The Effect of Jigsaw Technique on Improving Students' Reading Comprehension Achievement in Narrative Text at Second Grade in SMPN 23 Bandar Lampung

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Penelitian ini bertujuan untuk membuktikan adanya peningkatan pemahaman membaca siswa melalui teks naratif setelah diajari dengan menggunakan *teknik Jigsaw*. Penelitian ini telah dilaksanakan di SMPN 23 Bandar Lampung. Populasi dari penelitian ini adalah murid kelas 2 SMP. Desain yang digunakan dalam penelitian ini adalah pre-test dan post-test satu kelompok. Dalam penelitian ini peneliti menggunakan satu kelas sebagai sampel.Penelitian ini menggunakan teks naratif dalam tes membaca untuk mengumpulkan data. Berdasarkan analisis data, hasil penelitian ini menunjukkan bahwa ada peningkatan yang signifikan dalam pemahaman membaca siswa setelah mereka diajari dengan menggunakan teknik jigsaw. Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan yang signifikan dari pemahaman membaca siswa setelah diterapan teknik jigsaw dengan tingkat signifikasi (0,00<0,05). Oleh karena itu, penerapan teknik jigsaw dalam mengajar pemahaman membaca dapat membantu siswa untuk memahami materi teks naratif dalam membaca.

This research was aimed at investigating whether there was a statistically significant improvement of students' reading comprehension achievement in a narrative text after the implementation of the jigsaw technique. It was conducted at SMPN 23 Bandar Lampung. The subjects of this study were the second grade students. This study adopted a one group pre-test and post-test design. The data were collected by using narrative reading tests. The results showed that there was a statistically significant improvement of the students' reading comprehension achievement after the implementation of the jigsaw technique with the significant level (0.00<0.05). This suggests that jigsaw technique in teaching reading comprehension helps the students comprehend a narrative text.

Keywords: reading comprehension, a narrative text, jigsaw technique.

INTRODUCTION

Reading is an ability to understand written texts. The need for reading and taking out the information from the various text above seems to be extremely important. Reading skill is needed to get information from books, magazines, novels, essays, an article on the internet. According to Grabe and Stoller (2002), reading is the ability to draw meaning from the printed page and interpret the information appropriately. Cameron (2001) states that reading is actually about understanding, it is not only to understand the word or code but also to grasp the message that is conveyed ofthe text. That comprehending and interpreting the information of the text is important, the reder does not only need to know the words but also to understand the message of the text.

The fact, appearing sometimes is that not every single person is good at reading. The students face the hard situation many times. As the researcher conducted the pre- observation at SMPN 23 Bandar Lampung, They stated that they had a difficulty in comprehending the reading text. The problem causes that the students feel bored in monotonous material that makes them uninterested to read. In reading class, the teacher does not apply specific teaching reading technique based on the students'need, interest, and habits. One of the students' problems is they find it hard to understand a reading text. It is shown when they answer the questions of the reading text, such as finding the main idea of the text, identifying the specific information of the text, determining word reference, making an inference, understanding the purpose of the reading, understanding the word and also the discourse pattern of reading text. Therefore the student's score is under standard score criteria since the minimal mastery score is 70.

The other problem is that during the teaching-learning process in the classroom, the students do not enjoy the reading activities because the activity is monotone. The teacher uses the conventional technique. The conventional technique makes the students read the text individually so, that the students have a different understanding of the text and also the students do not tend to listen to the teacher because there is not a variety of teaching. These make the students motivated and bored in English reading class. That is why the teacher must be able to use various strategies to avoid the boredom of the students.

Since the students bored with the activity, the teacher should change the strategy to make the classroom activity be more challenging and interesting. Many reading techniques need to be used to make the students active in doing reading comprehension activity. *Jigsaw technique* may be considerably more effectively applied in the classroom. Using technique like jigsaw helps a teacher to solve the problems in the class especially in reading activity. Through the application of this technique, the students get many benefits such as: in teaching and learning process the students are able to interact with their friends to share their opinion or idea so they can practice their speaking skill orally. The students work in a group so they can learn to hold the responsibility not only for themselves but also to their group. This technique can improve the students' results in many aspects.

In this case, the researcher implemented *jigsaw technique* in improving student's reading comprehension. By implementing the *jigsaw technique* in the learning process can be effective and enjoyable because this technique provides students interaction.Therefore the researcher conducted the research with a topic "the effect of *jigsaw technique* on improving student's reading comprehension achievement in a narrative text at the second-grade student's in SMPN 23 Bandar Lampung".

To support this study, there are several studies on jigsaw in increasing reading comprehension skill. First, a study conducted by Septami (2018), jigsaw technique has an effect on students reading comprehension ability. It could be seen from the T-Test result which showed that the students' mean score in post-test (67.06) was higher than in pre-test (53.06) with the gain score was 14.00. Second,

a study was conducted by Septiyana (2012) found that the jigsaw technique can increase students' reading achievement of a news item. the result indicates that the increase in students' in reading comprehension scores in the experimental class after treatments were significant. it concludes that Jigsaw Cooperative Learning can be implemented to increase students' reading comprehension.

Based on the problems and the reasons, the researcher were interested in investigatingis there any significant improvement after the implementation of jigsaw technique at second grade in SMPN 23 Bandar Lampung,and investigating which aspect of reading comprehension achievement significantly improve after the implementation of jigsaw technique at second grade in SMPN 23 Bandar Lampung.

METHODS

The subjects of this research were second grade students in SMPN 23 Bandar Lampung which consist of 33 students who had problems in reading class and The researcher implemented jigsaw technique aiming at improving the students' reading comprehension achievement and their active participation toward the reading class. The researcher limited the material in this study by using the narrative text as the material of teaching and the test of reading comprehension.

The quantitative data was used in order to collect the data after implemented the jigsaw technique. The design in this research was one group pre-test and post-test. The researcher used one class where the students received pre-test before treatments and they received post-test after the treatments. For the data collection instruments, the researcher used pretest and posttest for reading tests. The pretest was applied after conducting a try out test. The test was in written form of multiple choice consisted of 30 questions in 60 minutes. The posttest was administered after the treatments which the questions was re-arranged in pre-test. In SPSS, a paired simple t-test was used to determine the differences among pretest and posttest.

RESULTS

The researcher used Jigsaw technique to find out there was an improvement in teaching reading comprehension. In the beginning whether of this activity, the pre-test was administered to investigate the reading comprehension achievement before being given treatments. The total score of pre-test was 1683; the mean score of pretest was 51.00; the highest score was 67.00; the lowest score was 33.3. From the result of the test, the students' score were various. It can be seen that students who had 30-40 score were 4 students, those who had 41-50 score were 13 students, those who had 51-60 score were 13 students, and those who had 61-70 score were 3 students. The result showed that most of the students' scores were lower than minimal mastery criterion (KKM) in SMPN 23 Bandar

Lampung which required the students to get 70. It indicated that the students' reading comprehension achievement was poor.

After the treatments in three meetings using jigsaw technique, the researcher administered post-test to know wether there is the significant improvement of students reading comprehension achievement or not. The results showed that from the total score of post-test was 2399; the mean score was 72.70; the highest score was 87.00; and the lowest score was 67.00.

Table 1. The Analysis of the Hypothesis Testing

Paired Differences

Pair1	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
POST-TEST PRE-TEST	21.697	6.899	1.201	19.251	24.143	18.067	32	.000

Based on Table 1. above, it can be seen that the result of t-test shows that t-value is 18.067and the two tail significant show that p<0.05 (p=.000). It can be inferred that H_1 is accepted and H_0 is rejected since 0.000 < 0.05. In conclusion, there is a significant difference of students' reading comprehension ability of narrative text before using the jigsaw technique and after using the jigsaw technique. Thus, the hypothesis is accepted.

From the result of reading test in a pre-test and a post-test, it can be inferred that there was an improvement on students reading comprehension achievment after the implementation of jigsaw technique. The mean score of post-test was 72.70, increased to 21.70 in the pre-test was gained to 51.00. Morever the researcher found out the improvement of each aspect, it could be seen in table below:

Table 2. The Comparison of Aspects of Reading Improvement

No.	Reading Comprehension Aspects	Mean Difference		Improvement
		Pre-test	Post-test	
1.	Identifying the Main Idea	14.50	27.00	12.50
2.	Specific Information	17.50	21.62	4.12
3.	Making Reference	14.50	23.83	9.33
4.	Determining Inference	19.33	28.33	9.00
5.	Vocabulary	17.00	20.25	3.25

According to Table 2. each of the aspects of reading comprehension had gained from the pretest and posttest. it could be said that jigsaw technique improved the students' reading comprehension achievement in all aspects of reading, such as

Identifying the main idea was 12.50, next Finding Specific Information was 4.12, then Determining Reference was 9.33 after that Making Inference was 9.00, and Understanding Vocabulary was 3.25. Among all of those five aspects, the aspect that improved the most was Identifying Main Idea was 12.50 which is the highest among other aspects, therefore the aspect that improved the most was identifying the main idea.

DISCUSSIONS

Theresults of the research indicated that there was asignificant improvement of students' reading comprehension achievement After the implementation of jigsaw technique. The researcher found that as the students were taught using Jigsaw technique they found it easier to find the information contained in the reading text. The use of jigsaw technique also could help the students read the text efficiently. They could find the general and details information in the text without reading it as a whole text. According to Aronson (2000) jigsaw technique is a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience. This statement supported the finding of this research in which students' reading achievement improved and got better after the implementation of Jigsaw technique. Using this technique students could find the answer easily.

In addition, jigsaw is a student-centered approach. It means students are responsible for their own learning process. It could be seen from the while activities, students read the text and they move their expert group to discuss with their friends to understand the text. In this way, students could train their social skill while discussing in the expert group. After undersanding the text, students move back to the home group to explain the text to their friends. In conclusion, the whole steps of while activities showed that all learning process done by students.

It is in line with Adams (2013). He says jigsaw gave the students an opportunity to be responsible for their own learning while they use the critical thinking and social skills to accomplish the learning task, and they can also gain self-confidence through their contributions to the group effort so they can improve their reading comprehension.

The findings of this research confirmed the previous study (Septami, 2018), found that jigsaw technique had effect on students' reading comprehension in analytical exposition text. Septami also confirmed that jigsaw technique make the students are more familiar in using English for theirs reading ability, the use of this technique also help to solve students problems on reading comprehension such as, decrease their difficulty on finding implicit meaning of the text. In other words, students' could find the location of main idea. It is supported by the statement of Dararat (2012), reading for the main idea is a skill that requires careful reading a text to identify the main point without the unnecessary detail. He findthe main idea of a paragraph, a reader must find what common elements

the sentences shared. However, there was a research which had the opposite finding with the present research. Juhaedi (2013) found that the jigsaw technique failed to improve the students' reading comprehension, it is due to the causes of the learning condition, and the class management by the teacher who does not pay attention in learning condition, class control and class management when being used Jigsaw technique in the class.

CONCLUSION

Based on the results of the research, the implementation of the jigsaw technique can improve students in reading comprehension achievement of narrative text. It is proven by the increase of students' reading score after the implementation of jigsaw technique at the second-grade students of SMPN 23 Bandar Lampung. Identifying main idea is the aspect that improves the most among the other aspects since the steps provided the students to gain more information and share their information based on the text and they discuss with their expert group.

SUGGESTIONS

1. **For English Teacher**
   The researcher suggests the English teacher to implement jigsaw technique in teaching reading. There must be good preparation and time allocation so that the materials can be clearly understood by the students while they are learning in the group. The teachers also have to make sure his/her role, to make sure that the students do not discuss other things besides the material given for the students.
2. **For the students**
   This technique is good to be applied in a teaching-learning process, the students can develop their social skill each other, helping each other to share what they have got during the learning process. Motivated students on improving their knowledge in every sub-skills of reading comprehension.
3. **For the further Researcher**
   This study was conducted at junior high school level. Therefore, they can try to find out of using Jigsaw technique at the different level of school because using jigsaw technique helps students comprehend the reading material.

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