THE EFFECTIVENESS OF USING JIGSAW IN TEACHING READING COMPREHENSION ACROSS DIFFERENT PERSONALITY

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Abstract

Teaching reading means teaching all components of language such as listening, speaking and writing but if they teach reading, they must be a focus on reading. Mostly, reading will be given after they master in listening and speaking. The purposes of the study were to test assumption underlying the effect of the jigsaw in teaching reading, the sign in the achievement of an extrovert student and extrovert student, and the interaction between jigsaw and personality. in the process the researcher have two group (experimental) and (control) with the technique is jigsaw and conventional, before the researcher give the treatment in experiment class the researcher give questionnaire about personality into class, the questionnaire from EPI. The place of the research at MA Sabilul Muttaqin with the students 47 of eleventh grade that consist of 25 student in experimental they are 17 extrovert students and 8 introvert student and 22 in control they are 14 extrovert students and 8 introvert student. The researcher used experimental factorial design is a procedure of testing a hypothesis by setting up a situation in which strength of the relationship between variable can be tasted. And the research used Two Way ANOVA to calculate the data. From the result is jigsaw technique more effective than conventional technique, and there are differences on significant between extrovert and extrovert. An interaction between jigsaw and personality.

Keyword: Effectiveness, Jigsaw, Descriptive text, Personality

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[1] Dosen IAI Hasanuddin, Pare Kediri

Introduction

Talking about English means talking about four language skills, they are, listening, speaking, reading and writing and other three components they are vocabulary, grammar and pronunciation. Reading is one of ways to study English language; furthermore, it has an important part in teaching learning process because by reading, students will enlarge their vocabulary directly. Stoller define reading as the ability to draw meaning from the printed page and interpret this information appropriately. Reading is generally defined as a process of identifying written or printed text to understand its meaning. Reading comprehension is not simple process nut it is very complex activities in the teaching learning process.[2]

To keep student motivation in reading comprehension is very hard because the students were only asked to answer the question provided by the teacher and they were not active in teaching and learning activities. That method usually made students bored because the method is monotonous and the students are not active so it made the learners get bored. Because of this reason, teachers need to use many different kinds of techniques and to continuously renew their efforts to have the students attain the highest achievements. Therefore, the learners will enjoy their class. There are many techniques can be applied for teaching reading comprehension. One of them is jigsaw technique. Oller and Amatoed one of cooperative learning method is jigsaw technique. It is functioned to create the class to be more student centered. In this respect almost of the students are more active. The teacher's role is not only as an instructor but also as a facilitator. Therefore it uses communicative approach. However jigsaw technique has one important different that every single student teaches something's.[3] The jigsaw technique is a kind of puzzle that the material are cut up and scrambled then the student restore the pieces to their proper order seems to cheer up the students that they become easier to absorb the material that is taught. Moreover the effectiveness of jigsaw technique is highlighted by slavin. reviewed a larger set of cooperative learning studies and concluded as did Newman and Thompson that jigsaw is the least

[2] Stoller, Michael L. (2002). *Teaching Reading*. Brussel: The International Academy of Education (IAE).
[3] Jhon W. oller, Ricard Amatoed (1983) *Method that work*, London: New Burry House Publishers, Inc p313

effective academically of the well-known cooperative learning techniques. However jigsaw is often more effective than conventional.[4]

Larasati there are some advantage and disadvantage of using jigsaw-reading technique: The first advantages is cross-role team as one of the characteristics of jigsaw technique can "break the mold" solutions because they synergy that comes from combining a diversity of thinking and perspective.[5] The second is cooperation and mutual trust become valuable and necessary to academic achievement. The third designed for ensuring that all students in the class are responsible for learning and for teaching what they have learned to others. And the dis advantages is for some student, it may create an overwhelming sense of pressure to perform when they return to their home group. The second is students may wrong about their second language communication skill, learning difficulties, or social status, blocking their ability to contribute in their homegroup

According to Aronson, the procedures of Jigsaw technique in teaching reading comprehension are as follows: The first dividing students into five or six people called "home group". The groups should be divergent in terms of gender, ethnicity, ability and skill. Second appointing one student from each group as a leader. Third dividing the material into five or six segments. Forth assigning each student to learn a segment of the material. Fifth giving students time to read over their segment at least twice and become familiar with it. Sixth forming temporary "expert group" by having one student from each home group join other students assigned to the same segment. At this step, teacher must give time to these "expert groups" to discuss the main points of their segment and to rehearse the presentations they will make to their home group. Seventh bringing the students back into their home group. Eighth asking each student to share the segment to the group. Ninth circulating from group to group, observing the process. If there is group having

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[4] E. Slavin, Robert, 1985. *Learning to Cooperate, Cooperating to Learn.* New York; Plenum Press

[5] Larasati Endang (2009). *The effect of using jigsaw technique on students reading comprehension achievement*. Islamic State of Syarif Hiayatullah Jakarta

problem, for example; member is dominating or disruptive, make an appropriate intervention. Tenth giving a quiz on the material to find out students' achievement.[6]

Mursyid Descriptive text is a text that gives information about particular person, place, or thing. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others." Relating to the quotation, through this text, the readers can imagine what being talked about. The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.[7]

Personality deal with human universals and individual's uniqueness as well as individual different. Personality can make different among people because every people have the uniqueness. Ningrum and According to Mayers classified the personality into two type. They are extrovert and introvert[8]

Although there are some previous study about jigsaw, but in this study has been different variable. The researcher connects the teaching jigsaw with personality. In the previous of the study there is no one who connects the strategy whit this variable. The researcher want to know whether there are any different in the mean score between the types of personality with the uses of technique.

In order to make present study has direction, certainly an objective to be achieved. Thus, concerning he problem mentioned above, the objective of this study are: To know whether there is significant difference in reading achievement of descriptive text between students who are taught by jigsaw technique and those who are taught by conventional method. To know whether there is significant difference in reading achievement of descriptive text between extrovert students and introvert students after being taught by jigsaw and conventional method. To know whether there is interaction or not between personality factors and the technique

[6] Aronson et al. (1978). *The Jigsaw Classroom.* (online) Retrieved from :http:www.cooperativelearning.com/instructionak strategies online jigsaw.html
[7] Mursyid, M. (2011). Descriptive text, English Learning handout.
[8] Hanik Fitria Ningrum (2017). *The effectiveness of using SPQ4R technique in teaching reading of descriptive text across personality factors.* University of Islam Malang

Research Method

In this study, the research use experimental design. Experimental research is a procedure of testing a hypothesis by setting up a situation in which strength of the relationship between variable can be tested. The researcher makes an experimental with some treatments the subject of the study. This study was conducted by comparing the experimental group (y) is XI A, the experimental group treatment using jigsaw technique. And control group (x) is XI B, the control group is not using the technique.

Factorial designs have been developed at varying levels of complexity. This study uses the simple factorial design is the 2 by 2. (2 x 2). In this design each of two independent variables has two values Ary & Jacob & Razavieh. The design 2 x 2 requires four groups. Subject within each of two different personality are randomly assigned to the two treatments. The selection of the sample was taken randomly under the school authority of the available classes using simple random, based on that consideration, the researcher chose two classes which share the same equality. In addition, a pretest was then administrated to ensure that the two groups remained equal. The result of the data was being analyzed by means of a multifactor analysis of variance (Two Way Anova)[9]

To know the subject in this research are very important. The subject of the study this research is student the second year of MA Sabillul Muttaqin. The subject is the group of interest to the research, the group to which she or he would like the result of the study to generalize. Subject is set of all elements, which the characteristic will be observed. It is important for the research area in order to conduct research easier. The subject of this research is 47 students of eleventh grade at MA Sabillul Muttaqin that consist of 25 students in experimental groups they are 17 extrovert student and 8 introvert student and 22 students in control group they are 14 extrovert students and 8 introvert student. There for, the subject of this

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[9] Ary, D, Jacobs, I, C, & Razavieh, A. (1979) Introduction Research in Education. United States of America: Wadsworrth Thomson Learning

research is the eleven second year's students of MA Sabillul Muttaqin in academic year 2017/2018

The Instrument of the research there many kinds of instrument, which can be used to collect the data, such as test and questioner. Here the researcher uses the test as instruments. The first is questionnaire to know the extrovert student and introvert students. And the next instrument is pre-test and post-test, the pre-test to know the ability from the students and the post-test is two know the effect of student's ability after give the treatment.

Findings and Discussion

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differen ce	Std. Error Differe nce	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
reading_ acievement	Equal variances assumed	1.115	.297	2.511	45	.016	6.687	2.663	1.323	12.052
	Equal variances not assumed			2.486	41.709	.017	6.687	2.690	1.258	12.117

Based on the statistical computation, t columns was 2.511 and the mean was 6.687 with the P-value (sig) was 0.016, thus, the p-value was smaller than the alpha 0.05. The result of the analysis rejected null hypothesis (there is no significant difference in reading achievement of descriptive text between students taught using jigsaw technique and not taught using jigsaw technique) and accepted the alternative hypothesis (there is significant difference in reading achievement of descriptive text between students who are taught using jigsaw technique and not taught using jigsaw technique). In other word, there is difference significant in reading achievement of descriptive text taught using jigsaw and not using jigsaw technique.

Tests of Between-Subjects Effects

Dependent Variable: reading

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	702.269a	3	234.090	2.830	.050
Intercept	244431.426	1	244431.426	2955.416	.000
Personality	90.608	1	90.608	1.096	.301
teaching_methode	592.708	1	592.708	7.166	.010
personality * teaching_methode	94.277	1	94.277	1.140	.292
Error	3556.370	43	82.706		
Total	281691.000	47			
Corrected Total	4258.638	46			

a. R Squared = .165 (Adjusted R Squared = .107)

Based on the statistical computation of post-test, F table was 2.830 was (p= .050) with the level of significance. 05. This sig .is lower than significance level used in this study (sig .050 ≤.05). It is valid. In addition, the influence of all independent variables in this study, Jigsaw, the students' personalities, and the interaction between jigsaw technique and the students' personalities was significance on the dependent variable (reading ability).

Further, the significance of intercept is .000. The F =2955.416 with the level of confidence 95% (α =.05). The significant of Intercept is the lower than the level of confidence 95% (α =.05). The difference in score of the dependent variable is influenced by the independent variables. Without any independent variables, the score of the dependent variable is able to be difference or change. On the other words, the intercept is significant. While F- value the effect of Jigsaw on the post-test score is 1.096 F=1.096 (p =.301) with the level of significant .05. This sig.is higher than significance level used in this study (sig.301 ≥ .05). It means that there is no significant effect of reading ability in personality.

Furthermore, F-value the effect of personality of Jigsaw on reading ability is 7.166 (p=.010) with the level of significance.05. It means that, the p-value is lower than the sig. (.05), the working hypothesis (H_0) is rejected that (H) is

accepted, so there is a significant difference in learning reading ability on jigsaw by students with extroversion and those with introversion.

Further, F -value of the interaction between think pair share and gap activity and the students' personalities was 1.140 (p= .292) with the level of confidence 95% ($^\alpha$ =.05). Therefore, the P-value is higher than .05, it means that there is no interaction between two teaching method are Jigsaw and students' personalities. The detail of the computation of the statically computation by means of Two Way ANOVA.

Conclusion

Students who used jigsaw technique in doing the question about descriptive text can enjoy than student who used conventional technique. They can enjoy the procedure because jigsaw was new learning style in their school. They never got it before. Moreover the effectiveness of jigsaw technique is highlighted by slavin. (1989) reviewed a larger set of cooperative learning studies and concluded as did Newman and Thompson that jigsaw is the least effective academically of the well-known cooperative learning techniques. However jigsaw is often more effective than conventional.

The finding of this study were consistent with the result of previous study by Kusriani (2013) the result is by seeing the improvement of students' scores, it can be concluded that the use of jigsaw technique is believed to improve students' reading comprehension skill. And also the students became more interested and enthusiastic in the reading activities. The summarize the finding of the present research shows that the jigsaw technique in reading comprehension skill considers more effective than the conventional in regarding different personality

That personality variable as moderators can be a direct or indirect influence on learner's performance in learning process, especially in second language learning. For the present research, the personality variable might not give a direct contribution to students reading achievement and as a result there was significance difference between extrovert and introvert of both by jigsaw technique and conventional technique From the interaction between jigsaw and personality the

result of the analysis was significance between teaching jigsaw and personality, in line with the above statement, The students likely performed better under latter teaching method since they are being more tense and anxious than such in the former method in regard with the student personality

The experimental extrovert who used jigsaw technique were better than introvert student. It happen because extrovert students are active and risk talking and they like something new. Jigsaw is one of new methods for the extrovert student of MA Sabillul Muttaqin. The next result it means that there is no significant effect of reading ability in personality. Another result so there is a significant difference in learning reading ability on jigsaw by students with extroversion and those with introversion. The last result it means that there is no interaction between two teaching method are Jigsaw and students' personalities. The detail of the computation of the statically computation by means of Two Way ANOVA.

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