Implementing Jigsaw learning method to develop reading skills: A case study of secondary school students

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ARTICLE INFO	ABSTRACT
Keywords: *jigsaw, cooperative learning, reading, peer teaching*	*The present study was intended to investigate how the study of reading was developed through jigsaw. Further, in-depth research was conducted to find out what extent to which the students' comprehension of reading was. For this purpose, 14 students were taken in a class on Elementary Reading Comprehension in the second semester of the academic year 2022/2023. This research was conducted by using action research which consisted of two cycles. Each cycle had four steps of teaching; they were planning, action, observation, and reflection. The data of this research were from the reading test, the observation note, and the questionnaire. The result of this research showed the students had a positive impact on the teaching of reading. They could elaborate on their ability to comprehend the text to the others. And from the questionnaire given, it showed the students enjoyed teaching reading by applying a jigsaw technique.*

1. Introduction

Reading is a compulsory subject that must be taught for English students besides listening, speaking, and writing. A good reader should know some strategies and skills used to gain good comprehension. He/she should also know the main and supporting ideas in the texts and relate them to the background of knowledge. This condition usually makes the lecturer have the students sit in groups, read the text, and answer the questions based on the text together with their group. Whereas, doing the assignment in a group often stimulates them to give responsibility to the others. Unfortunately, most lecturers still teach reading subjects conventionally. They do not instruct how to work together in groups well so that every member has the same responsibility as the others. Consequently, some students only follow the others without conveying their ideas, perceptions, and or thoughts. Cooperative learning is an activity involving some students working in a group based on a certain situation given to gain achievement (Richardet.al). In the same way, he mentions that related to the Johnson & Johnson model, there are five elements got from cooperative learning; they are (1) Positive Interdependence. It means that the members of the group are not allowed to rely on the others to do something, (2) Individual Accountability. Each group is accountable to master and share what they learned with the others in his/her group, (3) Face-to-face Promotive Interaction. All of the students must interact with the others related to the assignment in

groups even though sometimes it must be learned individually, (4) Appropriate use of Collaborative Skills. Here, every student is encouraged to develop and practice some skills related to the problems faced just as trust-building, leadership, decision-making, communication, and also conflict-management skills. (5) Group Processing. Every member is demanded to set out the goal, formulate what they have done in the group periodically, and also identify every change that they have made.

From the definition above, it can be seen that cooperative learning is usually used by the lecturer in the teaching-learning process to create the situation in order to gain certain goals. It is hoped that it can increase the student's comprehension in learning some materials, respect others' opinion, and have accountability not only to themselves but also to the team.

Jigsaw

Jigsaw is a part of cooperative learning. It consists of two discussion teams; the home team and the expert team. In this method, the activity done by every student shows that they rely on others and their own teams (Jacobs, et.al, 1997: 5). Jigsaw is usually used to develop the student's skills in listening, speaking, cooperating, reflecting, and solving problems.

Reading

Nunan (2003: 68) states that reading is an eloquent for readers in combining some information from the text itself and our background knowledge to develop meaning. In the reading process, the readers are demanded to not only comprehend the words used but also know the strategies and skills in reading. By, Grabe (2002: 9) mentions that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that in reading skills someone needs to understand what he/she read to share the information with the others.

From the definition above, it can be said that reading is not a simple activity. The readers must know what their purpose of reading is, either to have fun or to get information. The approach used by the readers decides the success of reading. Someone who wants to get specific information, for example, will use a different approach from the one having a reading hobby. It means that in reading skills, someone must find out what the purpose and the approach used are.

2. Research Methodology

In this research, the researcher applied action research. It was done as it is a systematic approach to investigating and finding the best solutions to the students' problems. The research was conducted in two cycles consisting of planning, action, observation, and reflection.

The subject of the research

The subject of this research was the second-semester students of the English Department UIN Semarang on Reading Comprehension in the academic year 2022/2023. There were 14 students involved in this research.

Method of collecting data

To collect the data, the researcher gave some tests to the students i.e. pretest and posttest in both cycle I and cycle II. A pretest was given to know the students 'basic knowledge before

giving a treatment. Test in cycles I and II was aimed to know what extent to which the students' comprehension and the improvement showed after getting the treatment While posttest was given to measure the student's ability to comprehend any kind of text by applying the jigsaw technique. The test was scored based on the scoring rubric made before. The questionnaire was also. Distributed to the students to discover their responses to and opinions about the learning through the jigsaw technique. Besides that, the observation was done by a collaborator during the teaching-learning process. The purpose of the observation was to find out the effectiveness of the use of the jigsaw technique in facilitating the students during the effort to learn and comprehend the text of reading.

3. Findings

The present study was conducted to investigate the students' comprehension of reading developed through the jigsaw technique. In this section, the research findings are presented according to the research problems. The use of the jigsaw technique in teaching reading
In conducting the research, there were some stages of each cycle done as follows:

1) Cycle I
a. Planning
In this stage, the researcher tried to find some references related to the jigsaw, prepared a lesson plan, selected a learning objective, wrote students' sheet, made a scoring rubric, decided questions of the questionnaire, and constructed an observation sheet that would be used in conducting the research.

b. Action
In this section, the first thing done was giving a pretest to the students. Then, they were introduced to the jigsaw strategy that would be used in reading class. It was about the definition of Jigsaw, the learning objective, and also some steps of using it. Furthermore, she asked them to make small groups consisting of 3 - 4 students (it is usually called home teams) and chose one of them to be a leader. Then, she gave different texts i.e. "Good Morning, Carmelita's Amazing Rescue and Educating Girls is a Real LifeSaver "to each member and asked them to learn, comprehend, and master them. To have a good understanding of the text that they read; she also asked them to read more than twice. After that, she made them form new groups (expert teams) having the same texts to be discussed together with themselves. Having comprehended the text that they got, they, finally came back to their group (home team) to tell the others in turn about what they had learned from the expert team and give them a chance to the others to ask some questions related to their explanation. Finally, they were given a posttest at the end of the cycle II.

c. Observation
In this phase, the researcher made an observation note during the teaching-learning process. It was done in order to know the students' reactions during the activities. Then the observation result was analyzed descriptively.

d. Reflection
Having known the strengths and weaknesses of using the jigsaw technique, the researcher continued the research to cycle II by repeating the stage of planning. It had to be done

because the result of cycle I was not satisfactory and there were some problems that had not been solved yet.

2) Cycle II
a. Planning
Having analyzed the result of cycle I, the writer tried to start cycle II by conveying the objective of learning clearly to the students in a lesson plan. Forming them to the heterogeneous small teams was also prepared in this stage. Besides that, the lecturer here should tell the students 'Job description in detail.

b. Action
For the first step, the writer gave the students a pretest to know the student's background knowledge individually. Then, they were divided into small groups by forming expert teams based on the same topics. The topics given were "Understanding and Overcoming Motion Sickness, Will the Net Replace Thinking? and How Men and Women Cope with Stress. They were given a chance to learn them together with their friends before joining the expert team. There, they were asked to discuss and share the knowledge that they got from the text. When one student talked about the text, the others listened to him/her. During the discussion, they were also given a chance to ask some questions or even convey the argumentation that they had. Having discussed, they came back to the home team to retell what they had gotten from the expert team. They finally were given a posttest individually covering all the topics given.

c. Observation
The observation was done through the observation note and video recorder. It was done to observe anything done by the students during the process of teaching-learning and know the students' reactions and attitudes shown through the jigsaw technique.

d. Reflection
It was done to analyze what had been done from the stage of planning, action, and observation. The result of the study was analyzed to know whether or not the treatment made a real contribution to the student's ability in reading skills.

Based on the result of the cycle I tested seven students (50%) who understood and could write a summary of text entitled "Good morning "by using their language. While 7 students (50%) did not understand and could not write a summary by using their language. They tended to use the language used in the text. Consequently, when the lecturer asked them to share and retell the information from the text to the others, they could not do it well. The condition above showed the improvement if it was compared to the students' results of the cycle. From the result, it showed that only 2 students (14.3%) could understand and tried to summarise the text by using their language. On the other hand, more than 85% of students did not understand the text given well.

4. Discussion
The test of cycle II showed that when the students were asked to read the text entitled "How Men and Women Cope with Stress': there were 11 students (78.6%) who could understand, analyze, and write the summary by using their language. Even, during the process of teaching-learning in cycle II by applying the jigsaw technique, the students showed positive

behaviour. They not only listened to and shared the information from the text but also conveyed the argumentation related to the knowledge that they had.

From the result of the questionnaire distributed above, it could be concluded that there was an improvement significantly for each cycle. There were 10 categories of statements related to the technique of jigsaw used in this research. There was different behaviour shown from the statement of working in a team. Previously, they thought that working in a team would not help them in solving the problems faced. Not rarely, sometimes some students gave their responsibility in doing something to the others. It stimulated them to give responses that were less than 45% in the cycle. However, after introducing the technique of jigsaw in teaching reading, they felt that working in a team gave some benefits not only to the individual but also team. It could be proven from the improvement of the result of cycle I and cycle II i.e. 71.4% and 100%.

While based on the category of being responsible in learning the material, there were 85.7% of students of the cycle I and 100% of students thought that the jigsaw technique taught them to have a responsibility both individually and team in comprehending the text. The other categories showed that the students felt by applying the jigsaw technique, the material that they got was easy to understand and analyze when it was done in a team. It was proven by the result of the questionnaire in which 100% students showed positive behaviour for both cycles. The last category that was much needed in learning reading through the jigsaw technique was each student had a responsibility to convey and share the information with the others in both the home team and the expert team. There were 71.4% of students in cycle I and 85.7% of students answered that. Besides the questionnaire above, the other result of this research was from the observation notes and video recordings. Based on the result of the observation note and video recording, it can be concluded that the application of the jigsaw technique in teaching reading contributes significantly to the development of students' positive behaviour/attitude in comprehending the English text.

5. Conclusion

Based on the research findings above, it can be concluded that the jigsaw technique contributes to the development of students' ability to comprehend the English text. The result of analysis on the test of each cycle shows that there is a significant improvement in students' comprehension in reading after being treated by using the jigsaw technique. Furthermore, the jigsaw technique contributes to the development of students' positive behaviour/attitude in comprehending the English text. The students, here become very motivated, enthusiastic, and attracted to read the English text. They respond to and enjoy the lesson of reading well.

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