

THE EFFECT OF USING JIGSAW TECHNIQUE ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 7 PEKANBARU IN COMPREHENDING NARRATIVE TEXTS

Ima Dayanti ; Jismulatif ; Syofia Delfi

Email: imadayanti245@gmail.com ; faizjis@yahoo.co.id ; syofia_delfi@yahoo.com

Contact: 08126713394

Student of English Study Program

Language and Arts Department Faculty of Teachers Training and Education
Universitas Riau

Abstract : *This research aimed to find out the effect of using Jigsaw technique on the ability of the first year students of SMAN 7 Pekanbaru in comprehending narrative texts. This study was one group pre-test and post-test design. The population of this study was the first year students of SMAN 7 Pekanbaru which consisted of 7 classes with the total of 238 students. The sample of this study was X.4 class with 35 students. The writer, during treat the students, found that students' motivation to read the text increase. Besides, students got more confidences to split out their opinion while discussion and present the result in front of the class. After treatment was held, the writer distributed the tests. The instrument of the research was a reading test with multiple choice type. The result showed a strong correlation between Jigsaw technique and students' reading comprehension. T_{obs} result also showed that the students' mean score of the post-test (75.89) was higher than the pre-test (64.74). Besides, the results of the analysis showed that the t -test was higher than the t_{table} ($2.704 < 15.191 > 1.684$) at the level sig. of 0.01 and 0.05 with the degree of freedom (df) $n-1=34$. Based on the data calculation, the results showed the effects of using Jigsaw technique on the ability of the first year students of SMAN 7 Pekanbaru in comprehending narrative texts. Based on the result of this study, the writer over some suggestions. For the teacher, they are expected to arrange the teaching and learning process well in order to make students more active and gives respond well to the material. This study also useful for students. Students are expected to study more and respond in learning process. At last, for the next researcher, they are expected to improve and solve the problems that the researcher does not achieve at this time.*

Keywords: *Jigsaw, Reading Comprehension, Narrative Text*

PENGARUH PENGGUNAAN TEKNIK JIGSAW TERHADAP KEMAMPUAN MEMBACA SISWA TAHUN PERTAMA SMAN 7 PEKANBARU DALAM MEMAHAMI TEKS NARATIF

Ima Dayanti ; Jismulatif ; Syofia Delfi

Email: imadayanti245@gmail.com ; faizjis@yahoo.co.id ; syofia_delfi@yahoo.com

Contact: 08126713394

Program Studi Pendidikan Bahasa
Inggris Fakultas Keguruan dan
Ilmu Pendidikan Universitas Riau

Abstrak : Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan teknik Jigsaw terhadap kemampuan siswa tahun pertama SMAN 7 Pekanbaru dalam memahami teks naratif. Penelitian ini yaitu *pre-experimental* dengan menggunakan satu grup untuk diuji dengan beberapa tes yaitu tes sebelum diberikan perlakuan dan tes sesudah diberi perlakuan. Populasi dari penelitian ini yakni seluruh kelas tahun pertama di SMAN 7 Pekanbaru yang terbagi dari 7 kelas dengan jumlah siswa sebanyak 238 orang. Adapun sampel dari penelitian ini yaitu kelas X.4 dengan jumlah siswa sebanyak 35 orang. Penulis, dalam melakukan penelitian menggunakan teknik Jigsaw, mendapati bahwa siswa mengalami peningkatan dalam keinginan untuk membaca. Selain itu, siswa juga menjadi lebih percaya diri dalam mengeluarkan pendapat dan menampilkan hasil diskusi di depan kelas. Setelah teknik Jigsaw diterapkan, penulis memberikan tes pada siswa untuk melihat perkembangan siswa. Pada penelitian ini, instrumen yang digunakan yaitu tes membaca dengan bentuk pilihan ganda. Selain itu, hasil *t-test* juga menunjukkan bahwa nilai *t-test* lebih besar dari *t-table*. Dari Hasil *t-test* dapat dilihat rata-rata siswa pada pasca diberi perlakuan lebih besar daripada rata-rata dari sebelum diberi perlakuan. *T-test* juga menunjukkan bahwa hasil kemungkinan *t-test* itu sendiri lebih kecil dari kemungkinan 1% dan 5% atau 0.01 dan 0.05 yang digunakan sebagai tolak ukur dalam menentukan ada atau tidaknya hubungan antara kedua variabel. Maka berdasarkan hasil perhitungan dapat disimpulkan adanya dampak yang signifikan dari penggunaan teknik Jigsaw terhadap kemampuan membaca siswa tahun pertama SMAN 7 Pekanbaru dalam memahami teks naratif. Berdasarkan penelitian ini, penulis memberikan saran kepada Guru, Siswa, dan peneliti selanjutnya. Guru diharapkan dapat lebih menata cara mengajar agar siswa menjadi lebih aktif dalam merespon materi pelajaran. Pada siswa, penulis mengharapkan agar mereka bisa lebih merespon dan mempelajari lebih dalam materi yang diberikan. Dan yang terakhir, pada peneliti selanjutnya, diharapkan untuk lebih meningkatkan dan menyelesaikan masalah-masalah yang belum tercapai pada penelitian ini.

Kata kunci: Jigsaw, membaca komprehensif, teks naratif.

INTRODUCTION

English is the most important language to be learned. It is known as main subject at formal schools across the world, especially in Indonesia. In learning English, there are four skills that we should acquire; speaking, listening, writing, and reading, which are categorized into two types, productive skill (speaking and writing) and the other is receptive skill (reading and listening). Smith (2005), says reading is a process of building an understanding of the written text. We can get more information and knowledge by reading. According to Harmer (2007), reading is useful for language acquisition. This statement means that reading absolutely has advantages. Harmer (2007) states that “students more or less understand what they read, the more they read, the better they get at it.”

In teaching reading itself, we have to know that there are some methods to make it works for student to be able to comprehend their reading ability. The writer considers appropriate method in improving the ability of the first year student in comprehending text by using a method. Mahnaz (2012), Cooperative learning techniques, as opposed to conventional strategies, provide learners with opportunities to take more active roles in their own learning. Cooperative learning is a kind of teaching strategy in class. There are some cooperative learning techniques that can be applied for teaching reading comprehension; one of them is Jigsaw. Based on my experience while studied in my major, Jigsaw can elaborate my motivation to read the text and discuss much better than usual. Besides, as my experience while doing teaching practice, jigsaw makes student feel more comfortable to do discussion and split out their opinion.

The fact that, SMAN (the State Senior High School) 7 Pekanbaru is one of the Senior High Schools which is located at jalan Kapur Gg. Kapur number 7 Pekanbaru. Based on the writers’ observation, this school uses KTSP curriculum based competence as a guide in teaching learning process, including English subject, but reading is not as a special one. English subject is learned for twice a week, by approximately 90 minutes for each meeting. In case of the writers’ observation, the teacher in this school can’t teach on Reading ability specifically, because there’s no specific time for it. Besides, the teacher in this school is rarely to use such a technique in teaching learning, especially Jigsaw.

In case of using technique in improving the students’ reading ability, the writer wanted to apply in reading text. There are twelve kinds of reading text, one of them is Narrative. Based on the writers’ experience during teaching practice (PPL) in other school, narrative text is the most interesting text for student to be read. Bonner (1994) states “a narrative tells about something that happened in the past.” In fact, Narrative text is used in the National School Examination, so that students should be able to comprehend narrative texts.

This study answers the following question: “Is there significant effect of the first year students’ ability before and after using Jigsaw technique in comprehending narrative texts?”

RESEARCH METHODOLOGY

The pre-experimental research with one group pre and post-test design was used to conduct this study. This study was conducted towards the first year students of SMAN 7 Pekanbaru in August 2017. The school was located on Jl. Kapur Gg. Kapur number 7 Pekanbaru.. The population was the first year students of SMAN 17 Pekanbaru in academic year of 2016/2017. There are seven classes for the first year students of the school. Each class consisted more or less than 35 students. The sample of this study was the X.4 of SMAN 7 Pekanbaru in which the number of students of class was 35 students.

The quantitative data was used to collect the data during the study. In this study, reading test was used as the instrument. The test was multiple-choices which were related to the reading texts. The test consisted of five passages where each passage contained eight questions with five options (A,B,C,D and E) for both pre-test and post-test. Each correct answer scored one and the false had no score. So, the maximum total score was 40. The time allocation for students to do the test was 90 minutes.

FINDINGS AND DISCUSSION

1. The Results

The results of the tests are presented in order to present the students' reading comprehension. The results of this study showed the students ability based on their score.

Before doing treatment by using Jigsaw technique, the researcher gave pre-test to students in case to know the students' reading ability. This section took one meeting in class. After pre-test, the researcher analyzed the students' score. It was found that the total score of pre-test was 2266. mean score of pre-test was 64.74. The students' result of pre-test (see Appendices 6 and 9) showed that there were no students' that was succeed to reach the minimum score which is 75. One student got 53 as the lowest score and two students got 73 as the highest score in pre-test.

Based on the following description, the students' ability can be seen from the table 4.1 as follows:

The Classification of Students' Score in Pre-test

Total score	Ability level	Frequency	Percentage
80-100	Excellent	0	0%
60-79	Good	32	91.43%
50-59	Mediocre	3	8.6%
0-49	Low	0	0%

This following table showed that there is no students got "Low" level in pre-test. There are 3 students (8.6%) got "Mediocre" level. Furthermore, there are 32 with (91.43%) reached "Good" level and none of students got into "Excellent" level. From this analysis, the writer can conclude that students' reading ability before treating by

using Jigsaw technique was good, but not quite enough to reach the minimum score which is 75.

Since the treatment was done, the post test was given in order to know the students' reading ability after taught by using Jigsaw technique. The students' result in post-test (see Appendices 7 and 10) showed that the total score of post-test was 2656 with mean score 75.89%. The lowest score in post-test was 70 and the highest score was 85. Thereafter, the students' reading ability in post-test can be seen in this table:

The Classification of Students' Score in Pre-test

Total score	Ability level	Frequency	Percentage
80-100	Excellent	9	25.71%
60-79	Good	26	74.29%
50-59	Mediocre	0	0%
0-49	Low	0	0%

In addition to the table 4.2 none of the students reached 'Low' and even 'Mediocre' level. There were 29 students with percentage (74.29%) got into 'Good' level and 9 students with (25.71%) reached the 'Excellent' level. Based on this result, the writer conclude that there was a difference of students' achievement between pre-test and post-test

2. Data Analysis

In this study, the t-test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' reading comprehension or not.

t- test

	Mean	N	Std. Deviation	Std. Error Mean
Post-test	75.8857	35	4.52296	.76452
Pre-test	64.7429	35	4.57193	.77280

In relation to the table above, the total number of the students for pre-test and post-test was 35 students. The mean score of pre-test was 64.74 and the mean score of post-test was 75.89. The standard deviation of pre-test was 4.571, while standard deviation of post-test was 4.522. Hereafter, the standard error mean of pre-test was 0.772 and the standard error mean of post-test was 0.765. This following table determined the final result of the data analysis:

Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Post-test Pre-test	1.11429	4.33958	.73352	9.65216	12.63355	15.191	34	.000

According to table 4.4, it showed that t_{obs} from pre-test and post-test was 15.191. The writer combined it with t_{table} by Sugiyono (2007) (see appendix 11) to interpret the final result of the research by finding the degree of freedom (df). The degree of freedom of the data was 34. Since the degree of freedom with value 34 is not written in t_{table} , the writer took the closer value which is 40 and correlated it with either 5% or 1% significant level. The t_{table} was 2.704 at 1% significant level and 1.684 at 5% significant level. Therefore, the comparison between t_{obs} and t_{table} can be written as $2.704 < 15.191 > 1.684$.

Based on this comparison, it showed that t_{obs} was higher than t_{table} . Accordingly, it can be concluded that H_a was accepted and H_o was rejected. In other words, there was a significant effect of using Jigsaw technique on the reading ability of the first year students of SMAN (State of Senior High School) 7 Pekanbaru in comprehending narrative text..

CONCLUSIONS AND RECOMMENDATION

Conclusions

The title of this research was “The Effect of Using Jigsaw Technique on the Ability of the First Year Students of SMAN 7 Pekanbaru in Comprehending Narrative Texts. This research was held due to the writer wanted to know whether using jigsaw technique in teaching learning on reading comprehension in narrative texts has significant effect or not. When the research was done, the writer found that there was significant effect of Jigsaw technique on reading comprehension in narrative texts of the first year students of SMAN 7 Pekanbaru. This statement is based on the result of students’ pre-test and post-test score, where mean score of post-test (75.89) was higher than mean score of pre-test (64.74). Moreover, the result of t-test showed that t_{obs} (15.191) was higher than t_{table} at sig. (5% with 2.704) and (1% with 1.684). According to these results, the writer concluded that H_a was accepted and H_o was rejected.

Recommendation

Based on the finding and the description above, the writer would like to over some recommendations:

1. For teacher
 - a. Teacher can use jigsaw as an alternative method in the teaching of reading narrative text, because it can help students to understanding reading. By doing jigsaw, students will not bored in English teaching learning process because students can interact and share one another about their material.
 - b. Teacher is expected to arrange the teaching and learning process well in order to make students more active and gives respond well to the material.
2. For students
 - a. Students are expected to study more and respond in learning process.
 - b. Students are expected to improve the students' ability in English.
3. For the next researcher
 - a. The researcher expected the next researchers can use it as a reference to conduct their research on the same field. It is really possible that there is another more effective way to teach reading comprehension ability.
 - b. The next researchers are expected to improve and solve the problems that the researcher does not achieve at this time.

REFERENCES

Bonner, Margaret. 1994. *Step into Writing*. London: Longman.

Harmer, Jeremy. 2007. *How to Teach English*. England: Longman..

Mahnaz, Kazemi 2012. *The Effect of Jigsaw Technique on the Learners' Reading Achievement: The Case of English as L2*. Iran: University of Guilan.

Smith, Frank.2005. *Understanding Reading 6th Edition*. London: Lawrence Erlbaum Associates..