THE EFFECTIVENESS OF THE JIGSAW METHOD TO RAISE STUDENTS' ABILITY TO READ DESCRIPTIVE TEXT

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Abstract

This Research was conducted determine the effectiveness of Jigsaw Method to raise student's ability to read descriptive text. This study employs a quantitative approach and a pre-experimental design. In 1 class that is used as the experimental group. In experimental group student, students were taught to use Jigsaw Method. This research was conducted through the following procedures: pre-test, treatment, post-test. The gathered data by pre-test and post-test. The data analysis normality showed Asymp. Sig. (2-tailed) 0,00<0,005 it means the data abnormal, used Wilcoxon Test the because there was a large difference between the results of the pre-test and post-test. From the data analysis negative ranks, mean rank ,00. The positive ranks 17,50, from the data it can be concluded there was no decreased value after being taught using Jigsaw Method. The hypothesis sig. (2-tailed) 0,00<0,005 it means hypothesis accepted. The pre-test's mean was 48,82. The post-test average was 88,23. The discovery that there is a significant difference in the reading skills of Jigsaw Method pupils.

Keywords: Reading Ability, Jigsaw Method, Descriptive Text

Introduction

In learning we find many methods to explain theory and many students can get the idea. Every method to explain the theory has an aim to enable teacher explain also to teaching reading comprehension need to make sure student understand. English text is not easy to understand with many difficult vocabularies they will find it can be students unmotivated to learning continue. Whereas reading is the skills that important to student able when read the texts (Marleni & Pd, 2017). Reading enables people to get many information, for students will get more knowledge with the balancing explanation and teaching style from teacher it will make support student to understand including English subject, and this meeting we will implementing a new method to students that belief can make a new atmosphere to students and will rise motivation *want to know* about the theory. One of the methods that can we use is Jigsaw method is the alternative to teach English subject.

Jigsaw method one of the cooperative learning method that combines academic and social skills, according to (Addinna, 2022) there are the reasons teacher use of jigsaw method in this method student as the center when learning process, and a student has to teach and they are as the informant. So we consider reading comprehension and Jigsaw method are a good collaboration also make student's ideas turn up by discuss together (Bakara & Pasaribu, 2022). By the subject theory is descriptive text we focused student knowledge of linguistic aspects and general structure, etc. And the assignment through the Jigsaw method, because descriptive is the ability that using sense in our body the first is smell, see, hear, and feel, so description is

the text that describes object using the sense in our body (Basri, 2020).

Related Literature

Review of Previous Studies

There is any related literature in this study. The first study entitled 'The Influence of Using Jigsaw as a Method on Students' Reading Comprehension at the Seventh Grade of SMPN 7 Kota Serang' from Facharyani, Masrupi,Rahmawati to find out the influence of using jigsaw method with quantitative research using true experimental design. The experiment using two classes for comparing, the instrument was split into two sections, a pre-test and a post-test, with 38 students in each class. The T-test formula was utilized to determine the outcome, together with validity content and interrater to make the instruments valid and reliable. According to the study, the experimental group averaged 59.34 on the pretest and 67.53 on the posttest, while the control group averaged 58.39 on the pretest and 64.29 on the posttest. It was calculated to show that the trial-and-error class was greater than the control class (8.76>1.99) with a significance level of 0.05. It was agreed upon that this was the impact of employing jigsaw puzzles as a teaching tool.

The second previous study is from Masruroh, Fatmasari, and Tengah. the tittle 'English Language Learning Achievement In Public Middle –School 1 Kertanegara: The Effects of "Jigsaw" Method' the purpose of the research is learn about improvement of English learning achievement for descriptive text using jigsaw method in the seventh grade at Public Middle-School 1 Kartanegara, 32 students from class F participated in this study, which included planning, carrying it out, observing it, and reflecting on it. Interviews, tests, non-tests, and observation are also data collection techniques. The study's findings demonstrated that the Jigsaw technique can raise students' proficiency in reading descriptive texts. For the beginning of the activity, 17 students completed in the first cycle, which increased to 24, then increased to 27 in the second cycle, showing a significant gain in learning at 75% in the first cycle and 84% in the second cycle.

Review of Related Theories

According to (Elleman & Oslund, 2019) reading comprehension does not require limitation on reading ability and working memory, comprehension and knowledge. Reading comprehension also interaction between readers and text, not only involve the ability to read sentences but involve word and knowledge of the word to construct the meaning. Reading comprehension included the activity that important because always on our activity every time we read, we try to understand the meaning of sentence. We can get the data and any information with the complex process that we have gone through.

Method

Research Design

Research design it contains strategy if researcher ignoring the research design so the research is weak, the important research design to transfer the research data becoming a data analysis so the researcher needs relevant answer.

This research using a quantitative study. The researcher intends to compare student's scores before and after using the Jigsaw, as a result, the researcher employed preliminary

experimental study plan. Divided into groups, with pre- and post-tests provided to analyze the data

Table 1: Pre-test and Post-test Design

Group	Pre-test	Treatment	Post-test
Experimental Group	Y_1	X	Y_2

Research Instrument

This research use multiple choice as the study's instrument in this study. The examination is just one section. Before students receive treatment, they take a pre-test. The pre-test's objective is to ascertain the student's proficiency in reading descriptive text; following the pre-test and therapy, the researcher administers the post-test.

Data Collection and Data Analysis

Data collected in variety methods, involved observation, interview, questionnaire, experiment, documentation, and testing. In this research for data collection, the researcher used:

1. The researcher organizes and prepares the tools.
2. The researcher administers the pre-test, which assesses student's descriptive text reading abilities. The researcher scored the students test ability, and then recap the score.
3. The researcher provides a treatment by applying Jigsaw Method in reading class.
4. The researcher administers the post-test to the students to evaluate their progress following treatment and to provide a score recap.
5. To determine the research's findings, the researcher examined the data collected.

Findings and Discussion

1. **The Findings before Using Jigsaw Method**
   Pre-test results yielded a total score of 1660.

Table 2: The Result of Pre-Test before Giving The Treatment

Students' Mark	Grade	Frequency
90 – 100	Excellent	-
80 – 89	Good	-
70 – 79	Fair	-
60 – 69	Poor	11
Less than 59	Very Poor	23

According to the aforementioned data, 23 students were classified as Very Poor and 23 as Poor. There were none of the kids who were classed as Excellent, Good, or Fair. The pre-test's average score was 48,82. It might be said that employing the Jigsaw Method

to teach reading descriptive text before other subjects was labeled as Fail.

2. The Findings after Using Jigsaw Method

3000 was the final post-test score's total.

Table 3: The result of post-test after giving the treatment

Students' Mark	Category	Frequency
90 – 100	Excellent	27
80 – 89	Good	5
70 – 79	Fair	2
60 – 69	Poor	-
Bellow 59	Very Poor	-

The chart shows that there were 27 pupils who were given the category "Excellent," 5 students who were given the category "Good," and 2 students who were given the category "Fair." Poor and Very Poor students were nonexistent.

Discussion

After doing the pre-test then gave the treatment of Jigsaw Method. The procedure of doing Jigsaw Method was the student divided at 4 groups with the member of each groups is 8-9 students, each member gives the problem they have to discuss with other member on other group with the same problem.

After the treatment, the researcher gives the post-test to measure student's reading ability using descriptive text whether are given significant score after the treatment. From the result student's post-test table 27 students their score more than the average, when the average is 88,23. Based on the Wilcoxon test positive ranks the mean rank is 17,50 from 34 students, also we can see from negative ranks the mean rank was ,00 it can be concluded that there was no decreased value from applied the Jigsaw Method. The hypothesis the value was ,000<0,005 it means hypothesis accepted. The conclusion, there was an effect of using Jigsaw Method. It is discussed that the use of Jigsaw Method to Improve Student's Reading Ability in Descriptive Text could make student active and enthusiastic also curious with the topic.

Conclusion and Suggestion
Conclusion

From the research, there are three conclusions as follows:

1. From the research the changes, the result pre-test before taught using the Jigsaw Method with the average 48,82

2. The students score at the eighth-grade students, after taught by the Jigsaw Method has the average 88,23.

3. Reading descriptive literature before and after learning the Jigsaw Method has a noticeable difference. The typical pre-test result was 48,82, and the average post-test score was 88,23, according to the research, showing an important distinction between teaching students using the Jigsaw Method before and after. Based on the test statistic that the value of sig 2 tailed is 0,000 < 0,005, it can be concluded that there is a significant difference between the students' reading skills in descriptive text before and after Jigsaw Method instruction. The average of the post-test is greater than the pre-test.

Suggestions

After getting the result the suggestions is in order to improve students reading ability:

1. For the students

The students have to be more to learn vocabulary, it can increase the students' vocabulary also make students understand the meaning of the question.

2. For the teacher

The teacher has to try more strategies to especially in reading ability to increase students' reading ability, the new strategies can make new atmosphere for students.

3. For the researcher

The researcher becoming as the teacher, the researcher needs to increase the knowledge also develop teaching strategies it can be improve the effectiveness, happiness, students' interest in learning process. The researcher hopes this result could be useful in improving teaching ability in English.

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