

**IMPLEMENTATION JIGSAW METHOD FOR TEACHING READING IN
SENIOR HIGH SCHOOL**

S-1 THESIS

**Submitted as a Partial Fulfillment of the Requirements for Undergraduate
Degree of Education in English Education Study Program**



By

Name : Qorik Amini

No : 1511202943

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY KLATEN

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2020

APPROVAL

**IMPLEMENTATION JIGSAW METHOD FOR TEACHING READING IN
SENIOR HIGH SCHOOL**

Name : Qorik Amini

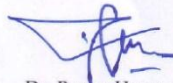
No : 1511202943

Approved by the Consultants to be Examined before the Board of Examiners of
Teacher Training and Education Faculty on:

Day : Tuesday

Date : June 30th, 2020

Consultant I,



Dr. Purwo Haryono, M. Hum.
NIK. 690 890 115

Consultant II,



Sukasih Ratna W., S. S., M. Hum.
NIK. 690 913 335

RATIFICATION

**IMPLEMENTATION JIGSAW METHOD FOR TEACHING READING IN
SENIOR HIGH SCHOOL**

By

Name : Qorik Amini

Student No. : 1511202943

Accepted by the Board of Examiners of Teacher Training and Education Faculty
of Widya Dharma University Klaten on:

Day : Tuesday

Date : July 7, 2020

The Board of Examiner

Chairman,



Dr. Ronggo Warsito, M. Pd.
NIK. 690 890 113

Secretary,



Ana Setyandari, S. Pd., M. Pd.
NIK. 690 112 325

Examiner I,



Dr. Purwo Haryono, M. Hum.
NIK. 690 890 115

Examiner II,



Sukasih Ratna W., S. S., M. Hum.
NIK. 690 913 335



Dean of Teacher Training and Education Faculty,

Dr. Ronggo Warsito, M. Pd.
NIK. 690 890 113

PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled **“IMPLEMENTATION JIGSAW METHOD FOR TEACHING READING IN SENIOR HIGH SCHOOL”**.

It is not plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, June 30, 2020



Qorik Amini

MOTTO

But it is possible that you dislike a thing which is good for you, and that you love a thing which is bad for you · but Allah knows it, and you know not.

(Q.S. Al Baqarah: 216)

Khoirunnas anfauhumlinas (the best person is someone who is most useful to others).

(Hadist Bukhori Muslim)

Effort and prayer. Allah surely gave easy.

PRESENTATION

This thesis is dedicated to:

Allah SWT, the merciful and gracious

My greatest love, my beloved father (Miyono) and my lovely mom (Sunarni) there is no appropriate word to present all of your kindness, patience, love prayer, sacrifice and struggle for me. Thank you so much.

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My friends who always supports and suggests me. I Love You All.

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Praised be to Allah SWT, the almighty for the mercy and strength and also for the blessing and leading me to finish this thesis. The prayer and *salaam* be upon to Muhammad SAW, the Prophet, his family and his followers. May Allah bless them and give them peace. May Allah grant His forgiveness to the writer and her beloved parents, Mr. Miyono and Mrs. Sunarni, and have compassion to them as they raised the writer up when she was a child.

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The writer does realize that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for the writer to get critiques and suggestions to make this thesis better.

Klaten, June 30, 2020

Qorik Amini

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ABSTRACT

Qorik Amini. 1511202943. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University. 2020. *Implementation Jigsaw Method for Teaching Reading in Senior High School.*

The aim of the study is to describe the implementation of Jigsaw method for teaching reading in Senior High School. The research instrument in this study was documentation. The writer classified the data from journals into learning material, learning step, and evaluation.

After analyzing the data, the writer found that Jigsaw method could be applied in teaching reading such as narrative text and descriptive text. The result of the data is the researchers on the journals used same steps in implementing Jigsaw method. They were dividing group, determining the material, determining the expert, the expert returned their own group, giving tests, and doing task from the teacher. In evaluating the students, the teachers give evaluation by giving quiz, giving reading test, giving tasks, making summary of the text, and also asking the students several questions related to the material. The writer concludes that each of previous researches used different ways in implementing Jigsaw method for teaching reading.

Key words: *Jigsaw, reading, teaching reading*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is called complex process because reading is a construction of meaning from written text. Besides a complex process, reading is also a cognitive process. Reading is the cognitive process of decoding symbols in order to construct and derive meaning. It is an interaction between the reader and texts and it takes continuous practice and development since reading requires creativity and analyzing skills.

Reading is fluent process of using text to create meaning (Johnson, 2008: 3). Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. To support the sentence before, reading is the process of receiving and interpreting information encoded in language form via the medium of print (Grabe, 2009: 14). It means that reading can help someone interpret the word. So, reading is important in language skill.

In teaching reading, the teacher is certainly motivated to apply effective ways of increasing students' understanding of text. In order to increase understanding of text, the teacher can apply various teaching methods. The writer had some interest and commitment to implement reading skill and using cooperative learning in teaching and learning

reading in Senior High School. Cooperative learning can help students to be active in team working and social skill.

One of innovative and creative teaching and learning method that makes students have team work is Jigsaw method. Jigsaw is an adaptation of puzzle method. In this method, the students cooperate with other students in the same team with different background. Jigsaw puzzle, each piece-each student's part is essential for completion and full understanding of final product (Slavin, 2008:14).

Nurhadi (2004: 116) states that Jigsaw is the one of the teaching techniques widely suggested and employed. Jigsaw consists of four or five students (home teams) who are formed. Each group is assigned a part of the material to learn. Jigsaw technique is the efficient way to teach reading because it can save the teacher's energy and can make the students get more comprehension about meaning by interacting with other students. The class situation is more comfortable. The students have already had the capability to get the knowledge and ready to share or contribute the knowledge based on constructivism views. They can get new knowledge from working together with their friend as a team work. They can share knowledge with others. Through Jigsaw, the students not only learn about the material of reading but also learn how to delight on reading and character building.

According to the result of the research which have been done by Hoerunnisa and Suherdi (2017), teaching reading by using Jigsaw technique could improve the students' reading comprehension. The quantitative data show that Jigsaw technique brought an improvement to students' reading comprehension.

Considering the result of the research which have been done by Yudhi and Fitri (2016), it is obvious that Jigsaw learning strategy was effective to improve EFL learners' reading ability. This statement was supported with the finding generated from statistical t-test results, showing that there is a significant difference in the posttest results between the mean scores of the experimental (71.68) and control class (67.95). In addition, it is also observed that the statistical sig. (2-tailed) t-test result indicates lower than 0.05 which is < 0.048 .

The purpose of the choosing Jigsaw method is because it was a method of learning with the approach of learning students in the real problems. Jigsaw can improve a sense of student responsibility for his own learning as well as the learning of others. Students not only learn the material given but also have to be ready give and teach the material to other members of the group. Thus, students are interdependent which one another and must cooperate cooperatively to study the assigned material (Brisk and Margaret, 2000: 83).

Based on the explanation above, the writer wants to know about the process and the obstacles in teaching reading that can be found in

Senior High School. Therefore, this study is entitled “Implementation Jigsaw Method for Teaching Reading in Senior High School”.

B. The Reason for Choosing the Topic

The reasons why the writer has chosen the topic are as follows.

1. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning.
2. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.
3. Jigsaw method is more effective to make students easily learn reading.

C. The Limitation of the Study

To make the study clear, the writer wants to limit the study. The study is focused on the implementation Jigsaw method for teaching reading to Senior High School students.

D. The Problem of the Study

Based on the background of the study above, the problem of study can be formulated as follow. “How is the implementation of Jigsaw method for teaching reading in Senior High School?”.

E. The Aim of the Study

The aim of the study is to describe the implementation of Jigsaw method for teaching reading in Senior High School.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows.

1. The Theoretical Use

It can be used to enrich teacher' and student's knowlegde especially teaching and learning reading using Jigsaw method in Senior High School.

2. The Practical Use

It can be used by the readers who are interested in analyzing teaching reading at Senior High School.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the writer would like to describe the key terms as follows.

1. Implementation

According to KBBI (*Kamus Besar Bahasa Indonesia*) implementation is application. While the general understanding is an action or implementing plan that has been prepared carefully and in detail (mature). In this study, implementation is applying jigsaw method to improve student's reading skill in Senior High School.

2. Teaching Reading

According to Harmer (2007: 23) teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth

remembering that at its best teaching can also be extremely enjoyable. In this study, teaching reading means one purpose of the teacher in teaching reading to the students who can improve their reading skill in Senior High School.

3. Jigsaw Method

Sumekto (2011: 72) states that Jigsaw is a cooperative learning strategy that enables each study of a “home” group to specialize in one aspect of learning unit. Students meet with members from other groups who are assign the same aspect, and after mastering the material, return to the “home” group and teach the material to their group member. Brown (2007: 185) defines Jigsaw as a special form of information gap in which each member of a group is given some specific information to achieve some objectives. In this study, Jigsaw is one method that teacher can be used in teaching and learning to improve the students’ reading skill in the Senior High School.

H. The Organization of the Study

The organization of the study is presented in order to give clear understanding about the content, the writer would like to clarify the terms. This research report consists of five chapters as follows.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists previous study, position of the research, the theory of reading, teaching reading, Jigsaw method, and theoretical framework.

Chapter III is the method of the study. It consists of the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of analysis of the data and the discussion of the findings.

Chapter V deals with the conclusion and suggestion. Conclusion is the summary of the study. Suggestion is addressed to the teacher and students.

CHAPTER V

CONCLUSION AND SUGESTION

After collecting the data and analyzing the result of the research, the writer drew the conclusion and suggestion as follow.

A. Conclusion

The research was conducted in order to implement the study of using Jigsaw method. The writer made a problem statement that had been written in the previous chapter. It is “How is the implementation of Jigsaw method for teaching reading in Senior High School?”.

The data was gotten from five journals were classified into learning material, learning step, and evaluation. After analyzing the data, the writer found that jigsaw method could be applied in teaching reading. The learning material which can be used descriptive text and narrative text. The writer also found that all the researchers used same steps in implementing Jigsaw method. They were dividing group consisted of four to five students, determining the material, determining the expert, the expert returned their own group, giving tests, and doing task from the teacher. In evaluating the students, the teachers gave evaluation by giving quiz, reading test, making summary of the text, asking the students several questions related to the material, and team report to measure the students’ reading comprehension.

B. Suggestion

Considering the result of the research, the writer would like to give some suggestions to the teacher and students.

1. For the Teacher

- a. The English teacher can implement Jigsaw method in teaching reading. There must be good preparation and time allocation so that the materials can be clearly understood by the students while they are learning in the group.
- b. The teacher should provide a variety of teaching methods or techniques, such as Jigsaw, especially in teaching reading to make the students' reading activities more interesting and attractive.

2. For the Students

The students should practice reading English texts more. If they find difficulties in understanding the texts, they can implement the Jigsaw method. Before using the method, they have to understand what they should do in every step.

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