The Use of Jigsaw Technique to Improve Student's Reading Comprehension of Narrative Texts Via Wattpad Application

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Abstract

Reading comprehension is one of the most important skills for reading texts. This study aims to determine the increase in students' reading comprehension when learning narrative texts used jigsaw learning techniques and Wattpad learning media. This study used pre-experimental research. The population of this study were eighth grade students at MTs Al Falah Gajah, and this study used purposive sampling, that is, the sample was taken from 30 students. The researcher gave the students a pre-test and a post-test, which were used to measure and evaluate the results of the pre-test and post-test. Learning Data collected includes as many as 60 items, including pre-test and post-test multiple-choice questions related to narrative texts. Pre-test and post-test data were tabulated and analyzed by percentage. The data were analyzed used SPSS 26. Based on the results of the analysis, scores in the pre-test were lower than the mean scores in the post-test (33.8000<67.4667). The study concluded that the use of the jigsaw technique and the Wattpad application were effective in improving students' reading comprehension of narrative texts.

Keywords: Reading Comprehension, Jigsaw Tecnique, Wattpad Application, Narrrative Texs

Abstrak

Membaca pemahaman merupakan salah satu keterampilan yang sangat penting dalam membaca teks. Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa ketika mempelajari teks naratif menggunakan teknik pembelajaran jigsaw dan media pembelajaran Wattpad. Penelitian ini menggunakan jenis penelitian pra eksperimen. Populasi dalam penelitian ini adalah siswa kelas VIII MTs Al Falah Gajah, dan penelitian ini menggunakan purposive sampling, yaitu sampel diambil sebanyak 30 siswa. Peneliti memberikan tes awal dan tes akhir kepada siswa, yang digunakan untuk mengukur dan mengevaluasi hasil tes awal dan tes akhir. Data pembelajaran yang dikumpulkan sebanyak 60 butir soal, meliputi soal pilihan ganda pra tes dan tes akhir yang berkaitan dengan teks naratif. Data pra tes dan tes akhir ditabulasi dan dianalisis dengan persentase. Analisis data menggunakan SPSS 26. Berdasarkan hasil analisis, nilai tes awal lebih rendah dibandingkan nilai rata-rata tes akhir (33,8000<67,4667). Penelitian ini menyimpulkan bahwa penggunaan teknik jigsaw dan aplikasi Wattpad efektif dalam meningkatkan pemahaman membaca siswa terhadap teks naratif.

Kata Kunci: Keahhlian Membaca, Metode jigsaw, Wattpad Application, Teks Naratif

INTRODUCTION

English is a universal language that is accepted practically everywhere in the world. People need to be proficient in English in order to function in the modern world. Mutaqin & Haryudin (2020) state that, It is important to learn English and other foreign languages so that you may communicate with others, obtain information, share it globally, develop personal connections, and have a deeper understanding of various cultures.

English is currently a required subject in formal education (junior high school and senior high school). English is frequently the subject that students avoid the most because it is a foreign language. The students think English is difficult because they are used to using their mother languages. They are difficult to accept foreign languages.

Therefore, learning English must start from the basics. There are 4 basic abilities to learn English, one of which is reading. Manikandan & Kiran (2018) state that, The four major skills of language learning, listening, Speaking, reading and writing provide the right key to success.

Reading is one way to increase knowledge, but many students don't like reading English. They have problems in pronunciation and reading comprehension in English because they are not familiar and do not know the meaning of the text they read. Astarilla & Warman (2015) state, In order to obtain information from the English-language texts, reading is one of the abilities that students should be able to master while learning the language. To enable pupils to read English texts effectively and efficiently is the goal of reading instruction. They must, more crucially, understand the implicit meaning of the texts in addition to understanding their formal structure. The most popular way for pupils to acquire knowledge and develop their skills is through reading.

Reading comprehension involves reading a text and comprehending its message, context, main concept, and structure. (Syafitri et al., 2021).In practice reading comprehension is often used for reading that requires deep understanding, for example narrative texts. Narrative texts are readings that contain events that occurred in the past. This text can be a historical event or a series of fictitious stories that contain the imagination of the author. Reading comprehension is really needed in reading narrative text, because it contains a moral message. Students typically only read signs to understand the intent and meaning when practicing their reading because they are unable to comprehend a text. Thus, certain methods that are suitable for acquiring reading comprehension are required. A single one of them is the jigsaw method.

Accordimg to Perwitasari & Eka(2018), Jigsaw is a cooperative learning method created to help students become more responsible for both themselves and the other

students. The students are required to teach their own group of peers the materials that they have learned in class, in addition to learning those materials themselves.

In the learning process, learning media is needed which functions as an intermediary to convey the subject matter. Aisyah & Haryudin(2020) state, Learning media is a tool to support the learning process practically and effectively so that learning can proceed without difficulty and in line with rules. In the field of education, especially during the teaching and learning process at school, the usage of learning media or teaching materials is extremely significant.

The development of technology is growing faster, it also affects the world of education which must always be updated with technological developments. Therefore, digital learning media is the right choice to help teachers in the learning process. Doris Holzberger et al. (2013) as cited in Lin & Chen(2017), considered digital learning as the delivery of information using digital media (such as text or pictures) over the Internet; the learning materials and instructional strategies were designed to boost the learning of students and to advance their knowledge and abilities. Due to its flexibility, variety, and innovation, digital learning material offers both teachers and students a great deal of convenience.

Based on the pre-observations of researchers and interviews conducted with English subject teachers on April 8 2023, Students at Mts Al-Falah Gajah Baureno have very low enthusiasm in reading English. They often feel bored or sleepy when studying reading comprehension material, including narrative text material. Even though narrative texts are good and fun reading material because the texts that are taught have the aim of entertaining the reader. However, they have their own interest in the digital reading application that is currently trending among millennial youth, namely the Wattpad application.

The advantages of Wattpad learning media in the educational process, namely learning, will more likely catch students' attention and encourage a desire to study. Learning materials will have a clearer meaning so that students may grasp it better and use it to master and complete learning objectives. So that pupils don't grow bored and the teacher doesn't run out of energy, teaching techniques will be more varied and not just rely on the teacher narrating words. Due to the fact that they engage in more learning activities than merely listening to the teacher's explanations, such as observing, doing, exhibiting, playing, and so on, students are able to learn more (Pribadi, 2017:20).

Therefore, this research uses the Wattpad application to attract students' attention to be more enthusiastic in learning narrative texts. In addition, this research also uses the jigsaw technique which is an interactive learning technique so that students are not sleepy and bored during the learning process. The researcher hopes

that this combination can help students understand the text better and increase their interest in reading.

LITERATURE REVIEW

Reading is an interaction between the reader and the text in which all of the social and contextual aspects of the reader interact with all of the schematic data. Reading abilities are the ability to comprehend, read, and interpret written words on a page of an article or other reading material. A reader who has good reading comprehension skills will be able to quickly assimilate textual information. Reading becomes a lifelong hobby for someone who learns to do it. Additionally, in order to understand the author's point of view, the reader must always read critically. The only method to increase your reading ability is to read frequently. Instilling a reading culture or habit is part of having a hobby (Pratiwi & Pd, n.d., 2019).

According to Nikmah (2020), reading comprehension is the capacity to comprehend the text's meaning and combine it with prior knowledge. Along with writing, speaking, and listening, it's crucial to develop your reading comprehension skills. It is very helpful in assisting students in understanding English material. In the reading process, reading comprehension is crucial. On the other hand, reading comprehension refers to a student's capacity to comprehend a material and assimilate its meaning. Understanding information and ideas is what is meant by reading comprehension. Through the exchange of information between the author and reader in a particular type of writing. Understanding the text to learn the information is the entire point of reading.

One approach of cooperative learning that encourages students to be active and assist one another in mastering material to attain optimum accomplishment is the jigsaw technique. It is anticipated that using Jigsaw approaches will help pupils become more fluent in speaking German. And they'll be willing to voice their opinions. This method can improve instructor creativity in the classroom and will make discussions more cohesive. 2019 (Sampe et al.)

A narrative is a description of how something happened (a story) and is frequently told orally, though it is also possible to mimic a narrative. The narrative is frequently used in phrases like "written narrative," "oral narrative," etc. since it refers to the telling of the story rather than the story itself. A narrative is a work that narrates a series of fictional or non-fictional events in a constructive structure (written, spoken, poetry, etc.) (Purba, 2018). (Yunita, 2022) claims that Wattpad is a platform for reading and writing that has authors from many different nations that write in a variety of languages. Users can select the language of the tales they want, though. The students can easily read stories that are written in English. In order to increase readership, several well-known non-English stories have also been translated into English.

METHOD

The "one group pretest and posttest design," a pre-experimental technique, was employed in this study to conduct experiments on just one group. There is only one class in it. According to Sugiyono's theory, the pre-experimental approach, which includes a pre-test, treatment, and post-test, is used in this study. The MTS Al Falah, which is situated on Jalan Masjid Al Falah Sumuralas Gajah Baureno Bojonegoro, was the site of this study.

Complete data for around three months was discovered by researchers. April to June 2023. There are 30 students in the study sample. Since class VIII only had one class with 17 male students and 13 female pupils, total sampling was the sampling approach employed in this study. A test of narrative reading that was administered twice (pre-test and post-test) served as the study tool utilized to gather data.The pre-test was carried out at the first meeting by giving students 30 questions related to the reading comprehension of narrative texts. Next is the application of treatment, namely the process of implementing narrative text learning using jigsaw learning techniques and Wattpad application learning media. In this research, treatment was carried out four times with narrative text material of different genres at each meeting. The final stage is giving a post-test with the same number of questions.

After the data collection process is complete, the researcher processes the data obtained by analyzing the data. The pre-test and post-test scores are calculated and analyzed to get a score, percentage, and mean using SPSS 26. Apart from that, the researcher also carries out a normality test to find out whether the data distribution is normal. and carrying out eta square calculations to determine the effectiveness of using the jigsaw technique and Wattpad application in learning narrative text. Finally, the researcher produces a hypothesis.

FINDING AND DISCUSSION

FINDING

The average student score on the Pre-Test and Post-Test was determined by the researcher using SPSS 26 in the study. The following descriptive statistic was used to describe the outcome:**Table 1 The paired sample statistic of pte-test and pos-test**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	33.8000	30	9.85901	1.80000
	Postest	67.4667	30	10.49050	1.91529

According to table 4.8 sample statistics of the pre-test and post-test, the pre-test's standard deviation magnitude is 9.85901 and the post-test's is 10.49050. Additionally, the pre-test and post-test standard deviation errors are 1.80000 and 1.91529, respectively. According to the table above, the pre-mean test's result is 33.8000. 67.4667 is the post-test score. The data shows that the pupils' scores increased from 40.60 to.53.80.

This effect is used to determine how much influence the use of jigsaw learning techniques and Wattpad Application learning media has on increasing students' reading comprehension. To find out the magnitude of the influence between the post-test and pee test scores, effect size calculations were carried out. The calculation is done manually using the eta square formula as follows:

t   : the calculate t from t-test

n_1 : number of subject pre-test

n_2 : number of subject pos-test

Eta Squared : $\dfrac{t^2}{t^2 + (n_1 + n_2 - 2)}$

Eta Squared : $\dfrac{12.819^2}{12.819^2 + (30 + 30 - 2)}$

Eta Squared : $\dfrac{164.326.761}{164.326.761 + (58)}$

Eta Squared : $\dfrac{164.326.761}{164.326.819}$

Eta Squared :   0,9999996470448

After completing the calculation, the result of the ETA square is 099. The effect size is very large from using the jigsaw technique and Wattpad Application to improve students' reading comprehension skills.

Table 2 Paired Sample Test of Pre-Test and Pos-Test

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | Df | Sig. (2-tailed) |
					Lower	Upper			
Pair 1	Pretest – Postest	-33.66667	14.38470	2.62627	-39.03800	-28.29533	-12.819	29	.000

The purpose of the hypothesis test was to determine the significance of any differences between the pretest and posttest results for the students' reading comprehension of narrative texts. The outcome of a statistical study with a threshold of significance of 0.05 and a degree of freedom (df) of N-1, where N is equal to 30 and df is 29. The probability value was between 0.00 and 0.05, less than alpha (?). It indicates that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. The conclusion is that employing the Jigsaw Technique with Wattpad Application Media resulted in a difference in vocabulary instruction between before and after. As a result, the researcher came to the conclusion that using the jigsaw technique to improve students' reading comprehension of narrative text is successful.

DISCUSSION

The study discovered that the jigsaw strategy worked well to increase students' reading proficiency for narrative materials. The pre-test standard deviation for the students was 33.8000, and the post-test standard deviation was 67.4667. Before the pre-test, the standard deviation was 9.85901, and after the post-test, it was 10.49050. This proves that the wattpad app and jigsaw technique are an efficient combo for teaching narrative texts to kids in order to increase their reading comprehension.

CONCLUTION

Students' reading comprehension of narrative texts is significantly improved when the jigsaw method and the wattpad app are used. Students that use the jigsaw learning method comprehend the major ideas and narrative texts better. The wattpad app keeps students engaged and inspired while they study English. Thus, applying the jigsaw technique and Wattpad application in the learning process of narrative texts has a very positive effect on increasing the reading comprehension of the eighth grade students of MTS Al-Falah Gajah. The results of this report can show the relationship between the average scores of students' pretest and posttest. The average grade of students is 33.8000. In the post-test, the average value of students was 67.4667. So, the

hypothesis H0 is not accepted, and automatically the H1 hypothesis is accepted. Therefore, it can be concluded that using the Wattpad strategy was effective in improving students' reading comprehension.

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