

THE APPLICATION OF JIGSAW TASKS BY USING SCRAMBLED SENTENCES IN TEACHING READING DESCRIPTIVE TEXT

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A B S T R A C T

This study aims to know the implementation of Jigsaw Tasks by using Scrambled Sentences in teaching reading descriptive text and its strengths and weaknesses. This is qualitative research. The data are collected using observation and interviews. Meanwhile, the data analysis uses three steps: reduction data, display data, and data verification. The results show that in the implementation of jigsaw tasks by using scrambled sentences, the students pay attention and listen to the explanation of the teacher during the teaching-learning process. They rearrange the jumble sentences card based on the pictures by adhering to the flannel board. The advantages are it could increase the student's vocabulary mastery, and the jigsaw task technique with scramble sentences could motivate the students to understand the descriptive text and make the students focus on the material given. Besides, the students are active, enthusiastic, and enjoy learning to read descriptive text by using jigsaw tasks with scrambled sentences. The disadvantages are the students make noise. Hence, his method is recommended for all teachers to use for teaching reading descriptive text and for future research to conduct the same research but in different fields.

Introduction

In learning English, there are four skills being mastered by students. There are listening, speaking, reading, and writing. In fact, the students have difficulties understanding the content and meaning of the text during the teaching-learning process in reading skills. It is supported by (Chan et al., 2019). She stated that there are difficulties in reading skills for the students because the process of writing and pronouncing English words is different. It makes them difficult to use it and lazy to read it (Rahmasari, 2017)

A teacher needs a technique that will be used to help the students to be able to understand English material actually in reading skills (Nurbianta & Dahlia, 2018). Jigsaw task is one of the techniques that can be used and applied in process of English teaching-learning. Jigsaw tasks can be useful, well-structured templates for carrying out effective in-class group work. Chang & Benson (2020) states, "Jigsaw tasks are tasks involve learners in combining different pieces of information to form a whole (e.g., three individuals or groups may have three different parts of a story and have to piece the story together)." It means that jigsaw tasks require group members to be dependent on each other for sharing information.

A previous study investigates a learning strategy focused on jigsaw puzzles for internet cooperation. On a Masters course with 42 students from 17 different countries, we use and test the methodology. The jigsaw approach, Google Classroom, and slides' utility all had an impact on individual learning inside the group, according to the results of the regression analysis, while cultural differences had an impact on collaboration. The classroom community was also impacted by collaboration. The jigsaw approach

and cloud platforms can be used more frequently by teachers to promote learning through cooperation as a result of our findings. Teachers can also assist pupils strengthen their social bonds by leveraging cultural differences. Improvements in teamwork may also help students feel more part of the classroom community.(Chang & Benson, 2020). It is different with this research. This research combines jigsaw with scrambled sentences so that the students could understand the text well.

The researcher commits to decide descriptive text is the formal subject of this research, because it tells or describes about something, someone or place. They have little comprehension about it. In fact, teaching reading descriptive text is supported by using technique or material (Rahmasari, 2022)

Teaching is an activity to guide and help someone to get something, to develop or change skill, attitude, ideals, appreciations and knowledg (Husna, 2022). There are components of teaching, it involves teachers, students, curriculum, material, method, media, evaluation, and environment (Alghasab et al., 2019). They become an important component on teaching learning process especially in teaching reading in English.

While, reading is process of getting message of writer which is done by reader on the text. It makes the communication more effective and it is needed reader getting massage of writer which will be passed by written text form. Usually students get difficulties in following reading lesson. Therefore, the teacher should choose and use an appropriate technique to teach reading for the students. Jigsaw task is a technique that in the application the students cooperate in the same class of group work (Jones & Schwartz, 2018). While, scrambled sentences teaches the students about the cohesion and coherence propeties of language. The students learn how sentences are bound together at the suprasentential level through formal linguistic devices such pronouns, which unify a text and make it coherence (Chen & Kuo, 2019). The researcher uses jigsaw task using scrambled sentences because it is suitable for teaching reading. The jigsaw task can be useful, well-structured template for carrying out in class of group work.

Research Method

In this research, the researcher uses the descriptive qualitative as research design. According to (Sugiyono, 2015), “Qualitative research is descriptive. The data collected is in the form of words or pictures rather than numbers.” It means that the use of qualitative data, especially in research that is used to request the information that is explained in the form of description, the data can not be realized in the form of number, but describe by words and pictures. In this research, the researcher uses the descriptive qualitative method for collecting the data. Qualitative research is as method of research which interprets the information from the view point kinds of objects, ideas, or events and the data that are recorded in non metrical form such as transcript of classroom interaction (Sugiyono, 2015). It describes how jigsaw task and scrambled sentences are applied in teaching reading descriptive text and it also describes the advantage and disadvantage of the problem faced in applying of jigsaw task and scrambles sentences technique.

In detail, the researcher uses the descriptive research. Descriptive research is as procedure of problem solving which is investigated by describing the subject or object condition based on the phenomena at the time of the study (Al-Samarraie & Saeed, 2018). In other word descriptive research is research consist of gathering, ordering the

data, analyzing and interpreting the data. Furthermore, the researcher uses active participatory observation in observing the teaching and learning process.

Data Collecting Technique

1. Observation

(Gaias et al., 2019) states that observation is gathering information involves watching and listening to events then recording what occurred. It means that observation is the way to research directly by watching and listening the object the record what happened in the events.

Observation is done in English classes when the teacher teaches reading by using jigsaw task technique with combination scramble sentence..

2. Interview

Interview is technique of collecting data to communicate between researcher and respondent or subject directly. Alghasab et al., (2019) states that interview is an instrument to ask some questions to the informant. The interview is taken after teaching learning process to know their responses on the application of jigsaw task by using scrambles sentences in teaching reading descriptive text. The researcher interviews the students face to face.

Data Analyzing Technique

1. Data Reduction

In this stage, the researcher classifies the data. Use the data that is needed and reduce the data that is not needed in the research. In reduction process, the researcher is looking for the valid data.

2. Data Display

In this stage, the researcher classifies similar data into one category and displays the data in order to give clear description about the research. The data is displayed in the form of brief description.

3. Conclusion Drawing or Verification

The researcher makes conclusion based on the data gathered. The verification is needed to check the validity of the data, so the data will be more accurate and responsible.

Result and Discussion

1. The Implementation of jigsaw tasks by using scrambled sentences

Result of Observation

1) Pre- Activity

The pre-activity of the teacher that was the teacher uses greeting to start the lesson, the teacher says the greeting “Good

morning students!”, “How are you today?” and the students answer the teacher “Good morning, mom!”, “I am fine!.”Then, the teacher absent the students whether there is student who is absent that day or not. There is no student who is absent that day. And then, before the lesson begins, the teacher reviews previous the lesson by asking “ did you study last night?,” “ did you remember our last material?” then the students answered the teacher yes or no. The aim is to recall the students toward the material. After that, the teacher connecting descriptive text, for example descriptive text by using scrambled sentence. Then the teacher explained to the students about teaching purpose to understand descriptive text. Next, the teacher explains the organization and feature

language of descriptive text. After the students understand about descriptive text, the teacher divides the students into six group. Every group consist of five students by giving number 1,2,3,4,and 5. Then, the teacher gives papersheet about descriptive text "The Sea Eagle" . After that, the teacher asks the students to identity the feature of text and answer the question based on the text "The Sea Eagle" they have read. The last activity in pre-activity, the teacher checks and discusses the answer every group.

2) Whilst-activity

Teacher divided the students into six groups based on the number of each students. For example the student's who has number 1 collect with the students who has number 1, etc. Each group consist five students. Then, the teacher gives scramble sentence to the students. The students pay attantion to the teacher. And then, the teacher asks the students to rearrange scramble sentence in to correct paragraph. Next, the teacher asks the students to answer the question based on the text. The students answer the questions. Then, the teacher makes one expert group which is taken one student from each group. The teacher asks the students of expert group to correct the answer of all group. And ten, the teacher asks the students of expert group to come back to their group before. The last activity in whilst-activity, the teacher asks the students of expert group to explain and discuss the correct answer about descriptive text "The Sea Eagle" to their group.

3) Post- activity

The post-activity of the teacher that is the teacher makes the conclusion the material. Then, the teacher gives task to the students based on the material about procedure text they have gotten. The last activity in the post-activity, the teacher closes of the study.

Result of Interview

2) The Interview with the students

In the first question of the interview was about the process of teaching learning process. The students "Y P, M J, F A, Y R, AK, and D S", they had difficulty in English lesson especially, in remembering and producing right pronunciation. The student "MJ and F A" said, "Sulit bu, ndak tau artinya dan bacanya berbeda dengan tulisannya." It means that they had difficulty in pronunciation. The students "YP, YR, AK, and DS" said, "....cara baca Bahasa Inggris tidak sama dengan tulisannya." It means that they had difficulty in English lesson because the different pronunciation and written.

The second question of the students's interview was about the process of teaching learning proses. The student "YP, MJ, FA, YR, AK, and DS" said, "belajar dengan menggunakan teknik jigsaw lebih manarik, jadi lebih mudah memahami suatu teks" It means that read the text by using scramble sentences technique make the students easier to understanding about the contents of the text.

The third question of student's interview was about the give motivation for them. The student "YP" said "Ya bu, saya sangat bermotivasi karena kita lebih mudah memahami teks dengan diskusi" It means that the technique can give motivation for students in learning. The students "MJ, FA, YR, AK, and DS" said that the jigsaw tsk technique with scramble sentence make the students focus to the material given.

The fourth question of student's interview was about the efectiveness of teaching reading by using jigsaw task technique with scramble sentence. The student "MJ, FA, and DS" they felt that jigsaw task technique combination with scramble sentence can help the students in learning process. While "YP, YR, and AK" said "ada

sedikit bu, teknik ini bersifat kelompok jadi masih ada teman yang mengatungkan teman yang bisa.” It mean that some students are not discuss with their partner

The last question is about the student’s opinion that jigsaw task technique with scramble sentence is used in teaching learning process. The student “Y P, M J, F A, D S and A K” they like relax, enjoyable, and humorous situation during teching learning process. The student “Y R” said that the jigsaw task technique with scramble sentence make the students focus to the material given

2. The Interview After the Research

The first question was about the students’ condition when the teacher taught use technique. The students more paid attention to the material given. The teacher said, “Ada perkembangan dalam peningkatan prestasi belajar siswa.” It means that there are the students’ score is better than never use technique).

The second question was about the effectiveness of teaching varian in teaching learning process. The students more interested when the teacher use a technique in teaching learning process. She said, “Praktik langsung dan diambil nilai...” It means that the students more happy when they pacted in the class and the teacher took their scores.

The third question was about the students’ interest when the teacher using jigsaw task technique with scramble sentence. The students more paid attention on the material given. The teacher said, “...lebih banyak yang memperhatikan ketika saya mengajar menggunakan teknik.” It means that the students more interest when they study using technique in learning process.

The fourth question was about the implementation of jigsaw task technique with scramble sentence in teaching learning process. The students more pay attention in teaching learning process during the teacher implemented jigsaw task technique with scramble sentence in teaching learning process. The teacher said, “Setelah menggunakan teknik jigsaw task yang dikombinasikan dengan scramble sentence, siswa lebih memperhatikan materi pelajaran dan siswa berusaha untuk fokus terhadap materi yang diajarkan...” it means that teaching reading by using jigsaw task technique with scramble sentence could make the students more paid attention to the material given

And the last question was about the teacher’s difficulties in teaching reading jigsaw task technique with scramble sentence. The teacher must looked for the dialogue with the different theme as the material. She said, “...Sebelum penyampaian materi, saya harus menyiapkan teks dengan tema yang berbeda-beda.” It means that the teacher must be looked for the different dialogues as the material given.

2. The Advantages of the Application of Jigsaw Task by Using Scrambled Sentences in Teaching Reading Descriptive Text

The jigsaw task technique is one of the technique that can be used in teaching learning process. The researcher has found some advantages in teaching reading by using jigsaw task technique with scramble sentence from the results of observation and interview. They are as follows:

a. The implementation of teaching reading by using jigsaw task technique with scramble sentence could increase in vocabulary mastery.

Some students feel they could get the new vocabulary by reading using jigsaw task technique with scramble sentence is easily than learning vocabulary using text book.

1) Based on the students interview result, the student “MJ” “Kalau menurut saya belajar menggunakan teknik ini lebih mudah untuk memaham kata-kata dalam suatu teks.” Teaching reading by using jigsaw task technique with scramble sentence could increase in vocabularies mastery (Nalls & Wickerd, 2022)

2) Based on the teacher’s interview, the teacher said, “Setelah menggunakan teknik ini hampir semua siswa akan paham dan lebih mengerti, saya lihat ada peningkatan prestasi dan suasana belajarnya.” It means that teaching reading by using jigsaw task technique with scramble sentence could increase of English vocabulary.

b. The jigsaw task technique with scramble sentence could give motivation for the students to study English.

Before in teaching reading by using jigsaw task technique with scramble sentence, the students have less motivation in learning English. After the application jigsaw task technique with scramble sentence, the students have motivation in learning English.

1) Based on the result of students interview, the students said, “Suka, saya sangat bermotivasi karena kita lebih mudah memahami teks dengan diskusi.” Jigsaw task technique scramble sentence in teaching reading could give the motivation for the students. (Li et al., 2021)

2) Based on the teacher’s interview, the teacher said, “Setelah menggunakan teknik jigsaw dengan kombinasi scramble sentence siswa lebih memperhatikan materi pelajaran.” It means that the students more paid attention in learning process by using jigsaw task technique with scramble sentence.

c. The jigsaw task technique with scramble sentence make the students focus to the material given.

One of the functions of this technique is helping the students focus on the material given. When the students read the text by using jigsaw task technique with scramble sentence.

1) Based on the students interview, the student “FA” answered, “Lebih enak pake teknik, saya jadi fokus ke materi pelajaran.” It means that jigsaw task technique with scramble sentence in teaching reading could make the students focus to the material given.

2) From the teacher’s interview, the teacher said, “Siswa berusaha fokus ketika memberi latihan menggunakan teknik jigsaw task yang dikombinasikan dengan scramble sentence.” It means that the students focus to give the exercise.

d. The students enjoy in teaching learning process.

The students like this learning process. They do not bored when they read the text by using jigsaw task technique with scramble sentence.

1) Based on the result of the students’ interview, the student “YP” said, “Saya suka belajar menggunakan teknik jigsaw tadi Bu. Saya jadi fokus ke materi pelajaran.” It means that the student enjoy in teaching learning process using jigsaw task technique with scramble sentence.

2) From the teacher’s interview, the teacher said, “...siswa lebih antusias dan semangat untuk mendapatkan nilai yang tinggi.” It means that teaching reading by using jigsaw task technique with scrambled sentence can make the students feel enjoy in learning process. (Mora et al., 2020)

3. The Disadvantages of the Application of Jigsaw Task by Using Scrambled Sentences in Teaching Reading Descriptive Text

Besides the advantages, teaching reading by using jigsaw task technique with scramble sentence also has some disadvantages. They are as follows:

a. Sometimes the students do not pay attention to the the teacher explanation.

1) Based on the result of students' interview, the student "AK" answered, "teknik ini bersifat kelompok, kadang-kadang ada teman yang masih menggantungkan teman kelompoknya ." It means that some students are not discuss with their partner.

2) From the result of teacher's interview, the teacher said, "siswa belum bisa menyesuaikan karena teknik ini bersifat kelompok, jadi masih ada saja siswa yang ramai." It means that teaching reading by using jigsaw task technique with scramble sentence sometimes can make the students and the classroom situation become noisy.(Halimah & Sukmayadi, 2019)

Thus, by considering the explanation above, jigsaw task technique can be implemented in teaching reading for the secondary students. Karacop (2017) said, "This technique can be used with lower-level students who have trouble with shorter sentences, but it is particularly helpful as students begin to work with longer sentences." It is means that the technique is helpful and be used to overcome the problem faced by students in reading class.

Conclusion

Conclusions can be generalized according to research problems and recommendations for the next step.The teacher uses jigsaw task with combination scramble sentences in teaching reading descriptive text. The student's activities are that the students pay attention and listen toward the explanation of the teacher during teaching learning process. Besides, the students active, anthusiastic, enjoy and interest in learning reading descriptive text by using jigsaw task with scramble sentences. They rearrange jumble sentence card based on the pictures by adhering on the flannel board.

The implementation of teaching reading by using jigsaw task technique with scramble sentence could increase in vocabulary mastery. The jigsaw task technique with scramble sentence could give motivation for the students to study English. The jigsaw task technique with scramble sentence make the students focus to the material given. The students enjoy in teaching learning process.

There it is recommended for all teachers to apply the technique and future researchers to conduct same research. The research showed that the jigsaw approach both had an impact on group learning while collaborating. Jigsaw-based case discussions with scrambled sentences can promote productive cross-group cooperation. Cultural disparities also have an impact on the classroom community by hindering collaboration. As a result, teachers can use cooperation more effectively to aid in learning and give students the chance to interact with peers.

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