

## Using Jigsaw Technique for Improving Reading Skills

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### ABSTRACT

This research tried to find and implement actual actions to improve the quality of reading learning process for the first year students of SMAN I Kuok. The research involved the school principal, the English teacher, the researcher, and the students of SMAN I Kuok; especially the students of class X-2 of SMAN I Kuok in the academic year of 2020/2011. They consisted of 31 students, 9 males and 22 females. The students were happy and enjoyed reading using this technique. They liked to have discussions with their friends. By having discussions, the students were able to have better understanding on reading texts than before. Their cooperation was also getting better. It implies that the English teacher can use the jigsaw technique in the teaching and learning process of reading. The students should use this technique more often in order to get better understanding to comprehend the text and better cooperation with their mates.

Keywords: *cognitive behavioural therapy, speaking skill*

### INTRODUCTION

Nowadays, people have been living in the globalization era in which the development of most aspects of life grows rapidly. As a result, they try to find information through many ways such as reading books, watching television, and listening to the news. However, the information they find is mostly in the form of written materials such as newspapers, internet articles and journals, text books, and other materials that facilitate them to access the information easily.

In daily life, reading skills play an important role in facilitating people to comprehend written materials. By reading, they can get information from various resources in order not to be left behind from others. Unfortunately, many people find problems in reading English references such as difficulties in understanding meaning of words, sentences or even texts that they read. Concerning this, reading skill is badly required in order to ease them in getting the information needed.

In Indonesia, particularly in the English teaching and learning process, reading plays significant roles for students as manifested in the basic competency and standard of competence of School Based Curriculum which states that students of Senior High school are expected to have some abilities in understanding some simple functional texts, monologues, and essays in the form of recount, narrative, procedure, descriptive, and news item. It means that in the English teaching and learning process, students need to have a good reading skill in order to comprehend those materials well.

In reference to the observation which were conducted on the 22<sup>nd</sup> and 27<sup>th</sup> of August 2021, many students of SMAN I Kuok still had difficulties in understanding English texts because of some causes. One of them is that the teaching strategy focused only on the cognitive aspects (such as understanding materials, recalling information, translating, etc) without considering the affective (feelings, emotion, and behavior) and psychomotor aspects (manual and physical skills). The English teacher only focused on the knowledge. She also preferred lecturing, giving instructions, and giving tasks to the students in front of the class for facilitating the students to be autonomous learners. In addition, she never asked the students to do the tasks in groups or in pairs, or even to walk toward the class and write in the whiteboard. It made the students spend most of their time on their chairs. This teaching strategy showed that the affective and psychomotor aspects were less promoted in this class.

In addition, there were also other causes that made the students difficult to understand English text such as the materials, the teaching media, the students' involvement, peer cooperation, the teacher, and the students' language skills. In relation with the materials, the observed school used a certain course book as the main source of learning. One source book is not enough to fulfill the students' need of adequate English text references. It could be a problem since no matter (inappropriate content or incorrect items) what happens, they still followed that book.

The teaching media also became a problem in SMAN I Kuok. Actually, the school provided an audio-visual room in order to facilitate the teachers in extending their knowledge and giving materials to the students. The fact that the English teacher rarely used that room or any other media (e.g. picture, flash cards, charts, etc.) could delimitate students' opportunities to learn and broaden their knowledge, in this case English texts. The students' involvement in the teaching-learning processes was also one of the problems found in the observed school. Not all students were actively involved in the teaching and learning activities. Some of them were chatting with their mates, day dreaming, sleeping or doing other things that had nothing to do with the lesson. It was because the teacher did not give the activities that demanded the students to be involved and being active. There was also one male student who never got involved in the teaching-learning activities. He spent his time to sleep in his chair during the lesson. The English teacher said that she had better let him sleep rather than

ask him to stay awake during the lesson since he would just make a noise and disturb the other class members and the whole lesson. This fact should not have existed in any class, especially a language classroom.

In relation to peer cooperation, it was found that the students in the observed class were more likely to compete with each other and overthrew the cooperation. The high-achieving students competed to have their teacher's attention by showing their hands to answer the teacher's question. On the other side, the low-achieving students seemed to like hiding themselves from their teacher's attention. SMAN I Kuok also had several problems dealing with the quality of the teachers' competences, such as pedagogical, personal, social and professional's skills. In this school, the English teacher preferred to use the classic model of teaching in her classes. She also took only a little role in her teaching. She rarely created some innovations in modifying the activity to improve the performance of the students' language skills.

The learners were also the problems in the observed class. The students were varied; they had different characteristics, abilities, and motivations. It might exist because of their social, economic and psychological backgrounds which are varied as well. On the other hand, most of the students in grade X had the same learning strategies. Most of them lacked of autonomy and still relied on their teacher.

Dealing with the students' language skills, it was found that most of the students in class X-2 had difficulties in understanding English text and answering questions related to the text. According to the interview with the teacher and the students, it was revealed that the students' vocabulary mastery was still low. They also found it hard to guess the meanings of some unfamiliar words from their contexts. As a result, the reading section in the observed class took longer time than any other sections.

These problems showed that the classroom environment was not supporting the students' language skills development. One teaching technique that has proven for years can overcome this kind of situation is jigsaw technique. The jigsaw technique was first developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Since then, hundreds of schools have used the jigsaw classroom with great success. Susan Ledlow (1996) proved that jigsaw technique is a great way to cover narrative in her classes. She also found that when students were teaching each other, they came to the understanding toward the materials in a way that it

was far deeper than when they listened to her explanation, or when then they simply discussed it. That is why I found that by using jigsaw technique, it does not only improve the reading skills but also overcome the cooperation problem which appears in the observed class.

With regard to this condition, I was interested in conducting an action research on improving the students' reading skills in the English teaching and learning process using jigsaw technique which is one of cooperative learning techniques. In this action research, I worked in a team involving the English teacher and the students.

## **METHOD**

This research was action research. *Burns* (1999) defines action research as the application of fact finding to practical problem solving in social situation by involving the collaboration and cooperation of researcher, practitioners, and laymen. Based on this definition, it can be concluded that a teacher may be a researcher who collaboratively conducts an action research to change what is going on in her classroom, including the approaches, methods, techniques, materials, curriculum, media, evaluation system, classroom management, and classroom setting use in the teaching learning process.

This research tried to find and implement actual actions to improve the quality of reading learning process for the first year students of SMAN I Kuok. The English teacher and I collaborated to find obstacles and weaknesses of reading learning process, identify the existing problems, plan and carry out the actions, and then make evaluation, reflection, and discussion of the actions implemented. The research involved the school principal, the English teacher, the researcher, and the students of SMAN I Kuok; especially the students of class X-2 of SMAN I Kuok in the academic year of 2020/2021. They consisted of 31 students, 9 males and 22 females.

## **FINDINGS AND DISCUSSION**

This research was an action research study. In the previous chapter, it has been mentioned that the steps of the research were planning, action, observation, and reflection. The purpose of the research was to improve reading skill of the tenth Grade students at SMAN I Kuok. I focused on employing the jigsaw technique of cooperative learning method to improve the students' reading skills.

I began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of teaching and

learning reading. Pre-test was also conducted to find out the students' reading comprehension ability. I also distributed questionnaires to the students to gather the information about their needs in the English classroom and to give them space to share their thoughts and hopes in the English teaching and learning activities. Besides, the researcher observed the classroom to get the descriptions of the reading

All stages in this action research were completely done. The research began on September 21, 2021 and ended on January 12, 2021 during the second semester of the academic year of 2020/2021. In both cycles, I implemented the jigsaw technique and some accompanying actions such as implementing question and answer activities, pointing the group leaders, giving time limitation for each activity and asking the students to bring dictionary. To support the result, there were two kinds of data presented in this research, namely qualitative data and quantitative data. In terms of the qualitative data, I attained some results, outlined as follows.

In cycle I, there were some successful actions; they were conducting the question and answer activities and implementing the jigsaw technique. The implementation of the jigsaw technique is believed to be effective to improve the students' reading skills. The improvement included in the students skills in finding the general idea of the text, finding the main idea of the text, finding the specific information from the text, recognize the communicative functions of the text, and guessing meaning from the context. On the other hand, the question and answer activities are believed to be effective to improve the students' involvement and give a view of new materials for the students and connect it with the previous ones. Unfortunately, there were some problems found during the actions implementation in cycle I. They were dealing with the group management, time management, and dictionary.

In cycle II, the implementation of jigsaw technique was combined with several accompanying actions, such as: conducting the question and answer activities in the beginning and in the end of the lesson, pointing the group leaders (both in home group and expert group), giving time limitation for each activity, and asking the students to bring dictionary. Those actions were effective in overcoming some problems found in cycle I. I also found that the jigsaw technique was still effective in improving the students' reading comprehension.

In terms of quantitative data, there was an improvement on the students' reading skills. It could be seen from the result of pre-test and post-tests. The mean of the students' scores improved from 58,45 on pre-test to 66,90 on cycle I post-test and 75,69 on cycle II post-test. It means the students' mean score increased 29,49 % from the post-test. It showed that the jigsaw technique was successful in improving the students' reading skills.

## CONCLUSION

The research conclusion shows that the use of jigsaw technique was able to improve the students' reading skills. The students were happy and enjoyed reading using this technique. They liked to have discussions with their friends. By having discussions, the students were able to have better understanding on reading texts than before. Their cooperation was also getting better. It implies that the English teacher can use the jigsaw technique in the teaching and learning process of reading. The students should use this technique more often in order to get better understanding to comprehend the text and better cooperation with their mates.

Furthermore, conducting question and answer activities in the beginning and in the end of the lesson, pointing the group leaders, giving time limitation for each activity, and asking the students to bring dictionary was effective to improve the students' involvement, smoothen the discussion and reduce the gap between the high-motivated students and low-motivated students in the teaching and learning process. It implies that the English teacher can use those activities along with jigsaw technique to overcome some problems that might be arising during the group works. The English teacher should also be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process.

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