THE EFFECT OF JIGSAW TECHNIQUE ON IMPROVING STUDENT'S READING COMPREHENSION ACHIEVEMENT IN NARRATIVE TEXT AT SECOND GRADE IN SMPN 23 BANDAR LAMPUNG

A Script

By

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ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

THE EFFECT OF JIGSAW TECHNIQUE ON IMPROVING STUDENTS READING COMPREHENSION ACHIEVEMENT IN NARRATIVE TEXT AT SECOND GRADE IN SMPN 23 BANDAR LAMPUNG

By

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This research was aimed at investigating (1) if there was a significant improvement of students reading comprehension achievement in a narrative text after the implementation of jigsaw technique, (2) aspect of reading comprehension that improved the most after the implementation of Jigsaw Technique. This research was conducted in SMPN 23 Bandar Lampung. The population of this research was the second grade students. The researcher used one class as a sample of this research. The data were collected by using narrative reading tests. The results of the data analysis show that there was a significant improvement of students' reading comprehension achievement after the implementation of jigsaw technique. It could be seen from the improvement of the results in pretest and posttest with a gain of 21.70, from 51.00 to 72.70. In addition, identifying main idea was the highest aspect that received the most improvement. Therefore, the implementation of jigsaw technique in teaching narrative text reading can help the students to comprehend the reading test material, and improve their reading comprehension.

Keywords: jigsaw technique, reading comprehension, narrative text, aspect of reading.

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A Script

Submitted In Partial Fulfillment Of
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In

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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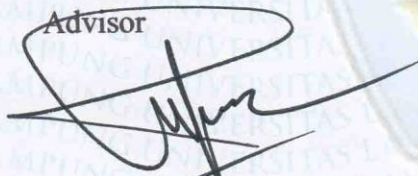
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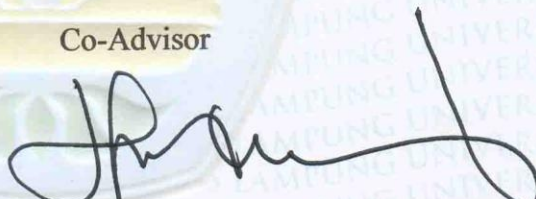
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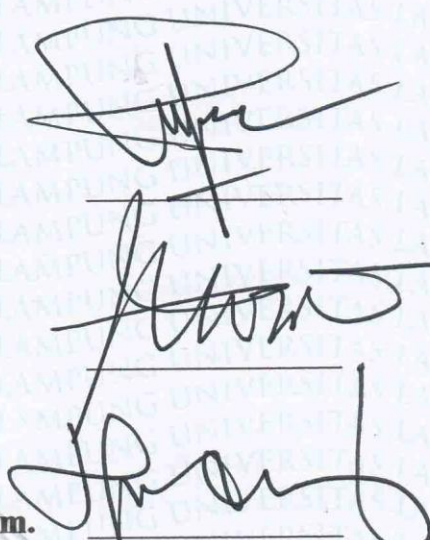NIP 19640106 198803 1 001
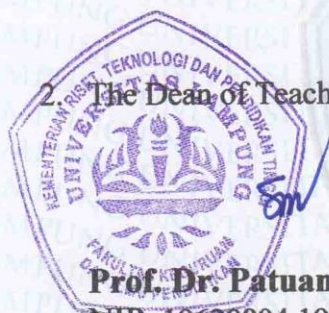
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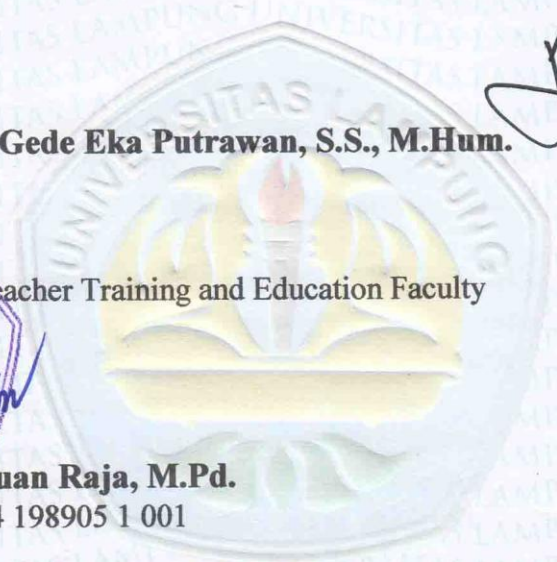   Examiner : **Dr. Flora, M.Pd.**

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CURRICULUM VITAE

The researcher's name is Irena Hapsari. She was born on October 13th 1995 in Jakarta Selatan, Jakarta. She is the second child of Indartoyo and Noveritawati.

She started her study in Kindergarten at Citra Harapan in 1999 and graduated on 2000, after that, she joined SDN Kuningan Barat 03 Pagi in 2001 and graduated in 2007. Next, she registered in SMPN 23 Bandar Lampung and graduated in 2010. Then, she continued her study in SMA YP Unila Bandar Lampung and successfully finished in 2013.

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MOTTO

Be good to people for no reason

(Wesley Snipes)

DEDICATION

Alhamdulillah, this script is humbly dedicated to:

My almamater, University of Lampung

My beloved parents: Indartoyo and Noveritawati

My beloved Grandparents: Abah and Ibu

My lovely brothers, Calvin Ramadhan S.H, Derryl Muhammad A., P., BC.

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My friends in English Education Study Program 2013

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Finally, the writer believes that her writing is still far from perfect. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always opened for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Bandar Lampung, 18 February 2019

The writer,

Irena Hapsari

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I. INTRODUCTION

This chapter describes those kinds of following points: The background of the problems, identification problems, limitation of the problems, formulation of the research question, objectives, uses, scope, and definition of key terms.

1.1 Background of the problems

In learning English, students are expected to be able to master all language skills, for example listening, speaking, reading, and writing. Basically, reading is important to succeed in international communication. Reading is an ability to understand the written texts. Besides that, English has been a compulsory subject in all levels of education from elementary to university. The need for reading and taking out the information from the various text 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 of the text, that comprehending and interpreting the information of the text is important, the reader does not only need to know the words but also to understand the message of the text.

Based on a Pre-Observation in SMPN 23 Bandar Lampung, the students had the problems in teaching learning process. Many problems that students feel in learning process especially in teaching reading. It causes that the students feel bored is 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 questions of 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 monotonous. 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 are not motivated and bored in the class. That is why the teacher must be able to use various strategies to avoid the boredom of the students.

Since the students is bored with the activity, the teacher should change the strategy to make the classroom activity 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 a 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.

Aronson (2000) states that jigsaw is a cooperative learning technique that racial conflict among school children, promotes a better learning, improves student' motivation, and increase enjoyment of the learning experience. According to Richards (2002), jigsaw activity is based on the information-gap principle which the class is devided into groups and each group has a part of the information needed to complete an activity.

Related the theories above, Septiyana (2012) said that use jigsaw technique in teaching reading comprehension could improves students in reading skill. Because reading is one of cooperative learning that make students more active, responsible, and promotes a better learning experience. And also Septami (2018) proved that jigsaw technique has an effect on students reading comprehension ability.

In this case, the researcher implemented *the Jigsaw technique* in improving student's reading comprehension. Implementing the *Jigsaw technique* in the learning process can be effective and enjoyable because this technique provides students interaction. Therefore the researcher conducted research entitled with

"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".

1.2. Identification of the problems

Based on the background above, the researcher identified the problem that appeared in reading comprehension. There are some factors that might cause the students' difficulties in reading comprehension. The factors are as follows:

1. The students have the difficulties in comprehending text.
2. Some students get low scores or get minimum standard criterion in answering reading text.
3. The classroom activity makes students do not enjoy in a learning process.
4. The lack of vocabulary makes students lazy to read the text.
5. The uninteresting technique makes students bored.

1.3. Limitation of the problems

After identifying the problems, this research concerns the students' reading comprehension achievement, the aspects of reading comprehension.

1.4. Formulations of the Research Questions

In relation to the limitation of the problems above, the research questions are formulated as follows:

1. Is there any improvement of students reading comprehension achievement in

narrative text after the implementation of jigsaw technique at the second grade in SMPN 23 Bandar Lampung?

2. Which aspect of reading comprehension achievement is improves t aftere most after the implementation of Jigsaw Technique at the second grade in SMPN 23 Bandar Lampung?

1.5. Objectives of the Research

In line with the formulation of the problems above, the objectives of the research are:

1. To find out whether there is a significant improvement of students reading comprehension achievement of narrative text after the implementation of jigsaw technique at the second grade in SMPN 23 Bandar Lampung.

2. To investigate which aspects of reading comprehension achievement significantly improve after the implementation of jigsaw technique at the second grade in SMPN 23 Bandar Lampung.

1.6. Uses of the Research

1. Theoretically, the finding of this research may support the existing theory about reading technique.

2. Practically, the result of the research will serve as an alternative strategy for teachers in teaching reading in junior high school and also for the students in improving their reading comprehension.

1.7. Scope of the Research

This research was aimed at improving the reading's comprehension skills and investigating which aspects of reading comprehension significantly improve students at SMPN 23 Bandar Lampung. This study took one class as a sample which focused on reading narrative text, because the students have difficulties in comprehending the text. The students are expected to be able to comprehend some reading aspects: main idea, vocabulary, specific information, reference, and inference. The materials were taken from an English Book based on the School-Based on Kurikulum Tingkat Satuan Pendidikan (KTSP) of SMP.

1.8. Definition of keys Terms

There are some terms in this research which are important to know as follows:

1. Reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out the significance of those messages (Harmer, 1992: 190).

2. Reading comprehension means relating to what someone does not know or new information to what he already knows through printed messages being read. It may be regarded as relating aspects of the world around human being including what is being read to the knowledge, intentions, and expectations already have in readers' head (Smith, 1982:15).

3. Jigsaw Technique is a technique which has a strong effect on students' attitude to learning, a social relationship among students in the group. This also means that Jigsaw Technique can help the students to rely on

each other for information in a way which puts on students above others (Aronson, 1978:43).

4. A narrative paragraph is a group of a sentence that tells what happens, how the action happens, and in what order the events occur. (Hudak, 2008:4).

The introduction of the research, that is, background of the problem, identifications of the problem, limitation of the problem, formulations of the research question, objectives of the research, uses of the research, and definition of terms are the foundation of the research. It means when the researcher will conduct the research, it will do based on the aspects above.

II. THEORETICAL FRAMEWORK

This chapter deals with the followings points: a review of previous research and review of related to literature. Those reviews also will deal with some previous research jigsaw in teaching reading.

2.1. Review of Previous Studies

Some researchers have implemented the *Jigsaw* technique in teaching reading. The previous studies are discussed in the following paragraphs:

Septami (2018) conducted Jigsaw technique in increasing reading comprehension ability in second-year students of SMAN 2 Pekanbaru. The results of this technique that jigsaw IV 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 a gain of 14.00.

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

Dedi (2010) compared between Jigsaw technique and SQ3R technique in increasing students' reading comprehension achievement. It is found out that there is a difference of students' reading comprehension between those who were taught through Jigsaw Cooperative Learning and through SQ3R technique. The mean score of the post-test in Jigsaw Cooperative Learning was higher that of pre-test 70.50 and 60.37 respectively. The increase was 10.13 in control class those taught through SQ3R, the mean of pre-test and post-test increased significantly. That happened because jigsaw can motivate students to study since they work within their groups.

Meng (2010) conducted the Jigsaw Cooperative Learning in English Reading with experimental class and control class and the result was cooperative learning was more effective than traditional approaches in teaching reading.

Considering the previous research above, it can be found that the similarities of the present research with the four studies above which using jigsaw technique in reading comprrehension to deliver the material. However, several differences are recognized as: first, the design of the research employed one group pre-test and post-test design. Second, the subject was junior high school but the subject of previous research was senior high school students. Third, the researchers had investigate whether there is a significant difference of students' reading comprehension achievement before and after the implementation of Jigsaw technique. But in this research, the researcher had investigated which aspect of reading comprehension is improves the most after the implementation of *jigsaw* technique.

2.2. Literature Review

According to Nunan (2003), Reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English but also in learning any content class where reading is required.

Mansur (2003) define reading as an active cognitive process of interaction with rent and monitoring comprehension of establishing meaning, the readers from a preliminary expectation about the material, the select, the fewest, most productive cues necessary to confirm or reject this expectation. This is a sampling process in which the reader takes an adventure of this knowledge of vocabulary, syntax, and discourse. Harmer (1992) states that reading is an exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out the significance of those messages.

Reading comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose of the main idea of the reading text. The purpose of reading passage commonly is to understand idea or information from reading a passage and to enhance knowledge of the language being read.

2.2.1. Reading Comprehension

The important thing that should be taken into account before starting to define reading comprehension is the reading itself. Reading is as the window of knowledge in which people are able to get information. According to Nuttal (2000), reading means a result of interaction between the writer's mind and the

reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message and the writer's meaning sense. It means that reading is a process nof getting information from a text that needs a sense between reader and writer to infer the real meaning.

As Willingham (2006) defines reading as an active process of getting the information by using prior knowledge, students are encouraged to apply what they know from their own lives to the text or to consider the theme of the text. In reading, students have to combine what they have already known (schemata) with what they are reading. This process needs such kind of background knowledge in order to have a good understanding of a text.

Therefore, when the reader can read the words but they do not understand what they read, they do not really read. There is no reading without comprehension. Comprehension is the process of how to get understanding from reading activity. It has been emphasized that comprehension is the first point to be made about the reading process. Fountas and Pinnell (2012) state that comprehension is the central core of the broader and more complex ability to reason. Without comprehension, it is useless if readers or students only read the word or sentence. It is more than recognizing all the words in the written texts. When the readers are in the process of comprehending the content of the written text, they try to construct the meaning of the written text by recognizing the words in the written texts automatically to case them in relating their background knowledge to the writers' ideas and information drawn in the written texts.

To summarize, reading comprehension is the reader's ability in gaining meaning from the text. Reading and comprehension could not be separated from each other in order to extract the meaning of written materials with full understanding. Reading was not enough for readers to understand a set of words in a sentence only. The readers also must be able to comprehend the reading text in order to get message and information from what they have read. There is no reading without comprehension.

2.2.2. Aspects of Reading

Reading is an astoundingly complex cognitive process. According to Nuttal (1985), there are five aspects of reading which help the students to comprehend the English text: main idea, specific information, reference, and vocabulary. These aspects are explained below:

a. Identifying the Main Idea

Identifying Main idea of a paragraph is one of the most important reading comprehension skills. In some paragraph, the main idea is not explicitly tated in one sentence. Instead, it is left to the reader to infer or reason out. It can be said that main idea has the most important information developed from author throughout the paragraph. The example question about the main idea can be: *what words state that the main idea of the story?*

b. Specific Information

There is some information that covers as the specific information that develops the topic sentence. They aredefinition, examples, facts comparison, analogy, because, and effect statistics and quotation. For example, after reading

about Bawang Putih and Bawang Merah, general questions related to specific information can be for example: (1) *Where was Bawang Putih washing some clothes?* (2) *How was Bawang Putih character?*

c. Determining Reference

Words or phrases used before or after the reading material are called as reference. The purpose of reference is to prevent the repletion of words or phrases. It eases the reader to find out the meaning of the words specifically. The question containing inference meaning can be: *what is the moral value of the story?*

d. Making Inference

Inference is about prediction or guessing about unknown thing related to the information in the text. It is needed a logical connection that bridges the thing that readers know and the thing they do not know. In general, question-related to this type of reading can be for example: what does the word "she" in line 5 refer to?

e. Understanding Vocabulary

Vocabulary is essentially needed when the reading process is going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading. The question of understanding difficult vocabulary can be: *what is the closest meaning of the underlined word?*

In summary, reading comprehension is basically about determining main ideas, finding the specific information, finding references, finding inference and vocabulary.

2.2.3. The Concept of Teaching Reading

The aim of teaching reading is to develop students' skills that they can read English texts effectively. Alyousef (2005) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involves three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask students some questions that may arouse their interest while previewing the text. The aim of a while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

The purpose of teaching reading is to develop students' skill that they are able to understand English text effectively and efficiently. So the reader should have a particular purpose in their mind before they interact with the text. Effective and efficient reading is always purposeful and tends to be focus mainly on the purpose of the activity, and the purpose of reading can be decided in pre-reading activity by using the jigsaw technique.

In teaching reading the teacher should provide a reading technique to the students especially before reading in order to stimulate the students' interest and also the students' background knowledge to make the students comprehend the text easier. The researcher assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the

comprehension. The researcher will use a reading technique to make students' reading efficient and effective. Jigsaw as reading technique is possible to be applied by the Junior High School students in their reading, e.g. students are able to identify and look for the specific information in functional texts, especially narrative text.

2.2.4. Narrative Text

A narrative is a kind of text which tells about events which can make the reader feels that it is real. The narrative tells about something that happened in the past. According to Laurence (2008), a narrative is a story created in a constructive format that describes a sequence of fictional or non-fictional events. Narrative text is a sequence of events which is based on life experiences and is person-oriented using dialogue and familiar language. The purpose of narrative text is to entertain the readers. According to Pardiyono (2007) narrative text is a kind of text which has a function to amuse, to entertain and to deal with actual or vicarious experience in different ways. It means that narrative text is a spoken or written text to communicate a message which purposes to amuse or entertain the readers with actual or imaginary experiences in differenet ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

There are many types of narrative. Generally, it can be categorized into the fictional narrative ot imaginary, the nonfictional narrative, or combination of both.

1. A folktale is a very old traditional story from a particular place that is originally

passed on people spoken form, e.g. Malin Kundang. 2. *Fairytale* is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values,e.g. *Cinderella.* 3. *Fable* is a traditional short story that teaches a moral lesson, especially one with the animals as characters, e.g. *The Lion and the Mouse. 4. A myth* is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of a place or people, e.g. *The Legend of Thor. 5. Romance* is a story which tells about a love story that teaches a moral lesson. e.g., *Romeo and Juliet.*

Derwenka (1990:32) states that the steps for condtructing a narrative text:

a. Orientation

tells the audience about who is in the story, when the story is taking place and where the action is happening.

b. Complication

It denotes a crisis arises. It comprises initiating an event, subsequent event, and climax aspects when the characters face the problems.

c. Resolution

It shows that the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one.

d. Re-orientation

It indicates the optional point. This means that a story does not always use this, and usually, the conclusions of the event based on the writer point of view.

The narrative text has language features that have a function to improve a student's knowledge. Language feature of narrative text can be described as

follows:

a. Using nouns and pronouns to identify people, animal or things involved. For examples: King, Queen, princess, he, she, etc.

b. Specific participant is special characteristics object. For example Cinderella, Aladdin, etc.

c. Using adjectives are useful to shape the noun phrase. For example a beautiful white skinned lady, etc.

d. Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.

e. Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc

f. Using action verb in past form. For example: lived, drank, etc.

g. Using saying verbs which sign to pronounce something. For example: said, told, promised, etc.

Based on the explanation above, it can be concluded that narrative is a story that has a beginning, the events, and ending. A narrative is about how we can compose the story, starting with who the actor, what happens or occurs, where the event happens, how the event happens, and how the story is ended by the narrator.

The example story of narrative text:

Alibaba and Forty Thieves

STORY	GENERIC STRUCTURE
Once upon a time, there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying "Open Sesame" to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that, he became a rich man and his brother wanted to know how he became rich.	ORIENTATION
Ali Baba turned into the richest man in his village. His evil brother was really jealous of him and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba's house.	COMPLICATION
After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.	COMPLICATION
After lunch, they took a rest. Luckily, the housemaid went out of the house and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught and put into prison.	RESOLUTION
Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.	REORIENTATION

Sources:https://americanliterature.com./author/arabian-nights/shortstory/ali-baba-and-the-forty-thieves

2.3. Jigsaw Technique

As it is stated before that the researcher intends to take Jigsaw as the technique that applied in the reading comprehension research. Related to that condition, so the researcher reveals more about what Jigsaw technique is. Jigsaw is one of the techniques that can be used in the teaching-learning activity. It is categorized as cooperative learning that makes the students more active in the group work.

The jigsaw technique was first developed in the early 1970s by Elliot Aronson. Since then, hundreds of schools have used the jigsaw classroom with great success. Aronson (2000) states that Jigsaw is a cooperative learning technique racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience. Jigsaw activity is based on the information-gap principle which the class is divided into groups and each group has part of the information needed to complete an activity (Richards, 2002). The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

The jigsaw classroom is very simple to use. Aronson, et al. (1978) stated that teachers just have to follow these steps in teaching reading:

1. Divide students into 5 or 6 person jigsaw teams. The team should be diverse in terms of gender, ethnicity, race, and ability.

2. Appoint one student from each team as the leader. Initially, this person should be the most mature student in the team.

3. Divide the lesson material into 4-5 segments.

4. Assign each team to read the text, making sure that each learner only has direct access to their individual segment.

5. Give the team member time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

6. Ask the students from each team that have the same segment to form expert groups. Give each student from the expert groups some time to discuss the main points of their segment and to rehearse the presentations that

they will make to their jigsaw team.

7. Bring the students back into their home teams.

8. Ask each person in the team to present his/her segment to their team. Encourage others in the team to ask questions for clarification.

9. The teacher floats from team to team, observing the process.

In addition, Brown (2001: 185) defines that jigsaw technique is a special form of an 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.

By using this technique, the teacher assigns a different segment of the text to each member of home groups. The students research their assigned segments then meet in an expert group with members of other group assigned to the same segment to discuss refines their understanding of the subject. The member of expert groups returns to their home groups to deliver or give a presentation about their segment to the entire membership of a home group. In this jigsaw, technique teacher does not actively get involved in the discussion. The teacher only facilitates the students when they find the difficulty in explaining their segment.

2.4. Teaching Reading Through Jigsaw Technique

Based on the implementation of the jigsaw classroom (Aronson, 2000), the researcher modified the activities of teaching reading comprehension process. The procedures are as follows:

Pre-Activity

1. The teacher checks the students attendances

2. Teacher asks some questions to the students related to the topic to brainstorm the students and also the teacher explains about the narrative.

Whilst-Activity

1. Teacher divides students into 6-7 jigsaw group called home group.

2. After being separated into six groups, each of the students in the class is asked to mention number from one up to five.

3. For those students who get the same number will gather around into one group. These newly formed groups are called expert groups.

4. Teacher gives a narrative text to students

5. Students listen to the teacher's explanation about aspects of reading such as main idea, specific information, reference, inference, and understanding vocabulary.

6. As each of students has already gathered around with the expert group, so it is their time to dig in the information about the segment they have.

7. They are given several minutes to read and discuss it together with their expert group members.

8. When the students from the expert group have already been familiar enough with the segment they rad, now it is their time to come back to their home jigsaw.

9. As they have already gathered around with their jigsaw home group, each of the experts that masters their own part segments start to deliver the information that they get from the expert group.

10. After all the members of the jigsaw group have done presenting their segments, the teacher will give several questions as a task to each group related to the entire text.

11. The students will discuss and work on the task together with their partner in groups.

Post-Activity

1. The teacher raises the students' reflection by asking them about what they have got and what they have learned.

2. The teacher will score the students' work and record the result of the task.

3. The teacher distributes the students' work.

2.5. Advantages and Disadvantages of Jigsaw Technique.

Jigsaw technique has some advantages and disadvantages in an application for a learning process. The most essential thing in a jigsaw, teacher as a facilitator here, a teacher not only one of the sources of information which will be applied but also the students will take a vital role in this technique to distribute knowledge to other students.

According to Arronson and Patnoe (2011), the advantages of the Jigsaw Method are 1. Jigsaw promotes student learning and academic achievement. It may happen because every student is actively involved in both the expert group and home group. They are fully responsible to master their segment of text, and this situation indirectly increases students' academic achievement through total responsibility they own during the activity.

2. Jigsaw increases students'retention. Jigsaw offers the puzzle activity which means the students try to memorize paragraph and interpret it to the members of the group.

3. Jigsaw enhances students' satisfaction with their learning experience. The satisfaction will appear as the expert fully understands about their own part text and deliver it to the others.

4. Jigsaw strategy helps students to develop skills in oral communication. Not only in reading by understanding, while explaining to their home group, it surely helps the students to have more practice on speaking activity.

5. Jigsaw develops student's social skill. They are required to move to a different group, and they need to discuss, good social skill must be developed in this stage.

6. Jigsaw promotes students self-esteem. Good self-esteem is developed when the students are insisted to be an expert means that they must pretend to really know, and the only way to know everything is to understand the text well.

7. Jigsaw helps to promote race relation. Jigsaw makes the students help one another and if many races in the class exist, it means that the students will break the gap and unconsciously build warm relations with each other.

These advantages give many positive impacts to students, as they are demanded to be active and also well-socialized with other students. In addition, there are some disadvantages of using Jigsaw strategy based on Kholid, et al. (2009), they are 1. In the classroom learning, a jigsaw is a time-consuming activity. The students need to spend their time in two groups by only learning a text. 2. There are some students who feel confused during jigsaw activity. 3. There are some students who are unable to handle their reading material in a jigsaw activity.

2.6. Theoretical Assumption

Based on the literature review, it could be assumed that reading is an extremely complex skill of learning a language. The researcher came to the assumption that Jigsaw technique is very likely to have an impact to increase students' reading comprehension achievement. If the technique used can be understood easily, it motivates students to pay more attention and be more active in teaching learning process. It is believed that jigsaw technique can be used to increase five aspects of students' reading comprehension achievement of narrative text.

2.7. Hypothesis

Based on the theories and assumptions above, the researcher purposes the hypothesis as follows:

1. There is an increase in students' reading comprehension achievement after the implementation through the jigsaw technique.

2. Identifying the main idea is aspect that improves the most after the implementation of Jigsaw Technique at the second grade in SMPN 23 Bandar Lampung.

III. METHODS

This chapter describes the following major points: the design of the research, population, and sample, data collecting technique, research procedure, the scoring system of reading test, try out of research instrument, data analysis, and hypothesis testing.

3.1 Research Design

Research design plays an important role in research because the quality of research greatly depends on the design. In this research, the researcher implemented quantitative research, to find out there is an improvement in students' reading comprehension after being implemented by using the jigsaw technique. The design in this research was one group pretest-posttest design. The research could be illustrated as follows:

T1 X T2

Where:

T1 refers to Pre-test

T2 refers to Post-test

X refers to Treatment (teaching reading using jigsaw technique)

(Hatch and Farhady 1982)

The pre-test was conducted to measure the students' ability before giving a test. After giving the pre-test, the treatments were conducted for three times, 2 x 45 minutes per meeting. To know the result of the treatment, the researcher also gave a post-test to the students. It aimed to find out whether or not the students improved their ability after they had got the treatment.

3.2. Population and Sample

The population of this research was the second year students of SMPN 23 Bandar Lampung in academic year 2017/2018. One class was taken as the sample of this study and the class consisted of 30-32 students and a total of students in second grade are about 300 students. The researcher used one class randomly to determine the class, and the sample of this research was class VIII-I which consisted of 32 students in second-grade students.

3.3. Data Collecting Technique

In gathering the quantitative data of this research, the researcher uses a test which is a reading test that consists of pretest and posttest. To make them clearer here are the following details:

1. Try Out Test

A try out test was conducted to know the quality of the reading test as the instrument of the research such as validity, reliability, level of difficulty, and

discrimination power. The tryout test contained 40 multiple choices items with five options (A, B, C, and D). The students were given 90 minutes to did a tryout.

Table 3.1. Specification of Try-out Test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying the Main Idea	1, 7, 12, 20, 21, 26, 33, 38	20%
2.	Finding Specific Information	5, 8, 13, 17, 23, 28, 35, 37	20%
3.	Making Inference	3, 9, 14, 19, 25, 27, 30, 32	20%
4.	Determining Reference	2, 6, 11, 16, 18, 31, 34, 40	20%
5.	Understanding Vocabulary	4, 10, 15, 22, 24, 29, 36, 39	20%
Total		**40 items**	**100%**

2. Pre-test

A pre-test was conducted to find out the students initial reading comprehension before treatments. The test was administered in 60 minutes with 30 items of mutiple choices reading test. The pretest items was arranged after conducting a try-out test.

Table 3.2. Specification of Pre-Test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying the Main Idea	1, 6, 10, 16, 20, 28	20%
2.	Finding Specific Information	4, 7, 11, 15, 18, 22, 26, 27	26,7%
3.	Making Inference	8, 12, 19, 21, 23, 25	20%
4.	Determining Reference	2, 5, 9, 14, 24, 30	20%
5.	Understanding Vocabulary	3, 13, 17, 29	13,3%
Total		**30 items**	**100%**

3. Post-test

A post-test was conducted in the end of treatments in order to find out the significant improvement in students reading comprehension achievement. the test was administered in 60 minutes with 30 items of multiple choices reading test.

Table 3.3. Table Specification of Post-Test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying the Main Idea	2, 9, 12, 17, 22, 27	20%
2.	Finding Specific Information	1, 4, 8, 15, 18, 24, 26, 28	26,7%
3.	Making Inference	3, 5, 7, 19, 25, 29	20%
4.	Determining Reference	6, 11, 13, 16, 21, 30	20%
5.	Understanding Vocabulary	10, 14, 20, 23	13,3%
Total		**30 items**	**100%**

3.4.2. Validity of the reading Test

Validity is the extent to which an instrument really measures the objective to be measured suitable with the criteria (Hatch and Farhady,1982:250). A test can be considered to be valid if it can precisely measure the quality of the test. In this research, to measure whether the test has good validity or not, the researcher will analyze the content and construct validity.

   a. **Content Validity**

   Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and not simply on the appearance of the test whether the test is good reflection of what should she tests and of the knowledge which the teacher wants the students to know, the researcher compares this test with the table of specification. If the table represents the material that the researcher wants to test, then it is valid from the point of view. A table of specification is an instrument that helps the test constructor plans the test. Jansen questioning technique slows down the reading process, focuses students' attention on detail in the text, and makes

them aware gaps in the text and/or breaches with their own expectation. In this research, the researcher will formulate table of specification, so every test items can be matched with the goal and the materials have been taught. The content of the items can be matched with the goal and the materials have been taught.

b. **Construct Validity**

Construct validity is a concern with whether the test is actually in line with the theory of what reading comprehension means to know the language. (Hatch and Farhady, 1982:251). To know whether the test was a true reflection of the theory of language that was being measured, it means that the items should really test the students whether they have mastered the reading text.

3.4.3 Reliability

According to Hatch and Farhady (1982:244), reliability of the test can be defined as the extent to which a test produces a consistent result when administrated under similar conditions. Reliability of the test in this research used a *split-half* method in order to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, (in appendix 7) *Pearson Product Moment formula* used as the followed:

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2 \ \sum y^2]}}$$

rl refers to a coefficient of reliability between first half and second half group.

x stands for a total number of the first half group.

y stands for a total number of the second half group.

x^2 denotes square of x

y^2 denotes square of y

xy relates to a total number of the first and half group.

And then to find out of reliability of the test, the observer use "*Spearmen Brown`s prophecy formula*" (Hatch and Farhady,1982: 256). The results can be seen in appendix 8. The following formula is as follows:

$$rK = \frac{2rl}{1 + rl}$$

The above formula can be further described like the following.

rK states the reliability of the test

rl states reliability of half test

The criteria of the reliability as follow:

0.80–1.00 is classified as high

0.50–0.79 is classified as moderate

0.00–0.49 is classified as low

The researcher administered a try-out test to find out the reliability, level of difficulty and discriminating power of the test.

3.4.4 Level of difficulty

Level of difficulty has generally expressed the percentage of the students who answered the item correctly. To find out the level of difficulty of the test, the researcher used the following formula:

$$LD = \frac{R}{N}$$

That formula can be clarified as follows.

LD   =Level of Difficulty

R   =The number of students who answer correctly

N   =The number of the student

The criteria are:

LD < 0.30   = difficult

LD = 0.31- 0.70   = satisfied

LD > 0.71- 1.00   = easy

(Shohamy, 1985:79)

After the try out was conducted, the result showed that 10 out of 40 items were poor on the difficulty level *(Appendix 9)*.

3.4.5. Discrimination power

Discrimination power refers to the extent to item be able to differentiate between high and low levels students on the test. A good item according to this criterion is one that good students get a good score and get a bad score. To see the discrimination index, the researcher uses the following formula:

$$DP = \frac{Upper - Lower}{1/2N}$$

DP   = discrimination power

Upper = proportion of "high group" students getting the item correct

Lower = proportion of "low group" students getting the item correct

N   = total number of students

The criteria are follows

1. if the value is positive discrimination a large number of no more knowledgeable students then poor students get the item correct. If the value is zero, no discrimination.

2. If the value is negative, means that more low students than high students get the item correct.

3. In general, the higher the discrimination index, the better, in a classroom situation most item should be higher than 0.20 indexes.

0.00-0.20 is classified as poor

0.21-0.40 is classified as satisfactory

0.41-0.70 is classified as good

0.71-1.00 is classified as excellent

Negative is classified as bad item (must be omitted)

(Shohamy, 1985: 82)

After the try out was conducted and analyzed, it was found that thirty items were good, ten items were bad and dropped. Based on the text analysis, it was finally decided that 30 items were good and 10 items were bad and should be dropped because they did not fulfill the criteria of the level difficulty and discrimination power. The researcher only administered 30 items that were satisfactory to be used in the pretest and post-test.

3.5. Scoring System

In scoring the students result of the test, below formula is used. The ideal high score is 100. The researcher has calculated the average of the pre-test and post-test by using this formula:

$$S = \frac{R}{N} \times 100$$

That formula can be further expressed as follow:

S stands for a score of the test

R denotes total of correct answers

N denotes total items

(Arikunto, 1997:212)

3.6. Research Procedure

In this sub chapter, the researcher was explain the research procedure which has been done in this research as follows:

1. Determining the problem

   The problem of this research was determined based on the problem of a junior high school student, such as a lack of students' motivation to learn English, the difficulties in comprehending the text, and also the uninteresting technique make students' bored.

2. Population and sample of the research

   The sample of this research was determining through simple random probability sampling. It means that the sample of this research was selected randomly by using a lottery. The subjects in this research was second grade in SMPN 23 Bandar Lampung. one class is used as an experimental class.

3. Determining research instruments

   For both reading tests (pretest and posttest), the materials were taken from

the students' textbook. In the test, kind of narrative text was used and in each tex consists of 3 until 6 paragraphs. It aimed at making an equal proportion and level of difficulty of both pretest and posttest. The number of the items was arranged in such a way so that the reliability of the tests could be seen through the split-half method.

4. Administering a Try-Out Test

The try-out test was administered in grade VIII Students were given reading test with 40 items of multiple choices. The test has been done in order to measure the level of difficulty (LD) and discrimination power (DP) as well as find out the reliability and validity of the test.

5. Administering a pretest

A pretest was conducted before the treatment. It aimed to check students' reading ability in determining the main idea, determining references, making an inference, finding detail information, and vocabulary in texts. The pretest was administered for about 60 minutes on the first week of the research.

6. Giving treatment

The treatment was conducted in three meetings and 90 of each. The treatments were classroom activity, which used Jigsaw technique in reading.

7. Conducting a posttest

Posttest was conducted after the treatment. Posttest was conducted to find out whether there is a significant students' reading ability after the treatments. It was administered for 60 minutes in experimental class.

8. Analyzing the result of the tests.

This step was to find out the student's reading comprehension achievement using the jigsaw technique. The data was computed through the statistical package for social science (SPSS) version 16.0. Repeated Measure T-test is used to find there was an improvement after using the treatments.

9. Hypothesis Testing.

Hypothesis testing was taken from the mean result of the pre-test and post-test. The following criteria of acceptance are used:

1. H_1 is accepted if the t-value is higher than T-table.

2. H_0 is accepted if the t-value is lower than T-table.

3.7. Data Analysis

The researcher will compute the students' score in order to find out the students increasing in reading comprehension ability of narrative text by using jigsaw ateychnique. Here are some steps to analyze the data:

1. Scoring the pretest and posttest

2. Tabulating the results of the tests and calculating the scores of the pretest and posttest.

3. Determining the conclusion from the tabulated result of the test given that statistically analyzing the data by using statistical computerization. example Repeated Measure t-test of Statistical Package For Social Science (SPSS) version 16.0 for windows to test whether the improvement of students' gain is significant or not, in which the significance is determined by $p > 0.05$.

3.8. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The improvement of students' reading will be approved at the significance level of 0.05 ($\alpha < 0.05$) to determine whether the hypothesis is accepted or rejected, the following criteria of acceptance are used:

H_0: There is no increase in students' reading comprehension achievement after the implementation using jigsaw technique.

H_1: There is an increase in students' reading comprehension achievement after implementation using jigsaw technique.

(Hatch and Farhady, 1982: 111)

The criteria for accepting the hypothesis were as follows:

1. H_1 is accepted if the t-value is higher than T- table.

2. H_0 is accepted if the t-value is lower than T- table.

In short, from the explanation above, there are some steps of research procedure in this research starting from selecting the material, conducting pretest, giving treatment, conducting posttest, and analyzing the data.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions. The suggestions are proposed for the teacher and for another researcher who are going to conduct any similar research.

5.1. Conclusions

Based on the results of data analysis and discussions, the researcher draws the conclusions as follows:

1. There is a significant improvement in students' reading comprehension achievement after the implementation of jigsaw technique. Jigsaw technique is the efficient way to learn new material from a peers. This technique makes students understand the course material in a cooperative learning style which encourages listening, speaking, writing, reading, engangement, and empathy by giving each number of the group an essential part to play in the accademic activity.

2. 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.

5.2. Suggestions

Referring to the conclusions above, the researcher would like to propose some suggestions as follows:

1. For English Teacher

   The English teacher is suggested to apply jigsaw technique in teaching reading since based on the results of this research and the previous research, jigsaw technique can be used to increase students' reading comprehension achievement significantly.

2. For further Researcher

   This research is limited only to wether jigsaw technique can improve students reading comprehension. Therefore, the researcher expects the other researchers who will conduct a similar research should use more instrument such as questionnare, interview, and observation for a better and valid result.

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