

CHAPTER IV

FINDINGS

A. The Implementation of Jigsaw Technique to Improve Reading Skill

In this chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of Jigsaw technique to improve students' reading skill on narrative text and to find out the improvement of students' narrative text of reading skill being taught through using Jigsaw technique. In this research, the researcher uses classroom action research. In these findings, the researcher presents the findings of research and the analysis of the data collected which are conducted through three cycles that consist of pre-cycle, two cycles of treatment. Pre-cycle to get students base score in reading skill, two cycles of treatment are the teaching and learning processes using jigsaw technique and the assessment tests. The findings descriptions of all cycles are as follows:

1. Pre – Cycle

This activity was done on Saturday April 24th, 2010. In this first stage, the teacher was used conventional way in teaching reading (conventional method) this is done to know students' basic score of reading when taught using jigsaw technique.

In this activity, the teacher was doing teaching learning process as usual; the teacher learning process began with reading by teacher loudly. But not all the students paid attention to the teacher. There were only some students active to ask questions to teacher during the teaching learning process. After that the teacher gave pre-test to get students basic score using technique that usually applied by the teacher (teacher learning center). The students' mark that contained 10 items of multiple choice and 10 items of essay test. All of the questions were about the story of narrative text. It was followed by 40 students as the participants of the

study. The teacher provided 45 minutes for them to do the test. The purpose of the test was to measure the skill of the students in English reading text and to know basic score of reading when taught using conventional method.

Based on the observation in this activity, most of the students had difficulties to do it. It can be seen from their faces which appeared nervous and also from their activities. After doing the test, the teacher asked them to which one of the 20 items of the test was too difficult for them to do. The students said that almost of the questions were too difficult to be answered. This condition was not interesting for reading class. The teacher and researcher decided to use another technique to make students interested and enjoyed the reading class in order to improve students' reading ability and comprehend the text; the technique is jigsaw technique.

2. First Cycle

This activity was done on Thursday April 29th 2010. Knowing the students' result from the pre cycle not satisfied enough. The teacher and researcher decided to use jigsaw technique to solve the problem.

In this activity, the teacher taught reading using jigsaw technique, it made students pay attention. Before the teacher done the action, the teacher began to explain to the students about jigsaw technique, gave overview, and how to work with it. First time, the students faced difficulties about the teacher's means, but not long after that, by clear explanation from the teacher students can understand and got the point of jigsaw technique. It maybe caused the teacher ever little explanation about jigsaw technique and gave example how to create in reading class.

After the teacher gave explanation about the material, then the teacher divided the students into a group, each group consist of five students. This activity made the class noisy because they have to change the seat position in order to made good position to work in group. Then the teacher distributed the material (narrative text) to each group to

demonstrate about technique that applied. Students still little bit confused and need much help for the teacher. Based on the class condition it was important by teacher must have ability to manage learning group.¹ As we know that one of the teachers' roles facilitated teaching learning process. So, the teaching learning process runs well.

Further result explained as follows:

a. Planning

The teacher arranged the learning instrument such as:

- 1) Lesson plan based on the teaching material
- 2) Reading material (narrative text)
- 3) Test
- 4) Observation scheme
- 5) Students' attendance list

From planning above, the teacher used lesson plan as the form to implement of action will be done. In the first cycle, teacher used narrative text focus on story of folktale, fairy tale, legend and fable. In this phase, the teacher began from pre-activity, whilst activity, and post-activity.

Pre activity is the activity where a teacher must prepared for teaching learning process. In this activity, the teacher greets the students, checked the students' attendance in order to the teacher knew who the students absent today. In the whilst activity, the teacher explained the material (narrative text), grammatical features and generic structure of the text. Then teacher divided students into eight groups, each group consist of five students. Then, the last activity is post activity, in this phase, the students created jigsaw based on the story discussed with their group.

¹ B. Suryosubroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: Rineka Cipta, 1997), p. 24.

b. Acting

In this activity, the teacher was introduced the jigsaw technique in teaching reading, gave overview jigsaw and how to created this technique. Before the teacher started the lesson, the teacher gave reading text (narrative text) to students appropriate each group work by the title “The legend of Karimun Java Island, The Smartest Animal, Snow White, The legend of Toba Lake, Rabbit and Bear, Sight of the Blind, The Deer and the Crocodile, and The Golden Eggs” then the teacher asked the students to read it, the teacher also gave keyword from the text in each paragraph to help student more easy to understood the text. But, there were some students who sit in the backside of the class did not pay attention with explanation the teachers’ instruction, and they tried to talk each other by her friend, look bored and feel sleepy. To solve the problem, the teacher gave more attention to the students and sometimes the teacher walk to behind of class.

After those activities the teacher explained about narrative text including:

1. What is narrative text?
2. What is kind of narrative text?
3. The characteristic of narrative text?
 - a) Social functions: to entertain/ to amuse the reader and to deal with actual or vicarious experience in different ways.
 - b) Schematic structure: orientation, complication, and resolution.
 - c) Language feature :
 - 1) use specific character
 - 2) use action verb and past tense (V2, was/ were)
 - 3) use temporal conjunction (once upon a time, then)
 - 4) use saying verb (said, told, answered)

All of students paid attention during the lesson; sometimes the teacher gave some question in order to make students more active.

After that the teacher divided students into eight groups, each group consist of five students. Then the teacher spread the narrative text to each group to created jigsaw, before the students created jigsaw the teacher asked students to read the text and gave keyword from the text. Then the teacher asked each group to discuss the reading text and got the main idea of the text and then make conclusion about the story. The teacher monitors this activity.

Sometimes each group asked the teacher if they faced the problem. After those activities the teacher asked each of group to present the result of conclusion the story narrative text to another group as together. After worked in group, students come back to their seat, the last activity the teacher gave individual test, each student do it individually and they can not open the book or another. There were some students who had difficulties to do it. It can be seen from the class was noisy and students who always made noise tried to cheat and discussed the answer with their friends.

c. Observing²

- 1) Teacher still had low preparation in learning tool
- 2) Teacher less motivate students
- 3) Some students had not paid attention well
- 4) Students less active in teaching learning process, although they still confused.

d. Reflecting

- 1) Teacher should prepare learning tool well
- 2) Teacher should improve students motivation in learning process especially for students that less attention.

The teacher divided students into eight groups, each group consist of five students. The teacher spread the narrative text to each group to created jigsaw, before the students created jigsaw, the teacher ask students to read the text and gave keyword from the text. Then

² Observation result in first cycle on May 1st 2010

they discussed the narrative text. When the students had finished together the teacher and the students discussed the material.

3. Second Cycle

This activity was done on Thursday May 6th, 2010. In this cycle, teacher and researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improve learning tool to improve students' reading skill. In this phase, the teaching learning process runs well. The students very interested in this technique.

In this cycle, students were active, they tried to read and understood the story of narrative text and transferring it into mind to help them understood the meaning what they read in the text. It can be proved by their motivation in reading the text. The students read and tried to understand the text enthusiastically. After that, the teacher gave a test to measure students' improvement in reading skill.

a. Planning

The teacher arranged the learning instrument such as:

- 1) Lesson plan based on the teaching material
- 2) Reading material (narrative text)
- 3) Test
- 4) Observation scheme
- 5) Students' attendance list

In this cycle the teacher gave different kind of narrative text. Fairy tale is used in this cycle. In this phase, the teacher began from pre-activity, whilst activity, and post-activity. The activity is same with the previous cycle. The teacher divided students into eight groups, each group consist of five students. The teacher spread the narrative text to each group to created jigsaw, before the students created jigsaw, the teacher ask students to read the text and gave keyword from the text. Then they discussed the narrative text. When the students had finished together the teacher and the students discussed the material. After

conducted teaching learning process, the teacher provided 45 minutes to students to do the test. Each student does it individually and they can not open the book or another.

b. Acting

The second cycle, the teacher taught reading using jigsaw technique. In this phase, the teacher explained more detailed about narrative text, teacher prepared another narrative text that more interesting than before. In this cycle used fairy tale in teaching reading with title “Cinderella” Then the teacher asked them to tell or translate the story. Almost of students wants to come forward to read, tell and translate the story. The teacher divided students into eight groups, each group consist of five students. The teacher spread the narrative text to each group to created jigsaw, before the students created jigsaw, the teacher ask students to read the text and gave keyword from the text. Then they discussed the narrative text. When the students had finished together the teacher and the students discussed the material. After conducted teaching learning process, the teacher provided 45 minutes to students to do the test. Each student does it individually and they can not open the book or another.

c. Observing³

- 1) Teacher prepared learning well
- 2) Students paid attention well
- 3) Students understanding and comprehend the text well
- 4) Students did the discussion well

d. Reflecting

- 1) Teacher should be interested in use jigsaw technique in teaching reading to motivate less active students in order to be brave to speak up their mind.
- 2) Students' should be more active in the classroom discussion.

³ Observation result in second cycle on May 8th 2010.

B. The Findings of Research

After the researcher implement the use of jigsaw technique to improve reading skill, the researcher got the data, it was analyzed of pre cycle and two cycles the researcher got the result of Classroom Action Research.

1. The Findings of Pre Cycle

The pre cycle was conducted on Saturday April 24th, 2010. In this activity, the teacher was doing teaching learning process as usual; the teacher learning process began with reading by teacher loudly. But not all the students paid attention to the teacher. There were only some students active to ask questions to teacher during the teaching learning process. In this teaching learning has passive communication, it means the teacher speaks and the students just listen, the students are not brave enough to ask question if they do not understand yet. Students are not given maximum response. After that the teacher gave pre-test to got students best score using technique that usually applied by the teacher (conventional method).

a. Measuring the Students Individual improvement

After conducting the test, the researcher gave score. Each correct answer was scored 5 and 0 to each wrong answer. The maximum score was 100.

After finding the research of students' test score in class reading, the researcher went to further analysis by using percentage of scoring as follow:

$$\text{Score} = \frac{\text{The number of right answer}}{\text{The number of questions}} \times 100\%$$

Students' score in reading was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in reading test.

The findings of the pre cycle can be seen in the table below:

Table 1

The findings of the pre cycle are as follow

No	Students' Code	Score
1	S-1	60
2	S-2	60
3	S-3	65
4	S-4	60
5	S-5	65
6	S-6	65
7	S-7	60
8	S-8	65
9	S-9	70
10	S-10	60
11	S-11	60
12	S-12	60
13	S-13	65
14	S-14	60
15	S-15	65
16	S-16	60
17	S-17	65
18	S-18	60
19	S-19	65
20	S-20	60
21	S-21	65
22	S-22	65
23	S-23	60
24	S-24	55
25	S-25	55
26	S-26	60
27	S-27	65
28	S-28	60
29	S-29	65
30	S-30	60
31	S-31	60
32	S-32	65
33	S-33	60
34	S-34	65
35	S-35	60
36	S-36	70
37	S-37	50
38	S-38	50
39	S-39	60
40	S-40	70
Sum	40	2470

b. Measuring the Mean

Students' score in reading comprehension was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in reading comprehension.

The mean score of the class can be searched by using this following formula:⁴

$$\text{Mean} = \frac{\text{Scores}}{\text{Frequency (the number of students)}}$$

$$\text{The average of students} = \frac{2470}{40}$$

The average of students finding test of the pre cycle was 61, 7. It means that the finding was low. According to observer, this condition was not interesting for reading class. The researcher decided to use another technique to made students interested and enjoyed in reading class in order to students improve their reading skill and comprehend the text. The researcher applied jigsaw technique.

2. The Findings of First Cycle

This activity was conduct Thursday on April 29th, 2010. Knowing the students result from the pre cycle was not satisfied enough. The researcher decided to use jigsaw technique to solve the problem.

In this activity, the teacher taught reading using jigsaw technique. The planning for the first cycle is the researcher preparing the learning tools, lesson plan, reading material that used narrative text to balance with syllabus and comprehension that contain 20 items of multiple choices. The other is observation scheme was also prepared by the researcher to observed during teaching learning process. Based on the

⁴ Suharsimi Arikunto, *Op. Cit.*, p.264.

observation, there were some students who had difficulties to do it. It can be seen from the class was noisy and students who always made noise tried to cheat and discussed the answer with their friends.⁵ After implementing the test, the researcher examined the answer sheet and found the result.

Table 2

The findings of the first cycle are as follow;

No	Students' Code	Score
1	S-1	65
2	S-2	70
3	S-3	65
4	S-4	70
5	S-5	65
6	S-6	60
7	S-7	65
8	S-8	70
9	S-9	70
10	S-10	60
11	S-11	65
12	S-12	60
13	S-13	60
14	S-14	65
15	S-15	70
16	S-16	65
17	S-17	70
18	S-18	60
19	S-19	65
20	S-20	65
21	S-21	75
22	S-22	70
23	S-23	65
24	S-24	65
25	S-25	60
26	S-26	60
27	S-27	70
28	S-28	75
29	S-29	65
30	S-30	60
31	S-31	65
32	S-32	70
33	S-33	65

⁵ Observation result in first cycle on May 1st 2010.

34	S-34	70
35	S-35	65
36	S-36	75
37	S-37	65
38	S-38	60
39	S-39	65
40	S-40	75
Sum	40	2645

From the finding, the researcher could calculate the average of the students' average or mean of the score using the following formula:

$$\text{The average of students' score} = \frac{\text{Total score}}{\text{Number of the student}}$$

$$\text{The average of students} = \frac{2645}{40}$$

From the finding above, it is clear that the average of the students finding test of the first cycle was 66, 1. Students had difficulty in understanding the text and in finding unfamiliar vocabulary. The researcher decided to conduct the next cycle and the teacher intended to give better explanation to them. In can be concluded that the students' improvement where not really different from pre-cycle. They still need much help from their teacher.

3. The Findings of Second Cycle

This activity was conduct on Thursday May 6th 2010. In this cycle, teacher and researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improve learning tool to improve students' reading skill. It can be proved by their motivation in reading the text. The students read and tried to understand the text enthusiastically. After that, the teacher gave a test to measure students' improvement in reading Based in this observation; the researcher noticed that they understood the text better. In this cycle no students was noisy, they paid

attention to the lesson and took part to it.⁶ Students' difficulties in vocabulary were decrease; the improvement of students reading skill was more real. It can also be proved from their result of the test.

Table 3

The findings of the second cycle are as follow;

No	Students' Code	Score
1	S-1	70
2	S-2	75
3	S-3	70
4	S-4	75
5	S-5	70
6	S-6	70
7	S-7	75
8	S-8	85
9	S-9	70
10	S-10	65
11	S-11	65
12	S-12	70
13	S-13	65
14	S-14	70
15	S-15	70
16	S-16	70
17	S-17	75
18	S-18	70
19	S-19	80
20	S-20	75
21	S-21	75
22	S-22	80
23	S-23	70
24	S-24	75
25	S-25	70
26	S-26	70
27	S-27	80
28	S-28	85
29	S-29	75
30	S-30	65
31	S-31	70
32	S-32	75
33	S-33	75
34	S-34	75

⁶ Observation result in second cycle on May 8th 2010

35	S-35	75
36	S-36	85
37	S-37	75
38	S-38	65
39	S-39	70
40	S-40	85
Sum	40	2930

The finding of test can be calculated by using this formula:

$$\text{The average of students' score} = \frac{\text{Total score}}{\text{Number of the student}}$$

$$\text{The average of students} = \frac{2930}{40}$$

The analysis above shows that the average of students' test finding of the second cycle was 73, 3. The finding of the second cycle was better than previous one, there was an improvement in this cycle and the problems with difficult word can be solved. It can be seen from the teacher gave chance to the students for guessing meaning of the words, the teacher only gave a clue. If they could not answer, the teacher explained the meaning of the words. According to the researcher, mastery vocabulary is one of important aspect by the students in order to understand English reading text. Teacher and researcher also agreed to finish the cycle in this stage, it can be seen from students' improvement in reading skill has been proven since the first cycle and second cycle.

Table 4

The findings of the test from the pre cycle until second cycle can be seen

In the table 4 are as follow:

No	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
1	S-1	60	65	70
2	S-2	60	70	75

3	S-3	65	65	70
4	S-4	60	70	75
5	S-5	65	65	70
6	S-6	65	60	70
7	S-7	60	65	75
8	S-8	65	70	85
9	S-9	70	70	70
10	S-10	60	60	65
11	S-11	60	65	65
12	S-12	60	60	70
13	S-13	65	60	65
14	S-14	60	65	70
15	S-15	65	70	70
16	S-16	60	65	70
17	S-17	65	70	75
18	S-18	60	60	70
19	S-19	65	65	80
20	S-20	60	65	75
21	S-21	65	75	75
22	S-22	65	70	80
23	S-23	60	65	70
24	S-24	55	65	75
25	S-25	55	60	70
26	S-26	60	60	70
27	S-27	65	70	80
28	S-28	60	75	85
29	S-29	65	65	75
30	S-30	60	60	65
31	S-31	60	65	70
32	S-32	65	70	75
33	S-33	60	65	75
34	S-34	65	70	75
35	S-35	60	65	75
36	S-36	70	75	85
37	S-37	50	65	75
38	S-38	50	60	65
39	S-39	60	65	70
40	S-40	70	75	85
Sum		2470	2645	2930
Average mean		61,7	66,1	73,3
Low score		50	60	65
High score		70	75	85

From the table 4 above, the use of jigsaw technique can improve students' reading skill on narrative text. So, this classroom action research

of the use jigsaw technique to improve students' reading skill on narrative text at SMP N 23 Semarang was success. It can be seen from the finding of pre cycle until two cycles shows any improvement.

The improvement of students' reading skill can be seen taught the histogram as follows:

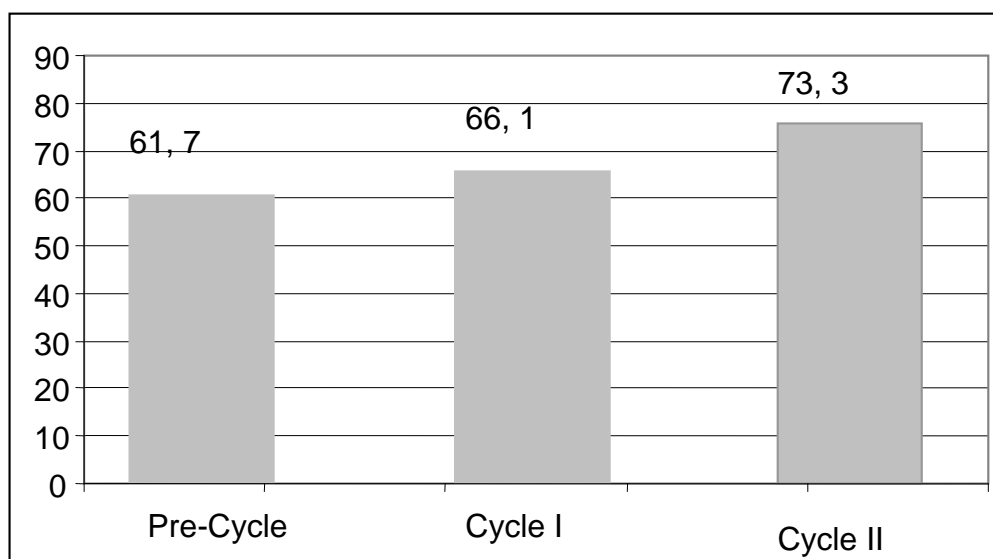


Figure2. Diagram of the Whole Test

From the diagram above, the researcher can conclude that there was an improvement students' of reading skill taught through using jigsaw technique. From pre cycle showed that students' improvement was 61,7 it means that still low ability in some students, because the standardized from KKM was 60.

In the cycle I showed that there was increasing students' improvement up to 66,1. From cycle II the students' improvement more increase 73,3. It means there was improvement in every cycle after using jigsaw technique.