

THE USE OF JIGSAW TECHNIQUE IN IMPROVING STUDENTS' ACHIEVEMENT IN READING RECOUNT TEXT

Desi Setianingrum, Muhammad Sukirlan, Sudirman
Email: Desi.Setianingrum18@gmail.com

Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah jigsaw dapat meningkatkan kemampuan siswa dalam membaca pemahaman. Populasi dalam penelitian ini adalah siswa kelas satu SMK Negeri Katon yang terdiri dari empat kelas. Dua kelas telah diambil secara acak sebagai penelitian dan uji-coba. Peneliti menggunakan desain pre-test dan post-test. Hasil dari penelitian ini menunjukkan bahwa t_{ratio} (5.684) lebih tinggi daripada t_{table} 2.369. Hal ini menunjukkan bahwa H_1 diterima. Skor rata-rata pre-test adalah 51.69 dan post-test adalah 66.63. Skor peningkatan adalah 14.94 point. Ini membuktikan bahwa skor siswa meningkat secara signifikan karena $p < 0.05$ ($p = 0.000$). Berdasarkan data, dapat disimpulkan bahwa ada peningkatan dari pemahaman membaca siswa melalui teknik jigsaw. Berdasarkan hasil kuesioner, terdapat 76% siswa yang memberikan respon positif terhadap jigsaw.

The objectives of this research are to find out whether using jigsaw technique can increase students' ability in mastering reading comprehension and to see the respond of the student toward jigsaw technique. The population of this research is the first year students of SMK N 1 Negrikaton consisting of four classes. Two classes were taken randomly as the experimental and try out class. The research was one group pre-test post-test design. The result of the this research shows that, t_{ratio} 5.864 was higher than t_{table} 2.0369. It means that H_1 is accepted. The mean score of pre-test was 51.69 and post-test was 66.63 and the increase was 14.94. It proved that the students' score increase significantly because $p < 0.05$ ($p = 0.000$). It can be concluded that there is an improvement in students' reading achievement through jigsaw technique. Based on the questionnaire there were 76% of students who give positive respond toward jigsaw.

Keywords: jigsaw, reading comprehension, recount text, technique.

INTRODUCTION

The use of English as foreign language has grown into a bigger demand for everyone who wishes to be involved in global community, that condition leads English to be a very important subject to be taught in the school. Teaching English in high school demands the students to master several competences such as the eligibility to comprehend meaning from essay and to practice it both in written and spoken form in such fluent and acceptable way based on the daily life concept.

In English subject there are receptive and productive skills, the first is productive skill, which refers to the ability of writing and speaking and the later is receptive skill which comprises the ability of reading and listening. The two elements are very important to be taught in school. In national examination of SMA and SMP, for example, the test requires the student to answer the listening question and the reading question at most. Here, the researcher considers that reading aspect is very important to be taught in school in order to help them passing their standard requirement in national examination.

Language learner needs to learn how to read an English text in order to develop their potential in learning. Finnochiaro and Bonomo (1973:199) state that reading is bringing and getting meaning from the printed or written materials. Joyce (2006:2) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. Moreover, reading is also very important in the curriculum of high school, based on the syllabus of senior high school, students have to understand several types of the text such as narrative, recount, descriptive, spoof and etc. These types of the texts are not easy to be taught in school since it contains long paragraphs of story and the students often get bored to read and accomplish the duty of reading the text.

Curently, national examination and English subject has been a special cases faced by most student these days. Eventough teaching English in the class has tried to involve all the language skill but the test in national examination was proven that the question provided is text-based question, well known as reading question. It means that the students need to be able to master reading aspect in order to pass the national examination. When the reseacher was conducting pre research in SMK N 1 Negri Katon, it was found that there are several main problems during the teaching and learning of reading activity. The researcher found that it was hard for the students to take the main idea from a text and students also often made a mistake in making inference from the text. The majority of students' score was found very low, which is 50 and lower. When the teacher tried to invite them to tell what they read, students seemed to have low bravery to tell to their friends about what they knew with the text. Considering the problems above, the researcher intends to propose a technique that may help the students to increase their achievement on reading activity and to make them really understand and brave to tell what they know about the text they already read.

Recount text is a written text that tells the reader about past event aiming at entertaining or informing the reader. According to Purwanti (2011) recount text is a text which retells events or experiences in the past. Its purpose is either to inform or entertain the audiences. Here the researcher choose recount because recount is a typical text which are separated by event in the paraghaph. This type of the text may match with the system learning of jigsaw, where the teacher will divide the students into groups which we xcalled expert group to explore each paragraph of the text. This sequence of the event in each paragraph help the students to learn jigsaw easily, since they do not need to re-look the previous paragraph to understand the paragraph they had to master.

In this research the researcher uses jigsaw technique as an approach to improve student's achievement in reading. Jigsaw is a teaching technique which at first make students work in a group. In jigsaw activities there are two names of the group 'home group' and 'expert group'. At the first stage students are divided into several groups and it is called 'home group' after each student have their home group, then one student will be taken from each group and they are called 'expert group'. The 'expert group' will have full responsibility toward the paragraph they learn since they have to explain it in their 'home group' later. The researcher thought that when the student had responsibility to master the text since they are labelled as an expert team, it would help them on understanding the reading text they had.

Aronson et al (1978) introduces jigsaw as a cooperative learning strategy that enables each students of 'home group' to specialize in one aspect of a learning unit. Students meet with member from other group who 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. Just as in jigsaw puzzle, each piece-each student's part-is essential for the completion and full understanding of the final product. If each student's part is essential, the student is essential. That is what makes the jigsaw instructional strategy so effective.

The jigsaw classroom strategy was designed to replace some of the competitive behaviour in the classroom with cooperative behaviour (Aronson & Patnoe, 1997). Thus, jigsaw is a cooperative technique that is effective to increase student's awareness in learning and understanding the text since everyone is essential within the learning process, it deals with the cooperative activity in two main groups 'home group' and 'expert group'. In jigsaw, students are expected to discover more by discussing in both 'expert group' and 'home group', here the students gain more understanding and have probability to get inference

rightly by experiencing discussion in two groups. From the stated problems above, the researcher intended to find out whether or not teaching using jigsaw technique can increase students' reading comprehension in recount text and to find out whether or not students have positive respond toward teaching recount text through jigsaw. The researcher then do the research to answer the objectives of the research which are to find out whether using jigsaw technique can increase students' ability in mastering reading comprehension and to see the respond of the student toward jigsaw technique.

RESEARCH METHODOLOGY

The researcher conducted a quantitave reaserch based on the experiment class with one group pre-test and post-test design. The researcher tooktwo classes as investigation class where they were choosen randomly. The first class was acknowledged as an experimental class in which they has a treatment of jigsaw technique by using recount text as their material of study. And the second class was the try out class, the function of try out class is to examine the tryout question before they were made into pre-test and post-test. The result of pre-test and post-test here would be administered by the teacher to see the improvement toward the implementation of jigsaw technique in teaching recount text. According to Hatch and Farady (1982), the design of the study is as follows:

T1 X T2

Where :

T1 = Pretest

X = Treatments

T2 = Posttest

(Hatch and Farady: 1982)

RESULTS AND DISCUSSIONS

In this research, the researcher found that the increase was good where the results of their mean on pre-test and post-test were increased from 51.69 to 66.63, it is increased for about 14.94. In this research, the researcher applied three treatments for increasing students reading ability. The treatment was applied after the researcher held the pre-test. This treatment was held in the same class as the post-test class. In each treatment, the researcher did some procedure and steps of jigsaw technique. After the three treatments had been done, the researcher held the post-test to see students' improvement in reading ability. In applying the jigsaw technique, the researcher focus on the ability of the student to work in group in answering the question related to main idea, finding detailed information, and etc.

The result of pre-test and post-test in the experimental class was compared to analyze the increase of students achievement in reading comprehension. The total score of pre-test and post test was increased significantly from 1654.00 to 2132.00, there were 478 points increased. The mean of pre-test was 51.69 while the post-test was 66.63, there were 14.94 increased.

The result of the pre-test and the post-test in the experimental class implied that jigsaw had increased the students' reading comprehension significantly. The result in reading comprehension aspects shows that the highest increase is in specific information (32.51%) while the lowest increase is in finding inference (6.25%). The increase of finding main idea is 16.25%; the increase of finding reference is 12.5%; and the increase of finding vocabulary is 13.55%. The increase of main idea, specific information, reference, inference, and vocabulary were happened due to the use of jigsaw technique was effective. The researcher assumed that finding the detailed information could reach the highest increase because the activity of the

discussion let the students to be more detailed in discussing their paragraph, since the teacher also asked the students to retell it to their home group, it could be assumed that here the students tend to remember what they have to tell, and occasionally the students remind the detail to tell the story completely.

In terms of questionnaire most students' agree that jigsaw is an interesting teaching method and the believe that jigsaw gave them improvement in learning English, it is proven by the precentage of the students which reach 49% in answering agree/ "setuju", and 27% who answered very agree/ "sangat setuju" which means there were more than half number of the class who had positive respond toward learning English through jigsaw. Beside that there were also several students who disagree with the use of jigsaw in learning English, on the table it can be seen that there were 18% of students who are not-very-agree/ "kurang setuju" and the rest was 6% who disagree with the use of jigsaw itself.

The first treatment was conducted on May 14th 2013; the teacher started the class with greeting and introduction. In order to manage the class the teacher talked little bit to the students about what they are going to learn. The teacher used "vacation to London' text as the text which was used for the treatment. The teacher told the students that they were going to read and analyze the text in group, the teacher showed little bit the text and divided the students into 8 home groups, after dividing the home group the teacher told the students how the jigsaw work, then the teacher divided the expert group and told the students how the expert group work. There are 4 expert group since the text consisted of four paragraphs. As all the students sat on their expert group, the teachergave questions to be answered by them.

The class was relatively well, but there were some problem during the group work. The students tended to depend on their friend who was considered smart and they just waited for the answer given. To handle this, the teacher went around the class and checked the students working as well as inviting the students who did not want to work to go with their friend who work. Finished with the expert group the teacher gave the students back to the home group and invite each person from the expert group to tell. The problem was appeared again in this stage, since not everyone really paid a good attention on their expert group, it made the presentation confusing, some students kept being silent to their home group and the home group complaining since they did not get a good understanding from their friends. To handle this, the teacher took over the class and asked the question about paragraph one; which is the responsibility of group one. The teacher do the evaluation by asking them a question. Below is short of conversation on how the teacher evaluate the students:

- T : For those in the expert one, what is the main idea of paragraph one?*
Ss: (the students answered in bahasa, and the teacher helps to translate it)
liburan miss, mr. Richard liburan ke London.
T : alright together in English, The vacation of mr.Richards family to London
Ss: The vacation of Mr. Richard family to London

Besides having several problems at the first meeting, there was also a problem at time management, the time was not enough for the teacher to do jigsaw activity, conclude the class, and give the exercise.

For the second treatment, the teacher started the class as usual; she did the brainstorming regarding the text they were going to learn. After giving the brainstorming the teacher tell the student to move to their home group like they did in the previous meeting. In this session the half of the class already knew about this and the rest have not really understand about this, it caused the class quite messy since the student who knew the concept kept on talking to their friend and seemed to disregard their teacher. The teacher handle this condition by asking one

student to tell to the class what they are going to do in the class. The student told it in *Bahasa*. After the teacher ensure that the students understand regarding what they are going to learn, the teacher let them moved to their expert group and start analyzing the paragraph. To make them active, again, the teacher gave specific question in more composition. This is done by the teacher to ensure that everyone is involved in this activity.

The third treatment run better than the first and the second treatment, here the teacher did the opening like usual. All things run well during the process the students seemed active and the teacher invite them to discuss in english, they did the discussion by combining english and bahasa, but they merely used bahasa. After finished discussing, the teacher invited them to go back to their home group, before the teacher asked the students to tell about what they got on expert group the teacher told the students that they have to use english during their session of presenting, it was first being protested by the students.

In this research the researcher involve five aspect of reading as the measurement that the students already comprehend the text, there are finding main idea, finding the detailed information, finding inference, finding reference, and finding vocabulary.

Finding main idea

Main idea is the idea where all the content within the paragraph are based on one idea. In finding main idea, the researcher guides the student by giving a question for each expert group. The question was “what is the main idea of the paragraph you discuss?” Here the researcher assumed that this question could help each student in expert group to get the idea of the text, since they are responsible to their home group they also kept on discussing the first question they have to answer however, the duty of finding main idea was limited to the

specific paragraph based on the expert group, this help the student to have more specific focus on finding the main idea.

Finding the Detailed Information

Detailed information contains the sentences which specifically develop the paragraph. In finding the detailed information, the researcher guides the student by giving a question for each expert group. The question was “why the main idea is important?” by having this question; it leads the student to find the support sentence to explain the main idea. This support sentence can be categorized as the detail information of the text. In finding the reason why the main idea is important, the students have to analyze each sentence in the paragraph, the process of analyzing make them really understand deeply the event on the paragraph.

Finding inference

Inference is rational interpretation of the students toward the text they read. In finding the inference, the teacher guides the students by giving a question for each group. The question was “what can be inferred from the paragraph you read?” this question lead the student to consider the fact within the text to guess the implicit meaning of the text.

Finding vocabulary

Vocabulary is the collection of the words to compose the paragraph. In finding the vocabulary the teacher guide the students by giving a question for each group. The question was “what are the difficult words do you find on the paragraphs? Translate it into *bahasa*!” this question eager the students to underline the difficult word and find the meaning, it will help them to know the meaning of the word in order to understand the paragraph. knowing the meaning that the students get more word and its meaning in within their comprehension. Moreover, the activity of discussing also helps the students to get the more vocabulary, when

they do not know the word on the discussion they could directly ask the teacher about the translation of the words.

Finding reference

Reference refers to the word which referred the previous word. In finding the reference the teacher guide the students by giving a question for each group. The question was “please define where does the possessive pronoun you find in the paragraph refers to?” this question enable students to significantly analyze each pronoun and where does it belongs to in the previous paragraph.

After giving the treatment the researcher deals with questionnaire to see the students respond toward the teaching practice. Based on the observation during the teaching practice and the questionnaire the researcher found that more students agreed that learning reading recount text through jigsaw increased their motivation, attitude during the teaching process, and increased their achievement in learning reading. It is also proven by their score in pretest and posttest.

The increased was achieved because the students tend to be responsible toward their learning activity, it appears because the teacher do not intervene much in the class so the students realized that nobody would help them. Vygotsky (1978) states that social construction theory supports the notion of collective responsibility because it demonstrates through social interaction with one another, individuals are motivated to learn, and at the same time encouraging other to learn. The theory support that the discussion without teachers’ intervention raise their responsibility to learn and prove why most students have their increase in learning reading through jigsaw. In the other side the raise of awareness of the students

motivate them to discuss more, by discussing, the students will explore their idea more, and the concept of jigsaw helped them to answer the basic question on reading and made them to be responsible by insisting them to answer the question from expert-group discussion and present it on their home group. The sense of responsibility is the factor which motivated them to work more and make the situation of the class become more active. Michael and Harold (2003:69) also stated that the active learning environment will not flourish if students do not accept responsibility for their own learning and participate in the learning environment in an appropriate way.

CONCLUSION AND SUGGESTION

Based on the discussion of research finding of the previous chapter, the researcher draws the major conclusions as follow:

1. There is significant improvement of students' reading score after being taught through jigsaw. This could be seen from the mean scores of students' pretest and posttest score in experimental class which increase from 51.69 up to 66.63 with gain score about 14.94, where the highest increase on each aspect was found on finding the specific information with the increase 32.52% from 46.8% to 79.38% then followed with Determining main idea with 16.25% increase. Finding vocabulary was found increased 13.55%, Finding references was 12.5% increased and the last was finding inferences with 6.25% increased.
2. there is also positive respond from the student toward jigsaw, it was found that more than half of the class agree that jigsaw is a good teaching technique. 27% of students very agree with the questionnaire about the positiveness of jigsaw. 49% of students also agreed with the statement and there were 18% who were not very agree that

jigsaw was a good and positive teaching technique. The rest was 6% who totally disagreed with the use of jigsaw.

Regarding to the finding and conclusions, the researcher would like to suggest for the next implementation of jigsaw usage as follows:

1. The further researches are suggested to take another kind of text such as narrative text, descriptive text, in order to find a possibility whether this technique can be used with different text or not.
2. The further researcher is suggested to be more discipline and to ensure that the students do the discussion in the class; they have to involve their self fully.
3. The teacher should be aware with the text, this means that the researcher has to find a complex text based on the standard of the curriculum.

REFERENCES

- Aronson, E. 1978. *Interdependent Interactions and Propocial Behaviour*. Journal of Research and Development in Education, 12, 1676.
- Aronson, E., & Patnoe, S. 1997. *The jigsaw classroom: Building cooperation in the classroom (2nd ed.)*. New York: Addison Wesley Longman.
- Finnochiaro, M & Bonomono, M. 1973. *The Foreign Language Learners: A guide for Teachers*. New York: Regents Publishing Company, Inc.
- Hatch, E & Farhady, H. 1982. *Research Design and Statisticfor Aplied Linguistics*. Massachusetts: Newbury House Publisher.
- Joycey, Ed. 2006. *Reading Comprehension: An Interactive Process*. 9th February 2007. <http://ilc-ural.com/737/1018/1017/-21k>.
- Michael, J & Harold. 2003. *Article Learninng in secondary and Collage Science Classrooms*. London: Lwarence Erlbaun Associates Publisher.
- Purwanti, Yayuk. 2011. Recount Text. Retrived from: (<http://englishbontang.blogspot.com/2011/08/recount-text-definition-sample.html>) Accessed on Monday, March4, 2013, 11 : 25: 05: 30 pm.
- Vygotsky, L. (1978). *Interaction between learning and development. From: Mind and Society(pp.79-91)*. Cambridge, MA: Harvard University Press.