

The Effect of Applying Jigsaw Technique on Students' Achievement in Reading Comprehension of Narrative Text

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Abstract

Reading is one of the important skills in learning English. Reading can be as a language tool for communication and give information. In reading, students do not only read a text but also have to be able to comprehend the text and to know main idea of the text. In reality, many students have weakness in reading comprehension, so the writer will conduct the Jigsaw Technique in teaching reading. In this thesis the writer report on the effect of Jigsaw Technique on reading comprehension. The purpose of this study is to find out whether Jigsaw Technique affect students on reading comprehension significantly. The Technique that used in the research is quantitative by doing experimental design. The result shows that the scores of t-test (3.90) > t-table (1,67), it means that Jigsaw Technique can improve students' achievement in reading comprehension. So, the writer concluded that there was significant effect of Jigsaw Technique on students' Reading comprehension. And the last the writer gives suggestion that teachers should apply strategy especially Jigsaw Technique with affects the ability of students in reading comprehension.

Keywords: Jigsaw Technique, Reading Comprehension

1.Introduction

Reading is one of important skills in learning English which should be mastered by the students besides other skills. By reading, the students increase their knowledge. Grabe and Stoler (2002: 3) states that reading is the ability to draw meaning from the printed page and interpret the information appropriately. It means that without comprehending and interpreting the meaning of the text the reading itself is useless.

Reading activity can make the process of learning more active. The students can adds their knowledge by reading books, article, magazines, journals. Besides that, by reading the students know the important information. They can share information from what they have read to others. The reader forms a preliminary expectation about the material, then select the fewest, most productive cues necessary to confirm or reject that expectation. Brown (2004: 185) states that reading is a skill that is taken for granted. The reading arguably the most essential skill for success in all educational context, remains a skill of paramount importance as we create assessment of general language ability.

In fact, based on the writer's experience during internship program at the eighth grade students of SMP Swasta Kavri Talun Kenas, The writer found some problems that related to learning process. The students were able to read the text, but they did not understand what the text is about, because the students still had lack of vocabulary. Then, the students were difficult to find the important information from the text, because the text was too long for the students and the text was not familiar with the students.

Considering the condition above, the teachers need to provide a structure or technique for helping students learn reading comprehension skill. One of appropriate and

comprehensive methods for teaching reading is Jigsaw technique. Jigsaw is a teaching technique invented and named in 1971 in Austin, Texas by a graduate Professor named Elliot Aronson. In the jigsaw activity, groups of four to five students are formed. They initially gather in their “home” group. Each student is assigned a different part of reading text. Students with the same part from different “home” groups then gather to form “jigsaw” groups to discuss and master their part. Through Jigsaw technique, the students are expected to be enthusiastic to reading activity and they explore their idea, feeling and thought in their group.

Based on the background of the study, the research question is : “Does Jigsaw technique significantly affect the students’ achievement in reading comprehension of narrative text”?

According to Nunan (2003: 68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Without their own background knowledge, the students will get difficulties to comprehend the text which they will read.

Reading comprehension is the process of understanding and constructing meaning from a piece of text. Rubin In Palinscar (2006: 171) Reading comprehension is the process of understanding and constructing meaning from a piece of text.

Grabe and Stoller (2002: 17) defines reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. In conclusion, reading comprehension is an interaction between thought and language to get the meaning or comprehend the text.

Jigsaw is a kind of cooperative learning task that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information. The jigsaw classroom was first used in 1971 in Austin, Texas as a matter of absolute necessity to help defuse an explosive situation. Schools in the city had recently been desegregated, and because Austin had always been racially segregated, white youngsters, African-American youngsters, and Hispanic youngsters found themselves in the same classroom of the first time.

The purpose of jigsaw is to develop teamwork and cooperative learning skills within all students. In addition it helps to develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present their findings to the home group,

Jigsaw learning will often disclose a student’s own understanding of a concept as well as reveal any misunderstandings.

2. Research Design

This research was conducted by using experimental research design with pre-test and posttest design. There were two variables in this research. The independent variable of this study was Jigsaw Technique while the dependent variable was reading comprehension. The sample was divided into two groups, one group as the experimental group was taught by

applying Jigsaw Technique and another one as a control group was taught without applying Jigsaw Technique. Both of groups were given pre-test and post-test with same items.

The study was conducted students at SMP Swasta Kavri Talun Kenas, in second year's junior high school academic year 2014/2015. There were three parallel classes of second year (VIII-1, VIII-2, VIII-3). VIII-1 consists of 30 students, VIII-2 consists of 30 students, VIII-3 consists of 30 students so the total number of the students were 90 students. The students were divided into two groups was experimental group and control group.

Since The population of this study consisted of 3 classes with 90 students so two classes were randomly selected by using lottery technique as a sample of this study. Namely, VIII-1 consists of 30 students as experimental class and VIII2 consist of 30 students as control class. The total sample of this study was 60 students.

The instrument for collecting the data in this study was multiple choice tests. The material of the test was taken from the subject matter which to the students. In collecting the data, the researcher was conducted pre-test and post test for both; experimental and control group. The students were asked to read 5 different texts which was taken from the book of second grade of junior high school. Then the students was answered 20 questions those was related to the text in order to measure the students' reading comprehension. The objective tests that used by the researcher measured the students' comprehension in easy, quick and consistent way. *The Procedure of Research*

1. Pre-test

Both experimental and control groups were given a pre-test before the presentation of the materials (treatment) with the same items. The purpose of pretest is to know the ability of the students in reading comprehension before they get the treatment and to know the differences of the score between experimental and control group.

2. Treatment

Treatment was given to the experimental group for some period of time. While, the control group was taught by using conventional method.

Conventional method in this study means the common method used by the English teachers, as it was indicated by the researcher in the classroom. It is very common phenomena while the teacher would teach or enlarge the students.

Conventional method does not recognize the collaboration process (the teachinglearning process can be taught through any technique, such as: exploration, explanation and expression).

There were two groups of sample in the study, namely experimental group and control group. The writer was conducted the pre-test, treatment, post-test for collecting data. Below was the description of the procedure of the research that was done:

Table 3.2 Teaching Procedure of the Experimental and Control Group

Meeting	Experimental Group	Control Group
First	Pre-test	Pre-test
Second	<p>Treatment</p> <ol style="list-style-type: none"> 1. The teacher started the lesson. 2. The teacher introduced the Jigsaw technique. 3. The teacher divided the students into the competency groups of four to six students to research. 4. The teacher appointed one student from each group as the leader in their "jigsaw" groups. Initially, this person should be the most mature student in the group. 5. The teacher divided the day's lesson into 3-5 segments or parts. For example a text is divided into 4 different titles but have the same kind of the text. 6. The teacher taught about Narrative text. 	<ol style="list-style-type: none"> 1. The teacher started the lesson. 2. The teacher explained the meaning of narrative text. 3. The teacher gave some motivations to the students. 4. The students listened carefully to the teacher's explanation.
Third	1. The teacher started the lesson.	1. The teacher started open the lesson.

	<p>2. Teacher divided the students into the competency groups of four to six students to research.</p> <p>3. The teacher gave the narrative text “The Owl and Nightingale” to the students in the groups.</p> <p>4. The teacher gave students time to read over their segments at least twice and become familiar with it.</p> <p>5. The students as the leaders in their “jigsaw” groups went into “expert” groups.</p> <p>6. The teacher gave time to the students for discuss the main points of their segment and to rehearse the presentations they made to their “jigsaw” groups.</p> <p>7. the students in “expert” groups back into their “jigsaw” groups.</p> <p>8. The teacher asked each leader in “jigsaw” group to present the main point which they have discussed in “expert” groups.</p> <p>9. Every “jigsaw” group presented their segments. If any groups had trouble, teacher made an appropriate intervention.</p> <p>10. A quiz on the material should be given at the end time so students realize that the sessions are not just for fun and games but they really count.</p>	<p>2. The teacher gave the narrative text “Cinderella” to the students in the groups.</p> <p>3. The teacher asked the students read the text and got some of the vocabularies from the text.</p> <p>4. The students started read the text and try to got some of the vocabularies of it.</p> <p>5. The Students tried answer the questions of the teacher and asked something that they did not understand.</p>
fourth	Post-test	Post-test

3. Post-Test

After conducting the treatment, both of the experimental group and control group were tested by giving post-test. The post-test was similar to the test that was lead in pretest. It aims to see the difference of mean score between experimental an control group. Moreover, It purposes to know whether Jigsaw Technique Reading affect to the students reading comprehension of narrative text or not.

The post-test was administered after the treatments have been completed.

Reliability of The Test

According to Fraenkel and wallen (2009: 154) Reliability is refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Reliability is necessary characteristic of any good test. It refers to the consistency of measurement. To prove the hypothesis it is needed to analyze the data by applying the ttest for independent sample.

Data Analysis and Research Findings

The data to be analyzed was obtained by giving the multiple choice test to the students in order to know their ability in reading comprehension. It was calculated by using the score of reading test in both of experimental group and control group.

From the data which had been collected, the highest and the lowest pre-test score in the experimental class and Control Class as a following:

	Experimental Class	Control Class
Pre-test	62,33	56,83
Post-test	80,16	69,66

It means that the students who had using Jigsaw Technique got better results than those who had not. *The Reliability of the Test*

Based on the calculation, it can be said that the test was reliable. From the calculation, it was found that the reliability of the test was 0.90. This reliability was very high so that it was seen that the test used in this study was reliable.

Testing Hypothesis

From the result of analysis t-test, get tobserved was 3.90 and t-table 1. 671. So, tobserved > t-table (3.90>1.671). In the study, the calculation of t-test shown that t-observed in the df(degree of freedom) 60 at the level 0.05 was 1.671 while, the t-table in df (degree of freedom) 58 the P level 0.05 the critical value was 1.671. Thus, the result shown that tobserved was higher than ttable it can be seen as follow. t-observed > t-table (P=0.05) with degree of freedom 58

$$3.90 > 1.671 (P=0.05) \text{ with degree of freedom } 58$$

After seeing the analysis, the writer found that the effect of applying Jigsaw technique on student's achievement in reading comprehension had significantly improvement that teaching without Jigsaw technique. it means that alternative hypothesis (Ha) of the study is accepted.

Research Findings

Based on calculation data of this study, the writer found that the result of the research shown that score of pre-test in experimental group 40 until 75 to reach of mean score 62.33 and score post-test in experimental 65 until 90 to reach of mean score 80.16. while, score of pre-test in control group 45 until 70 to reach mean score 56.83 and score of post-test in control group 60 until 75 to reach of mean score 69.66. It can be concluded that

the student taught by applying Jigsaw technique significantly affects on students' reading comprehension. While, there was no significant improvement for control group that was taught without Jigsaw technique.

4. Conclusion

Based on the result of analyzed the data, the writer found that by applying the Jigsaw technique significantly affects the students' reading comprehension. In the following are the description of conclusions can be drawn as follows;

1. There is significant difference of mean score in post-test obtained from both of the experimental group was 80.16 and the control group was 69.66.
2. The calculation of t-test presented the result of $t_{observed} > t_{table}$ ($P = 0.05$) df (58), or $(3.90 > 1.00)$ ($P = 0.05$). It means that hypothesis (H_a) is accepted. So, it can be said that there is significant effect of discussion method in teaching reading comprehension.

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