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## ENHANCING STUDENTS' READING COMPREHENSION THROUGH JIGSAW AT VOCATIONAL HIGH SCHOOL

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### Abstract

The objectives of the research are to increase students' reading comprehension through jigsaw and to describe classroom situation when jigsaw is applied in teaching reading. Classroom action research was carried out through observasion, interview, test consisting of two cycles. 35 Multi Media students of tenth grade at SMKN 2 Kediri were assigned as participants. The results showed that jigsaw could enhance the students' reading comprehension and classroom situation. It can be seen that the students were eager, more interested and more motivated to participate in reading class. During the process of teaching reading, the students were more active than before and the class atmosphere was more alive. Then, students' reading achievement in cycle two improved. The students' average score was higher, from 71,85 in the first cycle to 79,85 in the second cycle.

**Keywords:** *Reading Comprehension, Jigsaw, Vocational High School*

### INTRODUCTION

English is a primary subject for Vocational School in Indonesia. So that, in learning English students must study English skills: listening, reading, speaking, writing and English components as well: vocabulary, grammar, pronunciation. One of those English skills, reading is necessary to learn. By reading many defferent materials such as: poetry, map, paper, newspaper, novel, fantasy, science fiction, suspense, etc., students can get broad knowledge, various information, increase vocabulary, grammar, improve their writing skills in English, and also they can learn the writer's ideas, concepts, and attitudes. So, if they have good reading ability, they can read English faster with good comprehension. Therefore, how well the students read depend on the students' reading habit. Rayner & Pollatsek ( 1989: 23) state that reading is the ability to withdraw information and grasp text meaning.

Moreover, comprehending text, or main idea comprehension, needs the reader's ability to identify main ideas, combine them into text, and build the reader's understanding based on the suitable situation (Grabe, 2009:198). Comprehension involves comprehending the information and also changing the knowledge utilized to interpret previous text (McNeil, 1992:16). Thus, when the students read text, they have to use schemata to interpret what they read and to construct what the text means. It is in line with McNeil's ideas (1992:1) that Reading comprehension is look for determinant meaning and need understanding that the text has unpredictable meaning and allows readers to create meaning, such as: writer's purpose and implied meaning of text. Furthermore, reading comprehension is process of concurrently producing meaning through interaction and implication with written language (Snow and Catherine, 2002: 11). In other words, one must comprehend text in order to understand and interpret the written symbols using background knowledge and experience to accomplish specific goals. Therefore, in reading class the teacher always guide learners to get information stated in the text and beyond the text.

Reading also has a very strategic position in English teaching at Vocational School to support other skills. But based on the preliminary study, most students of X Multi Media 2, SMKN 2 Kediri become reluctant readers and their ability to comprehend text is still beyond expectation, such as: they only read the text that has been given by the teacher and they do not apply an appropriate reading strategy. So, they get some difficulties in constructing the meaning of text, for examples: understanding explicitly stated information, implied information, conceptual meaning, guessing word meaning through context, etc. The result is they cannot answer the questions well which is related to the text and get the score under standart minimum score.

Another matter of fact that unfortunately, during teaching reading process learning situation still focuses on the teacher. In teacher-centered learning, teacher is more dominant as source of information and the teacher' role is information provider, manager, and evaluator to monitor students to do exercises stated in textbook .They are passively receive information and everything they do depend on the teacher.They seldom discuss and share the materials with their friends in group since class activities still through lectures strategy. A little

interaction with teacher and the whole students also occurred in the classroom. Thus, it was difficult to increase students' reading proficiency. So they feel that reading activity is boring and they do not care with instruction given. Some learners are busy with their mobile phone and talk unrelated topic with their friends. Only high learners are responsive and low learners seem indolent. Acat & Donmez (2009) in Emaliana (2012) state that teacher-centered learning process means instructional material usually based on textbook while activities inside classroom mostly grammar oriented. Consequently, learners become individualist due to less chance to interact with others.

Knowing the matter above, the teacher has an important role during teaching reading to encourage the students' motivation to read and accustom to have discussion in group. The teacher also has to create an enjoyable class atmosphere and help them to change their inefficient reading habits by teaching them using an appropriate teaching technique to make them interest to read various reading materials. Cooperative learning is applicable to teach language skills to promote the students' motivation dan interaction with others. According to Slavin (1991a) in Wang (2009), cooperative learning as a solution for promoting students' achievement in academic purposes, critical thinking skills and developing positive learning attitudes, learning motivation, doing assignment in group collaboratively. Many sorts of cooperative learning, one of them is jigsaw can be implemented in teaching reading.

Brown (2001: 185) cites that jigsaw techniques are particular forms of information gap in which teacher give some certain information to each learner of a group and the aim is to collect all information to attain some purposes. Further, Jigsaw is group-to-group exchange with difference assignment to learn and teach something in which each member as a source of information in their group ( Fauziati, 2014:116). In jigsaw activities, learners make a group consists of five/four members to do the assignment which has been divided by the teacher into sections. Each learner reads a section; then members of different groups converge to become experts group to discuss their task. Learners turn back to previous groups to teach other members about their sections. They hear to their members to learn other sections, Fachrurrazy (2012:58). Hence, jigsaw is usable in teaching reading comprehension in every level.

Related to the present study, many previous research conducted as the basic of this study. Febry at.all (2012) carry out the research at SMP N 1 Jember. They proved that Jigsaw IV can increase students' reading comprehension achievement at SMPN 1 Rambipuji Jember. It showed 48.64% students reached the standard score in the first cycle and there was 78.37% student reached it in second cycle. Another research was done by Asmara (2017) explains that learners' reading comprehension developed when jigsaw was applied in teaching reading at the third semester of English Education Department at STKIP PGRI Ngawi.

## **RESEARCH METHOD**

Classroom Action Research was implemented in collaboration with the English teacher at the tenth grade of SMKN 2 Kediri academic year 2018/2019. It was conducted in two cycles consisting of four main steps: plan, action, observation, and reflection. The purpose of the present study is to identify whether learners' reading comprehension can increase and to describe classroom situation when Jigsaw technique is implemented in teaching reading. The participant was 35 tenth grade students of Multi Media 2 at SMKN 2 Kediri consisting of 25 female and 10 male. Collecting data was conducted through observation, interview, test. Observation was carried out to observe both the teacher and the students during teaching learning process while interview was done to know the students' view of using Jigsaw in teaching reading comprehension. Meanwhile, test was assigned to investigate the students' achievement. To reach research objective, criteria of success that was used to evaluate the students was the standart score of minimum passing grade that is 68 and 85% of students should achieved the score at least 68.

## **RESEARCH FINDING**

The result of this research showed that applying jigsaw in teaching reading can enhance the students' reading comprehension and classroom situation. It is indicated that the everage score in cycle 1 was 71,86 and 79,85 in cycle 2. It was also seen that in cycle 1 the students who got the score under minimum passing grade was 28,57% while 14,28% in cycle 2. Then, the students' improvement in

reading comprehension and classroom situation when jigsaw was applied will be described below.

**Table 1. Research Finding**

<b>Classroom situation when jigsaw was applied</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Observing	<ul style="list-style-type: none"> <li>• Students less concern to teacher’s direction</li> <li>• Students didn’t write information from video.</li> <li>• Students hesitate to explain the information to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students concentrate with teacher’s instruction.</li> <li>• Students take note information from video.</li> <li>• Students can explain the information to the class.</li> </ul>
Questioning	<ul style="list-style-type: none"> <li>• Students didn’t preview and predict the text.</li> <li>• Students still got difficulties to ask some questions related to the material, like; social fuction, text structure, etc.</li> <li>• Need teacher’s guidance.</li> <li>• Less interaction during learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Students could ask many questions related to the topic.</li> <li>• Sttudents use previewing and predicting to general information of the text</li> <li>• Interaction occurred both teacher and the whole class, student and the students.</li> </ul>
Experimenting	<ul style="list-style-type: none"> <li>• Students got difficult to find literal and inferential information, the meaning of difficult words listed and the words meaning based on context.</li> <li>• Students couldn’t build good communication in group to discuss the tasks given even only kept silent.</li> <li>• Students did not use scemata to construct the meaning.</li> <li>• Group discussion were not running well and they were reluctant to talk about the problems given.</li> <li>• Lower students took longer time to finish the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Students could find all of the information in the text and they did their tasks seriously.</li> <li>• Group discussion was running very well.</li> <li>• They discussed the tasks with relaxed situation and motivated to talk about the problem in group.</li> <li>• Students used scemata to construct meaning.</li> <li>• The lower students were less depend on the high students in accomplishing the given tasks and do the task on time</li> <li>• High students were dominated and handled running discussion.</li> </ul>
Associating	<ul style="list-style-type: none"> <li>• Students could not activate prior knowledge to comprehend the text</li> <li>• Students were afraid and shy to share the ideas with others.</li> <li>• They tended to be passive in class and needed motivation.</li> <li>• Difficult to cooperate with others during discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Prior knowledge was used to comprehend text</li> <li>• They could cooperate and share the ideas in their group without feel shy and more confidence.</li> <li>• They accustomed to do the tasks in group and realized that grouping could give them positive effect.</li> </ul>
Communicating	<ul style="list-style-type: none"> <li>• Students were reluctant and not brave enough to demonstrate their discussion result in front of their friends.</li> <li>• Passive in take apart of question and answer session.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were brave to convey their work.</li> <li>• During question and answer session some of them also asked and gave comment, suggestion to the group who</li> </ul>

Classroom situation when jigsaw was applied	Cycle 1	Cycle 2
<b>Students' view when jigsaw was applied</b>	<ul style="list-style-type: none"> <li>• Students did not show interest in learning material</li> <li>• The class was noise and students talk about unrelated topic</li> <li>• Students didn't show high motivation and confidence to participate in reading activities</li> </ul>	<p>present the result of their discussion.</p> <ul style="list-style-type: none"> <li>• They were enthusiastic to learn material</li> <li>• The class seems more alive and conducive.</li> <li>• The learning atmosphere was very happy and enjoyable.</li> <li>• Students had high motivation and confidence to participate in reading activities</li> </ul>
<b>Students' achievement in reading comprehension</b>	<ul style="list-style-type: none"> <li>• The students who got less score was 28,57%. From 35 students, 10 students gained the score under the minimum passing grade.</li> <li>• The average score was 71,85</li> <li>• The score had not fulfilled the predetermined criteria of success that 85% students should reach minimum score of 68.</li> </ul>	<ul style="list-style-type: none"> <li>• The students who got less score was 14,28%. Only 5 students obtained the score under 68.</li> <li>• The average score was 79,85</li> <li>• The score had fulfilled the predetermined criteria of success that 85% students should reach minimum score of 68.</li> </ul>

## I. DISCUSSION

After knowing the result of this study, it is indicated that jigsaw could enhance reading comprehension of tenth grade students at SMKN 2 Kediri. Generally speaking, in curriculum 2013 scientific approach is employed in teaching activities through five stages: observing, questioning, experimenting, associating, and communicating. Hence, in teaching reading, the teacher implemented jigsaw through those 5 stages. Jigsaw can improve the students competence in their reading comprehension such as: they can find the words meaning based on context and they easily can find literal and inference information based on the text given. Determining literal information means the students had to find the information stated in the text while determining inferencial information, they needed to draw conclusion and use logical connection due to the information was beyond the text. It is supported by Mikulecky & Jeffries's argument (2005:25) that making inferences or reading between the line means the students use the information in the text to guess other things about the text. Alderson (2000: 7) also distinguish that in reading there are different level of understanding of text such

as; literal understanding of text, understanding of main implications of text, critical understanding of text.

Another competence was the students can activate their prior knowledge in comprehending text. For example; when teacher showed video with some leading questions in order to introduce topic being learnt and to arouse the students' prior knowledge, the students can preview and predict the text to look for general information by looking at the title, heading and illustration. Previewing is looking for the information before reading while predicting is guessing about the passage will be discussed. Previewing and making prediction help the students read faster and understand better. Ogle & Blachowicz (2008:33) explain that previewing text by seeing title, illustration, image, graphics, etc. to encourage ideas, perception and relevant memories and experiences. Meanwhile, predicting what is already recognized about the topic, content, type of text may help the learners understand better. Practically, students looked more enthusiastic and more active as they could activate their prior knowledge to make constructing schemata. According to Mc Neil (1992:19), scemata are the reader's view, trust, expectation out of previous experiences which are utilized in understanding text and unfamiliar vocabulary.

Meanwhile, process of jigsaw in teaching reading can change the students habit in learning. They accustomed to do the tasks in group and realized that grouping could give them positive effect. They also could cooperate and share the ideas in their group without feel shy and more confidence. So it can develop the better classroom interaction and students' participation. It is proved Mary' ideas (1998) that Jigsaw is a method that creates every member of group become independence, stimulates interaction and cognitive elaboration, the principle of different point of view and context as well as the establishment of common knowledge.

In addition, Jigsaw can make teaching learning process become comfortable and worthwhile for learners due to the teacher is able to seek them to be active in classroom and help low students. For instance: the students who are in group consisting of high and low students can learn and teach each other. High students may lead the low one to comprehend text faster and easily. Moreover,

jigsaw can also built their motivation and create enjoyable atmosphere, so the students are not getting indolent during reading activities.

The results of this study was also similar with Kusriani's study (2013) at SMPN 3 Mlati Yokyakarta. The result showed that the use of jigsaw technique can enhance the students' reading comprehension and the students' reading involvement in reading class.

## **CONCLUSION**

Jigsaw can overcome the students' problem in learning reading inside the classroom. Applying jigsaw in teaching reading can enhance the student's reading achievent of the tenth grade at SMKN 2 Kediri. It showed that the everage score in cycle 2 was higher than cycle 1 and the students who got the score under minimum passing grade in cycle 2 was also less than in cycle 1. Then, the students'view in implementing jigsaw in teaching and learning process can change classroom situation. Students are more attracted and enthusiastic in participating reading activities and class atmosphere become live and enjoyable. It also improve the students motivation and confidence in practicing reading comprehension.

After conducting this action research, some suggestions were intended to the teacher and the students for sake of enhancing the students' reading comprehension.

First, teacher is advisable to adopt this technique in teaching reading by considering the strength and the weaknesses to increase the students comprehension and to create enjoyable class atmosphere. Teacher also has to design lesson plan based on the students' need and level. Teacher should also provide lower students with sufficient time since they tend to take longer time in accomplishing the task.

Second, to become good reader, students should develop their reading habits by reading a lot of various reading material whether inside classroom or out side one. Then, they need to increase other language skills and language components to support their comprehension. They also accustomed to perform in front of their friends to deliver their result of discussion.



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