Implementing Jigsaw IV Technique to Improve the Eleventh Grade Students' Narrative Text Reading Comprehension Achievement

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Abstract: This classroom action research was intended to improve the eleventh grade students' participation and reading comprehension achievement of narrative text by implementing Jigsaw IV Technique at SMA Plus Darul Hikmah. Purposive method was used to choose the research area and the research subject. The primary data were collected by using observation and reading test. The supporting data were collected by interview and documentation. Both the results of observation and the reading test were analyzed statistically by using percentage formula. The students' participation in Cycle 1 was 53% and in Cycle 2 was 82%. Meanwhile, the result of students' reading achievement in Cycle 1 was 59% and in Cycle 2 was 82%. It means that the implementation of Jigsaw IV Technique could improve the students' participation and reading comprehension achievement. Therefore, it is suggested to implement Jigsaw IV Technique to improve the students' participation and reading comprehension achievement.

Keywords: Jigsaw IV Technique, Students' Participation, Reading Comprehension

English belongs to a foreign language and it is taught as a compulsory subject for students in Junior High School and Senior High School level in Indonesia. Based on the 2006 Institutional Level Curriculum (*Kurikulum Tingkat SatuanPendidikan/ KTSP 2006),* there are two important aspects that have to be learned by the students, namely language skills and language components. Language skills cover listening, speaking, reading, and writing while language components include grammar, vocabulary, and pronunciation.

Reading is one of the language skills that should be learned by senior high school students. Reading is an activity of getting information in written form so that it

becomes a boring activity for some students. They still get confused in understanding the meaning of the text. The problems usually faced by the students are lack of vocabulary, minimum prior knowledge of a text, and lack of capability to catch up a main idea of a paragraph. The effect is that the students cannot do some tasks. Thus, the result of their reading achievement is low. To overcome the problems above, the students should have an ability to comprehend the text before doing the task given.

Since English becomes one of the requirements that is needed in education, the students have to master reading because mostly some information they require are in the forms of written texts, such as books, magazines, newspapers, and journals. Therefore, by reading, the students can broaden their new vocabularies. They can also get a new reading experience because every text has different characteristics. Furthermore, reading makes an interaction between students and the text they read. Carrel and Eisterhold (1988) in Khand (2004) point out that reading is an interactive process that involves knowledge and various types of language knowledge in text comprehension. It can be concluded that reading is an important skill since it has some advantages for the students

Reading is a skill that has a purpose. Casper *et al.* (1998) argue in their article that the objective of reading is to comprehend the ideas of material. Without that, reading would be meaningless. Reading is an activity of understanding written information which is not easy to catch up while reading. People who are native may understand well, but foreign people may get some problems in understanding some things in a text. On the other hand, mastering reading means mastering other skills. According to Anggraini (2014), reading is a language activity which ought not to be separated from other language activities in the classroom. In line with this idea,

Grellet (1996:8) says that reading comprehension should not be separated from the other skills. It means that the teacher might integrate reading with other language skills in doing some reading activities, especially reading comprehension in the classroom. For example, reading-speaking, the students read the text or the material first before they speak and reading-writing, the students read a text and make a summary of that.

Reading comprehension refers to the ability to comprehend the text given. Students need to understand what is being read to get some information or new knowledge. Hellekjaer (2009) cited in Attaprechakul (2013) explains that reading is a crucial means of gaining new knowledge. Students need to acquire effective strategies to cope with reading demands. Furthermore, McNeils (1992:16) defines reading comprehension as acquiring information from context and combining with reader's existing knowledge or prior knowledge into a new whole. According to McWhorter (1989:90) in Febry (2013:8), reading comprehension covers word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

Before conducting the research, a preliminary study in the form of interview and observation had been done at SMA Plus Darul Hikmah. The preliminary study was done on Thursday, January 14th, 2016 by interviewing the English teacher of the eleventh grade students at SMA Plus Darul Hikmah. Based on the information from the English teacher, the eleventh grade students had low motivation in learning English. Some students did not like English and thought that English was a difficult subject. They did not understand the words of English texts in reading activities. That was why the result of their reading comprehension is still low. The other reason was lack of vocabularies. The students had limited vocabulary although they were students of the eleventh grade. Besides, the students did not have any

handbooks for practicing. Hence, they only got the materials from the teacher. The minimum standard for English score is 70. It was known that XI IPA had the lowest score of English. The scores of XI IPA students were mostly below 70. 23,6% (4 students) of 17 students achieved the score above 70 and 76,4% (13 students) of 17 students got below 70. In addition, the teacher said that he never use Jigsaw Technique. He only used discussion and one of the techniques in Cooperative Learning that is think-pair-share in teaching learning process.

Based on the observation conducted by the researcher, the students' problems were also found in their participation during teaching and learning process. Some of the students paid attention to the teacher's explanation, while the others were busy with their own activities. They preferred talking with others to listening to the English teacher and did something else on their tables. Then, not all of the students made a note on the teacher's explanation. When the teacher gave a task and asked the students to do it in pair, most of them did it, even though they were noisy. It can be said that the students' participation in the teaching learning process needs an improvement.

Based on the issues above, the researcher is eager to apply Jigsaw Technique, especially Jigsaw IV Technique in teaching reading. It is one of the techniques in Cooperative Learning. Cooperative Learning is an approach that involves some activities in pairs or in groups of students in the classroom. According to Olsen and Kagan (1992:8) in Richards and Rodgers (2001:192), cooperative learning is group learning activity in which the learners in groups are dependent each other in exchanging information and increasing motivation in learning. In other words, cooperative learning is a pair or a group activity that makes the students exchange an idea to gain some purposes of learning.

Jigsaw is a technique developed by Elliot in 1978. Richards and Rodgers (2001:192) define cooperative learning as a kind of group work activities that involves students to work collaboratively with others about some tasks given. According to Meng (2010), each student in one team is assigned a unique part of materials. After reading, the students in each group who study the same parts or sections form an expert group to discuss and master information. Next, they go back to their original teams and teach their parts to teammates. Finally, all the team members are tested on the entire body of the material. Those are some activities that have to be done by the students in applying jigsaw technique in the classroom.

Jigsaw IV is the newest series of jigsaw. It was developed by Holliday in 2002. Holliday (2002:1) states in his article that Jigsaw IV is created to improve the previous jigsaw series. There are some differences among Jigsaw IV and the other jigsaw series. As Holliday noted that there are three major differences between Jigsaw IV and Jigsaw III, namely the introduction of the lesson, the quizzes that check for accuracy of information and the re-teaching of material missed on assessment as needed.

There are two previous studies conducted by Zakiyah (2010) and Febry (2013) who reported that Jigsaw IV Technique could improve the tenth year students' reading comprehension achievement on narrative text. Both suggested to the English teacher to use and apply Jigsaw IV Technique as an alternative way in solving the students' problems in reading comprehension.

This research has a purpose to improve the eleventh grade students' reading comprehension achievement of narrative text by implementing Jigsaw IV Technique. It is based on a case that students face difficulties in catching up and

comprehending a text by them. Thus, the students cannot do the tasks very well. The result is that they get low score for their reading comprehension achievement. It is very essential to do the research, since Jigsaw IV Technique is one of the techniques in cooperative learning that involves students to work collaboratively with groups in order to comprehend a text and solve the problems that follow.

Research Method

This research was intended to improve the eleventh grade students' participation and reading comprehension achievement at SMA Plus Darul Hikmah by implementing Jigsaw IV Technique. In order to achieve the goal in improving the students' participation and their reading comprehension, the researcher conducted a Classroom Action Research using cycle model research design.

According to Kemmis (1988) in Keeves (1998), action research was a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. Furthermore, Ferrance (2000) defined action research as a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. In addition, Nunan (1994) defined action research as a form of self-reflective inquiry carried out by practioners, aimed at solving problems, improving practice, or enhancing understanding.

This research was conducted collaboratively with the eleventh grade English teacher of SMA Plus Darul Hikmah. The collaboration was intended to avoid the subjectivity of the researcher in conducting this research. By doing collaboration,

the researcher was expected to find the best solution of the problem and to reach the goal of the research. Furthermore, this research had been done in cycle by following a certain procedures which consisted of 4 stages, namely (1) planning of the action, (2) implementing the action in cycle, (3) monitoring (by observation) and evaluating, and (4) analyzing and reflecting (Tim Pelatih Penelitian Tindakan:2000).

The research area was SMA Plus Darul Hikmah. It was conducted by using purposive method to decide where this research was implemented. According to Arikunto (2002:117), the purposive method was a method used based on certain purposes and reasons. It was chosen purposively because the eleventh grade students of IPA still had a problem with reading comprehension achievement, the English teacher never used Jigsaw IV technique in the teaching reading, the headmaster gave permission to the researcher to conduct the classroom action research at SMA Plus Darul Hikmah, and the English teacher was willing to collaborate with the researcher in conducting the research.

The subject of this research was determined purposively. The subjects were the Eleventh Grade Students of IPA at SMA Plus Darul Hikmah in the 2015/2016 academic year. There were 3 classes of the eleventh grade, namely XI IPA, XI IPS 1, and XI IPS 2. XI IPA class was chosen because it had the lowest score of English. This class consisted of 17 students.

There were four data that were used in this research. Reading comprehension test and observation were used to collect the primary data. Meanwhile, interview and documentation were used to get the secondary data. Reading comprehension test was used to collect the data about the students' reading comprehension achievement on narrative text and observation was done in the classroom during the students'

activities in the teaching learning process. The interview had been done in the preliminary study with the eleventh grade English teacher of SMA Plus Darul Hikmah. Its purpose was to get supporting data about this research, namely the students' problem in English, the materials used in teaching, and the technique or method used in the classroom. Documentation was used to gain the supporting data about the names of the subjects in XI IPA class and their scores of English

The data from the percentage of the students' participation were tabulated by the formula: $S = R/N \times 100$, where S is the percentage of students who are actively involved in the teaching learning process or the percentage of the total number of the students whose score is ≥ 70; R is the total number of the students categorized as the active students or the total number of the students whose score ≥ 70 and N is the total number of the students (Adapted from Purwanto, 2009:112

Research Findings

This research was conducted in 2 Cycles. Each Cycle consisted of two meetings and a reading comprehension achievement test. In this research, the researcher taught reading by implementing Jigsaw IV Technique to the students in two meetings and did the observation. In Cycle 1, Meeting 1 was conducted on April 12th, 2016. Meeting 2 was conducted on April 14th, 2016 and the reading test 1 was conducted on April 19th, 2016. In Cycle 2, Meeting 1 was conducted on April 21st, 2016. Meeting 2 was conducted on April 26th, 2016 and the reading test 2 was conducted on April 28th, 2016. The researcher conducted the research collaboratively with the English teacher. In Meeting 1, the researcher was as the teacher, and the English teacher was as the observer. For Meeting 2, the researcher was as the observer, and the English teacher was as the teacher.

In Cycle 1, the average percentage of students' participation was 53%. In Meeting 1, the students' participation was 47% and in Meeting 2 was 59%. It means that the actions in Cycle I had not achieved the success criteria of students' participation that was 75%. Thus, the action was continued to Cycle 2. In Cycle 2, the students' participation was 76% in Meeting 1 and 88% in Meeting 2. The average of students' participation was 82%. It means that the successful criteria of this research was achieved.

The result of students' reading test was 59% in Cycle 1 and 82% in Cycle 2. The improvement of students' reading test was 23%. It means that the percentage of the students who could reach the standard score requirement showed the improvement.

Discussion

Related to the implementation of Jigsaw IV Technique in the teaching learning process of reading narrative text, it could be found that it could improve the students' participation and reading comprehension achievement. Before the actions were implemented, the students of class XI IPA had the lowest mean score compare with the other classes. Only 24% students who got score 70 or more. Then, the actions were given in Cycle 1.

Based on the observations were done in Cycle 1, 8 students (47%) of 17 students were actively involved on Meeting 1 and 10 students (59%) of the students were actively involved on Meeting 2 in the teaching learning process of reading by using Jigsaw IV Technique. From the results, it can be concluded that the students' participation during the implementations of the action in Meeting 1 and Meeting 2 had not fulfilled the requirements of this research. The criteria of success were 75% of the students were active. In fact, there were only 8 students (47%) and 10 students (59%) were active in Meeting 1 and Meeting 2.

Meanwhile, the result of students' reading comprehension achievement in Cycle 1 was 59% (10 students). In this research, Cycle 1 was considered to be successful if 75% of the total students achieved the minimum standard score that was 70. It means that the action in Cycle 1 had not completely been successful since there were only 10 students or 59% of the students could achieve the target score. In conclusion, Cycle 2 needed to be conducted since the result of Cycle 1 was not successful yet.

In conducting the actions in Cycle 1, there were some factors that caused the results of both observation and reading comprehension test did not fulfill the research target requirements in Cycle 1. The students were not quite familiar with familiar with Jigsaw IV Technique. It was the first time for the students to practice Jigsaw IV Technique in learning reading in the classroom. Thus, they had to adjust themselves to Jigsaw IV Technique activities such as making both Home Groups and Expert Groups, moving from Home Groups to Expert Groups, doing the quizzes, and sharing the information of the paragraph with the members of the group. It took the students a long time in doing the discussion and answering Quiz 1 in the expert sheet. Some students did not try to help their members in the expert group to discuss the information in the paragraph. They tended to keep silent and waited for the final result.

The students faced the difficulties in sharing the information of the paragraph with the member of the Home Groups. Some students were not brave enough to explain the information in English. They were shy and it made the time ran out of the expectation. Only some students followed the review process, while the others tended to keep silent and did not want to raise their hands. The students needed more time in doing the reading comprehension test. They could not finish doing the

test because they had to comprehend 2 narrative texts and answered 20 questions in one time

From the problems above, the researcher and the English teacher did a discussion to find the solution. The researcher and the English teacher gave the students clearer explanation about Jigsaw IV Technique and guided the students in every activity. The researcher and the English teacher gave extra points for the members of the group who were actively involved in the discussion and the quiz. The researcher and the English teacher allowed the students to use bilingual language in sharing the information of the paragraph. The researcher and the English teacher gave a chance for every member of the groups to answer the questions in review process by raising their hands. The researcher and the English teacher added the time allocation for the reading comprehension test to 75 minutes

In Cycle 2, the result of the observation showed that the students who could fulfill the indicators on the observation checklist increased from 13 students in Meeting 1 to 15 students in Meeting 2. It could be seen from the percentage of the students' participation increased as much as 12% from 76% in Meeting 1 up to 88% in Meeting 2. It means that there were 15 of 17 students active during the teaching learning process. Meanwhile, the result of reading comprehension test in Cycle 2 was better than that in Cycle 1. The percentage of the students who got score ≥70 increased from 59% or 10 of 17 students to 82% or 14 of 17 students. From those result, it could be concluded that the results of the observation on the students' participation during teaching learning of reading by using Jigsaw IV Technique and the reading comprehension test in Cycle 2 had achieved the criteria of success that were 75% of the students actively involved and 75% of the students got score ≥70. In other words, it showed the improvement.

The other improvements were also found during the teaching learning process in Meeting 1 and Meeting 2 of Cycle 2. The students were involved in the discussion because there were extra points for those who discussed the paragraph with the members of the expert group. Moreover, since the researcher and the English teacher allowed the students to explain the paragraph by using bilingual language, the activities ran well. The students shared their idea freely without any problems. Furthermore, most of the students also joined the review process. It was because the researcher and the English teacher gave a chance for every student in the groups to raise their hands in answering the question asked. Thus, every student took a part in getting the points for their groups. Therefore, the teaching learning process could be done very well as planned in Lesson Plan 3 and Lesson Plan 4.

Based on the results of the research, it can be said that the implementation of Jigsaw IV Technique could improve the students' participation and their reading comprehension of narrative text. The finding of this research strengthened the theory that Jigsaw IV Technique is an effective technique to be applied in reading classroom. It also allows students to work cooperatively and share the idea they have with the members of the groups.

Conclusion

Since the use of Jigsaw IV Technique couldimprove the students' participation and their reading comprehension achievement of narrative text at SMA Plus Darul Hikmah, the English teachers at the school is expected to apply this technique not only for the students in small classrooms but also for the students in big classrooms. Furthermore, future Researchers are expected to do further research about the

implementation of Jigsaw IV Technique in improving the students' reading comprehension achievement of narrative text.

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