

Improving the Eighth Year Students' Active Participation and Their Reading Comprehension Achievement by Using Jigsaw Technique Type II at SMP Negeri 4 Bondowoso

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Abstract

Reading is one of the skills that has an important role in language teaching. It makes students know many things. It does not only help students to get information but it is also one of the keys to gain knowledge. The aim of this research was to solve the problems related to the students' participation during the reading teaching learning process and their reading comprehension achievement by using Jigsaw technique Type II. The research design used was Classroom Action Research. The research subject was chosen by using purposive method. The data of this research was taken from reading comprehension test, observation, documentation and interview. This research was conducted in two cycles. The result of data analysis in Cycle 1 showed that there were 59,12% students who were active during reading teaching learning activity and 77.05% In Cycle 2. In addition, there were 60% or 21 students who could achieve the target score that was 70 in Cycle 1 and 81.08% or 30 students In Cycle 2. It indicated that the use of Jigsaw technique Type II could improve the eighth year students' participation and their reading comprehension achievement.

Keywords: *Active Participation, Reading Comprehension Achievement, Jigsaw Technique Type II, Classroom Action Research.*

Introduction

In Indonesia, English has been taught and learnt as a compulsory subject in Junior High School level up to University level. Based on the 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan / KTSP 2006*), there are four skills of English that have to be taught to the students, namely listening, speaking, reading, and writing. As a receptive skill, reading is one of the skills that has an important role in language teaching.

Before conducting the research, a preliminary study in the form of interview and observation to the eighth year English teacher of SMP Negeri 4 Bondowoso was done on January, 16th 2014 to get the basic information about reading comprehension teaching and learning process and to know the characteristics of the students in that level. Based on the interview with the English teacher, the students seemed unhappy to read an English text. It is caused by the students' difficulties in understanding the meaning of the text. So, to answer the questions of the reading text, sometimes they used their feeling. In short, their reading comprehension ability was still low. The lack of vocabulary and the students' anxiety were some of the problems that they faced in reading comprehension. The students were confused in determining the correct information from the text. Therefore, they failed in reading comprehension.

In addition, According to the students' previous score of reading comprehension, the eighth year students still faced difficulties in comprehending a text, especially class

VIII D. There were only 7 students (18.42%) of 38 students who achieved the standard score of 70.

The teacher said in the interview session that she mostly used expository or explanation method to teach reading comprehension. Sometimes she gives them reading task to be done in the class individually while she was doing something else in her office. As a result, the students did not have chance and motivation to comprehend the English texts as they felt neglected. Moreover, based on my observation, most of the students were passive in the teaching learning process. I could not see their motivation in learning English. Most of the students in the back row was doing another thing that was not related to the lesson. For example, they were chatting with their friends, disturbed the other students, and played games in their cellphone.

Therefore, the researcher applied Jigsaw technique type II to solve these problems. By using this kind of cooperative learning, the students's active participation and their reading comprehension achievement could be improved.

Jigsaw technique type II could solve the students' problems in reading comprehension of a text. Mengduo and Xiaoling (2010) state that as a cooperative learning technique, jigsaw is an effective way to improve students' participation and enthusiasm as well as a useful technique

for language learners to accomplish the learning task in the EFL classroom. Further, Slavin (2005) confirms that Jigsaw technique type II is one of group works or cooperative activities which are applicable in teaching reading comprehension. In Jigsaw technique type II, the researcher divided the students into home group and expert group. Home groups consist of 4 to 6 heterogeneous students, it depends on the number of paragraph in a reading text. Each member of the home groups will be responsible on a paragraph or a topic to be discussed with expert groups. The expert groups are formed from the other group's member with the same paragraph or topic to be discussed. Then, they will return to their home group bringing some important information related to the text. In home group, they share different information that is needed to complete the whole text idea.

In relation to the previous research findings, the results of the previous research findings were supported by the research findings of this research. First, the result of the previous research conducted by Novianto (2012) showed that teaching reading comprehension by using Jigsaw technique type II could improve the second year students' reading comprehension achievement at SMA Negeri Kalasan Yogyakarta. He conducted the actions in two cycles.

Second, the previous research finding conducted by Safitri (2013) showed that the use of jigsaw technique type II had a positive effect on the seventh year students' reading comprehension achievement at SMPN 6 Jember. It was shown by the result of the data analysis of the statistical computation value of the t-test which was higher than that of the t-table ($3.88 > 1.99$). It means that the students who were taught reading by using Jigsaw technique type II on the experimental group had better reading achievement than the students who were taught reading by using group work technique in the control group. Based on the explanation above, it can be concluded that jigsaw technique type II could improve not only the active participation of the students, but also their reading comprehension achievement.

Thus, a classroom action research entitled: *Improving the Eighth Year Students' Active Participation and Their Reading Comprehension Achievement by Using Jigsaw Technique Type II at SMPN 4 Bondowoso* was conducted.

Research Method

The reserach design that was used in this research was Classroom Action Research. This research focused on the 8D students' participation and their reading comprehension achievement. This reserach was conducted in cycle model. Each cycle consisted of planning the action, implementing the action, observation and evaluation, and reflection of the action

The area of this research was SMPN 4 Bondowoso. The subejcts was chosen by using purposive method. The reason why this research was conducted in SMPN 4

Bondowoso were the headmaster's permission, the English teacher's agreement, the reading comprehension previous score of class 8D in SMPN 4 Bondowoso showed that the 8D students still had some difficulties and problems in reading comprehension achievement, and the last was the English teacher never applied Jigsaw technique type II in the classroom.

The subjects of this research were the 8D grade class of SMPN 4 Bondowoso in the 2013/2014 academic year. This class consisted of 38 students. Based on the interview, the teacher suggested the researcher to use the 8D grade students as the research subjects. This class still had a problem in reading comprehension. Based on the preliminary study, the mean score of reading comprehension in that class was 58.60. It was still under the minimum score requirement that was 70. In addition, this class had the lowest reading comprehension mean score among the others classes. It means the 8D grade students of SMPN 4 Bondowoso needed improvement in reading comprehension. So, they were selected as the research subjects of this research.

There were two kinds of data in this research. They were the primary data and the supporting data. The primary data were collected from the result of the reading test and the observation. The observation was used to get the result of students' active participation. The reading comprehension test was used to measure the students' ability in reading comprehension after being taught by using Jigsaw technique type II. In addition, the interview was used to get the data in the preliminary study. Besides, the documentation was used to get the names of the subjects and the previous reading score of the Eighth year students.

Discussion

Related to the students' reading comprehension test score result, there were only 21 students or 60% of the students in cycle 1 who got score of 70 or higher. Meanwhile, the requirement in this research was 75% of the students could get score 70 or higher in the reading test. Then, based on the result of observation in this research, it was found that the average percentage of the students' active participation in cycle 1 was 59.12%. Some factors that influenced the result were: First, it was the first time for the students to apply Jigsaw technique type II in learning reading comprehension, so they might feel unready to follow the steps, they need more explanation; Second, the group formed by the teacher might make the students unhappy because they could not be in one group with their close friends, so they had less enthusiasm in reading teaching learning process; and the last, they did not do the discussion and the telling story section seriously because the whole reading text was provided to help them to answer the questions, so it made the students passively participate in the classroom.

After revising some factors that made the actions in cycle 1 unsuccessful, the action in cycle 2 was conducted

and the students could improve their reading comprehension achievement in cycle 2. The percentage of the students who got score 70 or higher in cycle 2 in reading test was 81.08%. It was higher than that in cycle 1, that was 60%. The result means that the target percentage that was 75% of the students who got score 70 or higher had been achieved in cycle 2. While the percentage of the students' active participation in cycle 2 was higher than that in cycle 1. It increased from 59.12% of the students actively participated in cycle 1 to 77.05% of the students actively participated in cycle 2.

From this result, it could be seen that there was an improvement of the students' active participation in this research from cycle 1 to cycle 2. Therefore, it could be concluded that the use of Jigsaw technique type II could improve the students' active participation during the reading teaching learning process. Teaching reading comprehension by using Jigsaw technique type II include the activities that made the students were able to express their ideas without any confusion. They also had their own responsibility to their own group, so they would be more active in doing the reading task.

Based on the explanation above, it proved that Jigsaw technique type II could improve the students' active participation and their reading comprehension achievement.

Conclusion and Suggestion

Based on the results of the data analysis and discussion in this research, it could be concluded that this research findings proved the research hypothesis as follows:

a. The use of jigsaw technique type II could improve the eighth year students' active participation in reading comprehension teaching learning process at SMPN 4 Bondowoso.

b. The use of jigsaw technique type II can improve the eighth year students' reading comprehension achievement at SMPN 4 Bondowoso.

In addition, by considering the results of the implementation of Jigsaw technique type II in teaching reading comprehension that could improve the students' active participation and their reading comprehension achievement, some suggestion are proposed to the following people:

1. The English Teacher

It is suggested that the English teacher use Jigsaw technique type II in teaching reading comprehension because the reading activities in groups will make the students easier to comprehend the English reading text, and make easier for them to do the reading exercises. It could also decrease the teacher's difficulties in explaining all the reading material to the students by herself.

2. The students

The students as the research subjects, are suggested to use Jigsaw technique type II to make them easier in comprehending the reading text. By using this technique,

the students will understand the content of the reading text better.

3. The Future Researchers

The future researchers are suggested to use these research results as information and input to conduct a further research dealing with the similar or different problems. For example, a research about the effect of using jigsaw technique type II on the students' speaking skill at different schools.

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