IMPROVING STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT THROUGH THE USE OF JIGSAW

Fina Tri Yani ✉

Universitas Pekalongan

Email: fina9105@gmail.com ✉

Abstrak

Pemahaman membaca adalah salah satu aspek terpenting dalam bahasa Inggris yang harus dikuasai oleh siswa. Penelitian ini berfokus pada peningkatan pemahaman membaca siswa kelas 7 melalui penggunaan jigsaw. Jenis penelitian ini adalah penelitian tindakan kelas yang dilakukan di SMP N 1 Kesesi tahun ajaran 2020/2021. Teknik analisis data yang digunakan yakni teknik analisis data deskriptif dan statistik. Data dikumpulkan melalui penggunaan observasi, kuesioner, catatan lapangan, dan tes. Dari hasil penelitian menunjukan bahwa teknik jigsaw dapat meningkatkan pemahaman membaca teks deskriptif siswa. Ini dapat dilihat dari nilai siswa yang meningkat di setiap siklus. Nilai post-test lebih besar dari nilai pre-test. Nilai rata-rata sebelum tindakan dilakukan 49,1 meningkat menjadi 66,1 pada siklus 1 dan pada akhirnya menjadi 80,41 pada siklus II. Ini menunjukkan adanya perbedaan yang signifikan antara nilai pre-test dan post-test. Hal ini membuktikan bahwa teknik jigsaw dapat meningkatkan pemahaman membaca teks deskriptif siswa kelas 7 khususnya di SMP N 1 Kesesi.

Kata kunci*: teknik jigsaw, pemahaman membaca, teks deskripsi.*

Abstract

Reading comprehension is one of the most important aspects of English that must be mastered by students. This research focused on improving Grade 7 students' reading comprehension through Jigsaw. The type of research was action research done in SMP N 1 Kesesi in the academic year 2020/2021. The technique of data analysis included Descriptive technique and Statistical technique. The tools of collecting data were observation checklist, questionnaire, field notes and test. The results of the study showed that the use of jigsaw could improve students' reading comprehension of descriptive texts. It can be seen from the students' scores that increased in each cycle. The post-test score was bigger than the pre-test score. The mean score before the action research was 49.1 then it reached 66.1 in cycle I and finally it reached 80.41 in cycle II. It means that there is a significant difference between the pre-test and post-test scores. This shows that the jigsaw technique can improve students' reading comprehension of descriptive text particularly in SMP N 1 Kesesi.

Keywords*: jigsaw technique, reading comprehension, descriptive text.*

Introduction

In the globalization era, there are many languages known as international language, one of them is English. English is a language spoken around the world. As Harmer states that English is currently the most widely studied foreign language in the world (Harmer, 1992: 1). Moreover, English has an important role in many fields such as in transportation, education, advertising, business, industry and etc.

In Indonesia, English is one of the main subjects taught at schools. In learning English, students also learn how to read. Reading is one of the most important skills for English learners, especially for students who are learning English as a foreign language. Grabe and Stoller (2001: 87)

Reading comprehension is one of the most important aspects of English that must be mastered by students. The fact states, especially in Indonesia, students can answer the questions correctly when they can comprehend the text in the national exam. However, some students at SMP N 1 Kesesi were still getting difficulties to

comprehend the text. They had low achievements in answering text questions, such as getting the main ideas, supporting details, and even deciding the schematic structure of the text. The student who are less satisfied or lack of reading ability may be caused by a number of factors. Dimyati and Mudjiono (2009: 25), for example, mention that problems in learning can be caused by internal and external factors. Internal factors include attitude toward learning, motivation, concentration, self confidence, intelligence, and learning habit, while external factors include the teachers, teaching learning facilities, learning environment, and curriculum.

Based on the explanation above, the researcher conducted a research entitled "The Use of Jigsaw Technique to Improve Students' Reading Comprehension in Descriptive Text (A Classroom Action Research for the Seventh Grade Students of SMP N 1 Kesesi in the Academic Year 2020/2021)".

Methodology

This researcher applied the principles of action research. Action research is a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practice, as well as their understanding of these practices and the situations

in which practices are carried out (Kemmis and Mc Taggart in Mc Niff, 1991: 24). As it was done in a certain setting, the researcher should be able to understand the characteristics of the setting on her research.

This research was aimed at improving the students' reading comprehension at SMP N 1 Kesesi. This action research was conducted through the process as illustrated in the following diagram which was cited from research stages based on Kemmis and McTaggart (1998, p.29)
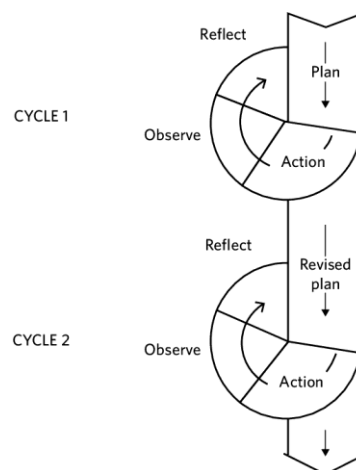
Instrument

A recorder, observation guidelines, notebook to do observation, interview guidelines, and questionnaire were used in this research. A camera was used to take pictures when the actions were being implemented. The data obtained were in the forms of field notes, the result of interview and questionnaire. The pre-test and post-test were used to support the qualitative data. The pre-test was to find out the students' reading ability and the post-test was to find out the improvement of reading ability.

Data Collection

In this research, the collected data were qualitative data which was supported by quantitative data. The result of observations, the result of interview, questionnaire, and students' diary belong to qualitative data. Meanwhile, the result of pre-test and post test belong to quantitative data.

The most valuable data required to answer the research question were from pre-test and post-test. The data were calculated through means. It consisted of the average score of students' achievement. The sum of total score was divided by the number of students, and then the researcher did Standard Deviation, t-test Calculation.

In order to see whether jigsaw method can be used to develop students' reading comprehension, the researcher determined the indicators dealing with the learning process and the product.

In this classroom action research, the cycles depended on the indicators, whether the indicators have already been achieved or not. They can be achieved in one cycle or more. The first cycle was conducted based on the problem faced by the students in reading comprehension. Teaching reading comprehension through jigsaw had been done based on lesson plans. After that the researcher conducted a reading comprehension test. Then, she analyzed and discussed the result both reading comprehension test and observation. As the results have not reached the indicators of the research yet, she was conducted the next cycle. It focused on the weaknesses of the previous cycle.

These steps formed a cycle, and the cycle was followed by the other cycles. It is like a spiral (Arikunto, 2009: 16). The cycles of the action research done by the researchers were classified as the following:

1. Planning Phase
2. Acting Phase
3. Observing Phase
4. Reflecting Phase

Conclusions

The problems faced by students in learning reading comprehension were 1) they did not like learning English because it is difficult, 2) they did not understand the material of reading comprehension, 3) many students were less motivated and feel bored in learning reading English in the classroom. Within the implementation of jigsaw the researcher divided the class into 4 groups, consisted of 8 students. The students worked in group to discuss together in expert groups, then they gave the information that they got to their original group. After the students gathered to original group then they discussed to solve the problem together.

The researcher concluded that jigsaw technique could improve students' reading comprehension of descriptive text. It can be seen from the students' score that increased in each cycle. The score of post-test was bigger than the score in the pre-test. The mean score before the action cycle conducted was 49.1. It increased in cycle 1 into 66.1 and it became 80.41 in cycle II. It means that there was significant difference between pre-test and post-test. This indicates that jigsaw technique could improve the students' reading comprehension of descriptive text of the 7 grade students of SMP N 1Kesesi in the academic year 2020/2021.

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