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IMPROVING STUDENTS' ACHIEVEMENT IN READING NARRATIVE TEXT THROUGH APPLICATION OF JIGSAW STRATEGY

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ABSTRACT

This study was aimed to find out the improvement of students' achievement in reading narrative text by using Jigsaw Strategy at Mts Swasta Al husna. The subject of this study was grade IX of Mts Swasta Al husna . It was consisted of 32 Students. The objective of the study was to improve the students' achievement in reading Narrative text by using Jigsaw Strategy. The research of this study was conducted by using Jigsaw Strategy in Classroom Action Research. The technique of analyzing the data of this research is applied qualitative and quantitative data. The qualitative data were taken from diary notes, interview sheet, observation sheet and documentation. The quantitative data were taken from reading test. In the pre-test the student's gotten up 65 there were only 2 of 32 students (6,25%). In the post-test of cycle 1, students who got up 65 there were 8 of 32 students (25%). It means that there was improvement about 18,75%. In the post-test of cycle II, students who got up 65 there were 29 of 32 students (90,62%). The improvement was about 65,62%. The total improvement of the students' score pre-test to post test of cycle II was 84,37%. In another words, the students got the better score to the next meeting. Based on the finding, the alternative hypothesis was accept. It means, that jigsaw strategy could improve students' achievement in reading Narrative text.

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INTRODUCTION

Reading as a skill, is normally linked with writing. Reading is an activity or process of understanding the text to obtain information. Reading involves two processes: the reader must establish what the writer has said and the reader must follow what the writer meant. For instence, a reader who understand what he has read can reproduce the gist of it is in the form of a written as spoken summary.

A narrative text is a text has the role like orientation, complication and resolution. The purpose of the narrative text is to know or recognized information. To improve the students' achievement in reading narrative text and active involvement in learning process.

Based on standard competence in the syllabus of the first year students of SMA called Educational Unit-Oriented Curriculum (Kurikulum Tingkat satuan Pendidikan; KTSP 2006) students are expect to be able to Read text like narration, description and exposition. The curriculum instructs that students of Senior high school, should be able to Read various type of the text genres, one of them is Narrative but, in fact, based on the researcher experience in Teaching Practice at MAN Tanjung Balai, the researcher found that many students can not good reading properly, especially in Narrative text. Most of the students are unable to good reading the Narrative text. They are not confident to use the target language. This problem can also be result from teachers' strategy that they still apply conventional methods. Consequently, students have poor cognition, deficient concentration, and limited knowledge in reading.To solve the problem above, the teacher should apply varieties strategy and use a suitable strategy in increasing the students' achievement. For this purpose, learning Reading Narrative text By using Jigsaw Strategy. Jigsaw is a cooperative learning strategy that is especially helpful in reviewing concepts taught.

Jigsaw strategy is very useful strategy for trying to help students integrated knowledge and understanding from various sources and experts. The basic idea is very simple: students are divided into groups which all have their own research topic to study. After research, each topic group is split in such a manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic, expert is responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of the new group he/she is in.This cooperative learning strategy promotes discussion and individual and group responsibility. This strategy is appropriate for this research, because this strategy can be the problem solving of the students difficulties in reading. By applying this strategy

the students became more focus in learning reading especially in reading narrative text, and the students who doesn't understand in reading narraive text can share their knowledge one another. Therefore, Researcher interest to do the research dealing with jigsaw strategy as solution of difficulty of reading narrative text. The title of the research is "Improving Student's achievement in reading narrative text through the aplication of jigsaw strategy".

Theoritical Framework

To support the ideas of this research, some theories and some informations will be included to help the research design the research.

Defenition of Writing

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. To goal of reading is comprehension. Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and /or constructing meaning. Reading is a skill which helps people to enrich their knowledge by reading something which contains information. Reading is a means of language acquisition, of communication, and of sharing information and Ideas.

Types Of Reading Text

There are five components types of reading test

A) Sight word reading : Reading words of increasing difficulty until they become unable to read or understand the words presented to them. Difficulty is manipulate by using words that have more letters or syllabes, are less common and have more complicate spelling-sound relationships.
B) No word Reading : Reading lists of pronounce able nonsense words out loud. The difficulty is increased by using longer words, and also by using words with more complex spelling or sound sequences.
C) Reading comprehension : a passage is present to the reader, which they must read either silently or out loud. Than a series of question are present that test the reader's comprehension of this passage.
D) Reading fluency : the rate with which individuals can name words
E) Reading accuracy: the ability to correctly name a word on a page.

The assignment for the group that researcher will conduct is an easy test. Easy test is collection of question that related to the text in order to measure students' comprehension.

Narrative Text Definition of

Narrative is a kind of story or fairytale. Its social function is to tell stories or past events and entertain the readers. A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happen (a story).

The narrative is not the story itself but rather the telling of the story—which is why it is so often use in phrases such as “written narrative,” etc. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing other. In a series of events, a car crash takes a split second.

A narrative account, however, might be almost entirely about the crash itself and the few seconds leading up to it. Narratives that shape history (the series of event, the story of what happened). Usually the function of narrative text is To amuse, entertain and to deal with actual or vicarious experience in the different ways; narration deal with problematic events which lead to a crisis or turning point of some kind, which and turn finds a resolution.

Generic Structure of Narrative

According Djuharie, the Generic structures of narrative are orientation, complication, resolution, reorientation and coda.

a. Orientation : Introducing the participants and informing the time and the place (who,when, where).
b. Complication : Describing the rising crises which the partcipant have to do with.
c. Resolution : Showing the way of participant to solve the crises, better or worse

The researcher will teach the students the generic structure of narrative text. This will help the students to master narrative text. Students need to know this generic structure of narrative text in order to answer question that will be offered by the teacher. That question will be conducted to measure students comprehension in reading narrative text.

Students’ Achievement In Reading

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Similiary teaching, which is implied in the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand.

Achievement is a thing done succesfully especially with effort and skill. This simply that achievement is the success of getting at a certain purpose through skill and effort.

Achievement corncern with what someone have actually learn whereas aptitude is the potential for learning something to obtain a good achievement is not an easy work. It needs effort for the students.

Reading is a one of the four skill taught in school held the important role in learning English. Based on KTSP, reading competencies which should be reach in teaching learning process are:

1. Students are able to identify the ideational part in the text (main idea, supporting idea)
2. Students are able to identify the generic structure (rhetorical stage) and language features in the text
3. Students able to understand the situational meaning in the text

Jigsaw Strategy

Jigsaw strategy is an efficient way to learn the cours material in a cooperative learning style. The jigsaw process encourages listening, engagement, and emphaty by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This “cooperative by design” facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

Jigsaw strategy is a very useful strategy for trying to help students’ integrated knowledge and understanding from various sources and experts. The basic idea is very simple: students are divided into groups which all have their own research topic to study. After research each topic group is split in sucha manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic expert is responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of the new group he/she is in. Some of the advantages of jigsaw strategy are:

Advantages

1. Teacher is not the sole provider of knowledge
2. Efficient way to learn
3. Students take ownership in the work and achievement

4. Students are held accountable among their peers
5. Learning revolves around interaction with peers
6. Students are active participants in the learning process
7. Builds interpersonal and interactive skill

Disadvantages

One common problem is a dominantstudent. In order to reduce this problem, each jigsaw group has an appointe leader. The leader is responsible for being fair and reading participation evenly. Students realize that the group is more effective if her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group. Another problem is a slow a student in the group. It is important that each group member present the best possible report to the group

RESEARCH METHODS

This research was applied by Classroom Action Research (CAR). According to Arikunto class room action research is the research to repair the quality in studying practice, so that focus in processing of study in the class (Penelitian tindakan kelas adalah penelitian tindakan untuk memperbaiki mutu praktik pembelajaran di kelasnya, sehingga berfokus pada proses belajar mengajar yang terjadi di kelas)

States that classroom action research is diffeent from the other convetional type's research. It is focused on individual or small group professional practice. Action research it can observation of an activity that appears consciouly in a class. This is why the term 'action' was used for this method reseach. Action research is done through cycle process that consist of the four steps namely: planing, action, observation and reflection.

Subject of Research

The subject of this research was the first year students of Mts Swasta Al husna the sample of the research was one class, which consists of 32 students. The researcher will use the sample based on purposive sampling technique. Purposive sampling is the sample unit was contacted and adapted the specific criteria applied by objective research. The researcher chooses this class because she found that those students had some difficulties in reading narrative text, so that it needs to be improved their ability in comprehending Narrative text.

Procedure of Research

The procedures of data collection were performed by administrating for six meetings and for two cycles. Each cycle was consisted of three meetings. Each cycle contained four steps which are planning, action, observation and reflection. There was pre-test before conducted the cycle in order to get the background situation of teaching learning in the class and the information of students' knowledge in reading narrative text. At the end of teaching learning process in each cycle, the writer was also conducted a test to see the improving students' achievement in reading narrative text.

Instrument of Collecting Data

The instruments of these research were:

1.Test

In collecting the data, multiple choice test was used. The students was asked to answer the question of multiple choice test, which related to the lesson that have learned multiple choice test was gave in the pre tes, post test cycle 1 and post test cycle 1 and post test cycle 2. The time which gave to them to finish the test was 30 minutes .

2. Interview

Interview is conversation get information, usually get consisted of two person or more. Interview was conducted to get information of the students' achievement in reading descriptive text before giving the treatment.

3. Observation

Collecting the data with using participant observation is showing to express the meaning of the haven't is the essentials in qualitative observation. Research observe have a role to observe the object of research such as place of organization, group of people or some activities at school. Observation was used to identify all condition that happen during the teaching and learning process.

4. Documentation

Documentation is anything written that contains information serving as proof. According to Syahrum and Salim in their book, documentation is all of datas are collected and interpreted by researcher. And they also was supported by some medias such as : photos, diary notes and video which will be related to research focusing.

Technique of Analyzing Data

The technique of analyzing the data of this research was applied by using qualitative and quantitative data. The data was used to describe the situation during teaching learning process. Test, interview result and observation sheet was analyzed. The quantitative data used to analyze the students' scores.

RESULTS AND DISCUSSION

The result was indicated that there was an improvement students' achievement in reading narative text by Jigsaw strategy . It supported by the fact of the mean from the score in every meeting increased. From the result above , In the pre-test the student's gotten up 65 there were only 2 of 32 students (6,25%). In the post-test of cycle 1, students who got up 65 there were 8 of 32 students (25%). It means that there was improvement about 18,75%. In the post-test of cycle II, students who got up 65 there were 29 of 32 students (90,62%). The improvement was about 65,62%. The total improvement of the students' score pre-test to post test of cycle II was 84,37%. In another words, the students got the better score to the next meeting. Based on the finding, the alternative hypothesis was accept. It means, that jigsaw strategy could improve students' achievement in reading Narrative text.The mean of the first cycle was 30%. It was very low because the students still had many difficulties in reading report text, and they had challenges to adapt between the new strategy and the old strategy from their real teacher before.

There were some advanteges which can be seen in teaching learning process in the class. One of advanteges which can be seen is students' activiti were more cooperat with the other students. But there was also drawback which can be seen in teaching learning process. There was some students wasnot interested to work in group. There was playing with the other students, distrubing with other students, that could seen during process in the class. But after students was given to explain about material and strategy during teaching learning process more deep. Students can be seriously.

Jigsaw strategy is an efficient way to learn the course material in a cooperative learning style. Jigsaw strategy is process encourages listening, engagement, and empathy by giving each member of the group an essential party to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. The success of each

group depends on the participation of each individual in completing their task. This means, jigsaw strategy effectively increases the involvement of each student in the activity. In fact students stated that Jigsaw strategy which made them interested in learning reading. They were more enthusiastic to learn Narrative text seriously and focus. Mean while researcher was given more attention for students in studying through application Jigsaw strategy than before conducting it. By analyzing, researcher found that strategy was a flexible strategy than could be used at a variety of levels. It was effective for students in learning about reading especially reading descriptive text. Students also studied in group discussion and they could be shared about the material with their friends in the group and the other group. As the result above, that there was an improvement on the students' achievement in reading Narrative text through application Jigsaw strategy.

CONCLUSION

Based on the result of the research, it be concluded the following points, they are:

1. After analyzing the data, it was found out that the students' achievement in reading Narrative text is low, before using Jigsaw Strategy. It was showed from the mean of the score in pre-test, students who got up 65 there were only 2 of 32 students (6,25%).
2. After analyzing the data, it was found out that the students' achievement in reading Narrative text got improvement 84,37% by using Jigsaw strategy. it was showed from the mean of the score improvement percentage as follow.
3. Students' achievement can be increased by using Jigsaw strategy. it could be see from result of this research. the result was showed the improvement of students score from the pre- test to post test of cycle II. The percentage of students who got point up to 65 also grew up. In the pre-test, students who got up 65 there were only 2 of 32 students (6,25%). In the post-test of cycle 1, students who got up 65 there were 8 of 32 students (25%). It means that there was improvement about 18,75%. In the post-test of cycle II, students who got up 65 there were 29 of 32 students (90,62%). The improvement was about 65,62%. The total improvement of the students' score pre-test to post test of cycle II was 84,37%. In another words, the students was became better in the first meeting to next meeting. In this phase, researcher not goes to next cycle because, the students have got the good improvement before using Jigsaw strategy and after using it.

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