The Use of Jigsaw Technique to Improve Reading Comprehension of Seventh Grade Students Based Digital Text Description.

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Abstract

This study deals with the use of jigsaw technique in improving students' reading comprehension in the seventh grade of Junior High School Plosoklaten 1, Kediri 2022/2023. Based on the results of initial observations, grade 7 students experienced difficulties in learning English, especially their ability to read and understand the contents of short texts. Students tend to be passive and less enthusiastic about participating in learning, because it is less interesting and not varied. To overcome this problem, an innovative learning model is needed that can attract students' attention to take part in learning actively and enthusiastically. The learning model in question is Jigsaw. The jigsaw learning model is part of an effort to improve the learning situation and process in the classroom. This learning technique pays attention to several aspects including; the formation of discussion groups, the determination of members in one group, the number of students who represent as expert groups, and evaluation methods to assess the effectiveness of discussions and efforts to improve students' reading skills. This study uses classroom action research consisting of four stages, namely planning, action, observation and reflection. The research was carried out in 1 cycle and consisted of 2 meetings. The research subject is student class 7B SMPN 1 Plosoklaten consisting of 36 students. The results of this study indicate that the application of the Jigsaw learning model with digital text media can improve the ability to understand the content of short English readings. In addition, students become more active and enthusiastic in participating in class learning.

Keywords: Jigsaw technique, reading comprehension, classroom action research.

1. INTRODUCTION

English is one of the most important languages which plays a very necessary role in many international activities such as in education. In learning English, there are four skills that should be possessed such as listening, speaking, writing and reading. As one of four language skills, reading is an important skill that students should master. According to Pang (2003:6) reading is defined as understanding written texts. It is the way the reader tries to get a message or the intended meaning from the writer. The purpose of reading is to learn lessons at school and to help students understand texts easily. Teachers must be able to apply interesting techniques so that students do not get bored in carrying out reading activities, students need interesting and challenging activities. There are many teaching strategies in teaching English. One of them is cooperative learning strategy.

Cooperative learning is a learning model that emphasizes group learning activities. According to Brown (2001:47), cooperative learning is defined as students work together in pairs and groups, they share information and come to each other to get help. It can make the students more active, the students will work together and by promoting an equal opportunity for every student to participate in the activity. Jigsaw is a cooperative learning method in which students learn in teams, consisting of 4-6 people who are heterogeneous in their abilities. Then, the original group and expert group were made. Studentmeet other members for other groups who are assigned the same aspect called 'expert group' and after mastering the material, return to the 'home group' and teach or explain the material to their group members.

Preliminary observations were made in grade 7, indicating that the student learning process had not been maximized in terms of the learning process. The method used is lectures with one-way learning so that student activity is still not optimal. In addition, there are still many students who experience difficulties in learning English, especially the ability to understand the contents of short stories. This fact is reinforced by the data on student pre-test scores showing that only 16 out of 36 students scored more than the KKM or 44.5%.

In public school, it is common that one class consists of 35-40 students. Furthermore, the students may have different levels of understanding. Therefore, jigsaw technique is expected to be assisted by those who have high capabilities. Jigsaw is an effective learning process of the theoretical courses, in the development of critical thinking processes of the students, in their ability to express themselves in their communication skills.

2. Review of Literature

Reading is one of the important skills. People can get a lot of information from various resources in order to enrich their knowledge. According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It means that the reader tries to get a message or the intended meanings from the writer. Thus, reading is important to people's daily life, reading not only the process of getting messages from the written but also the process of making the meaning of words, sentences and connected text that is called comprehension.

Descriptive text is a kind of writing that involves not so much telling the readers about facts or events as showing the readers something (Emilia, 2008). In descriptive text, writers describe a person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah, 2007). It means that descriptive text is telling about something or someone particularly which brings the reader's perception change and spreads the reader's knowledge.

Cooperative learning is a strategy that maximizes student involvement, participation, and activities in groups. Richards and Rodgers (2001) stated that cooperative learning is a teaching approach that maximizes the use of cooperative activities involving couples and small groups of students in the class. The purpose is to create situations where individual success is determined or influenced by the success of the group.

Jigsaw is one of the activities in cooperative learning. In these activities, students cooperate with their friends to discuss the topic they study but when students are given to study their own topic, it is dangerous because the students tend only to study their own

topic and the others do not want to study other friends' topic. Jigsaw is a technique that can solve this problem. Kagan (2001) writes that Jigsaw is an effective strategy to use when you want to increase a student's mastery or topic at hand, boost their concept development, enhance targeted discussion among students, and foster group project participation and learning.

The jigsaw classroom is a research based cooperative learning technique classroom. The members of a group from different origins met with the same topic in the group of experts to discuss the material that is assigned to each member of the group and help each other to learn about their topic. Marzano, Pickering, & Pollock (2001) say that researchers have found that using Jigsaw technique in particular improves students' social-emotional learning (SEL)/ It is the process through the children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

3. Research Method

This study applied Collaborative Classroom Action Research conducted in one cycle with the subject is students of seventh grade at Junior High School Plosoklaten 1 in class VII-B that consist of 36 students. The action research process adopted the Mertler & Charles model (2010). The design of this current study employs the use of an action research cycle as shown in figure. There are four stages in this method.
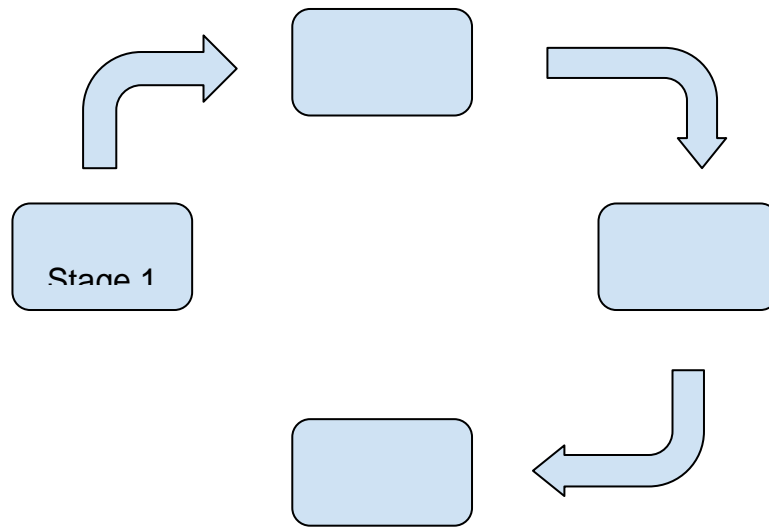
Figure 1. Action Research Process adopted from Mertler & Charles (2010)

Stage 1. Planning: In this stage, the researchers explain to the students about jigsaw technique; choose one text for each group, it becomes 50 questions for comprehension text; and then divide the students into 8 jigsaw groups.

Stage 2. Acting: In this stage, the researchers ask all members of each group to discuss their own text. Each member participates actively by seeking, pronouncing, and understanding the meaning of word, phrase, sentence, and passage.

Stage 3. Developing: In this stage, all the students know their text well. Then, the researchers form an expert group. Each student from eight jigsaw groups becomes the member of the expert group, so eight students. All members in this expert group share their own passage.

Stage 4. Reflecting: The students come back to their jigsaw group. The experts retell the text that is obtained in expert groups. And now, all students comprehend the text well.

To know the comprehension of the students, the students should do some exercises in all passages individually. There are 50 questions on the comprehension test. Then

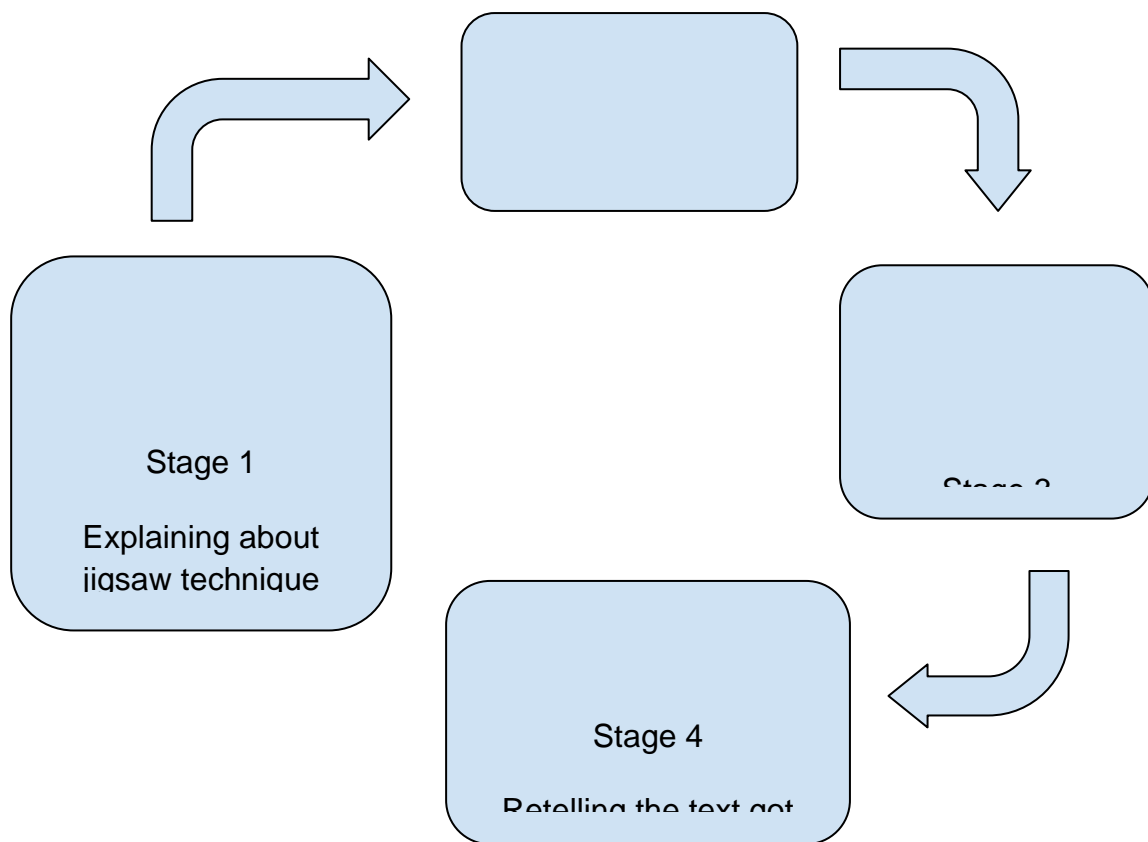it becomes a questionnaire. The classroom action research jigsaw technique may be seen in figure below.

Figure 2. The classroom action research using jigsaw technique

The researcher only uses one cycle of this action research cycle because the result is to answer the research questions. It is concluded that jigsaw technique is an effective technique in teaching reading comprehension class. The participants in this study are class VII-B students of SMPN 1 Plosoklaten. There are 32 students that are divided into 8 groups.

In addition, there were two kinds of tests used to get students' reading comprehension scores. Pre-test was given to know early students' reading comprehension score before the research. It was presented in multiple-choice google

form. It meant that the students should answer the questions given and then the researcher checked the students' answers.

Post-test was given to know the students' final score. It was conducted at the end of the cycle. The system and degree of difficulty of the post-test were the same as pre-test, because both of them were used to measure the students' reading comprehension score.

The researcher used observation to collect data of students' activity in teaching learning process and the implementation of jigsaw technique. The researcher will use an observation sheet to assess students' learning activity in reading class. The observation sheet was filled out by collaborators and researchers during the process of teaching and learning activity.

4. Result and Discussion

Learning English using the Jigsaw technique had a positive impact on students. It was proved by changes in students who had become more active than before. In addition, these findings were also supported by the data below.

TABLE 1. MEAN SCORE AND THE NUMBER OF STUDENTS PASSED THE CRITERIA OF SUCCESS
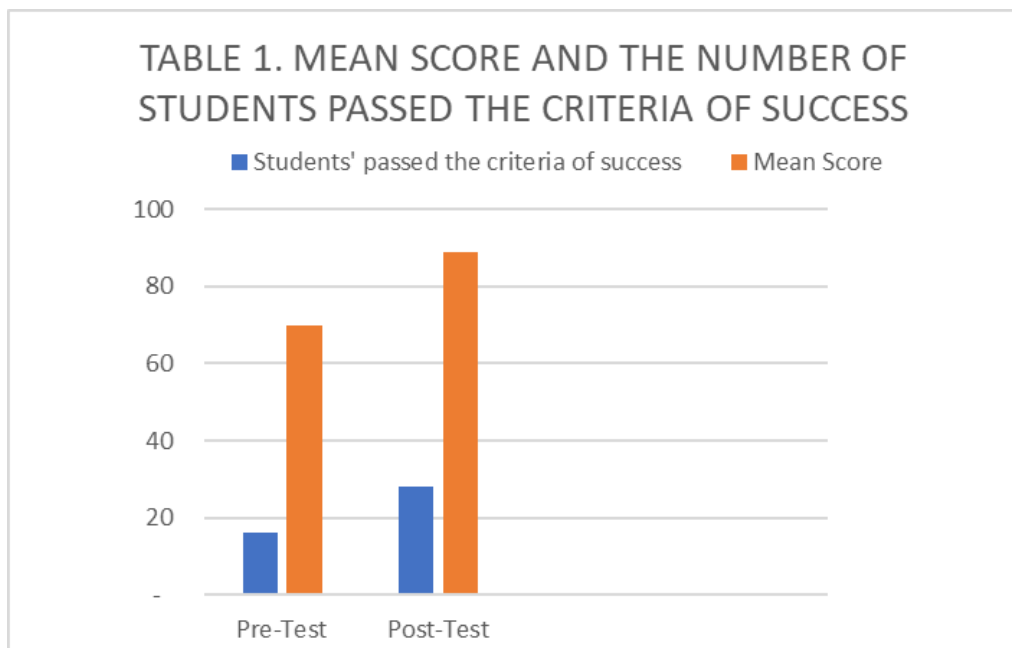
Based on the table above, the findings showed that there had been an increase in students' reading comprehension skills. This was evidenced by the increasing number of students' average scores and the number who achieve the criteria of success. The mean score of the students on the pre-test results was 70 and the number of students who achieved the criteria of success was 16 students or 44,5%.

The first cycle was conducted on May 4th, 2023, the observations showed that out of 32 students, 11 of them were able to answer questions correctly. Then, the result of the post test found a mean score of 89, and the number of students who achieved the criteria of success was 28 students or 79,5%. Thus, the conclusion of the research was that the Jigsaw technique can increase students' reading comprehension skills.

5. Conclusion

There are some findings that the writer found after applying the jigsaw technique. First,teaching using jigsaw technique the teacher's role becomes facilitator. The students become more active than before. The teacher explains the jigsaw technique, forms the students into groups, and follows all the student's activities. Second, by using the jigsaw technique students had a sense of ownership and belonging. Having shared responsibility to the group setting, students gain the benefit of learning from those different from themselves. Jigsaw requires students to listen and learn, and the group is rearder when each individual contributes their skills and knowledge to the whole. Not only has learning improved, but also tolerance and understanding as well. Third, grouping students heterogeneously. In jigsaw technique, the students group heterogeneously. They group randomly, not depending on their ability, their competence, or their interest. The last finding is about error correction for accuracy, fluency, and appropriateness are done by the

students. They can add more vocabulary meaning by checking in the dictionary, even online dictionaries.

After the researcher conducted the jigsaw technique, they were involved in the reading class. All students were enthusiastic about joining the reading class. They all were active in sharing and discussing their texts in their expert group and they all presented their text to their jigsaw group. Using a jigsaw is more effective because the average of students' post test score is higher than average of pre-test score. Therefore, it can be concluded that the use of the jigsaw technique is believed to improve students' reading comprehension.

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