

**THE EFFECT OF USING JIGSAW STRATEGY TOWARDS
READING COMPREHENSION OF THE SECOND
YEAR STUDENTS AT MTs PERGURUAN
NURUL ISLAM SUNGAI SEGAJAH OF
ROKAN HILIR REGENCY**



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STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

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A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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ACKNOWLEDGEMENT

Praises belong to Allah Almighty; the Lord of the universe, who rewards the writer's time, energy, opportunity, enough finance, health and the most is belief. Shalawat and gratitude due to our prophet Muhammad Peace be Upon Him. Due to Allah, the writer can accomplish and complete this project paper to fulfil one of the requirements for the award of undergraduate degree at English Education Department of Education And Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

In conducting this research and arranging this thesis, the writer has obtained significant helps, suggestions, encouragements, motivation, supports and conveniences from sites. Therefore, the writer would like to express the thankfulness in depth to:

1. Prof. Dr. H.M. Nazir Karim. The rector of State Islamic University Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag., the dean of Education and Teacher Training Faculty and all of her staffs who have given their kindness and good services during the writer's study program.
3. Dr. Hj. Zulhidah, M.Pd, the chairman of English Education Department as well who has guided the writer in the accomplishing this thesis.
4. Drs. Promadi, MA, Ph.D, the old chairman of English Education Department and all of the lecturers who have taught and guided the writer as long as his study period.

5. Drs. H. Kalayo Hasibuan, M.Ed,-TESOL the writer's supervisor who has given some suggestions and briefings to accomplish this thesis, and also all of the English Lecturers who have guided him as long the study program.
6. Examiner team for their guidance, critics and suggestion, and all of English lecturers, for their valuable contributions during course. May Allah bless them.
7. The headmaster of MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir regency and also all of teachers, especially for English Teacher who has helped the writer in the process of collecting data.
8. The writer's beloved parents, Misiar and Sumarmi who have given meaningful and useful supports, both material and spiritual in finishing this thesis.
9. The writer's brothers and sisters. Mbak Nurul Qomariah and her husband Mas Wasis, Mbak Ummi Maskanah and her husband Mas Sumani, Mbak Tri Dayati and her husband Mas Pardi, Mbak Ida Rustanti and her husband Mas Edi, Mbak Yayun and her husband Mas Gito, Mas Eko Winoto and his wife Mbak Sumi, Mbak Sri Widayati, and Ongsu Yuli Kurniasih. My nephews: Abduh, Arya, Oby, Dimas, Habib, Egy, Solahuddin. My nieces: Anis, Rizka, and Fiza. I love you all.
10. The writer should express a thousand thanks to all friends: Bang Edi Sabara Manik, Bang Syamsir, Udo Amri, Mas Jumeri, Mas Slamet, Mas Saman, Ulong Hidayatullah, Mas Agus Silahudin, Mas Wawan, Ocik Alimar, Mas Agus Setiawan, Kak Husni, Khitob, Azriza, Ricky, Sirom, Husen, Mastory, Faisal Situmorang, Mukromin, Yendri, Fadri, Parluhutan, Sum'an, Nanum, Zainal Abidin, Abdul Hadi, Akmal, Awaluddin, Beken,

Asrofi, Hambali, Zulfahmi, Zulkifli, Taufiq, Ardianto, Solikin, Ahmad Salim, Endang, Memey, Fadila, Raja Lottung S, November, Firdaus, Husni, Ummu Malik, Meidiana, Neneng, Popy, Wiwit, Rina K, Nurlaili, Syarifah Fitri Annisa, and all of the writer's classmates and the students of English Education Department in the academic year 2005. Thanks for your advice, support, suggestion, motivation and praying.

11. All of the community in UKK (LDK ALKARAMAH & MENWA).

Thanks to be my second campus, make me become a Mabda'i Generation.

Finally, the writer realizes that this thesis is still far from the perfectness. Thus, comments, critics, and constructive suggestions and advice are very much appreciated to get better in the future. Thanks for all of their loves and May Allah always bless them all, Amin.

Pekanbaru, 14 January, 2013
The writer

BUDI DARMAWAN

SUPERVISOR APPROVAL

This thesis entitled "*The Effect of Using Jigsaw Strategy towards Reading Comprehension of the Second Year Students at MTsPerguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency*" is written by Budi Darmawan, NIM. 10514000268. It has been accepted and agreed to be examined in the meeting of examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

Pekanbaru, Sya'ban 16, 1433 H
June 27, 2012 M

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EXAMINER APPROVAL

The thesis entitled “*The Effect of Using Jigsaw Strategy towards Reading Comprehension of the Second Year Students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency*” is written by Budi Darmawan, NIM.10514000268. It has been approved and examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Sya’ban 15th, 1433 H/ July 09th, 2012 M as one of requirements for the Undergraduate Degree (S.Pd.) in English Education Department.

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July 09th, 2012 M

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ABSTRAK

Budi Darmawan (2013): Pengaruh dari Penggunaan Strategi Jigsaw terhadap Pemahaman Membaca Siswa pada Kelas Dua MTs Perguruan Nurul Islam Sungai Segajah Kabupaten Rokan Hilir.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa sebahagian besar kemampuan membaca pada siswa masih rendah, khususnya pada membaca narrative text. Masalah ini disebabkan beberapa faktor. Misalnya; sebahagian siswa tidak bisa mengidentifikasi communicative purpose dalam narraative text, text organization, apa yang teerjadi dalam text, dan siswa tidak bisa memahami makna yang terdapat dalam narrative text.

Penelitian ini diadakan di MTs Perguruan Nurul Islam Sungai Segajah Kabupaten Rokan Hilir. Subjek dari penelitian ini adalah pada siswa tahun kedua MTs Perguruan Nurul Islam Sungai Segajah Kabupaten Rokan Hilir, dan objek dari penelitian ini adalah pengaruh dari penggunaan Strategi Jigsaw. Adapun jenis penelitian adalah quasi-experiment design.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Jumlah keseluruhan populasi adalah 60 siswa. Peneliti menggunakan quasi experiment design yang hanya mengambil dua kelas sebagai sample; kelas VIIIA yang terdiri dari 30 siswa sebagai kelompok experiment, dan kelas VIIIB yang terdiri dari 30 siswa sebagai kelompok kontrol. Untuk menganalisis data,peneliti menggunakan paired sample t test melalui manual.

Setelah data dianalisis, peneliti menemukan pengaruh yang signifikan dari penggunaan strategi Jigsaw terhadap kemampuan membaca siswa pada teks naratif diMTs Perguruan Nurul Islam Sungai Segajah Kabupaten Rokan Hilir. Hal ini dapat dilihat dari penghitungan test-t yaitu 4.47. Nilai ini lebih besardibandingkan nilai kritik dalam tabel T yaitu 2.68 untuk taraf 1% dan 2.01 untuk taraf 5% (df=60). Dengan demikian $2.01 < 4.47 > 2.68$. Oleh karena itu dapat disimpulkan bahwa H_a dan diterima dan H_o ditolak.

ABSTRACT

Budi Darmawan (2013) :The Effect of Using Jigsaw Strategy towards Reading Comprehension of the Second Year Students at Islamic Junior High School (MTs) PerguruanNurul Islam Sungai Segajah of RokanHilir Regency.

Based on the writer's preliminary study, it was found that most of the students' reading ability was still less than enough, especially in reading narrative text. This problem was caused some factors. For example, some of student could not identify the communicative purpose in narrative text, text organization, what the events happen in the text, and the students could not understand the meaning in narrative text.

The research was administered at MTs PerguruanNurul Islam Sungai Segajah of RokanHilir regency. The subject of the research was the second year students at MTs PerguruanNurul Islam Sungai Segajah of RokanHilir regency, and the object of this research was the effect of using Jigsaw strategy. The design of the research is quasi-experimental design.

The population of the research was all of the second year students. The total number of population was 60 students. The writer used quasi-experimental research by taking two classes as sample; class VIIIA as that consists of 30 students as experimental group, and class VIIIB that consists of 30 students as control group. To analyze the data, the writer adopted t-test formula by using manual.

After analyzing the data, the writer found there is significant effect of using Jigsaw strategy toward students' reading ability in narrative text at MTs PerguruanNurul Islam Sungai Segajah of RokanHilir regency. It can be seen from the result of T-test calculating is 4.47. It is bigger than standard on the critic table of T-test that is 2.68 in 1% or 2.01 in 5%, it can be read $2.01 < 4.47 > 2.68$. Regarding the result above, H_a is accepted and H_o is rejected.

ملخص

بودي دارماوان (2012) : تأثير استخدام جيغساو الي فهم الطلاب علي القراءة لطلاب الصف الثاني بالمدرسة الثانوية المدرسي نور الاسلام سنجاوي سيغاجاه منطقة روكان هيلير.

اساسا على الدراسة الاولية, راي الباحث ان اكثر الطلاب لديهم قدرة منخفضة في القراءة خصوصا في قراءة النصوص القصية, و تات هذه المشكلة باسباب منها : بعض الطلاب لايقدرن على تعيين الهدف الصريحي في النصوص القصية, تنظيم النصوص والوقوع في النصوص ثم لا يفهم الطلاب المعاني فيها . انعقد هذا البحث بالمدرسة الثانوية المدرسي نور الاسلام سنجاوي سيغاجاه منطقة روكان هيلير. الموضوع في هذا البحث لطلاب الصف الثاني بالمدرسة الثانوية المدرسي نور الاسلام سنجاوي سيغاجاه منطقة روكان هيلير بينما الهدف في هذا البحث تأثير استخدام جيغساو. واما هذا البحث من بحث شبه التجريبية.

الافراد في هذا البهث طلاب الصف الثاني بقدر 60 طالبا. استخدم الباحث شبه التجريبية لانه اخذ الفصلين لعينات هذا البحث و هما طلاب الصف الثامن الالف نحو 30 طالبا لفصل التجربة وطلاب الصف الثمن الباء بقدر 30 طالبا للفصل الضابط . في تحليل البيانات استخدم الباحث عينة زوجية ت الاختبار بطريقة يدوية .

وبعد تحليل البيانات , كشف البحث ان هناك تأثير ضروري في استخدام جيغساو الي فهم الطلاب علي القراءة لطلاب الصف الثاني بالمدرسة الثانوية المدرسي نور الاسلام سنجاوي سيغاجاه منطقة روكان هيلير وذلك علم من الحساب الاختبارات 4.47 و ان هذه النتيجة اكبر من نتيجة النقد في الجدول ت و هي 2,65 في مستوى الدلالة 1 في المائة و 2,00 في مستوى الدلالة 5 في المائة (د ف = 60) . و مع ذلك , $2,00 < 4.47 < 2,65$ و ان الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة.

ABSTRACT

Budi Darmawan(2013) :The Effect of Using Jigsaw Strategy Toward Reading Comprehension of the Second Year Students at Islamic Junior High School (MTs) PerguruanNurul Islam Sungai Segajah ofRokanHilir Regency.

Based on the writer's preliminary study, it was found that most of the students' reading ability was still less than enough, especially in reading narrative text. This problem was caused some factors. For example, some of student could not identify the communicative purpose in narrative text, text organization, what the events happen in the text, and the students could not understand the meaning in narrative text.

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The population of the research was all of the second year students. The total number of population was 60 students. The writer used quasi-experimental research by taking two classes as sample; class VIIIA as that consists of 30 students as experimental group, and class VIIIB that consists of 30 students as control group. To analyze the data, the writer adopted t-test formula by using manual.

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LIST OF CONTENTS

	Pages
SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vii
LIST OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF APPENDIX	xii
CHAPTER I: INTRODUCTION	
A. The Background of the Problem	1
B. The Definition of the Term	5
C. The Problem	7
1. The Identification of the Problem	7
2. The Limitation of the Problem	7
3. The Formulation of the Problem	8
D. The Objective and Significant of the Research.....	8
1. The Objective of the Research.....	8
2. The significance of the research.....	9
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Theoretical Framework	10
1. The Nature of Reading	10
2. The Nature of Reading Comprehension in Narrative Texts	13
3. The Factors Influencing Students' Reading Comprehension	16
4. Teaching Reading.....	18
5. The Nature of Jigsaw Strategy	19
6. Using Jigsaw Strategy towards Reading Comprehension in Narrative Text.....	22
B. The Relevant Research	24
C. The Operational Concept.....	25
D. The Assumption and Hypothesis	27
1. Assumptions	27
2. Hypothesis	27

CHAPTER III: THE RESEARCH METHODOLOGY

A. The Research Design.....	28
B. The Location and Time of the Research	29
C. The Subject and the Object of the Research.....	29
D. The Population and the Sample of the Research.....	30
E. Technique of Collection Data.....	31
F. Technique of Data Analysis.....	31

CHAPTER IV: DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation	33
1. Technique of Collection Data	33
2. Technique of Data Analysis	36
3. The Data Experimental Group	37
4. The Data of Control Group	37
5. The Effect of Using Jigsaw Strategy towards Reading Comprehension of the Second Year Students at Islamic Junior High School (MTs) Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency	38
B. The Data Analysis	42

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	48
B. Suggestions.....	49

REFERENCES

APPENDIX

LIST OF TABLES

Table 1	Research Type.....	28
Table 2	The Total Population and Sample of the Research.....	30
Table 3	The Statistics of Experimental and Control Group.....	34
Table 4	Recapitulation of the Data Observation.....	35
Table 5	The Frequency Distribution of Reading Narrative Test in Experimental Group.....	37
Table 6	The Frequency Distribution of Reading Narrative Test in Control Group.....	38
Table 7	The StudentS are Able to Identify the Communicative Purpose	39
Table 8	The Students are Able to Identify Text Organization.....	40
Table 9	Students are Able to Infer What the Events Happen in Text.....	40
Table 10	Students are Able to Understand the Meaning in Narrative Text.....	41
Table 11	The Classification of Experimental Group of the Second Year Students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency.....	41
Table 12	The Classification of Control Group of the Second Year Students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency in Reading Comprehension on Post- Test.....	42
Table 13	Mean and Standard Deviation.....	43
Table 14	Mean and Standard Deviation for Pre-Test.....	44
Table 15	Data Mean Standard Deviation for Post Test.....	45

LIST OF APPENDIX

- Appendix 1 The Result of Pre Test for Control Group
- Appendix 2 The Result of Post Test for Control Group
- Appendix 3 Reading Narrative Test for Pre-Test
- Appendix 4 The Key Answer for Pre-Test Instrument
- Appendix 5 Reading Narrative Test for Post Test
- Appendix 6 The Key Answer for Post Test Instrument
- Appendix 7 The Observation of the Effect of Using Jigsaw Strategy
- Appendix 8 Syllabus Pembelajaran
- Appendix 9 Lesson Plan for Control Group
- Appendix 10 Lesson Plan for Experimental Group
- Appendix 11 Table Score For Significant 5% And 1%
- Appendix 12 Item Difficulty of Try Out

CHAPTER I

INTRODUCTION

A. The Background

Reading is one of four language skills should be mastered by students. Richards says that reading perceives a written the text in order to understand its contents¹. On the other hand, Hasibuan and Ansyari said that reading is an interactive process that goes on between the reader and the text, resulting comprehension.² The purpose of reading also determines the appropriate approach to reading comprehension. It means that reading is the activity to comprehend the text, and with comprehend the text, we can get information or messages from the writer.

Based on the purposes of teaching English, the implementation of teaching of School-Based curriculum (KTSP) has oriented on the mastery of four language skills. One of them is reading. In reading skill, the students are expected to understand meaning of simple, short, functional (interpersonal and transactional) reading text formally or informally. In this case, the students are hoped to understand five types of text, namely: descriptive, recount, narrative, report, and procedure in simple form of daily life situation.³ But, the writer only focus in narrative text.

¹ Jack C. Richard, et al. *Longman Dictionary of Applied Linguistics*. (Malaysia: Longman Group UK Limited). 1992. p. 305

² Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p. 114-115.

³ Departemen Pendidikan Nasional. *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTs*, (PT. Tiga Serangkai, Solo, 2006) p. 13

The aim of English in Junior High School is expected to achieve functional level of literacy. That is functional level where the students are able to use English for survival purpose, to communicate for daily needs such as to read newspapers and manuals.⁴

Based on the School-Based Curriculum, in reading English skills for Junior High School, there are three basic competences should be achieved by the students of the second year of Junior High School at the second year semester. First, the students are able to read aloud the meaning of functional text and short essay in recount and narrative texts by spelling, stressing, and intonation. Second, the students are able to respond the meaning of functional texts and short essays accurately, fluently, and understandable with the closest environment, such as mysteries, science fiction, romances, horror stories, adventure stories, legends, historical narratives, personal experience and so on. Third, the students are able to respond the meaning in short essay accurately, fluently and understandable in daily life, especially in narrative text.

Furthermore, students should be able to understand English text types in various contexts and adjust themselves to new communication demands, especially in narrative text form. In this case, the students are required to:

1. Read a narrative text
2. Identify the structure of a narrative text correctly (simple past tense).
3. Identify characteristics of a narrative text correctly (orientation, complication, and resolution).

⁴ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p.2

4. Read and understands narrative text correctly.

At MTs Perguruan Nurul Islam Sungai Segajah, teaching reading is implemented based on the approach which proposed by School- Based Curriculum (KTSP). The teacher applied the procedures of teaching, and used the appropriate materials of the curriculum. In practicing, the approach is implemented by using traditional way, which the teacher focuses on translating and answering comprehension questions. In this case, the teacher asks the students to read aloud and translate the text. The students can use dictionary if they found unfamiliar vocabularies. Then, the teacher asks them to read translation, and the teacher corrects the students' translation. Next, the students are asked to answer the questions based on the text.

As a result, some students are bored in learning reading text. They frequently feel sleepy in the classroom, so that they do not pay attention to the teachers' explanation. After learning the lesson, the students are not able to identify the structure of a narrative text, characteristic of narrative, and understand the meaning in narrative text. Finally, they are not being able to get total minimal value (KKM) that is 55.⁵

Based on the explanation above, the writer can find the symptoms as follows:

1. Some of students are not able to identify the structure of a narrative text.
2. Some of students are not able to identify characteristic of a narrative text.
3. Some of students are not able to infer what the events happen in narrative text.

⁵Tim Penyusun Syllabus MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir.

4. Some of students are not able to understand the meaning in a narrative text.

To achieve the goal of curriculum, there are some strategy that can be used by the teachers to improve the students' reading comprehension in a narrative texts, one of them is by using Jigsaw strategy. It is an appropriate strategy helping them as solution for their problems.

Jigsaw activities are more elaborate information gap activities that can be done with several partners.⁶ Jigsaw is a teaching strategy used in small group instruction. Students of a normal sized class (26 to 33 students) are divided into competency groups of four or six students, each of which is given a list of subtopic to research.⁷

Rebecca in Luhefsani, said that Jigsaw reading strategy is a cooperative learning strategy that students will be studying with a small group of thier classmates. Each of students will be responsible for learning as much as they can about one topic that is important to their team. To help them learn, they will have opportunities to study with other classmates who are assigned the same topic. We call this expert group. When they become expert on their topic, they will teach their study team everything they have learned.⁸

Related explanation above, Jigsaw strategy is one of the good strategy to improve students' reading comprehension, especially in reading narrartive text. Based on the statement above, the researches is interested in carry out a research

⁶ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p.121

⁷ Arosan, E. 1990. Jigsaw classroom. <http://www.jigsaw>. Retrieved october 21, 2008 from http://www.wm.edu/education/jigsaw/588/04_pprojects?doss-588.pdf

⁸ Luhefsani. *The application of Jigsaw Strategy in Improving the Students' Reading Ability at the First Year Students of SMAN 1 Rambah Hilir*. (Unpublished, 2010), p. 13

entitled: **“The Effect of Using Jigsaw Strategy Towards Reading Comprehension of the Second Year Students at Islamic Junior High School (MTs) Perguruan Nurul Islam Sungai Segajah, Rokan Hilir”.**

B. Definition of the Term

1. Jigsaw.

Jigsaw is a teaching strategy used in small group instruction. Students of a normal sized class (26 to 33 students) are divided into competency groups of four or six students, each of which is given a list of subtopic to research.⁹

2. Effect

Effect is a result or conditions by a cause something that happen when one thing acts and another.¹⁰ In addition according to Hornby says that effect is a change procedure by an action or cause as define.¹¹

3. Reading

Reading is an interactive process that goes on between the reader and text, resulting in comprehension.¹² Theoretically, reading comprehension is a process of interaction between the reader with the text and and the reader relates the idea for the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader constructing with the text. In this study, reading

⁹ Arosan, E. 1990. Jigsaw classroom. <http://www.jigsaw>. Retrieved october 21, 2008 from http://www.wm.edu/education/jigsaw/588/04_pprojects?doss-588.pdf

¹⁰ Logman. *Dictionary of Contemporary*.(1998)

¹¹ Horby, *Oxford the Advance Learner of Current English*, (Oxford International, 1995)

¹² Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. p. 115.

comprehension is the capability of the second year of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir in understanding or comprehending the reading text.

4. Comprehension

Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectation, skills, and prior knowledge.¹³

5. Reading comprehension

Comprehension means the ability in identification of the intended meaning of written or spoken communication.¹⁴ In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the texts.

6. Narrative Text

Narrative text is the text that explains the series of events and actions that are organized using the time order pattern.¹⁵

Genre of narative text:

- a. Social function: to amuse, entertain and to deal with actual or vicarious experiences in different ways.
- b. Generic structure:

¹³ Judith Westphal Irwin, *Teaching Reading Comprehension Processes*. (New Jersey: Englewood Cliffts, 1986), p.7

¹⁴ Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (New York: Pearson Education, 2002), p. 99

¹⁵ Kathleen T. Mcwhorter. *Efficient and Flexible Reading.3 rd ED*. (United Stated America:Harper Collins Publisher, 1992),p.262

- a) Orientation: sets the scene and introduces the participants.
- b) Evaluation (optional): a step back to evaluate the plight.
- c) Complication: a crisis arises.
- d) Resolution: the crisis is resolved, for better or worse.
- e) Reorientation (optimal).¹⁶

C. The Problem

1. The Identification of the Problem

Based on the background, there are some problems found in teaching of reading at MTs Perguruan Nurul Islam Sungai Segajah Rokan Hilir. The problems are identified as follows:

- a. Why are some of students unable to identify the structure of a narrative text?
- b. Why are some of students unable to identify text organization in narrative text?
- c. Why are some of students unable to infer what the events happen in narrative text?
- d. Why are some of students unable to understand the meaning in a narrative text?

2. The Limitation of the Problem

From the identification of the problem above, the writer limits the research focus on improving students' reading comprehension of narrative text by using

¹⁶ Artono. *English in Focus for Grade VIII*. (Surakarta, CV. Putra Nugraha, 2008), p.102

Jigsaw strategy at the second year students of Madrasah Tsanawiyah Perguruan Nurul Islam Sungai Segajah Rokan Hilir.

3. The Formulation of the Problem

Based on the limitation of the problem, the writer will formulated the problems as the following question:

- a. How is the students' reading comprehension in narrative text before using Jigsaw strategy at the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir?
- b. How is the students' reading comprehension in narrative text after using Jigsaw strategy at the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir?
- c. Is there any significant effect of using Jigsaw strategy toward reading comprehension in narrative text at the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir?

D. The Objective and Significance of the Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension taught without Jigsaw strategy at the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir.
- b. To find out the students' reading comprehension taught without Jigsaw strategy at the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir.

- c. To find out whether there is any significant effect of Jigsaw strategy toward reading comprehension in narrative text before and after using Jigsaw strategy at the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. The research findings are to give the valuable input to the teachers of English at MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir especially and all English teachers generally as an attempt to improve the students' ability in English reading.
- b. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concern in teaching reading.
- c. To improve students' proficiency in reading ability, in order to give chance for students to be master English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is a thinking process, especially for English learners. It can be done with understanding and comprehension about texts of reading. There are four important skills that should be taught by the teacher. They are listening, speaking, reading, and writing.¹ Reading is also one of four skills that is very important to be mastered by the students. Reading is activity that enriches the students' knowledge. It helps students know how to use English well. Reading is one of the basic life skills. Without having the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.

Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning². It requires students to know or what information can be got from the texts. The students' background knowledge integrates with the text to create the meaning.

In addition, Celcia-Murcia³ states that reading is to learn unique thinking skills in which ESL/EFL learners must have ability to comprehend the material from a text by using their own thought activities which help them to analyze texts,

¹ H.Douglas, Brown. *Teaching by Principle: an Intetractive Approach to Language Pedagsogy*. (New Jersey: Prentice Hall Regents, 1994).p.217.

² David Nunan. *Practical English Language Teaching*.(Mc Graw Hill: sydney, 2003,p.68

³ Marrienne Celcia-Murcia. *Teaching English as a Second or Foreign Language*.(California: Heinle Publisher, 1991),p.200

to determine main idea and contrast or cause and effect example, following an argument in the text, and to choose relevant topic under discussion.

As a common knowledge, reading is what happens when people look at a text and assign meanings the written symbols in a text. In reading, the students should have background experience in order to make sense out of the written material. In order to enable the students to understand what they have read, the teacher should give them an opportunity to demonstrate what they have gained from reading; the students have enough time to express, to comment their own ideas about the reading text.

The students sometimes get difficulties to comprehend, often find themselves confused and uninterested in getting the meaning and receives the message from a text in reading material. To get success in teaching and learning reading the students must be able to comprehend the reading material by mastering components of reading. The component of reading that might be able to give meaningful result to help the students in reading. According to King and Stanley in Lisnawati⁴, there are some components of reading that must be understood by students, they are as follows:

a. Finding the Factual Information

To obtain the factual information of the English reading text, a reader requires scanning for specific details of information in order to make sense of it. Scanning can be done by reading questions that give the content of words-synonyms or the same words. Factual information is generally prepared for Junior

⁴ Dewi Lisnawati. *The Application of Fire- up Instructional Strategy to Improve the Students' Reading Skill at the Second Year of SMPN 1 Seberida.*(Pekanbaru, Unpublished,2009),p.23

High School students and the following questions of the reading are started with WH-Question word in multiple choice options.

b. Getting Main Idea

Main idea of paragraph is what author wants to know about the topic. Getting the main ideas of reading passages or textbook is very crucial. Because reading is concerned with meaning to greater extent.

c. Reference

Reference is a word or phrase to which pronoun refers to. Recognizing references and identifies the words or phrases to which they refer will help the reader to understand the reading passage or textbook. References are generally symbolized by possessive adjectives (my, your, their, his, her, its) and subject and object pronoun (I-me, you, we-us, they-them, he-him, she-her-it-it).

d. Inference

Inference is an educated quest or prediction about something unknown based on available facts and information. It is the logical connection that you draw between what you observe or know and what you don't know.

e. Conclusion (restatement)

The last view questions of the reading comprehension are asking the reader to recognize which the four possibilities are best restated for the meaning of a given sentence.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension⁵. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. According to Kalayo⁶, reader knowledge, skills, and strategies include:

- 1) Linguistic competence: ability to recognize the elements of writing system, knowledge of vocabulary, knowledge of how words are structured into sentence.
- 2) Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- 3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
- 4) Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).

2. The Nature of Reading Comprehension in Narrative Texts

Narrative is an interesting text where students can learn more from it. However, narrative can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives the sequence people/character in time a place differ from recount in that thought sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

⁵ Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (London: Heinemann Educational Books, 1982),p.6

⁶ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language(TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007,p.115

Narrative text is the text that explains the series of events and actions that are organized using the time order pattern⁷. Moreover, narrative is storytelling⁸. Narrative is used in both essays and short stories. the purpose of narrative text is to amuse or to entertain the reader, to gain, and hold a readers' interest.

There are many types of narrative. They can be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myth and legends, historical narratives, ballads, slice of life, personal experience and so on.

There are three features of narrative text. They are: social function, generic structure, and lexicogrammatical features.

a. Social Function

Social function of narrative text means the function of narrative for the readers in their social life. The social function of narrative text is to amuse or entertain the readers with actual or imaginary experience ways.

b. Generic Structure of Narrative Text

The generic structure of narrative text is follows:

- 1) Orientation is a set of the scene, where and when the story happened, introduces the participants of the story: who and what is involved in the story.
- 2) Complication is an initiating event, the event that starts the main character of on a series of event to solve the problem.

⁷ Kathleen T. McWhorter. *Efficient and Flexible Reading*. 3rd ED. (United States America: Harper Collins Publisher, 1992),p.262

M. Syafi'i S, M. Fauzan Ansyari, Jonri Kasdi. *The Effective Paragraph Development: the Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p.53

- 3) Resolution is a series of events in which the main character attempts to solve the problems. Excitement builds the climax, the high point in the story where the problems are solved.
- 4) Re-orientation is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

c. Lexicogrammatical Features

Lexicogrammatical is called genre-grammar connection which studies the wording. Wording is characterized such that they are able to explain meaning. They also add that lexicogrammatical is needed to help the students to know how texts work, learn to understand and produce the text. In narrative text, the lexicogrammatical feature is used simple past tense.

However, in junior high school, there are three the characteristics of a narrative text that should be mastered by the students (orientation, complication, and resolution).⁹ Example of narrative text as follows:

Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephants of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

⁹ Artono. *English in Focus for Grade VIII*.(Surakarta, CV. Putra Nugraha, 2008),p.136

Mantu looked up at the huge elephant with a mischievous glint in his eye. “You’re so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger.” After hearing the word snakes, the elephants screeched and off they went Gwent’s thundering in fright.

“Did I say there were snakes?” giggled Mantu. “No, I don’t think so,” smiled Opie. Mantu then climbed upon his little friend’s back and went home to the village to tell everyone about the foolish elephants.¹⁰

Characteristics of a narrative text above:

- 1) Orientation: It is about the opening paragraph where the characters of the story are introduced.

Example: *Little Mantu lived in a village deep in the jungle where elephants helped the men with their work.*

- 2) Complication: Where the problems in the story developed.

Example: *Now, Mantu had an elephant of his very own. His name was Opie.*

- 3) Resolution: Where the problem in the story is solved.

Example: *Mantu then climbed upon his little friend’s back and went home to the village.*

3. The Factors Influencing Students’ Reading Comprehension in Narrative Text

As a kind of text, narrative will be the same as the other text genre. The comprehension occurrence, problem, and factors effecting comprehension and the failure to comprehend are absolutely the same as the other. Comprehension

¹⁰ Adapted from: *50 Bedtime Stories*, 2002

of a text will occur depend on the certain activity of the readers him/self. To comprehend, reader must use information they already posses to filter, interpret, organize and reflect upon the incoming information from the page¹¹.

Being successful in comprehending a text can be caused by inside or outside factor of the reader. Factors that affect reader's comprehension fall in the following factors.

a. Inside the Reader

The point consists of background content knowledge (content and vocabulary), text knowledge (concepts about print, text structure and surface features), cognitive strategy knowledge (before reading, during reading, and after reading) and affective (motivation, interest, skill).

b. Inside the Text

This refers to linguistic complexity (syntax and semantic) and text structure which are commonly included in text readability.

Peter Westwood states that there are some factors which cause the comprehension problem. The factors are¹²:

- a. Limited vocabulary knowledge
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. Difficulty level of the text (readability)
- e. Inadequate use effective reading strategies

¹¹ Peter Westwood. *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. (Australia: Concial for Educatioanl Research, 2001), p.61

¹² *ibid*, p. 33-37

- f. Weak verbal reasoning/ the ability to connect between the new information from the text and reader's exiting knowledge
- g. Problem with processing information/limited working memory
- h. Problems in recalling information after reading

4. Teaching Reading

Teaching is learning and teaching process between students and teachers in the classroom. It can give information to somebody what they do not know to be known. According to Brown¹³, teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Moreover, teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for learning.

The aim of teaching reading is to develop the students' ability, so that they can read and understand the text efficiently. According to Brown¹⁴, a good rubric to try to keep in mind for teaching reading is the following:

- a. Before reading. Spend some time introducing the topic, encouraging skimming, scanning, and activating. Students can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage.
- b. While reading. Not all reading is simply extensive reading-global reading.

There may be certain facts or rhetorical devices that students should take note

¹³ H. Douglas Brown. *Principles of Language Learning and Teaching*. Fourth Ed. (New York: Pearson Education, Inc, 2000),p.7

¹⁴ H. Douglas Brown. *Principles of Language Learning and Teaching*. Fifth Ed. (New York: Pearson Education, Inc, 2007),p.8

of while they read. This gives them a sense of purpose rather than just reading because the teachers order it.

- c. After reading. Comprehension question are just one form of activity appropriate for post reading. Consider vocabulary study, identify the authors' purpose, discussing the authors' reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

The teacher should know that the principle for teaching reading is to get successful in teaching. Nunan¹⁵, the principles for teaching reading is follows:

- a. Exploit the readers' background knowledge.
- b. Build a strong vocabulary.
- c. Teach for comprehension.
- d. Work on increasing reading rate.
- e. Teach reading strategies.
- f. Encourage readers to transform strategies into skills.
- g. Build assessment and evaluation into your teaching.
- h. Strives for continues improvement as a reading teacher.

5. The Nature of Jigsaw Strategy

According to Marry, Thomas and Jan in Luhefsani,¹⁶ the original Jigsaw was developed by Elliot Aronson to increase students' interdependence. Instead providing each student with all materials to study independently, Aronson assigned students to teams and gave each team member one piece of information.

¹⁵ David Nunan. *Practical English Language Teaching*. (Mc Graw Hill:New York, 2003),p.74-75

¹⁶ Luhefsani. *The Application of Jigsaw Strategy in Improving the Students' Reading Ability at the First Year Students of SMAN 1 Rambah Hilir*. (unpublished, 2005), p.12

To have all components of the lesson, students were forced to fit their individual piece together as if they were working Jigsaw puzzle. The puzzle could not be completed unless each team member shared his or her piece.

Jigsaw is a cooperative learning strategy that the students will be studying with a small group of their classmates. Cooperative learning is unique models of teaching, because it uses a different task and reward structure to promote students learning. The task structure requires students to work together in small groups. The rewards structure collective as well as individual effort. Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility. The purposes of Jigsaw strategy are developing teamwork and cooperative learning skills within all students. In addition it helps develop the depth of knowledge, not possible if the students were to try and learn all of the materials on their own. Finally, because students are required to present their finding to the group or teamwork, Jigsaw learning often discloses a students' own understanding of a concept as well as reveal any misunderstanding.

The cooperative learning models grow out of an educational tradition emphasizing democratic through and practice, active learning, cooperative learning, cooperative behavior, and respect for diversity in multicultural societies. The cooperative learning models aims at institution effects beyond academic learning. Especially, promoting inter group acceptance, social and group and skills.

Jigsaw reading is like playing Jigsaw puzzle. Each student in a group is given part of story or text to read. Students have to read and comprehend it by him/her

in order to report to other members of the group. After each member has reported the different parts of the story or text the group together re-arranges the parts to recover the original story.

The objective of Jigsaw reading is to stimulate students' mind to think creatively and freely. Students are given task to reconstruct the short story that had been twisted and turned. It also instills cooperation between members of the group in order to solve the solution. If the students are not cooperative with each other, they cannot complete the task successfully. For example, each student in a group is given part of story or text to read. Students have to read and comprehend it by him/her in order to report to other members of the group. After each member has reported the different parts of the story or the text, the group together re-arranges the parts to recover the original story.

There are some advantages of using Jigsaw strategy:

- a. Students have the opportunity to teach themselves, instead of having material presented by them. The technique fosters depth of understanding.
- b. Each student has practiced it in self-teaching, which is the most valuable of the entire skill, teacher can help them learn.
- c. Students can practice in peer teaching, which requires that they understand the material at deeper level than student typically do when simply asked to produce an exam.
- d. Students become more fluent in use of English.

- e. Each student has a chance to contribute meaningfully to discuss something that is difficult to achieve in large group discussion. Each student develops an expertise and has something important to contribute.
- f. Asking each group to discuss a follow-up question after individual presentation fosters real discussion.

Implementation of Jigsaw strategy in class not only has the advantages but also disadvantages, such as follow:

- a. It takes much time to organize the group. The teacher should make groups that combine the students who have different intelligences.
- b. If students don't get their group quickly enough or read their initial texts quickly enough, it will run out of time.
- c. If one or two obstinate students don't participate a whole group or two will lose out on a piece of the text.
- d. The class situation become noisy, so the teacher needs to control the students.
- e. A teacher cannot monitor all groups at once.

6. Using Jigsaw Strategy towards Reading Comprehension in Narrative Text

There are ten steps considered important in the implementation of the Jigsaw classroom¹⁷:

- a. Students are divided into 5 or 6 persons in a Jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race.

¹⁷ Smahillah. *The Effectiveness of Teaching Reading Comprehension by Using Jigsaw Technique*. <http://smahillah.hubpages.com/hub/mamaazaputri2>, p.4

- b. One student should be appointed as the group leader. Those persons should initially be the most matter student in the group.
- c. The day's lesson is divided into 5-6 segment (on for each member).
- d. Each student is assigned one segment to learn. Student should only have direct access to only their own segment.
- e. Student should be given time to read over their segment at least twice to become familiar with it. Students do no memorize it.
- f. Temporary experts group should be formed in which one student from each jigsaw group joins other student assigned to the same segment. Student in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.
- g. Student comes back to their Jigsaw group.
- h. Student presents his or her segment to the group. Other members are encouraged to ask question for clarification.
- i. The teacher needs to float from group to in order to observe the process. Intervene if any group is having trouble such as a member being dominating are disruptive. There will come a point that group leader should handle this task. Teacher can whispers to the group leader how to intervene until the group leader can effectively do it by themselves.
- j. A quiz on the material should be given at the end, so students realize that the sessions are not just for fun and games but they really count.

B. Relevant Research

According to Syafi'i, relevant research is requiring to observe some previous researches conducted by other researchers in which they are relevant to our research.¹⁸ Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research. They are: the first one is Nor Rohmad. The title of his research is *The Use of Jigsaw in Improving the Second Year Students' Reading Comprehension In Descriptive Text at SMP IT Al-Ihsan Kampar*. Based on the result of analysis in chapter IV, the writer draws some conclusions that the Jigsaw method is an effective strategy in teaching reading in comprehending reading text (descriptive text). It can be seen from the score of the students. The average of the base score is 49,62 while the average of the post test is 53,93 and the average of the second post test is 69. In conclusion, the students' ability in comprehending each component of reading comprehension is better than before.

Evi Suharjo. The title of her research is *The Effect of Jigsaw Cooperative Learning Toward Students' Achievement in Writing Descriptive Paragraph by Second Year Students at SMA Negeri 1 Gas*. She did this research in 2007. The method of the research was classroom action research (CAR). The general objectives of this research was to find out whether or not there is an improvement of the students' ability in writing after given the process of learning through Jigsaw method. The number of the students was 44 persons. Evi Suharjo found that after using Jigsaw method, her students' ability in oral test in cycle one increases 3,6% and 6,8 in cycle two. The students' ability in responding the

¹⁸ Syafi'i. *From Paragraph to a Research a Report: a Writing Of English for Academic Purpose*.(pekanbaru: LBS,2007),p.122

instructions given by teachers, in expressing their thoughts, and in questioning anything they would like to know was becoming better and better. They were braver than before in questioning and asking for explanations about anything needed from the teacher. Ability in comprehending each component of reading comprehension was better than before.

C. The Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research:

Using Jigsaw strategy is as independent variable (variable X) has some operational concepts that are:

1. Students are divided into 5 or 6 persons in a jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race.
2. One student should be appointed as the group leader. Those persons should initially be the most matter student in the group.
3. The day's lesson is divided into 5-6 segment (on for each member).
4. Each student is assigned one segment to learn. Student should only have direct access to only their own segment.
5. Student should be given time to read over their segment at least twice to become familiar with it. Students do not memorize it.
6. Temporary experts group should been formed in which one student from each jigsaw group join other student assigned to the same segment. Student in this expert group should be given time to discuss the main

points of their segment and rehearse the presentation they are going to make their jigsaw group.

7. Student comes back to their Jigsaw group.
8. Student presents his or her segment to the group. Other members are encouraged to ask question for clarification.
9. The teacher needs to float from group to in order to observe the process. Intervene if any group is having trouble such as a member being dominating are disruptive. There will come a point that group leader should handle this task. Teacher can whispers to the group leader as to how to intervene until the group leader can effectively do it themselves.
10. A quiz on the material should been given at the end so students realize that the sessions are not just for fun and games but they really count.

And students reading comprehension in narrative text is dependent variable

(Y) having some compositions as follows:

1. Some of the students are able to identify the commmunactive purpose in narrative text.
2. Some of the students are able to identify text organization in narrative text.
3. Some of the students are able to infer what the events happen in narrative text.
4. Some of the students are able to understand the meaning in a narrative text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the better using Jigsaw strategy, the better reading narrative text ability of the second year students at MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir will be.

2. The Hypothesis

- a. There is significant effect of students' ability in reading comprehension in narrative text before and after using jigsaw strategy of the second year students at MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir.
- b. There is no significant effect of students' ability in reading comprehension in narrative text before and after using jigsaw strategy of the second year students at MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a kind of quasi-experimental research type Posttest-only Control Design. It was a research which was aimed to search whether there is or no effect of treatment which has been done to the experimental subject with random assignment.¹

In this research, the writer used two classes to be samples, namely experimental and control groups. The experimental group was taught by particular treatments (Jigsaw strategy) to improve students' reading comprehension in narrative text. While control group was only given a pre-test and post-test without particular treatments as given to experimental group. These groups used different techniques, but both experimental and control groups were treated with the same test. Since the lesson plan was made for 8 meetings. So, the treatment was also given 8 times as many as lesson plan designed.

Table 1
Research Type

<i>GROUP</i>	<i>PRE-TEST</i>	<i>TREATMENT</i>	<i>POST-TEST</i>
B	T1	√	T2
C	T1	X	T2

¹ Sugiyono. *Metode Penelitian Kuantitatif dan Kualitatif, dan R & D*. (Bandung: Alfabeta, 2008), p. 76

Explanation:

B : Experimental group

C : Control Group

T1 : Pre-test for experimental group and control group

√ : Receiving particular treatment

X : without particular treatment

T2 : Post-test for experimental group and control group

After giving particular treatments to the experimental group by using Jigsaw strategy, the score between experimental and control group were analyzed by statistical formula. It had an aim to know whether there was or no effect of variable X to variable Y. While the effect was known by giving the test (Pre-test and Post-test).

B. Location and Time Research

The research was conducted at the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir on April-June 2012 by using quasi-Experimental Design, in 2012/2013 of academic year.

C. Research Subject and Object

1. Research Subject

The research subject was the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir.

2. Research Object

The object of the research was the Students' Reading Comprehension ability in narrative text of the second year students at MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir.

D. Research Population and Sample

The population of this research was the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir. It had two classes is that VIII A and VIII B. The total number of students at the second year students of MTs Perguruan Nurul Islam Sungai Segajah, Rokan Hilir was 60 students. Each class consisted of 30 students. The writer took all of the students as a sample. According to Arikunto, the population is less than 100 students, the researcher must take all of the population as sample.²

Table 2

The Total Population and Sample of the Research

Class	Population	Sample
VIII^A	30	Experimental Class
VIII^B	30	Control Class
Total	60	60

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p.134

E. Technique of Collecting Data

1. Observation

Observation was to know teaching activity in teaching learning process by using Jigsaw strategy toward experimental group.

2. Test

Test was used to collect the data about students' reading comprehension in narrative text from their score. There will be two kinds of tests, namely: pre-test and post-test. Pre-test will be given before treatment and post test will be given in the last of treatment. The kind of the test is multiple choices.

F. Technique of Data Analysis

In this research, the data were analyzed by using statistical method. The writer used score of post-test of the experimental group and control group. The writer analyzed the data by using t-test to know whether the result of the research was statistically significant or not.

The data were analyzed by using formula below:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o = Table Observation

M_x = Mean score of Experimental Class

M_y = Mean Score of Control class

SD_x = Standard Deviation of Experiment class

SD_y = Standard Deviation of Control class

N = Number of students/Sample

- If $t_{count} \leq t_{table}$ H_0 is accepted. It can be said that there is no significant effect of using Jigsaw strategy toward reading comprehension ability in narrative text.
- If $t_{count} \geq t_{table}$ H_0 is rejected. It can be said that there is significant effect of using Jigsaw strategy toward reading comprehension ability in narrative text.

CHAPTER IV

DATA PERSENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

This research was to obtain the effect of using Jigsaw strategy toward reading comprehension of the second year students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan HilirRegency. But, the writer only focused on narrative text. The data of this research were the scores of students' post test. The writer gave pre test to all of the population to determine two classes as the samples. It was found that class VIIIA was the experimental group and VIIIB was the control group.

The data were obtained by giving post test to the experiment and control group. The result of reading test was evaluated by concerning four components:

- a. Identifying the communicative purpose in narrative text
- b. Identifying text organization in narrative text
- c. To infer what the happened in narrative text
- d. To understand the meaning in narrative text

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedures:

- a) Both groups (experimental group and control group)were asked to express their idea in narrative text.

b) The teacher evaluated from the test based on reading ability in narrative text aspects that consist of finding communicative purpose, identifying text organization, to infer what the happen in narrative text, and understanding the meaning in narrative text.

Table 3
The Statistics of Experimental and Control Group

Classes	Mean	Median	Mode	Std. Deviation
Experimental Group	69.83	70	70	11.06
Control Group	57.15	55	60	10.46

Based on the table, experimental group had mean (69.83), median (70), and standard deviation (11.06). Control group got mean (57.15), median (55) and standard deviation (10.46).

In teaching process, the writer also observed the use of Jigsaw strategy towards reading comprehension in narrative text of the second year students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency. The purpose of observation was only to describe the condition of classroom participation itself. The observation was conducted by English teacher. The writer treated experimental class for eight meetings by using Jigsaw strategy and all of meetings had been observed by English teacher in every meeting. The data observation can be seen as follows:

Table 4
The Recapitulation of the Data Observation

No	Item Observed	Categories	
		Yes	No
1	Teachers divides students into 5 or 6 in a Jigsaw group	✓	
2	One student should be appointed as the group leader	✓	
3	The day's lesson is divided into 5-6 segments (one for each member)	✓	
4	Each student is assigned one segment to learn.	✓	
5	Students should be given time to read over their segment at least twice.	✓	
6	Temporary experts group should be formed in which one students from each Jigsaw group join other student assigned to the same segment.	✓	
7	Students come back to their Jigsaw group.	✓	
8	Students present their segment to their group.	✓	
9	The teacher needs to float from group in order to observe the process.	✓	
10	A quiz on the material should be given at the end.	✓	
	Total		

Based on the table observation above, the writer implemented 10 steps Jigsaw strategy on eight meetings. In the first, second, third, fourth, until tenth steps, the writer did eight times or 100%. It indicated that writer practiced this item very well.

2. Technique of Data Analysis

In order to find out whether or not there is a significant effect of using Jigsaw strategy toward reading narrative text, the data were analyzed statistically. In analyzing the data, the writer used scores of the experimental and control group. The data were analyzed by using the statistical method. In this research, the writer used "T" test as formula as follows.¹

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o = Table Observation

M_x = Mean score of Experimental Class

M_y = Mean Score of Control class

SD_x = Standard Deviation of Experiment class

SD_y = Standard Deviation of Control class

N = Number of students/Sample

The t-test is obtained by considering the degree of freedom (df) = (n₁+n₂)-2.

Statistically the hypotheses are:

H₀: $t \leq t_{table}$

H_a: $t > t_{table}$

H₀ is rejected if $t < t_{table}$ or there is no significant effect of using Jigsaw strategy toward reading narrative text.

¹. Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar.(2009),p.208

Ha is accepted if $t_{\text{hitung}} > t_{\text{table}}$ or there is significant effect of using Jigsaw strategy toward reading narrative text.

3. The Data of Experimental Group

There were 20 items of reading test given to the respondents in this research. From the test, it was obtained that the lower is 35 and the higher score is 80. The mean is 69.83, median 70, and standard deviation is 11.06. The data were obtained from the research by using manual system.

The data description of reading narrative test in experimental group.

Table 5
The Frequency Distribution of Reading Narrative Test in Experimental Group

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
80 - 100	9	30,00%	30,00%	30,00%
70 - 79	14	46,67%	46,67%	76,67%
60 - 69	4	13,33%	13,33%	90,00%
50 - 59	1	3,33%	3,33%	93,33%
0 - 49	2	6,67%	6,67%	100,00%
Total	30	100,00%	100,00%	

The table above shows that from 30 respondents is interval 80-100, the frequency is 9 students (30.0%), 70-79 the frequency is 14 students (46.67%), 60-69 the frequency is 4 students (13.33%), 50-59 the frequency is 1 student (3.33%), and 0-49 the frequency is 2 students (6.67%).

4. The Data of Control Group

There were 20 items of reading test given to the respondents in this research. From the test, it was obtained that the lower is 40 and the higher score is 80. The mean is 57.15, median 55, and standard deviation is 10.46. The data were obtained from the research by using manual system.

The data description of reading narrative test in control group.

Table6
The Frequency Distribution of Reading Narrative Test in Control Group

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
80 - 100	2	6,67%	6,67%	6,67%
70 - 79	4	13,33%	13,33%	20,00%
60 - 69	8	26,67%	26,67%	46,67%
50 - 59	11	36,67%	36,67%	83,33%
0 - 49	5	16,67%	16,67%	100,00%
Total	30	100,00%	100,00%	

The table above shows that from 30 respondents is interval 80-100, the frequency is 2 students (6.67%), 70-79 the frequency is 4 students (13.33%), 60-69 the frequency is 8 students (26.67%), 50-59 the frequency is 11 students (36.67%), and 0-49 the frequency is 5 students (16.67%).

5. The Effect of Using Jigsaw Strategy towardSReading Comprehension of the Second Year Students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency.

To obtain the data about the effect of using Jigsaw strategy toward reading comprehension of the second year students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency, especially in reading narrative text,the writer acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the tests given to the students were taken into account. Too difficult or too easy often showed the low reliability. Item difficulty was determined as the proportion of the correct responses. It was held pertinently to the index difficulty, in which it was generally expressed as the percentage of the students who answered the question correctly.

The formula for item difficulty is as follows:

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

Where FV : Index of difficulty or Facility value

R : The number of correct answer

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the writer gave to the respondents. The items that did not reach the standard level of difficulty were excluded into new items appropriately. Heaton, states that prepared in practice to accept items with facility between 0.30 and 0.70.²

The standard level difficulty is < 30 and > 70. Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. It can be seen in the following tables:

Table 7
The Students are Able to Identify the Communicative Purpose

Variable	Identifying the Communicative Purpose				
Item No	3	8	13	18	30
Correct	22	17	20	26	
P	0,73	0,57	0,67	0,87	
Q	0,27	0,43	0,33	0,13	

Based on the table above, the proportion of correct answer for item number **3** shows the proportion of correct **0.73**, item number **8** shows the proportion of correct **0.57**, item number **13** shows the proportion of correct **0.67**, item number **18** shows the proportion of correct **0.87**. Based on the standard level

²Heaton, J.B. *Writing English Language Test*. New York. Longman Inc. 1988.p.178-179

of difficulty “p” <0.30 and > 0.70, it points out that item difficulties in average of each items number for identifying the communicative purpose are accepted.

Table 8
The Students are Able to Identify Text Organization

Variable	Identifying text Organization				
Item No	2	7	12	17	30
Correct	23	14	21	21	
P	0,77	0,47	0,70	0,70	
Q	0,23	0,53	0,30	0,30	

Based on the table above, the proportion of correct answer for item number **2** shows the proportion of correct **0.77**, item number **7** shows the proportion of correct **0.47**, item number **12** shows the proportion of correct **0.70**, item number **17** shows the proportion of correct **0.70**. Based on the standard level of difficulty “p” <0.30 and > 0.70, it points out that item difficulties in average of each items number for identifying text organization are accepted.

Table 9
Students are Able to Infer What the Events Happen in Text

Variable	Inferring What the Events Happen in Narrative Text				
Item No	5	10	15	20	30
Correct	19	19	21	28	
P	0,63	0,63	0,70	0,93	
Q	0,37	0,37	0,30	0,07	

Based on the table above, the proportion of correct answer for item number **5** shows the proportion of correct **0.63**, item number **10** shows the proportion of correct **0.63**, item number **15** shows the proportion of correct **0.70**, item number **20** shows the proportion of correct **0.93**. Based on the standard level of difficulty “p” <0.30 and > 0.70, it points out that item difficulties in average of each items number for inferring what the events happen in narrative text are accepted.

Table 10
Students Are Able to Understand the Meaning in Narrative Text

Variable	Understand The Meaning				30
Item No	4	9	14	19	
Correct	21	19	21	27	
P	0,70	0,63	0,70	0,90	
Q	0,30	0,37	0,30	0,10	

Based on the table above, the proportion of correct answer for item number 4 shows the proportion of correct **0.70**, item number 9 shows the proportion of correct **0.63**, item number 14 shows the proportion of correct **0.70**, item number 19 shows the proportion of correct **0.90**. Based on the standard level of difficulty “p” < 0.30 and > 0.70 , it points out that item difficulties in average of each items number for understanding the meaning in narrative text are accepted.

Table 11
The Classification of Experimental Group of the Second Year Students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency

No	Categories	Interval	Frequency	Percent
1	Very Good	80 - 100	9	30,00%
2	Good	70 - 79	14	46,67%
3	Enough	60 - 69	4	13,33%
4	Less	50 - 59	1	3,33%
5	Bad	0 - 49	2	6,67%
	Total		30	100,00%

Based on the table 10 about the classification of experimental group of the second year students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency, the output from 30 students shows the category number 1 there is frequency (30%), the category number 2 there is frequency (46.67%), the category number 3 there is frequency (13.33%), the category number 4 there is frequency (3.33%), and the category number 5 there is frequency (6.67%). The table above shows that the highest percentage of experimental group is 46.67%. Thus, the majority of the students in this regard are classified into **Good**.

Table 12
The Classification of Control Group of the Second Year Students at
MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency

No	Categories	Interval	Frequency	Percent
1	Very Good	80 - 100	2	6,67%
2	Good	70 - 79	4	13,33%
3	Enough	60 - 69	8	26,67%
4	Less	50 - 59	11	36,67%
5	Bad	0 - 49	5	16,67%
	Total		30	100,00%

Based on the table 11 about the classification of experimental group of the second year students at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency, the output from 30 students shows the category number 1 there is frequency (6.67%), the category number 2 there is frequency (13.33%), the category number 3 there is frequency (26.67%), the category number 4 there is frequency (36.67%), and the category number 5 there is frequency (16.67%). The table above shows that the highest percentage of experimental group is 36.67%. Thus, the majority of the students in this regard are classified into **less**.

B. The Data Analysis

The data of the statistical result were divided into two parts. The data were obtained through pre-test and post-test. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and standard deviation (SD).

The result of the mean score of each class was found by using the following formula:

$$M = \sum \frac{x}{N} \quad \text{For Experimental Group}$$

$$M = \sum \frac{y}{N} \quad \text{For Control Group}$$

While the formula of standard deviation as follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad \text{For Experimental Group}$$

$$SD_y = \sqrt{\frac{\sum x^2}{N}} \quad \text{For Control Group}$$

The analysis of data the students for Experimental and Control Group is explained in the following table:

Table 13
Mean and Standard Deviation

	Experimental		Control	
	Pre-Test	Post-Test	Pre-Test	Post-Test
M	56,33	69,83	56,00	57,17
SD	13,47	11,06	9,25	10,46
	23,97%		2,09%	

1. Experimental Group (X)

$$X = \frac{69,83 - 56,33}{56,33} \times 100\%$$

$$X = \frac{13,50}{56,33} \times 100\%$$

$$X = 23,97\%$$

2. Control Group (Y)

$$X = \frac{57,17 - 56,00}{56,00} \times 100\%$$

$$X = \frac{1,17}{56,00} \times 100\%$$

$$X = 2,09\%$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental

group is increasing 23.97% while the percentage from pre-test to post-test of control group is increasing 2.09%.

Table 14

Mean and Standard Deviation for Pre-Test

No	Score		X	Y	X ²	Y ²
	X'	Y'				
1	65	60	8,67	4,00	75.1689	16
2	50	45	-6,33	-11,00	40.0689	121
3	60	60	3,67	4,00	13.4689	16
4	70	60	13,67	4,00	186.8689	16
5	30	45	-26,33	-11,00	693.2689	121
6	45	50	-11,33	-6,00	128.3689	36
7	35	55	-21,33	-1,00	454.9689	1
8	20	45	-36,33	-1,00	1319.869	121
9	75	55	18,67	-1,00	348.5689	1
10	45	40	-11,33	-16,00	128.3689	256
11	60	70	3,67	14,00	13.4689	196
12	55	55	-1,33	-1,00	1.7689	1
13	65	60	8,67	4,00	75.1689	16
14	65	65	8,67	9,00	75.1689	81
15	45	55	-11,33	-1,00	128.3689	1
16	60	70	3,67	14,00	13.4689	196
17	65	65	8,67	9,00	75.1689	81
18	45	65	-11,33	9,00	128.3689	81
19	80	60	23,67	4,00	560.2689	16
20	55	40	-1,33	-16,00	1.7689	256
21	45	45	-11,33	-11,00	128.3689	121
22	60	55	3,67	-1,00	13.4689	1
23	65	60	8,67	4,00	75.1689	16
24	55	60	-1,33	4,00	1.7689	16
25	60	45	3,67	-11,00	13.4689	121
26	65	50	8,67	-6,00	75.1689	36
27	55	55	-1,33	-1,00	1.7689	1
28	65	80	8,67	24,00	75.1689	576
29	80	50	23,67	-6,00	560.2689	36
30	50	60	-6,33	4,00	40.0689	16
	X = 1690	Y = 1680	$\sum X=0$	$\sum Y=0$	$\sum X^2 = 5.446,67$	$\sum Y^2 = 2.570,00$

X = Experimental Class

Y = Control Class

$$M_x = \sum \frac{x}{N} = \frac{1.690}{30} = 56,33$$

$$M_y = \sum \frac{y}{N} = \frac{1.680}{30} = 56,00$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{5.446,67}{30}} = \sqrt{181,57} = 13,47$$

$$SD_y = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{2.570,00}{30}} = \sqrt{85,67} = 9,25$$

Table 15
Data Mean Standard Deviation for Post Test

No	Score		X	Y	X2	Y2
	X'	Y'				
1	80	70	1,17	12,83	103.43	164.61
2	75	50	5,17	-7,17	26.73	51.41
3	75	60	5,17	2,83	26.73	8.01
4	70	60	0,17	2,83	0.03	8.01
5	45	50	-2,83	-7,17	616.53	51.41
6	60	50	-9,83	-7,17	96.63	51.41
7	50	55	-19,83	-2,17	393.23	4.71
8	35	45	-34,83	-12,1	1213.13	148.11
9	80	55	10,17	-2,17	103.43	4.71
10	60	40	-9,83	-17,17	96.63	294.81
11	70	80	0,17	22,83	0.03	521.21
12	70	60	0,17	2,83	0.03	8.01
13	80	60	10,17	2,83	103.43	8.01
14	80	65	10,17	7,83	103.43	61.31
15	60	55	-9,83	-2,17	96.63	4.71
16	75	70	5,17	12,83	26.73	164.61
17	80	70	10,17	12,83	103.43	164.61
18	60	70	-9,83	12.83	96.63	164.61
19	70	60	0,17	2,83	0.03	8.01
20	70	40	0,17	-17,17	0.03	294.81
21	70	45	0,17	-12,17	0.03	148.11
22	75	55	5,17	-2,17	26.73	4.71
23	80	60	10,17	2,83	103.43	8.01
24	70	60	0,17	2,83	0.03	8.01
25	75	50	5,17	-7,17	26.73	51.41
26	80	50	10,17	-7,17	103.43	51.41

27	70	55	0,17	-2,17	0.03	4.71
28	80	80	10,17	22,83	103.43	521.21
29	80	40	10,17	-17,17	103.43	294.81
30	70	55	0,17	-2,17	0.03	4.71
	X = 2095	Y = 1715	$\sum X=0$	$\sum Y=0$	$\sum X^2 = 3.674,17$	$\sum Y^2 = 3.284,17$

X = Experimental Class

Y = Control Class

$$M_x = \sum \frac{x}{N} = \frac{2.095}{30} = 69,83$$

$$M_y = \sum \frac{y}{N} = \frac{1.715}{30} = 57,17$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3.674,17}{30}} = \sqrt{122,47} = 11,06$$

$$SD_y = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3.284,17}{30}} = \sqrt{109,47} = 10,46$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{69,83 - 57,17}{\sqrt{\left(\frac{11,06}{\sqrt{30-1}}\right)^2 + \left(\frac{10,46}{\sqrt{30-1}}\right)^2}}$$

$$t_o = \frac{12,66}{\sqrt{\left(\frac{11,06}{\sqrt{29}}\right)^2 + \left(\frac{10,46}{\sqrt{29}}\right)^2}}$$

$$t_o = \frac{12,66}{\sqrt{\left(\frac{11,06}{5,38}\right)^2 + \left(\frac{10,46}{5,38}\right)^2}}$$

$$t_o = \frac{12,66}{\sqrt{(2,06)^2 + (1,94)^2}}$$

$$t_o = \frac{12,66}{\sqrt{(4,24)^2 + (3,76)^2}}$$

$$t_o = \frac{12,66}{\sqrt{8}}$$

$$t_o = \frac{12,66}{2,83}$$

$$t_o = 4,47$$

The computed was 4.47. So, it can be said that H_0 is rejected and H_a is accepted because t obtained is bigger than Null. In other words, there is significant effect of using Jigsaw strategy on students' reading ability in narrative text.

By observing the data analysis, it can be described that the coefficient T-test is 4.47 intended to prove whether there is significant effect of using Jigsaw strategy at the 5% grade of significance or not at the 1% grade of significance that the level of T-test is 4.47, the T-table are compared by getting the degree of freedom (df). To get the level of "df", the following formula is used:

$$df = (N1 + N2) - 2$$

$$df = (30 + 30) - 2$$

$$df = 60 - 2$$

$$df = 58$$

The degree of freedom is 58 (see appendix). Because the degree of freedom is 58, it is unfound in the table. So the writer took 60, because it is near as "df" that it can be seen in T-table at the 5% grade of significance that refers to 2.00. While in the level of significance 1% is 2.65. So it can be analyzed that t_{obt} is higher than T-table in either at 5% or 1%. It can be read that $(2.00 < 4.47 > 2.65)$.

Based on the score above, the writer can conclude that the first hypothesis can be accepted. It means that there is significant difference between using Jigsaw strategy and conventional strategy on students' reading narrative text at the second year students of MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is one of four language skills should be mastered by students. Based on the School-Based Curriculum, in reading English skills for Junior School, there are three basic competences should be achieved by the students of the second year of Junior High School at the second year semester. First, the students are able to read aloud the meaning of functional text and short essay in recount and narrative texts by spelling, stressing, and intonation. Second, the students are able to respond the meaning of functional texts and short essays accurately, fluently, and understandable with the closest environment, such as mysteries, science fiction, romances, horror stories, adventure stories, legends, historical narratives, personal experience and so on. Third, the students are able to respond the meaning in short essay accurately, fluently and understandable in daily life, especially in narrative text.

After analyzing the data, the writer found there is significant effect of using Jigsaw strategy towards students' reading ability in narrative text at MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir regency. It can be seen from the result of T-test calculating is 4.47. It is bigger than standard on the critic table of T-test that is 2.68 in 1% or 2.01 in 5%, it can be read $2.01 < 4.47 > 2.68$. Regarding the result above, H_a is accepted and H_o is rejected.

B. Suggestion

Based on the research findings above, the writer would like to give some suggestions. First, the head master of MTs Perguruan Nurul Islam Sungai Segajah of Rokan Hilir Regency to give the teacher support to teach better, especially for English teachers, and complete the facilities of teaching learning process, give directions to the English teachers about some English teaching strategies suitable for students. Second, the English teacher should realize that Jigsaw strategy is one of the good strategies. It should be implemented in the activity of learning process. Because nobody can solve his/her problem in learning alone. Jigsaw strategy can be used in all of the subjects and levels of education. In the class learning, the students have different ability, background, and gender. Using Jigsaw strategy can solve their problem in learning. Third, the students should pay more attention to the lesson that has been explained by the teacher. And the last is the students should more often read the English books. Read the books wherever you are, because *“the more you read, the more you get”* and don't forget to practice it, because *“practice make perfect”*.

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