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Abstract: This research studies the impact of the implementation of the Jigsaw technique with a musical background to comprehend reading at Senior high school in Sidrap, Indonesia. This research uses a quasi-experimental method to answer the question, "is the use of Jigsaw with a musical background as a technique able to improve the reading comprehension of senior high students at senior high school? This research also uses a random sampling technique to select the sample in the experimental and control class. The data is analyzed by using descriptive statistics. The result of the calculation of students' scores from the post-test indicates that there is a significant improvement in students' comprehension achievement before and after learning reading by using the Jigsaw technique with background music. The result of this research finally shows that the use of the Jigsaw technique with background music improves the reading comprehension of the eleventh-grade students of senior high school in Sidrap, Indonesia. It is proved by the students' comprehension in the reading text that was 42.3 in their pre-test, but increasing in the post-test by mean score was 63.35. It means that the alternative hypothesis is accepted, which the t-test value is more significant than the t-table value. In the post-test, the t-test value is 11.92, while the t-table value is 2.042. Based on the result of data analysis, the writer concludes that using the Jigsaw technique with background music is useful to improve the reading comprehension of the student in reading text.

Key words: Background music, Jigsaw technique, Reading comprehension

Abstrak: Penelitian ini mempelajari dampak dari penerapan teknik Jigsaw dengan latar belakang musik untuk meningkatkan kemampuan membaca pemahaman di sekolah menengah atas di Sidrap, Indonesia. Penelitian ini menggunakan metode kuasi eksperimen untuk menjawab pertanyaan, "Apakah penggunaan Jigsaw dengan latar belakang musik sebagai teknik mampu meningkatkan pemahaman membaca siswa di SMA? Penelitian ini juga menggunakan teknik random sampling untuk memilih sampel pada kelas eksperimen dan kontrol. Data dianalisis dengan menggunakan statistik deskriptif. Hasil perhitungan skor data siswa terlihat pada post-test yang menunjukkan bahwa ada peningkatan yang signifikan dalam pencapaian pemahaman siswa sebelum dan sesudah belajar membaca dengan menggunakan teknik Jigsaw dengan latar belakang musik. Hasil penelitian ini akhirnya menunjukkan bahwa penggunaan teknik Jigsaw dengan latar belakang musik meningkatkan kemampuan pemahaman membaca siswa sekolah menengah atas di Sidrap, Indonesia. Hal ini dibuktikan oleh pemahaman siswa dalam teks bacaan pada hasil pre-test mereka yakni, 42,3 tetapi prestasi membaca pemahaman siswa mengalami peningkatan pada post-test dengan skor rata-rata yakni, 63,35. Ini berarti bahwa hipotesis alternatif diterima, yang nilai t-test lebih signifikan daripada nilai t-tabel. Dalam post-test, nilai t-test adalah 11,92, sedangkan nilai t-tabel adalah 2,042. Berdasarkan hasil analisis data, penulis menyimpulkan bahwa menggunakan teknik Jigsaw dengan musik latar bermanfaat untuk meningkatkan pemahaman membaca siswa dalam membaca teks

Kata kunci: Latar belakang musik, teknik Jigsaw, Pemahaman membaca

INTRODUCTION

Nowadays, English is an imperative language, which is used by people as an international language (Wang & Dostál, 2017; Gamboa, 2017). There are many reasons why we should focus on learning English? One of them is that English is difficult to learn. Therefore, it requires serious attention. Some reasons are English is the most commonly used language among speakers of foreign languages throughout the world

(Ushioda, 2017; Baker et al., 2017), for example, in international scale activities where English is used as a communication tool. Another reason is that it is the language of science, aviation, computers, diplomacy, and tourism (King, 2019; Rameez, 2019). Knowing English increases our chances of getting an excellent job in a multinational company within the home country or of finding work abroad.

Based on School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) 2006 of at senior high school, the English language competency that students must master are four skills, namely listening, speaking, reading, and writing and having communication skills of using English (Irshad & Anwar, 2018). For examination, English always become the central issue in every source of information (Kristianto, 2019), both in schools and in various electronic media (Smith & Nelson, 2005). In the English examination, the skills tested are the reading skill, and however, it is clear that the ability to read texts understanding more of their positions in the test is tested (Liu, 2010; Langenberg, 1989). Therefore, students are expected to master the ability to read a higher understanding in order to score the assessment that reaches the graduation standard set by the final exam (Lee, 2014; Kudo & Bazan, 2009). Good reading comprehension is to achieve excellent results in their final exams (Meijer et al., 1999; Daneman, 1980). This condition ultimately makes teachers tend to focus more on reading skills than other skills.

Conditions that require students should focus more on reading comprehension skills because students always hope to get a satisfactory passing score (Duke & Pearson, 2009). This condition eventually makes the teacher tend to focus more on the reading skill rather than the other skills: writing skills, speaking skills, and listening skills (Lee, 2014). In the EFL context, reading has been an essential part of the English skills which are needed to master (Lems & Miller, 2012; Liaw, 2007). The reading activity can help students to gain knowledge and information all over the world (Hirsch, 2003; Scadarmalia, Marlene & Bereiter, 2015). Besides, reading is also a useful source for students to achieve and develop the other skills (Matsunaga & Koda, 2006; Inoue et al., 2011).

As a receptive skill, reading can improve the vocabulary mastery knowledge, and ideas (Akuibulo et al., 2015), so it is believed that it can assist the learners to develop other skills like speaking and writing (Sadiku, 2015). Also, reading is the most critical skill in constructing the meaning

from the written language and giving the background knowledge for producing oral language (Berninger et al., 2017). Furthermore, Richard & Renandya (2007) stated that reading is a skill that is highly valued by students and teachers alike. Reading is an activity that involves an understanding and comprehending the text to get the intended information (Gamboa, 2017).

Reading comprehension is the most challenging skill for students and needs to improve (Roehling et al., 2017; Aziz, Nasir, & Ramazani, 2019). This impact is proved by the result of researcher observation at senior high school Sidrap, Indonesia. The result of the students' reading comprehension test showed that 94,8% of nineteen students in the low category (13 students at a very poor level or 68,5%, five students at the poor level or 26,3%, and one student at an appropriate level or 5,2%) when measured using the range category by *Dirjen Pendidikan Dasar dan Menengah* 2005. The observation result showed that the factors that cause the low ability of students' reading comprehension are insufficient technique or technique used by the teacher in teaching reading. It is proved by the result of the questionnaire with the students showed that 63,2% of the 19 students need the technique to learn.

To solve the problems above, the writer tries to apply the Jigsaw technique with background music. Jigsaw is one of technique in Cooperative Learning model. The primary consideration the researchers chooses cooperative learning is because this model is suitable for the student's needs. Johnson et al. (2013) outlined that cooperative learning is the instructional use of small classes, so to get optimal learning outcomes, the students work closely with each other students. This situation can be compared between students who study and work on assignments together with students who learn and work on assignments individually, in cooperative and individualistic learning, the teacher evaluates student efforts on criteria- referenced the basis of time in competitive learning, reference norms become a reference for the assessment of students (Poch et al., 2019). Although there are limits to the time and place of the learning process in a competitive and individualistic manner, it will not reduce the objectives of the learning process made by Linda Darling. Therefore, whatever the form of the curriculum is, it can be arranged cooperatively.

LITERATURE REVIEW

A. Concept of Reading

There are many studies about the importance of reading, and many experts define what reading is. Outlined by Richard & Renandya (2002) reading has a significant concern both in the second and foreign language teaching situations. There are two reasons why reading has to take into account language teaching. First, many foreign language students have a goal in reading, such as reading for information and pleasure, reading for their career, and reading for study purposes. Second, good reading texts provide useful models for writing and provide opportunities to introduce new topics, to stimulate discussion, and to study language features. Thus, reading is a skill that is highly valued by students and teachers alike.

Additionally, Mikulecky B & Jeffries L (1996) say that "reading is one meaningful way to improve students' general language skills in English. It is because reading help students learn to think English. Reading can enlarge students' vocabulary, reading help students to improve their writing, the reading may be an excellent way to practice English if students live in a non-English speaking country, reading can help students prepare for study in an English-speaking country, and reading is a good way to find out about new ideas, facts, and experiences". In this regard, they emphasize the essence of reading, which is useful for the students to improve not only English proficiency mastery but also knowledge and insight.

Reading is a receptive skill, which is to receive any information as the input data. Many experts have defined what reading is. Pointed out by Al-Jawi (2010), reading is one of the four language skills, which is a receptive skill as same as listening. It deals with making sense of the text that encompasses understand the language of the text at the word level, sentence level, and whole-text (Pokharel, 2018). From the definitions above, it revealed that reading is a valuable skill in order to get information by inferring and comprehending any written works which involve a text, a reader, and a social context.

The effectiveness of cooperative learning has proved by some researchers. One of them is the study by Tran (2014) showed that after approximately eight weeks, students who were treated using cooperative learning significantly improved on the achievement in the post-tests than

did students who though used lecture-based teaching. This study provides information about the effectiveness of cooperative learning in Vietnamese higher education. Another study by Ahmad & Mahmood (2010) described that cooperative learning presents its challenges to the academic performance of teachers compared to the use of traditional instruction. Cooperative learning can also enrich teaching experiences that are fun and interactive. This study provides an impact on teachers to be smarter in choosing innovative learning methods as CL when teaching prospective teachers.

Cooperative learning has several teaching techniques. One of them is the jigsaw technique. Jigsaw is developed by Aronson (1971) and first used in 1971 in Austin, Texas. According to Hoerunnisa & Suherdi (2017) stated that Jigsaw is a cooperative learning technique that enables each student of a 'home class' to specialize in one aspect of a learning unit. Student meets with other members from other classes who are assigned the same aspect called "expert class" and after mastering the material, return to the 'home class' and teach or explain the material to their class members.

The effectiveness of the Jigsaw technique has proved by some researchers. One of them is the study by Artini, (2017) and Perez (2016) found that the jigsaw task not only improves learner's language skills but also creates a supportive learning environment. Furthermore, Dwiniasih & Nugraha (2019) assumed jigsaw task was useful in reading ability. The students' reading comprehension also influenced by the students' environment in learning. They cannot concentrate well because their learning environment is not comfortable.

Pohlandt et al. (2019) claimed that students could focus and study content that influences from outside and in the environment. A positive change in the positive changes in the classroom environment can enhance learning. Music is a media that is believed to be able to provide positive changes in the atmosphere (Bopp et al., 2016). Music that has become a learning tool in the classroom has received recommendations from several research results (Haning, 2015). A number of brain-based learning, such as multiple intelligences, social and emotional learning, and the Mozart Effect, recommend music as a very important tool to be used in the classroom (Rose, 2016). Studies have shown the effectiveness of a low-threatening environment to student disposition and achievement.

A conducive environment and situation can guide students to be ready to learn. The physical arrangement of the room is not a thing that can limit the child to want to learn, but rather leads to the welfare of children who are the main capital (Phifer & Hull, 2016). Teachers need to be aware of their students and their daily moods. Adolescents are usually more focused on their personal lives rather than their classes. When teachers are aware of their students' wellbeing, it can be used as a classroom tool (Hwang et al, 2017). Although modern media like music has received recommendations from many research results, teachers must still be careful about these findings (Stronge, 2010). The study has given quite a variety of results so that some have concluded that music is not so useful in memory retention or ability in certain tests. Likewise, others stated that the use of soft and calm background music can make a significant improvement in one of the several thinking functions. However, in the end, it still shows up the interpretation that background music has the effect of thinking, directly questioned. The effect of music indirectly impacts mood and stress (Linnemann et al., 2016). Numerous studies have shown the benefits of background music in classroom study and test situations. A case study of 39 1st graders by Lewis (2002) resulted in studying with background classical music resulted in higher retention of letter sounds and names than studying without it. A study of ten 4th grade students at Logan Elementary School by White (2007) argued that implementing background music has proven to be a useful tool.

Dumont et al., (2017) believed exposure to music and music education could have a positive influence on child functioning. Silor (2012) developed students who read the stories and answered the comprehension examination with the use of classical music as background in the story video got higher scores compared to the result of students taking the comprehension test without the background of classical music.

B. Several Problems Emerge on the Identification of the Research

This project is limited to the use of the Jigsaw technique with a musical background in teaching reading. Especially for reading comprehension, in the KTSP 2006 of Senior High School English Curriculum, there are four types of the text to be taught to students, they are narrative text, exposition text, report text, and spoof text. However, this research will focus on the narrative text.

This research focused on finding out the influence of the Jigsaw technique with background music in improving students' reading comprehension. As a result, the researchers compared the achievement between the students who are taught by the Jigsaw technique with background music, and the Jigsaw technique for those without background music.

C. Cooperative Learning

The concept of Cooperative Learning has been developed over the years and is practiced using a number of tiger approaches in the classroom. Slavin (1987) stated the techniques applied in cooperative learning include STAD (Student Team Achievement Division), CIRC (Integrated Cooperative Reading and Composition), TAI (Instructional Acceleration Team), TGT (Team - Match - Tournament), and Jigsaw Technique.

1. STAD (Student Team Achievement Division)

At STAD, students are assigned to a four-person learning team based on performance, gender, and ethnicity. The teacher presents the lesson while the students work on their team. This learning process aims to monitor and ensure all team members have mastered the lesson. Then, all students obtain quizzes individually on the material presented by the teacher. CIRC is a comprehensive learning approach that can be used to teach reading and writing (Durukan, 2011). In most of the CIRC activities, the teacher gives a series of instructions to students to do exercises, pre-assessment, quizzes. All forms of this instruction are carried out in a team form. Students must ensure the readiness of their team members to work together.

2. TAI (Team Accelerated Instruction)

In most CIRC activities, students engage in a learning process by instructing the teacher in the form of team exercises, team pre-assessment, and quizzes (R. E. Slavin, 2015). In this type of approach, students must ensure the availability of their team members to take the test simultaneously.

TGT (Teams - Games - Tournaments) TGT was initially issued by Devries (2015) which uses the same teacher presentations and teamwork

as in STAD but replaces the quizzes with weekly tournaments, in which students play educational games with members of other teams to contribute points to their teams' scores.

In the jigsaw technique, students work in the same four-member, different teams like in STAD and TGT (Garcia et al., 2017). Students get chapters, short books, or other material to read. All teams get random assignments acting as experts on several aspects of reading assignments.

Cooperative learning has several teaching techniques. One of them is the jigsaw technique. In the research, the researchers chooses to use the jigsaw technique to improve students' reading comprehension because this model is appropriate for the students' needs.

D. Concepts of Jigsaw Technique

Garcia et al. (2017) stated that Jigsaw is one of the techniques that can be used in the teaching-learning activity. It is categorized as cooperative learning that makes the students more active in the classwork. Furthermore, Said (2017) stated that jigsaw s a cooperative learning technique that avoids racial conflict among school children, introduces a better learning process, triggers, and increases student motivation. Thus, there is enjoyment in the learning experience.

1. Implementation of jigsaw technique with background music

According to Blackburn (2016), the implementation of the jigsaw in the classroom is straightforward use. These are the steps of using jigsaw: Divide students into 5- or 6-person jigsaw classes. The classes should be diverse in terms of gender, ethnicity, race, and ability. One student from each class is appointed as a leader. Initially, this person must show good ability in the classroom.

2. Divide the day's lesson into 5-6 segments

Each student must complete one segment. Next, make sure students have direct access only to their own segments. Then, the students are given the opportunity to read their segment at least twice and become familiar with it. They are not encouraged to memorize segments that have been learned from temporary "expert classes" by having one student from each jigsaw class join other students assigned to the same segment. Students are

given the opportunity in this expert class to discuss the main parts of their segment. They are asked to practice their presentations in their jigsaw class. Students should present their segments in class and can encourage others in the class to ask questions for clarification. Floating from class to class, the teacher observes the process. If any class is having trouble (e.g., a member is dominating or disruptive), an appropriate intervention is made. Eventually, the class leader should handle this task. Leaders can be trained by slowly passing instructions on how to involve themselves until the leader understands well.

At the end of this session, the teacher gives students a quiz. This quiz tends to know the students' understanding that this activity is not only for fun, but it also provides an individual assessment of their learning activity (Chapman & Sellheim, 2017).

Ali Zarei (2012) mentioned advantages of applying the jigsaw technique in the classroom. They are providing space for students to be able to learn and work together in racial and cultural mixing classes, and placing their learning atmosphere on the theme of language acquisition by considering relevant learning content.

3. Support the communicative approach in language teaching

In this process, students' skills of analysis, comparison, evaluation, and synthesis of information are developed. The benefits stated by Banky (2003) are mostly from students because, students have a significant role in the engineering process, thus, students must be well involved in the process.

Cliffs et al. (2015) stated that one of the benefits of the jigsaw technique is that it providing space for students to play a significant role in indirect involvement in the learning process. Therefore, the atmosphere of the process provides opportunities for students to work in class and to share ideas that are likely to be efficient and effective. Besides, the jigsaw technique can also enable the students to develop their skills. The advantages are mostly to improve students' reading ability in the term of comprehension.

Another advantage of the jigsaw technique according to Aronson et al. (1978) are:

1. Jigsaw is easy to learn.
2. Jigsaw is enjoyed by most teachers.
3. Jigsaw can be used with other teaching strategies.
4. Jigsaw works even if only used for an hour per day.
5. Jigsaw is free for the taking.

Aronson et al. (1978), however, identified some of the disadvantages of the jigsaw technique, such as the problem of students is slow; the teacher must ensure that students who have poor learning skills ensure that the student does not present a report that is inferior to the jigsaw class. The problem is that intelligent students will get bored, this boredom condition often occurs in any class, regardless of the type of instructor used by the teacher in the class. The problem is that intelligent students will get bored, this boredom condition often occurs in any class, regardless of the type of instructor used by the teacher in the class. According to the disadvantages mentioned above, teachers who are willing to apply the jigsaw technique should get prepared for all of the possibilities that may happen.

4. Concepts of background music

Styles of music or soundscapes are primarily intended to be passively listened to. It was not intended that the audience be the central part, but as a part to compliment what was intended to be the primary concern. Pointed by Sigman (2005) background music is music that is intended to be heard, but not actively or purposely listened. Another definition of background music is music played at a low level (60 db or less) while other activities occur (Dartt, 2009).

Ostrander & Schroeder as cited in Harmer said that the baroque music used in suggestopedia with its specific rhythm could influence the human brain to think in real relaxation at maximum material retention. This type of baroque music can create an atmosphere of relaxed thought and concentration.

Besides the advantages, using music in a learning atmosphere also hurts people who do not like noisy situations. Lozanov in James (1978) claimed that music can create a comfortable atmosphere that makes the brain can think optimally and become relaxed when the learning process

takes place. This condition can be done in non-rowdy conditions in class. It means that this music can function as a means to gain peace and replace the noisy atmosphere in the classroom (White, 2007). The learning process is not useful at all because it will irritate and disturb them. They claimed that it was too complicated to be practiced. They also said that it was difficult for them to divide their mind into two sides, to the music, and the lesson. So, it is assumed that music cannot have a positive impact on children's learning motivation during the learning process. therefore, they prefer to study without background music.

METHOD

To collect the data, that shows the subjects' pragmatic competence, the researchers employ the Discourse Completion Tasks or Discourse Completion Tests (DCTs) (Tanck, 2002; Rinnert, Nogami, & Iwai, 2006; Umar, 2006; O'Keeffe, A., Clancy, B., and Adolphs, S., 2011) which were distributed to Indonesian EFL teachers, Indonesian EFL students and American native-speaker teachers, who were selected based on a convenient sampling.

A. Type of Research

The design of the research employs a quasi-experimental method which applies two classes and divides two classes into two classes, one class as an experimental class and one class as a control class.

B. Research Subjects

This research involved the population from the eleventh-grade students of senior high school who are registered and active in the academic year 2015-2016. In this grade, there are two parallel classes. Each class has 20-20 students, so the total numbers of respondents are 40 students. The sample is taken by using a random sampling technique. Then the researchers determine one class for the experimental class and the other class for the control class.

C. Research Procedure

The researchers use an instrument in collecting data, namely a reading comprehension test. The researchers give the pre-test before giving

treatment to the students. The researchers give 20 items of reading comprehension test to students. Its purpose is to define the students' prior ability of reading comprehension. After giving treatment, the researchers give 20 items of reading comprehension test to students. It will be given to know a significant difference between the students' abilities before and after applying the Jigsaw technique with background music.

RESULTS AND DISCUSSIONS

A. Results

In the research findings, the researchers found that the use of the Jigsaw technique with background music in teaching reading comprehension has improved the students' reading test, which was conducted repeatedly in the pre-test and post-test. The score of the students' reading comprehension are as follows:

Table 1:
Pre-Test and Post-Test

No	Score	Classification	PRE- TEST				POST-TEST			
			Experimetal Group		Control Group		Experimetal Group		Control Group	
			F	%	F	%	F	%	F	%
1	81-100	Very Good	0	0	0	0	1	5	0	0
2	71-85	Good	0	0	0	0	3	15	0	0
3	56-70	Fair	2	10	2	10	13	65	5	25
4	41-55	Poor	10	50	10	50	2	10	10	50
5	≤40	Very Poor	8	40	8	40	1	5	5	25
			20	100	20	100	20	100	20	100

The score of the students' achievement in the pre-test shows that in under expectation, it is mostly in poor classification, because there were

100% students who are in the level very poor to fair level; so, there is no achievement in the good level or very good level. The same thing also happened in the under expectation of the control group. This reveals that there are 100% students who are in the level of very poor to fair.

In the post-test, the students' achievement seemed to be a little bit much better than in the pre-test. The students who got a jigsaw treatment with music showed their achievement in about 20% from good to very good level. This shows a little indication of improvement of their level from pre-test to the post-test. While, the control group only revealed very few improvements of their level from very poor to fair. In other words, it does not reveal any improvement in good or very good level of achievement.

B. Mean Score

The mean score of the students is 42.3, which is categorized as poor classification based on score classification (*Dirjen Pendidikan Dasar dan Menengah*: 2005) and the standard deviation of 11.08 shows that the students' ability is quite varied in the class. Whereas, the mean score of the students' reading comprehension in the post-test is 63.35, which is higher than the mean score in the pre-test has indicated that the students' reading comprehension is improved. The standard deviation is 12.57, thus, it means that the students' mean score in the control class has also showed an improvement but it is under progression of the experimental group improvement.

Table 2:
Experimental and Control Group

Group	Pre-test	Post-test	Difference gained score
Experimental	42.3	63.35	21.05
Control	41.7	48.2	6.5

The improvement of students' reading comprehension was also proven by the calculation of the students' score of the two classes after

treatment, because the researchers found that the t-test value of 11.92 was higher than the t-table value of 2.042 with the level of the significance of 0.05 and degree of freedom 38. It means that there were significant differences between students who were taught by the Jigsaw technique with background music. As a result, this research has successfully showed the improvement of students' reading comprehension.

This finding implies the theory from Aronson et al. (1978) who stated that Jigsaw is cooperative learning as a strategy can minimize racial conflict among children, promotes better learning, improves student motivation, and increase the enjoyment of the learning experience. This finding also proved that music helps us learn (Brewer & Klein, 2006). Other theories by Saracho & Spodek (2007) supported the research because songs could be used to teach new concepts and to introduce new vocabulary, songs allow children to explore adult roles, and movement to music develops children's awareness of their bodies and what they can do.

Several other researchers also support the theory of Jigsaw technique and background music. Chen (2016) described that jigsaw tasks improve not only learner's language skills but also create a supportive learning environment. The effectiveness of jigsaw is also proved by Meng (2010) who states that the jigsaw cooperative learning approach is one of the most effective ways of teaching English reading in college. The jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning tasks in the EFL classroom (Mengduo & Xiaoling, 2010). Another research by Houda (2018) pointed out the use of jigsaw reading techniques resulted in lowering the foreign language reading anxiety of the treatment class subject.

This research, is also supported by Maury & Rickard (2016), who applied music exposure and music education. They found that music can positively motivate children's communication and learning functions. Silor (2012) also stated that students with multiple intelligence in music could effectively comprehend once their classical background music in the story video presentation with the use of headset while reading the story and analyzing the context. The researcher, White (2007) also implemented background music in the fourth-grade classroom at Logan Elementary School and proved that background music can be a useful tool.

CONCLUSION

Based on the findings and discussion of the research, it can be concluded that the use of the Jigsaw technique with background music improves the reading comprehension of the eleventh-grade students of MA DDI Tellu Limpoe significantly. It is proven by the difference between the data of the reading comprehension test in pre-test and post-test. This is shown by the rate of the score of the post-test in the experimental class is higher than the control class which is $63.35 > 48.2$.

Jigsaw cooperative learning method planning for reading comprehension material, therefore, can be implemented well to improve the competency of high school students in Sidrap Regency, Indonesia. In this particular research, the planning begins with the creation of study groups and expert groups that are tailored to students' abilities in cognitive aspects so that group discussions can be carried out well. The next stage is the creation of a learning plan and a worksheet with reading material that is used as a guide in the application of the jigsaw cooperative learning method. Then, the final stage is the making of observation sheets, performance assessment sheets, and multiple-choice tests that are used to assess and evaluate the application of jigsaw type cooperative learning methods.

SUGGESTIONS

Based on empirical evidence that has been obtained, the following suggestions can be considered in an effort to improve student competencies:

1. Teachers should apply more varied learning methods, so students can understand the subject matter delivered better and can actively participate in the learning process in class. One learning method that can be applied is a jigsaw cooperative learning method.
2. In the 2013 curriculum application to the learning process, teachers should not dominate learning in the classroom and provide opportunities for students to actively participate in learning. The teacher in this case, acts as a facilitator and guide students so students can understand the material properly.

3. In practical learning, the teacher should apply standard assessment criteria so that students are accustomed to carrying out practice well and in an orderly manner from self-preparation (cleanliness and completeness of practice attributes) to the packing process.

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