



## ENHANCING STUDENTS' READING COMPREHENSION THROUGH JIGSAW

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### ABSTRACT

One of the linguistic skills that students should focus on learning is reading comprehension. Most junior high school students struggled with their reading abilities. This study aimed to investigate if Jigsaw combined with pictures may enhance the reading comprehension of seventh-grade students at SMPN 12 Denpasar in the academic year 2022/2023 through action research conducted in the classroom. Pre-test, post-test, and questionnaire activities were, therefore, part of the researchers' efforts to meet the goal of the current study. The pre-test results from the pre-cycle indicated that the subjects' reading comprehension skills, mainly when it came to reading descriptive texts, were categorized as good. The current action research in the classroom was then conducted using a Jigsaw combined with pictures. The result of the post-test I in the second session showed that the subjects' progress decreased compared to the previous pre-test. In addition, the result of the post-test II in the last session showed significant progress concerning the subjects' ability in reading comprehension, which improved from sound level to excellent. Additionally, this study demonstrated that the individuals' favorable reactions to the method used to increase their reading comprehension changed their learning behavior. In conclusion, the current classroom action research showed that using Jigsaw combined with pictures could enhance the reading comprehension of seventh-grade students at SMPN 12 Denpasar in the academic year 2022/2023. The subjects also gave positive responses.

**Keywords:** enhancing, reading, jigsaw

### INTRODUCTION

Reading is a skill that requires fluency, comprehension, motivation, and word identification. Express a reader's imagination in a way that the public finds attractive and that a reader can comprehend. Reading involves thinking, understanding, and deriving meaning from a book. Reading needs to focus on comprehending and taking in the text's information. Before reading, the students reflect on their prior knowledge of the topic or structure of the book. As they read, they draw connections between the book and their lives. Learning to read is a crucial educational objective for both kids and adults. The capacity to read opens doors to fresh experiences and

opportunities for knowledge growth (Brassell & Rasinski, 2008; Krismayani & Menggo, 2022; Warta et al., 2023; Wilkinson et al., 2016). Reading or passages can also have a significant impact on them. Teachers also only expect their students to learn how to read. A student's reading proficiency is assumed while using an introductory, beginning-level foreign language textbook, if only because it is a medium-level material (Adhinatha et al., 2023; Duffy, 2009). Oral interviews may need reading proficiency for specific tasks, as most formal examinations use written language to stimulate test-taker responses. Students can understand what they read when they can identify the meaning of the words in the reading

passage or text (Agung *et al.*, 2022; Atkinson & Longman, 2003; Firiady, 2018; Nengah *et al.*, 2023).

Reading is one of the skills that students need to become proficient in. Reading helps people expand and strengthen their language skills. Reading is essential for enlarging one's horizons and learning about other cultures. The researcher concluded from those justifications that reading is crucial for students learning English. Many students need help with reading materials written in English, particularly those who still need help comprehending the text's substance. Teachers typically assign only one text to each student, asking them to read it aloud and use an English dictionary to get the answers. Students can complete this task alone or in pairs. For teachers, the value of reading instruction differs from that of reading activities to acquire English language skills. Most believe that reading makes them work harder at a particular activity or endeavor. It makes the students less eager to read a book. And, of course, poor reading ability. It was discovered that most SMPN 12 Denpasar students needed better reading proficiency. The teacher should be careful to select appropriate reading strategies. Teaching reading can be done with a variety of techniques. Jigsaw is a cooperative learning strategy examined in various methods by academics and educators in classes of varying levels and subjects (Ayu *et al.*, 2021; Joni *et al.*, 2017; Perwitasari *et al.*, 2018). Jigsaw can also gather information, break the ice with new groups, as a team-building exercise, introduce a subject, or as a springboard for more in-depth planning, discussion, or decision-making. Students will find it easier to understand texts if they are prepared to read them. Jigsaw is a cooperative learning technique that has been studied in various ways by several researchers and teachers in classes of different levels and subjects (Ayu *et al.*, 2021; Göer, 2010; Jolliffe, 2007). Jigsaw can also be used as a team-building exercise, an icebreaker for new groups, an information-gathering tool, an introduction to a specific subject, or a prelude to more in-depth planning, discussion, or

decision-making. By using this technique in the classroom, students can hear what someone else has to say about the material. Through the reading text, they can change their minds and gain additional knowledge.

For this study, the researcher chose to combine a jigsaw combined with pictures. This is since Jigsaw, when paired with pictures, facilitates students' comprehension of each reading paragraph. Considering the foregoing text, Jigsaw comprehension instruction paired with visual aids can thereby enhance student engagement in the classroom. The most effective method for teaching reading comprehension is this one. The researcher is really driven to find out how Jigsaw combined with pictures will help seventh-grade students at SMPN 12 Denpasar improve their reading comprehension in the academic year 2022/2023. By using this technique in the classroom, students can hear what someone else has to say about the material. Through the reading text, they can change their minds and gain additional knowledge. The researchers decided to use a Jigsaw combined since it can improve students' understanding and knowledge of each reading passage. Thus, in keeping with the previous paragraph, comprehension education using Jigsaw combined with pictures can improve student engagement in the classroom. It's the technique to teaching reading comprehension that works the best. The researchers are highly motivated to find out how seventh-grade students at SMPN 12 Denpasar might benefit from using Jigsaw in addition to visuals to improve their reading comprehension in the academic year 2022/2023.

## RESEARCH METHOD

Classroom Action Research (CAR) was used in this study (Burns, 2009; Richards & Renandya, 2002). This study was conducted on the seventh-grade student of SMPN 12 Denpasar. There were ten eighth-grade students in SMPN 12 Denpasar classes, and the total number of students was 423. The students of Class VII E were selected as the study subjects, consisting of 19 females and 21

males. The subject of the study was a total of 40 students. This classroom action study was divided into some cycles, each consisting of two sessions. Each session consisted of four steps. They are interconnected activities: planning, action, observation, and reflection. Thus, through observations, interviews, and pre-test administration, the researcher must perform preliminary reflection. Before applying the Jigsaw technique, the test's objectives are to ascertain the students' comprehension of the teacher-provided content and to validate their results. Pre-, while-, and post-activity were the three stages of each cycle that the researcher examined. Tests (pre- and post-test) and questionnaires are the two types of instruments. One way to characterize the data collection process is by combining a questionnaire and a test. The data collected for this classroom action study was descriptively analyzed to determine the subject's scope in the first reflection and compare it to the equivalent mean score in the reflections done in cycles I and II. The pre-and post-test means were compared in the research.

## RESULTS AND DISCUSSION

### *Finding*

The pre-test results were compared to the post-test results, which were completed in the reflection exercise at each session's conclusion. This study aimed to identify the solution to the learning challenge that a particular student group was experiencing. It uses pre-test and post-test data collection methods from the research design. This classroom action research used the jigsaw approach to improve reading comprehension.

### *Pre-Cycle*

The researchers first tested the subjects' prior ability to read a descriptive text before putting the training strategy into practice. The pre-test aimed to identify the issue and determine the subjects' initial reading scores. The study participants were given a pre-test to gauge their level of pre-existing reading

comprehension and determine the actual pre-existing condition. Moreover, the researchers gave forty subjects the pre-test. The pre-test comprised four texts, each with five questions; therefore, there were twenty items in the form of short answer tasks. The pre-test mean score, according to the data, was 51.81. The pre-test mean score and the interview findings agreed. The pre-test results also demonstrated the subjects' continued poor reading proficiency. Only 19 students out of 40 could achieve the minimal passing mark in English at SMP Negeri 12 Denpasar, according to the pre-test results.

### *Cycle I*

Planning was the first step in Cycle I. The researchers created lesson plans, learning resources, worksheets, and post-tests—the planning process centered on creating lesson plans that complemented the school's syllabus. Additionally, the researchers prepared the teaching materials for the subjects taught in two sessions. These included examples of descriptive texts called "Losari Beach" and "Kuta Beach," as well as definitions of descriptive texts, generic structures, identifying general and specific information, textual meaning, and textual references. Additionally, the researchers created worksheets to study and practice the course materials, particularly the reading comprehension portion of the teaching process. The researchers developed a worksheet, lesson plan, and learning resource before creating a post-test to gauge the study subjects' development. Then, the Jigsaw combined with pictures was used to teach reading comprehension. It was given during cycle I's second session. According to the data, the subjects' mean score was 74.45. Furthermore, after using Jigsaw combined with pictures, the respondents' ability to comprehend descriptive texts improved, as indicated by the mean score of post-test 1 in cycle I above. In addition, 25 out of 40 patients could pass post-test 1 with the required minimum score.

## **Cycle II**

The researchers needed to move on to cycle II after reviewing the findings of the previous cycle. Cycle II was carried out to improve the last cycle's performance using the post-test data from cycle I. As in the previous cycle, the researchers used a Jigsaw combined with pictures to teach the students reading comprehension. Additionally, the purpose of this cycle was to enhance the participants' reading comprehension, particularly in recognizing general and specialized information as well as textual meaning and references. Additionally, the researchers carried out cycle II, which followed the same procedures as cycle I regarding preparation, execution, observation, and reflection.

The researchers implemented their well-prepared plan in cycle II. Cycle II's teaching and learning procedures were like Cycle I's. Cycle II was split into Sessions 3 and 4. Cycle II was completed according to the lesson plan's schedule. It was divided into four tasks, including applying Jigsaw combined with pictures. The subjects were instructed to see the picture first in session three, just for observation, and then review the text and the four components of reading. The researchers encouraged the subjects to raise questions regarding the literature they had already read. The researchers provided a "Justin" worksheet as they investigated and made connections.

The researchers also used a Jigsaw combined with pictures and handed the subjects a worksheet. To facilitate discussion on general knowledge, specific information, textual meaning, and textual reference, the researchers separated the respondents into jigsaw groups of five people each. Each group was then given worksheet questions. Additionally, the researchers instructed them to respond to the questions accurately based on the provided text. Post-test two was given following the teaching and learning process conducted using Jigsaw and pictures. The topic was new in post-test 2, but the instructions remained the same as in post-test 1 to determine the subjects' improvement in reading skills and measure their competence. The four texts

presented to the subjects each had five questions for twenty items in the form of short answer tasks. After post-test 2, 40 individuals completed it, with a total score of 3603.

Furthermore, supplementary information was also collected to bolster the current study. After cycle II, a structured questionnaire was used to gather data on the subjects' opinions about using Jigsaw combined with pictures to enhance their reading abilities. The questionnaire was composed in Bahasa Indonesia to ensure understanding among the interviewees. Based on the tabulation of the questionnaire, the subjects' total responses for strongly agree, 605; agree, 295; undecided, 295; Disagree, 20; and strongly disagree, 1. Thus, the total responses of all items were 1549. The data were taken to determine the percentages of the subjects' reactions to implementing Jigsaw combined with pictures.

## **Discussion**

The current investigation was planned as action research in the classroom. This study aimed to determine how well seventh-grade students at SMP Negeri 12 Denpasar might improve their reading abilities in 2022–2023. Two rounds of the current investigation were carried out. Every cycle consisted of two sessions. In addition, it comprised four interrelated tasks: planning, action, observation, and reflection. The pre-cycle was carried out at the beginning of the research. After the pre-cycle, cycles I and II were completed. In addition, tests and a questionnaire were employed as two study instruments to collect the research data. The discussion was required to develop a deeper understanding, as indicated by the pre-cycle, cycle I, and cycle II findings.

The participants' reading abilities improved after using a Jigsaw combined with pictures throughout cycle I. After the second session, a post-test was administered. The post-test one mean score, obtained by 40 individuals

afterward, was 74.45. Of those 40 subjects, 25 achieved the minimal passing grade appropriate for SMP Negeri 12 Denpasar. After using Jigsaw combined with pictures, some of the students in the VII C class already knew how to distinguish between general information, specific information, literary meaning, and textual reference.

Meanwhile, some participants needed help identifying the reading texts' textual references and meanings. The individuals still needed help to provide grammatically correct answers to the questions. Therefore, the researchers carried out classroom action research into cycle II to enable them to develop their reading skills better.

Compared to the pre-test and post-test 1, the respondents' mean scores rose more in cycle II. The post-test two mean score was 90.07. Additionally, 38 students could pass SMP Negeri 12 Denpasar with a minimal passing grade of 75. Finding the reading text's textual meaning and references received more attention from the researchers. The researchers took this action because, in cycle 1, the individuals appeared to have trouble recognizing textual meaning and reference. During the teaching and learning process, the topic was more engaged and animated in the third and fourth sessions.

Consequently, by the conclusion of cycle II, the participants could recognize the reading texts' general information, specific information, textual meaning, and textual reference. In addition, students responded to the questions more actively and enjoyed the class topic. Throughout the teaching and learning process, they were very active. The current classroom action research could end since the subjects had met the predetermined success indication.

The primary goal of the current study was to find out how the participants felt about the technique used in the classroom. Furthermore, the questionnaire data obtained by the researchers from the VII C class indicated that most participants responded favorably when asked to use Jigsaw combined with pictures to enhance their reading comprehension. According to the research, over 93% of the subjects thought using Jigsaw combined with pictures to aid learning was a good idea.

Moreover, it indicates that most participants concurred that using Jigsaw combined with pictures to teach reading comprehension assisted them in recognizing the four components of reading comprehension. Additionally, the subjects maintained greater attention toward the researchers throughout the classroom's teaching and learning process. As a result, the questionnaire's results also demonstrated that the subjects' confidence increased when they completed the assignment assigned by the researchers and presented their findings to the class.

Based on the previously discussed information, Jigsaw combined with pictures could enhance the participants' reading comprehension. The pre-test, post-test 1, and post-test 2 mean scores showed substantial improvement after using a Jigsaw combined with pictures. The subjects' questionnaire replies regarding using Jigsaw combined with pictures during the teaching and learning process also revealed the results.

## CONCLUSION

The mean scores of the pre-test, post-test one, and post-test 2 showed figures of 51.81, 74.45, and 90.7, respectively. The mean scores of the pre-test and post-tests showed significant improvements in the subjects' reading

comprehension. Moreover, the questionnaire results showed that 39.05% of the respondents strongly agreed, 40.54% agreed, 19.04% answered undecided, 1.29% disagreed, disagreed; and 0,06% of the responses strongly disagreed. The results demonstrated that giving seventh-grade students a Jigsaw combined with pictures helped them overcome difficulties in identifying the four components of reading comprehension. The results of the questionnaire indicated that those who consented to use Jigsaw combined with pictures.

Furthermore, it was evident that it might encourage more excellent activity from the participants and greatly enhance their reading comprehension. The replies from the subjects showed that doing Jigsaw combined with pictures helped them improve their reading comprehension. It is possible to conclude that using Jigsaw combined with pictures will help seventh-grade students at SMP Negeri 12 Denpasar strengthen their reading comprehension in the academic year 2022–2023.

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