

**THE APPLICATION OF “JIGSAW II” METHOD IN  
IMPROVING THE STUDENTS’ABILITY IN OMPREHENDING  
DESCRIPTIVE TEXTS AT THE SECOND YEAR STUDENTS OF  
MTs DAREL HIKMAH PEKANBARU**

**Zainul Ikhlas and Atni Prawati**

*English Study Program of FKIP Riau University*

**Abstract:** *This research is aimed at improving the students’ ability in Reading Comprehension, especially descriptive texts. In this research, Jigsaw II method was applied. This research was conducted in two cycles, each of them was done in 2 meetings. The variables investigated include in Jigsaw II comprises five steps: (1) reading; (2) expert group discussion; (3) home group reporting; (4) testing; and (5) group recognition. The data of this research were the students’ reading comprehension ability and observation. Before Jigsaw II method was applied, a pre-test was conducted while a post-test was administered after the treatment. The data were analyzed by comparing the result of pre-test and the result of post test. The findings showed that there was an increase from 56,56 in Pre- Test to 62,23 in Post-test (Cycle 1) and to 74,763 in Post- Test (Cycle 2). Therefore, it can be concluded that the application of Jigsaw II method is significantly effective in improving the students’ ability in comprehending descriptive texts.*

**Key words:** *ability, jigsaw II, descriptive texts*

## **INTRODUCTION**

Reading is one of language skills that need to be mastered by English learners. In reading, a reader is actively responsible for making sense of texts.

Based on curriculum used nowadays which is called KTSP 2006, for Junior High school students, especially, the purpose of teaching reading skill is basically to enable students to comprehend various text types, such as: descriptive, procedure, narrative, recount, and report.

For Indonesian English learners, reading and comprehending English text are not as easy as reading and comprehending Indonesian text. **Kustaryo**

and Srimayanti (200: 1) state that studying a native language is easier because the students are familiar with the language, knowing the vocabulary and the structure of their own. While studying in foreign language, they have to face the new words, grammar, and the structure of the language. Besides, they also have to be able to differentiate the text types.

In relation to this, Slavin (1986) states that cooperative learning methods can help students develop higher-order thinking skills, enhances motivation, improves interpersonal relations and peer relations. This strategy focuses on the activeness of students. One of the cooperative learning type is called Jigsaw that was developed by Aronson (1978). **Jigsaw II**, especially, is done by placing students into groups with various social and ethnic differences each with the same goal to succeed, the hostility became muted as the students were forced to work together to achieve success (Aronson: 1997).

In this case, the writer was interested in exploring Jigsaw II method as one of the certain cooperative learning methods to solve the students' problems in reading. The goal of the method is to enhance the motivation, performance and develops social skill for group work of students.

Based on the above explanation, the writer is interested in conducting the research entitled "The Application of "Jigsaw II" Method in Improving the Students' Ability in Comprehending Descriptive Texts at the Second Year Students of MTs Darel Hikmah Pekanbaru"

**Burnes (1991:45)** states that reading is to comprehend written discourse. Reader engages in an exchange of ideas with an author via the text in an interactive process. It is the process which transfer meaning from writer to readers that then we call as message. The transfer process will run well if the reader can catch the writer's message. Message itself can form as writer's ideas, opinions, knowledge, facts, feeling, etc. **Brown (1982: 9)** says that a person must be able to understand what the author's write in order to be an effective reader. According to **Burnes (1996: 48)**, reading is not a mechanical, passive task. It involves evaluating and using what is read. It is a thinking-reasoning activity. Readers need to bring to bear on the task knowledge that they have built up by accumulated experience over a period and match it against the text. In addition, **Burnes (1996: 41)** states that even when the plain sense of every sentence is understood, the reader may still be unable to

make sense of the text as a whole. **Brown (1982: 4)** views reading as the product of the process by which we gain understanding of the thoughts someone has communicated in writing.

The purpose of reading is to understand the ideas and the meanings of the text. According to **McNeil et al (1980:129)**, a dominant goal of reading is comprehension, or the ability to find the meaning in what is read. There are four major perspectives on cooperative learning, which are motivational, social cohesion, cognitive development, and cognitive elaboration.

**Sweet and Snow (2003)** define reading comprehension as the process of simultaneously extracting and constructing meaning. Furthermore, **Burnes (1985:46)** measures that in reading comprehension the reader interacts with the message encoded in the text to generate an understanding of an author's message.

**King and Stanly (1988:330)** state that there are five components of reading comprehension may help the students to read carefully:

### **1. Finding factual information**

Finding factual information is one component of reading comprehension that is suitable for elementary school students. Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comparison etc in which of the answer can be found in the text.

### **2. Finding main ideas**

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

### **3. Finding the meaning of certain word**

It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word. In the other word, the students are expected to

be able to form and understand the meaning.

#### **4. Identifying references**

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrases several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, this, etc.

#### **5. Identifying inferences**

Inference is a skill where the reader has to be able to read between lines. King and Stanly divide into two attentions, draw logical inferences, and make accurate prediction.

Based on definitions above, it can be concluded that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

According to Djuharie (2007), descriptive texts is a text which describes what a person, place, or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

#### **The Generic Structure of Descriptive Text**

1. Identification; identifying the phenomenon to be described.
2. Description; describing the phenomenon in parts, qualities, or/and characteristics.

#### **The Language Feature of Descriptive Text**

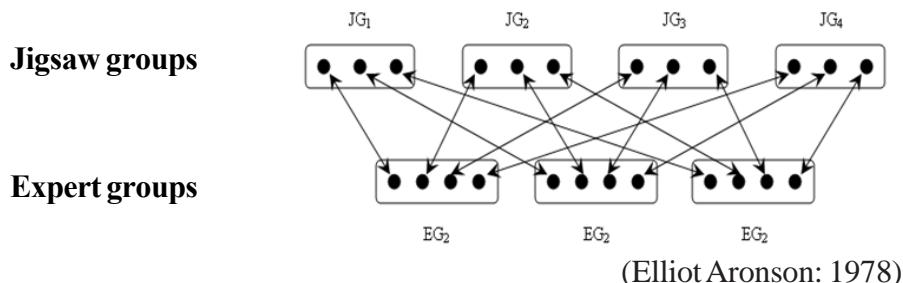
1. Using attributive and identifying process.
2. Using adjective and classifiers in nominal group.
3. Using simple present tense.

## Jigsaw II Method

Actually, Jigsaw II can be effectively adapted for use across most subjects and grade levels, but in this study, the writer will use it to increase the students' reading comprehension ability. This is one of cooperative learning methods that was developed by Slavin(1986), having adapted by Aronson's Jigsaw technique(1978).

The Jigsaw II method helps students become active participants by sharing what they have already discussed in expert group to other members in their home groups. The Jigsaw method gets its name because each student is a vital piece of the overall puzzle that is the learning task. Students are first divided into groups and assigned various portions of the material to become an expert on.

**Figure 1. Illustration of Jigsaw II Groups**



(Elliot Aronson: 1978)

## METHODOLOGY

This action research has been carried out for grade VIII/A students of Mts Darel Hikmah, Pekanbaru. The participants of this study consist of 30 students. They were in the first semester in 2009/2010 academic year.

The data for this study consists of both quantitative and qualitative. The data were collected using two kinds of instruments, namely:

1. Observation sheet: to get data about students participation during the teaching and learning process.
2. Test: to get data of Pre-test and Post-test on Reading Comprehension

This action research has been designed in two cycles, where each had 2 meetings with two weeks for each cycle. Thus, this study needs time for about a month. The research plan of this study consists of 4 phases of activities,

namely: 1). Planning 2). Implementation. 3).Evaluation 4). Analysis and Reflection. Pre-test was done before the treatment and Post- Test was done after the treatment.

The level of achievement of each student in this research is 65. It is based on the minimum criteria of achievement (KKM) of English subjectat MTs Darel Hikmah Pekanbaru. Action can be said successful when the students' average achievement after the post test is at least 65.

## **FINDINGS AND DISCUSSION**

Pre-test has been conducted to get data about students' Reading Comprehension ability on descriptive texts before doing the treatment. This activity was done one week before the treatment. The result of the Pre-test was 56.56 (student's average score)

### **1. The Result of the Research in Cycle 1**

#### **a. The Result of Observation**

As stated earlier, observation was done by the collaborator as a partner in this research during the treatment. The result of the observation can be seen from the table below:

***Table 1.***  
***The Description of the Students' Activities (Cycle I)***

Activities	Cycle 1 (%)	
	1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting
Reading	76.6 %	83.3 %
Expert group discussion	66.6 %	80 %
Home group reporting	63.3 %	80 %
Testing	100 %	100 %
Getting Group recognition	20 %	20 %
Average	65.3 %	72.6 %

### **b. The Result of Post- test**

Post-test has been done at the end of Cycle I or after doing the treatment for 2 meetings. The average score the students got was 62.23. It means that the students' ReadingComprehension ability in Cycle I was 62.23%.

### **c. Analysis and Reflection in Cycle I**

From the result of observation, most students were categorized as quite active, since the average score was 67.95 %. It seemed that the students were not fully understand about their roles . Besides, the time allocated is not enough for discussion and do all the exercises. Also, most students were reluctant to ask/answering questions, ask/giving opinions in discussion. Then, from the result of post-test, it was found that the average score was 62.23 which was still below the minimum criteria of successful action 65.

Thus, a question proposed as a reflection in this research was: Why student's ability in Reading descriptive text was still low after applying Jigsaw II method?As the result of this reflection, so the research should be continued to Cycle II. The activities for Cycle II were arranged as follows:

1. Continue the previous activities in Cycle I
2. Give a clearer explanation and description about their roles
3. Guide and motivate students to participate actively in group discussion and report.
4. Give students more time to discuss and do the task

## **2. The Result of the Research in Cycle II**

### **a. The Result of Observation**

Observation in Cycle II was done during meeting 3 and 4. The variables/indicators observed were the same as the variables/indicators observed in Cycle I. The result of the observation can be seen from the table below:

**Table 2.**  
***The Description of the Students' Activities (Cycle II)***

Activities	Cycle II (%)	
	3 <sup>rd</sup> meeting	4 <sup>th</sup> meeting
Reading	93.3 %	96.6 %
Expert group discussion	86.6 %	93.3 %
Home group reporting	93.3 %	100 %
Testing	100 %	100 %
Getting Group recognition	20 %	20 %
Average	78.5 %	81.9 %

**b. The Result of Post- test**

Post-test has been done at the end of Cycle II or after doing the treatment for 2 meetings. The average score the students got was 74.76. It means that the students' reading comprehension ability in Cycle II was 74.76 %.

**c. Analysis and Reflection in Cycle II**

From the result of observation about the students' activities during the treatment in Cycle II, it was found that students' average participation in reading (94,9) was bigger than 79.95% in Cycle I (was categorize as active), expert group discussion (89.95) was bigger than 73.3 % in Cycle I (was categorized as more active), home group reporting (96.65) was bigger than 71.65 % in Cycle I (was categorized as very active), testing (100) was the same as the score 100% in Cycle I, getting group recognition (20) was also the same as the score 20 % in Cycle I. In short, most students were categorized as active, since the average score was 80.2 %. It seemed that the students were fully understand about their roles in group discussion. Then, the time allocated was enough for discussion and do all the tasks. Most students were active to ask /answering questions, ask/giving opinions in discussion. Then, from the result of post-test, it was found that the average score was 74.76 which was bigger than the minimum criteria of successful action 65 and the average score of Pre-test, 56.56

The result of this action research using Pre-Cycle and Cycles I, and II,

in fact, could answered the research question. In brief, students' Reading Comprehension ability on descriptive texts was significantly improved after applying Jigsaw II method in the teaching and learning process. This can be seen from the result of observation, post-test, and in Cycle II which have fulfilled the criteria established. Therefore Jigsaw II method can be applied as an alternative strategy in improving students' Reading Comprehension ability on descriptive texts. In other words, it can be said that Jigsaw II method is effective to be applied in improving students' Reading Comprehension ability on descriptive texts.

## **CONCLUSION AND SUGGESTION**

After doing the action research about the application of Jigsaw II method in improving students' Reading comprehension ability of grade VIII/A of MTs Darel Hikmah, Pekanbaru, it can be concluded that Jigsaw II method is effective in improving the students' ability in comprehending descriptive texts. In other words, students' ability in comprehending descriptive texts was improved after applying Jigsaw II method.

Based on the result of this research in which the application of Jigsaw II method could improved students' ability in comprehending descriptive texts, so it is suggested that the teacher needs to find interesting materials before conducting the teaching and learning process, so the students can enjoy the lesson. Besides, the teacher also should be more creative in teaching and learning process. .

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