

Reading Comprehension through Jigsaw Technique

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ABSTRACT

Reading skill is too dominant in the English language exam. Nearly 75 percent of questions contained in the test are reading comprehension. Therefore, teachers are required to focus more on reading skills without neglecting the other skills. However, in Sambas sub district senior high school; some of the students face difficulties to comprehend the text. It is because the students lack in vocabulary. Besides that, they are not interested because of the monotonous teaching technique. So, the writer offers Jigsaw technique to handle the problems. This paper examines concept of reading, reading strategies, concept of jigsaw and the previous research in reading comprehension through Jigsaw.

Keywords: *reading comprehension, jigsaw technique*

Introduction

Reading skill is too dominant in the English language exam. Nearly 75 percent of questions contained in the test are reading comprehension. Even, speaking skill and writing skill are ignored in the English language exam. Therefore, teachers are required to focus more on reading skills without neglecting the other skills.

However, in Sambas sub district senior high school; some of the students face difficulties to comprehend the text. It is because the students lack in vocabulary. Besides that, they are not interested because of the monotonous teaching technique. Mostly, the teacher just asks the students to translate and answer the question based on the text. So, the class is not active.

Here, the writer offers Jigsaw technique to handle the problems. Jigsaw technique is one of the cooperative learning method. Cooperative learning method provide students to learn each other into group. The students are be able to solve their problem together. For example, in reading comprehension, the teacher often asks the students to work individually. The students

have to determine the main idea of the text, the detail information, vocabulary and conclusion.

Teaching English as a Foreign Language

Today, English language has been International language. One of the reasons is English language becomes the language most widely used in the world. According to Maxom (2009:9) said that English gives the people access to the world because it as a global language to make international communications smoother. That is, English can facilitate people connected to outside world. Therefore, the people are demand to learn English although they are non native speakers of English country.

For non native speakers, English is divided into two situations that are English as a second language and English as a foreign language. According to Brown (2001:3) revealed.

“English as a Second Language (ESL) refers to instruction of English to speakers of other language in any country under any circumstances whereas English as a Foreign Language (EFL) always refers specifically to English taught in countries where Eng-

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lish is not major language of commerce and education". It also is supported by Broughton, et al. (2003) stated.

"ESL situations, where English is the language of commercial, administrative and educational institutions, as in Ghana or Singapore while EFL situations, where it is taught in schools, often widely, but it does not play an essential role in national or social life" (p.4-6).

By definitions, Indonesia can be categorized as EFL countries. Because English language is taught in classroom situation but it is not major language in social life.

In Indonesia, English language is a compulsory subject in the school. English language subject is taught as compulsory subject from secondary school level up university level. There are four skills (listening, speaking, reading and writing) that should be mastered in English language plus additional skill (grammar and vocabulary).

However, the teacher often finds out the students problems in classroom. Generally, the students are getting frustration and feeling bored in teaching English language process. This is reasonable because the students need more effort to understand the new language. However, there are many methods and approaches to tackle those problems from, such as: Grammar-Translation method, Direct method, Reading method, Audiolingualism method, Oral-Situational approach, Cognitive approach, Affective-Humanistic approach, Comprehension-Based approach, Communicative approach, and Communicative Language Teaching method (Savignon, 2001:13-15). Furthermore, Brown (2002:11) said "an approach to language pedagogy is not just a set of static principle. It is, in fact, a dynamic composite of energies within a teacher that changes with continued experience in learning teaching". Thus, the teacher is able to select and implement a teaching approach or method that is appropriate for the students.

Concept of Reading

There are many definitions of reading. Here, the writer represent some of the definition of reading based on the experts. According to Huehn (2007:13) "Reading is the decoding of written symbols into meaningful ideas". Therefore, the readers try to interpret the symbol in written text.

Meanwhile, Kazemi (2012:173) said "Reading is considered as an active process where the readers utilize their cognitive and mental capacities to figure out the internal meaning of the text. It is an interaction between the reader and the writer who has tried to convey a message to its readers". It means that reading is a process of reader to understand of written text.

It is the same like a reading comprehension that has been explained by Woolley. Wolley (2011:15) said "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences". The reader is not only to translate the meaning but also to understand what the writer have been written into text.

From the experts' definitions, the writer can conclude that reading is a process of readers to try inteptrate the symbol and comprehend the written text.

Reading comprehension involves readers to understand the words and ideas of a text to create meaning. According to Medina and Pilonieta (2006:223) stated that the comprehension involves an understanding of words and integrating prior knowledge of readers to construct meaning. In addition, Guthrie and Scaffiddi (2004:227) suggested "Reading comprehension consists of the process of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. Moreover, "if the readers do not understand what they read, they are not reading" ((Duffy, 2009:14). Therefore, reading cannot be separated from comprehension. They are related to each other.

Reading is one of the skills that taught in teaching English. Because Indonesia as an EFL country. Teacher often finds the basic problem in the reading class, like the students have lacks' vocabulary (Nation, 2009:5, Underwood, Myskow, and Hattori, 2012:28). Thus, there are many strategies to solve that problem. According to Nation (2009:6) "The learner will have many reading strategies like guessing from context, scanning, skimming, and careful decoding which could be carried over to the reading of English if the conditions for reading were suitable". With the strategies, the students can understand easier in the words.

Reading Strategies

After the writer explains the definition of reading, the writer tries to find out the strategy for comprehension the written text. It is because; the students get difficulties in reading comprehension, especially in high school (Jeffers & Residory, 2011). Further, Jeffers and Residory (2011:2) suggested "the instructional aim and intervention component is for students to be able to consciously and effectively apply comprehension strategies before, during, and after reading". Therefore, the students are expected to facilitate students in understanding the text with the strategies.

However, according to Huegli (2008) there are some strategies to help students in reading comprehension. But here, the writer just put three strategies in before, while and after reading because the writer only will conduct them in the research. And there are;

1. Previewing and predicting (before reading)

Before the reader read anything, the reader should preview and predict the writing. Previewing and predicting will prepare the readers for reading.

How to Preview:

- a. Examine the style of the writing.
- b. Examine the title and subtitles.
- c. Examine photos and their captions.

How to Predict:

- a. Consider what the style, title and subtitles, and photos tell you about the writing.
 - b. Consider what you already know about the subject.
 - c. Guess what the text is going to say.
2. Highlight and Review (While Reading)
Simply reading something is not enough. You should build upon what you already know by looking for new words and ideas when you read.
How to highlight and review:
- a. Highlight words and take notes.
 - b. Review highlighted words and take notes.
 - c. Consider what you have learned and how it affects you.
 - d. Keep track of what you have learned!
3. Questioning (After Reading)
Once you have read something, you should review what you have learned by asking certain questions.
Check to see if you really understand, by asking:
- a. What is this about?
 - b. What is the main idea?
 - c. What have I learned?

The strategy used in sequence in order to facilitate their readers to read the text. Beside that, when the strategy applied in classroom that can support the technique in teaching reading comprehension.

Concept of Jigsaw Technique

One of the cooperative learning methods is jigsaw technique. Actually, jigsaw technique has the same functionality as other cooperative learning techniques. They are functioned to create the class to be more student-centered which the teacher's role is not only as instructor but also as a facilitator. However, jigsaw technique has one importance difference. Jigsaw technique is not only to make student interact and share their idea each other's into dividing groups but also to make every single students responsible to each other's because each students have to learn a different piece of the material (Zarei & Gilani, 2012:37-38).

It is caused jigsaw technique is part of cooperative learning method. So, it has the similarity in cooperative method. This means, the jigsaw technique adopts the way cooperative learning organize the students in classroom into groups and has the students to cooperate each other. According to Johnson and Johnson (1983), cited in Gillies and Ashman (2003) said that the instructional use of small groups so that the students work together to maximize their own and each other's learning. Although, it has unique characteristics that students take more responsibility.

Previous Research

Interestingly, in previous study, Kazemi (2012) studied the effect of jigsaw technique on the learner's reading achievement: the case of English as L2. The result indicated that the student's post-test reading scores improved significantly when compared with their pre-test scores. In another study (2001) the writer identified the effect of using the jigsaw reading technique on the English as Foreign Language (EFL) pre-service teachers' reading anxiety and comprehension. The result indicated that the use of the Jigsaw Reading technique in lowering the foreign language reading anxiety of the treatment group subjects. Findings also showed that the subjects of

the treatment group outperformed those of the control group in reading comprehension; something which can be considered as an outcome of reading anxiety reduction (Ali, 2001). Unlike previous study, the present research not only to find out the effect of jigsaw in reading comprehension but also to find out the students' attitude toward jigsaw technique.

Conclusion

Based on the statements above, the writer can conclude that in the implementation of teaching and learning activities, there is a need for varied learning methods so that the students do not get bored in teaching learning process and the goals are able to be achieved. The jigsaw technique is a learning technique where students learn to present ideas or opinions to other fellow students. This technique is effective for training students to speak to convey their own ideas.

By active interaction in learning process, it can improve their motivation. The teacher also involve the process through guiding his/her students. Hence, although English as their L2, the students still comprehend with English text.

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