

**THE IMPLEMENTATION OF JIGSAW METHOD
IN TEACHING READING AT NINTH GRADE STUDENTS
OF MTsN 2 PONOROGO**

THESIS



By

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ABSTRACT

Ulin, Nailatul M. 2023. The Implementation of Jigsaw method in Teaching Reading at the Ninth Grade of MTsN 2 Ponorogo. **Thesis.** English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor **Dra. Aries Fitriani, M. Pd.**

Keywords: Jigsaw method, Teaching Reading

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. The English teacher of ninth grade of MTsN 2 Ponorogo chooses the Jigsaw method in teaching reading. Jigsaw method is a method that organizing students into study groups, managing and supporting students in group study and work in their respective locations, testing group mastery of course material and assignment or recognition of student learning outcomes. In this strategy, the students asks to make group with friends and discuss the paragraph.

The objectives of this research are How is the implementation of Jigsaw method in teaching reading at the ninth grade MTsN 2 Ponorogo, What are the advantages of Jigsaw method are in teaching reading at the ninth grade of MTsN 2 Ponorogo and What are the disadvantages of Jigsaw method are in teaching reading at the ninth grade MTsN 2 Ponorogo.

This research employed qualitative approach and the design was descriptive. The study was conducted at the Ninth Grade students of MTsN 2 Ponorogo. The data of this research were obtained through interview, observation, and documentation. The reseracher analyzed the data by reducing data, presenting data, and drawing verivication conclusion.

This result of study showed that The implementing of Jigsaw method in teaching reading at at the ninth grade of MTsN 2 Ponorogo are divided into three steps. The first is preparation, the second is application, and the third is evaluation, The advantages of Jigsaw method in teaching reading at at the ninth grade of MTsN 2 Ponorogo make the learning more variative, more enjoyfull, students aim to cooperative collaboration with another students, and then students feel more happy, enthusiastic while teacher applied jigsaw strategy and The disadvantages Jigsaw method in tecahing reading at at the ninth grade of MTsN 2 Ponorogo it has minim of disadvantages. There are students need more time to understand the text, and the students those who are less intelligent will feel inferior when combined with their smart friends while teacher applied Jigsaw method in teaching reading.



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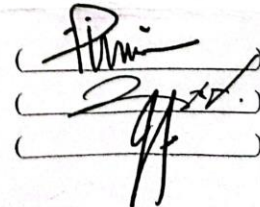
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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.¹ Teaching is a scientific process, and its major components are content, communication and feedback. The teaching method has a positive effect on student learning. It is always possible to modify, improve and develop. According to Rajagopalan (2019) teaching is learning as a selling is to buying. Teaching can be conceptualized as a form of problem-solving and decision – making which has many properties in common with the work of physicians.²

There are four skills language taught in the teaching and learning of English: listening, speaking, reading and writing.³ In secondary schools, the Indonesian government expects students to be able to master English in four areas: listening, speaking, reading, and writing.⁴ Reading is a skill that teachers expect to acquire when learning a foreign language. It is considered the most important skill for success in all educational settings. No wonder students can learn so much by reading. In other words, the more they read, the more knowledge they acquire; therefore, there is a strong correlation between reading ability and school success.⁵ This idea is supported by the fact that reading can now work every day. Reading is inseparable from daily activities. That Students read a variety of written materials such as newspapers, Magazines, novels,

¹David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies, 2005), 68.

²Isola Rajagopalan, “*Concept of Teaching*”. (March:Shanlax International Journal of Education Vol. 7 No. 2, 2019), 1.

³Jeremy Harmer, *The Practice of English Language Teaching*(New York: Longman Publishing, 1991), 1.

⁴*Standar Kompetensi Kelulusan Untuk Sekolah Menengah Pertama/Madrasah Tsanawiyah*, (Jakarta: BSNP, 2006), 3.

⁵ Hilman Suherman, *Teaching Reading Comprehention Narrative Text Through Mind Mapping Method To The Eighth Grade of MTs Darussalam Kalibakung Balapung Tegal Regency*. (Semarang, 2015)

academic books, etc. by reading Students can get a lot of information, knowledge, and even happiness troubleshooting. Thus, being able to read the text in any form great benefit to students. A must read for all these purposes enough skill.⁶

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in many content classes where reading in English is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning.⁷

There are kinds of learning strategies, one of the strategies is jigsaw strategy. Jigsaw method is a cooperative learning technique which students, are not instructed with greater responsibility in the implementation of learning. This technique develops teamwork, cooperation getting to know the skill, and deeply mastered expertise that is not possible to be gained when they are attempting to study all of the material on my own. According to Suherdiand Hoerunnisa teaching reading by using a jigsaw method could improve the students reading comprehension. It means to explore student activity, the teacher provides a stimulus to students to students to think critically from what they read, understand the text that has been read. Therefore, the teacher method in teaching is needed so that, students will be active in the classroom.⁸

The steps of the jigsaw method are divided into six stages (Nurhadi and Agus Gerrard, 2003: 40), namely: providing learning objectives and generating motivation; imparting information to students in the form of demonstrations, oral explanations, textbooks or other forms; organizing students into study groups ; managing and

⁶ Sachibul Ulla, *The Use of Jigsaw Method to Improve the Students' Reading Comprehension of Narrative Text of the Eighth Grade Students of MTS TARQIATUL HIMMAH PABELAN SEMARANG District In the Academic Year 2016/2017*. (Semarang, 2017)

⁷ David Nunan, *Practical English Language Teaching*. (New York: The McGraw-Hill Companies 2003).68–69.

⁸ Salsabila Umi Nur Fajria, *The Implementation of Jigsaw Method in Teaching Reading for the Students of SMA Minqothrotul Ulum Jember*. (Jember 2022),

supporting students in group study and work in their respective locations; testing group mastery of course material; assignment or recognition of student learning outcomes.

The activities performed are as follows: A reading activity is performed to mine information. Have students read question topics so they understand the questions; panel discussion. Students who get the same topic get together, or we call the expert group, to discuss the topic of the topic; group report. Panel returns to the original group to explain the outcome of panel discussions; quizzes are conducted on all previously discussed topics; calculation of group points and determination of group rewards.⁹

Based on the interview with the teacher at MTsN 2 Ponorogo in October 2022, the researcher found the advantages and disadvantages of jigsaw method that applied at ninth grade of MTsN 2 Ponorogo. According to Jhonson and Johnson (in Rusman), the advantages or benefits of a cooperative jigsaw learning model are: increased learning outcomes, increased memory, can be used to achieve high levels of reasoning, promotes the growth of intrinsic motivation (individual motivation). awareness), strengthen heterogeneous interpersonal relationships, increase children's positive attitudes toward school, increase positive attitudes toward teachers, Improve children's self-esteem, increase positive socially adaptive behaviors, and improve life skills in mutual cooperation. In addition to the advantages, the cooperative puzzle learning model also has disadvantages. The disadvantage of the jigsaw-type cooperative learning model is that students have cognitive differences in conceptual understanding. Students often have difficulty convincing other students when they lack confidence. It takes a long time for teachers to master this learning model. When the number of students is large, this is This learning model is often more difficult to implement. From this, it can be concluded that the above learning modes are not the best learning modes, which means that teachers must use other learning modes according to the needs of the class they teach.

⁹ Abdul Majid, M.Pd. *Strategi Pembelajaran*. (Bandung: PT Remaja Rosdakarya. 2014), 182.

Therefore, applying a suitable method is an important role in teaching-learning process especially in teaching reading. This research is only focuses on reading aspect because the researcher wants to know the effectiveness of implementation of discussion method in reading to the ninth grade students of MTsN 2 Ponorogo.

Using jigsaw puzzles in the classroom can not only improve student performance. The implementation of jigsaw method inherently emphasizes the value of collaboration and student creativity to achieve maximum results (Eachemapti et al., 2017). Abuhamda (2020) pointed out that the use of jigsaw helps students to actively participate in classroom activities and reduce dependence on teachers. In addition, Pariati (2018) also supports that the implementation of jigsaw techniques can enhance students' problem-solving skills.¹⁰

The aim of this study is to know the startegy that is used by the teacher in reading by using jigsaw method. Some strengths of this method are the students guided to understanding narrative text by knowing the structure and multiply the vocabulary so students don't get any difficulty while learning process. Read all kind of paragraph in English, so students used to read English and students not getting difficult anymore. From practical examples given by the teacher, the students may discover the principles of the matter trough jigsaw.

The researcher is interest in conducting this research because he was aware that many students feel bored when reading English text. Found that students even not interterested in reading skill that carried by teacher, because of the fact that understanding English text is particularly difficult for students. Meanwhile, the jigsaw method encourages students to improve their reading skill trough stages, which makes students not bored and make learning not feel monoton.

¹⁰ Made Sonia Handayani, I Kadek Wahyu Widana and Ni Wayan Febriyanti. *Jigsaw in Teaching Reading for Elementary School Students*The Art of Teaching English as a Foreign Language, Vol 3. No 1, (2022),

Based on the case, the researcher was conducted a research to collect the information and data about jigsaw method include how the the teacher implemented it in teaching and learning process. This research takes place at MTsN 2 Ponorogo. The focuses this study is on the ninth grade students of MTsN 2 Ponorogo in academic year 2022/2023. The title of the study is“ The Implementation of Jigsaw Method in Teaching Reading AtNinth Grade Students Of MTsN 2 Ponorogo 2022/2023”.

B. Reseach Focuses

This study focuses in the implementation of jigsaw method in reading narrative text to the ninth grade students of MTsN 2 Setono Ponorogo

C. Statement of the Problems

Regarding of the study, this study promotes some problems formulated into:

1. How is the implementation of jigsaw method in teaching reading the ninth grade students of MTsN 2 Ponorogo in academic year 2022/2023?
2. What are the advantages of implementation to jigsaw method in teaching reading at the ninth grade students of MTsN 2 Ponorogo in academic year 2022/2023?
3. What are the disadvantages of implementation the jigsaw method in teaching reading of MTsN 2 Ponorogo in academic year 2022/2023?

D. Objectives of Study

Concerning with the problem statement, this study has some objectives decribed as follows:

1. To explain the implementation of jigsaw method applied in teaching reading at ninth grade students of MTsN 2 Setono Ponorogo in academic year 2022/2023;

2. To identify the advantages of jigsaw method in teaching reading to the ninth grade students of MTsN 2 Setono Ponorogo in academic year 2022/2023;
3. To identify the disadvantages of implementation the jigsaw method in teaching reading of MTsN 2 Setono Ponorogo in academic year 2022/2023;

E. Significances of the Study

1. Benefit of the practically

The result of this study is expected to be beneficial for:

- a. Teacher

This study is expected to give teacher, particularly English teacher, the input concerned with the implementation of teaching reading method. Jigsaw is one of the teaching method applied in teaching.

- b. Students

This study is expected to give student, particularly the ninth grade students of MTsN 2 Setono Ponorogo in academic year 2022/2023, knowledge of improving their reading skill by using jigsaw method.

- c. Readers

This study is expected to give contribution to the readers, particularly the students of the ninth grade students of MTsN 2 Setono Ponorogo in academic year 2022/2023, in enriching references concerned with implementation of jigsaw method in teaching reading.

F. Organization of The Thesis

The research writes the thesis into five chapters. These chapters related one to other. It has purposed to organize the thesis easily. The organization of the thesis are:

Chapter I tells about the description and take a role as basic of mindset of the thesis. The first chapter consist of background of the study, research focus, statements of the problem, objectives of the study, significances of the study, and organization of the thesis.

Chapter II consist of review or related literature. On this chapter II about previous finding research, theoretical background include the explanation about reading, teaching reading comprehension and jigsaw method.

Chapter III is research method. The research method consist of research design, research location, the researcher' role, data sources, technique of data collection, data analysis, checking of data validity and research procedure.

Chapter IV is data description. This chapter consist of history, vision, mission, geographical condition, organization structure, profile of school and data description involving analysis the implementation of jigsaw method. And research result. It deals with the result and discussion of the study that is loaded of result that contains of data presentation, and research findings. This chapter is really important because in this chapter the researcher will analyze the data and the data will be process.

Chapter V is conclusion. It consist of conclusion and recommendation.

CHAPTER II

THEORITICAL BACKGROUND

A. Theoretical Background

1. Reading

a. The Definition of Reading

David Nunan states that reading is an essential skill for learners of English as a second language. For most of these learners it is most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skill, learners will make greather progress and development in all other areas of learning.¹

The main thing in reading is to develop students who do read. That means motivating them to read. The principle is that what students do during reading represents their experience with reading, and they use that experience to construct an understanding of why we read. So to motivate students to read, we must do two things: first, we ourselves must have a vision of what the main thing is in reading: second, we must create tasks or activities that give students experience doing the main thing.²

There are so many definitions of reading by the experts. Here is what the researcher took for explaining definition of reading by some experts. The first definition is by Jen Tindale. According to Jen Tindale, reading is a complex cognitive task, seen variously as being dependent on either:

- 1) Information processing/decoding skills (bottom-up skills)
- 2) Background knowledge (top-down skills)

¹David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies, 2005), 69.

² Gerald G. Duffy, *Explaining Reading*, (New York: A Division of Guilford Publication, 2009), 3.

- 3) An interaction between bottom-up and top-down skills, or
- 4) A complex mix of top-down and bottom-up skills combined with social experiences (new literacy approaches).³

According to Caroline T. Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.⁴ It means that reading needs many skills and from reading the reader can process the information and comprehend the reading text. Reading involves a variety of skills. The main ones are listed below.

- 1) Recognizing the script of a language
- 2) Deducing the meaning and use of unfamiliar lexical items
- 3) Understanding explicitly stated information
- 4) Understanding information when not explicitly stated
- 5) Understanding conceptual meaning
- 6) Understanding the communicative value (function) of sentences and utterances
- 7) Understanding relations within the sentence
- 8) Understanding relations between the parts of a text through lexical cohesion devices
- 9) Understanding cohesion between parts of a text through grammatical cohesion devices
- 10) Interpreting text by going outside it
- 11) Recognizing indicators in discourse
- 12) Distinguishing the main idea from supporting details

³Tindale Jane, *Teaching Reading* (Macquarie University: National Centre for English Language Teaching and Research, 1966), 7.

⁴ Caroline T. Lines, David Nunan, *Practical English language Teaching; Young learners* (New York: McGraw-Hill Companies, 2005), 77.

- 13) Extracting salient points to summarize (the text, an idea etc.)
- 14) Selective extraction of relevant points from a text
- 15) Basic reference skills
- 16) Skimming
- 17) Scanning to locate specifically required information
- 18) Transcoding information to diagrammatic display.⁵

b. Reading Styles

There are many kinds of reading. The basic ways of reading are as follows.

1) Intensive and extensive reading

Intensive reading includes approaching the text under the supervision of a teacher or a task that makes the student to give close attention to the text. The goal is to arrive at understanding, both what the text means and how the meaning is produced.

2) Scanning

This contains looking at a text quickly to find a particular symbol or group of symbol, eg. a specific word, phrase, name or date. By doing this, the aim is to focus on local understanding and ignore most of the text. Reading speed is fast and sequencing is usually not observed.

3) Skimming

This contains processing a text selectively to get die main idea (to understand the main idea of a paragraph it is useful to find the topic sentences first) and the discourse topic as efficiently as possible, which might involve both expeditious and careful reading.

⁵ Françoise Grellet, *Developing Reading Skill* (USA: The Press Syndicate of the University of Cambridge, 1981), 4-5.

4) Search reading

Search reading is to locate information on predetermined topic, for example, for writing purposes in selective reading. It is often an important method for completing written assignments.

5) Perceptive reading

In receptive reading, to find out what the writer is trying to deliver, the supporting ideas are paid attention by the reader to validate the arguments and uses strategies during reading paragraph by paragraph, summarizing the main ideas of each paragraph, underlining, taking notes, and writing summary after reading the text.

6) Critical reading

To read a text critically is to make judgments about how a text is argued. This is a highly reflective skill requiring you to stand back and gain some distance from the text you are reading.

7) Reading for meaning

This type of reading is primary concern of most reading courses. But as Chastain notes, it may be the least teachable of the reading style since the nature of reading is solitary.

8) Prediction

This type of an activity enables the reader to predict the topic or the sequence of events in a story or even the aim of the writer theproposed argument.

9) Redundancy

In additional to prediction skills, fluent reading also requires the use of redundancy, that is, information that is available from more than one source.

Almost every printed text shows a degree of redundancy, which fluent readers exploit when they read for comprehension.⁶

c. Models of Reading

The models can be divided into three categories:

1) Bottom-up

Bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer texts. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

Intensive reading involves a short reading passage followed by text book activities to develop comprehension and/or a particular reading skill. Most textbooks used to teach first and second language reading using an intensive approach.

2) Top-down

Goodman (1976) state a strong advocate to top-down. Top-down models the reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mystery of word recognition. Extensive reading plays a key role in top-down approaches to reading. Extensive reading can be contrasted with intensive reading. Extensive reading means read many

⁶Ulvican Yazar, "Teaching Reading to EFL Students to Make Them Better Readers" (Turkey: Journal of Studies in Education Turkey vol.3 no.3, 2013), 36-40.

books (or longer segments of text) without a focus on classroom exercises that may test comprehension skills.

d. Teaching Reading

The teaching of reading comprehension is for preparing students with the basic reading skills in order to be able to gain information and knowledge from reading more effectively.

Teaching reading by using reading strategies is more effective and useful for students as it was tested and observed. An integrated approach to teaching reading is a process that should involve collaboration with school communities and parents and should teach the following:

- 1) Phonemic awareness is the ability to hear and manipulate sounds in oral language.
- 2) Phonemics that is the relationships between letters and sounds.
- 3) Vocabulary means new words and what they mean.
- 4) Text comprehension is to understand what is being read and developing higher-order thinking skills and
- 5) Fluency is the ability to read quickly and naturally, recognize words automatically, and group words quickly

When teaching reading Stephenson suggests to group activities into the following categories:

- 1) Before reading activities

Preparing students for what they are going to read can make comprehension much easier. The preparatory activities aim to help students understand the kind of text they will read and the overall meaning of the text. To do this the activities activate background knowledge, draw on

students' experiences, develop interest, encourage students to make predictions and teach essential vocabulary for an understanding of the text.

- a) Brainstorm learner's feelings/ experiences of ideas/themes linked to the story in some way.
 - b) Introduce essential vocabulary using visuals, sketches and realia.
 - c) Discussion.
 - d) Focused questions to check understanding of key concepts.
 - e) Prediction activities using key vocabulary, visuals, realia.
 - f) Sequencing pictures.
 - g) Sequencing a series of key words
- 2) While reading activities

The main of these activities is to help students develop reading strategies that effective readers use while reading. This involves focusing on the micro-skills of reading such as skimming or reading for gist, using prediction skills, reading for the main ideas, reading in detail, scanning for specific information, using reference skills, and inferring the meaning of unfamiliar words.

- 3) After reading activities

The main aim of after reading activities is to give students the opportunity to react to the text in a personal way and to go beyond the text itself.

- 4) Supporting the teaching of reading schools

Effective support for teaching reading requires collaboration between the whole school community and the wider community.⁷

⁷Lauren Stephenson, *Elements In The Teaching Of Reading* (Zayed University:Teachers, Learners and Curriculum 4, 2009),p. 15-19.

e. Principles for Teaching Reading

There are principles can guide the design and practice of a reading program. For another list of principles, see Williams (1986).

1) Meaning focused input

- a) Practice and training in reading should be done for a range of reading purpose. A reading course should cover these purposes-reading to search for information (including skimming and scanning), reading to learn reading for fun, reading to integrate information, reading to critique texts, and reading to write. These are looked at throughout the following chapters.
- b) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
- c) Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

2) Meaning focused output

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

a) Language focused learning

- (1) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub-skills of reading and language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning

using word cards, and grammar study. Some of this can be done through intensive reading.

- (2) Learners should be given training and practice in a range of reading strategies. These strategies could include- previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.
- (3) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a method package procedure like reciprocal teaching or concept-oriented reading (CORI).
- (4) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

b) Fluency development

- (1) Learners should be helped and pushed to develop fluency in reading. They need to read material that is very similar and contains no unknown language features. These should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, pairedreading, scanning, and skimming.
- (2) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about

about popular culture (Worthy, Moorman and Turner, 1999). These are not usually found at school.

(3) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.⁸

2. The Concept of Narrative Text

a. Definition of Narrative Text

Here is several definition of Narrative Text by expert, According to Rebecca (2003), a Narrative Text is a text that connects a series of logically and chronologically related events caused or experienced by factors. According to Anderson and Anderson (2003), Narration is text that tells a story and uses it to entertain the audiences, it has characters, scenes and actions.

Narrative is one kind of literally text beside poetic, dramatic, and response which tells a story with the purpose to entertain the reader or audience. Meanwhile, according to Greasser narrative shows the events which are organized in schematic structure, and the reader could predict it.

Include from the statements above, shows that narrative is one of reading text which tells about story or events and has main purpose to entertain the reader.

There are many types of narratives. Narrative can be imaginary or factual. Mark and Kathy Anderson classified types of narratives; they are humor, romance, crime, real-life fiction, mystery, fantasy, science fiction, diary-novels, and adventure. Meanwhile, there can be a combination of narratives from those different types such as; a crime novel could also include

⁸I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (UK: Routledge, 2009), p. -9.

romance and mystery, an adventure narrative could include humor and romance.⁹

b. The Purpose of Narrative Text

Basically, the purpose of narrative text is to entertain the readers. So, the readers are expected to be able to enjoy the text which being read. Similar with that purpose, Andersons states that the purpose of narrative is to entertain the readers or audience. In addition, other than providing an entertainment, narrative can be to make the audience think about an issue, give them a lesson from the story that they read or listen.¹⁰

c. The Schematic Structure of Narrative Text

Narrative has five main parts which are orientation, complication, and sequence of events, resolution, and coda.

- 1) Orientation is the part of the story where tells about who is in the story, when it is happening, where it is happening and what is going on.
- 2) Complication is the part of the story where the problems in the story developed.
- 3) Sequence of events is part of the story where the characters react to the complication. It is about their feeling and what they do.
- 4) Resolution is part of the story where the problem is solved.
- 5) Coda is part of the story which is announced by narrator if there is moral or special message to be learned from the story. If there is no moral or special message. The narrative end at the resolution.¹¹

⁹ Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan, 2003), p.2

¹⁰ *Ibid.*, p.3

¹¹ *Ibid.*, p.ii

3. Jigsaw

a. Definition of Jigsaw

The jigsaw cooperative learning structure enhances cooperative learning by making each student responsible for teaching some of the material to the group. The jigsaw method, developed by Elliot Aronson, is a group-work method for learning and participating in group learning activities. It is a cooperative learning method that enables each student of a group to specialize in one aspect of a learning unit to resolve a task or class project. Aronson and his post-graduate students observed classes with a typical competitive environment had effects of enmity among people, and thus jigsaw method has become the most frequently used method of collaborative learning, for it possessed a very flexible structure with its many different applications.¹²

Jigsaw is one of activities of cooperative methods which can solve this problem. Slavin (1995:111) says that jigsaw includes a procedure where by students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. Therefore, if the team wants to be successful, the students member must understand about the material and also do a good job of sharing information with their teammates.

According to Slavin (1995:122) jigsaw is one of the working group or cooperative activities which are applicable in the teaching reading comprehension. It is one type the simplest method of cooperative learning. Teaching reading would be easier because this way asks the students to be

¹² Abdullah Aydin and Filiz Biyikil, *The Effect of Jigsaw Technique on the Students' Laboratory Material Recognition and Usage Skills in General Physics Laboratory-I Course.*(Universal Journal of Educational Research,2017),1073-1082.

active in the class. They would be in the team consisting of various good students and weak students. Every team consist of 5-6 students and they would study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in the team should be responsible for their own material to the member of their material.¹³

The first jigsaw activities were developed at the national training labs as teambuilding activities. Each participant was given some of the informational necessary to solve a problem, so they had to cooperate to be successful. Spencer Kagan and his associates developed many variations of jigsaw. Here's an overview of the jigsaw variations developed by Spencer Kagan and the teachers he trained:

1) Within-Team Jigsaw

In the simplest of all the jigsaw variations, students never leave their teams. Each student on the team is given a different poem or different section of the text to read and analyze. They then use RoundRobin to each teach the others what they have learned.

2) Pairs

The class is divided in half. Half the class is given material to master (a math problem, a story, or a history event to read and analyze). The other half is given different material to master. When they have finished, a person with aech topic finds a partner with the other topic, and they take turns teaching each other what they have learned.

¹³ Slavin, *Cooperative Learning*, (Teori, Riset, Praktik), (Bandung: Nusa Media, 2008), 77.

3) Team jigsaw

In the team jigsaw, each team becomes an expert on a topic, and then individuals from that team each teach another team. For example, in a classroom with eight teams, a text book chapter might be divided into four parts.

4) Partner Expert Group Jigsaw

Partner expert group jigsaw begins like traditional jigsaw: the curriculum is divided into four parts. Students are in teams of four and each is assigned one expert topic. Each student is assigned a same-topic partner from another team, and the partners work together to master the topic. The pairs then pair up with another pair with the same topic to check for agreement and mastery. The partners prepare and practice their presentations. Finally each expert returns to his/her team and each in turn presents and tutors his/her teammates on the content.

5) Workstation jigsaw

Rather than forming expert groups as in the original jigsaw, each student on a team may go to a different workstation to learn, returning to their teammates to report on what they have learned. For example, one expert may view a filmstrip, another may work with instructional cards, a third may do an experiment, and a fourth may go to an internet link. Or if students all have access to internet, each may explore a different informational website.

6) Leapfrog Jigsaw

Many projects are best completed in a sequence of steps. Many of these sequential step projects can be taught with leapfrog jigsaw. Student #1 teaches a skill to teammates who are each working on their own version

of the project. Then students #2 teaches a skill, which is applied to the project, and so on until the project is complete.

b. Steps of partners in jigsaw method

- 1) Partners are formed within teams. Often the high and low achievers are partners, as are the two middle achievers.
- 2) Class divides: partners sit together. Topic 1 partners are all on one side of the class; topic 2 partners on the other. (we have pairs physically move so they can consult with same-topic partners in step 5.)
- 3) Topics are assigned and/or materials distributed. Topic may be different sides of debate (e.g., pro or con on capital punishment). Materials may consist of reading and a worksheet to stimulate higher-level thinking.
- 4) Students master topics. Students may master materials given, or may do independent research. For example, research the arguments pro or con on an issue.
- 5) Partners consult with same-topic partners. Partners consult with like-topic partners sitting next to them, checking for correctness, and completeness.
- 6) Partners prepare to presents & tutor. Partners analyze critical features and decide on a teaching method. Students are encouraged to make visuals and other teaching aids. Partners must evaluate what is important to teach and how to determine I learning has accoured in their teammates.
- 7) Teams reunite; partners present. Partners work as a team, dividing the labor as they teach the other pair in their team. For partners debate, each side presents their arguments on the issue.
- 8) Partners tutor. After presenting the skill or information, partners check for understanding and tutor their teammates.

- 9) Individual assessment. An individual quiz, essay, or a structure (showdown) assesses individual mastery.
- 10) Team processing. Teammates reflect back over the process: How did we do as teachers? As learners? How could we do better next time? What social skills did we use? Which should we use more next time?¹⁴

c. The advantaged the jigsaw method

According QIAO Mengduo & JIN Xiaoling (2010) described that the advantaged of the jigsaw method are: (1). Students are eager participants in the learning process and are responsible for the work and achievement while being held accountable by their peers. (2). Students have more chance to appreciate differences and share experiences through individual participation and increases enjoyment of the learning experience and promotes a great deal of negotiation for meaning. (3) the jigsaw classroom reduces students' reluctance and anxiety to participate in the classroom activities while increasing self-esteem and self-confidence. (4) finally, jigsaw is an effective method to integrate various language skills and translation in one English class with the teacher no longer the sole provider of knowledge.¹⁵

The advantages of partner expert group jigsaw by Kagan cooperative learning (2009):

1. Pair work in the expert groups doubles the active engagement.
2. Students can be assigned to a partner taking into consideration language fluency, ability level, and social skills.
3. Students practice their presentation and receive feedback before presenting to their teammates.¹⁶

¹⁴Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente)

¹⁵Qiao Mengduo & Jin Xiuling, "Jigsaw Method As a Cooperative Learning Technique Focusing On The Language Learners"(Chinese Journal of Applied Linguistics Vol 33 No. 4, 2010), 122.

¹⁶Ibid., 444.

According to Aronson and Patnoe (2011). The advantages of the jigsaw method are: jigsaw promotes academic success and student learning. All the students reflected that working in teams was a good experience for them; one hundred percent of the students reported that they enjoyed learning and learned best about a topic when they researched smaller parts of the whole; they have full responsibility for dealing with the passage of the text; and this situation directly improves the students' academic performance through the commitment of the activities they envision. Next, student increases the retention rate of graduates. Jigsaw method provides activities, so students took more of a responsibility in their own learning. Students were able to become invested in their work by taking pride or having a sense of ownership in their learning. Learning in this study also became more student centered and interactive with the use of blog.¹⁷

In applying a method the teacher has to manage learning, means that learning management is learning activities by applying the principles of learning. The success of learning on jigsaw method depends on the quality of learning management such as.

d. Disadvantages of Jigsaw Method

Just like every teaching method, there are some disadvantages as well. First of all, there are the inherent disadvantages of slower students having difficulty at first with this method. Some students might be able to hit-the-ground-running in the sense that they can take up the reins of teachings and really show a capacity for leading in this setting. Other might have difficulties in doing this, more

¹⁷ Ajelandro Garcia, Ed.D, Jesus Abrego, Ed.D & Reguences Robert, B.A “Using The Jigsaw Method For Meaningful Learning To Enhance Learning And Retention In An Educational Leadership Graduate School Course”, (Global Journal inc, 2017): 13.

often than not just because of the nervousness that this sort of task can bring with it. This can be remedied with a more active involvement in the expert groups. Another possible disadvantage can come from these advantaged students who really show enthusiasm for this teaching method. For those who adapt well, they can show impatience to those who don't. This can cause unrest among the group, but fortunately this is a habit that can be killed. Because of the dependence on each other when it comes to the quizzes at the end of the class, the more adaptable students are now required to be encouragers that will help the less capable ones. This method can be highly beneficial, but only if it is administered correctly. There are some other disadvantages including to above:

- 1) Learning and teaching activity need more time
- 2) students who are smart tend not to want to be put together with friends who are less smart, and those who are less intelligent will feel inferior when combined with their smart friends, although over time those feelings will disappear with themselves.¹⁸

The weaknesses of the jigsaw method are:

- 1) The main principle of this learning is "Peerteaching", namely learning by friends themselves. This will be an obstacle due to perception in understanding a concept that will be discussed with other students. In this case teacher supervision is absolutely necessary so that there is no (mis)conception).
- 2) It is difficult to convince students to be able to discuss conveying material to friends, if students are not confident, educators must be able to play their role in facilitating learning activities.

¹⁸Jamil Suprihatiningrum, Strategi Pembelajaran Teori & Aplikasi, (AR-Ruzz Media, 2016). 200-202

- 3) Student records regarding grades, personality, student attention must already be owned by educators and this usually takes quite a long time to recognize the types of students in the class.
- 4) The beginning of this learning is usually difficult to control, it usually takes enough time and careful preparation before this learning model can run well.
- 5) Application of this method in large classes (>40 students) is very difficult.¹⁹

It can be conclude that by using jigsaw the students will need much time to do the activities in the reading through jigsaw method. Besides, the teacher is expected to have skills on how to teach students carefully in understanding the sub-topic and skills to handle students of different characters and competency.

B. Previous Research Findings

The first, the research is come from Sachibul Ulla. By the title *“The Use of Jigsaw Method to Improve the Students’ Reading Comprehension of Narrative Text of the Eighth Grade Students of MTS Tarqiatul Himmah Pabelan Semarang District in the Academic Year 2016/2017”*. This study was CAR (classroom action research). It was carried out on January, 9th up to February, 9th 2017 VIII grade language class in MTS Tarqiatul Himmah Pabelan Semarang District. For this methods’ application in the class with > 40 students is pretty hard. The writer answered two problems of research (1) Does jigsaw method improve the students’s reading comprehension of eighth grade of MTs Tarqiatul HimmahPabelan Semarang district in the academic year 2016/2017? (2) How far the use of jigsaw method to improve the students reading comprehension of narrative

¹⁹<https://www.rikaariyani.com/2022/07/model-pembelajaran-Jigsaw.html>. Access at 12.16 WIB

text of the eight grade students in academic year 2016/2017? The design of the research was classroom action research. It was conducted in two cycles. The teachers analyzed the students' reading comprehension in each cycle. The results showed that (1) The students improved their reading comprehension step by step from cycle 1 and 2. It was inform when the writer conducted the cycle 2, (2) The result of the t-test of cycle 2 was 5,67. Before the effect has not seen by the writer in the cycle 1; the result of t-test of cycle 1 was 1. The passing grade was 70 and the target of the passing grade was 70%. The outcome of the post-test of cycle 2 was 73% from the students. The students passed the passing grade. The target of cycle 2 was achieved, so the writer stopped the research. Thus instruments proved that it could improve the students reading comprehension.

The similarity of this research is discussed about jigsaw technique and this current study focused on how planning, implementing and evaluating of jigsaw method.

The second, research by the title "*The Effectiveness of Jigsaw Technique in Teaching Reading of Recount Text*" come from Asteti Hilda. This research was qualitative research aka quasi experimental. The data were collected by looking pre-test and post-test measurement and comparing the gained score between both classes of eight grade students of Junior High School on the second semester. The purpose of this study was to obtain the empirical evidence of the effectiveness of using jigsaw technique in teaching reading of recount text. This study was held in March 2017 at eight grade of SMP Dharma Karya UT. The method used in this study was quantitative method in design of quasi experimental study. Two classes were taken as the subjects of this study namely experimental class and controlled class. The data got from both experimental class and controlled class were analyzed by using T-test formula. The sampling technique used in this study was quota sampling. The experimental class was taught by using jigsaw technique and the controlled class was taught by Grammar Translation Method (GTM). Before giving the treatment, the students from both classes were given pre-test to know

their ability in reading recount text. At the end of treatment, the students were given a post-test. The result of the study showed that there was improvement of the students achievement in reading recount text. Gained score of the experimental class (18.50) is higher than controlled class (8.20). From the result of statistic calculation is obtained that value of t-observation (t_o) is 2.17 and degree of freedom (df) is 58. In the table significance 5% the value of degree of significance is 2.002. comparing those values, the result is $2.17 > 2.002$ which mean tobservation (t_o) is higher than t-table (t_t). In the other word, the Alternative Hypothesis (H_a) is accepted than the Null Hypothesis (H_0) is rejected. Therefore, jigsaw technique is effective in teaching reading of recount text.

The similarities of this research are both used jigsaw technique. The different of this research is the design of research used. Asteti Hilda conducted the research by qualitative research. Meanwhile, the researcher conducted this research by qualitative research.

The third the research was carried out by Devi Lailatul Mufida "*The Effectiveness of Using Jigsaw Technique on the Students' Reading Comprehension of Descriptive Text at SMAN 1 GURAH*". The design of this study is experimental research. This classified as a quasi-experimental research. The objective of the research is to find out the effectiveness of using jigsaw reading comprehension of descriptive text at SMAN 1 Gurah. The research on students' reading was a quasi-experimental study. It involved 71 students of eleventh grade students of SMAN 1 Gurah in the second semester of the academic year of 2018/2019. The students were divided into two groups: XI IA-4 class as the experimental group and XI IA-2 class as the control group. In the research, the students of XI IA-4 class were taught by using jigsaw technique whereas the students of XI IA-2 class were taught using reading aloud. The researcher used the reading comprehension test (pre-test and post-test) to collect the data. The data were analyzed by using ANCOVA in SPSS 21 version for windows. The result showed, that mean score of

pre-test score of experimental group was 61.67 and the control was 55.43. In the post-test, the mean score of experimental group was 83.71 and the mean that score of control group was 78.75. The result of ANCOVA showed that the significance is 0.000. it less than 0,05 ($0,000 < 0.05$). Therefore, it can be concluded that using jigsaw technique on students' reading skill is effective to improve students' reading skill ($p < .05$) because there is a significance different result between experimental and control group. It means that the students who are teaching reading using jigsaw technique better than students who only teaching reading by reading aloud. Based on the result of the test, the researcher concludes that using jigsaw technique is effective on students' reading comprehension at SMAN 1 Gurah.

The similarities of this research are both used jigsaw technique. The different of this research are the school level and the design of research. Devi Lailatul Mufida conducted the research by quantitative research while the researcher conducted this research by qualitative research.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This study adopts qualitative research. Qualitative research is oriented in a variety of ways, including an interpretive, naturalistic approach to its subject.¹It uses descriptive analytics as a data analysis technique. Qualitative research is a process in which the result is descriptive data, such as a description of the person being observed. Qualitative research is about meaning, concepts, definitions, characteristics, symbols and descriptions of things. It is explored and produced by a social phenomenon or environment consisting of actors, actions, places and times.

Qualitative research involves a variety of empirical material-case study, personal experience, introspective, life story, observational, historical, interactional and visual texts-that describe routine and problematic moments and meanings in people's lives.

This research describes the process of implementation the communicative approach in reading skill at MTsN 2 Ponorogo.

B. Researcher Role

In this research, researcher's role is very important, because the researcher is a key instrument in this qualitative research. Researcher plays as an actor and as a data collector. Beside human, researcher can use other instrument. The function is for complement only. Therefore, the researcher's role in the field for qualitative

¹ R. Murray Thomas, *Blending Qualitative And Quantitative Research Methods In Theses And Dissertations* (America: Corwin Press INC, 1921), 1.

research is absolute. The researcher is as a full observer, which the subjects of research know about it.

C. Research Location

This study takes place at ninth grade students of MTsN 2 Ponorogo in academic year 2022/2023. It is located on Ki Ageng Mirah Street 79 Ponorogo. The researcher's reason for selecting this school is to know and understanding teacher strategies on the teaching reading in the ninth grade of MTsN 2 Ponorogo. In this case, the teacher applies the jigsaw method in this class. So the students are able to be more enjoy full.

D. Data Source

The data sources in qualitative research gather the data from the supporting data such as documents, other (audio, video and photo), interview, and observations. can be added. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cur across all of the data sources.² In this research the researcher observed how the implementation of jigsaw method and the students response toward this technique. Subjects' research and sources of data in this study is the teacher of jigsaw lesson and students at ninth grade of second semester in academic year 2022/2023 MTsN 2 Ponorogo. The source of non-human data was taken from the documents and records that related to this research.

These subjects are chosen to obtain the information about the teaching and learning process in reading skill. The information is gathered to get real

²John w. Creswell, *Research Desigh: Qualitative Quantitative and Mixed MethodsApproaches* (California: SAGE, 2009), 261.

significant factor that concerns in the implementation of jigsaw method in reading skill in MTsN 2 Ponorogo.

1. Primary data

- a. The English teacher of the eighth grade at MTsN 2 Ponorogo. The English teacher is the primary source of data. The researcher interviewed the English teacher to get some information related to the implementation of Jigsaw method.
- b. The eighth grade students at MTsN 2 Ponorogo. The researcher interviewed the students to get information related to their responses on the implementation of Jigsaw method.

2. Secondary data

Secondary data is data that has been previously collected and reported by people outside the researchers themselves.³ Means that sources that directly provide data to data collectors that can be through other people or can also with the results of observations, documentation and various references.

E. Technique of Data Collection

1. Observation

Observation is the gathering of information through observation, including watching and listening to events, and then recording what happened.⁴ This means observation is a research method that collects data by seeing and hearing phenomena that occur through audio, images or words.

According to John w. Creswell, qualitative research typically gather multiple forms of data, such as interviews, observations, documents, and

³ Samsu, *Metode Penelitian Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, dan Research Developments* (Jambi: Pusaka, 2017), 94.

⁴ Kathleen M Bailey, *Practical English Language Teaching: Speaking* (Amerika : The Mc. Graw Hill, 2005), 2.

audiovisual information rather than rely on a single data sources.⁵ On this observation, the researcher observed by join the classroom activity to know process of teaching reading activity.

The researcher observed activity in the classroom. In observation stage, the researcher observed the teacher how the teacher taught their students about reading activity and what the method that teacher uses in the learning process. In this research, the researcher uses direct observation because it conducts to the object directly. This technique observes the implementation of jigsaw method in teaching reading at MTsN 2 Ponorogo. It takes ninth grade second semester in academic year 2022/2023 and the teacher who apply jigsaw method in teaching reading.

2. Interview

An interview is conversation for gathering information face to face with informant and interview them by phone or participate in focus group interviews with six to eight panelists. Of course, this type of interview usually requires unstructured and open-ended questions designed to ascertain the perspectives and opinions of the participants. A research interview involves an interviewer, who coordinates the process of the conversation and ask question, and an interviewee, who responds to those questions.⁶

The main purpose of interview is gathering the information deeply from people, events, activities, feeling, etc. there are two kinds of interview in qualitative research. There are two closed interview and opened interview. In the closed interview, the questions focus on popular topics. The questions are used to guide the interview process. In the opened interview, the interviewer

⁵ Ibid., 261

⁶Ibid., 267

gives respondent the freedom of speech without using the list of questions and allows the researcher to control the reporting process (questioning).

This research applies closed interview, which is the interview topics have been prepared by the researcher. The subjects of interview are the teacher and the students at ninth grade of second semester at MTsN 2 Ponorogo in academic 2022/2023. The objects of interview are implementation of jigsaw method in teaching reading at MTsN 2 Ponorogo.

3. Documentation

The third major data collection method in qualitative research is to document something. Documentation is the activity of finding data with humans. This method is a data collection technique that yields important records related to the research question.⁷ It will give the complete and valid data.

Documentation is used for getting about; the real data, structure of the organization, number of students, names of the teachers, and the school situation of facilities. Here is the researcher takes some documentation to support the research like photograph, course outline of the teacher in ninth grade classroom of second semester in academic year 2022/2023.

F. Data Analysis

In this research was design as interactive data analysis technique that developed by Miles, and Huberman (2014), why it's namely as activity in the analysis qualitative data is came out from interactively and takes place continuously to completion. The following are steps in analyzing the data.⁸

⁷ Basrowi and Suwandi, *Memahami PENELITIAN KUALITATIF* (Jakarta:PT. Rineka Cipta, 2008), 158.

⁸Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Method Sourcebook* (London: Sage, 2014), 1.

1. Data reduction

Data reduction is a summarizing part, classifying and refocusing on essential things, look for themes and patterns, and throw away the unnecessary. This reduction is a grouping of data from the results of observations and interviews in accordance with the focus of research on:

- a. To explain the implementation of jigsaw method applied in teaching reading at ninth grade students of MTsN 2 Setono Ponorogo in academic year 2022/2023.
- b. To identify the advantages of jigsaw method in teaching reading to the ninth grade students of MTsN 2 Setono Ponorogo in academic year 2022/2023.
- c. To identify the disadvantages of implementation the jigsaw method in teaching reading of MTsN 2 Setono Ponorogo in academic year 2022/2023;

2. Data display

In this section of process on data display can be done by form of brief description, charts, relationships between categories, flowcharts and etc. according to Miles and Huberman (2014) are most popular used to present data in qualitative research is with the texts that are narrative or in depth the form of a sentence that is composed of a paragraph.

3. Conclusion drawing and verification

Conclusion and drawing is taken the conclusion from the data obtained that has been presented. Thus, researcher learns the meaning from the data that has been collected reduced though comparing, seeks for patterns,

themes, relationships equations, grouping and checking the result obtained in the research.

The following steps are used by researchers:

- a. Collect the necessary data from the field.
- b. Organizing data according to its type.
- c. Summarize data that has been organized.
- d. Presenting data with brief description.
- e. Summarizing the data that has been concluded and verifying during the research.

G. Verification of Data Validities

Validity of the data is a vital concept of validity and reliability new concept. There are some techniques in data validities. This study uses triangulation techniques as sources.

Moleong states, "Triangulation is a method of determining distance and position by measuring the distance between two fixed points and then measuring the angel from each of these to a third point." There are four triangulations as useful investigation technique that is source employing, method, investigator, and theory.⁹

H. Research Procedures

There are three procedures of this research:

1. Planning

Before doing the research activity, the researcher must prepare the research material. The preparations in this research were:

⁹ Lexy Moelong, *Metodologi Penelitian Kualitatif*, (Bandung: PT .Remaja Rosdakarya, 2000), 171.

- a. Getting permission letter from the institution.
 - b. Getting permission letter and approval from the school that will be researched.
 - c. Arranging the plan of research.
 - d. Arranging the research instrument.
2. Application
- a. Observe the application of implementation the communicative approach in reading skill at MTsN 2 Ponorogo.
 - b. Analyze the data.
 - c. Making conclusion and recommendation.
3. The procedure of data analysis

The third procedure is analyzing data. The researcher analyzed the data that had been collected.

4. Reporting

In this activity, the researcher writes a research report in the form of thesis writing about implementation the jigsaw method in teaching reading at MTsN 2 Ponorogo.

CHAPTER IV

RESEARCH FINDING

A. General Data

1. Historical Background of MTsN 2 Ponorogo

MTsN 2 Ponorogo is a formal education institution that is the same level as the Junior High School (SMP) and is typically called the Junior High School is Islam that the character of which is established or organized by the Department of Religion.

The reason for the established of MTsN 2 Ponorogo was because at that time only one the state MTs in Ponorogo. It was MTsN Jetis which located in Karanggebang, Jetis, Ponorogo. Besides that, there were many private MTs emerging at that time, so in 1979 the Head of the Office of the Department of Religion of Ponorogo made a proposal to the Minister of Religion to issue a *Penegerian* Degree from several Private MTs in Ponorogo regency. So, in 1980 the *Penegerian* latter was dropped, but those who received the status of recognition were not Private MTs in Ponorogo, but relocation of the transfer of MTsN from MTsN Genteng Kab, Ngawi.

Then, when the *Penegerian* of MTsN by the Head of the Office of the Ministry of Religion of Ponorogo set and placed in administrative districts at Setono jenangan Ponorogo. At that time, MTs is incoming daylight occupying the building Madrasah Ibtidai'yah Maarif at Setono by the number of students by 80 students consisting of two local. Furthermore, in the Academic Year 1981/1982 regarding the situation and conditions at the time, so the location of MTsN Ponorogo was moved to the surrounding environment on the highway of Ngebel. In new locations these are students of MTsN Ponorogo entered in the morning. Then in 1982/1983 the number of seventh grade students as many as 104, eighth students as many 96, while the sixth grade as many as 76. Then the total number is 276 students. While the

Implementation of teaching and learning activities of students of MTsN 2 Ponorogo at that time rented the house of Mr. Hardjo Tunggal and Mr. Parto Jikan's house in the neighborhood Plampitan at Setono Village, Ponorogo.

a. School Profile

Name of School: MTsN 2 Ponorogo

Address of School : Jl. Ki Ageng Mirah No.79

Village : Japan

District : Jenangan

Regency : Ponorogo

Province : Jawa Timur

Telephone Number : (0352) 461227

Post Code : 63491

E-mail Address : mtsnponorogo@yahoo.co.id

Accreditation Grade : A

Status of School : State/Negeri

b. The Vision and Mission of MTsN 2 Ponorogo

1) Vision

Establishment of personal Indonesian Muslim who are noble, intelligent, global minded, skilled, immediate and scientific associated and care, cultured, and environmentally friendly.

2) Mission

a) Developing attitude and behaviors that are Islamic in nature and cultural values of the nation in real life.

b) Develop an international standard curriculum for Mathematic and Science, English and Arabic languages by adopting or adapting curriculum from developed countries.

- c) Carry out learning by utilizing various sources (multi resources) and based on Information and Communication Technology (ICT).
- d) Carry out the learning process actively, innovatively, creatively, effectively, cooperatively, communicatively, and inspiring students.
- e) Fostering a spirit of concern for the social environment, physical environment, and instilling a frugal life in an effort to preserve the environment.
- f) Applying a culture of clean living in order to prevent environmental pollution in everyday
- g) Familiarize polite behavior in an effort to prevent environmental damage.
- h) Growing the spirit of competing in various competencies for all citizens of the madrasah.
- i) Developing the potential and creatively of superior school citizens and able to compete at regional and international levels.
- j) Applying Madrasah Based School Management (MSBM) in a professional manner and leading to standardized education quality management involving all members of the madrasah and other relevant institutions in the form of MoU.
- k) Establish partnerships with superior school / madrasahs and tertiary institution development, human resources, curriculum and teaching and learning activities in the form of MoU.
- l) Caring, cultured and environmentally friendly, be polite to the environment by implementing caring in daily life.

B. Specific Data

1. The Implementation of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo

The implementation of jigsaw method at the ninth grade students of MTsN 2 Ponorogo were collected by an interview, observation, and documentation. Steps of implementation according to jigsaw method have 3 steps:

a. Preparation

In this step, the teacher prepared some activities to reach successful the implementation of jigsaw method.

b. Application

The application of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo is divided in three activities. These activities are presented as follows: 1) Pre-activities 2) Main activities 3) Post activities

c. Evaluation

Evaluation conducted to determine that the result of learning process. In this evaluation the teacher give a question and answer session to reflect students had learning during the learning process.

According to Mr. Ahmadi as English teacher at the ninth grade students of MTsN 2 Ponorogo,

“The reason why I choose jigsaw method is, because students are expected in ability to work together with other students is one of the important characteristics that students must have for their future. Jigsaw is cooperative learning where students, not teachers, have greater responsibility in carrying out learning. The goal of this jigsaw is to develop teamwork, cooperative learning skills, and acquire in-depth knowledge that would not be possible if students tried to learn all the material alone. Jigsaw demands more individual responsibility in group work”.¹

¹Look at interview transcript number 05/I/13-IV/2023

Based on the result of interview above, the implementation of jigsaw method has been used in teaching reading at the ninth grade students of MTsN 2 Ponorogo. By jigsaw method, students are expected to work together as one unity, it means to teach one another students and sharing knowledge that essentials in learning. It helps the students to be active and the goal of jigsaw is to cooperative and sharing knowledge and improves students' reading comprehension.

When teaching reading, the teacher required to make students understand and get the statement from reading the text. Not only make students understand but the teacher should make the learning process more acceptable for students for easier learning and get the main idea of the text. In teaching learning process, there are some steps that applied by the teacher. The first is preparation, then application, and last is evaluation.

Based on interview about the implementation of jigsaw method in teaching reading with Mr. Ahmadi, he stated that:

“The implementation of Jigsaw method is at the ninth grade students is, the first step is I prepare the narrative text that are taken from the handbook. There was material called narrative text and it has 5 sub-topic, so the group divided into 5 ‘expert’ groups learners (keeping the groups the same size as far as possible). After make a groups each group has to separate into 5 ‘expert’ just like 5 sub-topic of narrative text we talked about. Give each group a sub-topic of text or information and each student handle 1 material include sub-topic narrative text. The group should spend some time reading, discussing and helping each other to understand the text or information. In 1 section of narrative text that discussed with friends make the learning more understandable. In this discussion has limited time, so students must hurry, the teacher gives 5-10 minutes for the time in this discussion. Learners, who are now ‘experts’ on the own section of text or information, then move into ‘jigsaw’ groups, with a shared number, i.e. all the number ones work in a group, all the number two work in another group, etc. Each ‘expert’ learner in turn shares with their ‘jigsaw’ group the section of text or information they were originally given. The others ask questions to ensure all have a good understanding. The ‘jigsaw’ groups together complete a task which requires them to understand all of the information shared by each ‘expert’. This could be anything that

requires each learner to contribute their piece of expert knowledge: filling in a grid or table, completing a diagram, designing a poster, devising a role play.²

At the observation on Tuesday, 3 April 2023 until Wednesday, 12 April 2023 with students in IX, this research focused on the observation about three steps of teaching program. In the first observation, the teacher selects a narrative text. The difficult level of the text is easy. So students are not too difficult to understand the text because in the first observation the teacher focus on the students' understanding about the method used. The preparations activities are defined by the teachers actions to create mentally prepared atmosphere and cause students attention to focus on what will be learned. From the observations it is known that in the preparation activities, the English teacher of MTsN 2 Ponorogo did: 1) pray together lead by the class leader, 2) interact before learning begins, 3) then the teacher accompanies the students sequentially, 4) stimulus students knowledge by asking some questions. 5) teacher gives evaluation. This has been explained by Mr. Ahmadi as a teacher at the MTsN 2 Ponorogo during an interview in front of teacherroom.

“Before starting the lesson, I usually ask the class leader to lead a prayer together and then start the lesson with brainstorming the material, and then provide a stimulus to students by asking questions about the subject matter to be studied”.³

The result of the interview explained that before starting in learning, the English teacher usually convey the learning objectives and asks related questions learning material that will be delivered. This statement is also supported by the statement of Indira Christin, as a student of IX grade of MTsN 2 Ponorogo who revealed:

“When the class begins Mr. Ahmadi usually starting the lesson by asking the class leader to lead the prayer, then after student praying, Mr. Ahmadi gives warm greeting in English and then attends all students and sometimes asks students health conditions.”⁴

²Look at interview transcript number 04/I/3-IV/2023

³Look at interview transcript number 04/I/3-IV/2023

⁴Look at interview transcript number 01/I/3-IV/2023

The results of the interview explained that the activities during the reading learning process using jigsaw method is to start learning by praying then giving greetings to students to get used to speaking English and then taking student attendance and then providing motivation so that students are enthusiastic about carrying out the learning process.

This statement is also supported by the statement of class IX named Risma Ayudewi who said:

“In Jigsaw class we ask from Mr. Ahmadi to discuss, and we are read the material and then, explain to other friends and then we will be given a kind of quiz.”⁵

The result of the interview are the same as those supported by the observation that the researcher observes the reading teaching process using the jigsaw method. The first is the teacher divides groups into 3-6 students, then the teacher asks representatives from the group to bring material that has been provided, then all group representatives discuss the material. After they discussed and read all the material, they returned to the original group to explain and exchange ideas with their group friends, and after that the teacher gave some questions similar to quizzes to each group to find out the understanding of each group.

This observation conducted at April, 3rd 2023 on 09.30-10.30 am. There are the following parts:⁶

a. Preparation

In this step, the teacher prepared some activities to reach successful the implementation of Jigsaw method. The teacher bring activities including features below:

- 1) The lesson consisted of 2 x 20 minutes. So, the teacher manage the time as good as possible.

⁵Look at Interview transcript number 03/I/3-IV/2023

⁶Look at Observation transcript number 01/O/3-IV/2023

- 2) The teacher prepared the material for the students. The material was a narrative text.
- 3) Preparing lesson plan. The teacher designed the teaching and learning process in the form of lesson plan in order to guide teacher in calculating the instructional planning. The teacher arranged lesson plan which was developed from syllabus based on curriculum.

b. Application

The application of Jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo is divided in three activities. These activities are presented as follow:

1) Pre-activities

Pre activities are the activities done by the teacher before the teaching and learning process is started. These activities are included:

a) Greeting

To open the meeting, the teacher should coordinative the class by greeting the students for beginning the activities. Then, the teacher builds the students' motivation for having a good mood in teaching and learning process.

b) Apperception

The teacher gives apperception to stimulate the students main knowledge by re-teach then give them question related to the narrative text.

2) Main Activities

Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applied Jigsaw method for teaching reading. The steps in the implementation this method is as follow:

- a) The teacher give explanation about jigsaw method, its purpose and how to play the game.
 - b) The teacher ask the students to prepare individually before class.
 - c) The teacher divided paragraph according to number of narrative text.
 - d) The teacher divided the class into teams of five people.
 - e) The teacher devises five different team assignments.
 - f) The teacher gives a different assignment to each team.
 - g) The teacher gives the each team time in class to discuss the preparation and to develop a method for teaching the material to members of other teams.
 - h) The teacher ask students to prepare the members of group to teach a jigsaw group.
 - i) The all teams are ready, the teacher ask students to reassemble the class in jigsaw groups.
 - j) The teacher ask each member of now expert should teach the jigsaw group class.
 - k) The teacher and students discussed the contents of the text together.
 - l) The teacher gives students an evaluation.
- 3) Post Activities

The teacher summarizes the core of learning process and gives motivation for students to study harder, don't give up and stay spirit. Then, the teacher closes the lesson today by some statement, motivation, and the end is praying.

In the last of meeting in applied jigsaw method, teacher gives more motivation to the students to read again the lesson especially in English text.

It helps students understand more and develop their reading comprehension skills.

c. Evaluation

A teaching and learning process needs to be evaluated. Evaluation conducted to determine that the result of learning process. In this evaluation the teacher give a question and answer session to reflect students had learning during the learning process. Every student was given an evaluation about their skill or ability and given scoring about their result. After that, the teacher ends today learning processes by saying hamdalah and salaam.

In the second observation, the teacher selects the different narrative text. The text this time is more difficult than tomorrow. This observation conducted at April, 6th 2023 on 10.00-11.00 am. There are the following parts:⁷

a. Preparation

In this step, the teacher prepared some activities to reach successful the implementation of Jigsaw method. The teacher prepares the appropriate text and arranges lesson plan which is developed from syllabus based on curriculum.

b. Application

The application of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo is divided in three activities. These activities are presented as follow:

1) Pre-activities

Pre activities are the activities done by the teacher before the teaching and learning process is started. These activities are included:

a) The teacher greets the students by greeting salaam.

⁷Look at Observation transcript number 02/O/6-IV/2023

- b) The teacher makes a little conversation in English to make sure students' ready to start the lesson today.
- c) The teacher checks the attendance list and teacher briefing the students to stimulates students prior knowledge by asking some question related narrative text.

2) Main Activities

Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applied Jigsaw method for teaching reading. The steps in the implementation this method is as follow:

- a) The teacher selects a paragraph from a narrative text.
- b) The teacher explains the jigsaw, its purpose, game rules, and the grouping.
- c) The teacher divided paragraph according to paragraph number of narrative text.
- d) The teacher divided the class into teams of five groups.
- e) The teacher devises five different team assignments.
- f) The teacher gives a different assignment to each team.
- g) The teacher gives each team time in class to discuss the preparation and to develop a method for teaching the material to members of other teams.
- h) The teacher ask students to prepared the members of group to teach a mixed group.
- i) The all teams are ready, teacher ask students to reassemble the class in groups.
- j) The teacher ask each member of now expert should teach the group class.
- k) The teacher and students discussed the contents of the text together.
- l) The teacher gives students an evaluation.

3) Post Activities

In the last of meeting in applied Jigsaw method, the teacher gives the students support to give students motivation to read more often especially in English text. It aims to make students become fluently in reading and also to develop their reading comprehension skills.

c. Evaluation

In this section, the teacher checks the students skills how far the students understanding then teacher gives some questions to the students. After long evaluation, the teacher ends today learning process by saying hamdalah and salaam.

From the all of observation listed above, the researcher can conclude that the steps of implementaion of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo as follows:

Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applied Jigsaw method for teaching reading. The steps in the implementation this method is as follow:

- 1) The teacher give explanation the jigsaw method, its purpose and how to play the game.
- 2) The teacher ask the students to prepare individually before class.
- 3) The teacher asks students to read the text carefully.
- 4) The teacher divided paragraph according to number of narrative text.
- 5) The teacher divided the class into teams of five people.
- 6) The teacher devises five different team assignments.
- 7) The teacher gives a different assignment to each team.
- 8) The teacher gives the each team time in class to discuss the preparation and to develop a method for teaching the material to members of other teams.

- 9) The teacher ask students to prepared the members of group to teach a mixed group.
- 10) The all teams are ready, teacher ask students to reassemble the class in groups.
- 11) The teacher ask each member of now expert should teach the group class.
- 12) The teacher and students discussed the contents of the text together.
- 13) The teacher gives students an evaluation.

The result of the interview explained that the closing activity in the teaching reading process by using jigsaw method was that the teacher gave students conclusions on the material that has been discuss by understood it overall, and then the teacher gave opportunity to students if anyone did not understand thematerial.

Based on the closing activities for the implementation of the activities teaching reading using the jigsaw method English teacher provides a motivation about context of English subjects and about life or moral messages. After that teacher gives assignments about the material that has been studied and conveys a little about material for the next week, this is also talked by student named Budi Prasetyo as a student in IX class said:

“At the end of lesson, usually Mr. Ahmadi gives motivations or moral messages related to the material presented, then gives assignments such as making summary or giving questions realated to material and he give a little statements about material that will be delivered net week”.⁸

Based on the results of the interviewers above, it can be seen that closing carried out by the English teacher were giving moral messages and giving assignments related to learning materials.

⁸Look at interview transcript number 02/I/3-IV/2023

2. The Advantages of Jigsaw Method in Teaching Reading

Jigsaw method has many of advantages in teaching reading, such as:

1. Enjoy full and variative learning

Students get's easily to adapt with the learning get more ex..in the learning process. The jigsaw method brings the variative learning in the class so the learning process didn't feel bored.

2. Cooperative collaboration with another students

With collaborative learning, students become more focus in jigsaw group because it helps students fluently in presenting the topic to other students.

3. Students are easier to find out the key concept of the text

Students are easier to find out the key concept of the text, because they have to read the text to find out the main idea, the content of the passage and after they understand the meaning of the content they have to presenting to their friends.

4. Improve students' writing skill

The students can improve the writing skill through write their own story in one paragraph because they used to summarize the text from each paragraph.

Advantages of jigsaw method in teaching reading that listed above are supported by Mr. Ahmadi statements:

“Jigsaw method is one of the most effective method in the classroom. It makes the learning more variative and sure more enjoyfull. The most important of all is cooperative collaboration with another students, with collaborative learning students expect more focus in jigsaw group because it helps students fluently in presenting the topic to other students. So, the important thing is collaborative students more open-minded with other students.”⁹

⁹ Look at interview transcript number 04/I/3-IV/2023

Based on the statement above, this method is suitable in English learning process at the ninth grade of MTsN 2 Ponorogo. By this method, the student can easier to understand the text to find out the statement of the narrative text.

Mr. Ahmadi said:

“I tell the students what subject we will learn today. And there is narrative text I took. After that, I ask students to make a group and ask them to work as team in their group and discuss to find out the key concept of each paragraph of the text. And I tell students to be cooperative in group and don't play while learning, because it can effect the interaction in the group and cannot get the key concept while presenting to the jigsaw group. And cannot build their ideas in the word and form of sentence.”¹⁰

Related to the statement above, this method had seemingly principal with her statement before. By using Jigsaw method the students aim to work together as team with their friends and understand paragraph by paragraph to build their ideas in the word and form of sentence.

Mr. Ahmadi also said:

“In the jigsaw method the students understanding paragraph by paragraph. It depends on the topic, they can discuss their ideas in small / expert group first. They can discuss their ideas, solution and then they can prepare sentence by sentence to develop their ideas and also tips or method how to perform or express their ideas in this group. Before they share/peruform their ideas of main group. Besides that, students can improve writing skill because they have to write the summarize from the each paragraph.”¹¹

It means that the students could be easier to know about the key concept from each paragraph. Furthermore, by using jigsaw method it can also improve students' writing skill.

¹⁰ Look at interview transcript number 05/I/13-IV/2023

¹¹ Look at interview transcript number 05/I/13-IV/2023

Indira Christin as a student at the ninth grade of MTsN 2 Ponorgo stated that:

“For me, by using jigsaw method I can easier to understand the text teach by teacher and I get more friends that I dont know about them before”.¹²

Based on the statement above, it can concludes that students can easier to understand and get the main idea of the text.

Risma Ayu Dewi as a student of IX said that:

“From jigsaw method I can easier to find the key concept of the text. Beside that, I can improve my writing skill and write my own story in one paragraph because I used to required to summarize the text each paragraph.”¹³

It means that besides can improve the reading skill, jigsaw method also can improve the students writing skill.

Mr. Ahmadi also said that:

“The students have more enjoyfull, activeness, enthusiastic and happy while I applied the jigsaw method in my teaching reading. By using jigsaw method, the students will easily to find out the main idea and the content of the passage because they have to makes a key concept from the text paragraph by paragraph. It surely helps alot for students.”¹⁴

Related to the statement above, the students have more enjoyfull, activeness, enthusiastic and happy while learning process. By makes a group and discuss the key concept in each paragraph, it makes the students easily to find out the main ideas and the concept of the passage. Beside that, students worked together as team of group to make summarize, so the students had more enthusiasms in learning process.

Budi Prasetyo as a student in IX class also said:

“While learning, I felt more enjoyfull and happy in reading by using jigsaw method, because I can work with friends and my friends help me alot to understanding based of the passage.

With jigsaw method makes me easier to get the main idea and the key concept of the text.”¹⁵

¹² Look at interview transcript number 01/I/3-IV/2023

¹³ Look at interview transcript number 03/I/3-IV/2023

¹⁴ Look at interview transcript number 05/I/13-IV/2023

¹⁵ Look at interview transcript number 02/I/3-IV/2023

Based on the statement above, it is support the statement of Mr. Ahmadi that the students more attractive, active, enthusiasm and felt more enjoyable.

Ibrahim, as a student at ninth grade of MTsN 2 Ponorogo said that:

“For me, I get the advantages from jigsaw method that uses by teacher. For example, I can easily to understand the reading lesson, I can easier to find out the main idea and the content of the text. I do not feel sleepy at all in teaching and learning process because I can work together and discussed with my friends.”¹⁶

It means that the students can easier to understand the reading and learning process. Besides that, the students do not feel sleepy in the teaching and learning process.

Based on overall statements above, it can be concluded that the Implementation of Jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo has many advantages. There are listed below:

- a. Students are easier to finding out the main idea and the content of the passage.
- b. Students aim to work together as team with friends and getting more familiar with other students.
- c. Building students ideas in word and form of sentence.
- d. The students have more enjoyfull, activeness, enthusiastic and happy in the learning process.
- e. Improving students writing skill.

3. The Disadvantages of Jigsaw Method in Teaching Reading

Jigsaw method has little disadvantages in teaching reading. There are consist of 4 disadvantages in teaching reading:

- a. Jigsaw method takes a lot of time

Sometimes students are slow to understand this method, because the teacher has to prepare the students to learn how to work in groups. Besides

¹⁶Look at interview transcript number 02/I/3-IV/2023

that, the teacher is expected to have skills on how to teach students carefully in understanding the sub-topic and skills to handle students with different characters and competency. So, to solve this problem the students must understand the material by stimulate them.

b. Students feel inferior

Students who are smart tend not want to be put together with friends who are less smart, and those who are less intelligent will feel inferior when combined with their smart friends, although over time those feelings will disappear with themitself.

Jigsaw method has little disadvantages in teaching reading. It is supported by Mr. Ahmadi's statement:

“Jigsaw methodhas minim disadvantage maybe when students can manage the time, students cannot focus on the lesson, it takes a lot of time for students who not understand this method, so the problem solving is students must understand the material by stimulate them. The objective of teach the students before class begins is for students undeerstanding the lesson that we learn today.”¹⁷

Based on the statement above, this method is minim of disadvantages. The disadvantages of this method is learning and teaching activity need more time and when students can manage the time correctly, and the teacher give limit time and students not ready with their work, it causes delayed time.Besides, the teacher is expected to have skills on how to teach students carefully in understanding the sub-topic and skills to handle students of different characters and competency.

Related to the statement above, the several students didn't like the jigsaw's method, because jigsaw aim the students to work as team and done the assignment together with other friends, so several of them want to done the assignment by themselves, because it takes less time than jigsaw group to complete the task.

¹⁷ Look at interview transcript number 04/I/3-IV/2023

Risma Ayudewi one of students want to statement like below:

“The disadvantages of jigsaw method in my opinion is this method takes time to prepare students to learn how to work in groups, and several didn’t want to work in group they just playing by themselves and don’t want to take a part in group”.¹⁸

Based on the statement above, several students didn’t complete the task slowly then takes time to make groups that each group has heterogeneity in their members abilities, and force teachers to make efficient preparations to teach in class because teachers need to preprepare various types of media.

From the explanation above, in applying the jigsaw method, it has several advantages. However, the jigsaw method also has weakness that will be faced in applying this method.

C. Discussion

1. An Analysis of the Implementation of Jigsaw Method in Teaching Reading at the Ninth Grade of MTsN 2 Ponorogo

Teachers are an integral part of education. Therefore, teachers need to make the learning process enjoyable and enable students to understand the lessons. In choosing the method, the teacher must consider the suitability of the method with the students ability. In MTsN 2 Ponorogo, the teacher chooses Jigsaw method in teaching reading. Jigsaw method based on Johnson and Johnson (2006) did a research about the cooperative learning of jigsaw method and the result shows that the cooperative interaction has a wide range of influences of child development. There are increasing the learning outcomes, inceasing the students memory, increasing the positive attitude to the teacher.

¹⁸ Look at interview transcript number 03/I/3-IV/2023

Therefore, the teacher of MTsN 2 Ponorgo uses jigsaw method as teaching reading. The objective of jigsaw method is to make the teaching become enjoyable and easier for the students to understand the reading.

The implementation of jigsaw method at the ninth grade of MTsN 2 Ponorgo is divided into three steps. The first step is preparation. The teacher prepares the materials that are taken from the handbook.

The second step is application.. the teacher selects a paragraph from a narrative text. Then, the teacher explains the steps of grouping, discuss the sub-topic with expert group. After that teacher gives students several minutes to discuss the paragraph. After that, the expert group back to jigsaw group and now to presenting the main idea from information. Then, the teacher asks students to write the summary from the paragraph.

The third step is evaluation. The teacher evaluates the students to check how far they understand this lesson material. He given some question about the text what they have learned related to the sub-topic's main idea, specific information, and inferrence from the text.

Here is the steps of the implementation of jigsaw method in teaching reading based to teacher in the ninth grade students of MTsN 2 Ponorogo in academic year 2022/2023. The implementation of jigsaw is:

- a. Prepare the narrative text that are taken from the handbook
- b. The narrative text has 5 sub-topic, so the group divided into 5 'expert' groups learners
- c. The group should spend some time reading, discussing and helping each other to understand the text or information

- d. Learners, who are now ‘experts’ on the own section of text or information, then move into ‘jigsaw’ groups, with a shared number
- e. Each ‘expert’ learner in turn shares with their ‘jigsaw’ group the section of text or information they were originally given.

The above findings are in line with the Kagan’s jigsaw steps of partner:

- a. Partners are formed within teams. Often the high and low achievers are partners, as are the two middle achievers.
- b. Class divides: partners sit together. Topic 1 partners are all on one side of the class; topic 2 partners on the other. (we have pairs physically move so they can consult with same-topic partners in step 5.)
- c. Topics are assigned and/or materials distributed. Topic may be different sides of debate (e.g., pro or con on capital punishment). Materials may consist of reading and a worksheet to stimulate higher-level thinking.
- d. Students master topics. Students may master materials given, or may do independent research. For example, research the arguments pro or con on an issue.
- e. Partners consult with same-topic partners. Partners consult with like-topic partners sitting next to them, checking for correctness, and completeness.
- f. Partners prepare to presents & tutor. Partners analyze critical features and decide on a teaching method. Students are encouraged to make visuals and other teaching aids. Partners must evaluate what is important to teach and how to determine I learning has occurred in their teammates.
- g. Teams reunite; partners present. Partners work as a team, dividing the labor as they teach the other pair in their team. For partners debate, each side presents their arguments on the issue.
- h. Partners tutor. After presenting the skill or information, partners check for understanding and tutor their teammates.

- i. Individual assessment. An individual quiz, essay, or a structure (showdown) assesses individual mastery.
- j. Team processing. Teammates reflect back over the process: How did we do as teachers? As learners? How could we do better next time? What social skills did we use? Which should we use more next time?¹⁹

The result of the analysis above, the theory same with the findings about the teaching reading using jigsaw method at MTsN 2 Ponorogo strength then the theory which states that teachers in teaching reading divide groups so that students can exchange ideas, and understand contextually, then the teacher gives a test to find out understanding of the material they have discussed. As explained in the findings that students will find it easier to understand with the jigsaw method because students have a major role in teaching reading through English lessons. As stated by Kagan 2009, students are encouraged to make visuals and other teaching aids. Partners must evaluate what is important to teach and how to determine if learning has occurred in their teammates.

Based on some theories and findings that have been present in this study, teaching reading using jigsaw method can build an attitude of responsibility, students are easier to understand by reading through the jigsaw method and it is easier to interact to solve problems in a group.

2. An Analysis of the Advantages of Jigsaw Method in Teaching Reading at the Ninth Grade of MTsN 2 Ponorogo

The implementation of Jigsaw Method in Teaching Reading at the Ninth Grade of MTsN 2 Ponorogo has many of advantages. Some advantages for students are able to improving their learning, decrease students' tension, makes students active in the

¹⁹Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente), 445.

class and motivate students to study harder. Jigsaw method is suitable method to be used in teaching reading at the ninth grade of MTsN 2 Ponorogo. First, the students become joyful, happy, and active while learning process. As the reward, teacher is easier to carry materials during the learning process and easily manage the class. Second, the students become enthusiasm in doing activities such as reading the text, writing the discussion with friends in their own group. Besides that, the advantages of Jigsaw method is also makes the reading comprehension learning feels easy for students and can help students easier to find out the main idea and the content of the passage.

The advantages of implementation to jigsaw method in teaching reading at the ninth grade students of MTsN 2 Ponorogo in academic year 2022/2023. From the teacher said that Jigsaw method is one of the most effective method in the classroom. It makes the learning more variative and sure more joyful. The most important of all is cooperative collaboration with another students, with collaborative learning students expect more focus in jigsaw group because it helps students fluently in presenting the topic to other students. Jigsaw method provides activities, which students try to remember paragraph and interpret them for members of the community. Cooperative learning is learning system that provides opportunity for students to work together with other students in structured tasks. There are many type of cooperative learning are students team achievement division (STAD), jigsaw, group investigation, rotating trio exchange and group resume. In this research, the researcher focuses on analysis the classroom activity through jigsaw method used by teacher in teaching reading. In line with Kagan's perspective that students in jigsaw group was given some of the information necessary to solve a problem, so they had to cooperate to be successful.

The advantages of partner expert group jigsaw are in line with Kagan's jigsaw advantages for students that :

1. Pair work in the expert groups doubles the active engagement.
2. Students can be assigned to a partner taking into consideration language fluency, ability level, and social skills.
3. Students practice their presentation and receive feedback before presenting to their teammates.

Based on the observation, the researcher concludes about the advantages of jigsaw method that stated by the teacher and the students as follows:

1. Enjoy full and variative learning

Students get's easily to adapt with the learning get more ex..in the learning process. The jigsaw method brings the variative learning in the class so the learning process didn't feel bored.

2. Cooperative collaboration with another students

With collaborative learning, students become more focus in jigsaw group because it helps students fluently in presenting the topic to other students.

3. Students are easier to find out the key concept of the text

Students are easier to find out the key concept of the text, because they have to read the text to find out the main idea, the content of the passage and after they understand the meaning of the content they have to presenting to their friends.

4. Improve students' writing skill

The students can improve the writing skill through write their own story in one paragraph because they used to summarize the text from each paragraph.

In addition, the advantages of Jigsaw method is also avoid students feels sleepy during lesson. So, students do not fell bored in the learning process. Jigsaw method also improve students' writing skill and students' teamwork.

So, the researcher can conclude that the implementation of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo that has many of advantages for students.

3. An Analysis of the Disadvantages of Jigsaw Method in the Teaching Reading at the Ninth Grade of MTsN 2 Ponorogo

Choosing the right method in learning process is the teachers' job, so it helps learning more memorable and fun for students in learning process, the right method means that the method is suitable for students character and competency. Every method has advantages and disadvantages. But, the implementation of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo, there is rare disadvantages for students in learning process. Mostly all of them feel happy, enthusiastic and enjoy in learning process.

Based on teacher disadvantages of implementation the jigsaw method in teaching reading of MTsN 2 Ponorogo in academic year 2022/2023. Jigsaw method has little bit of disadvantage maybe when students can manage the time, students cannot focus on the lesson, it takes a lot of time for students who not understand this method, so the problem solving is students must understand the material by stimulate them. The statements above are in line with Jamil Supratiningrum about disadvantages of jigsaw method he states that the jigsaw method need more time, and the student who are smart tend not to want to be put together with friends who are less smart, and those who are less intelligent will feel inferior when combined with their smart friends, although over time those feelings will disappear with themself.

So based on two statement related implementation of jigsaw method in teaching reading has some disadvantages for students, some disadvantages for students are teacher needs more time to make students understand the rules in jigsaw method lesson, teacher should know that the students has they own ability and maybe when students can manage the time, students cannot focus on the lesson, it takes a lot of time for students who not understand this method, so the problem solving is students must understand the material by stimulate them, and having skills on how to teach students carefully in understanding the sub-topic and skills to handle students of different characters and competency.

CHAPTER V

CLOSING

A. Conclusion

Based on the obtained data, in the researcher concludes the research as follows:

1. The implementation of jigsaw method at the ninth grade of MTsN 2 Ponorogo which is includes 3 steps:

- a. Preparation

In this step, the teacher prepared some activities to reach successful the implementation of jigsaw method.

- b. Application

The application of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo is divided in three activities. These activities are presented as follows: 1) Pre-activities 2) Main activities 3) Post activities

- c. Evaluation

Evaluation conducted to determine that the result of learning process. In this evaluation the teacher give a question and answer session to reflect students had learning during the learning process.

Furthermore, by jigsaw method the students easy to understand all of the material from teacher and could improve their reading.

2. The advantages of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo are : Make students more enthusiastic, easy to understand the topic and it makes the learning more variative and sure more enjoyfull. The most important of all is cooperative collaboration with another students, with collaborative learning students expect more focus in jigsaw group because it helps students fluently in presenting the topic to other students, and make students easier to find out the main

idea and the content of the passage, and get interest with the teaching learning process. The advantage of jigsaw method is also avoid monotonous session of the teaching and learning process.

3. The disadvantages of this implementation of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo are the jigsaw method need more time, and the student who are smart tend not to want to be put together with friends who are less smart, and those who are less intelligent will feel inferior when combined with their smart friends, although over time those feelings will disappear with them itself.

B. Recommendation

After getting the result of the study in this research, the researcher would like to give some suggestions, as follows:

1. For English Teacher

In the teaching reading, jigsaw method is mostly effective in developing students' reading. The teacher should improve the students' ability by implementing the Jigsaw method in teaching reading, in order the learning becomes more effective.

2. For Students

Students should sharpen their ability by reading alot related to lesson and trying to solve their reading problem by them selves by using Jigsaw method.

3. For Reader

The researcher hopes that this research can spread benefit for the readers in increasing their knowledge about technique in teaching reading and as the refences for the next research

4. For Other Researcher

The next researcher who wants to conduct the similar studies should understand the overall problems for better research. The next research may conduct this method on different level such as in senior high school.

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TRANSCRIPT OF OBSERVATION

Field note number : 01/O/3-IV/2023
Day/ Date : Monday, 3 April 2023
Time : 08.30-09.30 AM
Place : In the class
Content : Implementation of Jigsaw Method

Field Note	<p>This first observation conducted at April, 3rd 2023 on 09.30-10.30 am. There are the following parts:</p> <p>a. Preparation</p> <p>In this step, the teacher prepared some activities to reach successful the implementation of Jigsaw method. The teacher bring activities including features below:</p> <ol style="list-style-type: none">1) The lesson consisted of 2 x 20 minutes. So, the teacher manage the time as good as possible.2) The teacher prepared the material for the students. The material was a narrative text.3) Preparing lesson plan. The teacher designed the teaching and learning process in the form of lesson plan in order to guide teacher in calculating the instructional planning. The teacher arranged lesson plan which was developed from syllabus based on curriculum. <p>b. Application</p> <p>The application of Jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo is divided in three activities. These</p>
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activities are presented as follow:

1) Pre-activities

Pre activities are the activities done by the teacher before the teaching and learning process is started. These activities are included:

a) Greeting

To open the meeting, the teacher should coordinative the class by greeting the students for beginning the activities. Then, the teacher builds the students' motivation for having a good mood in teaching and learning process.

b) Apperception

The teacher gives apperception to stimulate the students main knowledge by re-teach then give them question related to the narrative text.

2) Main Activities

Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applied Jigsaw method for teaching reading. The steps in the implementation this method is as follow:

a) The teacher give explanation about jigsaw method, its purpose and how to play the game.

b) The teacher ask the students to prepare individually before class.

c) The teacher divided paragraph according to number of narrative text.

d) The teacher divided the class into teams of five people.

e) The teacher devises five different team assignments.

- f) The teacher gives a different assignment to each team.
- g) The teacher gives the each team time in class to discuss the preparation and to develop a method for teaching the material to members of other teams.
- h) The teacher ask students to prepare the members of group to teach a jigsaw group.
- i) The all teams are ready, the teacher ask students to reassemble the class in jigsaw groups.
- j) The teacher ask each member of now expert should teach the jigsaw group class.
- k) The teacher and students discussed the contents of the text together.
- l) The teacher gives students an evaluation.

3) Post Activities

The teacher summarizes the core of learning process and gives motivation for students to study harder, don't give up and stay spirit. Then, the teacher closes the lesson today by some statement, motivation, and the end is praying.

In the last of meeting in applied jigsaw method, teacher gives more motivation to the students to read again the lesson especially in English text. It helps students understand more and develop their reading comprehension skills.

c. Evaluation

A teaching and learning process needs to be evaluated. Evaluation conducted to determine that the result of learning process. In this evaluation the teacher give a question and answer session to reflect

	<p>students had learning during the learning process. Every student was given an evaluation about their skill or ability and given scoring about their result. After that, the teacher ends today learning processes by saying hamdalah and salaam.</p>
Reflection	<p>The teacher teaching reading by using jigsaw method everything went smoothly and the students seems like no problems with that method.</p>

TRANSCRIPT OF OBSERVATION

Field note number : 02/O/6-IV/2023
Day/ Date : Tuesday, 6 April 2023
Time : 10.00-11.00 AM
Place : In the class
Content : Implementation of Jigsaw Method

Field Note	<p>This the second observation conducted at April, 6th 2023 on 10.00-11.00 am. There are the following parts:</p> <p>a. Preparation</p> <p>In this step, the teacher prepared some activities to reach successful the implementation of Jigsaw method. The teacher prepares the appropriate text and arranges lesson plan which is developed from syllabus based on curriculum.</p> <p>b. Application</p> <p>The application of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo is divided in three activities. These activities are presented as follow:</p> <p>1) Pre-activities</p> <p>Pre activities are the activities done by the teacher before the teaching and learning process is started. These activities are included:</p> <p>a) The teacher greets the students by greeting salaam.</p> <p>b) The teacher makes a little conversation in English to make sure students' ready to start the lesson today.</p> <p>c) The teacher checks the attendance list and teacher briefing the</p>
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students to stimulates students prior knowledge by asking some question related narrative text.

2) Main Activities

Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applied Jigsaw method for teaching reading. The steps in the implementation this method is as follow:

- a) The teacher selects a paragraph from a narrative text.
- b) The teacher explains the jigsaw, its purpose, game rules, and the grouping.
- c) The teacher divided paragraph according to paragraph number of narrative text.
- d) The teacher divided the class into teams of five groups.
- e) The teacher devises five different team assignments.
- f) The teacher gives a different assignment to each team.
- g) The teacher gives each team time in class to discuss the preparation and to develop a method for teaching the material to members of other teams.
- h) The teacher ask students to prepared the members of group to teach a mixed group.
- i) The all teams are ready, teacher ask students to reassemble the class in groups.
- j) The teacher ask each member of now expert should teach the group class.
- k) The teacher and students discussed the contents of the text together.

	<p>1) The teacher gives students an evaluation.</p> <p>3) Post Activities</p> <p>In the last of meeting in applied Jigsaw strategt, the teacher gives the students support to give students motivation to read more often especially in English text. It aims to make students become fluently in reading and also to develop their reading comprehension skills.</p> <p>c. Evaluation</p> <p>In this section, the teacher checks the students skills how far the students understanding then teacher gives some questions to the students.</p> <p>After long evaluation, the teacher ends today learning process by saying hamdalah and salaam.</p>
Reflection	The students are enjoying the teaching reading lesson and more enthusiastic

TRANSKRIP OF OBSERVATION

Kode : 03/O/13-IV/2023

Bentuk : Tulisan

Tanggal Pengamatan : 13 April 2023

Waktu : 9.30 – 10.00 WIB

Waktu Penyusunan : 21.00 WIB

Topic yang diobservasi : Implementation of jigsawmethod in teaching reading at the ninth grade of MTsN 2 Ponorogo

Transkrip Observasi	<p>Pada siang hari yang cerah, dengan mengendarai motor saya berangkat dari rumah menuju sekolah MTsN 2 Ponorogo. Disana saya langsung menemui beliau guru bahasa Inggris pak ahmadi dan dipersilahkan duduk di samping beliau duduk. Kami berbasa-basi terlebih dahulu agar seorang mahasiswa dan juga guru dapat akrab untuk melangsungkan wawancara. Dan dengan cekatan saya menanyakan apa yang saya tanyakan dan beliau menjawab dengan santun. Saya menanyakan bagaimana penerapan jigsaw dalam kelas? Dan beliau menjawab bahwa siswa dibagi dalam 4-5 siswa dalam kelompok jigsaw dan mereka berdiskusi dengan kelompok ahli disana mereka mendiskusikan bahan ajar dengan seksama selesai berdiskusi mereka kembali ke tim jigsaw dan membagikan intisari kepada temannya sampai mereka paham betul dengan bahan ajar. Setelah itu guru memberikan ujian berupa ujian harian kepada siswa.</p>
Refleksi	<p><i>Strategi pembelajaran membaca yang digunakan adalah Strategi Jigsaw.</i></p>

TRANSCRIPT OF INTERVIEW

Code : 01/I/3-IV/2023
Informant : Indira Kristin
Day/ Date : Monday, 3 April 2023
Time : 11.00-11.20 AM
Place : In front of class
Topic :

Name	Interview
Interviewer	Pak Ahmadi itu menurut kamu bagaimana sih ?
Informant	Beliau itu baik, pengertian, lucu dan tidak suka marah.
Interviewer	Bagaimana pak ahmadi mengajar dikelas apakah menyenangkan?
Informant	Iya, menyenangkan sekali.
Interviewer	Ini pertanyaannya agak lain ya bersangkutan dengan pembelajaran dikelas. Apa yang biasa dilakukan bapak ahmadi ketika baru masuk kelas dan akan memulai kelas kamu?
Informant	Beliau itu mengucapkan salam setelahnya memanggil murid satu satu untuk di absen, dan memulai membaca doa.
Interviewer	Kamu tau pembelaran jigsaw kan? Menurutmu apa keunggulan jigsaw itu bias kamu jelaskan?
Informant	Saya bisa memahami topic dengan mudah, dan saya mendapatkan teman baru yang belum saya kenal sebelumnya.
Reflection	Murid suka dengan pak ahmadi karena beliau lucu, humoris dan beliau bisa membawa suasana. Mereka mudah mendapatkan teman baru.

TRANSCRIPT OF INTERVIEW

Code : 02/I/3-IV/2023
Informant : Budi Prasetyo & Ibrahim
Day/ Date : Monday, 3 April 2023
Time : 11.40-12.00 AM
Place : In front of class
Topic :

Interviewer	Pada saat pelajaran akan ditutup apa yang dilakukan oleh pak ahmadi?
Informant	Biasanya pak ahmadi memberikan motivasi kepada murid-murid terus pesan mengenai pelajaran, dan memberikan PR tentang teks narrative dan membuat summarynya dan memberikan penjelasan singkat untuk pelajaran minggu depan.
Interviewer	Apakah kamu senang ketika digabungkan dengan teman-temanmu?
Informant	Iya saya senang dan merasa antusias dalam belajar reading menggunakan method jigsaw, karena temanku membantuku untuk belajar memahami alur topic, dan mempermudah paham dengan intisari topic.
Interviewer	Apa kamu merasa kantuk dikelas saat pelajaran jigsaw?
Informant	Tidak sama sekali, karena dikelas ramai dan menyenangkan.
Reflection	Pada saat guru akan menutup pelajaran para murid di beri motivasi, pesan mengenai pelajaran, serta memberikan PR, murid merasa senang digabungkan dengan teman karena mereka sama-sama belajar dan bonusnya mereka tidak merasakan ngantuk sama sekali saat pelajaran berlangsung.

TRANSCRIPT OF INTERVIEW

Code : 03/I/3-IV/2023
Informant : Risma Ayudewi
Day/ Date : Monday, 3 April 2023
Time : 11.25-11.40 AM
Place : In front of class
Topic :

Interviewer	Setelah pak ahmadi mengabsen murid apa yang dilakukan oleh pak ahmadi? Misalnya bapak ahmadi memberikan penjelasan tentang jigsaw atau bagaimana coba jelaskan?
Informant	Kita diminta untuk berdiskusi dengan teman terus pak ahmadi member kita sebuah kuis.
Interviewer	Bagaimana menurutmu keuntungan dari jigsaw itu?
Informant	Saya dengan mudah memahami alur topic, bisa meningkatkan skill membaca dan menulis saya dan dapat menyimpulkan isi topic.
Interviewer	Bagaimana menurutmu bukan keuntungan dari jigsaw itu?
Informant	Menurut saya membutuhkan waktu yang cukup lama dan sebagian murid tidak mau bekerja sama dan main sendiri.
Reflection	Murid bisa memahami alur topic dengan mudah, meningkat skill membaca dan menulis dan kelemahannya mereka membutuhkan waktu yg lama dan sebagian murid hanya main sendiri.

TRANSKRIP OF INTERVIEW

Code : 04/I/3-IV/2023
Informant : Mr. Ahmadi S.Pd
Date : 3 April 2023
Time : 9.30 – 10.00 WIB
Place : In front of teacher room
Topic : Implementation of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo

Peneliti	Strategi apa yang digunakan dalam pembelajaran membaca?
Informan	Strategi jigsaw
Peneliti	Bagaimana penerapan strategi jigsaw dalam pembelajaran membaca?
Informan	<p>Penerapan strategi Jigsaw pada siswa kelas IX ini, langkah pertama yang saya lakukan adalah menyiapkan teks naratif yang diambil dari buku pegangan. Ada materi yang disebut teks naratif dan memiliki 5 sub-topik, sehingga kelompok dibagi menjadi 5 kelompok 'ahli' peserta didik (sejauh mungkin menjaga kelompok dengan ukuran yang sama). Setelah membuat kelompok masing-masing kelompok harus dipisahkan menjadi 5 'ahli' seperti 5 sub-topik teks naratif yang kita bicarakan. Berikan setiap kelompok sub-topik teks atau informasi dan setiap siswa menangani 1 materi termasuk sub-topik teks naratif. Kelompok harus meluangkan waktu untuk membaca, berdiskusi dan saling membantu untuk memahami teks atau informasi. Dalam 1 bagian teks naratif yang didiskusikan dengan teman membuat pembelajaran lebih mudah dipahami. Dalam diskusi ini memiliki waktu yang terbatas, sehingga siswa harus bergegas, guru memberikan waktu 5-10 menit untuk diskusi ini. Peserta didik, yang sekarang 'ahli' pada bagian teks atau</p>

	<p>informasi sendiri, kemudian pindah ke kelompok 'jigsaw', dengan nomor bersama, yaitu semua nomor satu bekerja dalam kelompok, semua nomor dua bekerja dalam kelompok lain, dan seterusnya. Setiap pembelajar 'ahli' secara bergiliran berbagi dengan kelompok 'jigsaw' mereka bagian teks atau informasi yang awalnya diberikan kepada mereka. Yang lain mengajukan pertanyaan untuk memastikan semua memiliki pemahaman yang baik. Kelompok 'jigsaw' bersama-sama menyelesaikan tugas yang mengharuskan mereka memahami semua informasi yang dibagikan oleh masing-masing 'ahli'. Ini bisa apa saja yang mengharuskan setiap pembelajar menyumbangkan pengetahuan ahli mereka: mengisi kisi atau tabel, melengkapi diagram, merancang poster, menyusun permainan peran.</p>
Peneliti	<p>Apa saja kelebihan dan kelemahan strategi jigsaw dalam penerapan strategi jigsaw tersebut?</p>
Informan	<p>Kelebihannya jigsaw strategi membuat metode pelajaran semakin bervariasi</p> <p>Membuat siswa semakin antusias dan senang dalam pembelajaran</p> <p>Mendorong siswa untuk berkerja sama dengan siswa lainnya dan menambah jiwa sosial mereka</p> <p>Kekurangannya dari jigsaw strategi adalah ketika siswa tidak bias focus dalam berdiskusi</p> <p>Mebutuhkan waktu yang lama</p> <p>Siswa minder dengan temannya yang lebih pintar</p>
Refleksi	<p><i>Strategi pembelajaran yang digunakan adalah strategi jigsaw. Keuntungan dari jigsaw yaitu membuat pembelajaran semakin bervariasi, menumbuhkan jiwa sosial mereka. Sedangkan kekurangan dari jigsaw yaitu membutuhkan waktu yang lama dalam mempelajari bahan ajar, kadang sebagian siswa tidak mau terlibat dalam kerja kelompok.</i></p>

TRANSKRIP OF INTERVIEW

Code : 05/I/13-IV/2023

Informant : Mr. Ahmadi S.Pd

Date : 13 April 2023

Time : 12.00 – 12.30 WIB

Place : In front of teacher room

Topic : Implementation of jigsaw method in teaching reading at the ninth grade of MTsN 2 Ponorogo

Interviewer	Kenapa Memilih strategi jigsaw tersebut dalam pembelajaran membaca anda?
Informant	Alasan saya memilih strategi jigsaw adalah, karena siswa diharapkan mampu bekerja sama dengan siswa lain merupakan salah satu karakteristik penting yang harus dimiliki siswa untuk masa depannya. Jigsaw adalah pembelajaran kooperatif dimana siswa, bukan guru, memiliki tanggung jawab lebih besar dalam melaksanakan pembelajaran. Tujuan dari jigsaw ini adalah untuk mengembangkan kerja sama tim, keterampilan belajar kooperatif, dan memperoleh pengetahuan mendalam yang tidak mungkin diperoleh jika siswa mencoba mempelajari semua materi sendirian. Jigsaw menuntut lebih banyak tanggung jawab individu dalam kerja kelompok
Interviewer	Bagaimana cara memulai kegiatan strategi jigsaw dalam pembelajaran membaca?
Informant	Pasti dengan membaca doa terlebih dahulu di pimpin oleh ketua kelas Menyemangati siswa agar lebih fresh dan agar terstimulasi belajar saya ajar sedikit sebelum memulai jigsaw strategi.
Interviewer	How students can build their ideas in the word and form of sentence by

	using jigsaw method?
Informant	They can discuss their ideas in small / expert group first. They can discuss their ideas, solution and they can prepare sentence by sentence to develop their ideas and also tips or method how to perform or express their ideas in this group, before they share / perform their ideas o main group.
Interviewer	Apakah jigsaw juga berpengaruh kepada peningkatan skill menulis siswa?
Informant	Bias jadi, karna mereka berdiskusi dengan temannya dan mencatat apa yang mereka dapat dari pnejelasan temannya dengan merundingkan pendapatnya masing-masing, dan dapat meningkatkan skill menulis karena mereka wajib menulis summary dari teks tersebut.
Interviewer	Bagaimana suasana di kelas bapak apakah murid antusias dalam belajar jigsaw ini?
Informant	Iya mbak mereka sangat senang dalam kolaboratif dengan temannya, dan meningkatkan kualitas belajar mereka.
Reflection	Bahwasanya jigsaw memiliki banyak keunggulan maka dari itu guru memilih metode ini, karena dapat meningkatkan skill menulis dan yang paling penting adalah kerja sama dalam kelompok akan membuahkan hasil belajar yang maksimal.

Nama	Jabatan
Bpk. Mahmud	Kepala Sekolah
Bpk. Jibroni	Wakil Kepala Sekolah
Bpk. Sunaryadi	Wakil Kepala Sekolah
Ibu Haniati Mar'ah	Wakil Kepala Sekolah
Bpk. Hafidh Ahmadi	Wakil Kepala Sekolah
Ibu Suparmi	Kepala Laboratorium
Bpk. Muh. busri	Kepala Tata Usaha

LAMPIRAN

Rencana Pelaksanaan Pembelajaran

Jigsaw Method

A. Langkah kerja kongrit Alternatif Pemecahan Masalah.

Penulis memilih alternative pemecahan masalah dengan Penerapan pembelajaran “I am an Expert” model Jigsaw melalui langkah-langkah sebagai berikut :

a. Tahap Perencanaan

Tahap awal dalam melakukan model pembelajaran ini adalah tahap perencanaan.

- 1) Menyiapkan materi dengan memisah-misahkan menjadi beberapa bagian sesuai jumlah kelompok.
- 2) Menyiapkan teks utuh yang akan dibahas
- 3) Menyiapkan model pembeagian kelompok
- 4) Menyiapkan yel-yel
- 5) Menyiapkan lagu sederhana
- 6) Menyiapkan instrument penilaian sikap
- 7) Menyiapkan instrument penilaian

b. Tahap Pelaksanaan

- 1) Peserta didik berdiri membentuk lingkaran. Guru menjelaskan pada tentang model pembelajaran yang dipakai, manfaat, memotivasi serta menyampaikan tujuan pembelajaran. (diselingi dengan yel-yel).
- 2) Peserta didik membuat kelompok secara acak (sesuaikan dg materi dan jumlah peserta didik) dengan cara berhitung sesuai jumlah kelompok.

- 3) Peserta didik berpindah menuju kelompok masing-masing sesuai nomor hitungan.
- 4) Setiap anggota kelompok diberi bagian materi berbeda, anggota kelompok pertama menerima materi bagian pertama, anggota kelompok kedua menerima materi kedua dst.
- 5) Peserta didik diminta berdiri (diselingi dengan yel-yel dan bernyanyi lagu sederhana). selanjutnya peserta didik dengan materi yang sama bergabung menjadi kelompok ahli dan berkerjasama untuk menguasai materi yang diterima.
- 6) Dikelompok ahli mereka berdiskusi untuk menguasai materi yang mereka pegang. (materi sama)
- 7) Setelah selesai diskusi dikelompok ahli, siswa diminta berdiri dan kembali kedalam kelompok asal kemudian guru membagikan teks yang utuh.
- 8) Selanjutnya dikelompok asal, peserta didik mempresentasikan /menyampaikan materi yang telah mereka pelajari dikelompok ahli dan anggota lainnya mendengarkan dan berdiskusi dengan seksama.
- 9) Akhirnya siswa berdiri membentuk lingkaran lagi untuk refleksi, mendiskusikan kesulitan-kesulitan yang dialami selama proses pembelajaran dan guru memberi penguatan. (yel-yel dan menyanyi sederhana)
- 10) Guru memberi evaluasi.

B. Hasil/Dampak

1. Pembelajaran lebih menyenangkan
2. Pembelajaran bervariasi, tidak monoton

3. Semangat belajar peserta didik tinggi
4. Tanggung jawab setiap peserta didik tinggi
5. Nilai test peserta didik lebih memuaskan
6. Prestasi peserta didik meningkat

C. Kendala yang Dihadapi

Dalam implementasi model pembelajaran Jigsaw, menghadapi beberapa kendala, antara lain:

1. Kurang terbiasanya peserta didik dan pengajar dengan model ini sehingga kondisi kelas menjadi ramai, yang membuat peserta didik bingung.
2. Jika jumlah anggota kelompok kurang akan menimbulkan masalah, misal jika ada anggota yang hanya membonceng dalam menyelesaikan tugas-tugas dan pasif dalam diskusi.
3. Terbatasnya waktu. Proses pembelajaran ini membutuhkan waktu yang lebih banyak, sementara waktu pelaksanaan model ini harus disesuaikan dengan beban kurikulum.
4. Memerlukan persiapan yang matang
5. Guru harus lebih aktif dalam mengontrol sikap dan perilaku peserta didik pada saat proses berlangsung.

D. Faktor Pendukung

Faktor pendukung yang dapat membantu kelancaran pelaksanaan pembelajaran kerja kelompok “I am an expert” model Jigsaw dapat dijelaskan sebagai berikut :

1. Semangat belajar anak yang tinggi

Peserta didik mempunyai semangat dan motivasi yang tinggi untuk dalam mengikuti pelajaran. Ini sangat membantu pelaksanaan proses belajar mengajar dengan menggunakan “I am an Expert” model Jigsaw. Hal ini dapat

dilihat dari keantusiasan, kedisiplinan dan keseriusan mereka saat mengikuti proses pembelajaran.

2. Lingkungan madrasah.

Supaya proses belajar mengajar dengan menggunakan “I am an Expert” model Jigsaw lebih menarik dan tidak membosankan, pembelajaran sebaiknya dilakukan diluar kelas. Proses pembelajaran ini memanfaatkan lingkungan madrasah, halaman madrasah yang sejuk dan rindang, dimana peserta didik melakukan aktivitas membuat kelompok, membuat lingkaran, bertukar kelompok dll. dengan mudah dan nyaman.

Teks materi yang digunakan dalam Pelaksanaan Model pembelajaran ”I am an expert” model Jigsaw

1.

The Magic Candle

Oneday, a young wanderer got lost in a forest. Suddenly he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived, ”In a castle not far from here”, said the old woman.

The wanderer went to the castle. There he found the devil. But he was old and weak. Therefore, when the wanderer grabbed the candles from the devil’s table and ran away, he couldn’t chase him.

But the wanderer was not a kind man. He didn’t return the candle to the old woman, but kept it for himself. He lit the candle and made a wish, ”I want go far away from here.” Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace.

2

The wanderer wanted to make some money. So he lit the candle again and wished for some jewelry. He sold them to the guests and was soon making a lot of money. Then princess came to buy the jewelry, but there was nothing left. The wanderer fell in love with her and asked to marry him. The kind princess said yes, and they got married the next day.

In his happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the princess got angry. At night she lit the candle and wished that the wanderer disappeared.

In the morning the wanderer awoke and found himself back in his ugly house in the village.

3

A long time ago, in East Java there was a kingdom led by Prabu Merak. He had a handsome prince named Raden Banterang. Their kingdom had a battle with Klungkung kingdom.

One day, Banterang was hunting with his guards when he met a very beautiful woman. Although it was strange to find a beautiful woman in the jungle, he asked her, "Who are you, lady?" The lady told him that she is the daughter of Klungkung King who ran away to the jungle to escape from the battle. She was very sad when her father died in the battle. Banterang was quite shocked in hearing this, because his father "Prabu Merak" was the king who killed the woman's father.

4

Nonetheless, Banterang fell in love with her and took the woman to be his wife. Later the woman's brother found out the marriage. He gave his sister a keris and asked her to kill Banterang.

Banterang found the Keris on his bed. He thought that his wife would kill him. However it was the princess brother who put the keris on the bed. The princess and Banterang then had a quarrel. In her desperate attempt to prove her innocence, the princess jumped into a river.

Since then, the river is known as Banyuwangi. Banyu means water and wangi means fragrant. The river's name reflects the princess honesty

LAMPIRAN

Foto-foto dokumentasi kegiatan pelaksanaan Model Pembelajaran "I am an expert" model Jigsaw





APPENDIX

TRANSCRIP OF DOCUMENTATION

Code : 01/D-6-III/2023
Form : Article
Date : Monday, March 06th 2023
Time : 08.30 am – 09.00 am
Place : The Office of MTsN 2 Ponorogo
Topic : History of MTSN 2 Ponorogo

The History of MTsN 2 Ponorogo

MTsN 2 Ponorogo is a formal education institution that is the same level as the Junior High School (SMP) and is typically called the Junior High School is Islam that the character of which is established or organized by the Department of Religion.

The reason for the established of MTsN 2 Ponorogo was because at that time only one the state MTs in Ponorogo. It was MTsN Jetis which located in Karanggebang, Jetis, Ponorogo. Besides that, there were many private MTs emerging at that time, so in 1979 the Head of the Office of the Department of Religion of Ponorogo made a proposal to the Minister of Religion to issue a *Penegerian* Degree from several Private MTs in Ponorogo regency. So, in 1980 the *Penegerian* latter was dropped, but those who received the status of recognition were not Private MTs in Ponorogo, but relocation of the transfer of MTsN from MTsN Genteng Kab, Ngawi.

Then, when the *Penegerian* of MTsN by the Head of the Office of the Ministry of Religion of Ponorogo set and placed in administrative districts at Setono jenangan Ponorogo. At that time, MTs is incoming daylight occupying the building Madrasah Ibtidai'yah Maarif at Setono by the number of students by 80 students consisting of two local. Furthermore, in the Academic Year 1981/1982 regarding the situation and conditions at the time, so the location of MTsN Ponorogo was moved to the surrounding environment on the highway of Ngebel. In new

locations these are students of MTsN Ponorogo entered in the morning. Then in 1982/1983 the number of seventh grade students as many as 104, eighth students as many 96, while the sixth grade as many as 76. Then the total number is 276 students. While the Implementation of teaching and learning activities of students of MTsN 2 Ponorogo at that time rented the house of Mr. Hardjo Tunggul and Mr. Parto Jikan's house in the neighborhood Plampitan at Setono Village, Ponorogo.

1. School Profile

Name of School: MTsN 2 Ponorogo

Address of School : Jl. Ki Ageng Mirah No.79

Village : Japan

District : Jenangan

Regency : Ponorogo

Province : Jawa Timur

Telephone Number : (0352) 461227

Post Code : 63491

E-mail Address : mtsnponorogo@yahoo.co.id

Accreditation Grade : A

Status of School : State/Negeri

2. The Vision and Mission of MTsN 2 Ponorogo

a. Vision

Establishment of personal Indonesian Muslim who are noble, intelligent, global minded, skilled, immediate and scientific associated and care, cultured, and environmentally friendly.

b. Mission

- 1) Developing attitude and behaviors that are Islamic in nature and cultural values of the nation in real life.

- 2) Develop an international standard curriculum for Mathematic and Science, English and Arabic languages by adopting or adapting curriculum from developed countries.
- 3) Carry out learning by utilizing various sources (multi resources) and based on Information and Communication Technology (ICT).
- 4) Carry out the learning process actively, innovatively, creatively, effectively, cooperatively, communicatively, and inspiring students.
- 5) Fostering a spirit of concern for the social environment, physical environment, and instilling a frugal life in an effort to preserve the environment.
- 6) Applying a culture of clean living in order to prevent environmental pollution in everyday
- 7) Familiarize polite behavior in an effort to prevent environmental damage.
- 8) Growing the spirit of competing in various competencies for all citizens of the madrasah.
- 9) Developing the potential and creatively of superior school citizens and able to compete at regional and international levels.
- 10) Applying Madrasah Based School Management (MSBM) in a professional manner and leading to standardized education quality management involving all members of the madrasah and other relevant institutions in the form of MoU.
- 11) Establish partnerships with superior school / madrasahs and tertiary institution development, human resources, curriculum and teaching and learning activities in the form of MoU.
- 12) Caring, cultured and environmentally friendly, be polite to the environment by implementing caring in daily life.

Organization structure of MTsN 2 Ponorogo as followed:

1. Filial Director : Mahmud
2. The head of Curricullum : M. Jibroni
3. The head of Students Affair : Haniyati Mar'ah
4. The head of Infrastucture : Suparmi

CURRICULUM VITAE

Ulin Nailatul Mukaromah was born in Ponorogo, August 13th 1999. She was so thankful for living on earth as a daughter of Mr. Suwardi & Mrs. Siti Sribidayah and as a Older child of Ahmad Faizun and Hannadia Lailatul Mufida. She was graduated in TK 2 Sidorejo in 2005, graduated from SDIT Darul Falah Sukorejo in 2011 and the next study at MTs Darul Falah Sukorejo in 2014 and in 2017 she graduated from MAN 2 Ponorogo. Then, 2018 she continued at IAIN Ponorogo and took English Department. And she is finishing her thesis as one requirements the degree of Sarjana.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PONOROGO

Terakreditasi "B" sesuai SK BAN-PT Nomor: 645/SK/BAN-PT/Ak-PPJ/PT/VII/2021
Alamat : Jl. Pramuka No.156 Po Box. 116 Ponorogo 63471 Tlp. (0352) 481277 Fax. (0352) 461893
Website: www.tarbiyah.ac.id Email: www.tarbiyah@iainponorogo.ac.id

Nomor : B- ~~1891~~ /In.32.2/PP.00.9/01/2023 Ponorogo, 1 April 2023
Lampiran : 1 (Satu) Eksemplar Proposal
Perihal : PERMOHONAN IZIN UNTUK
PENELITIAN INDIVIDUAL

Kepada
Yth. Kepala MTsN 2 PONOROGO
Di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

N a m a : ULIN NAILATUL MUKAROMAH
N I M : 210917016
Semester : XIV (Empat Belas) Tahun Akademik : 2022/2023
Fakultas/
Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :

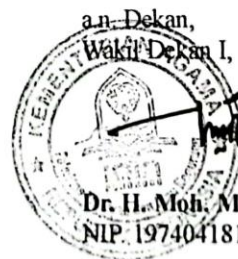
**" IMPLEMENTATION OF JIGSAW STRATEGY IN TEACHING READING AT
THE NINTH GRADE OF MTsN 2 PONOROGO "**

Perlu mengadakan penelitian secara individual yang berlokasi di :

MTsN 2 PONOROGO

Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya Bapak/Ibu berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud. Demikian dan atas perkenan Bapak/Ibu kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n. Dekan,
Wakil Dekan I,

Dr. H. Moh. Miftachul Choiri, M.A.
NIP. 197404181999031002

