The Effectiveness of Jigsaw and Cooperative Integrated Reading and Composition (CIRC) Models in Teaching Reading of Narrative Text to the Students at SMA Negeri 9 Semarang

Keefektifan Model Pembelajaran Jigsaw and Cooperative Integrated Reading and Composition (CIRC) dalam Pembelajaran Teks Naratif untuk Siswa di SMA Negeri 9 Semarang

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Abstract

This research was conducted to determine the effectiveness of using jigsaw and cooperative integrated reading and composition (CIRC) model in teaching reading narrative text to students X grade of SMA Negeri 9 Semarang. This research used experimental design. The instruments for collecting the data were pre-test, post-test, questionnaire, and interview. The participants of this study were the X-MIPA.3 as the experimental class and X-MIPA.2 as the control class. The data were analyzed by using t-test statistic in the SPSS program. This experiment research implemented jigsaw and cooperative integrated reading and composition model in class. The result of this research showed that teaching by using jigsaw and cooperative integrated reading and composition (CIRC) was effective in teaching reading narrative text. The students' reading comprehension of narrative text was improved. The mean value of the pre-test in experimental class was 75.25 and the mean value post-test was 83.94. Meanwhile, the mean value of the pre-test in the control class was 73.60 while the post-test was 82.69. The result of an independent sample test, the Sig. (2-tailed) was 0.447 < ½ α 0.05, it rejected H0. It can also be concluded that both of the models gave the impact and influenced the reading test score. The impact for the students such as responsibility, motivation, and confidence. It was also can be proved from the result of questionnaire in which 63.80% was in control class, and 58% was in experimental class. Surely, cooperative integrated reading and composition and jigsaw help the students to explore the activity in sharing and discussing. Further, it also help them to improve their confidence. Through, both of models believed to help students understand the material in more positive way.

Keyword : Jigsaw, Cooperative Integrated Reading and Composition (CIRC), reading, narrative text

INTRODUCTION

Reading is a part of literacy that has an impact on mastering concepts and skills. Reading is one of the skills which the students have to master in learning English. According to Harmer (2007), reading is useful for language acquisition. Reading is an activity to get the meaning of the information from the written text. Through reading, the reader should comprehend the text. Reading comprehension is a way to understand the text.

Nowadays, most of the material given by the teacher in English subject is presented in written form, for example, handout, textbook, and handbook. Because of that, mastering reading in learning English is essential. The students should be able to understand and read the text quickly and effectively. As we know that reading an English textbook sometime makes them get bored. It is because of their lack of vocabulary. This problem causes them could not get the full meaning of a text, and also get little information.

Based on pre-observation conducted at SMA Negeri 9 Semarang, I found some problems related to the students' reading comprehension. The students had difficulties in

comprehending the text. It was because they did not know the meaning of the text. Many students were reading the material of the subject if the teacher was in a class, and previously they did not read it before joining the class. Another problem, the students were passive during the teaching and learning process of reading. Besides, the teacher just used the monotonous strategy in teaching reading. Therefore, the teacher should use an effective and interesting model to help the student to comprehend a text.

The curriculum of 2013 demands the teacher to use the creative learning model, which aims to help the students' learning difficulties and create the learning process effectively and efficiently. The teacher should find the appropriate learning strategies in which students can understand the subject matter easily presented.

There are many teaching strategies in teaching English. One of them is cooperative learning. Slavin (2005) stated cooperative learning makes the students more active, the students will work together and by promoting an equal opportunity for every student to participate in the activity. Based on the problem above, I tried to teach reading by using cooperative learning. I used Jigsaw and Cooperative Integrated Reading and Composition (CIRC) models in teaching reading narrative text. the objectives of the research was to investigate the effectiveness of Jigsaw and Cooperative Integrated Reading and Composition (CIRC) model in teaching reading narrative text to the students of SMA Negeri 9 Semarang.

RESEARCH METHODOLOGIES

This research used the quasi-experiment design. According to Sugiyono (2013) the design of the experiment can be described as follows:

Group	Pre-test	Treatment	Post-test
E	O_1	X	O_2
C	O_3	X	O_4

Note :
E   : Experimental class
C   : Control class
O_1 : Pre-test for experimental class
O_2 : Post-test for experimental class
O_3 : Pre-test for control class
O_4 : Post-test for control class
X   : Treatment

The study involved two groups, there were an experimental group and a control group. I used pre-test, post-test, questionnaire, and interview to collect the data. The subject of this research was X grade 1st semester at SMA Negeri 9 Semarang. The experimental class was X-MIPA.3 and X-MIPA.2 as the control class. In experimental class, I applied Jigsaw in teaching narrtive text. Therefore, I used Cooperative Integrated Reading and Composition (CIRC) model in control class.

RESEARCH FINDINGS AND DISCUSSION

Research Question 1 : How is the effectiveness of Jigsaw model on students' reading comprehension in the narrative text?

  a. The Pre-test and Post-test Scores Experimental Class

The pre-test was conducted in the beginning of the research. Pre-test was given in experimental class X-MIPA.3, 36 students. The data was analyzed by using SPSS program. The average score of pre-test in experimental class was presented in the table below :

Table 3.1
The Average Pre-test Score in Experimental Class

	N	Mean	Std. Deviation	Std. Error Mean
Experiment Class	36		10.721	1.787

Table 3.2
The Average Score Post-test Experimental Class

	N	Mean	Std. Deviation	Std. Error Mean
Experiment Class	36		6.680	1.113

The table above showed that the mean post-test score in experimental class 83.94. There was gained from pre-test to post-test. In pre-test the mean score was 75.25 while in post-test was 83.94. It meant that the students' reading score was gained. From the analyze of the test, I concluded that Jigsaw gave the positive impact to the students in reading material. I meant that Jigsaw model was effective to teach reading in narrative text.

Research question 2 : How is the effectiveness of Cooperative Integrated Reading Composition (CIRC) model on students' reading comprehension?
   a.   **The Result of Test Scores Control Class**
Table 3.3
The Average Score in Control Class

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	35		10.757	1.818
Post-test	35		7.198	1.217

Table above showed that the mean score in pre-test and post-test was different. The students' reading score was improved after given the treatment. The average of pre-test score was 73.60 and post-test was 82.69. The improvement of students' reading test proved that the implementation of CIRC (Cooperative Integrated Reading and Composition) was give the impact for the students. Learning in a group help the students to overcome their difficulty to understand the text. It caused, the students could discuss and asked to others when they were not understand the meaning of the text. It could be concluded that the implementation of Cooperative Integrated Reading and Composition (CIRC) was effective to teach reading narrative to students X grade.
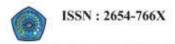
Research Question 3 : What is students' perception toward jigsaw model on reading comprehension?
The students' perception about implementation of Jigsaw was measurement by using questionnaire and interview. The result that I summarized as follows :
1. The students said that learning by using Jigsaw model could help them in understand the material independent. Because, learning in jigsaw model focus on how students can master their sub-topic.

2. Learning by using Jigsaw facilitated the students to share their comprehend in homegroup and also expert group.

Research Question 4 : What is students' perception toward Cooperative Integrated Reading Composition (CIRC) model on reading comprehension?

The result of students' perception toward CIRC (Cooperative Integrated Reading and Composition model on reading comprehension, described as follows:

1. The implementation of Jigsaw could help the students in understanding the type of narrative text.
2. The students get more motivation in learning English.

CONCLUSION

Based on the result of data above, I concluded that :

1. The use of jigsaw model was effective in teaching narrative text to the students. It could be seen on their score in reading test result from both classes. In the experimental class, the mean score in pre-test was 75.25 and post-test was 83.94.
2. The use of cooperative integrated reading and composition in control class was effective to teach narrative text. It can be proved from the result of pre-test was 73.60 and post-test was 83.68. It could be concluded that both models were effective in teaching narrative text.
3. The comparison between jigsaw and cooperative integrated reading and composition (CIRC) model was the comparable model. It caused both models could increase the students' score in reading test. I indicated that both models could be applied in teaching reading. It was considered from the result of interview and questionnaire in which both models facilitated the students to explore their ability in discussing with others and helping them in understanding in reading narrative text.
4. The result of questionnaire showed that the students' response was 58% in experiment class and 63.80% in control class. It could be concluded that most of the students agreed with learning by using jigsaw and cooperative integrated reading and composition.

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