

THE IMPLEMENTATION AND OBSTACLES IN JIGSAW TECHNIQUE IN TEACHING READING

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ABSTRACT

This study is intended to figure out the implementation of Jigsaw Technique (JT) in teaching reading to the first year students. The study used a descriptive research design. The population in this study was all the first grade students at SMAN 1 Peusangan Siblah Krueng, a total of 40 students and two English teachers were taken as the sample. The data were collected by using three instruments namely: observation sheets, an interview guide, and a questionnaire. Based on the data analysis, it was found that the two English teachers at the school used JT themselves as a model. Furthermore, the teachers did three phases in using JT, including: (a) preparation, learning curriculum and syllabus: the teachers match the basic competences with appropriate technique. (b) core activities: students' questions about JT, students are student-centered in the learning process with good interaction, cognitive-affective-psychomotor of the students in using JT are good, (c) closing: summarization of using Jigsaw JT, motivation/moral value and giving homework. In addition, two English teachers did positive performance in using JT. Some difficulties faced by the two English teachers in the implementation of JT in teaching reading are: in designing lesson plan, preparing appropriate teaching materials by using JT, source of reading text. Finally, the students' responses toward the implementation of using JT were very positive. The findings shows that 90% of the students like to learn reading in English by using JT. So, it is suggested that English teachers should use JT in teaching reading because it is an effective tool in the teaching-learning process.

Key Words: Implementation, Obstacles, Jigsaw Technique, Teaching Reading.

INTRODUCTION

Reading and listening are called receptive skills, in which people need the ability to receive written or spoken language when they read or listen. Whilst speaking and writing are called productive skills because when people do them, they need the ability to produce spoken or written language (Harmer, 1998:44). Reading, which belongs to the receptive skill, can be defined as a process whereby one looks at and understands what has been written (Williams, 1984). This means that when someone reads, he looks at something in writing and tries to understand the meaning of it.

Reading can also be described as a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer, who is in a distant space and time (Davies, 1995:3). This means that the activity of reading connects the reader and the writer although they are in different times and places. Reading is a very important skill. That is why reading skill must be mastered by students, especially in the senior high school levels.

Teaching reading is one of the skills in the English language; it must be taught clearly and the material must be well understood by the students. Because most students in the conventional classes are found to only hang on the information that is transferred by their teacher(s). The conventional method referred to here is the process of teaching that merely transfers knowledge from teacher to students. This typically leads to boredom on the students' part, and they further get little chance to improve their skills. Wichadee and Orawiwatnakul (2012:94) stated that the teacher centered approach that takes place in traditional classrooms does not produce active recipients and results in fossilized language learning. Accordingly, experts begin to look for better models of the teaching learning process that would be more meaningful to students.

The curriculum for grade ten of the the senior high school in Indonesia or KTSP (*Kurikulum Tingkat Satuan Pembelajaran* or School-Based Curriculum) syllabus (Mulyasa, 2007) aims to reach a standard competent in the reading ability of students, which are (1) to understand meanings in transactional and interpersonal conversations formally and sustainably; (2) to understand the meanings of short functional and monologue texts in the form of narratives, spoofs, and hortatory exposition/persuasive speeches; (3) to express meaning in transactional and interpersonal conversations and text formally and

sustainably; (4) to express meaning in short functional monologues and text in the form of narratives, spoofs and hortatory exposition/persuasive speeches, accurately, fluently and acceptably; (5) to understand a written monologue or text in the form of a narrative accurately, fluently and acceptably in the context of daily life and of access to science; (6) to express meanings in monologues and written texts/essays in the form of a narrative in the context of daily life. The goal of teaching reading comprehension is to help students to understand English texts.

Therefore, it is necessary for teachers to find appropriate and suitable techniques that can improve students' learning of English. It is important that they be creative and innovative in teaching so that they can motivate students to learn English. Among the techniques to motivate and assist students in learning reading is by using the Jigsaw Technique.

The Jigsaw Technique (JT) is a model of Cooperative Learning (CL) developed by Aronson (2009). It is one of the interesting CL techniques that reduces racial conflict amongst school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience (Aronson, 2009:6). It further gives stimulus to students to learn so that they will become active learners and get better results. Compared to the traditional teaching methods, such as Grammar Translation Method, JT has several advantages. Most teachers find jigsaw easy to learn. They enjoy working with jigsaw and it can be used with other teaching strategies. It puts the emphasis on raising students' motivation so that the teaching learning process of reading will show better results of students' achievement in reading (Harmer, 2002).

Based on the explanation above, there are three questions envisaged for this study, they are as follow:

1. How do the teachers implement the Jigsaw Technique in teaching reading to the first year students of SMAN 1 Peusangan Siblah Krueng?
2. What obstacles are faced by the teachers in teaching reading by using Jigsaw Technique?
3. What are the students' responses towards Jigsaw Technique in teaching reading?

LITERATURE REVIEW

Genre

Johns (2002:18) explained that genre as means for analyzing text has become a means for better pragmatic and linguistic understanding of text and it is also for possible pedagogical application. Genre pedagogy adds to pedagogical thinking because it stretches notions of what can be done in the reading and writing classroom. Further explanation from Chandler (1997) informed genre is widely used in rhetoric, literary theory, media theory, and more recently linguistic, to refers a distinctive type of the text. Genre represents a stage or goal which is oriented to the social process, and is also referred to as social process because members of culture interact with each other to achieve good orientations and to get things done. It usually takes more than one steps for participant to achieve their goals, and genre based approach facilitates clear link to the students' purposes for writing beyond the writing classroom.

Genre is seen as type of reading discourse that covers the area of descriptive reading, narrative, recount, spoof, exposition, argumentative and some others. Mulyono (2008:3) said that the use of genre is obvious in the English curriculum especially for senior high school. When the teacher designs a task in a genre-based approach course, she/he should create an appropriate environment in which the task is called for. To teach the proponent of genre based approach, it proposes the frame work of teaching called as the curriculum cycle. In the classroom, the activities of genre approach looks like a cycle or wheel, so that it is known as the curriculum cycle (Gebhard, 1996). The cycle consists of a number of stages; each stage has special objective and activities or field building activities, e. g. the text modeling and a deconstruction of the text. The join production of similar spoken text is carried out both by the teacher and learners, whilst the independent construction of text is by the learners themselves.

Basically, there are many strategies that teachers can do in order to drive the reading process, because reading can be taught through integrated skills. In relation to this, Harmer (1991:174) stated that all skills are correlated with one another, and it is very often true that one skill cannot be performed without the other. Actually, reading ability will be developed best when it is in association with writing, speaking and listening activities. There are many texts around us. The texts can be classified into genre through their characteristics, their purpose of

communication, organization structure and language features. The purpose of communication or social function is the reason why we speak or write or create a text. Organization structure of the text or generic structure is the text organization or text arrangement. Language feature includes the grammar, vocabulary and connectors used in the text. Further information from Lin (2006:48) said that genre refer to more specific classes of text, such as newspaper report or recipes and describe types of activities, such as a personal letter, advertisement and students' essays. The term of text type represents group of text which are similar in linguistic form such as procedure, anecdote, and description.

Genre approach shows a powerful response to the deficit of process models. To begin with genre based approach, it starts with the whole text as the unit in focus rather than the sentence. The focus on the whole text implies that there is higher level of order and patterning in language in sentence grammar at the level of discourse organization and meta-patterning of grammatical features. Genre based approach emphasizes that this higher order must be attended to for effective language use by many systemic functional linguistics, especially in application to classroom teaching of English (Lin, 2006:49).

From the description above, it can be said that genre has a strong relation with text. Text is a unit of connected speech or writing, especially composed of more than one sentence that forms a cohesive form. There are twelve genres of texts that should be taught at senior high school, they are recount, report, discussion, explanation, exposition analytical, exposition hortatory, news items, anecdote, narrative, procedure, description and review (BNSP, 2006).

Jigsaw

Jigsaw is an instructional strategy to enhance comprehension of text by students. In jigsaw, the teacher assigns students to teams to work on academic material that has been broken down into sections. Each team member reads his section of the material. Next, members of different teams who have got the same section meet in the other groups to discuss their material. Then the students return to their original group and take turns teaching their teammates about the section on which they have become the experts in. Jigsaw has five major components: reading, expert group discussions, team reports, testing, and team recognition. This explanation is supported by some researchers about jigsaw. Jacob (1999:13) said that cooperative learning is a diverse

group of instructional methods in which small groups of students work together and aid each other in completing academic tasks. While Slavin (1991:286) said that jigsaw is a cooperative learning method in which students are assigned to six member teams to work on academic materials that has been broken down into sections for each member. In Aronson's original Jigsaw method, it required extensive development of special materials. Jigsaw can be used whenever the material to be studied is written in narrative form. It is most appropriate in such subjects as social studies, literature, some parts of science, and related areas in which concepts rather than skills are the learning goals. The instructional "raw material" for Jigsaw should usually be a chapter, story, biography, or similar narrative or descriptive material.

In Jigsaw, students work in heterogeneous teams. The students are assigned chapters or other units to read, and are given "expert sheets" that contain different topics for each team member to focus on when reading. When everyone has finished reading, the students from different teams with the same topic meet in an "expert group" to discuss their topic for about thirty minutes. The experts then return to their teams and take turns teaching their teammates about their topic. Finally, students complete assessments that cover all of the topics, and the quiz scores become team scores. The scores that students contribute to their teams are based on the individual improvement score system, and students on high-scoring teams may receive certificates or other recognition. Thus, students are motivated to study the material well and work hard in their expert groups so that they can help their team do well. The key to jigsaw is independence; every student depends on his or her teammates to provide the information needed to do well on the assessments.

The jigsaw classroom is very simple to use. Aronson, et al. (1978:124) stated that teachers just have to follow these steps in teaching reading:

- Divide students into 5 or 6 person jigsaw teams. The team should be diverse in terms of gender, ethnicity, race, and ability.
- Appoint one student from each team as the leader. Initially, this person should be the most mature student in the team.
- Divide the lesson material into (3-5) segments. For example, teachers give to every member of each team a segment with a different title or text narrative, but it is still from the same material. So all the members of students get the text with the different titles.

- Assign each team to read the text, making sure that each learner only has direct access to their individual segment.
- Give the team member time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
- Ask the students from each team that have the same segment to form expert groups. Give each student from the expert groups some time to discuss the main points of their segment and to rehearse the presentations that they will make to their jigsaw team.
- Bring the students back into their home teams.
- Ask each person in the team to present his/her segment to their team. Encourage others in the team to ask questions for clarification.
- The teacher floats from team to team, observing the process.
- At the end of the session, ask the students to present their segment in front of the class, so that learners quickly come to realize that these sessions are not just fun and games but really count and will be given a score.

RESEARCH METHOD

This research uses a descriptive method to describe the implementation of JT for teaching reading. The researcher did this research by explaining to the first year students about the use of JT in teaching reading. As Seliger and Shohamy (1989:15) said that descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation.

The implementation of JT in teaching reading was done to the first year students at SMAN 1 Peusangan Siblah Krueng, Bireuen District. Meanwhile, to get the data, the researcher got them directly from the class. The population used in this study was all of the first year students at SMAN1 Peusangan Siblah Krueng, Bireuen District. Two classes of these first year students were chosen as the sample, in which the total number of students was 40, plus their two English teachers. There were three instruments used to collect data for this research, namely: the observation sheets, the interview guide and the questionnaires. After the researcher gathered the data through the observation sheets questionnaire, and interview, the researcher analyzed the data.

The data were grouped and classified based on the research questions. Moleong (2010: 280) mentioned that data analysis

techniques for qualitative research have no absolute rules; they usually transcribe the data from observations, and questionnaires into documents to analyze the data.

The data from the observation sheets, interviews with the teachers and questionnaires for the students were analyzed. From observation, the writer studied the implementation of JT for teaching reading and provided the results in narrative form. From the interview, the writer interviewed the teachers, and focused on their obstacles in teaching reading by using JT. From the questionnaire on the responses of students towards the implementation of using JT for teaching reading, the researcher calculated the percentages for each item to see the degree of agreement. The data was grouped and classified based on the research questions to interpret the responses.

FINDINGS

Teachers' Implementation of Applying the Jigsaw Technique

From the two teachers observed, differences were found in the way they implemented the JT in their classrooms. Table 1 shows the differences between the first English teacher and the second English teacher in applying JT.

Table 1. Differences between the Teachers in Applying the Jigsaw Technique.

Phases and Items	First teacher	Second teacher
Core activity: explaining the steps Jigsaw Technique	No	Yes
Asking the students to discuss in narrative texts	No	Yes
Asking the student to read narrative texts	Yes	No
Asking the students discuss generic structure	No	Yes
Asking the student discuss grammatical features	No	Yes
Asking the student to do tasks	Yes	No
Asking the students to perform in front of the class	Yes	Yes
Asking the students to make a summary in her/his own words	Yes	No

From Table 1, it can be seen that each teacher modified their implementation of JT. The first teacher did not present any explanation on JT, but moved on directly to asking the students to do the tasks. Meanwhile, the second teacher focused more on explaining on the

procedure of JT, but did not focus much on asking the students to do the task or making a summary of the text at the end of the task.

Obstacles Faced by Teachers in Teaching Reading Using the Jigsaw Technique

Based on the data collected through the interviews with the English teachers, it can be summed up that the teachers had difficulties in some aspects of implementing JT in teaching reading. This result is based on the assumption that the teacher still had some difficulties in implementing JT for teaching reading themselves. The difficulties are in the sources for texts for reading, difficulties in finding texts, and materials unsuitable for the level of the students. Based on the results from the interviews with the teachers, it could be said that at the end of the day, they were aware that they chose materials that were not suitable with the abilities or level of the students. They chose texts with a lot of difficult words for the students, so that the students could not understand the texts. Moreover, they said that the reading materials in the classroom are mostly not for teaching reading but for testing the ability of the students in reading, and these texts are too difficult for the students, so they had problems implementing the teaching method. They claimed that this happened because the school did not provide suitable materials according to the level of the students such as books, brochures, magazines, newspapers, etc., in English.

The Students' Responses towards Applying the Jigsaw Technique in Teaching Reading

Table 2 shows the responses of the students in the questionnaire.

Table 2. Responses of the Students to the Questionnaire.

No	Questions	Options for Respondents			
		strongly agree	Agree	disagree	strongly disagree
1	Is English difficult for you?	9	20	11	
		22,5	50	27,5	
2	Are you bore in learning reading?	17	14	7	2
		42,5	35	17,5	5
3	In learning reading the appropriate strategy is needed.	21	15	4	
		52,5	37,5	10	
4	I feel balmy learning reading by applying Jigsaw Technique.	17	23		
		42,5	57,5		

Table 2 continued...

5	Does Jigsaw Technique make you easier to understand reading text?	20	20		
		50	50		
6.	My ability improved by using Jigsaw Technique.	16	24		
		40	60		
7	Jigsaw Technique makes me easy to work along with the classmates	18	22		
		45	55		
8	By applying Jigsaw I can comprehend the text.	14	26		
		35	65		
9	Jigsaw Technique offers me easiness in answering the questions.	20	20		
		50	50		
10	Jigsaw Technique makes me and classmates more effective in learning reading.	15	25		
		37,5	62,5		

In general, it can be summarized that the students' responses towards the implementation of JT for teaching reading are in the agreed and strongly agreed groups. This means that the students responded positively towards the implementation of JT for teaching reading. Using JT can make them more motivated. As Aronson (2009:6) has stated that JT is one of more interesting techniques amongst the cooperative learning techniques that can also reduce racial and social conflict amongst school children, promote better learning, improve student motivation and increase the enjoyment of the learning experience.

CONCLUSION

The application of JT in the classroom is suitable to improve all competencies for the students. There were four phases related to the way that the teachers implemented JT in teaching reading; the first is the preparation phase, the second is the opening phase, the third is the core activity phase, and the fourth is the closing phase. Despite not all steps of JT were covered, the two teachers had tried their best to conduct the activities.

Teachers were found to still face problems in designing the lesson plans using JT and in choosing and modifying the materials based on the abilities, needs and interests of the students. It was hard for the teachers to arrange the materials systematically because they had not

studied how to arrange the materials. Based on the interviews, the teachers adjusted the materials according to the text book and the guidelines. Even though the selected materials which were appropriate to the syllabus and the text book, thus it did not meet the level of the students.

The students responded positively toward the implementation of JT for teaching reading. This was proved by the data obtained from the questionnaires where they all selected the options of strongly agree and agree on the questionnaire sheet. JT was seen as a good way to improve their basic competencies and enrich their reading knowledge.

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