Improving Reading Comprehension Using Jigsaw Technique In The Third Semester Of English Department STKIP PGRI Ngawi In Academic Year 2017/2018

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ABSTRACT

The objection of this study is to describe the implementation of jigsaw technique to improve students' reading comprehension by using jigsaw technique at the third semester students of English Education Department of STKIP PGGRI NGAWI in the academic year of 2017/2018 and to know the enhancement of students' reading after being taught by using jigsaw technique. The design of this study is classroom action research that was conducted in two cycles with four activities in each cycle, they are planning, acting, observing, reflecting. Preliminary study was also done before this study was conducted. The result of this study showed that using metacognitive instruction could improve students' reading comprehension. It can be seen from the enhancement of students' test result that improved in every cycle. The result of the study also showed that jigsaw technique could improve the students' reading comprehension at the third semester students of English Education Department of STKIP PGGRI Ngawi in the academic year of 2017/2018.

Keyword: jigsaw technique, Clasroom action research and reading comprehension

INTRODUCTION

In Indonesia English becomes one of the main subjects for Junior High School up to College students. Reading is one of the compulsory courses taken by English Education Department students in all universities, especially in Indonesia. As receptive skill, reading

As a receptive skill, reading can improve the vocabulary mastery, knowledge, and ideas. From those statement it is can be explained further that reading can assist the learners to develop other skills like speaking and writing. In other words, reading is important skill in constructing the meaning from the written language and giving the background knowledge for producing oral language. In relation to the importance of reading, reading arguably as essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability (Brown, 2004: 185). It means that reading is the valuable skill in teaching-learning process. It also can be used in daily life, such as to understand the new that written on the newpaper, magazine, or online written news. Furthermore, Richards and Renandya (2002: 273) state that reading is a skill which is highly valued by students and teachers alike. Reading is an activity that involves an understanding and comprehending the text to get the intended

information. Reading is one of the ways for people to access the world and to get any information in the written works.

It is expected that good readers students who are able to comprehend a text effectively and efficiently. Richard and Renandya (2002: 227) argued that reading for comprehension is the primary purpose for reading especially in school and college. Therefore, students are always asked to comprehend reading texts by their teacher. But, there is problem in STKIP PGRI Ngawi that some students can reach the passing grade when they are asked to comprehend reading text. The main caused of this probles is teacher-centered. The lessons are dominated by the teacher, so that the students busy with their own activities or gadget. The reading lecturer is also allowed that teaching learning process dominated by the students who have better competency than others. The teacher rarely dividing group work in the class. It made the class monotonous so some students were not active and tended to be passive. Thepassive students were depended on the teacher and the dominant students with the information about the text so it made the students to be uninterested to explore the text by themselves.

For these reason, the reseacher try to conduct suitable technique. The technique which is not monotonous to be implemented, not teacher-centered, not dominant-students-centered, and must be involve all students in the class. One of technique believed as students-centered is Jigsaw technique. In this technique, the teacher is not the informant, he/she is only the facilitator.

The groups in the class will try to responsible their own 'part', and they also get information for other groups. In the end of the implementation of Jigsaw technique, all students will get almost the same basic knowledge from the topic or material they have learned. John and Richard (1983: 313) also argue that Jigsaw technique is kind of puzzle that material are cut-up and scramble hen the students restore the pieces to the proper order seems to cheer up the students that they become easier to absorb the material.

Based on the explanation above this article reports Jigsaw technique relate to the teaching reading in English as a foreign language. It is designed to address the following research question: Does Jigsaw technique technique improve learners' reading comprehension performance in in the third semester of English Department STKIP PGRI Ngawi in academic year 2017/2018?

LITERATURE REVIEW
Teaching Reading

Reading comprehension is a multifaceted process (Adams, 1990). For students to adequately comprehend text, they will need an awareness of print, which can be obtained through multiple channels to facilitate word recognition. Carlisle and Rice (2002) found that the lack of phonological sensitivity did impede reading, but other factors came into play as students progressed through the different levels of reading comprehension. These factors are evident because children who receive phonological awareness training do not necessarily become fluent readers (Scarborough, 2001).

During the process of reading, the reader not only understands the ideas presented in the text, but also interprets and evaluates them. Lexical and syntactical knowledge of the language he/she reads and familiarity with the writing system and socio-cultural background are essential, but another important factor is an adequate level of cognitive development (Badrawi, 1994; Hassan, 1994). With the insufficient amount of these assets on the part of the reader anxiety is more probable to appear in the act of reading. In addition readers need to learn these components simultaneously and fluently. If either component is inadequate, comprehension can be impeded.

Some teachers may assume that reading comprehension will develop naturally without any direct teaching of comprehension (Denton & Fletcher, 2003). This line of reasoning places reading in the same developmental progression as oral language development. Students are able to acquire speech without formal instruction if given enough exposure to it. Unlike speaking a foreign language, reading or silent reading is performed privately which gives an opportunity for reflection and reconsideration. In addition, as an individual act the "success" of reading does not depend on a dynamic construction of meaning by two or more participants as in speaking. Another possible obstacle is when a reader can decipher the words of a foreign language text, but not their sense, as a result of incomplete knowledge of the cultural material underlying the text (Saito, Garza & Horwitz, 1999; Chard, Simmons & Kameenui, 1995).

This led many researchers to believe that given enough exposure to print the child would experience the same developmental pattern. Nevertheless, research has proven this line of reasoning to be faulty (Gough & Hillinger, 1980; Wren, 2002). Humans have been communicating through speech for thousands of years. We have used written communication for the masses for only several hundred years. This skill must be taught through formal education. Students need to learn phonological awareness, phonemic awareness, awareness of print, phonics, and fluency. These components are the basics or prerequisites needed for reading. . Instruction of these components enables the students to decode unknown words. In other words, reading instruction does not end when students can decode the words. They continue to need instruction that will support their understanding of what they are reading.

Jigsaw Technique

The jigsaw technique was first developed by Elliot Aronson at the University of Texas and the University of California. Then, there were schools used Jigsaw successfully. Jigsaw is one of the techniques that can be used in the teaching-learning activity. It is one of cooperative learning that makes the students more active in the group work. Aronson (2014) states that jigsaw is a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience. In hand, Richard (2006: 19) states that jigsaw activity is based on the information-gap principle which the class is divided into groups and each group has part of the information needed to complete an activity.

In jigsaw technique, the students are expected to be more challenged and active to participate the course. In addition,

Brown (2001: 185) defines that jigsaw techniques are special forms of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective. Berkeley-Wykes cited in Ali (2001) explaines that jigsaw reading technique as the technique in which a reading text is cut into segments and the task of the students is to restore it to its proper order – to make sense of the text.

The Implementaton of Jigsaw Technique in this Research

The researcher adopted jigsaw based on to Aronson (2014). These are the steps of using jigsaw:

1) The class divided into some groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2) There was one student as the group leader. Initially, this person should be the best student in the group. The researcher used criteria 'the best' from the previous reading score
3) The lesson was divided into some segments. For example, if you want history students to learn about a national hero, it might divide a short biography of him/her into stand-alone segments on: (1) Him/her childhood, (2) Him/her family life with his/her husband/wife and their children, (3) His/her life during the crusade, etc..
4) Assign each student to learn only one segment
5) Give time to the students to read their segment at least twice so that they become familiar with it. They noo need to memorize the text.

6) Make temporary "expert groups" by having one student from each group join other students assigned to the same segment. Give time to discuss for the students in these expert groups. They may discuss the main points of their segment and make some important points to rehearse the presentation they will make to their jigsaw group.
7) Bring the students back into their jigsaw groups.
8) Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9) Ask 'the experts' walk from group to group, to observe the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10) At the end of the lesson, the teacher give questions in the form of quick questionon the topic.

RESEARCH METHODOLOGY
Participants
English students of STKIP PGRI NGAWI. They are in the third semester.

Research Method
Action research here uses the model developed by Kemmis and McTaggart in 1988. Kemmis and McTaggart in Koshy (2005: 4) state that action research involves a spiral of self-reflective spirals of planning a change, acting and observing the

process, reflecting, acting and observing, reflecting, and so on. Further, Burns (2010: 2) states that the central idea of the *action* part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. The researcher collaborated with the teacher and the research team members in identifying the problems, planning and carrying out the actions, and evaluating the actions implemented. This action research was conducted through the process as illustrated in the following diagram.
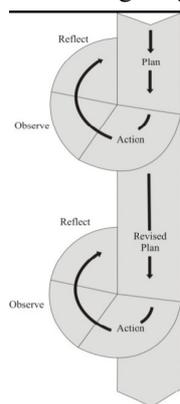
Picture 1 : Cyclical AR model based on Kemmis and McTaggart (1998)

Each step will be explained as follows:

a. Stage of planning
   In this stage, the researcher prepare all things that will be used in teaching learning process by using Jigsaw technique, such as lesson pla, reading material, quizzes based on the reading text, and also the final test.

b. Stage of action
   In this stage, the researcher implement the plan and the Jigsaw technique.

c. Stage of observation
   This stage will be done in the same time with action stage. During implement the plan and Jigsaw technique, the researcher observe the students and the teaching learning rocess.

d. Stage of reflection
   In this stage, the researcher the condittion of the class based on the qualitative data (data from observation stage) and quantitave data (based on students' reading score)

Techniques for Collecting Data

In this research, the collected data was qualitative data which was supported by quantitative data. Qualitative data supported by the result of observations, interview transcripts. Meanwhile, the quantitative data supported by result of pre-test and post test of each cycle. To obtain those data, the researcher used some data collection techniques as follow.

1. Qualitative Data
   The technique to get this data was using:
   a. Class observations
      The class observation was done to obtain the information that was needed in the next action plan in this research. The researcher noted everything related to the students' behavior in learning reading comprehension, the teacher's actions in the class, the technique which was implemented in the class, and the problem found in the teaching and learning process when the action were being implemented. The class observation was done by both the researcher and the teacher.
   b. Interview

An interview was taken to obtain the data related to the teacher's and students' behavior before, during and after the action. The interviews in this research were done to clarify their perceptions, to support the teachers in monitoring, and to reflect their practices. These interviews will be done before and after the actions were implemented.

2. Quantitative Data

In terms of qualitative data, the improvement of students' reading comprehension was supported by the result of students' pre-test and posttest of each cycle. If classical passing grade is gained the research is succes. But if the classical passing grade has not reached yet, the research will be continued to the next cycle. The classical passing grade means that 75% of all students reach KKM (individual passing grade) and the average score is >75. The individual passing grade is 70. Regarding this, the test of students' performance was important to know whether there is an improvement or not. The result helped the researcher to plan the next action. There were two tests in this research, those were the pre-test and post-test.

a. Pre-test

Pre test was used to find out the students' reading ability. The researcher conducted the pre-test in the preliminary study.

b. Post-test

Post-test was used to find out the improvement of reading ability. The post-test was used at the end of each cycle. The post test of each cycle is to know the improvement of rstudents' reading comprehension.

FINDINGS AND DISCUSSION

The implementation of jigsaw technique research was done. Based on the sereies of actions, observations and the reflections, the researcher concluded that generally the results have some improvements. The actions (reading by using jigsaw technique) were able to improve students' involvement related to reading teaching and learning process. The improvement means that after the action was conducted, they got positive responses and their reading score improved.

Furthermore, the implementation of the actions was able to overcome the problems. The actions were using paper text handed by the students, using jigsaw technique in learning process and understanding the text, using interesting questions in checking the students' understanding about text, changing the arrangement of the students' group during explain the materials, asking the students to bring the dictionary (before they entered the class), and changing the types of the questions in checking the students' understanding about the text. The researcher decided to stop the cycle since the result of the last cycle had shown good improvements of the students' reading involvement and the students' reading comprehension. The students' reading involvement can be seen from the qualitative data and the students' reading comprehension be seen from the quantitative data. The result description of qualitative and quatitative is shown as follows.

1. Qualitative Data

Qualitative data sources used by the researcher were observation in the form of field notes, interview transcripts, and photographs. From those sources,it is given

the significant results of this research from the students' side as the subject of teaching and learning process through jigsaw technique.

Based on the observations and interviews, the students were not enthusiastic to join in the reading class. They said that reading class was bored. The reading activity was only listening the teacher's explanation, reading the text and doing the exercises based on the text. And because of this, most students did not get involved in the teaching and learning process. They were not enthusiastic in the reading class. It could be seen that the some students sat in the back row of the class, did not pay attention to the teacher's explanation, and played gadget when some others busy with their text. Sometimes they made noise by chatting with their friends sitting next to them, some of them were sleepy, and some of them did assigment of other lesson.

While the application of jigsaw technique the students looked uninteresting at the first. Some of them did not pay attention to the lesson. They busy with their own activities, just like before the jigsaw technique were applied. Some others, looked excited to know the new techniques would apply in their teaching learning process. They paid much attention and tried to follow the steps of the technique.

In the end of the research the researcher found that there were almost all students paid attention to the lesson in reading. They enjoy the process and the steps. They also involved in the lesson completely. In the interviewed it can be found that they were happy because the teaching learning process become 'so alive'. There were many ways to express what were on their mind. The last good

thing was their score increase significantly since they paid very much attention.

2. Quantitative Data

In this part, the researcher discusses the result of students' score of the reading comprehension.

a. Student's Score

This section present the result of reading comprehension test. The reading comprehension test were administered three times, one time before the implementation, the second was in the last of the first cycle and the last was in the last of the second cycle.. The test result compared between those three-time test. Each table below presents the mean score of the reading comprehension test.

Table 1 Students 'Reading Mean Score

	Mean score	Sum of students who passed the passing grade (70)	Treatment
Pre-test	65	60%	Need treatment
Post-test 1st cycle	72	70%	Go to next cycle
Post test 2nd cycle	80	80%	Succes

From the table above, it can be seen that the students' score increase. It means that

the use of Jigsaw technique can improve students' reading comprehension.

CONCLUSION

Jigsaw technique used in this research was helpful to make the students easier to comprehend the English text. It can be seen from the discussion above that after being involved in the implementation of Jigsaw technique the students' score improved.

The students also felt the advantage of group discussion they did during the implementation of this technique.

Implementing the jigsaw technique in the reading class made the student eager to understand the text by themselves. Through this technique, the students were not easily getting bored and they showed enthusiasm in joining the class. By using this technique, the students were also feel free to discuss the text. So that, their attention in reading matterial increased.

The students were challenged. For the 'experts' they tried hard to understand the text to present in front of his/her group and also other groups. For the 'member' the tried to understand the text from the explanation of 'expert' from other groups. They can discuss, ask, and share all things related to the text because they they discuss it with their friends. In addition, the passive students became more active in the class and they were not reluctant to share ideas to other students. The clever students were not too dominant since all of the students had contribution to share the discussed topic in the expert to be delivered to their teammates in the jigsaw group.

Furthermore, from the data and discussions above, it can be concluded that the implementation of Jigsaw technique in STKIP PGRI Ngawi especially for the third semester of English Department can improve students' reading comprehension.

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