TEACHING READING COMPREHENSIN OF SPOOF TEXT BY USING JIGSAW LEARNING MODEL TO THE ELEVENTH GRADE STUDENTS AT SMA NEGERI 13 PALEMBANG

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Abstract

The objective of the study is to find out whether it is effective or not using jigsaw learning model in teaching reading comprehension of spoof text to the eleventh grade students at SMA Negeri 13 Palembang. In this study, the researcher used experimental method. The population of this study is all the eleventh grade students at SMA Negeri 13 Palembang with the total numbers of students was 392. Therefore, the sample of the study is 72 students consist two classes,namely: 36 students for control group and 36 students for experimental group. The sample was taken by using non purposisve random sampling method. The data collected by using written test consist of 30 questions and the type of questions is multiple choice. The result of the test was analyzed by using t-test which were pair sample t-test and independent sample t-test was known as: mean of post test in expermental group was 72.22 higher than past test mean score of control group was 58.64. Furthermore, the result of t-obtained was 6.132 and t-table was 2.030, it shows that t-obtained was higher than t-table. From the explanation above, there were significant difference between the experimental group that have been taught by using jigsaw learning model and control group that was not taught using treatment. It means that, Ho was rejected and Ha was accepted. It was concluded that it was effective of using jigsaw learning model to teach reading comprehension of spoof text to the eleventh grade students at SMA Negeri 13 Palembang.

Keywords: teaching, reading comprehension, spoof text, jigsaw

Introduction

Brown (2000:6) states that language is a communication tool. We don't only use language to express our idea, feeling and thoughs, but also for others to increase knowledge, technology and culture. One of the languages in this world that plays an important role is English. English is very important communication tool because English is an international language and is used by the whole world in scientific knowledge. In Indonesia, the government has established English as one of the subjects included in the school curriculum from junior high school to university level. As we know, there are four skills that must be mastered by the students in learning English, namely: speaking, listening, reading, and writing. Reading is one of the English language skills must be mastered by the students to understand the massages written by the author. Reading is also important because in the reading text, it can access information that provides knowledge and gets readers who want to gain knowledge. Shanahan (2007:1) say that reading comprehension is the action to comprehend and interpret in the text. It is clear that reading comprehension means the ability to understand the meaning of the sentence, agree to write the text and read correctly and effectively.

There are several types of reading texts, namely: descriptive, narrative, recount text, procedure text, spoof, analytical and hostatory exposition. The researcher chose spoof text as a material for the research because there are several reasons, namely: spoof text is fun, it has funny parts at the end of the story, contain unpredictable events and make

the story funny so it make spoof text is different from other texts, also spoof text make more understand and more interesting to be read and learned. According to Nurdiono (2015), spoof text is a text which tell about factual story, happened in the past time with unpredictable and funny ending. The purpose of spoof text is to amuse reader with funny story.

Based on the observation when the researcher did at SMA Negeri 13 Palembang. There were many students had some problems in learning spoof text namely, they didn't comprehend the content of the text because they had limited vocabulary so, the teacher's way in teaching is monotonous so that make them bored in learning reading comprehension. Based on the the explanation above, the reseacher try to use jigsaw learning model teach them. As we know, jigsaw learning model in classroom is a learning model that focuses on group collaboration between students in small group. According to Arronson (2019), jigsaw is cooperative learning technique that reduces racial conflict among school children, promotes better learning, improve students motivation and increase enjoyment of learning experience. Meanwhile, Brisk and Harrington (2000:83) state that jigsaw approach is a way for the students to work cooperatively and help each other to learn new material. Furthermore, Brown (2001:185) states that jigsaw technique is a special form of information gap in which each member of group is given specific information and the goal is to pool all information to achieve some objective. The jigsaw structure promotes independence and also provide a simple method to ensure individual accountability. It is clear that jigsaw is a method of organizing classroom activity that make students dependent on each other to succeed.

Literature Review
Definition of Teaching

Teaching is the profession of a teacher. According to Slameto (2010:30)), teaching is guidance of learning. Next, Brown (2007:8) states that teaching is guiding and faciitating, guide, motivator, and manager. First, as a facilitator, a teacher provided the facilities such as circumstances, equipment, aids, that make learners to learn easier. Second, as a guide, a teacher showed or helped the leaners to learn how to do and understand. Third, as a motivator, a teacher stimulates the interest of learners. At last, as a manager, the teacher arranges information and environment for students to learn.

Definition of Reading

Reading is a process employed by an individual in order to understand what an author says Brown (1994::271). Reading is an important skill to help people learn form human knowledge and experience. It is clear that through reading, knowledge has greatly contributed to the growth of mankind.

Definition of Jigsaw

Slavin (1995:122) states that jigsaw is one of the working group or cooperative activities which are applicable in the teaching reading comprehension. They will be in the team consisting of various good students and weak students. Every team consist of 5-6 students and they will study together to get better achievement in the form of individual improvement scores.

Jigsaw learning model was chosen by researcher because: (1) the jigsaw learning model is an interesting learning model to make students become active in learning process, (2) can increase students' sense of responsibility in learning process, (3) can provide

opportunity for students to collaborate each other, (4) can provide an opportunity to form discussion for students, (5) can form a classroom environment to work together between students. To illustrate the process of reading of spoof text by using jigsaw technique was:

Pre teaching
1) Assign each students to "a home group of three of five students.

2) Assign each students to an "expert group, which focus on a particular segnent on task.

Whilst teaching
Establish guidelines for the information that students should include in the summaries
3) Have the students groups meet to read a work on a task, review, and discuss what was read and determine the concept and information.

4) Convene home group so that each student can share his/her expertise with all of the home group.

Post activities
Convence the class as a whole group to review and share learning or to enable expert groups to present to the entire class.
Based on the importance of using this jigsaw learning model in teaching and learning process, the researcher want to find out whether or not the use of jigsaw leaning model is effective in teaching reading comprehension of spoof text to the eleventh grade students at SMA Negeri 13 Palembang.

Method of the Research
The method of the research is experimental method. The type of experimental method is quasi experimental. Creswell (2005:297) states

that quasi-experimental forms include assignments, but non random assignments from participants to groups. In conducting the study, the researcher used non equivalent control design (NUGD) which was described as follows:
A: O1 X O2
B: O3 -- O4
Where:
A: experimental group
B : control group
O1: pretest in experimental group
O2: posttest in experimental group
X : treatment
O3:pretest in control group
O4:posttest in control group

The Variable of the Study
This study comprises some variables: the dependent and independent variables. There were one dependent variable, namely the score of reading comprehension and one independent variable, namely jigsaw learning model.

The population and Sample of the study
This research was conducted at SMA Negeri 13 Palembang especially the eleventh grade students in academic year of 2018/2019. The population of the study was all the eleventh grade students of SMA Negeri 13 Palembang which consisting of 392 students. In addition, the sample of the study was 72 students which taken purposive non random sampling. Class XI IPA.1 who were classified as experimental group, and class XI IPA.2 classified as control group.

The Technique for Collecting the Data
The researcher gave the written test before and after the treatment. According to Arikunto (2010:266), tests are questions or exercises or other ways

to measure individual or group skills, knowledge, intelligence, abilities, or talents. The number of question is 30 items. There are two types of tests given to the students, namely pretest and posttest. The purpose of giving pretest is to measure the students' ability in learning spoof texts. Meanwhile, the purpose of giving posttest is to determine the success of students in learning spoof text. Furthermore, data collected was analyzed through three steps, namely: (a) individual score, (b) conversion of percentage ranges, and (c), t-test.

Individual Score

The formula was used to know the individual score:

$X = R/N \times 100$

Where: X : Result of student's individual score
R : The number of correct answers
N : The number of items

Result and Discussion
Finding

The result of this study include: pretest scores of students in control group and experimental group, (2)

posttest scores of students in control group and experimental group, (3) pair sample t-test in control group, (4) pair sample t-test in experimental group, (5) independent sample t-test.

Paired Sample t-test in the Control Class

If a significant value of> 0.05 can be concluded that there are significant differences from the two variables. In the table above the significant score is .000 or 0,000> 0.05 so it can be concluded that there is a significant difference between the control class pre-test and the control class post-test. It can also be seen using t-obtained> t-table. t-table can be found in the Table of Crisis Value Distribution T (α) = 5% or 0.05 with the degree of freedom (df) = n - 1 or 36 - 1 = 35 (sample of the Control Class). By using the two tail test with α = 0.05, the score of the t-table is 2,030. obtained 2,030> t-table 18,511 can be seen that t-obtained is higher than t-table. It can be concluded that there is a significant difference between pre-test and post-test in the control class.

Table 1. Paired sample t-test in Control Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTestControl - PostTerstControl	-13.694	4.439	.740	-15.196	-12.193	-18.511	35	.000

The result of Paired Sample t-test in experimental group

If a significant value of> 0.05 can be concluded that there are significant differences from the two variables. In the table above, the significant score is .000 or 0,000> 0.05 so it can be concluded that there is a significant difference

between the pre-test control class and the experimental class post-test. It can also be seen using t-obtained> t-table. t-table can be found in the table of Distribution Crisis Value T (α) = 5% or 0.05 with the degree of freedom (df) = n - 1 or 36 - 1 = 35 (sample of Experimental Class). By using the two tail test with α = 0.05, the

score of the t-table is 2,030. obtained 2,030> t-table 14,720 can be seen that t-obtained is higher than t-table. It can be concluded that there is a significant

difference between pre-test and post-test in the Experimental Class.

Table 2. Paired Sample t-test in Experimental Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTestExperiment - PostTestExperioment	-29.944	12.205	2.034	-34.074	-25.815	-14.720	35	.000

The Result of Independent Sample t-test from Post-Test Control Class and Experimental Class.

Table 3. Independent sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skor_Siswa	Equal variances assumed	3.684	.059	-6.132	70	.000	-16.583	2.704	-21.977	-11.190

If sig. (2tailed) <0.05 it can be concluded that there are significant differences from the two variables. The table above shows that sig. (2-tailed) is .000 or 0,000 <0.05, which means there are significant differences from the two variables, namely the post-test score on the control class and the post-test score in the experimental class.

Based on the finding above, there is a difference between the average post-test value in the control class and the average post-test value in the experimental class. The post-test average value in the experimental class is higher than the post-test average value in the control class.

After knowing the difference between the results of the pre-test and

post-test scores from the control class and experimental class, the next step is testing the hypothesis (title). Hypothesis testing is done using paired sample t-test and independent sample t-test using significant values level <0.05. Criteria in testing: Ho is rejected and Ha is accepted if t-obtained> t-table or sig. (2-tailed) <0.05. And Ho is accepted and Ha is rejected if t-obtained <t-table or sig. (2-tailed)> 0.05. t-table can be found in the table of Distribution Crisis Value T (α) = 5% or 0.05 with the degree of freedom (df) = n - 1 or 36 - 1 = 35 (sample of experimental class). By using a two tail test with α = 0.05 and the value is 2,030.

The Independent Sample t-test table shows, if t-obtained is -5,793. t

obtained is 6,132> t-table 2,030 shows that t-obtained is higher than t-table. This shows that Null Hypothesis (Ho) is rejected and Alternative Hypothesis (Ha) is accepted.

Discussion

Based on the result of the study, it can be seen that in control group, there is a significant difference between the values of pretest and posttest. Then, in experimental group there is also a significant difference between the value of pretest and post test. The difference can be seen in Paired Sample t-testwhich shows the value of sig.in control group and experimental group is 0.000 where the value is smaller than 0.05 (0.000<0.05). It can be concluded that there is a significant diffference between pretest and post test values in both classes.

Furthermore, the result of independent sample t-test, the sig. Independent sample t-test is 0.00 where it is smaller than 0.05 (0.000<0.05), it can be concluded that there is a significant difference between the result of post test value in control group and in experimental group. The average value in experimental group is mprehension spoof text of the eleventh grade students at SMA Negeri 13 Palembang.

Conclusion

Based on analysis data using Independance sample t-test, it was found that t-table 2.030, t-obtained was 6.373 as critical value. Thus, it can be concluded that the null Hypothesis (Ho) is rejected and the Alternative hypothesis (Ha) is accepted. Based on the explanation above, it can be concluded that the use of jigsaw learning model in teaching reading comprehension of spoof text is effective to the eleventh grade students at SMA Negeri 13 Palembang is effective.

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