



## Jigsaw Cooperative Learning to Improve Critical Reading Skills

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### Abstract

This research aims to analyze (1) the design of learning planning for critical reading comprehension of English through jigsaw-type cooperative learning in Critical reading courses; (2) the implementation of learning the understanding of critical reading of English through jigsaw type cooperative learning in critical reading courses; (3) the evaluation system of learning critical reading comprehension of English through jigsaw type cooperative learning; and (4) improved students' critical English reading comprehension skills through jigsaw-type cooperative learning on Critical reading courses. The research method used is Classroom Action Research which is carried out in three cycles. The subject of this study is students who take Critical Reading courses in the even semester of 2020. The data collection techniques used in this study are assessment sheets, observations, and tests. The data analysis used is the analysis of description. The conclusions of this study are (1) the learning design used in preparing the lesson plan is ASSURE. The preparation of SAP in critical reading learning is based on competency standards, basic competencies, indicators, learning objectives, subject matter, methods, and sources, as well as a cooperative learning approach consisting of four activities, namely critical reading, expert group discussions, home group discussions, and quizzes; (2) the implementation of learning is an activity carried out by students and lecturers in learning critical reading comprehension using jigsaw type cooperative learning. The observed student activities include activeness, attention, cooperation, and responsibility. Lecturer activities observed include lecturer activities from preliminary activities, presentation and closing of learning; (3) the evaluation system is the result of analysis of critical reading comprehension questions in the form of multiple choices with four choices using an interest which includes validity, reliability, discriminatory power, and level of difficulty of the questions, and; (4) Jigsaw cooperative learning can improve critical reading comprehension skills, namely the ability of students to understand and answer questions about the basics of critical reading comprehension and the ability to conclude reading or text content.

**Keywords:** cooperative jigsaw, critical reading, learning activities, evaluation

### INTRODUCTION

Learning English, there are four skills (skills) learned, namely: listening (listening), speaking (speaking), reading (reading), and writing (writing). The use of these four language activities in communication is not the same weight. Reading has activities that take a person further and more in-depth compared to other language skills activities. Through

reading, people can explore and search for various kinds of knowledge and knowledge stored in books and other written media (Talebi et al., 2015; Duran & Yalcintas, 2015).

Critical reading learning achievement scores in the academic year 2019/2020 have not been satisfied with the percentage of students who have not reached higher competency graduation standards than

students who achieve and exceed competency graduation standards. In addition, critical reading learning still tends to be centered on lecturers, using conventional learning. Based on the above presentation, learning is still centered on lecturers. It is considered necessary to change old learning focused on lecturers (teacher-centered) into learning centered on student activities (student-centered) by using learning models to improve learning.

One of the factors that can affect the success or failure of English learning is the teacher or lecturer. In particular approaches, strategies, and techniques, the quality of learning is essential to facilitate learning. Teachers who determine what approaches, strategies, methods, and techniques to apply are responsible for creating classroom situations conducive to optimal learning (Lee, 2016).

One of the learnings that can overcome the above problems is cooperative learning. Cooperative learning can be interpreted as a learning process based on learning methods that divide students into small groups and help each other learn.

Five basic things need to be considered so that cooperative learning (Sitohang, 2017) can run well, namely as follows:

1. **Positive independence** – Positive independence will work well if each group member feels equal to the other members; this means that one person will not succeed unless the other member feels his success.
2. **Increased Interaction:** When teachers emphasize positive independence, teachers should allow students to get to know each other, help each other, support each other, encourage and praise their efforts in learning.
3. **Individual Accountability:** The goal of a group in cooperative learning is to become stronger in knowledge. Students learn together so that afterward, they can do better as individuals.
4. **Interpersonal and Small Group Skills:** In cooperative learning and the subject matter (work assignments), students

should also learn about group work. The value of more cooperative learning is that students learn about social skills.

5. **Group Management:** Group management will be successful if each group member discusses how they achieve goals and how to maintain working relationships effectively.

The stages of cooperative learning are (1) conveying goals and motivating students, (2) presenting information, (3) organizing students in groups, (4) guiding work and learning groups, (5) evaluation, and (6) rewarding (Fua, 2014). Jigsaw learning was developed as a cooperative learning method. This technique combines reading, writing, listening, and speaking activities.

In jigsaw-type cooperative learning, there are groups of origin and groups of experts. An original group is a parent group of students whose members all have different parts of the material and combine several expert groups. The original group is also called the Home Group. An expert group is a group of students consisting of members of different origin groups who study and explore the same material. The expert group is also called the Expert Group (Abdullah, 2017).

The jigsaw learning steps are as follows: a). Reading – students acquire the material and read the material for information. b) Expert group discussions – students with the same material meet to discuss the material. c) Discussion of the original group – members of the expert group return to the original group to explain the material to the group. d). Quiz – students obtain an individual quiz that includes all the material (Rosyidah, 2016).

This research aims to analyze (1) learning planning of critical reading comprehension of English through jigsaw type cooperative learning in critical reading subjects, (2) the implementation of critical reading comprehension learning in English through jigsaw type cooperative learning, (3) the evaluation system of learning critical reading comprehension of English

through jigsaw type cooperative learning, and (4) improvement of critical reading comprehension skills of English students was through jigsaw type cooperative learning in critical reading (Akin et al., 2015; Albecray, 2014).

## **METHOD**

This research is Class Action Research. There are four stages in the assessment process: 1) planning, 2) action, 3) observation, and 4) reflection. The action plan carried out by researchers include (1) making a research schedule, (2) compiling syllabuses and lecture event units, (3) making student worksheets, (4) making evaluation instruments, (5) preparing research instruments, (6) preparing teaching materials, and (7) preparing learning media.

The steps of jigsaw-type cooperative learning implemented actions in this study through three stages of learning: initial activities, core activities, and final activities. Observations are carried out by collaborators during the learning process using prepared observation sheets. This observation is done to observe the activities of students and lecturers during learning. At the same time, the evaluation is done by providing a test of mastery of critical reading comprehension (critical reading) to get data on the mastery of the material taught.

Analysis and Reflection: Data analysis is done based on observational and evaluation data. Data analysis compares the results of SAP preparation assessments, observations of student and lecturer activities, and test results of critical reading comprehension skills. Data analysis results are used as a basis for reflection activities about whether all indicators of success that have been determined have been achieved or not. All the findings of the data are used as a basis for finding steps in the next cycle.

This research is focused on research on jigsaw-type cooperative learning to improve English critical reading skills. In this case, lecturers' research is accompanied

by collaborators to learning conducted in the classroom, seen from interaction in the learning process.

This research was conducted in the English Education Study Program in Semester IV of the Academic Year 2020 who contracted Critical Reading courses. This research is a student of the IKIP Gunungsitoli English education study program in grade 1, which amounted to 36 students.

## **RESULTS AND DISCUSSIONS**

### **1. Learning Planning**

Learning planning in this study is compiled based on the development of ASSURE learning design. The reason for selecting the ASSURE model as a reference in the preparation of learning planning is because this model is a model commonly used for micro-level learning (classes). Agreement with Rosyidah (2016) states that the class-oriented model is usually aimed at designing micro-level learning (classes) that are only done every two hours of lessons or more.

SAP is assessed before the implementation of the learning process begins. In Cycle I of 6 (six), components are still in need of improvement in the selection of matter and determination of time allocation. The value obtained in Cycle I is 2.96 or still in the lesser category. After analysis and reflection and based on the recommendations given by evaluators in Cycles II and III, the overall aspect has reached a high value of 4.19. The six components assessed are (1) formulation of learning objectives, (2) selection of learning materials, (3) learning scenario design, (4) classroom management, (5) assessment procedures, (6) general impressions.

### **2. Implementation of Learning**

#### **a. Student Activities**

There are four activities observed from student activities, namely liveliness, attention, cooperation, and responsibility. Students are said to be active when they get an average score of 3 of these four

activities. Overall, the number of active students is 30 out of 36 students or 83.3%, indicating that student activities' success indicators have been achieved.

The value of student activeness in critical reading courses using jigsaw type cooperative learning is increased in each cycle; this means that jigsaw type cooperative learning can increase students' activeness in learning.

#### **b. Lecturer's Activities**

The total number of items of lecturer activity observed in aligning using a jigsaw-type cooperative approach amounted to twenty items. The item is part of five main activities; Namely:

1. Management of learning spaces and facilities consists of two items.
2. The implementation of learning activities consists of six items.
3. Managing classroom interaction consists of five items.
4. Open and flexible attitude and helps develop a positive attitude of students towards learning consists of five items.
5. The implementation of evaluation of processes and learning outcomes consists of two items.

Lecturer activity in teaching students by using jigsaw-type cooperative learning has increased every cycle; This shows that cooperative learning can also improve the ability of teachers or lecturers to teach students in terms of the learning process in the classroom.

### **3. Evaluation System**

Evaluation is an action or a process to determine values in the world of education. This statement means that evaluation is used to determine the value or learning achievement of students. In the final activities of lecturers, provide strengthening and stabilizing meters that depart from the problem. Tests are conducted to determine the mastery of the material after learning critical reading comprehension through jigsaw-type cooperative learning.

Based on the analysis of critical reading understanding conducted, obtained data showed that the validity value of the problem used in Cycle I amounted to 0.53, Cycle II amounted to 0.66, and in Cycle III by 0.68. Based on existing validity criteria, the validity of problems in Cycle I is categorized sufficiently; Cycle II and Cycle III fall into the high category, which means that the problem of understanding critical reading that is compiled can be valid. If the instrument used is valid, then the data generated by the instrument is also valid (Azwar, 2017; Arifin, 2013).

### **4. Improved Understanding of Critical Reading**

Critical reading comprehension is an active activity of readers to get meaning from reading; this means that in the reader, there is a process of processing information presented in the form of written symbols into the meaning of the written symbols. That goal can only be achieved by the reader when the reader can: 1) use background knowledge about the content of the text; 2) recognize and understand the structure of sentences in the text; and 3) use efficient critical reading strategies (Haromi, 2014). Jigsaw-type cooperative learning in the form of peer teaching patterns by allowing students to learn the material well, and at the same time, he becomes a source for others (Sitohang, 2017).

So, by using jigsaw type cooperative learning, students can have these abilities because, in jigsaw type cooperative learning, students can better explore their abilities and colleagues in expert groups to understand the learning topic. Ultimately, they become speakers for their friends in the group of origin. This process can improve the understanding of critical reading because students are required to understand specific topics and be able to make their friends understand the same as they understand.

Indicators of success for the achievement of cognitive learning of critical reading comprehension students in

critical reading courses using jigsaw-type cooperative learning have been achieved in Cycle II. However, because there are still other indicators of success that have not been achieved, it continues to Cycle III and still has an increase of 5%.

## CONCLUSION

The learning design used in preparing learning planning is ASSURE. The preparation of SAP in Critical Reading learning is based on competency standards, basic competencies, indicators, learning objectives, subject matter, methods, and resources, as well as a cooperative learning approach consisting of four activities, namely critical reading, expert group discussions, origin group discussions, and quizzes. The study results concluded that jigsaw-type cooperative learning could also improve the cognitive learning achievement of students' critical reading comprehension skills.

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