

Improving VIII C Students' Active Participation and Reading Comprehension Achievement on Recount Text by Using Jigsaw II Technique at SMPN 2 Tanggul, Jember

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Abstract

Reading is one of English language skills that have to be mastered by the learners. The aim of this research was to solve the students' problems in their active participation and their reading comprehension achievement. The research design was Classroom Action Research. The area and participants of this research were chosen by using purposive method. The data were collected by a reading test, observation, interview and documentation. The results showed that there was improvement of the students' active participation and reading comprehension achievement in Cycle 1 to Cycle 2. The students' active participation increased from 59.71% in cycle 1 to 79.74% in cycle 2. Moreover, the students' reading comprehension achievement increased from 59.37% in Cycle 1 to 77.14% in Cycle 2. It indicated that the use of Jigsaw II technique could improve the students' active participation and reading comprehension achievement.

Keywords: *Active Participation, Reading Comprehension Achievement, Jigsaw II Technique, Classroom Action Research.*

Introduction

Language becomes a means of communication so that language itself has an important role in the world. English is one of the popular languages which has to be learnt by many people in the world. It is because most of the people in the world use English to have communication with other people in the different countries.

In English, there are four skills which are important to be learnt by the students. They are listening, reading, writing and speaking. Tankersley (2003) states that "reading is a complex process made up of several interlocking skills and processes". Besides, Grellet (1996:7) says that "reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it". Grellet (1996:3) also states that "understanding a written text means extracting the required information from it as efficiently as possible". Reading becomes the most important role in teaching learning process. By reading the text, students also have to comprehend the content of the whole text in order to get the main point of the text they have read.

Before conducting the research, the preliminary study was conducted at SMPN 2 Tanggul during the teaching practice at SMPN 2 Tanggul, Jember. Most of VIII C students did not show their enthusiasm in joining the reading class. As the result, they could not comprehend the text given by the teacher well. They could not get the information stated in the text clearly. Therefore, the

students could not answer any questions given to them based on the text because they did not get the main idea of the whole text. They also had the lowest mean score of English compared to another classess, that was 66.4. The students did not involve actively to the learning process, so the condition of the class was not conducive. Even some students might ignore the lesson. This situation needed to be solved. The researcher had discussed the problem with the English teacher to find the solution. One of the ways was that by using Jigsaw II technique in teaching reading. This technique had never been applied before by the English teacher in the classroom. Based on the problem happened in the classroom, the English teacher agreed to conduct the research collaboratively with the researcher by using Jigsaw II technique to improve VIII C students' active participation and reading comprehension achievement.

"Jigsaw is one of the techniques in Cooperative Learning which is developed by Elliot Aronson in 1971 in Austin, Texas" (Mengduo and Xiaoling, 2010:113) and it is suggested as Jigsaw type II by Slavin in 1978 (Wang, 2002 in Menduo and Xiaoling, 2010;114). Slavin develops Jigsaw technique into a more practical and easily adapted form, Jigsaw II. "With Jigsaw II, however, all read the whole which may make unified concepts easier to understand" (Slavin, 1990 in Falchikov, 2001:55). This Jigsaw technique is emphasized on the cooperative work with the members of the group. The students have to share information or knowledge in home group and expert group.

This technique could activate the students' participation to the learning activities.

There were many research findings related to this present research about the use of Jigsaw in learning activity. Rachmawaty (2013) who did a Classroom Action Research at SMPN 2 Pontianak reported that the use of Jigsaw type II technique could improve the students' reading comprehension on descriptive text. Moreover, Zakiyah (2010) did a Classroom Action Research at MA Darussalam Jember reported that Jigsaw in Cooperative Learning could improve the students' ability in comprehending reading text. It was shown by the percentage of the students' achievement in Cycle 1 until Cycle 2. In Cycle 1, the percentage of the students' score was 63.13% (12 students). In Cycle 2, the percentage of the students' score became 78.95% (15 students). Therefore, the percentage increased from 63.13% to 78.5%. The improvement of the students' score was 15.82%. From these research findings related to Jigsaw technique in reading class, it can be concluded that Jigsaw was a useful technique to improve the students' reading comprehension achievement.

It was believed that using Jigsaw II technique could improve the students' active participation and their reading comprehension achievement. The reason was, Jigsaw technique was interesting and effective enough to be applied in teaching reading. Each student might have their own work and they had to comprehend the text each other. Because of that case, this present research conducted a classroom action research entitled: "Improving VIII-C Students' Active Participation and Reading Comprehension Achievement on Recount Text by Using Jigsaw II Technique at SMPN 2 Tanggul, Jember"

Research Method

The research design used in this research was Classroom Action Research. This research focused on VIII C students' active participation and reading comprehension achievement at SMPN 2 Tanggul, Jember. This research was conducted in cyclical model. Each cycle consisted of planning the action, implementing the action, observation and evaluation, and reflection of the action.

The area of this research were chosen by using purposive method. The area of this research was SMPN 2 Tanggul, Jember. That school was chosen because of some considerations. The Principal of SMPN 2 Tanggul, Jember also gave permission to conduct the research. Based on the interview with the English teacher, VIII C Students' had difficulties in reading.

The participants were chosen by using purposive method. The participants of this research were VIII C students at SMPN 2 Tanggul, Jember in the 2013/2014 academic year. This class consisted of 35 students. Based on the interview, the English teacher told that VIII C class had the lowest English mean score compared to another classes. Based on the data collected from the English teacher, the English

mean score of VIII C was 66.42. It was still below the standard score (75). Therefore, VIII C students at SMPN 2 Tanggul, Jember still needed more improvement. Hence, they were selected as the research participants using Jigsaw II technique.

There were two kinds of data in this research. They were primary data and supporting data. The primary data were collected from a reading test and observation. While supporting data were collected from interview and documentation. The observation was used to measure the students' active participation. The reading test was used to measure the students' reading comprehension achievement. In addition, the interview was used to get the data in preliminary study. Besides, the documentation was used to get the names of the participants, the English mean score of the grade VIII and the previous reading score of VIII C students.

Discussion

Related to the use of Jigsaw II technique in teaching reading comprehension, it could be concluded that Jigsaw II technique could improve the students' active participation and reading comprehension achievement. It could be seen from the result of observation showing that the students' active participation improved from Cycle 1 to Cycle 2. That was 59.71% in Cycle 1 to 79.74% in Cycle 2, which means that there was as much as 20.3% improvement in students' active participation. Therefore, it could be stated that the use of Jigsaw II technique could improve the students' active participation in joining a reading class.

Moreover, the result of the students' reading comprehension test increased in Cycle 1 to Cycle 2. It could be seen from the percentage of the students who got score ≥ 75 . In Cycle 1, 59.37% of the students got score ≥ 75 . Therefore, it was necessary to continue the action to the second cycle by revising some problems found in Cycle 1. In the second cycle, there were 77.14% (27 students) of the students got score ≥ 75 . The number of the students who got score 75 or higher improved from 59.37% to 77.14% which means that there was 17.77% improvement in the students' reading comprehension achievement. It indicated that the result had achieved the success criteria of the research. It could be concluded that the use of Jigsaw II technique could improve the students' reading comprehension achievement.

In addition, the results of this research are relevant to the previous research results. For example, the research conducted by Zakiyah (2010) at MA Darussalam Jember revealed that Jigsaw technique could improve the students' reading comprehension achievement. The result showed that there was improvement of the students' reading comprehension in Cycle 1 to Cycle 2. Another research about the use of Jigsaw technique in teaching reading was conducted by Maisaroh (2013). The result of her research showed that the students' active participation and reading

comprehension achievement could be improved by using Jigsaw II technique. Moreover, Rachmawaty (2013) in her research also reported that the use of Jigsaw II technique could improve the reading comprehension achievement of the students. The previous research results showed that the use of Jigsaw technique could improve the students' reading comprehension achievement and then it also gives significant contribution in teaching reading comprehension.

Furthermore, the finding of this research was relevant to the theory suggested by Mengduo and Xiaoling (2010:113). They state that Jigsaw is an effective technique to improve the students' motivation in joining the teaching and learning process and useful technique for the learners to have exercise in the EFL classroom. Besides, they also state that "Jigsaw technique can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere".

In conclusion, Jigsaw II technique is a good option to teach reading comprehension because it can help the students to develop their skill in teamwork activity. Moreover, it can improve the students' motivation in joining the teaching learning process. Each student get an opportunity to give and share their ideas to the group members.

Conculsion and Suggestion

Based on the data analysis and the discussion in the previous chapter, the following points could be drawn:

1. The use of Jigsaw type II technique could improve the students' active participation in joining reading class of VIII C students at SMPN 2 Tanggul in the 2013/2014 academic year. The improvement of the students' active participation could be known from the result of data analysis of the students' active participation in Cycle 1 and Cycle 2. The students' active participation increased from 59.71% in Cycle 1 to 79.74% in Cycle 2.
2. The use of Jigsaw type II technique could improve VIII C students' reading comprehension achievement at SMPN 2 Tanggul in the 2013/2014 academic year. The improvement could be seen from the number of the students who got score 75 or higher, from 59.37% in Cycle 1 improved to 77.14% in Cycle 2.

Based on the research results, these suggestions are given to the following people: the English teacher, the students and the future researcher.

- a. For the English teacher
Based on the results of the research, English teachers are suggested to use Jigsaw type II technique in reading class. It was because Jigsaw type II technique could improve the students' participation and the students' reading comprehension achievement.

- b. For the students
The students of SMPN 2 Tanggul are suggested to use Jigsaw type II technique to help them in comprehending reading texts easier.
- c. For the future researchers
Based on the research results, it is suggested to the future researchers who have problem in teaching reading comprehension to use Jigsaw type II technique. It is because Jigsaw type II can help the students in comprehending reading text so that the students' reading comprehension achievement can improve. In addition, Jigsaw type II technique also can improve the students' active participation in joining reading class.

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