

**USING JIGSAW STRATEGY TO IMPROVE READING COMPREHENSION OF THE ELEVENTH  
GRADERS AT SMA 1 TANGSE**

**THESIS**

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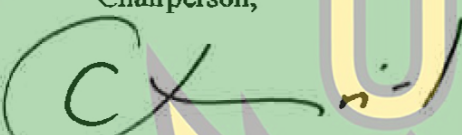
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### USING JIGSAW STRATEGY TO IMPROVE READING COMPREHENSION OF THE ELEVENTH GRADERS AT SMA 1 TANGSE

Adalah benar- benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Banda Aceh, 18 Desember 2024

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## ABSTRACT

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Thesis working title : Using Jigsaw Strategy to Improve Reading Comprehension of The Eleventh Graders at SMA 1 Tangse  
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This study examines the effectiveness of the Jigsaw strategy in improving the reading comprehension of eleventh-grade students at SMA 1 Tangse. The ability to comprehend written texts is a crucial competence for academic achievement. However, there are often notable discrepancies between urban and rural students in terms of their reading comprehension abilities, which can be attributed to disparities in the resources and teaching methodologies employed in these settings. The research employs a quantitative approach utilising a pre-test and post-test experimental design to facilitate a comparative analysis of the performance of the experimental and control groups. The findings demonstrate a notable enhancement in the experimental group's post-test scores (mean score: 82.37) in comparison to the control group (mean score: 39.45), thereby substantiating the effectiveness of the Jigsaw strategy. Furthermore, students feedback indicates increased engagement, confidence, and motivation when using this method. The study concludes that the Jigsaw strategy effectively enhances reading comprehension while fostering collaborative learning and student involvement. It is recommended that educators adopt this strategy for reading instruction and that its application be further explored in diverse learning contexts.

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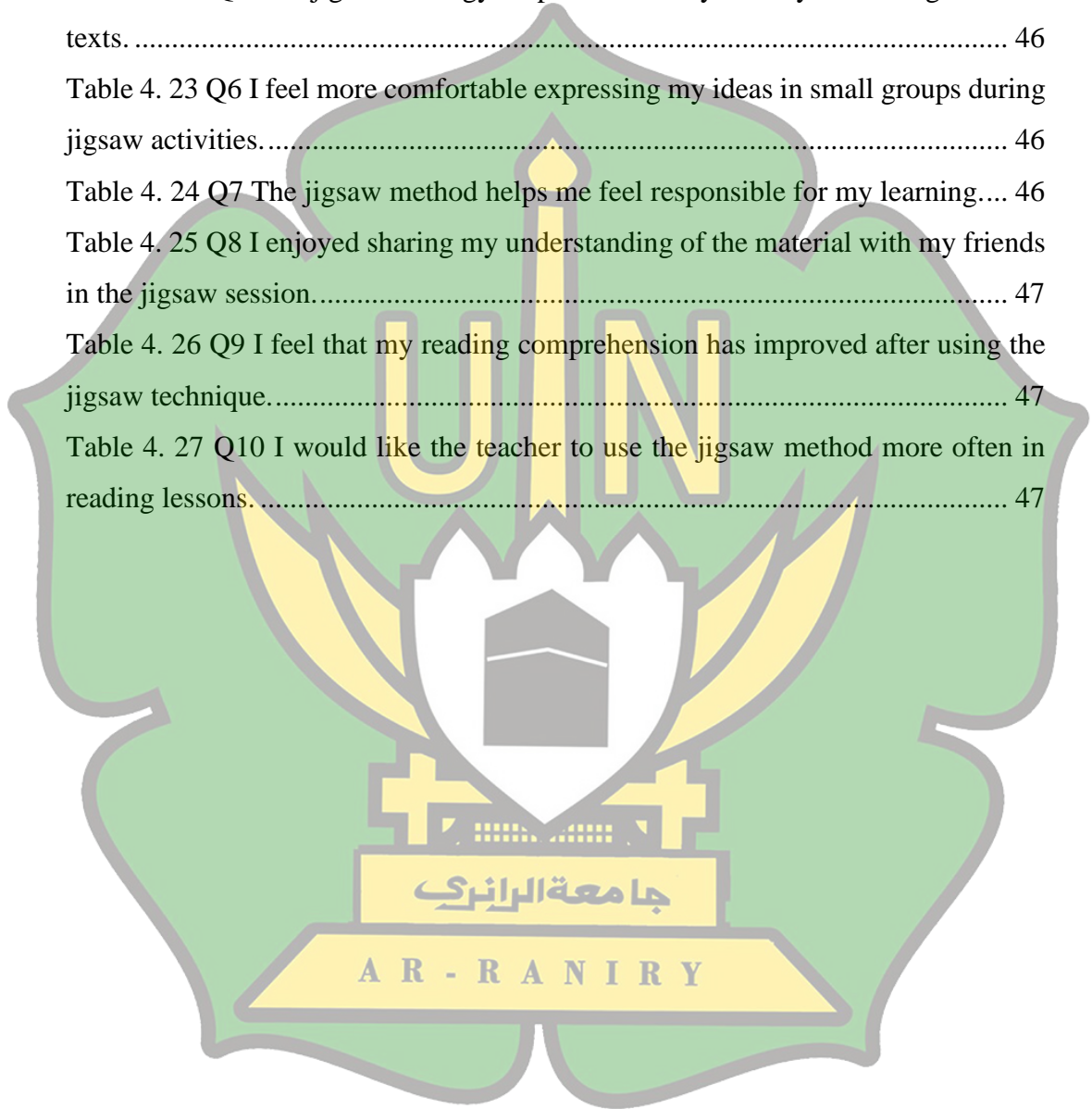
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## CHAPTER I

### INTRODUCTION

The main objective of this chapter is to provide an overview of the major points covered in the research, including the background, research question, objective, significance, and terminology.

#### A. Background of the Study

There are four essential elements of learning English that students need to grasp: speaking, writing, listening, and reading. The various components of those four macroskills include the degree of comprehension and content mastery. As stated by Rintaningrum (2018). The ones we need to become proficient in are speaking, writing, listening, and reading. It will be difficult to learn a language without these abilities, and most of the time, people forget about this. In general, reading is necessary for effective cross-cultural communication. The ability to comprehend written texts is known as reading. Aside from that, all educational levels—from elementary to university—have required English. It appears that reading the various texts and extracting the information they contain is crucial. To obtain information from books, journals, novels, essays, and online articles, one must be able to read. In accordance to Gisler and Eberts (2009), reading plays a conclusive role in constituting the educational future of students, and it is more important to academic achievement than the other language skills.

Moreover, reading is a language skill that plays a very necessary role in providing information and knowledge through texts. Comprehension is essential for extracting information from texts and interpreting their meaning. As argued by

Richard and Renandya (2002), reading is primarily for comprehension. As a result, their teacher consistently asks students to comprehend reading texts. To achieve this, students must be proficient readers with great comprehension skills. Yuhananik (2018) states that, reading skills are important for students to comprehend scientific publications written in English. Students with adequate reading proficiency are required to expand their knowledge of a specific context assigned to them to learn. Students should be able to extract meaning, gist, and particular information from readings. To effectively teach reading, it's crucial to create a conducive environment and employ effective tactics. Furthermore, delivering engaging and student-centered solutions can improve students' achievement.

There is generally a gap in the quality of learning between urban and rural schools. Sukardi (2018) notes that teachers in rural areas often lack adequate professional training, so their teaching methods are not as effective as in urban areas. In addition, Prasetyo (2017) also states that schools in cities often have better access to technology and teaching materials than villages. Mulyadi (2020) adds that the influence of the social and economic environment also greatly affects students' learning motivation. Students in villages tend to face greater challenges, such as parental work that requires children's involvement in helping at home, which can reduce time for learning. As a result, applying the most recent and innovative methodologies to these areas is an extremely intriguing research project to determine whether the method is beneficial for such samples. Especially in reading, English teachers are supposed to give students a strong reading foundation.

Therefore, it was highly vital to develop an alternative strategy to boost students reading comprehension. However, it is insufficient as a tool for improving student learning effectiveness and reading ability. Teachers should provide learning activities that are tailored to students' needs and interests. Providing interesting activities is a great way to encourage students to be active and meet expectations. To improve students reading comprehension, the writer implemented the jigsaw strategy in reading instruction. This study will also administer a questionnaire to gauge students' satisfied with the jigsaw method. This is done to determine whether or not the method is preferred by the students.

Jigsaw technique was a very powerful technique for improving students' reading comprehension. Anandita (2020) stated that, jigsaw reading is defined as the technique use by the teacher to improve the students reading comprehension, such as clarifying, recalling prior knowledge, hearing information, questioning and summarizing. The jigsaw learning model is a cooperative learning strategy that emphasizes cooperation among students in diverse small groups. Elliot Aronson and his friends at the University of Texas created the concept, which was later adapted by Slavin at Johns Hopkins. The concept is to encourage a sense of responsibility in students for their own and others' development, as well as to foster social and intellectual abilities.

Some researchers have previously conducted studies on Jigsaw technique to improve students to improve reading comprehension. One of the studies by Manarnis (2012), The purpose of this study is to determine the extent to which the jigsaw technique can improve students' reading comprehension of narrative texts in grade VIII A at SMPN I Bangkinang, as well as to identify the elements that

influence its changed. Based on the findings, the implementation of the jigsaw technique could better improve the reading comprehension of narrative texts of students in Grade VIII A of SMPN I Bangkinang. Another studies conducted by Hoerunnisa and Suherdi (2017), aims to investigate the effectiveness of jigsaw puzzles in teaching reading comprehension, as well as students' answers to the jigsaw technique in seventh grade at one of Bandung's junior high schools. The results of this study showed that jigsaw could be used effectively to teach reading comprehension. Another study by Tanapanyaworakul (2020). This study aimed to determine whether the jigsaw technique may increase novice EFL students' reading comprehension as well as their attitudes toward adopting the jigsaw technique in the classroom. The study included sixteen grade nine (Mattayom 3) students studying fundamental English in the second semester of the 2020 academic year at a public school in Bangkok, Thailand. The findings demonstrated that the jigsaw technique can help increase novice EFL students' reading comprehension, and students rated the jigsaw technique positively after participating in jigsaw reading sessions.

Another study was conducted by Mutaqin & Haryudin (2020). The purpose of this study is to see if employing the jigsaw technique improved reading comprehension in eighth-grade pupils at SMPN 2 Pasirkuda. The research instrument included a test for both the pre-test and post-test. The findings of this study indicate that adopting the jigsaw technique has a favorable effect on reading comprehension. The study concluded that the jigsaw strategy improved students reading comprehension. Another research was conducted by Rashed (2022). This study aims to investigate the efficacy of using the jigsaw technique of cooperative

learning strategy to improve undergraduate students' achievement in reading comprehension skills, specifically skimming, scanning, deducing word meaning from context, and developing awareness of synonyms and antonyms. Jigsaw is successful in improving students reading comprehension, as seen by greater post-test scores compared to pre-test scores. The study's findings demonstrated that there were substantial variations in learning English reading comprehension skills between both experimental and control groups, with the experimental group outperforming the control group.

Based on the above explanation, reading teaching should stimulate students' cooperation in expressing idea, sharing idea, asking and explaining each other in a group so that the learning process of reading comprehension will achieve the better result. Therefore, a new strategy or method to improve students' reading comprehension is needed to overcome the above problems. Based on the above background, this research only focused on students of SMA 1 Tangse. This research is entitled "Using Jigsaw Strategy to Improve Reading Comprehension of The Eleventh Graders at SMA 1 TANGSE".

## **B. Research Questions**

Based on the background of the study, the research questions can be drawn from the preceding discussion as follows:

1. Does the use of Jigsaw method improve students' reading comprehension?
2. What are students' perception after using the jigsaw method to improve reading comprehension?



### **C. Research Aims**

The aims of this research that indicated what this research attempts to accomplish are as follows:

1. To find out whether using Jigsaw strategy improves students' reading comprehension or not.
2. To figure out the student perceive toward the use of jigsaw strategy in the classroom.

### **D. Significance of the Study**

This study is expected to benefit academically, especially for students, Teachers, and other researchers.

#### **1. Students**

The study aims to improve reading comprehension through jigsaw strategy, providing readers with valuable information and expertise. Furthermore, the programme encourages students to enhance their reading comprehension by using jigsaw strategy. Furthermore, it can be a useful resource for English Department students looking to research specific strategy and improve their grasp of reading comprehension in a variety of circumstances.

#### **2. Teachers**

Teachers can use this information as a valuable resource for developing classroom learning resources. Furthermore, its primary goal is to aid teachers in identifying alternate techniques to accomplishing classroom learning objectives, particularly those connected to reading abilities. Furthermore, it

improves teachers' comprehension of teaching breakthroughs that can speed up the teaching and learning process.

### **3. Reseachers**

The researcher anticipates that with the implementation of this study, students will be more motivated to develop their reading comprehension by using jigsaw strategy for English language acquisition. Furthermore, given the materials, models, or references presented in this study, the researcher expects other researchers to research, adapt, rebuild, or further investigate this study, as well as conduct additional research on related subjects at various levels and for different purposes.

#### **E. Terminology**

The following part discusses the terminology used in the thesis to ensure students comprehend and avoid confusion.

##### **1. Jigsaw Strategy**

Jigsaw is a cooperative learning technique that allows students in a 'home group' to specialize on specific aspects of a learning unit. Students work in 'expert groups' to learn subject, then return to their 'home group' to teach or explain it to others in the group. (Hoerunnisa & Suherdi, 2017). According to Aronson et al (1978), One of the strategies is Jigsaw. Elliot Aronson invented Jigsaw, which was initially utilized in Austin, Texas, in 1971. Halimah et al. (2019), said that the Jigsaw technique encourages students to take responsibility for learning and teaching others. It also allows each youngster the opportunity to be in the spotlight. Jigsaw is a cooperative learning strategy that involves 4-5

students in a diverse group. Each student is responsible for understanding the content and sharing it with other students in their group.

## **2. Reading Comprehension**

Reading comprehension means understanding the meaning of a text that can be translated into our language. There are numerous reading purposes, including getting facts, getting the primary concept, figuring out how the stories are organized, and reading to evaluate. Reading helps us understand the text's expressed and implied information (Pratiwi & Maisoroh, 2021).

Learning English involves educating, instructing, and training students to improve their reading comprehension and acquire knowledge and abilities. Students may read whatever they wish to read.

## **F. Research Hypothesis**

According to Sugiyono (2013), a hypothesis is a provisional answer to the research problem statement. It is considered provisional because it is not yet based on empirical evidence obtained from data collection but rather on relevant theories. This study employs an associative hypothesis. Hasan (as cited in Mahmud, 2011) describes an associative hypothesis as one that explores the relationship between one variable and one or more other variables.

The hypothesis in this study is that there is a significant improvement of reading comprehension after using jigsaw strategy. The research hypothesis can be arranged into  $H_a$  as follows:

Ha = There is a significant improvement in students' reading comprehension ability after the teacher uses the Jigsaw-type cooperative learning method.

Ho = There is no significant improvement on students' reading comprehension after the teacher uses the jigsaw-type cooperative learning model.

