



**COMPARATIVE STUDY BETWEEN JIGSAW TECHNIQUE AND
COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) IN
READING COMPREHENSION**

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Abstract

The aim of this research was to compare Jigsaw technique and Cooperative Integrated Reading and Composition (CIRC) in reading comprehension of the VIII grade at SMP Negeri 1 Muarasipongi. This research conducted by quantitative method and it was an experimental type. The population of the research were the grade VIII students that consist of 247 students. But the writer only took 64 students as sample of this research as random sampling. The total number of sample divided into two groups; they were 32 students as an experimental group and 32 students as a control group. The data conducted by the instrument of research that contained of essay test. In testing the hypothesis and analyzed the data of the research, it analyzed with the t -test formula. Based on the calculation above, it can be known that the coefficient of $t_0 = 3,51$. It is compared with the score of t_t on degree freedom (df) 70 or $(32+32-2) = 62$ is 2,00. So, the score of t_0 is larger than the score of t_t namely, $3,51 > 2,00$. Dealing with calculation, it can be concluded that the hypothesis is accepted. So, Jigsaw technique is better than CIRC in Reading Comprehension of the VIII Grade of SMP Negeri 1 Muarasipongi in 2016-2017 Academic Year.

Keywords: Jigsaw, CIRC, Reading Comprehension

INTRODUCTION

An interactive process that happens in human minds to reconstruct the meaning is called reading. Reading is crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill poor,

they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

According to Nunan (2003:68) states that reading is a fluent process of



reader combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Harmer (1998:68) state that reading is useful for other purpose too, any exposure to English (provided students understand it more or less) is a good thing for language students. Based on explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will get a lot of news and information about something happen in any part of the world which can see directly.

Based on the explanation above, the writer concludes that reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, Reading comprehension is related closely to cognitive competence of the readers, because this will produce comprehension.

According to the explanation above, reading should be mastered by everyone, more over students. However, reading still a problem in SMP Negeri 1 Muarasipongi, many students are poor in reading English. It can be seen many student who are not interested in reading English, because learning model used

still conventionally or teacher centered. Sometimes when they ordered by the teacher to read they do not have any selfconfidence, because the students does not have opportunities to give their opinion. In this case, the thinking of the students do not grow and change, then makes them passive in learning English. To solve the problem in reading, there are some models of cooperative learning; such as STAD (Student Teams Achievement Divisions), Jigsaw, CIRC (Cooperative Integrated Reading and Composition), Group Investigation, Role Playing, and Number Heads Together.

From the explanation above, the solution of the problems in reading that is chosen by the writer is Jigsaw and CIRC to improve reading English in Junior High School of SMP Negeri 1 Muarasipongi.

Jigsaw is learning method in which formed a group constitute group expert and origin groups. The advantages of the Jigsaw are to develop teamwork, cooperative learning skill, interactive reading and required for students understand material. The disadvantages of the technique is long time is needed in the application, sometimes there is not sufficient time Therefore teacher must be able to use time efficiently and effectively as possible.



CIRC is learning method which divide classes in the group then give readings on material which given. The advantage of the technique is quit effective for student understanding for a reading. It will be effective and motivated students on the results carefully when applied in group. Sometimes at the moment only the percentage of students who are actively performing and not all students can work on the problems carefully.

Jigsaw and CIRC can be compared to determine how the result of English learning achievement. Some factors that can be seen on the process of reading the two groups using the learning model. One of the materials that can be taken for both models are reading comprehension to improve the process of memorization is needed is a good read. Jigsaw is an interactive method of teaching.

This method can be easily applied with better result. In the implementation of learning jigsaw need for careful preparation. This method would be greatly appreciated for the Junior High Scholl Student and will stimulate academic approach to the material that has been determined. CIRC are quite effective for students understanding of a reading CIRC is also more effective when applied in the groups, when the effects of cooperative learning compared

to competitive learning, the Jigsaw gives better result than the method of CIRC. The Jigsaw is more favored that students taught by CIRC in the subject matter of reading comprehension.

Based on the explanation above, the writer is interested in to find out the comparative study between Jigsaw Technique and CIRC in reading comprehension. The research conducted at SMP Negeri 1 Muarasipongi. Exactly, the second grade in 2018 academic year. The research will be entitled “A Comparative Study between Jigsaw Technique and CIRC in Reading Comprehension for the grade VIII at SMP Negeri 1 Muarasipongi.”

RESEARCH METHOD

Research Design

The method of this research is experimental, it is relevant according to Arikunto (1998:3) state that “experiment method is the way to find out the change, effect relationship between two factors and it is happened by research with eliminate unless or aroid other factor can be influence.

The purpose experiment research is to compare between two or more groups after experiment. Experiment research is an attempt by the research of feet yhe result of the one experiment, by doing: this the research alms to compare two conditions, in the case, to compare



teaching technique jigsaw and CIRC in Reading Comprehension.

Population

Arikunto (2006:108) “populasi adalah keseluruhan subjek penelitian.” It means

Experimental Class (VIII.1)	Control Class (VIII.2)
32 Students	32 Students

that the population is the total number of subject of research. Based on the above quotation the population research was the eight years of SMP Negeri 1 Muarasipongi in 2016-2017 Academic year which consist of 7 classes, they were include 247 students.

Table 1 Population of the research

Sample

Arikunto says, “Sample is a part of population which will be researched”. In this research, the writer has decided to take two classes as sample. One class is experimental class and the other as control class. They are take it from class VIII¹ – VIII² as in cluster sampling. Arikunto (2010:30) says, “ if the number of subject it less of 100, it has be taken all of subject so that the research is population research, but if the number of subject is more than 100, it can be 10 %

- 15% or 20% - 25%. Or depended on. So, the writer has taken 23.45% from the total population. The total population is 247, the sample is about 23,45% or 64 student which will use in this sample taking over in my research.

So that, the writer chooses VIII.1 as the experimental class and VIII.2 as the control class. It can be seen the on the table below:

Table 2. Experiment Class and Control Class

No	Grade	Total Students
1	VIII.1	32
2	VIII.2	32
Total		64 students

Analyzing the Data

To analyze the data that has been

collected, the writer did the following steps:

- a. Mean of variable 1

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

(Sudjana, 2005)

- b. Simpangan baku

$$S = \sqrt{\frac{n \cdot \sum x_i - (\sum x_i)^2}{n(n-1)}}$$

(Sudjana, 2005)

- c. Standard Deviation



$$SD = L\sqrt{\frac{\sum fd^2}{N} - \frac{(\sum fd)^2}{N}}$$

(Sudjana, 2005:293)

After getting the score of the variables, the writer classifies it into criteria of score suggested by Muhibin Syah (2000:153) as below:

Table 3 The criteria of value

No	Interval	Criteria
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fail

Muhibin Syah, (2000:153)
 The data will be analyzed by using formula as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

(Sudjana, 2005:293)

- T : statistical value
- X₁ : average score of the experimental class
- X₂ : average for score of the control class
- X₁²: Deviation of the experimental class
- X₂²: Deviation of the control class
- n₁ : Number of experimental class
- n₂ : Number of control class

Before the result of collected data, it is needed to classify the criteria of score. The classification of score can be seen.

Table 4 Criteria of Score

No	Score	Predicated
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Low
5	0-49	Fail

The Instrument of Collecting Data

The way for collecting data played an important role in conducting the research in order that the result of the study will be valid. In this thesis, the instrument used by writer in collecting the data is essay test, and the indicator of the test can be seen as below;

Table 5. Indicator test of reading comprehension

No	Indicator	Number of items	Score
1	To know the key information that should remember about main idea	3	10



2	To know the keys information that should remember about question on the organization of ideas	3	10
3	To know the key information that should remember about state detail questions	2	10
4	To know the key information that should remember about unseated detail question	2	10
Total		10	100

Based indicator Table 3,5: it can be seen that there are 10 items question of reading comprehension; it means that the score of a test is same, it depends on to the difficult or not the numbered test ,but the highest score is 100.

FINDINGS AND DISCUSSIONS

Findings

In this part, The writer presents experiment account of the students reading comprehension by using jigsaw technique and CIRC. The test used on this research is expected to the students develop their reading comprehension through jigsaw technique and CIRC. The findings show that there is a significant difference between students result in pretest and posttest.

The classification of students in pretest shows that good classification is lower than poor classification. In posttest classification, the students are classified into fairly good and good classification with nearly same percentage but still there are a few poor classifications.

The whole students progressed as the writer hoped. In this chapter the

writer presents the data description of findings of the students reading comprehension by jigsaw and CIRC. As stated In this chapter III, the instrument of research used essay test. They are pretest and posttest. The result of research based on the table of the students score in pages before. In pretest the students looked hard to answer the question (essay test)of the reading passage. It is proved that before giving treatment 64 students. there was 4 students (6,2) got poor score, 7 students (10,9%) got fairly poor score and 17 students (26,5%) got fairly good score, 24 students (18,7%) got good score,7 students (10,9) got very good score and 5 students (7,8 %) got very good score.

And after the treatment, by CIRC technique;64 students ,there was 12 students with percentage (18,30%) got poor score, 26 students with percentage (40,6%) students fairly good score and 23 students with percentage (35,8%) got good score and 3 students with percentage (4,68) got very good score. Based on percentage above, the writer



concluded that after treatment the students can do satisfactory reading provided her or she receives preparation and supervision from the teacher.

CONCLUSIONS

Based on the explanation in the previous chapters, here the writer wants give some conclusions of the contain of this thesis, it is hoped that the readers will be able to know much about this , it is hoped that the readers will be able to know much about this thesis easily, the conclusion such as below :

5.1.1 The ability of the VIII grade students of SMP Negeri 1 Muarasipongi in Reading comprehension by Jigsaw technique categorized 'good' because the student have ability to know the key information that should remember about idea, and the student have ability to know question on the organization of ideas.

5.1.2 The ability of the VIII grade students of SMP Negeri 1 Muarasipongi in reading comprehension by using CIRC technique categorize enough because the student have ability to know the key information that should remember about main idea and the students have ability to

know the key information that should remember about question on the organizer of ideas.

5.1.3 Finally, it can be stated that the grade VIII students ability of SMP Negeri 1 Muarasipongi in Reading comprehension by jigsaw technique is better than that by CIRC technique.

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