USING JIGSAW TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT

Michel Andre Prasmika, Ninik Suryatiningsih, Barotun Mabaroh
English Education Study Program, Universitas PGRI Wiranegara
Prasmika06@gmail.com

Abstract: Reading plays an important role in learning process because it gives knowledge, information, and idea to be applied in the speaking and writing. But, the students of class VII B in the 2017/2018 year of SMP Negeri 1 Pohjentrek had difficulties in comprehending the descriptive text they read. Therefore, the researcher used Jigsaw technique to improve their comprehension in reading descriptive text. This research used collaborative classroom action research design. The aim of this research was to improve the students’ reading comprehension in descriptive text. The successful of this research could be seen by the students’ involvement in the class, the result of questionnaire and the result of the test. The result of the students’ involvement, the questionnaire and the test always improve in every meeting. The conclusion of the research was using Jigsaw technique could improve the students’ reading comprehension in descriptive text. The implementation of using Jigsaw technique also helped the students in comprehending the text, answering the question correctly and improving the students’ reading ability. The English teacher has to have a new way or technique in teaching reading and it will give a motivation for the students to improve their reading comprehension.

Keywords: Jigsaw, Reading Comprehension, Descriptive Text

Reading is a process that uses a strategy where the reader constructs meaningful representations of a text (Sabouri, 2016). Reading is the complex process because the readers are not only reading the text but also they have to understand the content. Reading needs comprehension to understand the context and get the new information of the texts. Reading comprehension is a cognitive activity in which the reader takes part in a conversation with the author through the text to understand what the meaning or context in the text (Zare and Othman, 2013). When the reader read the text at the same time, they have to comprehend the whole context too.

Teaching reading is certainly not easy since the language system between Bahasa Indonesia and English is different. The aim of teaching reading is to develop the students reading skill so that they can read English text effectively and efficiently (Harmer, 2007). Reading materials belong to many kinds of text types. They are descriptive, recount, procedure, narrative and report. Descriptive text is one of prioritized texts taught at seventh grade in junior high school level. The meaning of descriptive text is to describe about something, like an animal, person, picture, thing, and place.

The teacher of SMP N 1 POHJENTREK said it is very difficult to teach students’ reading descriptive text on to the students. It was because of several reasons. First, the students did not have any motivation and good confidence in reading. Second, their vocabulary were less and it make them unable to understand the meaning of text. Third, almost 60 % of the students who did not achieve the minimum passing grade 70.

Winten (2013) in his thesis also stated that the students still had the difficulties in comprehend the text. The students had low motivated when they read the text. And also in Khabibah (2017) she found that students on seventh grade had low vocabulary. Thus, they conducted to use jigsaw technique to increase the students’ reading comprehension. From the reason above, the researcher with the English teacher as the collaborator use the jigsaw technique to improve the students reading comprehension in descriptive text.
Jigsaw is one of the strategies in cooperative learning technique appropriate for students from elementary school, junior high school up to senior high school (Adams, 2013). The jigsaw technique is a multiple purpose technique that can be used in many different ways to improve the involvement of students in the teaching and learning process and to build an effective learning environment in the class that does not emphasize only on the teacher (Tewksbury, 1995).

In this technique, the students become the center point in the classroom. Not like traditional technique, in jigsaw the teacher divides students into some groups. Every group has three or four members, and each of the members has a different text to analyze. With the jigsaw technique the student can get more information of the text after they discuss with their friend who has the same text. So the teacher just became the facilitator in the class room. The purpose of the study is to find out how jigsaw technique can improve the seventh grade students’ reading comprehension in descriptive text in SMPN 1 Pohjentrek, Pasuruan.

REVIEW OF RELATED LITERATURE

Reading is the interaction or transferring the messages between the text and the reader who have different background knowledge, so in there the reader that creates meaning (Dieu, 2015). Reading is the foundation of instruction in all aspects of language learning; using textbooks for language courses, writing, revising, developing vocabulary and obtain grammar (Mikulecky, 2008). Not only that, reading has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing (Harmer, 2007).

Reading with comprehension means understanding what has been read (Sinambela et al., 2015). Comprehension involves understanding vocabulary sees the relationship between words and concepts, organizes ideas, recognize the author’s goals, created judgments and evaluations.

In the teaching reading activity the teacher often use traditional technique for teach the students such as, give the text and ask the student to translate in the their native language and answer the questions. It became the process teaching and learning reading is bored for the students. A Teaching reading in standard English to second-language learners and other limited English proficient students means helping them acquire the literate behaviors, the ways of thinking about text, that are practiced by native speakers of English (Mikulecky, 2008).

According to Price (2013) there are some ideas to teach reading more successful to make students feel interest and enjoyable in learning reading activity. According to Slavin (in Khabibah, 2017) there are various techniques for teaching reading in classroom practice. There are Jigsaw technique, STAD (Students Team Achievement Division), TAI (Team Accelerated Information), TGT (Teams Game Tournament), CIRC (Cooperative Integrated Reading and Composition). But the researcher focuses on the Jigsaw technique.

According to Karacop (2017) Jigsaw, one of the techniques which used in the implementation of cooperative learning brings the cooperation to the forefront by providing support to students’ working together and removing competition in the classroom. The jigsaw classroom, originally developed by Elliot Aronson in 1971 in Austin, Texas, was considered effective in increasing positive educational outcomes (Mengduo and Xiaoling, 2010). jigsaw is cooperative learning that can help the students to get more motivation, positive attitude and increase their achievement with do interaction with other students in teaching learning process.

In junior high school there are five kinds of text which taught, those are descriptive text, recount text, narrative text, procedure text and report text (Depdiknas, 2006). In this research, the researcher focused on the descriptive text.

Description is a text containing two components they are identification and description (Sinaga et al., 2016). The identification is to identify the object to describe while description is to describe parts, qualities and characteristics of the parts of the object. The social function of descriptive is to describe a particular person, place or thing.

There are some advantages in implementation of jigsaw technique in teaching reading. They are for the students and the teacher. According to Kessler (in Zahr, 2014) there are four advantages of Jigsaw technique especially for students second language classroom.

1. Jigsaw technique allows students to work in groups which have different races and cultures. It is believed not only can facilitate students to gain trust and acceptance across races and cultures, but also can support minority students in achieving their academic success.

2. Jigsaw technique supports the communicative approach in language teaching, since it offers a highly interactive learning experience.

3. Jigsaw technique demands students to develop their cognitive skills of analysis, comparison, evaluation, and synthesis of information.
4. Jigsaw technique provides opportunities for students to develop their presentation and questioning technique as a result of a strong motivation to ensure that everyone in the group gets all the information in order to complete the task or quiz.

In relation to the use of jigsaw technique in teaching English which focuses reading on reading comprehension, there are some studies conducted on using jigsaw technique to improve reading comprehension which is taken prior to this research

Khabibah (2017), in her thesis under the title “Increasing Students’ Reading Comprehension in Descriptive Text through Jigsaw” claimed that jigsaw technique was successfully able to increase students’ reading comprehension. It can be seen after the research saw the students’ score after implementation of jigsaw technique. In cycle one there were only 10% of the students got 75, but in cycle two there were 93% who got 75.

Armadani (2016) in her thesis under the title “the use of jigsaw technique to improve students’ reading comprehension in narrative text at MTs. Assalam Pohjentrek” claimed that jigsaw technique was very effective way to improve the students’ reading comprehension skill. It can be seen after the researcher saw the students’ score after implementation jigsaw technique. In cycle one only 20% students got good achievement. However, in cycle 2 they are increased to 87% students.

Winten (2013) in his thesis under the title “Improving Reading Comprehension through Jigsaw Technique to the Eighth Grade Students of SMP N Satu Atap Jungutan In Academic Year 2012/2013” claimed that jigsaw technique was very effective to improve the students’ reading comprehension. The result data showed that the score in every session went up (56.00, 72.50, 74.25, and 80.75).

There are some differences between this research and the previous research. Firstly in Khabibah’s research, the material which used is in her research is different with this research. In Khabibah research, she used some texts in every meeting. Secondly in Armadani’s research and Winten’s research, they used jigsaw technique to investigate about the students’ reading comprehension in narrative text. However in this research, the researcher used jigsaw technique to investigate about the students’ reading comprehension in descriptive text.

**METHOD**

In this research, the researcher chose Classroom Action Research (CAR) as design of research Classroom Action Research was used a lot by teacher researcher to improve the quality and the result of their classroom instruction as well as for their own professional development (Latief, 2016). Latief (2016) says classroom action research is an effective media in improving the quality of English teachers’ performance in instruction as well as students’ achievement in learning English in classroom.

The research design model was developed by Kemmis & Taggart (in Latief, 2016) which describes the preparation of classroom action research. Activities involves repeated cycles or spiral cycles. Each of them consist of planning, acting, observing, and reflecting. can be seen in Figure 1

![Figure 1 Kemmis & Taggart (in Latief, 2016)](image)

Prior to hold the planning, the researcher observed some problems in learning English at the seventh grade (B class) especially in reading class. The researcher began the preliminary study on March 6th, 2018. This study was aimed to identify and to formulate the problem that happen during the process of teaching learning process. Then, the researcher interviewed the English teacher. The result of the interview with the English teacher was the students had many problems in reading during teaching learning process: students did not have motivation and good confidence in reading, the students’ lack of vocabulary and they could not understand the meaning of the text.

In teaching learning process, the texts used as the materials consisted of some descriptive texts. In the first meeting of each cycle, the material which was given to the students was about the definition of descriptive text, the social function, the generic structures and language futures of descriptive text and
some vocabularies which usually used to describe the characteristic of person.

The researcher also implemented the jigsaw technique in the teaching learning process. Every last session in the second meeting, the researcher took the student’s score. The content in the descriptive text was about describing person.

According to the English teacher of SMP N 1 POHJENTREK, the mastery of minimum criteria (KKM) is 70 and it was achieved by 65% of the whole students in the class. So, the researcher set the criteria of success as if 75% of students achieve 70 or more. The rest 25% of students can at least achieve 50. If they are less than 70 they are classified into “failed” and the researcher needed to continue to the next cycle.

FINDING AND DISCUSSION

This step explained about the the finding of the effort to improve the students’ reading comprehension using jigsaw technique as a method in conducting the teaching learning process.

Cycle 1

From the data students’ observation checklist, in the first meeting the researcher found 6 students active in teaching and learning process. There were about 4 students were moderate and there were about 7 students were passive in classroom activities. It meant that there were 35% students active, 24% students moderate and 41% passive in classroom activities. In the second meeting, the researcher found 10 students were active in teaching and learning process. There were about 9 students were moderate and there was no student passive in classroom activities. It meant that there were 53% students active, there were 47% moderate and there was no student passive in classroom activities.

From the data of questionnaire about the students’ respond or opinion toward the implementation of jigsaw technique in this cycle was very high. From the result of the questionnaire which conducted in cycle one, the researcher found 160 positive respondents it meant that there were 16 or 84% students who had positive respond and there were 3 or 16% students who had negative respond toward the implementation of Jigsaw technique.

At the end, of cycle one showed that, there were 2 students who got score ≥ 70 from KKM. It was unsuccessful because it was still below the criteria of success that at least 70% of the students can get score ≥ 70. The students’ problems were all of the aspects.
did not know the meaning of question words so they cannot understand well about the questions. Second, the content in the text is not familiar with the students, in the cycle one the researcher chosen abroad idol or abroad artist as the content in text. Third, the text that used was too long.

Cycle 2

From the data students’ observation checklist in the first meeting in cycle two, the researcher found 6 students active in teaching and learning process. There were about 5 students were moderate and there were about 6 students were passive in classroom activities. It meant that there were 35% students active, 30% students moderate and 35% passive in classroom activities. In the second meeting, the researcher found 11 students were active in teaching and learning process. There were about 8 students were moderate and there was 1 student was passive in classroom activities. It meant that there were 57% students active, there were 42% moderate and there was 1% student passive in classroom activities.

So, the researcher concluded that in this meeting, the teaching and learning process was successful and not be continued to the next research because the mean score of students was upper the criteria of success. So, the students find out the meaning in their dictionary and take a note about it in their book. And also before they did the test the researcher asked the students to find out the meaning of difficult vocabularies that they choose in dictionary with their partner.

The researcher also changed the content of the text, in the cycle one the researcher used abroad person as the content in the text. In here, the researcher chose Indonesian artist or Indonesian idol as the content in the text. So the student could felt familiar about it and they could felt interest with the content because the person was their idol. The researcher also gave them shorter text, so it could the students easier to understand about the content on every paragraph in the text. The other factor that made cycle two was successful because the students could understand well about the Jigsaw technique. The result in cycle two, only three (15%) students could not achieve the criteria of success the students got score under 70 and seventeen (85%) of students got score more than 70. It means that cycle two was successful. The result of this research is similar to Winten (2013) and Armadani (2016) that shows jigsaw is effective to improve the students reading. Newer result also shows that jigsaw is able to improve the students’ reading comprehension (Khabibah, 2017).

In can be concluded that the use of jigsaw technique is effective in improving the students’ reading comprehension in descriptive text.
CONCLUSION

Based on the findings in previous chapter, the researcher found that Jigsaw technique could improve students’ reading comprehension on descriptive text in the seventh grade of SMP N 1 POHJENTREK. The use Jigsaw technique was effective way to help the students in improving reading comprehension on descriptive text if it fulfilled the requirements as follows: (1) students have to understand the meaning of vocabulary and the questions words (2) the theme of the text must be familiar (3) the descriptive text must be short. The improvement from cycle 1 to cycle 2 indicates that Jigsaw technique brought an improvement for the students’ score.

REFERENCES


