

THE IMPLEMENTATION OF JIGSAW TECHNIQUE TO IMPROVE STUDENT'S ACHIEVEMENT IN READING REPORT TEXT

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Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada i) peningkatan pada kemampuan membaca siswa dalam Teks Report setelah diajar dengan menggunakan jigsaw technique, dan ii) aspek mana yang paling meningkat setelah diajar menggunakan jigsaw technique. *One group pretest and posttest design* adalah desain yang digunakan dalam penelitian ini. Data penelitian diperoleh melalui *pretest* dan *posttest*. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan pada kemampuan membaca siswa setelah diajar menggunakan jigsaw technique dengan tingkat signifikan 0.05. Sehingga, dapat disarankan bahwa jigsaw technique sebagai teknik yang membantu siswa untuk meningkatkan kemampuan membaca pada teks report.

Abstract. This research was aimed to find out i) whether there was improvement in students' reading comprehension in report text after being taught by using jigsaw technique, and ii) to find out which aspect of reading improves the most after the students were taught by using jigsaw technique. A one group pretest and posttest design was used in this research. The data were obtained from a pre-test, and a post-test. The result showed that there was a statistically significant improvement of students' reading comprehension after after they were taught through jigsaw technique with the significance level of 0.05. This indicates that jigsaw technique helps the students to improve their comprehension in reading report text.

Keywords: *reading comprehension, report text, teaching reading*

INTRODUCTION

Reading is one of basic language skills that a student needs to develop in learning English. Reading is also one of fundamental skills to exchange information, ideas and feelings. It is needed to promote comprehension skill by knowing the ideas and knowledge from the writer's mind. As stated by Sweet (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is the ability to read a text, process it, and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice. The meaning of the text would be easy to understood when they are expending the thoughts in writing. To achieve it, the comprehension ability in reading is needed. As stated in Curriculum 2013 of senior high school, one kind of text types that students should achieve is report text.

Report means information arranged narratively in specific periods of time. Report is a work which is used as informational texts, such as writing, television, film describing specific things for a particular intension of relaying information. According to Gerot and Wignell (1994: 196), the social function of report is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. Reports are used for finding specific things, which can bring facts and needs towards particular information. Written reports such as documents displayed, focused and detailed

information to a specific audience, used in governmental places, business, education, science, and many other fields, are often to display the result of an experiment, investigation, or inquiry.

Based on a short interview with one of the eleventh-grade students in senior high school of Al-Kautsar, the interviewees said that English lesson is still taught in a basic way without any technique. Further explained that the way the teacher gives a lesson is usually by asking the students to answer the questions based on the book that has been provided by the school. This might cause students find a difficulty in acquiring English. Some students tend to get difficulty to find meaning and idea from the text. This caused the score of the students tends to get low. Based on the problems stated above, the students might need a cooperative learning strategy to increase their reading skills. There are so many techniques that deal with cooperative learning, such as jigsaw, think-pair-share, three-step interview, round robin brain storming, three-minute review, numbered heads, team pair solo, circle the sage, partners, etc (Simanjuntak: 2009). One effective way that can be used to help students build up their ideas is through Jigsaw technique. Jigsaw technique is a technique which organizes the classroom and makes students able to learn by themselves without only receiving information but more than that it creates a self learning in a conscious way by doing a task together with a group. Since reading takes a big role in a process of learning, therefore reading is important to be practiced. Jolliffe

(2007) in her book, "Cooperative Learning in the Classroom", defines jigsaw technique as a technique in which students are distributed into groups and each member of group learns an essential part of a whole of a topic by working with a focus group and then helps the home group to combine the knowledge to complete the task.

Defined broadly, jigsaw is a grouping strategy in which the members of the class are organized into "jigsaw" groups. The students are then reorganized into "expert" groups containing one member from each jigsaw group. The members of the expert group work together to learn the material or solve the problem, then return to their "jigsaw" groups to share their learning. In this way, the work of the expert groups is quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the puzzle. Moreover, Slavin (2010) said that in jigsaw, the students study cooperatively in a team. According to Arronson (1978), jigsaw is an efficient way for students to become engaged in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respects other students. Teachers who listen to the discussion of the jigsaw groups can quickly hear what each of the original groups has been doing.

Few studies on the effect of jigsaw technique on reading comprehension has been carried out in schools, and

little is known about this topic investigated in Lampung schools. Sabbah (2016) from Community College of Qatar (CCQ) proved that he used a quasi-experimental method to prove the effectiveness of jigsaw technique to improve students' reading comprehension. The subjects which involved in this experiment were 26 ESL foundation female students enrolling in two Level 4 classes in the CCQ. The study revealed a significant effect of jigsaw technique on ESL student's reading achievement.

Another significant finding of jigsaw technique is from a study conducted by Kurnia, Evy (2002) for her script. The goal of this study is to make the students able to comprehend the passage in English as second language reader by activating all of the students' background knowledge using cooperative learning through jigsaw activities. Based on the statistical calculation of posttest scores got by the writer from her research, the result of reading comprehension achievement of the students taught using cooperative learning through jigsaw activities is better than the result of the students taught using traditional technique. The results are significantly different.

In addition, a journal article written by Septami, N., Azhar, F., & Gultom, E. (2018) from University of Riau, Pekanbaru. that was written in 2018, aims to find out the effectiveness of jigsaw techniques on the reading comprehension ability of the second-year students of SMAN 2 Pekanbaru. The technique used was Jigsaw IV. The researcher used pre-experimental research design of one-

group-pretest-posttest. The researcher used cluster random sampling technique to determine the sample of the research. T-observation result shows that the student's mean score of posttest (67.0588) is higher than the pretest (53.0588). Furthermore, the paired sample correlation shows 0.794 which is interpreted as strong. It can be concluded that there are effects of Jigsaw IV technique and solved the second-year students' problem on reading comprehension especially towards students' reading comprehension of SMAN 2 Pekanbaru.

Ummah, R., & Azhar, F. (2017) has also proved a significant improvement of the students' reading comprehension using jigsaw technique. The writer draws some conclusions. Firstly, the data shows that the use of jigsaw technique gives positive effect on the students' reading comprehension especially in narrative text. It was proved that the result of posttest was higher than pretest (72.08>63.58). Secondly, Alternative Hypothesis (Ha) was accepted since the value of t-test was higher than t-table (7.105>2.045). It means that there is a significant effect of jigsaw technique on reading comprehension of narrative text of the second year students of MTs.PP.Syafa'aturrasul Teluk Kuantan.

Last, Hilda (2017) from Syarif Hidayatullah State Islamic University Jakarta conducted a study for her script. The researcher proved that using jigsaw technique is effective. It can be seen from the students' score who are taught using jigsaw technique is better than the

students' who are not taught by using jigsaw technique. The result showed that in significance degree of 5%, the value of t-test (t_o) > t-table (t_t) (2.17 > 2.002). It could be concluded that t-observed value was higher than t-table value. So, the null hypothesis (H_o) was rejected. It means that the answer of research problem was proven that there was a significant difference between students' reading of recount text in experimental class which was taught by jigsaw technique and in controlled class that was taught without using jigsaw technique.

In jigsaw technique, students have the biggest responsibility in sharing and receiving knowledge. The purpose of jigsaw itself is to increase students teamwork and cooperative learning where every student has different capabilities in receiving knowledge. The procedures involve the students' activities in a small group. The group consists of 5-6 students and every student has their own responsibility to learn a particular case from the materials given and deliver those materials to others students. The first group in Jigsaw technique is usually known as the home group, while the second group is called expert group. Each group in Jigsaw technique consists of 5-6 students from various abilities. Each of the home group students merge in expert group to study material which is assigned to each group students. After discussion, they go back to their home group members and explain to his or her group members for material completeness.

METHOD

This research was intended to find out whether there was a significant improvement in reading comprehension report text after being taught by using jigsaw technique. A one group pretest posttest design was used in this quantitative research. The samples of this research were class XI IPS 4 as experimental class which consisted of 32 students. Reading test was the instrument which was used in this research.

RESULT AND DISCUSSION

Result

After administering a pretest and posttest, the results of the pretest were compared with the results of the

posttest in order to analyze the difference of students' reading comprehension ability through jigsaw technique. The comparison of pretest and posttest showed that students' reading comprehension improved after being taught through jigsaw technique. The result between the total score of pretest and posttest improved from 2038 to 2296. Besides that, it could be seen in the table below that the mean of students' scores in pretest and posttest improved from 63 to 71. Table below provides students' mean score of pretest and posttest.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	63.6875	32	8.28694	1.46494
	POSTTEST	71.7500	32	8.23447	1.45566

From the Table 1, it can be seen that the students' mean score of pretest and posttest improved from 63.68 to

71.75 after the treatment of teaching reading through jigsaw technique was implemented.

Table 2. Improvement of Aspect of Reading

No.	Aspects of Reading Comprehension	Total Answer		Improvement	Percentage		
		Pretest	Posttest		Pretest	Posttest	Improvement
1	Identifying Main Idea	181	254	73	56%	78%	22%
2	Specific Information	179	185	6	55%	57%	2%
3	Determining Reference	205	240	35	63%	74%	11%
4	Determining Inference	215	239	24	66%	74%	8%
5	Understanding Vocabulary	235	249	14	73%	77%	4%

In line with the table 2, jigsaw technique can improve students' reading comprehension in all aspects of reading comprehension. The highest improvement was identifying main idea with 73 points. Then, reference improved 35 points,

Discussion

The result of the research showed that jigsaw technique significantly improved students' reading comprehension achievement in report text. The students' mean score after being taught through reciprocal teaching technique improved significantly. The students' mean score of the pretest was 63.68. Meanwhile, their mean score of the posttest after being taught through jigsaw technique was 71.75. In accordance with the finding, it could be stated from the students' mean score of the pretest and the posttest that there was a significant difference before and after being taught through jigsaw technique.

Main idea is the aspect that improves the most after implementing jigsaw Technique. The improvement in determining main idea is 73 point from 181 to 254. Main idea is the highest improved aspect way significant then the other aspect since the students are usually trained and stimulated to paraphrase things from the text by receiving a question "what is the main idea of that paragraph"? so it could help the students in expert group to understand more subconsciously. Since they have a responsibility to master the paragraph and transfer it to their homegroup to get the idea of the text. On the other hand, as the students were taught using jigsaw technique, the student had to be more

inference improved 24 points, and vocabulary improved 14 points. The lowest improvement was specific information with 6 points. From the description, it can be concluded that the technique applied in the experimental class is effective.

active in finding information and subconsciously got a new guideline to state an idea of the whole paragraph. As they share and obtain some details information in their homegroup, it will be a lot easier for them to guess the main idea of a particular paragraph.

Jigsaw technique contributes the improvement on students' reading comprehension through a student centered atmosphere. Jigsaw technique subconsciously make the students to understand the whole text since jigsaw is a technique that have to be applied systematically. The students are designed to slowly learned and adapted the whole context during the implementation. It grows their responsibility to understand the text in order to have a good cooperation with their friends, so that the students will be familiar in comprehending the text. This technique makes the students to understand the material in a cooperative learning style which encourages listening, speaking, writing, reading, engagement and empathy by giving every member of the group an essential part to play in the activity.

This finding confirms the previous research conducted by Sabbah (2016), Kurnia, Evy (2002), Septami, N., Azhar, F., & Gultom, E. (2018), Ummah (2017) and Hilda (2017)

proved that jigsaw technique could improve students' reading comprehension ability. In addition, Septami (2018) who conducted a research about the use of jigsaw technique in teaching reading found that jigsaw technique could improve students' reading comprehension. In the final analysis, by the improvement of the result of the posttest, it can be concluded that the students' achievement in reading improved after being taught using jigsaw technique. By using jigsaw technique, the students were excited to share and express their ideas with their groups of friends.

It means that implementing jigsaw technique gave the students an opportunity to be more active through a group discussion and a group sharing section. In the discussion process, the jigsaw technique encourages students to become engaged in their learning. It motivates students to learn a lot of material quickly and inspires them to share information with peers. It could be seen from their positive behavior during the discussion in home or expert group. The students got involved in discussing the material actively. Although the class was crowded, the teacher could control it. The class condition was active and interactive. The students were also more courageous to ask some difficulties and answer the questions that the teacher asked. Jigsaw strategy also provides cooperative learning, Larsen-Freeman (2000) argues that cooperative learning means that learners learn from each other in the groups. She highlights

the issue that the way that learners and teachers work in the group makes an activity cooperative not merely the group configuration. She continues "in cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively" (p. 164). So it can be assumed that jigsaw technique is a part of cooperative learning, an element which needs a good proportion between the technique, the teacher and the students as well.

In addition, jigsaw is a student-centered approach means students are responsible for their own learning process. It could be seen from the while activities. Students read the text and then move to the expert group to discuss with their friends to understand the text. In this way, students could train their social skill while discussing in the expert group. After understanding the text, students move back to the home group to explain the text to their friends. From this step, students increased their confidence because they could explain the text to their friends. In conclusion, the whole steps of while activities showed that all learning process done by students. It is in line with Adams (2013). He says Jigsaw gave the students an opportunity to be responsible for their own learning while they use their critical thinking and social skills to accomplish the learning task, and they can also gain self-confidence through their contributions to the group effort so they can improve their reading comprehension.

CONCLUSION AND SUGGESTION

Conclusions

After conducting the research at the second grade of Al-Kautsar Senior High School, Bandar Lampung, and analyzing the data it can be concluded that there is a significant improvement in students' reading comprehension after the implementation of jigsaw technique. It can be seen from the result of the test which showed that the students mean score of pretest was 63.68

Suggestions

1. For the teacher

After having research, the researcher suggests the English teacher to implement Jigsaw technique in teaching reading. There must be a good approach and preparation since the material should be delivered systematically so that the materials can be clearly understood by the students and can be easily stimulated. English teachers also should consider the time allocation for the treatments.

2. For further researcher

The researcher expects the other researchers who will conduct similar research should use another instrument such as questionnaire for which covers the reason how jigsaw technique helps the students can improve their reading comprehension. After the research

increases to 71.75 in posttest. The data were analyzed by using t-test in which the significance was determined by $p < 0.05$. It is found that jigsaw technique improves students reading comprehension in reading text.

Besides, main idea is the aspect that improves the most among the other aspects since the steps provided the students to understand the whole wide text while discussing in the group.

Also, english teacher should concern with the material that is being chosen in order to anticipate and solve the lack of students ability, since report text has a lot of scientific vocabulary that made the students tend to get difficulties in understanding the meaning. English teacher should provide some clues and personal question for the students in order to help them easier in understanding and paraphrasing the whole wide of the text.

was implemented, the researcher found out that the student tends to get hard to understand the pattern of jigsaw technique. There must be good approach and preparation since the material should be delivered systematically so that the materials can be clearly understood by the students and can be easily stimulated.

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