THE EFFECT OF USING JIGSAW METHOD ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMA PGRI PEKANBARU IN COMPREHENDING NARRATIVE TEXTS

Heppy Nanda Alfani ; Fakhri Ras ; Erni
Email: heppynandaalfani@gmail.com ; fakhriras@gmail.com ; ernirosda66@gmail.com
Contact: 082284437207

Student of English Study Program
Language and arts Department
Teachers Training and Education Faculty
Universitas Riau

Abstract: *This research aimed to find out the effect of using Jigsaw method on the ability of the first year students of SMA PGRI Pekanbaru in comprehending narrative texts. This is a pre-experimental research conducted by using a pre-test – treatment – post-test design.. The population of this study was the first year students of SMA PGRI Pekanbaru which consisted of 3 classes with the total of 115 students. The sample of this study was X.2 of social science class with 40 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 method and students' reading comprehension. The results of data analysis showed that the mean score of pre-test was 64.03, and the mean score of post-test was 82.00. Based on the data analysis, it can be concluded that there is a significant difference between the pre-test and the post-test because the t-test observed was higher than t-table. In other words, the alternative hypothesis of this research was accepted. It means that Jigsaw method can be used as an alternative strategy in the teaching of reading.*

Keywords: Jigsaw, Reading Comprehension, Narrative Text

PENGARUH PENGGUNAAN METODE JIGSAW TERHADAP KEMAMPUAN MEMBACA SISWA TAHUN PERTAMA SMA PGRIPEKANBARU DALAM MEMAHAMI TEKS NARATIF

Heppy Nanda Alfani ; Fakhri Ras ; Erni
Email: heppynandaalfani@gmail.com ; fakhriras@gmail.com ; ernirosda66@gmail.com
Contact: 082284437207

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

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode Jigsaw terhadap kemampuan siswa tahun pertama SMA PGRI Pekanbaru dalam memahami teks naratif. Penelitian ini merupakan penelitian pra-eksperimental yang dilakukan dengan menggunakan desain pre-test - treatment - post-test. Populasi dari penelitian ini yakni seluruh kelas tahun pertama di SMA PGRI Pekanbaru yang terbagi dari 3 kelas dengan jumlah siswa sebanyak 115 orang. Adapun sampel dari penelitian ini yaitu kelas X.2 dengan jumlah siswa sebanyak 40 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 peneltian ini, instrumen yang digunakan yaitu tes membaca dengan bentuk pilihan ganda. Hasilnya menunjukkan korelasi yang kuat antara teknik Jigsaw dan pemahaman membaca siswa. Hasil analisis data menunjukkan skor rata-rata pretest adalah 64.03 dan nilai rata-rata dari posttest adalah 82.00. Berdasarkan analisis data, dapat disimpulkan bahwa ada perbedaan yang signifikan antara pre-test dan post-test karena t-test yang diamati lebih tinggi dari t-tabel. Dengan kata lain, hipotesis alternatif pada penelitian ini diterima. Hal ini membuktikan bahwa metode jigsaw dapat digunakan oleh guru sebagai strategi alternatif dalam pengajaran membaca bahasa Inggris.

Kata kunci: Jigsaw, membaca komprehensif, teks naratif.

INTRODUCTION

Reading is one of the most important skills in learning language besides listening, speaking and writing.Especially for students, reading becomes importance skill since they get information from the text. They get information from the text. They get information and knowledge by reading the written sources.Reading and comprehension is one unity, without comprehending the text, a reader especially the students will not understand and will not receive the message or information from reading materials. Based on the curriculum 2013, there are four skills. Reading is skill that the students are able to read a text, including for the students of SMA PGRI Pekanbaru. There are fourth kinds of text; Descriptive Text, Recount Text, Narrative Text, Procedure Text. Narrative is one kind of text for the students learning in senior high school. A narrative text usually has description of features and rhetorical steps (Diana, 2003).

In reading process, the students have problems, especially the first year of SMA PGRI Pekanbaru. One of the problems is that the students ability in comprehending texts are still low. They could recognize words and know how the words were pronounced, but the students didn't know the meanings. It can be seen by the way the students say English in mix, like the use of the words 'delivery & touring'. Theorists differ on whether meaning can be gotten directly from written language and processed differently from spoken language, or whether written language must be encoded (translate) into spoken language before it is understood (Harris and Sipay, 1980). The differences can be connected to the reading ability level of the reader. Skilled and unskilled readers recognize words differently. In reading comprehension, an unskilled reader might be helped by saying the words loudly (Harris and Sipay, 1980).

The teacher should give more motivation to the students to study. "In classroom teachers need to be aware of their students' learning needs, including their motivation for reading" (Pang, 1995:15).

Jigsaw method is more be able to be accepted by the students. It makes the students enjoyable and interested in studying English, especially in reading. Jigsaw method is suitable in teaching reading. During studying, the students sharing their idea to the jigsaw groups about segment of the text that they get and the students excited when they explained it. So, the writer conduted a research entitled "The Effect Of Using Jigsaw Method On The Ability Of The First Year Students Of SMA PGRI Pekanbaru 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 research was conducted towards the first year students of SMA PGRI Pekanbaru in February 2018. The school was located on Jl. Brigjen Katamso Pekanbaru.. The population was the first year students of SMA PGRI Pekanbaru in academic year of 2017/2018.There are three 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.2 social science of SMA PGRI Pekanbaru in which the number of students of class was 40 students.

The quantitative data was used to collect the data during the research. In this research, 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 six 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 30. The time allocation for students to do the test was 90 minutes.

FINDINGS AND DISCUSSION

1. The Result

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 method, 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 2563. Mean score of pre-test was 64.03. The students' result of pre-test (see Appendices 8) showed the student got 47 as the lowest score and the students got 83 as the highest score in pre-test.

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

Test Score	Level of Students Comprehension	Frequency	Percentage
81-100	Very Good	1	**2,5%**
66-80	Good	16	**40%**
56-65	Mediocre	17	**42,5%**
40-55	Poor	6	**15%**
0-39	Very Poor	0	**0%**

This following table showed that there is found on the pre-test 6 (15%) students belong to "poor" level, 17 (42,5%) students belong to "mediocre" level, 16 (40%) students belong to" good" level and 1 (2,5%) students belong to "very good".

After the pre-test was given, the writer gave some treatment to the student to acomplished the post-test. There are 4/6 treatment was given. Its talked about narrative text and make the text understandable. In terms of treatment jigsaw method was used to every meeting. The result was good.The students' result of post-test (see Appendices 10) showed the student got 67 as the lowest score and the students got 100 as the highest score in post-test.

The students' reading ability in post-test can be seen in this table:

Test Score	Level of Students Comprehension	Frequency	Percentage
81-100	Very Good	22	**55%**
66-80	Good	18	**45%**
56-65	Mediocre	0	**0%**
40-55	Poor	0	**0%**
0-39	Very Poor	0	**0%**

In addition to the table none of the students reached 'Low" and even "Mediocre" level.There were 18 students with percentage (45%) got into "Good" level and 22 students with (45%) reached the "Very Good" level. Based on this result, the writer conclude that there was a difference of students' achievement between pre-test and post-test.

2. The Result of T-test Table

In this research, 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.

	Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Post-test	82.00	40	8,092	1,280
Pre-test	64.03	40	8,493	1,343

Table shows that the mean score of the post-test is higher than the pre-test (82,00) to (64,03). It shows there is an improvement in the post-test, because the mean score of post-test increase to (82,00) and the gap of the mean score between the pre-test and the post-test was (17,97).

This following table determined the final result of the data analysis:

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	post - pre	17,975	5,255	,831	16,294	19,656	21,634	39	,000

Table presents that the result of t-test is (21,634) while the t-table is (2.03). The t-test score is higher than t-table. Therefore, it concludes that there is a significant difference between the pre-test and the post-test. In other words, the alternative hypothesis of this research, "There is a significant effect of jigsaw method on reading comprehension ability students in understanding narrative text" is accepted and the null hypothesis is rejected.

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the research findings, the writer concluded that jigsaw method gives significant effect to students in comprehending narrative texts especially for the students at the tenth grade students of SMA PGRI Pekanbaru. The results of this research has answered the research question that "Is there any significant effect of using Jigsaw method on the ability of the first year students of SMA PGRI Pekanbaru in comprehending narrative texts" , it can be seen that the score from the post-test was higher than pre-test. The use of jigsaw method can help the students in order to gain information from the text effectively and efficiently because it gives students an identifiable structure to follow for reading and interacting with the material.

It was found that the score of t-test (12,8) was much higher than the t-table (2,03). The value of the paired samples t-test was high too which was 0,683 which means that the correlation between jigsaw method and students' reading comprehension was very strong. It also means that the alternative hypothesis was accepted and the null hypothesis was rejected.

Furthermore, the use of jigsaw method gave positive learning environment in the classroom. The use of jigsaw method also enhanced the students' participation and interaction during the learning activities.

Suggestion

Based on the conclusions earlier, the writer would like to offer some suggestions to English teachers, students, and the next researchers. Firstly, English teachers are suggested to use jigsaw method to improve students' ability in comprehending narrative texts. Secondly, the students are expected to participate actively in the learning process so the jigsaw method used by the teacher can work properly. The last, the next researchers are suggested to use controlling class, so the result that the next researchers got might be more accurate from the previous research since the next researchers will get the comparison when the treatment result is evaluated.

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