

ABSTRACT

Nida Ul Fithrah: “The Use of Jigsaw in Teaching Reading for Junior High School Students”

(Quasi – Experimental Research into Grade Nine Students in the MTsN Jatisari Karawang)

Jigsaw: Groups consist of five-six students are set up. Each group member has some unique materials to learn and then she/he has to teach to his/her group members. For helping them understand the text, each student who has the same text can work together to decide what the importance is and how to teach it. After practicing in this “expert” group, they come back to the original groups’ reform and students to teach each other. (Spencer, 1994)

According to Carvalho (2010), the jigsaw is a group work, which facilitates learning because each student is responsible for a particular piece of task. Then, she/he is responsible to contribute his/her portion of the task to bring about mutual interdependence.

Subsequently, the non-equivalent control group design is chosen because it allows the use of jigsaw experimental and control groups. Moreover, this design is identical to the Pre-test and Post-test Control Group Design, with the exception of randomization. Therefore, two classes are selected to be sample of this research, one class is a control group and the other is the experimental class. There are 36 students in each class. The treatment is given in two sessions. Reading comprehension tests are used as the research instrument. The experimental research use two kinds of tests, namely pre-test and post-test. Then, the scores of each test are analyzed by using independent t-test.

The purpose of this research is to describe two methods of cooperative learning as a method of classroom instruction and then compare these to the whole class method. The research begins with a brief description of cooperative learning. This is followed by descriptions of the jigsaw methods. The final section of the research compares who used jigsaw and who did not in the class learning through a general description of differences and a review of comparative research. There is no relationship between the independent and dependent variable. Therefore, this research said that there is no significant difference in terms of students’ reading achievement both student who used jigsaw and who did not.

Based on the scores of independent t-test and it can be concluded that there is a significant difference in both groups. Experimental group students have a higher reading score ($M = 75.56$, $SE = 2.087$) and the control group students ($M = 65.14$, $SE = 1.809$). This different is very significant $t(70) = 3.771$, $p < 05$, with the $r = .4109$. It indicates that students’ reading achievement in both groups is totally different. In addition, the students’ responses through the given questionnaire also show that jigsaw provides some advantages to students in learning reading. In other words, the analysis of *t-test* and questionnaire shows that jigsaw technique is effective to develop students reading ability.