The Effectiveness of Collaborating Strategies Between K-W-L (Know-Want-Learned) Strategy and Jigsaw Strategy in Reading Comprehension Descriptive Text for Students of MAN 9 Kepuhdoko Tembelang Jombang

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Abstract

The objective of this study is to know the effectiveness of collaborating strategies between "KWL (know-want-learned) strategy" and "Jigsaw strategy" reading comprehension descriptive text for students of MAN 9 Kepuhdoko Tembelang Jombang in. This study used quasi-experimental design as the design of the research. The population of the research is all of students of MAN 9 Kepuhdoko Tembelang Jombang in tenth grade. Then, the sample took from all of the population non-randomly and it based on the teacher suggestion, there are MIA 1 as the experimental group and MIA 2 as the control group. The instrument of the research is 20 multiple choices test for pre-test and 20 multiple choices for post-test. This study used content validity for the process of validity with reading lecturer in English department STKIP PGRI Jombang and English teacher in MAN 9 Kepuhdoko Tembelang Jombang who correct the instrument. The result of the study was analyzed with SPSS 19 version with Analysis of Covariance (ANCOVA).

The result of this study was explained that the mean scores of post-test was higher than the mean scores of post-test. For the significance of the strategy explained that the sig. value of the strategy is lower than α (0,004<0,05). It means that Ha was accepted. Based on the result of ANCOVA table, the researcher conclude that the collaborating strategies between KWL strategy and Jigsaw strategy is effective for learning reading comprehension.

Key Words: KWL, Jigsaw, Reading Comprehension

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan dari kolaborasi strategi antara "strategi KWL (know-want-learned)" dan " strategi Jigsaw" dalam reading comprehension teks deskriptif pada siswa MAN 9 Kepuhdoko Tembelang Jombang. Penelitian ini menggunakan desain quasi-experimental. Populasi pada penelitian ini adalah seluruh siswa kelas x MAN 9 Kepuhdoko Tembelang Jombang. Sampel dari penelitian ini diambil dari seluruh populasi secara tidak acak, pengambilan sampel dilakukan dengan berdasarkan saran dari guru Bahasa Inggris yaitu kelas X MIA 1 sebagai kelas experiment dan kelas X MIA 2 sebagai kelas control. Instrument dari penelitian ini adalah 20 soal pilihan ganda untuk pre-test dan post-test. Dalam penelitian ini, peneliti menggunakan content validity untuk uji ke validan data dengan salah satu dosen reading program pendidikan Bahasa inggris STKIP PGRI Jombang dan guru Bahasa inggris MAN 9 Kepuhdoko Tembelang Jombang sebagai validator instrument penelitian. Hasil dari penelitian dianalisis menggunakan SPSS versi 19 dengan menggunakan Analysis of Covariance (ANCOVA).

Hasil dari penelitian ini menjelaskan bahwa skor rata-rata dari post-test lebih tinggi daripada skor rata-rata post-test. Untuk nilai signifikan dari strategi tersebut dijelaskan bahwa nilai signifikan dari strategy lebih rendah dari nilai alpha yaitu 0,004<0,05. Dari hasil nilai signifikan tersebut berarti Ha diterima. Berdasarkan hasil dari table pengolahan data ANCOVA, peneliti menyimpulkan bahwa proses kolaborasi strategi antara "strategi KWL (know-want-learned)" dan " strategi Jigsaw" efektif untuk proses pembelajaran reading comprehension descriptive text.

Kata Kunci: KWL, Jigsaw, Reading Comprehension

Introduction

According to Brown (2000:7) teaching is the process of guiding and facilitating students in learning process, enabling the learner to learn, and set the condition to make the process of learning by students successfully. In the process of learning, teacher is a mediator for students who will distribute knowledge using technique, strategies, teaching style on others that will make students easier in understanding the material. Teacher will use curriculum as a reference for teaching. According to UU No 20 Tahun 2003, curriculum is a set of plans and arrangements regarding the purpose, content, and material of the lesson as well as the methods that used to guide the implementation of learning activities to achieve certain educational goals. In the process of learning teachers should have interaction with the students because in curriculum 2013 the process of learning is focusing on the students with their argument, interaction, and collaboration. So in the process of learning, students should be active not only listen what teacher said but they should an argument, discussion, and other activity.

Students of MAN 9 Jombang is one of students that include in adolescent criteria. They usually have a discipline problem, less motivated, and makes some disruptive to get more attention from the teachers and sometimes they will do what they want to less their boredom especially in the process of learning in reading skill (Harmer, 2001:39). Teacher as a mediator in learning process should be active and creative to manage a class in teaching senior high school. Teacher can apply kinds of strategy to make students active in the process of learning and teaching and also looking at the principles of teaching reading to make the process of learning and teaching is success.

Know-Want-Learned strategy is one of strategy in cooperative learning. According to (Ogle, 1986) Know-Want-Learned strategy is instructional strategy that will guide students in the process of understanding a text. It begins with the symbol of Know that will explain about what students know based on their prior knowledge, W symbol for what students Want to know, and the last is L for the symbol of Learned. So with this strategy students will start their comprehending activity based on their prior knowledge about the topic without any limitation. In this case students express freely and spontaneously about their opinion based on their prior knowledge about the topic and they can evaluate what is the important concept or meaning of the text by them selves (Weick, Sutcliffe, & Obstfeld, 2005).

Jigsaw is one of learning strategy that usually used in reading skills. According to Lie (1999) jigsaw is one of cooperative learning strategy that use a small group to have some discussion about the topic according to their idea. In this strategy students will be active in the learning process. They will divide into some groups and from each group there are differences activities. So from this strategy students will be cooperative in the learning and teaching process especially in reading skills.

English teacher of MAN 9 Jombang sometimes apply some strategies to teach students. Based on the students experience, they said that they ever studied with some strategies or methods in the process of learning like mind mapping, small group discussion, Jigsaw, and some other strategies. The process of study with group exactly for the process of learning according to curriculum 2013. One of the process of learning with making a group that will make students have some interaction with other is called cooperative learning (Salvin in Nurdyansah,2016:52). In this research, the researcher want to investigate the effectiveness of collaborating strategies between "KWL (know-want-learned) strategy" and "Jigsaw strategy" that appropriate with two principles of teaching reading. The first principle is prediction is major factor in reading and students need to be engaged with what they are reading.

The aim of this research is to know the effectiveness when "KWL (know-want-learned) strategy" and "Jigsaw strategy" is collaborating in the process of reading comprehension descriptive text. The sample of this research is x MIA 1 and x MIA 2.Based on the limitation above, the research problem is "Is collaborating strategies between K-W-L strategy and Jigsaw strategy effective for students of MAN 9 Jombang in reading comprehension descriptive text?". By combing the two strategies the researcher hopes that the process of learning and teaching will be pleasure and effective.

REVIEW OF RELATED LITERATURE

According to Brown (2004:185) the most essential skill for success in all educational context is called reading. In the educational program, reading is one of the important activity that always students do in the process of learning. Students should read to get the information and improve their knowledge. In the process of learning there are two kinds of reading according to Harmer (2007:99). There are extensive reading and intensive reading. Extensive reading is one of kinds of reading that long text like novel, stories, article, etc. it also called reading for pleasure. But intensive reading is one of the process of reading that focused on

the construction of reading text. Students can not choose a text or book that they want to read, because teacher will ask students to read according to the specific purposes that students are studying for.

According to Harmer (2007:101) reading comprehension also called reading for detailed comprehension, it is the process of reading to find the detailed information of the text. People who read not always know about the information that they are reading. In reading comprehension the reader should know and understand well about the content of the text. In the process of learning, many students usually only read the text without trying to understand the content, they can not find the mind idea of the text and do not understand about the meaning of the text especially when they read long text or story that will make they lost of mood and feel lazy in the process learning reading skills.

Adolescent students or students in senior high school is students that need for self-esteem. They usually have a discipline problem, less motivated, and makes some disruptive to get more attention from the teachers and sometimes they will do what they want to less their boredom especially in the process of learning in reading skill (Harmer, 2001:39). Students in adolescent criteria feel bored when they don't interact about everything that they want not. In this case teacher who teach in senior high school students should make a great capacity to teach because students will show their great potential in creativity indeed. There are six principles in teaching reading: (1) Encourage students to read as often and as much as possible. (2) Students need to be engaged with what they are reading. (3) Encourages the student to respond to the content of the text. (4) Prediction is major factor in reading. (5) Match the text to the topic when using intensive reading texts. (6) Good teachers exploit reading text to the full

Kelough in Kasihani (2009:16) said that cooperative learning is one of the strategy in learning with a group, student will help each other to understand well about the material because the goal of the process of learning is the group achievement. Cooperative learning is very important in the process of learning because in the process of learning there are some students who do not give their attention with other students(individual), only have some interaction with their certain friend, and also very closed. So with the process of cooperative learning students will have interaction with other to improve their social communication (not egois) and keep attention with other.

According to (Anderson:1977) in Ogle (1986:564) the important things in reading are about what we read and what we learned in reading that called prior knowledge. Know-Want-Learned strategy is instructional strategy that will guide students in the process of understanding a text (Ogle, 1986). The mainly steps of K-W-L strategy as follow:

1. In K-W-L strategy that begins with Know will focus on the student's prior knowledge. Students will explain about everything what they know about the text before they read all of the contexts of the text. In this step students will start their understanding based on their prior knowledge.

2. The second is Want that explain about what students want to know after arranging their prior knowledge in the first step. Students can start to list about all of what they want to know with make some questions. All of the questions include about what students want to know related the topic or the title of the text before students read the text.

3. The last step is Learned. Before going to the last step students will allow to read the text that used in learning process. So in the learned step, students will explain about what they have learned after read the text and explain about all of the knowledge from each step.

Jigsaw is one of the learning strategies by using some groups and each member of a group will give information after they have some collaboration with members from other group who have same assigned aspect. After collaborating the materials, they will return to their groups to share and combine the material what they have discussed before (Iranita, 2015). The steps are as follow:

1. Students make small group that consist for about 3 until 4 students

2. Each person in a group is given different material or task

3. Members of different group make a new small group with their same assignment, it called expert group.

4. After the expert group discuss, each member returns to origin group and explain to their group about the result of the discussed.

5. Each expert group should present the result of the discussion.

Learning by using this strategy of course makes students more active in the process of learning and teaching. According to Helmiati (2012:85) the objective of jigsaw strategy is to improve the collaboration of group, cooperative skills, and understand well about the material which can be finished in a group clearly.

The purpose of collaborating strategies between KWL (know-want-learned) strategy" and "Jigsaw strategy" is to know the effectiveness of students in reading comprehension text. The first strategy (K-W-L strategy) focuses on the process of understanding the material easily and the second strategy (Jigsaw strategy) focuses on how students can interest and active in the process of learning reading. So the researcher collaborate both of the strategies to investigate the effectiveness of this collaborating strategy for reading comprehension process. Steps of collaborating strategies between K-W-L and Jigsaw strategy:

1. The first step in these collaborating strategies between K-W-L and Jigsaw is making small groups that in a group consists three students.
2. After making small group, students will give task for each student in their small group.
3. The teacher asks students to read the text with their group before they discuss with the expert group.
4. The teacher will divide students in the expert group, so students with the same task and different topics will be a group that is expert group.
5. After having discussion, they should back to their group to share about the information that already they have.
6. Students must present the result of their group discussion for the process of reviewing.
7. Finally, students will have a test from the teacher as the comprehension test after explain about the result of their group discussion.

According to Garot and Wignel (1995:208) descriptive text is kind of text which is aimed to describe a particular person, place or things. In this case, we can conclude that descriptive text is kind of text that explain about the detail of person, place or thing. So the reader should read the text to know the description of the object without knowing the object directly. The social function of descriptive text is to describe a particular person, place, or thing. According to Pardiyono (2007:33), in the descriptive text there are two part of the text that are the identification and description.

Method

MAN 9 Jombang is one of the schools in the Ministry of Religion in Jombang. It is located in Kepuhdoko Tembelang Jombang. The population of this study is all of students in MAN 9 Kepuhdoko Tembelang Jombang especially in tenth grade. The subject of the study is the students of tenth grade, there are MIA 1 and MIA 2 based on the teacher suggestion.

the teacher suggest the classes because x MIA 1 and X MIA 2 have similar ability based on their daily scores. The researcher applied quasi-experimental design as the design of the research. Ary at al (2010:316) states that in educational research, it is not possible to randomly assign subject to treatment group, so the subjects of the research are not randomly that include in quasi experimental design.

In the process of research, there are control group and experimental group. X MIA 1 is the experimental group who taught by using collaborating strategy between KWL strategy and Jigsaw strategy and X MIA 2 as control group who taught by the conventional teaching strategy. The independent variable of this research is the collaborating strategy between K-W-L (Know-Want-Learned) strategy and Jigsaw strategy and dependent variable of this research is reading comprehension achievement. The instrument of the research is 20 multiple choices test for pre-test and 20 multiple choices for post-test. This study used content validity for the process of validity with reading lecturer in English department STKIP PGRI Jombang and English teacher in MAN 9 Kepuhdoko Tembelang Jombang who correct the instrument. The result of the study was analyzed with SPSS 16 version with Analysis of Covariance (ANCOVA).

Finding and Discussion

This study reveals that using collaborating strategies between KWL (know-want-learned) strategy and Jigsaw strategy was effective for students of MAN 9 Kepuhdoko Tembelang Jombang in reading comprehension descriptive text. After the researcher compare student's score between control group and experimental group in SPSS 16 the researcher get the result of this research. The researcher had to analyze both of the group's scores between control group and experimental group also. Which group that has effective class as the group that having treatment or the group that only study with the strategy without collaborating process. The result of Analysis of Covariance ANCOVA would be presented in table below.

Table 1. Descriptive Statistic

Descriptive Statistics

Dependent Variable:post_test

str...	Mean	Std. Deviation	N
1	72.1429	9.69168	21
2	79.2857	5.54205	21
Total	75.7143	8.59463	42

Based on the table above, the mean of the first strategy or control group that only used KWL (know-want-learned) strategy was 72,14 and for the second strategy or experimental group that using collaborating strategies between KWL (know-want-learned) strategy and Jigsaw strategy was 79,28. It means that the mean of experimental group was higher than control group.

Table 2. Test of Between Subject Effect

Tests of Between-Subjects Effects

Dependent Variable:post_test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	718.328ª	2	359.164	6.063	.005	.237
Intercept	3165.143	1	3165.143	53.432	.000	.578
strategy	558.041	1	558.041	9.420	.004	.195
pre_test	182.614	1	182.614	3.083	.087	.073
Error	2310.243	39	59.237			
Total	243800.000	42				
Corrected Total	3028.571	41				

a. R Squared = .237 (Adjusted R Squared = .198)

Based on the table 4.1 the researcher conclude that showed about the sig. value of strategy is 0,004. The sig value of the strategy is lower than α (0,004<0,05). It means that H0 was rejected. So, the researcher conclude that the strategy give effects for the effectiveness of reading comprehension and because the corrected total is (0,000<0,005) so the result is the strategy is effective for students reading comprehension. From the data, it can be conclude that there was a positive significance of using collaborating strategy between KWL (know-want-learned) strategy and Jigsaw strategy in the effectiveness of students in reading comprehension.

The researcher finished the process of research successfully because the researcher can applied well the collaborating strategies. Students feel enjoy and active because they have their own task and they should get information and having discussion with the expert group based on Jigsaw strategy. They were active in the process of learning and they enjoy with their own task. They don't feel confused in the process of implementing the strategies because they assumed that this method is familiar for them.

Conclussion

The result of this research shows that students who are learning with collaborating strategy between KWL strategy and Jigsaw strategy achieve better than students that learning by using KWL strategy only. It can be seen from the data were obtained from the student's score of reading comprehension with using the treatment of collaborating strategy between KWL strategy and Jigsaw strategy. It is very effective because with this collaborating strategy students can got more information not only according to the topic that they had, but they got the information from the other group about the other topic. So students can got many information in the same time. Not only that, the process of learning is very enjoy that made students very active with their own task and they also feel enjoy when they are discussing with the other group in the expert group to discuss and share about their own information according to their group's topic. The process of learning reading with this collaboration strategies is very enjoyable of course make students feel easier to receive or understand well with the material and the effect of the successful process of learning is the achievement of student's reading comprehension.

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