IMPROVING READING SKILL USING JIGSAW

Fadhil Muhamad Sofyan[1], Khoulah Uswatun Hasanah[2], Acep Haryudin[3]

[1] IKIP Siliwangi
[2] IKIP Siliwangi
[3] IKIP Siliwangi
[1] adingdong92@gmail.com, [2] khoulah55@gmail.com, [3] haryacep@gmail.com

Abstract

This study is aim to identify improving student's reading skill using jigsaw. Whether jigsawcan improving students ability in reading skill. The research method used in this research is Qualitative Method and Classroom Action Research as a design.The subject of this study were 32 students of the tenth gradesin one of SMK in Bandung Barat. There were seven encounters covered on those two periods; three encounters were for tests, and the other four encounters were for doing treatment. The treatment was teaching reading skill, especially in reading Narrative text, with the used of Jigaw method.The instruments used in this research were observation, interview, field notes and tests. The tests were used to test the students on pre-test, post-test 1 and post-test 2. The tests given subsisted of 10 items in the form of find out the structure of Narrative text and Comprehenison questions based on the text. This research aims at improving reading ability by using jigsaw method in understanding generic structure, language feature and kinds of narrative text. Through two periods, three tests and four treatments, the teaching and learning process is done and run very well in the year of one SMK in Bandung. As shown in the data above that the increase in score almost reaching KKM is 6.5 while the specified KKM is 7.0.

Keywords: *Reading, Jigsaw, CAR*

INTRODUCTION

Language as a main tool of communication is very important to learn. It is make us easy to communicate with each other. Because of that many languages used in the world. English as international language becomes a primarily study in the school. Through learn of English, we can interaction with the foreigner. As stated in Harmer (2007), language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

In Indonesia, English is a foreign language because of that it becomes a difficult subject to learnt. English has four basic skills they are; listening, speaking, reading and writing.Therefore the teaching learning of English has the pupose to develope four basic skills. Being able to reading English is very important, because there are many books and literature written in English. As claimed by Dreyer (1998:18) cited in Apsari (2016) reading is the most important skill for second language learners in academic contexts. Reading is an activity informed by the apprehension of images, shapes, patterns, and rhythms, which come to be recognized through repeated encounters and remembered forms; the meanings that are made in reading are in excess of the meanings that arise from the interpretation of written language (Lorange, 2014: 30) in Parmawati (2018).

Reading becomes essential for everyone to increase his or her knowledge. This idea is supported by the fact that reading has become apart of our daily activities. Educational system in Indonesia

refers to a curriculum that becomes a guidance for teachers to providing many things relate to learning activities for each subjects, including english. Based on 2013 Curriculum, English learning are aimed to develop the ability to student apply social functions, text structures and linguistic elements of interpersonal and written interaction text. Prepare the text of simple oral and written interaction and to respond to it by taking into the account the correct social and contextual functions of th text and the element of harmony.

However, since English in Indonesia is a foreign language, most students at any level of education get difficulty in reading English text (Apsari and Yana, 2014). There are some students who are still having difficulty in learning to read in this case is influenced by two factors: internal factors and external factors, while internal factors that cause students experiencing learning difficulties is less interest students themselves to learn to read so that they become masa in learning to read, and as stated in them reading is very unattractive because they do not understand vocabulary and pronounciation. while the external factors affecting learning difficulties mambaca for students is the family environment; the lack of attention of parents in encouraging their children to learn to read more hard. and the school environment is the lack of facilities and infrastructure for students and also the lack of attention of teachers in encouraging their students to learn to read. For students who have learning difficulties in order to foster a sense of interest in learning especially reading, students should increase the time to learn and repeat the lessons that have been submitted by teachers at home.

For teachers should be able to pay more attention to the ability of students in mastering the learning meter especially in learning to read and apply the right method so that students more quickly understand the material submitted. For parents, should be able to give attention and motivation so that their child can cultivate the interest of learning by accompanying their child while studying, buying books reading that support in learning activity of child.Based on the problems above, the writer using jigsaw method as a problem solve. jigsaw is method that can help readers quickly gain information from a book, magazine, newspaper or website without having to read every word. When used well, jigsaw can save readers time and allow them to study more efficiently.

Beside, the researcher use jigsaw to improve students' reading skill. After it, the writer not only want to know whether jigsaw can improve students' reading skill or not, but also the writer want to know how many percent the method can improve students' reading skill after using jigsaw.Based on the background abovethewriters choose improving reading skill using jigsaw as a research.

Definition Reading

Reading is one important skills in teaching learning, because it's will be gain their knowledge. Moreover, they can improve their vocabulary and also they can get more information what they need. Because so many books and resources use English. As stated inUrquhart (1998) cited in Parmawati & Yugafiati (2017) reading means dealing with language message in written or printed form. Further, Harvey (1990) cited in Haryudin & Suhana (2017)argues that purpose of reading in language is to inform ourselves about something we are interested in, or challenge on certain matters. Based on the theory of the experts above, it can beconcluded that, reading is dealing language message that purpose to inform ourselves about something in the written or printed form.

Definition of Jigsaw

Jigsaw is one of technique in cooperative learning.As stated in Slavin (1995) cited in Haryudin& Argawati (2018) state that, teachers can use specific models to set up cooperative learning groups, there are: 1. STAD (Student Teams Achievement Divisions), 2. Team Accelerated Instruction (TAI), 3. Jigsaw Technique, 4. Reading and Composition (CIRC), 5. Teams Games Tournaments (TGT), and 6. Cooperative Integrated. Further, as stated inAronson (1978) cited in Hoerunnisa & Suherdi(2017)says that jigsaw helps the students develop a depth of knowledge which is impossible if they try to learn the material on their own.Based on explanation above,it can be concluded that jigsaw is one of cooperative learning to gain activities in the teaching learning process.

METHOD

The method used in this research is Qualitative Method. As stated inCreswell (2014)Qualitative Methodis an approach for exploring and understanding the meaning individuals orgroups ascribe to a social or human problem. Meanwhile, the design of the research is Classroom Action Research.As stated in Burns (2009) action research is the systematic collection of information that is designed to bring about social change.Classroom Action Research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn; to answer questions or solve problems about teaching and learning; to improve the rationally and justice of their own social or educational practices, their understanding of these practices, and the situations (and institutions) in which these practices are carried out; and to take a self-reflective, critical, and systematic approach to explore your own teaching context. The are foursteps of Classroom Action Research.

The First is Planning, The writer prepared lesson plans, materials, observation sheet that would. be used to observe teaching and learning process, instrument aids, and test instrument. Second is Acting. This part the writer applied jigsaw technique in teaching and learning process to deliver the material for the students step by step. Third is Observing,The writer observed the students during teaching process whether or not jigsaw technique can improve their reading skill and class situation. Fourth is Reflecting. She evaluated the result of observation ofimplementing jigsaw technique in the class, both of the improvement in reading skill and class situation.

The subject study was the first year of one SMK in Bandung which subsisted of 32 students. There were seven encounters covered on those two periods; three encounters were for tests, and the other four encounters were for doing treatment. The treatment was teaching reading skill, especially in reading Narrative text, with the used of Jigaw method.The instruments used in this research were observation, interview, field notes and tests. The tests were used to test the students on pre-test, post-test 1 and post-test 2. The tests given subsisted of 10 items in the form of find out the structure of Narrative text and Comprehenison questions based on the text.

RESULTS AND DISCUSSION

Results

The research carried on the first year of one SMK in Bandung for seven encounters. The seven encounters were divided into two periods. four encounters in period I, and three encounters in period II. The material of the study was narrative text.The result of each period will be organized on four steps of CAR,there are: planning, acting, observing, and reflecting.

Period I

The first steps of CAR is planning section, in this section the writer prepared some lesson plans to teach Narrative text. Lesson plans were made to be implemented on treatment 1 and 2, which contained some prosedures of Jigsaw to teach Narrative text. The second steps is acting. In this step, the writer came to the class four times. The first encounter was used for operate pre-test which subsisted of 10 items. The same thing went to the fouthencounter which was used for operate post-test which subsisted of the same number as pre-test. The third is observing. It was done together with the second step. During the four encounter, the writer provided some field notes to capture what the students do in order to ease the process of observing them. The steps of acting and observing are displayed on table 1 below:

Table 1. Encounter in Period 1

	Acting	Observing
Encounter	Topic	Activity
1	Pretest : Narrative Text	In the first encounter, the writer gave them pretest which subsisted of 10 items
2	Treatment 1 : Definition and Generic Structure of Narrative text	The students started to learn about the material with reading a text with pictures. The student discuss about the definition and generic structure of some example of Narrative text first in groups, a group subsist by four member. Then, they are reading any example of Narrative text . Last, they discussed some questions allowed.
3	Treatment 2 : Language Features and The Kind of Narrative text	They learned the same material as second encounter in this treatment. Furthmore, the third encounter was learned about the language features and kinds of Narrative text. They read and found the tenses used and kind of Narrative taxt with thir groups
4	Post test: Definition, Generic Structure, Language Features and The Kind of Narrative text	In this encounter, the writer conducted a post-test which subsisted of 10 items. The questions presented were in the same form and text of difficulty with the pre-test.

The fourth session for period I was reflecting. In this step, the writer concluded from the result of observation found during the teaching and learning process. It started from the pre-test.The students were puzzled and surprised that they had previously read a little bit of material about the narrative text that would be delivered. But they are still willing to do the test with pleasure. The tests are done and filled well, although there are some students who get really bad grades.

The average value of pre-test is only 3,0. This score is considered very bad. While the value of KKM determined is 7,0. In addition, students cannot identify the generic structure in the narrative text.Most students have been taught about this material at the time in junior high school, but almost some students are still confused in understanding reading and identifying elements in narrative texts.

During the treatment, 1 and 2, the writers divided the students into groups, one group subsisting of 4-5 people. In the treatment of 1 and 2 researchers pay attention to how students work in groups.In the first treatment, the students seemed confused. They do not understand in identifying the generic structure in the narrative text. They still ask the same thing to the teacher to do everything at every reading and identifying the structure of the text. then students feel uncomfortable while working in a group because, there are some students who just silent and rely on other friends. They still struggle when the teacher asks them to read and then finds the generic structure in the given text example. Then, at the end of treatment 2, the writers found the fact that, They started enjoying the work in the group and they started actively in asking questions. This was followed by an increase in post-test score of 6,5.

From this treatment in period 1, researchers can draw the conclusion that there are positive and negative results found during the lesson. The positive result is that students begin to show their curiosity by asking questions, and the negative results are less active as students, because they rely on other students to do the work. Revisions should be made to improve the quality of their learning as well as their average value. Therefore, period II is done to continue the research.

Period II
in Period 2 includes four steps in accordance with those contained in period I. In the planning session, the writer makes some revisions to the lesson plan. In the previous treatment, some students still rely on each other during the learning process. For revisions, researchers create a new group that is different for each student. Then, the writer makes the students work in a new group that is more comfortable with the way they set their own group members each and the writers give them more tasks. They were given a new text with the same theme of narrative text, and then they were asked to present their reading in front of the class. This strategy is expected to reduce the students' habits in relying on each other.The acting session includes three encounters, since the pre-test used for this period is taken from the post-test of the previous period as seen in table 2 below:

Table 2. Encounters in period II

	Acting	Observing
Encounter 5	Topic Treatment 3: Identify Generic Structure of Narrative text	Activity The reading material in the narrative has not reached satisfaction, so the writer continues to deepen the students' understanding using the revised plan. Researchers revised for them through group changes that made them comfortable, and were given new texts that use images to make it easier for students to identify the elements in the narrative text.

| 6 | Treatment 4: language features and kind of Narrative text | In this treatment, the students seem to ask more questions related to the topic. In each step of learning, students rely on other students to perform tasks assigned. |
| 7 | Post-test : Narrative text | In this encounter, researchers do post-test which subsists of 10 items. Questions presented in the same form and level difficulty with pre-test. |

The final step is to Reflect on the observations made will be discussed in this section. There are many improvements in every encounter. The first increase, their score on post-test 2 increased. From 3.0 to pre-test, it was upgraded to 5.5. and for post-test 2, their score becomes 6.5 and the second improvement is the quality of their learning reflected in their attitudes and behaviors during the lesson. Details of test scores can be seen in table 3 below:

Improvement on students" score of the tests

	Pre-test	Post-test 1	Post-test 2
Minimum score	3,0	5,5	6,5
Maximum score	6,0	7,0	8,5

Discussion

This research aims at improving reading ability by using jigsaw in understanding generic structure, language feature and kinds of narrative text. Through two periods, three tests and four treatments, the teaching and learning process is done and run very well in the year of one SMK in Bandung. As shown in the data above that the increase in score almost reaching KKN is 6.5 while the specified KKM is 7.0.As discussed earlier, the jigsaw method can help develop students' conceptual understanding of a topic because they discuss it with their peers in groups. That way makes them feel free to talk about everything they want related to the topic. By applying that method they have the ability to search for information, and draw conclusions and express their own opinions. In addition, setting students in a group gives students more opportunities to explore themselves. They push to share something deeper and more detailed. The more they share and talk about something, the more they build their understanding of the material delivered.

CONCLUSION

Based on the finding research, the writer can concluded that reading is one important thing in teaching learning process. Through reading the students can improve their knowledge and also they can get any information what they need. Jigsaw is a part cooperativelearning approach, it's effective strategy to gain activities in the classroom so that the students not bored in teaching-learning process.This research aims at improving reading ability by using jigsaw method in understanding generic structure, language feature and kinds of narrative text. Through two periods, three tests and four treatments, the teaching and learning process is done and run very well in the year of one SMK in Bandung.

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