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# IMPROVING THE FIRST-GRADE STUDENTS' READING SKILL AT SMK NEGERI 2 KURIPAN THROUGH THE JIGSAW TECHNIQUE

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Abstrac: Improving the first-Grade Student's Reading Skill at SMK Negeri 2 Kuripan Through Jigsaw Technique. This study is designed to improve the students' reading skill by using Jigsaw Technique. The objective of the study is to find out how the jigsaw technique can be used to improve the students' reading skill at SMK Negeri 2 Kuripan. Based on the results of the study it can be concluded that Jigsaw technique in this study has some benefits. First, the use of Jigsaw technique can improve the students' achievement in reading comprehension. This is because the students' mean score improved from the starting quiz at 41.88 to 76.22. Second, the Jigsaw technique can increase the students' participation in the reading class activity. The use of the Jigsaw technique in the third cycle could create more active situation in the teaching of reading because most of the students in groups both the Jigsaw and expert groups, or 75% of the students were actively involved in teaching and learning activities. Third, the vocabulary list helps the students to know the meaning of key words that affect their comprehension of the text. Fourth, the students' motivation will increase by using fun and interesting teaching and learning activity. Fifth, the students have more chance to appreciate the difference in expressing their ideas. Sixth, it can also increase the students' self-confidence in practicing their English. Seventh, the students can improve their ability to cooperate with other students in term of discussion and sharing ideas.

Abstrak: Meningkatkan kemampuan Reading Komprehension siswa kelas satu SMKN 2 Kuripan melalui Teknik Jigsaw. Penelitian ini didisain untuk meneingkatkan kemampuan memahami bacaan siswa dengan menggunakan teknik Jigsaw. Tujuan dari penelitian ini adalah untuk melihat seberapa besar teknik jigsaw dapat mempengaruhi tingkat pemahaman siswa dalam memahami bacaan Bahasa Inggris. Berdasarkan hasil penelitian dapat disimpulkan bahwa teknik Jigsaw dalam penelitian ini memiliki beberapa manfaat. Pertama, penggunaan teknik Jigsaw dapat meningkatkan prestasi belajar membaca siswa. Hal ini karena nilai rata-rata siswa meningkat dari kuis awal di 41,88 menjadi 76,22. Kedua, teknik Jigsaw dapat meningkatkan partisipasi siswa dalam kegiatan membaca kelas. Penggunaan teknik Jigsaw pada siklus ketiga dapat menciptakan situasi yang lebih aktif dalam pengajaran membaca karena sebagian besar siswa berkelompok kelompok Jigsaw dan ahli, atau 75% siswa terlibat aktif dalam kegiatan belajar-mengajar. Ketiga, daftar kosa kata membantu siswa mengetahui makna kata kunci yang mempengaruhi pemahaman teks mereka. Keempat, motivasi siswa akan meningkat dengan menggunakan kegiatan belajar mengajar yang menyenangkan dan menarik. Kelima, para siswa memiliki lebih banyak kesempatan untuk menghargai perbedaan dalam mengekspresikan gagasan mereka. Keenam, juga bisa meningkatkan rasa percaya diri siswa dalam mempraktikkan bahasa Inggris mereka. Ketujuh, para siswa dapat meningkatkan kemampuan mereka untuk bekerja sama dengan siswa lain dalam hal diskusi dan berbagi gagasan.

*Key words: jigsaw technique, improve, reading comprehension.*

## I. INTRODUCTION

Reading is one of the four language skills that must be taught to the students at Senior high school. Nunan (2003: 68) points out that as one of the four language skills, reading is "a fluent process of readers combining information from a text and their own background knowledge to build meaning". To study reading, students are expected to be able to find out information from a variety of text types, written information from brochures, magazines, newspapers, short stories, and other sources written in English. In other

words, students not only read the text but also try to understand what they are reading.

On the basis of teacher's experience as an English teacher at SMK Negeri 2 Kuripan and the result of a preliminary observation conducted by theteacher at the school, the teacher found a number of problems concerning the students' reading comprehension.such as, the monotonous teaching style, students have low motivation in learning English, students have a low ability in reading, reading materials were selected inappropriately. The teachers presented the reading materials taken from one textbook and never used other sources, and the students lack vocabulary. Generally, the students did not know the meaning of the words in the reading text. They needed long time to understand the text.

Based on the problems above, the teacher intends to give some solutions to overcome the problems in the teaching and learning of reading comprehension. In this case, the teacher should prepare interesting activities and are students-centered in teaching reading. Dealing with the above considerations, an interesting technique should be developed on the teaching and learning of reading in order to increase the students' understanding of the text, to avoid boredom on the part students, and to provide more student-centered process.

One of the suitable techniques that can overcome the problems in teaching reading is jigsaw technique. Jigsaw is one of the cooperative learning techniques in which students work in small groups. In an effective group work, cooperative learning brings the learner to the lively learning atmosphere. it enhances learning by providing a shared cognitive set of information between learners, motivating learners to learn the material, ensuring that learners construct their own knowledge, providing formative feedback, developing social and group skills necessary for success outside the classroom, and promoting positive interaction between member of different cultural and social economic groups (Cahyono and Widiati, 2004:171).

## II. THEORITICAL FRAMEWORK

This chapter presents the relevant theories. It includes the teaching of reading comprehension at SMU/SMK level, cooperative learning strategy that covers the application of cooperative learning in reading comprehension, the advantages of cooperative learning, and cooperative learning models. It also discusses the jigsaw technique that covers the procedure and the advantages of using jigsaw technique as well as related studies.

### 2.1 The Teaching of Reading Comprehension at SMU/SMK Level

Basically the teaching of reading at SMU/SMK level is based on the Standard of Content. SMU/SMK students are expected to learn reading in order to communicate in various oral and written texts fluently and accurately. The purpose of reading is to help students understand the various reading texts. According to Standard of Content published by, the Department of National Education, SMU/SMK students are expected to master literacy at functional level, that is, to communicate both orally and in written in the target language.

According to Nunan (2003:68) "the goal of reading is comprehension". In order to reach its goal, students need to be equipped with basic competence to understand simple English texts. The basic competence for the first grade of semester 1 is that the students can respond to the meaning in the simple, short functional written texts. For semester 2, the basic competence is that students can respond to the meaning and rhetoric accurately, fluently, and acceptably in very simple descriptive and procedure texts. the reading activities are focused on students' comprehension to respond to simple narrative texts.

The purpose of equipping the junior high school students with particular reading comprehension is to train them to get general and specific information from the text. Students are also asked to practice the academic skill of finding the main idea, making inferences, and drawing conclusion (Zukowski & Faust, 2002). Gebhard (2000:200) also explains that students can skim a text to get the general idea of a passage and scan things they read to locate facts or specific information.

**2.2 Cooperative Learning Strategy**

Cooperative learning as one of the vehicles of classroom dynamic is considered as an important technique in classroom management. It is much closely related to group work of two or more learners who cooperate or help each other in an effort of reaching the learning goals. In an effective group work, cooperative learning brings the learners to the lively learning atmosphere. It enhances learning by providing a shared cognitive set of information between learners, motivating learners to learn the materials, providing formative feedback, developing social and group skills necessary for success outside the classroom, and promoting positive interaction between member of different cultural and socioeconomic groups (Cahyono and Widiati, 2004:171).

According to Kessler (1992:8), cooperative learning is a group learning activity organized so that learning depends on the socially structured exchange of information between learners in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Students can help one another in the learning process by working together in heterogeneous groups in which the success of each member depends on the success of each of the other group member (Waltson &Rangel, 1989 cited in Farris, 1993:47). With regard to its goal, cooperative learning as an activity involves a small group of learners who work together as a team to solve problems, complete a task, or accomplish a common goal (Artzt & Newman, 1990).

From the definitions above, we can conclude that cooperative learning is a kind of teaching strategy that involves students working together in a small group of heterogeneous groups to complete a certain task.

**2.3 The Jigsaw Technique**

Originally, jigsaw technique was developed in 1978 by Aronson et al., (Johnson & Johnson, 1991:193). They explain that jigsaw is a combination of cooperative and individualistic learning. Students learn in cooperative groups, but they take individual tests and are given individual grades. Resource interdependence is high, but an individualistic reward structure is used. Students are placed in four to five member cooperative groups (heterogeneous in terms of ability, ethnic, background, and sex). A group leader is appointed by the teacher and trained to model productive behavior and keep the group on task. Expert groups are used – students meet with the member of other teams who are learning the same topic to exchange information and master the material they will present to their teams. Students then return to their own teams and teach teammates what they have learned. Each group member is responsible for learning the whole unit. In the jigsaw strategy, students on a team are responsible for learning an integrated body of knowledge; each student on a team is assigned one component of that large body. Each student is then responsible for teaching that part of the task to other member of the group (thus the name jigsaw).

In contrast with group investigation that begins with a problem, jigsaw activities begin with a topic that can be subdivided into smaller subtopics. Individual students on the team would be responsible for researching, pulling together, and teaching the other students the content in their area of expertise. All students in the group are expected to learn all the information. Students can be evaluated individually in terms of a comprehensive quiz or in terms of the group project, which is typically a report on the topic being studied or both (Kauchak and Eggen, 1989:393).

The activities in the Jigsaw technique are started by setting groups with four or five students, these groups are called home/jigsaw groups. The materials to be learned are divided into four or five part, and each student gains a different task of one text and each student in groups must learn and master their tasks effectively so that they can be an expert in their tasks. Each student is responsible for learning and then teaching one part of the material to each of his or her member. Next, members of different jigsaw groups who have been assigned to the same section of material meet together in the “expert” groups to study their section and become comfortable with their responsibility for teaching their fragment. In expert group, they can convey their opinion about the task, share their answer and discuss or to figure out the correct answer. The

purpose is to get a whole description about the material they learned. After that, they return to the original group (jigsaw group) to teach the task assigned to them to the entire team. Each member in the original group discusses to get the clear and complete information of a text.

To be more specific, Cahyono and Widiati (2004:174) state that in jigsaw technique each member of the group is given the chief responsibility regarding a specific part of the learning unit. These members work with the members of other groups who have been given the same assignment. Kessler (1992:131) states that students need opportunity to explore, rehearse, and internalize ideas through oral interaction; through "thinking aloud" in a small non judgment forum, cooperative learning groups offer these opportunities. The jigsaw technique applied to problem solving tasks provides each group member with information to contribute to the "pool" of information required for solution of the problem of higher level thinking and discussion skill that are developed through analysis, synthesis and application.

In short, jigsaw can help students comprehend the text by learning in small group work. In small group work, students can obtain the benefit of working together than working alone. By applying small group work, it is assumed that the classroom interaction in reading lesson can be activated. Students can assist and encourage each other to study hard. They can also learn how to construct good social relationship with other members of the group. They can share ideas as well as receive and appreciate their friends' opinions. So, Jigsaw is considered a useful technique in making a reading class alive and more active. It creates students-centered situation in the classroom.

**2.3.1 The Procedure of Jigsaw Technique in the Teaching of Reading**

Johnson, Johnson and Smith (1998) propose some procedures of applying the jigsaw technique as follows:

First, assign students to form a cooperative group (you usually use groups of three, but you may use jigsaw material for groups of any size). This is called "cooperative group "session. Distribute a set of materials to each group so that each group gets one part of the materials. The set needs to be divisible into the number of members of the group. Number each part (part 1, part 2, and, part 3).

Second, ask students to form a preparation pair with a member of another group who has the same part they do (a pair of part 1's, a pair of part 2's, a pair of part 3's). In this "preparation session, students have two tasks: (a) learning and becoming an expert on their part of the lesson material, and (b) planning how to teach their part of the material to the other members of their groups. Students are to read their part of the material together using the pair reading procedure of (a) both students silently read each paragraph, (b) one student summarizes its meaning while the other student checks the summary for accuracy, and (c) the students reverse roles after each paragraph. In doing so pair members should list the major points they wish to teach.

Third, ask students to form a practice pair with a member of another group who has the same part they do but who was in a different preparation pair. The task in this "practice pairs" session are for the members to practice teaching their part of the assigned material, listen carefully to their partner's practice, and incorporate the best ideas from the other's presentation into their own.

Fourth, in this "cooperative groups" session, students return to their cooperative groups. Their tasks are to: (a) teach their area of expertise to the other group members, (b) learn the material being taught by the other members.

Fifth, monitoring; while the pairs and the cooperative groups work, you systematically move from group to group and assist students in following the procedures. Thus, the teacher has the "monitoring" duty in this session.

Sixth, assess students' degree of mastery of all the material by giving a test on all the material that students take individually. In this "evaluation" session, you may wish to give members of groups whose members all score 90 percent or above five bonus point.

Alliot Aronson outlines ten easy steps in implementing the jigsaw technique as follows: (1) divide students into 5 or 6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability, (2) appoint one student from each group as

the leader. Initially, this person should be the most mature student in the group, (3) divide the day's lesson into 5-6 segments, (4) assign each student to learn one segment, making sure students have direct access only to their own segment, (5) give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it, (6) form temporary "expert group" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group, (7) bring the students back into their jigsaw groups, (8) ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification, (9) float from group to group, observing the process, and (10) at the end of the session, give a quiz on the material so that students quickly come to realize that these session are not just fun and games but really count.

**2.3.2 Grouping in Jigsaw**

One of the keys to successful cooperative learning depends on the application of student groups. Successful jigsaw activities also need effective implementation of student groups. Teacher should consider dividing students into jigsaw groups. Teacher should assign students to heterogeneous groups in terms of ability, ethnic, and gender. Teacher may not let the students to select their own group because they tend to form homogenous groups. The students are placed in four or five members cooperative groups by taking into consideration that the groups should be heterogeneous in terms of ability, background knowledge, and sex. All students benefit more when cooperative learning groups are as heterogeneous as possible (Coelho, et al., 1989). The purpose of dividing heterogeneous groups is to develop positive interdependence and to make groups members feel comfortable with one another so that they can accomplish a reading task cooperatively.

In grouping, teacher can use many ways of grouping. Teacher can use randomly from attendance list; teacher can also account off or teacher can group the students according to the result of starting score. For example, in a class of 25, for groups of four, have students stand and count off by six. However, this way of grouping can be used but it does not guarantee balanced groups since teacher does not know each student is competence. It is better to choose students in groups according to the result of pre-test or the students' score in semester.

To be more clearly, the illustration of the groups in the jigsaw teams is adapted by Arends (1997). He describes how to arrange students in jigsaw groups, for example four cooperative learning groups, each group with four students.

Group A: students A1, A2, A3, A4
Group B: students B1, B2, B3, B4
Group C: students C1, C2, C3, C4
Group D: students D1, D2, D3, D4

The illustration of Jigsaw Teams can be seen in figure 2.1.

To differentiate between four groups, teacher can use color cards to them. For example group 1 with blue card, group 2 with green card, group 3 with red card, and group 4 with yellow card. These color cards will be stuck on their chest.

The strategy in grouping the jigsaw technique is all students who have number 1 form expert group 1 and will be given the same question to be answered. Otherwise, students with number 2 form expert group 2 and will be given a different question (question 2) to be answered, and so on. These expert groups will be expert in the section given to them and will explain their understanding to their jigsaw groups. After the expert groups have completed their worksheet, they meet together to the original groups (group A to E). The students in each group teach one another the section they have work on. To be sure that students are responsible individually, the students can be evaluated on all sections of the task.

Jigsaw Groups (4 or 5 members heterogeneously grouped)

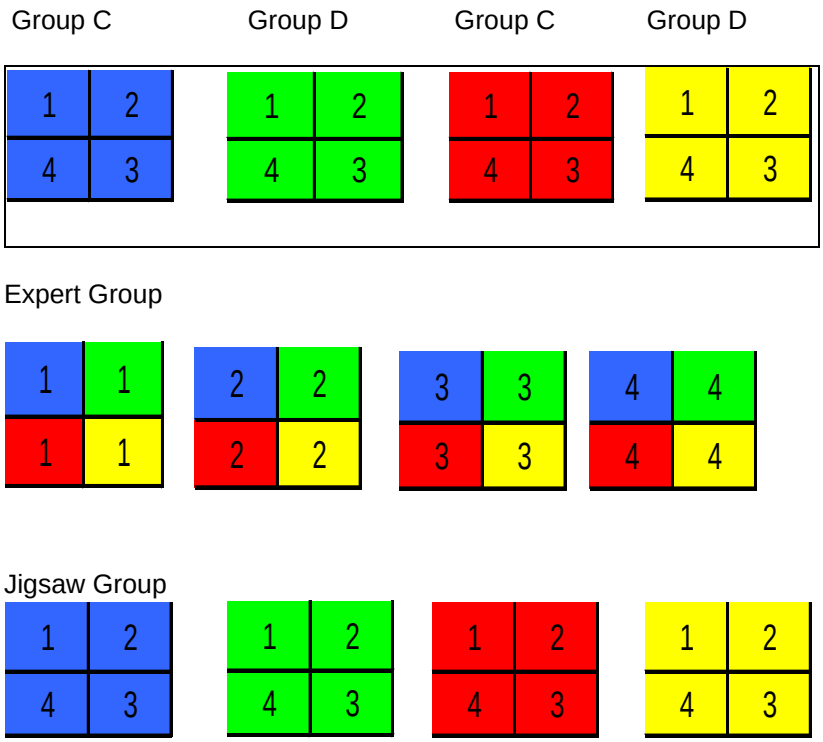



Figure 2.1 The Illustration of Jigsaw Teams

**2.3.3 The Advantages of Using Jigsaw Technique**

Aronson et at., 1978 cited in Kessler (1992 : 137) say that jigsaw technique has benefits: (1) students in small groups are dependent on the others in the group for the information needed in order to learn a topic or to complete a task, (2) each student studies and rehearses material with a specific purpose in mind: to be able to teach or tell the others in the group the main points and important details of his or her own piece of information, (3) the group then works together to evaluate and synthesize the information in order to solve a problem or to complete a task, (4) students develop their cognitive skills of analysis, comparison, evaluation, and synthesis of information, and (5) the sharing of information is effective because the groups have to complete a task based on the complete set of information.

Jigsaw technique has several advantages. With jigsaw technique, students in small groups depend on one another for information needed to learn a topic, complete a task, or solve a problem. Students can share his or her piece of information so that all the students know all the material. As a cooperative learning strategy, jigsaw also benefits students in areas of the increased opportunities for interaction allow students more practice in language function such as narrating, explaining, comparing, asking for information or clarification, and expressing opinion (Coelho, et.al.,1989).

**2.4 Related Studies**

In line with the use of Jigsaw technique in teaching reading, there are some studies conducted prior to this study. In relation to the use of jigsaw in teaching of

reading, Musta'in (2004) studied on the use of Jigsaw strategy in improving students' reading comprehension at SMP Negeri 6 Malang. This study is designed as Classroom Action Research. The finding

shows the strategy is effective to improve the students' reading comprehension. The students' scores improved. In the first cycle, the students mean score increase from 62.75 in the pretest to 67.70 in quiz 1, 75.77 in quiz 2, 84.37 in quiz 3, and 92.44 in quiz 4. The above results show a very significant improvement. The researcher concludes that jigsaw strategy can improve the students' reading comprehension as well as motivation in learning English.

Maulidiyanti (2006) conducted a study on using Jigsaw technique to stimulate the tenth grade of senior high school students' participation in English classes at SMA Negeri 8 Malang. She claims that the jigsaw technique is able to stimulate the students' participation through the chain of its activities that led them to practice their integrated skills. Moreover Emaliana (2007) investigated the use of jigsaw technique to increase the eleventh graders' motivation in reading narrative texts at SMA Negeri 12 Malang. Her research was Classroom Action Research. The findings of the research showed that jigsaw technique can increase the students' motivation in comprehending narrative texts. Besides, jigsaw technique activates the students as well as the teacher during the class activities; it made the class more lively; it also increased the students' achievement in comprehending the narrative text in which the students' score that are above the minimum mastery-learning standard (SKBM); it let the students increased their self-confidence confidence and self-esteem, and it promotes cooperation and appreciation among the students.

To summarize, the above studies show the effectiveness of jigsaw technique in improving reading comprehension. Therefore, the researcher is interested in applying the jigsaw technique in order to improve her students' reading comprehension in line with Musta'in (2004) which focuses on improving the students' reading comprehension. Yet, unlike the above two studies which focus on improving the students' participation in English classes (Maulidiyanti, 2006) or increasing the students' motivation (Emaliana, 2007), the researcher focuses the study on improving the students' reading comprehension through Jigsaw technique in the teaching of the reading skill.

Though the study used the same design with Musta'in (2004), Maulidiyanti (2006), and, Emaliana (2007) but it was quite different procedures in implementing the Jigsaw technique. In implementing the action, Musta'in (2004), Maulidiyanti (2006), and, Emaliana (2007) divided the text into four or five pieces of paragraphs in which the expert groups discussed in the groups based on the part of the paragraph given. But, the researcher implemented the action not in a piece of a paragraphs, she gives the students some questions consisting the literal and inferential questions to be discussed.

## III. DISCUSSION

### 3.1 Preparing the Teaching Strategy

Jigsaw technique was developed in teaching reading comprehension through the lesson plan. The teaching scenario of jigsaw technique was adapted from the steps applied by Elliot Aronson which are developed into three stages of reading activities namely pre-reading, whilst-reading, and post-reading. The general guidelines of applying jigsaw technique in reading class are presented in Table 2.1.

Table 2.1 The Implementation of the Teaching and Learning of Reading Comprehension in the Three Phase

| Phase | Focus | Teacher's Activities | Students' Activities |
|---|---|---|---|
| Pre-reading | Activating students' prior knowledge and grouping students' in groups. | 1. Stimulating students' prior knowledge by showing some pictures.<br>2. Asking students some questions related to the topic.<br>3. Introduces the topic, the text, and the instructional objective.<br>4. Assigns students to predict the | 1. Observing the pictures.<br>2. Answering the teacher's questions.<br>3. Listening attentively to the topic, the text, and the instructional objective.<br>4. Students try to predict the |

| | | | |
|---|---|---|---|
| | | words used in the text.<br>5. Dividing students into jigsaw groups consisting of four students and each member of the group will be given different color card to attach on their chest.<br>6. Distributing the question (literal and inferential question) to each member.<br>7. Regrouping students into expert groups consist of eight students; each group consists of one A, one B, one C, one D, and so forth. | words used in the text.<br>5. Forming groups that consist of four students in each group and attaching the card on their chest.<br><br>6. receiving the question<br><br>7. Forming expert groups that consists of eight students; each group consists of one A, one B, one C, one D, and so forth. |
| Whilst-reading | Working together in groups by discussing the task based on the text they are reading | 1. Asking students to read the text silently.<br>2. Asking the student to listen carefully to the teacher reading the text.<br>3. Explaining difficult words related to the text.<br>4. Asking students to discuss the answer in expert groups<br>5. Motivating students to help and explain the answer to each other in groups | 1. Reading the text silently<br>2. Listening to the teacher reading the text carefully.<br>3. Paying attention to the teacher explanation.<br><br>4. Discussing the answers in expert groups.<br><br>5. Helping and explaining the answer to each other in their groups |
| Post-reading | Checking the students' answers | 1. Returning students in jigsaw groups<br>2. Asking students to share their answer to other member.<br>3. Checking students' correct answers by presenting the answers of each group<br>4. Checking the students' answers.<br>5. Closing the meeting | 1. Forming jigsaw groups<br><br>2. Sharing their answers to the other students<br>3. Answering the questions.<br><br>4. Students give their answer |

Meanwhile, the media used in the study were the pictures of animals or real objects related to the topic. The pictures of animals presented in this study were the pictures of rabbit, fox, wolf, crane, peacock, snail, and tortoise. These pictures were expected to make the teaching and learning process more effective and interesting and to make the students more active and motivated in teaching and learning process.

in this study, three instruments are used. The instruments are composed of observation checklist, field notes, and the students' reading quizzes.

To evaluate the students' reading quizzes, the researcher used analytic scoring rubric which is adapted from Cohen (1994: 213) such as content schemata.

Table 3.3 Analytic Scoring rubric for Reading Comprehension

| No | Category | Mark |
|---|---|---|
| 1 | The content is right | 2 |
| 2 | The content is not right | 1 |
| 3 | Students do not answer at all | 0 |

The criteria of the scoring are based on the content of the reading text. The scoring is calculated by ranging from 0 up to 2. The maximum score is 2 which points out that the students' answers were correct in terms of the content of the text. The minimum score is 1 meaning that students' answers was not correct in terms of the content of the text, and

the score 0 refers to students who do not provide answers at all.

From the scoring rubric of reading comprehension (Table 2.3), the calculation of the students' score used the following formula (Hibbart, KM, 1995 in Susilo Herawati, Laksono, and Ibnu, 2006)

$$\text{Total Score} = \frac{\text{The Score Obtained}}{\text{The Maximum Score}} X\ 100\%$$

The first criterion is based on the students' being active in the teaching and learning activities. The data of the students' activeness are from the observation checklist and field notes. The students are considered actively involved during the teaching-learning process if there are 70% of the students who are active participation in group discussion both in Jigsaw and expert group in term of sharing ideas, asking, and answering questions. The second criterion is based on the students' score of the reading comprehension quizzes. The criterion was achieved when the mean of the students' score is more than or equal to 65 based on the minimum passing grade.

**3.2 Teaching Strategy**

The teaching and learning activities were divided into three phases, namely pre reading, whilst reading, and post reading.

In pre reading activities, (1) Asking students some questions related to the topic by showing a picture. (2) Introducing the topic, the text, and must be achieved instructional objective. (3) Assigning students to predict the words used in the text, and (4) Writing the words predicted on the board.

In the whilst reading activity, (1) Dividing students into jigsaw groups consisting of four students and each member of the group will be given different color card to attach on their chest. (2) Distributing reading text and reading aloud and asking students to listen and locate the difficult words as the teacher reads the text. (3) Asking students to read the text silently. (4) Explaining difficult words related to the text. (5) Distributing the questions (literal and inferential question) to each member. (6) Regrouping students into expert groups consist of eight students; each group consists of one A, one B, one C, one D, one E, one F, one G, and one H. (7) Asking students to discuss the answer in groups. (8). Motivating students to help and explain the answer to each other in groups

In the post reading activities, the teacher did the following things: (1) Returning students in jigsaw groups. (2) Asking students to share their answer to other member. (3) Checking groups' correct answers by presenting the answers of each group. (4) Checking students' answers, and (5) Closing the meeting.

After three meetings, students were given a quiz. The material for the quiz was not related to the topic the students had studied in the previous three meetings. The topic was 'The Stingy and the Generous" published by Erlangga.

So during the discussion, most of the students seemed to be more active and responsible to their groups. Most of them answered the questions through discussion and the other students clarified the answer on the text. After finishing the discussion and completing the expert worksheet, the teacher asked them to prepare their result of the discussion to present to other groups. The chairman was assigned to point who would be the speaker in this section.

## IV. CONCLUSSION

Based on the results of the study it can be concluded that Jigsaw technique in this study has some benefits. First, the use of Jigsaw technique can improve the students' achievement in reading comprehension. This is because the students' mean score improved from the starting quiz at 41.88 to 76.22. Second, the Jigsaw technique can increase the students' participation in the reading class activity. The use of the Jigsaw technique in the third cycle could create more active situation in the teaching of reading because most of the students in groups both the Jigsaw and expert groups, or 75% of the students were actively involved in teaching and learning activities. Third, the vocabulary list helps the students to know the meaning of key words that affect their comprehension of the text. Fourth, the students' motivation will increase by using fun and interesting teaching and learning activity.

Fifth, the students have more chance to appreciate the difference in expressing their ideas. Sixth, it can also increase the students' self-confidence in practicing their English. Seventh, the students can improve their ability to cooperate with other students in term of discussion and sharing ideas.

After the Jigsaw technique was implemented and developed through three cycles, it is concluded that Jigsaw technique can improve or progress students' reading skill of the eighth-grade students of SMK Negeri 2 Kuripan

Moreover, students were active participation in the class in terms of sharing ideas, asking and answering questions. In addition, the students' opinions toward the implementation of Jigsaw technique were positive.

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