

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of Data

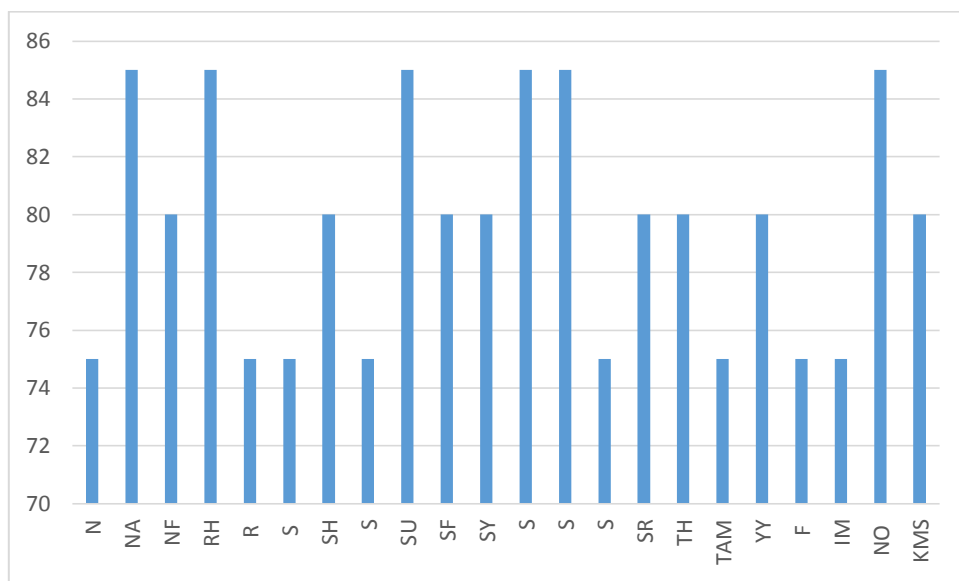
The writer use of pre-cycle test before implementing of CAR. Based on the result of pre-cycle, the data showed that mean of pre-cycle was 58.18. The highest score is 70, the average score 58,18, and the lowest score is 30.

Highest Scores	Lowest Scores
31,82 %	31,82 %

From that analyzing, it could be seen that almost of the VIII students reading still very low. The result of pre-cycle as the following:

Graphic 4.1

The Score of Pre-Cycle



Mean $= \frac{\sum fX}{N} = \frac{1.280}{22} = 58,18(\text{D/Low})$

After done the classroom action research, the writer analyzes the development of the students' ability in identifying main ideas of paragraphs by using Jigsaw technique. A classroom action research uses four steps: planning, action, observation, reflection. The writer used two cycles.

Cycle I

Plan I

In the first cycle I, the writer ask permission from the school principal to conduct this Classroom Action Research. The writer prepare the lesson plan and arrange learning scenario which uses Jigsaw technique to improve students' ability in identifying main ideas of paragraphs. That before test to know how the students' reading skill.

Action I

The first meeting the teacher tells to the students of purpose the material or the topic to explain and the teacher introduces the Jigsaw as technique of students learning in reading skill. But before that, the teacher some greeting to students with English language to opening study. The teacher divided his students into groups (5-6 students) and make the expert group. Then the teacher gave the students about narrative text. The expert group discussed to identify the main ideas of paragraphs in narrative text. After that they should share and explain the material (transform the information) to their groups. In the last steps, each group present the result of their discussed in front of class, then the teacher gave an individual tasks about the material.

Observation I

Based on activity above the research observed all of students. The students looked confused, because just some students participation. And didn't understand what the teacher said and their just gave a little response when the teacher asked them. It means, the students were not excited to English lesson. From the result of the observation sheet in cycle I, the teacher observes the students activation and students motivation was good because most of students look enthusiastic and look spirit full in learning English. The students have big interest in identifying main ideas of paragraphs by using Jigsaw technique. The students look enjoyed in learning process, they follow the teacher instruction and do the task from the teacher. The result of the research in first cycle I, the highest score is 78, the average is 69,64, and the lowest score is 60.

Highest Scores	Lowest Scores
18,18 %	22,73 %

Reflection I

In this cycle, the writer found that the students score was low because test is too difficult from them. The writer assumed that most of students were commonly still confused to express their ideas and write them down on the paper, they also used inappropriate word in the text, does not understand the meaning of the words, they still confused whether the position of topic sentences in paragraph. So that, the witer would like to improve their reading especially in identifying main ideas of paragraphs by condition classroom action research which used Jigsaw technique as approach of teaching and learning in the class.

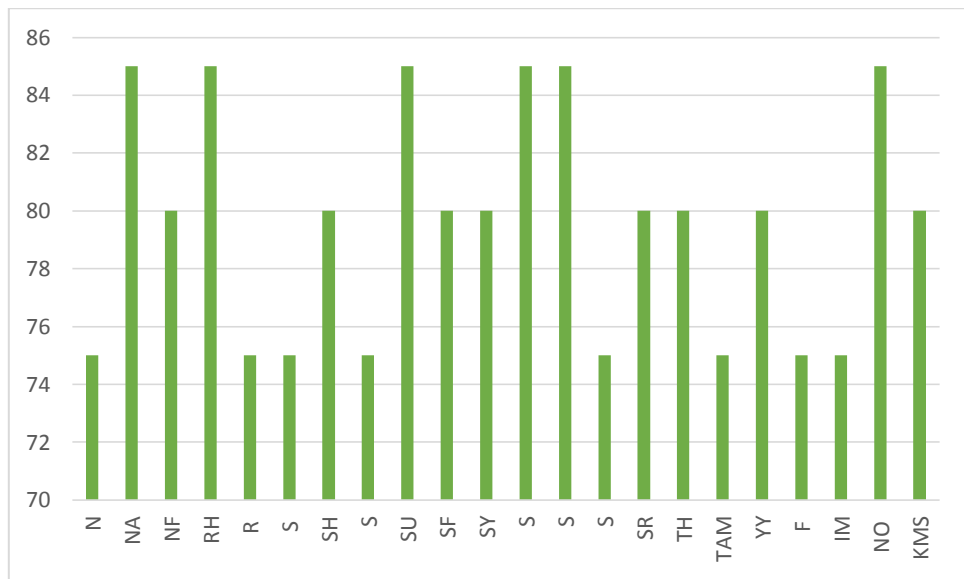
After analyzing the students' result in cycle I, it show many students' did not yet answer the correct answer in main idea of the text. The writer was concluded the students' comprehension of main idea in cycle I were 5 students' got low score, 13 students got the fair score, and 4 students got good score.

Based on the result in cycle I, the writer saw there are many students do not pass the KKM score. The number of students who passed the KKM is only 2 students. It show that students in identifying main ideas of paragraphs still low, there are many students do not understand the meaning of the words.

From the reflection phase above, there must be more efforts to develop students' ability in identifying main ideas of paragraphs by using Jigsaw technique. It needed to be improved again in the next cycle.

The result of cycle I as the following:

Graphic 4.2
The Score of Cycle I



$$\text{Mean} = \frac{\sum fX}{N} = \frac{1.532}{22} = 69,64(\text{C/Fair})$$

Cycle II

Plan II

The writer, revise developing students interest in identifying main ideas of paragraphs, and then the writer set the new design of learning scenario with use Jigsaw as the technique to improve students reading skill.

Action II

The writer explain again about the position of main idea in paragraph clearly and how to identify with easily. Students' were given a list of vocabulary. That the writer gave the task to the students' to identifying main ideas of paragraphs in narrative text using Jigsaw technique.

Observation II

Based on the last observation, from the result of observation sheet in the cycle II the writer observed the students' motivation and activation was very good better than cycle I. The students' more enthusiastic and more active in learning process in cycle II. It was looked their participation and their response in do the task from the teacher. The students' were enthusiastic when their do Jigsaw technique. The result of the research in the cycle II, the highest score is 85, the average score is 79,55, and the lowest score is 75.

Highest Scores	Lowest Scores
63,64 %	36,36 %

Reflection II

Based on students' assesment of the test in each cycle, the writer assumed the students' were interested, more enjoyed, more excited and more active used Jigsaw technique could be to improve students' ability in identifying main ideas of paragraphs. It looked in each cycle that students' score become well than before. From the result of test in cycle II showed that there effectiveness in students' reading skill.

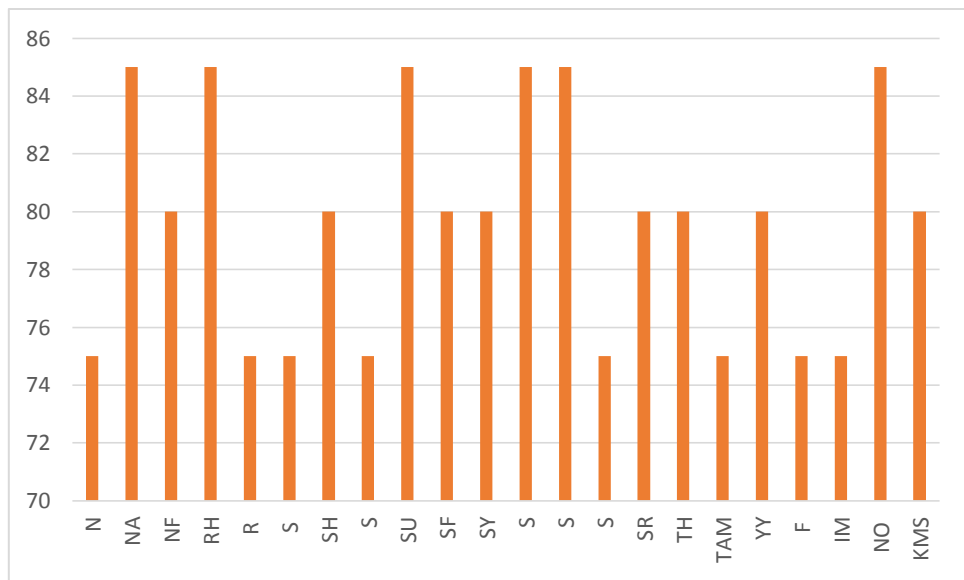
After analyzing the students result in cycle II, it showed many students could answer correctly of main idea. The writer was concluded the students comprehension of main idea in cycle II, the highest score is 85, the average is 79,55, and the lowest score is 75. the score description was B (Good).

Based on the result of cycle II, there are 22 or all the students in the VIII_C class of MTS Al-Khairiyah Karang Tengah who passed the KKM score is 14 students, and accordance with standard KKM score is

6 students. It means the students' ability in identifying main ideas of paragraphs is good enough by using Jigsaw as a technique in teaching learning process in the classroom.

The result of cycle II as the following:

Graphic 4.3
The Score of Cycle II



$$\text{Mean} = \frac{\sum fX}{N} = \frac{1.750}{22} = 79,55(\text{B/Good})$$

B. Interpretation of Data Analyzing

Teaching and learning reading is most difficult aspect skill in English learning, especially to identify main idea of paragraph. Most of students also stated that reading is most difficult aspects skill because reading as productive skill that create and result an idea to the paper. It is difficult process because brain was forced to result something. But teaching reading can give simply in few minute if the teacher knows

what the ways and technique in teaching learning process. Teacher should be creative so that class will not be passive and students can be stimulated to be more interest in learning. One of the creative activities in this research is give the students of Jigsaw technique learning model.

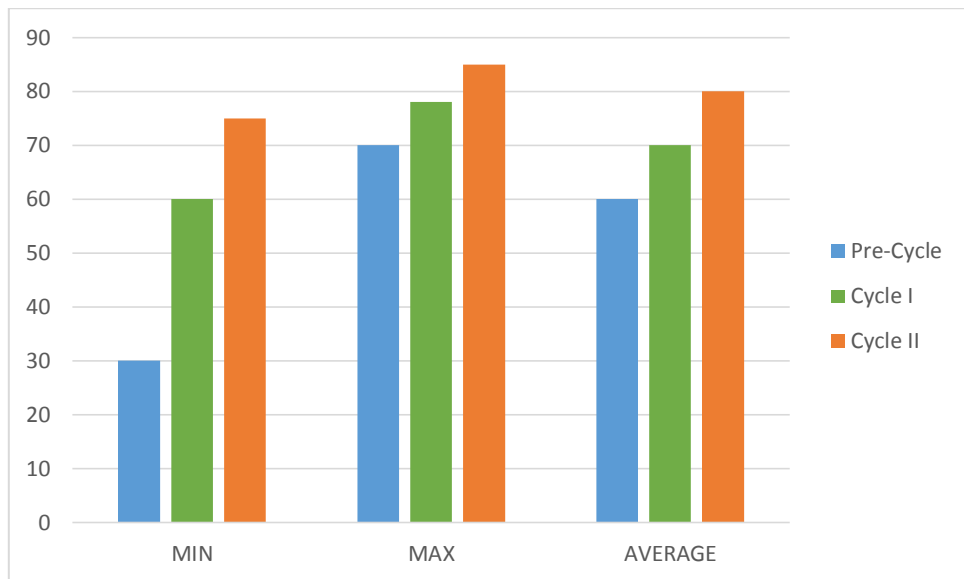
The writer conclude that, Jigsaw technique can be improvement reading skill in identifying main ideas of paragraphs. However, Jigsaw technique can be a very useful instructional technique in the second language classroom when it is used effectively. It may represent as a better technique if it is compared with other teaching techniques.

In the research, the writer intends to describe the result of students' score after applying Jigsaw as kind of learning technique in the classroom. Having analyzed the improvement in each cycle, the writer knows that there was great improvement. For details, refer to the following table :

Table 4.4
The Result of Evaluation Test in Each Cycle

Category	Pre-Cycle	Cycle I	Cycle II
SUM	1.280	1.532	1.750
MIN	30	60	75
MAX	70	78	85
AVERAGE	60	70	80
LEVEL	LOW	FAIR	GOOD

Graphic 4.4
The Comparison of The Result in Each Cycle



In the table and graphic above, the writer can compare the result of the pre-cycle, cycle I and cycle II. It can be described the students' achievement in identifying main ideas of paragraphs improve from 1.280 to 1.532 and then 1.750, if the writer observed the students' activity in each cycle as mentioned above, the students' motivation and their achievement in reading skill in every cycle has increased. From this result, it can be concluded that through Jigsaw technique can improve students' achievement in identifying main ideas of paragraphs in teaching reading.