

THE JIGSAW TECHNIQUE ON STUDENTS' READING COMPREHENSION ACROSS LEARNING STYLES

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Abstract

This research was conducted to investigate the effect of the jigsaw technique on reading comprehension with the students' learning style. The aims of this research were to analyze whether the students who are taught by using jigsaw have better reading comprehension scores than taught by using conventional technique, to analyze whether the students who are different learning style have different reading comprehension scores and to analyze whether there is any interaction between jigsaw and learning style in students' reading comprehension score. This research was quasi-experimental design with experimental and control groups of tenth grade of MA Zainul Hasan 4 Pakuniran. The instrument used questionnaire and reading comprehension test. This study used the independent t-test and two way ANOVA. The findings showed mean of experimental groups was 76.40 and control group was 68.00. Therefore, it meant that the students who taught by using jigsaw have better reading score than those who taught by using conventional technique. In accordance with second research problem, the significance value was .084. It meant the students who are different learning style have different reading comprehension scores. Concerning the third research problem, the result of the analysis of jigsaw and students' learning style presented significance value was .319. It meant that there is no interaction between jigsaw technique and learning style in reading comprehension.

Key Words: *Reading Comprehension, Jigsaw Technique, Learning Styles.*

INTRODUCTION

Currently, Sanaie and Sadeghi (2019) did research investigating the effect of lecture and jigsaw teaching strategies on the nursing students' self-regulated learning and academic motivation by using quasi-experimental study. They established the jigsaw strategy was the appropriate technique to increase the self-regulated and academic motivation. Haerunnisa and Suherdi (2017) identified in their research of applying jigsaw technique. It found that between students' pre-test and post-test of experimental group had significance impact after the treatments. The results of the study revealed that Jigsaw could be applied successfully to teach reading comprehension. In line with those, Mohammad and Davarbina (2015) studied the effect of the cooperative learning methods on improving the intermediate-level students' reading comprehension. The results of Jigsaw instruction had more influence on reading comprehension compared to Numbered Heads Together. That was the

main reason, the researcher tried to use Jigsaw method that developed by Slavin (2005), the key of Jigsaw method is interdependency: each student gives information to the groups mates as regards the work discussion during research.

Interestingly, this research used learning style as attribute variable. It is because not only the cognitive factors but also to affective factors of the learners, such as intelligence, aptitude, personality, motivation and attitude, learning style, and age of acquisition (Brown, 2007). Learning styles in this study deal with the perceptual learning styles. According to Dobson (2011: 34-35) this perceptual learning style involves of visual, auditory, and kinesthetic learning styles. Therefore, students learning style are recognized as an effective factor in teaching and learning beside the teaching technique.

However, there are some researches that state ineffective of jigsaw Munir, Munir, Emzir, and Rahmat (2017) studied the effects of teaching approaches (STAD and jigsaw) on students' English achievement. The result of the research was students English score who taught with STAD better than those of taught with jigsaw. STAD is more effective than jigsaw in enhancing students' English achievement. The other hand, Febrianti (2014) mentioned that learning style was not the factor affecting students' reading comprehension score. Based on the studies above, there were some serious issue in the preliminary study needs to explore.

First, several studies investigated that jigsaw indicates the benefit of jigsaw on students English achievement, writing ability and the others ability. Researcher had to consider what ability that will enhanced before teaching. While the other findings showed that Jigsaw technique can increase students' writing ability in the class. As conflicting findings have been obtained, those shown in the above research that jigsaw is effective and others effective. It contradicts theoretically and needs to be verified.

The next issue in this research was the attribute variable to be examined. The combined effect of jigsaw with the students perceptual learning style: auditory, visual and kinesthetic, which the previous studies did not consider the factor. It was really interesting to investigate deeply about the students learning style as another factor because each student has their own way of learning.

Then, in terms of learning style in the previous research also had been set for the students' college. In the researcher's opinion, it required to conduct the research at the students' senior high school. It also focused on conducting a reading to the tenth grade students of MA Zainul Hasan 4 Pakuniran. This school was chosen by the researcher because the previous research about jigsaw technique has been not conducted on senior high school. The several studies focused on elementary, junior high school and college.

The related of the confusion between the effective and ineffective of the jigsaw in this study is something that has not been done from the previous research. The other research established that the learning style gave impact on the students' score of reading comprehension. But the other researcher stated that learning style was not the factor affecting students' reading comprehension score. Considering the issue and previous studies above, the researcher interested to study the effect of jigsaw in reading comprehension with students' learning style.

Therefore, there were three objectives of this study, first, to analyze whether the students who are taught by using jigsaw have better reading comprehension scores than taught by using conventional technique. Second, to analyze whether the students who are visual, auditory, or kinesthetic have different reading comprehension score. Third, to analyze whether there is any difference between students who taught jigsaw and conventional technique the same for students with auditory, visual and kinesthetic learning styles.

METHOD

This study was quasi-experimental design because it did not use randomized system but used the real classes. Larsen, Freeman and Long (1991:20) quasi-experimental designs do not require random assignment of subject to groups but do include one or more control groups. Therefore, this research had three variables, the effectiveness of jigsaw in reading comprehension, the conventional technique, and the learning style. Jigsaw and learning style were independent variables and reading comprehension was dependent variable. The dependent variable measured for the groups of the students' comprehension score of both groups which are categories based on their learning style were compared to determine the effect of the X treatment by using jigsaw.

There were two classes chosen as the target of this study using cluster random sampling. It was difficult to randomly give the students to experimental and control groups. The lottery is used to decide the groups. The results, the researcher used X IPA 1 which consists of 30 students and X IPS consists of 30 students. The researcher

also used a factorial design to extent the number relationship that may be examined. According to Ary et. al (2010), a factorial design was one in which the researcher manipulated two or more variables simultaneous in order to study the independent effect to clarify variable on the dependent variable, as well as the effect due to interaction among the several variables. The table of the factorial design can be seen in the table 1.

Table 1 The Factorial Design

INDEPENDENT	VARIABLES	A. TECHNIQUE		
		Jigsaw (X1)	Conventional (X2)	
B. Learning Style	Visual (Y1)	X1 Y1	X2 Y1	Y1
	Auditory (Y2)	X1 Y2	X2 Y2	Y2
	Kinesthetic (Y3)	X1 Y3	X2 Y3	Y3
		X1	X2	

Notes:

- X1 = Students' score by using jigsaw technique
- X2 = Students' score by using conventional technique
- Y1 = Visual students learning style score
- Y2 = Auditory students learning style score
- Y3 = Kinesthetic students learning style score
- X1 Y1 = Visual students learning style score by using jigsaw technique
- X1 Y2 = Auditory students learning style score by using jigsaw technique
- X1 Y3 = Kinesthetic students learning style score by using jigsaw technique
- X2 Y1 = Visual learning style score by using conventional technique
- X2 Y2 = Auditory learning style score by using conventional technique
- X2 Y3 = Kinesthetic learning style score by using conventional technique

The data in this study were collected from the last students' examination score and the reading comprehension test of both groups. The data collection and administration are gotten from the questionnaire and reading test for tenth grade of MA ZAHA 4 Pakuniran. First, the researcher comes to the class to share the questionnaire of learning style. The students are asked to fulfill the questionnaire from Reid (1998) in his book *Understanding Learning Style in the Second Language Classroom*. The questionnaire consists of 15 items of showing the characteristics of students' learning style. The time allotment is about 30 minutes to fill the questionnaire. The purpose is to group whether the students are visual, auditory or kinesthetic.

Then, the treatment was done to do both groups. Each group had eight meeting to apply the technique. In experimental group used jigsaw technique during the teaching and learning. In control group used traditional technique to apply in the class. The material used in this treatment was narrative and recount text. Next, the researcher gave the post-test. The test was conducted after the treatments were done. The score obtained was purposed to see the effect of the jigsaw technique on students' reading comprehension and do statistical calculating using coefficient alpha. The posttest was given within time in 90 minutes. The experiment and control group were given a topic of narrative and recount text. The source of the data is the students' reading comprehension in the form of text. The questions of posttest are multiple choices with 25 items. The items considered the micro skill of reading comprehension such as the topic of the text, the purpose and the word referring and others. The students had to fill the test individually to examine the effect of the jigsaw on the students reading comprehensions after the sixth treatment. After all the data collection done, the researcher analyzed the data by using SPSS version 24.

FINDINGS

This chapter showed the research findings. They were in the form of data of the students' reading comprehension test result of both groups, the tryout of the reading comprehension test instrument and the result of the students' learning style questionnaire of the tenth grade in 2018-2019.

Based on table 2, it showed the mean score, the standard deviation and number of students with different technique and learning style. The mean of auditory and jigsaw was higher than the conventional technique with auditory learning style. It was 74.00 and 68.31 for auditory and conventional technique. Moreover, the mean of visual with jigsaw was 77.00 and 63.11 for visual with conventional. It showed that visual with jigsaw was higher than the visual with conventional. It was also happened on mean of kinesthetic with jigsaw higher than kinesthetic with conventional technique. The mean was 78.80 and 72.50 for kinesthetic with conventional technique. Therefore, students' with kinesthetic that taught by using jigsaw had the highest reading comprehension score than the auditory or visual students taught by using jigsaw.

Table 2. The Analysis of reading and comprehension test of both Groups

Learning Style	Teaching Technique	Mean	Std. Deviation	n
Auditory	Jigsaw	74.00	6.495	12
	Conventional	68.62	7.275	13
	Total	71.20	6.885	25
Visual	Jigsaw	77.00	7.010	8
	Conventional	63.11	7.424	9
	Total	70.12	7.212	17
Kinesthetic	Jigsaw	78.80	7.068	10
	Conventional	72.50	4.504	8
	Total	75.56	5.768	18
Mean total of Jigsaw		76.40		
Mean total of conventional		68.00		

The researcher found the total score of the jigsaw group is 76.40 and the total score of conventional group is 68.00. Therefore, the students who taught by using jigsaw method has the higher score than students taught by using the conventional technique. It was showed the difference of mean in two groups is about 8.4 point.

The Result of Post-test

The students of the experimental and control groups were given post-test on the same day but in a different period. The 60 students from both groups were joined the post-test after they got different treatments from the researcher. Jigsaw technique was applied during the treatments for experimental group but the control group the students got conventional technique. The computation data was performed by using SPSS version 24.

The Result of Independent t-test of Post-test for both Groups

The result of the students' reading from different treatment was showed in table 3

Table 3. The Result of Independent t-test of Post-test for both Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	Df	Sig. (2-tailed)	
Reading	Equal variances assumed	.086		.770	4.533	58	.000
	Equal variances not assumed				4.533	57.707	.000

Table 3, presented that the t_{obt} was 4.533 and the degree of the freedom (df) of the post-test was 58. It meant that t_{table} was 2.001 at the level .05 (based on the critical value of t at the .05 to the line df=58). Moreover,

t_{obt} was higher than t_{table} ($4.533 > 2.001$), it can be concluded that the students who taught by using jigsaw have better reading score than those who taught by using conventional technique. Furthermore, p-value (Sig.) was .000, which was less than significant level (.05). It was positive signals of mean difference, lower and upper reveal that students using jigsaw tent to have better scores on reading comprehension than the students with conventional technique. Therefore, from the table presented that the null hypothesis was rejected.

The Post-test Result of different Learning Styles with different Groups

The data of post-test scores representing the students' reading comprehension of the experimental group and control group with different learning style (auditory, visual and kinesthetic) were analyzed. 15 items of the questionnaire were considered to know every student's learning style. The result of learning style questionnaire of both groups, there were 25 students who had auditory learning style. For the visual students, there were 17 students were visual learning style from both of groups. The last learning style from this research was kinesthetic with 18 students of both groups.

Table 4. The Post-test Result among the Students Leaning Style with different technique

Tests of Between-Subjects Effects						
Dependent Variable: Post-test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	1241.390 ^a	5	248.278	5.271	.001	
Intercept	306163.802	1	306163.802	6499.798	.000	
Learning_Style	244.410	2	122.205	2.594	.084	
Teaching_Technique	871.300	1	871.300	18.498	.000	
Learning_Style *	109.963	2	54.982	1.167	.319	
Teaching_Technique						
Error	2543.594	54	47.104			
Total	319305.000	60				
Corrected Total	3784.983	59				

Based on Table 4,, the researcher used two way ANOVA because of more than one variable included. The table presented the df, mean square, F value and the significance value. It found that the F value of reading comprehension by applying jigsaw with students' different learning style was 2.594. Furthermore, p-value (Sig.) was .084, which was more than significant level (.05). It meant the null hypothesis of the statistical hypothesis was accepted.

The Post-test Result of Interaction between Jigsaw and Learning Style

In this part, the researcher investigated the data of interaction between the jigsaw, conventional technique and learning style. The computation data of the research used two way ANOVA by using SPSS version 24.

Table 5. The Analysis of Interaction between Jigsaw and Learning Style

Tests of Between-Subjects Effects						
Dependent Variable: Post-test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	

Corrected Model	1241.390 ^a	5	248.278	5.271	.001
Intercept	306163.802	1	306163.802	6499.798	.000
Learning_Style	244.410	2	122.205	2.594	.084
Teaching_Technique	871.300	1	871.300	18.498	.000
Learning_Style *	109.963	2	54.982	1.167	.319
Teaching_Technique					
Error	2543.594	54	47.104		
Total	319305.000	60			
Corrected Total	3784.983	59			

Based on the table 5, it showed the result of interaction between the jigsaw technique, conventional technique and the students' learning style. The F-value was 1.167 with p-value (Sig.) was .319. It is higher than the significance level used in this research (sig .319>.05). The conclusion stated that the null hypothesis was accepted but the alternative hypothesis was rejected.

Testing the Statistical Hypothesis

Hypothesis testing is employed to know the hypothesis in research. To analyze research questions 1,2,3, and 4 this research used the columns F- ratio is compared with .05 level of F distribution (Manual Computation) and P value (significant) of unvaried test with .05 (SPSS computation). To make easier in testing them, however, the null hypothesis was conveyed as stated in chapter III. In order that hypothesis testing could be performed effectively, those hypothesis are stated here. The hypothesis testing was as follows:

Testing the First Hypothesis

"The students who are taught by using jigsaw have better reading comprehension score than taught by using conventional technique."

The hypothesis testing 1 is H₀ is rejected if p-value (sig.) <.05 with the level of confidence 95% (α=.05). Based on the computation performed, it was found that the F value was .086 and the Significance value was .000<.005. It meant the null hypothesis was rejected. It can be concluded that the students who are taught by using jigsaw have better reading comprehension score than taught by using conventional technique.

Testing the Second Hypothesis

"The students who have different learning style among visual, auditory or kinesthetic have different reading comprehension score."

The hypothesis testing 2 is H₀ is rejected if p-value (sig.) <.05 with the level of confidence 95% (α=.05). Based on the computation performed, it was found that the F value was 2.594 and the Significance value was .084>.005. It meant the null hypothesis was accepted. Therefore, the researcher can be concluded that the students who have different learning style among visual, auditory or kinesthetic did not have different reading comprehension score.

Testing the Third Hypothesis

"There is difference between students who taught jigsaw and conventional technique the same for students with auditory, visual and kinesthetic learning styles."

The hypothesis testing 3 is H₀ is rejected if p-value (sig.) <.05 with the level of confidence 95% (α=.05). The last hypothesis testing is the null hypothesis (H₀ 3): there is no any difference between students who taught jigsaw and conventional technique the same for students with different learning styles. Based on the computation performed, it was found that the F value was 1.167 and the Significance value was .319>.005. The null hypothesis was accepted. It can be concluded that the null hypothesis was accepted. It meant there is no any difference between students who taught jigsaw and conventional technique the same for students with auditory, visual and kinesthetic learning styles.

Post Hoc Analysis

Post-Hoc test was done to show the specific data of none significant difference among students' reading comprehension based on their learning styles. Post-Hoc procedures of testing which used are Scheffe, Tukey's-b and Waller-Duncan. The computation is performed by using SPSS version 4. The data are presented below

Table 6. Table of Post Hoc Analysis of the different Learning Style

Multiple Comparisons							
Dependent Variable: Reading score							
	(I) Learning style	(J) Learning style	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Tukey HSD	Auditory	Visual	1.082	2.548	.905	-5.05	7.21
		Kinesthetic	-4.356	2.505	.200	-10.38	1.67
	Visual	Auditory	-1.082	2.548	.905	-7.21	5.05
		Kinesthetic	-5.438	2.741	.125	-12.03	1.16
	Kinesthetic	Auditory	4.356	2.505	.200	-1.67	10.38
		Visual	5.438	2.741	.125	-1.16	12.03
Bonferroni	Auditory	Visual	1.082	2.548	1.000	-5.20	7.37
		Kinesthetic	-4.356	2.505	.263	-10.54	1.82
	Visual	Auditory	-1.082	2.548	1.000	-7.37	5.20
		Kinesthetic	-5.438	2.741	.156	-12.20	1.32
	Kinesthetic	Auditory	4.356	2.505	.263	-1.82	10.54
		Visual	5.438	2.741	.156	-1.32	12.20

Based on table 6, we could see the mean difference, standard error, significance and the confidence interval. The result on the Post-hoc multiple comparisons test told that between visual and auditory is 0.905, visual and kinesthetic is 0.125 and auditory and kinesthetic is 0.200. Meanwhile, to have the significant difference, the sig, value or significance value should lower than 0.05. It can be conclude there was no significant difference on students' reading comprehension based on their visual, auditory and kinesthetic learning styles.

DISCUSSION

Based on the topic of this research, it was the jigsaw method on students' reading comprehension with different students' learning styles. There were three research problems and three objectives of the study mentioned on this research. The researcher got the data and analyzed it in the previous research. As has been stated, this research had three research problems and discussed in this chapter. The first research problem, do students who are taught by using jigsaw have better reading comprehension score than those who are taught by using conventional strategy?. The second is do students who are visual, auditory or kinesthetic have different reading comprehension score? And the last research problem is there any interaction between jigsaw and students' learning style?

On the previous chapter, the researcher found that the students who are taught by using jigsaw have better reading comprehension score than taught by using conventional technique. The post test result showed experimental group had higher mean than the control group. Moreover each student improved their reading score. The students of experimental group had score above 60. It shows that jigsaw technique can improve the

students reading comprehension. Therefore, the jigsaw technique is the effective way to improve students' reading comprehension score.

The second research problem, this research analyzed the score of the students reading comprehension with different learning style. The findings result stated that the students who are different learning style (auditory, visual or kinesthetic) did not have different reading comprehension score. Researcher can be drawn conclusion that the good students reading comprehension score was not influence by the students' learning styles.

The third, the result of the research showed that there was no interaction between jigsaw technique and students learning style (auditory, visual and kinesthetic) in reading comprehension. Therefore, the effectiveness of jigsaw was not influenced by learning style.

The Relationship of the Research Finding with the Existing Study and Previous Study

Based on the research findings, the research found the post test score after treatment by using jigsaw technique was higher than the conventional technique. It meant that jigsaw was the effective technique to improve students reading comprehension. Currently, Sanaie and Sadeghi (2019) did a research comparing the effect of lecture and jigsaw teaching strategies on the nursing students' self-regulated learning and academic motivation by using quasi-experimental study. They found there was no statistical significant difference between the groups in terms of self-regulated learning and academic motivation but after the intercession, the mean score of self-regulated learning and academic motivation were significantly different in jigsaw group from lecture group. It meant the jigsaw strategy was the appropriate technique to improve the self-regulated and academic motivation.

Saputro (2018) conducted a research to enhance the students' reading comprehension focused on narrative text at first grade of senior high school. This researcher uses Jigsaw II as independent variable that influenced reading comprehension as dependent variable. The result of the research learning process of Jigsaw II in experimental class is better compared with the result of control class. These showed that Jigsaw II technique is the beneficial alternative way to teach reading comprehension and will help the students develop their reading comprehension.

According to Haerunnisa and Suherdi (2017) found in their research of applying jigsaw technique found that there was a significant difference between pre-test and post-test of experimental group after the treatments. The results of the study analyzed that Jigsaw could be applied effectively to teach reading comprehension. Regarding to Mohammadi and Davarbina (2015) analyzed the effect of the cooperative learning techniques on improving the intermediate-level students' reading comprehension. It was similar to have analyzing on the impact of Numbered Heads Together (NHT) and Jigsaw- as two methods of Cooperative Learning, on EFL students' reading comprehension achievement. The findings showed Jigsaw instruction being more influential on reading comprehension compared to Numbered Heads Together.

In line with research findings above, Nagaraj and Thamba (2012) had conducted the research focusing on developing students' reading comprehension by using Jigsaw II. As the result of findings, Jigsaw II was a modification of the original Jigsaw method which considered two important changes. First, all team members read the entire lesson to be learned rather than only one part. Second, as with the other methods of Slavin, individual improvement scores combine to contribute to an overall team scores. The rest is the same with the original part of the Jigsaw. Students become expert on part of the text, meet in expert groups and help others to learn the material.

From those previous studies, regarding to the Sananie and Sadeghi (2019), Saputro (2018), Haerunnisa and Suherdi (2017), Mohammadi and Davarbina (2015), Nagaraj and Thamba (2012) stated that jigsaw was the appropriate way to make student easier understand the text. Therefore, jigsaw was the effective technique to apply in improving the students reading comprehension. However, there were differences between this research and the previous researches. They were, the text used, material used, instrument used, moreover first previous studies focusing on different major and the attribute variable used.

As this research, learning style was involved as the attribute variable. They were auditory, visual and kinesthetic learning style. The researcher found some previous studies about the learning style as the reference to conduct this research. According to Rizky (2013) reported that she did research causal comparative study which finding out whether there was significant differences of students' English achievement based on their visual, auditory and kinesthetic learning styles at second grade of SMP Islam Harapan Ibu. Tanta (2010), found that the purpose of her research was to know the impact of students' learning style towards their academic achievement

on the subject of general biology. The research result of the research showed that students' learning style belonged to visual type because 22 students from 31 samples are visual learners. Then, it revealed that there is an influence of learning styles to the students' academic achievement.

The findings of this research, the use of jigsaw technique of visual, auditory and kinesthetic students was not influence the students reading comprehension score. Miles V. Zint (1966) asserted in her book that failure in reading can be affected from many factors, they are, learners' motivation, physical factors, lack of rest, substandard out of school environment and neurological impairments, emotional upsets, inadequate language readiness for reading process and resentment of siblings or parents.

In contrast, the data result or finding of this study reveals differently with the theories from some experts above, the result reported that there is insignificant difference among students' reading comprehension score with students' learning styles. It means that a contradiction occurred among the elaborated theories. The jigsaw technique in reading comprehension score is not affected dominantly by the learning styles.

CONCLUSION AND SUGGESTION

From the previous chapter, conclusion and suggestion were presented in this chapter. It started with conclusion related to the research problem then, suggestion for future research.

Conclusion

There were three conclusions drawn here, as follows. First, the students with jigsaw method had better score than the students with conventional method. Therefore, the conclusion of first research problem was the jigsaw technique more effective than the conventional technique. Jigsaw technique is the appropriate strategy that can be used for our students. Beside the technique involved the students activeness in class, this technique also need the cooperative among the students. As we know that the students almost like cooperative group. they like to do anything together. They feel all will done with the togetherness.

In accordance with the second research problem, reading ability is difficult among learners. Some of them thought that comprehending reading text is difficult. Then, it is assumed that learning style is the factors affecting reading comprehension because the students who have visual learning style tend to understand better when they read the book rather than other kinds of learners. Therefore, there are some possibility factors that definitely influenced the students' reading comprehension's score. But in this research, the research found that the students with different styles were not affect the students reading comprehension score. With regard to the third research problem, the jigsaw did not have something to do with visual, auditory and kinesthetic learning style. The good total score achieved can be caused by the jigsaw technique and learning style separately. The factors of the success teaching and learning come from many factors as intelligence or cognitive competence, motivation, physical factor, socioeconomic status, parental attitudes and parental aspirations. Besides, any learning styles which students have, they have equal opportunity to gain good competence in reading comprehension.

However, this research has limitation for this research. Some limitation of this research should be considered. Firstly, the way the research classified the students based on their learning style on reading need to be developed future. For the future investigation, the likert scale of the learning style questionnaire should be more fewer than five categories. Using agree, neutral and disagree are more effective and easier to fill the questionnaire. Moreover, the absence of the interaction between the jigsaw technique and the students learning style may cause of lack of quality of the learning style reading questionnaire. Thus, there may be probabilities the different classification of the students learning style questionnaire result in different interaction with the teaching technique used to treat the students.

Secondly, the teaching technique could be added some interesting activity during applying jigsaw technique process. For the example to make more interesting, when the students move to next group the students are asked to sing a song or add by other funny activity. The next researcher should not used conventional technique but use other kind of technique in control group such as STAD, PQRST, Think Pair Share and etc. Therefore, both of groups get same interesting technique.

Suggestion

From the previous part, this current research showed practical contribution to the students, teacher and MA Zainul Hasan 4 Pakuniran. As findings, the jigsaw technique could be applied in teaching and learning process particularly in improving reading comprehension at certain level. This research proved that the jigsaw strategy was the effective way to improve students reading comprehension.

The teacher should realize what the newest teaching techniques are, the current topic or issue for the study. The purpose is to create the interesting teaching and learning. The teacher could use the teaching technique based on the skill that will be taught as well as. The teaching technique also should be appropriate with the teaching material. Thus, every teacher should be careful in deciding which technique or method that the best appropriate in a certain classroom setting. Although, the jigsaw technique showed the improvement score of the kinesthetic students but the next researcher might use other best teaching technique. All the possibilities best teaching technique could be chosen as the technique for every teaching and learning process. Because the monotonous teaching technique make the students be bored during the teaching process.

The result of the study had shown that there was no interaction between the jigsaw technique and learning style. Visual, auditory and kinesthetic could encourage students way to read and also supported the students reading habit by knowing the way students learning style. But in this case, it did not happen.

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