EFL STUDENTS' PERCEPTION OF READING COMPREHENSION BY USING JIGSAW STRATEGY IN READING CLASS

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Abstract

This research aimed to investigate the perception how students feel about using the jigsaw method to teach them reading comprehension. The case study approach is being used in this descriptive qualitative research design. This research was conducted at one of the secondary school in West Java, Indonesia. All of the class VII A participants in this study participated, and 5 students were interviewed. The author employs observation as a method of gathering facts. Additionally, the author conducts semi-structured interviews with students to learn more about their viewpoints on using the jigsaw technique to teach reading comprehension. The qualitative method suggested by Miles & Huberman was used to analyze the data that has been obtained (1992:16). Three activity lines make up the analysis: data reduction, data display, and conclusion drawing/verification. The results showed that using the jigsaw method to learn reading comprehension, pupils feel happy and helpful when they cooperate with their group members.

Keywords: Reading Comprehension; Jigsaw Strategy; Student Perception

INTRODUCTION

Reading requires engagement with print and actively checking comprehension to establish meaning. Reading is one of the most crucial skills for learning the English language because it develops the students' vocabulary, improves their understanding of the language, increases their comfort level with written English, and can even help them prepare for studying abroad (Reinking and Scheiner in Iriyani 2012:4). Making students capable of reading texts successfully is the goal of teaching reading. As a result, children can absorb information from the texts they read and develop their ability to comprehend both the texts' content and their structural elements. According to Harmer (2001), students should develop their reading skills. To gain a rough concept of the content they read, people must be able to scan and skim a text. When it comes to literary work for reading comprehension, both teachers will be looking for them to be more practical. Because some pupils struggle with vocabulary, it was discovered that the students had very low reading comprehension. Students' inability to comprehend the text, their difficulty deciphering word meanings, and their difficulty connecting information from one paragraph to the next are all symptoms of this. Some of them are less focused on listening to the teacher explain during the learning process because it could be too repetitive. As a result, the researcher made an effort to employ teaching methods that would aid students in processing their reading lessons, particularly in terms of boosting comprehension.

Teachers should support their pupils' learning. Reading comprehension skills required the adoption of proper learning strategies in order to increase the effectiveness of learning activities. The jigsaw strategy is one of the learning techniques being examined to overcome the problem. Such learning is possible with the jigsaw method. According to Kagan (2001), Jigsaw is a useful

technique to employ when you wish to stimulate group project participation and learning, foster student understanding of a particular issue, and boost their concept growth. Jigsaw has a process whereby students exchange the knowledge they've obtained with their group members and with the other group members in the class, according to Slavin (1995:111). On the other hand, Jigsaw, according to Mary (1998), is a technique that supports interaction and cognitive elaboration, takes into account the idea of different perspectives and contexts, and facilitates the creation of shared knowledge. Humans see the environment in several ways, most notably through using their senses. As a result of their ability to see or understand, humans also have ideas, convictions, or impressions that they experience as perception (Hornby, 2006: 1079). According to Schmitz (2009), perception is the process of selecting, compiling, and evaluating data. People use perception as a tool to direct and interpret the output of their senses in order to contextualize their surroundings. People may view something positively or negatively. Through perception, people are able to build connections with the world around them. Several previous research, the first research is research by Nasir (2017) with the title "Improving the Reading Comprehension Using Jigsaw Model at the Grade VII Students of SMP Negeri 2 Samaturu". The result of this study can be concluded that the jigsaw model can help students SMP Negeri 2 Kolaka Samaturu understand what they are read. The second research is research by Ayu, Rianti & Asilestari (2021) with the title "Using Jigsaw Technique for Improving Reading Skills". This study looked for and examined practical solutions to enhance the first-year SMAN I Kuok students' reading comprehension skills. Research shows that the use of jigsaw technique was able to improve the students' reading skills. The third research is research by Tarigan, Manurung, Salim, & Putri (2021) with the title "The Effect of Jigsaw Strategy on Students' Reading Comprehension At Smk Swasta Yapim Medan. The results of this study indicate that the Jigsaw Method is superior for teaching reading comprehension to tenth-grade students at SMK Swasta Yapim in Medan.

Some previous studies explain improving, effect, and implementation of reading comprehension using jigsaw strategi. In this study the researcher wants to find out the perception of students regarding reading comprehension using the Jigsaw strategy.

METHOD

By concentrating on a descriptive case study, this study used a qualitative research approach to explore and analyze data in-depth to look into specific phenomena that pertain to a certain group. It investigated the opinions EFL students regarding the reading class using jigsaw strategy. The site or social setting was seventh-grade students of secondary school in West Java, Indonesia . The participants in this study were students of class VII A and five students randomly selected for interview. The author used observation and interview as the data collection techniques and interview guideline as the research instrument. Researchers can structure interviews in accordance with the interview guide by using the interview guide. After collecting the data, the researcher analyzes the data. The data that has been obtained is analyzed using qualitative techniques proposed by Miles & Huberman (1992: 16). The analysis consists of three activity lines, namely: data reduction, data display, conclusion drawing/verification.

RESULTS AND DISCUSSION

Results

Based on the research that has been done, the results of this study are about the perceptions of EFL students about learning reading comprehension with the jigsaw strategy. The results obtained are as follows:

Student A
"It's really fun because together we can learn with group friends".
"Learn to discuss, so I can better understand the contents of the text reading, learn it with friends"
"It is more helpful to learn reading comprehension with the jigsaw technique, because learning in groups".
Student B
"I'm happy because I can exchange ideas about the contents of the text, it's really fun"
"I can better understand and understand the contents of the text reading because I can be helped by a group of friends"
"It's more helpful to use the jigsaw technique"
Student C
"It's fun, can study with friends and can exchange ideas together"
"Can ask if I don't know the meaning, and can ask if there is difficult vocabulary so it's easier to understand the text"
"It helps more with technical jigsaw because it is easier and more understandable"
Student D
"Fun and fun to be excited"
"So understand the contents of the English text"
"It's more helpful with jigsaw techniques because it's more fun to learn"
Student E
"Happy. Because it's easier to work together, collaborate with fun learning strategies"
"I can understand the contents of the reading in the text better because it is a group study"
"I think learning reading comprehension is more helpful with the jigsaw technique"

These results were obtained from interview transcripts. students enjoy learning reading comprehension with jigsaw strategies, students become more aware and understand the content of a text, jigsaw strategies help them in learning reading comprehension.

Discussion

A. Students feel happy when learning reading comprehension with a jigsaw strategy.
All the students enjoyed the researcher's step-by-step instruction in English reading comprehension using the jigsaw method. While studying, every student in the class is happy. all the participants said that they enjoyed learning reading comprehension with the jigsaw technique. it is easier for them to understand the reading text in groups and it is very fun when they learn to work together. In order to improve student accomplishment, effective learning environments, curricula, delivery of resources, and facilitation of the learning process must be used (Layyinah, 2017)
B. Students become more aware of the content of the text, the main idea, and the idea of supporting the reading with the jigsaw strategy.
Understanding and determining the content of reading the main idea and supporting ideas is not an easy thing for junior high school students, especially English texts. However, learning reading comprehension with the jigsaw technique can make students understand more about what they are reading. Students can better understand the contents of the text reading and it is easier to understand the content of the reading because can be helped by a group of friends.

students can understand the contents of the reading better, know the main ideas and supporting ideas for reading because study in groups.

Gladstone (2013) asserts that the jigsaw technique develops into a cooperative learning strategy that helps students become proficient at comprehending and mastering a variety of subjects, after which they finally share their newly acquired information by instructing the other students. One of the cooperative learning methodologies that necessitates student-student interaction in each task is the jigsaw technique. According to Güngör (2018), jigsaw is a cooperative learning structure that encourages sharing and comprehension of concepts or texts, which is evidence in favor of this claim. When working in groups, students feel that they have a better understanding of the primary concepts and supporting ideas in the texts they are reading as well as the context in which they were written.

C. Students find it more helpful to learn reading comprehension using the jigsaw strategy.
The Jigsaw strategy has the advantage of allowing all students to participate in learning while also teaching them how to collaborate with others in order to foster a sense of mutual improvement, compassion, and nurturing among peers. Students who are still developing their English, particularly in reading comprehension, find that using the Jigsaw strategy is extremely beneficial. In contrast to the teachings that professors often teach in class, Students claims that the jigsaw technique helps me better understand reading. According to Roymond (2009: 57), learning with jigsaw techniques produces better results because the learning process is typically teacher-centered and prioritizes the achievement of curriculum material targets, as well as the memorization of concepts rather than the content of reading. This realization that there is a significant difference between the results of students who study with jigsaw and conventional techniques can be explained.

CONCLUSION

From the results and discussions, students enjoyed learning with the jigsaw strategy, they were very happy and enthusiastic about participating in learning. In addition, their reading comprehension also increases, students, can understand the contents of the reading text because they learn from each other in groups. In addition, this jigsaw strategy helps them develop reading comprehension more than using the traditional methods that they often apply in class. Learning to read comprehension with the jigsaw technique received a positive response from the students, therefore this jigsaw strategy can improve students in learning reading comprehension.

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