Knowing a language means being able to produce an infinite number of sentences an infinite number of sentences never spoken before and to understand sentences never heard before (Chomsky: 2006). Chomsky refers to this ability as the “creative aspect” of language. (Chomsky: 2006). Furthermore, English plays an important role in international relationship among countries.

That is why English is administered as a compulsory subject taught from the elementary up to the university level of education in Indonesia. English is the foreign language in Indonesia (Harmer: 2007). Most of people think English is difficult. It makes them think that learning English is useless. But actually, in this modern society, English becomes more important as tool of communication. From these facts, students are not only expected to speak English fluently but they also have to be able to fulfill four language skills, speaking, reading, writing and listening. These four skills are integrated and related to each other.

Based on Standard-Competence and Based-Competence curriculum (KTSP) (Depdiknas: 2006), all skills in teaching and learning English there are integrated to each other must be learned and taught by students and teacher, including reading skill. The teaching of reading comprehension at enabling to master the functional text and monologue texts or paragraphs in the form of narrative, descriptive, recount, procedure, and report in addition.

Reading is one of our skills be speaking, listening and writing that should be mastered by students in junior high school. The aim of teaching reading in junior high school to comprehend the meaning of simple written text that related with their environment and to developed the students’ reading skills so that they can read the text effectively and efficiently (Depdiknas: 2006).

Reading is one of the important skills in English because it gives many benefits for us (Brown: 2001). Moreover Reading is the window of the world (Harmer, 2007). By reading, the students can get more knowledge and information from books, magazines, newspaper and others. Naturally, Reading is a complex process because it includes transferring the message between writers and readers who have different background of knowledge (Kusen: 2011).

Based on the Standard-Competence and Based-Competence curriculum (KTSP) narrative text is one of the texts that have to be taught by the teacher in Junior High School (Depdiknas: 2006). The teacher should have kinds of way to make their students understand narrative text. Students have to achieve the target in Competence Standard and Basic Competence. Based on Competency Standard in syllabus of KTSP 2006, students have to compre-
hend the simple text that related with their environment besides the generic structure, social function, and language feature of narrative text.

Learning narrative text is so important in Junior High School because it is the one of standard that must be achieved by eight grade students at Junior High School based on Competency Standard and Basic Competency. Thus students have to comprehend narrative text well, so they can pass this level.

Based on the researchers’ observation on 9th of March 2016 in MTs Assalam, it was found some instructional problems in teaching reading. First, the students were not enthusiast in joining the lesson, because they feel difficult to understand English lesson. Second, the students did not know the meaning of almost words in the text that makes the students more reluctant in the class. This also makes the students hard to comprehend the text.

This research takes place at MTs Assalam Parasrejo Phjentrek. It is one of Islamic Private Junior High School in Pohjentrek district that located in Parasrejo village. The researcher chooses this school because most of the students had problem in comprehending narrative text. The teacher said that one of the causes is in reading. Most of the students have weakness in reading comprehension.

The researcher also interviewed the students. Most of them claimed English was the difficult lesson especially in reading. They could not understand the text because of several reasons. First, they did not know the meaning. The second the students always felt bored with the situation in learning English because the teacher always used the same way to teach in every meeting. And the third, the students’ experienced difficulties in defining the generic structure of Narrative text. So, the classroom atmosphere was uninteresting.

In relation to this, the researcher chooses Jigsaw as the alternative technique in teach reading narrative text. Jigsaw is the appropriate method which demands the students on 4 until 6 groups, the name of home teams (Suprijono, 2009). Each group consists of 5-6 group members from the mixture among students who have various abilities. Each origin group members meet in expert group to study material which is assigned to each group member. After discussion, they bring the result of discussion to the original group members and tell to his/her group members for the material completeness. Jigsaw is one of the appropriate methods that can be used in teaching reading because jigsaw is cooperative learning method that promote better learning, improve students motivation and increase enjoyment in learning process (Suprijono, 2009).

Jigsaw technique is believed as being able to give chance for students to be involved in discussion, has courage and critical thinking and is willing to take responsibility of his/her own learning (Suprijono, 2009). The students will be more active to work together with their team group. They will feel fresh in their learning because they find something new. Jigsaw will help them to understand Narrative text. This technique is very useful to them in learning narrative text.

Based on background above, the researcher will conduct the research entitled “The Use of Jigsaw Technique in Improving Students Reading Comprehension in Narrative text at MTs Assalam Pohjentrek”.

Based on the background stated above, the researcher formulates the problem of this study as follows: “How can Jigsaw technique improve the eight graders reading comprehension in narrative text at MTs Assalam Pohjentrek?”

Based on the statement of the problems which are mentioned above, the objective of the study is to know how Jigsaw technique can improve the eight graders in reading comprehension on narrative text at MTs Assalam Pohjentrek.

REVIEW OF LITERATURE

In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately the people find many problems in reading.

Reading comprehension is defined as the construction of meaning of written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in particular context (Haris and Hodge in Fresch:2008). Relating to the definition above, the reader who has to have the balanced knowledge and experience must be able to adjust the source of information into adaptable context. So, reading comprehension is not only read the text, but also comprehend.

Kusen (2011) stated that reading comprehension entails three important elements. The first important element of reading comprehension is the reader. When he or she in the purpose of comprehending the text, must have a wide range of capacities and abilities. They include cognitive capacities, motivation and various types of knowledge. The sec-
ond element is the text. The features of the text have a large effect on comprehension. Comprehension does not occur by simple extracting meaning of from text. The last important element is the activity. Reading always has purposes.

The teacher needs to find the strategy for teaching that can be useful for the students to improve their reading comprehension those strategies can be an alternative way for the teacher to teach the students.

According to Brown (2001), techniques are various activities that either teachers or learners perform in the classroom. Before entering the classroom, the teacher has any idea to keep students enjoyable in the class. Price (2013) suggest on how to engage students and hold their interest in learning. Some ideas include by delivering clear explanations, not talking too fast, using humor to the advantage, connecting learning to students’ real lives, and using multiple teaching methods or techniques in most classes.

In classroom practice, there are many kinds of technique for teaching reading. They are contextual teaching and learning, three phrase techniques, jigsaw technique, K-W-L (Know, Want to know, Learn) technique, FFF (Folded File Folder) technique, SQ3R (Survey, Question, Read, Recite, Review) technique, PQRST (Preview, Question, Read, Summarize, and test), cubing, and sentence verification technique. But, the researcher here only focuses on the use of jigsaw technique for teaching reading.

According to Slavin (1995), jigsaw is one of the working group or cooperative activities which are applicable in the teaching reading comprehension. It is one type of the simplest method of cooperative learning. It is developed by Elliot Aronson at the University of California. This is the way to give stimulus for the students to be motivated to learn so that they will be able to read better and get better achievement. Teaching reading will be easier because this way asks the students to be active in the class. They will be in the team consisting of various good students and weak students. Every team consist of 5-6 students and they will study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in a team should be responsible for her/his own material to the member of his/her own team.

In relation with reading, curriculum is stated that standard competence of reading is to comprehend the simple interpersonal and transactional written text either formal or informal, in the forms of descriptive, recount, narrative, procedure and report. In Indonesia, teaching reading should follow the procedure of the institutional level curriculum KSTP 2006 (Depdiknas 2006). KTSP is the revision of curriculum 2004, which had implemented semester system.

Based on Curriculum Based on Educational Level (KTSP), the instructional objective of reading or eight grade is orally communication and written use kinds of language in interaction context or monolog especially about text formed (descriptive and procedure). In this case, descriptive is one the texts are given for the eight grade students of Junior High School as the teaching material in the second semester. It is stated in the 2010 KTSP that descriptive is given in class in order to make students able to understand a simple short monolog in the form of descriptive text to increase the students reading comprehension.

To teaching in English at MTs Assalam Pohjentrek, the teacher needs to use syllabus as the basic teaching due to the fact that it consists of competence standard and basic competence. Therefore, there is a part of syllabus of teaching reading narrative text in MTs Assalam Pohjentrek for eight grade in semester 2. The original syllabus of MTs. Assalam Pohjentrek based on KTSP 2006.

Cooperative learning is part of group of teaching/learning techniques when students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. Nurhadi (2004) defines cooperative learning as a learning as a learning approach focusing of the use of small groups of students who works together so that learning condition is maximized to attain learning objectives.

The strategy is an efficient teaching method that also encourages reading, engagement, interaction, peer teaching and cooperative by giving each member of the group an essential part to play in the academic activity (Rahmatawi;2012).

Narrative text is one of the texts that should be mastered by junior high school students. A narrative text is an imaginative story to entertain people. According to Anderson& Anderson (2003) narrative is a text that teells a story and, in doing so, entertains the audience. The purpose of narrative, other than providing, entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their motion. This is the components of narrative text. Generic structure, there were orientation, complication, and resolution. And language feature. Written narratives often take from the form of novels. Narrative could be inform of such as fairy stories, legends, fable, etc.
METHOD

This research was designed as classroom action research (CAR). The researcher used the classroom action research to improve students reading comprehension by using jigsaw as an appropriate method for teaching reading narrative text. The use of design was in line with the problem that the researcher tried to solve. The researcher wanted to develop technique which could be used in teaching reading and to solve the classroom problems in teaching reading, especially narrative text.

The setting of this research was in MTs. Assalam Parasrejo Pohjentrek. The researcher chose the eight grade students in 2015/2016 academic year as the subject of the research. There were 15 students which consisted of 9 boys and 6 girls. The objective of this research was to improve the students’ reading comprehension in narrative text using jigsaw technique.

The researcher used four kinds of instrument. They were observation, interview, test and document. The observation was used to gather data about students’ activity in teaching learning process. In this observation, the English teacher as the collaborator observer where she observed the student’s activity whether the students’ were active or not. Then, the researcher interviewed to the English teacher. The researcher prepared the questions before the objects were allowed some latitude to answer their own way. The interview was done on March, 16th 2016.

The researcher gave reading test to know how the student comprehended the text. It was used to measure the students’ improvement in Reading using Jigsaw. The test was conducted in the last meeting in two cycles. There were two meeting for each cycle, so the test was conducted twice times. The form of test was writen test. In doing the test, the teacher also implemented jigsaw technique.

The last, the researcher used documentation as an instrument to know the real condition in the classroom. The pictures were taken by researcher during implementing the action. The researcher used the camera to take the pictures. In this section the researcher presented kind of data that researcher got from each instrument. Besides, the documents e.g the syllabus, the lesson plan, etc. Were gathered as supporting data.

The data of observation checklist were in the form of qualitative data. The qualitative data was used to describe the students’ activeness and teachers’ performances during teaching and learning process in the classroom. The researcher uses the observation checklist to analyze the students’ activity in the classroom. The observation was done from May, 11th 2016 until May, 19th 2016.

This classroom research consisted of two cycles. The researcher started the research by preliminary study for identifying the real problems in the teaching learning of reading as well as finding out a general description about students’ ability in the study of English subject. And then, the researcher began to design planning, action, observation and reflection. The researcher began the preliminary study on March, 16th 2016. This study was aimed to identify and to formulate the problem that happened during the process of teaching and learning process. Besides, the researcher wanted to know the condition and the difficulty faced by the teacher and students in teaching and learning English.

This section, the researcher found several problems. There were the students were not enthusiastic with the lesson, the students found difficulty to comprehend the grammatical feature of narrative text, and the students did not know the meaning of words in the text. These problems made the students hard to comprehend the text.

Then, the researcher interviewed English teacher, she said that it was very difficult to teach reading narrative text for the seventh grade students of MTs. Assalam Pohjentrek. It was caused by several reasons. First, the students’ had low of motivation. They thought English was difficult lesson. Second, they had lack of vocabulary, so it made students could not understand the text well.

Before starting the action, the researcher made a planning. The researcher made a preparation of the action based on the result of preliminary study. In this planning, the researcher prepared the material, the lesson plan and the criteria of success. The researcher prepared the material for reading activity. The material was in the form of reading texts. The texts were taken from internet.

The researcher prepared 2 lesson plans of 2 meetings in every cycle. Thus, the researcher made 4 lesson plans to support the research. The lesson plans were based on standard competence and basic competence for eight class. Criteria of success were set up to determine whether the action in the research was successful or not. This research was if 80% of students’ got 75 as the minimum score (KKM). If there was no more than 80% of students’ who could not get at least 75.

In every meeting, there were pre-activities. In the pre-activities, the students were given brainstorming or apperception by the researcher to introduce
the topic to the students’. Then, in whilst activities, the researcher explained about narrative text as well as the generic structure and language feature of narrative text. Then, the researcher gave instruction to the students with grouping into home group and expert group. The first group was chosen by the teacher and the second group was from the number of piece of paper text that they got from their first group. And the researcher gave the test for identifying the generic structure and language features of the text. After that, they got test with their first group. Moreover, the activities would be done as the lesson plan arranged.

A collaborator was chosen to help the researcher to observe the teaching and learning process during the research. The collaborator was the English teacher of the eight grader students at MTs Assalam Pohjentrek from the observing, the researcher got several data with the instruments. The decision of the further meeting in the classroom action research to be continued or terminated was taken based on the reflection.

FINDING AND DISCUSSION

Based on the observation, the researcher found some facts happened in the classroom during learning process. It was conducted on 11th May 2016 and 12th May 2016. It had 2 meetings with time allocation 2 x 40 minutes for each meeting. In this stage, the researcher had three things, they are: preparing the lesson plan, preparing the material and preparing the criteria of success. The researcher used jigsaw technique of this research, and the genre was narrative text entitled The Legend of Banyubiru, Kancil and the Farmer, the Legend of Kesodo Feast, and the Ugly Duckling and Friend.

The first meeting was conducted on May 11th 2016 at MTs Assalam Pohjentrek. The English instruction was held at 07.00 am to 08.30. The indicators of this meeting were as started in the lesson plans (RPP). The time of meetings was 2 x 40 minutes. The researcher divided this meeting into pre activities, whilst activities and post activities. The second meeting was done on Thursday, May 12th 2016. The class began at 07.00 – 08.30 am.

The first activities were done by giving apperception question which aimed at introduce students about the topic material. In main activity, before the researcher started the lesson, the researcher began using jigsaw technique by asking to the students to make groups consisting of three students for each group. In post activity, the researcher gave feedback and concluded the material had been learnt. After that, the researcher closed the class by greeting the students.

The second meeting, researcher reviewed the material in the first meeting, divided the students in groups, and then continued to conduct the test. The topic for second meeting was “The Ugly Duckling and Friend” and “The Legend of Kesodo feast”. In this activity, the researcher gave greeting, and the researcher reviewed the lesson before. In main activity, the researcher asked the students to make a group as like previous meeting. In post activity, the researcher gave feedback and concluded the material had been learnt. After that, the researcher closed the class by greeting the students.

From the data obtained by using observation of students’ activity, many students were active in learning activity. The researcher and the teacher observed the activity by using observation checklist. It was used to find out what extent the action research resulted the objective. The observer observed the attantion of student in the classroom during teaching learning process. Then, the collaborator observed students’ activeness and enthusiasm in the classroom. There were 8 passive students in the classroom. The researcher monitored the students’ work in a group. It was reported that the students were able to follow the instruction using jigsaw technique as good as possible, but there were some students got difficultly an applying it. The researcher observed students ability to discuss the narrative text by using jigsaw technique. The students seemed still difficult to understand the content of text. And the students also low in read the narrative text. The tst in chycle one, was done in the second meeting. The researcher ask the students to answer the question consist 10 question as the test.

In cycle one, researcher found some problems. The researcher found many students still did not understand how to discuss narrative text with jigsaw technique. The students did not understand well about generic structure of narrative text, and they lazy to read and identify unfamiliar word from the narrative text. From those problem, researcher though that the next cycle was need to solve those problems and also to improve the students reading comprehension in narrative text through jigsaw technique. In this phase, the researcher and the collaborator analyzed the data gained from the test and observation checklist. There were 15 students who joined the test, but only 6 students’ passed the test. The result of data showed that 9 of 15 students did not reach the minimal score as 75. It means that 60% of the students could not achieve the standard score.
The researcher needed to conduct cycle two because the researcher still found some problems in cycle one the problems were many students still did not understand well about generic structure of narrative text, and they were lazy to read and identify unfamiliar word from the narrative text. The researcher tried to find the solution of those problems. To make students understand about generic structure, the researcher explained more detail the material of narrative text, for the second problem, the researcher used picture series rather than only single picture to support the success of implementing jigsaw technique.

In cycle two, the researcher also conduct the next reading test. This cycle consisted of two meetings, and in each meeting there were three phase namely; pre-activity, whilst-activity, and post-activity.

Time allotment was 80 minutes, in this activity the researcher gave explanation about the material, with showig the picture series of narrative text about “The legend of Toba lake” and “The story of Malin Kundang”. And then, they answered the question. The planning in cycle two was the follow up from cycle one. In the cycle two, the researcher had two meeting the researcher took “The legend of Toba lake” as the first theme on narrative text and in the second meeting the researcher took “The story of Malin Kundang” as the second theme on narrative text. In cycle two, teacher reviews the material in the first meeting about narrative text by using jigsaw technique. It was expected to remind students about the last material.

Beside that, the researcher also explained again about the definition of narrative text, generic structure of narrative text, the language feature of narrative text, and showed the picture series of narrative text.

The implementation of cycle 2 was revised based on the reflection of the previously cycle. This cycle presented some modification in the lesson plans. The modification was purpose to increase the class atmosphere which affected to progress of the media implementation, students’ motivation and students process in building sentences.

The first meeting was done on May, 18\textsuperscript{th} 2016. In this meeting the researcher explained the material more detail, gave simulation of jigsaw technique, divided the students in groups, and then continued to conduct the test and showed picture series of “The Legend of Toba’s Lake”. The researcher began the meeting with greeting and checking the students’ attendance list, started to make a students group, and begin the lesson.

The second meeting was done on May 19\textsuperscript{th}, 2016. In the second meeting, the teacher reviewed the material in the first meeting and then continued to conduct the test. The title of narrative text for the seconds meeting was “The story of Malin Kundang”. Similar to meeting one, in meeting two there was three phases; pre-activity, whilst-activity, and post-activity.

Based on the data collected through observation checklist of cycle two, it was found that almost the students followed actives during the teaching and learning process. They participated in the teaching and learning process activity and enthusiastically. The percentage of students’ involvement in the teaching and learning process in meeting three, 77% (active students’), and 33% (passive students). While in meeting four, 87% (active students), and 13% (passive students). So, the average of the students active were 81% and the average of the students passive were 19%. It prove that during teaching learning process in cycle two, the students was got increase than in cycle one.

For reflecting the result of data analysis on cycle two, the researcher concluded the data of observation checklist. It was found that the students involvement in teaching and learning process at the first and second meeting of cycle two was increased. The average of the students’ involvement on cycle two has been achieved 87% of students were active, easier in understanding the text, and interested with jigsaw technique during the teaching and learning process.

Besides, the result of observation checklist, showed the students’ behavior in teaching learning process, at the first and the second meeting was increased. The average of the students’ behavior in cycle two has been active since 87% of students were active and interested in reading comprehension activities, they also could understand the content of the story easier by using picture series in jigsaw technique. Based on the data from students’ reading score in cycle two, the researcher wanted to top the research. Because, the result of the data had achieved the criteria of success.

This part covers the discussion of the findings on the result of data analysis, which related to the activities in teaching reading narrative text by using jigsaw technique. The discussion based on how jigsaw technique can improve the students’ reading comprehension in narrative text.
In cycle one, the researcher found some problem faced by students in reading activities. The problem was most of students still had difficulties using jigsaw technique in teaching and learning process, and in understanding the narrative text. The students could not understand the sentence because unfamiliar word for them. The students were also still confused to understand the generic structure and language feature of narrative text. The result of cycle one could not reach the criteria of success because the researcher gave less explanation about the material and strategy to comprehend the text, and the research implemented unclear instruction of jigsaw technique. So, some of students were still difficult to comprehend the text. Besides that, some of students were not successful in reading test, because they had difficulties with unfamiliar words and not seriously in doing the test.

In cycle two, the researcher more gave more explanation about the material and used picture series, and gave simulation again using jigsaw technique in teaching reading. In the teaching and learning in cycle two, the researcher found that almost of the students followed the activities during the teaching and learning process. Moreover, they were more interested and they comprehend text easily based on the picture series in using jigsaw technique. It is line with what have been stated by Murray (2012) that the advantages of using jigsaw technique would be that each child has a part in the group. Each student is necessary to the success of the entire group. This would make students want to learn because they feel needed. It also allows each student to learn more. The whole can research different topics and they can all come back to share their research. All of the criteria of success could be archived after implementing jigsaw technique with picture series as media in two cycles. The percentage of the students’ reading score had improved gradually.

The result of the analysis on the students’ reading score showed that in the end of cycle one, 60% of students’ scored e” 75. There were 9 from 15 students were not successful. The cycle two has showed that 87% (13 of 15) of the students score e” 75, only 2 from 15 students got score below the criteria. The findings also confirmed that almost all of students were actively in the teaching and learning process. It was shown on the result of observation checklist during the meetings. The students’ involvement improved gradually.

CONCLUSION AND SUGGESTION

The conclusion that can be concluded is that jigsaw technique can improve the students reading comprehension on narrative text in eight grade of MTs Assalam Pohjentrek. Using jigsaw technique is more effective by the fact that students’ score in cycle two is higher than score in cycle one.

It was seen by the result of the test. The students’ score increased from the result of the test in cycle one to cycle two. In cycle one, the result of data showed that 9 of 15 students did not reach the minimal score as 75. It means that 60% of the students could not achieve the standard score. And in the cycle two here were only 2 students or 13% of students got score below the minimum score in cycle two. It meant there was 87% of students were successful. It showed us that the use of jigsaw technique could improve students’ comprehension on reading narrative text.

REFERENCES


