

THE EFFECTIVENESS OF TEACHING READING COMPREHENSIONS USING JIGSAW COMPARED TO USING SQ3R OF SMPN 1 BANYAKAN

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Abstract

The purpose of this research is to know Is there any significant effect when they are taught Reading Comprehensions by using JIGSAW and using SQ3R. The design used quasi-experimental research design. It was conducted in SMPN 1 BANYAKAN. The headmaster just gives two classes for the researcher. So the reseracher used two classes thre are: the class VII -D as experimental 1 and the class VII - C as experimental 2. The instrument was used. in this research the researcher used test both pre and post. The data gotten was analyzed by SPSS version 15.00 to find descriptive and effective before and after treatment. The result of the research are: independent T-test analysis the sig is 0.412 then the sig (2-tailed) is .000. T value 6.325 is higher than the minimum requirement 2.65. so it can be conclude that the alternative hypothesis is “There is significant influence difference between students’ reading comprehension of using SQ3R better in reading comprehension than using Jigsaw to the First grades of SMPN 1 BANYAKAN.” Is accepted than the null hypothesis is rejected. It can be conclude that teaching reading comprehension using SQ3R more efective that Jigsaw in the first grade SMPN 1 Banyak.

Keywords: Reading comprehensions, JIGSAW and SQ3R

INTRIDUCTION

A comprehension is the essence of reading because the goal of written language is communication of messages.¹ A comprehension is very important in reading, without comprehension reading can be confusing. Reading comprehension is much more than decoding. simply proposes a model of reading comprehension.² Reading comprehension is also the most important thing in the reading process and it is the center of the whole reading process. Besides, some expert thing that Reading Comprehensions is much more than decoding.

In the reality the students face some problems related to reading skill. The students find some more problem in comprehending the text, finding general idea of the text, finding some explicit and implicit on the text etc. Reading is essential³ its process by which people gain formation and ideas from books, manual, letter, contracts, advertisement, and a host of other materials. Teacher always improves the way of teaching. Besides that the government also improves the ways of teaching and learning. It is proved by the changing curriculum KTSP to be K13 which is used. A study was,⁴The finding of the result is SQ3R method (Survey, Question, Read, Recite, Review) gave a significant effect to the students' reading comprehension in Senior High School Level.⁵ the finding of the result is there any significant difference in reading comprehension ability between the students who are taught by using Jigsaw technique and those who is not.

¹ Duffy Gerald,G.2009. *Explaining Reading*. New York : The Guilford Press.

² Davies, P. 2002. *Success in English Teaching*. New York: Oxford University.

³ Blachowicz, Camille and Ogle, donna. 2008. *Reading Comprehensions Strategies for independent learners (2nd Edition)*. New York: The Guilford Press.

⁴ Rohmah A(2014) the eefectiveness of using S3QR strategy to increase students reading comprehensions achievement. Islamic university of malang graduate program english education departmen

⁵ Sari, S. D & Komang, D.T . 2013. A Comparative study of SQ3R strategies based on the text types upon the eight grade student's reading competency SMPN 4 Singaraja. *E journal Program Pascasarjana Universitas Pendidikan Ganesa Program Studi Pendidikan Bahasa Inggris, 13 (1)*.

From the explanation above jigsaw is kind of cooperative learning, jigsaw also a simple technique. Than jigsaw technique use of small group consist of six person, cooperative and responsible to present the task for each member. The effect of using the jigsaw reading technique on the EFL pre-service. Teacher reads anxiety and comprehensions⁶. The effect Jigsaw strategy ⁷ find that the effect of jigsaw technique on the learners reading achievement. Then it can be concluded that the jigsaw as an instructional method has resulted in better result in the posttest than in pretest with regard to the students reading. from that jigsaw as experimental group but in this research Jigsaw as experimental 2.

SQ3R is a learning strategy of the teaching reading which consists of 5, such as survey, question, read, recite, and review which really appropriate to be used as a reading method of the social science text ⁸. Advantages of SQ3R Method is the early stages of learning, the main is often to present and practice a body of lexis, grammatical forms and language forms and language functions.⁹ there are six advantages of cooperative learning for students (1) Cooperative learning increases frequency and variety of target language practice through interaction among students. (2) It enables students develop their cognitive and second language. (3) It may include a greater variety of curriculum material to stimulate language and concept learning. (4) It give opportunities to integrate language with the content (5) It offers freedom for teacher to master new professional skill.

⁶ Sami Ali, M. F. (2001). The effect of using the jigsaw reading technique on the EFL pre-service teachers' reading anxiety and comprehension. *Journal of Education College*, 2, 1-21.

⁷ Muchid, A. (2012). *Analisis Statistik, 5 langkah praktis analisis statistik dengan spss for windows*. Lembaga penelitian (LEMLIT) IAIN Sunan Ampel Surabaya

⁸ Abidin, Yunus, 2012, *Pembelajaran Membaca berbasis Pendidikan Berkarakter*, Bandung, PT Refika Aditama.

⁹ Kagan, A. 2001. *A Comparative research on the effectivity of Cooperative Learning Method & Jigsaw Technique on teaching literary genres* : Faculty of Education. Turkey : Academic Journal.

¹⁰categorize assesment in terms of (a) norm-reference and criterion reference testing ; (b) formative and sumative assesment; (c) formal and informal ;(d) proficiency achievement, plaacement,and diagnostic assesment. In this research the researcher used assesment of clasroom learning. Assesment of reading also can improvement in the clasroom. Assesment of of class room learning used task the reflect the material taught in class and the skill practiced. The typically , the teacher, teacher group or curriculum group develope these test and responsible for deciding what represent a measure of succes.

¹¹ describes the strategies for reading comprehension. Those are identifying the purpose in reading, using graphicrules and patterns, scanning the text for specific information, usingsemantic mapping or clustering, analyzing vocabulary, distinguishingbetween literal and implied meanings, and capitalizing on discoursemarkers to process relationship. Furthermore, according to the Bloom' taxonomy there are sixlevels of cognition which can be applied to the reading comprehension level. Table 1 below describes each of the cognitive level of reading comprehension proposed

Table 1: Bloom's Taxonomy of the Cognitive Levels

Category Name	Expected Cognitive Levels	Key Concepts
1. Remembering	Recalling or recognizing information, ideas and principles in the approximate form	Memory,knowledge, repetition,description
2. Understanding	Interpreting, exemplifying,classifying, summarizing, inferring,comparing, explaining	Explanation, comparison, illustration
3. Applying	Executing and implementing data and principles to complete a problem task with a minimum of directions	Solution, application and convergence
4. Analyzing	Differentiating, organizing and	Logic, induction

¹⁰http://www.ldonline.org/spearswerling/Assessment_of_Reading_Comp_rehension

¹¹ Brown, H.D. 2001. *Teaching by Principles: and Interactive Approach to Language Pedagogy*. New York: A Pearson Education Company.

	attributing the assumption, hypothesis, evidence, conclusion and structure of a statement or a question with an awareness of the thought process	and deduction, formal reasoning
5. Evaluating	Checking and Critiquing on a basis of specific standards and criteria	Judgment, Selection
6. Creating	Generating, planning and producing ideas into a product, plan or proposal	Divergence, productive thinking and novelty

Teacher also has several multiple opportunities to assess students learning such as : unit test, quizzes post reading etc. In other hand informal and alternative assessment option are central for the effective assessment of learning. Assessment of learning can be either normative or criterion based two testing purpose to know lead to somewhat different test and scoring.

A strategy that helps the students to think about the text that they read. This strategy was very effective in teaching reading, because the students could combine their knowledge of words with new or unknown words provided in the text given. Empirically, the effect of SQ3R strategy¹² “A Comparative study of SQ3R strategies based on the text types upon the eight grade student’s reading competency SMPN 4 Singaraja”.

The researcher chooses “Reading” because many students think that reading is more boring, the researcher uses of two techniques such as Jigsaw and SQ3R to make the students more spirit to study reading especially in reading comprehensions. In other hand, the researcher uses Jigsaw and SQ3R techniques because the researcher knows that many teachers rarely use of those techniques in

¹² Sari, S. D & Komang, D.T . 2013. A Comparative study of SQ3R strategies based on the text types upon the eight grade student’s reading competency SMPN 4 Singaraja. *E journal Program Pascasarjana Universitas Pendidikan Ganesa Program Studi Pendidikan Bahasa Inggris*, 13 (1).

their classes. So the researcher chooses to research “the effectiveness of students achievement in reading comprehensions using JIGSAW compared to using SQ3R for the first grades Students of SMPN 1 BANYAKAN”.

RESEACH METHODOLODY

We know many research designs, such as experimental, ex post facto, classroom action research, descriptive and historical research. The purpose of research design was to solve the problem of the research with valid data. The researcher used the reseach design quasy experimental, because the head master just gives two classes for the researcher. This research took two classes : the class VII -D as experimental 1 and the class VII - C as experimental 2. Researcher used experimental 1 and 2 because that technique is used rarely in the school. The other reason of choosing this tecwas techniques to know the comparison and effective students achievement use JIGSAW and SQ3R technique in reading comprehension. The design of this research has been in table 2

Table 2 The design of Experimental 1 and Experimental 2

Sample	Pretest	Treatments	Posttest
Experimental group 1	T1	JIGSAW	T2
Experimental group 2	T3	SQ3R	T4

From the design above, the score of pretest (T1 and T3) is administered before giving treatments to the experimental 1 and experimental 2. After getting pre test score, the experimental 1 with JIGSAW while the experimental 2 with Jigsaw. Both of the groups have the same material, the material use description . The students are given post test to know the result of treatments.

A population was all members of any well-define class of people, event or object. The population in the school is 270 from the 10 classes. Since the population was too large, the researcher chose two classes (VII C and VII D) As the samples members is 60 the class students. The researcher chose the subject by doing lotree.

It means that the researcher used coin to chose the subject of the research whether they are being choosen or not.

The instrument developed by the researcher to the reading comprehensions test. The researcher designed the same instruments for both of the pre-test and post-test. The instrument was in the form of multiple-choices test. The type of the test consisted of twenty five multiple-choice questions which were taken from some resources. The pre-test (given before the treatment) and post-test (given after the treatment) were used to find the student's reading comprehension scores of both experimental 1 and 2.

Before giving pre test to the students, the researcher gave try out of pre test to the other class. The purpose for that was to know whether the test valid or not. An instrument or a test can be considered valid if it at least consisted of the content validity .

In this study, the reading comprehension test developed in reference to the materials which based on the standard competences and the basic competences of the School Based Curriculum of the first grade in the SMPN 1 BANYAKAN of the academic year of 2017-2018. The content validity of test refers to the suitability of a test result with ability elements to be assessed. There were 25 item multiple choise for students.

There were two kinds of instruments which should be trusted all reliable instrument. Those were reliability analysis of pre test and reliablity analysis of post test. The output of the reliability can be seen on table 3.2

Table 3 Reliability

Cronbach's Alpha Based on Cronbach's Standardized Alpha Items N of Items		

.874	.871	25
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From the table above, it can be seen that crocbach's Alpha was 0.874. Reliability test performed by Alpha cronbach test with the help of spss 15.00 version.¹³ the minimum of reliability was 0.70. So, the score 0.874 was higher than 0.70 it can be concluded that the test was reliable. Many researcher used the alpha cronbach test because it can provide support for internal consistency.

Procedure of experimental 1 is necessity in this research. In this term, the experiment was done in eight meetings. The teaching experiment 1 was done by the researcher while the teaching in experiment 2 was also by the researcher. Before the researcher applied this technique, the researcher gave pre-test in order to get the data compared with the data gotten after applying the technique. Before that, the researcher gave the try out to the students. Then the researcher gave the treatment. It was done from treatments 1- 6. It needed 1x40 minutes in every treatment. After the treatment, the researcher gave post-test to the students. The reseracher conducted this research from 2 feb – 9 feb. It took in SMPN 1 BANYAKAN. Than the procedure JIGSAW technique and the jigsaw technique were: The procedures of Experiment 1 (JIGSAW) the discussion of the reading text ,¹⁴the procedures of teaching reading by using SQ3R as follow : First the teacher asked the students to survey the text by giving special attention to the title, the heading and sub heading, the picture or diagram, if any and the topic sentence of each paragraph for the purpose of getting thorough overview of the reading text.

For the second step, after they have got same idea, the student asked question as many as they can for the guide to get some important point later. They come to the reading phase, the question will assist them to focus on what they need to read.

¹³ Sudijono, A. 2010. *Pengantar statistik pendidikan*. PT Raja Grafindo Persada Jakarta

¹⁴ Sulistyoy, G.H.2011. *reading for meaning*. State University of Malang: Pustaka Kaiswaran

For the third was reading phase, the students are motivated to answer as many as question, and ignore unrelated issues while reading. After they finished reading, the process can be repeated by focusing on underlining the main idea and supporting detail and some difficult words or phrases and making marginal notes which will help them to remind the ideas and details.

The next step was reciting . Students recognized the concept or summarized the content using their own words or drew diagram to make it easier for them to memorize all the information they gained from the text. In this step, the teacher can check the students understanding of the text.

The last step was reviewing. The teacher guided the students to examine carefully whether their understanding of the text as it expressed in their written or spoken work accurate or inaccurate. The teacher assessed their notes which may be words written during reading activities or their recitation notes. The procedures of Experiment 2 (JIGSAW) Pre reading stage : First, the teacher gave leading question for student based on the material. Second, the teacher gave a material that was going to be discussed. While reading stage : First the teacher read the text and the students listen carefully. Second the teacher asked students to read, the pointed some students to read the text and other students listen carefully. Third, Students asked the difficult vocabulary to the teacher. Fourth, the teacher asked the student to understand the text and asked them to translate the text. Sixth, Students answered the question related the text. Seventh, Post reading stage. Eighth, The teacher gave conclusion about the topic in reading text. Ninth, Greeting

Pre test was given in order to know the students English reading comprehensions prior to the treatment. The pre test was given by researcher. The researcher had two classes, one class as experiment 1 and the other class was experiment 2. The researcher gave a treatment for the experiment 1 and experiment 2 using SQ3R and Jigsaw. After pretest was given, the treatment for both experiment 1 and experiment 2 started. Experiment 1 was taught by using SQ3R

than the experiment 2 was taught by using Jigsaw. The experiment had been conducted for two weeks. It was held in 2th feb to 9th feb 2020 and both of the group got English lesson two times a week. After treatment already was given to the students, the researcher conducted the posttest. The purpose of the post test was to know whether the treatment of using JIGSAW and SQ3R In learning could be effective or not for students reading comprehensions in SMPN 1 BANYAKAN KEDIRI.

RESEARCH FINDING

Students score in experiment 1 make a progress in their reading comprehensions. It could be seen that from 30 students in the class, the average of pre test was 70.9 and the average of post test was 78. There were students out of 30 students who make a wonderful progress, those were 3 students who gets 12 point it means that there were 3%. There were 6 students who were successfully the highest score. Then there were 17 students who gets 8 points it means that there were 2%. In addition there were 10 students who get 4 point it means that 2% while there was one student with the bad score, but there were no one students that did not make any progress. From the data of experiment 1, the researcher can conclude that many different score in pre test and post test, it different score have improved after using treatment SQ3R .

students score in experiment 2 make a progress in their reading comprehensions. It could be seen that from 30 students in the class, the average of pre test was 63.3 and the average of post test was 70. There were students out of 27 students who make a wonderful progress, and 3 students who did not any progress by the point 0% . There was only one student who get 32 point it means that there was 8%. Then was only one student who get 20 point it means that there was 5% . While was only one students who get 12 point it means that 3%. Then, there were 7 students who were successfully the highest score. Then there were 10 students who get 8 points it means that there were 2%. In addition there were 14 students who get 4 point it means that 2% and also there were 3 students with the bad score.

From the data of experiment 2, the researcher concluded that any different score in pre test and post test, it different score have improved after using Jigsaw treatment.

The result of the statement of the problem. Is there difference significant students achievement of reading comprehension taught using SQ3R taught using JIGSAW. Then to investigate the difference of score in post test and pre test from two group are significant, so the researcher analyzed the post test with the independent T Test in IBM SPSS 15 version for windows.

Table 4 Comparative analysis of pretest score of the Experimental 1 and experiment 2

KELOMPOK		N	Mean	Sig. (2-tailed)
NILAI	EKSPERIMENTAL	30	70.9333	.000
	CONTROL	30	63.3333	.000

From the statistic above the researcher can see that the significance value was $.000 > .05$ indicated two group experiment 1 and experiment 2. So, there were homogenous. Finally, the score of post test also using independent sample T-test.

Independent variable are SQ3R and Jigsaw, while the dependent variable is Reading Comprehensions. Experimental research is a study which found at least of manipulated variables to study the cause effect relationship.

Table. 5 Group Statistics of post test

Group Statistics

KELOMPOK		N	Mean	Std. Deviation	Std. Error Mean
NIAI	EXPERIMENTAL 1	30	78.0000	4.54859	.83045
	EXPERIMENTAL 2	30	70.0000	5.22593	.95412

From the table above consist of N, mean standard deviation and STd error mean is total of students, there were 30 students, and then the mean value to Experimental 1 was 78 and experiment 2 was 70. So they were different. Then STD experimental 2 was bigger than experimental 1.

Table 6 Independent T test of Post Test
Independent Samples Test

		Levine's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differe nce	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
NI	Equal									
LA	variances	.682	.412	6.325	58	.000	8.00000	1.26491	5.46801	10.53199
I	assumed									
	Equal									
	variances			6.325	56.917	.000	8.00000	1.26491	5.46698	10.53302
	not									
	assumed									

The table above we can see that were independent t test from post test. This table compare to technique those were SQ3R and Jigsaw. Than the sig was 0.412 and the sig (2-tailed) was .000. From the table, T value was 6.325 higher than the minimum requirement 2.65. So the null hypothesis “there is no different significance students achievement of reading comprehensions taught using SQ3R and taught using JIGSAW” was rejected than alternative hypothesis is accepted.

The research finding in relation to problem is there any different significance students achievement of reading comprehensions taught using SQ3R and taught using JIGSAW. Then the material in reading used Descriptive Text. In experimental1 there were 30 students who make a progress and no one did not make progress. While in experimental 2 there were 27 students who made a progress, and 3 students who did not progress with the point 0%. From the result of comparative analysis of the pre test and post test score of the experimental 1 and

experimental 2. The mean values were difference between experimental 1 and experimental 2. But, the significant in two tailed was (1%). T_0 is higher than T table, So the null hypothesis “there is no different significance students achievement of reading comprehensions taughtt using SQ3R and taughtt using JIGSAW” Is rejected. There were 60 students in two class of 7th grade. In each class have 30 students.

From explanations above, SQ3R is better than Jigsaw. It was different with my hypothesis that states “there is no difference significance student’s achievement of reading comprehensions taught using SQ3R taught using JIGSAW. Ginting (2012) supports my explanation that SQ3R method significantly improved the student’s reading comprehension. Meanwhile according to Rohmah (2012) SQ3R was more affective to increase reading achievement. Based on the finding of the research, it is conducted by the previous of research, it is concluded that SQ3R was effective technique to improve the students’ achievement.

The related previous research from Rizka and Endang (2017) that Effectiveness of Using SQ3R to Teach Reading Skill, the research showed that the students using SQ3R reading comprehensions strategy performed reading activities better than those who did not. Brown (2001:375) stated that SQ3R can serve a general guide for a reading class. According to Maryat (2009) SQ3R technique can improve the students reading comprehensions of both literal and inferential. From the research, teacher used the strategy to make the reading process less difficult and more interesting.

Furthermore, the result of the different procedure between SQ3R and JIGSAW was different effect on the student reading comprehensions. From the observation after using SQ3R and JIGSAW technique, the students achievement comprehending a text was improved before and after using the techniques. They can be categorized a good student because they can integrate in the text with existed knowledge and active in imagination and also the can find any new vocabulary.

On other hand, the researcher finds some implication in previous study of the SQ3R class as the students are middle level, they are more active, and the difficulty is decreased as follow the step of SQ3R technique. Had a long time, so the students should read twice the text, in Experimental 1 many students in the middle level of reading. In Jigsaw class, the students active and need long time to read the text, they need twice or more to read the text, in other hand, many students of experimental 2 have a middle level concentration in reading a text.

CONCLUSION

The result of the research was different from the researcher's hypotheses. Based on the result from chapter IV and V, it is known that the t value which is 6.325 is higher than the minimum requirement 2.660. It means that the null hypothesis "there is no different significance students achievement of reading comprehensions taught using SQ3R and taught using JIGSAW" was rejected.

The result of the different procedure between SQ3R and JIGSAW was different effect on the student reading comprehensions. From the observation after using SQ3R and JIGSAW technique, the student's achievement comprehending a text were improved before and after using the techniques. They could be categorized a good student because they could integrate in the text with existed knowledge and active in imagination and also could find any new vocabulary.

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