

**THE USE OF JIGSAW TECHNIQUE TO IMPROVE  
STUDENTS READING COMPREHENSION AT  
SMAN 4 PALOPO**

*A Thesis*

*Submitted to the English Language Education Study Program of S1 Education  
and Teacher Training Faculty of the State Islamic Institute Palopo in Partial  
Fulfilment of Requirement for S.Pd. Degree in English Education*



IAIN PALOPO

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
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**2024**

## STATEMENT OF AUTHENTICITY

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of other that I acknowledge as many own work or through.
2. All parts of this thesis are my own works expect the citation whose original sources have been reported. All mistakes or erros in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions the act, them the academic degree that have achieved can revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, Juni 23<sup>st</sup> 2024

Regards



Ahmad Yani


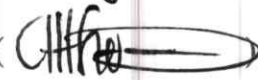



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## THESIS APPROVAL

This thesis entitled The Use Of Jigsaw Technique To Improve Student's Reading Comprehension At SMAN 4 Palopo, which is written by Ahmad Yani, Registration Number 1702020217 the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 20<sup>th</sup> Juni 2023/Zulhijjah 13<sup>th</sup> 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 19<sup>th</sup> October 2023

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## ABSTRACT

**Ahmad Yani, 2024**, *“The Use of Jigsaw Technique to Improve Students Reading Comprehension at SMAN 4 Palopo”*. Thesis of English Language Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute (IAIN) Palopo. Supervised by Dr. H. Rustan S., M.Hum. and Dr. Maghfirah Thayyib, S. S, M. Hum

The objectives of this research are to determine whether or not the use of jigsaw technique can improve the student's reading comprehension and to find out the students perception about using jigsaw technique to improve reading comprehension of the second grade students of SMAN 4 Palopo. The researcher adapted the pre-experimental method in this research. The population was 30 students. The researcher used a total sampling sample consisting of 21 students. The instruments in this research were pre test and post test. The reading test used narrative text about fairy tales, the model of reading test is essay. There are 10 number used in the test. The researcher collected the data through reading test. The data was analyzed statistically by using SPSS 22 edition. The result of the research indicated that the mean score in the post-test stage is higher than the score on the pre-test score ( $85.95 > 79.76$ ). In addition, the tailed sig-2 tailed is 0.000 smaller than the standart significant 0.05 (5%). While, the tc (tcount ) is 13.741 is higher than tt (ttable) 3,153 on  $df=20$ . It means, alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. It represents that the effectiveness of jigsaw technique in contributing to help the students to improve reading comprehension.

**Keywords** : Reading Comprehension, Jigsaw Technique, Narrative Text

## CHAPTER I

### INTRODUCTION

#### A. Background

Reading is a strategy for getting information from books, magazines, and newspapers, and for studying science and technology. By reading, students can improve their vocabulary, grammar, comprehension, and some aspects that support them. Then, it helps students to improve their ability in listening, reading comprehension, and writing.<sup>1</sup>

Reading is also something crucial and indispensable for students because the success of their studies depends on the greater part of their ability to read. If their reading skills are poor, they are likely to fail in their study or at least have difficulties in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their studying.

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, implement the grammatical rules, and gain 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 purpose of reading is comprehension is only a way for the students to arrive at what they

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<sup>1</sup> William H. Nault, *Learning Library Volume 2: Reading Skills*, ed. Dominic C. Miccolis (World Book, Inc., 1986).

want to know from the reading material. However, the problem is how to make them comprehend.<sup>2</sup>

When the researcher did the observation of eleventh graders of SMAN 4 Palopo, especially class X IPS 2. They were active in the class but if they learn English, especially reading, they usually face some problems when they read the English book. The reading comprehension of students is still very low. This is known from the results. observation and English teacher who said that the cause of the low reading comprehension of students was reading material that was difficult for students to understand. The use of learning strategy and media did not attract students' interest and they felt bored. So that is why, the researcher can give one model of cooperative learning in teaching reading comprehension by jigsaw technique.

Based on the problem above, the researcher proposes a method and tries to provide a solution to the students' problem in teaching reading comprehension. The use of strategy is an ideal tool for the teacher to teach reading comprehension and can provide the student with solutions for learning activities. Based on the previous statement, the researcher will conduct a study on "The use of Jigsaw Technique to Improve Students Reading Comprehension at SMAN 4 Palopo". Through this model, the students are expected to develop their knowledge, skills, and confidence. The most important of using jigsaw learning is to get the students interest to improve their capability and knowledge to know the subject's depth and how to teach to other students.

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<sup>2</sup> LL Blanton, "Reading as Performance Reframing the Function Of Reading Paper Presented at the 24th," *Annual TESOL*, 1990.

## **B. Research Question**

Based on the background above, the researcher formulates the research question as follows: does the use of the jigsaw technique effectively improve students' reading comprehension at SMA 4 Palopo?

## **C. Objective of the Research**

Based on the research question, the objective of the research is to find out whether the use of jigsaw effectively improves the students' reading comprehension at SMAN 4 Palopo.

## **D. Significance of the Research**

### **1. Theoretical**

The results of this study are expected to make a positive contribution to the teaching theory of how English teaching uses techniques, especially in teaching reading comprehension.

### **2. Practical**

The general practical significance of this research is improving the quality of the English language using the jigsaw technique. In particular, the expected benefits, are as follows:

#### **a. For Students**

By using jigsaw students are expected to be more interested and motivated to learn English to get a positive effect on their English achievement.

#### **b. For the teachers**

In particular, the outcomes of this inquiry report are looked forward to facilitating them in enriching the English learners.



c. For schools

The researcher will contribute to the schools themselves to improve the quality of English learning.

d. For other researchers

This research is expected to motivate further researchers to conduct more research in the future and can be a source for their research

### **E. Scope of the Research**

This research focuses on narrative text, and the narrative text was focused on folktale and fable. And research and was restricted to knowing the 10<sup>th</sup> (IPS 2) student's English reading skill through the jigsaw technique at SMAN 4 Palopo.

### **F. Operational Definition**

Based on the title “The Use of Jigsaw Technique to Improve Students’ Reading Comprehension At SMAN 4 Palopo”, the researcher provides the following definition:

1. Reading comprehension is the method of comprehending written ideas through meaningful perception and engagement with words.
2. The jigsaw technique is one of the models of cooperative learning strategy that is very interesting and can be used to improve learning achievement in teaching and learning reading comprehension and reading comprehension. This was first applied by Aronson in 1971 in Austin (Texas). The jigsaw technique is a model of cooperative learning, where students work in small groups of 4-5 people concerning heterogeneity and positive work and each

member is responsible for studying the specific problem of the assigned material and delivering it to the other group members.

3. A narrative text is a text that tells the strength and at the same time entertains the audience.

## CHAPTER II

### PREVIEW OF RELATED LITERATURE

#### A. Previous Related Findings

In this research, the research finds some research related that make the researcher eager to hold the research, as follows:

Rustan Santaria and Rusdiana Junaid in their research entitled *The Development Of Tudassipulung Cooperative Learning Modelin Improving Student's Motivation To Succeed*. They stated that *Tudassipulung* is a term that was used massively by the Bugis society before the Indonesian New Era to conduct important meetings to make decisions which were usually led by the head of sub-districts or the tribe's leaders. This term is formed by two Bugis root words, namely *tudang* which means *duduk* (sit), and *sipulung* which means *berkumpul* (gathering). These two words became a new compound word, *tudassipulung*. This word is synonymous with *rapat*, which means 'meeting', 'conference,' 'round-table,' etc. At the meeting, all the participants should value and respect each other. At the meeting, decisions are taken by considering several local pearls of wisdom, such as mutual respect (*saling menghargai/ sipakatau*), reminding or giving advice to each other (*saling menasehati/ mengingatkan/ sipakainge*) so that everyone can do and complete his/her job on time. *Tudassipulung* working principles and procedures, to the best of the writer's knowledge, are suitable to be applied in the teaching and learning process in the classroom, particularly when the learning activities require cooperation. This, in turn, will create good values which are important to be imparted to students.

Among others are mutual respect, responsibility, discipline, communication skills, empathy, ability to collaborate with other people, etc. All these can be applied when assigning tasks to students both in and out of the classroom. Overall activities performed by applying the *tudassipulung* cooperative learning model are strongly believed can improve the motivation of students to succeed.<sup>3</sup>

Herman. The Effect of the Jigsaw Technique on Reading Comprehension and Recount Text. The objective of this research is to find out the effect of the jigsaw technique on reading comprehension in grade ten of SMA 4 Negeri Pematangsiantar. The research used a descriptive quantitative research design by applying a quasi-experimental design. In conducting this design, the subjects of the research were divided into two groups: the experimental group and the control group. The treatment is introduced only to the experimental subject. The experimental group is treated using the jigsaw technique, while the control group is treated without the jigsaw technique. The subject of this research was the grade ten students (X PMIA 4 and X PMIA 5) in SMA Negeri 4 Pematangsiantar. The researcher used a mobile phone as an instrument to record video of teacher and student activity during the teaching and learning process in the class.<sup>4</sup>

What is relevant in this research is to improve the reading comprehension of teenagers. The difference is, that this study uses a quantitative descriptive research method by applying a quasi-experimental model.

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<sup>3</sup> Rustan Santaria and Rusdiana Junaid, "The Development of Tudassipulung Cooperative Learning Model in Improving Students Motivation to Succeed," 2014, 771–75.

<sup>4</sup> Herman,.. 2020. "The Effect of the Jigsaw Technique on Reading Comprehension and Recount Text."

Bambang Setiadi. The Implementation of Jigsaw Technique and Student Team Achievement Division (STAD) in Teaching Reading.<sup>5</sup> The objectives of the research were to find out the responses the students had during the implementation of the Jigsaw technique and Student Team Achievement Division (STAD). This research was done through a qualitative design. The population of this research was the second-grade students at SMPN 1 Abung Surakarta. The result showed that there were some obstacles found during the implementation of the Jigsaw and STAD Technique as follows: (1) limited vocabulary knowledge; (2) difficulty level of the text (readability); (3) noisy class situation; (4) no students background knowledge; (5) hesitancy to express opinions; (6) class dominated by the smart students. The results showed that there were obstacles that students faced during teaching, and learning reading comprehension in the class using Jigsaw, and STAD Technique.

What is relevant in this research is to improve the reading comprehension of teenagers. The difference is, that this study uses a qualitative design.

Irene Puspita Sari. A Comparative Study On The Effect Of Jigsaw And STAD Of The Students' Reading Comprehension At The Tenth Grade Of SMA Negeri 2 Banjar In The Academic Year 2013/2014. This study aimed to investigate the difference between students' reading comprehension achievement taught by using Jigsaw and taught by using STAD. The population of this study was students in the tenth grade of SMA Negeri 2 Banjar in the

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<sup>5</sup>Perwitasari, C. A., Setiyadi, A. B., & Putrawan, G. E. (2018). The Implementation of Jigsaw Technique and Student Team Achievement Division (STAD) in Teaching Reading. *Aksara: Jurnal Bahasa dan Sastra*, 19(1).

academic year 2013/2014. Sixty-two students were selected to be the sample through Cluster Random Sampling in which students in class X 1 were assigned as the experimental group X treated by the Jigsaw technique and those in class X 2 were assigned as the experimental group Y treated by the STAD technique. This research applied a post-test only design. As a result, the probability value or Sig. (2-tailed) was 0.682. It means that there was no significant difference in reading comprehension achievement between the students taught by using Jigsaw and those taught by using STAD. However, the mean score of each group is different. The mean of the student's reading comprehension achievement taught by using Jigsaw was 78.71 and the mean of the student's reading comprehension achievement taught by using STAD was 77.74.<sup>6</sup>

The equation of this research uses the same method, namely the jigsaw method. The difference is using the jigsaw method using STAD.

Nia Facharyani. The Influence of Using Jigsaw as a Method on Students' Reading Comprehension in the Seventh Grade of SMPN 7 Kota Serang. The purpose of this study was to determine the effect of using a jigsaw on students' reading comprehension. This research was conducted as quantitative research using an actual experimental design. The sampling technique used is cluster random sampling, which is divided into two classes. The experimental classes are VII B and VII F, with 38 students in each class. The research instrument is the test, which is divided into two parts: a pre-test and a post-test, which were given

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<sup>6</sup> Irene Puspita Sari. 2014. "A Comparative Study On The Effect Of Jigsaw And STAD Of The Students' Reading Comprehesion At The Tenth Grade Of SMA Negeri 2 Banjar In The Academic Year 2013/2014."

to both classes. Researchers used content validity and inter-rater reliability to make the instrument valid and reliable. Researchers used the T-test formula to find out the results.<sup>7</sup>

What is relevant in this research is to improve the reading comprehension of teenagers. The difference in this research is that it uses quantitative.

Febriana Hidayati. The effectiveness of jigsaw on reading comprehension of analytical exposition text. This paper investigates the effectiveness of Jigsaw on reading comprehension of analytical exposition text. The instruments, and achievement test used to collect data were Pre-test and post-test to experimental and control groups. They served to measure students' reading comprehension of analytical exposition text by using a jigsaw. The instrument, questionnaire was used to collect data about the participants' responses towards using jigsaw in comprehending analytical exposition text. It means the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is a significant difference in reading comprehension of analytical exposition text between students who are taught by using jigsaw learning and those who are taught by using the Grammar-Translation Method. Furthermore, the participants' responses towards using jigsaw on reading comprehension of analytical exposition text were positive in building good relationships among classmates; the students were active participants in the learning activity; and the students enjoyed learning because the jigsaw classroom stimulated students' motivation. So, Jigsaw

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<sup>7</sup> Nia Facharyani. 2018. "The Influence of Using Jigsaw as a Method on Students' Reading Comprehension in the Seventh Grade of SMPN 7 Kota Serang."

is one of the most effective ways of teaching English reading comprehension of analytical exposition text in senior high school.<sup>8</sup>

The equation of this study uses a jigsaw. the difference is using a jigsaw with a grammar-translation method.

## **B. Theoretical Review**

### **1. The concept of reading**

#### **a. Definition of Reading**

Reading entails comprehending, interpreting, and defining information. Reading is a method that a reader conducts and uses to obtain messages from written media. Reading will encourage the learner to develop their vocabulary. Students may try to practice them in speech or other language skills after reading the words in a letter, reading can alter the English of someone. Students may find it simple to use English and their minds will just repeat what they have learned many times. They have earned their brains thousands of English phrases by reading a book in English.<sup>9</sup>

Reading is a mechanism that is very much decided by what the brain and feelings and values of the reader bring to reading: knowledge/information (or misinformation, lack of information), text processing techniques, moods, worries,

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<sup>8</sup> Febriana Hidayati. 2017. "The effectiveness of jigsaw on reading comprehension of analytical exposition text."

<sup>9</sup> L. harras, K.A. dan sulistianingsi, *Materi Pokok Membaca I Jakarta: Department Pendidikan Dan Kebudayaan, E-Journal of English Language Teaching Society {ELTS}*, 1997.



and joys of it.<sup>10</sup> Reading occurs when people look at a document and assign meaning to the written symbols in the text.<sup>11</sup>

Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. Comprehension is the ability to understand and interpret spoken and written language.<sup>12</sup> Reading comprehension is a technique for improving students' success in extracting useful knowledge from text. As defined by the partnership for reading, reading comprehension is understanding a text that is read or the process of "constructing meaning" from a text. Comprehension is a construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. Reading is the act of reading something and how something is understood.<sup>13</sup>

Reading comprehension is not just reading with a loud voice but also establishing and understanding the meaning of words, sentences, and paragraphs to sense the relationship among the ideas. As it is, if students just read loudly, but cannot understand the content of the passages, it means he/she fails to comprehend the passage. Reading comprehension is the process of creating

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<sup>10</sup>Heinemann, *Reading Process Brief Edition of Reading Process and Practice Third Edition*, 3rd ed. (Ohio, 2009).

<sup>11</sup>Ann jo Aebersold & Mary Lee Field, *From Reader to Reading Teacher Issues And Strategies For Second Language Classroom* (Cambridge, 1997).

<sup>12</sup>David Nunan, *Practical Language Teaching*, (Macquarai Univesity: Sidney, 1991), p.68.

<sup>13</sup>Bayu Angriani, *Improving Students Reading Comprehension Through Question Answer Relationship (QAR) Strategy at the Second Year of SMPN 8 Palopo*, (STAIN Palopo:2014), Unpublished Thesis, p.8.

meaning by integrating the text's content and message with the readers' current knowledge and skills when interacting with the text.<sup>14</sup>

Reading comprehension is the ability to read text, to process, and to understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Reading is also motivated and fluent coordination of recognition and comprehension. Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.<sup>15</sup> Reading is a thinking process. The act of recognizing words requires the interpretation of graphic symbols.<sup>16</sup>

There are four classified levels of comprehension, but in this thesis, the researcher will only focus on word meaning, and main idea and conclude by using literal and interpretive.

## 2. Level of reading comprehension

There are four classified levels of comprehension, but in this thesis, the researcher will only focus on word meaning, and the main idea and conclude by using literal and interpretive.

### a. Literal comprehension

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<sup>14</sup>Pardo, 'What Every Teacher Needs To Know about Comprehension. the Reading Teachers.', *Mervlana International Journal of Education*, 58 (2004), 272–81.

<sup>15</sup> Harirmin Yasin, *Improving the Students' Reading Comprehension through REDWD Strategy*, (Makassar: Unismuh Makassar, 2010). P.12

<sup>16</sup> Burns C. Paul, *Teaching Reading in Today's Elementary School 3<sup>rd</sup>*, ( New York: Houghton Mifflin, 1984), p.10.

Reading means taking in ideas that are directly stated. Recognizing stated main ideas, details, causes and effects, and sequences is the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, unknown words, and paragraph meaning is important.

#### b. Interpretive

Interpretive reading means reading between the lines are making inferences. It is the process of driving ideas that are implied rather than directly stated. This category demands a higher level of thinking ability because the question of interpretation is concerned with an answer that is not directly stated in the text but they are suggested or implied to answer the question at the interpretive level, the reader must have the ability and able to work at various levels of abstraction.

#### c. Critical Reading

Critical reading means evaluating written material comparing the ideas discovered in the material with known standards and writing conclusions about their appropriateness, accuracy, and timeliness.

#### d. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does and also requires them to use their imagination.<sup>17</sup>

Reading comprehension also understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the student's experience and prior knowledge comprehension involves

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<sup>17</sup> Burns C. Paul, dkk, Teaching Reading in Today's Elementary School 3<sup>rd</sup>, ( New York: Houghton Mifflin, 1984), p.177.

understanding vocabulary, seeing the relationship among words and concepts, making judgments, and evaluating. Besides that, comprehending a written text reader typically makes use of background knowledge, phonological and phonemic awareness, vocabulary, fluency, and many basic skills which is supporting or help in reading comprehension.<sup>18</sup>

### **C. Kinds of Reading Text**

There are several kinds of reading text, as follows:

#### **1. Explanation Text**

The definition as well as the explanation's goals. An explanation is a text that describes how natural, social, technological, and cultural phenomena are created.<sup>19</sup> The object of the explanation text is to clarify the "why" and "how" of the phenomenon's creation. It is commonly used in textbooks on science, geography, and history. (1) In general, an explanation structure is a broad statement; a description of the phenomenon to be explained. Displaying a sequence of measures that sequentially illustrate the phenomenon. (2.) Feature of Language Featuring a generic participant, such as the sun, rain, and so on. Using a chronological connection; starting with the next, and so on. It employs a passive voice pattern and the present simple tense. For example of explanation text:

#### **Snow Formation**

*Within the realm of meteorology, the formation of snow is a complex process rooted in the interplay of temperature, humidity, and atmospheric*

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<sup>18</sup> Armin, *The Use of CIRC Technique in Teaching Reading Comprehension at the Eleventh Students of SMAN 4 Palopo in Academic Year 2015/2016*, ( STAIN Palopo : 2015, p.8

<sup>19</sup> Aida, S. N., & Widiyati, E. (2020). Extensive reading to improve students' writing of explanation text. *EduLite: Journal of English Education, Literature and Culture*, 5(1), 109-117.

*conditions. It commences when supercooled water droplets freeze onto ice nuclei, forming ice crystals. These crystals then undergo further growth through the accretion of water vapor. As these intricate ice structures fall through the atmosphere, they accumulate additional moisture, resulting in the unique and varied snowflakes that grace our winter landscapes. Understanding the intricacies of snow formation provides insights into regional climates and weather patterns.*

## 2. Report Text

A report is a piece of writing that provides details about something in its current state. It is the product of careful study and analysis. (1)Report text structure. First and foremost, the general portion is classified; animal, public place, plant, and so on, all of which will be addressed in general. description: a detailed description of the object being addressed.: part customs or deeds for living creatures, as well as material use (2). Report's Language Feature: Introducing a group or a broad concept: Using conditional logical connections, such as when, so, and so forth: Using the present basic tense. For example of report text:

### **Seal**

*A seal is a mammal that can live both in and out of the water. Seals are gray in color and have thin layers of flat flippers and hairy coats for protection from sand and rocks. Seals are six meters long and weigh about 150 pounds. Most seals eat a variety of fish and shellfish. Seals live in the northern hemisphere and they do not migrate.*

*Pregnant female seals go up on land every spring to have their pups. It takes almost a full year for a pregnant female seal to have a pup. They have one pup each year. Seals travel in small groups or large herds and often rest together on land.*

### 3. Narrative text

Narrative text is a type of English text in the form of a fictional story, for example:

#### **The Purse of Gold**

*A beggar found a leather purse that someone had dropped in a market place. Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant shout, "A reward! a reward to the one who finds my leather purse!"*

*Being an honest man, the beggar came forward and handed the purse to the merchant saying, "Here is your purse. Will you keep your word to give a reward now?"*

*"Reward?" scoffed the merchant greedily counting the amount of gold, "The purse I dropped had 200 pieces of gold in it. You've already stolen more than the reward I'll give you! Go away or I'll tell the police."*

*"I'm an honest man," said the beggar defiantly. "Let us take this matter to the court."*

*In court the judge patiently listened to both sides of the story and said, "I believe you both. Justice is possible! Merchant, you stated that the purse you lost contained 200 pieces of gold. Well, that's a considerable cost. But, the purse this*

*beggar found had only 100 pieces of gold. Therefore, it couldn't be the one you lost."*

*And, with that, the judge gave the purse and all the gold to the beggar.*

And also another example of narrative text: New Journalism, creative non-fiction, biographies, and historiography) and fiction (e.g., New Journalism, creative non-fiction, biographies, and historiography) are two types of narratives (i.e., literature in prose, such as short stories and novels, and sometimes in poetry and drama, although in theatre the events are primarily being shown instead of told.

To entertain and teach moral lessons to the reader, narrative text is a type of text that recounts past events with a focus on problematic experiences and resolution.<sup>20</sup> A narrative is a piece of text that tells a story while entertaining or educating the reader.<sup>21</sup>

Based on the research above, it's about understanding students' reading. It can be inferred that the use of interesting media can make reading easier for learners to understand. So researchers are interested in using media namely The Use Of Jigsaw Strategy To Improve Students' Reading Comprehension At Sma 4 Palopo. This can make students easier and more effective to improve the way students understand.

### **C. Jigsaw Technique**

#### **1. Definition of the Jigsaw Technique**

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<sup>20</sup>Pardiyono, *Teaching Genre-Based Writing* (Yogyakarta: AndiYogyakarta, 2007)

<sup>21</sup>K., & Anderson, M., *Text Types in English 2* (Malaysia: The modern art production group, 2015)

The jigsaw technique is one of the models of cooperative learning techniques that is very interesting and can be used to improve learning achievement in teaching and learning reading comprehension and reading comprehension. The jigsaw technique is a model of cooperative learning, where students work in small groups of 4-5 people concerning heterogeneity and positive work and each member is responsible for studying the specific problem of the assignment material and delivering it to the other group members.<sup>22</sup>

In this type of jigsaw cooperative learning technique, there is a group of experts and the origin. The home group is composed of the initial group of students and 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 to create a good atmosphere for all members of the other group (the original group) to explore a particular topic and then explain it 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 of discussion is complete, the members of the group then return 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 in this case, the using of a cooperative

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<sup>22</sup> Dr. Rusman, M.Pd, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* ( Jakarta: Raja Grafindo Persada, 2011). P.217.



learning strategy can provide the results of the concepts and develop the abilities and reading comprehension of students.

## 2. Model activities of jigsaw

The model measures jigsaw activities are carried out sequentially as follows:

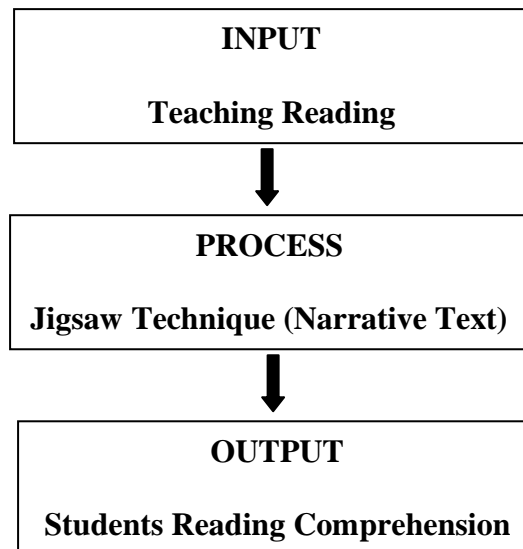
1. Submit items to be discussed are divided into several sections (segments)
2. Divide the students into some horde by the existing number of segments.
3. Each group had the task of reading and understanding the subject matter differently.
4. Each group member is to send another group to share what they have learned in the group.
5. Return to a 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<sup>23</sup>

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<sup>23</sup>Hisyam Zaini, dkk., *Strategi Pembelajaran Aktif*, (cet. VI: Yogyakarta: Institut Agama Islam Negeri Sunan Kalijaga, 2007), p.59-60

#### **D. Conceptual Framework**

The conceptual framework is described in the chart below :



The conceptual framework shows the process of the research in teaching reading comprehension using the jigsaw technique. In the English learning process, the researcher implements a jigsaw in teaching reading comprehension and narrative text as the material for reading comprehension. Teaching reading comprehension using the jigsaw technique will use a pre-experimental method to find out the most effective way to improve students' reading comprehension. The jigsaw model is the technique used in this research. The procedure of the implementation of the jigsaw is working by group and narrative text as the material that discusses and comprehends the group. It can help the students easily comprehend the narrative text by working in groups. In addition, this strategy can also give students opportunities to comprehend the narrative text individually and teach it to others. As a result, jigsaw puzzles can help students understand the fable text. To clarify this framework can be seen in the chart mindset below.

**E. Hypothesis**

There are two hypotheses in this study as follows:

1. H1 (Alternative Hypothesis): The jigsaw technique effectively improves students' reading comprehension at SMA 4 Palopo.
2. H0 (Null hypothesis): The jigsaw technique does not effectively improve students' reading comprehension at SMA 4 Palopo.

### CHAPTER III

#### RESEARCH METHOD

##### A. Method of the Research

This method used experimental research methods. This aims to determine the effectiveness of the jigsaw technique in reading comprehension learning with narrative text.

##### B. Research Design

Pre experimental method consists of a pre-test, treatment, and post-test where the design of the research uses the formula as follows:

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

Where :

O<sub>1</sub>: Pretest

X: Treatment

O<sub>2</sub>: Post-test<sup>24</sup>

##### C. Variable of the Research

In this study, there are two variables, namely:

1. Students' reading comprehension as the independent variable
2. Jigsaw technique as the dependent variables

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<sup>24</sup>Sugiono, 'Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R and D( Bandung : Alfabeta.', 2008, 112.

## **D. Population and Sample**

### **a. Population**

The population of this study were students taken at SMA Negeri 4 Palopo as many as 30 students from class X IPS 2.

### **b. Sample**

In this research, the researcher used purposive sampling technique at X IPS 2 students of SMA 4 Palopo. There were two classes with 30 students, and 21 students participated in this research.

## **E. The instrument of the Research**

This research used the reading test consisting of pre-test and post-test, which aims to determine the ability before and after being given treatment. The reading test used narrative text about fairy tales, and the model of the reading test is an essay. There are 10 numbers used in the test.

## **F. The Procedure for Collecting Data**

In data collection, the researcher took the following collection procedure:

### **1. Pre-test**

The researcher gave pre-test to students before giving treatment. The test was an essay. There were 10 numbers on each test. The researcher was given thirty minutes to work on the text.

### **2. Treatment**

In treatment, the researcher conducted four meetings. The steps are as follows:

- a. First Meeting, the researcher introduced himself and explained the material about the narrative text as a tool to teach reading comprehension to students. Then, the researcher teaches the reading comprehension structure.
- b. Next activity. The researcher shared a jigsaw technique about "to read". Next activity, the researcher divided students into 4 or 5-person jigsaw groups. The groups should be diverse in terms of animal names. Next, appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
- c. Next, divide the day's lesson into 1-4 segments. Assign each student to learn one segment. Make sure students have direct access only to their segment. The segments focused in narrative text, and had different theme such as : Folklore (Sangkuriang) on the 1<sup>st</sup> segment, legend (Danau Toba) on the 2<sup>nd</sup> section, fable (Rabbit and the Turtle) on the 3<sup>rd</sup> section, and fairy tale (Hansel and Gratel) on the 4<sup>th</sup> section. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it. Form temporary " expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Bring the students back into their jigsaw groups. Ask each student to present her or his segment to the group. Float from group to group, observing the process. At the end of the session, give a quiz on the material.

### 3. Post-test

Finally, the researcher gave a post-test after receiving the treatment. The post-test involves a multiple-choice test of twenty points. For each number, the

researcher gave one minute, so the teenagers were given twenty minutes to do the test. Provide a post-test to find out the consequences of the use of the jigsaw technique.

### **G. The Technique of Data Analysis**

In this analysis, the researcher will use the following techniques to analyze the data obtained from the sample:

1. Scoring the correct answers from the reading test provided by using the formula:

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test items}} \times 100$$

2. The respondent score is based on the following classification.

<b>No.</b>	<b>Score</b>	<b>Classification.</b>
1.	86-100	Excellent
2.	76-85	Very good
3.	66-75	Good
4.	56-65	Average
5.	36-55	Fair
6.	0 - 35	Poor

3. Calculating the rate percentage of the respondent score below:

$$p = \frac{f}{N} \times 100$$

Were:

P = percentage

F = the cumulative frequency of subjects.

N = total number of subjects.

4. Assessing the standard deviation, significance measure, and standard significance using SPSS 22.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

This research intends to describe the data and analyze it statistically. The data evaluated the students' scores before and after treatment. The researcher calculates the students' pre-test and post-test scores to find out the students' reading improvement. The score in the test stage came out with a statistic score, representing the mean score and the standard deviation during the pre-test and post-test.

##### 1. Pre-Test

Table 4.1 Pre-Test Score	
Respondent	Pre-Test Score
R1	80
R2	75
R3	80
R4	85
R5	75
R6	80
R7	85
R8	80
R9	82
R10	80
R11	78
R12	75
R13	75
R14	84
R15	83
R16	74
R17	80
R18	79
R19	85
R20	78
R21	82

The table above shows that from the student's pre-test scores, 1 student got 74, 4 students got 75, 2 students got 78, 1 student got 79, 6 students got

80, 2 students got 82, 1 student got 83, 1 student got 84, and 3 students got 85.

Table 4.2 Descriptive Statistics of Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	21	74	85	79.76	3.548
Valid N (listwise)	21				

Table 4.2 shows the descriptive statistics of students' pre-test scores. It explains that the highest student score is 85, and the lowest is 74. It also stated that the mean score of the students' pre-test is 79.76 with a standard deviation is 3.548.

## 2. Post-Test

Table 4.3 Post-Test Score

Respondent	Post-Test Score
R1	85
R2	80
R3	85
R4	90
R5	78
R6	89
R7	92
R8	88
R9	89
R10	86
R11	90
R12	79
R13	81
R14	90
R15	91
R16	78
R17	84
R18	86
R19	91
R20	83
R21	90

The table above shows that from the students' post-test scores, 2 students got 78, 1 student got 79, 1 student got 80, 1 student got 81, 1 student got 83, 1 student got 84, 2 students got 85, 2 students got 86, 2 students got 89, 4 students got 90, 2 students got 91 and 1 student got 92.

Table 4.4 Descriptive Statistics of Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	21	78	92	85.95	4.610
Valid N (listwise)	21				

Table 4.4 shows the descriptive statistics of students' post-test scores. It explains that the highest student score is 92, and the lowest is 78. It also stated that the mean score of the students' post-test is 85.95 and the standard deviation is 4.610.

### 3. Comparison and Paired Sample T-test Between Pre-Test and Post-Test

Table 4.5 Comparison Table Between Pre-Test and Post-Test

Score	Classification	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
86-100	Excellent	0	0%	12	57%
76-85	Very good	16	76%	9	43%
66-75	Good	5	24%	0	0%
56-65	Average	0	0%	0	0%
36-55	Fair	0	0%	0	0%
0 - 35	Poor	0	0%	0	0%
<b>Total</b>		21	100%	21	100%

The comparison of the pre-test and post-test results is shown in Table 4.5. 16 students (76%) received a very good score on the pretest, and 5 (24%) received a good score. 12 students (57%) received an excellent score on the post-test, and 9 students (43%) received a very good score.

Table 4.6 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	prettest	79.76	21	3.548	.774
	posttest	85.95	21	4.610	1.006

Table 4.6 sample statistics of the pre-test and post-test above indicates that the value of standard deviation in the pre-test is 3.548 and 4.610 in the post-test. Besides, the standard error mean in the pre-test was .774, and in the post-test was 1.006. The table above also shows that the mean score on the pre-test was 79.76, and on the post-test was 85.95.

Table 4.7 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	prettest & posttest	21	.904	.000

Table 4.7 paired samples correlation of pre-test and post-test above presented the correlation of the student's ability before and after treatment was .904. It means that there was a significant correlation between student's ability to teach reading by using the jigsaw technique before and after treatment.

Table 4.8 Paired Samples Test

		Paired Differences							
				Std. Error	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Mean	Lower	Upper	t	df	
Pair 1	PreTest - PostTest	-6.190	2.064	.450	-7.130	-5.251	-13.741	20	.000

From Table 4.8, the researcher got the data (concluded) = 13.741 and df (degree of freedom) = 20. Based on the result, the researcher concluded that  $t_0/\text{count}$  is higher than  $t_t/\text{table}$  ( $13.741 > 3,153$ ). They were related to the result that ( $t_0 > t_t$ ) the t-count is higher than the t-table. It is concluded that there is a significant difference in teaching reading before and after trough Jigsaw strategy.

Because of that, the researcher believes that the Jigsaw technique can improve students' reading comprehension of SMAN 4 Palopo.

## **B. Discussion**

In this research, the students can improve reading comprehension by using Jigsaw technique to improve reading comprehension through activities. Moreover, the researcher found that the use of the Jigsaw technique in the classroom made the students more active, for example in asking and reading comprehension, and further enhanced student communication, critical thinking, and more active discussion in the class. The improvement of student's reading comprehension is caused by applying the jigsaw technique to students in the post-test. In the pre-test, the researcher gave the students an essay before applying the jigsaw technique. After the researcher gives the treatment to the students, they become active in the learning process in the classroom. The description of data collection through the reading test was explained in the previous findings section showing that the students after the application of the jigsaw technique are significant.

The pre-experimental class showed differences in the test before and after the researcher gave the treatment. The researcher showed that students who used the jigsaw technique to improve their reading comprehension through, there are differences in students test results after the treatment stage. The students then completed a post-test to understand learning outcomes from previous treatments. For the study, researcher had 21 students complete a pre-test, treatment, and post-test. Students narrated the narrative text and got students to retell the story in front

of the class. This activity was designed to overcome student boredom and build student confidence.

After the treatment, a post-test was conducted to check the development of students' reading comprehension. the researcher gave a post-test after receiving the treatment. The post-test involves a multiple-choice test of twenty points. For each number, the researcher gave one minute, so the students were given twenty minutes to do the test.

From the treatment of the result using a jigsaw, it can be said that the post-test result increased. The mean score in the post-test was higher than the mean score in the pre-test ( $79.76 < 85.95$ ). Mainly, the value of that  $t_c$  ( $t_{count}$ ) = 13.741 was higher than While the  $t_t$  ( $t_{table}$ ) = 3,153. for this reason, it can be concluded that using jigsaw effectively improved reading comprehension in the second grade of SMAN 4 Palopo. The researcher detected that students found a new ambiance by using a jigsaw in learning to speak well. Based on the statistical scores, this study proves the effectiveness of the jigsaw in improving students' reading comprehension.

After measurement using SPSS 22 edition, the results showed that the significant 2-tail score was 0.000, which is smaller than the standard significant score of 0.05 (5%). The calculation of the score of this statistical analysis shows that  $H_a$  is accepted. While  $H_0$  is rejected. This proves that the jigsaw technique shows differences in students scores, precisely in reading comprehension. In this study, there were 21 students as a sample in the pre-experimental class. After applying the jigsaw technique to reading, the student's reading comprehension

was improved because they used some new vocabulary that the students found during the learning process. The students were familiar with the vocabulary they knew so the students increased their reading comprehension and more enjoyable to appear in teaching-learning activities, so the students were fluent in reading comprehension. Based on the result of the data analysis the researchers conclude that the use of the jigsaw technique is effective in improving the students' reading comprehension in the teaching process.

This is supported by previous researchers such as Herman in his research entitled "The Effect of the Jigsaw Technique on Reading Comprehension and Recount Text" which found that there was a significant difference between teaching reading comprehension using the jigsaw method and without it. The researcher found that using the jigsaw technique can improve Student's reading comprehension. Next, previous findings supported Bayu Angriani in her research "Improving Students Reading Comprehension Through Question Answer Relationship (QAR) Strategy at the Second Year of SMAN 4 Palopo". She found that using the jigsaw technique showed that there was a significant influence between students who were taught conventional and who were taught by jigsaw technique one. The researcher found after applying the jigsaw technique the students were more active and enjoyable in teaching and learning activities and also they were more familiar with the words they learned so that their reading comprehension improved.

The effect of the jigsaw technique is to improve Student's reading comprehension, communication, discussion, critical thinking, and collaboration in

the classroom. It can be concluded that the effect of the jigsaw technique can improve students' reading comprehension. The results of this study indicate that the Student's reading comprehension improved efficiently and effectively after participating in the teaching and learning process using the jigsaw technique. In addition, the effect of the jigsaw technique can increase student reading comprehension.

The researcher also had difficulty in conducting this research such as students having difficulty managing the students to not make noise in class so the learning process is go better. The researcher did not have an assistant so the researcher asked another student that not have an activity outside to take a picture that would be documented.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data that has been analyzed, using the jigsaw technique can improve students' reading comprehension. It proved that the mean score in the post-test was higher than the mean score in the pre-test ( $79.76 < 85.95$ ). Mainly, the value of that  $t_c (t_{count}) = 13.741$  was higher than While the  $t_t (t_{table}) = 3,153$ . for this reason, it can be concluded that using jigsaw effectively improves reading comprehension in the second grade of SMAN 4 Palopo. There is a significant difference between before and after being given treatment with learning using the jigsaw technique. So, it can be concluded that the use jigsaw technique is effective in improving students' reading comprehension in tenth grade at SMAN 4 Palopo.

#### B. Suggestion

Based on the conclusions and implications mentioned before, there were some suggestions for the English teacher, the students, and the other researchers as follows;

##### 1. For the teacher

The English teacher needs to improve her teaching quality. It is related to her managerial skills in handling the techniques, materials, and students. She should use some interesting techniques in teaching reading comprehension because the technique is an important thing in the teaching and learning process and will eventually affect the

students' reading comprehension. She also should be creative in using the materials. About the Jigsaw technique, she needs to use various routines and classroom English that are appropriate to her students' level of proficiency and make sure her students listen, understand, and can use them. They also need to give various interesting activities to increase the students' involvement. As language is a means of communication, she should pay more attention to the reading comprehension learning process and give the students more opportunities to practice their English orally as it is in the Jigsaw technique.

2. For the students

An English teaching and learning process can run effectively if every component works hand in hand for better accomplishment. The students, as the subjects of the learning process, should actively get involved in the activities during the teaching and learning processes. If they think and feel English is a difficult subject to learn, they should seriously learn it, not choose to ignore or abandon the learning process. They need to pay more attention and want to learn the subject. As the quote says practice makes perfect.

3. For the researchers

The researcher suggests that the teacher should be creative in teaching English, especially reading comprehension because teaching reading comprehension needs more methods or techniques in improving it.

Finally, the writer realizes that this thesis is far from being perfect and because of that, constructive criticism and advice are expected for the perfection of the thesis. The writer hopes that the results of this research can be useful for the readers.

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# **A p p e n d i c e s**

## APPENDIX I

### SURAT PERMOHONAN IZIN PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO**

**FAKULTAS TARBIYAH & ILMU KEGURUAN**

Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo  
Email: [ftik@iainpalopo.ac.id](mailto:ftik@iainpalopo.ac.id) / Web: [www.ftik-iainpalopo.ac.id](http://www.ftik-iainpalopo.ac.id)

Nomor : 1014 /In.19/FTIK/HM.01/08/2022  
Lampiran : -  
Perihal : **Permohonan Surat Izin Penelitian**

Palopo, 30 Agustus 2022

Yth. Kepala Badan Kesbangpol dan Linmas Kota Palopo

di -

Palopo

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu:

Nama	: Ahmad Yani
NIM	: 17 0202 0217
Program Studi	: Pendidikan Bahasa Inggris
Semester	: X (sepuluh)
Tahun Akademik	: 2021/2022

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMAN 4 Palopo dengan judul: **"The Use of Jigsaw Technique to Improve Students' Reading Comprehension at SMAN 4 Palopo"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Dekan,

Dr. Nurdin K, M.Pd.

NIP19681231 199903 1 014



## APPENDIX II

### SURAT IZIN PENELITIAN



1 2 0 2 2 1 9 0 0 9 1 0 7 9

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 1079/IP/DPMPSTP/IX/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi,
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja,
3. Peraturan Mendagri Nomor 3 Tahun 2020 tentang Penerbitan Surat Keterangan Penelitian,
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo,
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelagasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : AHMAD YANI  
Jenis Kelamin : Laki-Laki  
Alamat : Dusun Karambua 2 Luru Timur  
Pekerjaan : Mahasiswa  
NIM : 17 0202 0217

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION AT SMAN 4**

Lokasi Penelitian : SMA NEGERI 4 PALOPO  
Lamanya Penelitian : 01 September 2022 s.d. 01 Oktober 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
  3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
  4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 02 September 2022  
a.n. Kepala Dinas Penanaman Modal dan PTSP  
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

**ERICK K. SIGA, S.Sos**  
Pangkat : Penata Tk.I  
NIP : 19830414 200701 1 005

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 6/WG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



### APPENDIX III

#### SURAT KETERANGAN PENELITIAN



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINASPENDIDIKAN  
SMA NEGERI 4 PALOPO**

*Jalan Baka Balandai No. Telp (0471) 21475 Email: sman04plp@gmail.com*

#### SURAT KETERANGAN PENELITIAN

Nomor : 421.3/911-UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 4 Palopo, menerangkan bahwa :

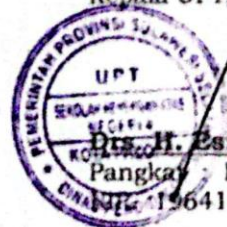
N a m a	: AHMAD YANI
NIM	: 1702020217
tempat/tanggal lahir	: Karambua, 18 Agustus 1998
Jenis Kelamin	: Laki - laki
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Balandai Kota Palopo

Yang bersangkutan telah mengadakan penelitian di **SMA Negeri 4 palopo**, terhitung mulai tanggal 30 Agustus s/d 27 September 2022, guna melengkapi Skripsi yang berjudul :

**" The Use Of Jigsaw Technique To Improve Student's Reading Comprehension At SMA Negeri 4 Palopo"**

Demikian Surat Keterangan Penelitian ini di buat, di berikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 02 Februari 2023  
Kepala UPT,



**Drs. H. Esman, M.Pd**  
Pangkat : Pembina Utama Muda  
NIP. 19641231 198903 1 242

**BerAKHLAK**  
SILA KE-4  
BERAKHLAK

**#bangga  
melayani  
bangsa**

**Sipakatau**

**DISDIK**

## APPENDIX IV

### RENCANA PELAKSANAAN PEMBELAJARAN

#### Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMA 4 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/ IPS (2)  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 1 x 45 minutes

#### A. Tujuan Pembelajaran

Melalui kegiatan pembelajaran model jigsaw peserta didik dapat mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas.

#### B. Materi dan Strategi Pembelajaran

1. Materi : Narrative text
2. Strategi : Indirect Instruction, Interactive Instruction, Experiencing Instruction
  - a. Teori : Constructivism
  - b. Pendekatan : Contextual: Sosial/cooperative
  - c. Model : Project Based Learning
  - d. Metode : Tanya jawab, Diskusi
  - e. Teknik : Jigsaw strategy
  - f. Material : RPP, Rubrik, Buku Paket
  - g. Moda : Offline

#### C. Penilaian

##### 1. Penilaian Pengetahuan Reading

Score	Categories
80 – 100	Very Good



**Note: Setiap aspek menggunakan skala 1 s.d 5**

<b>1 = Sangat Kurang</b>	<b>3 = Cukup</b>	<b>5 = Amat Baik</b>
<b>2 = Kurang</b>	<b>4 = Baik</b>	

**Mengetahui**  
**Guru Pamong,**

**Zetly Limbu**  
**NIP.**

**Palopo, 18 Mei 2022**

**Mahasiswa**

**Ahmad Yani**  
**NIM. 17 0202 0217**

**APPENDIX V**  
**PRE-TEST**  
**&**  
**POST TEST**

## **PRE-TEST**

### **SNOW WHITE**

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

**Answer the questions below based on the text!**

1. What is the purpose of the text?
2. Why did Snow White live with her uncle?
3. Where did Snow White's parents?
4. How many dwarfs that live with Snow White?
5. What is the moral lesson of the story?
6. What are the language features of narrative text?
7. why do narrative texts use simple past tense?
8. Where did Snow White live after she ran away to the forest?
9. When did Snow White run away to the forest?
10. Why did Snow White run away to the forest?

## **POST-TEST**

### **The Rabbit and the Turtle**

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

**Answer the questions below based on the text!**

1. What kind of text is above?
2. What is the purpose of the text above?
3. Who was boasting?
4. Who could run fast?
5. Who wanted to challenge the rabbit to a race?
6. What happened at the start of the race?
7. What happened at the halfway point?
8. What did the turtle do?
9. Who won the race?
10. What lesson do we learn from this story?

## PRE-TEST AND POST-TEST RESULTS

### Appendix 1: Pre-test

#### SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Answer the questions below based on the text!

1. What is the purpose of the text?
2. Why did Snow White live with her uncle?
3. Where did Snow White parent's?
4. How many dwarfs that live with Snow White?
5. What is the moral lesson of the story?
6. What are the language features of narrative text?
7. why do narrative text use simple past tense?
8. Where did Snow White live after she ran away to the forest?
9. When did Snow White run away to the forest?
10. Why did Snow White run away to the forest?

1. The purpose of the text is to retell ~~to~~ about the story and to entertain the reader about the story.
2. She lived with her uncle because her parents were dead.
3. They both wanted to was at America.
4. There were seven dwarfs.
5. The moral lesson of the story is: "do something what makes you happy."
6. The language features of <sup>the</sup> narrative text is using past tense.
7. Because we retell the story that happened in the past.
8. She was into the woods.
9. She ran away to the forest at the next morning.
10. Because she didn't want to live with her uncle and her aunt.



Nama : A. Gita Safitri  
Kelas : X MIA I

#### Appendix I Pre-test

##### SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Answer the questions below based on the text!

1. What is the purpose of the text? To tell us about story Snow White.
2. Why did Snow White live with her uncle? Because her parents were dead.
3. Where did Snow White parent's? Were dead.
4. How many dwarfs that live with Snow White? 7
5. What is the moral lesson of the story? Trying to living independently.
6. What are the language features of narrative text? Use Simple Past Tense.
7. why do narrative text use simple past tense? To tell us about Ancient Stories.
8. Where did Snow White live after she ran away to the forest? She saw a little cottage.
9. When did Snow White run away to the forest? In the next morning.
10. Why did Snow White run away to the forest? Because she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

name : Siti Fatmawati

kelas : X. MIA 1

#### Appendix 1 Pre-test

#### SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

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Answer the questions below based on the text!

1. What is the purpose of the text?
2. Why did Snow White live with her uncle?
3. Where did Snow White parent's?
4. How many dwarfs that live with Snow White?
5. What is the moral lesson of the story?
6. What are the language features of narrative text?
7. why do narrative text use simple past tense?
8. Where did Snow White live after she ran away to the forest?
9. When did Snow White run away to the forest?
10. Why did Snow White run away to the forest?

Answer:

1) Tell us about snow white story

2) Cause her parents were dead

3) were dead

4) Seven

5) Trying living independently

6) use simple past tense

7) Tell us about ancient stories

8) She saw a little cottage

9) in the next morning

10) Cause she disappointed with her uncle

## Appendix 2: Post-test

### The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Answer the questions below based on the text!

1. What kind of the text above? The kind of the text above is Narrative Text.
  2. What is the purpose of the text above? To tell us about lessons of the story.
  3. Who was boasting? The Rabbit
  4. Who could run fast? The Rabbit
  5. Who wanted to challenge the rabbit to a race? The Turtle.
  6. What happened at the start of the race? The rabbit was laughing at the turtle
  7. What happened at the half-way point? for being so slow. The rabbit asleep.
  8. What did the turtle do? The turtle kept walking step by step.
  9. Who won the race? The turtle
  10. What lesson do we learn from this story? Don't be arrogant.
-

Nama : Josua Henry Ewon

Kls : X.MIA 1

#### Appendix 2: Post-test

##### The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Answer the questions below based on the text!

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  2. What is the purpose of the text above? To tell us about lessons of the story.
  3. Who was boasting? The Rabbit
  4. Who could run fast? The Rabbit
  5. Who wanted to challenge the rabbit to a race? The Turtle.
  6. What happened at the start of the race? The rabbit was laughing at the turtle
  7. What happened at the half-way point? for being so slow. The rabbit asleep.
  8. What did the turtle do? The turtle kept walking step by step.
  9. Who won the race? The turtle
  10. What lesson do we learn from this story? ~~Don't~~ DO not be arrogant.
-



MIAMA : RIVALDO JUNIVER

ELS : X, MIA 1

#### Appendix 2: Post-test

##### The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him.

All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Answer the questions below based on the text!

1. What kind of the text above? : It is narrative text, the theme is fable
  2. What is the purpose of the text above? : The purpose is to entertain the reader
  3. Who was boasting? : It is rabbit
  4. Who could run fast? : It is rabbit
  5. Who wanted to challenge the rabbit to a race? : He challenged turtle
  6. What happened at the start of the race? : The rabbit raced way ahead of turtle
  7. What happened at the half-way point? : Rabbit can't see turtle anyway
  8. What did the turtle do? : Turtle passed rabbit when rabbit slept
  9. Who won the race? : The winner was turtle
  10. What lesson do we learn from this story? : "Don't underestimate someone or you will regret yourself."
-

# **Documentation**

## PRE-TEST



Figure 1 : The researcher gave a pre-test to students

## TREATMENT



Figure 2 : The researcher gave treatment to students



## POST-TEST



Figure 3 : The researcher gave a post-test to students