**The Use of Jigsaw Based on Cooperative Learning Method in Improving Student’s Reading Comprehension**

(A Study towards the 11th of BPI 2 Bandung Senior High School Academic Year 2014/2015)

A Research Paper

Submitted to the English Department of Pasundan University as a Partial Fulfillment of the Requirements for Taking the Sarjana Degree

by

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**Declaration**

I hereby certify that this paper completely my own work and that I attached some statements and ideas from other sources, and they are acknowledged properly in this paper.

Bandung, January 2015

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**Abstract**

This research is entitled **The Use of Jigsaw Based on Cooperative Learning Method in Improving Student’s Reading Comprehension ( A Study towards the 11th Grade of BPI 2 Bandung Senior High School Academic Year 2014-2015 )**. Cooperative learning is a learning method where the system and working collaboratively in small groups which is contained of 4-5 persons each, in order to stimulate the students to be more passionate in learning activity. This paper aimed to describe the use cooperative learning in teaching reading comprehension.

The method of the research is descriptive qualitative. The writer uses observation,interviews the teacher and the student about the implementation of cooperative learning method. The writer gives pre-test and post-test to know the improving of learning process.

The writer gives the pre-test before the teacher begins to teach about personal letter text. Teacher used Jigsaw method in learning process. Jigsaw is a learning method where the system and working collaboratively in small groups which is contained of 4-5 persons each. The characteristic of Jigsaw method is experts groups.

The result of this research from observation shows that the role of teacher is as an organizer, observer, feedback organizer, prompter and resource. Interview data clearly mention that the students’ respond of jigsaw method can help their reading comprehension skills. Beside two instruments above the writer also uses Pre-test and Post-test that show improvement. The result Pre-test the average precentage is 53,47% and after the treatments the Post-test result is 90,07%. So the average of students improvement is 68,39%. Using Jigsaw method esspecialy in teaching reading comprehension is useful to motivate the students in learning process and the students were also seen more active in class.

Based on the result of the research, the writer concludes that the research focused on using jigsaw in improving students’ reading comprehension is effective and encourage students in learning English.

**Preface**

In the name of Allah SWT for the Merciful, the writer had finished the paper entitled **The Use of Jigsaw Based on Cooperative Learning Method in Improving Student’s Reading Comprehension** (A Study towards the 11th Grade of BPI 2 Bandung Senior High School Academic Year 2014-2015). *Shalawat* and Greetings for our prophet Muhammad SAW and for muslims in the world.

This paper is submitted to the English Department of Pasundan University as a partial fulfillment of the requirements for taking the sarjana degree.The writer hope this research is useful for the reader, or the next reseacher to develop education in Indonesia.

The writer realizes there are still some weakness in this research paper. Therefore, the writer hopes there will be correction, critics, and advices for the development in the future.

Bandung, January 2015

 The writer

**Acknowledgement**

The writer should firstly express her gratitude to the almighty God Allah SWT, with the worthiest praise finally the writer finished this research. The writer would like to express her sincere gratitude and deep appreciation to the people who have helped her to finish this research paper, as follows:

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May Allah Bless you all, Amen

Bandung, January 2015

 The Writer

**Dedication Page**

**The writer proudly dedicated this research paper to my beloved family,**

**My Mother Entin Suhartini, my father Achmad Frizal Yuliar and my brother M. Luthfi Adham Besari**

**Thank you for giving me your pray and endless love until the writer finished**

**this research paper**

 ***“Only I can change my life. No one can do it for me.’’ -*** *Carol Burnett*

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**CHAPTER I**

**INTRODUCTION**

This chapter deals with the background of the research, research problem, limitation of problem, aims of the research, objectives of the research and significances of the research.

* 1. **Background**

English is an international language and also called by ESL (English Second Language). English is the fourth most widely spoken native language in the world. In Indonesia English firstly has been taught at MULO (Meer Uitgebeird Lager Onderwijs) which is equals to high school. Nowaday English has been taught at elementary school.

 To study English, the student needs ability in writing, speaking, listening and reading.  They skills must be mastered by people, especially for English students who are studying English. One of skills that must be learned is reading. Being able to read English is very important, because there are many books and literature written in English. Reading becomes important for everyone to increase their knowledge. This idea is supported by the fact that reading has become our daily activities.

Reading skill is important whether in the mother language or second language. If the students read the text in their mother language, it is not really difficult, but when the students read it in foreign or second language, they wil find many difficulties, because there are so many differences between their mother language and foreign language. The writer thinks many students felt hard to practice reading skill. The teacher must have formula to fix that condition. The media, method, student’s role, and also teacher’s role are the important part in learning procedure.

To remind the important parts of learning procedure for reading skill, being student of English Department Sub Major English as Foreign Language, the writer interests to analyze the methodology of Cooperative Learning in reading skill and focuses on analyzing reading comprehension of 11th grade in BPI 2 Senior High School.

Cooperative Learning is an attractive method to give a lesson for students. Through cooperative method, the students will work as a team and each student is contribute to each team. The writer thinks, group work is better than work as an individual. In addition, group work can improve the responsibility of students. This writer hopes that the result of the research can be used as reference for those who want to conduct a research in teaching English.

* 1. **Identification of the Problem**

As the writer was mentioned above, it is hard for the students to learn reading skill. There are many factors why they were hard to improve their reading skill. In Indonesia, most of students have some difficulties in learning English. They were less motivation in studying English. In that case, English teacher needs to be responsive to the student’s condition.

 The teacher should make students more enthusiastic in learning English. They should consider some factors in teaching and learning process. Brown (2001) stated that “ Teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.” So, the teacher should think creatively to make English interested.

 One of the strategies in teaching English is using media to support the learning process. There are many kinds of media that can be used in teaching and learning process. For example: realia, picture, short card, song, etc. They are become less enthuastic if teacher did not using media in learning process. The teacher should realize that by using media in learning process it will help the students to understand and memorize the material easly. It can makes the students enjoy while they are learning.

 In the era of technology, students can find many references by using internet. So, book is not the only main source of getting information. They also can learn English from newspaper, by listening music even from televison.

 Learning method is also important in learning process to make the class organized. Sometime not all the students are involved in learning process if the teacher did not using the learning method. One of the learning method is Cooperative Learning. According to Slavin (2005) Cooperative learning is an instructional method which students work together in small, heterogeneous groups to solve a problem, project, or other instructional goal, while teachers act as guides or facilitators. This method works to reinforce a student’s own learning as well as the learning of his or her fellow group members. Work together and helping each other are the most important thing in cooperative learning, it also known as learning together. In addition, by using Cooperative Learning method it also can create a fun learning process. Huda (2011)

In this opportunity the writer will do the research about The Use of Jigsaw Based on Cooperative Learning Method In Improving Student’s Ability In Reading Comprehension (A Study Towards The 11th Grade of BPI 2 Bandung Senior High School Academic Year 2014-2015).

* 1. **Limitation of Study**

There are twenty five types of Cooperative Learning. The writer chosen Jigsaw. Jigsaw was introduced by Aronson, Blaney, Stephen, sikes, and Snap in 1978. In Jigsaw the students more active in learning activity. (Zainal Aqib, 2013)

The writer chosen Iigsaw because Jigsaw is a flexibel method. It means, the teacher can apply Jigsaw for improving student’s ability in reading comprehension, speaking, listening and writing. This technique will help the students to share the idea, problem solving and team work. Every students have same opportunity to participate, so they should not feel the other as a competitor or a threat, but as a partner who can support the achievement of goals and success in learning.

 This research is limited on Cooperative Learning method with Jigsaw type. In teaching reading comprehension process, the writer uses the topic personal letter text from sylabus in 1st semester of 11th grade Senior High school. This research will be conducted at 11th grade of BPI 2 Bandung Senior High School Academic year 2014-2015.

* 1. **Research Question**

The research question are:

1. How is the procedure of teaching reading comprehension on making a conclution from a peronal letter using Jigsaw method ?
2. How is the role of teacher in teaching reading comprehension on making a conclution from a personal letter using Jigsaw method ?
3. How is the teaching material in teaching reading comprehension on making a conclution from a personal letter using Jigsaw method ?
4. How is the teaching media in teaching reading comprehension on making a conclution from a personal letter using Jigsaw method ?
5. How is the format evaluation and the result in teaching reading on making a conclution from a personal letter using Jigsaw method ?
6. How is the respondence’s opinion of teaching reading comprehension on making a conclution from a personal letter using Jigsaw method ?
	1. **Objective of The Research**

 The writer had purpose with this research, those are:

1. To find out how the procedure of teaching reading comprehension on making a conclution from a personal letter using Jigsaw technique.
2. To find out how the role of teacher in teaching reading comprehension on making a conlution from a personal letter using Jigsaw technique.
3. To find out how the teaching material in teaching reading comprehension on making a conclution from a personal letter using Jigsaw technique.
4. To explain how the teaching media in teaching reading comprehension on making a conclution from a personal letter using Jigsaw technique.
5. To explain how the format evaluation and the result in teaching reading on making a conclution from a personal letter using Jigsaw technique.
6. To find out how the respondence’s opinion of teaching reading comprehension on making a conclution from a personal letter using Jigsaw technique.
	1. **The Benefits of The Study**

The writer hopes this research will give benefits for the readers, the next researcher, and also for the education develpoment in Indonesia. There are two kind of benefits in this reasearch, those are:

**Theoretical Benefits**

This research is useful for knowing the adventage of jigsaw technique for reading comprehension and this research is also useful for teacher to know the difficulties of Jigsaw technique for reading comprehension.

**Practical benefits**

This research is useful for increasing the knowledge, this research is useful as reference for teachers and this research also will become a reference for the next researcher.

* 1. **Method of The Research**

The writer used classroom action research to compared the student’s reading skill. The rationale of chosen this method is caused by the researcher’s interest that would describe the readers about the use of Cooperative Learning method in producting a conclution from a personal letter for 11th grade students of BPI 2 Senior High School.

In conducting the research, deciding an appropriate method is one of a great importance. Collecting, analyzing, and interpreting data by observing what people do and say is called qualitative research. According to Fraenkel and Wallen (2003:380) qualitative research is understood as the research studies that investigate the quality of relationship, activities, situations, or materials.

In this case, a descriptive method is one of the methodologies used to conduct the research in the process of analyzing the data.

It is believed that descriptive method is the appropriate method because the goal of the research is to systemically, factually, and accurately describe or illustrate the fact, characteristics and relationship of the research.

* 1. **Population and Sample**

**Population**

Population is all data that concerns us in a scope and time that we specify, said Arikunto (2013). As population, the researcher will take the students at the 11th grade of BPI 2 Bandung Senior High School which is consist of 132 students of 4 classes ( XI IPA 1 – XI IPA 2, XI IPS 1 – XI IPS 2 )

**Sample**

According to Arikunto (2013), Sample is a portion of the population that have characteristics or the na ture of the same and or similar to the population. The technique in decide sample, there are three types in collecting the sample. Those are Total, Purposive, Random sampling. To determine the sample, the writer choose random sampling because it more easy for the writer that can decide a sector or class without knowing the characteristic of sample before and also more efficient in time.

 Random sampling is population divided into several groups or smaller parts, then one of the group (clusters) were sampled. Arikunto (2013). The sample in this research involves all the students at class XI IPA 1 of BPI 2 Bandung Senior High School academic year 2014-2015 taken by random and members of the sample are 35 students.

**CHAPTER II**

**THEORETICAL FOUNDATION**

The aim of this chapter is to explore the fundamental literatures related to the research conducted. It provides review on cooperative learning method in teaching reading comprehension.

**2.1 Reading**

Teaching reading is about helping the students to understanding written texts. It is a complex activity that involves both perception and thought. As Bamford and Day (1997) stated. "Until students read in quantity, they will not become fluent readers." Learners can motivated to read extensively through be allowed to choose their own texts based on their own interests in such approaches as the reading lab approach (Eskey and Grabe 1988).

Reading is a proces to understand the text and to get information. People say reading is the process to get, to understand and to catch the content of the text. Goodman (1970) also mentioned “Reading is a Psycholinguistic guessing game.” A guessing games, in Goodman’s words because readers must, through a puzzle-solving process, infermeanings, decide what to retain and not to retain and move on.

Reading is a skill that will empower everyone who learn. They will be able to get benefit from the store of knowledge and ultimately, it will be contributed for that knowledge. According to Tarigan (2008), the main porpuse of reading is to find out information which covers the content and understands the meaning of reading material. Teaching reading is difficult work. Teachers must be aware to the student’s progress, such as makes and sets the instruction for changing the abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn by the students and also learning to read is an important educational goal.

**2.2 Kinds of Reading**

Able to read well is valueble achievement. More to read, more information and knowledge we can get. The teacher should realize that reading is not a simple activity, they should help and guide the students to develop their reading skill. Tarigan (2008) added these kinds of reading, they are:

1. Reading Aloud

Reading aloud is an activity which is a good tools for the teachers, students or the other readers in order to understands the informations, thoughts and the writer’s feelings. In reading aloud, the students will get experience in producing the sound. It is done to check pronunciation, intonation, the students ability to read and helps teacher to find out who among his students has difficulty in reading.

2)   Silent Reading

Silent reading is reinforcesing the readers to find out the meaning of the words. It leads the readers good comprehension. This kind as skill to criticize what is written, to discuss the meaning, to draw the inference and to concil as well as to tell new ideas on the text.

**2.3 The Aims of Reading**

People may read for some purposes which are helps to understand the message. If they reads for pleasure and enjoyment, they may read either quickly or slowly based on their needs. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment they read it very slowly and carefully. Grellet (1981) clarified, the aims of reading are:

1. **Reading for pleasure** is reading to entertained, there is no academic purposes. Reading for pleasure is done without other people’s order but according to an individual reader’s wish, and taste. People can read anytime and anywhere while their are not busy.
2. **Reading for information** is reading to find out something or in order to do something with the information you get. In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

Tarigan (2008) stated there are two main aims of reading activity.

1. Behavorial aim, which is called closed aim or instructional aim. This aim usually directed the readers on these reading activity.
* Understand the word meaning (word attack)
* Study skills
* comprehension
1. Ekspresif aim (open aim) containt of these activities.
* Self-direct reading
* Interpretative reading
* Creative reading

Many of students want to be able to read English text either for their careers or educational life. Reading texts provide the good models for English teaching. Reading texts also provide the opportunities to study vocabularies, grammar, paragraphs and the way to construct sentences (Harmer,2004).

**2.4 Techniques of Reading**

Students should know some reading techniques that they need. They should be sure that suitable techniques are used to facilitate their rapid understanding of the reading material. Sukirah (1988) mentioned there are three techniques of reading, they are:

1. Skimming

Skimming is a technique that used find for the ‘gist’ of what the author is saying without a lot of detail. This is used if some only wants a preview or an overview of the material. Skimming is also used after a person has already carefully studied and he needs to review the major ideas and concepts. Skimming gives the readers the advantage of being able to predict the porpuse of the main topic or message of the text.

1. Scanning

Scanning is when a students needs to find out a specific information, they might not read carefully or even skim. Instead, he might be able to scan that to find the information they need e.g. figures or names. It can be contrasted with skimming, which is reading quickly to get a general idea of meaning.

Scanning is not a reading process in the true sense of the word. It is a searching that requires a reader to float over the material until he finds whats they needs. Then they stops and reads as much as necessary in order to answer their question. Ophelia (1988)

1. Reading with comprehension

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprhension skill but also on the student’s experiences nd prior knowledge. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing the author’s purpose., making judgments and evaluating.

**2.5 Reading Comprehension**

Over a number of years, developing and early readers actively learn to use comprehension strategies as tools to help and strengthen their understanding, knowledge and comprehension of text (Alison Davis 2011). When students understand what skilled reading involves, they learn to monitor their own reading comprehension and development. Skilled student readers know more about how they read than weak student readers—they are more active and aware. They also know when and how to apply reading strategies to a particular piece of text or to a task.

Effective teachers of reading comprehension help their students develop into strategic, active readers, in part, by teaching them why, how, and when to apply certain strategies shown to be used by effective readers (Duke & Pearson, 2002).

Reading comprehension is understanding a text that we read, or the process of “constructing meaning” from a text. Increasing students reading comprehension is an important aspect of our school improvement plan. Reading comprehension is also as a tool to help the students in determine the meaning of what they read. Teaching comprehension as a process in enables the readers to make connections and move beyond literal recall. Much of what is learned at school is learned through reading. Therefore, developing the understanding and practices of a skilled reader becomes very important.

**2.5.1 The Goals of Reading Comprehension**

The main target of reading is to find and to have information, includes the content, to understand the meaning of text. They are the important target of reading comprehension:

* 1. To find or to know the findings that was used by the character. That reading is reading for details or facts.
	2. To find the main ideas.
	3. To find or to know what is happened in every sections. That reading is reading for sequence or organization.
	4. To find and to know the characteration of the characters. That reading is reading for inference.
	5. To find and to know something odd, humor section and the real condition in the story. that reading is reading to classify.
	6. To find and to know are the character have bad ending or happy ending. That reading to evaluate.
	7. To find and to know how the changed of character. (Anderson 1972)

* + 1. **Reading for Main Ideas**

Reading for main idea is reading to know why if it is an interesting and good topic, the problem in the story, what is te experience of the character from the text, and to summarize what the characters has to be done in reaching the goal. (Tarigan 2008)

* + 1. **Main Ideas**

The main idea of a passage or reading is the central thought or message refers to the point or thought being expressed. The different of topic and main idea will become clear to you if you imagine yourself over hearing a conversation in which your name is repeatedly mentioned.

* + 1. **The Summary**

 A shortened version of a text that highlights its key points. The primary purpose of a summary i s to “give an accurate, objective representation of what the word says.” As a general rules, “ you should not include your own ideas or interpretations.” (paul clee and violeta clee, american dreams, 1999.)

* 1. **Cooperative Learning Method**

Teachers has responsibilities to manage the class as a background in communication and communicative activity. In teaching process, teachers guide and encourage the student’s desire in supplied the limitation of grammatical, vocabularies and strategies. Learning and teaching process is systematictly effort by teachers in order to create the effectively and efficient of the learning process which is starts from planning, implementation and evaluation.

Cooperative Learning come from word *cooperative* which is means do something together by helping each other as a teamwork. Slavin (2005) said that “Cooperative learning is a learning method where the system and working colaboratively in small groups which is containt of 5-6 person each, in order to stimulate the students to be more passionate in learning activity.”

 Isjoni (2009) said “*pembelajaran kooperatif merupakan strategi belajar dengan sejumlah peserta didik sebagai anggota kelompok kecil yang tingkat kemampuannya berbeda. Dalam menyelesaikan tugas kelompoknya, setiap anggota kelompok harus saling bekerja sama dan saling membantu untuk memahami materi pelajaran. Dan belajar dikatakan belum selesai jika masih terdapat anggota kelompok yangbelum menguasai bahan pelajaran*.”

Based on those statements, Cooperative Learning is a learning strategy with a number of students as members of small groups of different ability levels. So that every student have the same opportunity to develop their potential to be expressed to their teammates.

* 1. **Kinds of Cooperative Learning**

In Cooperative learning there are several techniques variation can be applied, those are: 1) Student Team Achievement Division (STAD), 2) Team Games Tournaments, 3) Team Assisted Individualization (TAI), 4) Cooperative Intergrated Reading and Composition (CIRC), 5) Group Investigation (GI), and 6) Jigsaw. From all those kinds of cooperative learning method will explained by Slavin (2005).

**Student Team Achievement Divisions (STAD)** is one of the most simple and the great model of cooperative learning for teachers who starts the cooperative approach. STAD consist of 5 main component: class presentation, team, quis, individual improving score and team recogniti.

**Team Game Tournament (TGT)** generaly TGT pretty same with STAD except one thing: TGT use academic tournament, use quises and individual improvement score, where the students compete as the member of their team with the other team member which is their academic score are same.

**Team Assisted Individualization (TAI)** is designed for satisfied these criteria to solving the teoritical problems from individual teaching.

1. At least the teachers will spend half of the time for teaching the small groups.
2. The students will motivated to learn the materials which is fast and accurately given, and they cannot be cheating find out the instant way.
3. The programe is easy to learn by the teachers, it also cheap, and its flexible.

**Cooperative Integrated Reading and Composition (CIRC)** most of CIRC activities, the students are following the team of learning practice team, scoring team, and quiz. The students have not done the quiz until their team partner says ready. The appreciation for the team will be give too based on their works from all the team member in reading and writing activity. because the students have the same ability, therefore they have the same opportunities to success.

**Group Investigation** is a complex technique of cooperative, because it combined between the principle of cooperative study with based on constructivism and democratis learning.

**Jigsaw** technique starts with introduction the topic by teachers. The teachers can write the topic that going to learned on white board, showing the PowerPoint slides, etc. The teachers asks the students what they know about the topic. This activity for activied the schemata or cognitive structure to get prepared for the new learning activity. Next, teachers devided the class into the small groups. The number of the groups depends on the topic that going to learn. For example, the class consist of 40 students, the teacher devided the students into 4 different topics, each team has 10 member.

In cooperative learning there are alot of technique which is can apply teaching and learning activity. from all those cooperative learning technique then, the writer choose cooperative learning with Jigsaw technique, because the writer thought Jigsaw more effective for language learning process.

* 1. **Jigsaw (JIG)**

Jigsaw technique was introduced by Aronson (1975). This method has two addition version Jigsaw II (Slavin, 1989) dan Jigsaw III (Kagan, 1990). According to Miftahul huda (2011) In Jigsaw method, students divided into 5 small group. Teachers gave the information to each groups about the learning material first. From every information in those group, each group have to learn different parts of the information. For example, if group A asked to learn about novel, so five each group member have to learn about smaller parts of the novel, such as theme, plot, characteristic, conflict and background.

After learn the information, every group member which is learn about those smaller parts of the novel gathered with the other group member who is got the same parts. If group member 1 from group A got the task to learn about plot, so he have to gathered with group member 2 from group B and group member 3 from group C ( so on) who is got the task to learn about plot. The Group who have the same parts of the infomation called “expert group”. Each member from “expert group” have to discuss and find out the best way how to explain the information to their first group. In addition, the teacher create small heterogeneous groups with students representing multiple ability levels to reach the sucseed. After discussing, every group member in “expert group” have to get back to their first group and starts to explain the information to their group member. So in Jigsaw method the students works twice and the last step they have to prepared for individual test (quiz) from the teacher.

* + 1. **Teaching Procedure Using Jigsaw**

The steps of jigsaw technique in teaching reading comprehension are:

1. The teacher devided the class into five or six heterogeneous groups.
2. The teacher gave the explanation of personal letter text to the students menas how to find out main idea, informations, and words meaning.
3. Some students were asked to read the example of personal letter text.
4. The teacher gave the worksheet for every groups which is include the questions. they are contained of different types (main idea, informations, words/phrase meaning)
5. In creating the expert team, every group member who got the same question types are gathered with the other group member and discussed to solving the problem.
6. After discussed with the expert team, every student were back to their first group to finish the worksheet.
7. The teacher discussed together about the answer of the worksheet.
	* 1. **Role of Teacher in Teaching Reading**

Teachers as the facilitator and also a guide have the primary role to choose learning material, structure the groups, explain the cooperative nature of group work, provide an environment conducive for this type of work, monitor group work, and assist students in summarizing, synthesizing, and integrating material.

The teacher has to promote reading and by our own espousal of reading as a valid occupation, persudae students of its benefit. According to Harmer (2004) There are role of teacher in teaching reading:

**Organizer:** we need to tell students exactly what the reading purpose is, and give them clear instruction about how to achieve it, and how long they have to do this. Once we have said ‘you have four minutes for this’ we should not changed the time unless observation (see below) suggest that is is necassery.

**Observer:** when we ask students to read on their own we need to give them space to do so. This means restraining ourself from interacting that reading, eventhough the temptation maybe to add more information for instruction.

While students are reading we can observe their progress seen this will give us valuable information about how well they are doing individually and collectively, and will tell us whether to give them some extra time or, instead, move to organizing, feedback more quickly than we had anticipated.

**Feedback organizer:** when our students have complete the tasks we can lead a feedback section to check that they have completed the task successfully. We may start by having them compare their answers in pairs and then ask for answers from the class in general or from pairs in particular. Students often apprciate giving paired answer like this seen, by sharing their knowledge, they are also sharingtheir reponsibility for their answer.

**Prompter:** when student have read a text we can prompt them to notice language features in that text. We may also, as controloers, direct them to certain feature of text construction, clarifying ambiguities, and making them aware of issues of text structure which they had not come across previously.

 **Resource:** when we are acting as a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoonfeed our students so that they become over reliant on us

Every student also have an important role in increasing the quality of the teamwork, the role include as a reader, recorder, checker of understanding and elaborator of knowledge (Johnson and Johnson, 1994).

* + 1. **Learning Media for Teaching Reading**

Teaching media is also an important thing in teaching method. Media can also help students to be more understood about the material, it should be interested and gives benefits for students. Nuttall (1996) offered three criteria for choosing reading text for students. (1) **Suitability** of content; material that students will find interseting, enjoyable, challenging, and appropriate for their goals. (2) **Exploitability** a text that ficilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills. (3) **Readability**; a text with lexical and structural difficulty that will challenge students without overwhelming them.

 According to Slavin (2005) material and media for Jigsaw method is a text or reading material which is became the based role from the topic for every students. Based on that statement the writer choose personal letter as the material and also for the learning media itself.

* + 1. **Learning Evaluation for Teaching Reading**

Teachers give an evaluation to the students in the last teaching and learning process in order to find out how far the students mastered about the material. In the Jigsaw group, each student teaches a necessary and unique piece of information to help the group master the assigned work. When the unit is completed, the students are tested and they each receive a grade based upon their own test performance.

Brown (2001:384) mentioned that A test is a method of measuring a person’s ability or knowledge in a given domain. Added by Gronlund (1998) that From an instructional standpoint *evaluation* may be defined as a systematic process of determining the extent to which instructional objectives are achieved by public. Evaluation as a ways for knowing how far ability a person.

The teacher will use the progress or achievement test. **Progress or achievement test** are designed to measure learners’ language and skill progress in relation to the syllabus they have been following. Achievement test at the end of a term (like progress test as the end of unit, a fortnight, etc.) should reflect progress, not failure. (Harmer, 2004)

Brown (2001) categorized that there a three classic criteria for “testing a test”:

* **Practicality**, A good test is **practical**. It is within the means of financial limitation, time constraints, ease of administration, and scoring and interpretation.
* **Reliability**, A **reliable** test is consistent and dependable. Sources of unreliability may lie in the test itself of in the scoring of the test.
* **Validity**, By far the most complex criterion of a good test is **validity**. The degree to which the test actually measures what it is intended to measure.

In reading comprehension evaluation, the teacher will give the test create a **‘level playing field’** to achieve validity and to be reliable. It means, as with many other language tasks we want to get the level of challange right, to make the tasks “difficult but achievable”. (Harmer 2004)

The students is given score based on their understanding to find out the main idea of the text using their skimming ability, their recognize of multiplicity signals: such as words and phrases, and selects the signals that make some sense, that cohere, that “mean”. After that, the teacher will use the cooperative learning method especially Jigsaw for giving the same material. The teacher will ask the student to find the main idea based on concessious.

**CHAPTER III**

**RESEARCH METHODOLOGY**

In this chapter, the writer describes the research method which is used by the writer. The writer uses classroom action research for analyzing the data. This chapter consists of research design, research method, procedure of data collection, and the technique of analyzing the data.

**3.1 Research Design**

In research design, the writer will explain about the steps of conducting the research that used in this research. The writer conducts several steps to get the data. Those steps related each other and it not could be ignored. These are four steps in this research.

* + 1. **Planning**

The planning is the first steps. In this section, the writer prepared all of the preparation of the research. Good plan will determine good result in the end of the process. There are some completely steps of the planning:

1. As the preparation step, the writer visiting and asking for permission to do the research in the school. The writer choose BPI 2 Bandung Senior High School located at Jl. Burangrang no.8 Bandung to be a research object.
2. Make the appointment with the English teacher in the school to discuss about the research and also to get the permission to use one class as the object of the research.
3. Prepare the instruments that needed to the research action class.
	* 1. **The Implementation**

In this step, the writer conduct the research only one class. In the implementation the writer proposes an English teacher to act as a model in implementing the method. The writer conducts classroom action research. Suhardjono (2011) suggested, *Penelitian Tindakan Kelas yaitu penelitian yang dilakukan oleh guru, bekerja sama dengan peneliti di kelas atau di sekolah tempat ia mengajar dengan penekanan pada penyempurnaan atau peningkatan proses dan praktis pembelajaran.* It means that the action research is conducted by the teacher. Suhardjono (2011) added in the research will conduct atleast two cycles “ *pelaksanaan Penelitian Tindakan Kelas dimulai dengan siklus pertama yang terdiri dari empat kegiatan, apabila sudah diketahui letak keberhasilan dan hambatan dari tindakan pada siklus pertama lalu guru merencanakan rancangan siklus kedua yang ditujukan untuk memperbaiki berbagai hambatan atau kesulitan yang ditemukan pada siklus pertama.* It means that in action research class needs at least two cycles as a basic procedure.

For collecting the data, the writer uses two cycles or even more. In this research, the writer uses these cycles:

1. Planning

For this step, activity will conduct as follows; The writer make the lesson plan called RPP which is appropriate with syllabus, the writer apply the teaching material for cycle 1. Prepare the jigsaw as the method to support the research it also related to the use of cooperative learning to improve student’s reading comprehension. The writer also arrange te evaluation test in order to know student’s progress in reading comprehension.

1. Action

In the action, the English teacher in BPI 2 Senior High School as the implementer of action conduct teaching and learning activity according to lesson plan (RPP) about Personal Letter, in teaching Personal Letter the teacher use jigsaw as the method in improving student’s reading comprehension.

1. Observation

In the observation, conducted observe teacher’s activity and also students activity in class. This step is in order to observe whether the implementation of teaching and learning in class was appropriate with the RPP in action or not

1. Reflection

In the reflection, is to find out the disadvantages in first cycle, then devise the effort to repair the disadvantage that was found. The result of reflection will be the guide for planning actions that will apply for the next cycle.

Revised Plan

Planning

Act

Reflection

Act

Reflection

Observation

Observation

CYCLE 1 CYCLE 2

* + 1. **Reporting**

The writer should make a reportation using descriptive as a classroom action research. The writer measures the improvement between pretest and post test, and she explain the finding of the research.

**3.2 Research Method**

The writer conducted classroom action research to find out the improvement of the student’s reading ability. The rationale of choosing this method is caused by the writer’s interest that would describe about the use of jigsaw based on Cooperative Learning method in producting a conclusion from a personal letter for 11th grade students of BPI 2 Senior High School.

In conducting the research, deciding an appropriate method is important. Collecting, analyzing, and interpreting data by observing what people do and say is called qualitative research. According to Fraenkel and Wallen (2003) qualitative research is understood as the research studies that investigate the quality of relationship, activities, situations, or materials.

In this case, a descriptive method is one of the methodologies used to conduct the research in the process of analyzing the data.

For this study, it is believed that descriptive method is the appropriate method because the goal of the research is to systemically, factually, and accurately describe or illustrate the fact, characteristics and relationship of the research.

* 1. **Population and Sample**
		1. **Population**

According to Arikunto (2013) “*Populasi adalah keseluruhan subjek penelitian. Apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi. ”* Population is all data that concerns us in a scope and time that we specify.

As population, the researcher will take the students at the 11th grade of BPI 2 Bandung Senior High School academic year 2014-2015 which is consist of 132 students of 4 classes ( XI IPA 1 – XI IPA 2, XI IPS 1 – XI IPS 2 ).

* + 1. **Sample**

 Arikunto (2013) mentioned sample is a portion of the population that have characteristics or the nature of the same and or similar to the population. The technique in decide sample, there are three types in collecting the sample. Those are Total, Purposive, Random sampling. To determine the sample, the writer choose random sampling because it more easy for the writer that can decide a sector or class without knowing the characteristic of sample before.

 Random sampling is population divided into several groups or smaller parts, then one of the group (clusters) were sampled. Arikunto (2013). The sample in this research involves all the students of class XI IPA 1 of BPI 2 Bandung Senior High School academic year 2014-2015 taken by random and members of the sample are 35 students.

* 1. **Technique of Collecting the Data**

In collecting the data there are some techniques:

1. Procedure

 To find out the data of teaching procedure, the writer observed the teaching and learning activity starts from the teacher came to the class until closing the lesson. The document of this section is enclosed in appendix.

1. The teacher’s role

 To find out the data of the teacher’s role, the writer observed the way how the teacher teaches and delivers the material. It will be compared with the theory about “the role of teacher”. The writer also observes the implementation of Cooperative Learning as teaching method. The document of this section is enclosed in appendix.

1. Teaching material

 The data of teaching material has taken from observation that focuses on the teaching material. The documentof this section is enclosed in appendix.

1. Teaching media

 To find out the data of teaching media, the writer did the observation by focusing on the teaching media in teaching reading. It will compared with the theory of “ teaching media”. The document of this section is enclosed in appendix.

1. Format of evaluation and the result

 To find out the data of teaching evaluation, the writer conducted the test. There are two kinds of test, Pre-test and Post-test. Pre-test is given in order to assess the student’s reading comprehension ability before the students are taught using the jigsaw method and Post-test is also given to assess the student’s reading comprehension ability after they are taught using the jigsaw method. The document of this section is enclosed in appendix.

1. The respondence’s opinion

 To find out the data of respondence’s opinion, the writer conducted some interviews. The writer interviewed students in order to know the influence and the use of cooperative learning method in improving student’s reading comprehension. The document of this section is enclosed in appendix.

* 1. **Technique of Analyzing the Data**

**The writer analyzed the data after she collected data. Those are five data that must be analyzed:**

1. **In analyzing the data of teaching and learning procedure, the writer also compared the lesson plan with teaching and learning activity in the class.**
2. **In analyzing the data of role of teacher, the writer compared data from the observation with theory which explains teacher’s role.**
3. **In analyzing the data of teaching material, the writer compared the material in the class with the theory that discuses about the teaching material.**
4. **In analyzing the data of teaching media, the writer observed the teaching activity using the media in teaching reading such as pictures, slide show, and handouts of personal letter.**
5. **In analyzing the data of format evaluation and the result, the writer compared the evaluations and takes the data precentage of the Pre-test and Post-test in order to know the evaluation result and student’s progress in reading comprehension using jigsaw method** and then the writer looked the increasing or the decreasing result based on that comparison.
6. **In analyzing the data of respondent’s opinion, the writer described the data from interview. There are 23 students respondents and one English teacher.**

**CHAPTER IV**

**DATA ANALYSIS AND FINDINGS**

In this chapter the writer recommended Cooperative Learning method in teaching reading comprehension to the teacher and the teacher accepts well. Hopefully, by Cooperative Learning method the teacher can help the students to understand the text. It can be applied in many kinds of text. In this research, the writer putted personal letter text.

 The writer analyzed some of the data that she got after conduct the research in BPI 2 Bandung Senior High School. She gained the data into two steps, those are teaching implementation and interview. In teaching implementation, the teacher gave pre-test and post-test. It can show the progress of students during following the treatment. Then the writer anaylized the result of the test. The writer conducted interview to support her data. The interview section devided into two sessions. First, the writer interviewed the English teacher and some of the students in class XI IPA 1 who following the reading class.

**4.1 Data Analysis**

This chapter, the writer reported the data analysis. The writer analyzed lesson plan implementation; the writer got the data by observation in the classroom. By analyzing the result of teaching and learning, the writer got the data from the result of pre-test and post-test. In analyzed the data interview, the writer conducted two interviews whose respondence, they are students and teacher.

**4.1.1 Analysis of Teaching Procedure**

In this research, the writer as an observer. She observed teaching and learning activity in the classroom from the pre-activities until post-activities accurately. The teacher had good preparation. In pre-activities, the writer begun to analyze when the teacher gave greetings to students, invited to pray before the activity starts, warming up and how the teacher managed the class. Those all was applied well by the teacher in cycles 1.

The teacher gave clearly informations and also instructions to the students. The teacher explained about personal letter text and gave several examples for more understanding. The teacher also explained how to find out the main idea, specific information and word/phrase meaning. Students were quite difficult to find the main idea, specific information and word/phrase means. Next activity, the teacher guided students to create Jigsaw groups and teacher gave the exercises. Even though there are some students did not pay attention, but the teacher can controled. The writer saw that learning and teaching process are running well, even though a little bit chaos when building the groups.

In the post-activitiy, the writer saw the teacher gave the opportunity to students to ask about the material. Then the teacher also gave a positive feedback. In last activity, the teacher closed the class good enough and it was appropriate with the lesson plan draft. The writer used two cycles as the action research to find out the disadvantages in first cycle, then she devised the effort to repair the disadvantage. The result of reflection will become as reference for next cycles in planning actions. In cycles 1, the teacher did not come to each group for checking how students works because some of them were not discuss well each other instead of playing with their gadget. In cycles 2 the teacher came over to each groups and helps if they have some questions, so the students discussed the material well and also the class was managed enough than before.

The writer analyzed evaluation that was given to the students which appropriate based on the lesson plan draft. The teacher was very consistent in his teaching activity. Teacher told students exactly what the reading purpose is, and gave them clear instruction about how to achieved it, and how long they have to done this. So, the teachers done the role as a manager and organizer. He had good preparation in teaching activity. The writer also believed in his teaching skill. The writer was very satisfied from all the lesson plan implementation.

**4.1.2 Analysis of Teacher’s Role in Teaching English Using Jigsaw**

Teacher had multiple roles. Teacher designed the base lesson plans to teach and also provide engaging activities. Teachers ere professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating students on formal education, on primary education and secondary education.

The teacher supported and helped the students while they were learning and when they finished the class, it also supported their expectation about reading and to motivated the student to increasing their reading comprehension. At the same time, the teacher finished the roles as the motivator, guider and also stimulator.

**4.1.3 Analysis of Teaching Material**

In th is observation, there are five categories of delivered teaching material based on lesson planning which are: Observation, Questioning, Understanding, Exploring, and Communication. Each categories has sub-categories, which are as follows:

Observation, this category has four aspects. The writer observed from four aspects, that the teacher had implemented the four aspects. It begins from the teacher explaining the material about personal letter text, the elements of language, and the structure of language. Then, the teacher gives example personal text . The teacher also monitors each groups and helps the students, if they have difficulties or don’t understand about that material.

Questioning. This category has four aspects, which are; the teacher gave time to the students for asking. The teacher and the students discussed about elements of language, discussed about structure of language, discusses about main idea, the detailed information, and specific information.

Understanding.This category has one aspect. the writer observed when the teacher gives instruction to the students to read an example personal letter text. The teacher also doesn’t forget to give clue vocabularies to the students who don’t know vocabularies in personal letter text. The students have an opportunity to more understand, because of the students helped by vocabularies.

The writer observed category of eksploring or post-activities. It had six aspects. This observation of post-activities, the writer saw their activities which are; the teacher instructed the students to find main idea, the detailed information, and specific information. The teacher instructed the students to retell personal letter text.

The writer observed category of communication, In this category has one aspects. In this observation, already mentioned in reading process as revising. The writer saw they activities that is revise their mistakes by cross check. By doing cross check, the students will know about their mistakes and the deficiency.

The writer saw how the teacher chosen learning material, structure the groups, explained the cooperative nature of group work, provided an environment conducive for this type of work, monitor group work, and assist students in summarizing, synthesizing, and integrating material. It is also essential that the teacher effectively model and explain jigsaw prior to involving students in this type of teaching method. The writer analyzed that the teacher finished the roles as a facilitator and also a guide.

**4.1.4 Analysis of Learning Media**

The writer also observed learning media that used in teaching process. Does the teacher used media by efective and efficient? Is media produced a compelling message? Is media made the students enjoyed and enthusiasm in teaching process ? And is media connect to the material and reality of life?

The teacher had to use the learning media which is (1) **Suitability** of content; material that students found interseting, enjoyable, challenging, and appropriate for their goals. (2) **Exploitability** a text that ficilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills. (3) **Readability**; a text with lexical and structural difficulty that will challenge students without overwhelming them.

From the result of observation, the teacher used media by effective and effecient in teaching process. The teacher used picture of personal letter as media. Media is produced for compelling message. Media is made for student in order to made them enjoy and enthusias in teaching process. Media is connected to the material and reality of life. At the same time, the teacher finished the roles as a facilitator and also as a resource.

**4.1.5 The Data Analysis of the Learning Evaluation**

The writer got data from pre-test and post-test, in this case the writer analyzed both of the data. The teaching implementation itself, the writer did it base on the lesson plan that the writer made according to the syllabus 2013. The material was given by the teacher was made reference to the standard competence and basic competence that the writer got from the syllabus.

To found the progress of the student’s writing in learning and teaching by using Jigsaw method, the writer shown the student’s score in pre-test post-test and their final score. The result as follow :

**The Result of *Pre*-Test and *Post*-Test in Reading Comprehension Of**

**BPI 2 Bandung Senior High School, 11th Grade Class XI IPA 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Name** | **Pre-test** | **Post-test** | **Percentage** |
| 1. | A H | 55  |  95 | 72,72 % |
| 2. | A D | 45 | 95 | 111,11 % |
| 3. | A F | 60 | 98 | 63,33 % |
| 4. | A S | 60 | 90 | 50 % |
| 5. | D N | 55 | 86 | 56, 36 % |
| 6. | F N  | 50 | 80 | 60 % |
| 7. | F N A  | 50 | 98 | 96 % |
| 8. | J S | 50 | 80 | 60 % |
| 9. | L S | 60 | 95 | 58, 33 % |
| 10. | M A | 50 | 95 | 90 % |
| 11. | M E | 50 | 98 | 96 % |
| 12. | P M | 50 | 85 | 70 % |
| 13. | R A | 50 | 85 | 70 % |
| 14. | R W | 40 | 95 | 137, 5 % |
| 15. | R S | 45 | 90 | 100 % |
| 16. | R D  | 60 | 80 | 33, 33 % |
| 17. | R H | 50 | 75 | 50 % |
| 18. | S H | 60 | 95 | 58, 33 % |
| 19. | S T | 65 | 98 | 50, 76 % |
| 20. | S F | 55 | 95 | 72, 72 % |
| 21. | S M | 50 | 70 | 40 % |
| 22. | T R | 60 | 98 | 63, 33 % |
| 23. | V N | 60 | 95 | 58, 33 % |
| **TOTAL** | **1230** | **2071** |  |
| **AVERAGE** | **53, 47** | **90, 07** | **68, 39 %** |

Table: 4.1

The scoring criteria in the post-test is the same to the pre test. This aimed of post-test is to ensure that teaching reading comprehension of the students in the study was increased. There are 35 students in XI IPA 1 class, but only 23 students who complete the pre-test and post-test that the writer conducted, the rest of 12 students didn’t complete their pre-test and post-test because they were absent and got dispensation for the school event. So the writer only analyzed 23 students who complete the tests. From the table above, we can saw the differences between X1 and X2 as the result of pre-test and post-test. Pre-test was given by the writer before the teacher give the material using Jigsaw method. And post-test the writer conducted after the teacher implements the Jigsaw method. The students was asked to answer several questions based on the personal letter text and also try retell it.

From the result of the X1 on the table above, we can see each student’s scores and the total scores from 23 students. The total of score from 23 of the students is 1230 and the average score from 23 of the students is 54.37. The writer tried to clasify the students’s score: 9 students get score 50. 7 students get score 60. 3 students get score 55. 2 students get score 45. 1 student gets score 65 and 1 student gets score 40.

The writer got data from the result X2 in answering the question and also retell the personal letter text from 23 students. From the result of the X2 on the table above, we can see the each student’s scores and the total scores from 23 students. The total of score from 23 of the students is 2071 and the average score from 23 of the students is 90.07. The writer tried to clasify the students’ score: 8 students get score 95. 5 students get score 98. 3 students get score 80. 2 students get score 90. 2 students get score 85. 1 student gets score 86. 1 student gets score 75 and 1 students gets score 70.

 From the data above, we known that the total result of pre-test is 1230 and the average is 53.47. There are progresses between pre-test and post-test. The progresses can be seen on the total result of post-test is 2071 and the average is 90.07 and also from the table, the average of student’s development precentage in improving reading comprehension ability is 68,39%.

In reading comprehension evaluation, the teacher will give the test create a **‘level playing field’** to achieve validity and to be reliable. It means, as with many other language tasks we want to get the level of challange right, to make the tasks “difficult but achievable”.

* + 1. **Data Analysis of the Teachers’ Opinions**

**Date Interview : 24th November 2014**

**Subject : Asking About the Jigsaw Method**

**Place : Teachers room**

After the writer got the data from observation and the model of teaching in pre-test and post-test. To complete the data based on the research question, the writer continued to gain the data based on the interview of the teacher as the implementer. The writer want to know the responds of the teacher after implemented jigsaw method. The writer gave several questions about the jigsaw technique. Those are;

 1. Is Jigsaw technique can improve student’s reading comprehension?

2. What is the advantages and disadvantaes of jigsaw technique in teaching reading comprehension?

3. Can students participate well in learning activity using Jigsaw technique?

4. Are the students interest in learning activity using jigsaw method.?

5. Based on teacher’s opinion, what the differences of student’s roles in class after this technique was applied.?

6. As a teacher, Is there any suggestion that used for improving teaching reading comprehension.?

7. Do you think that working in group is much better than working individual.?

From seven questions above, the writer took conclusion, based on the teacher’s answer that the learning activity using jigsaw technique is very positive and very good for teaching reading comprehension especially at senior high school. The important of implementation jigsaw technique is made the students more enthusiastic to learn reading comprehension, and also gave motivation to the students to learn more because there is no teacher who applied jigsaw technique in this school before, esspecially in teaching reading comprehension. The teacher also said the advantages of jigsaw technique was quite easy to implement, but jigsaw needs much time in teaching process and teachers have to guide the students well.

 The teacher said that jigsaw also can help the students in improving reading comprehension. The student’s roles are also getting better because they can be more responsible in class and the teachers role as a source information can be applied well. The teacher added that learning in group is very positive because it also made the learning atmosphere more fun for students. If there are some suggestion for the teachers who will teaching reading especially using jigsaw technique they will be accepted to improve creativities in presenting the teaching material and learning media as well.

* + 1. **Data Analysis of The Students’ Opinions**

 **Date Interview : 24th November 2014**

 **Subject : Asking About the jigsaw Method**

 **Place : Classroom**

In addition the data respondent, the writer continued to gain the data with the interview of the students as the object or learner, to know what is the responds of the students after attended teaching reading comprehension by using jigsaw technique. In this case, the writer took 23 students for interview and the writer given 7 questions about jigsaw technique. So, we can know what they felt from their answers. We can see their questions and responds interview in appendix.

Based on the respondent of students, from 23 students BPI 2 Bandung Senior High School almost all of the students gave respond about jigsaw technique is well in teaching reading comprehension. All of the students involved in the teaching process, they can feel directly. The students’s responded that jigsaw technique can help their reading comprehension skills. Then, the students also responded that jigsaw technique made their relations with classmates are more close, it also made them more active, creative, confident, enthusiastic, and motivated in learning reading comprehension. Students also can apply role as the circumstance determinant of the class. It means that the students had the important roles in determining the circumstance of the class, the situation of the class while teaching and learning process. In this case, the writer concluded that the student accepted and felt satisfied after attended the teaching and reading comprehension by using jigsaw technique.

* 1. **Findings and Discussion**

In this research, the teacher used jigsaw method in teaching reading comprehension, especially in teaching reading comprehension a personal letter text. The writer wants to know the effectiveness of jigsaw if that technique is applying in teaching reading comprehension.

In this finding, the procedure of jigsaw in teaching reading comprehension, the teacher instructed the students to find out the main idea, specific information and also word/phrase means from the text. The aim of that mention is to make the students practice how to find out the main idea, specific information and word/phrase meaning.

The writer also found the roles of the teacher and the students in teaching reading comprehension by using jigsaw technique. The writer found the data from observation in the class proccess. From the result of observation, the writer can conclude that the roles of the teacher in teaching and learning proccess especially in reading comprehension as follows:

1. Teacher as manager. teachers are in charge of planning lesson, modules, and of course, structuring class hour.
2. The teacher as the source of information. It means that the teacher can give a lot of information about the subject or anything else that the students need while in teaching process.
3. The teacher as a facilitator. It means that the teacher can gives the facility to the students to make them comfort in learning process, like giving an appropriate example of the subject to the students to make them easier to understanding the subject.
4. The teacher as evaluators who evaluate the students work and can correct the mistake which are made by the students.

The result of observation the roles the teacher in teaching reading comprehension, it can be refference if the teacher will conduct teaching reading comprehension by using jigsaw. The teacher and the students have the roles. Futhermore, the teacher must know the roles of teacher.

The teacher used Powerpoint slide and also pictures as media. Media is produced as compelling message. Media is involved students in the use of media. Media is made for enjoying and enthusiastic in teaching process. Media is connected to the material and reality of life. Five of them were implemented by the teachers.

In evaluate the student’s work on reading comprehension, the writer used some of criteria to evaluate the students work. The assessment. The writer used the formula to get the final score of the student’s work. The writer evaluated the data of pre-test and post-test, and then the writer counted by total score of pre-test and post-test, and average of student’s score with the rubric scoring that made by the writer. Finally, the writer got the final score of the students based on the criteria that the writer has made.

Based on the result of the research above, the writer concluded that the research entitled “The Use of Jigsaw Based on Cooperative Learning Method In Improving Student’s Ability In Reading Comprehension (A Study Towards The 11th Grade of BPI 2 Bandung Senior High School Academic Year 2014-2015)” was effective based on the result of data of improving student reading comprehension skill.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

In this chapter, the writer will conclude her study about the use of jigsaw based on cooperative learning method in improving student’s reading comprehension. The writer will also give suggestion for student, teachers and further researcher.

**5.1 Conclusion**

In this research, the writer have conducted in BPI 2 Bandung senior high school class of XI IPA 1. The writer also conducted observation, evaluation and interviews as the instrument of the research. In this research, the writer implemented the Jigsaw technique in teaching reading comprehension especially in personal letter text. In this chapter, the writer gave the result of teaching reading comprehension using jigsaw technique. The writer used two cycles in this research because she used classroom action research for knowing the weakness and barrier from the first cycles. And then, the teacher can recover that weakness in next cycles. To evaluate the use of jigsaw technique the writer obeserved, pre-test and post-test. Pre-test is one of activity before the teacher gives the material to the students and Post-test is one of activity after the teacher gives the material to the students using jigsaw.

Based on the research findings, it can be concluded as follows:

* + - 1. The writer concluded that the teaching procedure is appropriate based on the lesson plan draft. The teacher were organized in tells the student what exactly the purpose is, how to achieved it and to done this
1. The writer concluded that the teacher had multiple roles as the motivator, guider, stimulator, feedback organizer, facilitator. Teachers also helped the students while they are learning until they finished the class activity and supported their expectation in increasing their reading comprehension ability.
2. The writer concluded that the teaching material should have five categories (observating, questioning, understanding, exploring and communicating) to achieved the goals of learning.
3. The writer concluded that the teacher have to use the learning media which is suitability, exsploitability, and readability, because learning media is made for the students to made them enjoy and enthusias in learning process.
4. The writer concluded the progress between the result of pre-test and post-test. This technique is good enough to improve the student’s reading comprehension skill. This is proved by the result of average pre-test and post-test score. The average of pre-test score is 53,47. The average of post-test score is 90,07 and the total result of final the average is 68,39%. That result proves that the student’s reading comprehension skill is improved. So, the use of cooperative learning method esspecialy jigsaw technique in teaching reading comprehension is good to be applied.
5. The writer concluded of the students and teacher’s opinion about applying the jigsaw technique in learning and teaching reading comprehension is good enough and also helpful to improve their ability. .
	1. **Suggestion**

According to the conclusion above, the writer gives some of suggestions, especially for the teacher of English and for the further researcher, as below.

**For The Teacher**

1. Jigsaw technique can be applied in teaching reading comprehension because based on the result of the research it can make the students felt easier in determining an idea in reading comprehension.
2. The teacher have to choose an appropriate method to make the goals of teaching and learning successful.
3. The teacher have to be creative and innovative in delivery the subject to make the students not feel bored with the subject.
4. The teacher has to know the use of the method or technique that they used in teaching and learning process.
5. Giving an appropriate material as according to the level of the students.
6. Teacher always give the motivation to the students to make them more motivated in learning English especially in reading.
7. Always give the students new vocabulary in every meeting.
8. In learning process the teacher have to explain the material clearly.

**For Further researcher**

1. The researcher can try to use jigsaw technique in other skill of language.
2. The researcher should know clearly the aspects of teaching reading.

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