampling (Jackson, 2008:318). This research method provided the students with pre-test, treatment, and post-test to find out

the effect of Jigsaw technique on the student's reading comprehension. Since there is no random sampling, the sample in this research is considered as nonequivalent sample which consisted of Experimental and Control group (Jackson, 2008: 323).

In this design, the researcher used two test; they are before treatment (pre-test) and after treatment (post-test). The researcher treated the students by using Jigsaw technique in six meetings. The population of this research was Grade VIII students of SMP Negeri 21 which consists of two groups. The small group that is observed is called a sample. The sample of this research was taken one group as experimental group. The research used purposive sampling technique in selecting the sample.

In this research, the researcher used two variables. They are dependent variable and independent variable. The independent variable is the application of Jigsaw technique, while dependent variable is reading comprehension of the Grade VIII students of SMP Negeri 21 Palu.

DISCUSSION

The object of this research was Grade VIII students of SMP Negeri 21 Palu. The researcher gave the treatment to the Grade VIII B students by using task jigsaw technique. This technique can improve the students' reading comprehension. It can be seen from the results of the tests given to the students. This technique can provide an opportunity for students to explore their knowledge especially those reading comprehension.

The researcher gave the pretest to both groups: They are Grade VIII B and VIII C before the treatment. The pretest was given on November 15th, 2018. In pretest, she showed the story and she asked the students to read the story. Then, she asked the students to present in front of group. The mean score of experimental group in pretest was 38.63 and 44.09 for the control group. The students had problem in pronunciation and when they perform in front of group their mispronounced.

Based on the result of the test, the researcher concludes that the students have a problem in reading comprehension. The first, researcher found that some students are still confused to find the specific information in content. For example in first meeting the teacher give story about person, most of students not answered the question because they didn't find the answer in the text that teacher give. They still confused how to find the answer in the text. The second, the students not confident when the teacher asks them to read the text. For example, the teacher divided the different text to every student in the group. After that the

teacher asks them to read the text but just some of them that brave to perform and read the text.

The researcher provided fun activities outside of the material so that the students remain enthusiastic until the end of learning. In the first meeting, she asked the students to practice with pairs the discussion about story of animals. In the second meeting, she guided the students to read in front of group the story of animals. In the third and fourth meeting, she asked the students to make pairs and discussion story about person. In the fifth meeting, she asked the students to discussion about their place. In the last meeting, she asked the students to presents their story about place in front of group.

The researcher got some progress during the process teaching and learning. First, the students' reading comprehension has improved. Second, the students have more motivated and interested in learning English. Third, the students are more confident when performing in front of group. Last, they can use English according to the context of learning.

The researcher provided the post-test both of groups namely VIII B and VIII C. The posttest was given on November, 17th, 2018 for experimental group and September, 22th, 2018 for the control group. She found some progress of students reading comprehension namely; most of the students fluent, accurate, and comprehend in speak English because they had more motivation to produce their English.

The researcher conducted post-test on November, 17th 2018. The researcher gave post-test to both groups namely VIII B as experimental group and VIII C as a control group. The result of the post-test showed a significant score. Post-test result of the experimental group is 69.77 and the control group is 65.6. There is an improvement of the result of the experimental group, the improvement is 5.46. It is different up from 38.63 to 44.09.

CONCLUSION AND SUGGESTION

The researcher concluded that the students reading comprehension can be improve by implementing of jigsaw technique. The researcher gave test (pretest and posttest) and treatment. The result of test was t-counted (3.318) is higher than t-table (2.003) it indicated that the research hypotesys is accepted. It is prove that the use of jigsaw technique is effective in improving reading comprehension. Hopefully this research may be useful for all those who read this. First, the English teacher can use this technique as a reference material to improve English learning. Secondly, students should be motivated to practice reading comprehension.

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APPENDICES

Table 4.3
Post-test Score of the Experimental Group (N=22)

No	Initials	Raw Score	Score	Category	Qualification
1	A	14	70	Fair	Fair
2	AF	12	60	Poor	Failed
3	A	13	65	Fair	Fair
4	I	14	70	Fair	Fair
5	I	15	75	Good	Successful
6	MHF	15	75	Good	Successful
7	MHRL	16	80	Good	Successful
8	MRA	14	70	Fair	Fair
9	T	14	70	Fair	Fair
10	WS	13	65	Fair	Fair
11	WD	15	75	Good	Successful
12	AS	13	65	Fair	Fair
13	MSM	14	70	Fair	Fair
14	A	15	75	Good	Successful
15	ADTI	13	65	Poor	Failed
16	ES	13	65	Poor	Failed
17	F	16	80	Good	Successful
18	IS	13	65	Fair	Fair
19	I	15	75	Good	Successful
20	SNB	13	65	Fair	Fair
21	NA	14	70	Fair	Fair
22	NAP	13	65	Fair	Fair
Total		307	1535		
Average			69.77	Fair	Fair

Table 2
Post-test Score of the Control Group (N=22)

No	Initials	Raw Score	Score	Qualification	Category
1.	A	14	70	Fair	Fair
2.	Al	13	65	Fair	Fair
3.	F	13	65	Fair	Fair
4.	H	16	80	Good	Successful
5.	M	16	80	Good	Successful
6.	MI	15	75	Good	Successful
7.	MS	10	50	Very Poor	Failed
8.	RSA	12	60	Poor	Failed
9.	RS	12	60	Poor	Failed

10.	R	12	60	Poor	Failed
11.	RA	14	70	Fair	Fair
12.	YA	11	55	Poor	Failed
13.	MR	12	60	Poor	Failed
14.	AD	16	80	Good	Successful
15.	A	15	75	Good	Successful
16.	E	15	75	Good	Successful
17.	H	12	60	Poor	Failed
18.	NL	13	65	Fair	Fair
19.	R	12	60	Poor	Fair
20.	SAK	11	55	Poor	Failed
21	DD	12	60	Poor	Failed
22	SE	13	65	Fair	Failed
Total		289	1445		
Average			65,7	Fair	Fair

Table 3
Students' Score Deviation of the Control Group (N=22)

No.	Initials	Student's Scores		Deviation Y ² - Y ¹	Square
		Pre-test	Post-test		Deviation Y ²
1.	A	60	60	0	0
2.	AF	55	45	10	100
3.	A	55	55	0	0
4.	I	45	60	15	225
5.	I	40	65	25	625
6.	MHF	60	75	15	225
7.	MHRL	55	80	25	625
8.	MRA	35	55	20	400
9.	T	30	55	25	625
10.	WS	35	65	30	900
11.	WD	55	75	20	400
12.	AS	50	65	10	100
13.	MSM	30	50	20	400
14.	A	30	60	30	900
15.	ADTI	40	50	10	100
16.	ES	45	60	25	625
17.	F	60	80	20	400
18.	IS	40	55	15	225
19.	I	40	70	30	900
20.	SNB	30	50	20	400
21.	NA	55	65	10	100
22.	NAP	40	60	20	400
Total		985	1355	375	8675

