

**USE OF JIGSAW MODEL IN IMPROVING READING UNDERSTANDING IN
FBS UNIMA ENGLISH STUDENTS****Paula Audry Rombepajung****Abstract**

This research intends to describe the use of Jigsaw model in improving reading understanding. This research can be classified into quasi-experimental research using the pre-test and post-test design. The subject of this research was class D of the second semester students majoring in English Education, FBS, Unima 2018/2019 consist of 31 students as experimental class and E class which consist of 32 students as the control class. The result show the use of jigsaw model in English reading comprehension is more effective than learning using conventional media. This is evidence by the value of the weight of effectiveness of 14.36%. From this result, the research conclude that the use of Jigsaw model can improve students' reading understanding.

Keywords: Jigsaw, model, improve, understanding**Introduction****Situation Analysis**

Language is a system of sound symbols that are meaningful and articulate (produced by spoken devices) that are arbitrary and conventional, which is used as a communication tool by a group of humans to give birth to feelings and thoughts.

English learning includes four aspects of skills, namely: listening, speaking, reading and writing. The four aspects of this skill need to be mastered by students so that they can have English language competence both oral and written. Reading is an important thing from existing skills, because by having reading skills, one can know, search for or explore various kinds of knowledge contained in books or read sources.

In the English Literature Department, the Faculty of English Language Education of UNIMA has many students who do not like the reading subject they feel this course is difficult and boring. The reason is that they do not like reading texts in English because it is not like reading reading texts in Indonesian, what is written in english is what they read, but it is different from the English text that the writing is different from what is read because this is also due to lack of reading practice conducted by students. What they read sometimes they do not understand, this usually occurs because of the limitation of vocabulary (vocabulary) because of that there is often a lack of interest from students to read, and the most important is how to teach lecturers that are less varied so there are many students who just join in lectures but did not take this course well they finally could not read well, they could not understand what they were reading and finally they failed in this course. level, starting from basic reading - 1st semester, intermediate reading-second semester, and advance reading 3rd semester.

By reading students can have a lot of benefits, including getting information, also broadening horizons. Unfortunately, today's interest in reading students at the FBS Unima English Language Education Department is quite alarming. So the ability to read the students' understanding that is not satisfactory can be caused by a variety of things, including a lack of student reading interest, low student learning motivation, low level

of student intelligence, learning strategies that are still less effective, resulting in low student creative thinking abilities, and so on.

However, there are times when lecturers or teachers are unable to realize the achievement of these noble goals because of the low enthusiasm of students to study. The impact is certainly not good, of which students cannot master the competencies or learning objectives. One of the factors that can influence the success or failure of English learning is the teacher or lecturer. Alexander (1988) in Syefriwanti (2008: 3) states that the quality of learning, especially approaches, strategies and techniques, is very important to facilitate learning and the teacher who determines what approaches, strategies, methods and techniques to be applied, the teacher responsible for creating classroom conditions that are conducive to achieving optimal learning.

English courses are especially intermediate reading, so the writer tries to do a research by lifting the title **USE OF JIGSAW MODEL IN IMPROVING READING UNDERSTANDING IN FBS UNIMA ENGLISH STUDENTS** in improving reading skills for second semester students at the FBS Unima English Language Education Department.

Statement Of The Problem

This research is a jigsaw type cooperative learning model in intermediate reading learning especially reading comprehension in the hope of increasing the ability to understand student learning in the reading field of students. From the background above formulate the problem as follows:

- 1) Does the application of the jigsaw type learning model improve understanding in reading Intermediate Reading subjects for second semester students, Unima English Language Education majors?
- 2) Does the application of the jigsaw type learning model improve the Intermediate Reading learning outcomes?

Purpose of the Study

This research was carried out with the aim of answering research problems, namely obtaining a clear explanation of:

- 1) The application of the jigsaw type learning model to improve understanding in reading Intermediate Reading subjects for second semester students, Unima English Language Education majors
- 2) Application of jigsaw type learning model to improve second semester Intermediate Reading learning outcomes, Unima English Language Education majors.

Review Of Literature

Reading Definition

Reading is a process that is carried out and used by the reader to get the message to be conveyed by the author through the medium of words / written language (Henry Guntur Tarigan, 2008: 7). This opinion is supported by Sabarti Akhadiyah, et al (1992/1993: 22), reading is an integrated unit of activity that includes several activities such as recognizing letters and words, connecting them with sounds and their meanings, and drawing conclusions about the purpose of reading.

Based on the opinions above, it can be concluded that reading is a complex and complicated process in understanding the meaning of writing which includes several activities such as recognizing letters and words, connecting them with sounds and their meanings, and drawing conclusions with the aim of obtaining messages conveyed by the author.

Purpose of Reading

Through reading activities we can know and master various things. The purpose of reading according to Nurhadi (1987) that the purpose of reading will affect the acquisition of reading comprehension (<http://id.shvoong.com>). If the stronger the person's goal in reading, the higher the person's ability to understand the reading. The purpose of reading according to Blanton (2005) is as follows: a. Enjoyment. b. Improve certain strategies. c. Use certain strategies. Update knowledge about a topic. Link new information to information that he already knows. f. Obtain information for oral or written reports. g. Confirming or rejecting predictions. h. Showing an experiment or applying information obtained from a text in several other ways and learning about the structure of the text, answering specific questions.

Reading Benefits

Reading is an important activity in everyday life, because reading is not only to obtain information, but serves as a tool to expand knowledge about many things about life. Reading will improve the ability to understand words and improve the ability to think, increase creativity and also get acquainted with new ideas.

Jigsaw type learning model

The type of jigsaw learning model is etymologically derived from the English language, namely jigsaw and there is also a term called Fuzzle, which is a puzzle that follows a piece of image. The jigsaw cooperative learning model also takes a pattern of how to work a saw (jigsaw), that is, students do something to learn by working with other students to achieve a common goal.

This type of Jigsaw Learning Model was developed by Elliot Aronson and his friends from the University of Texas and later adapted by Slavin and his friends. According to Arends (1997) the jigsaw cooperative learning model is a cooperative learning model, with students learning in small groups consisting of 4-6 people heterogeneously and collaborating on positive interdependence and being responsible for completing the part of the subject matter that must be learned and conveying the material to other groups.

In the jigsaw type learning model, there are groups of experts and groups of origin. The original group is the initial group of students consisting of how many members of the expert group are formed with regard to diversity and background. While the expert group, which is a group of students consisting of other group members (original group) who are assigned to explore a particular topic to be explained to members of the original group. The teacher's role is to facilitate and motivate expert group members so that it is easy to understand the material provided.

Steps of the Jigsaw Learning Model

The steps of learning activities with the Jigsaw type Learning Model are as follows:

1. Form heterogeneous groups of 4-6 people
2. Everyone in the group is given a different sub topic.
3. Each group reads and discusses each sub topic and assigns expert members who will join the expert group.
4. Expert members from each group gather and integrate all sub-topics that have been shared according to the number of groups.
5. Expert groups discuss to discuss the topic given and help each other to master the topic.
6. After understanding the material, the expert group spreads and returns to their respective groups, then explains the material to their group mates.
7. Each group presented the results of the discussion.
8. The teacher gives individual tests at the end of learning about the material that has been discussed.
9. Students work on individual or group tests covering all topics.

Strengths and Weaknesses of the Jigsaw Learning Model

The Jigsaw learning model has several advantages, namely:

1. Facilitating the work of the teacher in teaching, because there is already a group of experts tasked with explaining the material to his colleagues.
2. Equitable mastery of material can be achieved in a shorter time
3. This learning method can train students to be more active in speaking and arguing.

Some things that could be a weakness of the application of this model in the field, according to Roy Killen, 1996 are:

1. The main principle of this learning is 'peer teaching', learning by friends themselves, this will be an obstacle because of differences in perceptions in understanding the concepts that will be discussed with other students.
2. If students do not have confidence in discussing the material to friends.
3. Student record of values, personality, student attention must be possessed by the teacher and it usually takes a very long time to recognize the types of students in the class.
4. It takes enough time and careful preparation before this learning model can run well.
5. The application of this method to a larger class (more than 40 students) is very difficult.

Research Method

Research Design

The design or design of research is basically the whole process of thinking and mature determination of the things that will be done. It is the foundation of grounding, and can also be used as a basis for judgments by both the researcher himself and others on the assessment activities (Margono, 2009: 100). This research can be classified into quasi-experimental research using the pre-test and post-test design. According to Campbell and Stanley (2007: 84) quasi-experimental is often seen as an unrealistic experiment, because this type of experiment has not fulfilled requirements such as experimental methods that can be said to scientifically follow certain rules. The following is a table of experimental designs according to Arikunto (2007: 79). Design of Experimental Research

Group.	Pre- Test.	Treatment.	Post-Test
E.	O1.	X.	O2
K.	O1.	-	O2

Information:

E: experimental group
K: control group
X: treatment
O1: pre-test
O2: post-test

Research Place

This research will be conducted in the English Language Education Department, FBS Unima because the Jigsaw type learning model has never been applied in the intermediate Reading learning process and it is hoped that the jigsaw type learning model can improve reading comprehension of Unima's English semester education students.

Research time

This research was conducted at the beginning of the second semester of the second semester of 2018/2019 academic year in English Education, FBS, Unima. The time needed to carry out data collection in this study is 2 months, namely from April to June 2019.

**Research Population and Sample
Population**

The population in this study is the entire second semester students majoring in English Education, FBS, Unima 2018/2019 academic year which amounted to 273 students.

Sample

Samples are partially or representative of the population that is examined (Arikunto, 2007: 131). The sample in this study was taken by simple random sampling technique. In this study there were 5 classes consisting of classes A, B, C, D and E, and became the object of research. The researcher wrote the names of each class in pieces of paper, then rolled the paper and scrambled it. After that the researcher drew and determined the paper roll that came out first into the experimental class then the paper roll that came out second became the control class. The lottery result, selected class D, consist of 31 students as the experimental class and E class which consist of 32 students as the control class.

Method of Collecting Data

The test used in this study is a test of reading comprehension skills using simple English text which aims to measure the level of mastery of students in English reading comprehension skills.

Research Instrument**a. Determination of Research Instrument**

The form of the instrument in this study was a test of reading comprehension skills in English. The test in this study is a test of reading comprehension skills in English made by the researcher herself based on the English language curriculum

adapted to the reference book *Developing Skills*. The selection of indicators in the English speaking ability test questions has been adjusted to the material taught by English lecturers in the English Education Department.

Result And Discussion

Research Result

This study aims to determine the effectiveness of the use of the Jigsaw type model in learning English reading comprehension in semester 2 students of the English Education Department, FBS Unima. In addition, this study was also to determine the significant differences in learning achievement of reading comprehension skills in English between students who were taught using jigsaw learning models and those taught using conventional media. The results of the research obtained are as follows:

Description of Research Data

The data in this study were taken using two tests, namely the pre-test and post-test for a number of second semester students in the English Education Department, FBS Unima, both the experimental group and the control group. The pre-test was carried out before being given treatment in order to find out the reading comprehension of English in the second semester students of the English Language Education Department, FBS Unima. After the treatment is applied, the post-test is carried out in the experimental class and controls to find out the final results of student learning achievement in reading comprehension in English. The intended treatment is the use of jigsaw type learning models in learning activities.

a. Experimental Class Pre-test Data

The experimental class is the class given the treatment of the Jigsaw type learning model. Before being given an experiment to students in the experimental class, a pre-test was conducted first. Pre-test data were obtained with the lowest score of 7.00 highest score of 11.00 mean of 9.32 median 9.00, mode 9.00 and Standard Deviation of 1.01. Experimental class students who have the most pre-test scores on English reading comprehension are at intervals of 8.1 - 9.1 with a frequency of 12 students or as much as 38.7%, while those with the least score are at the interval level 10.3 - 11, 3 with a frequency of 4 students or as much as 12.9%.

b. Control Class Pre-test Data

The control class is a class that is taught using conventional media. The results of the analysis with 32 students obtained the lowest score of 7.00 highest score of 11.00 mean (9.34), median 9.34, mode 9.50 and Standard Deviation 1.15. Control class students who have the most pre-test scores on English reading comprehension are at the interval level of 9.2-10.2 with a frequency of 11 students or as much as 34.4%, and students who have a score of reading comprehension in English are at least at the level intervals of 10.3 - 11.3 with a frequency of 5 students or as many as 15.6%.

c. Experimental Class Post-test Data

After being given treatment using a Jigsaw type model then a post-test was performed. The purpose of this post-test was to determine the effectiveness of using the jigsaw type model on reading comprehension in English in the second semester students of the English Language Education Department, FBS Unima. The number of subjects in the experimental class were 31 students. And from the experimental post-test data

obtained the lowest score of 8.00 the highest score of 14.00 mean (10.87), median 11.00, mode 11.00 and Standard Deviation 1.28 can be stated that students who has the highest English reading comprehension score at the interval level of 9.6 - 11.1 with a frequency of 17 students or as much as 54.8%. While students who have the lowest reading comprehension score of English are at the interval level of 12.8 - 14.3 with a frequency of 1 student or as much as 3.2%.

d. Control Class Post-test Data

The control class also conducted a post-test to find out the reading comprehension of English students taught using conventional media. The number of subjects in the control class was 32 students. From the post-test control data obtained the lowest score of 8.00 the highest score of 11.00 average of 9.53, median 9.50, mode 9.00 and Standard Deviation of 0.84. Students who have the highest English reading comprehension score are at the interval level 8.0 - 9.0 with a frequency of 16 students or as much as 50%. Students who have an English reading comprehension score at least are at the interval level of 10.2 - 11.2 with a frequency of 4 students or as much as 12.5%.

Conclusion And Suggestion

A. Conclusion

Based on the results of data analysis, hypothesis testing, and discussion, it can be concluded as follows;

1. There are differences in positive learning achievement and significant reading comprehension in English in the 2nd semester students of the English Language Education Department, FBS Unima, among those taught using the jigsaw type model with those taught using conventional media. This is indicated by the value of $t_{count} > t_{table}$ 4.912 greater than the value of t_{table} 4,000 ($t_{count} > t_{table}$).
2. The use of a jigsaw model in learning English reading comprehension in semester 2 students of the English Education Department, FBS Unima is more effective than learning using conventional media. This is evidenced by the value of the weight of effectiveness of 14.36%.

B. Suggestion

From the results of the research that has been conducted, the following suggestions can be conveyed:

1. Teachers are advised to use the Jigsaw learning model as an alternative in learning English for reading comprehension.
2. Students are advised to often practice speaking using Jigsaw because this media is proven to be able to help students to improve reading comprehension.
3. Other researchers can use this research as a consideration and reference when conducting similar research or further research.

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