

## **Jigsaw as a Technique to Increase Students' Reading Comprehension**

Nurhasanah\*, Marselinus Bisu Wea, Megawati  
English education, STKIP Kusuma Negara, Indonesia  
\*nurhasanah@stkipkusumanegara.ac.id

### **Abstract**

The research aim is to find out whether jigsaw technique can increase students' reading comprehension at the eighth grade students' in second semester, 2021/2022 academic year of SMPI Alwathoniyah Pebayuran. The research is categorized as qualitative of classroom action research. The technique of the data collection is through observation, interview and reading comprehension test. From 23 students as research subject, it showed from the result of the test in cycle I, brought into relief that not all students score reached the criteria minimum standard (KKM) 70. The average score is 65,22. In cycle II, the activity of teaching and learning reading comprehension runs well and the students are more confident. The average score in cycle II is 71,65. The last cycle III, the researcher found out that the students were enthusiastic in reading comprehension activity especially by implementing jigsaw technique. In this cycle the students were able to complete the task of reading comprehension well. The average score in cycle III is 77,17. From the result of three cycles of the research, it can be concluded that jigsaw technique can increase students' reading comprehension at eighth grade of SMPI Alwathoniyah Pebayuran in academic year 2021/2022.

Keywords: jigsaw technique, reading comprehension.

## **1 INTRODUCTION**

Reading as one of language skills which is important and useful for the students in the learning process. Through this activity, they will grasp many information. Alderson (2000) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. Students get many vocabularies which they need to be used in speaking and writing. Therefore, they have to be able to comprehend what they read. Comprehension is the reason for reading, all together it can be one of the most difficult skills to master, especially for English language learners (Yurko & Protsenko, 2020). It is the process of making sense of words, sentences and connected text. Comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand written text, Pang (2003). In fact, students are always asked to comprehend reading texts by the teacher. In order to do that, it is expected that students as good readers who are able to comprehend a text effectively and efficiently. Reading comprehension is core to academic progress, because it underpins content-area learning in all subjects (Smith et al., 2021). It becomes useless when the students do not understand the content of their reading materials because of its language. To comprehend the reading materials printed in the foreign language especially English, the student must understand the content of the reading material first. Having understood the content of the reading material, the students are expected to be able to comprehend all information and knowledge within reading materials.

The students' success in reading is determined by their comprehension in general. It means understanding what he or she is reading about. The students should be assigned and drilled much reading text and producing comprehension about them. According to Megawati (2017) Reading skill especially reading comprehension is a substantial part of language production. Students comprehend meaning of the text after they read than they manage the information to share other people. It has skills, like writing, reading, listening, and speaking. It means, students only receive knowledge or information from the text after they read. It is considered one of the most critical skill needed for success in the school and the workplace in a modern society. Many students with learning disabilities have significant difficulties with understanding what has been read and will require explicit reading comprehension instruction to develop this valuable skill.

There are many factors that cause students are unable to understand the content of the reading comprehension at the eight grade student of SMPI Alwathoniyah Pebayuran. For example, students do not have the motivation to read, students are bored with the monotonous teaching reading methods or the teacher used a teaching method that might be not appropriate in teaching reading. Therefore, students had difficulties in reading comprehension such as finding the main idea, topic sentences, general and specific information, and new word meaning. Moreover, the unknown vocabularies may let students to be passive in learning process. The teacher had to have suitable methods to teach their students and that method makes student easy to understand the material given to them and makes the students enjoy the lesson.

Based on the problems above, the researchers wants to give a way to improve students' reading comprehension through jigsaw technique in teaching reading. There are some reason why jigsaw technique is chosen to this classroom action research. The first, this jigsaw technique is simple to apply for students to learn the material, and as an efficient way to develop teamwork in the learning process. Students will be active in learning process and will be responsible to do their segment. The second, jigsaw technique is one of the cooperative learning techniques that reduces racial conflict among school children, promotes better learning, improves students' interest and increases enjoyment of learning experience.

Jigsaw technique is appropriate technique to teach reading comprehension. The jigsaw technique is designed for cooperative learning in small groups. Rusman (2012) said Jigsaw as a cooperative learning model that consists of several member in one group that responsible for the lesson materials and be able to teach the topic to other member of group. According to Richard (2004) The jigsaw technique is based on cooperative learning approach in which student are encouraged and required to work together on a common task, and they must coordinate their effort to complete the task. In another hand Mary (1998) said That Jigsaw is one method which makes the independences of group member posible, 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 jigsaw technique gives some advantages. According to Carolyn Kessler (1992) that the advantages of this method such as; jigsaw provide an excellent learning environment for the acquisition of language through relevant content. Jigsaw activity allows teachers to use several text or information sources at different level of linguistic. Jigsaw activity allows teacher to maintain the development of students' academic skills through carefully structured reading and writing activities. Jigsaw provide opportunities for students' to work in racially and culturally mixed groupings.

## **2 RESEARCH METHODS**

The objective of the research is to increase students' reading comprehension by using jigsaw technique at the eighth grade of SMPI Al-wathoniyah Kabupaten Bekasi. The researcher conducted the research at eight grade. The time of the research was from

January 2022 to March 2022. The method of the research used in this research is Classroom Action Research Method. In this research, there will be three cycles in learning teaching process. Each cycle consists of four steps. The steps of this research can be described as below:

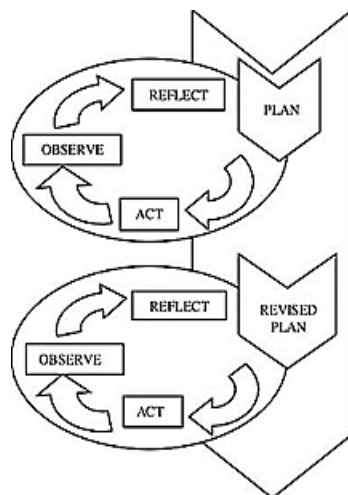


Figure 1. The Spiral Model a CAR by Kemmis and Mc Taggart

They are; planning, acting, observing, and reflecting. The design of Classroom Action Research which is used in this study is the action research model by Kemmis and Mc Taggart.

In this research there are several methods using to collect the data they are: (a) Observation, it means to know the students' reading comprehension in SMPI Alwathoniyah Pebayuran. The purpose is to find out the process of improving reading comprehension. (b) Interview, the purpose of the interview is finding out the students' respond about using of jigsaw technique to improve reading comprehension in SMPI Alwathoniyah Pebayuran. (c) Reading Comprehension Test, it was given at the end of each action research of the eight grade of SMPI Alwathoniyah Pebayuran. The test fills multiple choices and consists of 10 test item in every cycle. The test gives information about the students' progress and achievement in reading comprehension.

### 3 RESULT AND DISCUSSION

#### 3.1 Cycle 1

The first meeting of cycle I was conducted on 25 January, 2022. In cycle 1, the researcher arranged a plan for the action based on the problems that faced by students toward reading comprehension. One kind of reading material would be delivered was narrative text. Moreover, in lesson plan also consisted of standard of competence, basic competence, some indicators that will be reached by the students, and the technique that would be implemented. The materials that needed to be prepared were media of learning, in this case is a picture, observation sheet to analyze the students activity in the teaching learning process. Then, the researcher also notes during the teaching learning process and wrote the points that happened in the classroom based on the action sequences. The problems faced by the students when reading process are students get difficulties to retell the text, and most of students have difficulties to state the generic structure of the text and interpret the text. The researcher prepared plans that would be used in teaching learning process there were syllabus, lesson plan, and learning material. The meeting started with greeting, praying, checking students' attendance list, explain the session briefly and motivate

The researcher introduces and informing the students' material that would be learnt and the jigsaw technique that would be used. Based on the planning, before the researcher explain the narrative text was given, the researcher ordered them to make a group, according by steps of jigsaw technique by Elliot Aronson that the students were divided into students into 5 home groups. Each group contains 5 students and receives five different part of reading text. The students with the same part of reading text work together in new group called the expert group. Each expert group contain five students, the first expert group discussed the first part of reading text. Expert group II discussed the second part. Expert III discussed the third part. Expert IV discussed the fourth part. Expert group V discussed the fifth part. During the process of the expert group discussion, the researcher facilitated the students by giving direction on how they had to study material. After that each students returned to their home group and explained what they had already discussed, the students presented the result of their discussion. At the end of lesson the students were given an individual test based on the reading text they had already discussed.

During the implementation of jigsaw technique in reading class, the researcher observes the students activities, students' respond and students' motivation during learning process.

Table 1. Percentages of Reading Comprehension Score in Cycle 1

| No    | Grade     | Explanation | Total of Students | Percentages |
|-------|-----------|-------------|-------------------|-------------|
| 1.    | $\geq 70$ | Pass        | 10                | 43%         |
| 2.    | $\leq 70$ | Fail        | 13                | 57%         |
| Total |           |             | 23                | 100 %       |

From the students' reading score, it is showed that there are only 10 students (43%) who can achieve the standard of minimum score (70) and there were 13 students (57%) who failed.

The researcher and collaborator discussed to make some strategies to overcome the problem in the cycle II. The things should be done in the next cycle are: a) the researcher and collaborator have to make correction in the way of directed the students to form the group. b) The students must have their own English dictionary and must learn more about grammar, c) The students will help to understand grammar in reading material and also the meaning of words, phrases, and sentence, d) the researcher give more motivation to the students to be more active in doing teaching learning activity in the classroom. The observing result of student's actives in first cycle in SMP Islam Al-Wathoniyah Pebayuran.

### 3.2 Cycle 2

In the first cycle, it was found that some students were still disinclined. The researcher also found that the students were active and interested in the teaching and learning process when the text given to the students was illustrated by picture. The researcher prepared a lesson plan, syllabus, smartphone, a reading text, score sheet, observation sheet, and the student's worksheet. The researcher still uses jigsaw technique in teaching reading. Cycle II was conducted on 19 February, 2022. The researcher opened the class by greeting and checking the attendance. Before the researcher started the lesson, the researcher gave the students some questions dealing with the topic. It was done in order to check the students' understanding about the materials they had learn. Most of them still remembered it.

In the beginning, researcher led to pray, after that filled the students attendance list, no students were absent in the class, the researcher continued by giving some motivation about reading. They were good listeners, and also shared their difficulties in reading, but they skill kept spirit in their selves. The researcher divided the students into five groups, each group contain of five students and receive five different part of reading text. The students with the same part of formed the expert group, expert group I

discussed the first paragraph of reading text. Expert group II discussed the second paragraph of reading text. Expert group III discussed the third paragraph of reading text, expert group IV discussed fourth paragraph of reading text and smart group V discussed the fifth paragraph of reading text. The student back to their home group and explained their teach mates what they had learned. The researcher facilitator during the process of discussion. The researcher helps each group to present the results of their group work and ask each group if their having trouble such as member being dominating or disruptive. The researcher gave the reading test to collect the data in cycle II. During the teaching and learning process, researchers observed student activities.

Table 2. Percentages of Reading Comprehension Score in Cycle 2

| No    | Grade     | Explanation | Total of Students | Percentages |
|-------|-----------|-------------|-------------------|-------------|
| 1.    | $\geq 70$ | Pass        | 15                | 65%         |
| 2.    | $\leq 70$ | Fail        | 8                 | 35%         |
| Total |           |             | 23                | 100 %       |

Based on the result of reading comprehension test in cycle II showed that 15 students in the classroom got the high score. It means that almost 65% the students are able to pass the minimum passing grade (KKM) and there are still 35% of the students haven't got score upper KKM. Based on this result, the researcher decided to continue the research to cycle III.

### 3.3 Cycle 3

Cycle III was conducted on 25 March, 2022. The researcher opened the class by greeting and checking the students' attendance. Before the researcher started the lesson, the researcher gives motivation to the students and ask about last material. Most of them remember it. In this cycle the researcher still use jigsaw technique in teaching reading. The researcher checked the students' knowledge about the topic by giving some pre-reading question. After that, the researcher divided the students into 5 groups, each group contain of 5 students and receive five different part of reading text. The students with the same part of formed the expert group, expert group I discussed the first paragraph of reading text. Expert group II discussed the second paragraph of reading text. Expert group III discussed the third paragraph of reading text, expert group IV discussed fourth paragraph of reading text and smart group V discussed the fifth paragraph of reading text. The students back to their home group and explained their teach mates what they had learned. The researcher facilitator during the process of discussion. The researcher helps each group to present the results of their group work and ask each group if their having trouble in learning. The researcher also gave the reading test to collect the data or the result in cycle III. The students do the reading test by themselves.

During the learning process, the students enjoyed the lesson and they looked happy. Most students were enthusiastic in doing the test. Their confidence were also seen during the process of the test. The result of the test in cycle III showed that 23 students were able to do the reading comprehension task.

Table 3. Percentages of Reading Comprehension Score in Cycle 3

| No    | Grade     | Explanation | Total of Students | Percentages |
|-------|-----------|-------------|-------------------|-------------|
| 1.    | $\geq 70$ | Pass        | 23                | 100%        |
| 2.    | $\leq 70$ | Fail        | 0                 | 0           |
| Total |           |             | 23                | 100 %       |

The researcher found out that the students were enthusiastic in reading comprehension activity especially in using jigsaw technique. In this cycle the students were able to complete the task of reading comprehension.

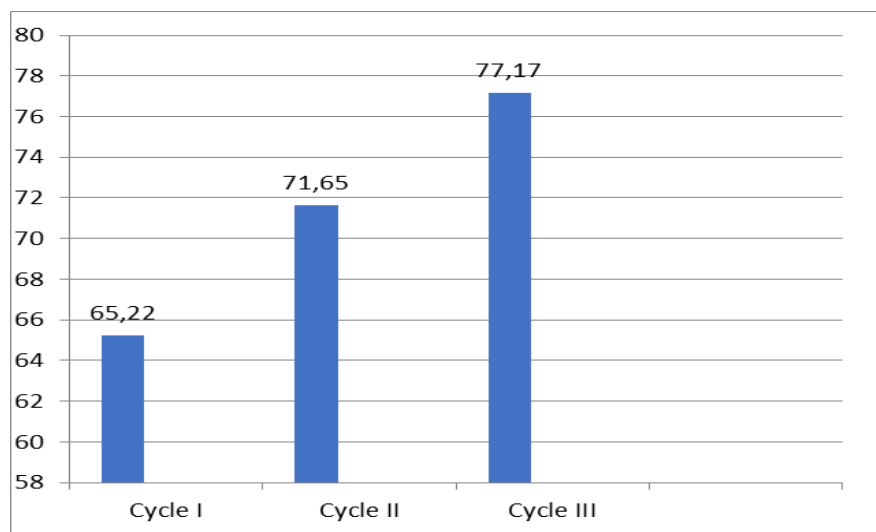


Figure 2. The Students' Progress in Reading KKM Score

The chart describes that the amount of students score average who reach KKM score from cycle I (first histogram) to cycle III (third histogram) are increased well. There was improvement in the test score from the test in cycle I, II, III. The average score in the cycle I were low. They have average 65, 22 there are only 10 students got the high score and the others got the low scores. That is because the students do not understand the content of text. In the cycle II, the students got a better result than cycle I. They have average 71, 65. There are 15 of the students got high score, and there are 8 students got the low score. In cycle III, there was an increase by using Jigsaw technique in teaching reading comprehension, they have average 77,17. There are 23 or finally 100% of the students could pass the passing minimum grade. Based on the research findings above, the researcher can be concluded that in learning teaching reading comprehension through jigsaw technique can improved students' reading comprehension.

#### 4 CONCLUSION

The classroom action research at the eight grades in SMPI Alwathoniyah Pebayuran on even semester academic year 2021/2022 conducts in three cycles. Every cycle consist of planning, acting, observing, and reflecting. The result of the test in cycle I, bought into relief that not all students score reached the minimum mastery criteria (KKM) 70. The average score in cycle I = 65,22. In cycle II, the activity reading comprehension teaching learning run well and the students are more confident than in cycle I. The average score in cycle II =71,65. In cycle III, the researcher found out that the students were enthusiastic in reading comprehension activity especially used jigsaw technique. In this cycle the students were able to complete the task of reading comprehension. The average score in cycle III = 77,17. The researcher concluded that in cycle three, the students' reading comprehension has improved and got much better using Jigsaw technique.

#### 5 REFERENCES

- Alderson, J.C. (2000). *Assesing Reading*. Cambridge University Press.  
 Arens, R. L. (2004). *Learning to Teach*. The MacGraw-Hill Companies, Inc.

- Aronson, E. (2017). *Jigsaw Classroom*. Social Psychology Network. Retrieved from [www.jigsaw.org](http://www.jigsaw.org).
- Kessler, C. (1992). *Cooperative Language Learning*. Prentise Hall Regents.
- Mary, C. (1998). *Academic Perfomance, Prejudice, and The Jigsaw Classroom*. Murdoch University.
- Megawati. (2017). The Improving studets' reading comprehension through grammar translation method. *English Education: Journal of English Teaching and Research* 2(2), 95-108.
- Pang, E. S. Muaka, Angaluk., Bernhardt, Elisabeth B., & Kamil, M. L. (2003). *Teaching Reading*. The International Academi of Education (IAE).
- Rusman. (2012). *Model-Model Pembelajaran 5*, printing. Raja Grafindo Persada.
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology*, 42(3), 214-240.
- Yurko, N., & Protsenko, U. (2020). Reading comprehension: the significance, features and strategies. *Publishing house (European Scientific Platform)*, 106-114.