

THE EFFECTIVENESS OF JIGSAW LEARNING MODEL IN TEACHING READING COMPREHENSION ON NARRATIVE TEXT

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Abstract

Reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. There are approaches of teaching reading such as top-down, bottom up, and interactive approach. Some studies was conducted in applying interactive strategy such as Jigsaw learning method. For the purpose of teaching narrative text, the researcher try to observe and analyze the effectiveness of Jigsaw learning method by using an experimental research. The study was conducted on the tenth grade students in SMA Darussalam in the academic year 2018/2019. The writer used testing instrument, pre-test and posttest. The result of the data analysis are as follows: (1) the student's reading comprehension before being taught by using jigsaw learning model is fair, (2) the student's reading comprehension after being taught by using jigsaw learning model is good, (3) there is significant difference of the reading comprehension for the students before and after being taught by using jigsaw learning model. So, the writer conclude that, teaching reading comprehension using jigsaw learning model is effective in increasing students' reading comprehension on narrative text.

Keywords: Reading comprehension, Jigsaw Learning Model, Narrative Text

Abstrak

Kemampuan Membaca merupakan aspek penting bagi siswa karena manfaatnya untuk mengembangkan pengetahuan. Ada beberapa jenis pendekatan dalam pengajaran membaca seperti pendekatan top-down, bottom-up, dan interaktif. Beberapa penelitian dilakukan dalam menerapkan strategi interaktif seperti metode pembelajaran Jigsaw. Untuk tujuan pengajaran teks narasi, peneliti mencoba untuk mengamati dan menganalisis efek dari metode pembelajaran Jigsaw dengan menggunakan penelitian eksperimental. Penelitian dilakukan pada siswa kelas sepuluh di SMA Darussalam tahun akademik 2018/2019. Penulis menggunakan, pre-test dan posttest. Hasil dari analisis data adalah sebagai berikut: (1) pemahaman membaca siswa sebelum diajar menggunakan model pembelajaran jigsaw adalah lemah, (2) pemahaman membaca siswa setelah diajarkan dengan menggunakan model pembelajaran jigsaw adalah baik, (3) ada perbedaan yang signifikan kemampuan membaca siswa sebelum dan sesudah diajar menggunakan model pembelajaran jigsaw. Sehingga dapat disimpulkan bahwa model pengajaran menggunakan metode jigsaw efektif dalam meningkatkan kemampuan membaca siswa pada teks narasi.

Kata Kunci : Pemahaman membaca, Metode mengajar Jigsaw, Teks Naratif

A. Introduction

Learning English and another foreign language aims as a means of communication in order to access the information and share it globally to build an interpersonal relationship and to increase the insight into foreign cultures. One of important skill in the education of English is Reading. Reading is the process of looking at a series of written symbols and getting meaning from them (Henry, 2008:7). People consider reading as an important activity, so that people usually say that reading is the way to open the world. By reading people can get some information widely without going anywhere. Reading competence should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading also has the value of to help the student learn to express their own thoughts and to make them familiar with the language pattern and ways of using language efficiently (Riyanto, 2015:30). Jeremy Harmer assumed in his book entitled *How To Teach English*, “good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons”. It is clear that if teacher does not give a good reading text, an interesting learning process is not going to happen in teaching reading, so the reading activities will be boring.

From the problems mentioned above, it is clear that there must be a great efforts from the teachers to help the students to improve their reading skills. As a result, the assignment of the English teachers becomes more difficult because they have to motivate and encourage the students to read English text as a part of English lesson. The Teachers should also encourage students to acquire and master reading skills as one of the most important skills in English. One of the effective strategies in teaching reading included in cooperative learning is the jigsaw technique.

B. Literature Review

Reading is one of the basic skills in learning a language. The term reading has many interpretations. As people have different purposes in reading, different point of view about reading, different background knowledge about reading, so there are many definitions about it. For those reasons, reading can be defined in

various ways. According to Francoise Grellet (1981:7) in his book entitled *Developing Reading Skills*, “Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it.” Based on the statement from Grellet, reading activity requires the readers to guess and predict about the text is going to be about and the background knowledge had by the reader about mutual thing contained in a text is also important.

There are two kinds of reading according to Jeremy Harmer (2007:99), a.) *Extensive reading*, it refers to reading which students do often (but not exclusively) away from the classrooms. Where possible, extensive reading should involve reading for pleasure or a joyful reading. This is enhanced if students have a chance to choose what they are willing to read. b.) *Intensive reading*. It refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask the students to look at extracts from magazines, poems, Internet websites, novels, newspaper, plays, and wide range of other text genres. Intensive reading is usually accompanied by study activities. While Francoise Grellet divided the kinds of reading into two types, those are: a.) *Skimming*, it is a process of reading in which happen quickly running one’s eyes over a text to get the gist of it. b.) *Scanning*, it is a process of reading in which quickly going through a text to find a particular piece of information (Grellet, 2010:4).

Cooperative learning is not a new phenomenon in teaching learning process and it also provides some opportunities for the students to take more active role in their own learning. Cooperative learning requires the students to work in the small groups and it leads to a peer interaction. It also offers ways to organize group work to enhance learning and increase academic achievement. Carolyn Kessler (1992:8) also stated, “Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others”. The dependency of each student that needs help from each other is seen from cooperative learning so that each student gets motivated to increase the learning of himself / herself and others.

Jigsaw is one of the techniques used in cooperative learning. Jigsaw technique was first developed by Elliot Aronson in response to students' socialization problems in desegregated schools in the 1970-an (Jeanine, 2007:266). Jigsaw has been used more than 30 years in U.S classrooms at all levels of schooling, including colleges and universities. The original intent of jigsaw technique is to provide children from diverse backgrounds the opportunity to work effectively and interpedently with one another. Jigsaw may be one of the most effective ways to observe, record, and assess students' improvement in some skills. Jigsaw also teaches students to be independent as they are given an assignment or puzzle to solve (Donald, 2006:240). The assignment is broken down into some small parts then students are assigned to discuss and to report the result of the discussion at the end of the jigsaw technique process.

Carolyn Kessler (1992:137) mentioned some advantages of applying jigsaw technique in the classroom. Those are: a.) Provide opportunities for students to work in racially and culturally mixed groupings. b.) Provide an excellent learning environment for the acquisition of language through relevant content. c.) Support the communicative approach in language teaching. d.) Develop students' skills of analysis, comparison, evaluation, and synthesis of information.

C. Method

The researcher using Pre Experimental research design. According to Arikunto (2006:84), Pre-Experimental research design is often conceived as an inexact experiment. Therefore, it is often referred to as "quasi-experimental". Observations made before the experiment (O1) are called pre-tests and the observations after the experiment (O2) are called post-tests. The difference between O1 and O2 that is $O2 - O1$ is assumed to be the effect of treatment or experiment. The pattern used in the pre-test and post-test group design is where O1 is the result of the before treatment, X is the treatment and O2 are the result of the observation after the treatment or called the test. The pre-test was administered before an experiment or a treatment given. There were 30 students in experiment group. In pre-test, writer used 15 items multiple choice item test. The pre-test was

given before the treatment. The pre-test in this study had a purpose to know the students' basic ability on reading achievement. Before taking the pre-test, students were not taught the material as the basic knowledge. Then, teaching – learning processes of this study became the processes of giving treatment. The process of giving treatment was in order to make sure that the jigsaw learning model definitely gave effect to the students' achievement in reading comprehension on narrative text and to reach the main purpose of this research.

In the first meeting, the researcher asks the students to read the text and discuss together to identify the text. Then, the reading explain definition, generic structure, language features of narrative text. Next, students work in group of five students and asks to analyze the generic structure and language feature of narrative text given by the teacher. *In the second meeting*, the students introduces jigsaw learning model. After that, the read gives a text to the students and asks them to read the text briefly. Then, the students are asked to discuss the text read the teacher to identify the text by jigsaw learning model. Next, the students work in group of five students. Finally, the students are asked to analyze the generic structure and language features of narrative text given by jigsaw learning model. The post test was administered after conducting the treatment. The goal of this test is to know whether using jigsaw learning model in narrative text effective to the students' reading comprehension ability or not.

D. Result

Pre-test Finding

There were 30 students of X2 as the experimental group. The purpose of this test was to know the initial condition of the students' achievement in reading narrative text. In this test, the students were asked to answer 15 question based on the reading passages. The average score on the pre-test of the experimental group was 51, 80. To show the achievement of the score by the students, distribution of the scores is described in frequency and percentage as follows:

Table 1 The Pre-Test Score Of Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 33	1	3,3	3,3	3,3
40	3	10,0	10,0	13,3
47	9	30,0	30,0	43,3
53	9	30,0	30,0	73,3
60	5	16,7	16,7	90,0
67	3	10,0	10,0	100,0
Total	30	100,0	100,0	

Source: SPSS Output Result. 2018

From the table and chart above, the higher percentage in the experimental group was 30, 0 % in interval 47-53 and the frequency was 18 of 30 students. The lowest percentage in the experimental group was 10, 0 % in interval 67 and the frequency was 3 of 30 students.

Post-test Finding

There were 30 students of experimental group. The post-test in this study had a purpose to measure the students' reading achievement after getting treatments. The students did the post-test through reading test. The process of the post-test was similar with the pre-test. The students were given 15 questions of multiple choices. From the result, the students' average scores were analyzed. The average score of the experimental group was 84, 30.

Table 2 The Post-Test Score Of Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 80	15	50,0	50,0	50,0
87	11	36,7	36,7	86,7
93	4	13,3	13,3	100,0
Total	30	100,0	100,0	

Source: SPSS Output Result . 2018

From the chart above, it could be seen, the higher percentage in the experimental group was 50, 0 % in interval 80 and frequency was 15 of 30 students. The lowest percentage in the experimental group was 13, 3 % in interval 93 and the frequency was 4 of 30 students. In sum, from the result of post-test, the students' of experimental group got good grades in interval 80. It means that he treatment by using jigsaw learning model in experimental group more effective.

E. Discussion

The result of pre-test and posttest were analyzed statically by using SPSS (Statistical Package for the Social Sciences) especially paired t-test formula to know the mean before and after giving treatment.

Table 3 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before giving jigsaw learning model	51,80	30	8,348	1,524
After giving jigsaw learning model	84,30	30	4,772	,871

Source: SPSS Output Result. 2018

In the table paired samples statistic loaded descriptive about mastering phonetic symbol between before and after giving the jigsaw learning model which include many data, mean standard deviation and standard error mean. Some data of each student between before and after giving jigsaw learning model = 30, average (mean) reading comprehension of narrative text before giving jigsaw learning model = 51,80 and average (mean) reading comprehension of narrative text after giving jigsaw learning model = 84,30. Standard deviation before giving jigsaw learning model = 8.348, and before giving jigsaw learning model = 4.772.

Based on comparison between average (mean), the level of reading comprehension on narrative text between before giving jigsaw learning model = 51,80 and after giving jigsaw learning model = 84,30 ; that means there was the high of improvement of significant about giving jigsaw learning model toward reading comprehension of narrative text

Table 4 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Before giving jigsaw learning model & After giving jigsaw learning model	30	,017	,928

Source: SPSS Output Result. 2018

In the table paired sample correlation, it contains the data whether there was or not a correlation between before and after giving jigsaw learning model, it was gotten a correlation = 0,017 which showed there was a relationship between giving jigsaw learning model toward reading comprehension of narrative text to the students.

Table 5 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	Before giving jigsaw learning model - After giving jigsaw learning model	-32,500	9,544	1,742	36,064	-28,936	-18,652	29	,000

Source: SPSS Output Result. 2018

In the table of sample paired t-test, it contains the result of analysis data of t-test two sample in pairs that contain t-value and significance. Based on the data above, it can be set up in 2 ways of testing hypothesis as follows:

1. By comparing the t values with t-table
 - a. If t-value > t-table, Ho is refused
 - b. If t-value < t-table, Ho is received

To see the rate of t-table, so it was based on the table of values distribute in the book Siregar (2011:315) this table can see in appendix 5, which amount is N-1 (30-1=29), based on the result of t-test analysis of paired two samples, it got t-value = -18.652, if t-value was absolute, it will become 18.652, it got that t-value was bigger than t-table (18.652 > 2.045), so Ha is received, it means there was (influence) the rate of reading comprehension of narrative text between before and after giving jigsaw learning model.

2. By comparing the rate of taraf significance (P-value)
 - a. If significance < 0.05, Ho is refused
 - b. If significance > 0.05, Ho is received

In this case apparent that significance 0,000 < 0, 05. So Ho was refused and Ha is received, it means that hypothesis states there were differences of the rate of mastering students toward reading comprehension in the narrative text between before and after giving jigsaw learning model is different.

F. Discussion

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In this study, to obtain primary data about student achievement, the test is given to the students. The number of test items is 15 questions. Then, the student's test result is analyzed by using paired sample t-test by using SPSS (statistical package for Social Sciences). The results of data analysis in this study indicate that the use of jigsaw learning model gives a significant influence on reading comprehension in narrative text. This can be seen from the significance value (2-tailed) less than 0.005 (95% confidence interval) that is 0.000. This indicates that the results of the analysis are significant. From the results before treatment, it can be seen that the average score before the experimental group treatment was 51.8. The result of posttest of experiment group is 84, 3. In this study, the calculations showed that the average difference before treatment and after treatment was significant because post test results were higher than pretest. Based on the results of the tests conducted, it is evident that the use of effective jigsaw learning model as a strategy to improve the achievement of students reading class ten SMA Darussalam Blokagung Banyuwangi. The use of jigsaw learning model makes reading and learning activities more effective and varied. The students apply the jigsaw learning model as a strategy when they do posttest. So, their post test results are higher than before treatment. Finally, the jigsaw learning model makes the students more motivated in learning more easily understand the lesson. It can be concluded that in this study, the use of jigsaw learning model as a strategy in teaching narrative text reading was effective in the tenth-grade of SMA Darussalam Blokagung Banyuwangi.

G. Conclusion

From this study it can be eventually concluded that before being given treatment jigsaw learning model of student test scores are low because of their laziness in interpreting and understanding the text of the narrative provided by the teacher. The length of the story makes them bored in understanding the reading and answer questions provided so as to make them origin in answering. Jigsaw learning model is effective as a strategy in teaching reading narrative text to the tenth year students of SMA Darussalam Blokagung Banyuwangi. The use of jigsaw learning model in teaching reading makes the activity among the teacher

and students in class more enjoyable and interesting. The students so active and attractive when they follow the teacher instruction and when they work in the group. This strategy succeeded in making the students enrich and explore their idea and their knowledge when they read the passage in group. In addition, the jigsaw learning model is intensive since the each strategy jigsaw has their own advantage to lead the students better in learning. Finally, the jigsaw learning model makes the students more motivated in learning and easier to grasp the lesson. The use jigsaw learning model gives significant differences in students' reading comprehension of narrative text. This is proven by the mean of posttest of the experimental group and before treatment of the experimental group.

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