

The Effect Of Jigsaw Teaching Technique To The Reading Comprehension Of Grade Eight Students Of Smp Negeri 2 Tapian Dolok On A Descriptive Text

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Abstrak

Tujuan dalam penelitian ini adalah untuk mendiskripsikan dan menganalisis teknik pengajaran pemahaman membaca dengan menggunakan teknik pengajaran jigsaw pada siswa kelas delapan Smp Negeri 2 Tapian Dolok. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh. Teknik Pengajaran Jigsaw terhadap pemahaman membaca siswa kelas delapan SMP Negeri 2 Tapian Dolok pada teks deskriptif. Penelitian ini menggunakan jenis penelitian kuantitatif dengan desain eksperimen semu. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah purposive sampling, dengan sampel sebanyak 62 siswa kelas VIII SMP Negeri 2 Tapian Dolok. Dua kelas diambil sebagai subjek penelitian ini yaitu kelas eksperimen dan kelas kontrol. Data yang diperoleh dari kelas eksperimen dan kelas kontrol dianalisis dengan menggunakan rumus uji-t. Peneliti menemukan rata-rata post-test pada kelompok eksperimen adalah 83 dan rata-rata post-test pada kelompok kontrol adalah 77. Hasil perhitungan menunjukkan bahwa pada taraf signifikan 5%, nilai t-hitung > t-tabel ($2,4 > 1,671$). Dari hasil tersebut, terlihat bahwa terdapat perbedaan yang signifikan antara prestasi siswa dalam pemahaman membaca teks deskriptif yang menggunakan teknik pengajaran jigsaw dan yang diajar dengan metode pengajaran tradisional berbasis ceramah. Oleh karena itu peneliti menyimpulkan bahwa terdapat pengaruh yang signifikan dari teknik pengajaran Jigsaw terhadap pemahaman membaca.

Kata kunci: Teknik Pengajaran Jigsaw; Pemahaman Bacaan; Teks Deskriptif

Abstract

The aim of this research is to describe and analyze reading comprehension teaching techniques using jigsaw teaching techniques for eighth grade students at SMP Negeri 2 Tapian Dolok. The aim of this research is to determine the effect. Jigsaw Teaching Technique on reading comprehension of eighth grade students of SMP Negeri 2 Tapian Dolok on descriptive text. This research uses a quantitative type of research with a quasi-experimental design. The sampling technique used in this research was purposive sampling, with a sample of 62 class VIII students at SMP Negeri 2 Tapian Dolok. Two classes were taken as subjects for this research, namely the experimental class and the control class. Data obtained from the experimental class and control class were analyzed using the t-test formula. Researchers found that the post-test average in the experimental group was 83 and the post-test average in the control group was 77. The calculation results showed that at the 5% significance level, the t-count value > t-table ($2.4 > 1.671$). From these results, it appears that there is a significant difference between student achievement in reading comprehension of descriptive texts that use jigsaw teaching techniques and those taught using traditional lecture-based teaching methods. Therefore, the researchers concluded that there was a significant influence of the Jigsaw teaching technique on reading comprehension.

Keywords: Jigsaw Teaching Technique; Reading Comprehension; Descriptive Text

INTRODUCTION

English is one of the most important languages to master because it is an international language. In Indonesia, English is a foreign language and has an important role in the development of education. Many sources of information in the field of technology and education are now supplied in English, so English is no longer something foreign to the ears, it is even a basic need for knowing English, and it requires seriousness in teaching and learning English so that students master English well (Permatasari, 2013).

There are four language skill in English, they are listening, reading, speaking, and writing. In learning English, we must know receptive skills and productive skills. Receptive skills include listening and reading, while productive skills include speaking and writing. Both of these skills need to be developed in learning English. From the four of skills of English, reading is one of the important skill for students, because to obtain information students need to read well or must have good skills in reading (Nofrika, 2019).

Reading is an activity that must be done in our daily lives. Therefore reading becomes essential skill in language learning that must be learned by students (Umara & Lestari, 2020). Reading can be used as a tool to gather information and gain knowledge, since it may help students absorb, understand the information they want to know, and reading actually helps students widen their knowledge about general knowledge or subject of school. Most of knowledge and science is found from books. How can we get information and knowledge if we don't reading books. The purpose of reading is to learn lessons in school and to help students understand the text easily. It also plays a significant role in the learning process because it immediately increases vocabulary for students (Afriyuninda & Oktaviani, 2021).

Trehearne (2005) as cited in Subroto (2022) stated reading is talking about comprehension. Comprehension itself is what reading is all about. Reading requires comprehension in order to understand the context and obtain the information from the text, it is called reading comprehension. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities (Nabila, 2022). Of course, reading comprehension is necessarily dependent on at least adequate word reading readers cannot derstand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that they form.

According to Napitupulu and Kisno (2020), there are some kinds of English text that commonly uses in Indonesia. It divided as short functional text (notice announcement, greeting cards, invitation, labels, short messages, advertisement and letter/email and essay functional text (anecdote, narrative, news item, recount, spoof, description, explanation, procedure, report, argumentative, discussion, analytical exposition and hortatory). One of the fuctional text that is commonly used as the material that being taught in school is descriptive text.

Descriptive text contains a detailed description of an object, either a living being, an object, a place, or an event, and therefore allow the reader to see,hear, feel, or experience the author's point

of view (Royani and Sadiyah, 2019). Descriptive text has several characteristics that can be identified. It consists of the purpose, the object to be described, and the content of the text. Descriptive text can assist students in describing anything accurately or in detail, such as size, color, shape, scent, and so on (Andriani, Yuniar, & Abdullah, 2021).

Based on researcher's experience during the internship program at SMP Negeri 2 Tapan Dolok, the researcher found out that students have difficulties on reading comprehension of descriptive text. The problems appear are, the students do not have good motivation in reading a text, because the students feel that reading activity is boring and not interesting. So, most of the students become passive and lazy to read exactly to read book. The researcher found that students have difficulty in understanding of the entire text's content (Simamora & Saragih, 2019). As a result, they can't get the information in the reading text and they begin to think that understanding the text is very difficult. Beside that students also have difficulties related to aspect of reading comprehension, namely: first, the student faced difficulties in finding the main idea from the text. They are unable answer the question relating to the main idea. Second, students are usually difficult to find out specific information of the text. Sometimes students confused to understand about the material, that's making a student difficult to understand about the text. Third, the students usually unable identifying reference and making inference. They are unable to locate the reference word and phrase in the passage and the meaning of the sentence through the context of the passage. Furthermore the students are also not able to make inference from the text. The students unable to make logical conclusions after they read the passage, and they can not make inferences about reading the text points. Besides, the other problem in reading is lack of vocabulary mastery. They have difficulty in comprehending reading descriptive text when they found unfamiliar words. This condition will have an impact on students' abilities and scores in reading comprehension. At the completion of reading the text, many students are unsure of what they just read, many students are not sure about what they have just read, indicating that they do not understand the text they read. As a result, students are unable to achieve the objectives of reading lessons to understand texts and answer questions (Liunokas, 2020). Therefore, when they answer the questions, they choose to copy their friend's answer.

To overcome the problem above, there are several method that can be used to help students in comprehend a descriptive text, one of the methods is cooperative learning. Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from kindergarten through to college level and across different subject areas. Cooperative learning involves students working together to achieve common goals or complete group tasks (Gillies, 2014). In other words, cooperative learning is learning in small groups where the interaction is structured according to carefully worked out principles. One of types of cooperative learning is jigsaw technique. Jigsaw is a cooperative technique that is effective to increase student's awareness in learning and understanding the text since everyone is essential within the learning process, it deals with the cooperative activity in two main groups home group and expert group (Tarigan & Stevani, 2022). The technique that the researcher choose is Jigsaw Technique to help students understand reading materials and to promote students' social skill.

Related to the explanation above, the researcher found that Jigsaw Teaching Technique has been used by many researchers and the research was successful. The successful research was written by Devi (Sakamoto, 2021). The result of her research show that using jigsaw technique is effective on students' reading comprehension at SMAN 1 Gurah. Kusriani (2013) proved that using jigsaw technique can improve the students' reading comprehension and the students' reading involvement in the reading. Abrori (2013) the result of his research show that by using Jigsaw Technique in teaching reading descriptive text, the researcher could improve the student's reading comprehension especially descriptive text.

METHOD

This research conducted by using a quantitative research. According to Ary, et al. (2014), quantitative research is research that gathers numeric data through control procedures and analyses to answer predetermined questions or test hypothesis. This research used A Quasi Experimental Design specifically (Somani, Chaudhary, Srivastava, & Shekhawat, 2022). Sugiyono (2017) stated that a quasi-experimental is developed true experimental design which was difficult to do it. It is one of approaches of research that uses two groups; those are experimental class and control class. Experimental groups as a group that got the treatment and the control group that got traditional teaching method. This study focused on giving treatment to experimental class by applying Jigsaw Technique in teaching reading of descriptive text, and then the research observed the result through test (pretest and post-test) in order to know whether or not Jigsaw. This research was held in SMP Negeri 2 Tapian Dolok on grade eight which is located at Jln.Rajamin Purba. This research was going to carry out in the academic year 2023/2024. The subject of this research was the students at grade VIII-1 and VIII-2. The object was the learning process in classroom (Mirza Suzani, 2019).

Population is a set (collecting) of all elements processed one or more attributes of interest. According Ary, et al. (2014), stated that population is the larger group to which a researcher wishes to generalized; it included all members of a defined class of people, events, or objects. The population of this research was the grade eight students of SMP Negeri 2 Tapian Dolok. The reason the researcher chose the population from the eight grade is because based on the researcher's experience, when internship program at this school, the researcher found that students had difficulty understood the text when they read the text. The populations in this study were all students of class VIII SMP 2 Tapian Dolok for the academic year 2023/2024 which is consist of 7 classes. The number of students in each class different. The total populations of students in grade VIII were 209 students (Nosa, Malau, Sinurat, & Purba, 2021).

Sample is part of the population (part or the research representative of the population). Ary, et al (2014) stated that sample was a group selected from a population for observation in a study. In this research, the sampling technique used was the purposive sampling technique. The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It is a nonrandom technique that does not need underlying theories or a set number of participants (Etikan, 2016). One class was select

as the experimental group and the other class as the control group. The control group was the group that gets different treatment or treat as usual or not using Jigsaw technique when reading Descriptive text (Rajagukguk, 2019). Two classes used for sampling, namely VIII-1 and VIII-2. The mainclass VIII-1 was taken from 31 students as the experimental group and VIII-2 was taken from 31 students as the control group.

RESULT AND DISCUSSION

Data analysis

The data collection for this research involved the participation of 62 grade eight students from SMP Negeri 2 Tapian Dolok. These students constituted the research sample, with grade VIII-1 students assigned to the experimental group, and grade VIII-2 students designated as the control group. The acquisition of data was accomplished through the administration of 20 multiple-choice questions as both pre-test and post-test assessments the control group received instruction through the traditional lecture method. After applying the pre-test and post-test to the experimental class, the researcher gained the students' score with the instructional material was delivered using jigsaw teching technique.

The Students' Score of Pre-test and Post-test in Experimental Class

In the experimental group, instructional material was delivered using jigsaw teaching technique. This class consisted of 31 students in class VIII-1 of SMP Negeri 2 Tapian Dolok. The scores were showed in table 4.1.

Table 1. Score of the Pre-test and Post-test in Experimental Class

No.	Initial Name of Students	Pre-test(X1)	Post-test(X2)
1.	ADS	45	80
2.	TA	40	85
3.	JPS	20	75
4.	ATPH	50	90
5.	RDR	30	85
6.	BH	35	80
7.	DRS	40	80
8.	DEH	55	90
9.	EAS	25	75
10.	FAN	30	90
11.	GF	30	80
12.	IF	45	85
13.	JLS	35	90
14.	AR	30	80
15.	JGS	55	85
16.	MA	45	90
17.	MS	40	80
18.	MAM	25	85
19.	MG	35	85
20.	NRA	40	90
21.	NRD	45	75
22.	PG	40	85
23.	RFM	35	80
24.	RA	30	80

No.	Initial Name of Students	Pre-test(X1)	Post-test(X2)
25.	ARS	45	85
26.	RI	30	80
27.	SMP	40	85
28.	TU	40	80
29.	AMS	45	90
30.	VCS	35	80
31.	BA	40	85
	Σ	1150	2585

Mean of pre-test in Experimental Class

$$\bar{X} = \frac{\sum fx}{N}$$

$$\bar{X} = \frac{1150}{31}$$

$$\bar{X} = 37$$

So, the total mean of pre-test in experimental class is 37.

2) Mean of post-test in experimental class

$$\bar{X} = \frac{\sum fx}{N}$$

$$\bar{X} = \frac{2585}{31}$$

$$\bar{X} = 83$$

So, the total mean of post-test in experimental class is 83. As shown in Table during the pre-test phase, none of the students managed to attain a passing score of 75, as per the KKM standard. The table also indicates that the total pre-test score for the experimental class was 1.150, with an average individual score of 37. On the other hand, in the post-test results, all students achieved scores above the 75 point KKM threshold. The table further reveals that the overall post-test score for the experimental class was 2585, with an average student score of 83 (Lin, Chen, & Lai, 2022).

Testing the Hypothesis of the Research

To determine if the hypothesis is accepted or not, researcher used a t-test formula to analyze the data. This data consists of the scores from the pre-test and post-test assessments of two groups: the experimental group and the control group. The following is the procedures to apply t-test:

The Variance and Standart Deviation In Post Test Experimental

Table 2. The Variance in Post Test Experimental

No.	Initial Name	Score x	Mean (X)	Differences (x-X)	Difference Squard (x-X) ²
1.	ADS	80	83	-8	64
2.	TA	85	83	7	49
3.	JPS	75	83	-3	9
4.	ATPH	90	83	2	4
5.	RDR	85	83	7	49
6.	BH	80	83	-3	9
7.	DRS	80	83	2	4
8.	DEH	90	83	7	49
9.	EAS	75	83	-3	9

No.	Initial Name	Score x	Mean (X)	Differences (x-X)	Difference Squard (x-X) ²
10.	FAN	90	83	2	4
11.	GF	80	83	2	4
12.	IF	85	83	7	49
13.	JLS	90	83	-8	64
14.	AR	80	83	2	4
15.	JGS	85	83	-3	9
16.	MA	90	83	-3	9
17.	MS	80	83	2	4
18.	MAM	85	83	-3	9
19.	MG	85	83	2	4
20.	NRA	90	83	-3	9
21.	NRD	75	83	7	49
22.	PG	85	83	-3	9
23.	RFM	80	83	2	4
24.	RA	80	83	-8	64
25.	ARS	85	83	7	49
26.	RI	80	83	-3	9
27.	SMP	85	83	2	4
28.	TU	80	83	7	49
29.	AMS	90	83	-3	9
30.	VCS	80	83	2	4
31.	BA	85	83	7	49
$\sum (x-X) = \sum d^2$					674

From the data in table 4.3, it could be seen that the total square of the post test time in the experimental class was 674. These points needed to determine the standard deviation of the post test in the experimental class and compare it with the post-test data from the control class. Standard Deviation of Post-testt in Experimental Class

T-table at a 5% level of significance was 1,671 based on the formula of the hypothesis which was designed before; the null hypothesis was rejected if the t-test was higher than the t-table referring to this, so the hypothesis constructed as follow: As the score of the t-test (2,4) was higher than the t-table (1,671) at the level significance of 5% for a two-tailed test, so the null hypothesis was rejected (Ho) and the alternative hypothesis (Ha) was accepted.

The Finding of the Research

Based on the data analysis, it is found that there is an effect of using Jigsaw Teaching Technique on reading comprehension in grade eight students at SMP Negeri 2 Tapian Dolok. The researcher found some findings as follows: Based on the data analysis, it is found that there is an effect of using Jigsaw Teaching Technique on reading comprehension in grade eight students at SMP Negeri 2 Tapian Dolok. The researcher found some findings as follows:

1. The effect of using Jigsaw Teaching Technique on the reading comprehension of grade eight students at SMP Negeri 2 Tapian Dolok on a descriptive text can be summarized as follows: In the Pre-test, the highest score achieved was 55, and the lowest was 25. In the Post-test, the highest score reached was 90, with the lowest at 75. The total Pre-test score was 1.150, while

the total Post-test score was 2.585. The average score in the Pre-test was 37, and in the Post-test, it was 83.

2. The effect of traditional lecture based teaching method on the reading comprehension of grade eight students at SMP Negeri 2 Tapian Dolok on a descriptive text can be summarized as follows: In the Pre-test, the highest score obtained was 60, and the lowest was 20. In the Post-test, the highest score was 85, with the lowest at 70. The total Pre-test score was 1.180, and the total Post-test score was 2390. The average score in the Pre-test was 38, and in the Post test was 77.
3. The researcher's analysis showed that the t-test value, which was 2,4 exceeded the critical t-table value of 1.671. Therefore, it can be concluded that using jigsaw teaching technique has a significantly greater effect on the reading comprehension of grade eight students at SMP Negeri 2 Tapian Dolok on a descriptive text compared to the traditional lecture based teaching method

Discussion on The Research Findings

After conducting the research, analyzing the data, and testing the hypotheses, the researcher found several findings that addressed the research problem. The main objectives of this research were to determine the effect of jigsaw teaching technique and lecture-based traditional teaching methods on students' reading comprehension of descriptive texts. Additionally, this research aimed to identify which of these methods had a more significant effect on the reading comprehension of grade eight students at SMP Negeri 2 Tapian Dolok when it came to descriptive texts (Simaremare, Silalahi, Sihombing, & Sinaga, 2021).

Based on the data analysis, the researcher has used quantitative method and quasi-experimental design to process and obtained the data and gave pre-test and post-test to the experimental and control class (Rahmawati, Haryanti, & Laila, 2022). The total score of students reading comprehension in pre-test from 31 students with jigsaw teaching method is ($\sum X_1 = 1.150$) with the mean score is ($X = 37$) (Rosnani, Rahman, & Mesalina, 2019). Meanwhile, the total score of students reading comprehension in post-test from 31 students with jigsaw teaching method is ($\sum X_2 = 2585$) with the mean score is ($X = 83$). The total score of students reading comprehension in pre-test from 31 students with lecture based traditional teaching method is ($\sum EX_1 = 1.180$) with the mean score is ($x = 38$), Meanwhile, the total score of students reading comprehension in post-test from 31 students with lecture based traditional teaching method is ($\sum Y = 2390$) with the mean score is ($x = 77$). After the researcher finished analyzing the data the researcher already got the t-test value was 2,4. And has obtained a table value was 1,671 based on degrees of comparison (df) at a significant level of 0.05, then the researcher tested the hypotheses H_a and H_o with the criteria that if jigsaw teaching technique has a significant effect, then H_a is accepted and H_o is rejected (Mayangsari & Fauziati, 2022). From the calculation results, it concluded that $t\text{-test} > t\text{-table}$ or 2.4 is higher than 1,671. The result of the research is H_a is accepted and H_o is rejected. Thus, jigsaw teaching technique has more significant effect than lecture based traditional teaching method to

the reading comprehension of grade eight students of SMP Negeri 2 Tapian Dolok on a descriptive text (Khair, 2022).

Moreover, the result of this research was in line with the result of the previous research by Asteti (2017) who found a big the difference of the students score improvement between experimental and control class. By looking at the score she concluded that learning using Jigsaw technique in teaching reading has improvement for students achievement (Fitria, 2021). Comparing with the recent study, findings in this study mention more detail on the difference achivement between the experimental using jigsaw teaching technique and control class taught by using traditional teaching method before and after the treatment, meanwhile the previous study, the conventional method for control class isn't detail or not really explained (Villyastuti, Raharjo, Sugiyo, & Rusdarti, 2022).

CONCLUSION

Upon conducting the research, data analysis, and hypothesis testing, it was determined that H_a (alternative hypothesis) was accepted, while H_o (null hypothesis) was rejected. Consequently, it was concluded that the utilization of jigsaw teaching technique significantly affect the reading comprehension of grade eight students at SMP Negeri 2 Tapian Dolok when it comes to descriptive texts. This conclusion is substantiated by notable changes observed between the average pre-test and post-test scores. Specifically, in the experimental class, the mean pre-test score was 37, whereas the post-test score increased significantly to 83. Conversely, the effect of lecture-based traditional teaching method on reading comprehension for grade eight students at SMP Negeri 2 Tapian Dolok was found to be insignificant. This is indicate by the lack of a significant shift between the average pre-test and post-test scores. In the control class, the mean pre-test score stood at 38, and the post-test score only marginally increased to 77. Overall, the research results clearly demonstrate that jigsaw teaching technique has a more pronounced effect than lecture-based traditional teaching method on enhancing reading comprehension among grade eight students at SMP Negeri 2 Tapian Dolok in the context of descriptive text. This conclusion is reaffirmed by both the mean score disparities, with the experimental class showing a substantial post-test improvement from 37 to 83, and the hypothesis testing results, where the t-test (2,4) significantly exceeds the t-table(1,671).

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