**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

     This chapter presents the data of research finding, data analysis and discussion based on the result of research.

1. **Data of Research Finding**

    In this section, the researcher presented the students’ ability before and after being taught by using jigsaw reading as technique in the process of teaching reading. In this presentations, the researcher presented and analyzed the data which had been collected through two kinds of tests, they are pre-test and post-test. In was conducted to twenty one students.

**1. Description of proficiency of students before being taught by using jigsaw reading technique**

     In this section, the researcher presented the result of the pre-test that had been tested before treatment. The pre-test consisted of 10 items in the form of essay and true-false questions. The score maximum of the essay test items was 50 and the true-false question was also 50. Therefore, the maximum score of the pre-test was 100. The detail students’ score of the pre-test will be shown in the below table:

**Table 4.1 the Students’ Scores before being Taught by Using Jigsaw**

|  |  |  |
| --- | --- | --- |
| **No** | **Code** | **Score of Pre-Test** |
| 1. | A | 80 |
| 2. | B | 30 |
| 3. | C | 80 |
| 4. | D | 50 |
| 5. | E | 70 |
| 6. | F | 20 |
| 7. | G | 80 |
| 8. | H | 60 |
| 9. | I | 60 |
| 10. | J | 70 |
| 11. | K | 90 |
| 12. | L | 70 |
| 13. | M | 50 |
| 14. | N | 40 |
| 15. | O | 50 |
| 16. | P | 50 |
| 17. | Q | 60 |
| 18. | R | 60 |
| 19. | S | 40 |
| 20. | T | 80 |
| 21. | U | 50 |
| Mean | | 60 |

Pre-test was held on Wednesday, May 9, 2012 at 07.00 AM until 08.15 AM. Based on the table 4.1, it was concluded that about 16 students got score under 65; it means that their scores still under the minimal standard score of the English subject that was 65, and only 4 students who got the score equal to or more than 65.

**2. Description of proficiency of students after being taught by Jigsaw Reading Technique**

In this section, researcher presented the score of post-test after being taught by jigsaw reading technique. The description is as follow:

**Table 4.2 the Student’s Scores after being taught by using Jigsaw Reading Technique**

|  |  |  |
| --- | --- | --- |
| **No** | **Code** | **Score of Post-Test** |
| 1. | A | 90 |
| 2. | B | 90 |
| 3. | C | 80 |
| 4. | D | 90 |
| 5. | E | 70 |
| 6. | F | 70 |
| 7. | G | 70 |
| 8. | H | 90 |
| 9. | I | 90 |
| 10. | J | 90 |
| 11. | K | 70 |
| 12. | L | 90 |
| 13. | M | 90 |
| 14. | N | 80 |
| 15. | O | 70 |
| 16. | P | 70 |
| 17. | Q | 80 |
| 18. | R | 70 |
| 19. | S | 90 |
| 20. | T | 70 |
| 21. | U | 80 |
| Mean | | 80 |

Post-test was administered on Wednesday, May 23rd, 2012 at 07.00 AM until 08.15 AM. Based on the table 4.2, it could be concluded that all of the students of grade five could pass the minimum score 65.

**B. Data Analysis**

Referring to the data in the form of students’ score gained from pre- and post-test as stated above, the next step was analyzing those data by computing it by using T-test. It was used to know if there was any significant influence of the student’s improvement before and after being taught by jigsaw reading techniqueas technique in teaching reading process in 5% and 1% of significant level.

The researcher analyzed the score as follow:

**Identify Mean**

Before identify the mean, the researcher provided this table to ease in identifying T-Test. The table as follow:

**Table 4.5 The List of the Students’ Improvement in reading before and after being taught by Jigsaw Reading Technique**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Code | Pre-Test (X) | Post-Test (Y) | D (Y-X) |  |
| 1. | A | 80 | 90 | 10 | 100 |
| 2. | B | 30 | 90 | 60 | 3600 |
| 3. | C | 70 | 80 | 10 | 100 |
| 4. | D | 50 | 90 | 40 | 1600 |
| 5. | E | 60 | 70 | 10 | 100 |
| 6. | F | 20 | 70 | 50 | 2500 |
| 7. | G | 60 | 70 | 10 | 100 |
| 8. | H | 60 | 90 | 30 | 900 |
| 9. | I | 60 | 90 | 30 | 900 |
| 10. | J | 70 | 90 | 20 | 400 |
| 11. | K | 90 | 70 | -20 | 400 |
| 12. | L | 70 | 90 | 20 | 400 |
| 13. | M | 50 | 90 | 40 | 1600 |
| 14. | N | 40 | 80 | 40 | 1600 |
| 15. | O | 50 | 70 | 20 | 400 |
| 16. | P | 50 | 70 | 20 | 400 |
| 17. | Q | 60 | 80 | 20 | 400 |
| 18. | R | 60 | 70 | 10 | 100 |
| 19. | S | 40 | 90 | 50 | 2500 |
| 20. | T | 60 | 70 | 10 | 100 |
| 21. | U | 50 | 80 | 30 | 900 |
|  | | = 1250 | = 1690 | = 460 | = 18800 |

**Identifying mean:**

Mean from X and Y

MX = , the mean of the students’ score of pre-test was 60.

MY = , the mean of the students’ score of post-test was 60.

**Identifying T Test score ()**

*=*

=

=

=

= 4.80

From the result above, to know the value degree of freedom (df), then, the writer used the formula: N-1 = 21-1 = 20, so df = 20, T-Table 5%=1.725. From the result above and after being compared with T-Table, now it can be known that Tcount = 4.80 was greater than Ttable.

**C. Discussion**

The computation above showed that the result of t0 was 4.80, and to know whether the difference was significant or not, the writer used T-Table. If > T-Table in N=21 significant 5%, the alternative hypothesis (Ha) is accepted; it means that there is significant difference to the fifth grade students before and after being taught by using jigsaw reading technique. The difference is significant. While if < T-Table in N=21 significant 5%, the Null Hypothesis (Ho) is accepted; it means that there is no significant difference to the fifth grade students before and after being taught by using jigsaw reading technique. The difference is not significant.

Based on the statistical test by using T-test, it showed that score after being taught by using jigsaw reading technique is 4.80 and the T-Table is 1.725, the meaning is that is bigger than T-Table and, therefore, Ha is accepted.

From the result, it can be concluded that teaching reading by using jigsaw reading technique has significant effect on the students’ reading achievement. It is in line with the theory proposed by Aronson (1978) that jigsaw can deepen the students’ understanding. He also says that jigsaw offers a high interactive learning experience for students. Besides, it also helps the each of the students to rehearse the material with a specific purpose in mind to able to tell the important information to others. In short, jigsaw technique was said to be effective to be applied in SDN Slemanan 02 Udanawu Blitar due to this characteristic that was actively involved the students in learning activitity.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**A. Conclusion**

After all of data were analyzed on the research result, the researcher can give some conclusions as follow:

1. The student’s ability in reading before being taught by using jigsaw reading technique was generally low. It can be seen in the score obtained by the students’ means score before being taught by using jigsaw reading technique that were 16 students could not reach the minimum score 65. There were only 4 students who obtained the score equal to or more than 65.
2. The student’s ability in reading after being taught by using jigsaw reading technique was better than before. It was shown in the table of score obtained by the students after being taught by using jigsaw reading technique where all of the students could pass the minimum score 65.
3. There were significant differences on the student’s reading achievement before and after being taught by using jigsaw reading technique. The total score after being taught by using jigsaw reading technique is higher than the total score before being taught by using jigsaw reading technique. It is showed by the result of T-Test that the result of T-Test 4.80.

From the study, it could be make a conclusion that before being taught by using jigsaw the students’ mean score on reading was only 60. While, after being taught by using jigsaw the students’ mean score on reading was increased to 80. This result, then, showed us that jigsaw technique was effective being applied in SDN Slemanan 02 Udanawu Blitar.

**B. Suggestion**

Based on the result of the research, the researcher can suggest to:

1. *Teachers*

The writer suggests the teacher to use jigsaw reading technique as technique to develop the students’ reading achievement because it is impirically effective. This study is also expected to be able to support and encourage the English teachers in creating effective ways in teaching English, especially in teaching reading.

1. *The Students*

The students are expected to support the students’ motivation to study. It is expected that the study is able to stimulate and gives understanding that studying English can be done in meaningful and enjoyfull ways. Moreover, they have to know that studying English is not hard thing to do.

1. *The Future Researcher*

As this research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar area, especially in using jigsaw reading technique in teaching reading. This study is very important because it will give some knowledge to the researcher and to know the benefits of using jigsaw reading technique in teaching reading.