STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION USING COOPERATIVE LEARNING TYPE JIGSAW AT THE ELEVENTH GRADE STUDENTS OF MA NIPI RAKHA AMUNTAI

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ABSTRACT

Reading is taught in Indonesian schools to enable the students to read and understand text and any material written in English. Unfortunately, students still have difficulties to master reading skills. The eleventh grade of MA NIPI RAKHA Amuntai in 2015/2016 are the classes that had this problem. Then, to solve the problem, Jigsaw Method is used in order to improve students’ reading comprehension achievement. The aim of this study is to find out whether there is any improvement in students’ reading comprehension achievement of students who are taught by using Jigsaw Method. This study uses quasi-experimental design. The finding of the research shows that there are improvements in two classes. The average score of pre-test and post-test of experimental class are 74.55 and 84.24, while control class only gets 69.99 in pre-test and 72.18 in post-test. In addition, the calculation of t-test result is 2.06 is higher than the t-table 1.67. Based on research finding, Jigsaw Method is suggested to be used as one of the method in teaching reading comprehension, and this study is also suggested for other researchers who want to conduct similar area on the use of Jigsaw method.

Keywords: Reading, Jigsaw Method, achievement
INTRODUCTION

There are four main skills in English, those are reading, listening, speaking, and writing. Reading and listening are called receptive skill in which people need the ability to receive written or spoken language when they do it. In the other hand, speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language.

Reading as the receptive skill can be defined as a process whereby one looks at and understands what has been written. When someone read, it means he/she looks at something written and tries to understand or to get information from what he/she reads. Reading can also be described as a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer. It means that reading activity connects the reader and the writer although they are in different time and place; for example reading an ancient book or reading personal letter and many others. Even in this modern age of multimedia and high technology environments, it is still the case that most of us rely on our reading ability in order to gain information or expand our knowledge.

Handayani states (2012:1) that reading skill is the most important to be mastered. The reason for teaching reading to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and writing. Moreover, reading is closely related with other subjects. As a receptive skill, it can support speaking in term of understanding message from the other speaker. Then, by reading the students can identify what kinds of text that are also taught in teaching writing. In the case of listening, it is quite the same as the receptive skill that is worked to understand the message being conveyed. Furthermore, most of the materials given by the teacher are presented in written form, for example in handbook and handout. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading comprehension. In reading comprehension, students are expected to have skill in finding the detailed information, main idea, making inference, guessing meaning, identifying topic or subject matter.

Unfortunately, it is hard for the students to master reading because of some problems which one of them in a large class. The class that is consisting too many students for a class ranging, approximately from thirty to forty students, may become a stumbling block in maintaining classroom interaction to enable learners acquire language intake exposed to them. Meanwhile, many teachers still use conventional technique to teach reading in their classroom. They consider that it is the best technique. The teachers tend to dominate the class and then ask the students work individually. Of course, in this case the teacher’s role is as an instructor. They consider that is one way making their students getting silent so that the class is easier to be handled. However, applying conventional technique in a large class makes the students become bored, lose their interest in reading material. It lacks the fun aspects in learning activity because the activity is pasif and concerns on teacher-centered. And therefore, affects the students’ achievement in reading.

Based on the writer’s experience, it was difficult to teach reading in a large class because the class is too noisy, and it makes the students lack of concentration in learning. They also face the same problem such as lack of vocabulary to comprehend the reading material. Besides, the large class also consists of the students having different level of ability.
For these reasons, suitable method should be conducted in order to make students become successful in their learning. One of the ways to make the teaching reading effective is making the students active, so that they enjoy learning and they can improve their reading skill. One of the teaching methods is cooperative learning. Through this method, students are active in the learning process, because they will learn more through a process of constructing and creating, working in group and sharing knowledge. According to Slavin (1995:2), “cooperative learning refers to a variety of teaching method in which students work in small groups to help one another to learn academic content”. Cooperative learning method has several types, namely Think Pair Share, Group Investigation, Students Teams Achievement Divisions, Teams-Games-Tournament, Team Assisted Individualized and Jigsaw.

One of the interesting types is Jigsaw. According to Slavin (1995:122) in Jigsaw method every student depends on his or her teammates to provide the information needed to do well on the assessments. The key to Jigsaw is interdependence. In this case, the researcher attempts to offer one method that makes the students interested in studying reading through Jigsaw method in which the activity is more emphasized on students’ involvement. Therefore, the researcher intends to conduct an experimental research by using the Jigsaw method to the eleventh grade of MA NIPI RAKHA Amuntai. Through this implementation, it is expected that Jigsaw method can improve students’ reading comprehension.

RESEARCH METHOD

In this research, the researcher uses quasi-experimental design. In accordance with Arikunto (2010: 125) in experimental design, there are two groups that are involved in this experiment, which are called experimet group and control group. The experiment group is treated by the researcher, while the control group is not treated, but the control group has function as the comparator. There are two groups in pretestposttest control group design that are chosen randomly, and then they are given pretest to know the initial condition whether there is a difference between experiment group and control group. In the experimental class, the researcher uses Jigsaw method as the method to help the students to achieve a proper result in reading comprehension at the tenth grade of MA NIPI RAKHA Amuntai in 2015/2016 academic year.

RESULT AND DISCUSSION

The Teaching and Learning Process in Experimental Class

The first treatment in experimental class was conducted on 24 March 2016, in this class students were taught by using Jigsaw method. In pre-activities the researcher began with greeting and checking students’ attendance. Then, the researcher motivated students by talking things that related to the materials. The researcher also told what the students would be done in the class.

In while activities the researcher explained about definition descriptive text, and the generic structure of descriptive text. The teacher also explained about the way to find out the sub-skills of reading comprehension such as main idea, detailed information, and drawing conclusion. Afterward, the researcher prepared the students and explained to them about Jigsaw method in order to avoid the confusion in the implementation of Jigsaw method.
In the implementation of Jigsaw method, the first step divided the students randomly into groups that consists 3 or 4 students. This group called home group. Then the researcher gave the same text to every group, and ordered the students to choose one part of the text. After that, every student studied the part of the text that she chose. Then the students made a new group based on the part of text that she chose, the group called expert group. In this group, the students studied and discussed the text, in this step the researcher asked the students to write the result the discussion in the expert group. The researcher also welcomed students to ask her advice if they have problem in their discussion. After all the discussion conducted, the students returned to their home group to discuss to another member of home group what they got in their expert group. At this step, every student mostly participated actively, because if one of them did not participate there will be a missing part in the text.

In post-activities, the teacher reviewed what students have learned on that day. Then, teacher gave evaluation to the students related to the material that they have learned before. The last, after they did the evaluation, then teacher closed the lesson. The schedule of teaching reading comprehension of descriptive text by using Jigsaw method was done as it shown in the table below.

Table 4.1
The Research Schedule of Experimental Class

<table>
<thead>
<tr>
<th>No</th>
<th>Date of meeting</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19th November 2015</td>
<td>Pre-Test</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>2</td>
<td>21st November 2015</td>
<td>First treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>3</td>
<td>26th November 2015</td>
<td>Second treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>4</td>
<td>28th November 2015</td>
<td>Third treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>5</td>
<td>3rd December 2015</td>
<td>Fourth treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>6</td>
<td>5th December 2015</td>
<td>Post-test</td>
<td>Descriptive Text</td>
</tr>
</tbody>
</table>

The Teaching and Learning Process in Control Class

In control class, the teacher did not use the Jigsaw method but the teacher only used the conventional method in teaching reading comprehension of descriptive text. In pre-activities, the teacher opened the lesson by greeting and checked the students’ attendance. Then, the teacher motivated students by talking some things that related with the material.

In while activities the teacher explained about the definition of descriptive text, and generic structure of the text. She also distributed the example of descriptive text. Moreover, the whole class discussed the text, and they also discussed the sub-skills of reading comprehension such as main idea, detailed information, and drawing conclusion. After the teacher asked students to do exercise in pair, then the whole class discussed the exercise.

In post activities the teacher reviewed what the students have learned. Then, the teacher gave evaluation to the students related to the material that they have learned before. The last, the teacher closed their lesson. The schedule of teaching reading comprehension of descriptive text without using Jigsaw method in Control Class can be shown as below:

Table 4.2
Research Schedule of Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Date of meeting</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>17\textsuperscript{th} November 2015</td>
<td>Pre-Test</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>2.</td>
<td>22\textsuperscript{nd} November 2015</td>
<td>First treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>3.</td>
<td>24\textsuperscript{th} November 2015</td>
<td>Second treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>4.</td>
<td>29\textsuperscript{th} November 2015</td>
<td>Third treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>5.</td>
<td>1\textsuperscript{st} December 2015</td>
<td>Fourth treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>5.</td>
<td>6\textsuperscript{th} December 2015</td>
<td>Post-test</td>
<td>Descriptive Text</td>
</tr>
</tbody>
</table>

The Description of Students’ Responses

**Experimental Class**

In the first meeting, it seemed that the teacher did not have problem in explaining about descriptive text to the students because many of the students remembered descriptive text that they have learned in their junior high school. Therefore, when they were asked about the function and the literary of descriptive text the students mostly could answer correctly. However, when they were asked about the generic structure of descriptive text they could not answer because they forgot about it. Consequently, the teacher explained it slowly. Moreover, many of the students got confused in determining the main idea of every paragraph of the story that was given by the teacher. They said that every event in a paragraph is the important part of the story. To solve this problem the teacher explained the main idea more detailed and then guide the students to find the main idea in the story.

When the students were given the chance to choose the part of text they seemed very excited; because they said it looks like a puzzle for them. However, there were some problems that occurred in the first treatment. Because it was the first time, they did not know what they should do even though the researcher told them the steps. They kept asking about the steps, and the researcher should explain it again and again. At the home group they did not have any problem; they could easily decide what part they did between each other. The management of time was also one of the problems that occurred in the first meeting because the students spent much time in translating the vocabulary, yet they did well in discussing about the part of text in the expert group, they exchanged their opinions about the sub-skills of reading comprehension such as main idea, detailed information, and drawing conclusion in the part that they chose.

When they finished their discussion, they returned to their home group. Then they discussed the result of discussion that they got in their expert group. It also took time because some of the students did not have any confident to speak and explain what she got in the expert group.

At the second meeting the, researcher slightly adapted to manage the time and the class, because she has learned from the first meeting. The teacher also taught the group how to divide the work then the students could manage their time in doing their discussion either in the home group or in the expert group. The same problem also occurred at this meeting; the students spent too much time in translating the vocabulary. But they did well when they discussed in their expert group and presented the result of their discussion in their home group.
In the third meeting before the researcher started to implement the Jigsaw method, she once again clarified the rules of the method. At this meeting, the researcher provided the vocabularies related to the material, so the students did not have to spend much time in translating the text.

In the fourth meeting, the researcher could easily implement the Jigsaw method. There was no problem at this meeting because the students already felt familiar with the Jigsaw method so they could easily do the steps.

In the last meeting the students showed their improvement, they did not have any troubles in using Jigsaw method because they remembered the step of the method, and they also did not hesitate in doing their discussion. Moreover, they seemed confident with their result of discussion in expert group and could discuss it again in their home group confidently because their reading comprehension was improved.

**Control Class**

As same as the experimental class did, the control class also did not have any problem in recognizing descriptive text because they had learned the text in their junior high school period. The students also seemed excited in talking about the text. However, when the teacher explained about the sub-skills of reading comprehension some of students did not pay attention. The students were not excited at all; it was probably because the teacher used the conventional method. They kept asking the researcher to do game instead of study. Perhaps because, at that time, there was an intern who always did game instead of studying, so the students thought I would do the same. There were only some students who asked questions when they did not understand about the material.

When the students were given the task, some of them were trying to get the answers of the questions by asking their peers because they did not really pay attention to the researcher’s explanation. The results of their tasks in the first and second meetings showed that there were not any significant improvements.

However, there were improvements in the third meeting and fourth meeting.

**The Description of the Students’ Achievement**

**Experimental Class**

The result of the both pre-test and post-test of experimental class showed an improvement of their reading comprehension. In their pre-test the experimental class got average score 74.55 which was categorized as Good score. From the result of the post-test, the average score increased to 84.24 which were categorized as a very good score. It shows that there is improvement in students’ achievement that is 9.69 points. The improvement can be seen through the diagram below
The students’ achievement of Experimental Class after had been taught by using Jigsaw method can be seen in the diagram below:

Diagram 4.1
The Result of Pre-Test and Post-Test of Experimental Class

Diagram 4.2
The Pre and Post-test Result of Students’ Achievement

From the diagram above, it can be seen that the students’ achievement
The result of students’ achievement from post-test was higher than in the pre-test. In the pre-test, only 3 students got the excellent score and 6 students got very good score, meanwhile in the post test there were 14 students who got the excellent score. Furthermore, there were 10 students got the very good score. Moreover, the highest improvement was shown from the fair score and fail score. Before the treatment, there were 9 students got the fair score and 1 student got the fail score, but after the treatment none of the students got the fair score and fail score.

**Control Class**

Based on the result of the pre-test in control class, the students’ average score was 69.99 and the average of post-test was 72.18. The average score of pretests was categorized as a fair score and the post-test was categorized as a good score. Even though the improvement of the students of control class is not as significant as the experimental class, the students of control class also show their improvement in reading comprehension, it can be seen from the result of the posttest, their average score also increased up to 2.19. The improvement can be seen through the diagram below.

![Diagram 4.3](image)

The students’ achievement of Control Class after had been taught by using Jigsaw method can be seen as diagram below:
The achievement in control class can be seen from the diagram above. There was 1 student got the excellent score in the pre-test, meanwhile in the posttest there were 3 students got the excellent score. Moreover, there were 4 students got very good score in the pre-test and in the post were 6 students. Furthermore, there were 13 students got the good score in pre-test and 12 students in post-test.

And there were 11 students got the fair score in pre-test and 8 students in post-test. The result of students who got the fail score were the same either in pre-test and post-test, there 3 students got the fail score.

**Interpretation of Documentation**

The researcher collected syllabus of English subject for eleventh grade students of MA NIPI RAKHA Amuntai as the documentation that were needed in this research. According to the syllabus, the eleventh grade students were expected to be able to comprehend about short descriptive text.

**Interpretation of Observation**

The process of observation in this research was done by the teacher as the first observer and the second observer was Bulkis, she is one of the teachers in MA NIPI RAKHA Amuntai. The observers observed the teacher and the students’ performance in both experimental and control class. In the four meetings of experimental class, both of the first and the second observer had the different percentages of teacher’s performances. The percentages of teacher performances in experimental class can be seen through the table below:
Table 4.3
Interpretation of Teacher’s Performances in Experimental and Control class

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
<th>3rd Meeting</th>
<th>4th Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>1</td>
<td>Experimental</td>
<td>80%</td>
<td>83.5%</td>
<td>81.9%</td>
<td>84.7%</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>70%</td>
<td>71.8%</td>
<td>71.4%</td>
<td>75%</td>
</tr>
</tbody>
</table>

The table above showed that the teacher’s performances using Jigsaw method in experimental class was rising among first, second, third meeting and fourth meeting. The result of her performances in the control class was also rising among the first meeting to the last meeting. The teacher performance at the first meeting was 80% and 83.5% for experimental class, then 70% and 71.8% for control class, most of the teacher’s activities categories were good; it means that the teacher worked well in the first implementation of Jigsaw method and also worked well in the process of teaching and learning of control class.

Moreover, the second meeting showed that the teacher performance was better than the first performance. It can be seen from the percentage in the table above. The percentage of the second meeting of experimental class were 81.9% and 84.7%, the percentage of control class were 71.4% and 75%. In the third meeting, most of the teacher’s activities in both classes were very good; the percentages of experimental class in this meeting were 87.5% and 90.3%, then the percentages of control class were 82.1% and 83.9%. In the last meeting, the percentage of experimental class were 95.8% and 84.7%, the percentage of control class were 92.8% and 91%

The result of students’ performance was also rising. The result of the students’ performances from experiment and control class can be seen in the table below:

Table 4.4
Interpretation of Students’ Performances in Experimental and Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
<th>3rd Meeting</th>
<th>4th Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>1</td>
<td>Experimental</td>
<td>72.5%</td>
<td>73%</td>
<td>76.6%</td>
<td>75%</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>69.9%</td>
<td>71.6%</td>
<td>71.4%</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

From the table above, the percentages of students’ performance were rising from first meeting to the last meeting weather in experimental class and also control class. The highest percentage was in the experimental class, it means teaching reading comprehension of descriptive text by using Jigsaw method can increase students’ motivation. Moreover, the researcher concluded that the procedure of teaching and learning designed in the lesson plans were acquired.
Analysis and Interpretation of the Test

Reliability of the Test

In order to find out the reliability of the test, the researcher conducted a tryout test before the pre-test. The tryout tests were given to the eleventh grade of MA NIPI RAKHA at XI IPS class which was not chosen either as experimental or control class. The result was counted by using test-retest of the product moment correlation formula. The result showed that the tests were reliable because the result was higher than the r-table \((r_{\text{test}} > r_{\text{table}} = 0.886 > 0.515)\). It means that the results of test of tryout test are reliable.

Testing Hypothesis

In testing the hypothesis, the researcher used the t-test formula to find out the improvement of the students of experimental class by comparing their results of the test with the results of control class. Then, the results of the two classes were counted by using the following formula:

\[
t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

The average score of post test at experimental class was 84.24 with the variance \((S_{1}^{2}) 97.7\). The average score of post test at control class was 72.18 with the variance \((S_{2}^{2}) 115\). After using the formula of the t-test above the researcher found the \(t_{\text{test}} = 2.06\). For significant level \(0.05\) and \(df = 60\), it is found that the \(t_{\text{table}}\) is 1.67, and it means that the \(t_{\text{test}} > t_{\text{table}}\). Therefore, \(H_0\) is rejected and \(H_a\) is accepted.

It means that there is significant improvement in students’ reading comprehension between students who are taught by using Jigsaw method and those who are taught without using Jigsaw method.

Research Result Interpretation

Based on the result of the data, there is significance different in students’ reading comprehension achievement between students who are taught by using Jigsaw method and those who are taught without using Jigsaw method. It can be seen from students’ average score in reading achievement. The average score of students who are taught using Jigsaw method was 84.24 in post-test. It is 9.69 higher than their average score in pre-test which was only 74.55.

The students who are taught without using Jigsaw method also improve their reading comprehension. The average score of their post test was 72.18; it is higher 2.19 than their pre test which was 69.99. It shows that the improvement of the average score of students who are taught without using Jigsaw method is lower than students who are taught using Jigsaw method.

The result of this present study shows that the use of Jigsaw method improved the students’ achievement in reading comprehension since the result was better than before. The studies proved...
that the use of Jigsaw method could motivate the students’ interest in learning English and improve students’ reading ability.

**Discussions**

The data was computed. The average score of experimental class from pretest which held on Thursday, March 17, 2016 was 74.55. It was categorized as good level. From the post-test which held on Saturday, April 02, 2016, the average score was 84.24. It was categorized as very good level. However, the result of pre-test and post-test in experimental class were different after the students received the treatment. The increasing of students’ achievement in experimental class was 9.69 points. Meanwhile, in control class, the students’ achievement also increased. It can be seen from the result of pre-test and post-test. The pre-test in control class which held on Tuesday, March 15, 2016, the students got average score 69.99 which was categorized as fair level. The students’ average score from post-test which held on Sunday, April 03, 2016 was 72.18. It was categorized as good level. The increasing of students’ achievement in control class was 2.19 points. The increasing number was not as much as in experimental class. The result of the t-test was 2.06 for significance level 0.05 and df 60 were 1.67. The hypothesis that “There is a significant achievement in students’ reading comprehension after being taught by using Jigsaw method in teaching reading comprehension of the eleventh grade of MA NIPI RAKHA Amuntai in 2015/2016 academic year.” was accepted.

Based on computation result data above, the students who are taught using Jigsaw Method got higher achievement than students who are taught without using Jigsaw Method. As the previous study stated in Endang (2009: 43), the students who taught by using Jigsaw technique show better achievement in reading comprehension than students who taught by using conventional technique. Therefore, the Jigsaw technique has the effect to increase students’ reading comprehension achievement significantly. Applying Jigsaw Method make the teaching-learning process more active and enjoyable. It also makes the students being more active, interactive, and creative than before. Based on the research conducted it can be concluded that Jigsaw Method is suggested to apply in teaching reading comprehension to enrich the students’ skill in reading and improve their achievement in reading.

The study of oral literature using Antropholinguistics focuses on three scopes of discussion: interconnection, valuability, and continuity. Interconnection deals with material elements of oral literature. Valuability deals with meanings, cultural values, and functions of oral language. Continuity deals with efforts taken to maintain the oral literature as part of local tradition of certain society. The analyses in this study are only focused in interconnection and valuability. It is because the objective of this study is not to take any measure to maintain the continuity of mantra practices. What we aim to do through this study are to describe material elements of healing mantras, to categorize functions of healing mantras, and to reveal socio-cultural values of Banjarese people as reflected in the investigated mantras.

**CONCLUSION AND SUGGESTION**

**Conclusions**

Based on the data obtained, the conclusions can be made as follow:
1. There is a significant improvement in students’ reading comprehension achievement of the students who are taught using Jigsaw method in experimental class. It is proven by the students’ average score which are 84.24 in post-test. It is 9.69 higher than their average score in pre-test which was only 74.55. There is also an improvement of achievement of the students in the control class who are taught without using Jigsaw method. However, the improvement is not as significant as that in the experimental class. The comparison of the students’ improvement between experimental class and control class is the average score of experimental class was increasing up to 9.69, in the other hand, in control class it was only increasing up to 2.19.

2. The result of the calculation of the t-test is 2.06 and t-table is 1.67. It means that t-test is higher than t-table. Therefore, the null hypothesis (Ho) is rejected. It can be said that there is a significant improvement in students’ reading comprehension between students who are taught by

3. using Jigsaw method and those who are taught without Jigsaw method.

Suggestions

In line with the conclusion, several suggestions are proposed as follow:

1. Since the result shows that the eleventh grade students of MA NIPI RAKHA Amuntai have improved their score in reading comprehension after being taught by using the Jigsaw method, this method is proposed to be used as a teaching strategy to increase students’ improvement in reading comprehension.

2. It is suggested to other researchers who want to conduct similar area on the use of Jigsaw method in teaching to use different text types such as narrative, recount, report, spoof, and analytical exposition text.
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