

## IMPROVING READING COMPREHENSION ABILITY OF THE ELEVENTH GRADE STUDENTS OF MAN 5 JOMBANG THROUGH JIGSAW TECHNIQUE

**Septian Ragil Anandita**  
Dosen Prodi Manajemen  
Universitas KH. A. Wahab Hasbullah  
[septian.ragil@unwaha.ac.id](mailto:septian.ragil@unwaha.ac.id)



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### **ABSTRACT**

*This study was conducted to improve the student's reading comprehension ability on narrative text through Jigsaw technique. The study was classroom action research; the subject was students from eleventh grade of IPS 3 (Social Science). It was chosen because this class got the lowest result of daily test on reading skill, which was used as preliminary study. The average score on preliminary test was 61.2 and only 40% students got passed the standard minimum of achievement (KKM). The minimal completeness criterion was 75. The cycle was held to increase the students' achievement. First, the teacher made the colorful paragraph of text to make the students more interested in the reading comprehension ability. The second, the teacher motivated the students to be more active in discussion then asking them not was shy or afraid to ask question or give opinion. The teacher also motivated to the group leader to be able to control the optimal group discussion. The third, the teacher also arranged the balance of slow learner and high learner composition in each group. It was hope the high learner could help the slow learner. And at the end of cycle was evaluated. The result of posttest in cycle 2 was: the average score of the students test were increased from 72.2 in cycle I became 80.4 in posttest cycle II. The students who gained the standard minimum of achievement increased from 65% in cycle I became 80% in posttest cycle II. It showed that the low achievement had improved.*

**Keywords** : *improving, reading comprehension, jigsaw technique.*

### **ABSTRAK**

Penelitian ini dilakukan untuk meningkatkan kemampuan membaca pemahaman siswa pada teks naratif melalui teknik Jigsaw. Penelitian ini adalah penelitian tindakan kelas; subjeknya adalah siswa kelas XI IPS 3 (Ilmu Sosial). Itu dipilih karena kelas ini mendapat hasil tes harian terendah pada keterampilan membaca, yang digunakan sebagai studi pendahuluan. Nilai rata-rata pada tes pendahuluan adalah 61,2 dan hanya 40% siswa yang lulus standar minimum pencapaian (KKM). Kriteria kelengkapan minimal adalah 75. Siklus diadakan untuk meningkatkan prestasi siswa. Pertama, guru membuat paragraf teks yang penuh warna untuk membuat siswa lebih tertarik pada kemampuan membaca pemahaman. Yang kedua, guru memotivasi siswa untuk lebih aktif dalam diskusi kemudian meminta mereka untuk tidak malu atau takut untuk bertanya atau memberikan pendapat. Guru juga memotivasi pemimpin kelompok untuk dapat mengendalikan diskusi kelompok yang optimal. Yang ketiga, guru juga mengatur keseimbangan komposisi lebih lambat dan lebih ramping di setiap kelompok. Harapannya adalah pelajar tingkat tinggi dapat membantu pelajar yang lambat. Dan pada akhir siklus dievaluasi. Hasil posttest pada siklus 2 adalah: skor rata-rata tes siswa meningkat dari 72,2 pada siklus I menjadi 80,4 pada siklus posttest II. Siswa yang memperoleh standar prestasi minimum meningkat dari 65% pada siklus I menjadi 80% pada siklus posttest II. Ini menunjukkan bahwa prestasi yang rendah telah membaik.

**Kata Kunci** : peningkatan, kemampuan membaca, teknik jigsaw.

## INTRODUCTION

Jigsaw reading is defined as the technique use by the teacher to improve the students reading comprehension, such as clarifying, recalling prior knowledge, hearing information, questioning and summarizing. To keep students' motivation in reading comprehension is very hard because the students were only asked to answer the question provided by the teacher and they were not active in teaching and learning activities. That method usually made students bored because the method is monotonous and the students are not active so it made the learners get bored. The students in this class had low achievement in reading. It was indicated by the result of reading score (in preliminary study test) which 60% from the 20 students, 12 students got score under the minimum passing standard and just 40% from this class passed of the minimum passing standard (KKM 75). However, many students of senior high school often have difficulties and less of motivation in reading, especially in reading long text and they are still difficult to find the passage in the printed text. Lack of vocabularies is another problem of students to understand in passage; they invite the writer is interested in using jigsaw technique which can help the students each other in their own group, to complete their weakness in reading, as one of cooperative learning model.

## METHOD

Based on the preliminary study that the researcher deal on 21nd April 2015 at eleventh grade of MAN 5 Jombang, there are many students of senior high school students on IPS 3 eleventh grade of MAN 5 Jombang has problems in reading.

The objective of the study is described how the implementation of jigsaw technique can improve the reading comprehension skill at the eleventh grade of MAN 5 Jombang students in academic year 2014-2015.

Furthermore Brown (2001:264) states "reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is the process of reconstructing from the printed pattern on the ideas an information intended by the author". Meanwhile, Geoffrion and Geoffrion (1985:11) define reading as follows:

Reading is the cognitive process of

inferring meaning from the visual symbol commonly called print. Reading can assume many forms and serves a diversity of personal and social process. Reading is more closely tied thought and language that to motor or perceptual process. Training the mind is not eyes or hand learning reading.

In additional, "reading process is the human cognitive process of decoding symbols or syntax for the purpose of deriving meaning (reading comprehension)".<http://www.wikipedia.com>, 8th July 2009.

Based on the opinion above the writer concludes that reading is the reader's activity in order getting information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her written.

Mills in Mertler (2006:2) states that action research is defined as any systematic inquiry conducted by teachers, administrators, counselors or others with a vested interest in the teaching and learning process or environment for the purpose of gathering the information about how their students learn.

In addition, Kemmis and Mc Taggrat (2000:595) states, that action research consists of cycles and every cycle consists of some sessions and every session consists of four activities such as planning, action, observation and reflection.

## Selecting Appropriate Teaching Strategy

The researcher in collaboration with the collaborator had identified the urgent and feasible problems which occurred in the process of teaching and learning. The jigsaw reading is activity that can adapt in any classroom create active learning among students. Based on the former elaboration, jigsaw reading technique is really appropriate if it is applied in teaching reading. Besides it will sharpen their skill of communication through sharing or discussing each part of information from the topic. Teacher has the real role as facilitator here and learning process will be alive. Furthermore, the researcher discussed with the collaborator about what the

researcher should do to solve the problems. As suggested by the collaborator, the researcher made some plans to overcome the problems. The researcher planned some actions to be done through jigsaw reading technique.

### **Cooperative Learning**

One of method in teaching which is mostly applicable in nowadays teaching in cooperative learning Slavin (2008:4) states that cooperative learning is a method of instruction that has students are worked together in groups, usually with the goal of completing a specific task. This method can help student develop leadership skill and the ability to work with others as a team. This method is different with other discussion methods because there is a procedure in applying the method. Manuel D and Harriet (2004: 1) state that the principles of cooperative learning are designed to get the student involved by transferring some of these activities to the student. Cooperative learning strategies are designed to motivate the students' interest and help their retention of key ideas by encouraging them to participate in discussions.

### **Jigsaw Reading Technique**

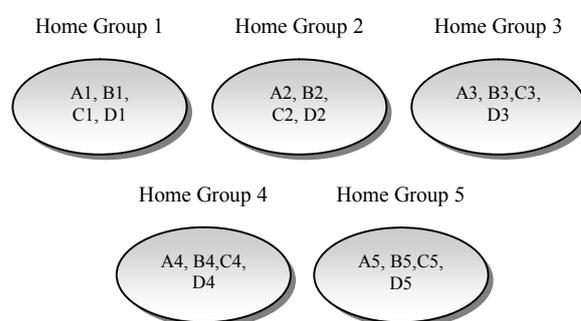
Jigsaw reading technique is defined as the technique used by the teachers to improve the students reading comprehension, such as clarifying, recalling, prior knowledge, hearing information, questioning and summarizing. Jigsaw is a cooperative learning technique has been studied in various ways by a number of researchers and teachers in classes of different levels and subjects. Unlike previous studies, the present research aimed to find out whether the jigsaw technique could be successfully used to fulfill the intended task in the college English class, integrating all four skills in the process.

### **Procedure of Jigsaw Technique**

Aronson et al (1978) say that reading tasks can be distributed among group members so that some students to receive more challenging materials than less skilled students. Then he suggests some procedure about Jigsaw activities in the classroom.

Questionnaire surveys are made after the experiment. Findings were analyzed and reflections on jigsaw were offered it possible for the teacher to focus on language learners and thereby language learning became interdependent. Jigsaw learning makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on them own. Finally, since students has supposed to report their own findings to the home group in jigsaw learning. It quite often discloses a student's own understanding of a concept as well as reveals any misunderstandings (Mengduo&Xiaoling, 2010:1). Jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning tasks in the classroom.

First, the teacher identifies as range material related to significant topic address in lesson. Then, he or she organizes the students into cooperative group of four to six, depending on number of selection available to be assigned. One student have been assigned to group, they are each assigned a letter (A, B, C, D). Each letter represents a different selection. All students identified by the same letter with received the same selection.



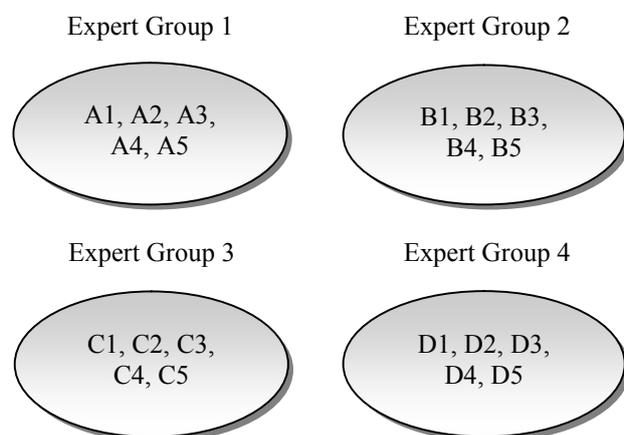
Second, the teacher asks the students to read selection independently. Then, he or she encourages the students to jot down notes from their reading.

The next procedure is regrouping students. These are new groups for the students. The group

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contained students who have the same selection. In these groups, the students compare notes to discuss important information.

**Expert Group Illustrations**



The last procedure is directing students to return to their original group. Each member group shares the pertinent information from each selection. Each student tells the other members about the content of her or his reading text. All group members compare their information with other, and exchange any opinion in an attempt to come to some conclusion about the reading text.

**Assessment of Reading Comprehension**

Fister(2004:188) states the assessment of reading can imply the assessment of a storehouse of reading strategies, develop and use a battery of reading strategies, such us skinning and skimming, detecting discourse markers, guessing the meaning of woods from context, and activating schemata for the interpretation of texts. He also said that aside from simply testing the ultimate achievement of comprehension of written text, it may be important in some contexts to assess one or more of storehouse of classic reading strategies. Assessment is a feedback from the learners about the lecture that the teacher taught. It means that they have understood the material or not. In this case assessment also used to evaluate the effectiveness of teaching program.

**RESULT AND DISCUSSIONS**

**Result**

The data description in the previous section was used as the basic of doing reflection on the teaching learning process in cycle I. Actually, in general the implementation of narrative text by using jigsaw technique to improve student reading skill in cycle I not ran well, by using an interesting picture of narrative text with card to make the students not more enthuses during the class, so the result was not better that in the cycle I. Only 4 (20%) students got score <75 and 16 (80%) of students got score >75.

To decide whether research, the researcher considered the result of Post-test Cycle I (Ranking and Percentage); from it can be deciding that did not fulfill the criteria of success from the research, so the research must be continued to the cycle II which filed the researcher tries to changes some points. It uses to reach the criteria of success or make a better result. These are three points that was changed by the researcher.

- a) Teacher would increase so that students always use cooperative skills in their respective groups, the group feared to be jammed.
- b) Teacher would make effective the number of group members tend to cause problems, for example if there are members who only ride in completing the task and passive in the discussion.
- c) Teacher would divide enough time because it required a longer time, especially when there is the arrangement of space that has not been well conditioned, so it takes time to change positions can also cause noise.

The results of data analysis were considered as the finding of the present classroom action study, which could be summarized as the following:

**Table 1** Summaries of the Findings Showing the Mean of the Grand Mean Score for Cycle I and Cycle II

No	Assessment	Mean Score	Mark
1	Preliminary Study Test	Xo = 61.2	C
2	Post-test Cycle I	C1 = 72.2	B
3	Post-test Cycle II	C2 = 80.4	B

The data description in the previous section was used as the basic of doing reflection on the teaching learning process in cycle II. Actually, in general the implementation of narrative text by using jigsaw technique to improve student reading skill in cycle II ran well, by using an interesting picture of narrative text with card to make the students more enthruses during the class, so the result was better than in the cycle I. Only 4 (20%) students got score <75 and 16 (80%) of students got score >75.

### **Discussions**

In the teaching and learning process which implemented jigsaw in reading comprehension, the researcher in doing the action used two kinds of narrative text with different topics. Each meeting was trained to find five different indicators those were deducing meaning of words, finding detail information, determining words reference, finding

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The findings of the present classroom action study convincingly proved and showed that the problem on reading comprehension by the eleventh grade student of MAN 5 Jombang, could be adequately overcome through some exercises in reading comprehension taught through jigsaw technique. It could be concluded that improving reading comprehension through jigsaw was effective technique.

Thus, the problems faced by the eleventh grade students of MAN 5 Jombang in reading comprehension could be solved by using jigsaw technique on teaching learning process. The hypothesis, the jigsaw technique could improve reading comprehension of the eleventh grade students of MAN 5 Jombang, was proved. It could therefore be concluded that jigsaw could improve the students' reading comprehension of the eleventh grade students of MAN 5 Jombang in academic year

main idea, finding inference/conclusion/moral value. At the end of the cycle, there was better result from the action done. There was an improvement of students' reading comprehension skill. Jigsaw learning model implemented provide activities which useful to student in understanding the text. Through the activity in jigsaw group, the students could do the task well in finding main idea of task in which they should the text. The students within their jigsaw group could find the location of main idea. While discussed with the teacher, the students could mention the kinds of paragraph. Some facts above indicated that the activity in jigsaw group improved students' skill especially in recognizing main idea. Other indicators were when the students within jigsaw group were given a task in which they should complete it by the answer that could be found in the text, the students could do the task well. The students could answer that question and mostly had right answer. The activities in jigsaw group improved students' skill in recognizing detail information.

2014/2015.

### **Suggestions**

The students of the eleventh grade of MAN 5 Jombang one suggested keep on motivating and improving their reading comprehension more intensively; for instance, motivate themselves to learn more seriously by using jigsaw technique, not only in the classroom but also out of the classroom; furthermore, to enrich their vocabulary they have to read a lot of books and use the dictionary.

Other researchers who are going to conduct a classroom action research, it is suggested to use more reading passage in teaching learning process and hopefully it can be used as a reference and be an alternative source and guidance in conducting the same study of obtaining better result.

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