

**A COMPARATIVE STUDY BETWEEN THE READING COMPREHENSION  
ACHIEVEMENT OF THE SECOND YEAR STUDENTS WHO ARE TAUGHT  
USING JIGSAW LEARNING METHOD AND THE ONES TAUGHT USING  
CONTEXTUAL TEACHING LEARNING METHOD  
AT SMP 2 PAJALELE KAB. PINRANG**



**A Thesis**

*Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education Department of  
Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar  
State Islamic University Makassar*

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## **PERNYATAAN KEASLIAN SKRIPSI**

Dengan senantiasa mengharapkan Ridha Allah SWT, yang bertanda tangan di bawah ini menyatakan bahwa skripsi ini benar hasil karya penulis dan jika di kemudian hari terbukti bahwa penulisan skripsi ini merupakan duplikat, tiruan atau plagiat, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.



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NASRA M



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## ABSTRACT

**Name** : Nasra. M  
**Title** : A Comparative study between the reading comprehension achievement of the second year students who are taught using Jigsaw Learning Method and The ones taught Contextual Teaching Learning Method at SMP 2 Pajalele Kab. Pinrang”  
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The problem statements of the research are: (1) what is the reading comprehension achievement of the second year students at SMP 2 pajalele kab. Pinrang by using jigsaw method and who are taught using Contextual teaching learning? (2) Is there any significant difference between jigsaw and contextual teaching learning in measuring the reading comprehension of the students?

The research used an experiment method which aims at comparing the jigsaw and contextual teaching learning in measuring the reading comprehension of students’.

The writer collected data by using reading test in two techniques, jigsaw and contextual teaching learning. The data from the test were analyzed by using t-test analysis. This is t-test for independent sample.

The result of the data analysis shows that, the value of t-test (1,96) was greater than the value of t-table (1,67) at level of significance  $p = 0,05$  and degree of freedom  $df = N_1 + N_2 - 2 = 78$ . Based on the result of the data analysis above, the writer concludes that there is a significant difference between jigsaw and contextual teaching learning in measuring the reading comprehension of the students.



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# CHAPTER I

## INTRODUCTION

### **A. Background**

Reading is one way to know something, and by reading the students will be excited to study more about what we have read, as Jeannette Vos in Dryden, G., & Jeannette V. (1999) said that “the more we read. The more students know “through this statement, the students have to realize how important the reading to increase mind and our perspective. So, the writer considers that, the teacher must give way how to understand reading material easily and make students interested in the reading material.

The students can say that reading as key to get information. Some one can obtain information from the books, magazines, newspapers, website, and study science and technology. Development science of demands people to read a lot. Many science books writing in English, and reading skill will aid students to fulfill their need. Habit in reading English can also enrich vocabulary. So, it will facilitate students to understand the content of reading text.

Goodman in Fatimah (2004) Reading does not only read word by word in a sentence, but to comprehend the whole ideas composed by the writer through written text. He also associates some meaning of sentences connected in each paragraph.

Teaching reading to English learners is exciting for teachers who have the ability to perform it. They have skills and comprehension to apply the appropriate teaching strategies method. There are many strategies and methods on the students' need and conditions. In addition, it can stimulate or motivate the students to enjoy studying the reading material.

Based on the importance the reading comprehension to the learners of English. It is important to find out the way of improving reading ability and the way of stimulating students' interest to read English material. Therefore, in the reading skill students can improve their language skill and in large their insight from the information they get from reading material. Seeing this fact, the researcher tries to introduce Jigsaw learning and contextual learning method in teaching reading comprehension material. It is a combination of cooperative and individualistic learning. Students learn in cooperative group, but they take individual test and are given Aronson et al.,(1997).

Jigsaw learning will help the students to be active in learning, because in process the students working together to solve problem, answer the question, formulate the question of their own material, discuss, peer-tutoring, debate during class process. Finally the students have individual test and given to measure the students' ability in mastering the material Felder, Richard (2010).

Contextual teaching and learning is a concept which helps the teacher to correlate material content and real condition, and to motivate students to make correlation knowledge and real condition. In the class process, the teacher is the

facilitate to guide the students in how to learn. Teacher is not central source but teacher is the creator of the strategy in teaching-learning activities.

Based on the background about, the writer is interested in caring out research title: “A Comparative study between the reading comprehension achievement of the second year students who are taught using Jigsaw Learning Method and the ones taught Contextual Learning Method at SMP 2 Pajalele Kab. Pinrang”.

## **B. Problem Statements**

Based on the previous background, the writer formulates the problem statements as follows:

1. What is the reading comprehension achievement of the second year students at SMP 2 pajalele Kab.Pinrang by using jigsaw method and those are taught by using Contextual teaching learning?
2. Is there any significant difference between jigsaw method and contextual method in measuring the reading comprehension achievement of the second year student?

## **C. Objective of the Research**

The purposes of the research are to find out:

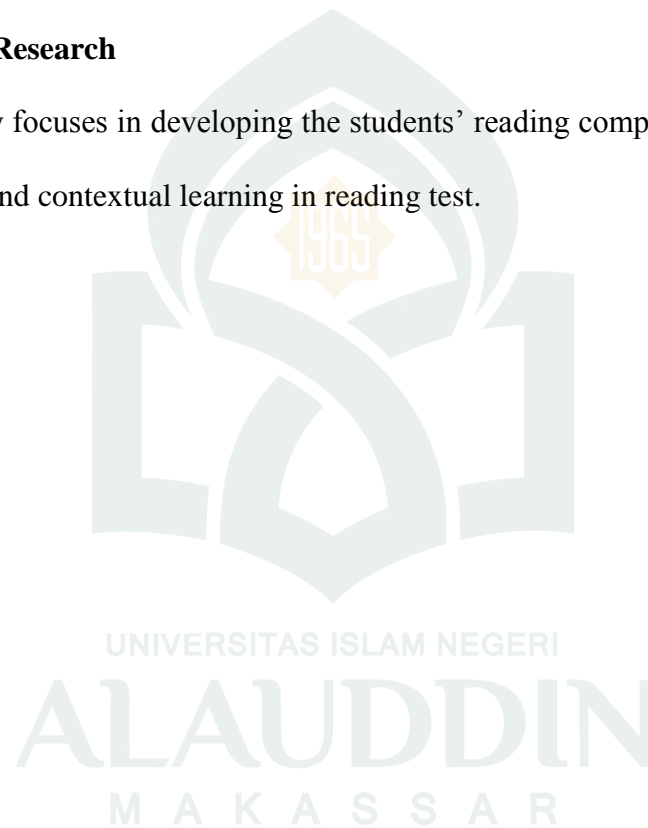
1. The reading comprehension achievement of the students by using jigsaw and of the students by using contextual learning.
2. The significant difference between jigsaw and contextual teaching learning in measuring the reading comprehension of the students.

#### **D. Significance of the Research**

The result of the research is expected to be useful information and a reference in identifying some problems faced by the English teachers in teaching English, especially in reading skill. And also it will be expected to give a new insight in development in English teaching.

#### **E. Scope of the Research**

The study focuses in developing the students' reading comprehension through jigsaw learning and contextual learning in reading test.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter, the writer describes some previous related findings, some ideas, theoretical frame work, and hypothesis.

#### A. Some Previous Related Findings

Some previous research findings related to this research are as follows:

1. Hasnah (1999) stated that the reading comprehension ability of the students were poor because it was influenced by the low interest to reading especially English book
2. Indah fadilah (2006) in her research, using jigsaw learning strategy in improving the second year students' reading comprehension of SMUN 8 Makassar, concludes that using jigsaw learning strategy is effective in improving reading comprehension achievement of students.
3. Fatimah (2004) in her research, *Developing reading comprehension through Students Team Achievement Division (STAD)*, found that the third semester students of FBS UNM in 2003/2004 academic year can develop the reading comprehension by the basic component of cooperative learning were: (a) class presentation, (b) Team, (c) Quiz, (d) individual improvement scores, and (e) Team recognitions.

4. Sari (1995) conducted a research on the students of SMP Darul Hikmah Ujung pandang. Reported that must of the students prefer to choose the English text with picture in teaching reading.

The findings above show that there are some reading materials can be used to increase the interest or ability of the students in reading comprehension. In this research the writer wants to compare the using jigsaw learning and contextual teaching learning in improving the reading comprehension ability of the students.

## **B. Some Pertinent Ideas**

### **1. The Concept of Reading**

#### a. Definition of reading

Reading has various definitions; it depends on the variety of people's points of view, so the writer presents some following definition of reading;

Tinker and Cullogh in Fatimah(2004:6) state reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience. From those definitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually. Also from those definitions of reading some people formulate definitions of reading comprehension.

Charles in Indah Fadilah (2006) state that reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on another hand is receiver. During the reading process it means that the reader can be done

during reading activity is only grasping and decoding information, mean while he can not as question or comment to the author directly.

#### b. Kinds of The Reading

Harris ( 1980:15) classified reading into two kinds as follows:

1. Developmental reading activities are those in which the teacher main purpose to bring an improvement in reading skill activities in which learning to read is the main goal.
2. Functional reading is includes reading which the primary aim is to obtain information in other words, reading has enjoyment, entertainment and appreciation as major purpose.

The reading divided into three kinds. Namely; silent reading and oral reading:

##### 1) Silent reading

The main aim in silent reading is understand. The writer can do silent reading faster than oral reading because silent reading there is no oral expression.

##### 2) Oral reading

Some one has firstly good pronunciation to do oral reading well. In oral reading the students not only read the passenger to be understood but also read orally. The passenger are given in oral reading, the students will get experience in producing to with could be practiced as many time as possible.

### 3) Speed reading

This kind of reading is used to improve speed and comprehension reading. The skill is very important for students. The skill of speed reading must be run side with comprehension as the main purpose of reading. The rate of reading speed, however, depends on the kinds of reading material. The rate of speed of reading a story or narration will be different from that of reading scientific materials.

#### c. Technique of Improving Reading skill

The techniques are particularly important for the reading in the content fields. Techniques play an important role in understanding reading material to help students to read affectively. The techniques are;

##### 1. Survey reading

In this technique a reader surveys the information he or she want to get. Thus, before reading process, a reader must set what of information are needed. In survey reading, schemata or prior knowledge is very helpful. Therefore, the reader should have a clear idea of what her or she is looking for. Where, she is likely to find it and how he can identify the information when sees it.

##### 2. Skimming

Skimming is used to quickly identify the main ideas of a text when we need the news paper. We are probably not reading it word-by-word, instead

we are scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

### 3. Scanning

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. We search for key words or ideas. In most cases, you know what you're looking for, so we are concentrating on finding a particular answer scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once we have scanned the document, you might go back and skim it.

## 2. The Concept of Reading Comprehension

### a. Definition of Reading Comprehension

Richard in Sriariani (2009) definition of reading comprehension as a result of perceiving a written text in order to understand its content. The process of comprehending the written text can be done either silently (silent reading) or loudly (oral reading).

Smith and Robinson (1980:205) state that reading comprehension means the understanding, evaluating and utilizing of information and ideas gained through an interaction between the reader and the author. Reading comprehension is such a kind of dialogue between an author and a reader in which the written language becomes

the medium that cause the dialogue happen when the two persons communicate through the medium of print.

Reading comprehension is such as a kind of dialogue between an author and reader in which the writer language becomes the medium. Based on the explanation above Smith and Johnson (1987) suggest that reading comprehension may be divided into four categories;

- 1) Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking or reasoning.
- 2) Interpretation is involves thinking skills and requires readers to identifying ideas and meanings that are not explicitly states in the written text.
- 3) Critical reading includes both literal comprehension and interpretation but also goes beyond these two levels of comprehension and
- 4) Creative reading is applying ideas from the text to new situations and recombining the author's ideas to with other ideas to from new concepts or to expand old ones.

Based on the definitions above, the writer can define that reading comprehension as an ability or capacity for comprehending reading material to gain information from the reading.

#### b. The Kinds of Reading Comprehension

Richards, et al. stated that different types of reading comprehension are distinguished according to readers' purposes and the type of reading that they use.

The following are commonly referred to:

- 1) Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage. The literal comprehension is the most fundamental in reading comprehension kinds because the readers must first understand what the author expresses before drawing an inference, making an evaluation, or gaining an appreciation.
- 2) Inferential comprehension: reading in order to find information which is not explicitly stated in the passage carefully, put ideas and facts together to draw a conclusion, then inference it by using their experience and intuition.
- 3) Critical or evaluative comprehension: reading in order to compare information in a passage with the readers' own knowledge and values. It requires them to be active in criticizing and evaluating whether or not the information expressed by the author is worth enough to be absorbed.
- 4) Appreciative comprehension: reading in order to gain an emotional or other kinds of valued response from a passage.

#### c. Developing Reading Comprehension

According Wain Wright in Indah fadilah (2006) points out that there are two ways to developing the students' ability in reading these are:

1. Vocabulary building

Vocabulary is total number of words which (with rules for combining then) make up language Hornby, (1974: 964) reading for vocabulary is very important to enrich our vocabulary by doing this we must select reading material contain new words, we have look up these nes words in a dictionary

and try to use them in sentence and not to be learn by heart as a single words but use them in comprehension sentence.

2. Ability required for reading comprehension it is necessary to put forward here the abilities required for reading comprehension. It is very important abilities to support the developing of the students in reading comprehension.

#### d. Factors Affecting Reading Comprehension

Anderson in Nursiang (2007:10) describes the factors affecting reading comprehension in his opinion that meaning does not reside in the text itself meaning is reached when the reader integrates personal background knowledge, purpose for reading, reading strategies, and the text to get meaning.

The description above implies that to get a perfect comprehension in the reading process, there are some factors either internal or external that should be monitored. Harris and Smith divide the factors into five categories, namely:

- 1) Background experience. It refers to the previous experience that the readers already known before and it relates to the reading materials that they read.
- 2) Language ability. It refers to readers' ability in mastering some elements of language, for example: vocabulary, transition words, grammar, etc.
- 3) Thinking ability. It refers to the readers' ability analyze reading materials that they read by considering some comprehension aids to support their achievement in comprehension.



- 4) Affection. It refers to the some psychological factors that can affect the reader's comprehension. The factors are interests, motivation, attitudes, beliefs, and feelings.
- 5) Reading purpose. It refers to the reader's purpose why they read the reading materials. It is usually done by making some questions before reading process. The question will be a stepping stone to get apprehension

### **3. The Concept of Jigsaw Learning**

#### **a. The Definition of Jigsaw Learning**

Learning is the process of acquiring knowledge, skills, attitudes, or values through study experience, or teaching, that cause a change of behavior that is persistent measurable, and specified or allow an individual to formulate a new mental construct or revise a prior mental.

Jigsaw is a combination of a cooperative and individualistic learning. Students learn in cooperative group, but they take individual test and are given individual grades. Resources interdependent is high, but an individualistic reward structure is used. Students are placed in five to seven members cooperative groups ( heterogeneous in term of ability, ethnic background and sex. Aronson et al,(1997).

The jigsaw method of cooperative learning is also a good way to involve all students in speaking and learning ELS ( English second Language) classroom in jigsaw learning activity, a reading selection is cup and divided among the group by the teacher. Each person reads their individual part silently and then present the information they learned to their group. Next, each cooperative group teaching the

whole class about what they learned from their reading selection. This activity is wonderful way to elicit participation from each class member students also feel less inhibited by first presenting in small groups, and after practice they often feel more comfortable presenting in front class (Slavin,R.1960).

Perkins (2001:111) stated that jigsaw is a teaching technique that enables each student of home (jigsaw) group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the home (jigsaw) group and teach the material to their group members.

#### **b. Procedure of Teaching Jigsaw Learning**

Each learning strategy has a certain steps or procedures. The teachers who want to applied a special learning strategy must understand the whole steps and procedures (Aronson,E.,& Patneo,S 1997) especially, propose 10 steps or procedures in using jigsaw learning to teach any subject, including to teach reading comprehension:

- 1) Divide students from into 5 or 6 person jigsaw groups. The groups should be diverse in term of gender, ethnicity, race, and ability.
- 2) Appoint one students from each group as the leader. Initially, this person should be the must mature students in the group.
- 3) Divide the day's lesson into 5-6segments.
- 4) Assign each students to learn one segment, making sure students have diverts access only to their own segment.

- 5) Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
- 6) Form temporary “expert groups” by having one student from each jigsaw group join other students’ assignment to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentation they will make to their jigsaw group.
- 7) Bring the students back into their jigsaw groups.
- 8) Ask each student to present her or his segment to the group, encourage others in the group to ask questions for clarification.
- 9) Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or descriptive) make an appropriate intervention.
- 10) At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and game but really count.

c. Some Elements of jigsaw learning

Jigsaw learning is a part of cooperative learning, which has some elements

Johnson and Johnson elaborate the five elements of cooperative learning as follows;

1) Positive Interdependence

Students perceive that they need each other in order to complete the group’s task (sink or swim together). Teacher may structure positive interdependence by establishing mutual goal (learn and make sure all other group members learn), joint rewards (if all group members achieve above the

criteria, each, will receive bonus point), shared resources ( one paper for each member receiver part of the required information), and assigned role( summarizer, encourager of participation, elaborator)

2) Face to Face Promotive Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates. Teachers structure the group so that student set knee-to-knee and talk through each aspect of the assignment.

3) Individual accountability

Each the students' performance is frequently assessed and the results are given to the group and individual. Teachers may structure individual accountability by giving an individual accountability by giving an individual test to each students or randomly selecting one group member to give the answer.

4) Interpersonal and small group skill

Group cannot function effectively if students do not have and use the needed social skills. Collaborative skills include leadership, decision-making trust building, communication, and conflict management skills.

5) Group processing

Group need specific time to discuss how well they are achieving their goal and maintaining effective working relationship among members.

**d. The Factors of Jigsaw Learning**

Anderson in Indah fadilah, divides the factors into five categories, namely;

- 1) Thinking ability. It means that the readers' ability to analyze the reading materials.
- 2) Affection. It means that the readers have to know about some psychological background experience. It refers to the previous experience that the readers have already known before and relates to the reading materials that read.
- 3) Language ability. In this case the reader have to know about some elements of language, for example; vocabulary, grammar, etc.
- 4) Factor that can affect the readers' comprehension. The factor are interest, motivation, attitudes and etc.
- 5) Reading purpose. It refers to the readers' purpose why they read the reading materials. It usually done by making some question or predicting as a stepping-stone to get comprehension.

**e. The Advantages of Jigsaw**

According to Aronson (2008), there are some advantages of jigsaw such as:

- 1) Teacher is not the sole provider of knowledge
- 2) Efficient way to learn
- 3) Students take ownership in the work and achievement
- 4) Students are responsible each other
- 5) Learning focuses on interaction with friends

- 6) Students are active participants in the learning process
- 7) Builds interpersonal and interactive skill

#### **4. The Concept of Contextual Teaching Learning**

##### **a. Definition of Contextual Teaching Learning**

Apply contextual teaching and learning in the class is how the teacher collaboration between material and environment, between concept and practice and promote the students to relate their knowledge and daily activity. Help the owner knowledge to apply their knowledge in the society.

Elaine B. Johnson (2007:2) states that contextual teaching and learning collaborates idea and act, know, and do, think and practice. She explained that CTL is proper in the society education concept in anywhere.

Contextual teaching and learning is a concept which helps the teachers to correlate material content and real condition, and to motivate students to make correlation knowledge and real condition. Baharuddin trianto (2008:10).

According to contextual learning theory, learning only when students (learners) process new information or knowledge in such as away that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context that is, in relation to person's current environment- and that is does so by searching for relationship that makes sense and appear useful.

The class process, the teacher is the facilitator to guide the students in how to learn. Teacher is not as central source but teacher is the creator the strategy in teaching-learning activities.

b. Advantages of Contextual Teaching Learning

Sauwer in Sri Megah stated that there are many advantages of the contextual teaching learning method these are:

- 1) Students are actively engaged
- 2) Students view learning as relevant
- 3) Students learn from each other
- 4) Learning is related to the “Real world” and or simulated issues and meaningful problems.
- 5) Students are encourages to take the responsibility for monitoring their own development
- 6) Students diverse life contents and prior experiences are important in learning
- 7) Learning is assessed in multiple ways. Opinion of students are valued and respected
- 8) Teachers act as facilitator of students learning
- 9) Teachers use many different techniques
- 10) The learning environment is dynamic and exciting
- 11) Higher order thinking and problem solving is encouraged
- 12) The process of learning is just as important as what is being learned

13) Learning occurs in multiple setting and contexts

14) Knowledge extends beyond the boundaries of conventional classrooms.

c. Principles Contextual Teaching Learning

The are three principles which play important role in CTL, namely:

1) Contextual teaching learning reflects the principles of interdependence

Interdependence is manifest, for instance when students collaborate to solve problems and when teacher confer with colleagues. It is apparent when different subject are linked, and when partnership join school.

2) Contextual teaching learning reflects the principles of differentiation

Differentiation is evident when Contextual teaching learning challenges students to respect differences, to be active and creative, to generate new and different ideas and result, and to realize that diversity is sign of robustness and strength.

3) Contextual teaching learning reflects the principles of self organization

Self organization is apparent when students explore and discover their own distinctive abilities and interest, benefit from the feedback authentic assessment provides, review their own effort in the light of clear objective and specific standards, and participate in the students centered activities that make them enjoy the subject.



d. Some Component of Contextual Teaching Learning.

According to Trianto (2008: 11) contextual teaching and learning has seven principles ,as follows;

1) Making the Connection

Every thing has the connection with others. In this step, students are really suggested to make connection between what they learn their environment.

2) Inquire

To find is most important in the study process, students are emphasized to get material what the teacher teaches trough understanding not memorizing. So material usually formed finding case.

3) Question

To deliver question is minded to guide and to promote the students for exploring the idea. Question is the urgent part in learning activity because students can get information.

4) Learning Community

The activeness of studying language should study together, where language can practice directly. According to Elaine B. Johnson (2007:166) that team will be success applies the team work. An corporation way in study will be make easy to understand the material because the student can get the help of his/her friend.

5) Modeling

Modeling is one suggested of contextual teaching and learning, in the learning process. The students needs to imitate what students should do, this way to maker easy students to practice.

6) Reflection

It is the way to recall the knowledge that has been studied.

7) Authentic Assessment

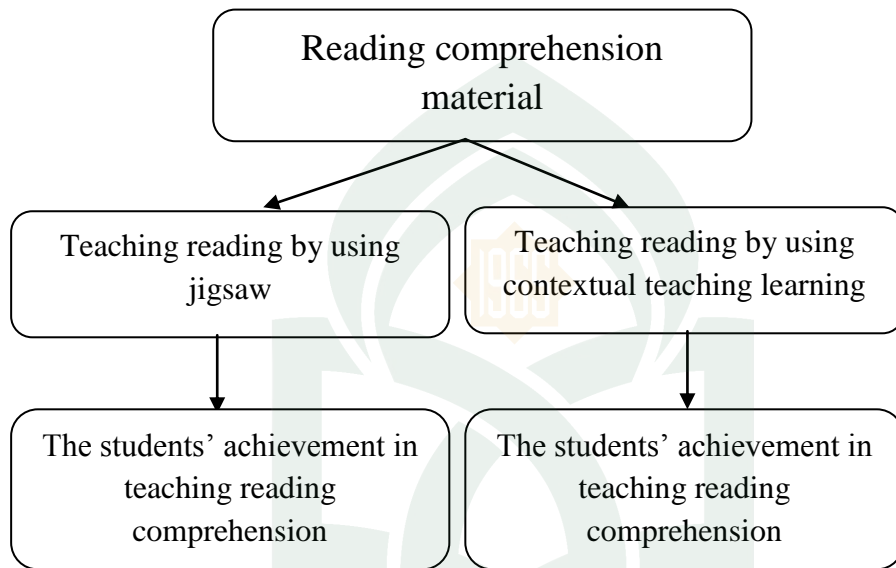
Assessment is the collecting data process as source information about students' achievement. According to Trianto (2008: 36) assessment is the process collecting data to give the describing about the students learning process.

e. Differentiate Approaches of contextual and traditional Instruction

No	Contextual method	Traditional method
1	Relies on spatial memory	Relies on rote memory
2	Typically integrates on multiple subject	Typically focused on single subject
3	Value of information based on the visual need	Value of information is determined by the teacher
4	Relates information with prior knowledge	Fills students with deposit of information until needed
5	Authentic assessment thought practical application, solving, or realistic problem	Assessment of learning is only for formal academic occasions such exam
6.	The language is teaches by communicative approach	Language is teaches by structural approaches
7	Students learning by using group work and discussion	Students learning in individual ways

### C. Theoretical Framework

The theoretical framework of this research is presented in this following diagram:



This research is designed to compare two technique, jigsaw method and contextual teaching learning in measuring the reading comprehension of students and to find out the significant difference between them.

### D. Hyphotesis

H1= there is significant difference between jigsaw and contextual teaching in measuring the reading comprehension of the second year students of SMPN 2 Pajelele kab. Pinrang.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the description of the method of the research, procedure of collecting data and instrument of the research, category of research result, and technique of data analysis.

#### **A. Research Design**

This research, the writer applied descriptive method which aims at knowing the reading comprehension achievement of the students and at comparing the jigsaw and contextual teaching learning in measuring the reading comprehension of students.

#### **B. Population and Sample**

##### **1. Population**

The population of this research was the second year students of SMPN 2 Pajalele Kabupaten Pinrang.

##### **2. Sample**

The sample consists of class VIIIA from four class each class consists 40 students, this research used sample random sampling.

#### **C. Variable of the Research**

This research has two variables, they are independent variable and dependent variable. The independent variable is the use of jigsaw and contextual learning in reading comprehension, while the dependent variable is the students' reading comprehension achievement.

#### **D. Instrument of the Research**

To collect the data, the writer uses the reading test in to two strategies, jigsaw and contextual learning. Both of them use to compare, to find out if here significant difference, and to identify which one is effective in measuring the reading comprehension achievement of students.

#### **E. Procedure of Collecting Data**

The procedure of collecting data in the research, explain as follows;

- a. Firstly, the teacher explained to the students about jigsaw and contextual learning method.
- b. The teacher gave the students a selected test to read about five minutes for each topic and the teacher gives them a chance to ask question for any strange word
- c. After students have reading the text, the teacher asked students to close their text book and them gave them the same text again, but it is an uncompleted text which the words are delete are verb.( they were given time to do question about 30 minutes were the member of questions are is items)
- d. Next, the teacher gave a text to the students with same options of words to complete the blank sentences on the text
- e. While the students doing their test, they were not permitted to ask some question and open dictionary
- f. Finally, after students have submitted their answer sheet, teacher asked them about that test and gives some comments and suggestions of that activity.

## F. Technique of Data Analysis

- 1) To measure the reading comprehension the students data was tabulated by refining to the scoring system follows:

Score 9,6- 10	is classified as excellent
Score 8,6- 9,5	is classified as very good
Score 7,6- 8,5	is classified as good
Score 6,6- 7,5	is classified as fairly good
Score 5,6- 6,5	is classified as fair
Score 4,6- 5,5	is classified as poor
Score 2,6- 4,5	is classified as fairly poor
Score 0- 2,5	is classified as very poor

- 2) To calculate of students' percentage researcher used formula:

$$P = \frac{fq}{N} \times 100\%$$

Where:

P = percentage

fq = number of frequency

N = total sample

- 3) To calculate the students' mean score by using this formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  = mean score

$\sum x$  = the sum of all score

N = the number of subject

(Gay, 1981: 298)

- 4) To find out the significant differences between Jigsaw learning and contextual learning in measuring the reading comprehension of students, the researcher calculated the value with t-test.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significant

$\bar{X}_1$  = mean scores of contextual teaching learning method

$\bar{X}_2$  = mean scores of jigsaw method

$ss_1$  = the sum of the squared of contextual teaching learning

$ss_2$  = the sum of the squared of jigsaw

$n_1$  = the total subject of jigsaw

$n_2$  = the total subject of contextual learning

(Gay, 1981:32)

## CHAPTER IV



## FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the section is the findings of the research. The finding of the research covers the description of the result of the data analysis through test, the second section is the discussion of the research findings.

### A. Findings

The findings of the research deal with the result of the students' achievement obtained through jigsaw and contextual teaching learning method in comprehending reading test.

1. The result students' achievement by using Contextual Teaching Learning

*Table 1*

No	Name	Score
1	Muh. Rafly	4,7
2	Aswan Sabir	4,7
3	Sitti Nurhidayah	4,7
4	Mirrawati	4,7
5	Ahmad Jumadi	4,7
6	Nurhaya	4,7
7	Dahlan	5,3
8	Hasbi	5,3
9	Ihwaluddin	5,3
10	Mardi	5,3
11	Muin	5,3
12	Ahmad	5,3
13	Muhammad amril M	6,0
14	Nurhikmah	6,0

15	Rival N	6,0
16	Hardianti	6,0
17	Rustam	6,0
18	Saharuddin	6,0
19	Sudirman	6,0
20	Try haryo indroyono	6,7
21	Ade Irma suriani	6,7
22	Badriani	6,7
23	Eti	6,7
24	Gita adriani	6,7
25	Rasing	6,7
26	Harsini	7,3
27	Karmila	7,3
28	Abdul Irpan	7,3
29	Marianti	7,3
30	Andri	7,3
31	Nurul Huda	7,7
32	Muh. Fathir	7,7
33	Rita	7,7
34	Rahmaniar	7,7
35	Sri Putri Marwadah	8,3
36	Sunita	8,3
37	Andhika	8,3
38	Siska wulandari	8,3
39	A . Putri Tenri Senna	8,3
40	Murniati	8,3
		<b>259,3</b>

To calculate the students' mean score by using this formula

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{259,3}{40} \\ &= 6,48\end{aligned}$$

*Table 2*

The rate percentage of contextual teaching learning

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6- 10	0	0
2	Very good	8,6- 9,5	20	50
3	Good	7,6- 8,5	15	37,5
4	Fairly good	6,6- 7,5	4	10
5	Fair	5,6- 6,5	5	12,5
6	Poor	4,6- 5,5	6	15
7	Fairly poor	2,6- 4,5	0	0
8	Very poor	0-2,5	0	0
			<b>40</b>	<b>100%</b>

This table shows that after giving test, students of using Contextual teaching learning, there were no students excellent, fairly poor and very poor, while there were

20 students( 50%) got very good, 15 students (37,5%) got good,4 students ( 10%) got fairly good, 5 students (12,5%) got fair, 6 students (15%) got poor. It means that students' achievement in reading were commonly classified very good.

2. The result student's achievement by using jigsaw method

*Table 3*

No	Name	Score
1	Muh. Rafly	4,0
2	Aswan sabir	4,0
3	Sitti Nurhidayah	6,7
4	Mirnawati	6,7
5	Ahmad Jumadi	4,0
6	Nurhaya	4,7
7	Dahlan	4,7
8	Hasbi	6,0
9	Ihwaluddin	6,0
10	Mardi	7,3
11	Muin	7,3
12	Ahmad	6,7
13	Muhammad amril M	5,3
14	Nurhikma	5,3
15	Rival N	4,0
16	Hardianti	6,7
17	Rustam	6,7
18	Saharuddin	5,3
19	Sudirman	5,3
20	Try haryo indroyono	6,0

21	Ade Irma suriani	6,0
22	Badriani	6,7
23	Eti	7,3
24	Gita adriani	7,3
25	Rasing	6,7
26	Harsini	6,7
27	Karmila	5,3
28	Abdul Irpan	5,3
29	Marianti	7,3
30	Andri	7,3
31	Nurul huda	6,7
32	Muhammad Fathir	6,7
33	Rita	6,7
34	Rahmaniar	6,0
35	Sri putri Marwadah	6,0
36	Sunita	5,3
37	Andhika	6,7
38	Siska wulandari	4,7
39	A . putri tenri senna	7,3
40	Murniati	4,0
		<b>238,6</b>

To calculate the students' mean score by using this formula

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{238,7}{40} \\ &= 5,97\end{aligned}$$

*Table 4*  
The rate percentage of jigsaw method

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6- 10	0	0
2	Very good	8,6- 9,5	0	0
3	Good	7,6- 8,5	0	0
4	Fairly good	6,6- 7,5	19	47,5
5	Fair	5,6- 6,5	6	15
6	Poor	4,6- 5,5	10	25
7	Fairly poor	2,6- 4,5	5	12,5
8	Very poor	0-2,5	0	0
			<b>40</b>	<b>100%</b>

This table shows that after giving test to students of using jigsaw method, there were no students who got excellent, very good and good, while there were 19

students (47,5%) got fairly good, 6 students (15%) who got fair, 10 students( 25%) who got poor, 5 students (12,5%) who got fairly poor and no students who got very poor. It means that students' ability commonly fairly good.

Considering to two tables above, the writer can conclude that the students' achievement through contextual teaching learning is better than their achievement in jigsaw in comprehending reading test.

### 3. The Mean score and Standard Deviation of the Jigsaw and Contextual Teaching Learning.

After calculating the result of the students' achievement through jigsaw and contextual teaching learning, the mean score and standard deviation of jigsaw and CTL are presented in table 5.

*Table 5*

The Mean score and Standard Deviation of the students of Jigsaw and Contextual Teaching Learning.

Test	Mean score	Standard deviation( SD)
Jigsaw method	5,97	1,09
Contextual teaching learning	6,48	1,21

Thus, standard deviation SD of Jigsaw is 1,09 and the SD of contextual teaching learning is 1,21 it means that standard deviation of Contextual teaching learning was greater than jigsaw learning.

In order to know whether or not the mean difference of both groups is statistically significant at the level of significant  $p=0,05$  and the degree of freedom  $df=N_1+N_2-2$   $(40+40-2)=78$ . The result of calculation is shown as follows:

*Table 6*

The result t-test value of students test

Variable	t-test	t-table
Method (jigsaw and contextual teaching learning)	1,96	1,67

The table above shows that the t-table (1,67) is smaller than t-test value of the students' test (1,97). Based on this analysis it is concluded that there is significant difference between the result of jigsaw and contextual teaching learning.

## **B. Discussion**

After calculating the score analysis of the students' achievement in comprehending reading material which obtained by jigsaw method and Contextual teaching learning indicate the students' achievement are different. Through jigsaw method, the achievement of students is categorized fairly good (47,5%). While through Contextual teaching learning, the achievement of students is categorized very good(50%). Thus, the reading achievement of students which measured by contextual teaching learning is greater than jigsaw.

The mean and standard deviation of jigsaw is respectively 5,97 and 1,09 and the Contextual teaching learning is 6,48 and 1,21. It reveals that the mean score of



contextual teaching learning is greater than jigsaw, while the standard deviation of is greater than contextual teaching learning.

The result of statistical t-test for contextual teaching learning and jigsaw show that the mean score for two tests are significant difference where t-test value is greater (1,96) and the t-table value (1,67) for 0,05 level of significance, and degree of freedom ( $N_1+N_2-2$ )=58. This means that the students' achievement obtained by using the contextual teaching learning and jigsaw are significance difference.

It shows that the CTL is easier than jigsaw. It is affected by some reasons:

- a. The ability of students in guessing deleted word still low
- b. Lacking of the students' vocabulary
- c. They are rarely apply that the test form for reading



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

## **A. Conclusion**

Based on the presentation of the result of the research and the discussion of data analysis, the writer has come following concludes;

1. The writer concludes that the students' achievement through contextual teaching learning is better than their achievement in jigsaw in comprehending reading text.
2. It can be proved that the results of contextual teaching learning (50%) which categorized as very good and from jigsaw (47,5%) which is categorized as fairly good.
3. There is significant difference between contextual teaching learning and jigsaw method to measure the reading comprehension of the second year students of SMPN 2 Pajalele Kab. Pinrang academic 2009/2010. It can be proved by the t-test value (1,96) which greater than t-table(1,67).

## **B. Suggestions**

In the relation to the data analysis and conclusion above, the writer would like to puts forward the following suggestions:

1. It is suggested that the teacher should find way or method which helps the students to increase or improve their reading comprehension.
2. The teacher should give some exercise or task to the students to practice their comprehension.

3. The English teacher should involve the whole with various activities that support the learning processes like in contextual teaching learning, so that, the students can increase and enhance their capability in actual situation.



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# APPENDIX

UNIVERSITAS ISLAM NEGERI  
ALAUDDIN  
M A K A S S A R

**APPENDIX A**

## Reading 1

### INSTRUMENT OF THE RESEARCH

*Read the text and choose the correct answer by crossing a, b, c, d, or e!*

#### TELEVISION

Television is an instrument of communication, permitting us to see as well as to hear the performer. Since its appearance, TV has had a tremendous effect on the daily life of people everywhere. Improvements of all kinds are constantly being made in television, so that reception will be close to perfect as possible.

Television has a great influence on our ideas about what is right and wrong, about the way we should behave, and about life in general. Sometimes the value and life style that we get from television are in conflict with those that are thought at home and school. Critics of television point out that crime and western programs often appeal to taste of violence. While many games shows appeal to greed. Many critics also believe that television should be used for socially constructive purpose as well as for entertainment.

The first commercial television broadcast was made on April 20, 1939 by Radio Corporation of America (RCA). Since 1939, it has become one of the most important facts of modern life. Television effect are felt all over the world.

Television is a reflection of the modern world, say some people. It shows contemporary society. It effects customs and culture, others say. Television is bad for culture because it keeps culture from growing, say still others.

1. Paragraph two tells about.....

- a. Critics of television  
b. Western program  
c. The objective of television
- d. The influence of television  
e. Entertainment
2. Since it's appearance, television has had a tremendous effect on the daily life of people every where. It's refers to...
- a. Performer  
b. Instrument  
c. Television
- d. Appearance  
e. People
3. Television is another major instrument of communication. The sentences means.....
- a. TV is the only major  
b. TV is not the only major instrument of communication  
c. TV is the biggest instrument of communication  
d. TV is the smallest instrument of communication  
e. TV is the big instrument of communication
4. Constantly means.....
- a. Tremendously  
b. Essentially  
c. Entirely
- d. Instantly  
e. Continually
5. When has television had a tremendous effect on the people?



- a. Since
- b. Now
- c. Today
- d. Daily
- e. Since television appeared

**Read the text and choose the correct answer by crossing a, b, c, d, or e!**

### **KANGAROO**

A kangaroo is animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps off over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour. The largest kangaroos are the great grey kangaroo and the red kangaroo. Adults grow to a length of 1,60 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

6. Where is a kangaroo found?
- a. In Japan
  - b. In London
  - c. In Australia
  - d. In America
  - e. In Austria
7. It is about the kangaroos, **except**.....

- a. They eat grass and plants
- b. They have short front legs
- c. They have very strong back legs
- d. They have a tail
- e. They are not marsupials

8. The following are what the kangaroo can do, **except**....

- a. They have been known to make forward jumps of over eight metres
- b. They can leap across fences more than three metre high
- c. They can also run at speeds of over 45 kilometres per hour
- d. a, b, c, are true
- e. They are marsupials

9. Adult grow to length of....metres and weigh over....kilos

- a. 1,30- 40
- b. 1,40- 50
- c. 1,50- 60
- d. 1,60- 90
- e. 1,70- 90

10. A baby kangaroo is **very tiny** when it is born.

The bold italicized word means....

- a. Very small
- b. Very big
- c. Very smooth
- d. Very long
- e. Very heavy

## Reading 2

Read the text and choose the correct answer by crossing a, b, c, or d

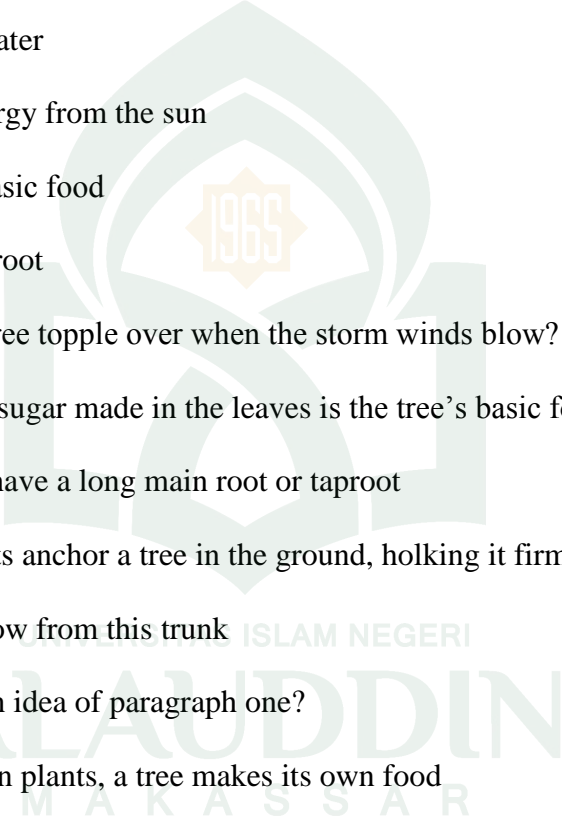
### A TREE

A tree is a woody plant with one main stem called a trunk. Branches grow from this trunk. The trunk allows the plant to support itself and to grow thicker and taller than others plants.

Like all green plants, a tree makes its own food. Each leaf on a tree is a busy factory. All day long it takes in carbon dioxide from the air, water and minerals from the soils. All day long its green coloring matter called chlorophyll, absorbs energy from the sun. Powered by the sunshine, the chlorophyll changes the carbon dioxide and water into sugar. The sugar made in the leaves is tree's basic food.

Roots anchor a tree in the ground, holding it firmly in place so that it doesn't topple over when the storm winds blow. Trees often have a long main root or taproot. The taproot may grow a dozen feet under the ground while its branches spread out in every direction.

1. What is tree?
  - a. Is a woody plant with one main stem called a trunk
  - b. A tree and the trunk
  - c. To support the tree
  - d. To anchor the tree
2. Which part of tree is called the food factory?

- 
- a. The branch
  - b. The stem
  - c. Branches grow from this trunk
  - d. The chlorophyll of leaves
3. What does the chlorophyll of leaves absorb?
- a. To absorb water
  - b. Absorbs energy from the sun
  - c. The tree's basic food
  - d. The fibrous root
4. Why doesn't a tree topple over when the storm winds blow?
- a. Because the sugar made in the leaves is the tree's basic food
  - b. Trees often have a long main root or taproot
  - c. Because roots anchor a tree in the ground, holding it firmly in place
  - d. Branches grow from this trunk
5. What is the main idea of paragraph one?
- a. Like all green plants, a tree makes its own food
  - b. A tree is woody plant with one main stem called a trunk
  - c. Trees often have a long main root or taproot
  - d. A tree and the trunk
6. What is the job of a trunk?

- a. To anchor the tree
  - b. To make the food
  - c. To support the tree
  - d. To absorb water
7. What do the leaves take in from the air?
- a. Water
  - b. Carbon dioxide
  - c. Minerals
  - d. Oxygen
8. What is the name of the main root that grows straight under the ground?
- a. The taproot
  - b. The branch
  - c. the stem
  - d. the fibrous root
9. What is the main idea of paragraph two?
- a. The photosynthesis process
  - b. The food factory
  - c. The chlorophyll of leaves
  - d. The tree's basic food
10. "...it doesn't **topple** over when the storm winds blow. The word "topple" means....
- a. Stand
  - b. Hold
  - c. Swing
  - d. Fall

**APPENDIX B**

Table 1. The score of the second year students of SMP Negeri 2 Pajalele kab.Pinrang which tested jigsaw and contextual teaching learning.

Name of sample	Jigsaw	Contextual teaching learning
Muh. Rafly	4,0	4,7
Aswan sabir	4,0	4,7
Sitti Nurhidayah	6,7	4,7
Mirnawati	6,7	4,7
Ahmad jumadi	4,0	4,7
Nurhaya	4,7	4,7
Dahlan	4,7	5,3
Hasbi	6,0	5,3
Ihwaluddin	6,0	5,3
Mardi	7,3	5,3
Muin	7,3	5,3
Ahmad	6,7	5,3
Muhammad amril M	5,3	6,0
Nurhikmah	5,3	6,0
Rival N	4,0	6,0
Hardianti	6,7	6,0
Rustam	6,7	6,0
Saharuddin	5,3	6,0
Sudirman	5,3	6,0
Try haryo indroyono	6,0	6,7
Ade Irma suriani	6,0	6,7
Badriani	6,7	6,7
Eti	7,3	6,7
Gita adriani	7,3	6,7

Rasing	6,7	6,7
Harsini	6,7	7,3
Karmila	5,3	7,3
Abdul Irpan	5,3	7,3
Marianti	7,3	7,3
Andri	7,3	7,3
Nurul huda	6,7	7,7
Muhammad Fathir	6,7	7,7
Rita	6,7	7,7
Rahmaniar	6,0	7,7
Sri Putri Marwadah	6,0	8,3
Sunita	5,3	8,3
Andhika	6,7	8,3
Siska wulandari	4,7	8,3
A . putri tenri senna	7,3	8,3
Murniati	4,0	8,3
$\Sigma$	<b>238,6</b>	<b>259,3</b>

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**APPENDIX C**

Table 2. The students score of jigsaw

NO	Number of items	Number of correct answer	Score ( $X_1$ )	( $X_1^2$ )
1	10	2	4,0	16
2	10	2	4,0	16
3	10	2	4,0	16
4	10	2	4,0	16
5	10	2	4,0	16
6	10	3	4,7	22,09
7	10	3	4,7	22,09
8	10	3	4,7	22,09
9	10	3	5,3	28,09
10	10	3	5,3	28,09
11	10	3	5,3	28,09
12	10	3	5,3	28,09
13	10	3	5,3	28,09
14	10	3	5,3	28,09
15	10	3	5,3	28,09
16	10	4	6,0	36
17	10	4	6,0	36
18	10	4	6,0	36
19	10	4	6,0	36
20	10	4	6,0	36
21	10	4	6,0	36
22	10	5	6,7	44,89
23	10	5	6,7	44,89
24	10	5	6,7	44,89
25	10	5	6,7	44,89
26	10	5	6,7	44,89



27	10	5	6,7	44,89
28	10	6	6,7	44,89
29	10	6	6,7	44,89
30	10	6	6,7	44,89
31	10	6	6,7	44,89
32	10	6	6,7	44,89
33	10	6	6,7	44,89
34	10	7	6,7	44,89
35	10	7	7,3	53,29
36	10	7	7,3	53,29
37	10	7	7,3	53,29
38	10	7	7,3	53,29
39	10	7	7,3	53,29
40	10	7	7,3	53,29
			238,7	1470,61

## APPENDIX D

Table 3. the students of contextual teaching learning

Number	Number of items	Number of correct answer	Score ( $X_1$ )	( $X_1^2$ )
1	10	3	4,7	22,09
2	10	3	4,7	22,09
3	10	3	4,7	22,09
4	10	3	4,7	22,09
5	10	3	4,7	22,09
6	10	3	4,7	22,09
7	10	4	5,3	28,09
8	10	4	5,3	28,09
9	10	4	5,3	28,09
10	10	4	5,3	28,09
11	10	4	5,3	28,09
12	10	5	5,3	28,09
13	10	5	6,0	36,00
14	10	5	6,0	36,00
15	10	5	6,0	36,00
16	10	5	6,0	36,00
17	10	5	6,0	36,00
18	10	6	6,0	36,00
19	10	6	6,0	36,00
20	10	6	6,7	44,89
21	10	6	6,7	44,89
22	10	6	6,7	44,89
23	10	6	6,7	44,89
24	10	6	6,7	44,89
25	10	7	6,7	44,89
26	10	7	7,3	53,29

27	10	7	7,3	53,29
28	10	7	7,3	53,29
29	10	7	7,3	53,29
30	10	7	7,3	53,29
31	10	8	7,7	59,29
32	10	8	7,7	59,29
33	10	8	7,7	59,29
34	10	8	7,7	59,29
35	10	9	8,3	68,89
36	10	9	8,3	68,89
37	10	9	8,3	68,89
38	10	9	8,3	68,89
39	10	9	8,3	68,89
40	10	9	8,3	68,89
			259,3	1739,37



## APPENDIX E

1. a. mean score in contextual teaching learning

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{259,3}{40} \\ &= 6,48\end{aligned}$$

b. mean score in jigsaw

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{236,6}{40} \\ &= 5,97\end{aligned}$$

2.a. Calculating of squared score for contextual teaching learning

$$\begin{aligned}SS_1 &= \sum X_1^2 - \frac{(X_1)^2}{n^1} \\ &= 1739,37 - \frac{(259,3)^2}{40} \\ &= 1739,37 - \frac{67236,49}{40} \\ &= 1739,37 - 1680,91 \\ &= 58,46\end{aligned}$$

b. Calculating of squared score for jigsaw

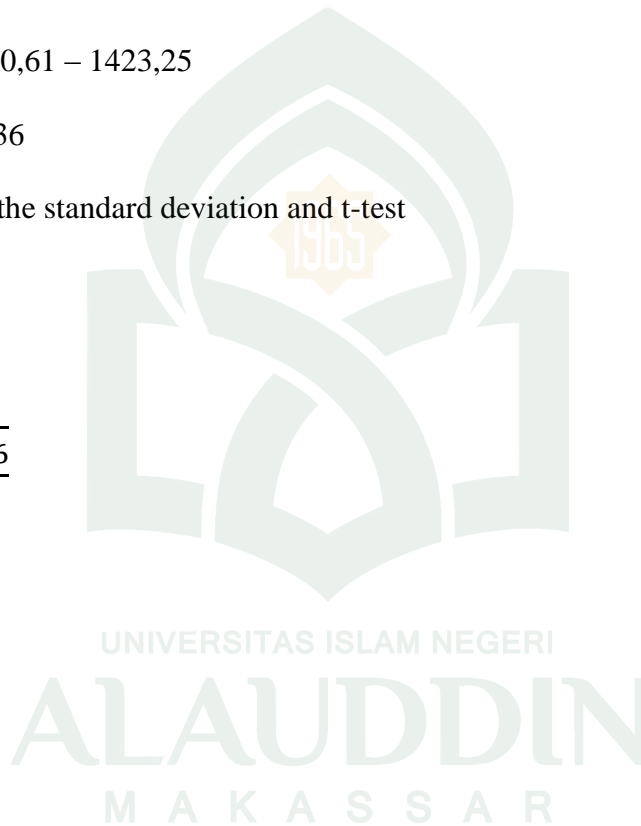
$$\begin{aligned}
 SS_2 &= \sum X_1^2 - \frac{(X_1)^2}{n^1} \\
 &= 1470,61 - \frac{(238,6)^2}{40} \\
 &= 1470,61 - \frac{56929,96}{40} \\
 &= 1470,61 - 1423,25 \\
 &= 47,36
 \end{aligned}$$

3. Calculating of the standard deviation and t-test

$$\begin{aligned}
 \text{a. } SD_1 &= \sqrt{\frac{SS_1}{n}} \\
 &= \sqrt{\frac{58,46}{40}} \\
 &= \sqrt{1,4615} \\
 &= 1,21
 \end{aligned}$$

$$\begin{aligned}
 \text{b. } SD_2 &= \sqrt{\frac{SS_2}{n}} \\
 &= \sqrt{\frac{47,36}{40}} \\
 &= \sqrt{1,184} \\
 &= 1,09
 \end{aligned}$$

c. t-test



$$\begin{aligned}
t &= \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
&= \frac{6,48 - 5,97}{\sqrt{\left(\frac{58,48 + 47,36}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\
&= \frac{0,51}{\sqrt{\left(\frac{105,84}{78}\right)\left(\frac{2}{40}\right)}} \\
&= \frac{0,51}{\sqrt{(1,36)(0,05)}} \\
&= \frac{0,51}{\sqrt{0,068}} \\
&= \frac{0,51}{0,26}
\end{aligned}$$

$$t = 1,96$$

$$df = N_1 + N_2 - 2$$

$$= 40 + 40 - 2$$

$$= 78$$

$$P = 0,05$$

$$t\text{-test} = 1,96$$

$$t\text{-table} = 1,67$$

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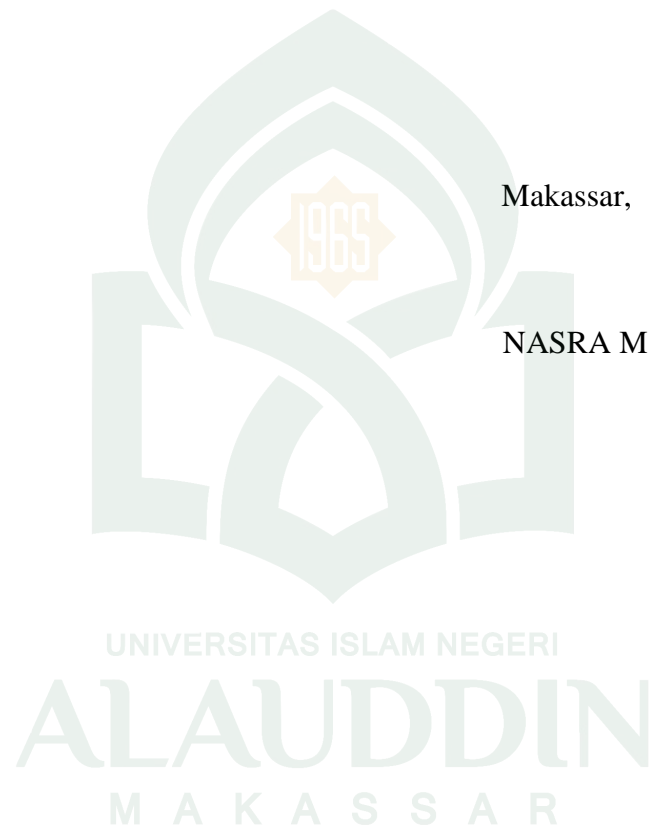
Finally, the write realized that this thesis is till far from perfection and still needs suggestion and critics. Thus, improvement from this thesis as strongly needed.

Hopefully, this thesis will be useful for many people who Allah the almighty needed may bless us. Amiin.

Makassar,

juli 2010

NASRA M



## ABSTRACT

**Name : Nasra. M**

**Title : The Comparative of Students' Achievement between those who are Taught Using Jigsaw Learning Method and The Contextual Learning Method in Teaching Reading Comprehension at The Second year of SMP 2 Pajalele Kab. Pinrang”**

**Consultant I : Drs. H. Wahyuddin Naro, M. Hum.**

**Consultant II : Drs. H. Nur Asik, M. Hum.**

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The problem statements of the research are: (1) what is the reading comprehension achievement of the students by using jigsaw method? (2) what is the reading comprehension achievement of the students by using Contextual teaching learning? (3) is there any significant difference between jigsaw and contextual teaching learning in measuring the reading comprehension of the students?

The research used a experiment method which aims at comparing the jigsaw and contextual teaching learning in measuring the reading comprehension of students’.

The writer collected data by using reading test in two techniques, jigsaw and contextual teaching learning. The data from the test were analyzed by using t-test analysis. This is t-test for independent sample.

The result of the data analysis show that, the value of t-test (1,96) was greater than the value of t-table (1,67) at level of significance  $p= 0,05$  and degree of freedom  $df= N_1 + N_2 -2 = 78$ . Based on the result of the data analysis above, the writer concludes that there is significant different between jigsaw and contextual teaching learning in measuring the reading comprehension of the students.