

THE EFFECT OF JIGSAW STRATEGY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMK N 2 KEPENUHAN ROKAN HULU IN COMPREHENDING RECOUNT TEXT

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Abstract: *This pre-experimental research was aimed to find out whether or not there was a significant effect of Jigsaw strategy on the ability of the first year students of SMKN 2 Kepenuhan Rokan Hulu in comprehending recount text. This research design used one group pre-test and post-test. The sample of this research are taken by using cluster random sampling technique and that falls to Tata Busana class as big as 25 students. The data were collected by multiple choice tests. The data analyzed by using SPSS 23.00. The result of the data analysis showed that mean score of the pre-test was 59.50 and the mean score of post-test was 74.80. In other words, the mean score of the post-test was higher than the pre-test. The result also showed that the value of t-test was higher than t-table ($2.49 > 1.71$) at significance level of 5%. It can be concluded that Alternative Hypothesis was accepted. Thus, there was a significant effect of jigsaw strategy on the ability of the first year students of SMKN 2 Kepenuhan Rokan Hulu in comprehending recount text. The implication of the findings was that the students should study in group like Jigsaw and more focus on the given tasks to increase their vocabulary items.*

Key Words: *Jigsaw, Reading Comprehension, Recount Text*

PENGARUH DARI STRATEGI JIGSAW TERHADAP KEMAMPUAN SISWA TAHUN PERTAMA SMKN 2 KEPENUHAN ROKAN HULU DALAM MEMAHAMI TEKS *RECOUNT*

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Abstrak: Penelitian pra eksperimental ini bertujuan untuk mengetahui apakah ada atau tidak ada pengaruh strategi jigsaw yang signifikan terhadap kemampuan siswa tahun pertama SMKN 2 Kepenuhan Rokan Hulu dalam memahami teks recount. Desain penelitian ini menggunakan one group pre-test dan post-test. Sampel penelitian ini diambil dengan menggunakan teknik cluster random sampling dan jatuh kepada kelas Tata Busana sebanyak 25 siswa. Data dikumpulkan dengan tes pilihan ganda. Data dianalisis dengan menggunakan SPSS 23.00. Hasil analisis data menunjukkan bahwa skor rata-rata pre-test adalah 59.50 dan skor rata-rata post-test adalah 74.80. Dengan kata lain, nilai rata-rata post-test lebih tinggi daripada pre-test. Hasilnya juga menunjukkan bahwa nilai t-test lebih tinggi dari nilai t-table ($2.49 > 1.71$) pada tingkat signifikansi 5%. Dapat disimpulkan bahwa hipotesis alternatif diterima. Dengan demikian, ada pengaruh yang signifikan dari strategi jigsaw pada kemampuan siswa tahun pertama SMKN 2 Kepenuhan Rokan Hulu dalam memahami teks recount. Implikasi dari temuan ini bahwa siswa harus belajar dengan kelompok seperti jigsaw dan lebih banyak tugas diberikan untuk meningkatkan item kosa kata mereka.

Kata Kunci: *Jigsaw, Pemahaman Membaca, Teks Recount*

INTRODUCTION

Reading is one of the four language skills. In English lesson the students should master reading skill. Because by reading, the student can understand about information, knowledge, and increase vocabulary that involved from the text. According to Smith (2005), reading as a process of building an understanding of the written text. Grabe and Stoller (2002) define reading is a crucial means of learning for students in order to gain new information or comprehend by using different understanding. It can be concluded that reading is important and has advantages because by reading the students will get new information and knowledge about the subject matter. Besides, Nunan (2003), states that reading is a fluent process of reader combining information from the text and their own background knowledge to build a meaning. In reading activities, the students should concentrate while he or she is reading the text in order to get the information based on their background knowledge.

Therefore, reading cannot be separated from comprehension because the result of reading activity is to comprehend what has been read. Moreover, Grellet (1998) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. So, it is clear by reading comprehension, the students not only looking for the text but also try to understand the meaning. The students also can get information and ideas from the text that they read.

From definition above, it can be summarized that reading comprehension is an activity to gain any information and new vocabulary at the same time. By reading comprehension, the students can understand about information, knowledge, increase vocabulary, catches the meaning of the text and also the writer's idea about the text.

According to Mark and Anderson (1957) explained that recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. Another definition according to Hornby (2000) "recount text is one kinds of story genre, recount tells somebody about especially something that you have experienced". Hyland (2003) in his book *Second Language Writing* also mentioned the purpose of recount text is "to reconstruct past experiences by retelling events in chronological sequences".

Jigsaw technique is one of Cooperative Learning Strategy. According to Slavin (1995), Jigsaw is an activity that allows a small group of students to work together in order to maximize their own and each other's learning. According to Aronson (2010), Jigsaw is grouping strategy in which the members of the class are organizing into expert group. It can conclude that Jigsaw is a model learning Strategy of cooperative learning, which the students work in a small group.

METHODOLOGY

Participants of the Research

The participants of this research were the first year students of SMKN 2 Kepenuhan Rokan Hulu. The sample was selected by using a cluster random sampling technique. The number of the sample is 25 students.

The Data Collection Technique

The data was collected from the result of the reading test in the pre-test and the post-test. In this research, the writer conducted 6 meetings through 3 activities to collect the data which are one meeting for the pre-test, four meetings for applying the treatment and one meeting for the post-test. The activities explained as follows:

Pre-test

Pre-test is given to the students before the treatment is applied. It is aimed to know how far the students' comprehension reading in recount text. The pre-test is comprised of 40 items, in form of multiple choices as instruments of the tests.

Treatment

After getting the students' scores of the pre-test, the writer conducted four meetings for the treatment. The time allocation was around 90 minutes. The writer applied Jigsaw strategy as a strategy which is adapted from Aronson (2010).

During the treatment, the writer found the improvement of the students' reading comprehension. The following are the procedure that was used in doing the treatment based on Jigsaw strategy in reading comprehension.

First, the writer guide the students to understand about the components of recount text. Then, the students divided into 6 groups, each group consisted of four members.

The next was appointed group leader for each group and distribute reading text and exercise sheets to students. Each three groups had different reading texts from the other groups. Five minutes was given to the students to read the topic. After that the students were asked to made expert group and made a report about the discussion.

When the students already finished their discussion, the students are asked back to their Jigsaw group and present their report to their Jigsaw teammates. Each student in the Jigsaw group has the same time to present the report in front of Jigsaw teammates. The last, exercise was given to the students in order to know their understanding after reading activity.

Post-test

After applying the treatment, the post test was given to the students. The post-test is constructed as an objective test, the test is in the form of multiple choices. There are five texts used in the test, these were the same text the text in the pre-test, such as 40 items and 60 minutes for the duration time.

Post-test is reading test in which the students are required to read recount texts. But, in the post test, Jigsaw strategy used as strategy in reading. This test was to assess the students' reading comprehension after the treatments are given.

The Data Analysis Technique

The data was analyzed by using statistical analysis. In order to compare the results of the students' reading comprehension in the pre-test and post-test, the t-test technique is used in applying Statistical Package for Social Science (SPSS) 23.00 for windows. T-test was used to compare the difference between students' scores in the pre-test and the post-test.

To know the classification of students' reading comprehension, the classification of students' scores by Arikunto (2013) was used to score students' work, and classified students' scores in the pre-test and post-test in order to make the scores clearer based on the classification.

RESEARCH FINDINGS

The Description of Research Procedures

The research conducted in SMKN 2 Kepenuhan to the first year students. The sample of this research was X Tata Busana Class. The objective of this research was to find out the significant effect of jigsaw strategy on students' ability in reading comprehension. The data was obtained from students' post-test and pre-test score. Students were asked to read 5 texts to answer the questions, which are related to components of reading. First step, the researcher gave try-out first to different class in order to find out whether the instrument valid or not. The try-out was conducted in X TKJ. The result of the try-out was the researcher found that 4 numbers of items should be revised. It is due to these question are categorized as difficult question. After that, the researcher revised these items and used for the questions in pre-test and post-test. Pre-test was given before treatment in order to know the students' reading ability. Then, post-test was given to find out the final result of the research.

The Data Presentation

The Data Presentation of Pre-Test

The pre-test was given to measure the students' reading comprehension ability of the experimental group before the treatment was applied.

This section took one meeting in class. After pre-test, to analyzed the students' score. It was found that the total score of pre-test was 1485. The mean score of pre-test was 59.50. The students' result of pre-test showed that there were 4 students that was succeed to reach the minimum score is 75. One student got 35 as the lowest score and two students got 77.5 as the highest score in the pre-test.

Based on the following description, the students' ability can be seen from table 1 below:

Table 1. Classification of Students' Score in Pre-test

Total Score	Ability	Frequency	Percentage
75-82	Excellent	4	16%
67-74	Very Good	2	8%
59-66	Good	7	28%
51-58	Fair	7	28%
43-50	Poor	3	12%
35-42	Very Poor	2	8%
		25	100

Table 1 shows that there are 2 students in range between 35-42 of "Very Poor" level. There are 3 students in range between 43-50 of "Poor" level. There are 7 students in range between 51-58 of "Fair" level. There are 7 students in range between 59-66 of "Good" level. There are 2 students in range between 67-74 of "Very Good" level. There are 4 students in range between 75-82 of "Excellent" level.

The Data presentation of Post-test

Since the treatment was done, the post test was administered in order to know the students' reading ability after taught by using Jigsaw strategy. The students' result in post-test showed that the total score of post-test was 1870 with mean score 74.80. The lowest score in post-test was 60 and the highest score was 90.

Table 2. Classification Score in Post-test

Total Score	Ability	Frequency	Percentage
91-98	Excellent	0	0%
83-90	Very Good	5	20%
76-82	Good	11	44%
68-75	Fair	5	20%
60-67	Poor	4	16%
52-59	Very Poor	0	0%
		25	100

Table 2 shows that there are 4 students in range between 60-67 of "Poor" level. There are 5 students in range between 68-75 of "Fair" level. There are 11 students in range between 76-82 of "Good" level. There are 5 students in range between 83-90 of "Very Good" level.

The Data Presentation of t-test

In terms of finds out the Effect of Jigsaw Strategy on the Ability of the First Year Students of SMK N 2 Kepenuhan Rokan Hulu in Comprehending Recount Texts, the writer used paired sample test as the formula to analyze the data.

In this research, the writer analyzed the data by used SPSS 23.00 program. The data can be seen from the table below:

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1	pre test	59,40	25	11,093	2,219
	post test	74,80	25	10,331	2,066

In relation to the table above, the total number of the students for pre-test and post-test are 25 students. The mean score of pre-test is 59.40% and the mean score of post-test is 74.80%. The standard deviation of pre-test is 11.093, while standard deviation of post-test was 10.331. Hereafter, the standard error mean of pre-test is 2.219 and the standard error mean of post-test is 2.066. This following table determined the final result of the data analysis:

Table 4. Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre test - post test	-15,400	7,205	1,441	-18,374	-12,426	-10,687	24	,005

Table 4.4 shows that t_{obs} from pre-test and post-test is 10.687 the writer combined it with T_{table} by Sugiono (2007) to interpret the final result of the research by finding the Degree of Freedom (df). The degree of freedom of the data is 24. The t_{table} is 2.49 at 1% significant level and 1.71 at 5% significant level. Therefore, the comparison between t_{obs} and t_{table} can be return as $2.49 < 10.687 > 1.71$.

Based on this comparison, it shows that t_{obs} is higher than T_{table} . Accordingly, it can be concluded that H_a was accepted and H_o was rejected. In other words, there is a significant effect of Jigsaw strategy on the reading ability of the first year students of SMK N 2 Kepenuhan in comprehending recount text.

Discussion

Before conducting the treatment, a pre-test was administered to the students. It was the first step in order to measure the students' reading comprehension before the treatment was applied. Jigsaw strategy was used as a strategy in teaching recount text.

In conducting the treatment, students had improvements. At the first meeting, the teaching and learning process was passive. The students cannot understand yet about jigsaw strategy. 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 strategy is applicable for teaching English recount. The result showed that the post-test is better than the pre-test which indicated the improvement of students' reading comprehension in recount text.

Based on the research strategy, the teaching learning process was divided into three steps. First step was giving students pre-test in order to know their ability before jigsaw strategy was applied. The second step is by giving treatment for 4 meetings. The treatment is applying jigsaw strategy in teaching reading recount text. The last step is giving post-test for the students to know the students' ability after they gave a treatment by using jigsaw strategy.

The result of the research shows the mean score of post-test was higher than, the mean score pre-test ($74.80 > 59.50$). It means that the students' score after receiving the treatment have significantly improved.

Employing jigsaw strategy can improve students' reading comprehension. It was also supported by the previous research conducted Budi Darmawan (2013). It revealed that Jigsaw strategy can give opportunity to group members to exchange ideas to comprehend a reading text. Thus, this strategy can help students in learning material more easily, in this case comprehending the recount text. It is also in research by Mahnaz Kazemi (2012) which result that Jigsaw strategy become one of the most valuable tools educators have to develop students' activeness in academic. The students were more active in completing the tasks they had with the English text, they were required to seek information from the other students in different groups and shared what they have found with their group.

Moreover, jigsaw strategy can be applied in teaching learning process to improve the ability of the students in reading comprehension. It is proven by students' score were increase. In this class presentation, the students paid attention to understand the material given by the researcher. Followed by team study, they are divided into five students and they discuss the topic together (expert group). Then they share what they have learned to their member (home group). Therefore, the Jigsaw strategy makes the students more active. It can increase the students' interest toward learning reading. They are motivated to give the best performance and support their team to get the best score. Thus, they become more active because they want to be the best.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The title of this research is the effect of Jigsaw strategy on the reading ability of the first year students of SMK N 2 Kepenuhan in comprehending recount text. This research was conducted due to the writer wanted to know whether using Jigsaw strategy in teaching learning process in reading comprehension in recount text has significant effect or not. When this research was done the writer found that there is a significant effect of Jigsaw strategy on the reading ability of the first year students of SMK N 2 Kepenuhan in comprehending recount text. These statements based on the result of students' pre-test and post-test scores. The mean score of the post-test (74.80) was higher than mean score of the pre-test (59.50). Moreover, the result of t_{test} showed that t_{obs} (10.687) was higher than t_{table} at sig. (5% with 1.71 and 1% with 2.49). According to this result, it can be concluded that H_a was accepted and H_o was rejected.

Suggestions

In this research, the researcher would like to offer some suggestions to improve the ability of students in reading comprehension in order to get better result. The implication of the findings was that the students should study in group like Jigsaw and more focus on the given tasks to increase their vocabulary items.

For the teachers

Teachers are able to choose the teaching strategy or method which can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities will help students receive the material more effectively and efficiently. It will also make the teacher more focusing on the necessary things needed for the class. Jigsaw is a method which will lead students to be more active and enthusiastic. It can increase the interest of the students toward learning reading. They are motivated to give the best performance and support their team to get best score. For the reason, it is recommended to the teacher to apply it in their class.

For the Students

In the classroom. Jigsaw is also useful in group discussion to understand the material and share their ideas or opinion. In the final meeting of the study, there is a discussion for the students expected they can compete with their friends. Therefore, the researcher suggests that all students should learn.

For the Other Researchers

In this research, Jigsaw is effective method or strategy to teach reading comprehension of recount text. Thus the other researcher can do further research by applying some other variables. The result of this research can be used as an additional reference for a similar research with different variables or in different research design.

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