

# IMPROVING READING COMPREHENSION THROUGH JIGSAW TECHNIQUE

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## ABSTRACT

The aim of this research: to find out whether Jigsaw technique can increase student's reading comprehension at the eighth grade students of SMP N 3 Wonogiri in the academic year of 2017/2018; to describe the implementation of Jigsaw technique to increase student's reading comprehension at the eighth grade students of SMP N 3 Wonogiri in the academic year of 2017/2018. The researcher used classroom action research as the research method. The research was conducted from November 2017 until January 2018. In collecting data, the researcher used test and non-test. In test, the researcher used pre-test, post-test I, and post-test II. In non-test, the researcher used observation, interview, questionnaire, and documentation. Techniques that used by the researcher to analyze the data were Qualitative Data and Quantitative Data. The result of improving reading comprehension through Jigsaw technique showed that Jigsaw technique could improve the students' reading comprehension. There was improvement of students' reading comprehension based on the result of pre-test (63.55), post-test 1 (65.78), and post-test 2 (79.74). Teaching reading comprehension by using Jigsaw technique can motivate students in learning English. It could be seen from the result of t-test between post-test I and post-test 2 was 24,38. Then t-test between post-test 1 and post-test 2 the result was higher which  $2.021 < 24,38 > 2.704$ . There were significant improvement in students' reading comprehension. In teaching and learning process using Jigsaw technique made the students more focus, confident, and independent. They also practiced how to share their knowledge which they got. So that, they could more understand about the material. Based on the result above, it can be concluded that Jigsaw technique can improve the students' reading comprehension.

*Keywords: Jigsaw Technique, Reading Comprehension, Classroom Action Research*

## ABSTRAK

Tujuan dari penelitian ini: untuk mengetahui apakah teknik Jigsaw dapat meningkatkan pemahaman membaca siswa pada siswa kelas delapan SMP N 3 Wonogiri pada tahun akademik 2017/2018; untuk menggambarkan penerapan teknik Jigsaw untuk meningkatkan pemahaman membaca siswa di siswa kelas delapan SMP N 3 Wonogiri pada tahun akademik 2017 / 2018. Peneliti menggunakan penelitian tindakan kelas sebagai metode penelitian. Penelitian ini dilakukan dari November 2017 hingga Januari 2018. Dalam mengumpulkan data, peneliti menggunakan tes dan non-tes. Dalam tes, peneliti menggunakan pre-test, post-test I, dan post-test II. Dalam non-tes, peneliti menggunakan observasi, wawancara, kuesioner, dan dokumentasi. Teknik yang digunakan oleh peneliti untuk menganalisis data adalah Data Kualitatif dan Data Kuantitatif. Hasil meningkatkan pemahaman membaca melalui teknik Jigsaw menunjukkan bahwa teknik jigsaw dapat meningkatkan pemahaman membaca siswa. Ada peningkatan pemahaman membaca siswa berdasarkan hasil pre-test (63,55), post-test 1 (65,78), dan post-test 2 (79,74). Pengajaran membaca pemahaman dengan menggunakan teknik Jigsaw dapat memotivasi siswa dalam belajar bahasa Inggris. Itu bisa dilihat dari hasil uji-t antara post-test I dan post-test 2 adalah 24,38. Kemudian uji-t antara post-test 1 dan post-test 2 hasilnya lebih tinggi yaitu  $2,021 < 24,38 > 2,704$ . Ada peningkatan yang signifikan dalam pemahaman membaca siswa. Dalam proses belajar mengajar menggunakan teknik Jigsaw membuat siswa lebih fokus, percaya diri, dan mandiri. Mereka juga mempraktikkan bagaimana berbagi pengetahuan yang mereka dapatkan. Sehingga, mereka dapat lebih memahami tentang materi tersebut. Berdasarkan hasil di atas, dapat disimpulkan bahwa teknik Jigsaw dapat meningkatkan pemahaman membaca siswa.

Kata kunci: Teknik Jigsaw, Pemahaman Membaca, Penelitian Tindakan Kelas

## INTRODUCTION

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is one of important skill in learning English language, because reading helps the students learn to think the new language, build a better vocabulary, makes the students more comfortable with written English, and it can help the students plan to study in other country (Reinking and Scheiner in Iriyani 2012:4). According to Wallace (1992:4), reading as interpreting means reacting to a written text as a piece of communication intent on the writer part which the reader has some purpose in attempting to understand. Another definition is stated by Williams in Evi (2013:7), "reading is a process of obtaining meaning from written text. Reading carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text".

Based on various definitions above, it can be conclude that reading is cognitive process of interpreting a written text to get message of information from writers. It is also a process of communication between a writer and a reader. A writer has messages in his or he mind, such as feeling, facts, ideas, and arguments her or she wants to share. The writer puts the message into word or print and the readers try to understand it.

Jigsaw technique is one appropriate technique to teach reading comprehension. The Jigsaw technique is designed for cooperative learning in small groups. Students are provided the opportunity to become "experts" in a particular subject, and share that knowledge with their peers. Kagan (2001) writes that Jigsaw is an effective strategy to use when you want to increase student's mastery or a topic at a hand, boost their concept development, enhance targeted discussion among students, and foster group project participant and learning. While Slavin (1995:111) says that Jigsaw includes a procedure where by students share information they have

gathered with their group mates and with the other group mate in the class. In the other hand, Mary (1998) states that Jigsaw is one method which makes the independences of group members possible, promotes interaction and cognitive elaboration, takes into consideration, the principle of the multiple perspective and context as well as the construction of common knowledge.

From the theories above, it can be concluded that Jigsaw technique is a strategy where the students divided into some group and they have to possible for understand the topic, promotes interaction and cognitive elaboration with the other group, takes into consideration, the principle of the multiple perspective and context of the knowledge.

Jigsaw technique gives some advantages. Based on Sarah (2012), the advantages of this method would be that each child has a part in the group. Each student is necessary to the success of the entire group. This would make students want to learn because they feel needed. It also allows each student to learn more. The whole class can research different topics, and they can all come back to share their research. While, According to Aronson (2000), jigsaw classroom has several advantages: Most teachers find jigsaw easy to learn; most teachers enjoy working with it ; it can be used with other teaching strategies; it works even if only used for an hour per day; it is free for the taking.

To implement Jigsaw technique, there were several steps. The steps identified by the respondents perfectly agrees with the ten steps of Aronson (2008). They are as followings:

- Step 1: Students are divided into 5 or 6 people's jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race.
- Step 2: One student should be appointed as the group leader. This person should initially be the most mature student in the group.
- Step 3: The day's lesson is divided into 5-6 segments (one for each member).

Step 4: Each student is assigned one segment to learn. Each student should only have direct access to their own segment.

Step 5: Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.

Step 6: International Journal of Education and Practice, 2013, 1(6):64-74,71

Step 7: Temporary experts groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.

Step 8: Students come back to their jigsaw group.

Step 9: Students present their segment to the group, other members are encouraged to ask question for clarification.

Step 10: The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as member being dominating or disruptive. There will come to a point that the group leader should hand this task. Teachers can whisper to group leader as to how to intervene until the group leader can effectively do it themselves.

Step 11: A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games but they really count.

The researcher formulated the research question: Jigsaw technique can improve reading comprehension of students at the eighth grade of SMP N 3 Wonogiri in the academic year of 2017/2018.

## **METHODOLOGY**

This research was conducted at SMP N 3 Wonogiri. It is located on Jl. Ki Mangunsangkoro 59 Wonogiri. The researcher conducted the research at eighth grade. The time of the research was conducted from November 2017 until January 2018.

In conducting the study, the researcher used action research method. According to Goodnough (2011:4), action research is

considered a form of applied research that may be adopted to examine specific issues or address problems that are classroom-, school-, or society-based

In this research, the researcher used Jigsaw technique to teach reading comprehension. Before implemented the technique, the researcher gave pre-test to the students. After gave the pre-test, the researcher found that the students had low ability in finding main idea, in finding general idea, in finding specific information, in finding synonym or antonym, and in finding reference. Then, the researcher applied Jigsaw technique. After the first treatment was given to the class, the researcher gave post-test 1 to the students and observed the students. Based on the post-test 1, the students still low in some aspects. They were finding reference and finding synonym or antonym. Because there were still some difficult aspect for the students, the researcher did the second treatment to the students. The researcher used the same technique, it was Jigsaw technique. In the second treatment the researcher gave some modification by giving some games to improve students' vocabularies and to motivate the students to study. After gave the second treatment, the researcher did the second post-test to the students to know the students' reading comprehension

The researcher collected the data by using test and non-test. According to Brown (2001:3), test is a method of measuring a person's ability knowledge, or performance in a given domain. The test conducted in any type, so the researcher used both of pre-test and post-test. Then, to collect the data by using non- test, the researcher used observation, interview, documentation, and questionnaire. After collecting the data, the researcher analyzed the collected data by using qualitative data and quantitative data. According to Ritchie and Lewis (2003:20), Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. Then, for quantitative analysis the researcher used non-independent t-test.

## RESULT AND DISSCUSSION

The aim of this research were to find out whether Jigsaw technique can increase student's reading comprehension at the eighth grade students of SMP N 3 Wonogiri in the academic year of 2017/2018 and to describe the class condition when Jigsaw technique was implemented to teach student's reading comprehension at the eighth grade students of SMP N 3 Wonogiri in the academic year of 2017/2018.

In the research, firtsly, the researcher gave pre-test to the students. Then in cycle one, to build students' background knowledge, the researcher show a video "My Holiday in Bali" this video told about past event which appropriate with recount text. Then, the researcher explain about recount text through that video, so that the student easily to understand material about recount text. Through that video the researcher explain about the language features and the generic structure of recount text. After did cycle one, the researcher gave post-test 1 to the students, from the result of post-test 1, the researcher found that the students still had some difficulties in some aspect. There were finding reference and finding synonym or antonym. To solve students' difficulties, the researcher did the second treatment, In this cycle, the researcher focused to fix the problem in finding out the references, and finding the synonym or antonym of vocabulary. The researcher will also give a video in the first meeting and a game in second meeting to get students' interesting. After did the second treatment, the student was given post-test 2 to know the ability of the students in reading comprehension.

Based on the result of the teaching reading comprehension in cycle 1 and cycle 2, the improvement can be seen from the score of pre-test, post-test 1, and post-test 2. Before the research, the researcher found that the students had low motivation and low reading comprehension. If it was compared with the result of pre-test, the mean score was 63.08 and the result of post-test 1 was 65.88 as the average score. Meanwhile, the mean score of post-test 2 was 79.82 as the

average score. It meant that the student's reading comprehension improved.

**Table 2. The Improvement of Students' Mean Score**

The Mean of Pre-Test	The Mean of Post-Test I	The Mean of Post-Test 2	T-Value of Cycle 1	T-Value of Cycle 2
63.08	65.88	79.82	5.46	24.38

The table showed the improvement of the students' reading comprehension. Jigsaw technique was suitable for teaching learning process. T-test was used to compare the significance of teaching reading comprehension with  $df = n-1 = 34$ . In t-table values, significance 5% was 2.021 and significance 1% was 2.750. The result from pre-test and post-test 1 was significance which  $2.021 < 5.46 > 2.704$ . . It can be concluded that there was significance difference from pre-test score and post-test 1.

Then the result of analysis by using t-test between post-test 1 and post-test 2 was 24,38. Then t-test between post-test 1 and post-test 2 the result was higher which  $2.021 < 24,38 > 2.704$ . A significance improvement from the post-test I and post-test 2 can be seen clearly from that. In addition, the findings of teaching and learning process showed that there was a change of classroom situation before and after Jigsaw technique was implemented. The students became more confident with their own ability in reading comprehension because all students had the same opportunity. Based on Mary (1998) says that Jigsaw is one method which makes the independence of group members possible, promotes interaction and cognitive elaboration, takes into consideration, the principle of the multiple perspective and context as well as the construction of common knowledge.

The finding of teaching and learning process showed that there was a change of classroom situation before and after Jigsaw technique implemented in the class. Jigsaw technique gave opportunity to all the

students to discuss and explain the material by themselves to other students. The students could more understand the information of the text.

Before doing research, the researcher gave the students a questionnaire. After counting the result, it can be concluded that most of the students had problems in reading comprehension. Then the researcher gave treatment by using Jigsaw technique in cycle 1 and 2. After implementing the strategy, the researcher gave a questionnaire after research. It can be seen that almost of the item in questionnaire get more than 75%. It means that Jigsaw technique can improve students' reading comprehension according to them. According to Kagan (2001) writes that Jigsaw is an effective strategy to use when you want to increase student's mastery or a topic at a hand, boost their concept development, enhance targeted discussion among students, and foster group project participation and learning.

It could be concluded that there was an improvement by using Jigsaw technique. The teaching and learning process was more conducive. The students were more focus, confident, and independent.

## CONCLUSION

Based on the result of the research which aim to find out whether Jigsaw technique can increase student's reading comprehension at the eighth grade students of SMP N 3 Wonogiri in the academic year of 2017/2018 and to describe the class condition when Jigsaw technique was implemented to teach student's reading comprehension at the eighth grade students of SMP N 3 Wonogiri in the academic year of 2017/2018. The researcher concluded some conclusion as follows: 1) Jigsaw technique can improve the students' reading comprehension. Before classroom action research was conducted, the students got difficulties in comprehending the text and answer the questions related to text. After Classroom Action Research was implemented, the students' reading comprehension was improved. The students could understand the text well, they also could answer the questions about it

correctly. The achievement of reading test was increased. It can be said that there was improvement of students' reading comprehension based on the result of pre-test, post-test 1, and post-test 2. The mean score of post-test 1 in cycle 1 (65.78) is higher than the mean of pre-test (63.55) and the mean of post-test 2 (79.74) is higher than the mean of post-test 1. 2) Teaching reading comprehension by using Jigsaw technique can motivate students in learning English. In implement Jigsaw technique, the students had to discuss the material and had to mastery the material too. Then, the students had to explain the material to the other. So that, student more understood about the material. The teaching and learning process using Jigsaw technique made the students are more focus, confident, and independent. They also practiced how to share their knowledge which they got. So that, they could more understand about the material.

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