

THESIS ARTICLE

Improving The X-6 Students' Participation and Their Reading Comprehension Achievement on Narrative Text By Using Jigsaw IV Technique at SMAN 1 Jenggawah, Jember.

Ika Mirnawati, Wiwiek Istianah, Asih Santihastuti,
Language and Arts Education Program, The Faculty of Teacher Training and Education, Jember University
E-mail: moizones@gmail.com

Abstract

The objectives of this research were: (1) to improve the X-6 grade students' participation on reading narrative text at SMAN 1 Jenggawah, Jember in 2013/2014 academic year by using Jigsaw IV technique, and (2) to improve the X-6 grade students' reading comprehension achievement on narrative text at SMAN 1 Jenggawah, Jember in 2013/2014 academic year by using Jigsaw IV technique. The design of this research was classroom action research (CAR) with cyclical mode. The research area was chosen by using purposive method. The data collection methods of this research were reading test, observation checklist, documentation, and interview. Class X-6 was chosen as the respondent of this research by using purposive method. At the end, a reading test and observation were conducted to class X-6 to measure students' reading comprehension achievement and their participation during teaching and learning process. This research was done in 2 cycle to meet the criteria of success. The result of this research showed improvement at the students' reading achievement and participation. At the second cycle there were 84% students achieved the standard score minimum and 87% students were active. Thus, the formulated hypothesis (H1): "The use of Jigsaw IV technique can improve the participation of X-6 grade students at SMAN 1 Jenggawah, Jember in the teaching learning process of reading narrative text" and (H2): "The use of Jigsaw IV technique improve the X-6 students' reading achievement on narrative text at SMAN 1 Jenggawah, Jember" was accepted.

Keywords: *Jigsaw IV Technique, Reading Comprehension Achievement, Students' Participation.*

Introduction

According to Hanafi, (2005:270), reading becomes one of the important skills that the students should master first in order to support the process of mastering the other skill and improving knowledge. Unfortunately, there still some problems found among the students to master reading skill. Based on the researcher's observation during teaching and learning activity, students still have lack comprehension on the text since they usually find difficulties in interpreting the content of the text. In this case, the students still find difficulties to gain the main ideas and the supporting details of the paragraphs. Then, the students also find difficulties in grasping the idea of the text due to the lack of vocabularies they have. Furthermore, based on the observation, the researcher also found that the students could not finish reading the text given on the time asked by the teacher. Thus, an appropriate technique should be used in order to overcome those problems.

In this case, Jigsaw technique is considered to be the appropriate technique to be applied to teach reading skill. Kagan (2009: 17.2) states that each participant in Jigsaw technique is given some of the information necessary to solve a problem, so they have to cooperate to be successful. Jigsaw is a teaching technique which was designed by

Aronson in 1970s. It is one of the techniques in Cooperative Learning. In Jigsaw technique, each group member has the same chance to participate actively in their group. According to Slavin (1991:11) the members of different teams who have studied the same sections meet in "expert group" to discuss their section. Then, the students return to their home groups. The most complete version of Jigsaw is Jigsaw IV which was developed by Holliday in 2002. Jigsaw IV technique has been developed to minimize the weaknesses on the previous versions of Jigsaw. In order to gain maximum result of this research, the researcher uses Jigsaw IV technique.

The previous class room action research by using Jigsaw technique was conducted by the students of FKIP, Jember University. They are Zakiyah (2010) and Febry (2013). The first researcher was Zakiyah (2010) who conducted her research to the tenth grade students at MA Darussalam, Jember in the 2009/2010 academic year. She reported that the use of Jigsaw technique could improve students' participation and achievement on reading comprehension. The second researcher was Febry (2013). He conducted the research to the eighth grade students at SMPN 1 Rambipuji. He found that Jigsaw technique could improve students' reading comprehension achievement and participation in the classroom. In conclusion, Jigsaw technique can be one of techniques that can be applied to improve students

reading comprehension achievement and participation during teaching and learning process. Furthermore, there are also other research findings about the use of Jigsaw technique from another country where English has EFL status. Jing Meng (2010) from Qing Dao University, China found that by applying Jigsaw to teach reading could help the students' reading ability in English improved. Then, Gocer from Turkey (2010) also found that Jigsaw technique could increase students' communication and solidarity among them, developed their skills of cooperative working, and replaced the competitive environment become cooperation to the students.

Based on the rationale above, a classroom action research is needed in order to solve the students' problem in learning English, especially on reading skill at SMAN 1 Jenggawah, Jember. Since Jigsaw IV technique offers a chance to solve the problem in learning English, especially in reading skill, the researcher is interested in conducting a collaborative classroom action research by using this technique to improve students' reading comprehension achievement. The title of this classroom action research is "Improving The X-6 Students' Participation and Their Reading Comprehension Achievement on Narrative Text by Using Jigsaw IV Technique at SMAN 1 Jenggawah, Jember".

Research Methods

The design of this research was classroom action research. This classroom action research is conducted in cycles in which each cycles consisted of four actions covering planning of the action, implementing the action, observing and evaluating, and reflecting. Those actions are the elements which construct a cycle according to Arikunto (2011:20). The second cycle of the research is to be held if the first cycle does not obtain the criteria of success.

The area determination method of this research was purposive method. SMAN 1 Jenggawah was chosen purposely as the research area because the English teacher of the eleventh year of SMAN 1 Jenggawah never applied it before. In addition, it was possible to get permission from the headmaster of the school to conduct this research in the second semester of 2013/2014 academic year when narrative text was being taught.

The population of this research was the tenth grade students of SMAN 1 Jenggawah, in the 2013/2014 academic year. The tenth grade students of SMAN 1 Jenggawah were divided into six classes: X-1, X-2, X-3, X-4, X-5, X-6. X-6 was chosen by using purposive method because there were 50% of students who find difficulties in English subject, especially in reading skill.

There were two kinds of data in this research: primary data and supporting data. Primary data were the students' scores of reading test and the result of students' participation observation. Supporting data were collected by using interview and documentation. The interview was done to the English teacher of the tenth grade students in SMAN 1 Jengaawah as the interviewee to get information

about the English curriculum, the English books used, and the usually applied technique in teaching reading. Documentation's sources were the school's documents. Meanwhile, Documentation in this research was used to collect some supporting data about the English curriculum used and the respondents' names and previous score.

This classroom action research was considered successful if $\geq 75\%$ of the students of the X-6 class actively participated in the teaching learning of reading by using Jigsaw IV technique. Moreover, This classroom action research was considered successful if at least 75% of the students could reach the standard minimum score of 70.

The result of the students' participation analyzed statistically to know the percentage of students' who were active by using this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes :
E : the percentage of the students who got score ≥ 70 in the reading test
n : the total number of students who got score ≥ 70 in the reading test
N : the total number of the students in the reading test.

(Ali, 1993:186)

Then, to find the percentage of the students' reading comprehension achievement, the researcher used the following formula.

$$E = \frac{n}{N} \times 100\%$$

Notes :
E : the percentage of the students' participation
n : the total number of the students who were active during the reading class
N : the total number of the students.

(Ali, 1993:186)

Research Findings

This classroom action research was done in two cycles which each cycle consist of three meetings (two meetings to implement Jigsaw IV technique and 1 meeting for reading test). After conducting two cycles in this classroom action research, the evaluation revealed the fact that the use of Jigsaw IV technique was able to improve students' participation during teaching and learning reading narrative text. This finding based on the observation data gained in cycle 1 and cycle 2. Furthermore, this classroom action research also revealed that the students' reading comprehension achievement improved from cycle 1 to cycle 2. The discussion about the research outcomes are presented below.

The Role of Jigsaw IV Technique in Improving the Students' Participation during the Teaching Learning Process of Reading Narrative Text

The use of Jigsaw as one of the cooperative learning technique helps students to improve their Positive

Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction (PIES) as Kagan state in his book (2009:4.2). the principle of PIES are implied in the form of indicators at students observation checklist to observe students participation during teaching and learning activity. During the application of Jigsaw technique, the students could improve their positive interdependence since they can support each other to do the role and peer tutoring. Then, the application of this technique also improves students' individual accountability since the students were mostly actively participated during teaching and learning activity. Then, the students' equal participation also improved since all of the students had the equal chance to participate during the discussion. Furthermore, students' simultaneous interaction also improved by seeing the fact that the classroom management and time management could be managed well.

The activities conducted in the expert and home group gave more chance to each student to interact with their peers and gave them more responsibility to finish their task knowing that the group success depends on the individual success too. As Mengduo and Xiaoling (2010) confirmed that Jigsaw helps create an active learner-centered atmosphere since every student should participate actively to finish the task. In Jigsaw IV technique, every student played important role in their group so everyone in the group has the same chance and responsibility during teaching and learning process.

The result of the observation done in cycle 1 and cycle 2 showed that most of the students worked together and they were responsible for the group to succeed in finishing the assignments. So they participated actively during the process of teaching and learning reading narrative text by using Jigsaw IV technique. Students' participation improved from from cycle 1 meeting 1 there were 63% were active and 76% were active in the second meeting. Then, in cycle 2 meeting 1, there were 76% students were active and 84% students were active in the second meeting.

The Role of Jigsaw IV Technique in Improving the Students' Achievement on Reading Comprehension of Narrative Text

The use of Jigsaw IV technique to comprehend the narrative text helps the students understand the text easily. As Jing Meng (2010) from Qing Dao University, China found out that by applying Jigsaw to teach reading, the students' reading ability in English improved. Moreover, Mengduo and Xiaoling (2010) stated that Jigsaw IV increases students' achievement since this technique make the teaching and learning process of reading became less threatening to many students. It was proven from the students' participation at the second cycle. At the second cycle, the students were actively involved by retelling the story during teaching and learning activity by using Jigsaw IV. In learning reading using Jigsaw IV technique, each student had to comprehend a single paragraph and then they had to discuss with their group to comprehend the

whole text let the students had deeper comprehension about the text.

The result of the reading test conducted in cycle 2 revealed the fact that most of the students were able to achieve the standard minimum score at least 70. It was improved from compared to the result obtained in cycle 1. From 21 students who could get the standard score in the first cycle, then, it improved into 27 students in the second cycle. In other words, the students' reading test was improved as much as 19% from 68% in the first cycle to 87% in the second cycle. From those result it could be concluded that the result of reading test in cycle 2 achieved the target percentage of the research.

There were some problems appeared during the implementation of Jigsaw IV technique in teaching reading in this research. Maden (2010) confirmed that the disadvantage of using Jigsaw that is time consuming. In fact, during the implementation of Jigsaw IV technique in teaching reading at X-6 was quite time consuming since there were steps that the students should do. The steps that took much time for the students such as when the students formed expert group and when they retold the story during review process.

The research outcomes on the use of Jigsaw IV technique in improving students' reading comprehension achievement and participation contributed to the body of knowledge especially in education aspect. The result of the research proved that the use of Jigsaw IV technique could improve students' reading comprehension achievement. It was proven from the result of the research that there were 87% of the students reached the standard minimum score. This result in line with previous research done by Zakiyah (2010), Jing Meng (2010), and Febry (2013) that also found that Jigsaw technique could improve students' reading achievement.

Based on the results of the research, it can be said that the use of Jigsaw IV technique could improve the students' participation as well as their reading comprehension achievement on reading narrative text.

Conclusion and Suggestions

Based on the results of the data analysis and discussion, it could be concluded that the use of Jigsaw IV technique could improve students' participation and their reading comprehension achievement during teaching and learning process of reading at SMAN 1 Jenggawah. .

In relation to the research outcomes that the use of Jigsaw IV technique could improve the students' participation and their reading achievement on narrative text, some suggestions are proposed to the English teacher to use jigsaw IV technique as an alternative teaching technique to improve the students' participation during teaching and learning reading narrative text and their reading achievement since it gives the students the same chance and responsibility to participate actively during the

teaching learning process. Furthermore, it is also suggested that the teacher can vary the teaching technique used to improve the student's participation and achievement on reading comprehension by using Jigsaw IV technique. Beside for the English teacher, a suggestion also proposed for the researcher to give clearer

explanation to the students before applying jigsaw IV technique in the classroom. Then, the researcher is also suggested to apply this technique and adapt it based on the classroom's condition and situation. Then, for the future researchers, the result of this research can be used as a reference to conduct further research by using Jigsaw IV technique on students reading comprehension participation and achievement using different level of students and different research design for example quasi experimental research to know the effect of Jigsaw.

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