THE EFFECTIVENESS OF TEACHING READING BY USING A JIGSAW STRATEGY

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Abstract:

This research aims to investigate the effectiveness of Jigsaw in teaching reading and also aims to determine students' responses to the Jigsaw technique. Two classes with each class totaling 32 students in eighth grade were involved as participants in this research. Data was obtained through classroom observations, providing treatment, and tests.

Data obtained from the pre-test and post-test were analyzed using SPSS. Independent t-test data analysis showed that there was a significant difference in the average post-test results between the experimental group and the control group. Based on the results of the independent t-test, it shows that sig. The test is 0.000 at a significance level of 0.05 which indicates that (H0) is rejected. This means that there is a significant influence between the two, pre-test and post-test of students in the experimental group after treatment. The research results show that Jigsaw can be applied effectively to teach reading skills, students become enthusiastic about discussing the information contained in the recount text with each other. Apart from that, this research also shows that the majority of students show great interest in reading ability through Jigsaw with the help of learning media in the form of games, namely Quizizz. The research results show that using Jigsaw to teach reading ability makes students tend to be active during the teaching and learning process, and improves their ability to recount text.

Keyword: teaching reading ability; jigsaw strategy; Quizizz

INTRODUCTION

Reading is a simple ability that may be used to comprehend information from the internet, newspapers, magazines, novels, lesson books, etc., as long as the students

can roughly understand what they are reading. The more pupils read, the more proficient they get at reading (Harmer, 2007:99).

Reading keeps us informed about the world around us and stimulates our minds, and Reading is the capacity to extract meaning from printed material and effectively evaluate this knowledge (Grabe and Stoler, 2022). Hikmah (2009) asserts that reading is considered a decoding talent. That is translating concepts from codes. According to Sharma and Singh (2005), reading is a fundamental educational tool and one of the most crucial skills for daily living. Reading is the most important skill for success in all educational environments, according to Brown (2003), and it continues to be of utmost relevance as we develop general language proficiency examinations.

According to Johnson in B. Santoso Cooperative Learning is a teaching and learning activity in small groups, students study and work together to achieve a learning experiences, both individual experience and group. Meanwhile, Davidson and Kroll, as quoted by Hamdun, Cooperative Learning is defined as activities that take place within a learning environment so that students are in groups small groups share ideas and work collaboratively to complete academic assignments. As a result, Cooperative Learning is a method learning based on group work carried out to achieve specific goals. Besides it is also for solving problems in understanding a concept based on a sense of responsibility and believes that all students have goals the same. Communicative and student learning activities interactive, occurs in small groups.

Jigsaw is one of the cooperative teaching and learning activities that places a strong priority on the students' ability to learn effectively. The jigsaw learning method is by far the most widely used to teach reading. When used effectively, these can help students express themselves and communicate with others through group work. They can also use this as an opportunity to debate the lesson's assigned topic and explain it to other groups. The success of each group depends on each member's active engagement in carrying out their task, which is why the Jigsaw learning technique places such a strong focus on responsibility and cooperation within group activities. This study is intended to assess the effectiveness of the jigsaw learning strategy in terms of raising students' reading proficiency.

According to Purba (2019, 33), Quizizz is an application that relates to education and has the advantage of being game-based, as it is where App users are drawn into activities that make the classroom fun and interactive. By using Quizizz, students can do exercises in class on their electronic devices. Quizizz also has other advantages, one of which is has player characteristics such as avatars, themes, memes, and entertaining music so you won't get bored in the learning process.

THE SCOPE OF THE RESEARCH

This research focused on finding the effectiveness of teaching reading by using a jigsaw strategy. There were two investigated groups: a control group and an experimental group. The participants were the eighth graders in SMPN 1 Kesamben.

THEORETICAL FOUNDATION

Reading Ability

Reading Ability By applying his reading comprehension abilities, the reader can obtain the information he requires from textual sources. Reading, according to Kennedy (1981), is the capacity to recognize a shape in the visual domain, associate it with a sound or meaning from the past, and then comprehend and analyze that meaning in light of those prior encounters. A detailed list of reading skills is written by Munby (1978), who separates 19 reading micro-skills. This list has influenced the design of language tests as well as syllabi and teaching materials. Heaton (1988) outlines fourteen more reading skills. According to Lado (1964), reading a foreign language entails understanding the meaning of that language through its written form. Reading involves more than just looking at words as graphic symbols; it also involves deciphering the meaning of words or lines of text. It implies that reading is a process for comprehension and informational purposes.

Recount text

The recount text is a text to retell something that happened in the past and to tell a series of past events. Recounts are used to enumerate and characterize prior experiences by narrating events either chronologically or in the order in which they occurred. Recounts are written to recount incidents in an attempt to educate or amuse their readership (spoof).There are three different kinds of recounts: factual, creative, and personal. A personal recollection typically recounts an

experience that the author has firsthand. An imaginative recall creates an imagined role and provides specifics of occurrences, whereas a factual recount documents an incidence, such as a science experiment, police report, etc (English Online, 1998).

Generic Structure of Recount Text

1. Orientation

   The orientation gives readers all the background knowledge they need to comprehend the text's opening paragraphs, which recount the events in chronological sequence.

2. Sequence of Events

   This section contains stories or events that have occurred. In the Events section, events are presented by the author chronologically or sequentially in time.

3. Reorientation

   In this section, the author will write a summary and conclusion of the whole story as well as tell the ending (sad/happy). If there is, the author will also add impressions and messages for readers.

Language Features of Recount Text

1. Use nouns and pronouns to identify people, animals, or things involved.
2. Use action verbs to refer to events.

3. Use of past tenses to locate events in relation to the writer's time.
4. Use of conjunctions and time connectives to sequence the events.
5. Use of adverbs and adverbial phrases to indicate place and time.
6. Use of adjectives to describe nouns.

Cooperative Learning

Cooperative learning is one strategy in teaching learning which is focus on the laearner center. Cooperative learning is the instructional us off small groups so that students work together to maximize their own and other learning (Johnson et.al in Williams, 2002). Slavin (1995) stated that cooperative learning refers to a variety of teaching methods in which students wok in small groups to help one another learn academic content.

In cooperative learning, students are expected to help each other, discuss and argue with each other, assess each other's knowledge, and fill in graps of each other's understanding because cooperative emphasize on the use of team success

Theoritical Perspective of Cooperative Learning

There is several theories that go in line with cooperative learning method. They is Piaget and Vygotsky's cognitive developmental theory.

The cognitive developmental theory is grounded in the work of Jean Piaget and Lev Vygotsky (Johnson, and Holubec in Time, 2002). Although the theory is derived from Jean Piaget and Lev Vygotsky, there is a slight difference between the theory of cognitive development rom

Piaget and Vygotsky. The following describes the perspective from both experts.

The central idea of Vygotsky's theoretical system is that social contact is essential to the growth of cognition. According to Vygotsky (1978), every function in a child's cultural development manifests twice: once on the social level and again on the individual level; initially, interpsychologically, between people, and subsequently, intrapsychologically, within the kid. This is true for concept development, logical memory, and voluntary attention all equally. Every one of the higher functions begins with genuine interpersonal relationships (Mace, 2005).

Jigsaw

In technique, students work in heterpgenerous which demand four or five students in each group. Each team is randomly assigned to become an "expert" on some aspect of reading assignment. After reading material, experts from different teams meet to discuss their common topic and then return to teach their topics to their teammates. In this thesis, the researcher interest to use jigsaw strategy improving reading ability.

The jigsaw strategy is one of the basic cooperative learning forms (Aroson et.al in Ohidy, 2008). It was first developed in the early 1970s by Elliot Aronson and his student at the University of Texas and the University of California.

1. **The Procedure of Jigsaw Strategy in Teaching Reading**

The jigsaw classroom is very simple to use. According to Slavin (1995) jigsaw consist of regular cycle of instructional activities as follows:

a. Grouping and Reading

The first activity in jigsaw is make a team work inheterogeneous that consist of four or five students in each group and mix their ability levels (high, middle, and low). Then, distribute the texts and expert topics or assignment of a topic to each student. Students read assigned material to locate information on their topic.

b. Expert- group discussion

After everyone has read the material, students form different groups who have the same topics meet together, and discuss their part. This temporary group is called the expert groups. The purpose of this activity are to master their topic, and develop a strategy or teaching what they have learned to other students in home group.

A discussion leader or each group is pointed to moderate the discussion and give turn to all students to participate. In this section, the teacher has told to the expert groups about how much time they have to discuss. All students should taje notes on all points that they are discussed. While they are discussing the teacher can monitor them and help if they have questions or difficulties. Here, the teacher may need to remind discussing leaders that part o their job is to see that everyone participaptes.

c. Team report

After discussing the material in expert groups, students should return from their expert-group and prepare to teach their topics to their home groups. They should review everything they have learned about their topics from their reading and their discussing in expert groups. In this activity, each student is responsible to teach his/her teammates and make sure that all of them understand the topic.

d. Test

Student take individual test or quiz that covered all topics. This time, students work alone without their teammates help. Each students will receives worksheet to be done. After they finish complete the quiz, their and answer are exchanged with other teams member for scoring. If the time is limited, scoring can be done by the teacher.

The implementation of jigsaw in teaching reading recount text, as follows:

1. The researcher divides the class into six groups that consist o ive students each group, which has heterogen rom academic level. It groups is called home group.
2. The researcher points a clever student to be a chie and give group's identity card to each group.
3. The researcher gives six text o recount to each group. Each member will get one text based on their text.
4. The researcher gave a chance to the students to read the information of the text based on their text

5. After reading and learning their text, researcher make expert group which consist of the group members who have same taks. In expert group, students will discuss their part which will be shared in home group.
6. After discussing their part in expert group, each students return to their home group (home group is based on their groups identity card). In home group, each member has to report the result o discussing that they have got in expert group, and teach to all o members in group. The expert students should make sure that all of member understand their part. The chief o groups can moderate the discussing and give turn to all students to present their part.
7. After the information about the text has completed, the researcher ask the chief o the groups to the groups to take a conclusion based on their member presentation.
8. The researcher gives quizzes individually to the students that cover all part o the member task. The quiz reading test in multiple choise rom all text recount.
9. After the students take the quiz, the researcher count their improvement score which is count rom quiz score. In order to the teacher can give their team award.

a. Advantages of Jigsaw Strategy

Carolyn Kessler mentioned some advanteges of applying jigsaw technique in the classroom

a. Give pupils the chance to collaborate in mixed-race and mixed-cultural groups.
b. Offer top-notch instruction with pertinent material to facilitate language development.
c. Encourage the conversational method of teaching languages.
d. Help pupils improve their abilities to analyze, contrast, assess, and synthesize knowledge.

b. Disadvantages of Jigsaw Technique

These are some disadvantages according to Shlomo Sharan", are:

a. For some students, it may create an over sense of pressure to perform when they return to their home group.
b. Students may be wrong about their second language communication skills, learning difficulties, or social status, blocking their ability to contribute to their home group.

The jigsaw technique assigns pupils the responsibility of learning and teaching one another about what they have learned, based on the description provided above. On the other hand, it might hinder students' capacity to contribute to their home group and make it harder for them to communicate in a second language.

Quizizz

According to Surayya, learning media is a tool that is able to assist the teaching and learning process and functions to clarify the meaning of the message or information conveyed, so that it can achieve the planned learning

objectives. Quizizz is an educational game application that is narrative and flexible. Apart from being used as a means of delivering material, Quizizz can also be used as an interesting and fun learning evaluation medium.

RESEARCH METHOD

Researchers used Quantitative research because researchers wanted to know about the effect of the Jigsaw Strategy in improving students' reading ability. According to William Trochim (2006): Quantitative research is a research method that focuses on obtaining and analyzing numerical data to explain, predict, or control phenomena on interest.

The research design is Quasy-Experimental research. This research involved one class of the eighth-grade (VIII) students of SMPN 1 Kesamben Jombang. The tests given to class VIII students are pre-test and post-test. The pre-test is given before the implementation of the Jigsaw Strategy. The post-test was given after implementing the Jigsaw Strategy. The formulation of this research:

O1	**X**	**O2**

Where: O1: Pretest

X: Treatment

O2: Posttest

Procedure of Collecting Data

Data collection is a process to get the data that are relevant to the research. It is used to evaluate and to know the students' reading recount text after being taught by using Jigsaw Strategy and without using Jigsaw Strategy. Here, the steps of collecting data, as follow:

1. Preparing Instrument

   Firtly, the researcher prepared the test as instrument which are used to collect the data.

2. Pre-Test

   The researcher gave pre-test to both of the group; experimental group and control group to know students' ability and background knowledge in reading Recount text.

3. Giving Treatment

   The researcher gave treatment to the experimental group by using Jigsaw Strategy, while to control group without use Jigsaw Strategy in learning English.

4. Post-test

   In the last procedure, the researcher gave a post-test to the experimental group and control group to know the students' reading recount text after giving a treatment. Post-test is purposed to find out students reading recount text by using Jigsaw Strategy on experimental

group and conventional media on control group that has been given by the researcher. The post-test has similar difficulty level with the pre-test.

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
	Statistic	Statistic	Statistic	Statistic	Statistic
Control	32	40,00	75,00	1935,00	60,4688
Experiment	32	80,00	95,00	2825,00	88,2812
Valid N (listwise)	32				

The data above are the post-test scores of the controlled class and experimental class. The post-test was given in the last meeting after the treatment. In the post-test, the lowest score of the controlled class is 40 while for the experimental class is 80. Beside the highest score of the controlled class is 75 and the experimental class is 95. Therefore, it can be seen that the experimental class has higher significant score than the controlled class. Later the writer did t-test to know whether post score of the experimental class and the controlled class is different

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
	Statistic	Statistic	Statistic	Statistic	Statistic
Control	32	45,00	75,00	1905,00	59,5313
Experiment	32	55,00	75,00	2050,00	64,0625
Valid N (listwise)	32				

The above table shows the students' pre-test scores for the controlled class and experimental class. The test was given in the first meeting before giving any treatment. The controlled class and has 45 as the lowest score and the experimental class has 55 as the lowest score of a pre-test. The controlled class has the highest score of 75, while the experimental class has the highest score of 75. Therefore, it can be concluded that the pre-test scores of the controlled class is lower than the experimental class.

Control

Normality Test of Pre-test

Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55,00	5	15,6	15,6	15,6
	60,00	6	18,8	18,8	34,4
	65,00	13	40,6	40,6	75,0
	70,00	6	18,8	18,8	93,8
	75,00	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45,00	3	9,4	9,4	9,4
	50,00	2	6,3	6,3	15,6
	55,00	7	21,9	21,9	37,5
	60,00	8	25,0	25,0	62,5
	65,00	8	25,0	25,0	87,5
	70,00	3	9,4	9,4	96,9
	75,00	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

From the table above, the results of the SPSS normality test show that both the experimental and control classes have valid percent results of 100,0 each, which means that these results show that the significance of both classes is valid. This means that the pre-test data in this study is normally distributed.

Table 4.4

Normality Test of Post-test

Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	3	9,4	9,4	9,4
	50,00	2	6,3	6,3	15,6
	55,00	5	15,6	15,6	31,3
	60,00	10	31,3	31,3	62,5
	65,00	5	15,6	15,6	78,1
	70,00	2	6,3	6,3	84,4
	75,00	5	15,6	15,6	100,0
	Total	32	100,0	100,0	

Experiment

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	80,00	3	9,4	9,4	9,4
	85,00	12	37,5	37,5	46,9
	90,00	10	31,3	31,3	78,1
	95,00	7	21,9	21,9	100,0
	Total	32	100,0	100,0	

The post-test normality test shows that the control class has the results of the normality test using SPSS and that the experimental class and control class have a valid percent result of 100,0 each, which means that these results indicate that the significance of the two classes is valid. This means that the pre-test data in this study is normally distributed.

Homogeneity Test of Pre-test

Correlations

			Control	Experiment
Spearman's rho	Control	Correlation Coefficient	1,000	-,005
		Sig. (2-tailed)	.	,977
		N	32	32
	Experiment	Correlation Coefficient	-,005	1,000
		Sig. (2-tailed)	,977	.
		N	32	32

The basis for decision-making in SPSS, is if the significance value is > 0.05 then the data distribution can be said to be homogeneous, but instead, if the significance value is <0.05 then the data distribution can be said to be non-homogeneous. Based on the calculation of the data in SPSS above it can be seen that the significance of the homogeneity test was obtained at 0.977 which means 0.977> 0.05. Then based on the data it can be said to be homogeneity.

Table 4.6

Homogeneity Test of Post-test

Correlations

		Control	Experiment
Pearson Correlation	Control	1,000	,352
	Experiment	,352	1,000
Sig. (1-tailed)	Control	.	,024
	Experiment	,024	.
N	Control	32	32
	Experiment	32	32

The basis for decision-making in SPSS, if the significance value is 0.024 > 0.05 then the data distribution can be said to be homogeneous, but instead, if the significance value is 0.024 > 0.05 then the data distribution can be said to be non-homogeneous. Based on the calculation of the data in SPSS above it can be seen that the significance of the homogeneity test was obtained at 0.24 which means 0.24 > 0.05. Then based on the data it can be said to be homogeneity.

Table 4.7

The result of the t-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
	Statistic	Statistic	Statistic	Statistic	Statistic
Control	32	40,00	75,00	1935,00	60,4688
Experiment	32	80,00	95,00	2825,00	88,2812
Valid N (listwise)	32				

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Control	34,959	31	,000	60,46875	56,9410	63,9965
Experiment	106,591	31	,000	88,28125	86,5921	89,9704

The analysis was conducted to determine the difference between student scores when learning is done by using the jigsaw strategy as a learning or teaching method in reading class.

Based on the table above, the average value of the experimental class (88.28) looks higher than the control class (60.46). Furthermore, researchers compared the control class with the experimental class using the t-test on SPSS. Based on descriptive statistics, it can be concluded that there are differences in student learning outcomes between the control class and the experimental class. In addition, the results of the control and experimental independent sample tests must be interpreted to show whether or not there is a difference between the two classes, when viewed from the results above it can be seen that the sig. test is .000 < 0.05 which means that using the jigsaw strategy in the teaching and learning process in English classes is fun. It is clear from here that the sign (2-tailed) is .000 < 0.05 so it becomes part of the basis for decision-making in the independent sample t-test, it can be concluded that H0 is rejected and Ha is accepted.

DISCUSSION

Based on the results of the study, it can be proven that there is a significant effect of the use of the jigsaw strategy method on the reading ability of VIII-grade students of SMPN 1 Kesamben. This is indicated by the experimental class post-test results after using the jigsaw strategy in teaching reading has an average value of 88.28 and the class post-test without treatment using the jigsaw strategy the average value is 64.06. This shows that the use of jigsaw strategy can have an influence on students' reading ability. In providing treatment, the teacher asks students to form groups and read some of the texts

that have been distributed. Not only that, students also have an active role when learning in class takes place. Based on the results of the tests conducted, it is proven that the use of learning models using jigsaw is effective as a strategy to improve the reading achievement of students in class VIII SMPN 1 Kesamben. Students applied the jigsaw learning model as a strategy when doing the post-test. So, their post-test results were higher than before the treatment. Finally, a jigsaw learning model was made, students are more motivated in learning, easier to understand the lesson. It can be concluded that in this study using a learning model in teaching reading by using jigsaw strategy in recount text is effective at eight grade SMPN 1 Kesamben. The above statement is also supported by previous research conducted by Fitri (2015) conducted an experimental study and concluded that the jigsaw strategy was effective in improving students' reading comprehension of narrative texts. It is proven that students can improve their English reading comprehension and get better results. Another study also conducted by Nigsih (2019) found that students enjoyed learning to read recount text using the jigsaw technique and showed better progress in reading.

The results showed that students were interested in the application of the jigsaw strategy in learning. Previous researchers conducted by Herman (2020) conducted a quasi-experimental study and found that the application of the jigsaw technique significantly improved students' reading comprehension of recount text). In this study, it was proven that the jigsaw strategy has an effect

on students' reading ability, especially to understand reading. Based on the previous research above, it shows that this study H0 is rejected, which means that there is an effect of using the jigsaw strategy as a learning model in students' reading ability. It can be concluded that students who are taught by using the jigsaw strategy. From the results of this study, researchers can conclude and provide recommendations that the jigsaw strategy can be used as an alternative model for teaching reading subjects to junior high school students.

The results of this study are also supported by Elliot Aronson, who is a social psychologist who introduced the Jigsaw Strategy, and has highlighted the success of this strategy in improving collaboration and understanding among students. He emphasized that by breaking down information into small parts and requiring students to become "experts" in one part, they not only understand the material on their own but also learn from each other. Robert E. Slavin, an expert in cooperative learning, has conducted research which supports the effectiveness of this strategy in improving student achievement, including reading comprehension. He emphasizes the importance of social interaction and interdependence in the learning process. It can be concluded that the class which has been taught by using jigsaw strategy gave significant to effective students reading ability.

A. CONCLUSION

The research was conducted at SMPN 1 Kesamben. According to the research, the result was there is an improvement in the achievement of the students in teaching reading ability recount text by using Jigsaw Strategies at Eight grade students of SMPN 1 Kesamben. The result of the post-test between the experimental class and the control class was significant. Because in control class the teacher explains the material using Cooperative learning. The students are interested to allow the teaching process. But in the experimental class, the used Jigsaw Strategies in teaching reading recount text the students more active and interested in the learning process. Because this method gives much time to students to be active in the English teaching and learning process. It can be concluded that jigsaw have any an effective method to teach reading ability to grade VIII students at SMPN 1 Kesamben.

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