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FROM PASSIVE TO ACTIVE: EMPOWERING STUDENTS IN READING TASKS THROUGH THE JIGSAW COOPERATIVE LEARNING APPROACH

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ABSTRACT

This research aim at finding out whether or not Jigsaw method improve the students' Reading Comprehension achievement. The method of this research was pre-experimental method. In this method, each student in one team is assigned unique part of materials. After reading, the students in each group who study the same parts or section form an expert group to discuss and master information.

The findings indicated that the findings of this research deal with the frequency and rate percentage of the students' scores, the mean scores, t-test value, and the hypothesis testing. These findings were being explained below: The result of the pretest and posttest were collected to score. The researcher scored of the achievement of students' Reading Comprehension to get mean score, gain/ difference between the matched pairs, and the square of the gain. Then, the researcher tabulated those scores. The mean score of the students' pretest and posttest are the mean score of pretest was 5, 52. And the mean score of posttest was 7, 66. It reveals that the mean score of the students had increased after treatment applied and that t – table value of the students' Reading Comprehension was higher than t – table value. It indicated that there was significant difference between the result of students' pre – test and post – test. it can be concluded that the use of Cooperative Learning Method Model Jigsaw in teaching could improve students' Reading Comprehension and could increase students to learn English .

Keywords: Reading; Method Jigsaw; Cooperative Learning

INTRODUCTION

In learning English, there are four skills should be master namely; listening, speaking, reading, and writing. As the four basic elements, reading is one of the significant competencies need to require well. Due to the traditional instruction method, most of the students still cannot use English proficiently even after ten years or more of studying it. Meanwhile, poor reading performance in particular is troubling since reading the central to gaining new knowledge and to achieving academic performance in other fields.

Reading is important to our life. Through reading we can enhance our experiences, develop mind set to solve our problems and to see the change in the world. Yet, the importance of reading has not been realized by the people of Indonesia specially the students.

There is not doubt that in the developed areas, residents will have more opportunities to practice and use English due to the introduction of foreign investment, join ventures and tecnological transfers. English is becomong a part of people's everday life in these areas.

Based on the statements above, the researcher think that there are many factors, such as; the students themselves have low motivation in learning English in the classroom, the English teachers'

way of teaching was not interesting, because they just used the conventional way, namely teacher center, monolog, make the student bored in joining the material.

Reading anxiety creates in teacher's non productive attitudes towards reading which is reflected, in turn, on their students and inhibits any efforts to advance their literacy development. Research findings also highlight the importance of minimizing reading axienty for improving reading performance and stress the learning opportunities offered through the use of group reading activities (Crawford, 1998).

Reading strategy is defined as "the behavior that the reader engages in at the time of reading and that is related to some goal" by (Barber & Klauda, 2020) In other words, reading strategy refers to something that the reader does during reading. It is an Important issue which is recently discussed in reading research literature. Reading strategies demand particular attention for what they reveal about the way the readers manage their interaction with the written text, by (Teng, 2020).

One of the effective method which can be apply is Cooperative Learning method. This method race students to increase their knowledge either trough group and also individualistic. This method teaches the important of work together to finishing some problem that arising out. Cooperative Learning, as an instructional methodology provides opportunities for students to develop skills in group interaction and in working with others that are needed in today's world (Rao, P, 2019).

Cooperative Learning represents a study model by using small group, cooperate. Efficacy of this group is very depend on ability of group members activity, either through individually and also in the form of group. Cooperative Learning unlike working team learning or group, but owning motivation structure and duty having the character of cooperative, so that happened interaction openly and effective independence relationship. Cooperative Learning is very touching of human being essence as social being, that always have interaction, its helping to each other which more and more either through with " getting better together " (Berger et al 2021).

This method help student to increase their knowledge either through group and also individual. This method teaches is important of cooperate in finishing problem of arising out. This method also, students owning more knowledge will teach their friends. This matter as according to recommendation of the education on commission"21" UNESCO century (1994) those are: first, learning to learn that is how students can dig existing information in their around from its information explosion. Second, learning to be, that is students expected can to recognize their self and also can adapt with their environment. Third, learning to do, that is the form of action to peep out idea related to technology and science. Fourth, learning to life together, that is student learn how to live in society which is hinging each other between other one, so that can compete healthily and cooperate and also can esteem others, (Dumlao,2023). This matter in line with study method of cooperative which is not merely improving individual ability but also group. So that lesson of English Language which is initially hard and less enthused to become interesting subject. The problems in the SMK Kebangsaan Indonesia Makassar are methodology use very hard. It's make made students boring and not enjoy to study. By doing that methodology students felt under pressure, so study target not complete. Researcher conclude that, to make students enjoy to study and to improve their knowledge about English especially their reading comprehension teachers must apply good methodology in the class.

LITERATURE REVIEW
Previous Related Studies

Research by Maison et al., (2021)show that Cooperative Learning model jigsaw make students: 1) more like to ask their friend than to their teacher because they easy to understand the lesson. 2) Because more increasing the students' ability. Hortigüela Alcalá et al., (2019)found that Cooperative Learning strategies promoted positive attitudes toward both didactic and inquiry methods of teaching science, and students taught by cooperative strategies believe they had learned more from the lesson than did students taught by competitive strategies.

Johnson, (1991) one of the elements of cooperative learning is positive interdependence, where students preceive that their success or failure lies within their working together as a group. From a motivational perspective, "cooperative goal structure create a situation in which the only way group members can attain their personal goals is if the group is successful", (Slavin, 1987). "Therefore, in other to attain their personal goals, students are likely to encourage members within the group to do whatever helps the group to succeed and to help one other with a group task", by Abu Priyanto's research by title, "the effective of Cooperative Learning model jigsaw in students' chemistry lesson of class X of Madrasah Aliyah Darut Taqwa Malang" (in Wena, 2009), he concluded: 1) students have very good perception to the Cooperative Learning model jigsaw. 2) Cooperative Learning model jigsaw more than lecture/garrulous to give significant learning achievement of students that stay in school. 3) Cooperative Learning model jigsaw give more significant learning achievement of students that not stay in school. 4) There are no significant differences between students that stay in school and students that not stay in school to use Cooperative Learning model jigsaw

Johnson, Maruyama, Johnson, Nelson, and Skon (1981) conducted a meta-analysis of 122 studies related to Cooperative Learning and that three was strong evidence for the superiority of Cooperative Learning in promoting achievement over competitive and individualistic strategies.

Based on the experts, the researcher choose the cooperative learning method model jigsaw because he sure that can improve the students' reading comprehension by cooperative learning method model jigsaw, and than that method easy to apply in the classroom because researcher think the students enjoy to do it

Some Pertinent Ideas
Definition of Coorperative Learning

According to Panitz (1997), he expressed that in Cooperative Learning student learn with as a team in finishing group duties to attain group goals. So each group members have same responsibility for the efficacy of their group while According to Slavin (in Isjoni, 2007:12). Cooperative Learning is a study model of student where learn and work in small group by collaborative which is its member 4-6 people, with heterogeneous group structure. This leaning means in Cooperative Learning method, students work together in four members' teams to master material initially presented by teacher. It is can improve to learn better of student and improve attitude help each other in social behavior. Student

motivated dare to tell opinion, esteeming friend opinion and each other converting opinion. In other side Kuandar (2008), Cooperative Learning is study consciously and intends to develop interdependence in interaction among students to avoid misunderstanding and pettishness which can generate hostility.

Based on the theory, the Cooperative Learning activities enhance elaborative thinking and more frequent giving and receiving of explanations, which has the potential to increase depth of understanding the quality of reasons, and the accuracy of long team retention. Johnson, Johnson, and Holubec, 1986 (in Abu). Therefore, the use of Cooperative Learning methods should lead to improve student learning and retention from both the developmental and cognitive theoretical bases. During learning cooperative student 'remain in their group during several times the meeting. they taught by special skill to be can cooperate better in their group; like becoming active hearer, giving Lesson to friends a group more better, discussing, etc. so that executed better, student given by containing activity sheet of planned to do duty or question to be taught. During working in group, group members duty is to reach complete the items of presented by teacher and assisting each other among group members. Learn not finish if one of the group members there is which not yet mastered Lesson items (Firman et al., 2020)

The Students Learn Achievement

Achievement learns intrinsically represent obtained result by participant educated after passing in learn process that after attention aspects of affective, cognate, and psychomotor. Castro et al., (2015) telling that achievement is result which have been reached (to be conducted, to be done, etc.).While Slavin, (1996) tell that achievement is the effort evidence which can be reached. Tone matter is also told by Djamarah (1991:19) as result from activities which have been done, to be created either through individually and also group. Achievement will never be yielded by during someone do not doing an activity.

Congeniality of learn achievement according to big dictionary of Indonesian Language (Depdikbud, 2003) obtained by congeniality that achievement learn is obtained result from activity learn to be gone to school or in college having the character of cognate and it is usually determined to through assessment and measurement. The mentioned show the existence of real efficiency which can be measured direct by using test result of learning, which is result visible at assessment book (report book).

Achievement Evaluation

Evaluation means assessment to level efficacy of tired student of target which has been specified in a program. According to (Andrade, 2019) evaluation means assessment process to depict reached achievement a student as according to specified criterion. Kemker et al., (2018) he found test become test which measuring maximum performance and test which measuring typical performance. Maximum performance test is used to know what can be done by someone and how well he can do it. Typical performance testis used to express tendency of individual behavior or reaction when staying in certain situations (Fan et al., 2018).

The Concept of Reading Comprehension

Reading Comprehension forms the stepping stone for the rest of a child's education. You can

help children improve their Reading Comprehension dramatically if you know how. Some work, some do not, and some are the best used in conjunction with others. You first step is to understand which methods have been solidly affirmed through research.

The best approaches equip readers with strategies for remaining alert for and organizing the information in the text. This is true for both narrative and expository reading. Following Shanahan 2005, she makes the distinction between strategy and skill. Skills are learned, trained, and eventually applied effortlessly. Strategies, however, are purposeful and applied with deliberate effort: "instead of trying to do something quickly without paying attention, strategies slow the reader down and focus his or her attention according to the demands of purposes and needs", (Westgate & Wilson, 2018). Reading Comprehension is about strategy, not faster but better.

Concept of Jigsaw Strategy

The Jigsaw classroom is a Cooperative Learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective, (http//www.Jigsaw.orgsteps.htm).

In this method, each student in one team will assign sub material. After reading, the students in each group who study the same parts or section from an expert group to discuss and master of information. Next, they return to original teams and teach it in their teammates. Finally, all the team members are tested on the entire body of the material (Meng,-). He concluded in his research about Jigsaw Cooperative Learning in Reading Comprehension is through Jigsaw Cooperative Learning of this term, the students in the experimental class benefit from the Cooperative Learning approach. It also fosters the interest of students' English study, arouses their motivation, and improves their reading ability. What's more, Jigsaw embodies a learner-centered, teacher-facilitated, positive interdependent communication. So it is safe to stay that Jigsaw Cooperative Learning approach is one of the most effective ways of teaching English reading in college.

Mamajanova, (2020), defines the Jigsaw Reading technique as the technique of reading text to cut into segments and the task of the students to restore it than proper order to make sense of the text. If used as a group activity where students discuss the decision of how to order the segments of the text, it can elicit a great deal of communicative interaction. While the jigsaw technique was developed as an attempt to bridge the gap between children from different ethnic groups, these result make clear that its function is not limited to multiracial curbs some of the undesirable aspects of excessive competition and increase the excitement children find in cooperating with one another. Using jigsaw method in teaching is easy. Students will not find the problem because this method very simple and help students and teachers to animalize knowledge transformation.

RESEARCH METHOD

The method of this research was pre-experimental method. In this method, each student in one team is assigned unique part of materials. After reading, the students in each group who study the same parts or section form an expert group to discuss and master information. Next, they return to the original teams and teach their parts to teammates. Finally, all the team members are tested on the entry body of the material. The method involved one group that gave pre-test, treatment, and post-test. It

aims to know that the jigsaw model of Cooperative Learning can improve the students' Reading Comprehension achievement. The pre-test was given in order to know the students' prior knowledge or skill, while post-test was given to find out the students' Reading Comprehension achievement after doing treatment by using Jigsaw model of Cooperative Learning.

Population and sample

The population of this research was the students of class X of SMK Kebangsaan Indonesia Makassar, in 2020 – 2023 academic years. The total number of population consist of 140 students which is divided into four classes namely class XIA up to XID. , the researcher shaked the name of classes and the researcher took one class that was class XA that consist of 33 students as a sample of this research.

Instrument and Procedure of Collecting Data

To find out the data the researcher used objective test by use; 1) multiple choices consist of 10 items. 2) True fall consist of 8 items, and 3) fill the blank consist of 7 items.

RESULT AND DISCUSSION

Findings

The findings of this research deal with the frequency and rate percentage of the students' scores, the mean scores, t-test value, and the hypothesis testing. These findings were being explained below:

1. The result of the pretest and posttest were collected to score. The researcher scored of the achievement of students' Reading Comprehension to get mean score, gain/ difference between the matched pairs, and the square of the gain. Then, the researcher tabulated those scores.

2. before treatment was given, there were 2 students (6,06%) got very good score, 10 students (30,30%) got good score, 10 students (30,30%) got fair score, and 9 students got lose score and after treatment was given, there were 9 students (27,27 %) very good score, 20 students (60,61 %) got good score, 4 students (12,12 %) got fair score, and none of 30 students got poor score and lose score.

3. The mean score of the students' pretest and posttest are the mean score of pretest was 5, 52. And the mean score of posttest was 7, 66. It reveals that the mean score of the students had increased after treatment applied and that t – table value of the students' Reading Comprehension was higher than t – table value. It indicated that there was significant difference between the result of students' pre – test and post – test.

4. Compared with the t-test value, it can be concluded that t-test value (9,77) was higher than the value of t-table (2,244). In other words, it can be said that 9, 77 > 2,244. It means that null hypothesis (H_0) of this research is rejected and the alternative hypothesis (H_1) is acceptable because there is a significant difference between the pretest and the posttest by applying Cooperative Learning Method Model Jigsaw in teaching Reading Comprehension.

Based on the data analysis above, it can be concluded that the use of Cooperative Learning Method Model Jigsaw in teaching could improve students' Reading Comprehension and could increase students to learn English .

Discussion

The scores of students' Reading Comprehension after treatment (posttest) were higher than before treatment (pretest). The mean scores of the students' Reading Comprehension before treatment was 5,52. After treatment was applied, the mean scores of the students' Reading Comprehension were 7, 66.Based on description of the data collected through the test in the previous explanation indicates that the students' achievement in Reading Comprehension before applying the treatment was fair. It is shown by rate percentage of the students' pretest in the table 1.1., there were 2 students (6,06%) got very good score, 10 students (30,30%) got good score, 10 students (30,30%) got fair score, and 9 students got lose score. After applying the treatment, the students' achievement in Reading Comprehension was good. It is shown by the rate of percentage of the students' posttest in the table 1.2., there were 9 students (27,27 %) very good score, 20 students (60,61 %) got good score, 4 students (12,12 %) got fair score, and none of 30 students got poor score and lose score.

Based on the explanation above, it can be concluded that the achievement of the students' Reading Comprehension in posttest was higher than the achievement of the students' Reading Comprehension in pretest. It means that the students have had higher motivation in learning English through Cooperative Learning Model Jigsaw. While the result of the t-test, the researcher found that there was significant difference between the result of the pretest and the posttest after comparing it with the value of t-table. It means that there was a significant difference result of the test before and after teaching and learning process through Cooperative Learning Model Jigsaw.

In accordance with the discussion above, it can be revealed that SMK Kebangsaan Indonesia Makassar has good Reading Comprehension after learning through Cooperative Learning Model Jigsaw. Furthermore, the researcher concludes that through Cooperative Learning Model Jigsaw in teaching reading can increase students' Reading Comprehension.

CONCLUSION

Concerning with the findings and discussion in the previous chapter, the researcher makes some conclusions as follow: first, through free topic Cooperative Learning Model Jigsaw can increase students' achievement of SMK Kebangsaan Indonesia Makassar in Reading Comprehension. It can be seen from their achievement, there was a significant difference of the students' evaluation in pretest and posttest. Second, The students more active in the class of learning English through Cooperative Learning model Jigsaw and the third, Through Cooperative Learning Model Jigsaw was increased positive competition in class to understand the material and the last Jigsaw Cooperative learning embodies a learner-centered, teacher-facilitated, and positive interdependent communication. So is safe to say that Jigsaw Cooperative learning approach is one of the most effective ways to teaching English reading college.

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