

Implementation Of The Jigsaw Method To Improve Reading Comprehension Students' Seventh Grade At SMP NU Karaban In Academic Year 2023/2024

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Abstract: Reading activity has many benefits especially for students in discovering and understanding knowledge during the learning process. In the reading process, students also need to understand the text they read. Reading discussion is a series of activities or processes carried out by readers to gain an understanding of what they are reading and aimed at obtaining information that is interesting to readers. There are several methods used to improve students' understanding of reading, one of which is the jigsaw method. Jigsaw has gained popularity as a method of learning English, especially in reading understanding. This research uses pre-experimental quantitative methods. The ceremony was held at SMP NU Karaban, located in the Karaban Village, Pati district, Central Java. This research was conducted through the following procedures: giving pre-test, treatment, and giving post-test. Data collected by tests. The results showed that there was a significant difference between the pre-test and post-test scores.. It can be seen from the data analysis using the t-test with a significance level of 5%. The result of the hypothesis is $0.000 < 0.05$, indicating that the t-value $< t$ -table. So, H_0 is rejected, and H_a is accepted. The mean pre-test score of students was 69.39, and the mean post-test score of students in the experimental group was 88.39. So, it can be concluded that there is a significant difference between students' reading comprehension taught by using the Jigsaw Method. In the learning process using the Jigsaw method shows that students are very enthusiastic, active and also collaborative towards their goals

Keywords: Reading Comprehension, the Jigsaw Method, SMP NU Karaban.

Abstrak: Kegiatan membaca memiliki banyak manfaat terutama bagi siswa dalam menemukan dan memahami pengetahuan selama proses pembelajaran. Dalam proses membaca, siswa juga perlu memahami teks yang dibacanya. Diskusi membaca adalah serangkaian kegiatan atau proses yang dilakukan oleh pembaca untuk memperoleh pemahaman terhadap apa yang dibacanya dan bertujuan untuk memperoleh informasi yang menarik bagi pembaca. Ada beberapa metode yang digunakan untuk meningkatkan pemahaman siswa dalam membaca, salah satunya adalah metode jigsaw. Jigsaw telah mendapatkan popularitas sebagai metode pembelajaran bahasa Inggris, terutama dalam pemahaman membaca. Penelitian ini menggunakan metode kuantitatif pra-eksperimental. Penelitian ini dilaksanakan di SMP NU Karaban yang terletak di Desa Karaban, Kabupaten Pati, Jawa Tengah. Penelitian ini dilakukan melalui prosedur sebagai berikut: pemberian pre-test, perlakuan, dan pemberian post-test. Data dikumpulkan dengan tes. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara skor pre-test dan post-test. Hal ini dapat dilihat dari analisis data menggunakan uji-t dengan taraf signifikansi 5%. Hasil dari hipotesis tersebut adalah $0.000 < 0.05$, yang menunjukkan bahwa nilai t hitung $< t$ tabel. Jadi, H_0 ditolak dan H_a diterima. Nilai rata-rata pre-test siswa adalah 69,39, dan nilai rata-rata post-test siswa pada kelompok eksperimen adalah 88,39. Jadi, dapat disimpulkan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajar dengan menggunakan Metode Jigsaw. Dalam proses pembelajaran dengan menggunakan metode Jigsaw menunjukkan bahwa siswa sangat antusias, aktif dan juga bekerja sama untuk mencapai tujuan mereka.

Kata kunci: Membaca Pemahaman, Metode Jigsaw, SMP NU Karaban.

INTRODUCTION

Reading is a window to the world. By reading we can find out any information that exists in the world without having to go anywhere. By reading we can improve our quality to be able to compete in this modern era.

Reading is one of the eight forms of written language. Reading is one of a person's primary tools. In line with the theory above Linse (2005: 69) defines reading as "a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read." In the process of understanding reading texts, Gilakjani (2016) states that reading is an interactive activity in which the reader uses successful techniques to interpret the text to distinguish the results of meaningful thoughts. Regarding this idea, reading is a process to gain understanding by concluding the reading text. In the teaching and learning process, reading comprehension of English texts is very important so that students have good reading skills; reading can also help students find ideas, expand vocabulary, gain new experiences. Based on the description above, activities reading has many benefits especially for students in searching for and understanding knowledge during the process learning and outside the process learning. Therefore, teacher. It is hoped that it can help students in developing reading skills, using methods, techniques, as well as appropriate reading strategies and according to the required objectives. Reading comprehension can be defined as a series of processes readers do to find information and understanding that information contained in a reading text. Linse (2005: 71) states that "reading comprehension refers to reading for meaning, understanding, and entertainment." There are many methods that can be applied in teaching reading. One of them is the Jigsaw method. The jigsaw learning method is a type of cooperative learning that encourages students to be active and help each other in mastering the subject matter to achieve maximum performance. (Johnson & Isjoni, 2009). It can be concluded that the jigsaw learning model is a process of learning students in groups, and working together in studying a given material, and material that has been mastered must be conveyed to members of other groups. To find out whether it is effective or not, the researcher wants to apply the method in experimental class. The researcher conducts a study entitled Implementation of the jigsaw method to improve reading comprehension the students seventh grade at SMP NU KARABAN in academic year 2023/2024.

METHODOLOGY

Creswell (2021) defines that quantitative research is an effort to investigate problems, existing problems are the basis used by researchers in collecting data. The purpose of this research is to help draw conclusions or generalize the theory. Quantitative methods can be interpreted as research methods that are based on the philosophy of positivism, used to research on the population or samples, data collection uses research instrument, quantitative / statistics data analysis, by testing hypotheses that have been determined (Sugiyono, 2017; 8). The meaning of quantitative research is research based on empirical experience by collecting data in the form of numbers that can be counted and in numerical form. The reason why the researcher is using quantitative research is because it relates to the subject studied and the theory of qualitative research with the methods provided are still in line with the research. The writer used a pre-experimental design in this research. The pre-experimental research was carried out to assess students' improvement reading comprehension using the Jigsaw method. A pre-experimental is a design that consists of one group pre-test and post-test design class. After gathering the data, the researcher used the data to determine the result. The result of the data analysis was used to identify the statistically significant score differences. The writer employed the subsequent steps to analyze the data : Analyzing the score of pre-test, Classifying the pre-test score, Analyzing the Score of Post-test , Classifying the post-test score, Measuring Pre-test and Post-test Using IBM SPSS Statistic.

FINDINGS AND DISCUSSIONS

This research was conducted on 33 students' in class VII of SMP NU Karaban. The writer used three procedures in this research, specifically pre-test, treatment, and post-test. . Data collected by tests. The results showed that there was a significant difference between the pre-test and post-test scores.. It can be seen from the data analysis using the t-test with a significance level of 5%. The result of the hypothesis is $0.000 < 0.05$, indicating that the t-value $< t_{table}$. So, H_0 is rejected, and H_a is accepted. The mean pre-test score of students was 69.39, and the mean post-test score of students in the experimental group was 88.39. So, it can be concluded that there is a significant difference between students' reading comprehension taught by using the Jigsaw Method. In the learning process using the Jigsaw method shows that students are very enthusiastic, active and also collaborative towards their goals.

CONCLUSIONS

In this section, researchers will present conclusions and suggestions from research and data analysis from the previous chapter. These conclusions are expected to help students in strengthening their understanding of what they are reading.

- a. To Investigate the students' competence in reading comprehension taught before using the Jigsaw method.

From the review it can be concluded that the student's initial score before the use of the jigsaw technique can be categorized as a minimum value or can be said the value is not sufficient where students obviously have a very low reading understanding, so they get a low average score.

- b. To Investigate the students competence reading comprehension taught before using the Jigsaw method.

There is a considerable difference in the ability of students to understand reading before and after using the method in learning. Although some students still score less than the maximum on the post-test, the application of the jigsaw method produces a substantial difference on the given post-tests. So this medote has proven to be effective in improving students' ability to understand reading.

- c. To find out the significant difference between the students' competence taught before and after using the Jigsaw method.

Overall, the results of the researchers showed significant results. The improvement in students' reading comprehension was remarkable when comparing the previous pre-test average score of 69.39 and the post-test mean score of 88.39. The results showed that the use of the Jigsaw method to improve student reading understanding, and there were substantial differences between the pre- and after-test and post-tests.

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