

**THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN
TEACHING READING**

(A Descriptive Study at SMA 08 Rejang Lebong)

THESIS

This Thesis is submitted to fulfill the requirement for 'Sarjana' degree in English
language education



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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing his thesis entitle "**The Implementation of Jigsaw Technique in Teaching Reading**".

This thesis submitted as a part of the completion undergraduate degree of strata 1 (s1) in English Study Program of Institute Agama Islam Negri (IAIN) Curup. The Researcher realizes that this thesis is far from baing perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

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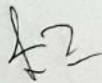
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Demikian permohonan ini kami ajukan, terimakasih

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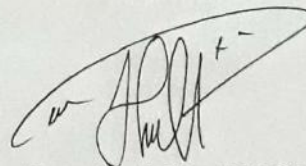
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STATEMENT OF OWNERSHIP

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ACKNOWLEDGMENT



Assalamualaikum, wr, wb.

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of the universe, by the mercy, blessing and help Allah only, he could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet, muhamad, his family, companions and his followers. The researcher finished this thesis entitled “ the implementation of jigsaw technique in teaching reading”.

This thesis is presented to fulfil the requirement for “sarjana” degree in English Language Education of IAIN CURUP. This thesis constitutes a little contribution that characterized provocative to improve the quality of the teacher in using jigsaw technique for teaching reading.

The researcher relies that there are many people who have good role in finishing this thesis, with suport, guidance, and helped me in many way, because of that I really thanks to:

1. Dr. Rahmat Hidayat, M.Ag, a head of IAIN Curup
2. Mrs. Jumatul Hidayah, M.Pd as the chief of English Tadris Study Program
3. Mrs, Jumatul Hidayah, M. Pd As my advisor who always give the time for guidance, support, advices and suggestion in the whole process of writing this thesis.
4. Ms. Henny Septia Utami, M. Pd as my co-advisor for his support, time, advices, guidance and suggestion in process of writing this thesis
5. All of the lecturer’s in IAIN CURUP who have given their knowledge to us

Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'amin

Wassalamu'alaikum WR.WB

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MOTTO AND DEDICATION

There is no coincidence but all have been planned

This thesis is honoably dedicated to:

- ♥ *my perfect hero, there my father (Purwanto) and my moter (tasyam) thanks a lot for everything*
- ♥ *my beloved young sist Elva Dwi Jayanti who carry me in every singgle time*
- ♥ *my Advisor also head of English Tadris Study Program Mrs. Jumatul Hidayah, M. Pd who always listen to me in every sad moment*
- ♥ *my Co-Advisor Ms. Henry Septia Utami, M.Pd who always patient for face my foolish in every gudence.*
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- ♥ *My Almamater IAIN Curup*
- ♥ *All of my friend in PBI C always understand me even though I often get annoyed*
- ♥ *All of people who always love and care of me that can't mention one by one.*

ABSTRACT

Anditya Pratama :“The Implementation of Jigsaw Technique in Teaching Reading”
Advisor : **Jumatul Hidayah, M.Pd**
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This research focused on the implementation of jigsaw technique in teaching reading. The design of the research was descriptive qualitative. The subject of this research was one teacher who taught English in second grade of SMA N 08 Rejang Lebong. In collecting the data, the researcher used the following technique: observation and interview. The result of this research showed that in teaching reading by using jigsaw technique, the teacher frequently used grouping and division of task, working with the expert group, and working in jigsaw group. On the other side, teacher usually missed some steps of working in expert group. The implementation of jigsaw technique was appropriate to the theories proposed by experts. However, there were missing steps by the teacher for the technique implementation, but this condition still improved students' reading ability.

Keywords: jigsaw technique, teaching reading skill

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CHAPTER I

INTRODUCTION

A. Background of the Research

In Indonesia, English becomes one of the main subjects for senior high school up to college students, as many books that use English either textbooks or other general knowledge. In addition, many more discourses, news and other means of human communication use English. As an international language, English is very important to be studied especially in senior high school.

Because of the importance of English, junior high and elementary school students have also learned the four English skills; they are listening, reading, speaking and writing. One of the four skills, reading plays an important role in learning process because it gives knowledge, information, and idea to be applied in speaking and writing. Through reading, students can learn ideas, concepts, and attitudes. Then, by reading, students can get many vocabularies that need to be applied in speaking and writing. Additionally, reading skill is used in the final exam. While dealing with a number of questions in exams, there are many reading sub-skills which need to be applied in order to understand the material and to answer the questions. Hence, students must have a good reading skill if they want to pass the exams and graduate from their school.

As argued by Richard and Renandya, reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts given by their teacher. In order to do that, it is expected that students become good readers who are able to comprehend a text effectively and

efficiently¹. In this case, a sufficient reading skill is really intended by students because students must understand every important point in the text. As we know, in the test questions, there are many technical texts inserted such as story text, narrative text, and etc. All of them indeed require a good reading skill so that students are capable of answering every question properly. To make students easy to learn reading skill, there is a special technique which must be applied by the teacher, as several experts said. Reading technique needs to be used to make students active in reading comprehension activities. Harmer said that teaching reading which is taught from primary school to university using a variety of methods applied by cooperative teachers of English language may be much more effective for students than the attention of teachers only in the classroom.² Therefore, working in groups is believed to solve the problem. According to Wichadee, the students who do not like speaking in the large class are comfortable speaking out in a small group.³

Group members can complete their strength and weakness in learning English reading skill because each student has a different background and ability in learning English which he or she can bring to the group. For example, one student may have strength in vocabularies that can supply to the students with a solid background grammar. Furthermore, slow student will get benefit from

¹Richards, J.C. and Renandya, W.A. (Ed.), *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge; Cambridge University Press, 2002), p.227

²Jremmi Harmeer, *The Practice Of English Language Teaching, Thrd Edition Completely Revised And Updated*, p. 210

³Wichadee, S., *The Effect Of Cooperative Learning On English Reading Skill And Attitudes Of The First Year Students At Bangkok University*, (Bangkok; BU Academic, 2003), p. 1-2

interaction with the better one, and good student will feel proud if they play an important role in helping their weaker classmates.

One problem of working in group method is that the students are responsible to only learn their own subtopic or subtask and they do not learn their friends' subtopic or subtask. For example, if one student has one topic of the reading text while his group must present all of the topics to the class and also must answer all of the topics from the teacher and other students, it will become dangerous for him and for his group.

Jigsaw technique is one of the activities of cooperative methods which can solve this problem. Slavin says that in Jigsaw, most of working group include a procedure whereby students share information they have gathered with group mates and, in many cases, with the class as a whole.⁴ Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team is to succeed, team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

SMA 8 Rejang Lebong is a school that has implemented the jigsaw technique, in teaching English especially reading skill in second grade starting in 2015 until now. Based on the student report, students' scores have increased compared to those of the previous years. The following table displays the report data.

⁴Slavin, R.E., *Cooperative Learning : Theory Research And Practice* (2nd Ed), (Boston; Alyn & Bacon, 1995), p. 111

Table I
The score data of second grade in senior high school, by the teacher

No	Years	Max Score	Min Score	Average
1	Test	75	68	71
2	Test	82	75	82
3	Test	95	79	90

The above table indicates the students' report score based on the actual result that the students' scores have increased significantly to complete the standard of KKM. This is the reason which proves that jigsaw technique is effective to be applied in learning English especially reading skill to make students easier to understand and enjoy reading.

This phenomenon happened after the teacher used this technique because before the teacher used this technique the students' scores were low, and at that time the way the teacher taught only rested upon ordinary styles so that the students were not interested, and they felt bored on account of the teacher's teaching styles. However, after the teacher used this technique, the students felt enjoyable in the teaching and learning process.

Based on the explanation above, teacher should encourage the 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 a better result. That is why a new strategy or method to improve the students' reading skill

is needed to overcome the above problems. According to the explanation above, the researcher is interested in conducting a research entitled “The Implementation of Jigsaw Technique in Teaching Reading” (A descriptive study at SMA N 8 Rejang Lebong).

B. Research questions

Based on the background above, the research questions which are formulated are as follows:

1. How is the implementation of jigsaw technique in teaching reading at second grade of SMA N 8 Rejang Lebong?
2. How is the students' reading comprehension taught by using jigsaw technique at second grade of SMA N 08 Rejang Lebong?

C. Objectives of the research

Based on the research questions above, the objectives of this research are:

1. To know the implementation of jigsaw method in teaching reading at second grade of SMA N 8 Rejang Lebong.
2. To know the students' reading comprehension taught by jigsaw technique at second grade of SMA N 08 Rejang Lebong.

D. Limitation of the Research

In this research, the researcher focuses on the implementation of jigsaw technique in teaching reading skill in second grade of SMA N 8 Rejang Lebong because this school has implemented jigsaw technique for three years.

E. Definition of the key terms

1. Teaching reading

Teaching reading is a process in teaching English in order to teach students reading skill, teachers need to consider the strategies that they can use in helping the students during the teaching and learning process of reading skill.⁵ Based on the definition above, teaching reading is as a process of learning for helping students understand the reading material by applying the appropriate strategies for the learners.

2. Jigsaw

According to Arenson et al., a jigsaw is a cooperative active learning exercise where students are grouped into teams to solve problems or to analyze reading.⁶ Whereas, another expert said that the jigsaw technique is kind of puzzle that the materials are cut up and scrambled then the students restore the pieces to their proper order. It seems to cheer up the students because they become easier to absorb the material that is taught.⁷ It can be said that jigsaw is a technique that allows the students working at small group to solve or clear the lesson in reading subject with team work actively. In this research, jigsaw means the jigsaw strategy used by the English teacher of SMAN 8 Rejang Lebong in teaching reading.

F. Significances of the Research

The significances of this research are expected to be used theoretically and practically:

⁵Rowman, Littlefield, *Teaching Reading And Writing: A Guidebook For Tutoring And Remediating Students*, Copyright by Andrew P. Johnson, (United States; 313 Armstrong Hall Minnesota State University, Mankato, 2008),

⁶ Arenson et al. Harvey F. Silver, Richard W.Strong, Matthew J. Perini, *The Strategic Teacher*, 2007, p. 187

⁷John W. Oller, Richard-Amato Ed., *Methods That Work*, (London; New Burry House Publishers, Inc., 1983), p. 313.

1. Theoretically

To multiply the framework of a good way to learn for senior high school so that the students get the benefit easily. This research also provides a great amount of information as regards how to learn in groups like jigsaw in order that students' learning becomes more fun.

2. Practically

The implementation of jigsaw technique that teachers use to teach reading, for the learning process in the classroom to be effective and efficient and provide information to teachers about rules in learning reading with the process of learning reading using the jigsaw technique.

G. Organization of the Thesis

Chapter one is introduction to the research. It tells about background of the research, problems of the research, objectives of the research, limitation of the research, definition of key terms, and significances of the research. Chapter two presents the related theories used in this research. The related theories include premises pertinent to reading, teaching, the implementation of jigsaw method in teaching reading, and strategy to teaching reading. Chapter three tells about methodology of the research which presents the kind of the research, subjects of the research, technique of collecting data, instrument of the research, and the data analysis technique. Chapter four tells about the finding and discussion. Chapter five tells about conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Teaching reading

Teaching is concerted sharing of knowledge and experience, which is usually, organized within a discipline, and more generally, the provision of stimulus to the psychological and intellectual growth of person with other person⁸. From the definition above, teaching is the activity which is not only about teacher but also students, and in the context of reading skill, teaching is useful for everyone because everyone needs to learn reading skill sufficiently for studying any knowledge and skill. Basically, teaching is a subjective activity carried out in an organized way and also the process where the students get information and knowledge from the teacher. According to brown, teaching is showing or helping someone learn how to do something, giving instruction, guiding in the research of something, and providing with knowledge. In order to know or to understand, teaching could not be defined a part from learning.⁹ It means that teaching is guiding and facilitating learning, the understanding of how the learners will determine philosophy of education, teaching style, approach, methods, and classroom technique.

English consists of four basic skills. One of them is reading skill. Reading is the most useful and important skill for people and a tool for academic success. In other words, reading is not only the source of information, but also an active

⁸ IGI Global. *What is teaching*. (IGI Global disseminator of knowledge, from: [Http://igi.global.com/dictionary/29344](http://igi.global.com/dictionary/29344), posted in 2016).

⁹ H douglas brown, *Principles Of Language Learning And Teaching*, (Fourth Edition; Longman, 2000), p 7

process comprised of recognition and comprehension skill. Whereas, another expert says that reading is certainly important activity to understand the messages from the text.¹⁰ Sukirah in Yesi Marya stated that reading is instantaneous recognition of various symbols, simultaneous association of these symbols with exiting knowledge and comprehension of the information and ideas communicated.¹¹ The other opinion accentuates that reading is a complex activity with doing a separate big action. It includes an act wherein readers have to use definition and imagination, observation and keep it mine.¹² Besides, Mellisa Catry states, “reading is an interactive process that goes on between the reader and text, resulting in comprehension.”¹³

Reading is really crucial in light of that our knowledge is usually broadened and informed by reading activities, and the activities can be found on the internet, book, and etc. Students should practice their reading more and more, so that their reading ability and reading comprehension will be improved. Brown also said that reading is what the reader does to get the meaning he needs from textual sources. Reading is also the process of acquiring authors’ meaning and of interpreting, evaluating, and effecting upon those meanings.¹⁴ Based on a number of experts’ notions as presented in prior, reading skill is truly important because it can improve lots of knowledge. That is why reading skill is really important to

¹⁰ Nuttal, *Teaching Reading Foreign Language*, (Great Britain; Heineman, 1996), p 4.

¹¹ Sukirah Kustaryo, *Reading Technique For College Student Inyesi Maryana*, (Curup; STAIN Curup, 2013), p 10.

¹² Soedarso, *Speed Reading*, (Jakarta; Gramedia Pustaka Utama, 2004), p 4.

¹³ Mellisa catry, *Reading Purpose*, (from <http://www.nelre.org/essentials/reading/reindex.html>, posted, on may 2013).

¹⁴ H. Doughlas Brown, *Language Assesment: Principles And Classroom Practice*, (USA; Pearson Education, 2004), p 185.

learn, and this research will work on the issue *vis-a-vis* the technique for teaching reading comprehension.

B. Jigsaw technique

1. The concept of jigsaw technique

Jigsaw technique is one of Cooperative Learning methods. It refers to a particular method of cooperative classroom organization and instruction. This means that the jigsaw technique adopts cooperative learning method and has participial as cooperative learning which organizes students in the classroom into groups and has the students to cooperate each other. However, as other techniques of cooperative learning method, jigsaw has a specialized characteristic whereby it brings fun into the learning environment because it seems like jigsaw puzzle; the student restore the pieces she or he has their paper order.

Herewith, we look deep inside jigsaw technique: The original idea of naming the process reconstituted group as “jigsaw” comes from the metaphor of putting together the pieces of a puzzle to create a whole picture.¹⁵ Slavin says that cooperative learning leads to peer norms that promote academic excellence. This is critical because peer norms drive adolescent behavior. Slavin & Cooper say. Teachers that employ cooperative learning regularly report increases in student motivation, peer cooperation, and academic performance. Jhonson says.

¹⁵Elizabeth Coelho, Winer, Lise; Olsen, Judy Winn-Bell. *All Sides Of The Issue Activities For Cooperative Jigsaw Groups*, Edited by Helen Munch (California; Alta Book Center Publisher, 1998), P 63.

Cooperative learning leads to increase student capacity for demonstrating high-level reasoning, generating new solutions, and applying learning in new contexts. Jhonson says. Cooperative learning nurtures the development of peer relationships among diverse students.¹⁶

Jigsaw is one of the most well-known and most effective of all cooperative learning strategies. In the original version of Jigsaw, students work together in heterogeneous Jigsaw teams to learn content that has been broken up into chunks (for example, a primary teacher might break a lesson on seasons up into winter, spring, summer, and fall), according to the expert before, jigsaw strategy is really effective for teaching many lessons especially for reading because in reading sometimes student feel bored and also hard to understand. By using jigsaw technique, it is going to be easy because students learn reading by their own group.

Jigsaw technique is developed as one way to build a classroom as the community of learners where all students are valued. All employees, board members, owners and perhaps clients are acknowledged as valued participants in the ongoing organizational task of finding and solve problems.

2. Principle of jigsaw technique

¹⁶Harvey F. Silver, Richard W.Strong, Matthew J Perini, *The Strategic Teacher*, 2007, p 187.

There are five principles of jigsaw technique discussed; those are small heterogeneous groups, positive interdependence, individual accountability, purposeful talk, and group skills.

a. Small heterogeneous groups

Groups need to be small in order to provide maximum opportunities for oral interaction. Groups of four are very flexible, because they can be easily organized into pairs for some activities, and some students may begin to contribute and participate less than others.

b. Positive independence

Groups share two kinds of interdependence in living and working together. They depend on one another to achieve tasks and personal and social support.¹⁷

c. Individual accountability

Although students work together, each of them is individually accountable to the group and the teacher for completion of his/her own assignment or portion of it, and for helping others.

d. Purposeful talk

It is through language that learners come to understand ideas. Students need opportunities to explore, rehearse, and internalize ideas through oral interaction through “thinking aloud” in a small nonjudgmental forum.

¹⁷Sharan, Sholmo. Ed., *Handbook Of Cooperative Learning Methods. Pieces Of The Puzzle: The Jigsaw Method.* Judy Clark, (London; Praeger,1994), p. 34

e. Group skills

Students who have been socialized into competitive or individualized mode of learning will need to learn how to work effectively in groups. Included in the interactional objectives for a lesson or unit of lesson will be behavioral objectives such as “managing disagreement”, ‘talking turn’, and “offering help”.¹⁸

3. Jigsaw technique procedure

The students work primarily in their home group, reassemble into expert group, each of which masters a different assignment, which is the essential part of the same unit or work. When the expert groups have mastered their parts of the unit, the students return to their home groups and teach each other the new knowledge they have acquired. The end with a sage is that every student must utilize knowledge of the entire unit. This can be accomplished by administering an individual and group work test. Slavin says that Jigsaw includes a procedure whereby students share information they have gathered with their group mates and with the other group mate in the class.¹⁹

Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team wants to be successful, the team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates. Slavin says that jigsaw is one of the working

¹⁸Coelho, Elizabet, Winer, Lise, Olsen, Judy, Winn-Bel. All Sides Of The Issue: *Activities For Cooperative Jigsaw Groups*. Edited By Helen Munch. California; (Alta Book Center Publishers, 1998), p. 130-131

¹⁹Slavin, R.E., *Cooperative Learning : Theory Research And Practice* (2nd Ed.), (Boston; Alyn & Bacon, 1995), p. 111

groups or cooperative activities which are applicable in the teaching reading comprehension.²⁰ It is one type of the simplest method of cooperative learning. It is developed by Elliot Aronson at the University of California. This is the way to give stimulus for the students to be motivated to learn so that they will be able to read better and get better achievement. Teaching reading becomes easier because this way asks the students to be active in the class. They will be in the team consisting of various good students and weak students. Every team consists of 5-6 students and they study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in a team should be responsible for her/his own material to the member of his/her own team.

1. Teaching Reading by Using Jigsaw Technique

1. Concept of Jigsaw Reading

Reading is not just the interaction established between the text and the reader processing the text individually. To have better comprehension of a text, a reader is expected to discuss what he/she reads with other people. This is what is called interactive reading. Slavin says that jigsaw is one of the working groups or cooperative activities which are applicable in the teaching reading comprehension.²¹ Patricia a. Richard-amto defines that interactive reading as a process during which meaning is created by the reader not only

²⁰Ibid, p. 122.

²¹Ibid, p. 122.

through in the class, in the school, in the community and in the home.²² Furthermore, jigsaw reading is a suitable technique of coping used to cover this need.

As it has been explained, jigsaw is a kind of puzzle. Jigsaw reading is also a kind of puzzle designed in the form of pieces of text which are cut up and scrambled.²³ Every single student in a group then must learn different pieces of text concerning with a single story or a topic which will complete a task. Jigsaw can be used in different ways for reading comprehension. First, selected text can be divided into four or five parts, and each student in the home group becomes the expert in one of the parts (possible only if the text can be divided into reasonably independent content units). Second, as selected text is used as a whole, and each student in the home group becomes the expert in a different aspect of that text. Third, four or five related texts are used, and each student in the home group becomes the expert on text.²⁴

2. Teaching Reading by Using Jigsaw Technique

There are some activities in teaching reading by using jigsaw technique.

Explore the strategy known as Jigsaw, a highly effective cooperative learning strategy. Jigsaw teaches research, communication, planning, and general cooperative skills by having students join a “Jigsaw Team” comprised of three to five students, each of whom takes responsibility for becoming an

²²Patricia A. Richard A Mato Richard, *Making It Happen*, (Massachusetts; Pearson Education Inc, 2003), p. 98

²³Oller, John W., Jr. and Patricia A. Rochard-Amato, *Methods That Work*, (Massachusetts; New Bury House Publisher Inc. 1983).

²⁴Shilomo Sharan, *Handbook Of Cooperative Learning Methods, Pieces Of The Puzzle: The Jigsaw Method*. Judy Clark, (London Connecticut; Praeger Wesport), p. 203

expert in one aspect or subtopic of the content. Join an expert group to conduct research on their assigned subtopic. Work with their expert groups to develop a plan for teaching what they have learned back to the Jigsaw team. Collaboratively construct the “big picture” by teaching their subtopic to the Jigsaw team and learning about the other subtopics from other members of the Jigsaw team.

a. Grouping and division of task.

The teacher divides the class into groups of four to six depending on the number of the pieces of the text. These are the home teams. The teacher distributes the pieces of the text. Each receives the piece from the text consisting of different information, but they are all related in constructing a story topic. The students are given some time to read and study their text before they leave their home teams.

b. Working in the expert groups.

1. Create a separate research organizer or worksheet for each expert group like the one Carl Carrozza created for his lesson on reptiles. It builds research skills. It builds communication and reporting skills. It builds interpersonal and cooperative skills. It allows students to acquire and master a large amount of information in a relatively short time. But, what I have discovered over the years is that it is more than just a strategy for teaching a particular lesson. In fact, I like to design mini-units, say three to five days in length, around Jigsaw.

2. Meet with expert groups to make sure they have collected all of the necessary information. Then, work with each group to develop a lesson. Provide suggestions, coaching, and examples from your own teaching.
 3. Have the students in the expert groups generate and reach consensus on the one or two key questions their lesson must answer. Coach them through the process of aligning their lesson with their question(s).
 4. Listen in on the lessons. Praise good teaching. For student, teachers who have trouble delivering the lesson, use focuses questions that point them to the main ideas and essential details.²⁵
- c. Working in the jigsaw group.

Jigsaw is one of the most well-known and most effective of all cooperative learning strategies. In the original version of Jigsaw, students work together in heterogeneous Jigsaw teams to learn the content that has been broken up into chunks (for example, a primary teacher might break a lesson on seasons up into winter, spring, summer, and fall). Each member of the Jigsaw team is assigned one of these chunks to master. Members from each Jigsaw team who have been assigned the same chunk form expert groups that help each other learn (or research) the material and develop a plan to teach it back to their original Jigsaw teams. Experts then

²⁵Harvey F. Silver, Richard W.Strong, Matthew J. Perini, *The Strategic Teacher*, 2007, p. 190

return to their Jigsaw teams and take turns teaching their area of expertise to the members of the team. For evaluations of learning, the teacher gives students a quiz, and grading is based on individual performance.

More recently, Robert Slavin developed Jigsaw II. Jigsaw II strengthens the connection between group effectiveness and individual performance by introducing a group reward structure. Students receive an individual grade and a team grade determined by adding the test scores of all members of each Jigsaw team. Team scores then serve as the basis for a competition among the Jigsaw teams. While both methods have been shown to improve students' self-esteem, relationships with other students, motivation, and academic performance, Jigsaw II tends to yield better results Slavin. To get even better results, we also suggest giving a bonus score to some of the expert groups to promote quality teaching: When students perform well on the portion of the test that corresponds to an expert group's subtopic, it signals that members of the expert group have done a good job teaching its content back to the Jigsaw teams.²⁶

1. Divide students into heterogeneous Jigsaw teams of three to five students each. Each Jigsaw team member will be responsible for one subtopic of the content. Provide an organizer that makes these subtopics clear.
2. Allow students from each Jigsaw team to meet with students from other Jigsaw teams who are responsible for the same subtopic.

²⁶ Harvey F. Silver, Richard W. Strong, Matthew J. Perini, The Strategic Teacher, 2007

3. Instruct the members of these expert groups to use the provided resources to conduct research on their subtopics. After individual research, expert group members assemble to review, discuss, and determine the most important concepts.
4. Work with expert groups to develop a plan to teach their subtopic back to the Jigsaw team, and have all expert groups draft a set of questions related to their subtopic for use on the test.
5. Reassemble Jigsaw teams. Have experts take turns teaching their subtopic while the other Jigsaw members record key information on their organizer. Circulate and observe these student-led discussions to ensure key ideas are being covered.
6. Lead a discussion or follow-up session covering the entire topic.
7. Develop a quiz or test based on the questions submitted by expert groups. Provide students with two grades
8. An individual grade and a team grade (found by adding the test scores of all the members of the Jigsaw team). Provide bonus scores to any groups whose subtopic content was “aced” by the class. To increase the sense of competition, post team scores and provide recognition for high-achieving Jigsaw teams and expert groups.²⁷

²⁷Harvey F. Silver, Richard W.Strong, Matthew J perini;, *The Strategic Teacher*, 2007, p 188.

2. Review of related findings

There are some previous studies related to this research, the first from Restu Widoyoko just focused on helping the students in SMK Muhammadiyah Bawang to maximize the students' reading comprehension ability. In this study, jigsaw technique was expected to help students to feel that comprehending the reading was not hard as student think it was, they were familiar to comprehend the whole message and information from the text, and they did not just translate the words from English to Indonesian language. His research was entitled "the effect of using jigsaw technique on students' reading comprehensions ability in SMK Muhamadia Bawang in 2013. The second, the other related research is from Desti Mulia Sari whose research is entitled "The implementation of jigsaw technique in Speaking Class at the second grade, students of SMA N 02 Bandar Lampung". This research just focused on the technique that could influence the other problem in teaching speaking process in order to improve the speaking activity. The researcher considered that by using the appropriate technique as the teacher limited, the students' English proficiency and their low motivation would be more manage able as alexander states that the teaching qualities, particular the techniques used in teaching process are important. This research also just conducted classroom action research in SMAN 02 Bandar Lampung. There were two or more cycles in implementing jigsaw technique during the process, in which the next cycles were improved to make the quality of teaching learning process be better. The third prior research was conducted by Ikrama Hikmayati with the title "improving students reading comprehension of narrative text by

using jigsaw technique”. This research just kept focusing on increasing reading comprehension by narrative text, in the second year of SMP YMJ Ciputat.

From some results of the researcher above, it could be concluded that the researcher of this study investigates the problem of the research and investigates deeply the strategy that teacher uses in teaching reading by using jigsaw technique. Such aforementioned focus has not yet been investigated in prior, so the researcher is interested in investigating the new phenomenon with the title and analysis of teacher strategy in teaching reading by using jigsaw technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This study is a descriptive study that is conducted in a qualitative way. This study practically works to find the answers related to the phenomenon. Based on the phenomenon, this research project was executed to know the strategies that teacher used and the implementation of these strategies in the classroom. Therefore, a descriptive qualitative study was an appropriate way for this research because the researcher analyzed and described the strategies that were used by teacher and the implementation of those strategies in the classroom. It was appropriate because the researcher collected and analyzed the data from observation as regards what teacher did in classroom.

According to Nunan, Research is a scientific method for acquiring knowledge through investigation to find out the facts that may verify the hypothesis in prior.²⁸ Research is a scientific investigation and systematic search to find the information that is related to the topic or case in field and related to the objective of the researcher's study, the design of this study is descriptive study research. According to LR Gay, Descriptive study involves collecting data in order to answer questions and opinions of respondents or people about some

²⁸ David Nunan, *Research Methods in language learning*, (UK : Cambridge University Press, 1992), p.3

topic and issues.²⁹ In Qualitative research the researcher will try to collect, analyze, and interpret the data by observing what people do and say.

Descriptive study can be pictures, words, and explanation about something without using statistic procedure. The data in this research were probed from observation and interview. The researcher in this study further described the teacher's strategies in teaching reading to activate students' background knowledge. The researcher also explained how the implementation of the strategies used by teacher was.

B. Subject of the Research

In this study, the subject of the research was the teacher who taught English at SMA N 8 Rejang Lebong, Airmeles Atas. There were two teachers who taught English in this school, but the researcher was just capable of involving one teacher as the subject since the other teacher was not willing to be investigated by the researcher. He was busy to work. Hence, the researcher got the data from one teacher who taught English at grade two because at grade two the students had adequate vocabularies as they had acquired in prior. Automatically, the students at grade two were taken into account to have possessed sufficient prior knowledge such as adequate number of vocabularies to read a text. In addition, the researcher investigated the strategies that teacher used to teach English especially in teaching reading skill. Thus, the researcher collected the data from one teacher that thought English.

²⁹ LR Gay and Peter Airasian, *Research Competencies for Analysis Application*, Merrill an Imprint of Practice Hall, (New Jersey : 2000), p. 315

C. Technique of Collecting Data

The techniques of collecting the data used in this research were observation and interview. According to Creswell, "The varied nature of qualitative form of data they are place into: observation and interviews."³⁰ In this study, the researcher focused more on the data collection through interview and observation, and interview recording as the instrument of this research in the process of collecting data.

The techniques of collecting the data are as follows:

1. Observation

Observation was needed to get description and realistic data about the implementation of strategies in grade two at SMA N 8 Rejang Lebong. In this research, researcher made use of non-participant observation. According to Cresswell, principally the researchers do not participate in the activity being observed but rather sit on the sidelines and watch; they are not directly involved in the situation they are observing.³¹ In this research, the researcher only watched the process of teaching and learning English in the class to investigate the strategies used by the teacher in the classroom. In the observation, researcher saw the implementation of the strategies that teacher used in teaching reading by using jigsaw.

2. Interview

³⁰ John W Creswell, *Educational Research (Planning, Conducting and evaluating Quantitative and Qualitative Research)*, (Lincoln : University of Nebraska, 2012), p.212

³¹ John W Creswell, *Educational Research (Planning, Conducting and evaluating Quantitative and Qualitative Research)*, (Lincoln : University of Nebraska, 2012), p. 446

An interview is a kind of purposeful interaction. The interaction established in interview is usually between two persons, focused on one person for the sake of striving to get information from the other person. Interview permits the researcher to gain data and compare them with the data from observation. While doing interview, the researcher also uses recorder to help get the best data because interview takes a long time and is undertaken intensively.³² In this research, the researcher used recorder to garner information deeply while interviewing the respondent to complete the data representing the expected findings especially *vis-a-vis* the teacher's strategies in teaching reading to activate students' background knowledge in the learning process.

In this research, researcher used semi-structured interview. As Catherine Dawson mentions, in semi-structure interview the participant is free to talk about what he or she deemed important, with little directional influence from the researcher, the researcher also wants the interview to remain flexible so that other important information can still emerge.³³

Because it did not use the systematic interview guidance in doing the interview, the researcher used interview guidance as a compass handling to dig the information deeply to the teacher. But, the interview guidance was not certainly used in overall in doing interview, and the questions in interview

³² Mulyana denny, *metodologi penelitian kualitatif*, (bandung: PT remaja rosada karya,2001),p.185

³³ Catherine Dawson, *Practical Research Methods (A User Friendly Guide to Mastering Research)*, (United Kingdom : Cromwell Press, 2002), p.29

guidance could be deleted or added. The process was executed based on the needs and situations in the research field while garnering the data. The subject in this research was further asked some questions pursuant to interview guidance to get the data more completely and those conforming to the area of the focused issues.

D. Research Instrument

1. Checklist observation

Observation checklist is a list of things that an observer is going to look at while observing a class. It is in the general description of the instrument which is indicated by the list of matches in filling a questionnaire as regards respondents' live by providing a check mark (). With that description, it seems that a closed questionnaire can be categorized as a checklist, a list of matches that has their own understanding.

Here, the researcher wrote churlish () that balanced in each subject that was observed. The checklist would be given when the researcher got the indicators pertinent to the implementation of teacher's strategies in teaching reading to active students' background knowledge. This section had some strategies, and each of the strategies had some sub-indicators.

Table II
Checklist of observation to know the implementation of jigsaw technique in teaching reading.

Variable	Indicators	Sub-Indicators	Implementation	Yes	No	Description Note
Teaching reading by using jigsaw technique	a. Grouping and division of task	a. Teacher divides the class into groups b. Teacher distributes the pieces of the text. c. Teacher gives some time for students to read and study before leaving home team.	1. Teacher divides the class into groups 2. Teacher distributes the pieces of the text. 3. Teacher gives some time for students to read and study before leaving home team.			
	b. Working the expert groups	a. Teacher creates a separate research organizer or worksheet for	1. Teacher creates a separate research organizer or worksheet for			

		<p>each expert.</p> <p>b. Teacher meets with expert groups to make sure they have collected all the necessary information</p> <p>c. Teachers have the students in the expert groups.</p> <p>d. Teacher ask student to listen to the lesson.</p>	<p>each expert.</p> <p>2. Teacher meets with expert groups to make sure they have collected all the necessary information</p> <p>3. Teacher have the students in the expert groups</p> <p>4. Teacher ask student to listen to the lesson.</p>			
	<p>c. Working in the jigsaw group.</p>	<p>a. Teacher divides students heterogeneous jigsaw teams of there to five students</p>	<p>1. Teacher divides students heterogeneous jigsaw teams of there to five students</p>			

		<p>b. Teacher allows students from each jigsaw team to meet with students from other jigsaw teams who are responsible for the some subtopic.</p> <p>c. Teacher instructs the members of these expert groups to use the provided resources to conduct research on their subtopics.</p>	<p>2. Teacher allows students from each jigsaw team to meet with students from other jigsaw teams who are responsible for the some subtopic.</p> <p>3. Teacher instructs the members of these expert groups to use the provided resources to conduct research on their subtopics.</p> <p>4. Teacher ask</p>			
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		<p>d. Teacher ask student to work with expert groups to develop a plan to teach their subtopic back to jigsaw team,</p>	<p>students to work with expert groups to develop a plan to teach their subtopic back to jigsaw team</p>			
		<p>e. Teacher ask student to lead a discussion or follow up session covering the entire topic.</p>	<p>6. Teacher ask student to lead a discussion or follow up session covering the entire topic.</p>			
		<p>f. Teacher develops a quiz or test based on the question submitted by expert groups.</p>	<p>7. Teacher develops a quiz or test based on the question submitted by expert groups.</p>			

2. Interview guideline

In doing interview, the researcher had to rely on interview guidance to indicate what questions were to be asked. Interview guideline was a list of questions assigned for interviewing to get information about the teacher's strategies in teaching reading by using jigsaw. Interview guideline was employed in order that the researcher could obtain the data as needed, and the researcher collected the data from the teacher who taught English specifically in reading skill.

Table III
Interview guidance to investigate teacher's strategies in teaching reading by using jigsaw

Variable	Indictors	Sub indicators	Questions	Yes	No	Description
	a. Working the expert groups	a. Teacher creates a separate research organizer or worksheet for each expert group. b. Teacher	1. Do you create a separate research organizer or worksheet for each expert group? 2. Do you meet			

		meets with expert groups to make sure they have collected all the necessary information	with expert group to make sure the students collected all the necessary information?			
		c. Teachers have the students in the expert groups.	3. Do you have the students in the expert groups?			
		d. Listen to the lesson.	4. Do you have the students to the lesson?			
	b. Working in the jigsaw group.	a. Teacher allows students from each jigsaw team	1. Do you allow students from each jigsaw team to meet with students			

		<p>to meet with students from other jigsaw teams who are responsible for the some subtopic.</p> <p>b. Teacher instructs the members of these expert groups to use the provided resources to conduct research on their subtopics.</p> <p>c. Teacher ask student to</p>	<p>from other jigsaw teams who are responsible for the same topic?</p> <p>2. Do you help the student to instruct the member of these expert groups to use provided resources to conduct research on their subtropics?</p> <p>3. Do you help the students to</p>			
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		work with expert groups to develop a plan to teach their subtopic back to jigsaw team,	work with expert groups to develop a plan to teach their subtopic back to jigsaw team?			
		d. Teacher ask student to lead a discussion or follow up session covering the entire topic.	4. Do you help the students to lead a discussion or follow up session covering entire topic?			
		e. Teacher develops a quiz or test based on the question	5. Do you help the students to develop a quiz or tests based on the			

		submitted by expert groups.	question submitted by expert groups?			
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F. Technique of Data Analysis

All of the data in this research were analyzed by some steps, namely data managing, reading/memoing, description, and interpreting:³⁴

1. Data managing

Data managing involves creating and organizing the data collected during the study. Data managing is in order to make sure that you have dated, organized and sequenced all field notes, transcript, comments, memos and reflections.³⁵ In the research, this step was used to organize the data from pre-observation, observation and interview based on the assigned indicators and theories.

2. Reading/memoing

Reading involves reading the field's notes, transcript, memos, and observer's comment to get a sense of the data.³⁶ In this research, the researcher read all the data to get general description about the data that had been obtained. Thus, the data could be completely comprehended by the researcher.

³⁴ L.R. Gay, education research: competence for analysis and applications, (lorida:international university,2000), p 240.

³⁵ Ibid.

³⁶ Ibid. p 241

3. Describing is based on the observation on field notes which is to provide the true picture of setting and events that took place in it. So, the researcher and reader will have an understanding of the text in the study which took place.³⁷ In this step, researcher started to describe all of the data that were obtained on the field so this way could help the researcher to do the next step of analyzing data.

4. Interpreting

Data interpreting continuous after the data collection, analysis and interpreting stages of study, interpretation is also a part of the process in writing the result of the study. Interpreting is reflective, integrative, and linkages among the data especially the identified categories and pattern.³⁸ In this research, the researcher made an effort to interpret the data and explain them deeply.

³⁷ Ibid p 242

³⁸ Ibid ., p 243

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of findings. It is intended to answer the research questions of this study. In findings, the researcher describes the process of collecting and presenting the result of the data. In the discussion section, the researcher analyzes the findings. For ensuring the information to clarification of the implementation of jigsaw technique in teaching reading at second grade of SMA N 08 Rejang Lebong, this research question is answered by interview guidance and answered by using observation checklist.

A. RESEARCH FINDINGS

The findings of this research are presented below:

1. The Implementation of Jigsaw Technique in Teaching Reading at Second Grade of SMA N 08 Rejang Lebong

From the research question, the researcher had done interview with an English teacher who taught English for second grade in SMA N 08 Rejang Lebong, as a subject of this research. In order to get the data about the implementation of jigsaw technique, the researcher did the research and got the complete data from all of the research instruments including observation and interview. To gain the objectives of the research, the researcher had analyzed the data in order to draw conclusion about the objectives of the research study.

The researcher described the findings from observation and interview. This research had been done on the 14th-26th of January 2019. The aims of this

research were to know the process of using jigsaw technique to teach reading by the teacher who taught English in Senior High School Number 8 Rejang Lebong. How do the teachers implement jigsaw technique? In collecting the data, the researcher used two instruments. They were checklist for observation and interview guidance for interview.

For this research question, the researcher had done interview to an English teacher/respondent who taught English for second grade in SMA N 8 Rejang Lebong as a subject of this research. In order to get the data about the implementation of jigsaw technique in teaching English reading skill, to know the implementation of jigsaw technique. The researcher gave the questions based on the theory about implementation of jigsaw in teaching reading. The data obtained from interview were further concluded by the researcher, and the following presentation displays the obtained data pursuant to their categories resting upon the indicators based on theories.

a. Grouping and division of task

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b. Working the expert group

This investigated about expert group (group with special material) the group with different function, whereas the jigsaw group was a students' group, and the expert group was a small group discussion with whom the teacher gave the material to, and would be discussed with their own group.

Here what teacher did with the expert group.

No sometimes not because when I divide an expert group it usually needs a more time to do that, and I think it was enough with just a jigsaw group and I follow the material that will be teach at the time, but if the lesson is available to do this step, of course I will do it, the important thing in the jigsaw group is a group work for solve the problem, such as a puzzle game, it must become a complete one, all of the sub-topic, so that why student would understood all of the material completely.

Then, the teacher met with expert group to make sure they got the necessary information. And, respondent said.

“not really, but I do it to make sure the expert group get the point of their sub-topic because if not may they are confuse to understand the material so it could be missing subs topics of one of expert group are doesn’t understand with their own subs topic”

c. Working in the jigsaw group.

Each jigsaw team member became responsible for one subtopic of the content.

The member provided an organizer that made these subtopics clear. And, the respondent said that.

“Ya I do cause every group have to responsible for their sub topic cause when they doesn’t care with their subtopic this technique will be failed and other groups will get nothing because the material is missing by the other groups. ”

Jigsaw was just not about working small group, but also discussed with the other group, and the respondent said that.

“No, I never do this because they have jigsaw and expert group. So they are will responsible with their subtopic and will tell to their jigsaw group”

Next, about working jigsaw group, it was applied with the aim of helping students to instruct the activity of jigsaw learning technique. Here, the respondent said:

“Yes, I always handle this also I instruct them to make sure the student are learning in the class, cause if not maybe they will be noisy, but I just give a instruct only because jigsaw itself focus on students work and the teacher just a superintendent”

Next, helping students reassemble jigsaw team, and the respondent said:

“Yes I reassemble jigsaw team after they have discussed with their expert group. Because they will discuss the material/subs topic into jigsaw groups to develop become any complete topic on the material”

Furthermore, helping students to develop quiz or test based on the question submitted by expert group, and the respondent said:

“Yaaa, I always give any quiz to make sure the students understand about the material that we learn on that day. Sometime the quiz is from other groups and will be answered by other group jigsaw. And to make a something competition usually I will give a door price to the students who can answer the question well”³⁹

Here are the results obtained from the use of checklist of observation and interview guidance. The use of those data collection techniques was aimed at knowing the implementation of jigsaw technique in teaching reading.

2. The Students’ Reading Comprehension Taught by Using Jigsaw Technique at Second Grade of SMA N 08 Rejang Lebong

In the observation undertaken on the 14th of January 2019, the researcher followed the learning process taking place in XI MIA 2 to investigate the implementation of answering question by observation. Like in every meeting the teacher started with greeting the students and checking the attendance list. The teacher started with a warmer activity at the beginning of

³⁹ Efri Wijayanto, *interview*, (Curup: Rejang Lebong), 2019.

the meeting such as asking questions about the lesson learned at the last meeting. The aim was to remember the lesson learned at the last meeting and also to make correlation on that day, and on that day it was to study about narrative text. Not to take a long time, the teacher directly divided the class into 5 groups and the member of one group was 5 students. Then, the teacher was making an expert group around 6 students and divided some pieces of text with sub topic like orientation, compilation, resolution, and re-orientation. The aim was to make students keep focusing on their sub topic, and it would be discussed with their jigsaw group. Then, the teacher gave some time to the students to read the sub-topic carefully. The time given was around 15 minute, after the time was up, teacher asked students to reassemble to their own jigsaw group, and then the teacher gave some time to discuss in jigsaw groups about the sub-topics that they got from expert group. Teacher gave students some time around 15 minutes to share the sub-topic. Till the end of student discussion in jigsaw group, and the last, the teacher gave a quiz to make sure every student understood the material on that day, and teacher asked to the leader of the group.

On the second day of the observation, it was on the 15th of January 2019, and the class was XI MIA 1. As usual, the teacher said greeting to the students, and checked the attendant list of the students. After checking the absent, teacher asked the material of last week and students were getting homework so teacher had to check the homework, then giving score to the

students, after that teacher divided the students into five groups. After the teacher divided students into groups, the teacher handed them out some pieces of paper with topic, descriptive, procedure, report, narrative, and report. Then because the book was a limit, so teacher asked students to search on the internet, but the teacher made sure that the material was necessary to the students. The aim was to make sure that students got the true material because on the internet there were a lot of things that students could find. Then the teacher gave some time around 20 minutes to read the material that they had got, after 20 minutes, the teacher asked students to disperse to the other group and discuss with other group. Every group prepared and delivered one student to share the material to the other group. And the other member was taking around of four groups. After some minutes, students had done to discuss the material. Then, the last, the teacher gave the questions to every group, and the teacher gave homework to students. The aim was to make sure that the students would learn at their home. Continuously, before the class ended, the teacher gave some quizzes to students until the bell rang.

The third day of observation, it was on the 17th of January 2019. To begin the observation, the researcher went to the class and watched the teacher in the learning process. As usual, the teacher greeted students at the beginning and also checked students' attendance list, but on that day the learning process did not take too long time. It took around 30 minutes because the head master of SMA N 08 Rejang lebong was changing. So, the teacher just helped the

students to split into some groups, and not to take long time, the teacher continuously handed out some pieces of text to every group, and the teacher gave some explanations about descriptive text and the sub-topics of the descriptive text. After that, the teacher asked and told students about some places having relation to descriptive text, the students then did question and answer to the teacher till the class ended after passing 30 minutes.

The fourth observation, it was executed on the 18th of January. As usual, the teacher greeted every student at the beginning of the class. Then, the teacher checked students' attendance before the learning process began. After that, the teacher told them a story. After the teacher told the story, the teacher divided students into groups, and this class had about 30 students in second grade of social management. So, the teacher split students into six groups, and on that day the teacher asked students to take the number of group also text the pieces of text that has been made by the teacher, then teacher asked students to learn with their own jigsaw group. Then, the teacher prepared some quizzes for students' after they had learned the material on their own groups. After all steps of jigsaw had been done, the teacher just gave some quizzes to every student in order to make sure that they understood the material.

Finished with observation, interview was also conducted with the students. All of students enjoyed the technique applied by the teacher because they felt really easy to understand the material well when teacher taught

reading skill. In addition, the teacher usually brought some teaching media which could make students really happy in learning.

3. DISCUSSION

In this step, the researcher tried to analyze the data which had been found by interview and observation checklist after that classifying the data the researcher conclude that in teaching English specially in reading by using jigsaw technique have done by classroom observation for getting result of the implementation and interview. After observing the teacher and the way of teacher teaching in the class at SMA N 08 Rejang Lebong, the researcher found some data. The subject was one teacher who taught in second grade. The researcher had found some data pertinent to the way teaching process was undertaken in the class.

Here about the indicators of the way using jigsaw technique that was happening in teaching process.

a. Grouping and division of task

The data shows that the teacher had used this way in teaching process. The teacher commanded to divide students into jigsaw groups based on the members of students in the class. Then, the teacher also met students in the expert group. This way is useful for assisting student become more active to learn material well as supported by Harvey F Silver and friend who said make a group to make sure students have collected all the necessary information,

then work with each group to develop a lesson, and provide the suggestions, coaching, and examples from the teacher.⁴⁰

It can be said that grouping and division of task is a group made to make sure students really understand the material that they learn at that time, and to make sure students understand teacher make explanation or example to the students, then after students have got the information student need to develop the lesson and prove the suggestion with their own expert group, teacher also distributes the pieces of text and the material are deference with other groups but still related constructing. Because jigsaw is some technique same as puzzle that arrange the missing parts to work together group made, after this process students are need to understand the material that given by teacher so that why teacher given time to for students to understand the material because after this process students have to collaborate with other group. Respondent said that when he divides the groups teacher need to know the characteristics of the students so that condition would made student easy to work on the group, because when students are comfortable with their group they would be easy to learn something on their group, but if some of the members do not care with their group this could not be difficult for students to learn the material, because every student in a group meet to responsibility to on their subs topic, so that why this technique will be effective for students, because jigsaw is a group work not just individual attention.

⁴⁰ Harvey F.Silver, Richard W.strong, Matthew J perini; *The Strategic Teacher*, 2007, p 190.

The fact that happened on social studies, there were some students who are a little bit naughty or doesn't care with teacher's instruction so that condition was impact to jigsaw group when they get back on their jigsaw group. So teacher need to explain more about the material because there were part missing on one of jigsaw group and it was need more time to did it, cause every students need to understand the material on the day. So my suggestion is for teacher need to understand about all of students' character to make them success on learning material, because when teacher doesn't care about student character it can be impact to student when learning something material that teacher gave, and it can be difficult for student to develop material or to improve the students' ability.

b. Working in the expert groups

Teacher create a separate worksheet for expert groups for teaching reading for make a material to distributes into each expert groups, in the expert groups, but in the fact there was any missing this step in second of investigation its because teacher just giving any material with all of the material completely to the student in the jigsaw groups, so teacher was not devises the expert group at the day. And teacher was divide the work sheet or the subs material which deference with other groups each subs was related in one topic, but in the expert group teacher make sure that one group are understand or mastering on their subs topic only so that why teacher need to make a separate organizer to every group. As Carl Carroza create the separate

organizer or work sheet, it to builds research skill, communication and reporting skills, interpersonal cooperative skills, and allow students to acquire and master large amount of information in a relatively short time.⁴¹

It can be said that in the expert group students need to improve the skills there are, communication, report, interpersonal cooperative and so on, because on the expert group students will report what they get on the jigsaw group, so when one of the members of expert group doesn't care with the teacher's instruction, it would be negative impact to group. Then, students need to develop a lesson, the aim was to measure students' understanding the material the day, this season student have to develop every material that given by teacher in learning process, because to make sure students understand teacher need to know about student develops the material. The jigsaw process with students, reminding them that each member of the team will become an expert in one major aspect of the content and will teach that aspect back to the Jigsaw team.⁴² It can be said that jigsaw team is the master of one topic that will be explain in the jigsaw group, when every expert group are mastering the material, the learning process will be easy to make all of students are understand the material well so that why teacher need to prove the students achievement for make success learning.

⁴¹ Harvey F.Silver, Richard W.strong, Matthew J perini; *The Strategic Teacher*, 2007, p 184

⁴² Ibid.,

c. Working in the jigsaw groups

After the step that have discussion above here the process have been done by the teacher, reassemble in jigsaw team, to develop the subs topic or to mix the topics become one of the complete topic by collage each other subs topic. In this section teacher med or reassemble the jigsaw team and let students discuss the subs topic become a complete topic by mixing the material that they got by teacher. In this section is very important to the student because this section students will back on their Owen jigsaw group to develop time material that they god on the expert group, so teacher would give much attention to the students so that students really understand and get the necessary information to build or develop the lesson. And for this section teacher make sure that teacher lead all of the process of teaching reading by using jigsaw, and for helping students to develop the material teacher was asking students one by one, and teacher also develop quiz for every groups, also teacher asked to students to develop quiz or asking mutually to other group, but sometimes teacher does not do it.

So that why teacher know students understanding in every section this section also students demand to responsibility for share the information. As expert groups plan, Carl meets with the expert groups to help them develop sound and engaging plans that are organized around the big ideas and relevant details. Finally, all expert groups must submit three suggested test questions based on their topic two short answer questions and one constructed-response

question that members believe captures the most important idea in their topic.⁴³

From the discussion above the researcher concludes that, the implementation of jigsaw strategy is effective for teaching reading because it made students' easy to learn English especially in reading skills, because jigsaw it self's is not teacher focusing but students hard working, so student have to responsible to every part of the way of learn, jigsaw is like game puzzle, so teacher just needs to make students collecting the data, as a puzzle game, and this technique needs to compact groups working to make this technique become success in the way teaching process, so there are some part of jigsaw technique procedure, such as grouping and division of task, working in the expert groups, and working in jigsaw groups. This procedure need a attention to apply this technique, because every point are important, but the fact. there are still a little missing on the way teacher implemented in using jigsaw, but still good way because, may about teacher style in the way of teaching process, so it does not matter. So jigsaw technique is one of the techniques that is suitable for learning English especially in reading skill because it works for increasing the score in second grade of senior high school number 08 in Rejang Lebong.

⁴³ Harvey F.Silver, Richard W.strong, Matthew J perini; *The Strategic Teacher*, 2007, p 185

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

From the descriptive study of teacher's technique at SMA N 08 Rejang Lebong, Airmeles Atas, the researcher concludes that jigsaw technique has been well applied. Meanwhile, the teacher rarely uses grouping and division of the class, working with the expert groups, working in the jigsaw groups. And, based on the data from findings gained from observation and interview, jigsaw technique is effective for students. By applying this technique students will pay much attention to the material because they have responsibility in their own material, and also they will be responsible for their own group, because if one of the members of team is not responsible with their material, which group will be lost the piece of material, so this condition will make every student really work hard, and it would decrease students' laziness in learning process. This technique is more fun than just giving attention to the teacher only, because when students just focus on teacher without any activity in the class, usually they feel bored, and they will be noisy and busy with their own phone, so jigsaw technique is one of good techniques for teaching reading skill.

B. Suggestion

Based on the result of this research about the implementation of jigsaw technique in teaching reading skill, the researcher offers some suggestions:

1. Teacher: teacher should increase the quality of jigsaw implementation as a teaching technique in the best way, because there were missing steps, so if missing steps could be anticipated, the implementation would be better.
2. Future researchers: it is recommended that further researchers probe into the issue pertinent to jigsaw technique in a wider area of study.

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Apakah kamu membagi murid ke dalam kelompok.?

Yaaaaa,. Saya mengelompokan siswa/i ke dalam beberapa kelompok, tergantung jumlah siswa, misal kalo jumlah siswa dalam satu kelas itu kisaran ada 25 orang ya saya akan bagikan 5 kelompok, jadi jumlah dalam satu kelompok itu ada 5 siswa, karna jigsaw itu sendiri adalah entang kerja kelompok yang mana setiap kelompok akan memecahkan masalahnya masing2 jadi untuk membuat kerjasama yang baik ini maka saya memagikan kelompok kepada siswa saya.

Apakah anda mendistribusikan/membagikan text sebelum memulai belajar.?

Iya tentusaja saya membagikan kertas berisi materi yanf telah saya siapkan sebelum memulai pelajaran.

Apakah anda memberikan waktu kepada pelajar untuk membaca/memahami materi sebelum meninggalkan team.?

Iya saya memberikan waktu kepada siswa saya untuk membaca, dan terkadang juga saya menyuruh mereka untuk bertanya untuk penjelasan yang mereka belum jelas dalam pelajaran pada hari itu.

Apakah bapak membuat lembar kerja terpisah dalam setiap kelompok.?

Iya saya memberikan lembar kerja berbeda dalam setiap kelompok, dan saya pecah beberapa subs topic yang sudah saya siapkan di rumah untuk saya bagikan kedalam kelompok.

Apakah kamu berinteraksi dengan group untuk memastikan semua siswa mendapat informasi yang di butuhkan. ?

Iya saya akan memastikan mereka semua ngeh dengan materi yang akan saya jelaskan, dan mereka juga saya persilahkan untuk mencari refrensi lain dalam buku.

Apakah anda memilih siswa yang ahli dalam kelompok.?

Iya saya akan mengambil alih terhadap kelompok ahli, untuk berkumpul menjadi satu, misalnya dalam setiap anggota akan saya pisah” dan berikan pemahaman khusus yang saya sebut kelompok ini dalam expert group lalu saya kasih penjelasan khusus sampai mereka benar” paham dan supaya nantinya ketika di kembalikan kedalam kelompok jigsaw mereka sapat berdiskusi dan memberikan penjelasan pada kelompoknya masing masing sehingga informasi yang mereka dapatkan akan , menjadi bagian yang utuh dalam satu topik besar dalam satu pembahasan pada hari itu.

Melibatkan siswa dalam pelajaran.?

Iya dong tentu saja saya libatkan semua siswa dalam tehnik ini, karena dalam jigsaw ini siswa lah yang mendominasi dalam kegiatan ini, dan saya sebagai guru hanya memberi komando atau menginstruksikan mereka.

Apakah bapak menginstruksikan siswa dalam kelompok berdiskusi bersama kelompok lainiya.?

terkadang saya lakukan itu, namun cara kerjanya berbeda, seperti biasanya disini saya tidak mengumpulkan kelompok dalam expert group, namun saya ahanya membagikan siswa ke dalam jigsaw group, dan setelah saya bagikan kelompok saya langsung berikan kertas berisi subtopik yang telah saya pecah” dari topik besar, dan saya langsung berikan penjelasan, kepada setiap kelompok, ini biasanya berlaku untuk tugas di rumah, dan setelah semua kelompok di rasa memahami setiap materi yang telah saya berikan, lalu saya persilahkan mereka untuk bergabung dengan kelompok lain demi meelengkapi setiap sub topik menjadi satu topik yang lengkap.

Apakah anda membantu pelajar untuk berdiskusi dengan expert group untuk mengembangkan pelajaran, dalam subs topik jigsaw.?

Iya tentu saja saya membantu siswa untuk mengembangkan ide” di dalam pelajaran.

Apakah anda mengembalikan kelompok expert /ahli ke dalam kelompok jigsaw.?

Iya saya kembalikan expert group ke dalam jigsaw group agar mereka bisa share materi dalam sub topik menjadi satu kesatuan suatu materi yang komplit.

Apakah anda membantu menghandle diskusi atau memantau setiap sesi dalam setiap topic.?

Iya semua proses belajar mengajar saya yang meng handle anak-anak, namun hanya sebagai pengawas, karna jigsaw kan yang di utamakan adalah kerja kelompok.

Apakah bapak memberikan quiz, atau membantu siswa mengembangkan quiz sebelum pelajaran selesai. ?

Iya saya memberikan quiz kepada siswa saya untuk memastikan pemahaman mereka, dan terkadang juga saya perintahkan anak” untuk saling tanya kepada kelompok lain.



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KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Nomor : 703 /In.34/PP.00.9/07/2018

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
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b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
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Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

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N I M : 14551002

JUDUL SKRIPSI : An Analysis Teacher Strategy In Teaching Reading
By Using Jigsaw.

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a.n. Rektor IAIN Curup

Plt. Wakil Rektor I, *



Hendra Harmi

Tembusan :

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- 3 Kasubbag AK;
- 4 Kepala Perpustakaan IAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Jurusan Tarbiyah



PEMERINTAHAN PROVINSI BENGKULU
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Fakultas : Tarbiyah dan Ilmu Keguruan

Telah menyelesaikan penelitian di SMK Negeri 08 Rejang Lebong sejak tanggal 14 Januari sampai dengan Januari 2019, untuk menyusun skripsi dengan judul " **the implementation of jigsaw technique in teaching** (A descriptive Study at second grade of SMA N 08 Rejang Lebong)."

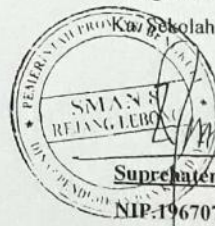
Demikian surat keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana adanya, terimakasih.

Rejang Lebong, Januari 2019

Mengetahui

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NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1		Chapter 1 Berpas Resourcen Section	F-2	[Signature]
2		Chapter 1 Krom	F-2	[Signature]
3		Chapter II	F-2	[Signature]
4		Chapter I-II	F-2	[Signature]
5		Chapter IV	F-2	[Signature]
6		Chapter V	F-2	[Signature]
7		Chapter 1-5	F-2	[Signature]
8			F-2	[Signature]



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	04/2008	Chapter 1 Research Section 1	[Signature]	[Signature]
2	13/2008	Chapter 1 Tinggit	[Signature]	[Signature]
3	6/2008	Chapter II Mikrologi	[Signature]	[Signature]
4	1/2008	Chapter I-II Research Method	[Signature]	[Signature]
5	01/2009	Chapter 3-4	[Signature]	[Signature]
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