

The Implementation of Jigsaw Method in Teaching Reading Narrative Text

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Abstract

Reading is one of the essential English language skills that students are required to master, as it plays a crucial role in improving their overall English proficiency. This study aimed to investigate the implementation of the Jigsaw method in teaching reading narrative texts and to explore students' responses toward its application. The research employed a qualitative approach with a descriptive research design. The participants of this study were twenty-nine ninth-grade students from one of the junior high schools in Parongpong. The instruments used in this research were classroom observation and a questionnaire designed to answer the research questions. The findings revealed that the implementation of the Jigsaw method in teaching narrative texts was successfully carried out based on the lesson plans. Throughout three meetings, students actively participated in the learning process, demonstrated enthusiasm, and interacted well with their peers. The observing teacher confirmed that the teaching activities followed each planned stage systematically. Moreover, the questionnaire results indicated that most students gave positive responses, showing that the Jigsaw method helped them understand narrative texts more easily, encouraged collaboration, and increased their motivation to learn. Overall, the Jigsaw method proved to be an effective technique for enhancing students' reading comprehension of narrative texts.

Keywords: Jigsaw Method; Teaching Reading; Narrative Text

INTRODUCTION

Reading has a very important role as it has become part of our daily lives. This is important because it can help the students to improve their English language skills, such as expanding English vocabulary, improving writing skills, and providing ideas, facts and experiences to students (Mikulecky, 2004). Furthermore, this skill is one of the most important for second language learners, for they can acquire new things or information using different understanding (Sofyan, 2019). In line with this, one of the reading text studied in junior high school is narrative text. This is a type of written text whose author aims to entertain people, and to tell actual experiences in a different way (Siahaan, 2021). It tells a story by representing a series of events that happened in the past (Dhillon, 2020). In addition, it is an imaginative story that aims to entertain readers. Based on the researchers' experience during the GISMA program (*Gerakan IKIP Siliwangi Mengajar*) at one of the junior high schools in Cimahi, the researchers found several problems related to reading narrative texts. The students were able to read the text fluently; however, they often failed to comprehend the content of the story because they lacked vocabulary and had difficulty identifying the main ideas. Considering these problems, the researchers became interested in applying the Jigsaw method in teaching reading narrative texts. By emphasizing the use of this method, it was expected that the students could improve their reading comprehension. Therefore, the aims of this research were to investigate the implementation and the students' responses of the Jigsaw method in teaching reading narrative texts at the junior high school level.

Reading is one of the most important parts in learning English. It is one of the receptive skills of the English language. The ability to read a text in English is important as a bridge to comprehend the text. Reading is an activity that the students usually learn and carry out in English as a foreign language used to gain a comprehensive understanding and ideas from the text (Erya, 2021).

It is a process that is interrelated with thinking and with other communication skills such as listening, speaking and writing (Purba, 2018).

According to Harmer (2007:99) in (Ahmada, 2019), there are two types of reading:

a. Extensive reading

Extensive reading is reading that the students do often outside of the classroom. The aim of extensive reading is to direct the students to read fluently in the target language which includes reading for pleasure or enjoyable reading. This gives students the opportunity to choose what they want to read with the aim of obtaining information. The focus of extensive reading is meaning.

b. Intensive reading

Intensive reading is reading that the students do often in the classroom. The goal of intensive reading is to direct the students to read accurately. The focus is translating or answering questions. The teachers can ask the students to look from poetry, magazines, internet sites, newspapers, novels, dramas, and various other genres of text. Intensive reading is usually accompanied by teaching and learning activities.

Meanwhile, Francoise Grellet divides types of reading into two types: skimming is a reading process that occurs quickly to obtain the gist or general idea of material, and scanning is a process of reading quickly to find certain information or facts.

The Jigsaw method is a method used by students to work together and help each other in learning new material (Purba, 2018). The students play an active role during teaching and learning activities and they teach other students what they have learned previously. This method makes the students enthusiastic about learning and required to work together with other students to achieve their goals. Furthermore, this is a technique that has a fairly strong influence on students' attitudes towards learning, social relationships between students in their group (Aronson, 2011). This means that this technique can help the students to rely on each other for the information they obtain. Thus, the use of the Jigsaw method is an effective alternative for improving students' reading comprehension (Sumiati, 2019).

According to (Erfiani, 2018), there are several steps in the Jigsaw technique used in class including:

- a. Students are divided into small groups consisting of three to five students. These groups are called Jigsaw groups.
- b. Each student in the Jigsaw group is assigned to choose a piece from material. After that, students who chose the same section gather and create a new group called the expert group to discuss the main points of their segment. They may share ideas, opinions, and understanding of the material and trying to solve the problem. After that, they return to the jigsaw group and explain the material to each other until all members in the jigsaw group understand the material.
- c. The teacher gives quizzes to students based on the material used to determine student understanding and achievement.

From this explanation it can be concluded that in the jigsaw technique steps students are divided into groups to share ideas, opinions and understanding of the material and try to solve problems. However, the students are expected to be able to explain the material to each other until all group members understand the material.

Narrative text is a story text that has complications or problematic events and try to find a resolution to solve the problem in the story. At the end of the story, a moral message will be

given. This is an imaginative stories to entertain people. In addition, it starts with an orientation, this orientation displays the scene and introduces the participants. After that, complications that tell the reader about the crisis that arises in the story. Finally, a resolution tells the reader that the crisis has been resolved, for better or worse. Characteristics of this text using simple past tense, past perfect, past continuous, past perfect continuous, and past future continuous (Asiah, 2020).

According to (Tanjung, 2022) , there are three main part in narrative text, namely;

a. Orientation

This is the beginning of the story where the author tells about who the characters in the story are, when it happened, where the story happened, and what is happening. this could be a paragraph, image, or opening chapter). for example: "once upon a time, there was a snail and an ant who were walking in the forest together".

b. Complication

This is the part of the story where a series of events occur in which problems or complications will arise in the story. it wouldn't be interesting if something unexpected didn't happen. This complication involves the main character which reflects the complexity of the story faced by the characters involved.

c. Resolution

This is the part of the story where the characters in the story solve the problems caused by the conflict. including showing the situation that these problems have been resolved by the characters, either successfully or unsuccessfully. Sometimes there are certain stories that make us wonder how it ends.

METHOD

This research employed a descriptive qualitative method which aimed to describe the implementation and the students' responses of the Jigsaw method in teaching narrative reading texts. Qualitative research is a research strategy that emphasizes words rather than quantification in data collection and analysis (Hammersley, 2012). In relation to this study, the descriptive qualitative approach was chosen because it allowed the researcher to draw conclusions based on the data obtained. The study aimed to investigate the implementation of the Jigsaw method in teaching narrative reading texts. The participants of this research were 29 students from one of the junior high schools in Parongpong. The data were collected through observation and a questionnaire. The questionnaire consisted of ten items rated on a four-point Likert scale to determine students' responses. The data were then analyzed and presented descriptively.

RESULTS AND DISCUSSION

Results

In education, the role of teachers is highly crucial. Before conducting teaching and learning activities, teachers must make adequate preparations before entering the classroom. Such preparation is essential to ensure that the materials to be taught are well-aligned with students' learning needs. One important aspect of this preparation is the development of a syllabus. Preparing a syllabus plays a vital role in determining the materials and competencies that students are expected to master. The next step is to prepare a lesson plan, which outlines the procedures or stages of the learning process, as well as the appropriate tools and techniques to be used during instruction. The implementation of this study was carried out in three meetings,

which took place on January 29, February 1, and February 5, 2024. Each meeting lasted for two hours.

During the first meeting, in the pre-activity stage, the teacher greeted the students, led a prayer according to their respective beliefs, checked students' attendance, and explained the learning objectives to be achieved. Before beginning the lesson, the researcher introduced the classroom rules and explained how to apply the Jigsaw method. Afterwards, the students were given an initial stimulus related to the material to be taught. The material focused on narrative texts, including what a narrative text is, its purpose, its generic structure, linguistic features, and types. The students were also asked several guiding questions related to the topic as a form of stimulation.

In the main activity, the students were divided into five groups consisting of five to six members each, selected randomly using a counting-off method. These groups were referred to as home groups. Each group received a different question to discuss and find answers for. The first group was assigned a question about the definition of narrative text, the second group discussed its purpose, the third group analyzed its generic structure, the fourth group explored its linguistic features, and the fifth group examined the different types of narrative texts. Each group was then given sufficient time to find and understand the answers to their respective questions.

Finally, in the post-activity stage, the researcher provided feedback by clarifying points that students did not understand and offering a summary and evaluation of the learning process that had been implemented.

During the second meeting, in the pre-activity stage, the teacher greeted the students, led a prayer according to their respective beliefs, checked attendance, stated the learning objectives to be achieved, and reviewed the material learned in the previous meeting. In the main activity, the students were instructed to rejoin their home groups. Afterwards, they were reorganized into five new groups to form what was called the expert group. In this division, the home groups were numbered from one to six, and each student joined the expert group with the same number. Within these expert groups, students shared the material information they had previously obtained from their home groups and presented it using a mind map provided by the teacher. Once the mind maps were completed, several groups were given the opportunity to present their results in front of the class. Additionally, other students were encouraged to ask questions or provide supplementary information during the presentations.

In the post-activity stage, the researchers discussed the material together with the students to ensure understanding. Furthermore, the researchers provided feedback by clarifying points that the students found difficult and concluded the session by summarizing and evaluating the learning activities that had been conducted.

During the third meeting, in the pre-activity stage, the teacher greeted the students, led a prayer according to their respective beliefs, checked attendance, stated the learning objectives, and reviewed the previous material. In the main activity, the students returned to their home groups and were given two types of narrative texts: a fairy tale entitled *Cinderella* and a legend entitled *Malin Kundang*. Groups one and two worked with the *Cinderella* text, while groups three, four, and five worked with the *Malin Kundang* text. Each group was given approximately 10 to 15 minutes to read and comprehend the main ideas of their respective stories. Each group member was assigned a specific part of the text: two students focused on the orientation section, two on the complication, and two on the reorientation section. After gaining an understanding of their respective sections, the students returned to their expert groups to exchange information and discuss the stories they had read. They also presented their understanding on the paper provided and answered several comprehension questions related to the texts.

In the post-activity stage, the students were given an opportunity to ask questions about any parts they did not understand. Furthermore, the researcher provided a summary, feedback, and evaluation of the learning process that had been implemented.

From the first, second, and final meetings, the implementation was carried out in accordance with the lesson plan that had been prepared. The students were able to follow every instruction and did not encounter any significant difficulties during the learning activities. In each meeting, they demonstrated enthusiasm for learning and developed increasingly closer relationships with one another. Moreover, the students' reading comprehension improved in every session, as reflected in the results of the mind maps they produced. To examine how the lesson plans were implemented in the classroom, the researcher was assisted by an observing teacher during the teaching and learning activities. In this case, the researcher had prepared an observation sheet that served as a guideline for the observer to monitor the researcher's performance in conducting the reading comprehension lessons. Throughout the learning process, the researcher was supervised by the observer until the end of the session. Furthermore, to identify the students' responses toward the implementation of the Jigsaw method in teaching narrative reading texts, the researcher distributed a questionnaire consisting of ten statements using a four-point Likert scale.

Table 1. Student responses to the implementation of the jigsaw method

Statement	4	3	2	1
Learning narrative texts using the Jigsaw method made me have a high desire to participate in learning.	38%	62%	-	-
Learning narrative texts using the jigsaw method reduces errors in reading skills.	17%	62%	21%	-
Learning using the jigsaw method makes me more active.	45%	41%	14%	-
Learning using the Jigsaw method that is applied makes it easier for me to understand the material being taught.	31%	69%	-	-
Learning narrative text using the Jigsaw method is more interesting, fun and not boring.	48%	52%	-	-
Learning using the jigsaw method means that I am not free to express my opinion.	-	-	45%	55%
Learning using the jigsaw method makes me motivated to get better grades.	45%	55%	-	-
I enjoy studying with a group.	62%	34%	4%	-
I feel more respected when I express my opinion.	31%	66%	3%	-
I am more confident in giving opinions.	45%	55%	-	-

From the table above, it can be seen that the first statement *“Learning narrative texts using the Jigsaw method increases my desire to participate in learning activities”* shows that 38% of students (11 students) chose scale 4, while 62% (18 students) chose scale 3. The second statement, *“Learning narrative texts using the Jigsaw method reduces errors in reading skills,”* indicates that 17% (5 students) chose scale 4, 62% (18 students) chose scale 3, and 21% (6 students) chose scale 2. The third statement, *“Learning through the Jigsaw method makes me more active,”* reveals that 45% (13 students) chose scale 4, 41% (12 students) chose scale 3, and 14% (4 students) chose scale 2. Furthermore, in the fourth statement, *“Learning using the Jigsaw method makes it easier for me to understand the material,”* 31% (9 students) chose scale 4, and 69% (20 students) chose scale 3.

In addition, the fifth statement, *“Learning narrative texts using the Jigsaw method is more interesting, enjoyable, and not boring,”* shows that 48% (14 students) chose scale 4, and 52% (15 students) chose scale 3. Meanwhile, in the sixth statement, *“Learning using the Jigsaw method prevents me from freely expressing my opinions,”* 45% (13 students) chose scale 2, and 55% (16 students) chose scale 1, indicating that most students disagreed with this statement. Moreover, the seventh statement, *“Learning using the Jigsaw method motivates me to achieve better grades,”* shows that 45% (13 students) chose scale 4, and 55% (16 students) chose scale 3. In the eighth statement, *“I enjoy studying in groups,”* 62% (18 students) chose scale 4, 34% (10 students) chose scale 3, and 4% (1 student) chose scale 2. Furthermore, the ninth statement, *“I feel more respected when expressing my opinions,”* reveals that 31% (9 students) chose scale 4, 66% (19 students) chose scale 3, and 3% (1 student) chose scale 2. Finally, the tenth statement, *“I am more confident in giving my opinions,”* shows that 45% (13 students) chose scale 4, and 55% (16 students) chose scale 3. Overall, these findings indicate that the majority of students have shown positive responses toward the implementation of the Jigsaw method in teaching narrative reading texts.

Discussion

Based on the observations, this technique allows the students to acquire some new vocabularies, have a good, active, and responsive communication among them, and also learn to solve the problem independently. In the first meeting, the students faced several obstacles related to the strategies that implied in their groups and they started to learn how to solve those challenges. In the second and third meetings, they only slightly encountered the issues. In other words, the implementation of Jigsaw method in teaching reading narrative text went smoothly. By applying the jigsaw method, they can search for any information, draw conclusions and restate their opinions. In this case, the students appear active in discussions, more courageous and expressive in expressing their perspectives. This can be seen that in the classroom atmosphere becoming more fun, more focus and their relationships in the group dramatically became better. This is in line with the opinion of Brisk & Harrington (2000) in (Purba, 2018), the jigsaw method is a way for students to work together and help each other to learn new material. By using this method, students have felt that they have understood the material more quickly because they have exchanged ideas and understanding with their peers. In addition, students have become more active in expressing their opinions and ideas. The implementation of this technique has also trained them to solve problems effectively when they have encountered difficulties. Moreover, it has increased their participation in learning, enabled them to express their opinions freely, facilitated their understanding of the lessons, and helped them learn to respect one another. This is in line with the opinion of Aronson (2011), the Jigsaw technique is a technique that has a strong influence on students' attitudes towards learning, social relationships between students in their groups.

CONCLUSION

Based on the data obtained, the researchers concluded that the implementation of the Jigsaw method in teaching narrative reading texts was successfully carried out. The researcher had conducted the learning process according to the lesson plan that had been prepared. During the implementation of the Jigsaw technique, the students were more actively involved in expressing their opinions freely, understood the materials more quickly, and learned to solve problems effectively. In other words, the application of the Jigsaw technique has proven to be an effective way to improve students' reading comprehension.

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