THE USE OF JIGSAW TECHNIQUE IN IMPROVING STUDENTS’ READING SKILL ON NARRATIVE TEXT

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Abstract

Reading skill becomes one of the skills that should be mastered by students. The students need to know how to read an English text in order to develop their potential in learning. To achieve the goal, it is necessary to have techniques that can help students to read well. One of the technique that can be used is Jigsaw technique. The objectives of this study are: 1) to describe the implementation of using Jigsaw technique in improving students’ reading skill on the narrative text of ninth grade of Kejar Paket B in PKBM Sejahtera Yogyakarta, and 2) to describe the result of the implementation. This research was a classroom action research which consisted of two cycles. The results of cycle 1 were: 1) the students were motivated to learn during the lesson, 2) the students enjoyed the learning process using the Jigsaw technique. The results of cycle 2 were: 1) the students were more motivated in showing their effort to study. 2) the students were more active in discussing the generic structure, the main idea, and the topic of the text. The strategy was helpful in teaching narrative text. It could make the students got motivated to read the text and active during the discussion.

Keywords: jigsaw technique, narrative text, teaching reading

Introduction

Nowadays, the knowledge of English is more important, because of the modern development, one of them is education. Indonesian’s National Education Department has decided that English as a foreign language has to be taught at every level of both informal and non-formal education. Formal education such as elementary school, junior high school, and senior high school that are offering common education grow effectively and efficiency from the government. Non-formal education includes illiterate, life skill education, early childhood education, apprenticeship education, equivalency education, and other education, which is aimed to develop the learners’ ability. One of the non-formal education programs is Pendidikan Kesetaraan (equivalency education). The researcher focuses on teaching English at Kejar Paket B program, that is designed for students that have not got the education and want to develop their skill as equal at Junior High School.
There are four English skills which should be mastered by students, namely listening, speaking, reading, and writing. Reading relates closely to the academic success of a student, it means that the students need to be able to master reading aspect in order to pass the national examination. According to Harmer (2001), reading is useful for language acquisition. Provide that students more or less understand what they read, the more they read, the better they get it. Students are expected to understand the text in order to answer the questions given. The students sometimes did not know how to pronounce word, could not find the main ideas of the text, and had difficulty when they found new word on the text because of their low vocabulary mastery.

To help the students improve their reading skill in narrative text, the researcher intends to use Jigsaw Technique as an approach. Students can gain new knowledge from working together with their friends as teamwork and share their knowledge with others. This technique not only helped the students in understanding the main ideas, but they also enjoy the teaching and learning the reading process.

This article tries to describe the use of the jigsaw technique to improve reading skill on narrative text for the ninth grade of kejar paket B in PKBM Sejahtera Yogyakarta.

**Literature Review**

Brown (2004) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to reach their understanding about the meaning of the texts that they read. It can be said that the readers’ understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

Anderson (2003) explains that narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. The text consists of orientation, complication, or problems and resolution. The purpose of narrative text is to entertain, instruct, teach them a lesson, excite their emotion or inform the reader by telling a story. Based on the definition above, it can be said that narrative text is a story tell us about something interesting with event arranged in the order in some effective way. We can take “hidden message” in the story; moral value or something reflecting our life.

Aronson (1997) states that Jigsaw technique is an effective way to learn the course material in cooperative learning style which encourages listening, speaking, reading, and writing, engagement, and empathy by giving each member of the group an essential part to play in academic activity. In the jigsaw, each member of a group is assigned a different part of the material. Then all students from different groups who have the same learning material
gather and form an expert group to discuss and communicate each other until they master the material. Next, the students return to their home group to teach the material to other members of their group.

Aronson also states that technique or cooperative structure commonly used in high school is jigsaw technique because it is considered as the efficient way to learn the material in peers. Jigsaw technique is an effective way to learn the course material in cooperative learning style which encourages listening, speaking, reading, and writing, engagement, and empathy by giving each member of the group an essential part to play in academic activity (1997). The following are the steps in teaching narrative text using jigsaw technique:

1. The teacher puts the students into five to six, it calls “home” group.
2. In the home group, the teacher gives them opportunity to read and find the difficult words.
3. The teacher reorganizes each of the group members to gather discussing the text in the “expert” group. Then they need to tell their text and share their idea to other friends in the expert group.
4. After they finish discussing with the expert group, they need to return to the home group. Ask them to share and present about what they have got from the expert group.

From the explanation above, it is concluded that technique is very important in teaching and learning process. The right technique can help the students in achieving the goals in reading. The teacher can use media or interesting teaching techniques or methods. One of the alternative techniques is the jigsaw technique. In this technique students will work on group, so they can build their confidence, motivate each other. Also, they can discuss, and sharing, the students can get new experience, knowledge, from working together with a friend as a teamwork. The technique can help students train their reading ability with an interesting activity.

Research Method
This study was a classroom action research which helped teachers to explore and examine aspects of teaching and learning and to take action to change and improve. This research used Kemmis and McTaggart model. In doing this action research, the researcher and the English teacher collaborated in collecting input on obstacles and weaknesses of the English teaching and learning activity related to the reading teaching and learning activity, and then identified the research problems. After that, they planned and carried out the actions, observed, evaluated and reflected on the actions implemented in the study. The researcher used three instruments; those were observation checklist, classroom documents, and interview guidelines. In analyzing the data, the researcher did some activities, they were transcribing audio and video data into written form then reporting the outcome to describe the content of the research, outlining the finding, and considering to the way in organizing the whole research. Then, the data were analyzed and described the result of the data whether the students interest in reading has improved or
Finding
1. The Use of Jigsaw Technique in Improving Students’ Reading Skill on Narrative Text of Ninth Grade of Kejar Paket B in PKBM Sejahtera

In applying the jigsaw technique, the researcher focused on the ability of the student to work in group in answering the question related to difficult words, main ideas, finding the generic structure, and topic of the text. The researcher told the students that they were going to read and analyze the text in group then she introduced the use of Jigsaw technique and explained the rules of the Jigsaw technique. The researcher divided students into home group, the students read the text and found the difficult word. After doing their task, the students divided into the expert group and there are 4 expert group was formed. As all the students sat on their expert group, the teacher gave questions to be answered by them. The students discussed to find the meaning of the difficult word, main idea, generic structure, and topic of the text. After finishing the discussion in the expert group, they students came back to the home group and presented their finding from expert group.

2. The result of Using Jigsaw Technique in Improving Students’ Reading Skill on Narrative Text of Ninth Grade of Kejar Paket B in PKBM Sejahtera
   a. The students were motivated to study and improve their reading comprehension during the teaching and learning process.
   b. The students’ reading comprehension increased because they are able to guess the meaning of difficult word, find main idea, generic structure, and topic of narrative text.

Discussion
Based on the actions, observation, and the reflections, some findings were found during the implementation of using jigsaw technique in order to improve students’ reading skill on narrative text. The explanations of the discussion in the research are as follows:

A. The Use of Jigsaw Technique in Improving Students’ Reading Skill on Narrative Text of Ninth Grade of Kejar Paket B in PKBM Sejahtera

1. Cycle 1
   a. Planning
   In this phase, the researcher planned some activities that were implemented in the teaching and learning process. The researcher applied the jigsaw technique in order to improve students’ reading skill especially in reading the narrative texts.
   b. Action
   During the English teaching and learning process, the researcher and the teacher observed the implementation of the action.
a. The students were interested about the Jigsaw.
Excerpt 5

R: “Jigsaw Technique adalah pembelajaran dengan kelompok agar siswa dapat belajar dengan maksimal dan saling berbagi pengetahuan dengan anggota kelompok lain. Kelompoknya nanti ada 2 jenis. Ada yang home group atau kelompok utama dan ada expert group atau kelompok ahli.
S1: “kalau kelompok aku suka. Jarang-jarang belajar kelompokan gitu”
S2: “iya miss, kelompokkan aja, biar bisa tanya-tanya”
S3: “jadi penasaran, ayo miss buruan berkelompok”

(Appendix III, classroom activity transcripts)

The excerpt above showed that the students were enthusiastic to learn English using jigsaw technique because it was new for them.

b. The students read and found the difficult words.
Excerpt 6

R: “setelah menerima teks, silahkan di baca dulu sebentar, sambil kalian garis bawahi dulu kata sulitnya.
S1: “boleh di coret-coret miss ini?”
R: “sangat boleh, kalian tulis kata-kata yang tidak kalian pahami, atau di garis bawahi. Pakai bolpen boleh, pakai pensil boleh.
S1: “aku taunya cuma ini aja, best friend, he..hee”
(percakapan di home group 2)
S2: “miss, mau tanya.. H.A.R.E itu apa ya?”
R: “o hare, hare itu adalah kelinci”
S1: “Ini yang tak coret banyak e miss”
R: “tidak apa-apa, nanti itu jadi bahan diskusi kalian dengan teman-teman”

(Appendix III, classroom activity transcripts)

As the excerpt above, it showed that the students did the instruction well, they found the difficult words of the text and tried to find the meaning.

c. The students discussed about the meaning of the difficult words.
Excerpt 7

(percakapan di expert group 1)
S1: “kamu tahu ngga arti yang tak garis bawahi ini?”
S2: “tortoise itu kura-kura artinya, aku tadi lihat kamus”
S1: “berarti ceritanya tentang kelinci dan kura-kura ya?”
S2: “iya”
S3: “race opo yo?”
S4: “miss tanya, race itu apa?
R: “race itu berlomba”

(Appendix III, classroom activity transcripts)
The excerpt 7 showed that the students were motivated to know the meaning of the difficult words that they found. They read the questions and answered it, then discussed it together within the group.

d. The students discussed about the generic structure of the text.

Excerpt 8

<table>
<thead>
<tr>
<th>Percakapan di expert group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: “orientasi tu tadi pengenalan ya?”</td>
</tr>
<tr>
<td>S2: (tidak menjawab)</td>
</tr>
<tr>
<td>(S1 bertanya ke S3)</td>
</tr>
<tr>
<td>S1: “orientasi pengenalan ya?”</td>
</tr>
<tr>
<td>S3: “iyo, benar”</td>
</tr>
<tr>
<td>S1: “berarti orientasine two best friend iki?”</td>
</tr>
<tr>
<td>S3: “iyo, karo lanjutane kui to”</td>
</tr>
</tbody>
</table>

(Appendix III, classroom activity transcripts)

In the excerpt above showed that the students discussed about the generic structure and decided the orientation of the text. They were also motivated to discuss with the group members.

e. The students were motivated during the lesson. It could be seen when the researcher asked them about the jigsaw activity

Excerpt 12

<table>
<thead>
<tr>
<th>R: “bagaimana mbak, seru tidak belajarnya?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: “seru, aku lebih suka kayak gini, lebih enak kalau belajar bareng-bareng. Biasanya cuma baca sendiri, cari artinya sendiri, kalau ini bisa bareng-bareng gitu”</td>
</tr>
<tr>
<td>S2: “saya suka miss, lebih enak belajarnya bisa diskusi, bisa berbagi informasi. Ngerjakan soal jadi lebih mudah”</td>
</tr>
</tbody>
</table>

(Appendix III, classroom activity transcripts)

The excerpt showed that the students enjoyed the learning process using jigsaw technique because they could learn together, and share knowledge with their group members. It showed that the students learned better during the teaching and learning process. However, there were some weaknesses found in cycle 1, they are:

a. There was a gap between the students who were highly motivated to read and students who were lowly motivated to read.
b. Some students were often busy with their phone; gaming or chatting then they ignored the teacher and the teaching process.

Cycle 2

1. Revised plan and added some new actions to solve the problems

   a. Asked the students to bring electronic dictionary. This action was aimed to reduce the noisy and reduce their activity on social media; they used their cell phone to support their learning activity.
b. Pointed the group leader (both in home group and expert group) to reduce the gap between the highly motivated students and the low-motivated students.

2. Action

The students were motivated to learn about the topic of narrative text.

Excerpt 16

S1: “Oh iya, topik sering muncul dalam pertanyaan ujian miss, itu yang gimana sih miss?”
S2: “Jelasin miss topik itu yang seperti apa, cara menentukannya gimana”
S3: “aku juga pengen tahu bair bisa jawab pertanyaan tentang topik”.

(Appendix III, classroom activity transcripts)

As the excerpt above, it showed that the students were eager to know about the topic and how to decide the appropriate topic of narrative text. The students were motivated to know about the main idea of paragraph.

Excerpt 17

S1: “Kalau ide pokok yang gimana miss?”
S2: “iya miss, gimana nentukan ide pokok. Sering keluar di soal itu”.

(Appendix III, classroom activity transcripts)

The excerpt showed that the students were enthusiastic in learning about the main idea and how to decide the appropriate main idea of each paragraph. To reduce the gap between the high-motivated students and the low-motivated students, the researcher pointed a group leader.

Excerpt 18

R: “setelah membentuk group saya mau home group satu ketuanya kamu (menunjuk siswa), home group 2 kamu ya mbak, home group 3, masnya ini saja, dan home group 4 yang pakai baju merah, yaa
S1: “aku miss?” tugasnya apa?
R: “tugas ketua atau leader nanti, mengatur jalannya diskusi supaya teman-teman pada kebagian pas sharing hasil diskusi”
S2: “o iya miss, kemarin masih ada yang diem aja”

(Appendix III, classroom activity transcripts)

In the excerpt 18, the researcher pointed the group leader and explained the responsibility to the students who are chosen to be the leader of each group. The researcher checked the students’ activeness during the discussion.
Excerpt 20

(percakapan di expert group 4)
S1: “topik e opo yo iki?” menurutmu apa?
S3: “sepertinya tentang legend. Ini ada kalimat it’s called Toba Lake”.
S1: oh iya bener. Berarti topiknya The Legend of Toba Lake. Sekarang aku mau cari main idea nya ini”
S2: “emang Lake itu apa sih?”
S1: “coba kamu cari di kamus hpmu itu”
S2: “oh ini ketemu, lake itu danau”
R: “masih ingat kan, cara menentukan ide pokoknya?”
S1: “iya miss, ini sedang kami diskusikan bersama.”
S2: “eh ini ide pokok paragraph ke dua, the beautiful goldfish was cursed”

(Appendix III, classroom activity transcripts)

As the excerpt above, it showed that the students were active, all the member of group took part in discussing and sharing information. The students shared what they had discussed in the expert group.

Excerpt 21

S1(leader): “ayo diskusi teks kalian tentang apa judulnya kira-kira” iki kan teks e bedo-bedo ben ngerti kabe”. Kamu dulu (menunjuk S2) koe ket wingi meneng wae pas diskusi
S2: “hehe, isin e aku, nek tok guyu nek aku omong Inggris”
S1 (leader) :“orak ah, kita kan sama-sama belajar” aku we yo isih okeh salah e nek omong bahasa Inggris”
S2: “Aku dapat teks 3, menurutku tentang persahabatan binatang”
S1 (leader) : menunjuk S3. “Punyamu gimana? Ayok kamu ngomong juga koyok S4 ki lho ket wingi omong terus. Saiki koe sik ben adil”
S3: “ini tentang legenda Danau Toba”

(Appendix III, classroom activity transcripts)

It can be stated that all members took part in sharing their idea. The students were more active than the previous meeting. The leader did the task well, he encouraged their friends to speak with their groups.

B. The result of Using Jigsaw Technique in Improving Students’ Reading Skill on Narrative Text of Ninth Grade of Kejar Paket B in PKBM Sejahtera

The students were more familiar with the steps of the jigsaw technique. They enjoyed reading using this technique and they were more motivated in showing their effort in teaching and learning process. Implementing the jigsaw technique was successful in increasing the students' reading comprehension in finding the difficult word, generic structure, the main idea, and the topic of the text. All group members had the same opportunity and contribution in the discussion. The low motivated students were confident to share their idea. The leader had to make sure that everybody in the group was able to find the main idea, topic, and generic structure of narrative text.
Conclusion

The use of jigsaw technique was useful and effective to improve students’ reading skill. The improvement included in the students’ comprehension in finding the generic structure, the topic and the main idea of each paragraph from the text. In this phase, the researcher used several stages in implementing the jigsaw technique in teaching and learning process. The jigsaw technique required the students’ effort to be communicative during the learning process. The students were more familiar with the steps of the jigsaw technique. The students were more motivated in showing their effort to study. The students’ reading comprehension increased in finding the generic structure, the main idea, and the topic of the text.

References