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Jigsaw Strategy in Teaching Reading for Senior High School Students

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Abstract

This study examines the teaching of reading which considered a crucial component of ELT. This is seen as one method of obtaining information and expanding language proficiency. But according to new, up-to-date research on language instruction, teachers actually give boring lessons. This research employed qualitative research with phenomenology design which intended to investigate how the teacher plan and implement a jigsaw strategy in teaching reading for the students of Islamic High School; hence called Madrasah Aliyah (MA) Miftahul Ulum Suren Jember – East Java and to explore how the teacher reflects their strategy in teaching reading. This research reveals that: the teacher prepared their teaching reading by providing lesson plan that refers to the English syllabus. In the implementation phase, the teacher elaborated the plan by organising it in three main activity including pre-activity, whilst or core activity and final activity. The teacher reflected that teaching reading using jigsaw strategy found to be effective to improve students' performances.



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INTRODUCTION

Teaching is a systematic method that involves three main elements: content, communication, and feedback. The pedagogical approach has a beneficial impact on student acquisition of knowledge. Rajagopalan (2019) posits that teaching bears resemblance to learning in the same way that selling corresponds to buying. The statement indicates that the teacher shares knowledge with the students, specifically in the context of teaching English as a foreign language. The curriculum and pedagogy for teaching English as a foreign language have prioritized the significance of instructing communicative skills and practical language usage. This suggests that the objective of teaching and learning English is to become proficient in verbal communication. Foreign language is a compulsory subject in the classroom, serving as the fundamental basis for communication.

To acquire proficiency in a language, one must develop four essential skills: listening, speaking, writing, and reading. Acquiring the ability to read is an essential skill. Reading, specifically, serves as a reservoir of information and aids in the augmentation of language proficiency. Moreover, reading offers additional advantages such as enhanced lexicon, contextual understanding, and comprehension. Indonesian students, along with other foreign language learners, continue to face significant challenges in reading proficiency. Acquiring reading abilities is an essential aspect of the integrated process of learning a foreign language. Students encounter difficulties in the process of translating words, sentences, phrases, or even chapters while reading, and must comprehend the meaning, tenses, and other aspects. The disparities between English and Indonesian lie in their vocabulary, spelling, grammar, tenses, and pronunciation or phonetics. This problem commonly leads to a decline in students' enthusiasm for studying English and engaging in reading activities. In addition, learners can expand their knowledge through engaging in reading activities.

The key term for learners learning process in reading happens to be the most prominent activity in school. The major issue that English teachers must consider when teaching reading is success in teaching English. Some teachers just provide many students with the impression that they must recognize all of the words in the text in order to comprehend the text's substance. Students must master reading skills and think critically in order to be critical readers. Furthermore, many students are uninterested in reading activities, despite the fact that reading activities would raise students' critical thinking skills.

Reading comprehension is a fundamental skill for academic success, and educators continually seek effective strategies to enhance students' abilities. The jigsaw strategy, originally developed by Elliot Aronson in the 1970s, has gained attention as a cooperative learning technique that promotes both individual and

group understanding. This literature review aims to explore the existing body of research on the application of the jigsaw strategy in teaching reading to senior high school students.

Reading ability plays a pivotal role in comprehending meaning in narrative, recount, and descriptive texts. To pin point, this research focuses on reading in the descriptive text, because, within this context, it is a familiar text for students and is relevant to the senior high school curriculum. Despite the fact that the material is well-known, the students all struggle with understanding and vocabulary. There are two generic descriptive text structures: identification and description. The students were unsure if the sentence in description or identification was correct. Furthermore, learners are perplexed by the meaning or goal of the content of descriptive text.

Understanding and applying learning strategies is one of the competences required of instructors. Some English teachers do not always use a learning approach, and the teacher is often the focus of the students' attention in class. It signifies that the teacher teaches using traditional ways; if the teacher utilizes this style, the interaction between the teacher and the students will be less effective. Students will become bored shortly. As a result, teachers must be knowledgeable about teaching-learning processes.

Multiple learning strategies exist, among them is the jigsaw strategy. The jigsaw approach is a collaborative learning technique where students are assigned equal responsibility for the implementation of their learning. This approach promotes collaboration, mutual support in acquiring the skill, and comprehensive mastery that would be impractical if individuals were to independently study all the information. Suherdi and Hoerunnisa (2017) found that utilizing the jigsaw technique as a teaching method for reading can enhance students' reading comprehension. The purpose is to examine student engagement, wherein the instructor fosters a culture of critical thinking and comprehension of the assigned material. Hence, it is imperative to implement a pedagogical approach that actively engages students during classroom instruction.

The jigsaw strategy involves dividing a reading assignment into sections, with each student responsible for mastering one section and then teaching it to their peers. This collaborative approach aims to foster active engagement, critical thinking, and social interaction among students. Several studies have investigated the advantages of implementing the jigsaw strategy in the context of reading instruction. For example, Slavin (1983) found that the jigsaw strategy positively impacted reading comprehension and promoted a positive interdependence among students. The cooperative nature of the jigsaw strategy has been linked to increased motivation and a sense of shared responsibility for learning (Aronson, 2002).

The effectiveness of the jigsaw strategy in teaching reading to senior high school students has been a subject of interest. Studies conducted by (e.g. Sabbah, 2016; Namaziandost et.al. 2020) have reported that the jigsaw strategy contributed to improved reading comprehension skills and increased engagement in reading tasks. The social dynamics of the jigsaw strategy were found to be particularly beneficial in fostering a positive classroom environment.

While the jigsaw strategy has demonstrated positive outcomes in various contexts, it is important to consider potential challenges. Some studies (e.g., Johnson & Johnson, 1975; Johnson & Johnson, 2009) have discussed issues related to unequal participation and the need for careful structuring of tasks to ensure each student's contribution is valued. The literature suggests that the jigsaw strategy holds promise as an effective method for teaching reading to senior high school students.

According to preliminary observations, MA Miftahul Ulum Suren Jember appears to be a pesantren-based school founded by KH. Hasan Mudzhar. In this madrasah, English teachers employ a monotonous activity such as English sentence structure and grammar, in which only the teacher actively participates in the learning process. Furthermore, the learners received stimuli from the teacher, nevertheless this has made the student get bored and disagreeable easily. The English instructor then realized that he must come up with an idea to make the learning process more active in the classroom. One of the strategies tried by English teachers is the jigsaw strategy. It was seemingly the learning was fun and the students could receive the material well.

The researchers observed students in this Islamic boarding schools wherein English teachers may ask students to participate actively in every instruction. There have been many earlier studies revealed that jigsaw strategy was employed with junior high students. However, there was the challenges that we discovered at the school, we found the gap that there was a need to apply the jigsaw technique in teaching reading, particularly to senior high school students. The issue in this study is that students who have attended the Islamic boarding school appear to be uninterested in studying English. Based on the aforementioned occurrence, we would like to look deeper into the process and challenges in teaching reading in this schools.

METHODS

This study employed a qualitative method. Qualitative research is research that seeks to comprehend the phenomenon of what the research object is experiencing. Examples include acts, motivations, views, conduct, and so on. Because there are numerous aspects that are favored in terms of elaboration and

explanation of a phenomenon to be examined, qualitative research was chosen. This allows researchers to learn more about the jigsaw technique for teaching reading to children at MA Miftahul Ulum Suren Jember. Meanwhile, descriptive research was used in this study. This study employed descriptive qualitative methods to explain the implementation of the jigsaw strategy in teaching reading to students at MA Miftahul Ulum Suren Jember in a systematic and careful manner.

The objective of this study is to shed light on an English teacher's experience instructing reading to students through the jigsaw method, which first employs a watching strategy before providing a means of preventing students from becoming overly exposed to English content. Consequently, a descriptive phenomenological approach is taken in this study. A subset of qualitative research known as phenomenological research examines and records, in greater detail and proximity, how people explain and comprehend their experiences. The goal of phenomenological research is to interpret and explain the experiences that a person has in this life, including interactions with other people and their surroundings.

RESULTS AND DISCUSSION

Based on the research results, a discussion of the research findings is conducted, which is related with the theories that have been discussed and suited to the study emphasis. The following are the specifics of the discussion of the findings in this study:

Lesson planning for jigsaw strategy

The observation conducted in the field revealed that the teacher has provided the students with planning teaching reading using the jigsaw technique. The teacher seemed to believe that it is necessary to create a lesson plan for a more effective practice as is similar to those used by other schools in general. The source material has been based on the tenth-grade syllabus of MA Miftahul Ulum Suren Jember, where the teacher teaches reading by utilizing a jigsaw technique.

The findings above are consistent with the assumption that planning is essentially a process of transforming applicable curricula into learning programs. As part of the curriculum translation process, teachers must develop many programs, including a time syllabus and a lesson plan. The preceding findings are also supported by Maharani's (2020) thesis, which confirms that planning is an attempt made by educators to determine what is required to reach a goal. As a result, the teacher must be wise in identifying the suitable model or technique that may establish a favorable classroom atmosphere and condition for the teaching and learning process to occur in accordance with the desired goals.

Within the planning data, the teacher's responsibility entails formulating and elaborating lesson plans. In doing so, the teacher not only consults the curriculum syllabus but also takes into account the prevailing circumstances, situations, and the potential at MA Miftahul Ulum Suren Jember. As per Rudi and Aguslani (2019, cited in Nana and Sukirman, 2008), teachers need to assess not just the curriculum, but also the specific circumstances and structure of each school, along with the available opportunities, when planning for learning. Teachers at MA Miftahul Ulum Suren Jember take into account not only the curriculum, but also the surrounding environment, circumstances, and potential factors.

As it is mentioned previously, the theory supports the findings about using the jigsaw strategy to plan reading instruction at MA Miftahul Ulum Suren Jember. Before teaching starts, the instructor needs to set up the necessary resources, or a well-thought-out lesson plan. In addition to following the syllabus, the instructor needs to modify the environment, capabilities, and circumstances of the classroom. It can therefore be used as a guide to implement learning activities. And based on the syllabus, as well as by altering the state, circumstances, and potential of MA Miftahul Ulum Suren Jember's tenth grade students, create a respectable lesson plan and source material.

The lesson implementation utilizing jigsaw strategy

During the implementation phase, the teaching and learning process is executed as the central component of the activity-based learning that has been designed in the previous lesson plan, and it is put into practice through the execution of learning activities. The research conducted at MA Miftahul Ulum Suren Jember involved gathering data through observations, interviews, and documentation. The data was collected in three stages: preliminary, core, and concluding activities. These stages focused on the implementation of teaching reading using the jigsaw technique.

a. Preliminary activity

The observation results revealed that the activities carried out at MA Miftahul Ulum Suren Jember during the initial stages of teaching reading using the jigsaw strategy can be summarised in the following steps: The teacher initiates the lesson by welcoming the students. Next, the teacher requests the class leader to lead the prayer. Subsequently, the teacher interacts with the students and extends greetings to them. After that, the teacher readies the students both physically and psychologically through the use of motivational techniques. Finally, the teacher conveys the learning objectives and the sequential steps involved in the learning process.

The aforementioned results support the idea that student motivation-boosting activities are effective. This first task can be completed in a number of ways, such as by giving visual aids in the form of pictures to aid in apperception. A number of inquiries to probe comprehension, create a comfortable learning environment, and talk about previously acquired and developed competencies. There was an outline of the material, activities, and scope of the work. As a result, it was evident that the preliminary activities at MA Miftahul Ulum Suren Jember were proceeding smoothly. The steps were also thoughtfully constructed.

b. Whilst Activity

Research conducted at MA Miftahul Ulum Suren Jember reveals that the primary method employed for teaching reading is the jigsaw strategy. This strategy involves the teacher dividing students into groups of 3-6 individuals. A representative from each group is then tasked with retrieving the provided reading material. Subsequently, all group representatives engage in a discussion of the material, reading it thoroughly to enhance comprehension and fluency in English texts. Following the discussion, the representatives return to their respective groups to share and exchange ideas. Finally, the teacher administers quizzes to assess the understanding of each group.

The observation results indicated that the activity's steps appeared to be well developed. The jigsaw approach was used as recommended by Aronson (2000). At MA Miftahul Ulum Suren Jember, students were divided into small groups of 4-6 students. Each representative from each group used the same material. Each group representative discusses the same subject with other groups in order to exchange ideas and grasp the material contextually. Each group representative returned to his original group to convey the topic to his group friends until their group friends understood. Quizzes were given out to determine how well they understood the content.

According to the findings, students will find the jigsaw technique more comprehensible due to their significant involvement in teaching reading during English lessons. According to the study conducted by Alenjandro et.al. (2017), students demonstrate a conscientious demeanour and actively engage in comprehending and resolving issues within group settings. Based on various prompts and findings outlined in this study, utilising the jigsaw technique for teaching reading can cultivate a sense of accountability, enhance students' comprehension when reading, and facilitate collaborative problem-solving within a group.

c. Closing / final activity

The findings from the observation and interview data in this study's final phase indicate that the primary task of teaching reading using the jigsaw strategy is for the teacher to analyse and evaluate the day's learning outcomes. During this phase, the teacher facilitated a collaborative discussion among students to collectively summarise the learning materials, particularly focusing on the usage of descriptive text in reading instruction. Subsequently, the teacher provided encouragement to the students and subsequently offered a brief overview of the educational material that will be covered in the upcoming class.

Possible follow-up activities may include assigning homework, providing feedback from the teacher, and summarising today's lessons. The purpose of this stage is to assess the effectiveness of the instructional phase. At this stage, possible activities include: creating a concise summary or conclusion of the lesson, contemplating the activities that have been completed, and offering feedback on the learning process and outcomes. The teacher's responsibilities encompass providing students with guidance, conducting assessments, creating supplementary learning materials for additional support, and assigning both individual and collaborative tasks aligned with the participants' educational goals.

Teacher's reflection in teaching reading using jigsaw strategy

The reflection of teaching reading using the jigsaw strategy in this section is that the teacher provides a reflection from their classroom and especially reading practices.

“As I reflect on my recent experience incorporating the Jigsaw strategy into my reading instruction, I am excited about the good effect the Jigsaw technique has on my students' learning as I think back on my recent experience using it into my reading lesson. The Jigsaw method has shown to be a useful instrument for encouraging participation, critical thinking, and teamwork in the classroom. I also noted a positive impact on the development of essential skills such as communication and teamwork. The Jigsaw strategy's framework encourages students to listen intently to one another, express themselves clearly, and work well in groups to accomplish a shared objective. These abilities are important for their general academic and personal development and go beyond reading comprehension. I recognise the beneficial impacts on the growth of critical abilities like cooperation and communication. The Jigsaw strategy's framework encourages students to listen

intently to one another, express themselves clearly, and work well in groups to accomplish a shared objective. These abilities are important for their general academic and personal development and go beyond reading comprehension.”

(Teacher’s reflection was originally in Bahasa Indonesia, translated by the researchers, int: 22 March 2023)

One of the key strengths of the Jigsaw strategy is its ability to promote cooperative learning. From the observation, the researchers saw a noticeable improvement in student involvement and participation when the reading material was divided into smaller portions and given to separate groups. In addition to being accountable for understanding their allotted share, students developed into specialists in that particular domain, which promoted a sense of mutual reliance and accountability among group members.

In addition, the Jigsaw technique promoted a more thorough comprehension of the text. Students took charge of their learning and made an effort to fully understand the material as each group grew into experts in the portion they were given. When they got back together in their original groups, the conversation was insightful and demonstrated a thorough comprehension of the full book, rather than just a recitation of facts.

CONCLUSION

To conclude, the jigsaw strategy has proven to be a valuable addition to the teaching technique. The jigsaw strategy employed by the teacher emphasized the cooperative learning, comprehension and skill development aligned well with the instructional goal. This study reveals that the teacher has employed the planning, implementation and reflect their instructions. Through interview and observations, this study also identified that the teacher was found to be eager to continue exploring and refining the enactment of the jigsaw strategy to further enhance the reading experience for students and promote a lifelong favour of learning. The cooperative nature of the strategy appears to enhance reading comprehension, motivation, and social dynamics within the classroom. However, further research is needed to explore the nuances of implementing the jigsaw strategy in diverse educational settings and to address potential challenges.

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