



ENHANCING STUDENTS' READING COMPREHENSION THROUGH JIGSAW

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Abstract

This article mainly describes the use of jigsaw as one the collaborative learning strategies in learning that could foster students' reading comprehension. It is assumed that Jigsaw could enhance students' achievement in reading skill. Therefore, test and questionnaire was used in this research to investigate the effect of Jigsaw and students' response towards Jigsaw applied by the teacher. Seventy-two respondents participated in this research. Finally, Jigsaw implicates students' achievement better and it forces students to be a 'teacher' speaking up their idea to the other group, ask and clarify the questions with their group.

Keywords: Collaborative learning, Jigsaw, Reading comprehension.

INTRODUCTION

Reading has become a crucial skill needed to be improved by teachers in school. Many activities are implemented by educators in supporting students to love reading because reading is a basic skill to get reader generate ideas, organize coherently, and understand texts by doing literacy before teaching learning process since 2015 up to present. It is as Pang (2008) stated about the goal of the education that reading creates meaning to others based on what they read stored in their brain.

To get students interested in reading, teacher has to know what types of reading that students like, their learning style, and effective and appropriate teaching method. Even though the teacher has already identified the book which students like and their learning

style, un-appropriate method could be a problem since an accurate and effective method relate to students' success in learning. One of the appropriate methods in enriching students' understanding and generating their idea delivered to other students during learning reading is Jigsaw as the focus in this research since Jigsaw is one of many cooperative learning methods that has been developed by Elliot Aronson (1978). It has been adapted by a number of teachers at all levels in a variety of ways. It is a cooperative learning lesson plan that provides opportunities for students who can take the place of being a lecture. Each student will start this step with getting a different piece of information, which has to be learned by all students in groups, and each student is responsible for teaching their part to the other

member on the group. They have a chance to work together with other students who get similar information 'expert group' before going back to their 'jigsaw' group. Then, jigsaw probably makes a good place for student to share their opinion about the material. In addition, he believes that teacher has discovered that 'weaker' student actually acts well when they are put in the heterogeneous groups than when they are in homogeneous groups. It is in line to what Dwiniasih (2015) stated that referred to the result of the research showed significant improvement which the students could be a "teacher" by speaking up their idea; ask and clarify the questions with their group. It means that before students could share their idea or generating coherently, they have to be able understanding the text deeply by reading. While its activity of reading should be interesting as it is because Jigsaw is fun activities in learning as stated by Lai (2010) that some people always consider that doing jigsaw reading is like playing with a jigsaw puzzle. Besides, Gallardo, et al (2003) also stated that Jigsaw could be well situated within the constructivist framework of learning which proposed face-to-face education with its group interaction in it.

By adapting the activities of jigsaw applied in teaching reading to create active learning among students, at first, students of each group choose selected texts from their teacher and each student get one of the texts, then they find other students who get similar topics. They work together to read the article, write a summary, and prepare a short oral presentation. Finally, after a long discussion in the 'expert group', students go back to their group then take turns in presenting the main points of their article to the other students in their group. Dong's (2004) defined jigsaw reading is each student reads a part among parts that

the teacher has divided a passage and retells the content of his/her own part in the group so that all members can grasp the whole picture. It involves filling information gaps through interactions, which requires interpersonal communication skills and logical thinking if the pieces are scrambled (p. 128). Meanwhile, Matheson (2008) believes that "jigsaw in teaching reading combines several important aspects of learning including reading comprehension, writing, oral presentation, and small-group work, into a single in class assignment". Some related studies have also shown that student learning can be enhanced by students' involvement in teaching their peers. As Esnawy (2016) mentioned that Jigsaw is used for reading and introducing research essay writing, but it can be used with any reading passage in any teaching context.

The method of Jigsaw II is used in this research. However, there is an exception in the implementation of the method. There are no "stronger" and "weaker" students in this research because in this jigsaw activity every student will have the same chance to get the text. Each student has to summarize and present his or her own understanding about the text.

Pang et al. (2008, p.6) state that reading is about understanding written texts and very complex activity involves both perception and thought. They also believe that there are two related processes in reading, which include word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols match to one spoken language. Comprehension is the process of making sense of words, sentences, and connected text.

Considering the importance of reading, English teaching also emphasizes on reading skill. Through English reading, teacher can provide their student to be good English readers. In a simple

understanding, teaching reading means how to teach students to read well or how to make someone become a good reader. This lesson will lead students to understand text better. Students will get several ruler and direction in reading English text. Obviously, teaching reading is not a simple job because teachers must have enough skills or competence in improving their students reading achievement. Leading students become good reader is not easy because there are several abilities, which teachers have to master. One of them is describing the aims of teaching reading to their students. Referring to what have been described, this research aims to investigate jigsaw applied in teaching reading and its advantages.

METHOD

As it is conducting teaching method in class, pre-experimental research method design is applied in this research (Fraenkel & Wallen, 2012). Seventy-two respondents are assigned purposively to participate to be experimental class and control class. While in gathering the data, multiple choice test which its rubric adapted from Brown (2007) and closed questionnaire is used to be the instrument of the research. Since the method used is collaborative learning, grouping is the first step done before implementing the Jigsaw in class. In investigating the effectiveness of this activity, multiple test is conducted after the students got this treatment. While in strengthening the data, closed questionnaire is spreaded to the participants to know their responses towards the implementation of Jigsaw.

RESULTS AND DISCUSSIONS

Three times treatment of Jigsaw had been conducted in teaching reading. The changes of students' achievement doing multiple choice tests showed significant improvement. It based the calculation of *t*-test, showed that *t_{account}* was 3.90 and

t_{table} was 1.995 with *df* 72, significant level 0.05 (5%) which means that *t_{account}* was higher than *t_{table}*. Thus, it can be concluded that the hypothesis in this research is accepted. It means the use of jigsaw method is effective for teaching reading at the seventh grade of junior high school. Its result is supported by some researches who conducted cooperative learning in class such as Philips & Fusco (2015) that the jigsaw technique was successful in teaching the concepts involved in the clinical controversy. It is also in line with Meng (2010) that weak students as well as strong students have made achievements in their English reading. It also proved that cooperative learning that is Jigsaw was more effective than traditional approaches in teaching reading. In addition, Khan (2015) mentioned that his finding showed a positive impact of cooperative learning on students' essay writing skills at graduation level.

In addition, the result of open questionnaire shows that most students (94.4%) liked to learn reading in group as the characteristic of Jigsaw method because they could understand the text better. They felt that jigsaw method could make it easier for them to comprehend the text comfortably because it motivated them to speak up. Besides, learning reading by using jigsaw method is challenging because they had to say their own opinion and present their understanding in front of their friends. Through jigsaw, they could express their ideas about the text freely as stated by Dwiniasih (2015) that students could be a "teacher" by speaking up their idea; ask and clarify the questions with their group. Several students (91.6%) found that jigsaw helped them to improve their reading ability. In addition, the students are easy to comprehend the text by generating the similar and differences material explained by another group and answering the questions given by teacher

without any help from their friends. In Addition, Philips & Fusco (2015), Koprowski & Perigo (2000) stated that group members rated themselves and fellow participants' level of engagement as high during both the expert group and teaching group sessions cooperatively rather than competitively. Most students reported they learned about the same or more with the jigsaw technique compared to another cooperative learning technique used in the curriculum.

The result of test scores and questionnaire also show that the key concepts of cooperative learning that is developed by Johnson, & Holubec (2003) were totally developed during the treatment. They are (1) positive interdependence which makes students learn how to respect others' opinion, (2) individual accountability where students has also been individual because this method will force someone to deliver their own opinion, (3) collaborative skills which are also developed by students in jigsaw teaching because students need to cooperate each other successfully, (4) processing group interaction where students spent many times together to discuss the text and learn how to collaborate with others, and (5) heterogeneous grouping which students learn to work with their partner who

come from different variables as sex, past achievement, ethnicity, and diligence.

Finally, after all procedure have been conducted, it can be concluded that jigsaw is effective to teach English reading. Besides, the result from observation indicates that almost students have positive responses towards the use of jigsaw in teaching reading.

CONCLUSION

Jigsaw may increase students' reading achievement. This condition can be proved by the analysis of test scores, which show a significant improvement on experimental group after they learned reading by using jigsaw method. Jigsaw gives some advantages for students. Based on the result of questionnaire analysis, there are several advantages, which are felt by the students toward the use of jigsaw in teaching Reading to junior high school students. The advantages are increasing students' confidence to deliver their own opinion, making students learn to speak up their idea : ask and clarify the question with their group during reading discussion. Making the classroom interaction is more alive, improving students' reading interest and understanding, and increasing students' reading motivation.

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