MOTIVATING STUDENTS IN EFL CLASS TO ENHANCE READING SKILLS BY JIGSAW STRATEGIES

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ABSTRACT

The purpose of this study was to unveil the intricate patterns of classroom discourse within the jigsaw classroom environment among young learners. In essence, this research aimed to delineate the strategies employed by young learners to initiate dialogue, their adeptness in responding to initiations, as well as their proficiency in evaluating responses and initiating further discussions. The design of this educational tool effortlessly lends itself to customization and tailoring of teaching approaches. The implementation of the jigsaw technique gracefully facilitates a personalized learning experience, aligning with students' individual interests and reading proficiency. In the realm of senior high school education, a primary objective in the teaching of English lies in cultivating students' comprehension of written text. This skill, being of utmost importance in the English language curriculum, necessitates an instructional approach that propels students towards their ultimate goal of becoming proficient readers. Enter the concept of Jigsaw, a collaborative learning method that not only instills enthusiasm within students for the English language, but particularly enhances their engagement with reading. By immersing students in activities that revolve around their interests and actively involving them in the learning process, Jigsaw fosters a dynamic and hands-on educational experience. It has been found out that the Jigsaw cooperative learning technique helps students understand what they read better. It looks like the Jigsaw technique affects how students learn.

Keywords :*jigsaw, proficiency, discourse, teaching approaches*

INTRODUCTION

English is embraced by individuals across the globe due to its extensive usage. In accordance with Crystal's observations in 2003, the language is widely employed in various educational settings, ranging from elementary to high school levels. It is evident that mastering English is imperative in navigating the era of globalization. Moreover, English has assumed unparalleled significance in pivotal aspects of our lives, such as technology, business, and education.(Melitz, 2016)Engaging in the act of reading holds an undeniable significance as it serves as a gateway to a world abundant with knowledge and new discoveries. As asserted by the esteemed (Brown, 2007)reading assumes a paramount role in the acquisition of a foreign language. Moreover, reading surpasses the mere exposure to English, as it equips language learners with a profound comprehension of the language, rendering it an invaluable pursuit for students. It is therefore imperative for students to cultivate a proficiency in reading English. However, it is disheartening to observe that numerous Indonesian students encounter a heightened level of difficulty when engaging in the act of reading in a foreign language, particularly English.

In order to acquire proficiency in English, it is essential to possess four fundamental skills, namely listening, speaking, reading, and writing. Among these skills, reading holds significant importance as it provides readers with valuable information, knowledge, experiences, and cultural insights through

written texts. However, teaching reading in English poses a greater challenge compared to teaching it in Indonesian due to the distinct language features of English, which can result in difficulties for students. Therefore, educators who teach a new or second language must adopt effective strategies to facilitate the learning process. According to (Chiah & Victor, 2006), effective teaching involves more than imparting information; it also entails effective communication. Furthermore, communication should not be limited to the teacher and students, but should also extend to interactions among students themselves. Chiah suggests that by teaching less and communicating more effectively, teachers can help students learn more efficiently.

The Jigsaw method is a collaborative learning approach that enables students to work together effectively. In this method, each student in a "home group" is assigned a specific area of expertise within a unit of study. They then collaborate with other members of their "expert group" who are also studying the same topic. Through this process, they gain a comprehensive understanding of the material and subsequently return to their original group to teach and explain it to their peers. This approach is akin to a puzzle, where each student's contribution is vital to achieving a complete and thorough understanding of the subject matter. The Jigsaw method is highly effective because it emphasizes the importance of each student's role in the learning process.

The primary goal of collaborative learning is to attain predetermined objectives. Slavin's cooperative learning approach diverges from traditional group dynamics that rely on competition, where the success of one individual results in the failure of another. Instead, cooperative learning emphasizes collective effort and mutual support to facilitate group success. The author posits that utilizing the Jigsaw technique is an effective approach to generating student interest in reading, as it facilitates the acquisition of fundamental knowledge. Following the acquisition of knowledge, students collaborate in small groups to discuss primary questions, affording each student the opportunity to become an expert. The implementation of the Jigsaw technique resulted in students finding reading class more engaging and stimulating than their previous class with the teacher.

The objective of this study was to investigate the effectiveness of the jigsaw technique in enhancing students' comprehension of written material. The research involved two distinct groups, namely the control group, where no modifications were made, and the experimental group, where changes were implemented. The participants were seventh-grade students from a public middle school located in Deli Serdang.

THEORETICAL FOUNDATION

Reading is a cognitive process that involves comparing new information to existing knowledge. It is the ability to comprehend written symbols and derive meaning from them. The act of reading is controlled by the eyes and the brain. The eyes scan the page, recognizing letters, punctuation marks, and spaces, while the brain processes this information and transforms it into words, sentences, and paragraphs. According to Byrne (2004), reading is an interactive process that requires the reader to engage with the text and strive to comprehend it.

Reading comprehension, as defined by (Grabe, W., & Stoller, F. I. (2002)is the ability to understand the meaning of a text. It involves the coordination of the eyes and the brain to make sense of the information presented. Mickulecky and Jeffries (1996) in (Sari et al., 2020)suggested that readers are more likely to engage with and retain information that is interesting to them. Additionally, Orasanu (1986, p. 32, cited in Yousef 2006, p. 8) notes that prior knowledge plays a crucial role in understanding and retaining information from a text.Individuals read for various reasons and have specific needs that must be met by the texts they consume. Therefore, it is essential to select texts that are appropriate for the reader's needs and interests.

Reading can be classified into two main categories: academic reading and personal reading(Brown, 2007) and (Harmer, 2007). Academic reading refers to materials that students read in class, such as textbooks, articles, reports, journals, essays, papers, theses, test directions, reference materials, and opinion writings. On the other hand, personal reading pertains to materials that are read outside of school, such as magazines, newspapers, emails, letters, greeting cards, invitations, messages, notes, schedules, recipes, menus, maps, calendars, advertisements, novels, short stories, plays, poems, financial papers, forms, surveys, medical reports, and cartoons.

The focus of this study primarily pertains to the subject of reading within the educational setting. Various forms of textual materials, including recount, narrative, and descriptive texts, were utilized in this research. As Harmer concluded, reading holds significant value for four distinct reasons, which are as follows:

1. **Professional style**

   Reading is a crucial activity for language acquisition. It involves the eyes and the brain, with the former receiving information and the latter processing it. Employing the technique of reading to confirm expectations is highly effective as it sustains students' interest, meets their expectations, and provides them with a motive to read.

2. **Easy language**

   Reading to gain knowledge means reading to learn about a specific topic related to what you're studying. People read to learn, clear their doubts, and acquire knowledge. Mostly, people read to learn and gain knowledge.

3. **Plain words**

   Reading for pleasure or enjoyment is when you read whatever you like, just because you want to. It's all about personal preference and what you find enjoyable. The goal is to make readers enjoy the activity, not to provide them with information. You can read comics, short stories, novels, and more for this purpose.

The Jigsaw Technique

The Jigsaw technique is a method of breaking down a task or problem into smaller components and assigning each component to a different person or group. Each participant or group becomes an expert in their assigned component and then collaborates with others to share their knowledge and solve the task or problem as a team. The Jigsaw technique is often used in educational institutions as a form of cooperative learning that encourages active participation in group activities. According to Aronson(Teaching & Technique, 2013),

the Jigsaw technique has been proven to reduce interracial conflict among school children, improve learning outcomes, and increase student engagement and satisfaction. The Jigsaw technique requires students to be challenged and actively involved in the learning process. Brown described the Jigsaw technique as a specific type of activity in which each member of a group is provided with specific information and the goal is to combine all the information to achieve a common goal.(Brown, 2007)

The Jigsaw technique is a collaborative learning approach that empowers students to take ownership of their education. By working together with their peers, students are able to effectively absorb and comprehend the material presented to them. This technique requires students to not only learn the material themselves, but also to teach it to their classmates, fostering a sense of responsibility and accountability. Through this process, students are encouraged to rely on one another and work collaboratively to fully grasp the information at hand. Experts have noted that the Jigsaw technique is an effective tool for teachers to motivate students to read English texts and comprehend them. This approach involves grouping students into teams of four to six individuals, providing an ideal environment for children to learn, understand, and connect with their peers.

Narrative Text

A narrative text is a form of storytelling that can be conveyed through written or spoken means. Typically, it involves the presence of characters, a plot, and a series of events that unfold. This type of writing is often utilized as a means of sharing information or entertaining others. Narration is a specific style of writing that is frequently employed in teaching reading comprehension. Authors use narrative texts to assess students' ability to read and comprehend stories. These texts cover a range of topics related to storytelling, including the various types of stories, their structures, and the language used within them. According to Hull, narrative texts are fictional stories that are intended to entertain readers(Hall, 2011). Conversely, Bonner defines narratives as stories that recount past events. (Liu, 2017)

Signal words and time expressions are used to indicate the order of events in a narrative. This means that any story that recounts past events can be considered a narrative. Narrative writing encompasses a variety of genres, including fairy tales, fables, legends, and other similar stories. A narrative text is a story that depicts a sequence of events and the individuals involved, who may be portrayed as either heroes or cowards. Ultimately, a narrative text is a means of conveying a message through storytelling, and it is used to help readers understand the meaning behind the story.

RESEARCH METHODOLOGY

The researcher conducted a literature study that involved the use of numerical data and measurements. The study involved the examination of a group of individuals before and after an experimental intervention. As part of the study, the researcher attended two classes that were randomly selected. The first class was considered a test group, where the puzzle technique was used as a method of instruction, with recount texts as the learning material. The second class was a practice session that reviewed the questions that would be used on the

tests before they were administered. The teacher conducted a pre- and post-test to assess the effectiveness of the puzzle technique in

Teaching Procedures

People gather in groups of four or five.

1. **Pre-reading Activity**

    The teacher writes the title on the board and students share their ideas about what they think will happen in the story.

2. **Reading Activity**

    In this reading activity, the teacher distributes a deck of cards to each group, with each deck containing a number of cards equivalent to the number of sentences in the puzzle story. These sentences have been previously written or typed on the cards. The teacher instructs the groups to examine the cards for a brief period of time and then arrange them in the correct order. Upon completion, the teacher verifies the accuracy of the group's story. If the story is in the correct order, the group is awarded 10 points. If not, the group is asked to try again, with the teacher providing guidance on which sentences are out of order. Subsequent attempts to arrange the story correctly result in a decreasing point value, with a maximum of 8 points on the second attempt, 6 points on the third attempt, 4 points on the fourth attempt, and so on. The group with the highest point total is declared the winner.

3. **Post-Reading Activity**

    As a post-reading activity, the groups are tasked with creating their own jigsaw stories. The most exemplary jigsaw story may be utilized in a subsequent class. The students responsible for devising the story may serve as assistant

teachers. It has been observed that students derive satisfaction from assuming the role of a teacher for a day.

RESULTS AND DISCUSSION

In this study, the researcher discovered a significant increase in students' reading ability as evidenced by their scores on pre- and post-tests. Specifically, the values rose from 51.69 to 66.63, which corresponds to an increase of around 14.94. The researcher used three different treatments to improve students' reading skills, which were administered after the pretest and before the posttest. Each treatment used the puzzle method, which focused on students' ability to collaboratively answer questions about main ideas and detailed information. Pretest and posttest scores were compared to assess students' progress in reading comprehension. The total number of points increased significantly from 1654.00 to 2132.00, which corresponds to an increase of 478 points. The pretest average score was 51.69, while the posttest average score was 66.63, an increase of 14.94.

The results of the pre-test and post-test conducted in the exploratory course indicate that it has significantly improved the students' reading comprehension. The findings suggest that the largest increase in reading comprehension was observed in the category of specific information (32.51%), while the smallest increase was observed in the category of drawing conclusions (6.25%). The increase in identifying the main idea was 16.25%, the increase in identifying references was 12.5%, and the increase in dictionary retrieval was 13.55%. The improvement in the understanding of the main idea, specific information, references, conclusions, and vocabulary

was attributed to the effective use of the confusion technique. The researcher hypothesized that the greatest gain would be observed in finding detailed information, as the discussion activity allowed students to delve into the text in greater detail. Additionally, the instructor encouraged students to retell the story to their peers, which helped them to remember important details.

The findings of the study indicate that the use of puzzles in English courses was found to be fascinating by the participants. This was due to the fact that it provided a new learning experience, increased their enjoyment of learning English, and heightened their excitement towards the learning process. Furthermore, when students were asked to work in groups, they reported that they became more engaged in discussions and developed greater confidence in their learning abilities. This was attributed to the positive learning environment, which made the learning activity more meaningful. The Jigsaw technique can be considered a fun learning approach, as evidenced by the previous pie chart. Lie (2002, p. 68) supports this notion by emphasizing the importance of teachers paying attention to students' learning experiences and encouraging active participation in the learning process to make it more meaningful. These findings are consistent with previous studies by Blanton et al. (2007), Neufeld (2006), Rapp et al. (2007) (cited in Westwood, 2008, p. 31), as well as Anderson, Hiebert, Scott & Wilkinson (1985) and Jenkins, Larson & Boardman (2007, p. 3).

The study's outcome was influenced by various variables. To enhance students' motivation and engagement in the learning process, the methodology employed for presenting the materials must be modified. In this regard, the author employed the jigsaw strategy to teach reading comprehension.

The instructor facilitated the active engagement of the students in the instructional session. Furthermore, the majority of the students concurred and expressed contentment with the utilization of the jigsaw approach as it served as a source of motivation and contributed to the enhancement of their competencies. The findings of this study validated the notion that when individuals collaborate in a setting, socio-cognitive discrepancies arise, thereby promoting cognitive growth, which, in turn, fosters the capacity for perspective-taking and cognitive development, as posited by Piaget's cognitive development theory.

Experiential learning can be facilitated through a precise jigsaw strategy in education and by encouraging students to gather in peers or groups. This approach aligns with Vygotsky's social education hypothesis, which posits that knowledge acquisition is a social process that involves pleasant efforts to remember, understand, and solve problems. (Cameron, 2001)The use of puzzle strategies in teaching and learning is particularly relevant to this hypothesis, as social interaction with a skilled educator and a portion of the group is a crucial means of developing student competence. By learning reading skills through puzzle strategies, students can significantly enhance their learning motivation and engage in collaborative thinking, thereby improving their reading comprehension.

CONCLUSION AND SUGGESTIONS

Drawing upon the findings and analyses presented, the author has arrived at the conclusion that the implementation of the Jigsaw procedure has

had a significant impact on the reading proficiency of students, as evidenced by an increase in their reading comprehension scores. The results of the study indicate that students who were taught using the Jigsaw procedure outperformed their counterparts who were taught using conventional methods.

The findings and conclusions of the study offer valuable and practical insights. The implementation of jigsaw technique in reading instruction can serve as an additional pedagogical tool. The study recommends that English teachers acquaint themselves with this engaging method of teaching reading to enhance students' interest and proficiency in the subject. Furthermore, instructors are advised to select appropriate reading materials that align with the students' skill level.

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