

## **Jigsaw Technique In Teaching Reading Recount Text to the Eight Grade Students**

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### **Abstract**

This research is aimed at observing teaching reading recount text using jigsaw technique at SMP Sunan Ampel Porong. The objectives of the study are 1. To describe the implementation of jigsaw technique in teaching reading recount text on the eight grade students of SMP Sunan Ampel Porong. 2. To explain the perception about jigsaw technique in reading activities using recount text. The researcher used descriptive qualitative research in learning to reading recount texts using jigsaw technique. The data was taken form observation, quetionnaires and interview. Based on the questionnaires, there were 78% indicating that they were interested and enjoyed learning to reading recount text using jigsaw technique. From the process during the application of the jigsaw technique in class, the progress of students in reading is better than before. Students are also motivated to be more active in reading English texts

Key words : *Reading, Recount text, Jigsaw Technique*

### **Abstraksi**

Penelitian ini bertujuan untuk mengamati pengajaran membaca teks recount menggunakan teknik jigsaw di SMP Sunan Ampel Porong. Tujuan dari penelitian ini adalah 1. Untuk mendeskripsikan penerapan teknik jigsaw dalam mengajar membaca teks recount pada siswa kelas delapan SMP Sunan Ampel Porong. 2. Untuk menjelaskan persepsi tentang teknik jigsaw dalam kegiatan membaca menggunakan teks recount. Peneliti menggunakan penelitian deskriptif kualitatif untuk mendeskripsikan tentang pembelajaran membaca teks recount dengan menggunakan jigsaw technique. Pengambilan data menggunakan observasi, kuisisioner, dan wawancara. Berdasarkan hasil kuisisioner, Ada 78 % menunjukkan bahwa mereka tertarik dan menikmati pembelajaran membaca teks recount dengan menggunakan teknik jigsaw. Dari proses selama penerapan teknik jigsaw di kelas, kemajuan siswa dalam membaca lebih baik dari sebelumnya. Siswa juga termotivasi untuk lebih giat membaca teks bahasa inggris.

Key words : *Reading, Recount text, Jigsaw Technique*

## INTRODUCTION

In learning English, there are four language skills that should be mastered, namely reading, speaking, listening, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language. While speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written (Pikulski & Templeton, 2004: 1-2).

From the four language skill, reading is not an easy skill to be mastered. It is complex process that requires specialized skill of the reader. Reading consists of two related processes: word recognition and comprehension. According to Nunan (2003: 33), reading requires identification and also the process of interpretation that requires the reader's ability to structure the language used in the text. This makes students less interested in such activities. They find it difficult to understand what is read. Because they do not know the technique that help them to read easily. In addition, some students find themselves

difficult to understand English lessons. They assume because English is difficult to understand. It can be understood because English is different from Indonesia.

In reading, there are several types of texts. They are descriptive text, narrative text, report text, recount text, procedure text, review text, spoof text, announcement text, advertisement text, anecdote text, news item text, explanation text. Recount text is one of the texts is taught in junior and senior high school in Indonesia. According to Hamied (2011:74) recount text is a text which retells an activity happens in the past. Recount is a kind of text that retell the events or experiences in the past. Commonly recount text is used retell the experiences that belongs the writer. Everyone who wants to retell or rewrite about his or her experience always or must use this text. It is proper with the purpose of this text. According to department for education child development "Recounts are used to relate experiences or retell events for purpose of informing, entertaining or reflecting." Recount is text that retells events relates

to the experiences of people. According to the 2006 curriculum in Anidita (2012:18) states "recount text is a text that is used to tell events which happened on the past time just like accident, activities report, etc." It recount text is a text which tells or retell about events, activities happened in past.

Solving the difficulties faced by the students in comprehending the reading text, some teaching strategies can be applied by the teacher. One of the methodology is jigsaw. Jigsaw activity is a teaching practice in which learners are responsible for learning the material and teaching it to other learners. Jigsaw activity has been a teaching activity that can be used by teachers of all grades in their classrooms. Many educators have adapted and employed the revised versions of jigsaw technique in their classes (Colosi & Zales, 1998; Doymus, Karacop & Simsek, 2010; Hedeem, 2003; Zacharia, Xenofontos & Manoli, 2011; Zhan & Georgia. 2011). Jigsaw technique encourages the student participation in a classroom where learners have a critical role for success and this success depends on active cooperation and participation.

Using jigsaw technique increases the variety of learning experiences and teaches learners course content and cooperative social skills (Perkins & Tagle, 2011)

## **RESEARCH METHOD**

This research design, the researcher took descriptive qualitative because the main purpose of this technique is describe and analyze social activities and student learning behavior. According to Devy (1997: 76), qualitative research studies are designed to obtain information concerning the current status of phenomena. This research design uses descriptive qualitative the descriptive data are collected in the form of word or picture instead of number Maelong (2002: 6). For the research report contains data quotes for serving the real situation. Data can collected by interview, field note, and questionnaires. Particularly, the researcher wants to know how the students reading technique is implemented by the teacher using jigsaw on reading activities.

The researcher take several steps to collect the data which was necessary in this research. Those steps were choosing the subject of the research, observation the teacher teach reading recount text, collecting the students work on reading recount text and then scoring it, giving questionnaires to the students in order to knew the students perception after the teaching and learning process, collecting the students answer of questionnaire and then calculating the result of the questionnaire and analyzing the data after the researcher get the data. The researcher will analyze the data that was got from teaching and learning process. . In this research, the researcher uses Miles and Huberman's theory in analyzing the data, so there are three steps to do, the steps of (1) Data reduction, (2) Data display, and (3) Conclusion drawing.

## **RESEARCH FINDINGS AND DISCUSSION**

The findings in this research were found on observation. The observation was done by the researcher for two meetings. The researcher observed how the implementation of jigsaw technique

was in teaching reading for the eight grade student in SMP Sunan Ampel Porong. The researcher also observed about how the students' perception were in teaching reading recount text using the jigsaw technique for the eight grade students in SMP Sunan Ampel Porong.

### **First Meeting**

The first observation was done by teacher at 13<sup>th</sup> February 2019 conclude the time is 11:45 am until 13:05 am in last teaching learning activity. Total of students in the eight grade were twenty-eight persons with sixteen boys and twelve girls. The teacher entered the classroom together with the researcher and greeted to the students. The students replied the teacher and researcher greeted. The teacher stood up in front of the classroom and asked the leader in the class to lead pray. The teacher checked the attendance of students at the first meeting with twenty-eight students who attendance it.. The material would be explained by the teacher using of power point so the teacher prepared the LCD, laptop, and power point. At 11.45 am the teacher started the meeting and asked to

the students about the materials in the last week.

The teacher explained the materials before the class began. The teacher showed the material up in the slide. Before the teacher started the lesson about the recount text, the teacher asked the students to form groups. The teacher told students to count from one to six. In this case, the teacher instructed students to say the same number. After forming the groups, the teacher began the material of recount text.

Next, the teacher explained to the students that in the day they would continue learning the same material as the first meeting. Before starting to explain about the material, the teacher showed the material in the slide. The teacher gave information that the students paid attention about the slide of power point. The teacher explained the definition of recount text. The teacher also explained the purpose of recount text to students. During the teacher explanation, the students listened well. The teacher explained recount text material with a little joke so students did

not felt bored. In addition, the teacher explained the characteristics of the recount text to students.

Before forming groups, the teacher has choose the active students and passive students in ne group in order to facilitate the students in learning English. The teacher gave a different text recount to each group. The teacher appointed one smart student as a leader in a group to help other students. The teacher also asked students to read and analyze the recount text. The students discussion with members of their group to learn and understand the text provided by English teacher. The teacher gave 20 minutes to analyze the recount text. The teacher also monitored the students and helped students who had difficulty in discussing the recount text.

### **Second Meeting**

The second observation was done by the teacher at 15<sup>th</sup> February 2019 starting at 07.20 am until 08.30 am. The total of students in the eight grade were twenty-eight person sixteen boys and twelve girls in the second meeting. The

teacher entered the classroom together with the researcher and greeted to the students. The students replied the teacher and researcher's greeting. The teacher stood up in front of the classroom and asked the leader of the class to lead for the pray. The teacher checked the attendance of students at the second meeting, there were twenty-eight students who attend the second meeting. The teacher explained to the students in that day that they would continue to the material of the last meeting by explaining the goal of the material. The teacher asked the students by asking have you already learned recount text at home? The students answer "Already". The teacher asked the material of the last meeting. The teacher reviewed it. The teacher's request the students to go back to the original group. The teacher also gave the questions and the questionnaire from the researcher to each student.

The teacher would take a reading test. The teacher asked one student to read the text which been given to the students at the last meeting and to explain about the text recount which been

discussed in the group members. While other group were asked to work on the essay questions that which given. The researcher also gave a questionnaire to the students, to find out the students' perceptions of the jigsaw technique taught in reading the recount text. While waiting for their turn, the students learn to read to their friends in one group.

The teacher gave a reading test to see whether the students are fluent in reading or not. After the students had taken a reading test, the teacher gave a guessing game using picture so that the students felt happy in learning. The teacher also gave advice to students about how to read fluently. The teacher also told the students to collect the questions and the questionnaire. In addition, the researcher asked one of the students about whether learning to use jigsaw is very interesting or not? The students answered yes. The students really liked to learn using jigsaw technique because learning recount text using jigsaw technique is very easy for them. they did not just study with their peers, but studying with other friends.

## **DISCUSSION**

In this part the researcher discussion about the finding that had found from observation field note, writing task, questionnaires and interview that have been done to the teacher and students. All of the instruments were used to found the implementation of jigsaw technique in learning recount text to the eight grade students of SMP Sunan Ampel Porong. According to Gini (2003) found that using group strategy in small groups discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answers.

### **Teaching Reading Recount Text Using Jigsaw Technique**

Using jigsaw technique made the students more active and confident at class. At the first meeting, the teacher asked about the text of recount text to the students. Many students know about the recount text, but they only knew that the text recount was an experience at past. The students did not know the generic structure and characteristics of the

recount text. The teacher explained about the recount text to the students. The teacher also formed study group to facilitate students in learning. As Nunan (1992:35) stated that by using heterogeneous learning teams, the students can be facilitated and helped each other. It meant that by cooperative learning where the students were grouped heterogeneously. It made the students helped each other. The teacher divided the students randomly so the students can harmonize with other friends.

The teacher asks students whether they knew about jigsaw technique or not. The students answered no, then the teacher explained about the jigsaw technique and also told them that they would learn recount text using jigsaw technique. After the teacher explained the recount text and also the jigsaw technique. The teacher gives an example of text recount so that the students got better understand about the recount text. The teacher also asked the students to read the sample of the recount text together, and correct the text that was said by the students. The teacher helped the

students in pronoun and intonation. The students were divided into new group had a leader who helped students who has difficulties. In groups, the students examined the recount text given to them.

In the second meeting, the teacher asked the students to go back the first group. The teacher gave the questions and asked students to work on the questions gave. The teacher asked one group to present the text recount that were obtained one by one. While other students work on the recount problem. The teacher evaluation about how the students read and how students explained their recount text. The teacher also gave a questioner which were given by the researcher to find out the students response. After completion the teacher also gives a game so that students felt happy and enjoy during the lesson.

### **Students Perception**

Based on the questionnaire for question number one there are 68% students answer Yes and 32% students answer No it means students like to reading English. The students answer for

question number two there are 86% student answer Yes and 14% students answer No, `students often experience difficulty in reading, due to lack of reading practice. Question number three there are 50% students answer Yes and 50% students answer No. many students in the eighth grade in SMP Sunan Ampel Porong know about recount text, but student only understanding about definition. Students do not understand the generic structure and characteristics of the recount text. Question number four there are 64% students answer Yes and 36% students answer No, half of eighth grade students like reading recount text. According to students reading recount text is very pleasant. Question number five there are 79% student answer Yes and 21% students answer No. According to the results of the questionnaire, eight grade students at SMP Sunan Ampel Porong often have difficulty learning recount text. Question number six there are 86% students answer Yes and 14% students answer No. The students said that he really liked learning to reading recount text using jigsaw technique. Question number seven there are 86%



students answer Yes and 14% students answer No. according to students using jigsaw technique is very helpful in learning to reading recount text. Question number eight there are 86% students answer Yes and 14% students answer No. according to students learning to use the jigsaw technique is very fun, because students feel more confident in class. Students also find it easy to understand students using the jigsaw technique. Question number nine there are 82% students answer Yes and 18% students answer No. student are more active in learning English because they feel motive. The last question number ten there are 96 students answer Yes and 4% students answer No. students say after learning to reading recount text using jigsaw technique students can improve vocabulary in English. .

## CONCLUSION

The researcher made conclusion that teaching reading of recount text by jigsaw technique could activity the students' activities. Jigsaw technique was very suitable for teaching reading recount text, because jigsaw techniques can

enhance the students' confidence in the class. The students perception of learning using jigsaw technique. Students more easily understood the material provided by the teacher. In this technique, the students had many opportunities to practice reading using English. The students said that this technique was very good compared to the technique usually used by the teacher. This technique made them more confident when they were asked to reading recount text. The students felt very happy and enjoy at class.

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