

## *The Effect of Using Jigsaw II Model of Cooperative Learning on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 1 Silo in the 2013/2014 Academic Year*

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### **Abstract**

*Reading is one of the English skills that should be mastered by foreign learners in Indonesia, especially the students of Junior High School. The aim of this research was to know whether or not there was a significant effect of using Jigsaw II model of cooperative learning on the eighth grade students' reading comprehension achievement at SMPN 1 Silo in the 2013/2014 academic year. The research subjects were chosen by using purposive method. The research design used was Experimental Research. The data of this research were taken from test, documentation and interview. The indicators in this research were the students' reading comprehension in identifying general information and specific information of the narrative text. The result of independent sample t-test analysis on the students' reading comprehension achievement test showed that the value of Sig. (2 tailed) was 0.002 or we can say that it was less than 0.05 (5% of significant level). It indicated that there was a significant effect of using Jigsaw II model of cooperative learning on the eighth grade students' reading comprehension achievement at SMPN 1 Silo in the 2013/2014 academic year.*

**Keywords:** *Experimental Research, General Information and Specific Information, Jigsaw II, Reading Comprehension Achievement.*

### **Introduction**

English is considered as an International language that is used in many aspects of life, such as: science, technology, culture, etc. In other words, by mastering English in both active and passive forms, we can build communication with other people around the world, not only in business but also in politics and education. Based on the Institutional Level Curriculum (2006) of Junior High School, there are four language skills for the English subject that should be taught to students covering: listening, speaking, reading, and writing. The main objective of teaching English at Junior High School is to help students master the four language skills including reading. For the students in junior high schools, they have to master the four English skills through *procedure, descriptive, recount, narrative, and report texts.*

Based on the interview with the English teacher of SMPN 1 Silo, he has informed that he used question – answer and lecturing techniques in his class especially for teaching reading. He said that the students often felt bored and they did not feel enthusiastic in the teaching learning activity. Besides, they did not pay much attention on the teaching learning activity. As a result, they did not know the text well because they did not understand the general and the specific information of the text.

Therefore, the researcher tried to apply Cooperative Learning model named Jigsaw II which was never used by the teacher of the eighth grade at SMPN 1 Silo in teaching English especially reading comprehension. Slavin (2005:4) states that Cooperative Learning refers to variety of teaching strategy in which students work in small groups to help one another in learning academic lesson. There are many kinds of Cooperative Learning model that can be used in class for teaching English, especially reading comprehension. One of

the Cooperative Language models is Jigsaw II. Jigsaw II is a Cooperative Learning model developed by Slavin in 1986. It is a strategy of learning model which requires the students to learn in group with 4-6 members and they should have heterogeneous ability. They read the whole text in the home group. Each home group members meet in expert groups to study the material or topic assigned to each group member. After discussion, they go back into their home groups and explain the result of their discussion to the home group members. The procedures of Jigsaw II in this research were adapted from Slavin's procedures: 1) the English teacher divided the English reading text into five paragraphs, the English teacher divided the students into some home groups which consisted of 5 members each, 2) the English teacher gave different paragraphs to each of the member of the group, 3) the English teacher asked the students to make five expert groups. The expert groups were the students who had the same paragraph, 4) the English teacher asked the students to read and to discuss the paragraph that they had got with their members in expert groups, 5) the English teacher asked the students to go back to their home groups and explained the paragraph that they had read and discussed with their experts groups, 6) the English teacher gave the complete reading text to every student to make them easier in understanding the whole text and in doing the exercises. Then, the English teacher asked the students to do the exercises. Based on Tewksbury (2005) available at <http://serc.carleton.edu>, some advantages of using Jigsaw II model of Cooperative Learning are as follows: 1) students have the opportunity to teach themselves, instead of having material presented to them. This model of Cooperative Learning fosters depth of understanding, 2) each student has practiced it in self-teaching, which is the most valuable of

the entire skill teacher can help them learn, 3) students become more fluent in using English, 4) each student has a chance to contribute meaningfully to the discussion of something that is difficult to achieve in large group discussion. Each student develops an expertise and has something important to contribute, 5) students have a practice in peer teaching, which requires that they understand the material at the deeper level than the students typically do when simply asked to produce an exam. Based on those explanations, the researcher chose this model because it provides some opportunities to the students to participate actively in the learning activity. Besides, this model can increase the students' communication skill because they do the discussion with their friends.

In relation with the research on the use of Jigsaw II, Sari (2011) who conducted a research entitled "The Effect of Using Jigsaw Type II in Cooperative Learning on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Tanggul Jember", found out that the statistical value of t-test was higher than that of t-table ( $3.19 > 2.00$ ). It proved that Jigsaw II had a significant effect on the students' reading comprehension achievement. Another research done by Safitri (2013) entitled "The Effect of Using Jigsaw Type II Technique on Reading Comprehension Achievement of the Seventh Grade Students at SMPN 6 Jember", showed that the statistical value of t-test was higher than that of t-table ( $3.88 > 1.99$ ). It also proved that using Jigsaw II was able to give a significant effect to the students in their reading comprehension achievement. As a result, based on those previous research results, Jigsaw II can be one of the effective models that can be applied in classrooms.

Based on the explanation above, it can be concluded that there was a significant effect of using Jigsaw II model of cooperative learning on the students' reading comprehension achievement. Thus, an experimental research entitled: *The Effect of Using Jigsaw II Model of Cooperative Learning on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 1 Silo in the 2013/2014 Academic Year* was conducted.

## Research Method

The research design used in this research was Experimental Research. This research focused on the eighth grade students' reading comprehension achievement at SMPN 1 Silo.

The area of this research was SMPN 1 Silo. The respondents was chosen by using purposive method. The reason why SMPN 1 Silo was chosen purposively as the research area because based on the consideration that the use of Jigsaw II in teaching reading comprehension had never been applied in teaching learning process at this school. Second, the researcher has known the situation of the school well because she used to be one of the alumni of that school and the headmaster and the English teacher of SMPN 1 Silo gave permission to conduct the research at that school.

The subjects of this research were the eighth grade students of SMPN 1 Silo in the 2013/2014 academic year. This class consisted of 37 to 38 students. Homogeneity test in the form of reading comprehension test was applied to know the homogeneity of the population. Based on the

calculation by using ANOVA formula, the condition of the eighth grade classes of SMPN 1 Silo was homogenous, therefore VIII-A and VIII-C classes were considered as the research respondents chosen by lottery. Hence, they were determined as the experimental and control groups.

There were two kinds of data in this research. They were the primary data and the secondary data. The primary data were collected from the result of reading comprehension post-test. The post-test was used to measure the students' achievement in reading comprehension after the experimental group received the treatment, that is, taught by Jigsaw II method, and control group taught by using question-answer and lecturing techniques. In addition, the interview was used to measure the implementation of the technique of teaching reading comprehension. Besides, the documentation was used to get the data of the total number and the names of the respondents of the eighth grade students of SMPN 1 Silo in the 2013/2014 academic year.

## Discussion

In this research, the procedures of Jigsaw II were adapted from Slavin's. The students read the whole text when they were in the home groups after having discussion in expert groups. A reward to the group with the highest score or team recognition was deleted in the procedures of Jigsaw II. Although there was no reward given to the students, every group member was involved actively in the discussion; they shared their ideas to their group members and worked cooperatively in the groups.

The result of data analysis indicated that there was a significant effect of using Jigsaw II model of cooperative learning on the eighth grade students' reading comprehension achievement at SMPN 1 Silo in the 2013/2014 academic year. It was showed by the value of Sig. (2 tailed) was 0.002 or we can say that it was less than 0.05 (5% of significant level). This means that the null hypothesis was rejected. Thus, the alternate hypothesis stating that "There is a significant effect of using Jigsaw II model of Cooperative learning on the eighth grade students' reading comprehension achievement at SMPN 1 Silo in the 2013/2014 academic year" was accepted.

The research finding was in line with the experts' opinions. Tewksbury (2005) available at <http://serc.carleton.edu>, states that Jigsaw is one of the cooperative learning models which can help students to comprehend the reading materials better, encourages cooperation and active learning, and also each member of the group has contribution in the group. Further, the effect of Jigsaw II of the present research supported the previous research findings which had proven that Jigsaw II had a significant effect on the students' reading comprehension achievement. The previous research was done by Sari (2011) who did an experimental research at SMPN 2 Tanggul. It showed that the statistical value of t-test was higher than that of t-table ( $3.19 > 2.00$ ). It proved that using Jigsaw II was able to give a significant effect to the students in their reading comprehension achievement. Another research was also done by Safitri (2013) who did an experimental research in the use of Jigsaw II at SMPN 6 Jember. It showed that the statistical value of t-test was higher than that of t-table ( $3.88 > 1.99$ ). It proved that using Jigsaw II was able to give a significant effect to the students in their

reading comprehension achievement.

In conclusion, Jigsaw II is an appropriate technique that has a significant effect in reading comprehension achievement. Concerning with the results of this research, it proves that the use of Jigsaw II model of Cooperative learning had a significant effect on the eighth grade students' reading comprehension achievement at SMPN 1 Silo in the 2013/2014 academic year.

### Conculsion and Suggestion

Regarding the results of the hypothesis verification and the discussion that have been explained in the previous chapter, it could be concluded that the use of Jigsaw II model of Cooperative Learning had a significant effect on the eighth grade students' reading comprehension achievement at SMPN 1 Silo in the 2013/2014 academic year.

Knowing the significant effect of Jigsaw II on reading comprehension achievement, this teaching technique may be used as a consideration in improving the teaching learning process of students' reading comprehension achievement. Therefore, the researcher proposes some suggestions to the following people.

#### 1. The English Teacher

It is recommended that the English teacher apply Jigsaw II in teaching learning process, especially for teaching reading comprehension because this model is one of the effective ways to be applied in the classroom.

#### 2. The Students

The result of this research is expected to be useful for the eighth grade students as a new experience in comprehending reading texts through Jigsaw II and encourage them to be actively involved in reading comprehension activities. Besides, it is also recommended for the students to apply Jigsaw II in learning reading comprehension as this technique will be an alternative way to enhance them in comprehending reading texts so that they will get better reading comprehension achievement.

#### 3. The Other Researchers

It is recommended for the other researchers to follow Slavin's procedures of Jigsaw II because the students will understand better about what they read if they read the whole text first in order to give them the general view about the text. It is also recommended for the other researchers to divide some students into expert and control groups with the same number. If it is not possible to do so, it is recommended to put two high achievers together with some low achievers. At last, the research results are useful for other researchers as information to do a further research by using a different research design, such as a classroom action research to improve the students' reading achievement through Jigsaw II model in cooperative learning or using the same research design with this research but on different model of cooperative learning, such as STAD (Student Team-Achievement Division ), TGT ( Team-Games-Tournament ), etc.

### References

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