

TEACHING READING COMPREHENSION THROUGH JIGSAW TECHNIQUE

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ABSTRACT

The research investigated “**Teaching Reading Comprehension Through Jigsaw Technique**” for the seconds grade students of SMP Negeri 3 Cidaun in Jl. Patriot no 10 Cimaragang, Cidaun, Cianjur in the academic year 2019/2020. The aims of the research are to know the significant difference in the result of jigsaw technique and the conventional technique in teaching narrative reading text, and to know the effectiveness by using jigsaw technique in teaching narrative reading text. A quasi experimental design was use to conduct the research. The population of this study was the second grade students of SMP Negeri 3 Cidaun in Cidaun,Cianjur. The sample of this study was 50 students. It was divided into groups. Twenty five students were as experimental group and twenty five were as control group. The experimental group was given the treatment by using jigsaw technique. The researcher gave the test, those were pre-test and post-test. The research finding showed that jigsaw technique is effective. It can be seen from the result after the treatments, t obtained is 9.353. the result of t -table is 2.021 the t -test value is bigger than that of t -table ($9.353 > 2.021$). It means that jigsaw technique as a technique of teaching narrative reading text to the seconds grade students of SMP Negeri 3 Cidaun in Cidaun, Cianjur has significantly better result than that of the conventional technique. It means that this technique is effective. The writer suggest that the English teacher should apply jigsaw technique in teaching reading, especially in teaching narrative reading text.

Keywords: Reading Comprehension, Jigsaw Technique

ABSTRAKSI

Penelitian ini berjudul “**Mengajar Pemahaman Membaca Melalui Teknik Jigsaw**” pada siswa kelas dua SMP Negeri 3 Cidaun jl. Patriot no 10 Cimaragang, Cidaun, Cianjur pada tahun ajaran 2019/2020. Tujuan dari penelitian ini, yaitu untuk mengetahui perbedaan signifikan hasil dari teknik jigsaw dan teknik konvensional dalam mengajar membaca teks narasi, dan untuk mengetahui ke efektifan menggunakan teknik jigsaw dalam mengajar membaca teks narasi. Sebuah studi kuasi-eksperimental yang digunakan untuk melakukan penelitian. Populasi penelitian ini yaitu siswa kelas dua dari SMP Negeri 3 Cidaun, Cianjur. sampel dari penelitian ini yaitu 50 siswa. Siswa tersebut di bagi menjadi dua grup. 25 siswa sebagai grup eksperimental dan 25 siswa sebagai kontrol grup. Grup eksperimental di berikan materi dengan menggunakan teknik jigsaw. Peneliti memberikan tes, yaitu pre-test dan post-test. Peneliti menemukan bahwa Teknik jigsaw efektif. Itu semua bias dilihat dari hasil pengajaran, t memperoleh 9.353 hitungan dari t -table 2.021 nilai t -test lebih besar daripada t -table ($9.353 > 2.021$). itu artinya Teknik jigsaw sebuah Teknik mengajar membaca teks narasi untuk siswa kelas dua SMP Negeri 3 Cidaun secara signifikan lebih baik dari pada

teknik konvensional. itu artinya bahwa Teknik jigsaw efektif. penulis menyarankan guru Bahasa Inggris harus mencoba menerapkan Teknik jigsaw dalam mengajar membaca khususnya dalam mengajar membaca teks narasi.

Kata Kunci: Pemahaman Membaca, Teknik Jigsaw

The Background of the Study

Human has the ability to possess and use of at least one language, the language that the human has heard and used during his childhood. Language is used for communication. It is made up of sounds when they speak and it consists of words that refer to things. Language is also made up of sentences to deliver meanings. According to Finocchiaro (1974:8 as cited in Mukmini, 2010:24) "language is a system of arbitrary vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact".

English language is very important for the people in the world because English has become an international language and English is used as a second language and the first foreign language that is taught in Indonesia. According to Nurlaeli (2012:1) "learning of a second language proves to be a difficult and complex exercise. In spite of making extra efforts, non-native learners find it difficult to acquire proficiency in the use of a second language". From the statement above the writer concludes that most of the students still have low competence in four language skills. The skills are: listening, speaking, reading, and writing. According to Nurlaeli (2012:1) "the students thought that English language is boring subjects or difficult subjects. The skills make students less motivation to learn English". The writer concludes that the teachers must have the method in teaching the English language, so that students do not feel bored when learning English language.

Richard and Rogers (1986:154) stated that "a method is an umbrella term for the specification and interrelation of theory and practice". Based on the method the teacher would decide the procedures, the activities, and the instruments that are needed in teaching and learning activities. The writer in this study uses cooperative learning method to improve students' narrative reading. According to Majid (2007:1) cooperative learning has some techniques, they are: Stand, discussion, mind mapping, think pair and share, jigsaw, and role playing.

The writer uses the jigsaw technique in teaching narrative reading. Brown (1994:179) states that "Jigsaw technique is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective". The reason why the writer uses jigsaw technique is to give students more chance for students to discuss and to find some information in printed text. The writer assumes that jigsaw technique is a suitable way to motivate students in narrative reading.

According to Wixson, (1987:1) "Reading is the process of constructing meaning through the dynamic interaction among (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation".

Some of text on reading, they are: exposition, narration, argumentation, and description. In this research the writer focused to narrative text. According to Mukmini

(2012:36) “To deal with a narrative reading text, it is necessary to notice the characteristic brought by its nature. Narrative reading text tells about events with complete elements which consist of setting, characters, characterization, style, themes, plot, and especially the attitude and intentions of the writer”. According to Wardiman, Jahur, Djusma (2008:98) narrative text is to amuse, entertain and to deal with an actual or vicarious experiences in different ways. Narrative text deals with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution. In this research the writer by using jigsaw technique as visual media to improve narrative reading text in teaching narrative reading text.

LITERARY REVIEW

Reading

Human has the ability to possess and use of at least one language, the language that the human has heard and used during his childhood. language is uses for communication. It is made up of sounds when they speak and it consists of words that refer to things. Language is also made up of sentences to deliver meanings. According to Finocchiaro (1974:8 as cited in Mukmini, 2010:24) “language is a system of arbitrary vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact”.

Reading Comprehension

Based on definition of reading comprehension, Elizabeth (2003:14) states that “comprehension is the process of deriving meaning from connected; it involves word knowledge (vocabulary) as well as thinking and reasoning Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning”. According to Nursifa (2012:1):

Reading comprehension is about relating prior knowledge to ac knowledge contained in written texts. It means that prior knowledge depends on the readers’ live experiences, cultural, education background A topic that is familiar and openly discussed in one culture may be unacceptable in another. Children who grow in rural communities will be different experiences from those who come from urbanized or developed countries, because they have more prior knowledge which generally facilitates comprehension.

Narrative Text

Feez (2004 as cited in Sudrajat 2012:19) states that “narrative is a text types which tells a story in which people encounter a problem or crisis that they need to overcome a problem or crisis in their lives”.

Meanwhile, Wardiman, Jahur, Djusma (2008:98) states that “narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways”. Narrative deals with problematic events which lead to a crisis or turning point of some kinds, which in tum finds a resolution Based on the different definition about narrative above the writer concludes narrative text is a type of text which informs or shows the writer experience or ideas in the story form or the series of the event to make the reader happy.

strategy

Strategy is important in teaching and learning English since they help both the teacher and the students. Strategy, in one hand, helps the teacher to convey and deliver the material being taught more easily and effectively. On the other hand, the students can be more motivated, resulting in their ability to catch the core of the material delivered more easily.

English teaching strategy is very important to help students acquire new concepts of the skills and language competences. They are many kinds of strategy which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing. This paper discusses about improving students writing ability in descriptive text through semantic mapping is used as the strategy.

Strategy can be used to achieve the goal in teaching learning process. In line with that, JR David (1976) stated that "strategy is a plan, method, or series of activities designed to achieve a particular educational goal" other words, Dick and Carrey (1900 in Sanjaya 2007) stated that "strategies in learning consist at all the components of learning materials and procedure or stages of the study conducted by the teacher to help students to achieve the goal in certain subject." Strategy will help the students to achieve the goal in teaching learning process. According to AJ Romiszowski (1981) "A strategy of teaching is a series of adaptation the teacher prompt elected to the learning method." Strategy for teaching is the same as the learning method because the goal is to help the students understand in learning. The mapping is the kind of graphic organize

Jigsaw Technique

There are many techniques to teach reading comprehension in order to get the goals of teaching and learning in this research the writer will try to use jigsaw technique to teach reading comprehension. Aronson (2008:1) states that "the jigsaw classroom is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes". Jigsaw technique can be made positive education because, the students can work together. It is primarily used for the acquisition and presentation of new material, review, or informed debate. In this method, each group member is assigned to become an "expert" on some aspects of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups and take turns teaching their topics to their group mates. According to Aronson (2008: 1):

The Research Design

The design of the research is used to show the different scores of pre-test and post-test between the two groups. The pre-test and post-test design are represented the quasi experimental design that can be describe as follows.

G1 T1 X T2

G2 T1 0 T2

(Hatch and Farhady,1982)

Note:

- G1 = Experimental group
- G2 = Control group
- T1 = pre-test
- X = Treatment (Jigsaw Technique)
- 0 = Conventional treatment
- T2 = Post-test

Variable

According to Hatch and Farhady (1981:2) Variable can be defined as an attribute of a person or of an object which ‘varies’ from person or from object to object”. Nursifa (2012;34) sums tint there me two kinds of variables; “Independent variable and Dependent variable”.

Based on statement above there are two variables in this research. They are independent and dependent variable. The writer concludes that Jigsaw technique belongs to independent variable bemuse in this research the writer will find out the effect of Jigsaw technique to students’ narrative reading text, while dependent variable is the variable which is observed and measured by researcher to determine the effect of independent variable. The writer expects that Jigsaw technique will give positive effect to students’ narrative reading text.

Population

For this research the writer will take the second grade of junior high school students of 3 Cidaun Junior High school as population which consists of two classes containing 50 students. The location of this school is Jl.Patriot No.10 Cimaragang,Cidaun, Cianjur.

Sample

The sample for this research is 50 students, for a member of the population are taken to be sample. The writer takes class eight as the sample and it is divided into two classes, A and B. The first class is A, consisting of 25 students.

It is the experimental group. The second class is B, consisting of 25 students and it is the control group in this study. So the total sample is 50 student.

Instruments

Based on the design above, the writer administers pre-test and post-test

Pre-test

The implementation of pre-test is applied in the class. The pre-test is applied to know the homogeneity of the students’ ability in narrative reading text to get the balancing quality of the two groups, the teacher will give treatment of the research.

Post-test

It is attempted to measure the last result of the students after they are given some treatments. The implementation of post-test is in the class. This posttest is used to know

how far the students' narrative reading text utter the teacher taught by using jigsaw technique.

FINDING and DISCUSSION

More than two weeks researcher conducted the research in the seconds grade students of SMP Negeri 3 Cidaun. The result of this study is collected after the researcher conducted the study in the seconds grade students Junior High School of 3 Cidaun. Based on research, the students' scores that have been Analyzed are pre-test and post-test.

Pre-test was held on 19th August 2019. Experimental group and control groups are given the same test. The answer has been chosen by students either a, b, c, or d for the right answer based on the narrative text, the students have 45 minutes to finish this test.

Based on calculating t test, the result of t test for both groups are 0.45, with $df = 25 + 25 - 2 = 48$, at $p = 0.05$ of two tailed, the critical value of t (t-table) = 2.021. As the value of derived t (t_o) is smaller than that of the critical t (t-table) = $0.45 < 2.021$, the Null Hypothesis (H_0) is retained and the Alternative Hypothesis (H_a) is rejected, stating that there is no significant difference in the result the students' scores before the treatment. It means that the experimental group and control group have relatively the same level of the student achievement at the beginning.

The result of pretest scores from experimental group and control group shows that both experimental group and control group are still poor in the reading ability, especially in the narrative reading text. Therefore, they need a new technique in teaching narrative reading text. In this case, the researcher offers a new technique that will be conducted in the experimental group. The technique is jigsaw technique. Jigsaw technique is the strategy for helping students for improving narrative reading text.

Based on calculating t test, the result of post-test for both groups are 9.353, with $df = 25 + 25 - 2 = 48$, at $p = 0.05$ of two tailed, the critical value of t (t-table) = 2.021. As the value of derived t (t_o) is bigger than that of the critical t (t-table) = $9.353 > 2.021$, the Null Hypothesis (H_0) is rejected, and the alternative Hypothesis (H_a) is accepted, stating that there is significant difference in the result between jigsaw technique and conventional technique in teaching narrative reading text to the second grade students of junior high school. It means jigsaw technique as a technique of teaching narrative reading text to the seconds grade students of Junior high School of 3 Cidaun has significantly better result than the conventional technique. In other word this technique is effective.

Based on the data of the pre-test, post -test It could be seen from the result of research, before the treatment (t_o) = 0.452 and t-table = 2.021. The Null Hypothesis (H_0) was retained, it means that there was no significant difference in the students' scores before the treatment and it also meant that the experimental group and the control group had same level of the students achievement at the beginning, after the treatment, the t obtained (t_o) was bigger than the critical t (t-table) ($t_o = 9.353$ and t-table = 2.021). The Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) which stated that there was significant difference in the result between jigsaw technique and conventional technique in teaching narrative reading text to the seconds grade students of junior high school was accepted.

Jigsaw technique was used to help students in reading activity especially in narrative reading text it could be shown from pre-test and post-test scores of experimental groups, before giving the treatment, the average of pre-test score was 41.6 but, after giving the treatment, the average score was 69.6

Conclusions

The researcher analyzed the students' scores from pre-test and post-test. The students' scores have been analyzed in the previous chapter. The researcher could describe that jigsaw technique was one of the technique that could be used in teaching narrative reading text. The researcher described the conclusions as follows:

Jigsaw Technique has been proven to have an effective effect in improving students' reading ability especially in narrative reading text.

Jigsaw technique was effective to improve students' reading ability, it could be seen from the result of research, before the treatment and t-table. The Null Hypothesis (H_0) was retained, it means that there was no significant difference in the students' scores before the treatment and it also meant that the experimental group and the control group had same level of the students achievement at the beginning, after the treatment, the t obtained (t_0) was bigger than the critical t (t-table). The Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) which stated that there was significant difference in the result between jigsaw technique and conventional technique in teaching narrative reading text to the seconds grade students of junior high school was accepted.

Jigsaw technique was used to help students in reading activity especially in narrative reading text it could be shown from pre-test and post-test scores of experimental groups.

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