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Integrating Reading Lesson Into Speaking Practice Through Jigsaw Technique

(A classroom research in Bina Sarana Informatika University)

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Abstract

To have an effective learning and teaching English, it should cover four language skills such as listening, speaking reading, and writing. The purpose of this research is to know if teaching reading will also result speaking skill. The research was carried out from October 2023 to January 2024. This action research that applied. The action research employs twenty (20) students of semester 3. The result shows that most students gained good speaking skill. This conclusion is made based on the presentation speaking test result which the grade of "the accuracy & fluency" aspect was range from good to excellent score. The number of this scores reached to 18 (90%) out of 20 students. After learning and discussing the content of the paragraph most students can answer the questions orally. The students who got good score on "Content Mastery " is 12 students (60%), and the aspect of "answering questions" is 18 students (90%) got good scores. Since the main subject is reading, therefore the researcher also evaluated the result of the reading comprehension test. Based on the test result most students can do the test well. This is shown with the average score is 87. Therefore, it is concluded that integrating reading lesson into speaking practice through jigsaw technique is effective and applicable for students of university. The process also created togetherness among the students. Jigsaw technique also stimulated students to read intensively. By doing

such activity that students speaking ability is improved

Keywords: Reading Activities, Speaking Practice, Jigsaw Technique

INTRODUCTION

It is now widely applied that teaching English is done in an integrative way. When a teacher teaches listening skill will involve other skills such as speaking, reading or writing. So as teaching reading, the teacher will also engage with writing and speaking. Since university students are usually good at understanding reading text, but lack of speaking practice, the researcher conducted action research to her students of Bina Sarana Informatika University on integrating reading lesson into speaking practice.

The main purpose of teaching reading is to develop knowledge and get information, the fact that students are involve in listening and speaking activities. Through the researcher's observation, it is found out that when students are involved in understanding text, they often use Indonesian language (Alfaruqy, (2021).

Therefore, students only get the reading comprehension (Namaziandost et al., 2020). Their understanding to the text is improved but still cannot express their knowledge in oral communication (Jubhari et al., 2022). This situation might be caused to the technique applied that is students read the text and teacher asks questions on the reading comprehension. Obviously, this technique developed students' vocabulary and understanding but not speaking skill.

The main purpose of reading lesson is to train student how to understand a text from the easiest to more difficult, from short text to longer text, and finally understanding any kinds of texts or books (Sujianto, B. 2012). Besides, there are some reasons why students should have reading skills. They are among others; to meet the students' need such as supporting their careers as well as their study, for pleasure, and improve their knowledge and horizon so that they are able to talk the topic and give information to others.

Reading activities is useful for language acquisition. The meaning of "language acquisition" is picking up a language without consciously learning it. Based on the Harmer definition, it is clear that reading activities also provide listening and speaking activities. The basic principle is that the more they talk on the topic, the better skill they got, as the same as the more they read, the better they understand it (Asdar et al., 2024). It is a good idea then for the teachers to choose interesting topics so that can stimulate discussion excite imaginative responses and provide opportunity to talk (Sukmawati et al., 2023).

There are some techniques that can be applied in a reading lesson which can be integrated to speaking practice, they are among other "read and tell" the text, reading puzzle, information transfer, and jigsaw reading (Gulati, 2022). These techniques enable students to have reading skill as well as speaking skills. In "a read

and tell" activity, students are engaged in reading and telling the content of the text, and "reading puzzle" involved students in guessing activity which students talk a lot. In "Information transfer" activity students should summarize the text or at least read aloud the text (Anandita, 2020), in this case students are involved in discussing the text (Saputri, 2017). And last but not least "jigsaw technique". This technique evolves reading and speaking at every step of the procedure (Elsayed, M. (2023). Therefore, the researcher is interested to integrate the reading lesson into speaking practice, in her university class.

The jigsaw technique will make students take their own responsibility since students will have their own task in understanding the text (Aronson, E. 2013). In the first grouping students will read collaboratively until they know exactly what the text is about (Samangun et al., 2024). The process of understanding the text is by reading and discussing with their friends. This activity makes each student in group takes participation in learning and makes the students feel free and enjoy doing the tasks.

Considering this reason, the researcher is interested to do research integrating reading lesson into speaking practice through jigsaw technique for students of Bina Sarana Informatika University Jakarta. By using jigsaw technique in integrating reading lesson into speaking practice, students will work in group of four or five depending on the reading materials in a team. The students are assigned to read some chapters, short books, or other materials which the students like the topics. Each team is randomly assigned to become an "expert" on some aspect of the reading lesson. The objective of this research is to know if teaching reading will also result speaking skill through applying jigsaw technique.

METHOD

The jigsaw technique is applied to 20 students of Bina Sarana Informatika University in the third semester. Through the implementation of the technique, the writer observed whether the process match the theory discussed in part B. At the end of the class room research, the result is to be evaluated whether it could help students improve their speaking skill, as well as to comprehend the content of the tasked assigned. Some findings are also to be written in verbatim way as documentation for further improvement.

The implementation conducted in 10 sessions by choosing reading text that consists of 4 or 5 paragraphs. The reason is to make the grouping easier. Before conducting the activity, the students are informed the objective of the activity as well as the procedures of the jigsaw technique. The activities include the following:

1. First grouping

The class is divided into four (4) or five (5) groups depending on the content of the reading text. Each group is assigned to read one chapter respectively (G1: Paragraph 1, G2: Paragraph 2, etc). This group is called expert group and then they are to learn and discuss their comprehension with the group members. To make sure that the students read and understand the paragraph, the teacher asked each

student in the group to make a summary of the paragraph and retell the summary in the group presentation.

2. The next activity is regrouping (group presentation)

The class is regrouped into four or five groups consisting of four or five students. The four students in this regrouping are the representatives of the expert group. Therefore, the members of each group are student A from group 1 (paragraph 1), student B from group 2 (paragraph 2), student C from group 3 (paragraph 3), and Student D from group 4 (paragraph 4).

3. Have students present their paragraph in groups applying controlled group (each of student **A** in the group begin the presentation continued by student **B**, **C** and finally student **D).** While a student is presenting his/her task before group, the other members of the group ask questions, clarification, give comments, feedback and additional information. This should go until they have the same perception in understanding the paragraph.

4. When all groups finished their presentation and discussion, the teacher then conducts the comprehension question in a whole class interaction. This is done since the teacher wants to check if each student has comprehended and recognized the whole paragraphs. As the theory mentioned above, this activity is called "debriefing". In this stage, the teacher should make sure that all students already have the same knowledge and perception on the text learnt.

5. The last activity of this stage is asked students to reform the groups into the first grouping (the expert group). In this stage each student should retell or present the whole paragraphs. The idea of this activity is to match their understanding on the content of the text, so that they have the same perception. Therefore, they exchange information, understanding, and knowledge on the text learnt.

6. Finally the teacher asks students to have plenary session to do the presentation. In this stage, the teacher chooses 2 or 3 students randomly to present the whole paragraph in front of the class. The teacher and the other students ask questions, clarification and addition to the presentation when needed.

During the whole process of jigsaw reading technique the teacher acts as facilitator, and her roles. They include:

1. Help students how to skim and scan the text during the reading to the full process. Remind students to find other facts, information, and data needed in comprehending the text.

2. Encourage students to guess meaning when they cannot find the meaning in the dictionary.

3. In discussion, the teacher asks each student in the group to take part in giving argument, opinion, understanding, point of view, as well as the important key points of the paragraph. However, the teacher observes the process of discussion and reminds the active student not to dominate the talking in the group. The teacher also informs that in the cooperative language learning there is no smarter or less smart student in the group. All students are equal and should learn and success together.

4. In all the stages of jigsaw technique the teacher observes and take note both good findings as well as negative cases in a verbatim way. Later the result is to be evaluated and conveyed to the students as feedback.
5. Comprehension questions are to be made in two sets in which the level of difficulty and the weighing are more or less the same. The two set-tests are aimed at avoiding students of being cheated during the test. The test consists of 40 items of multiple choices comprising the four paragraphs.
6. In the presentation stage, teacher should encourage students to make preparation so that they can perform as interesting and clearly as possible. Teacher provides the rule of the discussion so that the time could be managed efficiently. During the presentation the teacher functions also as resource person to anticipate of answering the questions from other students.
7. To know whether the students get benefit from the lesson, in session 11 and 12 the teacher conducted a speaking test by way of presenting a topic. The topic is choosen among the 10 ten topics discussed in the ten previous meeting. The result of the presentation test is compared to the result of other class speaking tests result but taught by the same teacher.

RESULT AND DISCUSSION

Presentation Test Score on the jigsaw reading technique.

The idea of the presentation test is to find out whether the students speaking skill are good. Each student is given 5 minutes to present the reading text chosen; teacher and students ask questions on the content of the text. The scoring criteria include four aspects as shown in the presentation test score result table below.

Table 1. Presentation Test Score

No.	Students	Acc &.Fluency	Content Mastery	Answering Questions	Manner	Avarage
1	A	Good	Excellent	Good	Good	Good
2	B	Fair	Fair	Fair	Good	Fair
3	C	Good	Excellent	Good	Good	Good
4	D	Good	Excellent	Good	Good	Good
5	E	Good	Good	Good	Good	Good
6	F	Excellent	Excellent	Excellent	Good	Excellent
7	G	Excellent	Excellent	Excellent	Good	Excellent
8	H	Good	Good	Good	Excellent	Good
9	I	Good	Good	Good	Good	Good
10	J	Good	Good	Good	Good	Good
11	K	Fair	Good	Fair	Good	Fair
12	L	Good	Excellent	Good	Good	Good
13	M	Good	Excellent	Good	Good	Good
14	N	Good	Excellent	Good	Good	Good
15	O	Good	Good	Good	Good	Good

16	P	Good	Excellent	Good	Good	Good
17	R	Excellent	Excellent	Excellent	Excellent	Excellent
18	S	Good	Excellent	Good	Good	Good
19	T	Good	Good	Good	Good	Good
20	U	Excellent	Excellent	Excellent	Excellent	Excellent

Table 1 above indicates that most students are good as speaking skill. It is indicated in columns "Accuracy & Fluency" that 18 students got good to excellent scores (90%) mean while students who got fair score is only 2 (10%). After learning and discussing the content of the paragraph most students can answer the questions orally. It is shown in columns "Content Mastery " and "Answering Questions". The score of "content mastery" that is 12 students (60%) got excellent scores, and "answering questions" that is 18 students (90%) got good scores.

To know whether the jigsaw reading improved the students speaking skills, the teacher compare the score above with the score "speaking test" of other class but taught by the same teacher on the "speaking 3 subject" for the same term. The result of the speaking test is shown in table 2 below.

Table 2. Speaking test score

Students	Speaking Test Score	Presentation Test Score	Notes
A	Fair	Good	Better
B	Fair	Fair	Similar
C	Fair	Good	Better
D	Good	Good	Similar
E	Fair	Good	Better
F	Good	Excellent	Better
G	Good	Excellent	Better
H	Fair	Good	Better
I	Good	Good	Similar
J	Fair	Good	Better
L	Fair	Fair	Similar
M	Fair	Good	Better
N	Good	Good	Similar
0	Good	Good	Similar
P	Fair	Good	Better
Q	Fair	Good	Better
R	Excellent	Excellent	Similar
S	Good	Good	Similar
T	Fair	Good	Better
U	Good	Excellent	Better

Table 2 shows that the scores of the speaking skill in the presentation test are better compare to the speaking test score of the other class speaking test result.

There are 12 students who have better speaking skills. This data indicates that the jigsaw reading technique can improve the students speaking skill. To know the reading comprehension is also gained by the students, the researcher also had the reading comprehension test of the reading presented in the jigasaw reading technique discussed in the 10 sessions. The following table 3 is the result of the comprehension test.

b. Comprehension Test

Table 3: Comprehension tests result

No,	Students	Scores	No.	Students	Score
1	A	90	11	L	78
2	B	71	12	M	81
3	C	83	13	N	84
4	D	88	14	0	85
5	E	85	15	P	87
6	F	92	16	Q	89
7	G	94	17	R	96
8	H	83	18	S	88
9	I	94	19	T	92
10	J	88	20	U	93
				Average score	87

From table 3 above shows that no students get score under 70, and the average score is 87. It means that students can learn together during the jigsaw reading and discussion stages.

c. Summary of verbatim notes

1. Each student actively participated in the discussion and giving comments on their friends' opinion.
2. Students were egger to know all paragraphs by consulting with the electronic dictionary and asking to the their teacher.
3. Students enjoy the discussion since they made some preparation before the discussion both in expert group as well as in regrouping session.
4. Though the teacher had reminded the active students not dominate the discussion, but they still do.
5. Students' vocabulary improved since they often used some new terms in the discussion.
6. Students focus more on content than on grammatical items or vocabulary.
7. Students show their cohesion when doing the reading to the full in the 'expert grouping'.
8. Students tend to compete with other group in the presentation session.
9. Students show their togetherness in learning.
10. Slow learners are encouraged to learn more by obtaining information from their friends, consult with the dictionary as well as ask question and clarification to the teacher. On the other hand fast learners tend to finish the task as quickly as possible.

a. The success of presentation test

Students were successful in taking the presentation test as seen in the table 1. Students got good score is because that they had undergone some steps such as reading individually, discussion, presenting the contents, and making summary of the paragraph. These steps enable students to develop their understanding on the text and therefore could obtain a good score on presentation tests. All students also used Power Point Facility when they present their topic.

Referring to the theoretical background, it is proved that jigsaw reading enable practice their English in a positive atmosphere. Students learn and teach each other, discuss the content of the paragraph, and ask and answer to point they do not understand. This technique could also motivate students to read more seriously compared to other reading technique that apply only a single activity like reading and translating sentence by sentence.

To apply this technique teacher should make a good preparation such choosing the material, preparing comprehension questions, facilitating and monitoring. In this research the teacher chose the third semester of the reading materials that consist of four or five paragraphs. It is done in order to make easier in forming the groups.

b. The presentation

Table 1 show that all students perform their presentation well. Based on the teacher observation each student was competing to perform as well as possible, this is a positive learning atmosphere when student are willing to compete each other. However the key success of the presentation was the process of peer learning among the members of the group. As the principle of the collaborative learning is "learn and success together". This principle is proven in the presentation test result in table 1. In other words that jigsaw reading is feasible and effective to helping students improve their speaking ability.

The verbatim notes indicate that students were willing to read the text again and again. Students did the task in a serious and cohesive way. Students also enjoyed the activity such in discussion and sharing ideas. These students' attitudes are the evidence that jigsaw reading could encourage self learning. Students were responsible for their duty and that's why each student was willing to make the preparation before joining to the presentation group.

Considering the advantages and disadvantages of the jigsaw technique, it is proved that jigsaw requires the preparation from the teacher both choosing the right material for the students and designing the task, such as grouping, monitoring system and evaluation tools. Some notes on the verbatim also show the similarity of the advantages and disadvantages mentioned by Carolyn Kessler. Considering the disadvantages of the jigsaw technique, problem anticipation should be made by the teacher before and during the tasks are under taking.

CONCLUSION AND RECOMMENDATION

It is founded in the implementation of the jigsaw reading technique that integrating reading lesson into speaking practice through jigsaw technique is effective and applicable for students of university. Peer learning occurred during the process of doing the task. It also created togetherness among the students. Jigsaw technique also stimulated students to read intensively. By doing such activity that students speaking ability is improved.

Since the integrating reading lesson into speaking practice through jigsaw technique is effective and applicable, the writer proposes some suggestion as follows. Students propose to the teacher to have the same activity in the next semester. In such a way students will get two (2) benefits; first they could reinforce the subject learned in the university; second, they could improve their speaking skills. Therefore, student should show their responsibilities to the teachers when doing the task.

To apply jigsaw technique, teachers should be well prepared in term of time management, material, assignment as well as the monitoring and evaluation system. The material should be match with the number of the students so that is easy for the teacher to organize the group as well as understood by the students. The result of the research could be use as a comparative study to the same research conducted in different schools or universities.

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