

# THE URGENCY OF AN EFFECTIVE READING TECHNIQUE FOR STUDENTS TO FACE ASEAN COMMUNITY ERA

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## ABSTRACT

*The establishment of ASEAN Economic Community Era (AEC) has made the role of English become more and more urgent. To be able to compete in AEC market, people should have good command of English. Students that are prepared as human capital should be able to use English actively. Thus, this study aims to seek an effective reading technique that helps students to improve their reading skill to face ASEAN Community Era. used jigsaw technique of cooperative learning in teaching reading. The sample of this research consisted of two classes, class II<sub>1</sub> as experimental group consisted of 27 students and class II<sub>2</sub> as control group consisted of 28 students. There was a pretest and post test and also a questionnaire to the students. To obtain the data, the researcher applied the statistical formula to calculate the tests score between experimental class and control class. The means score of posttest of experimental class is 84.85 and the mean score of control class is 61.89. The t score of pretest between experimental class and control class is 2.0 and the t score of posttest between experimental class and control class is 2.90. The result of the two tests by applying jigsaw technique in teaching reading comprehension is 2.90. This showed that jigsaw technique is effective in improving students' comprehension in reading. It means that the hypothesis is accepted. .*

*Keywords: MEA, Cooperative learning, Jigsaw technique, Reading comprehension*

## I. Background of the Study

The declaration of ASEAN Economic Community Era in 2015 has brought the commitment from ASEAN leaders to improve the quality of its human resources. To be ready to compete internationally, students as a fundamental asset should able to read in English. In Indonesia, English is a foreign language (FL) that taught at school as a compulsory subject. It starts from in elementary, junior to senior high school. Ismail cited in Alwasilah (1992:9) state that "Language is a method of conveying our ideas to the minds of other persons, and grammar of any language is a collection of observation on the structure of it and system of rulers for proper use of it." It means that from language people can convey their ideas to their mind or give information from one person to another. Finocchiaro and Bonomo (1980:137) state that "The language learning on the other hand, has out acquired the basic pronunciation, vocabulary, and comprehension before they can begin to read." It can be said that the basic skills in reading are pronunciation, vocabulary and comprehension.

There are four skills in English: listening, speaking, reading and writing. Reading skill is one of the skills that should be taught in English learning. Reading skill is important thing in English because through reading people can get information, knowledge and ideas. Nuttall (1982:3) stated that through reading activity, people can get something such as messages facts, ideas, enjoyment, and even the feeling, He also adds that that “In foreign language learning, reading is often used for purposes which are different from those found in mother-tongue learning. For example, they noted that reading aloud is often used (mistakenly, most experts agree) as one form of pronunciation teaching.” Based on the statement, in foreign language learning reading is hard and different rather than learning mother-tongue.

Basically, students who learn English will experience some difficulties in their lessons because not every teaching-learning process will be successful. Every student has different ability in learning the language. This ability depends on their intellectuality, physic, family background, and technique that teacher used in the classroom.

According to Anthony (2010) “A technique is implementation, that which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.” It means that, technique is a trick, strategy or tool that used by the teacher to accomplish an immediate the goals, and technique should be consistent with a method so that will appropriate with well approach in classroom.

Reading is very important role in English to get more information and knowledge. In foreign language learning reading has to be taught by the teacher in the classroom. Today in fact, the teachers do less effort in guiding and teaching the students to be able to read. Later, this situation may caused the students have difficulty in mastering reading; subsequently, make them less motivation to read any kinds of reading text. In another words, the teacher provides less portion of reading skill that taught in the classroom and do not provide examples and guidance for the students when they read, this situation may lead the students have no ability in mastering reading.

Therefore, in this study the researcher chooses jigsaw technique as an alternative way to create an active learning in teaching reading. Jigsaw is a technique of cooperative learning which the students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. In this method, each student of the team is assigned to become an expert on some aspects of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss about the topic, and then return to their groups and take turn to teach the topic to the group. Based on the explanation above, the researcher is interested in doing the research under the title “The effectiveness of jigsaw technique in improving students’ reading comprehension.”

### **1.1. The Problems of Study**

Based on the explanation above, the researcher formulates the problem of the study; To what extend that Jigsaw technique can be effective in improving students’ reading comprehension.

## **1.2. The Objectives of Study**

The purpose of the study is to find out whether the Jigsaw technique is effective in improving students' reading comprehension.

## **II. PARTICIPANT**

### **2.1. The population**

The population of this study was all of the second grade students of SMP N 8 Darul Makmur, which consists of three classes, two classes consist of 27 students and the other class consists of 28 students.

### **2.2. The sample**

The sample of this research was two classes of the second grade. The experimental group is class II<sup>1</sup> consists of 27 students. On the other hand, the control group is class II<sup>2</sup> that consists of 28 students. The same material was given to both groups but, the jigsaw technique was used in experimental group while direct method was used in control group.

## **III. LITERATURE REVIEW**

### **3.1. Cooperative learning**

Cooperative learning is a teaching strategy that emphasizes on the attitude or behavior, increase confidence and motivation. Cooperative Learning involves structuring classes around small groups that work together in such a way that each group members' success is depend on the groups' success.

Cooperative learning is one of method that is effective to create students in interdependent learning. There are many definitions of cooperative learning stated by the experts.

*According to Felder (2005:226), Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.*

Moreover, Nurhadi (2004:88) defines cooperative learning as "Cooperative learning as a learning approach focusing on the use of small groups of students who work together so that learning condition is maximized to attain learning objectives (Nurhadi 2004:89)." The statements show that cooperative learning is a successful teaching strategy and creates social activity in learning that brings interdependent relations among students to share information

in a group. Furthermore, cooperative learning develops students' responsibility for others learning (member of the group) to understand the given materials together.

### **3.2. Jigsaw**

Jigsaw method is a technique of cooperative learning in which the students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. In this method, each student of the team is assigned to become an expert on some aspects of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss about their topic, and then return to their groups and take turn to teach their topics to their group. Using jigsaw technique creates students to be responsible for understanding a part of material given, because they have to teach the material to each other in the group.

In addition to that, jigsaw can be used for every kind of the material, for example; in the written descriptive form. It is most appropriate in such subjects as social studies, literature, some part of science and related areas in which concepts rather than skills are the learning goals. Jigsaw is an efficient way to facilitate learning. In this technique, students learn a lot of material quickly, share information with other groups, minimize reading time, and be individually accountable for their learning. Since each group needs its members to do well in order to the whole group to do well, jigsaw maximizes interaction and establishes an atmosphere of cooperation and respect for other students. According to Kagan (1994:332) "Jigsaw is an effective strategy to used when the teacher want to increase student's mastery or acquire the material, and boost their concept development, enhance targeted discussion among students, and foster group project participation and learning." Therefore, in Jigsaw technique, the students have the opportunity to improve their learning and they can cooperate with the other students to learn the material. Therefore, the students not only study the given material, but also they must give and teach the material to the other members of the group.

### **3.3. Goals of Jigsaw**

Jigsaw is an efficient way for students to engage in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Jigsaw learning allows students to be introduced to material and get maintain a high level of personal responsibility. The purpose of Jigsaw is to develop teamwork and cooperative learning skills to all of students.

The jigsaw strategy places great emphasis on cooperation and shared responsibility within groups. The success of each group depends on the participation of each individual in completing their task. It means that Jigsaw strategy is very effective in increasing students' willingness to involve in the activity.

## **IV. DISCUSSION**

There are two classifications of the data collected from the pre test and post test. The classification that the researcher means here is the result of the pretest and posttest. The researcher conducted the experimental teaching English by the effectiveness of jigsaw technique in improving students' reading comprehension at SMPN 8 Darul Makmur. From May, 15<sup>th</sup> until 18<sup>th</sup>, 2014.

The pretest result was used for guidance in comparing to the result of the posttest. The researcher used the jigsaw technique in improving students' reading comprehension.

Based on the calculation, the t- score of posttest between control group and experimental group is 2,90 and the critical-t /table -t for df of 27 = 2,05 at level of significance 5 % (0,05). The result showed that t- score is > than table-t. So, there is significance different between posttest control and experimental group.

In addition, the calculation shows that the t-score is 2,90. It means that successful than critical -t/ table -t 2,05. This is showed that there is a significant difference 2,0 and 2,90. This result showed that the application of jigsaw technique is effective in improving the student's comprehension and their skill in reading. So, the hypothesis is accepted.

Based on the analysis of the result calculation above, it can be concluded that teaching reading comprehension by using jigsaw technique has significance different on the students' reading comprehension achievement. It can be seen from their reading comprehension score, where the students' reading comprehension score taught by using jigsaw technique is higher than the students' reading comprehension score taught by using direct method. So, it can be said that, the jigsaw technique was effective in improving students' reading comprehension compared to the direct method.

### **4.1. The Result of Questionnaire**

Based on the data from the questionnaire, it can be seen that most of the students agree that the jigsaw technique is effective in improving their reading comprehension. It also shows that about more than 50% of the students said that jigsaw technique can increase their motivation in learning reading. Another positive influence of the jigsaw technique is that the students are able to express themselves and have more chance to interact with others. More importantly, based on the questionnaire, it was found that about the 40% of the students agree that the jigsaw technique has helped them in improving their comprehension skill.

## **V. CONCLUSIONS**

Based on the discussion, there are some conclusions that can be drawn. To be able to compete internationally in ASEAN Community Era, students have good command of English. Cooperative learning in this context may be one of the strategies that very helpful to create an effective and active learning in teaching reading comprehension. This strategy requires students to take a large part in their learning activity; while the teacher is just as a facilitator and motivator for the students.

Jigsaw technique which is under cooperative learning helps students to share their ideas about the word meaning in the groups. The discussion will help the students in choosing appropriate meaning (meaning in context) to the word. Thus, it also helps the students in comprehending the text. In jigsaw technique, the learning material is designed to bring the easiness for students in understanding the text i.e. by presenting some questions about the information in the text. Furthermore, it will create the students focus on their learning because they have to work on their own tasks which in turn help students to communicate and effectively used English.

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