**SKRIPSI**

# IMPLEMENTATION OF THE JIGSAW METHOD TO ENHANCE READING COMPREHENSION OF GRADE X STUDENTS AT SMA LABSCHOOL UNTAD PALU

**TIARA LULU GIFARINI**

***Submitted as a Partial Fulfilment of the Requirements for Bachelor Degree at***
***English Education Study Program***
***Language and Art Education Faculty***
***Tadulako University***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**
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**2025**

**SKRIPSI**

# PENERAPAN METODE JIGSAW UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS X DI SMA LAB SCHOOL UNTAD PALU

**TIARA LULU GIFARINI**

*Diajukan sebagai salah satu syarat mendapatkan gelar sarjana pada*
*Program Studi Pendidikan Bahasa Inggris*
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**HALAMAN PERSETUJUAN UJIAN SKRIPSI**

**IMPLEMENTATION OF THE JIGSAW METHOD TO ENHANCE READING COMPREHENSION OF GRADE X STUDENTS AT SMA LAB SCHOOL UNTAD PALU**

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## PERNYATAAN KEASLIAN TULISAN

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Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya ini serta sanksi lainnya sesuai dengan norma yang berlaku di perguruan tinggi.

Palu, 28 July 2025

pernyataan,

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## HALAMAN PERSEMBAHAN

This skripsi is dedicated to my love family.

## MOTTO

*“ Maka Nikmat Tuhanmu yang manakah yang kamu dustakan”*

*( QS. Ar-rahman 55-13 )*

*“ Say what you feel “*

*( Rifky Manda )*

## ABSTRACT

**Tiara Lulu Gifarini (A12121042). Implementation of the Jigsaw Method to Enhance Reading Comprehension of Grade X Students at SMA Lab School Untad Palu.** Thesis English Education Study Program, Department of Language and Arts, Faculty of Teacher Education and Training, Tadulako University. Supervised by Sriati Usman and Mashuri.

This study was motivated by the low reading comprehension skills of students, particularly in understanding the main ideas and detailed information from English texts, as well as the lack of engaging teaching methods. The purpose of this study was to analyze the effect of the jigsaw method on improving the reading comprehension of 10th grade students at SMA Lab School Untad Palu. The method used was a quasi-experimental design with pre-test and post-test. The research sample consisted of 52 students, divided into an experimental group (26 students) and a control group (26 students), using total sampling technique. Data analysis was conducted using the Mann-Whitney test (SPSS 24) because the data were not normally distributed. The analysis results showed a significance value of 0.002 < 0.05, meaning the null hypothesis was rejected and the alternative hypothesis accepted. This indicates a significant difference between the experimental group and the control group. The findings of this study suggest that the jigsaw method is effective in improving students' reading comprehension. This study provides important contributions to teachers and education practitioners in designing collaborative and participatory reading instruction.



*Keywords: jigsaw, reading comprehension, cooperative learning, report text.*

## ABSTRAK

**Tiara Lulu Gifarini (A12121042). Penerapan Metode Jigsaw untuk Meningkatkan Pemahaman Membaca Siswa Kelas X di SMA Lab School Untad Palu.** Tesis, Program Studi Pendidikan Bahasa Inggris, Departemen Bahasa dan Sastra, Fakultas Pendidikan dan Pelatihan Guru, Universitas Tadulako. Dibimbing oleh Sriati Usman dan Mashuri.

Penelitian ini didorong oleh rendahnya keterampilan pemahaman membaca siswa, terutama dalam memahami ide utama dan informasi detail dari teks bahasa Inggris, serta kurangnya metode pengajaran yang menarik. Tujuan penelitian ini adalah menganalisis pengaruh metode jigsaw terhadap peningkatan pemahaman membaca siswa kelas X di SMA Lab School Untad Palu. Metode yang digunakan adalah desain quasi-eksperimental dengan pre-test dan post-test. Sampel penelitian terdiri dari 52 siswa, dibagi menjadi kelompok eksperimen (26 siswa) dan kelompok kontrol (26 siswa), menggunakan teknik sampling total. Analisis data dilakukan menggunakan uji Mann-Whitney (SPSS 24) karena data tidak terdistribusi secara normal. Hasil analisis menunjukkan nilai signifikansi 0,002 < 0,05, artinya hipotesis nol ditolak dan hipotesis alternatif diterima. Hal ini menunjukkan adanya perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol. Temuan penelitian ini menyarankan bahwa metode jigsaw efektif dalam meningkatkan pemahaman membaca siswa. Penelitian ini memberikan kontribusi penting bagi guru dan praktisi Pendidikan dalam merancang instruksi membaca yang kolaboratif dan partisipatif



*Kata kunci: jigsaw, pemahaman membaca, pembelajaran kooperatif, teks laporan.*

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# CHAPTER I
# INTRODUCTION

## 1.1 Background

Reading is a complex cognitive process that involves decoding symbols (usually letters and words) to derive meaning and understand written text (Nation, 2019). In other words, reading means extracting the necessary information from text. In simple terms, reading can be defined as understanding or comprehending a particular text (Rayner & Reichle, 2010). This means that the meaning of the reading text does not only lie in the text waiting to be passively observed, but when reading a text, the reader must be actively involved and try to get the meaning of the text. It is defined as obtaining meaning from reading (Abidin, 2020). In simple terms, reading can be defined as understanding or comprehending a particular text. This means that the meaning of the reading text does not just lie in the text waiting to be passively observed, but when reading a text, the reader must be actively involved and try to get meaning from the text.

The education curriculum views reading as an important skill that supports the entire learning process. Reading is recognized as a fundamental skill that is important for educational advancement and lifelong learning (Ramalingam et al., 2021). Reading comprehension, which includes the ability to recognize, understand, and analyze texts, is strongly emphasized at every stage of education, from primary education to higher education. Teachers play a crucial role in selecting and implementing appropriate strategies to enhance reading comprehension, taking into account the individual needs and uniqueness of students (Frans et al., 2023).

However, even though reading skills are recognized as important, many students still face obstacles in their efforts to understand English texts. Nurmalasari and Haryudin (2021) found that students have difficulty understanding English texts due to insufficient vocabulary. Common issues faced by students include difficulties in understanding texts due to limited reading experience, limited English language proficiency, and low motivation resulting from uninteresting teaching materials or methods. According to Bhandari (2023), common difficulties include limited vocabulary, unfamiliar words, and complex sentence structures. Additionally, Nurmawati et al., (2021) argue that low motivation, uninteresting materials, and inadequate teaching methods also contribute to reading difficulties. This study is based on the teaching activities of the Merdeka Belajar Kampus Merdeka program and is based on interviews conducted by the researcher at SMA Lab School Untad Palu. The results of observations and interviews revealed that the main problems faced by the researcher were found in 10th-grade students. Therefore, English learners need to have a strong understanding. They need to practice reading comprehension through story questions. The more students read and understand texts, the better their comprehension will be (Ambrose & Molina, 2010). The jigsaw method is one way to activate students' understanding of the reading theory they have learned. According to Mustamir et al., (2023), the application of the jigsaw method is recommended to optimize student development in English learning, particularly in reading comprehension. Additionally, researchers suggest that addressing text comprehension and enhancing reading motivation can help overcome related difficulties such as grammar and vocabulary (Nurmawati et al., 2021).

One of the most significant obstacles in language learning is reading comprehension (Huyen & Anh, 2022). The use of the jigsaw method has proven to be effective in overcoming this problem. Various studies have proven its effectiveness in improving reading skills, especially for report texts (Mutaqin & Haryudin, 2020). The use of the jigsaw method in reading learning can help students understand the content of the text more deeply. According to Mutaqin & Haryudin (2020), the jigsaw method has been proven to significantly improve reading comprehension among students at various levels of education. The jigsaw method is part of cooperative learning that emphasizes collaboration in small groups (Kusuma, 2018). In this method, each student plays an important role because each is responsible for studying a specific part of the text and then sharing their understanding with other group members. Thus, students not only learn individually but also from their peers. Through discussions among group members, students can clarify difficult parts of the text and build shared meaning. Additionally, this method enhances students' sense of responsibility, communication skills, and confidence in understanding and conveying information from the reading material.

Based on the above reasons, the researcher measured the effectiveness of the jigsaw learning method in improving students' reading comprehension by applying it to high school students, especially tenth graders. The researcher chose tenth graders because at this age, students often encounter more complex texts and require a more in-depth and collaborative learning approach to better understand the material. Therefore, the researcher conducted a study entitled “Implementation of the jigsaw

method to enhance reading comprehension of grade x students at SMA LabSchool Palu" so the researcher chose SMA Lab School Untad Palu as the place to study.

**1.2 The Research Problem**

Research questions based on the above background, the researcher formulated the research question: "Can the application of the jigsaw method enhance students' reading comprehension?"

**1.3 The Objective of the Research**

Based on the research question, the purpose of this study is to determine whether the use of the jigsaw method can contribute to students' reading comprehension.

**1.4 The Scope of the Research**

The scope of this study is learning comprehension in reading using the jigsaw method. This study aims to determine the effectiveness of this strategy and whether it is more effective in enhancing reading comprehension among students. The limitations of this study are focused on improving the level of interpretive reading comprehension. This study is exclusively focused on tenth-grade high school students, as they have already studied English and need to prepare adequately for English proficiency.

**1.5 The Significance of the Research**

The results of this study are expected:

1.For students: Encouraging collaborative learning and improving reading comprehension through group work.

2. For teachers: Provide input in selecting teaching methods that can increase student engagement and understanding.
3. For researchers: Providing experience and insight into applying the Jigsaw method to improve reading skills.

**1.6 Operational Definition of Key Terms**

1. Reading comprehension is an individual's standing on a reading assessment.
2. Report texta factual text with general classification and description used for reading activities.
3. Jigsaw Method a group learning method where students study parts of a text and share them to build full understanding.

# CHAPTER II

# RELATED STUDIES, LITERATURE REVIEW, THEORITICAL FRAMEWORK AND HYPOTHESIS

## 2.1 Related Studies

In this chapter, the researchers summarize three findings from other researchers who have conducted previous relevant and supporting studies. The first study by Maryboy et al., (2020), entitled "Enhancing Students' Reading Comprehension through Jigsaw," investigated whether the jigsaw method can improve students' reading comprehension. They found that reading ability, especially in reading descriptive texts, was categorized as good. In obtaining data, they used a pre-experimental design consisting of 38 students as samples and the research tools used were questionnaires, pre-tests, and post-tests.

The second, Mutaqin & Haryudin, (2020) with the title "The implementation of jigsaw technique in teaching reading comprehension" conducted a study aimed at investigating whether there was an improvement in the reading comprehension of eighth-grade students using the jigsaw technique. They found that the use of the jigsaw technique had a positive effect on improving reading comprehension. In obtaining data, they used a pre-experimental design consisting of 33 students as samples and the research tools used were pre-tests and post-tests.

The last related study by Nurmawati (2021) is titled "Enhancing students' reading comprehension by using the jigsaw technique." This study aims to determine whether there is a significant effect of using the jigsaw technique on the reading

comprehension of eighth-grade students. They found that there was a significant difference in reading comprehension before and after being taught using the jigsaw technique. In obtaining data, they used a quasi-experimental design consisting of 64 students as samples and the research tools used were pre-tests and post-tests.

After reading and understanding the three previous studies conducted by Maryboy et al., (2020), Mutaqin & Haryudin, (2020), and Nurmawati et al., (2021), it can be concluded that the use of the jigsaw method or technique has proven to be effective in improving students' reading comprehension. All three studies showed positive results, both in the context of descriptive texts and in reading instruction in general. Although the studies used different sample sizes and research designs—ranging from pre-experimental to quasi-experimental—all of them employed pre-tests and post-tests to measure students' learning outcomes, and all three found significant improvements after the implementation of the jigsaw method. Thus, these findings reinforce that the jigsaw method is a cooperative learning strategy that can be effectively applied to enhance students' reading skills.

## 2.2 Literature Review

### 2.2.1 Reading

Reading is the process of receiving information from the author's ideas into our minds through our eyes. According to Barbero, (2022) Readers play an important role in bringing texts to life, as they imaginatively engage with written content, both propositionally and objectively. Readers will use their knowledge, skills and

strategies to gain and understand the meaning of the text which involves recognizing letters, words, sentences and paragraphs.

Reading is a process of acquiring information (Upaya Peningkatan et al., 2023). In reading, it is not only the ability to read texts or good pronunciation that is needed, but also intellectual ability to understand texts. According to Ghani et al., (2022), reading skills involve linguistic, cognitive, and metacognitive abilities, enabling continuous understanding, evaluation, and interpretation of messages. Therefore, reading is one type of language ability through writing that is receptive in nature, as through reading, one acquires information, knowledge, and new experiences that were previously unknown.

### 2.2.2 Reading Comprehension

Reading comprehension is the act of understanding what you read. Good reading skills can help students find ideas, content, and main points contained in a piece of writing (Karunaratne & Navaratne, 2023). Reading skills have a strong influence on the ability to write articles, especially in finding ideas, developing paragraphs, and analyzing content (Utom et al., 2022). To improve these skills, it is important for readers to continuously practice by reading various types of texts, using effective strategies, and facing challenges with the right approach. Although the definition can be conveyed simply, the action is not easy to teach, learn, or practice. Therefore, good overall English proficiency is necessary for good reading comprehension. Research indicates that strong English proficiency is crucial for effective reading comprehension. Vocabulary knowledge significantly influences

reading comprehension ability, with a high correlation between the two (He & Deocampo, 2023).

Based on the description above, it can be concluded that reading comprehension is the reader's main goal in determining the content of the reading by using the vocabulary and grammar used by the reader to capture the meaning contained in the reading.

### 2.2.3. Levels of Reading Comprehension

Reading comprehension in education encompasses multiple levels, including literal, inferential, critical, and creative understanding (De-la-Peña & Luque-Rojas, 2021). However, in this study, researchers chose to enhance students' literacy and interpretation skills.

#### 2.2.3.1 Literal Comprehension

Literal comprehension is the ability to understand reading directly according to the information written in the text, without the need to interpret or infer hidden meanings (Kamagi, 2020). Reading at the literal comprehension level requires a lower level of thinking ability than other levels. According to research Kamagi (2020), literal comprehension, which involves understanding information that is explicitly stated, is generally easier and more common among students than higher-level comprehension skills. Literal comprehension is easier because it only requires readers to understand the information directly stated in the text. Readers simply need to identify facts, character names, locations, or times without having to interpret

hidden meanings (Elleman, 2017). This makes it simpler compared to other levels of comprehension that require analysis or evaluation.

#### 2.2.3.2 Interpretation

Interpretation is the ability to understand the implied meaning in a text. This means that readers do not just read what is written, but also try to interpret the author's intentions, the characters' feelings, or the hidden messages behind the words (Zachova, 2021). To understand this section, readers need to think more deeply and connect the information from the text with their own knowledge or experiences. According to I. Assiri & Siddiqui (2020) Interpretive reading strategies can help build meaning, especially for students of English as a foreign language (EFL). In this case, readers will draw conclusions from the implied information in the text combined with their existing background knowledge. This understanding is more difficult than literal understanding because not all answers are immediately apparent in the text.

### 2.2.4. The Purpose of Reading Comprehension

There are several purposes of reading comprehension that have been found by William (2009), including the following:

Reading to search for information is often done by individuals who are looking for specific ideas or facts within a text. This type of reading is typically selective and focused. In contrast, reading to learn involves engaging with a text that contains important information or concepts that the reader wants to remember and use in the future. This process often requires deeper comprehension and retention. A more advanced form is reading to integrate information**,** where readers collect

information from multiple texts or different sections of a long text. This type of reading demands the ability to compare, contrast, and synthesize ideas, making it more complex than reading to learn. Furthermore, reading to evaluate, critique, and use information involves critical thinking, as readers assess which parts of the text are most significant, persuasive, or controversial. They must also relate this new information to other texts and their own prior knowledge. Lastly, reading for general information**,** often associated with reading for interest or entertainment, is done for enjoyment or to satisfy curiosity, such as when reading novels, magazines, or newspapers. Although this may seem casual, it is still an important activity, especially for students, as it helps them develop reading habits and discover effective reading strategies.

### 2.2.5. Report Text

#### 2.2.5.1. The Definition of Report Text

Report text is a type of text in English that aims to convey factual information about something in a general and scientific manner. According to Susanti (2020), report texts aim to convey information effectively. Report texts are typically used to describe or report on something based on observations, research, or scientific studies. These texts usually explain the classification, characteristics, or parts of an object, animal, plant, natural phenomenon, technology, and so on. To write a good report text, the writer needs to determine a clear topic, use a general structure (classification and description), and use formal language and the simple present tense. The information in a report text must be based on research or observation, written without

personal opinion, and use appropriate vocabulary. The goal is to provide a systematic explanation that is easy to understand and academically accountable.

### 2.2.5.2 The Purpose and Function of Report Text

Report texts play an important role in English language learning, especially in developing students' academic reading and writing skills (Rusmana, 2023). The main purpose of learning report texts is to train students to understand and convey factual information clearly, systematically, and objectively. Through this type of text, students learn to recognize the structure of scientific texts, use context-appropriate vocabulary, and apply grammar rules such as the simple present tense in formal writing (Pysarchyk & Yamshynska, 2015).

The function of report text in learning is not limited to introducing the text type but also developing critical thinking skills, reading comprehension, and informative writing. Students are trained to search for and organize information from various sources, then present it in writing without including personal opinions. Thus, report text helps students understand how to organize factual information and develop academic skills that support learning across other subjects.

### 2.2.5.3 The Generic Scructure of Report Text

In terms of writing, report texts have specific linguistic structures and characteristics that distinguish them from other types of texts. Research on report texts reveals two main structural components: general definitions and descriptions of sections (Kaffah et al., 2021).

1. General Classification

This section contains an introduction or general classification of the topic being discussed. The writer briefly explains what will be discussed in the text, including the group or type of the object. For example, if the text discusses “Dolphins,” this section explains that dolphins are marine mammals that live in the ocean.

2. Description

In this section, the author explains in more detail the parts, characteristics, habits, functions, or behavior of the object. This information may include physical characteristics, habitat, diet, reproduction, and so on. The description section is usually organized into systematic categories.

### 2.**2.5.4 The Language Features of Report Text**

Some of the linguistic characteristics of report texts include the simple present tense, technical terms, passive voice, general connectives, and noun phrase (Dewi & Arief, 2020) :

1. Use of the Simple Present Tense, Because report texts convey general facts that apply throughout time, the tense used is the simple present.

   Example: The sun rises in the east.

2. Use of Technical Terms, These terms are used to describe or explain objects scientifically.

   Example: photosynthesis, predator, carnivore, orbit.

3. Using the Passive Voice, The passive voice is used to describe processes or phenomena without directly mentioning the agent.

   Example: Dolphins are classified as mammals.

4. Using General Connectives, Such as in general, usually, mainly.

Example, to connect information between sections of the text.

5. Using Noun Phrases, Noun phrases are often used to describe the observed object in more detail.

   Examples: a large carnivorous animal, the thick green leaves.

6. Objective and Non-Persuasive, Information is presented as it is, without opinion or persuasion. The primary purpose is to provide knowledge, not to persuade.

### 2.2.6 Definition of the Jigsaw Technique

The jigsaw technique is a cooperative learning method designed to improve cooperation among students in understanding a subject. This method was first developed by Elliot Aronson and his colleagues in 1978 in the United States. This technique emerged as a solution to reduce racial tensions and increase a sense of responsibility among students in multicultural schools.

In jigsaw learning, students are divided into small groups called “home groups.” Each group member is responsible for studying a different part of the material. Then, students who have studied the same part of the material in their home groups meet in “expert groups” to discuss and deepen their understanding of the material. After that, they return to their home groups to teach the other group members the part of the material they have mastered. This technique is called jigsaw (puzzle) because each student plays an important role in the overall picture or knowledge that must be put together. In other words, each student holds a piece of

information that will form a complete understanding when combined with pieces of information from their friends.

As part of cooperative learning, the jigsaw technique emphasizes the importance of social interaction, individual responsibility, and teamwork in the learning process. This method not only helps students understand the material better but also improves their communication skills, self-confidence, and interpersonal skills.

#### 2.2.6.1The Steps for Implementing the Jigsaw Technique in Reading Comprehension

The jigsaw technique is systematically applied in reading comprehension lessons to ensure that each student understands the reading material through teamwork. According to Perwitasari et al., (2018) the steps commonly applied in the classroom are:

1. Home Group Division

The teacher divides students into several small heterogeneous groups (diverse in terms of academic ability, gender, and background). Each home group consists of 4–6 students, and each member is given a different section of the text to study.

2. Formation of Expert Groups

All students who received the same reading passage from their home groups then gather in a new group called the expert group. In this group, they read, discuss, and help each other to understand their reading passages in depth.

3. Discussion in the Expert Group

In the expert group, students exchange opinions, answer questions, and clarify difficult parts. They can note down important points, main ideas, difficult vocabulary, or important information from the text they read. The teacher can act as a facilitator to guide the discussion.

4. Returning to the Original Group and Sharing Understanding

After understanding the material in the expert group, students return to their original groups. Here, each group member teaches the material they have mastered to their groupmates. This process allows each student to gain a comprehensive understanding of the entire reading through peer explanations.

5. Individual Understanding Evaluation or Quiz

After all the material has been discussed, the teacher provides an evaluation in the form of a quiz, question-and-answer session, or individual assignment. The purpose is to assess how well students understand the entire text and ensure that all students have truly learned from the jigsaw process.

By following these steps, the jigsaw technique not only helps improve students' reading comprehension but also trains them in collaboration, critical thinking, and effective communication.

**2.2.6.2The Advantages and Disadvantages of the Jigsaw Technique**

The jigsaw technique has various advantages that make it an effective learning method, especially in improving students' reading skills. However, like other methods, this technique also has several disadvantages that need to be considered in order to optimize its implementation. There are several benefits of cooperative learning: Improves Cooperation Among Students, Encourages Individual

Responsibility, Improving Understanding Through Discussion, and Improving Social and Communication Skills (Vives et al., 2025) :

1. Improves Cooperation Among Students

Since this technique is based on cooperative learning, students are required to work together. They learn together, discuss, and help each other so that all group members understand the material thoroughly.

2. Encourages Individual Responsibility

Each student is responsible for a specific part of the material. They must understand and convey that part to their group members, thereby indirectly fostering a sense of responsibility and active participation in learning.

3. Improving Understanding Through Discussion

The discussion process in expert groups allows students to ask questions, explain, and deepen their understanding of the text. These discussions encourage critical thinking and strengthen mastery of the material through interaction with peers.

4. Improving Social and Communication Skills

This technique provides space for students to develop speaking, listening, and teamwork skills. This is important not only for academic activities but also for their social life in general.

There are some disadvantages to cooperative learning:

1. Dependence on Group Members

The success of this method depends heavily on the contribution of each group member. If there are students who do not understand or are not active in presenting their material, other group members may lose their understanding of that part.

2. Teacher Readiness in Managing the Class

The jigsaw technique requires careful planning and good classroom management. Teachers must be able to divide the material appropriately, facilitate discussions, and ensure that all groups proceed according to the planned flow.

3. Significant Time Requirement

The process of moving from the original group to the expert group, discussing, and returning again takes considerable time. If not managed properly, learning can become inefficient and results may be suboptimal.

4. Differences in Student Abilities

In some cases, students with lower abilities may struggle to understand and explain the material. This can lead to disparities in information sharing within the original group.

**2.2.6.3 The Relevance of the Jigsaw Technique in Reading Comprehension**

The jigsaw technique is highly relevant and effective in reading instruction because it aligns with the principles of active and cooperative learning. This method encourages students to engage directly in understanding the text content, both individually and in groups. In its implementation, each student is responsible for a specific section of the text, prompting them to read actively and focus on

understanding that section before sharing it with their original group. The discussion process that takes place within the expert group allows students to ask questions, explain important information, and listen to various opinions, which ultimately clarifies the meaning of the text and expands their understanding. Additionally, since each student is responsible for explaining their section of the text to their peers, they are motivated to understand the material deeply. Reiterating the information they have learned also helps reinforce students' memory and understanding of the reading text. This interactive and collaborative learning environment also enhances students' motivation and interest in reading. They feel they have an important role in the group, so they are more enthusiastic about actively participating in the learning process. Therefore, the jigsaw technique is not only effective in improving reading comprehension skills but also in developing critical thinking, communication, and collaboration skills in English language learning.

## 2.3 Theoritical Framework

In this study, emphasis is placed on improving reading skills.The researchers conducted their study based on existing problems encountered by students. Many students experience difficulties in understanding texts due to a lack of reading experience, limited English language skills, and low motivation resulting from uninteresting teaching materials or methods. This hinders the development of students' reading comprehension, necessitating the use of appropriate methods, techniques, and strategies to overcome these issues. The jigsaw method is one way to activate students' understanding of the reading theory they have learned. According to

Mustamir et al. (2023), the application of the jigsaw method strategy is recommended to optimize students' development in English language learning, particularly in reading comprehension. Additionally, high school students must study several types of texts, namely narrative texts, report texts, and descriptive texts. Meanwhile, the researcher used report texts for this study. A report text is a type of text in English that aims to present factual information about an object or phenomenon in general, based on research or observation.

## 2.4 Hypothesis

The hypothesis refers to the formulation of the problem mentioned earlier. Based on several theories from the literature review and related studies that have been described earlier, the hypothesis proposed in this study is as follows:

(**$H_O$**): There is no significant effect of the jigsaw method on reading comprehensionamong 10th grade students at SMA Lab School Untad Palu.

(**$H_a$**): There is a significant effect of the jigsaw method on the reading comprehensionof 10th grade students at SMA Lab School Untad Palu.

# CHAPTER III

# RESEARCH METHOD

## 3.1 Research Design

In this research, the researcher will employ the quantitative research method. The research will be conducted in a quasi-experimental research design. According to Mustamiet al., (2024) quantitative research methods focus on the collection and analysis of numerical data to gain more in-depth understanding of the research topic. As stated by Andrade (2021), a quasi-experimental (QE) study is a research design that compares outcomes between intervention groups. In such studies, participants are not randomized to their respective interventions for reasons related to ethics or feasibility. In this research study, a control group and an experimental group were utilized. The experimental group will administer treatment, while the control group will not. Both groups underwent a pre-test and a post-test. The pre-test will be administered before treatment, and the post-test will be administered after treatment.

**Experimental $O_1$ X $O_2$**

**Control $O_3O_4$**

Where:

**$O_1$**: (Pre-test of the experimental group)

**$O_2$**: (Post-test of the control group)

**$O_3$**: (Pre-test of the experimental group)

**$O_4$** :(Post-test of the control group)

**X**: (Treatment)

## 3.2 Population and Sample

### 3.2.1 Population

To conduct this research, researchers need a certain population that will be the subject of research. Population is an important concept in research studies, which is the basis for determining the target population and sample (Willie, n.d.) In short, population is something that is very important to help researchers complete their studies.

Therefore, the population for this study will include grade X students at SMA Labschool Palu. The number of grade X students at SMA Lab School Untad Palu is shown in the table below:

**Table 3.1. Class Distribution**

| No | Classes | Students |
|---|---|---|
| 1 | A | 30 |
| 2 | B | 29 |
| 3 | C | 26 |
| 4 | D | 26 |
| 5 | E | 25 |
| 6 | F | 20 |

### 3.2.2 Sample

In this study, the researcher will use non-probability sampling, specifically cluster random sampling, to select the sample. According to Cousineau (2016),

Cluster random sampling entails the selection of groups, rather than individual groups from a population, factors that affect statistical analysis and sample size requirements. In this study, the researcher selected 2 different classes, each of which consisting of six classes of x grade students of SMA Lab School Untad Palu as samples; there is Class X D 04 as the experimental group and Class X C 03 as the control group for several reasons. Preliminary research conducted before the implementation of Merdeka Learning Merdeka Campus Program at SMA Lab School Untad Palu revealed that students have developed problems such as students' lack of interest in reading so that it is difficult to understand reading texts properly and correctly.

### 3.3 Research Variable

Research variables are important elements in scientific studies, defined as characteristics or attributes that can vary and be measured (Marudhar, 2019). In this study, there are two variables, namely independent variables (X) and dependent variables (Y). Independent variables (X) are variables that influence, while dependent variables (Y) are variables that are influenced. Independent variable. The independent variable (X) in this study is the application of the jigsaw method, which involves students in meaningful projects that integrate reading tasks. The dependent variable (Y), reading comprehension, is the primary focus of assessment in this study. (Theoretical framework of research variables)

First, the independent variable is the jigsaw method, a teaching technique that helps students improve their English language skills, particularly in reading comprehension. Second, the dependent variable is students' reading comprehension.

Therefore, the identification and formulation of research variables and the appropriate focus are crucial for collecting and analyzing data in accordance with the research objectives (Hasibuan et al., 2023).

### 3.4 Instrument of the Research

Research tools are instruments used to collect data in a research context. Choosing the right tools is super important for doing research (De la Lama Zubirán et al., 2021). There are various types of research tools, including written tests, oral tests, and questionnaires. In this study, the researchers used one research tool, namely a written test, to collect quantitative data. This test was administered to students before and after the treatment, with the pre-treatment test given before the treatment and the post-treatment test given after the treatment.

### 3.5 Technique of Data Collection

Data collection techniques are ways to obtain the data needed to support this research. Researchers will use pre-test and post-test instruments to collect data. To obtain data related to the research, researchers will collect data as follows:

**Table 3.2. The Scoring system of the test**

| No | Kinds Of Test | Items | Categories | Score/Item | Maximum Score |
|---|---|---|---|---|---|
| 1. | Part Vocabulary | 15 | Correct Answer | 1 | 15 |
| | | | Incorrect Answer | 0 | |
| 2. | Comprehension Question | 5 | Correct Answer | 4 | 20 |
| | | | Incorrect Answer | 0 | |
| | | | | | 35 |

**Table 3.3. The scoring rubric of essay test**

| Explanation | Score |
|---|---|
| If the answer using correct grammar and correct spelling with correct content | 4 |
| If the answer using correct grammar and correct content but with incorrect spelling | 3 |
| If the answer using correct content but using incorrect grammar and spelling | 2 |
| If the answer using incorrect grammar and incorrect spelling also incorrect content | 1 |
| No answer | 0 |

*Adapted : Curriculum 2013*

### 3.5.1 Pre-test

Before the treatment, an initial test was conducted to determine students' mastery of reading comprehension. This can be the initial information about students' reading comprehension mastery before treatment. The results of this test provide researchers with preliminary information about students' reading comprehension.

### 3.5.2 Post-test

The final test was given after the treatment was conducted. The purpose of this final test is to determine students' ability to understand reading after treatment. This final test also aims to determine the significant difference between students' ability in reading comprehension before and after treatment and to find out whether the technique is successful or not.

### 3.5.3 Treatment

Treatment is a teaching and learning process by using the independent variable which is jigsaw method. In this section, researchers conducted treatment for six meetings. The material is given based on the tenth-grade syllabus. Students was divided into groups of 3-5 students, and each meeting takes 2x45 minutes. In this study, the researcher used jigsaw method to develop students reading comprehension, in each meeting, students will be given treatment using jigsaw method in reading comprehension, especially learning about report text. The treatment procedures is carried out chronologically as follows:

**Table 3.4. Teaching Outline**

| Meeting | Topic | Activities | |
|---|---|---|---|
| | | **Teacher** | **Student** |
| 1st | Report About Technology | 1. Teacher greets students, and began the meeting by praying.<br>2. Check student attendant list.<br>3. Perception and recognition of report texts.<br>4. Explain the material will be study<br>5. The teacher provides a brief example of a report text and explains | 1. The students answer greetings and follow the teacher to pray.<br>2. Listen to the attendant list<br>3. Pay attention to the explanation<br>4. Ask some question related to the teacher explanation<br>5. Listen to the material<br>6. Students are divided into home groups and |

| | | | |
|---|---|---|---|
| | | 6. its structure.<br>7. Gives a chance to the students for asking some question about the material.<br>8. The teacher explains the Jigsaw method and how the groups work.<br>9. The teacher distributes the text and assigns each group a section.<br>10. Monitor and guide student group work.<br>11. Giving assessment of learning.<br>12. Motivating the students and closing the meeting by prayers and greetings. | 7. expert groups.<br>8. Students read their section of the text and discuss it in their expert groups.<br>9. Discuss the task in group.<br>10. Close the meeting by praying and answer greeting. |
| 2nd | Report About Technology | 1. Teacher greets students, and began the meeting by praying.<br>2. Check student attendant list.<br>3. Recap of the previous Meeting.<br>4. Explain the objectives of today's activities.<br>5. The teacher facilitates | 1. Listen to the attendant list.<br>2. Pay attention to the explanation.<br>3. Ask some questions related to the teacher explanation.<br>4. Students return to their home groups and present their respective |

| | | | |
|---|---|---|---|
| | | 6. the discussion and provides assistance when necessary.<br>7. Gives a chance to the students for asking some question about the material.<br>8. Ask the students to do identify function of generic structure.<br>9. Ask the students to discuss the task in group.<br>10. Giving assessment of learning.<br>11. Motivating students and closing the meeting by prayers and greetings. | 5. sections.<br>6. Discuss and supplement information to form a complete understanding.<br>7. Discuss the task in group.<br>8. Students are assigned the task of creating a complete summary of the report text.<br>9. Close the meeting by praying and answer greeting. |
| 3rd | Report About Technology | 1. Teacher greets students, and began the meeting by praying.<br>2. Check student attendant list.<br>3. The teacher gives instructions and explains today's activities. | 1. The students answer greetings and follow the teacher to pray.<br>2. Listen to the attendant list.<br>3. Pay attention to the explanation.<br>4. Ask some question related to the teacher |

| | | | |
|---|---|---|---|
| | | 4. Gives a chance to the students for asking some question about the material.<br>5. The teacher gives a short quiz (5–10 questions) or individual assignments to evaluate understanding.<br>6. The teacher provides general feedback and corrections.<br>7. Reinforcement of the report text concept.<br>8. Motivating students and closing the meeting by prayers and greetings. | explanation.<br>5. Each group presents the contents of the report text in its entirety.<br>6. Other groups ask questions/give feedback.<br>7. Discuss the task in group.<br>8. Close the meeting by praying and answer greeting. |

## 3.6 Technique of Data Analysis

### 3.6.1 Inferential analysis

The purpose of inferential statistics is to provide answers to the questions posed in the problem formulation, namely whether the application of the cooperative learning model assisted by YouTube can improve students' reading comprehension skills. Statistical tools that will be used in this analysis include normality test, homogeneity test, and hypothesis testing.

### 3.6.2 Normality Test

The purpose of the normality test is to ascertain whether the distribution of responses in the population conforms to the requirements of normal distribution. The data used comes from the values obtained in the pre-test and post-test. The normality test will be conducted using the SPSS version 24 statistical software package, which has the following requirements:

If the normality test results are more than > 0.05, it can be categorized that the data distribution is normal.

If the normality test results are less than <0.05, then it can be categorized that the data distribution is not normal.

### 3.6.3 Homogeneity Test

After receiving the results of the normality test, the next step is to calculate the homogeneity of the data. The homogeneity test is used to determine whether or not the data in both classes are homogeneous. The homogeneity test is carried out using SPSS version 24.

If the significance value or Sig. > 0.05, then it is said that the variances of the two population groups of data are the same (homogeneous).

If the significance value or Sig. < 0.05, then it is said that the variances of the two population groups of data are not the same (not homogeneous).

Parametric tests such as the t-test or ANOVA assume that the data used follows a normal distribution and has a homogeneous variance. If the data does not meet these assumptions, then parametric tests cannot be used appropriately. In this situation, nonparametric tests that do not rely on the assumptions of normal distribution or similarity of variances are a better choice. The nonparametric statistical test used to compare two independent groups that do not meet the assumption of normality is the Mann Whitney U test. This test is used to determine whether two independent samples have significantly different distributions. The Mann-Whitney U test is often used as an alternative to the t-test for two independent samples when the data are not normally distributed.

### 3.6.4 T-test

In this study, the researcher will use a t-test to analyse whether there is a significant difference between the pre-test and post-test scores of students in the experimental group who will use peer assessment and students in the control group who will not use peer assessment. Independent samples T-test will be used to compare the means of two independent groups. A two-tailed significance test will be used to assess whether the peer assessment intervention has a significant impact on grammatical knowledge, with a particular focus on passive voice. These analyses will

be carried out using SPSS version 24 to ensure accurate statistical results and provide clear insight into whether peer assessment contributes to improved learning outcomes or not.

1. If the sig value. (2-tailed) < 0.05 then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_O) is rejected.
2. If the sig value. (2-tailed) > 0.05 then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_O) is accepted.

The independent sample t-test formula:

$$t_{hitung} = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{(n_1-1)S_1^2+(n_2-1)S_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Description:

$\overline{X_1}$ : Mean score of treatment class

$\overline{X_2}$ : Mean score of control class

$S_1^2$ : Standard deviation of treatment class

$S_2^2$ : Standard deviation of control class

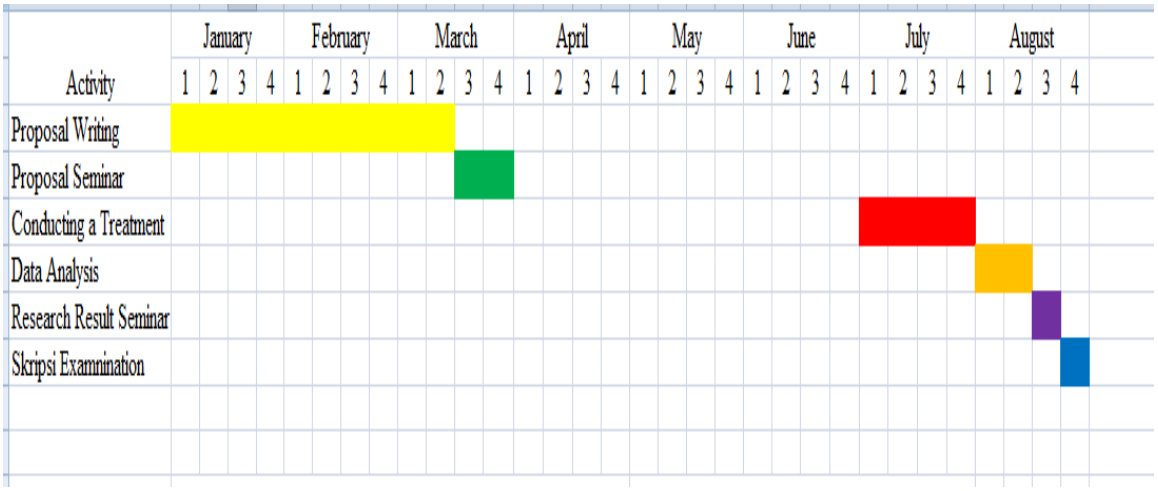
$n_1$ : The number of treatment class

$n_2$ : The number of control class

## 3.7 Testing Hypotesis

To know whether the hypothesis of this research accepted or rejected, the researcher needed to test it based on the result of the data analysis. The criteria of testing hypothesis are the t-counted was higher than the t-table, it means that the hypothesis is accepted or there is a significant influence. Then, the use of jigsaw method is effective of the ten grade students of SMA Lab SchoolUntadPalu. In contrast, if the t-counted is lower than the t-table, the hypothesis is rejected or there is no significant influence to the vocabulary mastery of the students. It means that the use of jigsaw method is not effective of the ten grade students of SMA Lab SchoolUntadPalu.

## 3.8 Research Plan



# CHAPTER IV

# FINDINGS AND DISCUSSION

## 4.1. Research Findings

In this chapter, researcher report the findings of the study and analyzed the data. The data were collected from July 15 to August 16, 2025. The data analyzed in this study were the pre-test and post-test results of the experimental and control classes. The pre-test was given before the treatment began and the post-test was given after the treatment was finished at the last meeting.

### 4.1.1. Result of Pre-test Experimental and Control Group

Before giving treatment, researcher administered pre-tests to the experimental group and the control group. The difference was that in the control group, researcher did not give any treatment. The control group was taught using traditional methods, without self-assessment activities. The pre-test consisted of 15 multiple-choice questions and 5 content questions, covering material related to report texts. In presenting the data, the researcher divided it into two parts: the first was the pre-test results for the experimental group, and the second was the pre-test results for the control group. Based on these results, the data can be described in terms of mean, maximum value, minimum value, and standard deviation, all of which were calculated using SPSS 24. The complete results can be seen in the following table:

**Table 4.1. Descriptive of Pre-Test**

| No | Class | Mean | Minimum | Maximum | Std. Deviation |
|---|---|---|---|---|---|
| 1 | Experimental | 44.27 | 25 | 60 | 12.246 |
| 2 | Control | 64.23 | 20 | 85 | 15.557 |

Based on the table above, the mean pre-test score in the experimental class is 44.27. The maximum score of the experimental group was 60 and the minimum score was 25. Then the standard deviation of the experimental group was 12.246. Meanwhile, the mean score of the control group was 64.23. The maximum score of the control group was 85 and the minimum score was 20. Then the standard deviation of the control group was 15.557. Overall, the control group had a better mean score on the pre-test compared to the experimental group. However, the experimental group showed more variation in their scores, meaning that some individuals performed much better than average, while others performed much worse. These differences in performance and variability may help explain the effects of the different conditions or interventions applied to each group and could be useful for further investigations into the factors that influence student learning outcomes.

### 4.1.2. Result of Post-test Experimental and Control Group

After conducting treatment in the experimental class, the researcher administered a post-test. Similar to the pre-test, the post-test also consisted of 15 multiple-choice questions and 5 essay questions based on the material provided, but

the questions were different from those in the pre-test. In presenting the data, the researcher divided it into two parts, the first part being the post-test results in the experimental group, and the second part being the post-test results in the control class. Based on these results, the data can be described in terms of the mean, maximum value, minimum value, and standard deviation, all of which were calculated using SPSS 24. The complete results can be seen in the following table:

**Table 4.2. Descriptive of Post-Test**

| No | Class | Mean | Minimum | Maximum | Std. Deviation |
|---|---|---|---|---|---|
| 1 | Experimental | 86.38 | 55 | 95 | 9.609 |
| 2 | Control | 76.69 | 40 | 95 | 10.932 |

Based on the table above, the average post-test score in the experimental group was 84.38. The maximum score in the experimental group was 95 and the minimum score was 55. The standard deviation of the group was 9.609. Meanwhile, the average score of the control group was 76.69. The maximum post-test score in the control group is 95 and the minimum score is 40. The standard deviation of the control group is 10.932.

Overall, the experimental group performed significantly better than the control group on the post-test, with a higher average score. This suggests that the experimental intervention may have a positive impact on student performance. Furthermore, the higher average score in the experimental group shows that most students in this group showed a significant improvement compared to their pre-test results, while the control group did not make significant progress. The variation in

scores in the experimental group further supports the idea that the application of the jigsaw method is effective, as it likely helps more students achieve a higher level of success.

### 4.1.3. Inferential Analysis

#### 4.1.3.1. Normality

The normality test is needed to determine whether the data obtained from each learning media in this study are normally distributed or not. If the data is normally distributed, then the data can be processed using t-test statistics. If the data is not normally distributed, one of the approaches commonly used for analysis is a non-parametric statistical test. One method that can be used in this case is the Mann-Whitney U test. The normality test uses the Shapiro-Wilk formula in calculations using the SPSS 24 program. To determine whether the data is normal or not, if the sig value> 0.05 the data is considered normal, and if the sig value is 0.05 the data is considered abnormal. The calculation results obtained are as follows

**Table 4.3. Test of Normality**

| No | Class | Indicator | Sig. | Normality | |
|---|---|---|---|---|---|
| | | | | Yes | No |
| 1 | Pre-test Experiment | Sig <0.05 | 0.004 | | ✓ |
| 2 | Post-test Experiment | Sig < 0.05 | 0.000 | | ✓ |
| 3 | Pre-test Control | Sig > 0.05 | 0.023 | ✓ | |
| 4 | Post-test Control | Sig < 0.05 | 0.000 | | ✓ |

Based on the results of the normality test using SPSS 24, it can be seen that the significance value (Sig) for the Pre-experimental Test is 0.004. Because the value of sig. 0.004 < 0.05, the data is not normally distributed. The Sig value for the Post-Experimental Test is 0.000, and since the Sig value is 0.000 < 0.05, the data is not normally distributed. Then, in the control class, the Sig value for the Pre-test is 0.023 > 0.05, so the data is normally distributed. The Sig value for the Control Post-test is 0.000, and since the Sig value is 0.00 < 0.05, the data is not normally distributed.

Based on the results of the Shapiro-Wilk test above, it can be concluded that the research data is not normally distributed, except for the Control Post-test results. This occurs due to data transformation issues. If there are large changes in scores between the pre-test and post-test, this can cause a shift in the distribution that is not normal.

#### 4.1.3.2. Homogeneity

After determining the normality of the data, the next test conducted was the homogeneity test. The homogeneity test was used to determine the level of variance similarity between the two groups, namely the experimental group and the control group, in order to accept or reject the hypothesis by comparing the significance of Levene's statistic with 0.05 (sig > 0.05). The results of the homogeneity test can be seen in the following table:

**Table 4.4. Test of Homogeneity**

| No | Class | Indicator | Sig. | Homogeneity | |
|---|---|---|---|---|---|
| | | | | Yes | No |
| 1 | Pre-test and Post-test of Experiment and Control class | Sig > 0.05 | 0.012 | ✓ | |

Based on the table, it can be seen that the homogeneity test result is 0.012, which is greater than 0.05 (p = 0.012 > 0.05). Therefore, it can be concluded that the two variables are homogeneous.

### 4.1.4. Students Learning Reading Achievment

Nonparametric tests are statistical analysis techniques used to examine differences or relationships between variables without assuming a specific distribution in the data. In this study, the researcher used the Mann-Whitney test for data analysis. The Mann-Whitney test was used to compare two independent groups of ordinal or interval data that were not normally distributed. The results of the Mann-Whitney test can be seen in the following table:

**Table 4.5. Test Statistic**

| No | Class | Indicator | Asymp. Sig. (2-tailed) |
|---|---|---|---|
| 1 | Pre-test and Post-test of Experiment and Control class | Sig < 0.05 | 0.002 |

Based on the results of the ‘Test Statistics’ in the Mann-Whitney test above, it was found that the Asymp. Sig. Value (2-tailed) was 0.002, which is less than 0.05. Therefore, based on the Mann-Whitney test decision, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, it can be stated that there is a difference in learning outcomes between Class C (experimental) and Class D (control). Since there is a significant difference, the research question can also be answered, namely, “There is a significant improvement in the application of the jigsaw method to enhance reading comprehension among tenth-grade students at SMA Lab School Untad Palu.”

## 4.2. Testing Hypothesis

Hypothesis testing aims to determine whether the application of the jigsaw method can improve students' reading comprehension. In addition, it is also done to find out whether this research hypothesis is accepted or rejected. There are two criteria used by researchers in making this research hypothesis. They are stated as follows:

1. If the Significance value or Asymp. Sig. (2-tailed) < 0.05, then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant improvement in the contribution to enhancing reading comprehension among tenth-grade students at SMA Lab School Untad Palu.

2. If the Significance or Asymp. Sig. (2-tailed) value is > 0.05, then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. In other words, there is no significant increase in the contribution to improving reading comprehension in tenth grade at SMA Lab School Untad Palu.

The results of the data analysis show that the statistical test result in the Mann-Whitney test is 0.002, which is less than 0.05. This means that the null hypothesis is rejected and the alternative hypothesis is accepted.

### 4.3. Discussion

Based on the pre-test results, class C had an average score of 44.27, while class D had an average score of 64.23, with the maximum score for both classes being 60-85 and the minimum score being 25-20. Since the researcher used total sampling, Class D became the control class and Class C became the experimental class because Class C had a lower score than Class D. Based on the above data, there was a difference in the average post-test scores between the experimental and control classes. The average post-test score in the experimental class was 86.38, higher than the control class, which obtained an average score of 76.69. The statistical description shows a significant difference. The maximum score obtained by the experimental class on the pre-test and post-test was 95, while the control class had a maximum score of 95 on the post-test. This can be seen from the improvement in students' scores on the pre-test and post-test from the experimental group. In other words, the results of this study have answered the research question and are consistent with the

hypothesis. After analyzing the data, the researcher proved that the application of the jigsaw method can improve the reading comprehension of tenth-grade students at SMA Lab School Untad Palu.

Common challenges found in previous research by Khoirunnisa' et al., 2023, include difficulties in understanding reading texts. Problems in understanding reading materials can be addressed using the jigsaw method. This technique enhances student engagement, collaboration, and enthusiasm in the learning process (Mutaqin & Haryudin, 2020). In the learning process using the jigsaw method, students work together in small groups to understand specific parts of the text, then take responsibility for explaining the content of their section to other group members. This activity encourages students to read deeply, understand the meaning of the text, and clearly convey information to their peers. Through this process, students actively engage in understanding the content of the reading and provide clarification to one another if there are parts that are not yet understood. Additionally, students learn to identify main ideas, important information, and restate that information in their own words. The success of this approach is evident in the improvement of students' ability to explain the text's content, answer comprehension questions, and critically discuss the information they have read. Research findings indicate that the jigsaw method not only enhances students' reading comprehension but also strengthens their communication and collaboration skills. However, there are some challenges in implementing this method. First, some students are still confused about their roles in the group because they are not yet accustomed to cooperative learning models.

Second, students with low reading abilities require more time to understand their sections before they can explain them to the group. Nevertheless, after several practice sessions, students showed significant improvement in text comprehension, as reflected in higher post-test scores compared to pre-test scores.

The Mann-Whitney analysis showed a Sig. value of 0.002, which is less than 0.05, meaning that the alternative hypothesis (Ha) is accepted. This indicates that there is a significant difference in students' reading comprehension before and after being given treatment using the jigsaw method. Thus, it can be concluded that the use of the jigsaw method has a significant effect on improving students' reading comprehension in English. Students showed a positive response to this cooperative learning method. They became more active in group discussions, more motivated to read, and able to understand the text content better through the division of roles and responsibilities among group members. Additionally, the jigsaw method also promotes collaboration, communication, and individual responsibility, which contribute to a deeper understanding. These results are in line with research conducted by Akbar & Suryani (2021) , which showed that students in the experimental group who learned using the jigsaw method had significantly higher reading comprehension scores than the control group who used conventional methods. They also noted that learning with the jigsaw method helps students build meaning from texts collaboratively and boosts their confidence in understanding readings.

Based on these findings, the researchers linked the results of this study to previous studies by Akbar & Suryani (2021), All of these studies reported that the application of the jigsaw method in learning was able to significantly improve students' reading comprehension. Similarly, in this study, the use of the jigsaw method was found to improve the reading comprehension of tenth-grade students at SMA Lab School Untad Palu.

# CHAPTER V

# CONCLUSION

## 5.1. Conclusion

Based on the data provided and the discussion in the previous chapter, it can be assumed that the findings of this study reveal that the jigsaw method shows significant effectiveness in improving the reading comprehension of tenth-grade students at SMA Lab School Untad Palu. The implementation of this method encourages students to actively read, understand, and explain the text sections assigned to them to other group members. Additionally, the jigsaw method helps students comprehend the text comprehensively because each student is responsible for an important part of the reading material, which is then integrated during group discussions. Referring to the results of the Mann-Whitney test described in the previous chapter, a significance value of $0.002 < 0.05$ was obtained, indicating a significant difference between students' reading comprehension before and after the jigsaw method was applied. Therefore, it is concluded that the use of the jigsaw method is more effective than conventional methods in improving the reading skills of tenth-grade students at SMA Lab School Untad Palu.

However, there are several challenges in implementing this method. One of the difficulties encountered is that not all students are accustomed to working in groups and depending on one another. Some students tend to be passive and need time to adjust to their respective roles in the jigsaw group. Therefore, clear guidance

from the teacher and gradual familiarization are needed for this method to run optimally and provide maximum learning outcomes.

## 5.2. Suggestion

Based on the results of this study, it is recommended that students be more active and responsible in jigsaw group discussions, teachers provide structured guidance and in-depth feedback to strengthen student understanding, and future researchers explore the application of the jigsaw method in various reading text contexts and integrate technology to improve the effectiveness of reading instruction.

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# APPENDICES

## PRE-TEST

**Name:**

**Class:**

**Time allocation: 60 minutes**

**A.Multiple Choices**

**Choose the best answer based on the text above for question 1 to 5 !**

**RADIO**

Radio is an information media and electronic which uses the technology of signaling and communicating using radio waves. Many people depend on this electronic to know what is happening in the world. Moreover, radios can make them entertained with their favorite singer and music.

Radio was used first to make a communication with ships at the sea. It still becomes the important use of radio. It relates to the fact that one ship can communicate with other ships by using radio, and an airplane can communicate with people on the ground. Most police headquarter also use radios, particularly two-way radios. By using radios, they can communicate with patrol cars.

Radio is also used for radiotelephone without wires. It is very helpful for people on boats, trains, and airplanes to build communication. In addition, villagers who do not have access to power lines take advantage of this technology.

1. What kind of text is it?
    a. Descriptive text
    b. Exposition text
    c. Report text
2. What is the main function of radio according to the text?
    a. To provide information and entertain with music
    b. To connect ships with airplanes
    c. To generate radio waves

3. What was the first use of radio mentioned in the text?
    a. To communicate with people on the ground
    b. To communicate with ships at sea
    c. To communicate with airplanes
4. How is radio used by the police according to the text?
    a. To connect airplanes with ships
    b. To communicate with patrol cars
    c. To communicate with rural villagers
5. Who benefits from radio technology without wires, as described in the text?
    a. Internet users
    b. People on ships, trains, airplanes, and villagers
    c.Large business owners

**Read the following text to answer question number 6 to 10!**

Platypus is a semi aquatic mammal from East to North Australia including Tazmania. Platypus is one of species of mono dream and the five extreme species. Platypus is also the one and only mammal that lays eggs instead of giving birth. They lay eggs instead of giving birth because it can make them live young. Platypus have a flat body and tail and are all covered with dense brown fur to keep them warm. They have webbed feet and large robbery nets. They use their tail for story joy. Platypus are species that are close to ducks and they are mammals. Their weights are varieties around 0.7 to 2.4 kg and males are larger than females. Male total length averages to 50 cm while the female major approximately 45 cm. Platypus has an average temperature of 32 degrees Celsius and typical of the placental mammals.

6. What kind of text is above?
    a. Report text
    b. Descriptive text
    c. Narrative text
7. What is the topic of text 1?
    a. Platypus
    b. Octopus

c. Hippopotamus

8. How much does platypus weight?
   a. 0.7 to 3.0 kg
   b. 0.7 to 2.6 kg
   c. 0.7 to 2.4 kg
9. How long is the male platypus?
   a. 45 cm
   b. 50 cm
   c. 55 cm
10. What Do the platypus feet look like?
   a. Like a duck
   b. A little bit round
   c. Webbed feet

**Read the following text to answer question number 11 to 15!**

**Tsunami**

Tsunami, Japanese word meaning “harborwave,” used as the scientific term for a class of abnormal sea wave that can cause catastrophic damage when it hits a coastline. Tsunamis can be generated by an undersea earthquake, an undersea landslide, the eruption of an undersea volcano, or by the force of an asteroid crashing into the ocean. The most frequent cause of tsunamis is an undersea earthquake.

A tsunami can have wavelengths, or widths (the distance between one wave crest to the next), of 100 to 200 km (60 to 120 mi), and may travel hundreds of kilometers across the deep ocean, reaching speeds of about 725 to 800 km/h (about 450 to 500 mph). A tsunami is not one wave but a series of waves. In the deep ocean, the waves may be only about half a meter (a foot or two) high.

People onboard a ship passing over it would not even notice the tsunami. Upon entering shallow coastal waters, however, the waves may suddenly

grow rapidly in height. When the waves reach the shore, they may be 15 m (50 ft) high or more. Tsunamis can also take the form of a very fast tide or bore, depending on the shape of the sea floor.

Tsunamis have tremendous force because of the great volume of water affected and the speed at which they travel. Just a cubic yard of water, for example, weighs about one ton. Although the tsunami slows to a speed of about 48 km/h (30 mph) as it approaches a coastline, it has a destructive force equal to millions of tons. Tsunamis are capable of obliterating coastal settlements.

11. What does the word "tsunami" mean in Japanese?
    a. Big wave
    b. Deep sea wave
    c. Harbor wave
12. What is the most frequent cause of tsunamis according to the text?
    a. Undersea volcanic eruption
    b. Undersea landslide
    c. Undersea earthquake
13. Why don’t ship at sea usually feel a tsunami passing beneath them?
    a. Because tsunamis only happen on land
    b. Because the tsunami wave is very small in deep water
    c. Because ships are taller than the wave
14. What happens to tsunami waves when they enter shallow coastal waters?
    a. The waves become weaker
    b. The speed of the waves increases
    c. The waves grow rapidly in height
15. Why are tsunamis so destructive when they reach the coast?
    a. Because they carry mud from the ocean
    b. Because their speed increases on land
    c. Because they have great volume and speed

**B. ESSAY!**

**Jasmine Flower**

Almost everyone is familiar with this flower, jasmine flower is a very popular type of flower plant and many people like it because of its fragrance.

Jasmine flowers have a clean white color, which makes this flower look sacred. The shape of the crown of this flower is slightly oval and tiny, the crown of this flower is very smooth and soft and fragrant.

The leaves of this flower are oval or ovate in shape, the base of the leaves is a very beautiful circle and the more pointed it gets to the end. The edge of the jasmine leafis slightly wrinkled and slightly wavy, if it is blown by the wind it becomes more beautiful.

1. Why is jasmine flower liked by many people?
   Answer:

2. What is the color of jasmine flower and what impression does it give?
   Answer:

3. What is the shape of the jasmine flower's petal?
   Answer:

4. Mention three characteristics of jasmine petals!
   Answer:

5. What is the shape of the jasmine leaf?
   Answer:

# ANSWER KEY

A. Multiple Choice

1. C
2. A
3. B
4. B
5. B
6. A
7. A
8. C
9. B
10. C
11. C
12. D
13. B
14. D
15. C

B. Essay

1. Because it has a pleasant fragrance and beautiful appearance.

2.The jasmine flower is pure white and gives a sacred impression.

3. It is slightly oval and small.

4. They are oval, soft, and fragrant.

5. Oval or ovate

## POST-TEST

**Name:**

**Class:**

**Time allocation: 60 minutes**

**A.Multiple Choices**

**Choose the best answer based on the text above for question number 1 to 5 !**

### Smart Homes

A smart home is a house equipped with technology that allows the owner to control appliances and systems remotely. This technology uses the internet, sensors, and artificial intelligence to make homes more efficient and comfortable.

For example, lights can turn on automatically when someone enters a room, or air conditioners can adjust the temperature based on the weather. Smart refrigerators can even remind you when you're running out of groceries. Many smart homes also include security systems with cameras and alarms that can be monitored through smartphones.

Smart homes help save energy and improve security. However, some people worry about data privacy because smart devices collect personal information. Despite these concerns, smart home technology continues to grow and become more popular around the world.

1. What is a smart home?
   a. A house built by robots
   b. A house with modern furniture
   c. A house with internet-connected devices and systems
   d. A house that can clean itself without help
2. What can smart refrigerators do?
   a. Cook food for you
   b. Remind you when you need to buy more groceries
   c. Change colors automatically
   d. Order food online by themselves
3. Which is one benefit of smart homes?
   a. They are cheaper to build

b. They make people more social
c. They help save energy and improve security
d. They work without electricity

4. What is one concern about smart homes?
   a. They are too big
   b. They use too much electricity
   c. They make houses too cold
   d. They might invade personal privacy
5. Based on the text, what can be inferred?
   a. Smart homes are only used in America
   b. Smart home technology is decreasing in use
   c. People need internet access to use smart homes
   d. Smart homes are not connected to smartphones

**Read the following text to answer question number 6 to 10!**

**Robots in Daily Life**

Robots are machines designed to do tasks automatically. They are used in many areas of human life, such as industry, healthcare, and even households. In factories, robots help assemble cars, pack products, and do repetitive jobs quickly. In hospitals, robots assist doctors in surgeries or deliver medicines to patients.

At home, some people use robot vacuum cleaners that can clean floors by themselves. These robots move around the house and avoid obstacles using sensors. Some modern robots can also answer questions, play music, or control other smart devices.

Robots help people by doing difficult or boring tasks. They increase efficiency and reduce human error. However, there are concerns that too many robots might reduce job opportunities for humans. Even so, the use of robots is expected to grow in thefuture.

6. What is the main function of robots as described in the text?
   a. To replace humans in all activities
   b. To help humans do tasks efficiently
   c. To control smart homes only
   d. To become toys for children
7. Where are robots commonly used according to the text?
   a. Only in schools and offices
   b. In theaters and parks

c. In factories, hospitals, and homes
d. In banks and cinemas

8. What can robot vacuum cleaners do?
   a. Repair broken machines
   b. Clean floors automatically
   c. Cook food for the family
   d. Answer phone calls
9. What is one concern mentioned in the text about robots?
   a. They are too friendly
   b. They break easily
   c. They can cause unemployment
   d. They consume too much fuel
10. What is the writer's opinion about robots in the future?
   a. Robots will no longer be used
   b. The use of robots will increase
   c. Robots should be banned
   d. Robots are dangerous for human

**Read the following text to answer question number 11 to 15!**

**Smartwatches**

Smartwatches are wearable devices that function like mini computers on your wrist. They are more than just digital watches; smartwatches can perform various tasks such as checking the time, sending messages, receiving calls, and tracking fitness activities. Most smartwatches are connected to smartphones via Bluetooth or Wi-Fi.

One of the main features of smartwatches is health and fitness tracking. They can monitor heart rate, count steps, calculate burned calories, and even track sleep patterns. Some advanced smartwatches can also detect high stress levels or irregular heartbeats and alert the user.

Smartwatches are widely used by people who want to stay connected and maintain a healthy lifestyle. However, they have limitations, such as short battery life and small screen sizes. Despite these challenges, smartwatches continue to evolve with new features and better designs.

11. What is a smartwatch?
   a. A type of smartphone
   b. A device worn on the wrist with various digital functions
   c. A machine used to build watches

d. A clock for homes

12. How do most smartwatches connect to smartphones?
    a. Through USB cable
    b. Using radio frequency
    c. Via Bluetooth or Wi-Fi
    d. With SIM cards only
13. What health functions can a smartwatch perform?
    a. Curing diseases
    b. Monitoring heart rate and tracking sleep
    c. Making people run faster
    d. Replacing doctors
14. What is one weakness of smartwatches mentioned in the text?
    a. They are too large to wear
    b. They make users unhealthy
    c. They have limited battery life and small screens
    d. They cannot tell time
15. What is the purpose of smartwatches according to the text?
    a. To replace traditional phones completely
    b. To help users stay connected and healthy
    c. To act as television remotes
    d. To fix sleep disorders

**ESSAY!**

**Handphone**

A handphone, also known as a mobile phone or cellphone, is an electronic device that allows people to communicate wirelessly over long distances. Originally designed only for making and receiving calls, handphones have developed significantly over the years. Today, most handphones are classified as smartphones, meaning they can perform various tasks similar to a computer.

Modern smartphones are equipped with a wide range of features. In addition to voice calls and SMS (short message service), users can access the internet, use GPS navigation, download apps, play games, take high-resolution photos and videos, and even conduct business activities. Some smartphones also have features such as facial recognition, fingerprint sensors, and artificial intelligence (AI) capabilities.

There are many well-known brands that produce handphones, including Apple, Samsung, Xiaomi, Oppo, and Huawei. These brands offer various models to suit different needs and budgets. Some phones are designed with a focus on camera quality, while others prioritize gaming performance, long battery life, or sleek design.

Handphones have become an essential part of modern life. People use them for work, education, social interaction, entertainment, and even for health monitoring. Especially during the COVID-19 pandemic, handphones played a vital role in allowing people to work and study from home through video calls and online learning platforms.

However, the widespread use of handphones also brings some disadvantages. Overuse of smartphones can cause health problems, such as eye strain, sleep disturbances, and poor posture. Moreover, many people become addicted to their phones, spending too much time on social media or playing games, which can reduce productivity and affect real-life social interactions.

In conclusion, handphones are powerful tools that make our lives easier and more connected. But like any other technology, they should be used wisely and in moderation to avoid negative effects.

Find the meaning of the following words. You can use your dictionary!

1. Essential :
2. Feature :
3. Widespread :
4. Overuse :
5. Productivity :
6. Sleek :
7. Strain :

# ANSWER KEY

A. Multiple Choice

1. C
2. B
3. C
4. D
5. C
6. B
7. C
8. B
9. C
10. B
11. B
12. C
13. B
14. C
15. B

B. Essay

1. Essential: Penting / sangat dibutuhkan
2. Feature: Fitur / ciri khas / kemampuan khusus
3. Widespread: Tersebar luas / umum
4. Overuse: Penggunaan berlebihan
5. Productivity: Produktivitas / kemampuan untuk menghasilkan sesuatu
6. Sleek: Ramping dan elegan / bergaya modern
7. Strain: Ketegangan (pada mata, otot, dll.)

# MODUL AJAR

| A. IDENTITAS SEKOLAH | |
|---|---|
| Nama Peneliti | Tiara Lulu Gifarini |
| Institusi | SMA Lab SchoolUntad Palu |
| Tahun Pelajaran | 2024/2025 |
| Kelas | X/Sepuluh |
| Tahapan | Fase E |
| Mapel | Bahasa Inggris |
| Alokasi Waktu | 6 Pertemuan |
| Materi Pokok | Report Text |
| Elemen | Membaca dan Memirsa |
| ProfilPelajar Pancasila | Peserta didik yang beriman, bertakwa kepada Tuhan YME. berkebinekaan global, mandiri, berpikir kritis, dan kreatif |
| Sarana/Prasarana | Kertas, Papan Tulis, Spidol, Leptop, dan Infokus |
| Model Pembelajaran | Cooperative Learning |
| Assessment | Formatif: Proses (LKPD-penerapan sintak-sikap)<br>Sumatif: Evaluasi |
| Pertanyaan Inti | 1. What is report text?<br>2. What is the function of report text?<br>3. What are the generic structure of report text? |

| B. CAPAIAN PEMBELAJARAN |
|---|
| Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya. |

## C. TUJUAN PEMBELAJARAN

Melalui pendekatan scientific dengan model pembelajaran Cooperative learning, peserta Didik mampu:

1. Peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan Report Text melalui kolaborasi dengan tepat.
2. Peserta didik dapat menggunakan kalimat dengan unsur kebahasaan teks Pengumuman dengan tepat.
3. Peserta didik dapat menyusun Report Text secara kreatif dan kritis.

## D. INDIKATOR PEMBELAJARAN

10.A.4.1 Mengidentifikasi dan menjelaskan bagian-bagian utama dari struktur report text, yaitu general clasification dan description.

10.A.4.2 Memahami bahwa report text bertujuan untuk memberikan informasi tentang Suatu objek berdasarkan fakta.

10.B.4.1 Menganalisis fungsi sosial, generic structure, struktur teks dan unsur kebahasaan report secara lisan dan tulisan dengan memberi dan mencari informasi faktual terkait topik secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal

10.B.4.2 Menjawab informasi rinci dari teks report dengan memberi dan meminta informasi report faktual secara santun, kritis, kreatif, dan mandiri dengan Tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis

10.C.2.2 Menceritakan kembali rangkuman cerita report text yang telah dibuat secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan

## E. KEGIATAN PEMBELAJARAN

**PERTEMUAN PERTAMA**

| **Sintax** | **Langkah-Langkah Pembelajaran** | **Waktu** |
|---|---|---|
| **Kegiatan Pendahuluan*(Opening Activity)*** | | |

| | | |
|---|---|---|
| | **Orientation**<br>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.<br>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.<br>• Memeriksa kehadiran peserta didik.<br>**Apersepsi**<br>• Mengajak peserta didik mengingat/merefleksi Kembali materi pembelajaran sebelumnya (narrative text).<br>• Mengaitkan Materi dengan kejadian sehari hari dan mempelajarinya melalui gambar.<br>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.<br>**Motivation**<br>• Guru memotivasi peserta didik akan pentingnya manfaat mempelajari materi teks report dalam kehidupan sehari-hari.<br>**PemberianAcuan**<br>• Guru memberikan penjelasan dan meyampaikan kriteria penilaian.<br>• Guru membagi peserta didik menjadi beberapa kelompok yang terdiri dari 3-4 orang peserta didik.<br>• Guru membagikan lembar LKPD 1 harus peserta didik kerjakan dengan cara membaca teks tersebut serta memahami isi report text secara berkelompok. | 10 Menit |
| **Kegiatan Inti *(While Activity)*** | | |
| **Stimulation**<br><br>**Identify Problem Statement**<br><br>**Collecting data** | **Mengamati**<br>• Peserta didik menyimak materi yang diberikan oleh guru pada tayangan power point terkait report text.<br>• Guru menjelaskan metode jigsaw dan cara kerja kelompok.<br>**Menanya**<br>• Guru memberikan kesempatan kepada peserta didik untuk mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan report text.<br>**Mengumpulkan Data**<br>• Peserta didik dibagi ke dalam home group dan expert group.<br>• Guru membagikan teks dengan bagian masing- | 60 menit |

| | | |
|---|---|---|
| **Data Processing**<br><br>**Verification**<br><br>**Generalization** | masing.<br>• Peserta didik membaca bagian teks dan berdiskusi di expert group<br>• Peserta didik diberikan kesempatan untukbertanya tentang materi.<br>• Peserta didik diberi kesempatan untukberdiskusi dengan bimbingan guru tentang<br>**Pengolahan Data**<br>• Peserta didik menyelesaikan Latihan soal untuk membantu mereka lebih memahami materi report.<br>**Pembuktian**<br>• Setiap siswa diberikan kesempatan berbagipendapat dan interpretasi mereka tentang ceritatersebut.<br>**Mengkomunikasikan**<br>• Guru menanyakan kepada peserta didik apasaja hal yang belum dipahami terkait materi yang telah dipelajari | |
| **Kegiatan Penutup *(close activity)*** | | |
| | • Peserta didik membuat kesimpulan materi dengan memahami poin-poin penting yang telah mereka dapatkan dari proses pembelajaran.<br>• Guru memberikan feedback kepada peserta didik tentang materi yang telah dipelajari.<br>• Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.<br>• Guru menutup pembelajaran dengan memberi salam penutup. | 10 Menit |

| **PERTEMUAN KEDUA** | | |
|---|---|---|
| **Sintax** | **Langkah-Langkah Pembelajaran** | **Waktu** |
| **Kegiatan Pendahuluan *(Opening Activity)*** | | |
| | **Orientation**<br>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.<br>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.<br>• Memeriksa kehadiran peserta didik. | 10 Menit |

| | | |
|---|---|---|
| | **Apersepsi**<br>• Mengajak peserta didik mengingat /merefleksi Kembali materi pembelajaran sebelumnya.<br>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.<br>**Motivation**<br>• Guru memberikan Gambaran mengenai materi dan tugas yang akan dipelajari.<br>**Pemberian Acuan**<br>• Guru membagi peserta didik menjadi beberapa kelompok yang terdiri dari 3-4 orang peserta didik<br>• Guru membagikan lembar LKPD 1 harus peserta didik kerjakan dengan cara membaca cerita fiksi berupa report text secara berkelompok | |
| **Kegiatan Inti *(While Activity)*** | | |
| **Stimulation**<br><br>**Identify Problem Statement**<br><br>**Collecting data**<br><br>**Data Processing**<br><br>**Generalization** | **Mengamati**<br>• Guru memonitor peserta didik dalammengidentifikasi elemen elemen dalam report text<br>• Peserta didik kembali ke home group danmenyampaikan bagian masing-masing.<br>• Peserta didik berdiskusi dan salingmelengkapi informasi untuk membentuk pemahaman yang utuh.<br>• Guru mengawasi jalannya diskusi kelompoksekaligus menilai hasil dari tiap kelompok<br>**Menanya**<br>• Guru memberikan kesempatan kepadapeserta didik untuk mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan report text.<br>**Mengumpulkan Data**<br>• Peserta didik diberi kesempatan untuk berdiskusi dengan bimbingan guru tentang tugas yang diberikan.<br>**Pengolahan Data**<br>• Peserta didik berdiskusi dan mencari tahu hal-hal yang biasa dilakukan untuk mulai mengerjakan pertanyaan-pertanyaan yang ada di LKPD 1 sesuai dengan yang telah dipelajari.<br>**Mengkomunikasikan**<br>• Guru menanyakan kepada peserta didik apa sajahal | 60 menit |

| | | |
|---|---|---|
| **Verification** | yang belum dipahami.<br>**Pembuktian**<br>• Setiap kelompok mengumpulkan tugas yang telah mereka kerjakan | |
| **Kegiatan Penutup*(close activity)*** | | |
| | • Menyampaikan rencana pembelajaran untuk pertemuan berikutnya bahwa tugas pada LKPD 1 yang dikumpul akan dipresentasikan di depan kelas.<br>• Menyampaikan rencana pembelajaran untuk pertemuan berikutnya.<br>• Guru menutup pembelajaran dengan member salam penutup. | 10 Menit |

| **PERTEMUAN KETIGA** | | |
|---|---|---|
| **Sintax** | **Langkah-Langkah Pembelajaran** | **Waktu** |
| **Kegiatan Pendahuluan*(Opening Activity)*** | | |
| | **Orientation**<br>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.<br>• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.<br>• Memeriksa kehadiran peserta didik.<br>**Apersepsi**<br>• Mengajak peserta didik mengingat/merefleksi Kembali materi pembelajaran sebelumnya.<br>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.<br>**Motivation**<br>• Guru memberikan arahan mengenai hasil yang telah diperoleh pada pertemuan sebelumnya<br>**Pemberian Acuan**<br>• Guru mengingatkan peserta didik untuk semakin semangat dalam pembelajaran.<br>. | 10 Menit |
| **Kegiatan Inti *(While Activity)*** | | |

| | | |
|---|---|---|
| **Stimulation**<br><br>**Identify** | **Mengamati**<br>● Guru memonitor jalannya diskusi dan persentasi dalam kemajuan pemahaman report text.<br>**Menanya**<br>● Guru memberikan kesempatan kepada peserta | 60 menit |
| **Problem Statement**<br><br>**Collecting data**<br><br>**Data Processing**<br><br>**Verification**<br><br>**Generalization** | Didik untuk mengajukan pertanyaan mengenai hal-hal yang berhubungan dengan report text.<br>**Mengumpulkan Data**<br>● Peserta didik dari masing masing kelompok mempresentasikan isi report text secara menyeluruh.<br>● Peserta didik dari kelompok lain memberikan pertanyaan/tanggapan.<br>● Guru memberikan kuis singkat (5-8 soal) atau tugas individu untuk mengevaluasi pemahaman.<br>**Pengolahan Data**<br>● Peserta didik berdiskusi dan mencari tahu hal-hal yang biasa dilakukan untuk menyelesaikan tugas report text sesuai dengan yang telah dipelajari.<br>**Pembuktian**<br>● Peserta didik bersama-sama dengan teman dalam kelompoknya mempresentasikan hasil diskusi pada lembar LKPD 1 mengenai report text sesuai dengan kesepakatan yang sudah dibuat sebelumnya.<br>**Mengkomunikasikan**<br>• Guru menanyakan kepada peserta didik apa saja hal yang belum dipahami terkait tugas yang diberikan. | |
| **Kegiatan Penutup*(close activity)*** | | |
| | ● Guru memberikan feedback atas persentasi tiap kelompok dan mengucapkan terimakasih atas semangat siswa dalam belajar.<br>● Guru menutuppembelajarandengan memberi salampenutup. | 10 Menit |

| F. REMEDIAL DAN PENGAYAAN | |
|---|---|
| Remedial | Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar. Pada kegiatan remedial guru memberikan pemahaman kepada peserta didik yang belum mencapai kompetensi dasar, alternatif cara untuk remidi:<br>a. Meminta peserta didik untuk membuat rangkuman materi yang belum tuntas.<br>b. Meminta peserta didik untuk bertanya kepada teman yang sudah tuntas tentang materi yang belum tuntas atau tutor sebaya.<br>c. Memberikan lembar kerja untuk dikerjakan oleh peserta didik yang belum tuntas. |
| Pengayaan | a. Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.<br>b. Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.<br>c. Direncanakan berdasarkan materi pembelajaran yang membutuhkan pengembangan lebih luas.<br><br>Ada beberapa kegiatan yang dapat dirancang dan dilaksanakan, di antaranya melakukan kegiatan berikut:<br>• Belajar kelompok, yaitu sekelompok peserta didik diberi tugas pengayaan untuk dikerjakan bersama pada dan/atau di luar jam pelajaran.<br>• Belajar mandiri, yaitu peserta didik diberi tugas pengayaan untuk dikerjakan sendiri/individu. |

Palu, 07 Juli 2025

| Mengetahui<br>Kepala Sekolah | Guru Mata Pelajaran |
|---|---|
| **Drs. Lukman Husen,M.M.** | **Tiara Lulu Gifarini** |
| **NIP. 19670304 199303 1 013** | **A12121042** |

Lampiran 1

## LEMBAR KERJA PESERTA DIDIK 1

**COMPUTER**

Computer are machine that handle information automatically. They can perform calculations and process data. Computers can work with numbers to solve problems in afew seconds. Computers can remembera great deal of information. That is why computers are widely used in places, such as banks, offices, dan companies.

Computers work like calculators. But most calculators can do only one thing at a time. We tell them to do by pressing various buttons. To do the same work, we can give a series of instructions to a computer. We call this a computer program. If we set up a program, the computer can provide a program, the computer can do all this work automatically without further help or instruction.

A computer stores and handles numbers. The numbers may be mathematical formulas or columns of figures. The numbers may also be codes that stand for letters of the alphabet, words, or instructions to the computer.

**Give T (true) or F (False) for the sentences below!**

1. Computers can perform calculations and process data automatically. ( )
2. Computers can only work with words, not numbers. ( )
3. Computers are not commonly used in offices. ( )
4. A computer program is a set of instructions given to a computer. ( )
5. Calculators can do many tasks at once just like computers. ( )

Lampiran 2

## LEMBAR KERJA PESERTA DIDIK 2

### The Internet

The Internet is a global network that connects millions of computers and devices around the world. It allows people to send messages, search for information, watch videos, and shop online. The Internet is also used in education, business, entertainment, and government services. However, internet use must be done wisely because it can also bring negative effects such as addiction and cybercrime.

1. What is the main purpose of the Internet according to the text?
a. To connect local computers only
b. To control other technologies
c. To connect millions of devices globally
d. To limit communication

2. Which of the following is not mentioned as a use of the Internet in the text?
a. Shopping online
b. Watching videos
c. Playing sports
d. Sending messages

3. What is one negative effect of using the Internet?
a. Learning faster
b. Cybercrime
c. Business growth
d. Online shopping

4. What kind of text is used in the reading above?
a. Narrative
b. Procedure
c. Report
d. Descriptive

5. According to the text, the Internet is also used in the following fields, except...
a. Entertainment
b. Government
c. Education
d. Agriculture

## RUBIK PENILAIAN

### A. Instrumen dan Rubrik PenilaianSikap

| No | Nama | SKOR PENDIDIKAN KARAKTER DENGAN RENTANG 1-4 | | | | | JUMLAH | PREDIKAT |
|---|---|---|---|---|---|---|---|---|
| | | Religius | Komunikatif | Tanggungjawab | Kerjasama | Aktif | | |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |
| 6. | | | | | | | | |
| 7. | | | | | | | | |
| 8. | | | | | | | | |
| 9. | | | | | | | | |
| 10. | | | | | | | | |

| KriteriaPenilaian :Jumlah Skor | Predikat |
|---|---|
| 17-20 | A |
| 13-16 | B |
| 9-12 | C |
| 1-8 | D |

### B. RublikPenilaianPengetahuan

| JumlahBenar | BobotTotal |
|---|---|
| 10 | 5 |
| 8 | 4 |
| 6 | 3 |
| 4 | 2 |
| 2 | 1 |

# DOCUMENTATION

Purpose of text report
the purpose of report text is to inform about certain functions of a participant.
(report text adalah untuk menginformasikan tentang suatu objek berdasarkan fakta, sebagai hasil dari pengamatan atau analisis)

KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
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E-mail ; fkip@untad.ac.id, Laman : fkip.untad.ac.id

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS TADULAKO
Nomor : 21318/UN28.1/KM/2025

Tentang

PERPANJANGAN PENGANGKATAN DOSEN PEMBIMBING DAN
PENETAPAN JUDUL SKRIPSI/KARYA TULIS ILMIAH

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :

a. bahwa berdasarkan Surat Koordinator Prodi Pend. Bahasa Inggris No:1686/UN28.1.5/PS-BSI/2025 tanggal 15 Oktober 2025 Perihal : Usul Perpanjangan Pengangkatan Dosen Pembimbing Skripsi/Karya Tulis Ilmiah Mahasiswa, maka usul tersebut disetujui;
b. bahwa berhubung belum dapat menyelesaikan penulisan/penyusunan skripsi/karya tulis ilmiah, mahasiswa atas nama :
   Nama : Tiara Lulu Gifarini
   NIM : A 121 21 042
   Prodi : Pend. Bahasa Inggris
c. bahwa demi lancarannya serta terarahnya penulisan/penyusunan skripsi/karya tulis ilmiah mahasiswa, dipandang perlu mengangkat kembali sdr/I **Prof. Dr. Hj. Sriati Usman, M.Hum** dan **Mas** sebagai dosen pembimbing**;**
d. bahwa berdasarkan pertimbangan huruf a, b, dan huruf c di atas, perlu ditetapkan dengan Keputusan Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Tadulako sebagai pelaksanaannya;

Mengingat :

1. Undang-undang RI, Nomor 17 Tahun 2003, Tentang Keuangan Negara;
2. Undang-undang RI, Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional;
3. Undang-undang RI, Nomor 12 Tahun 2012, Pendidikan Tinggi;
4. Undang-undang RI Nomor 5 Tahun 2014, Tentang Aparatur Sipil Negara;
5. Peraturan Pemerintah Nomor 4 Tahun 2014 , Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi RI, Nomor 8 Tahun 2015 Tentang Statuta Universitas Tadulako;
7. Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 41 Tahun 2023, Tentang Organisasi dan Tata Kerja Universitas Tadulako;
8. Peraturan Menteri Pendidikan, Kebudayan, Riset dan Teknologi, Nomor 53 Tahun 2023, Tentang Penjaminan Mutu Pendidikan Tinggi;
9. Keputusan Presiden RI, Nomor 36 Tahun 1981, Tentang Pendirian Universitas Tadulako;
10. Keputusan Menteri Keuangan RI, Nomor 97/KMk.05/2012, Tentang Penetapan Universitas Tadulako pada Kementerian Pendidikan dan Kebudayaan sebagai Instansi Pemerintah yang menerapkan Pengelolaan Keuangan Badan Layanan Umum;
11. Keputusan Menteri Keuangan Nomor: 193/PMK.05/2016, tentang penetapan Remunerasi bagi Pejabat Pengelola, Dewan Pengawas dan Pegawai Badan Layanan Umum Universitas Tadulako pada Kementerian Riset dan Pendidikan Tinggi;

Komite Akreditasi Nasional
Lembaga Sertifikasi Sistem Mutu
LSSM-002-IDN
Certificate No.: QSC 01687

12. Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi 14377/M/06/2023, tentang Pemberhentian dan Pengangkatan Rektor Universitas Tadulako Periode 2023-2027;
13. Keputusan Rektor Universitas Tadulako Nomor 2686/UN28/KP/2024 tanggal 27 Mei 2024 tentang Pemberhentian dan Pengangkatan Dosen yang mendapat Tugas Tambahan Sebagai Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako masa jabatan tahun 2024-2027.

**MEMUTUSKAN**

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS TADULAKO TENTANG PERPANJANGAN PENGANGKATAN DOSEN PEMBIMBING DAN PENETAPAN JUDUL SKRIPSI/KARYA TULIS ILMIAH MAHASISWA

KESATU : Memperpanjang Surat Keputusan Dekan FKIP Universitas Tadulako Nomor:1192/UN28.1/KM/2025 tanggal 5 Februari 2025 tentang Pengangkatan Dosen Pembimbing dan Penetapan Judul Skripsi/Karya Tulis Ilmiah Mahasiswa.

KEDUA : Mengangkat kembali sdr/i : **Prof. Dr. Hj. Sriati Usman, M.Hum** dan **Mas**

KETIGA : Menetapkan kembali judul Skripsi/Karya Tulis Ilmiah dengan judul "**Implementation of the Jigsaw Method to enhance Reading Comprehension of Grade X Students at SMA Labschool Untad Palu"**

KEEMPAT : Yang namanya tersebut pada dictum KEDUA pada keputusan ini untuk segera melanjutkan pembimbingan penulisan/penyusunan skripsi/karya tulis ilmiah kepada mahasiswa atas nama :

| | |
|---|---|
| Nama | : Tiara Lulu Gifarini |
| NIM | : A 121 21 042 |
| Program Studi | : Pend. Bahasa Inggris |

KELIMA : Jika mahasiswa belum juga dapat menyelesaikan skripsi/karya tulis ilmiah tersebut sampai berakhirnya Surat Keputusan ini, maka segera mengganti dosen pembimbing dan/atau merubah judul skripsi/karya tulis ilmiah.

KEENAM : Konsekuensi biaya yang diperlukan atas diterbitkannya keputusan ini dibebankan pada Dana DIPA Universitas Tadulako yang dialokasikan pada Fakultas Keguruan dan Ilmu Pendidikan Universita Tadulako melalui sistem perhitungan pembayaran remunerasi.

KETUJUH : Keputusan ini mulai berlaku sejak tanggal ditetapkan dan berlaku selama 6 (enam) bulan, dengan ketentuan apabila terdapat kekeliruan dalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Palu
Pada tanggal : 21 Oktober 2025
D e k a n,

Dr. Jamaludin, M.Si
NIP. 19661213 199103 1 004

Tembusan :
1. Rektor Universitas Tadulako (sebagai laporan)
2. Kepala BAKP Universitas Tadulako
3. Ketua Jurusan dalan Lingkungan FKIP Universitas Tadulako
4. Koordinator Progran Studi Pend. Bahasa Inggris
5. Masing-masing yang bersangkutan untuk dilaksanakan

Komite Akreditasi Nasional
Lembaga Sertifikasi Sistem Mutu
LSSM-002-IDN
Certificate No.: QSC 01687

KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
**UNIVERSITAS TADULAKO**
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Email : fkip@untad.ac.id, Laman : fkip.untad.ac.id

Nomor : 1214/UN28.1.5/PS-PBI /2025
Lampiran : -
Perihal : Usul Penerbitan Izin Penelitian/Observasi

Kepada Yth.
Wakil Dekan Bidang Akademik
Cq. Kasubag Pendidikan
di
Tempat

Dengan hormat, membaca surat permohonan mahasiswa:

| | |
|---|---|
| N a m a | : Tiara Lulu Gifarini |
| Stambuk | : A12121042 |
| Jurusan | : Pendidikan Bahasa dan Seni |
| Program Studi | : Pendidikan Bahasa Inggris |

tentang Permohonan IZIN PENELITIAN/OBSERVASI untuk penelitian tugas akhir (SKRIPSI) dengan judul;

"Implementation of The Jigsaw Method to Enhance Reading Comprehension of Grade Students at SMA Labschool Palu"

Sebagai bahan pertimbangan Bapak/Ibu kami lampirkan:

1. Foto kopi SK Penetapan Dosen Pembimbing
2. Kartu Tanda Mahasiswa (KTM) Aktif

Demikian usulan ini, atas perkenan Bapak/Ibu kami sampaikan terimakasih.

Palu, 07 Juli 2025
Koordinator Program Studi
Pendidikan Bahasa Inggris

**Dr. Darmawan, S.Pd., M.Phill**
NIP: 19810730 200501 1 001

Tembusan :
1. Ketua Jurusan Pendidikan Bahasa dan Seni
2. Pertinggal

Catatan:
Tempat penelitian SMA Labschool Palu

KAN Komite Akreditasi Nasional Lembaga Sertifikasi Sistem Mutu LSSM-002-IDN
SUCOFINDO SICS ISO 9001:2015 Certificate No : QSC 01687

PEMERINTAH PROVINSI SULAWESI TENGAH
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN MENENGAH WILAYAH I
YAYASAN BUNGAMPUTI
**SMA LABSCHOOL UNTAD PALU**
Alamat: Jl. Setia Budi No. 14 Palu Kode Pos 94111 Telp (0451) 4012022
Email: smalabschool_untadpalu@yahoo.com

**SURAT KETERANGAN**
Nomor : 234/LABSCHOOL/VIII/2025

Yang bertanda tangan dibawah ini **Kepala SMA Labschool UNTAD Palu,** menerangkan bahwa :

| | |
|---|---|
| Nama | : **TIARA LULU GIFARINI** |
| Stambuk | : A12121042 |
| Program Studi | : Pend. Bahasa Inggris |
| Fakultas | : Keguruan dan Ilmu Pendidikan |

Benar bahwa yang bersangkutan telah melakukan Penelitian di **SMA Labschool Untad Palu** dalam rangka menyelesaikan studi di Universitas Tadulako yang berjudul **"Implementation of the Jigsaw Method to Enhance Reading Comprehension of Grande Students at SMA Labschool Untad Palu"** penelitian pada tanggal 15 Juli – 15 Agustus 2025.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana perlunya.

Palu, 20 Agustus 2025
Kepala SMA Labschool UNTAD

**Drs. Lukman Husen, M. M.**
NIP. 19670304 199303 1 013

**CELTIC: A Journal of Culture, English Language Teaching, Literature, and Linguistics**

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October 23, 2025

**Letter of Acceptance**

Dear Author (s),

On the behalf of the editorial board of CELTIC: A Journal of Culture, English Language Teaching, Literature, and Linguistics, we are delighted to announce that the manuscript entitled:

Enhancing Students' Reading Comprehension Through the Jigsaw Method: Evidence from a Private Senior High School in Palu, Central Sulawesi

Written by:
Tiara Lulu Gifarini, Sriati Usman , Mashuri, Konder Manurung

has been **ACCEPTED** and approved by our Editorial Board. Your manuscript has met our standard of review process, and it has been decided to be published in the CELTIC: A Journal of Culture, English Language Teaching, Linguistics, and Literature in the forthcoming edition Vol. 12 No. 2 (2025): December 2025. Congratulations on your publication, and thank you for contributing to our journal.

Malang, 23 October 2025
Editor in Chief

Dr. Santi Prastiyowati, M.Pd

# TIARA LULU GIFARINI

## FRESH GRADUATE

## PERSONAL DETAILS

| | | |
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| Date of Birth | | Oloboju, 06 Desember 2003 |
| Nationally | : | Indonesia |
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| Gender | : | Female |

## EDUCATIONAL BACKGROUND

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| SDN Oloboju | : | 2009-2015 |
| SMPN 13 Sigi | : | 2015-2018 |
| SMAN 1 Sigi | : | 2018-2021 |
| Tadulako University | : | 2021-now |

## SKILLS

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Power Point
Bahasa indonesia (Active)
Bahasa Inggris (Active)