

THE EFFECT OF JIGSAW II MODEL ON STUDENTS' READING COMPREHENSION ACHIEVEMENT**(A STUDY AT THE TENTH GRADE STUDENTS OF SMA SWASTA HARAPAN PADANGSIDIMPUAN 2017/2018 ACADEMIC YEAR)****SALMIA SIREGAR****Institut Pendidikan Tapanuli Selatan**E-mail: salmiasrq16@gmail.com

Abstract: *The aims of the research is to know the application of jigsaw II model on students' reading comprehension achievement at the tenth grade of SMA Swasta Harapan Padangsidimpuan, to know before and after jigsaw II model at the tenth grade of SMA Swasta Harapan Padangsidimpuan, and to know whether there is any significant effect of jigsaw II model on students' reading comprehension achievement at the tenth grade of SMA Swasta Harapan Padangsidimpuan 2017/2018 Academic Year. The population in this research is all of the tenth grade students are 37. The sample are 37 students which taken by total sampling. The research method is use by experimental method. Collecting the data by observation sheet and test as an instrument. The result mean score of the application jigsaw II model is 3.2, based on the technique of analysis data the criterion of score jigsaw II model with categorized "Very Good". The result of students reading comprehension the text before taught by using jigsaw II model is 63,51. The category is "Enough". The result of students reading comprehension the text after taught by using jigsaw II model is 74.71. The category is "Good". The average To know the result of the data, the researcher analysis data by use the formula of t_{test} . The result of the data analysis show that of $t_{test} = 3.20$, meanwhile $t_{table} 2.72$. It means that t_{test} is higher than t_{table} . So, the hypothesis is accepted. It means that there is significant effect of jigsaw II model on students' reading comprehension achievement at the tenth grade of SMA Swasta Harapan Padangsidimpuan.*

Keywords: *Jigsaw II Model, Reading Comprehension Achievement*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari model jigsaw II pada kemampuan membaca siswa di kelas sepuluh SMA Swasta Harapan Padangsidimpuan Tahun Akademik 2017/2018. Populasi adalah semua siswa kelas sepuluh yang 37. Sampel adalah 37 siswa yang diambil dengan sampling total. Metode penelitian digunakan dengan metode eksperimental. Data dikumpulkan dengan lembar observasi dan tes sebagai instrumen. Peneliti menggunakan proses statistik dalam menganalisis dengan menggunakan rumus t_{test} . setelah mengumpulkan data, ditemukan skor rata-rata lembar observasi model jigsaw II adalah 3,2 dapat dikategorikan "Sangat Baik". Nilai rata-rata kemampuan membaca

siswa sebelum diberikan model jigsaw II adalah 63,51 dapat dikategorikan "Cukup". Sedangkan, skor rata-rata kemampuan membaca siswa setelah diberikan model jigsaw II adalah 74,71 dikategorikan "Baik". Hasil data analisis data menunjukkan bahwa skor $t_{test} > t_{table}$ ($3,20 > 2,72$). Dengan kata lain, skor t_{test} lebih tinggi dari t_{table} . Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan dari model jigsaw II dalam kemampuan membaca siswa pada kelas X SMA Swasta Harapan Padangsidimpuan Tahun Akademik 2017/2018.

Kata Kunci: Model Jigsaw II, Kemampuan Membaca.

I. INTRODUCTION

Reading becomes one essential skill that students should have. It is an activity which enlarges students' knowledge. Many books and other references of knowledge have been written in English and it is regarded as the main sources. In order to get the knowledge, the students should have reading comprehend the text.

Although reading comprehension is very important to be learned, most of students at the tenth grade of SMA Swasta Harapan Padangsidimpuan are unable to master it. They are still difficult in comprehending reading text. It is seen from the pre test have been done. Where, the students' list of score if average just have score 60. Meanwhile, the hope that they must achieve is 70. It means the students have low score in reading comprehension. It needs taught clearly.

From the some efforts above, the researcher tries to search the main which influence of the problem. After doing observation, the researcher found the main influence of the problem came from monotonous of strategies or technique in teaching reading. Most of the students felt bored when they had to read the text, especially when read a long functional text.

If it is not solved by the teacher, it will become the problem to reading comprehension achievement and it will give the effect to another subject such as to writing. To resolve that situation, one of the efforts is by adjusting the effective and conducive model as the factor which can influence the students' comprehension achievement of the text, the researcher chooses one method. Method which is suitable according to the researcher is Jigsaw II model. Where, Jigsaw II model is the one of cooperative learning that helps students to comprehend better from a long functional text.

The next, the writer will discuss about the definition of reading comprehension. Reading comprehension is a reading process in order to get information or meaning from the text. Information gets by reader with the way connected his knowledge previously and used reading strategy. According to Brevik (2014: 205), "Reading comprehension is an interactive process which the reader constructs meaning from the text by using his or her knowledge and comprehension". According to Howel et al in Maslakhatin (2015: 165) said, "Reading comprehension is the process of integrating information from the text with the knowledge previously in order to build meaning".

In the research, the writer just discusses 4 indicators of reading comprehension. The first, Topic is of a core part of paragraph or text. The second, topic sentence is the most general sentence of the paragraph, and it provides focus for entire passage. The third, Main idea is the key point in the paragraph. The fourth, supporting ideas are the ideas that explain more about main idea

In this research, the writer used model jigsaw II to teach the students reading comprehension. Jigsaw II model is a cooperative learning that adaptation from jigsaw. Jigsaw II model use many teacher in the teaching learning process. Slavin

(2005: 237) says, "The key of Jigsaw II model is interdependence: every students depend to his team in order to get information that needed when do evaluation". According to Acikgoz in Fidelis (2017: 19), "Jigsaw II learning techniques is one of the cooperative learning techniques that is based on group dynamic and social interaction."

Model jigsaw II has many steps to help the teacher to used this model. According to Al-Helah (2005: 187), the steps of jigsaw II model are the teacher choosing a learning unit from a book or any knowledge resource and dividing it into basics topics. Then, the teacher asking the students forming cooperative groups consisting of 5-6 individuals that differ in achievement. Next, the teacher distribution of experts' paper to each original group with a list of topic contained in the learning unit. Then, the teacher allocating parts of the topics to each member of the original group. Next, the teacher asking students to study the allocated units at home or class. After that, the teacher asking the students to meet each other on the expert group and discuss the topic present a plan. After finishing the topic discussion, the expert star teaching the information related to their topics to other groups. After that all students are examined and should answer questions. Result should be treated as grades and then announcement. The first eight steps should be repeated to all the following topics within the unit, and then groups' grades are calculated based upon students' improvement.

The advantages of jigsaw II model is to motivate students in comprehend reading the text, increasing students' self-esteem and increasing students' academic. And disadvantages of Jigsaw II model is

the result study will loss if one students not serious to study, this discussion spends a lot of time, and the teacher must prepared some material and quiz .

II. METHODOLOGY OF THE RESEARCH

The location of this research is in SMA Sawasta Harapan Padangsidimpuan which in located Desa Poken Jior Kecamatan Padangsidimpuan Angkola Julu Kota Padangsidimpuan. The headmaster of this school is Gading Harahap.

The method of the research is something which is very important in conducting a research. Sugiyono (2011: 6) said that method of educational research can be interpreted as a scientific way to obtain valid data, so the goal can be discovered, developed and demonstrated a certain knowledge which can be used to understand, anticipate and solve problems in education.

The population in the research is all of students at the tenth grade students of SMA Swasta Harapan Padangsidimpuan, and sample are 37. To taking the sample, the writer used the systematic total sampling.

A good instrument in a research is very important because a good instrument will give the data accurately. An instrument is a tool or medium that is used to measure the correlation of both variables. Arikunto (2006: 160) said that instrument of the research is a tool or facility which is used by the researcher in collecting data in order to be concluded easily and the result of the research is better, more accurate, complete and systematic. In collecting data, the writer gives the test to the students. While, kinds of test that used as instrument to collect data in topic, topic sentences, main idea and supporting detail are multiple choice . The number test used of topic

are 10 items, topic sentences are 10 items, main idea are 10 items and supporting detail are 10 items. Total the test are 40, the score of every test was 2,5. So the total score of the test about tenses are 100. Meanwhile, to measure take and give strategy the writer make observation sheet.

To analyze data, the researcher has prepared a test that is performed by students. After that, all of the data that have been collected are analyzed by using statistic. There are two kinds of analyzing data in a research: 1) Descriptive analysis which is used to describe mean, median, mode, histogram and so forth, and 2) Inferential analysis which is used to test hypothesis.

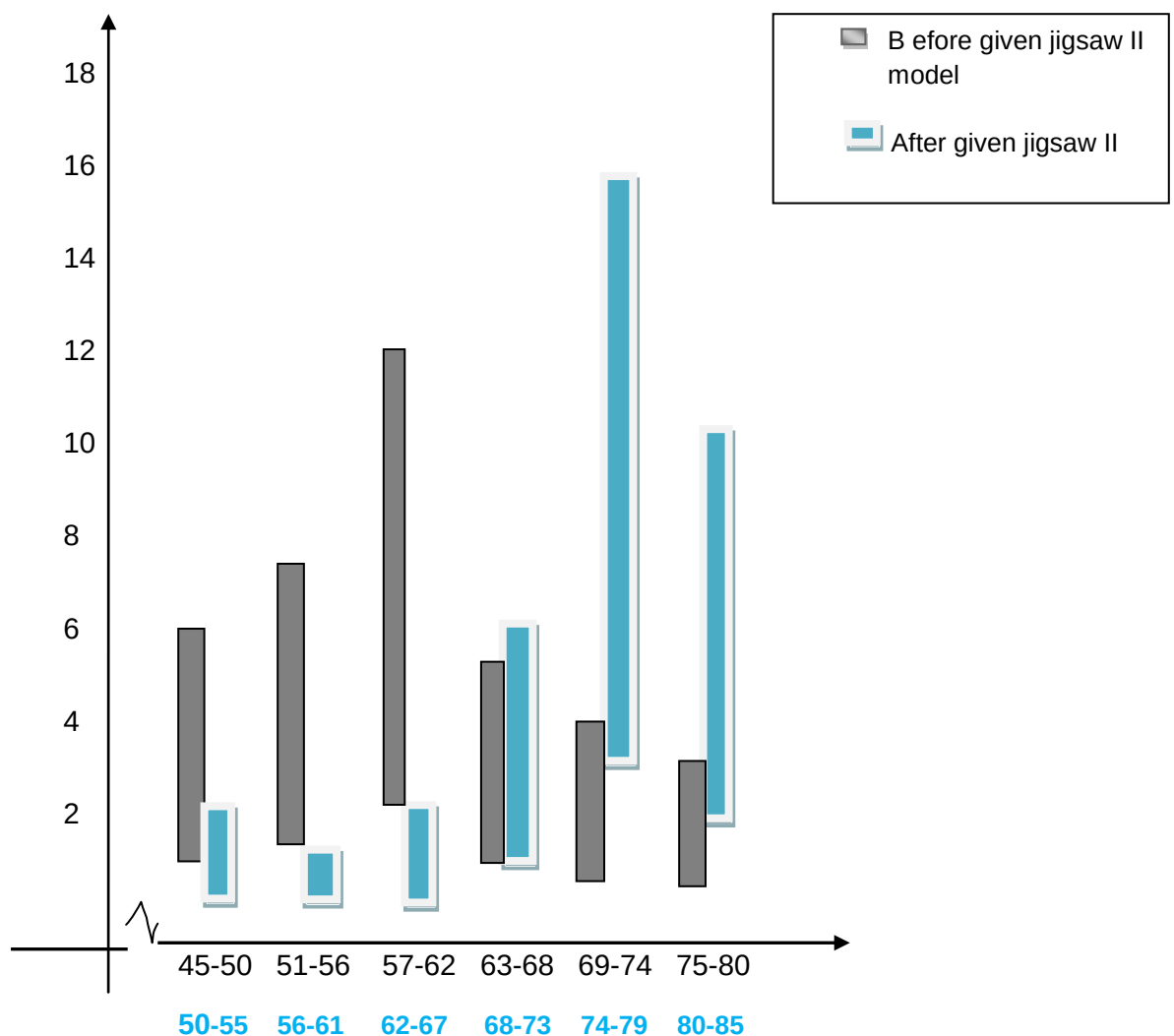
In experimental research the most suitable analysis is using statistical process. before analysis the result of collecting data, it needs to clarify the criteria of score.

III. RESULT

The scores of the variable X (jigsaw II model) and variable Y (reading comprehension) calculated by applied statistical analysis which can be illustrated into description of the data in order to described the students result.

Based on the data analyzed the observation sheet about the application of jigsaw II model on students reading comprehension achievement of SMA Swasta Harapan Padangsidempuan through 10 aspect of observation, obtained an average score 3,2 with categorized "Very Good". The pretest, the writer calculated the scores, it was found that the highest score was 80 and the lowest was 45. The mean of score of reading comprehension before given jigsaw II model at the tenth grade of SMA Swasta Harapan Padangsidempuan was 63,51 categorized

“Enough”. The mean score of reading comprehension after given jigsaw II model was 74,71, with categorized “Good”. The description of the different data of before and after jigsaw II model can be seen in the following histogram.



Based on the histogram, if we compared with pre test the score still categorized enough and after given post test the score was increased. Histogram shown the used of jigsaw II model is very good for increased students reading comprehension.

From the research, it can be known that t_{test} is higher than t_{table} . ($t_{\text{test}} 3,20 > t_{\text{table}} 2,27$). It means that there is a significant effect of jigsaw II model on students reading comprehension at the tenth grade of SMA Swasta Harapan Padangsidempuan or H_0 was accepted.

IV. DISCUSSION

Based on the results of research that have been done in the research, the writer was found the result of the research. The first, the writer teach reading comprehension and after teach reading comprehension the writer given pre test. The results of the pre test that shown was low, because the results still Far of the good. The writer will try to teach with used a model namely used jigsaw II model, and after teach the writer given post test.

The writer was found the result of students reading comprehension by used of jigsaw II model on students reading comprehension with t_{test} is higher than t_{table} ($t_{\text{test}} 3,20 > t_{\text{table}} 2,72$). So that the hypothesis was received, it could be concluded that the effect of jigsaw II model on students reading comprehension was higher than before given jigsaw II model at the tenth grade of SMA Swasta Harapan Padangsidempuan.

By looking the review of related findings which had been discussed in chapter II, and if they were compared with this research result, it could be concluded that students' reading comprehension after using jigsaw II model. It means that eventhough the using of jigsaw II model in reading comprehension

gave the improvement, but the using of jigsaw II model was more effective to make students comprehending reading text. From the result t-test also proven that t_{test} is higher than t_{table} ($t_{\text{test}} 3.20 > t_{\text{table}} 2.72$), so that the hypothesis is received. The writer concludes that the students' reading comprehension after taught by jigsaw II model is higher than before taught by using jigsaw II model at tenth grade students of SMA Swasta Harapan Padangsidempuan.

Based on the explanation above, in this research the writer can concluded that the jigsaw II model was very important and suitable to increase the students reading comprehension achievement.

CONCLUSIONS

Based on the result of this research in chapter IV the writer can concluded that:

1. The application of jigsaw II model on students reading comprehension at the tenth grade of SMA Swasta Harapan Padangsidempuan is 3.2 categories "Very Good".
2. The students reading comprehensionn before and after give jigsaw II model at the tenth grade of SMA Swasta Harapan Padangsidempuan is 63,51 categories "Enough" and 74.71 categorizes "Good".
3. There is a significant effect of jigsaw II model on students reading comprehension. The researcher analysis data by the formula of t_{test} . It is found, the score of $t_{\text{test}} 3,20$. Meanwhile, the score of t_{table} is 2.72 at 5% significant level with degrees of freedom (df) 37. It means that t_{test} is higher than t_{table} . In other word, the hypothesis is accepted.

REFERENCES

- Al-Helah, Mohammad Mahmood. 2005. *Teaching Design*, Amman: Dar Al Maseerah.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian*. Jakarta: Asdi Mahasatya.
- Brevik, L. M. 2014. *Making Implicit Practice Explicit: How Do Upper Secondary Teacher Describe Their Reading Comprehension Strategies Instruction?* International Journal of Education Research, 67, 52-66.
- Fidelis, Iweka. 2017. *Effects of Authentic and Jigsaw II Learning Techniques on Students Academic Achievement in Mathematics*. Global Journal of Arts, Humanities, and Social Science. European Centre for Research Training and Development.
- Maslakhatin. 2015. *The Effect of Mind Mapping (MP) and Pre Questioning (PQ) on the Students' Reading Comprehension*. International Journal of English Education.
- Slavin, Robert S. 2005. *Cooperative Learning: Teori, Riset and Praktik*. Bandung: Nusa Media.
- Sugiyono. 2009. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, and R&D*. Bandung: Alfabeta.

