Enhancing Students' Reading Comprehension Using Jigsaw Model (A Classroom Action Research at the Tenth Grade of SMAN 6 Malang)

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Abstract

The lack of reading skills amongs Indonesian students still become the main concern in this modern era. Meanwhile in learning English, students at least should be able to read and get the idea of the an kind of text they will read. It is corresponding with how the activities in the English class should support the students reading comprehension in purpose to gain their skill in learning English too. Hence, this research objective is to prove the effectiveness of jigsaw model in enhancing students' reading comprehension. The research participants were the students of X-3 located in SMAN 6 Malang. The method used in this study was classroom action research (CAR) supported by pre and post-test question along with the observation during the process of teaching and learning. The results of this research showed that the use of jigsaw model learning is effective to improve and enhance students' reading comprehension by seeing the score of the test. The jigsaw model also made the students more engaged each other in discussing the material and the learned topic in the classroom. Students were more excited and enthusiast to discussed with their friend and it made them easier to understand the context of the text completely by teamwork.

Keywords: reading; jigsaw; action research

Abstrak

Minimnya kemampuan membaca di kalangan pelajar Indonesia masih menjadi perhatian utama di era modern ini. Sementara itu dalam pembelajaran bahasa Inggris, siswa setidaknya harus mampu membaca dan mendapatkan gambaran tentang jenis teks yang akan mereka baca. Ini sesuai dengan bagaimana kegiatan di kelas bahasa Inggris harus mendukung pemahaman membaca siswa dengan tujuan untuk meningkatkan keterampilan mereka dalam belajar bahasa Inggris juga. Oleh karena itu, tujuan penelitian ini adalah untuk membuktikan keefektifan model jigsaw dalam meningkatkan pemahaman membaca siswa. Partisipan penelitian adalah siswa kelas X-3 yang berada di SMAN 6 Malang. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang didukung oleh soal pre dan post test beserta observasi selama proses belajar mengajar. Hasil penelitian menunjukkan bahwa penggunaan model pembelajaran jigsaw efektif untuk meningkatkan dan meningkatkan pemahaman membaca siswa dengan melihat nilai tes. Model jigsaw juga membuat siswa lebih terlibat satu sama lain dalam mendiskusikan materi dan topik yang dipelajari di kelas. Siswa lebih bersemangat dan antusias untuk berdiskusi dengan teman mereka dan itu membuat mereka lebih mudah untuk memahami konteks teks sepenuhnya dengan kerja sama tim.

Kata kunci: jigsaw; reading skills; action research

1. Introduction

The Indonesian student reading culture can be categorized to low level. The causes of this culture is because they are too addictive on gadget or some activities that related to that, something like playing video games, watching televisions, or wasting too much time on social media and internet. In learning English, there are four skills that should be mastered in which listening, speaking, reading, and writing. The importance of reading mentioned by Ahmada

(2019), it is stated that reading is a essential activitiy that can improve on how the way people think and also it can widen the information without going somewhere to explore. By that fact, reading also gives support on how student communicate with other in order to build connection with people out there. Corresponding with the problem mentioned above, there are several factors that can cause the lack of reading skills among students so it make them difficult to understand the text material using English. The factors such as lack of vocabulary, uncommon material or topic, the lack of media used to facilitate, and many more.

Talking about how students' improve their reading skills, the activities and how the teacher create a creative process should support their learning process to enhance reading skills especially to understand the text or the material that they read. Reading is the most challenging of the four skills mentioned above in English, that's why reading is also essential and important because a large portion of their academic achievement depends on their reading proficiency (Nurbianta & Dahlia, 2018). It is becames teacher's responsibility to create a teaching strategy and appropriate teaching model to support the student. There are many learning model and strategy to improve students performance in the class and to increase their academic achievements. One of the example of learning model that can support the class activities and material to improve students' reading compehnsion in jigsaw. According to Huda et al., (2019), the Jigsaw's benefits include fostering teamwork, cooperative learning techniques, interactive reading, and the requirement that learners comprehend material.

In jigsaw method, there are home group (origin group) and expert group. An original group is a group that consists of all students and combines numerous expert groups whose members have different expertise of the material. Meanwhile, an expert group is a collection of students from various origin groups who study and explore the same subject matter together. According to Yudhi; & Fitri (2016), in jigsaw group they will play a particularly active role in informing the other students about the materials they have covered. It means that all of the students must be responsible to teach or inform the other members of home group the subject matter that they already learned with expert group. There is also an interesting fact related to jigsaw method stated by Perrin et al., (2017), is that each member of the group depends on the others in order to achieve the shared objective, and no student can fully succeed until everyone collaborates effectively as a team.

For some reasons, this research is important to conduct because the researcher want to discover the effectiveness of jigsaw learning model in supporting learning process in terms of enhancing students reading skills. In summary, this research also expected to give insight of other academic practitioners to use creative teaching strategy, activities, or perhaps other creatuve-innovative media to apply in the classroom to reach the goals of learning.

2. Method

The research method that used by the author is Class Action Reasearch because it can be applied in a small-scale in educational research to address significant issues that happen in the classroom and find the possible solution to deal with. With the goal of helping teachers decide how to improve their own practices, classroom action research frequently requires the use of qualitative, interpretive techniques of inquiry and data collecting by teachers and often with assistance from academic partners (Kemmis et al., 2014).
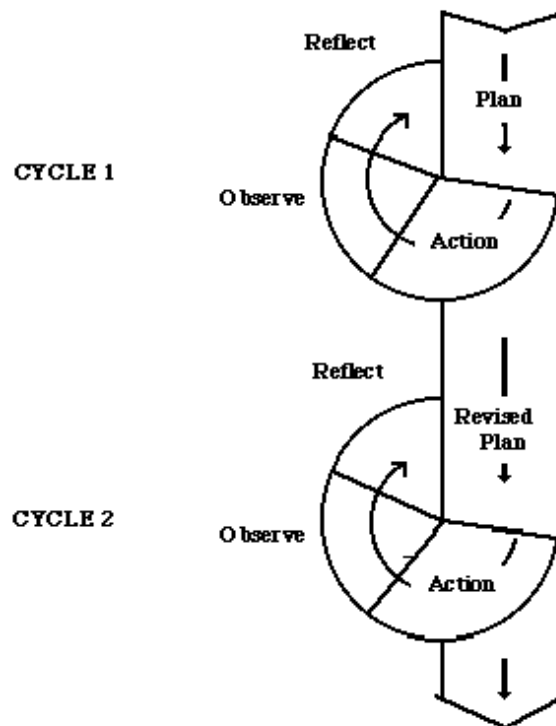
Figure 1. Cyclical Action Research model based on Kemmis and McTaggart

Adapted from Syah (2016).

The process of action research begins with the identification of a problem, followed by an analysis of potential solutions, the implementation of a solution, and the evaluation of the result of the implementation (Syah, 2016). Moreover, this researcher also passing the phases in the form of Classroom research there are; 1) planning, 2) action, 3) observation, and 4) reflection. The researcher planned several preparation to do before actually doing the research such as, determined the schedule to do research, create material and lesson plans to applied as a treatment in the classroom, designing worksheets and assessment tools, choosing the instrument to apply, preparing teaching materials as long as the media used for the students. During the process of learning in the classroom, the researcher used observation in order to get the data that needed. The observation is supposed to observe the activities between the teacher and students itself. The data findings of students' comprehension in reading is done by giving the students the worksheet and the teacher can assess using the score rubricc that already created previously.

The data is analyzed based on the results of the observation and the evaluation done by the researcher. The assessment results of the activities between teacher and students were compared and analyzed. All the data that already obtained are the data that used in the previous cycle. Furthermore, this research is aimed in jigsaw model learning for the sake of enhancing students' reading comprehension in learning narrative. The impovement of students' participation to understand the narrative text is increasing during the use of jigsaw. The cooperative strategy applied in the classroom can promote students participation in the classroom during the learning process. The research subject were 34 students from grade 1 that learned English on 2nd semester that located in Senior High School 6 Malang.

3. Findings and Discussion

The researcher submitted the data based on the phases or steps that is provided on class action research such as planning, action, observation, and reflection. This research concerning on the used of jigsaw model in enhancing students' reading comprehension in reading narrative text.

The research began with find out the problem that commonly happened in the class by observing the class while teaching and also doing the preliminary study based on the previous attempt. Moreover, to dig out the students' ablity especially their reading comprehension, the researcher conducting the pre-test in the pre-teaching activities before starting the disccusion. The common problems of the class is the lack of reading comprehension, this issue proven the results of the formative assessment on the previous learning topic material. In this case, the researcher determined to do class action researh in which to improve students' reading skills on the next lesson.

The researcher finally have done all the stages to do in this study. The research began on 11th May 2023. The researcher applied jigsaw method and other material that support the learning process to improve learners' reading skills in comprehend narrative text, creative, accessible, and interesting learning media for students, selecting the member that can balance each other member on each group, limiting the time on each activities in the class, and facilitating students to define some vocabulary that they found out difficult to understand.

In conducting cycle 1, in the pre-teaching activities, students asked some question related to narrrative text to make sure they are ready joining the main activities and to show that they are already have a background knowledge related to the topic. Then, still the researcher and the students reviewed a bit about narrative text. Moving to the main discussion, students divided into several group containing 5 members and this group called home group. After that, the researcher gave the students some instruction about what kind of discussion and what should they do next. The researcher gave the narrative text entitled 'The Legend of Lutung Kasarung', this text will be the discussed material. The students asked to do text analysis based on the general structure, main idea, character, problems-solution, and moral value. Each member of students got different topic to analyze and this was discussed with the expert group. Unexpectedly, this jigsaw method made students mj ore enganged with the activities even they were confused with how the process of group organization and also the time management. The researcher gave time limitation on each activities so the students know how to be responsible with the result of their discussion with their expert group before they gave it the results to their home group. Some students also struggling in vocabulary but the researcher cope it with answering the meaning of some words they did not know before. In the end of the discussion

In cycle 2, the researcher applied the jigsaw technique in a same way with the previous cycle. The only differences is the used of 2 different title of narrative text such as 'Timun Mas' and 'Malin Kundang' with shorten text so the students easier to understand. In this activities, the home group was determined by the teacher. The reason why was because in the process of discussion the students can work and help each other in which the researcher already know the English proficiency of each student based on the preliminary study. The researcher gave time limitation so the students more motivated and keep their discipline in the process

of the discussion in terms of time management. In the post-teaching activities, the researcher did some reflection by asking some reflective questions related to the material they already discussed together with their home group and expert group such as, the main idea of the text, moral of the story, setting and characters, problems and solution of the story.

Looking back to the results, it is showed that jigsaw treatment really helps students' in enhancing their reading comprehension in learning narrative text. Students tend to be comfortable and more enthusiast when they are having discussion with their peers in the classroom. It is also mentioned in Herman et al. (2020), jigsaw techniques are effective for raising learners' reading comprehension levels since the text's entire content such as details, goals or purposes, topic, and main idea must be understood by the students. The results also showed from the results of the test that has increased around 57%. The average of the test before the students get jigsaw treatment is 60, meanwhile after that the score increase up to 90 on average. By that fact, it is proved that jigsaw has positive effect on how it increase students' reading comprehension on grade X-3 Senior High School 6 Malang.

4. Conclusion

From this study it can be eventually concluded that before being given treatment jigsaw learning model of student test scores are low because of their lack of willingness to understand the material especially the to understand the context of the text, it is because some students only relying on their peers to understand the text that given. By using jigsaw treatment, the students unexpectedly more enthusiast in participating learning process in the class. In this case, students also know their responsibility to learn and understand the class even thought some of them did not know the meaning of several vocabulary. By that fact, the teacher facilitating them with answering some questions given by the students related to the text and also vocabulary. This jigsaw treatment can be concluded success because of the increasement of the score of the students on the post-test that given after the period of topic is done and discussed. Related to the reading comprehension it also shows some improvement because of the results of the post-test compared to the score that students' got from the previous subject matter. Even this research can be claimed as successful, still the researcher expected that on the further research this jigsaw model treatment can be developed by using more creative media that can support the effectiveness of teaching and learning process, also to reach the learning goals.

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