

**THE EFFECT OF JIGSAW TECHNIQUE ON READING
COMPREHENSION OF NARRATIVE TEXT OF THE SECOND
YEAR STUDENTS OF MTs.PP.SYAFATURRASUL
TELUK KUANTAN**

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Abstract: *This pre-experimental research was aimed at to find out whether there is a significant effect of Jigsaw Technique on reading comprehension of narrative text of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan. Thus, the problem to be discussed was: Is there any significant effect of Jigsaw Technique on reading comprehension of narrative text of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan. The design of the research was one group pretest-posttest design. Cluster sampling technique was used to select one class to become the sample. 30 students of class VIII-C at the second semester of academic year 2016/2017 were chosen as the sample. The results of the data analysis showed that the mean score of post-test was higher than pre-test. The result also showed that the value of t-test was higher than t-table at the significance level 5%. It could be concluded that there was a significant effect of jigsaw technique on reading comprehension of narrative text of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan.*

Keywords: *Jigsaw Technique, Reading Comprehension, Narrative Texts.*

PENGARUH DARI TEKNIK JIGSAW TERHADAP PEMAHAMAN MEMBACA TEKS NARASI PADA SISWA TAHUN KEDUA DI MTs.PP.SYafa'ATURRASUL TELUK KUANTAN

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Abstrak: Penelitian pre-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari teknik jigsaw terhadap pemahaman membaca teks narasi pada siswa tahun kedua di MTs.PP.Syafa'aturrasul Teluk Kuantan. Lalu, masalah yang dibahas adalah: Apakah ada pengaruh yang signifikan dari teknik jigsaw terhadap pemahaman membaca teks narasi pada siswa tahun kedua di MTs.PP.Syafa'aturrasul Teluk Kuantan. Desain penelitian ini adalah satu kelompok desain pretes-posttest. Teknik cluster sampling digunakan untuk memilih salah satu kelas untuk menjadi sampel. 30 siswa dari kelas VIII-C di semester kedua tahun akademik 2016/2017 terpilih sebagai sampel. Hasil analisis data menunjukkan bahwa nilai rata-rata tes akhir lebih tinggi dari nilai rata-rata tes awal. Hasil juga menunjukkan bahwa nilai dari t-test lebih tinggi dari t-tabel pada tingkat signifikan 5%. Dapat disimpulkan bahwa terdapat efek yang signifikan dari teknik jigsaw terhadap pemahaman membaca teks narasi pada siswa tahun kedua di MTs.PP.Syafa'aturrasul Teluk Kuantan.

Kata Kunci: Teknik Jigsaw, Pemahaman Membaca, Teks Narasi.

INTRODUCTION

English, consisting of listening, speaking, reading and writing is a subject that must be taught and mastered by students. Speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. However, reading is considered as the most important skill. According to Harmer (2007), reading is useful for language acquisition. Provide that students more or less understand what they read, the more they read, the better they get it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. In order to get new information from reading text, a student or reader must be able to comprehend a reading text. Comprehension is necessary to get the main information from the text. Reading would be meaningless without comprehension.

In order to understand the text, comprehension is needed. Johnson (1983) says that comprehension is an activity where the reader must be able to interpret and alter what he reads in accordance with his prior knowledge of the text.. By reading the text, the students not only can get information but also can understand as whole. Moreover, Grellet (1998), Reading comprehension means understanding a written text to extract the required information from it as efficiently as possible.

One of text types that must be learned by the students of MTs.PP.Syafa'aturrasul Teluk Kuantan is narrative text. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehend a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. Moreover, Anderson (2003) explains that a narrative is a text that tells a story in order to entertain audiences. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that narrative text is a kind of text which tells the story by using the sequence of events. It is an imaginative story which is aimed to entertain and engage the reader. Narrative text always has problematic events and it tries to find the resolution to solve the problem.

In relation to this, jigsaw technique can be used in reading activity. According to Aronson (2010), Jigsaw technique is a specific cooperative learning technique in which the group is divided into four-six persons in a group. It makes students focus in the learning material and they have to cooperate one to another. In line with this, Kagan (1994) writes that Jigsaw technique is focused on application on bilingual class. It can be applied to all course materials, especially applied for bilingual classes, which generally use English for materials, worksheets, and quizzes. Furthermore, Suyanto (2012) states that the implementation of jigsaw technique in the teaching learning process can make students more responsible. Therefore, they directly and actively take a part in comprehending a problem and fix it together in a group.

The research question of this research was as in the following: is there any significant effect of jigsaw technique on reading comprehension of narrative text of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan?

METHODOLOGY

The type of the research was pre-experimental research design. In this research, one group pre-test post-test design was used. It meant that the sample is one class only. The design of this research is described as follows:

Pre-test was used to measure the students' reading comprehension before applying the treatment. Treatment was used to help the students improve their reading comprehension. Meanwhile, post-test was used to measure the students' reading comprehension after applying the treatment.

The population of this research was all the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan in the academic year 2016/2017. There are four classes and the number of population are 134 students.

Since the number of the students is large and homogenous, it was necessary to select the sample. Cluster sampling was used in this research. According to Gay (2000), cluster sampling is sampling in which selects groups, not individuals. All the members of selected group have similar characteristics. As the result, class VIII-C was chosen as the sample which the total number is 30 students.

In doing this research, the pre-test and post-test were given to the students. The test consisted of five texts. The test was in the form of multiple choice with 40 items. Pre-test was administered before the treatment and post-test was administered after the treatment.

The classification of students' scores by Harris (1969) were used to classify the students' score in pre-test and post-test. In order to analyze the data, T-test was used by employing SPSS 23.0 (*Statistical Package for Social Science*). T-test was used to compare the difference result of pre-test and post-test.

RESULTS AND DISCUSSIONS

Results

Before giving the treatment, pre-test was administered to the students. It was used to measure the students' reading comprehension before the treatment was applied. The result of pre-test is presented in the following table:

Table 1 Descriptive Statistic of Pre-test					
	Mean	N	Median	Mode	Std. Deviation
Pre-test	63.58	30	65	65	8.270

Table 1 shows that the mean score of 30 students is 63.58. According to the classification of students' score, the mean score is classified as average to good level. Meanwhile, the median score is 65 and the mode or most frequent score is 65.

After conducting the treatment, post-test was administered in order to measure the students' reading comprehension after being taught by using mind mapping strategy. The result of post-test is presented in the following:

Table 2 Descriptive Statistic of Post-test

	Mean	N	Median	Mode	Std. Deviation
Post-test	72.08	30	70	70	6.825

Table 2 shows that the mean score of post-test is 72.08. According to the classification of students' score, the mean score is classified as average to good level. Meanwhile, the median score is 70 and the mode or most frequent score is 70.

After calculating the result both of the test, there are the differences result of pre-test and post-test. The result can be seen in the following table:

Table 3 Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	72.08	30	6.825	1.246
Pre-test	63.58	30	8.270	1.509

Based on the table 3, the mean score of pre-test is 63.58. there is an improvement in post-test, because the mean score in post-test increase to 72.08. Thus, the difference of the mean score between pre-test and post-test is 8.5. The result shows an improvement on the students' reading comprehension after giving the treatment. While, standard deviation or the spread values in the sample of pre-test is 8.270 and standard error mean is 1.509. Besides, standard deviation and standard error mean for post-test is 6.825 and 1.246.

After knowing the mean, standard deviation and standard error mean, there was paired sample correlation that explain the correlation of pre-test and post-test.

Table 4 Paired Sample Correlation

	N	Correlation	Sig.
Post-test & Pre-test	30	.638	.000

Table 5 Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest – Pretest	8.5000	6.5522	1.1963	6.0534	10.9466	7.105	29	.000

Based on the table 4.5, the result of t-test is 7.105 while t-table is 2.045. The comparison between t-test and t-table shows $7.105 > 2.045$. It means that t-test is higher than t-table. It can be concluded that H_a (There is a significant effect of mind mapping strategy on reading comprehension of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan) is accepted and H_o is rejected.

Discussions

Before conducting the treatment, pre-test was administer to the students. It was the first step in order to measure the students' reading comprehension before the treatment was applied. In this research, jigsaw technique was used as a strategy in teaching narrative text.

In conducting the treatment, there are some students' improvements. At the first meeting, the teaching and learning process was passive. The students did not understand yet about jigsaw technique. They just paid attention to the teachers' explanation and needed to be guided. Based on the description of data, the researcher can say that use of jigsaw technique is applicable for teaching English narrative. The result shows that the post-test is better than the pre-test which indicated the improvement of students' reading comprehension in narrative text.

Based on the research technique, the teaching learning process was divided into three steps. First step is giving students pre-test in order to know their ability before jigsaw technique was applied. The second step is by giving treatment for 6 meetings. The treatment is applying jigsaw technique in teaching reading narrative text. The last step is giving post-test for the students to know the students' ability after they gave a treatment by using jigsaw technique.

The experiment has an effort to get some improvement in the teaching reading to the eight grade students of the junior high school students. The discussion of the finding are as follows: Teaching reading by using jigsaw technique are good and effective for students at the eight grade of MTs.PP.Syafa'aturrasul Teluk Kuantan in academic year 2016/2017. The result of the test from teaching reading comprehension by using jigsaw technique shows that the students could understand the text that the teacher given to them. From the technique by using jigsaw, the students are able to help their friends who do not understand about the text. By using jigsaw technique the students are easy to catch the main idea, factual information, generic structure, inference, reference, social function, vocabulary and language feature because they have to share each other from what they have. The students are interested and enjoy learn the narrative text by using this technique.

After conducting the treatment, post-test was administered to the students. It is the last step in order to measure the students' reading comprehension after the treatment was applied. Based on the description of the results, it showed that the mean score of post-test was higher than pre-test. ($72.08 > 63.58$). It means that jigsaw technique was helpful to the students' achievement in reading comprehension of narrative text. As the result, it was proved that the students' gap score between pre-test and post-test as big as 8.5. This interval score is a result of computing process from the increase of pre-test to post-test after being given the treatment. It means that jigsaw technique significantly changed the students' reading comprehension. Therefore, it can be concluded that jigsaw technique gives positive contribution to the students' reading comprehension especially in narrative text.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data description above, the writer draws some conclusions. Firstly, the data shows that the use of jigsaw technique gives positive effect on the students' reading comprehension especially in narrative text. It was proved that the result of post-test was higher than pre-test ($72.08 > 63.58$). Secondly, Alternative Hypothesis (H_a) was accepted since the value of t-test was higher than t-table ($7.105 > 2.045$). It meant that there was a significant effect of jigsaw technique on reading comprehension of narrative text of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan.

Recommendations

In connection with conclusions, the writer would like to give some recommendations. Firstly, for the English teacher, they should use an interesting strategy to make the teaching and learning process is effective and efficient. So the students will be interested in learning. Besides, the teacher can apply jigsaw technique as a teaching strategy in reading comprehension especially narrative text since it is proved that this strategy gives a positive effect on the students' reading comprehension. In addition, the teacher should gives motivation in order to make the students are interested in the lesson. Secondly, for the students, they have to force themselves to read more in order to get more knowledge and increase their vocabulary. Thirdly, both of the teacher and students should collaborate in teaching and learning process to make them easier in solving the problems faced in teaching and learning process.

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