



## Effect of Jigsaw Reading in Enhancing Students' Understanding at UIN Sunan Ampel Surabaya

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**Abstract:** The focus of this study is to investigate the effect of jigsaw reading in enhancing students comprehension, generally in all materials. Survey research was used as the research method, and for the research design, the researcher used quantitative research. The research subjects were 31 fifth semester students of UIN Sunan Ampel Surabaya who were picked randomly, and considered to have been experienced online learning for 2 years. Questionnaires consist of sixteen questions were used as the instruments which dealing with students' perspectives in having online learning. After distributing questionnaires and analyzing the data, it has been found out that there were fierce battle going on between neutral students and agree students since they are still unsettled in choosing online or offline learning since both of them have their own characteristics. In conclusion, this study found that most of the students agreed that having online learning can upgrade their materials understanding.

**Keywords:** *Jigsaw, Reading, Understanding*

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## 1. Introduction

Online is one of the best inventions that can help people's work easier. It can be proved by just looking at our environment. We can do almost whatever through online from ordering something, working, or even see each other and communicate via video call. Nowadays, the use of online is even more since people are required to not meet each other in person due to social distance policy. That is why one of the best solution now is using online as the media of communication. It can even connect people from the whole world no matter how far between each others are. It can provides advantages for online conference such as learning, meeting, seminars, etc. As Arora (2019) says that she approved that online learning is a great choice, especially when there are challenges in having offline learning. The reason is online learning can connect learning process through face-to-face no matter the place or time is.

Jigsaw reading is one of common techniques as a strategy to deliver material through group discussion. The students are required to work together, so they can understand the material together as well. As Sofyan, Hasanah, Haryudin (2019) said in their journal that jigsaw is cooperative learning to get activities in classroom learning process. They also stated that the focus of their study is to gain information whether jigsaw reading could enhance students' reading skill. Furthermore, Silalahi (2019) also conducted a quite similar topic. She states that jigsaw reading can help students' reading skills progressively, and jigsaw reading can enhance students' awareness more efficiently through attractive ways. She also add that the study focused on the use of jigsaw reading to upgrade students' reading skill. It also similar to the research of Larasati (2009) which she says that the reason why it called jigsaw method is that it same as puzzle game, so the materials are scattered to students and they are required to understand each materials that they got. Moreover, jigsaw reading classified as students-centered learning since the teacher play the role as fasilitator, and students can teach each other. In addition, she also says that she focused on finding out whether jigsaw reading technique is better than regular technique for improving students' reading understanding.

Apparently, some previous studies that has been mentioned above are focusing on similar topics which is increasing students reading skills through jigsaw reading. Furthermore, those topics can be explore more particularly on students' understanding about the materials generally. It includes not just reading skills but also vocabulary building, grammar, pronunciation, and other language skills.

Therefore, a study about the effect of jigsaw reading in enhancing students' understanding at UIN Sunan Ampel Surabaya has been decided by the researcher. This research particularly discusses about the impacts of having jigsaw reading on increasing student' materials comprehension, and find out the students' responses in having jigsaw reading through online.

## **2. Method**

Survey research method applying quantitative for data collection technique was adopted for this study. According to Ary, Jacobs, and Sorensen (2010) survey technique is perfect for collecting informations from a huge amount of data sample quickly and efficiently. Therefore, questionnaires were used for the instrument of the research. The questionnaires were spreaded throughout 31 participants of the 5th semester students of Public Islamic University of Sunan Ampel Surabaya. The sample of the research was took randomly selected using random sampling among Public Islamic University of Sunan Ampel Surabaya students. The 31 participants were taken in considering they have been encountered online learning for almost 2 years. Sixteen questions which emphasizing on students' point of view on learning grammar through online course was involved in the questionnaire. Those questions contain, such as, number 1-5 how to learn grammar, number 6-10 the media is used for teaching grammar, and number 11-16 the students' perspective on learning grammar through online class. After the data were obtained then it is time to analyze the data. The instrument was used for data analysis is SPSS 22. Descriptive analysis was used for analyzing the data which is taken from the questionnaires that have been distributed to all the participants of the research by utilizing statistical procedure that involves nominal, ordinal, interval, and ratio as the scales of measurement (S. S. Stevens). In order to know the data distribution, the data were tabulated using descriptive statistics. By tabulating the data, the result and conclusion will appear.

In this part, we will discussed about the result of data analysis. After the data analysis, the instruments of research were tested. In this case questionnaires were used for the data instrument. There are two types of test which is validity test and reliable test. The purpose of the tests is to know whether the instruments were valid and reliable or otherwise. After the first test that is validity, the result showed there is one question of the questionnaires were invalid. This question was sidetracked from the rules of the research. The sum of 15 questions out of 16 questions is valid. This could be known from the r-table score which is more than 0,355. On the other hand, the one invalid question have less than 0,355. This invalid question is number 13. N were obtained for the r-table score. N is the symbol of participants of the research. Because of N, we know that the difference of 0,355 from 31 is 5%. After the validity test, we move to reliable test which is required in order to know the

research instrument can be rely on or not. The Cronbach Alpha's reliable test that were taken from reliable statistics table appeared to be at 0,797 which is more than the criteria score of the reliable test. An instrument can be called reliable if it is pass 0,7. Thus, it appears that the research instrument is reliable. The fact is, there is an invalid question in the questionnaire. However, if an instrument is labeled as reliable. The instruments is maintain ideal for the research.

### 3. Results

The result of research has been discovered which consists of students perspectives on using online to learn grammar, as following table:

Table 1.1. Students' perspectives of UIN Sunan Ampel Surabaya.

NO.	ITEMS	X	$\bar{X}$
1.	I managed to learn various grammar topics effektivly during the online education process using Google Meet	14	3,77
2.	I improved my English grammar knowledge as a consequence of online lectures	12	3,87
3.	The amount of repetion for grammar topics was enough for my proficiency	14	3,48
4.	The materials used for grammar teaching have enough quality for me	14	3,55
5.	I was able to ask questions about grammar topics learned during the online lectures	17	3,68
6.	The software (Google Meet) used to teach grammar was practical for me	10	3,71
7.	The lecturer made enough effort to teach me grammar during online lectures using Google Meet	13	3,77
8.	The instructor provided extra materials to improve my grammar knowledge	15	3,77
9.	Online grammar lessons made me curious about learning more grammar topics	17	3,97
10.	I felt satisfied after the online grammar lectures	12	3,13

11.	Learning English grammar using Google Meet online improved my motivation to learn English	11	3,65
12.	I really enjoyed studying grammar in an online atmosphere using Google Meet	11	3,26
13.	The grammar lectures were hard to follow online for me	9	3,29
14.	I think I can learn English grammar online using Google Meet at anytime and everywhere	14	4,13
15.	The online grammar lectures using Google Meet were tedious and timeconsuming	10	3,10
16.	Online grammar learning using Google Meet is better than face-to-face grammar learning	8	2,84
	<b>SD</b>	2,57	3,56

Description:

X: Value

$\bar{X}$ : Mean

SD: Standard Deviation

There are total of sixteen questionnaires deal with students perception taken from 31 participants on learning grammar through video conference. Likert scale was utilized in order to analyzed the result of research. Based on Likert scale there are 5 level to measure the range of values. Start from 1 until 1.8 is strongly disagree, from 1.81 until 2.60 is disagree, from 2.61 until 3.40 is neutral, from 3.41 until 4.20 is agree, from 4.21 until 5 is strongly agree.

The first question mean is 3,77%. So, it is considered as most of students agreed that they can learn various grammar efficiently via video conference. The average of the second question is 3,87% which means most of students agreed that they improved their grammar knowledge. The mean distribution of third question is 3,48%. That way, it is concluded that students mostly agreed that the drilling. The fourth question range is 3,55%. As the result, Most students agreed that the weight of materials were good enough. The fifth question mean distribution is 3,68%. Therefore, most students agreed that they can ask about materials of grammar during online class.

In video conference students can join, receive information, and ask the other participants from different places. Also, video conference use video digital images, and any other technologies than just use textbooks as media for learning (Gladovic, Deretic, Draskovic: 2019). This statement is related with the result above which most students agreed that having online learning grammar flexible and enjoyable, and they still be able to comprehend materials well, although learning via online class.

Moreover, the sixth question average is 3,71%. To sum it up, students mostly agreed that using Google Meet as the media for video conference is quite effective. The seventh question score average is 3,77%. Thus, it means that most students agreed that the lectures have put enough effort and tried their best in teaching grammar while having online course through Google Meet. The eighth question mean is 3,77% meaning that students mostly agreed that the lecturer gave additional materials to increase students' knowledge of grammatical skills. The ninth question average is at 3,97%. It can be concluded that most students agreed that they intrigued in studying more grammar materials by online learning. The tenth question mean is 3,13%. It comes to the conclusion that students mostly neutral that learning grammar through online could fulfill the students' need in studying grammatical knowledge.

The result above shows that students mostly agreed since they were be able to operate Google Meet as media for online quite well, despite it could be the first time for them to experienced online learning. Based on Harmer in his book he stated that the good things that video conference have are it can have an ideal materials which can be accessed by individual tutors, and the students can take many different

informations and have ranged task based exercises. Therefore, because basically video conference is open distance learning media, so it could be flexible enough to fulfill the students need in it's own way by connecting and assessing students with different places and time in real-time situation.

Furthermore, The eleventh question is 3,65%. So, the conclusion is most students agreed that learning grammar via video conference can upgrade their motivation to study English. The twelfth question distribution average is 3,26%. At last, it considered as neutral since most students felt neutral when they encountered the vibes of video conference for online learning. The thirtieth question average is 3,29%. It concluded at neutral the gap of values is close to each other meaning that the difficulty for having grammar learning through online is relative. The fourteenth question range is 4,13% which means most students agreed that learning grammar via online is flexible, especially in case of place and time. The fifteenth question mean is 3,10%. As the result, students mostly neutral regarding to having online grammar learning through Google Meet is boring and waste of time. The sixteenth question average is 2,84% meaning that most students neutral that whether online grammar learning via Google Meet is better than offline class.

According to Gladovic, Deretic, Draskovic (2019) that video conference is one of they way which utilized technology as range teaching media that called by online learning. Also, video conference is one of the most used open distance media which uses internet to connect and teach students through online, and it is more flexible compare to traditional class. They also stated that when video conference is fully utilized, then it will fulfill new targets and produce maximum advantages. Thus, the result above indicates that most students were at neutral since they still uncertain whether learning grammar through online is suitable for them. Hence, they need to adapt with the atmosphere of online learning. Ideally, in order to improve their grammatical skill while having online learning.

To sum it up, this study was essentially conducted to get information regarding to the students perception of using jigsaw reading to increase students' comprehension through online class. An outcome has been found out, and the result above showed that the perspective of most students were agree about using jigsaw as an upgrade of grammatical skill via online. They were know that online as the media of learning grammar is efficient which they can do it whenever, wherever, or even whatever they want. Thus, when they were asked to fill the questionnaires,

most of their responds were agreed that online learning grammar could effect their understanding of the materials given, especially when using jigsaw reading method.

#### **4. Conclusion**

In conclusion, this study have difference among similar research topics. This study is mainly deal with the influences of jigsaw reading on students' comprehension about the lesson broadly whether it is pronunciation, grammar, writing, and other language skills. As the result, many of students agreed that having online learning could improve their understanding. However, there were also plenty of them who still neutral. This indicates that they are still confuse whether they prefer online or offline learning since each of them possess their own advantages and disadvantages. However, this study still needs to be refined in the future since the research were conducted during pandemic era. Thus, collecting data could not be conducted to support the data.

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