

TEACHING READING COMPREHENSION USING JIGSAW SYSTEM

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Abstrak

Penelitian tentang pengajaran 'reading comprehension using jigsaw system' ini bertujuan untuk menunjukkan keuntungan dari penggunaan 'jigsaw system' dalam pengajaran 'reading comprehension'. Data penelitian diambil dari siswa kelas XI IPS 1 SMAN 1 Randudongkal. Hasil penelitian ini menunjukkan bahwa ada peningkatan kemampuan 'reading comprehension' siswa kelas XI IPS 1 SMAN 1 Randudongkal setelah diajar dengan 'jigsaw system'.

Kata kunci: *Jigsaw, reading comprehension*

A. Introduction

Communication is uniquely human; it is verbal and non-verbal dialogue between people. On the other hand, language is viewed as a vehicle for communicating meaning and messages. Finochiaro (1975:2) says that, "language is uniquely human activity and it is often characterized as 'species specific', i.e., it is an instrument possessed by human."

Finochiaro (1975:10) says, "language learners should be given insight into the place and function of various language items and skills in listening, speaking, reading, and writing activities; that is, in real communication situations."

Hence, the four major skills in communication thought language are often broadly defined as listening, speaking, reading and writing. For many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language.

Quite simply, without solid reading proficiency, second language readers cannot perform at levels they must succeed in reading. Thus, the reading proficiency is as important as oral skill. Realizing the importance of reading, our government in the KTSP Curriculum of English states the teaching learning process of English in Senior High School is aimed at emphasizing reading skill as the main focus in language learning.

There is a notion that reading is not a passive but rather an active process, involving the reader in going on interaction with the text. Furthermore, reading constantly involves guessing, predicting, checking and comprehending.

Thus, to say that reading is silent and personal activity does not imply that it only lends to individual work. On the contrary, it is particularly interesting to encourage

comparisons between several interpretations of a text that will lead to discussion and probably a need to refer back to the text to check.

Every school, classroom or instructional group has its own climate. Johnson (1970:26) says that, "the climate patterns of interaction in the classroom will have large impact upon the behavior of the students and the amount of learning that takes place". So, it is important for teacher to manage the school, classroom, or instructional group better. Students will feel comfort to learn and teacher will also teach well. As Tudor (2002:113) said that, "the classroom would, became a place of communication which would allow students to practice the communicative skills that they would need to use outside the classroom in real interactive situations".

The classroom climate consists of interaction in the ways in which the people within the classroom interact with each other. Group work methods are the strategies and tactics of dealing with team interpersonal relations and task functions through the application of language about team process and dynamics. So, it is clear that team work in learning English provides student or members of the team opportunity to express and to communicate with other.

Teaching reading comprehension in high school needs such kind of communicative system. It is because when the students are taught using traditional method, sometimes the teacher ignores the students' initiatives in giving opinions to the reading passages.

One of the ways to make the students express and communicate with others is by dividing the class into several team works. This condition may result in more modified interaction, more negotiation for meaning than do the same task in the teacher-fronted condition. In teamwork learning format, the student' achievement is facilitated by cooperative learning techniques. Also in teamwork learning format, there will be student-student and student-teacher interaction. Chaudron (1988:10) states that "interaction is viewed as significance because it is argued that 1) only through interaction can the learner decompose the TL structure and derive meaning from classroom events, 2) interaction gives learners the In addition, in teaching (English as a foreign language) reading comprehension the teacher has to have a goal to minimize reading difficulties and to maximize comprehension by providing culturally relevant information. What the students read must be relevant to their needs and interests and they must be ready, willing and able to read it. Guy L.Boy (1979:11) says that to help the students view reading as enjoyable and worthwhile, the teacher must present lessons and activities which are as

pleasant, interesting, and meaningful as possible. opportunities to incorporate TL structure in their own speech”.

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Jigsaw is one of the cooperative learning techniques used in America in order to make students in all levels of society get used to work together without paying attention to gender, ethnicity, religion, and ability. So, one cannot work without others. (*Web Site Copyright 2000, Social Psychology Network by Elliot Aronson*). In relationship with cooperative learning, Jigsaw is one of cooperative learning consists of teams which have 4-6 members. Every student is responsible to his or her material and able to teach the material to other students. Every student is responsible to his or her material and able to teach the material to other students. Jigsaw was designed to improve student's responsibility in what they have learnt and also other students' learning. The students not only learn material given but they also must be ready to give the material to other team works. So, every student will need other students and must work together cooperatively to learn material.

Jigsaw can be used whenever the material to be studied is in the writer narrative form. It is most appropriate in such subjects as social studies, literature, some part of science, and related areas in which concept rather than skill are the learning goals. The instructional “raw material” for Jigsaw usually is a chapter, story, biography, or similar narrative or descriptive material.

The Jigsaw structure promotes positive interdependence and also provides a simple method to ensure individual accountability. The basic premise of Jigsaw is to divide a problem into sections, one for each group member. Each student receives recourse to complete only on his or her part. The students who are responsible for the same section join together and form a new, temporary focus group whose purpose is for the students to master the concept in their section, and to develop strategy for teaching what they have learnt to the other students in their original collaborative learning group.

As conclusion, jigsaw is a remarkably efficient way to learn material. However, even more important, the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group member must work together as a team to accomplish a common goal. It means each group depends on all the other. No student can succeed completely unless everyone works well together as a team. This “system” facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

The key of Jigsaw is interdependence: every students depends on his or her teammates to provide the information needed to do well on the assessments. To make materials for Jigsaw, we should follow these steps:

1. Select one or more chapters, stories or other units, each covering material for two or three days.
2. Make an expert sheet for each unit. This tells the students what to concentrate on while they read, and which expert group they will work with. The material or the text can be separated into several topics in which each student in one group should master one topic. Nevertheless, one group has several texts and each of the students in the group should master each of the texts.
3. Make a quiz, essay test, or other assessment for each unit. A quiz should consist of a least eight questions, two for each topic, or some multiple of four (twelve, sixteen, twenty, and so on), so there is an equal number of a question for each topic.
4. Use discussion outlines (optional). A discussion outlines for each topic can help guide the discussions in the expert groups. Such an outline lists the points that students should consider in discussing their topics.

We can also use these easy steps:

1. Divide the students into 5 or 6 people jigsaw group. The group should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as a leader. Initially, this student should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments.
4. Assign the students to learn one segment making students have direct access only to their own segment.
5. Give the students time to read more over their segment at least twice and become familiar with it. There is no need to memorize it.

6. Form temporary “Expert Group” by having one student from each jigsaw group joins other students assigned to be the same segment. Give student in these expert groups a time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw group.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or destructive), make an appropriate intervention. Eventually, it is 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 session, give a quiz on the material so that the students quickly come to realize that these sessions are not just fun and games but really count. (*Web Site Copyright 2000, Social Psychology Network By Elliot Aronson*).

Nevertheless, student’s interest sometimes are stimulated by classroom “take and give” process. In the reading, students may enjoy from time to time getting away from the usual pattern and reading the story or article aloud at sight; this is particularly true of the better readers, what may be undesirable as routine procedure has real value as an occasional variation.

B. Statements of the Problem

The discussion of the study has following problems:

1. How is Jigsaw system applied in teaching reading comprehension?
2. To what extent are the students’ reading comprehension taught by Jigsaw system?

C. Objectives of the Study

The objectives of the study can be as follows:

1. To find out the way of Jigsaw system is applied in teaching reading comprehension.
2. To find out the students’ ability taught using Jigsaw system

D. Method of the Research

The population of this study is the eleventh grade students of SMA Negeri 1 Randudongkal in the academic year of 2006/2007. A document study will be used to get

the number of students, the students' name list of each class, teaching schedule and students' English score at Junior High School. In this study, tests will be used to measure the students' reading comprehension skill. Observations were used to observe the teaching-learning process by using jigsaw method. The test was used to see the reading comprehension achievement after the treatment. The experiment class used the Jigsaw as teaching system. Before the comprehension test, the experiment class discussed the reading topic. The students arranges the table and chairs as effective as possible to get the comfortable place in the classroom. The teacher managed the arrangement. The teacher gave the instruction to the students. After 45 minutes, the experiment class discusses a reading topic using Jigsaw in which each group consists of 5 or 6 studnets, the students then returned to their seats. At the end of the experiment, the test was administered by the teacher to students. The result of the test reflected the students' achievement in reading comprehension using the Jigsaw system.

In technique of data analysis, the first data is data of students' first semester average. The next data is the result of reading comprehension test. It is the average score of reading comprehension test taught by Jigsaw system. If the data result of reading comprehension test is higher than the first data, it means that the teaching of comprehension by using Jigsaw system is effective to improve students' reading comprehension.

E. Research Finding

The teaching of reading comprehension by using jigsaw system to the eleventh grade students of SMU Negeri 1 Randudongkal was held on May, 1st until 12th 2007.

The implementation of teaching reading comprehension by using jigsaw system is divided into five meetings. They are:

1. May 1st, 2007
 - a. Introducing jigsaw system as cooperative learning to students. It was done orally by the teacher.
 - b. Assigning students to team.

Assigning students to team was done by the teacher by giving attention to their achievements to make a balance each team. There are 46 students in the class and they were divided into 9 teammates. Every teammate consisted of 5-6 students.
 - c. Assigning reading passages/ worksheets which should be mastered by students.

Each expert group had different reading passages.
 - d. Assigning students to expert groups.

These expert groups were divided based on materials or reading passages that should be mastered. There were 5 reading passages (Borobudur, Why do hawks hubt chicks?, Why do the moon and the sun never appear together?, song lyric of release me, Being fat is a serious problem). Each expert group consisted of 8-9 students.

- e. The teacher explained what students should do in their expert groups.
- f. Starting jigsaw system learning process.
- g. The students in expert groups discussed together the content of the reading passages they had. They also shared each others.

2. May 3rd, 2007

The activities which were done in the second meeting were:

- a. The students in expert group meet again and continued to discuss the material.
- b. The students discussed the vocabulary and main idea of the passages
- c. The students were asked each other

3. May 5th, 2007

- a. The students came back to their teammates.
- b. The students in their teammates discussed, asked and shared what they had gotten in their expert groups.
- c. Every teammate prepared her/his team to do presentation in front of the class.

4. May 10th, 2007

- a. The students met again with their teammates and continued the presentation.
- b. Every student could ask the presenter a question about the material which could not be understood.
- c. The question which could not be answered by the presenter and her/his teammates, then answered by the teacher.

5. May 12th, 2007

In this last meeting (fifth meeting), the teacher gave the individual test to the students. The test was multiple choice which was about reading passages.

Applying jigsaw system in teaching reading comprehension gives positive benefit for students' reading comprehension. Reading comprehension using jigsaw system is more enjoyable and interesting for both teacher and student. Every student does not get the text material (reading passages) directly at the time. There were five reading passages which were given to the students. Every reading passage will be given to teammates and every member of teammate will get different reading passage. It is the purpose why

members of teammates are divided into expert groups. Expert group is a group consists of teammates' members that have the same reading passages and share together about the content of the reading passages.

Reading comprehension using jigsaw system will be easier to reach because the students have a chance to share their difficulties to others in comprehending the reading passages. The students not only learn the material (reading passage) given but they also must be ready to give and listen the materials to others. So, every students will need others and must work together cooperatively to learn the material.

Scoring final reading comprehension test of experiment class is divided into 4 segments. They are individual score, improvement score, team score and recognizing team accomplishment.

a. Individual score

Individual score is taken from students' last test. These scores are compared with their first semester score. Individual score is regarded as the effectiveness of jigsaw system in teaching reading comprehension which is done before. From the result of scoring, the writer knows the students of axi ips 1 have manu improvements in their ability. The average scorre of experiment class is 71,4. The highest score is 92 and the lowest score is 52.

b. The improvement point

Students' impvement point can be done by using the table below. The base score is taken from the students' first semester score (Sukarmin, 2002:6)

| Test score | Improvement Point |
|---|--------------------------|
| More than 10 points below base score | 5 |
| 10 points below to 1 point below base score | 10 |
| Base score to 10 point above base score | 20 |
| More than 10 points above base score | 30 |
| Perfect paper (regardless of base score) | 40 |

The result of improvement point can be seen in appendix.

c. Team score

Each team member's improvement is recorde on the team summary sheet an divide team members total improvement point by the number of team member who are present.

d. Recognizing Team Accomplishments

Three levels of awards are given. These are based on average team score, as follows:

| Criterion (Team Average) | Award |
|--------------------------|------------|
| 15-19 | Good team |
| 20 | Great team |
| 25 Or more | Super team |

From 9 teammates (Jigsaw group) in experiment class, there are 2 super teams, 6 great teams and 1 good team.

F. Conclusion

Based on data analysis and research which were done, the following conclusion can be drawn: the Jigsaw system applied in teaching reading comprehension can be an effective method. It is suggested that the teacher should use the jigsaw system as an alternative method in teaching reading comprehension properly. It is showed that the experiment class has higher score of reading comprehension test after they use the jigsaw system.

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