# THE USE OF JIGSAW TO IMPROVE THE STUDENTS READING COMPETENCE OF THE TENTH GRADE STUDENTS OF SMK DWIJENDRA DENPASAR IN THE ACADEMIC YEAR 2018/2019

**Mardiana Elu**
Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Dwijendra
Email: mardianaelusbd@gmail.com

**I Gusti Ayu Indah Triana Juliari**
Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Dwijendra
Email: indahtriana@gmail.com

## Abstract

This research was to improve Grade X students' reading competence by the using Jigsaw in SMK Dwijendra Denpasar. It was an action research study which consisted of two cycles. The researcher worked collaboratively with the English teacher, and the students. The subjects of the research were students of X grade AK1 of SMK Dwijendra Denpasar in the academic year of 2018/2019. The quantitative data were collected through the students' reading competence of the pretest and post-test 1 and 2. The procedure of the research consisted of planning, observing, acting, and reflecting. The results of this research showed that the use Jigsaw was successful improve the students' reading competence. Based on the quantitative data, the use of Jigsaw helped the students to understand narrative text and to be more familiar with English. It also helped them to enrich their vocabulary and build their knowledge. Furthermore, the use of Jigsaw could attract their attention during the class. Based on the quantitative data, the students' mean scores for the reading competence improved from 60% in the pretest to in post-test 1 70% and posttest II 80%.

*Key words: Students' Reading Competence, Narrative Text, Jigsaw.*

## Abstrak

Penelitian ini adalah untuk meningkatkan kemampuan membaca dengan JIGSAW siswa di SMK Dwijendra Denpasar. Penelitian ini mempelajari yang mana terdiri dari dua siklus. Peneliti yang mengerjakan collaboratively dengan Guru Bahasa Inggris, dan murid, Pokok materi dari penelitian adalah murid dari X AK1 SMK Dwijendra Denpasar pada tahun akademik 2018 / 2019. Data kuantitatif dikumpulkan melalui kemampuan rata-rata dari pretest dan post-test 1 dan 2. Prosedur dari penelitian terdiri dari merencanakan, mengamati, akting, dan cermin. Hasil penelitian ini menunjukkan bahwa penggunaan Jigsaw berhasil kemampuan membaca siswa. Berlandaskan data kuantitatif, penggunaan dari Jigsaw menolong murid untuk memahami teks naratif dan lebih mengerti Bahasa Inggris. Penggunaan Jigsaw membantu mereka untuk memperkaya kosa kata mereka dan bangun pengetahuan mereka. Selanjutnya, penggunaan dari Jigsaw dapat menarik perhatian mereka selama kelas. Berdasarkan data kuantitatif, artinya murid memdapat nilai untuk kemampuan membaca meningkatkan dari pre test 60% pada post test 1, 70% dan posttest II 80%.

Kata kunci: *Kemampuan Membaca Siswa, Teks Naratif, Jigsaw.*

## 1. INTRODUCTION

English becomes the most essential language in the word. Many people use it us a medium of communication and it is very important for people who came from different countries to make interaction and communication with other using English. According to Owen in Stiawan (2006:1) states that explaining the definition language, namely language can be defined as socially shared combinations of symbols and rules governed combinations.

In studying English, the student needs ability in writing, speaking, listening, and reading. The skill must be mastered by people, especially for English students who are studying English. One skill that must be learned is reading. Reading is one of skill to build a strong foundation to be able to learn and understand various scientific disciplines as well as apply in everyday life, Reading could improve verbal and linguistic intelligence because reading enriches vocabulary and the power of words, reading fluency helps increase intelligence, and increases the power of creativity and imagination Being able to read English is very important, because there are many books and literature written in English. Reading becomes important for everyone to increase their knowledge. This is idea is supported by the fact that reading has come our daily activities.

Reading is important whether in the mother language or second language, If they read the text in their mother language, it is not really difficult, because the acquiring process of the first language is very rapid while the learning process of the second language can vary from language to languages but it never be as rapid as the first language acquisition the differences between these two words describes the Qualities of the two language but when the students reads it in foreign and second language they will find many difficulties, because there are so many differences between their mother languages and foreign languages. Based on the Observation The written thinks many students felt hard the to practice the reading has an important role to help the learners to competence a text they read. From the preliminary observation done by the researcher, the researcher found some students have some problems in reading skill such as students were lack a vocabulary, they did not have motivation in learning reading skill, the teacher used monotone strategy in teaching reading skill, it made students lazy and bored in the classroom. Other factor that cause students to lack reading is the texts that are read are not interesting or boring and also the courage to read is reduced because of fear of being mistaken in pronunciation. reading skill. The teacher want have formula to fix that condition. The media, method, student's role and also teacher's role are the important part in learning procedure. To remind the important part of learning procedure for reading skill being student of English department sub Especially English as foreign languages, the writer interest to analyze the methodology of cooperative learning in reading skill and focuses on analyzing reading competence of tenth grade Students of SMK Dwijendra Denpasar.

Through reading learning students are expected to be able to provide appropriate responses to inform what has been read. Besides that, reading as be the key to open sciences. Besides Reading also as a basic ability for students who must be mastered in order to be able to participate in all activities in Learning Process. (Samsu somadayu 2011:11) Explain that the ability to read comprehension is a process of acquiring meaning that actively involves the knowledge and experience that has been possessed by the reader and is related to the contents of the reading. as one of the basic skill, students success in the Following lessons is Influenced by skills read it. Therefore, reading has an important role and strategies in the learning process at the school. and the purpose of teaching reading skill is so that students are able to understand communication message conveyed in written language medium carefully, precisely and quickly creatively. To be able to achieve the teaching goals of reading skills the teacher must be able to play active role in growing students low interesting in reading, Lazy to read, becoming one of classic problems in the world of Indonesian education.

In order to overcome these problems it is necessary to apply a Learning method that Emphasizes active learning in reading in learning in the class X ak 1, students of SMK Dwijendra Denpasar. Cooperative learning is a learning strategy in groups students with the academic ability levels differences people into small a groups to students are taught to be special a skills to be able to work well together in their groups such as explaining to group friends, appreciating the opinion of friends to discussion regularly students who are good at helping are less intelligent in their class.

According to Miftahul Huda (2011) Jigsaw is one type in cooperative students learning which will be divided into several main groups and then from the main groups will be divided into small groups, but also divided the teaching material into several parts. By using this Jigsaw it is expected that the students can better understand the reading material. In addition students also expected to be able to work with other students. Make a groups could also improve the students ability to look a problem and situation from various perspectives in groups students could learn to solve a problem together based on character and social behavior that are different between the students and other students.

## 2.    RESEARCH METHODOLOGY

The subjects of this research is the tenth grade of AK 1, students of SMK Dwijendra Denpasar, the tenth grade of AK 1, The total of the students are 32 students, it Consists of  6 Males and 26 Females. The researcher chose tenth grade Ak,1 as the subjects of the research because the English teacher said that tenth grade Ak,1 class students have the lowest score average among the tenth grade classes of SMK Dwijendra. The research use sample random because sampling helps a lot in research. It is one of the most important factors which determines the accuracy of your research/survey result. If anything goes wrong with your sample then it will be directly reflected in the final result. There are lot of techniques which help us to gather sample depending upon the need and situation. This blog post tries to explain some of those techniques.

The design of this study were Classroom Action Research (CAR). It is called CAR because the researcher directly works together with English teacher at the school to conduct the research as well as to cope with the students, problem concerning their Reading that they encountered in the class.

## 3.    FINDINGS AND DISCUSSION

This research aims at knowing the implementation of the use of Jigsaw to improve students reading competence, could improve the students reading competence and the students responses of implementation using the use of Jigsaw to improve reading competence In order to make this research easy to understand, the result of this research are discussed as follows:

The implementation of the use of Jigsaw to improve reading competence had been conducted by using classroom action research. This research followed the process of the research propose by Suhardjono (2011) are: Problem, Planning, Acting and observing I, revised planning, Acting and observing II, and Reflecting. The research applied two cycles in this research. The problems are found in Pre-test and cycle I has been solved in cycle II.

The modified Jigsaw, are an easy and fun way for increased student participation in classroom activity and learning according to Bruce Allison (2005). They are a form of show-and-tell in which each student, or team of students, is provided with a Jigsaw that become the basis for research, to discussion about Narrative text.

To measure the students Improvement in Reading Competence the researcher conducted Pre-test and Post-test 1 and 2. The result of Pre-test shows that the highest score in pre-test is 80 while the lowest score is 48 the highest score in Post- test 1 is 92, while the lowest score is 48. In post- test 2, the highest score is 96, the lowest score is 72. The use of jigsaw to improve the students reading competence, the aspect cover vocabulary, and grammar. The students' improvement of the students Reading Competence also could be seen in the average result of Pre-test test and Post-test. Considering the Explanation above, the researcher concluded that the research is success full and to Improve the students Reading Competence. The Improvement of students Reading Competence could be seen in the improvement of students score. The result of the Pre-test and Post test showed the significant improvement. After analyzing the data such as Interview, Documentation, in Reading Competence, researcher observational report, lesson plans, the score of the students pre-test and post-test, research, the researcher obtained some findings that implementation of using Jigsaw is able to improve the students' reading competence in the class.

In pre-cycle, the researcher administered the pre-test. It was given to the students in which they were asked to narrative text by the students' experience. It was administered to figure out the students' pre-existing skill in reading competence before applying this strategy. The mean score of the pre-test which was obtained by students in pre-cycle was 60 The

students could not achieve the minimum passing grade and it showed that their reading was still low. The researcher also found the students difficulties in grammar, didn't understand, and kinds of narrative text Therefore, the researcher used the implementation of Jigsaw to improve the students' reading competence.

In cycle I, after the media of Jigsaw was applied, the reading competence of the students showed improvement. The mean score of the post-test 1 which was obtained by students in post-test 1 was 70. Some of the students could be answer the range narrative text better than the pre-cycle. But, in this phase none of the students could achieve the minimum passing grade. It meant, the success indicator had not been achieved. Then the cyclical process was continued to the next cycle.

In cycle II, the students became more active in the classroom because the researcher made a revised planning in order to get a better result from the cycle I. In practice, the researcher still guided the students to explain narrative text well with good structure. They could explain narrative text with clear event about the students' experience. The mean score that was achieved by 32 students was improving to 80. In addition, it could be stated that the criteria of success in the present study was achieved. As a result, the researcher was ended in this cycle.

The description of the students' improvement in the whole process of this study could be seen in the following table.

**Table 4.1 The Improvement of the Students Mean Score:**

| Type of Test | Mean Score | Criteria |
|---|---|---|
| Pre-Test | 60 | Poor |
| Post-Test I | 70 | Moderate |
| Post-Test II | 80 | Good |

Based on the table above, it showed the improvement of students' mean score from pre-test to post-test. The students' score improved from 60 in pre-test which could be said as poor into 70 which was categorized as moderate level of mastery. Then, the students' mean score in post-test II, further improved to 80 and was catogorised as good level of mastery.

## 4. CONCLUSION AND SUGGESTION

### Conclusions

The application of using Jigsaw that could develop the student reading competence not only improve motivation but also support a creative approach to teaching and learning process. To measure the students Improvement in reading competence proficiency the researcher conducted Pre-test, Post-test 1 and 2. The result of Pre-test shows that the highest score in pre-test is 80, while the lowest score is 48. Highest scorer in Post-test 1 is 92, while the lowest score is 48. In post-test 2, the highest score is 96, the lowest score is 72. There was that determined whether or not the use of Jigsaw can improve the students reading proficiency, the students to improve of the students reading competence proficiency also can be seen in the average result of Pre-test and Posttest. In pre-test the average mean is 60% of the students or 10 passed of the 22 students got the score more than equal to 72 related to the Minimum Mastery Criteria. In post-test 1 the average mean is 70% of the students or 17 out of 12 students got the score more than equal to 68 related to the Minimum Mastery Criteria In post-test 2 the average mean is 80% of the students or 32 out achieved successful criteria.

### Suggestions

Based on the findings of the use of Jigsaw implementation, some suggestions are addressed to:

a. The teacher.

   It could give new reference of the use of Jigsaw for the teacher when the teaching English. The teacher can also implement the use of Jigsaw to improve reading competence of the tenth grade students of SMK Dwijendra Denpasar to applying the material.

b. The students.

   The students were hoped to be more active in learning English. It should be better for the students to attract their interest to find new word in English passage. Even, it could invite the students' to be single fighter when try to find the meaning of the word. Hence, it absolves them to get some new vocabularies based on their interest.

c. The next researcher

   It is really expected to the next researcher that the use of Jigsaw to improve the students' reading competence. The next researcher could apply the strategy in the class and make it fun in the teaching and learning process. Since the study conducted was an action research, it was advisable for the future researcher to carry out an experimental study of the use of Jigsaw to the same level or even higher one to verify or to strengthen this present result.

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