

Description of “Jigsaw Reading” Activity in Reading Classes

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Abstarct: Reading is a part of four language skills that we know. It is an activity that has to do in our daily lives. It can be as a tool for gathering information and to get knowledge, most of knowledge and science are found from the books. So, how can we get information and knowledge if we do not read books?

Key points: Jigsaw method, narrative text, jigsaw technique, post-teaching activities.

The majority of pupils were frequently disinterested in their classroom instruction, particularly when it came to reading narrative texts, which is the root of the issue. As a result, teachers must employ strategies to make studying enjoyable for students and to make it easier for them to understand the material. Next, we can motivate pupils to read narrative texts by using the jigsaw strategy. The issue arose during the class discussion, which is why the narrative book was selected. Students participate in a jigsaw reading assignment where they are split up into groups. Students then divide into expert groups so that each group has at least one member who can recount the narrative. We can conclude that the Jigsaw method helps boost students' self-esteem. Additionally, the jigsaw strategy makes English practice more enjoyable by giving pupils a variety of opportunities.

When it comes to language proficiency, reading is the most important ability. Reading is the subject that takes the longest to master in the curriculum, even though writing, speaking, and listening are always given priority. To put it another way, individuals continue to have some trouble interpreting the content in the text. Reading is done in class to help students learn the material and to facilitate their easy comprehension of the text; the instructor should use an engaging approach. Teachers use techniques to help students understand narrative texts. One such technique is the jigsaw method of teaching reading narrative texts. The author observes that pupils struggle to understand the narrative material while using this strategy. Actually, the students are still having trouble comprehending the narrative material. According to Pradiyono (2007) narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience in different away.

The following are the typical narrative text structures:

1. Initiation. It concerns the first paragraph, which introduces the story's characters.
2. Complexity. Where the story's issues originated.
3. Intention. Where the story's troubles are resolved. It depicts the conclusion of the tale, which is typically pleasant.

The jigsaw approach was used to create a narrative text. This is a frequently used strategy that is comparable to group-to-group interaction but for one significant difference: each student teaches

something. It's an interesting alternative whenever there's content to learn that can be split or "chunked" and no one piece must be taught before the others. Each student learns something that, when joined with what other students have learned, builds a coherent body of knowledge or ability.

According to Arturo Wardiman and Masduki B. Jahur (2008), the purpose of narrative is to provide amusement and to address the real or imagined experience in a variety of ways. In narrative, troublesome occurrences culminate in a crisis or pivotal moment, which is then resolved. Additionally, they discuss the following general narrative text structures:

A. Orientation

It concerns the first paragraph, which introduces the story's characters.

B. Complication

Where the story's issues originated.

C. Resolution

Where the story's troubles are resolved. It depicts the conclusion of the tale, which is typically pleasant. Thus, it is expected of the pupils to comprehend narrative texts. In order to comprehend the general narrative framework with clarity.

Reading should be taught by keeping in mind its goal. Actually, a variety of methods are employed in reading instruction, including the jigsaw method, loud reading, silent reading, and semantic mapping. Jigsaw is a cooperative learning method that relies on social interactions and group dynamics. It's among the methods of "pure" cooperative learning (Acikgoz, 2006: 210). Aronson created this method in 1978 (Kautz et al., 2014b) and it involves using various treatments with various small groups to enhance student collaboration and aid in learning. The Jigsaw Technique is a vocabulary teaching method. Jigsaw is a suitable method for motivating pupils to learn vocabulary more diligently, particularly while reading narrative texts. The notion of the jigsaw approach and its benefits are covered by the author in this chapter. Because the jigsaw technique can draw students' attention and motivate them to study, it can make learning more engaging, pleasurable, and effective. Jigsaw is a cooperative learning technique that allows each student in a "home" group to be allocated the same element and, once they have mastered the subject, return to the group and instruct the other students in the material. When using the Jigsaw Technique, students form new groups with other students who are also preparing for the same subjects as well as break away from their own groups. Known as "groups of experts," these groups work to help other students grasp the material; they produce reports and plan how they will teach it to their friends. They then rely on the assistance of the reports they have written. In order to integrate students' learning, teachers can conduct activities with individuals, small groups, or the entire class during the last step of completion. She/he could, for example, assign one of the home groups or individual students to present on their subjects in class. The study is concluded in the evaluation stage by implementing the cooperative learning method's suggested evaluation.

Advantages of Jigsaw Technique:

1. Students have opportunity to teach themselves, instead of having material presented them. The technique foster depth of understanding.
2. Each student has practiced it in self-teaching, which is the most valuable of the entire skill teacher can help them learn
3. Student have can practice in peer teaching, which requires that they understand the material at deeper level than student typically do when simply asked to produce an exam.
4. Students become more fluent in use of English. Each student has a chance to contribute meaningfully to discussion, something that is difficult to achieve in large group discussion. Each student develops an expertise and has something important contribute.

Post-Teaching Activities: The purpose of this phase is to assess the students' comprehension of the lessons that were taught using the jigsaw method. Next, each teacher presents the Jigsaw technique concept and its advantages to the students. Subsequently, the educators elucidate to the pupils the significance of the Jigsaw Technique in enhancing their comprehension of story texts.

The steps for employing the jigsaw technique to teach narrative text are as follows:

1. Give the students the story to read in order to increase their understanding of the text and the vocabulary, grammar, and general structure of narrative texts.
2. Check that students understand the plot and the general structure of narrative texts by having them answer a few questions.
3. Assign pupils to groups.
4. Designate a class discussion topic.
5. To obtain the entire story, ask each kid to share and present their portion of it to the class.

Additionally, jigsaw reading is easily customizable to meet the needs of various learning methods and skill levels. For instance, students who might have trouble understanding what they read aloud can be partnered with group members who read at a higher level so they can gain from the experience of their peers. This encourages a welcoming and inclusive classroom where all students are encouraged to participate and share knowledge. All things considered, jigsaw reading is a useful exercise that can improve pupils' communication, critical thinking, and reading comprehension abilities. This exercise can contribute to the creation of a more engaging and productive learning environment in the classroom by helping to break down complicated texts into manageable pieces and encouraging student collaboration. There are several suggestions that ought to be considered by the teachers when they conduct the teaching and learning English" First, it is important for teachers to have various teaching techniques in order to avoid students' boredom; and it is recommended that the teacher include jigsaw as one of the teaching techniques applied in the class "Second, the teacher should design class activities that do not only activate the teacher but also the students" . Third, simple English is required to make it easy for the students to get the points of teachers explanation" It is tolerable to use to let the students do comprehend the instructions.

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