THE EFFECT OF USING JIGSAW TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT

THESIS

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ABSTRAK

Elina, Ledia. (2009): The Effect of Using Jigsaw Technique toward   Students' Reading Comprehension on Narrative Text.

Pembimbing   : 1. Dr. Desmawati Radjab, M.Pd.
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This research was to see the effect of using jigsaw technique toward students reading comprehension on narrative text. This research was experimental method.

The population of the research was the first grade students of SMAN I X Koto Singkarak academic year 2008/2009. They were seven classes with 241 students for the sample; the researcher used cluster sampling technique. The research used X-5 as experimental class and X-6 as the control group.

Tests were used as instrumentation of this research. The tests consisted of pre-test and post-test. Pre-test was used to know students' ability before the treatment was conducted. The result of pre-test showed that control group and experiment group was not really different. T calculated for pretest was 1,63 and t table was 2,0357. If t-calculated was smaller than t table (Ho was accepted).

After the research was done during 8 meetings, control class used conventional technique and experimental group used jigsaw technique, post-test was conducted to compare the result of those techniques. Post-test showed that there is a significant different in reading comprehension on narrative text. T calculated for post-test was 7,2 and t table was 2,0357. It means that t calculated is bigger than t table (Hi was accepted). So, the hypothesis "The students who are taught a narrative text by using jigsaw technique have better reading comprehension than the students who are taught a narrative text by using conventional technique was accepted. From the data analysis above, the writer hoped that the English teachers use jigsaw technique in teaching reading narrative text.

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Penelitian ini bertujuan untuk melihat dampak penggunaan teknik jigsaw terhadap memahaman membaca siswa dalam teks narratif. Untuk melihat hasil tersebut, penulis menggunakan metode ekperimen.

Populasi penelitian ini siswa kelas X SMAN I X Koto Singkarak tahun pelajaran 2008/2009. Mereka terdiri dari 7 kelas. Sampel penelitian terdiri dari dua kelas yang dipilih dari populasi secara klaster yaitu dua kelas yang mempunyai nilai rata-rata hasil ujian semester I yang tidak jauh berbeda (seimbang) dan homogen, X-5 sebagai kelas eksperimen dan X-6 sebagai kelas kontrol. Kelas eksperimen yang diajarkan dengan menggunakan teknik jigsaw dan kelas kontrol yang diajarkan teknik konvensional. Setelah 8 kali pertemuan, diberikan tes akhir pada kedua kelompok untuk mengetahui apakah ada perbedaan diantara keduanya.

Hasil tes menunjukan bahwa nilai kedua kelas tersebut berbeda secara signifikan, dianalisis dengan menggunakan rumus t, yaitu t hitung 7,2 lebih besar dari t tabel 2,0357 (Hi diterima). Hal ini berarti hipotesis yang berbunyi "Siswa yang diajarkan naratif teks dengan menggunakan jigsaw teknik mempunyai pemahaman membaca lebih baik daripada siswa yang diajarkan narratif teks dengan menggunakan teknik konvesional"dapat diterima. Dari hasil data analisis diatas, penulis menyarankan agar para guru menggunakan teknik jigsaw dalam penggajaran membaca teks naratif.

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It is hopeful that this thesis will be beneficial to the readers, particularly for English students and teachers.

TABLE OF CONTENS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTON

A. Background of the Problem

English is the first foreign language taught from elementary school to university level. The purpose of teaching English is to facilitate students on the four language skills, listening, speaking, reading and writing. Among those skills, reading is one of the main skills to be mastered. For Indonesian students, reading in English is very important because books and other references written in English are regarded as the first source of knowledge, and almost all the new inventions are reported in English.

Reading is one of the language skills that can determine the success of students in learning. Based on curriculum 2006, the main purpose of conducting reading activity at school is to gain ideas and information from the texts, thus it is important for the students to comprehend the reading texts.

Since 2004, the government has decided to implement Competency Based Curriculum that emphasizes on students' mastery in the target language both oral and written (Depdiknas: 2006). CBC is related to Genre or text types. There are some types of genre such as descriptive, narrative, recount, procedure, report, new items, explanation, discussion, exposition (analytical), exposition (hortatory), anecdote and review. All of the texts have different social purpose, generic structure and also language feature.

1

Based on the observation in SMA 1 X Koto Singkarak, the situation that the researcher found when the teacher gave a formative narrative reading test to students, they got some difficulties in answering the questions. It was shown from the result of the test. The result of a formative narrative reading test was really different from what was expected. It was shown 65% of students got the score under 6. Students were expected to have good reading skill but in fact their reading comprehension achievement was still poor.

It seems students as the language learners usually find some difficulties in understanding the narrative text that is given by the teacher. Mostly the difficulties faced by students related to three kinds of element of the text, generic structure, social purposes, and language feature of the narrative text. They do not understand about character, plot and grammar of the narrative text. And then they do not know what the social purpose of narrative text is. And also they have problems in comprehending sentences of a narrative text, because the narrative text uses simple past tense. It means that they have problems in understanding language feature of the narrative text. These cases make the students get difficulties to answer the test that are given by the teacher.

Harvey (1994) said that the problems can be caused by lack of motivation, using inappropriate material, media, and technique on reading. Firstly, most of students do not have the ability in reading narrative texts because they have lack of motivation. It occurs when the narrative text is not interesting to read. Secondly, the students fail in reading narrative text because the material (a

narrative text) which is presented by the teacher is not appropriated with their level and the use word selection is too difficult to be understood. Thirdly, the teachers rarely use a media in teaching. Whereas, using a media can build the atmosphere lively in the classroom and help the students to be motivated in learning. It is better for the teacher if use the pictures as media in presenting the narrative text, because by using picture the students can be understand about the plot of the story of the narrative text. Lastly, the techniques that are used by the teacher are not effective to be applied, because some teaching techniques do not make different effects on students' narrative text comprehension.

Among those factors, the technique of teaching is one of the important factors that gives influence in succession of the teaching reading process. Some of the Indonesian English teachers use Conventional Reading Method as reading instruction to teach reading. Nassution (2000) stated Conventional reading Method is a teaching process that emphases to teacher's activity, the teacher only explain about a lesson but most of the students are passive; they just listen to the teacher. But this technique is not really appropriate to apply in teaching reading.

To overcome this problem, the teacher has to find the more suitable strategy to achieve instructional goal of reading lesson, the teacher should be able to find the appropriate technique. Corria (1998) states that the teacher should be able find an appropriate technique in the classroom. This technique affects the degree of comprehending the text.

Aronson (2008) says that one of the techniques that can be used for teaching reading is by using jigsaw technique. Jigsaw technique is teaching reading by breaking the students into a small group. Each group is responsible for discussing the text with classmates. Group members must work together as a team to accomplish a common goal, each person depends on all others. No students can succeed completely unless everyone works well together as a team. This cooperation facilitates interaction among all students in the class, leading them to value each other as contributors to comprehend the text, especially in the narrative text, because narrative text is one of genres that must be learned by students of senior high school. Jigsaw technique stimulates the students' interest in reading and it encourages students to be active and get involve in the learning.

B. Identification of the Problem

Based on the background of the problems above, most of students get problems in comprehending reading narrative text. They get difficulties in three kinds of element of the narrative text. Firstly, students do not understand about the social purpose of the text. Secondly, they also do not know about the characters and the plot of the story. Thirdly, they do not really know about the structure of the story.

Those cases are caused by some factors that are determined by technique, material, media, and motivation. Among those factors, the technique plays the important effect in students' reading comprehension. The

students get bored and lack of motivation in reading a narrative text because the teacher uses an inappropriate technique in reading. So, the teacher must be creative in choosing effective activities and using appropriate technique in teaching and learning process. One of the techniques that can be used is using jigsaw technique.

C. Limitation of the Problem

There are several problems that have been identified in students reading comprehension on narrative text. This research is limited to the technique of teaching. It deals with the effect of jigsaw technique toward students' reading comprehension on narrative text to experiment group compare with control group that use conventional technique.

D. Formulation of the Problem

The problem of the research can be formulated as follows: Can the students who are taught a narrative text by using jigsaw technique have better reading comprehension than those who are taught a narrative text by using conventional technique?

E. Hypothesis

Ho: The students who are taught a narrative text by using jigsaw technique can not have better reading comprehension than the students who are taught a narrative text by using conventional technique.

Hi: The students who are taught a narrative text by using jigsaw technique have better reading comprehension than the students who are taught a narrative text by using conventional technique.

F. Purpose of the Research

This research is aimed at finding out whether there is a significant difference in reading comprehension between the students who are taught a narrative text by using jigsaw than the students who are taught a narrative text by using conventional technique.

G. Significance of the Research

The researcher expects that this study will give information to the English teacher about jigsaw technique that can be used in improving students' reading comprehension at senior high school and the English teacher will use jigsaw technique in teaching a narrative text. The researcher also expects that this technique can be useful in teaching reading comprehension for the teacher as well as students of English.

H. Key Terms

1. Jigsaw is the technique of teaching reading by breaking the class into small group, one group consists of four students and each group will discuss different part of the text.

2. Conventional reading is the technique of teaching reading classically that emphasizes teacher's activities (including giving apperception and motivation, explaining the lesson, giving exercises and homework). The students are passive; they just listen to the teacher.

3. Narrative text is a text that aimed at retelling events or activities that happen in the past which is intended to entertain the readers and the listeners. A narrative text consists of the plot, setting, characterization and structures.

4. Reading Comprehension is the ability of the students to grasp the information from the reading passage. In this study, it is indicated by the scores students have in the comprehension tests given.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After getting the result of the data analysis, the writer concluded some matters about the students' reading ability on narrative text by using jigsaw technique at SMA 1 X Koto Singkarak in 2008/2009 academic year.

The result of the research indicated that the students who were taught a narrative text by using jigsaw technique had better reading comprehension than the students who were taught a narrative text by using conventional technique. It can be said that jigsaw technique is very useful technique for increasing students' reading ability on narrative text at the senior high school.

B. Suggestions

Based on the conclusion, the students who were taught a narrative text by using jigsaw technique had better reading comprehension than the students who were taught a narrative text by using conventional technique.

So the reseacher wants to give some suggestion, there are:

1. English teachers should use jigsaw technique in teaching reading narrative text in order to take the students' interest. Because jigsaw is one of the group work technique that can increase students' motivation and result in learning.

2. English teachers should find narrative texts that are interesting, suitable and appropriete level of the students in teaching reading comprehension.

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