

Jigsaw in Teaching Reading for Elementary School Students

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ABSTRACT

The current study investigated the effect of jigsaw on students' reading comprehension. In doing the study, the pretest and posttest design was used. The participants of the study were 6th grade students in one public school in Singaraja, Bali. Through descriptive analysis, it was found that the mean score of pre-tests was 66.25, and the posttest was 75.42. The mean difference between pretest and posttest was 9.17. The result of paired sample t test showed a significant value (Sig. 2-tailed=.000). Thus, it can be concluded that jigsaw technique significantly affected students' reading comprehension. English teachers are encouraged to implement jigsaw technique in classroom.

Keywords: *Jigsaw Technique, Teaching Reading, Reading Comprehension*

INTRODUCTION

Reading is an important skill that needs to be mastered by students who are learning English. By reading, students' awareness of various things will increase (Sartika et al., 2020). Reading is also a very important part of literacy skills in this 21st century era of globalization (Boholano, 2017). Each country is competing to improve the literacy capacity of its resources in order to be able to compete with other countries (Zua, 2021). However, reading as a form of literacy is certainly not easy for students, especially in English (Moriyanti et al., 2019). They have difficulty in understanding vocabulary so that the meaning of the reading content cannot be captured properly (Naeghel et al., 2014).

Data in PISA in 2018 as indicator of science and literacy shows that the literacy ability of the Indonesian nation is still lagging behind (Tahmidaten & Krismanto, 2020). The reading literacy movement program does not seem to have shown a positive trend and requires a lot of improvement (Magdalena et al., 2019; Wandasari et al., 2019). In addition, data from English Proficiency Index (EFI) also shows that Indonesia's ranking is in 74th out of 100 (EFI, 2019). This ranking indicates the need to improve students' English skills. In addition, in the current digital and technology era, 4C skills also need to be integrated into student learning (Yu et al., 2019). Given the importance of reading skills as a form of

literacy and 4C skills, teachers as education agents need a strategy and learning technique that supports these skills.

Jigsaw can be a teaching technique that teachers can use in the classroom to teach reading and integrate 4C skills. Jigsaw is a teaching technique that emphasizes students to work cooperatively in solving a problem or creating something (Karacop & Diken, 2017). In Jigsaw, students are actively involved in learning because they have their own tasks that will be done together (Şengül & Katranci, 2014). Abuhamda (2020) states that using jigsaw helps the students to be actively involved in classroom activities and reduces the dependency on teacher. Besides that, Pariati (2018) also supports that the implementation of jigsaw technique could strengthen students' problem solving skill.

Several studies had been conducted in identifying the effectiveness of using jigsaw in teaching reading. Sumiati et al., (2019) found that students' reading comprehension showed a significant improvement after jigsaw technique was implemented. Silalahi (2019) also identified a significant effect of using jigsaw technique for teaching reading. Furthermore, Nurbianta and Dahlia (2018) found that a significant improvement on students' reading comprehension after the implementation of jigsaw was because students showed a high motivation during teaching and learning. After conducting several observations in one elementary school, it was found that the students were having difficulties in comprehending a text and they did not seem enjoy the conventional teaching strategies. Therefore, the current study was intended to test the effect of jigsaw on students' reading comprehension in one public school in Singaraja, Bali. The results of the current study are expected to give a significant contribution towards the technique of teaching reading.

METHOD

The design of the current study was pretest posttest experimental design. The participants of the study were 24 students of elementary school. They were in 6th grade. The instruments for collecting the data were reading comprehension texts, and multiple-choice test. The instruments were tested validity and reliability through SPSS program.

In analyzing the data, this study used descriptive and inferential analysis. The descriptive analysis was conducted to find the distribution, mean score and standard deviation, while the inferential analysis was conducted to find the significant difference of mean score through paired sample t test.

FINDINGS & DISCUSSIONS

There are two data collected in this study namely data of pretest and posttest. The data distribution is presented in Table 1.

Table 1. Data Distribution

N	Pretest	Posttest
1	63	83
2	73	77
3	57	63
4	63	77
5	77	87

6	57	67
7	60	60
8	73	87
9	80	83
10	50	63
11	57	67
12	60	83
13	70	83
14	70	73
15	77	83
16	73	77
17	53	60
18	60	63
19	80	93
20	67	70
21	60	70
22	63	77
23	80	87
24	67	77

Looking at Table 1, the lowest mean score in pretest is 50 and the highest score is 80. Meanwhile, the lowest score in posttest is 60 and the highest score is 93. Table 2 presents the frequency of data distribution.

Table 2. Frequency

Pretest			Posttest		
Score	Frequency	Percent	Score	Frequency	Percent
50	1	4.2	60	2	8.3
53	1	4.2	63	3	12.5
57	3	12.5	67	2	8.3
60	4	16.7	70	2	8.3
63	3	12.5	73	1	4.2
67	2	8.3	77	5	20.8
70	2	8.3	83	5	20.8
73	3	12.5	87	3	12.5
77	2	8.3	93	1	4.2
80	3	12.5			

From Table 2 it can be seen that the frequency of the data. The passing grade score based on curriculum 2013 is 75. In posttest there are 78.2% students do not achieve the passing grade, while in posttest only 41.6%. The next analysis conducted was descriptive analysis. The result is presented in Table 3.

Table 3. Descriptive Analysis

	N	Mean	Std. Deviation
Pretest	24	66.25	8.965
Posttest	24	75.42	9.682

In Table 3, the mean score of pretests is 66.25 with 8.965 standard deviation. Meanwhile, the mean score of posttests is 75.42 with 9.682. It can be concluded that the mean score of posttests is higher than pretest ($75.42 > 66.25$). A paired sample t test was conducted to identify if the mean difference is significant or not. The result is presented in Table 4.

Table 4. Paired Sample t Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1	Pretest Posttest	--9.167	5.693	1.162	-11.570	-6.763	-7.889	23	.000

A significant mean difference can be seen from the value of Sig. (2-tailed). A value lower than .05 indicates that the mean difference is significant (Pallant, 2016). From Table 4, the value of Sig. (2-tailed) is .000 which is lower than .05. Therefore, it can be concluded that jigsaw technique affects students' reading comprehension.

The results of the current study confirm that using jigsaw in teaching reading was effective. Students' reading comprehension score was higher in posttest (75.42) than pretest (66.25). The mean difference of pretest and posttest was marked significant (Sig. 2-tailed = .000). Several previous studies also identified similar result. Yuhananik (2018) found that students showed better reading comprehension after the implementation of jigsaw of cooperative learning. They were tasked to solve certain problems and working together to find solutions. A significant improvement of reading comprehension was also identified in a study conducted by Sopyan et al. (2019). They found that using jigsaw helped the students to build their conceptual understanding of the content of the reading text. Murniati (2015) identified that students showed positive response towards the implementation of jigsaw. They like to learn English using jigsaw technique.

The use of jigsaws in the classroom is not only able to improve student achievement as its output. The implementation of jigsaw basically emphasizes the values of cooperation and student creativity to obtain maximum results (Eachemapti et al., 2017). In this study, the students were actively engaged in discussion activity. They gave and share their opinion toward each other. These values strongly reflect the 21st century abilities that students need to have in order to face global competition (Tyas et al., 2019). Moreover, the use of jigsaw motivates students in learning so that they actively contribute to the learning process (Siregar & Girsang, 2020). In addition, the use of jigsaws in the classroom will change the learning style that is usually teacher-centered to become learner-centered. The teacher's role was only to facilitate the learning process and give direction when students faced difficulties. This change in learning style is very important so that students have responsibility for the learning process and do not depend on the teacher (Darsih, 2018).

The result of the current study implied that jigsaw can be used as an alternative strategy to enhance students' reading skill. Even though jigsaw is not a new strategy, it still can be applied in classroom. Most importantly, using jigsaw

provides opportunity for students to be actively engaged in classroom activity and help them to be responsible for their own learning process

CONCLUSION

This study was aimed at investigating the effect of jigsaw on students' reading comprehension. From the result of the study, it was found that students' reading comprehension was better after the implementation of jigsaw. The result of paired sample t test confirmed that the mean difference between pretest and posttest was significant. Thus, it can be concluded that the implementation of jigsaw significantly affected students' reading comprehension. The study was limited on identifying the effect of jigsaw on reading skill and limited participants. Further study is suggested to explore the effect of jigsaw on different language skill and larger participants.

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