

**IMPROVING STUDENTS' READING COMPREHENSION OF
NARRATIVE TEXTS THROUGH JIGSAW TECHNIQUE AT
GRADE VIII A OF SMPN I BANGKINANG**

THESIS



By

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ABSTRAK

Elya Minarnis, 2012. Meningkatkan Kemampuan Siswa Kelas VIII.A. SMPN I Bangkinang dalam Memahami Teks Naratif melalui Teknik *Jigsaw*. Thesis. Program Studi Pendidikan Bahasa Inggris, Program Pasca Sarjana, Universitas Negeri Padang

Penelitian ini berawal dari masalah rendahnya kemampuan membaca pemahaman teks naratif siswa Kelas VIII A SMPN I Bangkinang. Hal ini terlihat pada nilai rata-rata siswa yang berada dibawah Kriteria Ketuntasan Minimum (KKM) sehingga pembelajaran pemahaman teks naratif belum berjalan sebagaimana yang diharapkan. Untuk meningkatkan kemampuan membaca pemahaman teks naratif tersebut, peneliti melakukan penelitian tindakan kelas dengan menerapkan tehnik *Jigsaw*.

Tujuan penelitian ini adalah untuk mengetahui sejauh mana tehnik *Jigsaw* bisa meningkatkan kemampuan membaca pemahaman teks naratif siswa kelas VIII A SMPN I Bangkinang dan untuk mengetahui faktor apa yang mempengaruhi kemampuan membaca pemahaman teks naratif tersebut. Dalam pengumpulan data penelitian, peneliti menggunakan tes membaca pemahaman (data kuantitatif), pengamatan, catatan untuk menulis kejadian- kejadian selama penelitian berlangsung yang dibantu oleh seorang teman sejawat serta wawancara (kualitatif data). Penelitian tindakan kelas ini terdiri dari tiga siklus dan empat kali pertemuan pada setiap siklusnya dimana tiga pertemuan untuk proses belajar mengajar membaca pemahaman teks naratif dan satu pertemuan lagi untuk melaksanakan tes.

Berdasarkan temuan penelitian, peneran tehnik *Jigsaw* bisa meningkatkan kemampuan membaca pemahaman teks naratif siswa Kelas VIII A SMPN I Bangkinang. Peningkatan ini dibuktikan dengan meningkatnya nilai siswa dari siklus pertama, siklus kedua, dan siklus ketiga. Nilai rata- rata siswa pada siklus pertama adalah 66.0, kemudian pada siklus kedua adalah 72.3, dan nilai rata- rata pada siklus ketiga adalah 77.3

Faktor yang mempengaruhi meningkatnya nilai siswa adalah penggunaan topik yang menarik sebagai bahan ajar, kreativitas guru, dan strategi belajar yang mampu memotivasi siswa untuk membaca siswa untuk membaca merupakan hal yang sangat penting bagi guru bahasa Inggris karna membaca merupakan aktivitas yang seringkali membosankan bagi siswa. Penggunaan tehnik *Jigsaw* dalam meningkatkan kemampuan membaca pemahaman teks naratif siswa Kelas VIII A SMPN I Bangkinang bertujuan untuk memotivasi siswa untuk membaca dan menentukan tujuan mereka dalam membaca. Sebagai kesimpulan, penelitian tindakan kelas dengan menerapkan tehnik *Jigsaw* bisa meningkatkan kemampuan membaca pemahaman teks naratif siswa Kelas VIII A SMPN I Bangkinang.

ABSTRACT

Elya Minarnis, 2011. Improving Students' Reading Comprehension of Narrative Texts Through Jigsaw Technique at Class VIII A of SMPN I Bangkinang. Thesis. English Education Program, Graduate Program, State University of Padang.

This research started from the problem of students' low reading comprehension of Narrative texts. It can be seen from the students' average score under the minimum criteria of achievement (KKM) so that their comprehension of Narrative texts has not gone as expected. To increase the students' reading comprehension of Narrative texts, the researcher conducted a classroom action research by applying Jigsaw technique.

The purposes of this research are to identify to extent to which Jigsaw technique can improve students' reading comprehension of narrative text at grade VIII A of SMPN I Bangkinang and to identify the factors that influence the changes of students reading comprehension of narrative text by using Jigsaw technique at grade VIII A of SMPN I Bangkinang. In collecting the data, the researcher used reading comprehension of narrative text test, observation checklist, field notes which were helped by a collaborator and interview. This classroom action research consisted of three cycles and four meetings of each cycles; three meetings for the teaching reading comprehension of narrative texts and another meeting for the reading comprehension of narrative texts test.

Based on the findings, the implementation of Jigsaw technique could better improve students' reading comprehension of narrative texts at grade VIII A of SMPN I Bangkinang. The improvement was confirmed by the increasing average students' score from cycle I, cycle II, until cycle II. The average score during cycle I was 66.0, then during cycle II was 72.3 and the average score during cycle II was 77.3.

The factors that influenced the increasing of the students' score were using interesting topic as teaching material, creative teacher, and instructional and motivated strategy to teach reading comprehension of narrative texts are very important for the English teacher because reading is such kinds of activities that often bored the students mostly. The use of Jigsaw technique in teaching reading comprehension of narrative texts is aimed to motivate the students' to read and set the students' purpose before reading. Using Jigsaw technique is very good to be applied in teaching narrative reading comprehension. Finally, the classroom action research by applying Jigsaw technique could improve the students' reading comprehension of narrative text at grade VIII A of SMPN I Bangkinang.

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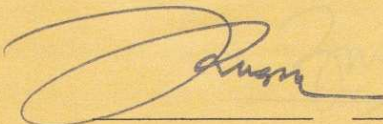
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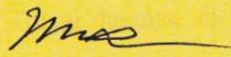
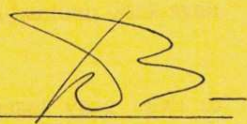
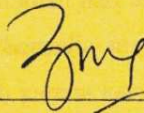
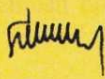

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Saya yang menyatakan


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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of four major language skills. It is very important in teaching and learning English which need to be developed, because it is the key for someone's efficacy in acquiring sciences and technology. Furthermore, reading is also useful for other purposes as well. For example: it can be used to improve someone's careers, for pleasure, and especially for studying purposes. For students, reading is very important for the studying purposes since it is a part of the learning process of language acquisition. If the students have ability to read, the language acquisition is likely to be even more successful. In reading activity, the students are not only demanded to be able to read the text, but they also have to be able to comprehend what the text tells them about.

Based on the writer experience during teaching reading at Junior High School 1 Bangkinang (Sekolah Menengah Pertama Negeri, SMPN 1 Bangkinang for short), the writer faces the facts that there were many students who got difficulties in comprehending texts. There are about 70% (19 from 28 students) of students who got low score in a daily reading comprehension test on September 4th 2010. Some of students still got difficulties to answer the questions based on the narrative text. About 63% (21 from 28) students could not answer the questions based on the text on October 16th 2010.

The other evidences to prove the problems above that were in learning process progress. First, a great numbers of students still got difficulties in finding main idea of the text, information structure of the text, opinion in the text, and facts in narrative text. For example, when the writer asked them to answer questions about a text orally, there were just two or three students active in answering the questions. It happens because of their lack of vocabulary. Some of them tended to used dictionary to found the meaning of the unfamiliar words they found in the text. In another case, the students' motivations are still low in learning English. In fact, they usually do not pay much attention to the teacher explaining the lesson. They were not active in responding or answering the questions, they became passive students, they have no bravery to give comments, and they got bored of the English texts given. In addition, the teaching strategy used by the teacher was also another reason for the low ability of students in comprehending the texts.

Furthermore, some purposes of developing students' reading skill as follows: First, the students are expected to find certain information from the reading material. Second, the students can find the general information. Third, the students can find main idea. Fourth, the students can find all details information. Fifth, the students can guess the meaning of the words; phrases and sentences based on the context. (Departemen Pendidikan Nasional, 2003)

Therefore, it was very important to provide an alternative technique to improved students' reading comprehension. To improve the students' reading comprehension, the writer used jigsaw technique in teaching reading as an implementation for improving the

students' reading comprehension. Jigsaw technique was a very powerful technique for improving students' reading comprehension.

Theoretically, there are many techniques that can be used in teaching reading to improve the students comprehension such as; Students Team Achievement Division (STAD), Jigsaw, Team- Games Tournaments (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Comprehension (CIRC). In this research, the researcher was interested to apply jigsaw technique in teaching narrative texts. The writer was also interested to explored jigsaw technique as one of the cooperative learning technique to solve the students' problems in reading, because jigsaw technique can be applied across different subjects and levels. The goal of the technique is to enhance the motivation, performance, and develops social skill for group work of students. Jigsaw is one of interactive techniques that have function to help students explain, summarize, apply, analyze, synthesize, and evaluate an aspect of the subject matter. Jigsaw also helps students to practice essential social, problem solving, communication skills needed for success in the workplace and make the students understand about how to comprehend the text well. Jigsaw technique is also one of the cooperative learning techniques to solve the students' problems in reading. This kind of cooperative learning can be applied for use across most subjects and levels. The goal of the method is to enhance the motivation, performance and develops social skill for group work of students.

In teaching reading at Junior High School, there are some reading texts that are taught, they are; Procedure text, Descriptive text, Narrative Text, Recount text, Report

text, and etc. But, in this research the researcher was interested in using Narrative text. Some reasons why the writer chased narrative text in her research to the class VIII A students of SMP Negeri I Bangkinang. First, because narrative is a story that is created in a constructive format (as work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre, or dance). So it will be quite easy to the students in reading and producing the simple text. Another reason why the writer chased narrative text, because in Curriculum it must be presented in the second year students of Junior High School.

B. Identification of the Problem

Based on the background of the problems above, the writer identified some problems in the teaching and learning process, they were: First, some students had low reading comprehension to comprehend the texts. They had problems in finding information, main idea, or opinion from the text. Second, students' lack of vocabulary, in this case they did not have good understanding of what is the text about because they have limited vocabulary. Third, the teacher did not apply appropriate strategies in teaching reading. Fourth, some students found difficulties in retelling what they have read. They had difficulties to express their ideas about the texts.

C. Limitation of the Problem

Based on the identification of the problem above, it was necessary for the writer to limit the problems due to her limited research experience to cover all problems. This

research was focused on the problem about the difficulties of students in reading comprehension of Narrative texts. To solve this problem, the researcher used jigsaw technique which was developed by Aronson in improving students' reading comprehension of Narrative text. The text which was used was narrative texts, because it was the text for grade VIII of Junior High School Students. The writer only focused her research in SMPN I Bangkinang.

D. Research Question

Based on the statement of the problem, the questions of this research were:

1. To what extent can Jigsaw technique improve the students' reading comprehension of Narrative texts at grade VIII A of SMPN I Bangkinang?
2. What factors influence the changes of students' reading comprehension of Narrative texts by using Jigsaw technique at grade VIII A of SMPN I Bangkinang?

E. Purpose of the Research

The purposes of this research are as follows:

1. To judge whether Jigsaw technique can improve students' reading comprehension of Narrative texts at grade VIII A of SMPN I Bangkinang.
2. To identify the factors that influence the changes of students' reading comprehension of Narrative texts at grade VIII A of SMPN I Bangkinang.

F. Significance of the Problem

By doing this research, the researcher expected that theoretically, the finding of this research will contribute to the development of the empirical prove of effectiveness of Jigsaw technique in teaching reading comprehension. And practically, the finding of this research will be useful for the teacher who interested in analyzing teaching reading. The writer hoped it can give contribution for English teacher and become a reference to improve their ability and competence in teaching English. The writer also hoped this research can give clear understanding about the process of teaching reading using cooperative learning technique, especially Jigsaw technique to the readers.

G. Definition of the Key Terms

In order to avoid misunderstanding and misinterpreting, there are some terms in this report are given as follows:

1. Reading comprehension referred to an interactive process between the students and the author via texts. Reading comprehension also the ability that provided accurate responses regarded questions concerning the written language. It referred to reading narrative texts that were examined by using test.
2. Narrative text referred to the texts which were used for students of SMPN I Bangkinang. Narrative text is a text which used to amuse, entertain, and to deal with actual or vicarious experience in different ways. It dealt with problematic events

which lead to a crisis or turning point of some kinds, which turned to find a resolution.

3. Jigsaw technique referred to a group learning technique in which students worked individually within the group. Each students studied different aspects, or pieces of a topic in another group name “expert group”, then came together to their “home group” to teach one another about what they have learned, and ultimately resulting in the entire group learning about all of the studied aspects of the topic.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings and discussions of the research, the researcher concludes two main points:

1. Jigsaw technique can improve students' reading comprehension of narrative text at class VIII.A SMPN I Bangkinang. It was found that there were good improvement of teaching and learning process and the increasing score of reading comprehension test from cycle 1, cycle 2, and cycle 3. Jigsaw technique gives positives contribution and better outcomes to improve students' reading comprehension of narrative texts.
2. There are some factors which influence the changes and improvements of students' reading comprehension of narrative texts; the use of interesting topic as teaching material, creative teacher, and instructional and motivated strategy.

B. Implication

In relation with the findings of this classroom action research, there are several implications for the next teaching and learning process:

1. Reading comprehension of narrative texts can be taught by applying Jigsaw technique.
2. The use of interesting topic as teaching material, creative teacher, and instructional and motivated strategy are the factors that influence reading comprehension of narrative texts.

C. Suggestion

For an effective and better implementation of Jigsaw technique in improving students reading comprehension of narrative texts, the following suggestions might be considered valuable for the researcher as a teacher in her teaching and for other English teachers with the same problem:

1. The researcher as English teacher should continue using Jigsaw technique in teaching reading. Because Jigsaw technique can improve students' reading comprehension very well.
2. For further research, the researcher suggests to investigate whether Jigsaw technique can improve students' achievement in other skills.

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