The Use of Cooperative Learning Type Jigsaw in Enhancing Students' Reading Achievement

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Abstrak: *Secara umum sebagian besar siswa mempunyai beberapa masalah dalam belajar bahasa Inggris, khususnya dalam pemahaman membaca. Permasalahan dalam penelitian ini siswa mengalami kesulitan dalam pemahaman membaca teks bahasa Inggris, terbatasnya kosakata dan tata bahasa. Guru bahasa Inggris dapat menggunakan metode yang mampu membuat siswa menjadi aktif dan meningkat kemampuan membacanya. Salah satunya dengan pembelajaran kooperatif tipe jigsaw. Sampel dalam penelitian ini ada dua kelas, yaitu kelas eksperimen dan kelas kontrol. Di kelas eksperimen peneliti menggunakan Pembelajaran Kooperatif Tipe Jigsaw dalam mengajar membaca dan dikelas kontrol peneliti menggunakan konvensional. Dalam teknik pengumpulan data penulis menggunakan tes pemahaman bacaan dengan jenis tes pilihan ganda. Dalam analisis data, peneliti menggunakan rumus uji-t. Berdasarkan analisis data, penulis menemukan bahwa t_uji= 2,99 dan t_tabel untuk taraf signifikansi 5% (α = 0,05) t_tabel= t (1 - ½ 0,05) = 2,00 dan t_tabel untuk taraf signifikansi 1% (α = 0,01) t_tabel = t(1 - ½ 0,01) = 2,66. Artinya t_test > t_table. Jadi hipotesis nol (Ha) diterima. Artinya terdapat pengaruh yang signifikan dari Pembelajaran Kooperatif Tipe Jigsaw terhadap pemahaman membaca siswa. Jadi dapat dikatakan bahwa terdapat pengaruh pembelajaran kooperatif tipe jigsaw terhadap pemahaman membaca siswa di kelas sebelas SMK Taman Siswa Teluk Betung Bandar Lampung.*
Kata Kunci: *Membaca, Kooperatif Tipe Jigsaw, Pengaruh*

Abstract: In general, most students have some problems in learning English, especially in reading comprehension. The problem in this study is that students have difficulty in understanding English texts, limited vocabulary and grammar. English teachers can use methods that can make students active and improve their reading skills. One of them is jigsaw cooperative learning. The sample in this study was two classes, namely the experimental class and the control class. In the experimental class, the researcher used Jigsaw Cooperative Learning in teaching reading and in the control class, the researcher used conventional. In data collection techniques, the author used a reading comprehension test with a multiple-choice test type. In data analysis, the researcher used the t-test formula. Based on data analysis, the author found that t_test = 2.99 and t_table for 5% significance level (α = 0.05)

t_table = t (1 - ½ 0.05) = 2.00 and t_table for 1% significance level (α = 0.01) t_table = t (1 - ½ 0.01) = 2.66. This means that t_test > t_table. So the null hypothesis (Ha) is accepted. This means that there is a significant influence of Jigsaw Type Cooperative Learning on students' reading comprehension. So it can be said that there is an influence of jigsaw type cooperative learning on students' reading comprehension in the eleventh grade of SMK Taman Siswa Teluk Betung Bandar Lampung.

Keywords: Reading, Jigsaw Type Cooperative Learning, Influence

INTRODUCTION

In learning English there are four skills should be mastered, such as listening, speaking, reading and writing. In this research, the writer only focused on reading skill. Reading is an important activity in the language class. If the students read the text in their own language it is not really difficult, but when the students read it in foreign language they find many difficulties, because there are so many differences between their own language and foreign language. Students should have good ability in English grammar and vocabulary. If the students' reading ability is poor they will have difficulty in making progress. On the other hand, if they have a good ability in reading, the students will have a better chance in their study.

Reading is the process of interpreting written or printed text to extract meaning. It involves recognizing words, understanding their meaning, and interpreting them in context. Reading can serve various purposes, such as learning, gaining information, entertainment, or relaxation. It is a fundamental skill that allows people to engage with literature, academic content, news, and much more. Reading can be done silently, aloud, or even through technologies such as audiobooks and digital screens. It also helps improve vocabulary, comprehension, critical thinking, and cognitive abilities. Reading is one of language competence that should be mastered by the students besides the other aspects such as speaking, writing, and listening. In the case of foreign language learning, reading is an activity to comprehend written text in order to get information, knowledge, and messages implicitly or explicitly (Mubarok & Sofiana, 2017). Reading is purposeful to seek and obtain information, including the content, and understand the meaning of the passage. Reading comprehension is thus a cognitive, motivational and affective activity (Torgesen, 2000). Further, (Patel & Jain, 2008) states as follows: "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success"(p. 113 – 114).

In teaching and learning process, the students got difficulties in comprehending the English text. The students need to comprehend the English text when the students answer the questions from the text. The students have low motivation to read English text, because the students considered that the English text is difficult to understand. In this situation, the teacher need to be

able to select the teaching strategy which can make a reading activity more interesting and motivating in classroom, so that the students are easy to understand the English text. Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. Cooperative learning has some techniques, they are: Student Team Achievement Division (STAD), Team Games Tournament (TGT), Complex Instruction, jigsaw etc. in this research the writer used cooperative learning type jigsaw. Jigsaw is one of the cooperative learning methods. Jigsaw is grouping strategy in which the members of the class are organized into groups then rearranged in new groups to share their learning. Jigsaw cooperative learning is developed by Aronson. Jigsaw is used firstly in 1971 in Austin, Texas. The purpose of jigsaw reading is to develop students' mind set to think creatively. Cooperative learning type is easy to learn and you can use whenever the material to be studied in one of the four basic skills such as reading.

Based on the interview and observation at SMK Taman Siswa Teluk Betung Bandar Lampung, the researcher found that the students' reading ability need to be improved. The students got difficulties in comprehending the English text and answered the questions from the text. The researcher also found that the teacher had never used cooperative learning type jigsaw in teaching English. There are many students who felt bored and sleepy when the teacher explained the materials, it is may be because the teachers did not use good technique or method in the class. Most of students learned English in the classroom were passively, because they need new activities which are more interesting. If we want to develop students' reading ability, we must have many kinds of method to increase the students' interests in learning reading. Many reading strategies need to be used to make the students active in doing reading activity. Based on the problem above, the researcher used Cooperative Learning Type Jigsaw technique in teaching reading. The researcher believed that Cooperative Learning Type Jigsaw can improve the students' reading ability.

THEORITICAL REVIEW

In teaching reading English teacher should introduce other materials as an alternative to give variation to the students in teaching and learning process. These materials can be a form of media that can create a comfortable atmosphere to interest and stimulate the students in the classroom learning process. Learning English could be fun for the students who learn another language. In this case, teachers of English should have a good preparation in teaching. It is very essential for the teachers to create a good classroom atmosphere and to avoid the students from getting bored. So, the teachers

should have a good way or approach. In Indonesia, some English teachers still use traditional method in teaching, especially to teach reading. Conventional usually make students bored because, it is monotonous and the students are not active. In this case, is needed creative teacher that can make learning process more interesting and preferred by the students.

According to (Gebhard, 2000) states that "EFL is an acronym for English as Foreign Language and studied by many people who lives in places where English is not the first language, such as in Italy, Saudi Arabia and Vietnam". It means that English is not our mother tongue. In Indonesia, English as foreign language. In Indonesia, English is taught from elementary school until university level. In the other hand, (Wallace, 2010) "Reading is so much a part of daily life for those us who live in literate communities that much of the time we hardly consider either the purpose or process involved". It means that reading is the important part in human life. Reading cannot be separated in daily activity, because through reading we can get a lot of information and knowledge.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it (Harmer, 2007). In addition, Grellet (2004) stated that Reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. According to (Ruhelhart, 1985) Reading is a process of understanding written language. Reading is a process it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process.

Lauren & Barbara (2009) state that reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment. This explanation showed us that reading became our daily life to give information. Harmer (2007) states that "Reading is useful for language acquisition provided that the students more or less understand what they have read, the more they read, the better they get it. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling and on their writing. Based on (Grabe & Stoller, 2002) said that "Reading is the ability to draw meaning from printed page and interpret this information appropriately". It means that through reading activity the readers can understand the meaning and get the information from the written text. Reading has four general purposes, entertainment, understanding life, understanding oneself, and understanding others (Thomas & Manzo, 2001). David (2003) proposes the first definition reading "Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning." Reading's objective is comprehension. Strategic reading is

described as the reader's capacity to employ a range of reading strategies to accomplish a reading objective. When confronted with challenges, good students know what to do. The ability to read fluently is described as the capacity to read at an acceptable rate and sufficient comprehension. This definition means that reading is not easy, as it requires concentration.

In this case reading text has many the benefits either for their career, good thing for the students, to study language, vocabulary, grammar and also provides a good model for English writing, by reading can stimulate discussion and get more information. There is much more cooperative learning than merely arranging students into groups, and it has been described as "structuring positive interdependence". Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Slavin (1995) states that "Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other to discuss and argue with each other, to asses each other's current knowledge and fill in gaps in each other understanding". (Slavin, 1995) states that "All cooperative learning method share the ideas that students work together to learn and share responsible for their teammates learning as well as their own." It means that work together can make the students easily to understand the material because the students share their knowledge or their understanding with each other.

A cooperative learning method has several types, namely Student Team Learning (STL), Student Team Achievement Division (STAD), Team Games Tournament (TGT), Complex Instruction and Jigsaw. Jigsaw is one of cooperative learning method. Jigsaw is strategy of the learning method which demands the students to learn in group with 4-6 members of students. Jigsaw classroom is very simple to apply. Slavin (1995) states that "The key of jigsaw is interdependence: every student depends in his or her teammates to provide the information needed to do well the assessment". The purpose of jigsaw is to develop teamwork and cooperative learning skills within all students.

Based on Slavin (1995) explained the procedure of teaching reading by using Cooperative Learning Type Jigsaw as follows:

a. Students form heterogeneous teams of four or five members (home teams). Each person receives either a text that has been divided into four subtopics or four texts all on the same general topic.

b. Students leave their home teams and form expert teams of no more than four members. Each expert team is assigned a subtopic of the larger topic the class will be reading about.

c. Students meet in their expert teams to first comprehend the reading material specifically assigned to the expert team and then to plan and rehearse how to teach it to the members of their home team.

d. Expert return to their home teams to teach their teammates.

e. Students take individual quizzes covering all the subtopics.

f. Home teams receive recognition.

The advantages of teaching reading through jigsaw technique is Active learning going on and students do not become bored while passively listening to reports from other group (Glasgow & Hicks, 2003).

METHOD

In this research the writer used quantitative research. According to Alison & Gass (2005) "Quantitative is research in which variables are manipulated to test hypothesis and which there is usually quantification of data and numerical analysis". To know the influence of Cooperative Learning Type Jigsaw towards students' reading ability, in this research the writer used quasi experimental design. McMillan & Schumacher (2001) states that a quasi-experimental mode of inquiry appoximates the true experimental type. Research that has no random assignment of subjects, but investigates of cause and effect relationships by manipulating the independent variable. In this research the researcher used the cluster random sampling technique because the classes are homogeneous.

In this research, the writer used two classes as sample of the research and they are chosen randomly. One class as the experimental class which is taught by trough Cooperative Learning Type Jigsaw and another class as a control class which is taught through direct instruction. The classes was taken from the second semester of eleventh class of SMK Taman Siswa Teluk Betung Bandar Lampung. According Gall et al. (2003), population is the extent to which the result of an experiment can be generalized from the sample that participated in it to a large group of individual. The population in this research is the eleventh class of SMK Taman Siswa Teluk Betung Bandar Lampung. The total population is 120 students from four classes.

RESULTS AND DISCUSSION
Research Results

Descriptive analysis of the data of the students which is taught through Cooperative Learning Type Jigsaw showed that the scores is 50 up to 85, the average score is 69.75 and the standard deviation is 9.73.

1. **Determining the Range of the Scores**
   R = the highest score – the lowest score
   Based on the formula above, the range of the scores is:
   R = the highest score – the lowest score
     = 85 – 50
   R = 35
   So, the range of the scores is 35
   Determining the number of class interval
   Total number of class interval (K)
   (K)   = 1 + 3.3 log n
   K   = the number of class interval
   n   = the number of sample
   Based on the formula above, the value of K is:
   (K)   = 1 + 3.3 log n
              = 1 + 3.3 log 32
              = 1 + 3.3 (1.505)
              = 1 + 4.966
              = 5.966
              = 6
   So, the number of class interval is 5.966 then it is rounded up into 6.

2. **Determining Interval**
   Range of interval class $i = \frac{R}{K}$
   i   = the interval
   R   = range of the scores
   K   = number of class interval
   Based on the formula above, the value of i is:
   $\frac{R}{K} = \frac{35}{6}$
     = 5.83
     = 6

   The range interval is 5.83 then it is rounded up into 6. The result of computation of distribution and list of the distribution of expected frequency of experimental class can be seen in appendix.

Table 2. The Data of Frequency Distribution in Experimental Class

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
50 – 55	49.5 – 55.5	52.5	III	3	9.37
56 – 61	55.5 – 61.5	58.5	IIII	4	12.5
62 – 67	61.5 – 67.5	64.5	IIIII I	6	18.75
68 – 73	67.5 – 73.5	70.5	IIIII II	7	21.87
74 – 79	73.5 – 79.5	76.5	IIIII	5	15.62

80– 85	79.5 – 85.5	82.5	IIIII II	7	21.87
Total				**32**	**100**

3. Data Normality Test in Control Class

The descriptive analysis of the students which is taught through Cooperative Learning Type Jigsaw showed that the scores is 45 up to 80, the average score is 62.88 and the standard deviation is 9.39.

4. Determining the range of the scores
R = the highest score – the lowest score
Based on the formula above, the range of the scores is:

R   = the highest score – the lowest score
       = 80 – 45
R   = 35

So, the range of the scores is 35.

5. Determining the Number of Class Interval
Total number of class interval (K)
(K)   = 1 + 3.3 log n
K   = the number of class interval
n   = the number of sample
Based on the formula above, the value of K is:

(K)   = 1 + 3.3 log n
       = 1 + 3.3 log 33
       = 1 + 3.3 (1.505)
       = 1 + 4.966
       = 5.966
       = 6

So, the number of class interval is 5.966 then it is rounded up into 6

6. Determining Interval
Range of interval class $i = = \frac{R}{K}$

i   = the interval
R   = range of the scores
K   = number of class interval
Based on the formula above, the value of i is:

$\frac{R}{K} = \frac{35}{6}$
    = 5.83
    = 6

The range interval is 5.83 then it is rounded up into 6. The result of computation of distribution and list of the distribution of expected frequency of experimental class can be seen in appendix.

Table 3. Data of Frequency Distribution in Control Class

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
45 – 50	44.5 – 50.5	47.5	IIII	4	12.5
51 – 56	50.5 – 56.5	53.5	IIII	4	12.5
57 – 62	56.5 – 62.5	59.5	IIIII III	8	25
63 – 68	62.5 – 68.5	65.5	IIIII I	6	18.75
69 – 74	68.5 – 74.5	71.5	IIIII I	6	18.75
75 – 80	74.5 – 80.5	77.5	IIII	4	12.5
Total				32	100

7. Result of Normality Test

The result of computation of normality test can be seen in appendix. To make it clearer the summary is presented below.

Table 4. The Result of Normality Test in Experimental Class and Control Class

Experimental Class	x^2_{ratio}	$x^2_{table}(0.05)$	$x^2_{table}(0.01)$	Conclusion
	5.14	7.81	11.3	Normal
Control Class	x^2_{ratio}	$x^2_{table}(0.05)$	$x^2_{table}(0.01)$	
	3.11	7.81	11.3	Normal

Based on the result from the calculation above, cell (1) consist of 32 students which is taught through Cooperative Learning Type Jigsaw (n=32). The writer got $x^2{}_{ratio}$ = 5.14, the writer also got $x^2{}_{table}$ with significance level 5% ($\alpha = 0.05$) = 7.81 and $x^2{}_{table}$ with significance level 1% ($\alpha = 0.01$) = 11.3. It can be concluded that $x^2{}_{ratio}$ was lower than $x^2{}_{table}$ ($x^2{}_{ratio}$ = 5.14 < $x^2{}_{table}$ = 7.81 or 11.3). So, Ho hypothesis was accepted. It means that the data have normal distribution.

8. Result of Homogeneity Test

From the calculation in appendix F_{hit} = 1.07 and F_{table} for significance level 5% ($\alpha = 0.05$) = 1.77 and F_{table} for significance level 1% ($\alpha = 0.01$) = 2.33.can be concluded that F_{hit} is less than F_{table} (F_{hit} = 1.07 < F_{table} = 1.77 or 2.33). So, Ho was accepted. It means that the variance of the data of experimental class and control class are homogeneous.

9. Hypothesis Test

The hypothesis is formulated as follow, there is significant influence of Cooperative Learning Type Jigsaw towards students' reading ability. To test whether the hypothesis is accepted or not, the writer used t-test formula to analysis the data. The data which are analysis in this research are post-test scores of the two classes, experimental class and control class. The following

is the procedures to apply t-test. The computation of t-test and testing of equality can be seen in appendix. It clearer the summary it presented as follows:

a. Determining the degree of freedom

df   = n1 + n2 – 2

          = 32 + 32 – 2

df   = 62

The t_{table} (t₁) with level for significance level 5% (α = 0.05) is 2.00 or t_{table} (62,0.05) = 2.00

Significance level 1%

df   = n1 + n2 – 2

          = 32 + 32 – 2

df   = 62

The t_{table} (t₁) for significance level 1% (α = 0.01) is 2.66 or t_{table} (62,0.01) = 2.66.

b. Applying the t-test

The formula of t-test as follow:

t-test = $\dfrac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$

With:

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

Statistically, the hypothesis can be formulated as Ho (Null Hypothesis)

Ho1 : μ₁ = μ₂ (There is no influence of Cooperative Learning Type Jigsaw towards students' reading ability at the eleventh class of SMK Taman Siswa Teluk Betung Bandar Lampung in 2024/2025). Statistically, the hypothesis can be formulated as Ha (Alternative Hypothesis)

Ha1 : μ₁≠ μ₁ (There is an influence of Cooperative Learning Type Jigsaw towards students' reading ability at the eleventh class of SMK Taman Siswa Teluk Betung Bandar Lampung in 2024/2025).

Based on the data analysis, the writer found that t_{test}= 2.99 and t_{table} for significance level 5% (α = 0.05) t_{table} = t (1 - ½ 0.05) = 2.00 and t_{table} for significance level 1% (α = 0.01) t_{table} = t (1 - ½ 0.01) = 2.66. It means that t_{test} > t_{table}.So, the null hypothesis (Ha) is accepted. It means that there is significant influence of Cooperative Learning Type Jigsaw towards students' reading ability. So it can be said that there is an influence of Cooperative Learning Type Jigsaw towards students' reading ability at the eleventh class of SMK Taman Siswa Teluk Betung Bandar Lampung. In this case, the writer needed to compare the result normality data average scores of the two classes.

The average score of students' reading ability which is taught through Cooperative Learning Type Jigsaw in experimental class = 69.75 and the average score of students' reading ability which is taught through direct instruction in control class = 62.88. It can be concluded that the Cooperative Learning Type Jigsaw have highly influence towards students' reading ability.

Discussion

Reading is the way of a person to get information and knowledge from the letters and the words. It is supported by (Grabe & Stoller, 2002) Reading is the ability to draw meaning from printed page and interpret this information appropriately. It means that by reading the readers can get information and knowledge about language and general language from the world. Reading is the process of constructing meaning through dynamic interaction among readers in written language, in line with the reading situation. It is clear that reading is an important activity in any language class, not only as the source of information and pleasure but also a means of consolidating and extending one's knowledge of a language.

Reading is form of nonverbal communication. Reading enables students to understand and comprehend language through form like text passage. But, some students thought that reading is perhaps the most difficulty language skill to learn. However, in Indonesia the difficulties in mastering English are influenced by many factors, one of them is reading. Reading is one of the language skills which help students in the process of learning English. In teaching and learning English we usually find students difficulties in reading English text, because they do not read the text only, but they are require to understand the contents of reading materials such as find out the topic, theme, main idea, and answer the question that related with the text, they are required to have adequate knowledge of language which has different system, including vocabulary and structure.

In teaching reading the teacher should make new technique to keep students motivated and make the students interested and enjoyable to learn English and enrich their reading. In process of teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behaviour changes in human being which are due to the experience of emotional as well as intellectual. Teacher also should grip the principles of teaching reading so that the teacher teaches the students based on the rules such as, Exploit the reader's background knowledge, build a strong vocabulary base, teach for comprehension, work on increasing reading rate, teach reading strategies, encourage readers to transform strategies into skills, build assessment and

evaluation into reading and strive for continuous improvement as reading teacher to know the influence of students' reading ability in the experimental class the writer used Cooperative Learning Type Jigsaw in teaching reading and used direct instruction in control class. The writer found that there is significant difference between the students' reading ability which is taught through Cooperative Learning Type Jigsaw in experimental class and the students' reading ability which is taught through direct instruction in control class. It can be seen from the average score of students' reading ability which is taught through Cooperative Learning Type Jigsaw = 69.75 was higher than which is taught through direct instruction = 62.88. So, Ha is accepted.

Based on the data analysis and the testing hypothesis the writer got t_{test} = 2.99 and t_{table} for significance level 5% (α = 0.05) = 2.00 and for significance level 1% (α = 0.01) = 2.66. It means that teaching reading through Cooperative Learning Type Jigsaw has influence. So, Ha is accepted. The Writer also got t_{test} = 2.99 and t_{table} for significance level 5% (α = 0.05) = 1.67 and for significance level 1% (α = 0.01) = 2.39. It means that the average score in the experimental class = 69.75 was higher than control class = 62.88. In other word, the score of students' reading ability which is taught through Cooperative Learning Type Jigsaw was higher than which is taught trought direct instruction at the eleventh class of SMK Taman Siswa Teluk Betung Bandar Lampung.

Based on the observation, the writer found that the students which is taught through Cooperative Learning Type Jigsaw in experimental class is more interested and enjoyable, the students also more understand in learning reading. It is because Cooperative Learning Type Jigsaw can make the students understand and comprehend reading material because the students have comfortable atmosphere, free of the pressure or burden of ordinary class. The interest of students is higher than before. They did the activities enthusiasm. As supported by (Slavin, 1995) he said that "Cooperative Learning method can be used effectively at every grade level to teach every type of content, from math to reading to writing to science from basic skills to complex problem solving. Increasingly, Cooperative Learning is being used as teachers' main way of organizing classrooms for instruction". Whereas, the students which is taught through direct instruction have difficulties in learning reading because the students' motivation is low and the students also feel that learning reading is something that make them bored in learning English. (Slavin, 1995) says that jigsaw is one of the working group or cooperative activities which are applicable in the teaching reading comprehension. It is one type of the simplest method of cooperative learning. It is developed by Elliot Aronson at the University of California. This is the way to give stimulus for the students to be motivated to learn so that they will be able to read better and get better

achievement. Teaching reading will be easier because this way asks the students to be active in the class. They will be in the team consisting of various good students and weak students. Every team consist of 4-5 students and they will study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in a team should be responsible for her/his own material to the member of his/her own team.

Based on Kagan (1992) "Jigsaw may be used for reading, listening comprehension activities, using appropriate learning tasks. Features of jigsaw method make it suitable for enhancing two essential and related teaching goals that contribute to reading comprehension developing students' metacognitive awareness, and learning content when teaching it peers in the small group". Based on the research, the writer found the problem that is in teaching reading trough Cooperative Learning Type Jigsaw students make noisy because the students discuss and meet with their friends in the group. So, the writer must have an idea to anticipate the students to make noisy in the learning process. According to the statement above, the writer knows that Cooperative Learning Type Jigsaw method is important to help the students work together. They can communicate and interact with others. The students can develop their ideas in a paragraph and become a good composition. After that, the students change their composition. The students revise their composition with their partner.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the result of the data analysis is significant, because t_{test} was higher then t_{table}. From the result of the data analysis, the writer concluded that:

1. There is significant influence of Cooperative Learning Type Jigsaw towards students' reading ability at the eleventh class of SMK Taman Siswa Teluk Betung Bandar Lampung.
2. The average score of students' reading ability which is taught through Cooperative Learning Type Jigsaw was higher than which is taught direct instruction at the eleventh class of SMK Taman Siswa Teluk Betung Bandar Lampung.

This research examines the use of cooperative learning type jigsaw in mastering reading. The findings of this research show that there is a significant effect of use in the experimental class compared to the control class. This suggests that cooperative learning has a big impact on this research. The weakness of this research is that the sample has not been able to maximize the use of cooperative learning type jigsaw. It is hoped that future researchers will be able to maximize and increase the scope as well as a fairly large and representative sample.

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