CHAPTER IV

This chapter discusses: (a) findings, and (b) interpretations

4.1 Findings

The findings of this research cover: (1) significant improvement on students' narrative reading comprehension in Experimental 1; (2) significant improvement on students' narrative reading comprehension in Experimental 2; and (3) significant difference on students' narrative reading comprehension in Experimental 1 and Experimental 2.

4.1.1 Measuring Significant Improvement on Students' Narrative Reading Comprehension in Experimental 1

In this study, paired sample t-test was used to measure the significant improvement on the tenth grade students' narrative reading comprehension taught by using Students Team Achievement Division (STAD) technique the result of students' pretest and posttest scores describe in Table 25.

Table 25Result Analysis of Measuring Significant Improvement from Students' Pretest to Posttest Scores in Experimental 1

	Paired Sample T-Test				
STAD Technique	T	Df	Sig.(2-tailed)	Ho	Ha
	-10.802	29	0.000	Rejected	Accepted

Based on the table above, it was found that the p-output was 0.000 with df=29 (2.045), and t-value= 10.802 The null hypothesis (Ho) was rejected, and the

alternative hypothesis (Ha) was accepted. It could be assumed that there was significant improvement on students' narrative reading comprehension score taught by using STAD technique at MA YPGS Gunung Batu before and after treatment since p-output was lower than 0.05 and the t-value (10.802) was higher than t-table (2.045).

4.1.2 Measuring Significant Improvement on Students' Narrative Reading Comprehension in Experimental 2

In this study, paired sample t-test was used to measure the significant improvement on the tenth grade students' narrative reading comprehension taught by using Jigsaw technique the result of students' pretest and posttest scores describe in Table.

Table 25Result Analysis of Measuring Significant Improvement from Students' Pretest to Posttest Scores in Experimental 2

	Paired Sample T-Test				
Jigsaw Technique	T	Df	Sig.(2-tailed)	Ho	Ha
	-16.558	29	0.000	Rejected	Accepted

Based on the table above, it was found that the p-output was 0.000 with df=29 (2.045), and t-value= 16.558 The null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It could be assumed that there was significant improvement on students' narrative reading comprehension score taught by using Jigsaw technique at MA YPGS Gunung Batu before and after treatment

since p-output was lower than 0.05 and the t-value (16.558) was higher than t-table (2.045).

4.1.3.3 Measuring Significant Difference on Students' Posttest Score in Experimental 1and Experimental 2

In this study, independent sample t-test was used to measure the significant difference on students' narrative reading comprehension scores taught by using Jigsaw technique and those who were taught by using STAD technique at MA YPGS Gunung Batu. Since t-value was higher than t-table, and p-output was lower than 0.05, it could be stated that there was significant difference on students' narrative reading score taught by using Jigsaw and those who were taught by STAD at MA YPGS Gunung Batu.

Table 26 Result Analysis of independent Sample t-test from Students' Posttest Scores in Experimental 1 and Experimental 2

Independent Sample T-Test					
Using Jigsaw and STAD technique	T	Df	Sig.(2-tailed)	Ho	Ha
	2.244	58	0.029	Rejected	Accepted

Based on the table above, it was found that the p-output was 0.029 with df=58 (2.009), and t-value= 2.244. The null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It could be assumed that there was mean difference on students' reading comprehension score taught by using Jigsaw and

STAD technique at MA YPGS Gunung Batu before and after the treatment since p-output was lower than 0.05 and the t-value (2.244) was higher than t-table (2.029).

4.2 Interpretation

According to Sharan (1999), Cooperative Learning has an effect on students' achievement under two essential conditions: group and individual accountability. Group goals motivate students to help their group-mates learn. They develop positive interdependence between individuals in the group, giving them reason to cooperate with a meaningful way.

In the present study, it was found that there is a significant difference between students' in narrative reading comprehension by using Jigsaw technique and STAD technique. It was seen that the students' narrative reading comprehension after being given the treatment of using Jigsaw and STAD technique were higher than the students' narrative reading comprehension before they were given the treatment. It can be seen from students' pre-test and post-test. the pre-test mean score of students in experimental 1 and 2 was 40.77 and 37.58, while the post-test mean score of students in experimental class 1 and 2 was 66.57 and 71.25.

This study compared the effectiveness of Jigsaw and STAD technique in enhancing students' narrative reading comprehension. The study result proved that there significant difference between students' narrative reading comprehension which were applied Jigsaw technique and students' narrative reading comprehension which were applied STAD technique

From the result of paired sample t-test, it was found that there was significance improvement between the students posttest score of experimental 1 group who were taught by using STAD technique and experimental 2 who were taught by using Jigsaw technique. Moreover, from the result of Independent sample t-test, it was found that there was significance difference between students posttest in experimental 1 and experimental 2 groups those who were taught by using STAD technique and those who were taught by using Jigsaw technique.

The result of this study showed that Jigsaw technique could improve students' narrative reading comprehension. It was seen from students score after being given the treatment of using Jigsaw technique, the result of the increasing students' reading score from the effect of learning similar tothe same in the result of the research of Adi Saputra (2011) and Annisa Ulfa (2013) who found that Jigsaw technique could improve students reading comprehension.

Fortheremore, the result of this study was supported by the theory of Slavin (1994) that requires students to help each other learn. It can be used when students are reading a text, listening to a presentation, or carying out a group investigation. Like other cooperative learning activities, the Jigsaw method employs both home group and expert groups. This step gives students in expert groups time to discuss the main points of their segment and to rehearse the presentation they will make to their home group. From this expert group the students were more active and share this knowledge with other students.

This research also revealed that the mean score of students in experimental class 2 which was implemented by using Jigsaw technique is higher than the mean score of students in experimental 1 which was implement by using STAD technique. On the other hand, this research inventation equal with Deswinda (2014) who found that Jigsaw showed a significant higher on achievement than STAD method under cooperative learning in reading classroom. The result of Deswinda's also found that Jigsaw could improve students reading comprehension. This is supported by the home group and expert group.

Slavin (1994) like other Cooperative Learning activities, Jigsaw employs both home group and expert group. Home group is worth taking the time to help students to work effectively in groups, and expert group each students thus has an active role in teaching and learning and experiences deep under standing and higher order thingking.

Finally, from the explanation above it was infered that the implementation of Jigsaw technique showed significant improvement and significant difference on students' narrative reading comprehension at MAYPGS Gunung Batu. Jigsaw technique successfully motivated the students in learning reading comprehension and made the students interested and active in learning English. It could be assumed that Jigsaw technique is effective to teach reading comprehension to the students.