TEACHING READING COMPREHENSION THROUGH JIGSAW AT THE ELEVENTH YEAR STUDENTS OF SMA NEG. 2 PALOPO

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By,

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
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ABSTRACT

A. Muh. Arifuddin, 2014. *Teaching Reading Comprehension Through Jigsaw at the Eleventh Year Students of SMA Neg. 2 Palopo.* Thesis, English Study Program of Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo

Key Words   : Reading Comprehension, Jigsaw

This thesis about Teaching Reading Comprehension through Jigsaw at the Eleventh Year Students of SMA Neg. 2 Palopo. The problem statement of the research was "What is the effective way in teaching reading comprehension by using jigsaw at the eleventh year students of SMA Negeri 2 Palopo?". The objective of the research namely to find out the the effective way in teaching reading comprehension by using jigsaw at the eleventh year students of SMA Negeri 2 Palopo.

This thesis used Classroom Action Research. It used 25 students from the eleventh year students of SMA Neg.2 Palopo, in 2013/2014 academic year as the sample. The procedure of the research used two cycles namely cycle 1, cycle 2, to find out the effective way in teaching students reading comprehension. The instrument of research were reading test and observation list. Reading test was given to know how far the students understand the material that has been given and observation list gave data about active participation during learning teaching process.

Based on the data description above, the researcher answer the objective of the research was to find out the effective way in teaching reading comprehension by using jigsaw at the eleventh year students of SMA Negeri 2 Palopo. The effective ways are 1). Make the students into small group consist 5-6 students. 2). Giving fable text to all students. It would make the learning process more effective and the students more focus in reading fable. 3). Giving list of vocabulary in each fable. It helped the students more easy to comprehend the fable. The result of the students reading test was increasing by looking their score in cycle 1, cycle 2. Their mean score in cycle 1 only 58.6 and in cycle 2 the score develop to be 80. The result of observation students' participation showed in cycle 1 only 52 % were active and cycle 2 develop to be 84 % were active. It means that Jigsaw was effective way in teaching reading comprehension at SMA Neg. 2 Palopo.

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CHAPTER I

INTRODUCTION

A. Background

Nowdays, English is taught as one of the complusory subjects at Elementary schools even to universities. The students are expected to be able to get skills in reading, speaking, listening, and writing. So that they can communicate with other people from different coutries.

In this modern era, science and technology development demands people to increase their knowledge and experience. To increase both of them the people must know more informations. Informations come to us throught many ways, for examples, by listening the radio, watching TV and reading books. Reading is the cheapest way in getting informations. We can say that reading is the eye of the world. Being successfull in teaching English as dominant factor that the English teacher should pay attention teaching reading.

Reading is a source of getting some information. No one can get much information without reading. By reading, students can improve their vocabulary, grammar, understanding, and some aspects. In connecting with the four skill, writing, speaking, listening and reading are very important, and all of them are connected one another. Reading skill is often needed by learners of English as foreign language.[1]

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[1] http://en.wikipedia.org/wiki/Speed_reading, Accessed on 5th August 2013

Reading is one of the language skills, but it is not simply looking. The reader, not only must see and identify the words in front of him, but also comprehend the ideas, gain new words, study how the words are used, how to implement the grammatical rules, and gaining the knowledge or information In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purposes of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However the problem is how to make them comprehend.

Learning English could be fun for the students. In this case, the teacher of English in SMA 2 Palopo should have a good technique and good preparation in teaching. It is very essential for the teachers to create a good classroom atmosphere and to avoid students from getting bored. In SMA 2, there are many students faced many problems in learning reading. For example, they feel bored and are not interested in reading. It happened because they don't know about the topic, they find many difficult words, cannot get main idea, less of vocabulary and many other reasons. So that is way, the researcher can give one model cooperative learning in teaching reading comprehension by *jigsaw learning.*

Jigsaw learning is one model cooperative learning used to engage all students in active learning and teaching to others students.[2] Through this model, the

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[2] Hisyam Zaini, dkk., *Strategi Pembelajaran Aktif,* (Cet. VI: Yogyakarta: Institut Agama Islam Negeri Sunan Kalijaga, 2007), p. 59.

students are expected to develop their knowledge, skills, and confidence. The most important from using jigsaw learning is to get the students interest to improve their capability and acknowledgements to know the subject deeply and how to teach to other students.

Considering the ideas above, the researcher will focused on "Teaching Reading Comprehension Through Jigsaw at The Eleventh Year Students' Of SMA Negeri 2 Palopo"

B. Problem Statements

Based on the background that has been explained above, the researcher formulates problem statement as follow:
"What is the effective way in teaching reading comprehension by using jigsaw at the eleventh year students of SMA Negeri 2 Palopo?"

C. Objectives the Study

Based on problem statements, the objective of the research is to find out the effective way in teaching reading comprehension by using jigsaw at the eleventh year students of SMA Negeri 2 Palopo.

D. Benefits of the Study

1. Theoretical

Add a reference or referral of innovative models for science in education, so it can be used as a source of information for needed.

2. Practical

The general practical significances of this action research is improving the quality of English language learning through application of the jigsaw model. In particular, the expected benefits, as follows:

a. For Students

Explanation of material can be easily captured and understood by students, because of the activeness of the students in the learning process.

b. For Teachers

Teachers are expected to get used to reflect the learning, so the teachers can direct and guide students to achieve a deeper understanding of concepts in teaching and learning.

c. For Schools

The research will contribute both of the schools themselves in order to improve the quality of English learning.

d. For Researcher

The researcher later became a teacher, then the researcher known and understands material by using of Jigsaw model can create effective learning in studying English.

E. Scope of Research

      The scope of this research is focusing on the implementation of Jigsaw Model in teaching reading comprehension. The materials of reading comprehension focused on fable.

CHAPTER II

LITERATURE PREVIEW

A. Previous of Related Findings

There have been some researches dealing with variation of reading comprehension some of them are:

1. Rahma Indriani. *Some Difficulties Faced by the Second Year Students of SMA Negeri 4 Palopo in Reading English Text.* It revealed some difficulties of students in understanding an English text. One of the difficulties is caused by the use of model which is not relevant with the students' need and their ability. From here we can know the use of model is very important in the successful of reading comprehension. Therefore, teachers have to know that the implementation of model must be relevant with the students' need and their ability.[1]

2. Farida Middin. *Difficulties of Students in Finding Main Idea and Supporting Detail Text in reading Comprehension of second year students of English Department in STAIN Palopo.* In this study is talking about the difficulties which are faced by students in finding main idea and supporting idea. In its explanation there are some ways that are unfolded by the researcher to recognizing the main and the

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[1] RahmaIndriani, *Some Difficulties Faced by the Second Year Students Of SMAN 4 Palopo in Reading English Text,* (Unpublished Thesis STAIN, Palopo, 2008), p. 58.

supporting idea. One of ways which is relevant in this research is the use of right model in the process of teaching reading.[2]

3. Rusdiyansah. *Teaching reading comprehension through Note-Taking technique to the third semester students of English Department STAIN Palopo.* Based on the result, the researcher concludes that note taking technique is the effective way in teaching reading comprehension.[3]

Based on the previous findings above, the researcher wants to conduct a research with different method in teaching reading comprehension by jigsaw model. The use of jigsaw model in teaching reading comprehension can help the students in comprehending the reading text caused the students make into group and working together. So, the students are easier to comprehend the reading text.

B. Concept of Reading

1. Definition of Reading

Reading skill has more roles for our daily life. When we read a newspaper or magazine, we need reading skill to understand, to comprehend, or to get information from a written text. Many people can read but many people do not understand what they read.

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[2] Farida Middin, *The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo,* (Unpublished Thesis STAIN, Palopo, 2007), p. 62.

[3] Rusdiyansah, *Teaching reading comprehension through Note-Taking technique to the third semester students of English Department STAIN Palopo,* (Unpublished Thesis STAIN, Palopo, 2013), p. 66.

There are a lot of definitions of reading. Linguists give definition about reading, their opinions about reading. Some of them said that reading is a process to get, to understands, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.[4]

Reading is about understanding written texts. It's a complex activity that involves both perception and thought.[5]

Reading is a most important activity in any language class, not only as a source of information and pleasurable activity, but also as a mean of consolidating and extending one's knowledge of the language.[6]

According to Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these message. Unlistening text, a reading text moves at the speed of

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[4] http://lrs.ed.uiuc.edu/students/jblanton/read/readingdef.htm, accessed on 20th June 2013.

[5] Elizabeth S. Pang, Et.al. *Teaching Reading.*(Chicago, 2003), p. 6.

[6] RahmaIndriani, *Some Difficulties Faced by the Second Year Students Of SMAN 4 Palopo in Reading English Text,* (Unpublished Thesis STAIN, Palopo, 2008), p. 5.

the reader (expect where the reader is trying to read an advertisement that flashes past a train window).[7]

Ruslan also state the reading is very important in learning it is fundamental in learning all branches of knowledge. Everyone should the ability to read because reading has great significant for learning.[8]

In addition, David Nunan states that reading is usually conceived of as a solitary activity in which the reader interact with the text in isolation.[9]

Based on the definition above, reading can be defined as an activity to get information, understanding from the written text, increase perception through written text, bringing the meaning from the printed pages to the brain.

2. Reading comprehension

Reading is consists of two related process: word recognition and comprehensions. Word recognition refers to the process of perceiving how written symbols correspond to one speaking language. Comprehension is the process of making sense of words, sentences and connected text.[10]

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[7]Jeremy Harmer, *Practice English Language Teaching*, (London: Logman, 1991), p. 190

[8]Farida Middin., *The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo,* (Unpublished Thesis STAIN, Palopo, 2007), p. 13.

[9]David Nunan, *Language Teaching Methodology: A textbook for Teachers, (Sydney: phoenix elt., 1995), p. 72*
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[10]Elizabeth S. Pang, Et.al. *Teaching Reading.*(Chicago, 2003), p. 6.

Comprehension is a part of reading which cannot be separated. Therefore, sometimes reading and comprehension have a similar definition. Even they are use into one unit that is "reading comprehension".

Reading comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences that a writer uses to communicate information, ideas and viewpoints.[11]

In addition, Good in Farida states that comprehension is the act of understanding the meaning of printed or spoken language. Though this definition we may understand that the difference between reading and comprehension involves both oral and written language while reading finding information from printed word only.[12]

According to Brown reading comprehension is an interactive process between texts and readers prior knowledge. The skill and process of comprehension can be taught at a given level and in a given text; a student can master the use of the process

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[11]Elizabeth S. Pang, Et.al. *Teaching Reading.*(Chicago, 2003), p.14.

[12]Farida Middin.*The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo,* (Unpublished Thesis STAIN, Palopo, 2007), p. 7.

at the level. However, when the level of the material and type of text are change, the process also changes.[13]

Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organization of the text are essential for good comprehension.[14]

Reading Comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior and knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

C. *Kinds of Reading*

This section the writer can explain about kinds of reading, namely:

1. Reading aloud

According to Lado in states that a universally used technique to develop reading skill is reading aloud. Advocates of fast silent reading for meaning sometimes

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[13]Brown.1991.*DefinitionofReading,*online:http://www.brainyquote.com/words/re/reading2104 18.html#ixzz1Esd2JNVM. Accessed on March, 29th 2013.

[14]Jack C. Richards, *Methodology in Language Teaching,* (Cambridge University Press: 2002), p. 277

object to reading aloud because they assume it reinforces vocalizing while reading silently, which is characteristic of slow readers. Nevertheless, reading aloud has many things to recommend it as an aid to language learning as well as a means of developing reading skill, like all other learning techniques, it can be used effectively and it can be misused and mismanaged. It is misused when learners read aloud as a substitute for or replacement of speaking and listening. Reading aloud is simply not the same as speaking or listening or conversing.[15]

The objective of reading aloud is to have the learner read slightly ahead silently for textual comprehension, then "speak" the text with natural rhythm, intonation, and speed, such as an exercise will contribute to the development of readings skill as well as to speech. Reading aloud can be considered a natural developmental stage of reading that precedes the stage of silent reading for comprehension.[16]

2. Silent reading

Reading comprehension (Wilga M. Rivers) is closed connected with silent reading. Reading comprehension must come first through a preliminary silent reading before the reader can render the next orally with full expression of meaning.[17]

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[15]Lado, *Teaching English Across Culture*, (New York: MC Graw-Hill, 1998), p. 132

[16]Hisbul K, *Vocabulary Input Through Reading Comprehension of The First Year Students of SMK Analisis Kimia Palopo,* (palopo: 2007),p. 9

[17]Wilga M. Rivers, *Teaching Foreign Language Skill*, (Ed: II: London, 1981) The University of Chicago Press, p. 274

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The most commonly used reading is silent reading for meaning, weather for information, enjoyment, or study.[18]

There are two kinds of silent reading, namely extensive reading and intensive reading:

a. Extensive reading

The nature of the silent reading skill is far for uniform. It varies according to the use to which is being put some of the use are:

To survey the material which is to be studied, to look through indexes, chapter heading and outlines.

(1) To skim

(2) To gain superluminal comprehension

(3) To study the content of what is read in some detail

(4) To study the language in which the material is written. This may involve textual study in the literary sense or it may involve the kind of language study that a foreigner may need to do. The depth and details of understanding, of comprehension, increases as we go through these ways of using reading. It is common for the third, fourth, and sometimes the fifth of these to be encouraged in schools, though the first and second are almost completely neglected.

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[18]Hisbul K,*Vocabulary Input Through Reading Comprehension of The First Year Students of SMK Analisis Kimia Palopo,* (Unpublished Thesis STAIN, Palopo, 2007), p. 10.

Of these five kinds of reading activity the first, three, survey reading, skimming and superficial reading are sometimes grouped together and called extensive reading.[19]

b. Intensive reading

The remaining two kinds of reading activity, content study reading and linguistic study reading are also after grouped together and called intensive reading.

In intensive reading involve approaching text under the close guidance of the teacher of under the guidance of a task which forces the students to pay great attention to the text.

The aim of intensive reading is to know the detail understanding of the text: not only of what it means, but also of how the meaning is produced. The "*How"* is as important as "*What"* for the intensive reading.[20]

   3. Speed reading

Speed reading is a collection of reading models which attempt to increase rates of reading without greatly reducing comprehension or retention. Models include chunking and eliminating sub-vocalization. No absolute distinct "normal" and "speed-reading" types of reading exist in practice, since all readers use some of the techniques used in speed reading (such as identifying words without focusing on each

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[19]Geoffrey Broughtons, *Teaching English As Foreign Language, (New York: London, 2001),* p. *92-93*

[20]RahmaIndriani, *Some Difficulties Faced by the Second Year Students Of SMAN 4 Palopo in Reading English Text,* (Unpublished Thesis STAIN, Palopo, 2008), p. 16

letter, not sounding out all words, not sub-vocalizing some phrases, or spending less time on some phrases than others, and skimming small sections). Speed reading is characterized by an analysis of trade-offs between measures of speed and comprehension, recognizing that different types of reading call for different speed and comprehension rates, and that those rates may be improved with practice. The many available speed reading training programs include books, videos, software, and seminars.[21]

Speed reading is a useful and valuable skill. However, there might be times when using this technique isn't appropriate. For instance, it's often best to read important or challenging documents slowly, so that you can fully understand each detail.[22]

4. Purpose of Reading

When we read a written text exactly we have a purpose where as to obtain information or to entertain ourselves. The purpose will usually determine the appropriate type of reading and relevant reading skill to be used.

Burn et.al in Farida said that are two reasons for reading, they are reading for pleasure and for information. Both depend on the reader, reading for pleasure is done without other people order, according to individual reader with mod, preference, taste, intellectual demand, and cultural development. Reading for information is

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[21]http://en.wikipedia.org/wiki/Speed_reading, accessed on June 20th 2013

[22]http://www.mindtools.com/speedrd.html, accessed on June 20th 2013

student may wish to learn merely to extract certain kind information from such texts-scientific, historical, philosophic, economic, and sociological.

Reading for pleasure, we can read magazine, holiday brochures, and letters from friends.[23]

Wooding Keith Johnson in Yasmir, we read in order to obtain information which is presented in the written form, but by nature of the information so obtained requires more explicit definition. He further explains "by referential (factual), affective or emotional, so then:

a. Answer we can give to our question, of why we read is that we read referential material in order to obtain factual information with operating on our environment, e.g. a set of instruction or how to use a piece of equipment.

b. We read material as a way of developing our own intellectual skills, so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of series of operations, e.g. making proposal for project.

c. We read for emotional gratification or spiritual enlightenment, e.g. for pleasure or self environment.[24]

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[23]Farida Middin. *The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo,* (Unpublished Thesis STAIN, Palopo, 2007), p. 9-10

[24]Yasmir Jasim, *Students Ability In Reading English Text, (A Case Study At Barbara English Course)* (Makassar : Faculty of letter UNHAS MKS, 2005) p. 9

D. Strategies in Teaching Reading

Good reading strategies help you to read in a very efficient way using them your aim to get the maximum benefit from your reading with the minimum effort.

Brown mentions ten strategies of reading comprehension, each of which can be practically applied to the classroom techniques.

1. Identify the purpose in reading. The efficient reading consists of clearly identifying the purpose in reading something. By doing so, we know what we are looking for we out potential distraction information.

2. Use grapheme rules and pattern to aid in bottom-up decoding. This strategy is good for beginning level learners.

3. Use efficient reading for relatively rapid comprehensions. This strategy is good for intermediate to advanced level students, because they need not to be speed readers but you can be helped them to increase efficient by teaching a few silent reading rules that include (a) you do not need to "pronounce" each word to yourself, (b) try to visually perceive more than one word at a time, (c) unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

1) Skimming, it consists of quickly running one's eyes across a whole text to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possible some of the developing or supporting ideas.

2) Scanning, its purpose is to extract certain specific information without reading through the whole texts. So, the exercise of this strategy may ask student to look for name or dates, to find a definition of essential concept, or to list a certain number of supporting details. In vocation or general English, scanning is important in dealing with general like, schedules, manual, forms, etc.

3) Semantic mapping or clustering, it helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work techniques as students collectively induce order and hierarchy to passages.

4) Guessing, in this strategies, learners can use guessing to their advantages to guess the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, a content of the message, a to infers implies meaning.

5) Vocabulary analysis, it means that when the learners do not know immediately recognize a word in the passage. One way for them to make guessing is to analysis it in terms of what they know about it.

6) Distinguish between literal and implied meanings this requires the application of sophisticated top-down processing skills.

7) Capitalized on discourse makers to process relationship, this strategy is good for learners of intermediate proficiency level.

Further Abbott in Farida says that the reading strategy involves:

(1) Skimming, it means that the eye rubs quickly over the text in order to discover what is about, the main idea, and the gist.

(2) Scanning, it occurs when the reader is on the lookout for a particular item or item he believes in the text, such as the name of the soccer in a football reports.

(3) Intensive reading, this involves close study of text, as the amount of comprehension should be high; the speed of reading is correspondingly slower.[25]

E. Rules for Faster Reading Comprehension

Classified six rules for faster comprehension as in the following:

1. Read more

You will have to read much, much more than are you know in habit of reading. If you are a slow reader, you very likely do little more than go through the daily papers and a few light magazine. You read whatever you happen to have a few spare minutes, you have merely to pass time. Or perhaps you hardly ever read at all unless you absolutely have to.

2. Learn to read for main idea

Stop wasting time and effort on details. When you read an article, push through efficiently for a quick recognition of the main idea that the details support and illustrate; be more interested in the writer's basic thinking than in his minor points.

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[25]Farida Middin, *The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo,* (Unpublished Thesis STAIN, Palopo, 2007), p. 17-18.

3. Challenge your comprehension

Fast readers are good readers. They are fast because they have learned to understand print quickly, and they understand quickly because they give themselves constant practice in understanding. To his and, the read challenging material; you must do the same.

4. Budget your time

Good readers always have a felling or going fast, for they have developing fast habits. Indeed, adults and college students who have trained themselves to read rapidly, would find their original slow face uncomfortable and unpleasant.

5. Pace yourself

Keep to the rate you have set for yourself in page on hour. In this way, you will learn to devise personal tricks that will speed you up and that will at the same time, sharpen your comprehension skill. But you must practice every day, or needy day. If you wish to make high speed natural and automatic, if you wish to become efficient in rapid comprehension.

6. Develop habits of immediate concentration

The brightest persons in the class are not always the best student. If the work is too easy for them, they think of more interesting things, they daydream, they stop paying attention. This analogy explains why a slow reader picks up a book or

magazine, goes through a few pages, and finding that attention is wondering, puts it down and turns to something else.[26]

F. Part of Reading text

Reading text is composed from several sentences that are formed into a paragraph. Each paragraph has two parts or kinds that composed it. That is main idea and supporting detail text.

1. Main idea

The main idea is about the topic, ESP. it is not document by any convincing evidence. Main idea is a general idea that summarizes.

The main idea of paragraph tell you more about the topic, it tells you the writer's idea topic, but they do not all have the same main idea.

To fully understand any selection that you read, it is important to find main idea and supporting details text. One way to find the main idea is to use two step processes:

a. Find the topic.

b. Then find the writers primary print about that topic you will know have the main idea.

Sometimes a selection lacks topic sentences, but that does not mean it lacks main idea. The author has simple decide to let the details of the selection suggest the

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[26]St. Daoliah Khalid, *The Ability of the Second year student of SMP 3 Palopo in Comprehending Reading Text Through Picture,* (Unpublished Thesis STAIN, Palopo, STAIN, 2005), p. 9-11.

main idea. You must figure what that implied main idea is by deciding upon the point of all details.

2. Supporting details text

They come after the topic sentences, making up body of paragraph. They give detail to develop and support the main idea of paragraph. You should give supporting details.

Topic about main idea and supporting details that develop main idea. The important hint given about for finding main ideas is worth repeating.

The topic is broad, general theme or message. It is what some call the subject. The main idea is key concept being expressed. Details, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Location the topic, the main idea and supporting details text help you understand the points the writers is attempting to express. Identifying the relation between these will increase your comprehension applying strategy. The successful communication of any author's topic is only as good as the organization the author use the build and define his/her matter, grasping the main idea a paragraph is a group of sentences related to particular topic, or central theme.[27]

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[27] Farida Middin., *The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo,* (Unpublished Thesis STAIN, Palopo, 2007), p. 25-27.

G. *Fable*

1. Definition of Fable

Fable comes from the Latin "fabula" (a " story"), itself derived from " fari" (to " speak") with the –ula suffix that signifies " little": hence, a " little story". Though in its original sense "fable" denotes a brief, succinct story that is meant to impart a moral lesson, in a pejorative sense a "fable" maybe a deliberately invented or falsified account of an event or circumstance. Similarly, a non-authorial person who, wittingly or not, tells "tall tales" may be termed a " confabulator". A fable differs from a parable in that the latter excludes animal, plants, inanimate, objects, and forces of nature as actors that assume speech and other powers of human kind.[28]

An author of fables is termed a "fabulist "and the world "fabulous," strictly speaking, "pertains to a fable or fables. "In recent decades, however, "fabulous" has come frequently to be used in the quite different meaning of "excellent" or "outstanding".

According to Beatrice, fable is short stories about people or animals. They are not true stories, but they give a lesson about life. Or fables are delightful to read stories in their own right, often with biting satire and wry revelations of human weakness. In addition, their short narratives, derived from animal characters and inanimate objects, often contain hidden meaning intended to make a point about

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[28] Kasmawati, *The Effectiveness of Using English Fables in Improving Students' Vocabulary at the eight year student of SMPN 2 Burau Luwu Timur*, (Unpublished Thesis STAIN, Palopo, 2011), p. 25-26

human behavior or to convey a moral message or political truth within specific language and culture.[29]

A fable is a very short story which promise to illustrate or teach us a lesson which is also called a moral. Usually if not always, fable are stories having animal characters that talk like humans.

2. The kinds of Fable

Wawan Junaidi explained that there are three kinds of fables, namely:

a). Aesop fable. This fable conveys lesson about morality. The main actors of this fable are animals that talk and act like people. Example: Kancil dan buaya.

b). Ordinary who fable, talking about people who life in the happiness or suffer. Example: Bawang Merah dan Bawang Putih.

c). Funny fable, it consist of funny stories about people. Example: si kabayan.[30]

The example of the fable as follow:

THE CAT ARROGANT

A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.

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[29] Beatrice, et,at., online, *http://creighton.edu/aesop/intro/definition of fable/.* Accessed on February 8th 2014.

[30] Kasmawati, *The Effectiveness of Using English Fables in Improving Students' Vocabulary at the eight year student of SMPN 2 Burau Luwu Timur*, (Unpublished Thesis STAIN, Palopo, 2011), p. 27.

One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family.

On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it.

With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat " hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And worm said "bask cat snob, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.[31]

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[31] Mujaannafi Standar, *http://annafimuja.wordpress.com/2013/06/01/kumpulan-fabel-dalam-bahasa-inggris-beserta-terjemahannya,/*accessed on 17th january 2014 at 10: 49 P.M

H. Concept of Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is structured, systematic instructional strategies in which small group of student who work together toward a common good. It may be considering a subject of collaborative learning. It tends to encompass a variety of group learning experiences, communities, and other.

David and Roger Johnson (2001) states that cooperative learning is a successful teaching strategy in which small teams, each students of different level of ability use a variety of learning activities to improve their understanding of a subject. Each member of team is responsible not only for learning what is taught but also for helping teams learn. Students work trough the assignment until all group member successfully understand and complete it.[32]

2. Types of Cooperative Learning

There are over 150 Kagan Structures. All structures have different functions. Some are designed to produce master of high consensus content, others to produce thinking skills, and yet others foster communication skills.

a. **Jigsaw**. In this technique, teacher assigns a different mini-topic, to each member of a team. The students research their assigned mini-topics, and then meet in expert groups with members of other teams assigned the same mini-topic to discuss refine their understanding of the subject.

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[32] David and Roger Johnson, *Cooperative Learning*, 2011, Online http ://www clcrc. *.com/pages/cl.html.* Accessed on December 27th 2013.

b. **Think-Pair-Share.** This is a four-step discussion strategy that incorporates wait time and aspects of cooperative learning. Students (and teachers) learn to LISTEN while a question is posed, THINK (without raising hands) of a response, PAIR with a neighbor to discuss responses, and SHARE their responses with the whole class. Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. Both students and teachers have increased opportunities to think and become involved in group discussion.

c. **Three-Step Interview.** This involves structured group activity with students. Using interviews/listening techniques that have been modeled, one student interviews another about an announced topic. \"en time is up, students switch roles as interviewer and interviewee. Pairs then join to form groups of four. Students take turns introducing their pair partners and sharing what the pair partners had to say. This structure can be used as a teambuilder, and also for opinion questions, predicting, evaluation, sharing book reports, etc.

d. **Roundtable**. This structure can be used for brainstorming, reviewing, or practicing while also serving as a team builder. Sequential form: Students sit in teams of 3 or more, with one piece of paper and one pencil. The teacher asks a question which has multiple answers. Students take turns writing one answer on the paper, then passing the paper and pencil clockwise to the next person. When time is called, teams with the most correct answers are recognized. Teams reflect on their strategies and consider ways they could improve. Simultaneous form: Each student starts a piece of paper, writes one answer, and passes it, so several papers are moving at once.

e. **Numbered Heads Together.** This structure is useful for quickly reviewing objective material in a fun way. The students in each team are numbered (each team might have 4 students numbered 1, 2, 3, 4). Students coach each other on material to be mastered. Teachers pose a question and call a number. Only the students with that number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence. This may be done with only one student in the class responding (sequential form), or with all the numbers, 3's for instance, responding using an Every Pupil Response technique such as cards or hand signals (simultaneous form).

3. Element of cooperative learning

Brown & Ciuffetelli Parker (2009) and Siltala (2010) discuss the *5 basic and essential elements* to cooperative learning:

a. Positive interdependence

Students must fully participate and put forth effort within their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group

b. Face-to-face interaction

Members promote each other's success. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

c. Individual and group accountability

Each student must demonstrate mastery of the content being studied. Each student is accountable for their learning and work, therefore eliminating "social loafing"

d. Social skills

Social skills include the ways of student interact with each other to achieve activity or task objectives (e.g. praising and recognition). Since the student will free to express themselves, the other will appreciate and help if necessary.

e. Group processing

Group processing, whereby the students are assessed of what they have learned, how they have learned best, and how they might do better as a learning group or team. This will be one of wonderful impression that each students in a team tries to master the lesson.[33]

I. Jigsaw Learning

Jigsaw learning is one model of cooperative learning strategy that is very interesting and can be used to improve learning achievement in teaching and learning speaking and reading comprehension. This strategy was first applied by Aronson at 1971 in Austin (Texas). Jigsaw learning is a model of cooperative learning, where students work in small groups of 4-5 people with respect to heterogeneity, positive

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[33] Brown, et,at., online, *http://en.wikipedia.org/wiki/Cooperative_learning.* Accessed on January 8th 2014.

work and each member is responsible for studying the specific problem of the assigned material and delivered it to the other group members.[34]

Advantages of jigsaw will enhance students' sense of responsibility for their own learning and learning to each other. Students' not only learn the material given, but they must also be ready to give and teach the material in the other group and work together to study the assigned material. Through this jigsaw model, the students' will expected to develop their knowledge, skills, and confidence.

In this type of jigsaw cooperative learning model, there are a group of experts and the origin. The home group is composed of the initial group of students how many members of the expert group formed by taking into account the diversity and background. Teachers should be skilled and know the background of students in order to create a good atmosphere for all members of the group. Meanwhile, a group of experts, a group of students consisting of members of the other group (the original group) were assigned to explore a particular topic and then explain to the members of the home group. The members of the group a different origin, met with the same topic in a group of experts to discuss and discuss the material assigned to each member of the group and help each other to learn about topics they are. Here, the teacher's role is facilitating and motivating the members of the expert group to be easy to understand the material provided. Once the discussion is complete, the members of the group

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[34] Dr. Rusman, M.Pd, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru,* (Jakarta; Raja grafindo Persada, 2011). p.217.

then returned to the original group and teach their friends what they have learned at the time of the meeting in the expert group.

Jigsaw is the key type of interdependence of each student on the team that provides the necessary information. So on this case, the using of cooperative learning models can provide the results of the concepts and to develop abilities and reading comprehension of students. The model measures Jigsaw activities are carried out sequentially as follows:

1. Submit items to be discussed are divided into several sections (segments).

2. Divide the students to be some horde in accordance with the existing number of segments.

3. Each group had the task of reading and understanding the subject matter is different.

4. Each group member to send another group to share what they have learned in the group.

5. Return to normal classroom setting and then check with the problems that are not unclear in the group.

6. Give questions to students to check their understanding of the material.[35]

J. Conceptual Framework

The conceptual framework shows the process of the research in teaching reading comprehension through jigsaw model. In English learning process the

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[35]Hisyam Zaini, dkk., *op. cit.,* p. 59-60.

researcher implementation jigsaw in teaching reading comprehension and fable text as the material of reading comprehension. Teaching reading comprehension by jigsaw model would use in classroom action research which consist of two cycles, namely cycle I and cycle II to find out the effective way in teaching reading comprehension.

Jigsaw model is method which used in this research. The procedure of the implementation jigsaw is working by group and fable text as the material which discussing and comprehending in group. It can help the students easy to comprehend the fable text by working group. In addition, this method also can give students opportunities to comprehend the fable text individually and teach to other. So, the result students in comprehending the fable text by jigsaw can be achieved. To clarify this framework, it can be seen from the chart mindset below.

**Chart
Framework**

Teaching English Language

Fable

Reading Comprehension

Jigsaw Model

Discussing the Fable Text in Group

Comprehending the Fable Text Individually

Final Condition
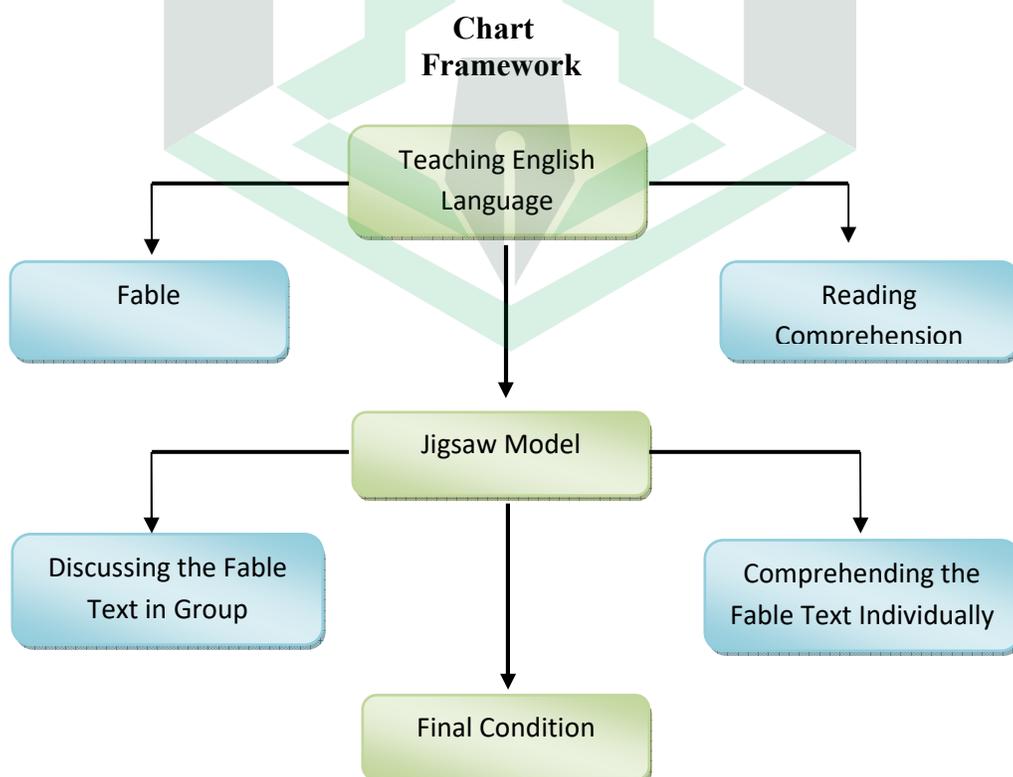
CHAPTER III

METHOD OF RESEARCH

A. Type of Research

This study was an action research or better known as Classroom Action Research. Judging from its name already indicated the content contained is a research activity conducted in the classroom. Because there were three words that make sense, then there were three terms that can be explained, as follows:

1. Research, namely: refers to an activity looking at an object by using a specific model and rules for obtaining the data or information useful in improving the quality of the things that interest and importance to researcher.

2. Action, namely: point to something deliberate motion activities with a specific purpose. In a series of cycles in the form of research activities for students.

3. Classes, namely: in this sense is not tied to the classroom, but in more specific terms. As has long been recognized in the field of education and teaching, the meaning of the term class is a group of students who are in the same time, receive the same lessons from the same teacher as well.[1]

Classroom action research was a study of four series of activities carried out in repetitive cycles. There were four main activities that exist in each cycle, the planning, action, observation, and reflection.

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[1] Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas,* (Cet. VI; Jakarta: Bumi Aksara, 2007), h. 2-3.

B. Setting of the Research

The researcher take placed this action research in SMA Negeri 2 Palopo. The subject in this study was the class XI IPA 2, which amounts to 25 students consisted of 8 male and 17 female in the odd semester of the academic year 2012/2013.

C. Research Participant

The participant of the research are:

1. Teacher

Teacher was researcher in this research, where the teacher used Jigsaw Model in teaching reading comprehension in the class.

2. Students

The students in this research as subject of the research, and the researcher expected after implanted Jigsaw Model to the students can improve their reading comprehension.

3. Collaborator

The collaborator in this research was observer, the collaborator help the researcher to observe the students. So, the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.[2]

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[2] Kunandar, *Langkah Mudah Penelitian Tindakan kelas Sebagai Pengembangan Profesi Guru*, (Jakarta; rajagrafindo Persada, 2008). p.297.

D. Research Instruments

Research instruments to be used in the study of this action were:

1. The final test of cycle I and cycle II, a test given to students after three meetings in each end of the cycle with the matter in the form of a description (essay test).

2. Interview, a model for collecting data by asking a few questions directly to the respondent.

3. Observation sheets, used to collect data on attendance, attention, and active in teaching reading comprehension by Jigsaw Model.

E. Data Collection Technique

Data collection Technique which was used of this action, as follows:

1. Test   : To find out the students' score in reading fable.

2. Observation : To find out the students participation during the implementation of Jigsaw Model in learning process.

3. Interview   : To find out the level of successful in implementing Jigsaw Model in learning process.

4. Discussion   : Among the researcher as teachers with the collaborators, as a way to make reflection in each cycle.

F. Data Analysis Technique

Data had collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Reading test result : Students' score of reading comprehension test was counted using the formula,

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items}\ X\ 100$$

2. Calculating the mean score of students' reading comprehension test by using the following formula :

$$X = \frac{\sum x}{N}$$

Where:

X   = The mean score

$\sum x$ = The total raw score

N   =   The number of students.[3]

3. Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.

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[3]Anas Sudijono, *Pengantar Statistik Pendidikan,* PT Radjawali Persada, 2009. p. 13

G. Research Procedures

The procedures of this research was used classroom action research (CAR) method, it has four stages those are: Planning, Action, Observation, Evaluation or Reflection.

1. **Description of the first cycle activities.**

a. Planning

1). Made lesson plan (RPP) about the using of jigsaw in reading comprehension that be done in class.

2). Made an observation of sheets, includes attendance list, activity, and interest students in learning English.

3). Made an evaluation tool of tests, which test questions adjusted to the implementation of learning plans were made each cycles.

b. Actions

1). Learning begins with preparing students to learn.

2). Teacher divided students in 4 groups.

3). Teacher explained about jigsaw procedures.

4). Teacher distributed the reading material for each groups.

5). Teacher applied the jigsaw model.

6). Teacher given questions to students to check their understanding of the material.

c. Observation and evaluation

This observation was made teacher when implemented teaching and learning in the classroom on going. The observer noted the situation and condition of student learning based on the observation sheet that had been prepared previously. In this case the attendance, attention, and the activity of the students in following the teaching and learning process. To get output from students about the learning activities that have been done, then at the end of the cycle students will be asked to carry out the response and evaluated the improvement students in the first cycle.

d. Reflection.

At this step, the results obtained at the stage of observation and evaluation were collected and analyzed. Observation and evaluation of the results obtained, and then the researcher will reflect us by looking at the data had collected. The results of the analysis on first cycle can known the level of success and failure while achieving goals and serve as a reference for formulating further improvement in the second cycle, so that what was achieved in the second cycle should be better.

2. Description of the second cycle activities.

Before starting the second cycle, the researcher examined perception students that taken at the end of first cycle. The weakness found in first cycle, then the improvements will be held on the second cycle. Activities performed on the second cycle that was reflecting back the activities that have been carried out on first cycle.

Activity in the second cycle, as follows:

a. Planning

    1). Reflecting back to the planning stage that has been done on first cycle.

    2). Reflections of the first cycle used as a reference for teacher to develop a new plan to be followed up again.

    3). Made planning again in the scenario learning process from the result of cycle 1 reflection.

b. Actions.

    Action at this stage was reflected back the steps that have been done in first cycle and provide some improvements may be necessary in solving problems that arisen on first cycle. Action taken at this stage was continuing the learning with the implementation of jigsaw model in teaching reading comprehension.

c. Observation and evaluation.

    In principle, observations on the second cycle was similar to observations made earlier, where teacher recorded the findings and changed that occur during the learning process with the implementation of jigsaw model on going, and conducted an evaluation to provide test results to learn at the end of the second cycle, to find out increase the results of studying English in second cycle.

d. Reflection.

    Reflection was done at the end of the cycle. The results obtained at the stage of observation and evaluation were collected and analyzed. From the results obtained,

the researcher can made a conclusion and analyzed cycle 2 to know whether the action of this cycle reaches success criteria based on the result of action.

This class studies the procedure was only conducted in two cycles in accordance with the changes that will be achieved. For more details, see the class action research flowchart below:

Flowchart
Classroom Action Research
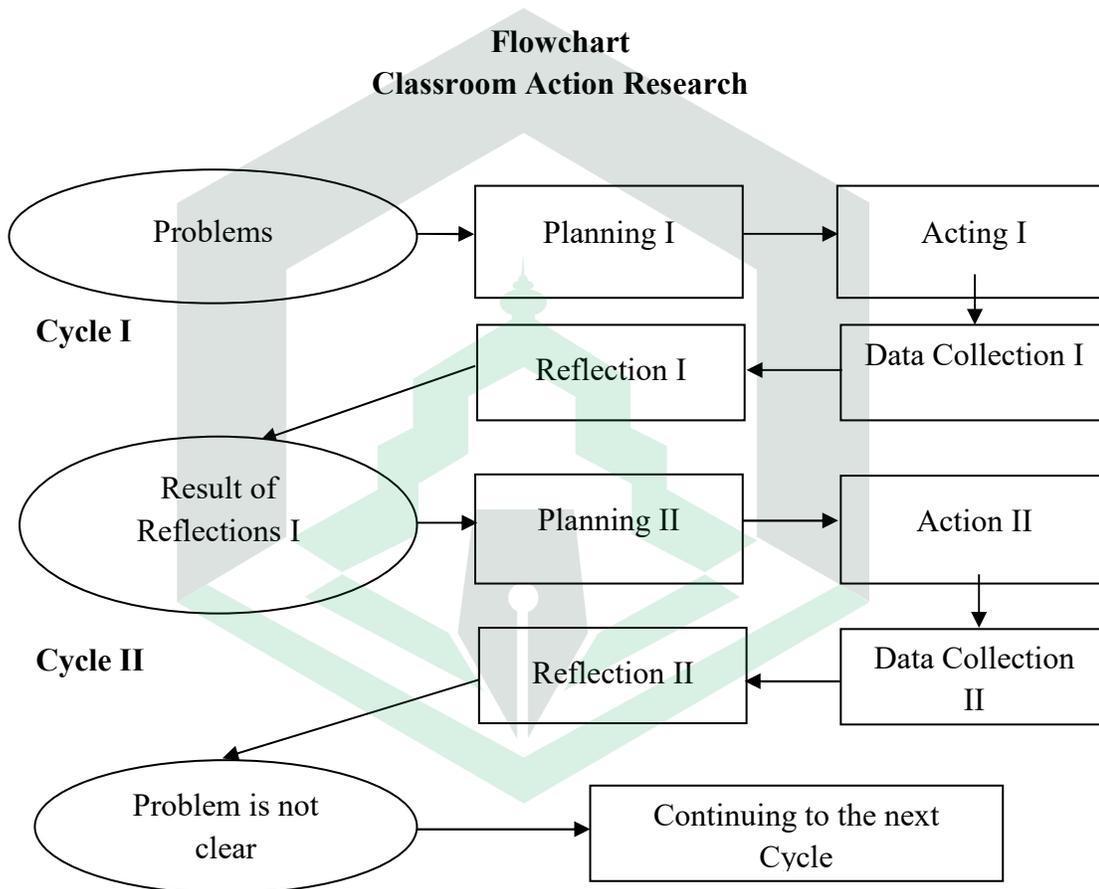
H. Indicators of Success

Successfully in this action research, if the value of students learning will have an improvement. The using of Jigsaw model in teaching reading comprehension

succeeded if students' average score was ≥ 75. The quality of learning and teaching process increased from first cycle to second cycle. This quality could be seen from the students' behavior emerge during learning and teaching process.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explained the cycles of teaching and learning process of this current research. In this case, there were two cycles used in this action, namely cycle I and cycle II.

Cycle I

1. Planning

In this section, the researcher prepared to carry out the action research class required different tools that had been created and developed previously, namely lesson plan (RPP), reading material, observation sheet. In this case, the preparations which were prepared by the researcher before acting in the cycle I were :

a. Prepared a lesson plan about the use of jigsaw in teaching reading fable which describes activities in the classroom.

b. Prepared the reading material (fable text). It was used in implementation of reading comprehension in jigsaw activities.

c. Prepared the instruments which used in cycle of classroom action research. It included observation list activities students in learning process, attendance list of students and evaluation test in the end of cycle.

2. Acting

In this stage, the implementation of the planning during four meetings and needed a time 2 @ 45 minutes in one meeting, three meetings used as a learning process and one meeting used as test cycle. Action based on the schedule of the students' regular days, they were Tuesday and Thursday.

The researcher greeted and asked the students about their condition, and prayed together to started lesson. Then the researcher introducing himself and explained the reading material that focused on fable. After giving reading material, he supported the students by using jigsaw model. Firstly, he divided the students into four groups. Each group consisted of six to seven students. After that, he gave the fable to each group. The first group got *Greedy Dog fable*, the second group got *The Bear and The Rabbit fable*, the third group got *The Monkey Judgment* fable and the fourth group got *The Shepherd's Boy fable*.

The first group presented their fable about "*greedy dog*", the chairman of the first group read the fable text for his group. After reading the fable, the chairman sent their two members to each group and told about their fable. The researcher gave them to explain what they had got about the fable for twenty minutes. Afterwards the members of the first group returned to their group. The second, third and the four groups did the same activities like the first group.

After all groups presented their fable, the researcher checked their comprehension about the material to retell the fable and what they had learned about the fable.

3. Observation

The researcher and observed all events or activities during the research. During the learning process was going on, the class was still noisy because the students were still busy with their activity. The fables had some new words for students, so that it made them confused about the meaning of the words on fables. The fable reading only gave one for each group. It made the learning process was not active.

Evaluation the students reading comprehension showed that students mastery on reading comprehension were mostly in low scores. The mean score was only 56 % (see table 1).

Table 1
Score of the students' reading fable in cycle I

No.	Students' Name	Score
1.	Abdul Rajab	70
2.	Ahmat Rifai	75
3.	Andi Nurwahdaniyah	60
4.	Arhamy Nurul Isra	50
5.	Ervian Riski Sumardi	65
6.	Fauziah Azizah Amir	60
7.	Hasmulia Citra	65
8.	Hendrik Pradana	30

No.	Name	Score
9.	Iswahyudi	45
10.	Kiki Puspita sari	55
11.	M. Ikbal Ilham	35
12.	M. Kalilwara	40
13.	Mahyiddin Zainal	60
14.	Musfirah Hajerin	60
15.	Ningsi Jaya Sari	65
16.	Novita	70
17.	Nur Al Husni	80
18.	Nurfadillah	40
19.	Nurseha Anton	45
20.	Ramlah	50
21.	Ratna Widyasari	70
22.	Rika Handayani	60
23.	Sari Insani	65
24.	Sri Wahyuni Bunga	70
25.	Zakiah Ramadani	80
MEAN SCORE		**58.6**

Calculating the mean score of the students' reading test of cycle I

$$X = \frac{\sum x}{N}$$

$$= \frac{1465}{25}$$

= 58.6

The table explain that higher score is 80 and the lowest is score is 30. There are 3 students who got score of 80, 1 student who got score of 75, 4 students who got score of 70, 4 students who got score of 65, 5 students who got score of 60, 1 student who got score of 55, 2 students who got score of 50, 2 students who got score of 45, 2 students who got score of 40, 1 student who got score of 35 and 1 student who got score of 30.

Table 2
Diagram Result of the Test in Cycle I
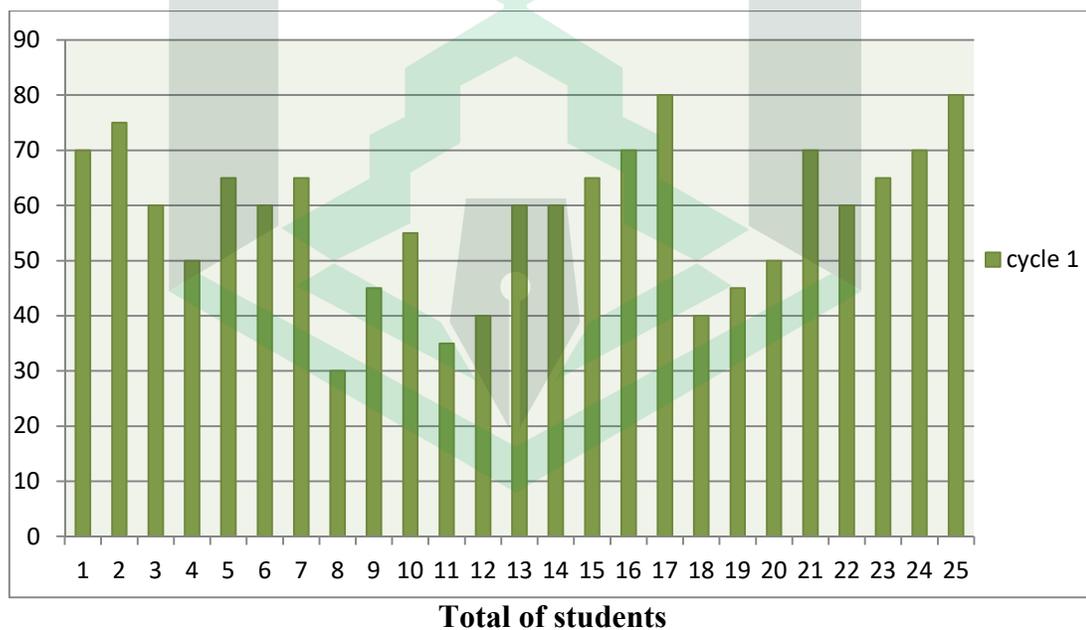
After that the researcher also did observation about activities of students in the class. He did it with observer, and got some data about activities of students in learning process. Based on the result of observation he got some data, such as 3

students were not active, 9 students were less active, 10 students were active, and just

3 students were very active. It can be seen in the table bellow:

Table 3
The observation of the students' activity in cycle I

No.	Students' Name	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	Abdul Rajab			▓	
2.	Ahmat Rifai				▓
3.	Andi Nurwahdaniyah			▓	
4.	Arhamy Nurul Isra		▓		
5.	Ervian Riski Sumardi		▓		
6.	Fauziah Azizah Amir		▓		
7.	Hasmulia Citra		▓		
8.	Hendrik Pradana	▓			
9.	Iswahyudi		▓		
10.	Kiki Puspita sari		▓		
11.	M. Ikbal Ilham	▓			
12.	M. Kalilwara	▓			
13.	Mahyiddin Zainal			▓	
14.	Musfirah Hajerin			▓	
15.	Ningsi Jaya Sari			▓	
16.	Novita			▓	

No.	Name	Very active	Active	Less active	Not active
17.	Nur Al Husni				☐
18.	Nurfadillah		☐		
19.	Nurseha Anton		☐		
20.	Ramlah		☐		
21.	Ratna Widyasari			☐	
22.	Rika Handayani			☐	
23.	Sari Insani			☐	
24.	Sri Wahyuni Bunga			☐	
25.	Zakiah Ramadani				☐
	Jumlah	4	13	10	3

Where :

   1. Very active   : the students are responsive and participated fully in all activities in the learning and teaching process.

   2. Active   : the students responses the material and interacting with others, whether to the teacher or his/ her friends.

   3. Less active   : the students pays attention and gives responses once in a while.

   4. Not active   : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc

Table 4
Diagram the Students' Participation
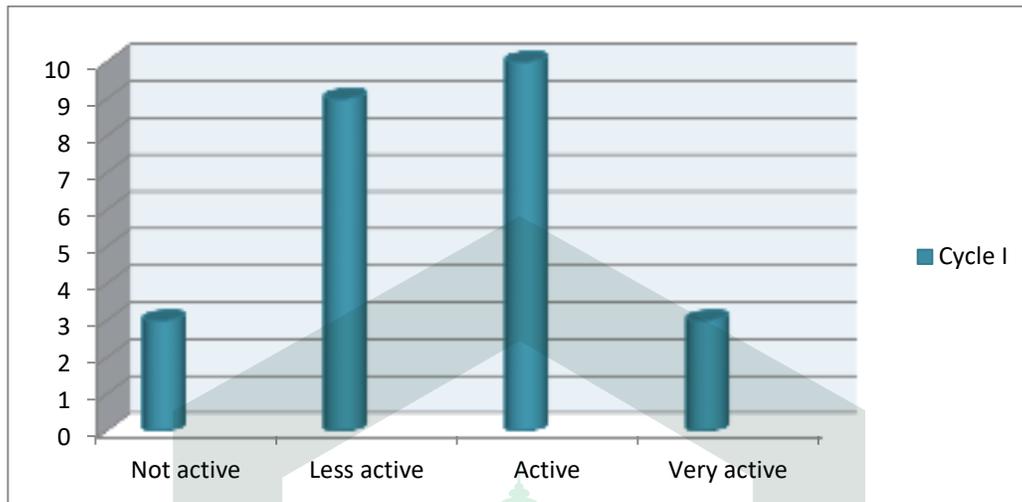
Table 5
The percentage of students' active participation in cycle I

Classification	Frequency	Percentage (%)
Not Active	3	12%
Less Active	9	36%
Active	10	40%
Very Active	3	12%

$$P = \frac{F}{N} \times 100$$

Where :

P : Percentage

F : Frequency

N : Total of students.[1]

Based on the data in cycle I shown by the description above that included 25 students, there were 3 students were not active in reading class when learning process was running, and percentage reached 12%. The less active students were 9, and percentage reached 36%. The active students were 10, and percentage reached 40%. The very active students were 3, and percentage reached 12%.

4. Reflection

In this stage the researcher got the significant weakness in teaching reading comprehension by jigsaw in cycle I that the class was still noisy because the students were still busy with their activity. The fables had some new words for students, so that it made them confused about the meaning of the words on fables. The fable reading only gave one for each group. It made the learning process was not active.

Based on the weaknesses above, it proved that this cycle I was fail or far from the target. So, it would be continue in the cycle II. For solved the problem or weakness in the cycle I, the researcher was planned in the cycle II as follow:

a. The researcher gave the fable reading to all students. It would make the learning process more effective and the students more focus in reading fable.

b. The researcher gave glossaries in each fable to support the students in comprehension the fable.

c. The researcher gave games before beginning learning process.

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[1]Sudjana, *Metodestatistika* (Bandung : Tarsito Bandung, 1992),p.73

Cycle II

1. Planning

The researcher had little different plan of cycle II. Before doing the action research, the researcher needed preparation like:

a. Before starting learning process, the researcher encouraged the students by giving motivation, game before beginning learning process.

b. The researcher gave more explanation about the material.

c. The researcher gave the fable reading to all students. It would make the learning process more effective and the students more focus in reading fable.

d. The researcher gave glossaries in each fable to support the students in comprehension the fable.

2. Action

Like in the cycle I, this cycle II was also implemented four meetings and needed a time 2 @ 45 minutes in one meeting, three meetings used as a learning process and one meeting used as test cycle. Action based on the schedule of the students' regular days, they were Tuesday and Thursday, the explanation in the cycle II as follows:

The researcher greeted and asked the students about their condition, and prayed together to started lesson. After that he gave games before started the material. Then he gave more explanation about reading material, Firstly, he divided the students into four groups. Each group consisted of six to seven students. After that, he

gave the fable to each group. In the cycle I, the fables had some new words for students, so that it made them confused about the meaning of the words on fables. Therefore, to make the students comprehend about the fable, the researcher gave glossaries on each fable. Beside that, in cycle I, each group took one fable for each group. It made learning process less effective, so that the researcher gave fables to all students. The first group got *A Rabbit and Twenty Crocodiles*, the second group got *The Old Man and His Sons*, the third group got *The Two Ducks and a Fox* fable and the fourth group got *The Proud Loin* fable.

The first group presented their fable about "*A Rabbit and Twenty Crocodiles*", the chairman of the first group read the fable text for his group. After reading the fable, the chairman sent their two members to each group and told about their fable. The researcher gave them to explain what they had got about the fable for twenty minutes. Afterwards the members of the first group returned to their group. The second, third and the four groups did the same activities like the first group.

After all groups presented their fable, the researcher checked their comprehension about the material to retell the fable and what they had learned about the fable.

The last, the researcher gave morality suggestion to the students and he gave appreciated and said thanks to students were participated in his research. And the last, he closed the learning process by saying "hamdalah" and prayer together.

3. Observation

Based on the observation in cycle I, the researcher had found problem but in cycle II he could overcome the problem and found a better result than cycle I. The students had comprehended about reading fable and the students more active than before.

Evaluation the students reading comprehension showed that students master in reading were high scores. The mean score was 80. The quality of learning and teaching process increased from cycle I to cycle II could be seen from students' questionnaires and tested (see table 6).

Table 6
Score of the students' reading fable in cycle II

No.	Students' Name	Score
1.	Abdul Rajab	90
2.	Ahmat Rifai	80
3.	Andi Nurwahdaniyah	75
4.	Arhamy Nurul Isra	75
5.	Ervian Riski Sumardi	75
6.	Fauziah Azizah Amir	70
7.	Hasmulia Citra	80
8.	Hendrik Pradana	70
9.	Iswahyudi	70

10.	Kiki Puspita sari	75
11.	M. Ikbal Ilham	75
12.	M. Kalilwara	75
13.	Mahyiddin Zainal	85
14.	Musfirah Hajerin	75
15.	Ningsi Jaya Sari	80
16.	Novita	90
17.	Nur Al Husni	100
18.	Nurfadillah	75
19.	Nurseha Anton	70
20.	Ramlah	75
21.	Ratna Widyasari	80
22.	Rika Handayani	80
23.	Sari Insani	85
24.	Sri Wahyuni Bunga	90
25.	Zakiah Ramadani	100
MEAN SCORE		80

Calculating the mean score of the students' reading test of cycle II

$$X = \frac{\sum x}{N}$$

$$= \frac{1995}{25}$$

$$= 80$$

The table explain that higher score is 100 and the lowest is score is 70. There are 2 students who got score of 100, 3 students who got score of 90, 2 students who got score of 85, 5 students who got score of 80, 9 students who got score of 75, and 4 student who got score of 70.

Table 7
Diagram Result of the Test in Cycle II
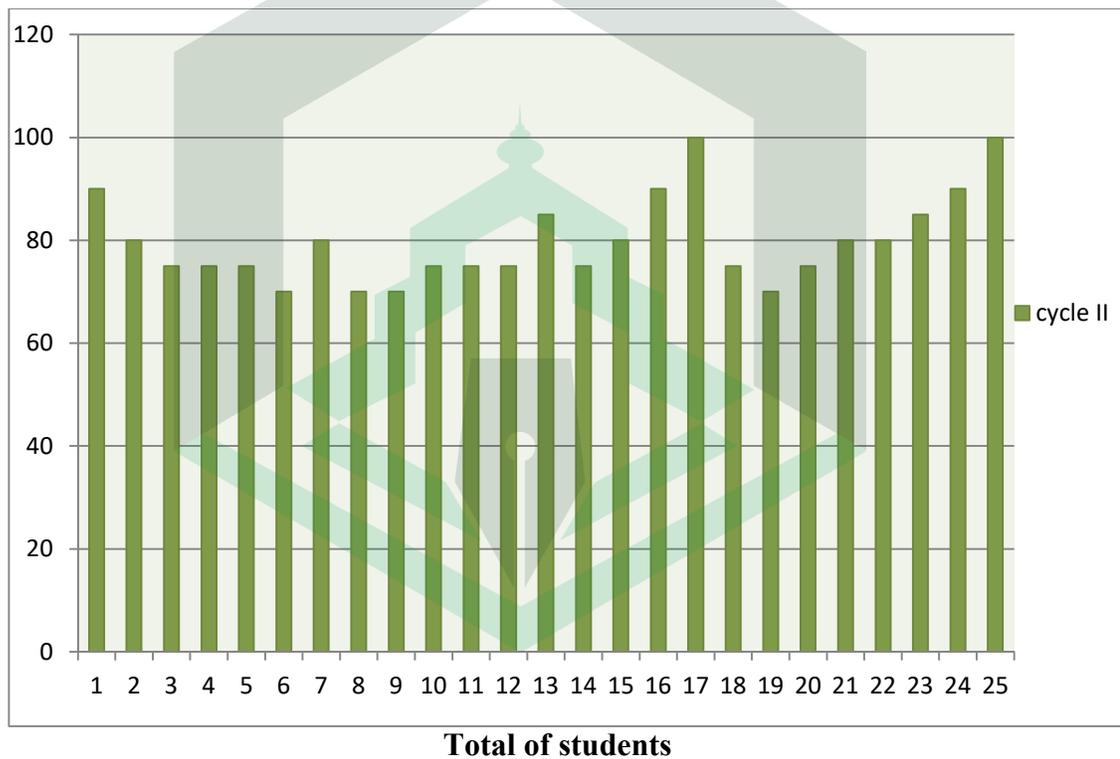
Total of students

After that the researcher also did observation about activities of students in the class. He did it with observer, and got some data about activities of students in learning process in cycle II. Based on the result of observation he got some data, such

as 4 students were less active, 9 students were active, and just 12 students was active.

It can be seen in the table below:

Table 8
The observation of the students' activity in cycle II

No.	Students' Name	Students Participation			
		Not Active	Less Active	Active	Very Active
1.	Abdul Rajab				■
2.	Ahmat Rifai				■
3.	Andi Nurwahdaniyah			■	
4.	Arhamy Nurul Isra			■	
5.	Ervian Riski Sumardi			■	
6.	Fauziah Azizah Amir		■		
7.	Hasmulia Citra				■
8.	Hendrik Pradana		■		
9.	Iswahyudi		■		
10.	Kiki Puspita sari			■	
11.	M. Ikbal Ilham			■	
12.	M. Kalilwara			■	
13.	Mahyiddin Zainal				■
14.	Musfirah Hajerin			■	
15.	Ningsi Jaya Sari				■

No.	Name				
16.	Novita				✓
17.	Nur Al Husni				✓
18.	Nurfadillah			✓	
19.	Nurseha Anton		✓		
20.	Ramlah			✓	
21.	Ratna Widyasari				✓
22.	Rika Handayani				✓
23.	Sari Insani				✓
24.	Sri Wahyuni Bunga				✓
25.	Zakiah Ramadani				✓
	Jumlah	**0**	**4**	**9**	**12**

Where :

1. Very active : the students are responsive and participated fully in all activities in the learning and teaching process.

2. Active : the students responses the material and interacting with others, whether to the teacher or his/ her friends.

3. Less active : the students pays attention and gives responses once in a while.

4. Not active : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc.

Table 9
Diagram the Students' Participation
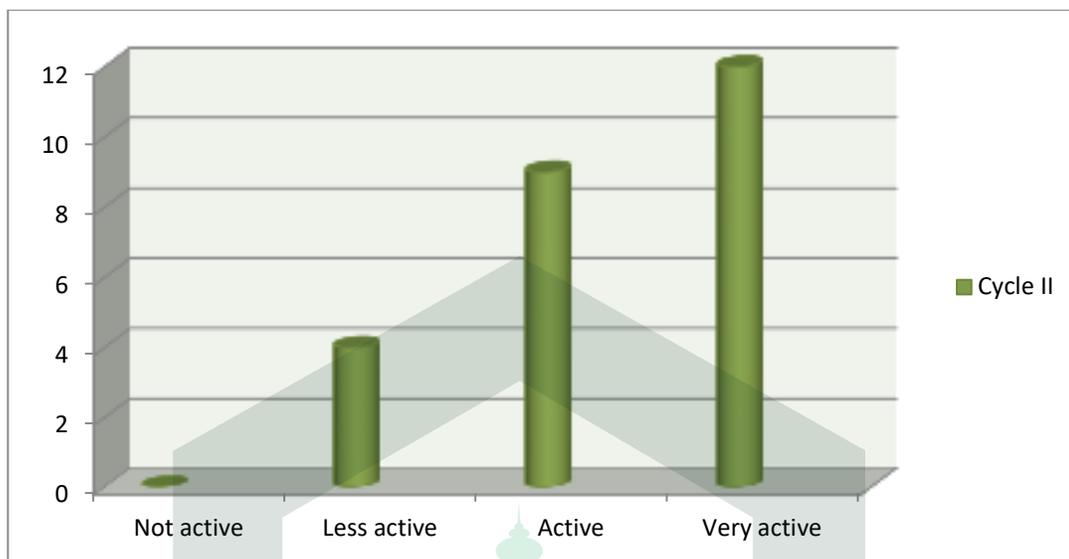
Table 10
The percentage of students' active participation in cycle I

Classification	Frequency	Percentage (%)
Not Active	-	-
Less Active	4	16%
Active	9	36%
Very Active	12	48%

$$P = \frac{F}{N} \times 100$$

Where :

P : Percentage

F : Frequency

N : Total of students.

Based on the data in cycle II shown by the description above that included 25 students, there were 4 students were less active in reading class when learning process was running, and percentage reached 16%. The active students were 9, and percentage reached 36%. The very active students were 12, and percentage reached 48%.

4. Reflection

Some successful point in the cycle II:

a. Most of the students were more active during learning process and they were very enthusiasm read the text. It happened because all of students took one fable and made the learning process more effective and the students more focus in reading fable.

b. Most of students were easier to comprehend the fable text. It happened because in each fable text there was glossaries that supported the students in comprehension the fable.

c. Most of the students active even very active in reading text when the learning process was running, 9 students were active and 12 were very active, they were active in learning process such as, they are responsive and participated fully in all activities in the learning and teaching process, and active in answer the researcher's question, 4

students were less active and none of students were not active. The students less active since they did not gave the comment or respond about the material.

d. The ideal means score have achieved, in the first cycle was only 58.6, then in the second cycle was become 80.

B. Discussion

By considering the findings, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims describing the effective way in teaching reading comprehension by Jigsaw Model. Based on the data finding, the researcher presented the discussion of data that given to the students. The students of SMA Neg.2 Palopo at the eleventh class were low in the cycle I than cycle II.

1. The Cycle I

Based on the analysis from the students' test in the cycle I, the mean score was 58.6. The criteria of success in this research with the percentage 75%. It shown that cycle I still far from the goal. The observation activities in cycle I, the researcher found some weakness in learning process. During the learning process was going on, the class was still noisy because the students were still busy with their activity. The fables had some new words for students, so that it made them confused about the meaning of the words on fables. Besides that, the students have less vocabulary. It made the students condition in reading fable less active. The fable reading only gave one for each group. It made the learning process was not active, only 3 students very

active in learning process, they were responsive and participated fully in all of activities in learning process. Only 10 students active in teaching process, they were responses the material and interacting to the teacher or his friends. Only 9 students less active and 3 students not active, because they were just once a while gave responses about the material even did not give respond. It means that the students' active in class only 52 % and 48 % did not active.

Evaluation the students reading comprehension showed that students mastery on reading comprehension were mostly in low scores. The mean score was only 58.6 % and still far from the goal. The rate percentage of students' score in reading test of cycle I there where 11 (44%) students' got 'Good', 10 (40%) students' got 'Fair', 4 (16%) students' got 'Poor' and there were no students got 'very good' and 'very poor' classification. In addition, the researcher realized that there were still some weaknesses in teaching, like the position of him when teaching or explanation the material. He just seat down in his chair when he was explaining the material, her voice unclear and weak.

It means that in cycle I the researcher was not success in teaching reading comprehension a fable by Jigsaw Model. Before he continued to the next cycle he plan to repair some of aspect that made the goal can not be achieved, like the weakness in teaching. So he continued to cycle II.

2. The Cycle II

This cycle II was repaired from the cycle I. The researcher was repaired the weakness in implementation Jigsaw Model in teaching reading comprehension in

cycle I. The researcher was planned some solution for the next cycle to solve the problems such as Before starting learning process, the researcher encouraged the students by giving motivation, gave game before beginning learning process, gave more explanation about the material, gave the fable reading to all students. It would make the learning process more effective and the students more focus in reading fables gave glossaries in each fable to support the students in comprehension the fable.

By doing the procedures above, the researcher found that students' participation was very good they did not look bored. The teaching material seemed interesting for the students. There was development from the students on reading fable in cycle II and the condition of the class can controlled. The students easier comprehend the text and more active in learning process. They were enthusiasm in learning process.

Mean while the percentage students participation in the cycle II were still varieties too. Which there were 12 students were very active, 9 students were active, 4 students were less active, and none students were not active. The result of the observation of the students' activities showed that most of students active 84 % in learning activities and there were 16 % students no active. It means that there was a significant change from the cycle before.

The mean score of the students' test in the cycle I only 58.6, after continued to cycle II the mean score of the students' test had improved was 80. The rate percentage of students' score in reading test of cycle II there where 7 (28%) students'

got 'Very Good', 19 (76%) students' got 'Good' and there were no students got 'poor' and 'very poor' classification It means that there were significant changes score from cycle I till cycle II. In cycle II the students easier comprehend the text and active in teaching learning process. In addition the goal of research can be achieved.

Based on the result of the mean score and activity in cycle II, so they had level of achievement and the researcher has known that teaching reading comprehension through jigsaw model was effective way in teaching reading comprehension, especially from reading fable. It supported by Robert Slavin said was jigsaw can be used in variety of ways for a variety of goals, including mastery, concept development, discussion, and group projects.[2]

It was closely related to the previous study done by Deby's in her thesis which under title "The Implementation of Jigsaw Technique to Improve Reading Comprehension of the First Year Senior High School Students (A Classroom Action Research in SMA N 2 Surakarta in Academic Year 2007/2008)". The research findings that the significant improvement of students' reading comprehension. With jigsaw, the students showed great interest to be actively in teaching learning process. In the classroom, they were eager to join all activities. Through jigsaw, the students

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[2] Spencer, Kagan. Spencer, *Cooperative Learning*. San Juan Capistrano, (Australia:Kagan Cooperative Learning Publisher, 1992), p. 18:3

did not only can learn the material but also could learn more cooperative to other students.[3]

By considering the condition in cycle I and cycle II this research proposed some procedures in using jigsaw model in teaching reading comprehension as follows:

a). Make the students into small group consist of 5-6 in each group.

b). Give reading text to all of students.

c). Give glossaries in each reading text.

d). Give more motivation to the students that working together is more easy comprehended the reading text.

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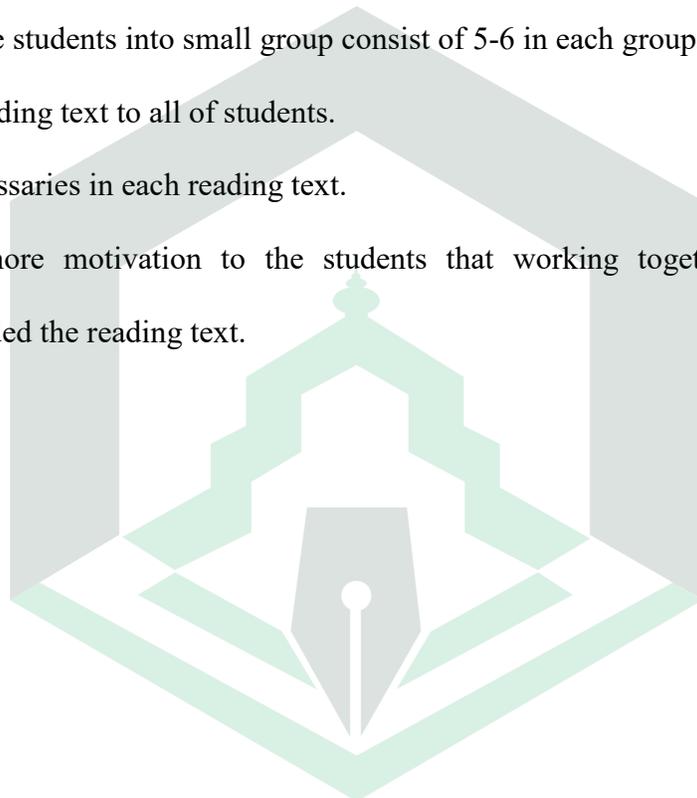
[3] Deby Sulistyowati, "*The Implementation of Jigsaw Technique to Improve Reading Comprehension of the First Year Senior High School Students (A Classroom Action Research in SMA N 2 Surakarta in Academic Year 2007/2008)*", (a thesis Universitas Sebelas Maret: Surakarta, 2009), Online: http://pasca.uns.ac.id/?p=2201, Accessed on 5th February 2014.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusion

After finishing the research, the researcher concluded the effective way in Teaching Reading Comprehension through Jigsaw at the Eleventh Year of SMA Neg. 2 Palopo. The effective way in Teaching Reading Comprehension through Jigsaw especially reading fable can be done by:

1. Forming the students into small group that consisted of 5-6 students.

2. Giving fable text to all students. It would make the learning process more effective and the students more focus in reading fable.

3. Giving glossaries in each fable. It helped the students more easy to comprehend the fable.

4. Giving more motivation to the students that working together is more easy comprehend the reading text.

5. Reading comprehension of the students can be seen from the result of the mean score has increased from cycle I (58.6) to cycle II (80). And the result of percentage of students' participation from cycle I (52 %) active, then cycle II (84 %) active. So, teaching reading comprehension through jigsaw can effective if implemented in reading material, especially reading fable.

6. Teaching reading comprehension by jigsaw effective and interesting way that can be applied in any classroom.

B. *Suggestion*

According to the conclusions presented above, the researcher can provide the following suggestions:

1. According to the result of this study, it is suggested to English teacher to apply jigsaw model when they teach reading and to be more creative in using jigsaw in teaching reading material such as; make the students working into small group, give reading material to all of students, add glossaries in each reading text. It helped the students more easy to comprehend the material.

2. It is also suggested to English teacher, to get the effective way in teaching reading comprehension, English teacher should be creative to find out the interesting or suitable model in teaching reading such as jigsaw.

3. For the next researcher who is interested to conduct a research with the same title to use it in the different skills to know the effective way whether using Jigsaw Model can or can not be function in teaching reading to other skills.

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The researcher, A. Muh. Arifuddin was born on 31 st October 1990 in Palopo. He is the sixth child from four brothers and two sisters. His parents names are Sjamsi Nurdin and A. Nur Samsinar. He started his school at Elementary School number 73 Mattekko Palopo in 1996 and graduated in 2002. In the same year, he continued his study at Junior High School Number 8 Palopo and graduated in 2005. He continued his study at Senior High School Number 2 Palopo and graduated in 2008. In the same year he took English Study Program of Tarbiyah Department STAIN Palopo. During his study, he was active in Internal Students Organizations. He was member of Sport Team STAIN Palopo (TIMPARAGA) since 2011 – 2013. He always active in every program of Sport Team STAIN Palopo (TIMPARAGA).