

# TEACHING READING COMPREHENSION USING JIGSAW TECHNIQUE

Cucu Sumiati<sup>1</sup>, Dede Rizka Mustika Zulkaidah<sup>2</sup>, Kaswan<sup>3</sup>

<sup>1</sup> IKIP Siliwangi

<sup>2</sup> IKIP Siliwangi

<sup>3</sup> IKIP Siliwangi

<sup>1</sup> cucusumiati966@gmail.com, <sup>2</sup> dederizka080714@gmail.com, <sup>3</sup> kaswan\_dewi@yahoo.com

## Abstract

English is foreign language in Indonesia. In English, reading is one of skill that must be mastered by students. By mastering reading skill, it can be easier for student to comprehend the text that they read. However many students not understand how to comprehend the English text well, it caused by inappropriate technique used by the teacher in English teaching. According to the problem an appropriate technique should be applied to improve their reading comprehension. The aims of the research is to find out whether there is any improvement in the students' reading comprehension using jigsaw technique. In this research, the writer uses pre-experimental design. The researcher takes 30 students as the sample of this research. The instrument of this research is a test uses in pre-test and post-test. The result of this research presents that the jigsaw technique is successful to improve the students' reading comprehension. It can be sees from paired samples t-test that there is a significant difference for the pre-test score ( $M = 52.33$   $SD = 22.234$ ) and post-test ( $M = 80.17$   $SD = 9.048$ ),  $t(29) = -9.275$ ,  $p < 0.05$ . It can be concludes that the jigsaw technique improves the students' reading comprehension.

**Keywords:** *Reading Comprehension, Jigsaw Technique*

## INTRODUCTION

Learning is a process of change in human personality, and this change is manifested in the shape of improving quality and behavior such as increasing skills, knowledge, attitudes, expertise, understanding, thinking power and other abilities (Thursan Hakim, 2005). In Indonesia English is generally learned as a foreign language. Foreign languages are usually taught as one of the subjects in class with the aim of basic for communicating. In studying English, have four language skills that should be mastered by students such as listening, reading, writing and speaking. As one of four language skills, reading is important skills that students should master it. Through reading students can get information from the text.

According to Alderson (2000: 1) cited in Apsari and Yana (2015), Reading is to process text meaning through some process of interaction with print. It means that by reading students are able to understand about something (Harmer in Parmawati and Yugafiati, 2017). Reading is making meaning from print and from visual information (Moreillon, 2007). It means that reading is a process to obtain the message presented by the author and it is one way for us to get all the information contain in it. In addition, reading is the process of constructing meaning from print and from other symbol, reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experience (Elizabeth, 2008). The purpose of reading is comprehension. Comprehension is the ability to understand completely and be familiar with a situation, fact, etc. (Caldwell, 2008).

Reading comprehension is the interaction of information between the readers drawing information from a text and the readers expectation or information about the text that already has been read (Walter, 2004). Reading comprehension is the activity or process of how the student can understand and get the information or content from the text.

In reading activities, student should have reading comprehension ability to build a good understanding of an English text but in fact student cannot comprehend English well, because inappropriate technique that used by teacher in English teaching so students seem do not have good motivation to read and they have a lot of difficulties to interpret the meaning from the text, it causes they do not know what is the meaning and the main idea of the text. Based on the problem, the researcher is interested to try to implement jigsaw technique as the solution of the problem in Senior high School to improve students' reading comprehension.

The jigsaw classroom strategy was designed to replace some of the competitive behaviour in the classroom with cooperative behaviour (Aronson & Patnoe, 1997). Thus, jigsaw is a cooperative technique that is effective to increase student's awareness in learning and understanding the text since everyone is essential within the learning process, it deals with the cooperative activity in two main groups 'home group' and 'expert group'. In jigsaw technique, students are expected to gain their understanding by discussing in both 'expert group' and 'home group', here the students gain more understanding and have probability to get inference rightly by experiencing discussion in two groups.

## METHOD

This research the researcher used pre-experimental method. The data was taken from 30 students in one class. To collect data, the writer used pre-test and post-test. Then the score were calculated through SPSS to know whether the technique was effective to improve students' reading comprehension.

## RESULTS AND DISCUSSION

### Results

In the data description, the researcher calculated the data using SPSS 21 with the following outputs:

Table 1

	N	Mean	Std. Deviation
Pretest	30	52.33	22.24
Posttest	30	80.17	9.05
Valid N (listwise)	30		

Table 1 shows that the mean scores of post-test (80.17) is bigger than the mean score of pre-test (52.33). It means that there is improvement in students' reading comprehension. In addition, the score of Std. Deviation of pre-test (22.24) is bigger than Std. Deviation of post-test (9.05). It can be concluded that the scores of post-test are more homogeneous how those of pre-test.

Table 2

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,119	30	,20 <sup>*</sup>	,946	30	,14
posttest	,126	30	,20 <sup>*</sup>	,946	30	,13

a. Lilliefors Significance Correction

Based on table 2, the value of p (Sig.) are 0.20 & 0.14 respective, because the p (Sig.) values are bigger than 0.05, the pre-test scores are normally distributed. Besides that, the value of p (Sig.) are 0.20 & 0.13 respective, because the p (Sig.) values are bigger than 0.05, the post-test scores are normally distributed. For that reason, the paired t-test is used to detect the mean score between pre-test and post-test.

Table 1.3

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-27.83	16.43	3.00	-33.97	-21.70	-9.28	29	,00

Table 3 is used to test the null hypothesis stating, “there is no significant improvement in students’ reading comprehension after being taught using jigsaw technique”. From the table 3, the p (Sig.) value is 0.00 and it is smaller than 0.05. It means that the null hypothesis is rejected. In the other words, there is significant improvement in students’ reading comprehension after being taught using jigsaw technique. Besides, statistical significant the effect size needs to be calculated. The effect size of the treatment ( $d$ ) = 1.69. It is obtained through applying the following formula:

$$d = \frac{t_{\text{dep}}}{\sqrt{n}}$$

$d$  = the effect of size

$t$  = observed  $t$  value

$n$  = number of sample

The effect size (1.69) is categorized as large because it is more than 0.8 (Abott, 2011 in Sadikin, Suprijadi & Kaswan, 2019)

## Discussion

Based on the calculation results, it can be concluded that there is significant improvement in students' reading comprehension using jigsaw technique. Through paired samples t-test to compare the scores of the pre-test and post-test of the jigsaw technique. There is a significant difference for the pre-test score ( $M = 52.33$   $SD = 22.234$ ) and post-test ( $M = 80.17$   $SD = 9.048$ ),  $t(29) = -9.275$ ,  $p < 0.05$ . Besides, the differences in means scores is very large ( $d = 1.69$ ). So, jigsaw techniques explains that 169 percent of the variance in reading comprehension.

The use of jigsaw technique is effective to improve students' reading comprehension. During the treatment, the researcher found that most of students involved actively in teaching and learning process. They were enthusiastic in discussing and sharing the information by applying the jigsaw technique. It inferred that the treatment by using the jigsaw technique in teaching reading comprehension give a large effect toward the students' reading comprehension.

## CONCLUSION

Refers to the results and discussion, there is significant improvement in students' reading comprehension. It is indicated by the fact that the mean score of post-test is bigger than mean score of pre-test. In addition,  $p$  (Sig.) value is smaller than 0.05.

## ACKNOWLEDGMENTS

Bismilahirrahmanirrahiim. Alhamdulillah rabbil alamin, praise and thank are to Allah SWT, the God of all creatures. Because of His mercy and blessing, the writer has been able to finish writing the article entitled "Teaching Reading Comprehension Using Jigsaw Technique" is submitted as the final requirement in accomplishing undergraduate degree at English Education Study Program Language and Arts Department, IKIP Siliwangi Bandung. In finishing the paper we have been greatly improve by some comments, correction, information, and idea of around people who have been very kind to be involved during the process of writing. Therefore in this respect we would like to declare my sincere gratitude and deep appreciation to all of them.

First the writer gives appreciation to beloved parents, who gave motivation, pray and support. The writer present sincere appreciation goes to Dr. H. Heris Hendriana, M.Pd as the Rector IKIP Siliwangi Bandung and Yana, M.Pd as the Head of English Education Study Program. Also this journal is impossible without the help, support, motivation and patience of advisor Kaswan, M.M, for his supervisor, advice and guidance from start until the final of this journal.

Finally thanks a lot to all the people who have involved in writing this journal. The writer realized that this journal is far from being perfect. Therefore constructive criticism and suggestion are expected to better improvement of this journal. At least hopefully this journal can be useful not only for the writer, but also for the readers.

## REFERENCES

- Apsari, Y., & Yana, Y. (2015). Teachers' techniques And Problems In Teaching Reading. *P2m Stkip Siliwangi*, 2(2), 217-233.
- Aronson, E., & Patnoe, S. (1997). *The Jigsaw Classroom: Building Cooperation in The Classroom*. University Michigan: Longman.
- Caldwell, J. S. (2008). *Comprehension assesment: A Classroom Guide*. New york: The Guilford Press.
- Elizabeth, B. (2008). *Reading Development In a Second Language: The Theoritical and Classroom Perfective*. New Jersey: Ablay Publishing.
- Hakim, T. (2005). *Belajar Secara Efektif*. Jakarta: Pustaka Pembangunan Swadaya Nusantara.
- Moreillon, J. (2007). *Collaborative Strategies for Teaching Reading Comprehension*. American Library Association.
- Parmawati, A., & Yugafiati, R. (2017). Using Authentic Material to Improve Students' Reading Interest. *Eltinjournal*, 5, 1.
- Sadikin, I., Suprijadi, D., K. (2019). *Pedoman Penelitian Eksperimen*. Cimahi: IKIP SILIWANGI BANDUNG.
- Walter, C. (2002). *Teaching and Researching Reading*. *ELT-57*, 314–317.