LAPORAN PENELITIAN DOSEN

USING JIGSAW TECHNIQUE FOR IMPROVING READING
SKILLS OF THE TENTH GRADE STUDENTS OF SMAN I KUOK

TIM PENGUSUL

KETUA   : Citra Ayu, M.Pd /

ANGGOTA   : Wida Rianti, M.Pd / 1029038302

ANGGOTA : Putri Asilestari, M.Pd/1011018901

ANGGOTA   : Nurma Yunanda / 1888203025

ANGGOTA   : Risna Murti/ 1888203029

ANGGOTA   Nadia Ulfa / 1888203043

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HALAMAN PENGESAHAN PENELITIAN

Judul Penelitian	:	Using Jigsaw Technique For Improving Reading Skills Of The Tenth Grade Students Of SMAN 1 Kuok
Kode/Nama Rumpun Ilmu	:	742/Pendidikan Bahasa Inggris
Peneliti	:	
Nama Lengkap	:	Citra Ayu, M.Pd
NIDN/NIP	:	1023058002
Jabatan Fungsional	:	Lektor
Program Studi	:	Pendidikan Bahasa Inggris
No Hp	:	082316807980
email		putriasilestari@gmail.com
Anggota Peneliti (1)	:	
Nama lengkap	:	Wida Rianti, M.Pd
NIDN/NIP	:	1029038302
Program Studi	:	Pendidikan Bahasa Inggris
Anggota Peneliti (2)	:	
Nama lengkap	:	Putri Asilestari, M.Pd
NIDN/NIP	:	1010118901
Program Studi	:	Pendidikan Bahasa Inggris
Anggota Peneliti (4)	:	Nurma Yunanda
Anggota Peneliti (5)	:	Risna Murti
Anggota Peneliti (6)	:	Nadia Ulfa
Biaya Penelitian		Rp. 6.100.000

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An. Dekan Fakultas Ilmu Pendidikan   Ketua Peneliti
Universitas Pahlawan Tuanku Tambusai

(**Dr. Nurmalina, M.Pd)**   **(Citra Ayu, M.Pd)**
NIP-TT 096.542.089   **NIP-TT 096.542.171**

Menyetujui,
Ketua LPPM Universitas Pahlawan Tuanku Tambusai

Ns. Apriza, S.Kep, M.Kep
NIP-TT 096.542.024

CHAPTER I
INTRODUCTION

A. Background of the Study

Nowadays, people have been living in the globalization era in which the development of most aspects of life grows rapidly. As a result, they try to find information through many ways such as reading books, watching television, and listening to the news. However, the information they find is mostly in the form of written materials such as newspapers, internet articles and journals, text books, and other materials that facilitate them to access the information easily.

In daily life, reading skills play an important role in facilitating people to comprehend written materials. By reading, they can get information from various resources in order not to be left behind from others. Unfortunately, many people find problems in reading English references such as difficulties in understanding meaning of words, sentences or even texts that they read. Concerning this, reading skill is badly required in order to ease them in getting the information needed.

In Indonesia, particularly in the English teaching and learning process, reading plays significant roles for students as manifested in the basic competency and standard of competence of School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/ KTSP*) which states that students of Senior High school are expected to have some abilities in understanding some simple functional texts, monologues, and essays in

the form of recount, narrative, procedure, descriptive, and news item. It means that in the English teaching and learning process, students need to have a good reading skill in order to comprehend those materials well.

In reference to the observation which were conducted on the 22ⁿᵈ and 27ᵗʰ of January 2011, many students of SMAN I Kuok still had difficulties in understanding English texts because of some causes. One of the [1] at the teaching strategy focused only on the cognitive aspects (such as understanding materials, recalling information, translating, etc) without considering the affective (feelings, emotion, and behavior) and psychomotor aspects (manual and physical skills). The English teacher only focused on the knowledge. She also preferred lecturing, giving instructions, and giving tasks to the students in front of the class for facilitating the students to be autonomous learners. In addition, she never asked the students to do the tasks in groups or in pairs, or even to walk toward the class and write in the whiteboard. It made the students spend most of their time on their chairs. This teaching strategy showed that the affective and psychomotor aspects were less promoted in this class.

In addition, there were also other causes that made the students difficult to understand English text such as the materials, the teaching media, the students' involvement, peer cooperation, the teacher, and the students' language skills.

In relation with the materials, the observed school used a certain course book as the main source of learning. One source book is not enough to fulfill the students' need of adequate English text references. It could be a problem since no matter (inappropriate content or incorrect items) what happens, they still followed that book.

The teaching media also became a problem in SMAN I Kuok. Actually, the school provided an audio-visual room in order to facilitate the teachers in extending their knowledge and giving materials to the students. The fact that the English teacher rarely used that room or any other media (e.g. picture, flash cards, charts, etc.) could delimitate students' opportunities to learn and broaden their knowledge, in this case English texts.

The students' involvement in the teaching-learning processes was also one of the problems found in the observed school. Not all students were actively involved in the teaching and learning activities. Some of them were chatting with their mates, day dreaming, sleeping

or doing other things that had nothing to do with the lesson. It was because the teacher did not give the activities that demanded the students to be involved and being active. There was also one male student who never got involved in the teaching-learning activities. He spent his time to sleep in his chair during the lesson. The English teacher said that she had better let him sleep rather than ask him to stay awake during the lesson since he would just make a noise and disturb the other class members and the whole lesson. This fact should not have existed in any class, especially a language classroom.

In relation to peer cooperation, it was found that the students in the observed class were more likely to compete with each other and overthrew the cooperation. The high-achieving students competed to have their teacher's attention by showing their hands to answer the teacher's question. On the other side, the low-achieving students seemed to like hiding themselves from their teacher's attention.

SMAN I Kuok also had several problems dealing with the quality of the teachers' competences, such as pedagogical, personal, social and professional's skills. In this school, the English teacher preferred to use the classic model of teaching in her classes. She also took only a little role in her teaching. She rarely created some innovations in modifying the activity to improve the performance of the students' language skills.

The learners were also the problems in the observed class. The students were varied; they had different characteristics, abilities, and motivations. It might exist because of their social, economic and psychological backgrounds which are varied as well. On the other hand, most of the students in grade X had the same learning strategies. Most of them lacked of autonomy and still relied on their teacher.

Dealing with the students' language skills, it was found that most of the students in class X-2 had difficulties in understanding English text and answering questions related to the text. According to the interview with the teacher and the students, it was revealed that the

students' vocabulary mastery was still low. They also found it hard to guess the meanings of some unfamiliar words from their contexts. As a result, the reading section in the observed class took longer time than any other sections.

These problems showed that the classroom environment was not supporting the students' language skills development. One teaching technique that has proven for years can overcome this kind of situation is jigsaw technique. The jigsaw technique was first developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Since then, hundreds of schools have used the jigsaw classroom with great success. Susan Ledlow (1996) proved that jigsaw technique is a great way to cover narrative in her classes. She also found that when students were teaching each other, they came to the understanding toward the materials in a way that it was far deeper than when they listened to her explanation, or when then they simply discussed it. That is why I found that by using jigsaw technique, it does not only improve the reading skills but also overcome the cooperation problem which appears in the observed class.

With regard to this condition, I was interested in conducting an action research on improving the students' reading skills in the English teaching and learning process using jigsaw technique which is one of cooperative learning techniques. In this action research, I worked in a team involving the English teacher and the students.

B. Identification and Limitation of the Problem

There were many problems that arose at class X-2 of SMAN I Kuok. They include:

The students got difficulties in comprehending the text. They needed longer time than that was given by the teacher to read and understand the text.

The students lacked vocabulary mastery.

The students had difficulties in finding the main idea.

The students had difficulties in finding the specific information.

Not all the students were actively involved in the teaching and learning processes. Some of them had low motivation to learn; the^4 chats with their mates, day dreamed, slept, or did other things unrelated to the subject during the lesson.

There was a gap between high-motivated students and low-motivated ones

The peer cooperation was less promoted in the classroom.

The teacher took a little role in her teaching, rarely created some innovations in modifying the activity to improve the performance of the students' language skills. The interactions between the students and the English teacher and/or among the students rarely occurred.

C. Formulation of the Problem

In reference to the background, identification, and limitation of the problem above, the problem is formulated as follows: "How does the jigsaw technique improve reading skills of the tenth grade students of SMAN I Kuok in the academic year of 2010/2011 through an action research?"

D. Objective of the Study

With regard to the formulation of the problem above, the objective of this research was to improve reading skills using jigsaw technique for the tenth grade students of SMAN I Kuok in the academic year of 2010/2011 through an action research.

E. Significance of the Study

This study gives both theoretical and practical significance. Theoretically, this study can support the current theory about the significance of jigsaw technique in language teaching and learning, especially on reading. Practically, it enables students to get new experience in improving their reading skills using jigsaw technique. Moreover, it also gives new experience and knowledge for English teachers to use a good strategy which can enhance

students' learning motivation and involvement during the English teaching and learning process. This study can also be a reference for other researchers who are interested in applying jigsaw technique.

It has been mentioned in the previous section that the aim of the study was to improve the students' reading skills. Thus, in this section the discussion will center on the review of language skills, reading, teaching reading, problems in teaching reading, some solutions, and jigsaw technique. In addition, a review on related studies will be highlighted.

Literary Review

1. Language Skills

According to *Longman Dictionary of Applied Linguistics*, Language skills are the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills. Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

In line with *Longman Dictionary of Applied Linguistics*, *Harmer* (2007:265) also argues that teachers tend to talk about the way we use language in terms of four skills —reading, writing, speaking and listening. These are often divided into two types. *Receptive skills* is a term used for reading and listening, skills where meaning i extracted from the discourse. *Productive skills* is the term for speaking and writing, skills where students actually have to produce language.

Brown (2001:232) states that for more than six decades now, research and practice in English language teaching has identified the ―four skills‖ ―listening, speaking, reading and writing— as of paramount importance. ESL curricula and

textbooks around the world tend to focus on one or two of the four skills, sometimes to the exclusion of the others. He also adds:

> Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more interrelated skills. A course that deals with reading skills, then, will also deal with related listening, speaking and writing skills. skill should be emerged as well.

2. Reading Skills

According to *Marry Spartt* and friends (2005: 21), reading is one of the four language skills: reading, writing, listening and speaking. It is a receptive skill, like listening. This means that it

involves responding to text, rather than producing it. Basically, reading involves making sense of text. To do this, it is important to understand the language of the text at word level, sentence level and whole-text level. It is also important to connect the message of the text to our knowledge of the world.

Mary Spartt and friends (2005:21) says, ―Our reason for reading influences how we read,‖ They proposed four reading subskills (skills that are part of a main skill) that are usually used in reading:

Scanning

Scanning is also known as reading for specific information. This subskill can be used to find a specific piece or pieces of information in a text, for example: to look for a number in a telephone directory.

Skimming

Skimming is also called reading for gist or reading quickly through a text to get a general idea of what it is about. For example, look quickly through books in a bookshop to decide which one to be bought.

Reading for detail

This subskill is used to get the meaning out of every word in a text. For example, read a love letter.

Extensive reading

Extensive reading involves reading long pieces of text, for example a story or an article. As we read, our attention and interest vary – we may read some parts of the text in detail while we may skim through others.

Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage. Reading is about understanding written texts. It is a complex

activity that involves both perception and thought. Reading consists of two related processes: word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Teaching Reading

In teaching reading, teachers can make a major difference in students' success or failure to read literature effectively by promoting, coaching, and facilitating reading in their

classroom. They also have the knowledge to provide the titles (of texts) that will bridge students' interests. They can choose those literary selections that provide a balanced reading component in their English language arts program. This balance can be achieved in a number of ways: providing several types of books and genres, allowing for both teacher-guided and self-directed reading, and including intensive and extensive reading materials.

Teachers should pay attention to balancing the intensive (careful, close reading with a focus on the author's craft and literary elements) and extensive (reading with a focus on personal enjoyment and application of previously learnt strategies) study of literature. Teachers should also ensure that there are varying degrees of difficulty in those selections chosen for reading. A balanced reading program includes opportunities for personal response and opportunities for critical response.

In order to make the teaching of reading successful, teachers and students must know the characteristics of the written language first. *Brown* (2001:303-306) elaborates the characteristics of written language as follows:

Permanence

Written language is permanent and therefore the reader has an opportunity to return again and again, if necessary, to a word or phrase or sentence, or even a whole text.

Processing time

A corollary to the above is the processing time that the reader gains. Most reading contexts allow readers to read at their own rate.

Distance

The written word allows messages to be sent across two dimensions: physical distance and temporal distance.

Orthography

In writing we have graphemes (sometimes punctuation, pictures, or charts) and a writer can describe the aforementioned phonological cues.

Complexity

Writing is more complex than speech. Writing and speech represent different modes of complexity, and the most significant difference is in the nature of clauses. Spoken language tends to have shorter clauses connected by more coordinate conjunctions while writing has longer clauses and more subordination.

Vocabulary

Written English typically utilizes a greater variety of lexical items than spoken conversational English.

Formality

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must adhere to.

After teachers and students have known the characteristics of written language, it is important (especially for teachers) to understand the strategies for reading comprehension. For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. *Brown* (2001: 306-311) identifies ten strategies that can be practically applied in classroom techniques.

CHAPTER III
RESEARCH METHOD

In this chapter, how the research was conducted will be explained in detail. This chapter is divided into seven parts. They are: type of the research; research setting; subjects of the research; time of the research; procedure of the research; instrument and data collection technique; data analysis; and validity and reliability of the data. Each of them will be presented in the following discussion.

A. Type of the Research

This research was action research. *Burns* (1999) defines action research as the application of fact finding to practical problem solving in social situation by involving the collaboration and cooperation of researcher, practitioners, and laymen. Based on this definition, it can be concluded that a teacher may be a researcher who collaboratively conducts an action research to change what is going on in her classroom, including the approaches, methods, techniques, materials, curriculum, media, evaluation system, classroom management, and classroom setting use in the teaching learning process.

This research tried to find and implement actual actions to improve the quality of reading learning process for the first year students of SMAN I Kuok. The English teacher and I collaborated to find obstacles and weaknesses of reading learning process, identify the existing problems,

plan and carry out the actions, and then make evaluation, reflection, and discussion of the actions implemented.

B. Research Setting

The research took place at SMAN I Kuok, focused on class X-2. It was located at Jalan Ngadirejo-Kuok, Temanggung. The available rooms in this school were the

headmaster"s room, teacher"s room, a room for guidance and counseling, an administration room, a school health unit, a mosque, two computer laboratories, a biological laboratory, a physical laboratory, a chemical laboratory, a multimedia room, three canteens, four teacher"s toilets, eight students" toilets, and 21 classrooms. Each class consisted of about 30 to 34 students. Totally, there were 669 students, one headmaster, 36 teachers (three English teachers), 7 staff, three school keepers, and two security guards. In addition, this school also had managed extracurricular activities such as scout, basketball, football, culinary, Japanese, Chinese, music, and so on.

C. Subjects of the Research

The research involved the school principal, the English teacher, the researcher, and the students of SMAN I Kuok; especially the students of class X-2 of SMAN I Kuok in the academic year of 2010/2011. They consisted of 31 students, 9 males and 22 females.

D. Time of the Research

The research was conducted in the second semester of the academic year 2010/2011. The observation began in January 2011 while the actions were conducted from March to May 2011. In conducting the actions, I followed the school"s academic calendar in which the English class was taught twice a week. Each meeting covered 90 minutes but for one hour lesson it lasted for 45 minutes. The schedule of English lesson for class X-2 of SMAN I Kuok can be seen in the table 3.1 as follows.

Table 3.1. English Lesson"s Schedule.

Day	Time	
	Start	**Finish**
Thursday	10:15 a.m.	11:45 a.m.
Saturday	10:15 a.m.	11:45 a.m.

E. Procedure of the Research

This used the structural steps of action research suggested by *Kemmis* and *McTaggart* in *Burns* (1999:32). They explain that action research occurs through a dynamic and complementary process, which consists of four essential „moments": planning, action, observation and reflection.

1. Planning

In this step, I prepared the lesson plans, the materials, and the research nstruments. Lesson plans were used as scenarios of the

teaching and learning process. The materials planned were in the form of copied handout. While the instruments such as the interviewed guideline, the reading comprehension tests, and the questionnaire were designed by considering the kinds of data needed. The plans for each cycle are described as follows:

Cycle I

Planning

In planning the first cycle, I considered the materials which would be taught by reviewing the Basic Competency. I planned to have three meetings in this cycle. The jigsaw reading technique would be applied in each meeting. In addition, I decided the reading text used by considering the Basic Competence, and the „narrative" texts were used in this cycle.

2)   Action and Observation

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded in the form of field notes, and some changes were made in relation to the students" learning process. I noted some problems appearing during the teaching and learning process.

3)   Reflection

In this stage, I and the English teacher discussed the problems and solutions in each meeting

2. Action and Observation

These research actions were carried out in two cycles. Each cycle was done in three meetings. In the action stage, the lesson plans, the materials and other teaching media were used in the classroom. In this stage, the English teacher acted as the observer (abbreviated ET), while I acted as the action taker (R), and the students acted as the subject of learning (Ss). In this research report, these abbreviations would be used in the tables, field notes and interview transcripts.

In this stage, the plans were carried out in the classroom. Besides, the researcher also made some changes and revisions in the use of jigsaw technique as the solution of the problems. The implementation of the teaching and learning process was observed by the English teacher to give feedback on my teaching technique.

3. Reflection

In this stage, the English teacher and I put heads together to find the best way on how to improve the effectiveness of the teaching learning process so that the improvement expected by the English teacher and I can be achieved. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

While the evaluations were done in three ways, the first was done in every meeting, the second one was done in every cycle, and the last one was done in the end of cycle II to evaluate the whole

implemented actions. The evaluations involved me as the researcher and the English teacher.

F. Instruments and Data Collection Technique

1.Observation

Observation can be a very useful research tool. *Cohen* (2007:

says that the distinctive feature of observation as a research tool is that it offers an investigator the opportunity to gather „live" data

from naturally occurring social situations. In this research, I applied structured and unstructured observations as suggested by *Kutner* (2007: 28).

A structured observation is very systematic and enables the researcher to generate numerical data from the observations. *Cohen* (2007: 400) explains that there are five principal ways of entering data onto a structured observation schedule: event sampling, instantaneous sampling, interval recording, rating scales and duration recording. In this study, I applied a rating scale in each meeting in which the English teacher as the observer was required to make some judgements about the students" behavior during the action implemented. It consisted of six aspects: (1) Students" enthusiasm towards the lesson, (2) Students" activeness in asking question, giving comment, and responding, (3) Students" interest towards learning method, (4) Students" attitude in reading, (5) Students" activeness in group work, and (6) Students"

Attitude in carrying out the test individually. After that, the observer had to enter responses into a rating scale.

On the other hand, I also applied unstructured observation, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provides

general information about instructional practice and student responses, and are informative when used in conjunction with teacher interviews (*Kutner*, 2007: 28). In this case, field notes were used as one of the unstructured observation techniques to gather the information about the teaching and learning process in general.

2. Interview

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal and non-verbal. Interviews enable participants – either the interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view (*Cohen,* et al., 2007: 349).

In this research, interviews were used to gather data about the students" feelings during the teaching and learning process, their reflections on learning, their observations during the lessons, their success and difficulties in learning, and their perceptions on the instructional materials.

3. Questionnaire

The questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (*Wilson* and *McLean* 1994 in *Cohen*, et al., 2007:317). In this research, close-ended questionnaires were used before the action implementation to gather the data about the students" need in English lesson. The open-ended questionnaires were also applied in this research after the action implementation to gather the data about the students" perceptions on the use of jigsaw technique and the improvements they made after using reading jigsaw technique.

4. Pre- and Post-Tests

Henning, et al. (2009:128) say that pre- and post-tests offer two benefits: they provide a useful approach for diagnosing strengths and weaknesses of classes, individuals, or subgroups; pre- and post- test are also more useful for identifying problems with learning than suggesting new teaching strategies. The pre-test results can identify strengths and weaknesses of students. In this research, the pre-test was applied before the action implementation while the post-tests were applied by the end of each cycle. Henning asserts that post-tests data can provide helpful insights into student learning process and the effectiveness of teaching strategies.

G. Data Analysis

The first step that had been done in order to analyze the data was data presentation. In this step, the researcher collected all the data such as the questionnaire and tests result, interview transcripts, field notes and photos of the teaching and learning processes. The second step was data reduction. In this step, the researcher chose, determined the focus, simplified, summarized and changed the form of the data in the field. The third step was classification. In this step, the researcher classified all the data that had passed the data reduction process.

The analysis of data was done in two ways, qualitative and quantitative. The qualitative data were obtained from the interviews with the English teacher and the students and also from the classroom observation during the action implementation. In analyzing the qualitative data, I held a discussion with the English teacher as the collaborator. It was to see the data from different point of views. The result of the qualitative data analysis was reported in the form of description. On the other hands, the quantitative data were obtained from the tests result (pre-test, cycle I post-test, cycle II post-test). The result was analyzed using *t*-test

to see the significance of differences between the pre-test result and the post-tests result. The

t-test was calculated using SPSS 16.0 computer program.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings of the study that are divided into three sections. The first section presents the research procedure and findings, the second section presents the report of actions and discussion, and the third section presents the research findings.

A. Research Procedure and Findings

This research was an action research study. In the previous chapter, it has been mentioned that the steps of the research were planning, action, observation, and reflection. The purpose of the research was to improve reading skill of the tenth Grade students at SMAN I Kuok. I focused on employing the jigsaw technique of cooperative learning method to improve the students" reading skills.

I began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning reading. Pre-test was also conducted to find out the students" reading comprehension ability. I also distributed questionnaires to the students to gather the information about their needs in the English classroom and to give them space to share their thoughts and hopes in the English teaching and learning activities. Besides, the researcher observed the classroom to get the descriptions of the reading

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter consists of three points. They are conclusions, implications and suggestions. The elaboration of each point is presented below.

A. Conclusions

All stages in this action research were completely done. The research began on January 21, 2011 and ended on May 12, 2011 during the second semester of the academic year of 2010/2011. In both cycles, I implemented the jigsaw technique and some accompanying actions such as implementing question and answer activities, pointing the group leaders, giving time limitation for each activity and asking the students to bring dictionary. To support the result, there were two kinds of data presented in this research, namely qualitative data and quantitative data. In terms of the qualitative data, I attained some results, outlined as follows.

In cycle I, there were some successful actions; they were conducting the question and answer activities and implementing the jigsaw technique. The implementation of the jigsaw technique is believed to be effective to improve the students' reading skills. The improvement included in the students skills in finding the general idea of the text, finding the main idea of the text, finding the specific information from the text, recognize the communicative functions of the text, and guessing

meaning from the context. On the other hand, the question and answer activities are believed to be effective to improve the students' involvement and give a view of new materials for the students and connect it with the previous ones. Unfortunately, there were some problems found during the actions implementation in cycle I. They were dealing with the group management, time management, and dictionary.

In cycle II, the implementation of jigsaw technique was combined with several accompanying actions, such as: conducting the question and answer activities in the beginning and in the end of the lesson, pointing the group leaders (both in home group and expert group), giving time limitation for each activity, and asking the students to bring dictionary. Those actions were effective in overcoming some problems found in cycle I. I also found that the jigsaw technique was still effective in improving the students' reading comprehension.

In terms of quantitative data, there was an improvement on the students' reading skills. It could be seen from the result of pre-test and post-tests. The mean of the students' scores improved from 58,45 on pre-test to 66,90 on cycle I post-test and 75,69 on cycle II post-test. It means the students' mean score increased 29,49 % from the post-test. It showed that the jigsaw technique was successful in improving the students' reading skills.

B. Implications

The research findings show that the use of jigsaw technique was able to improve the students' reading skills. The students were happy and enjoyed reading using this technique. They liked to have discussions with their friends. By having discussions, the students were able to have better understanding on reading texts than before. Their cooperation was also getting better. It implies that the English teacher can use the jigsaw technique in the teaching and learning process of reading. The students should use this technique more often in order to get better understanding to comprehend the text and better cooperation with their mates.

Furthermore, conducting question and answer activities in the beginning and in the end of the lesson, pointing the group leaders, giving time limitation for each activity, and asking the students to bring dictionary was effective to improve the students' involvement, smoothen the discussion and reduce the gap between the high-motivated students and low-motivated students in the teaching and learning process. It implies that the English teacher can use those activities along with jigsaw technique to overcome some problems that might be

arising during the group works. The English teacher should also be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process.

C. Suggestions

Based on the conclusions and implications above, some suggestions will be directed toward the students, the English teacher, and other researcher

1.   To the Students

In relation to the development of their reading skills, it will be much better if the students can make their own opportunities in practicing their reading skills. It is recommended that the students use jigsaw technique as one of their learning strategies to practice and improve their reading skill which can be done in their extracurricular activities. Besides, they may ask their English teacher if they find difficulties in understanding the reading materials.

2.   To the English Teachers

It is suggested that English teachers apply the jigsaw technique since it is beneficial not only in improving the students' reading skills but also in increasing the students' cooperation. Further, it is recommended that the English teachers use another strategy of cooperative learning as a learning strategy to enhance the students' competence not only in reading but also in the three other language skills.

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