

IMPLEMENTING JIGSAW II STRATEGY TO IMPROVE THE READING COMPREHENSION

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Abstract: The objective of the study was to know whether the Jigsaw II can improve the 11th Graders' reading comprehension. The findings revealed that Jigsaw II improved the students' reading comprehension. At first, the teacher activates the prior knowledge of the students, then, explains the procedure of the strategy, then, the students discuss in jigsaw groups and in expert ones. In addition, the students do reading comprehension quizzes, the teacher determines the students' scores.

Key Words: Comprehension, Narrative Text, Jigsaw II Strategy.

The objective of teaching reading at *Madrasah Aliyah (MA)* is to facilitate students in comprehending written texts both formally and informally in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily context (School Based Curriculum, 2006). More specifically, the students are expected to be able to (1) read written texts correctly both good pronunciation and intonation, (2) identify the topic from the written text, (3) identify the definite information from the written text, (4) identify the meaning words, phrases, and sentences from the written text, and (5) identify the specific information and the main idea from the written text. These objectives show that the students are expected to understand what they are reading. As a result, they are capable of comprehending a lot of information quickly, accurately, and easily.

In reality, the teacher is still poor of vision in conducting his class activities since he is the center of all activities and the students have only little time to participate in the learning process. As a result, most of the students become passive learners and low of motivation in learning reading.

Related to the students' problem in comprehending English texts, the researcher is challenged to solve the problem by employing Jigsaw II strategy in the teaching and learning of reading comprehension in the classroom. Johnson et al. (2000) state that there are over 900 research studies that have been conducted by many different researchers with markedly different orientations working in different settings and countries and in eleven decades which come to the conclusion that one such strategy that has proven effective in promoting the students' learning is cooperative learning strategy. This learning strategy has been extensively applied as an instructional procedure in all subject matters from preschool to graduate school, even in after-school and non-formal educational programs.

This study implemented Jigsaw II Strategy to improve the reading English texts in the classroom. Slavin (2005: 122) adds that the foremost advantages of the Jigsaw Strategy are that (1) the students encounter a wider breadth of material that might be possible if each individual independently reads all available sources, (2) the students may elect to learn from material more appropriate to their abilities and interest, (3) the students receive support from class members in learning

from their reading, and (4) the students gain practices in synthesizing important information from what they read as they assume the teacher role with group members. The strategy has positive impacts to improve the students' achievement in reading comprehension scores and participation during the instructional process.

Method

The research design of this study is Classroom Action Research (CAR) which was applied collaboratively between the researcher and an English teacher of *Madrasah Aliyah Muhammadiyah Metro*, in conducting the research, the researcher worked collaboratively with one of the *Madrasah Aliyah (MA) Muhammadiyah* English teachers from the beginning to the end of the process of the research activities. The researcher performed as a teacher who teaches reading comprehension by implementing Jigsaw II Strategy, while the collaborator acted as the observer who observed carefully the whole process of English teaching and learning. The teacher-observer filled in the observation checklists and wrote down the teacher-researcher's and students' activities during the implementation of Jigsaw II Strategy in the field notes.

The teacher-researcher chose the collaborative classroom action research was based on the preliminary study carried out at the Social Program of the 11th graders of *Madrasah Aliyah Muhammadiyah (MA) Metro*. It showed that the students' achievement at reading comprehension test was still low. The average score of the Social Program was 51.25 which regarded as insufficient because it did not yet complete the minimum adequacy criteria or *Kriteria Ketuntasan Minimal* (KKM): 65 for reading skill. From the result of the class

observations and interviews conducted by the researcher that this condition is caused by some factors: (1) the students were lack of vocabulary, (2) the students had low interest in reading; they did not actively respond to the teacher's questions, (3) the teacher asked the students to read a text without leading them to the topic of the text, (4) they had limited time to read so they lacked of reading exercises, (5) the teacher is still poor of insight in conducting his class activity since he is the center of all activities, hence the students have only little time to participate in the learning process. As a result, most of the students become passive learners and low of motivation in learning reading. Therefore, to solve the problem the teacher should provide enough time to exposure the students to the reading activities and offer various kinds of reading materials to attract the students' attention to read. It was also more interesting to apply the Jigsaw II strategy to enhance the students' learning motivation.

Findings

The outcome of students' reading comprehension quizzes showed that there were improvement scores of the students' reading comprehension from preliminary study to Cycle 3. It meant that the implementation of jigsaw II strategy to the students had a positive impact in improving the students' attainment in the quizzes of reading comprehension. In the other hands, the implementation of jigsaw II strategy was able to facilitate the students to comprehend the English texts better. It was exhibited by the students' mean score and the percentage of individual score progressively enhanced at the end of each cycle. The following figures recapitulated the improvement of

students' mean score and the percentage of students' individual score.

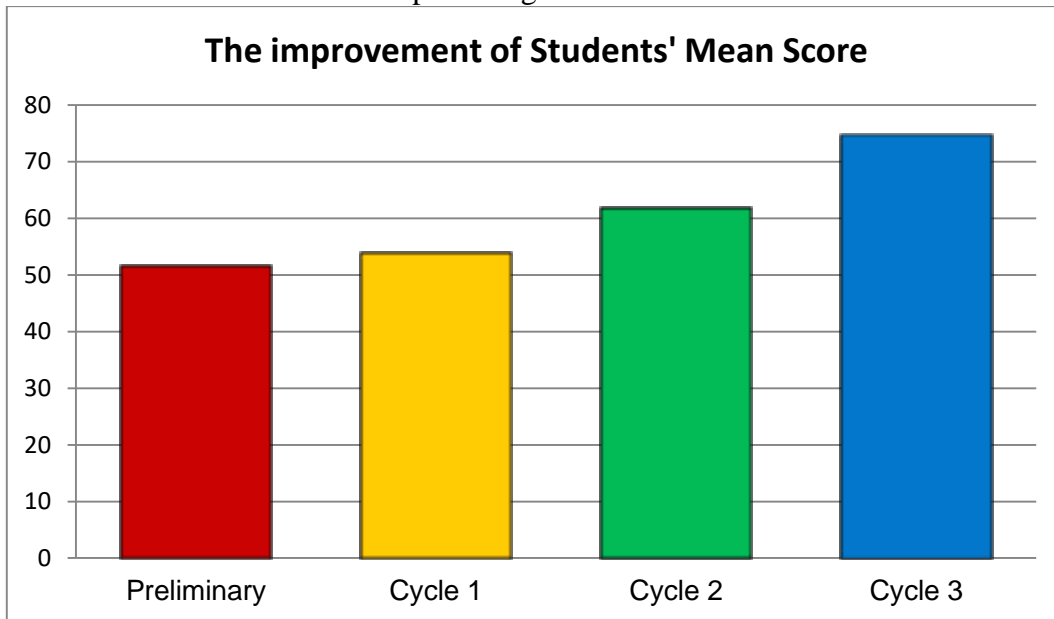


Figure 4.4 The Improvement of Students' Mean Score

Figure 4.4 illustrates that there was an improvement toward the students' mean scores from the preliminary study to Cycle 3. The prior students' mean score in the preliminary study was 51.56, and then increased to 53.75 in Cycle 1, and 61.87 in Cycle 2, and 74.68 in Cycle 3.

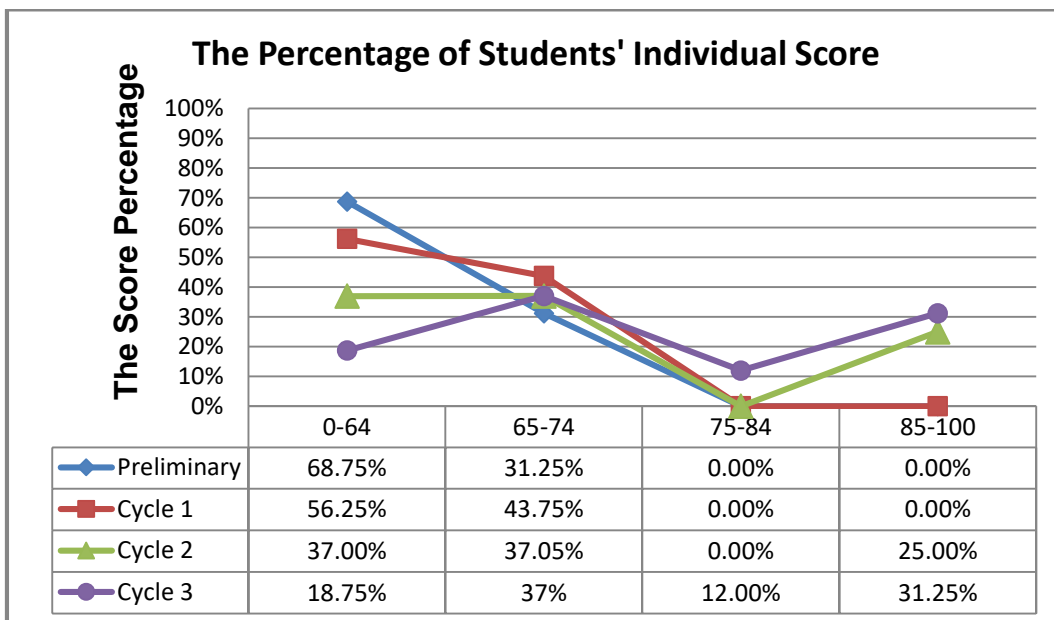


Figure 4.5 The Percentage of Students' Individual Score

Figure 4.5 illustrates that the percentage of students' individual score enhanced from preliminary study to Cycle 3. The collected data from the students' individual scores of preliminary quiz showed that there were 11 out of 16

students (68.75%) attained the score of 0-60, 5 out of 16 Students (31.25%) achieved the score of 61-75, no one (0%) got the score above 76-80, and no one (0%) reached the score above 85-100. Meanwhile, the data obtained from the students' individual scores of Cycle 1 quiz were 9 out of 16 students (56%) got the score of 0-60, and 7 out of 16 students (43.75%) achieve the score above 61-75, no one (0%) reached the score above 76-80, and no one (0%) achieved the score above 85-100. In addition, the collected data from the students' individual scores of Cycle 2 quiz were 6 out of 16 students (37%) got the score 0-60, 6 out of 16 students (37%) achieved the score 61-75,

no one (0%) attained the score above 76-80, 4 out of 16 students (25%) students reached the score of 85-100. Furthermore, the data obtained from the students' individual scores of Cycle 3 quiz were 3 out of 16 students (18%) got the score 0-60, 6 out of 16 students (37%) attained the score 61-75, 2 out of 16 students (12.5%) achieved the score above 76-80, 5 out of 16 students (31.25%) students reached the score of 85-100.

Related to students' active participation in the learning process of reading comprehension, the following figure recapitulated the percentage of students who involved actively from the first to the last meeting in three cycles.

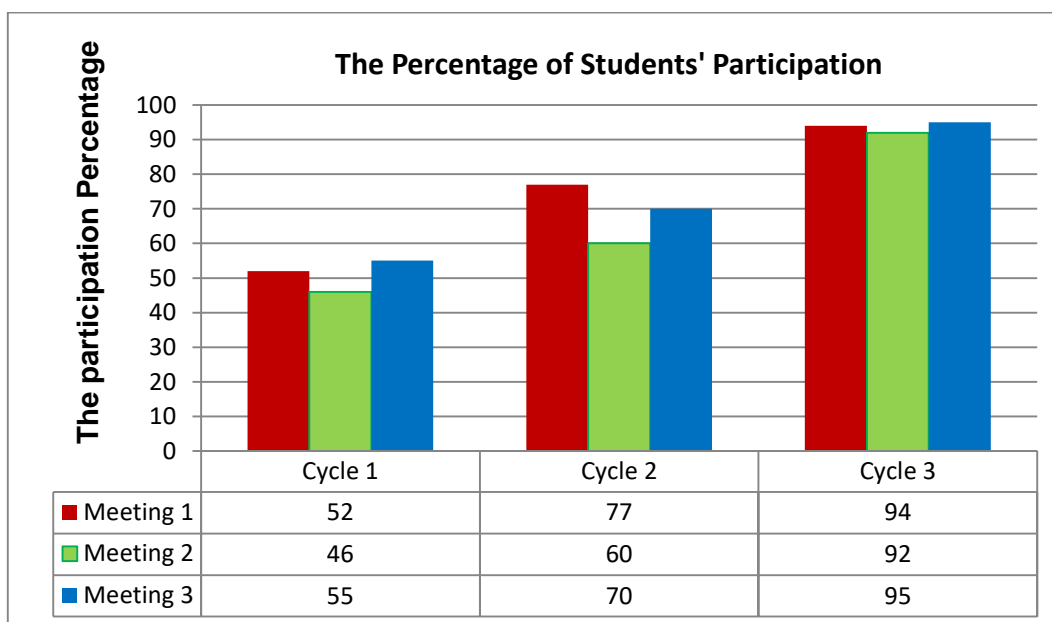


Figure 4.6 The Percentage of the Students' participation in reading activities

Figure 4.6 illustrates that the percentage of the students' participation in reading activities (pre-, whilst, and post-reading activities) increase from Cycle 1 to Cycle 3. In the first meeting of Cycle 1, there were 8 out of 16 students (52%) participated actively. While, in the second meeting, there were 7 out of 16 students (46%) involved actively. Whereas, in the third meeting, there were 9 out 16 students (55%) participated actively. In addition,

the students' participation in Cycle 2 was better than the Cycle 1. In the first meeting, there were 12 out of 16 students (77%) partook the learning activities actively. In the second meeting, there were 10 out of 16 students (60%) who actively involved the learning activities. In addition, in the third meeting, there were 12 out of 16 students (70%) participated actively. Furthermore, the students' participation in Cycle 3 was the greatest

than the previous cycles. In the first meeting, there were 15 out of 16 students (94%) participated to learning activities actively. In the second meeting, there were 15 out of 16 students (92%) involved the learning activities actively. Finally in the third meeting, there were 15 out of 16 students (95%) participated actively.

Discussion

Based on the findings of the study, it was shown that the Jigsaw II Strategy give beneficial contribution both in improving the students' score in reading comprehension and improving the students' participation during the instructional process. Jigsaw II Strategy was the result of the Original Jigsaw modification. They have the same principles, but different procedure. Both of the strategies required the students to work cooperatively in jigsaw as well as expert groups. Each student had to teach his/her topic specification/element of the text to his/her group mates. One student success was determined by others.

Original Jigsaw was developed by Elliot Aronson (1978) and Jigsaw II Strategy was developed by Slavin (1996). The Original Jigsaw compromised that each student in jigsaw groups read different unique material between one another. Then those who had the same material from different jigsaw groups formed expert groups and discussed the material. The next step was the expert students got back to their jigsaw groups and taught the material to their group mates. The Original Jigsaw and Jigsaw II Strategy suited to any genres of the text. Slavin (1995: 122) stated Jigsaw II Strategy had the students read the same text. The students read the whole material of the text but they had different focus. In relation to the study, the students read the text of narrative entitled *The Old Woman Wanted All the Cakes in Cycle 1*. The

students then were given different focus of reading. Student 1 of each jigsaw group focused on the orientation of the text, Student 2 focused on the complication of the text, and Student 3 focused on the resolution of the text. The focus of the students' reading was based on the generic structures of narrative text in which the narrative text comprised Orientation, Complication, and Resolution.

The students worked in group of three in jigsaw groups and worked in group of six in expert groups. It was in line with Buehl (2001) who stated that the jigsaw classroom organized students into cooperative groups of three to six, depending on the number of selections available to be assigned. In grouping the students, the teacher determined the groups based on the students' scores obtained from the preliminary study of the research. It was to guarantee that the groups consist of heterogeneous students. Silberman (2002) stated that the teacher must not let the students choose the group members by themselves because there was a tendency that they would choose their friends subjectively based on their interest and importance. Thus, the teacher defined the groups for the students. the teacher's technique of grouping the students was ranking the students into high, medium, and low achievers. The teacher then divided the students in groups so that in the jigsaw groups consisted of one high achiever, one medium achiever, and one low achiever. The students' ranks and grouping could be seen in Appendix 10. It was also in line with Silberman (2002) who stated that one of good techniques in grouping the students was by ranking the students and dividing them in groups equally where each group contain high, medium, and low achievement students.

Furthermore, during the implementation of Jigsaw II Strategy, the students and the teacher did the following activities. The students did grouping,

information findings, Presentation 1, Presentation 2, Presentation 3, Presentation 4, reading test. The teacher did preparing materials, structuring the jigsaw and expert groups, monitoring jigsaw as well as expert group works and discussion, and integrating materials.

In grouping the students, the teacher also used discussion schemes to help the students focus on their task since the schemes contained some key points which need to be emphasized in the discussion. Sugiri's study (2004) stated the use of discussion schemes was very effective in helping students focused on the information finding and discussion when the students worked cooperatively in groups. The three kinds of discussion schemes used in this study were discussion schemes of orientation, complication, and resolution.

At the end of every cycle, the teacher informed best scores to the students. The teacher praised the students and the groups for their achievement. Slavin (2005) stated that rewarding and praising the students for their individual as well as groups achievement in the last phase of Jigsaw II Strategy implementation could help them in learning. The students were pleased when their work is appreciated by others.

In relation to the finding of Cycle 1 obtained from the observation checklist and the students' quiz result, the researcher concluded that the three criteria of success of the study were not achieved yet. The result of observation checklist was 52 the students' mean score was 53.75, and only 43.75% of the students got scores above 65. The researcher then revised the plans and implemented the plans in Cycle 2. Kemmis (1988) stated that the researcher had to revise first lesson plans and implemented the new plans in the next cycle if the research result obtained from the researcher's

analysis and reflection did not meet the defined criteria of success.

In relation to the finding of Cycle 2 obtained from the observation checklist and the students' quiz result, the researcher concluded that there was improvement in students' participation toward reading narrative text and slight improvement in the students' quiz result. The score obtained from the observation checklist of Cycle 2 was 72 the students' quiz mean score was 61.87 and 63% of the students got score above 65 the researcher compared the result of Cycle 2 with the criteria of success of the study and concluded that the result of Cycle 2 did not meet yet the criteria of success defined in the study. Then, for the second time the researcher revised the plans and implemented the plans to Cycle 3

In relation to the finding of Cycle 3 obtained from the observation checklist and the students' quiz result, the researcher concluded that there was improvement in students' participation and the students' quiz result toward reading narrative text. The score obtained from the observation checklist of Cycle 3 was 94 the students' quiz mean score was 74.68 and 80% of the students got score above 65 the researcher compared the result of Cycle 3 with the criteria of success of the study and concluded that the result of Cycle 3 finally meet the criteria of success defined in the study. It meant that Jigsaw II Strategy could improve the students' participation in reading class activity, It was able to solve the students' problem in comprehending the generic structures of the narrative text, and Jigsaw II Strategy could help the students improve their narrative text reading achievement. Since the defined criteria were achieved, the study was stopped.

Conclusion

This study indicates that the implementation of Jigsaw II strategy is successful in improving both the students' ability in comprehending the narrative texts and the students' participation in reading activities of the second year students of *Madrasah Aliyah (MA) Muhammadiyah Metro*. The improvement can be seen from the students' average score and the percentage of the students who could pass the minimum standard of learning success (SKBM).

The implementation of Jigsaw II strategy in improving students' reading comprehension can be done successfully when it pursues several procedures: (1) The teacher prepares the material, the discussion schemes, and the test/quiz; (2) The teacher forms the original jigsaw groups of three; (3) The teacher asks the students to read the text silently; (4) The teacher encourages the students to pose some difficult words found in the text; (5) The teacher encourages the students to have a discussion in the original jigsaw groups of three; (6) The teacher asks the students to perform Presentation 1 in their expert groups; (7) The teacher encourages the students to do Presentation 2 in their Jigsaw group to report their discussion result in their expert group; (8) The teacher tests the students; (9) The teacher determines the students' scores.

Suggestions

In accordance with the above conclusions, some suggestions are addressed to the English teachers of *Madrasah Aliyah (MA) Muhammadiyah Metro* and the future researchers. The researcher suggests the *Madrasah Aliyah (MA) Muhammadiyah Metro* English teachers may employ Jigsaw II strategy as an alternative strategy in teaching their students to comprehend narrative text. Further, the researcher suggests that the English teachers should have good

preparation to get maximum result of the Jigsaw II strategy implementation in the teaching and learning activities. It is because Jigsaw II strategy has several paces and requires media such as reading text materials, discussion schemes, and other supported media. The teacher also should deliver the procedure of Jigsaw II strategy clearly and convince the students that they understand the instructions in every pace of the strategy implementation.

It is also recommended that researchers utilize the outcome of the study as relevant reference when they wanted to conduct a research dealing with the implementation of the Jigsaw II Strategy.

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