USING JIGSAW TECHNIQUE IN IMPROVING STUDENTS’ READING COMPREHENSION AT SMK HANDAYANI LUWUK
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Abstract
This study aims to see the effect of Jigsaw techniques in improving students’ reading comprehension. The population in this research was students of X grade SMK Handayani Luwuk. The research sample involved all students using total sampling technique. The main instrument in collecting research data is test. Data analysis used t-test analysis to compare students' means score. The calculation result shows that the t-counted value 8.271 is higher than the t-table 1.795. It means that improving students' reading comprehension by applying Jigsaw technique was effective. The alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that the application of Jigsaw technique is effective in improving students’ reading comprehension.

Keywords: Jigsaw, reading comprehension

Introduction
Reading is very important for the students to support their understanding of the written form of language. This skill is very challenging and very necessary for those who are first introduced into English, especially those categorized as millennial generation so that it can improve English understanding which is better for their life every day. With the technology development on social media, there many international references that needs to be seen by students in increasing their general knowledge.

Study in Indonesia, the reading comprehension has revealed with students' reading understanding still low. More than that, the skill to understand reading can also be a basic and provision for students' future studies. When they move to a higher level of education, they need skills for understanding good and greater reading very influential in student learning success. Students are also required to have the ability to understand various types of texts such as descriptive, narrative, exposition, procedure, news item, report, explanation, and discussion both formally and informally. Students usually feel
bored in reading activities so that they need some learning activities that more challenging and interest. Many strategies in reading make the students more active in carrying out activities to improve reading comprehension.

Based on the reality in SMK Handayani Luwuk, it was found that the students’ reading comprehension of students at SMK Handayani Luwuk still very low because some students have problems in vocabulary. That is reflected in the inability of students to understand the text and they are cannot find the meaning of the words very well and difficult to find the main ideas to connected information from one paragraph to another paragraph. In the learning process that is taking place, some of them are less focused on paying attention to the teacher explaining because it might be too monotonous. Therefore, the researcher tried to use learning techniques that could help students in process reading learning especially in improving comprehension. The researcher hopefully the students who feel bored and pay less attention to the teacher teaching in front of the class will feel a little different from previous learning.

Based on the problem above, there are obstacles faced by the students in understanding reading texts while learning. To solve this problem, solutions must be given. It means that important for teacher to look for ways and provide solutions to be given to students to help them when learning. To solve the students’ problem, researcher will use Jigsaw technique cooperative learning method in improved the reading comprehension. The goal of using Jigsaw technique is to make students can learn in the form of cooperation between students (groups) and exchange ideas with each other. But before the researcher must look at the ability of students who already understand the contents of reading text with those who still do not understand about it. That way can make it easier for teachers to apply this technique and students can also help each other and motivate each other to achieve maximum learning. That is why researcher used technique Jigsaw to improve the students’ reading comprehension at SMK Handayani Luwuk.

Reading skills are very important in facilitating people to better understand a reading text. They can get much information from several sources to enrich their knowledge by reading. But some people find some problems in the reading especially understanding a text.

Nunan (1991) state some people understand reading activities as solidarity activities where the reader interacts with the text that is read separately. Then, Nuttal (1996) also states that the definition of reading is the understanding of a main idea conveyed by the author to the reader in order to find out the purpose of the reading and also develop reading skills to be able to find messages or main ideas from the author.

According to Klingner (2007),"the process of constructing meaning by coordinating a number of complex processes which include reading the words and knowledge of the world, as well as fluency”(p. 2). In this case, reading refers to the ability to interpret words, understand the meaning and relationship between ideas from one paragraph to another that are conveyed in a reading text. He summarized that in reading the text, the teacher must follow several procedures, namely asking, practicing, and assessing. This means that the teacher must mention the skills that will be used by students, then they are given the opportunity to practice these skills in the workbook or worksheets, and finally the teacher must give an assessment of the skills they are using whether they have been successful.

Reading is a very complex cognitive process. According to Nuttal (1985), there are five aspects of reading that help students understand the content of English text which consists of main ideas, specific information, references, and vocabulary. The following below describes several aspects:
a. Determining the Main Idea
Finding the main idea of a paragraph is one of the most important reading comprehension skills. From several paragraphs, the main idea is usually not stated explicitly in one sentence. Therefore, on the contrary, the reader can conclude or reason about the content of the reading. It can also be said that the main idea has important information developed by the author in the paragraph.

b. Finding Specific Information from the Text
Some information is included as specific information in developing a topic, namely definitions, examples, facts, comparisons, analogies, causes, statistical effects, and quotations.

c. Finding Reference
Words or phrases that are often used before or after reading material are referred to as references. The purpose of a reference is to prevent word or phrase build up. It also makes it easier for readers to know the specific meaning of the words.

d. Finding Inference
Inference is about the reader’s predictions or guesses if there is something unknown regarding information in the text. It takes a logical connection that connects what the reader knows and what the reader doesn’t know.

e. Vocabulary
The basic vocabulary is needed when the reading process is in progress. It consists of a stock word that is used for anyone to speak or even produce speech in reading.

In teaching reading comprehension, the teacher requires several strategies to help students understand reading texts. Brown (2001) compared the following are ten strategies that can be applied when teaching reading comprehension in class:

a. Identify the purpose of reading
By knowing the purpose of what is read by the reader, the reader can get rid of unnecessary or unwanted information. By doing this, students will know what information they need to take and want in reading a text.

b. Using graphic rules and patterns to help decoding from the bottom up (especially for beginning students)
At the initial level of learning English, one of the difficulties faced by students in learning to read is to make a correspondence between spoken and written English. Here the teacher also needs to teach how to read words that sound well, vowels such as (bats, feet, hopes) and sound words with "e" such as (late, time, bite).

c. Using efficient silent reading techniques for relatively fast comprehension (for intermediate to advanced levels)
In the learning, teachers can apply speed reading to reduce the consumption of time in the reading. The teacher doesn't need to say every word and to know what the meaning every word but understanding the text it’s more important.

d. Check the text for main ideas
Skimming is one of the most valuable reading strategies for students. Skimming consists of eyes that run quickly throughout the text (such as essays, articles, or chapters) to find out what the text tells or to find out the main idea of the text. Skimming gives readers, the advantage of being able to guess the purpose of this passage, the main topic, or massage, and perhaps some ideas those develop and support.

e. Scan text for specific information
Scanning is to quickly look for specific pieces or pieces of information needed by readers in reading text. This scanning exercise can ask students to search for names or dates, to find definitions of key concepts, or to list a number of supporting details.
f. Using semantic mapping or grouping
   Readers can continue with a long series of ideas or by grouping important keywords they get from the reading text. Semantic mapping strategies or grouping ideas into meaningful groups can help the reader to remember the contents of the text.

g. Guess when you are not sure
   Brown (2001) divided are the very broad category. Students can use guesses that benefit them:
   (a) Guessing the meaning of the word
   (b) Guessing the relationship of grammar (e.g., Reference pronouns)
   (c) Guessing the discourse relationship
   (d) Inferring the implied meaning ("between the lines")
   (e) Guessing about cultural references
   (f) Guessing the content.

Jigsaw technique was first developed in the early 1970s by Elliot Aronson as a student at the University of Texas and the University of California. Application of the Jigsaw class was first applied in 1971 in Austin, Texas. Since then, many schools and even hundreds of schools have used the jigsaw technique with success. This jigsaw technique is also an activity in cooperative learning. Aronson (2000) states that jigsaw is a cooperative learning strategy that reduces racial conflicts between school children, encourages better learning, increases student motivation, and increases the enjoyment of learning experiences. "Jigsaw activities are based on the principle of information gaps in which the class is divided into groups and each group has a piece of information needed to complete an activity" (Richards, 2002: 19).

Brown (2001) applies cooperative learning which means that students work together in pairs or in groups and they share information and help each other in a team. They are a "team" whose goal must work together to achieve a goal successfully. The use of the Jigsaw technique in cooperative learning is reducing racial conflicts between students in the class, increasing learning, motivating students, and increasing fun learning.

According to Slavin (1995) “Jigsaw includes a procedure where students can share information that they have gathered in their group pairs with other group pairs in the class” (p. 111). The students were asked topics and scores from the quiz were averaged to get a team score. If the students at team want to be successful, team members not only complete their subtasks but also have to do teamwork by sharing information in groups.

Slavin (1995) also explains “Jigsaw is a group work or cooperative activity that implements teaching in improving reading comprehension" (p. 112). This type of cooperative learning technique is the simplest. This technique was developed by Elliot Aronson at the University of California. Providing stimulation for students to be motivated to learn and to be able to read better with satisfactory achievements is one of the purposes of this technique. Teaching reading is easier with this method because it makes students more active in class.

According to Slavin (1994), the steps of jigsaw learning can be arranged as follows:
   a. Reading, students get the material and read the material to get information.
   b. Expert group discussions, students with the same material meet to discuss the material.
   c. Home group discussion, expert group members return to their home group to explain the material to the group.
   d. Quiz, students get an individual quiz that covers all material.
In the type of jigsaw cooperative learning, there are groups of origin and expert groups. The home group is the parent group of students whose members all have different material topic sections and is a combination of several expert groups. The home group is also called the Home Group. Expert group is a group of students consisting of members from different origin groups who study and explore the same material. The expert group is also called the Expert group. The relationship between the home groups and the expert group can be described as follows:

<table>
<thead>
<tr>
<th>Home Groups</th>
<th>Expert Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 5 4 3</td>
<td>1 2 5 4 3</td>
</tr>
<tr>
<td>1 2 5 4 3</td>
<td>1 2 5 4 3</td>
</tr>
<tr>
<td>1 2 5 4 3</td>
<td>1 2 5 4 3</td>
</tr>
<tr>
<td>1 2 5 4 3</td>
<td>1 2 5 4 3</td>
</tr>
<tr>
<td>1 2 5 4 3</td>
<td>1 2 5 4 3</td>
</tr>
</tbody>
</table>

(Figure 1, Jigsaw Group Illustration)

The implementation of the jigsaw classroom from Aronson (2000), the researcher modified the activities of teaching reading comprehension process. The procedures areas follow:

a. First students are divided into groups, by counting one to four (it is one group) and the group is called home groups.

b. Then in the home groups each student is given a different topic of material by the researcher. But before that the researcher wants determine the material to be given. For example, students’ number one the material is “Descriptive text”, number two "Report text", and so on. The distribution of material applies equally to all groups.

c. After that the researcher directs students to create new groups called expert groups.

d. In a group of experts, the students who have same number were gathering to making one group. Like number one gathering with number one, two with two, and so on.

e. And in the expert group students were discussing the same topic of story until it is clear and complete.

f. Then students return to the home group, with responsibility for their material that has been discussed in the expert group.

g. After that, the researcher was pulling out lots of stories that will be discussed at that time. For example, the researcher takes a paper that says "Descriptive text" so at that time students who have been given the story "Descriptive text" will
explain to other friends in the home group about the purpose from the story or the main idea of story.

h. After students’ explanations, the researcher gives a quiz to students about the current topic to find out the extent of their understanding of the material.

Hypothesis

There are two hypotheses in this research:

a. Ha: Jigsaw technique can improve the students’ reading comprehension.

b. Ho: Jigsaw technique can not improve the students reading comprehension.

Research Method

This research uses an experimental method. Experimental method research is defined as the most complete quantitative research, which fulfils all requirements for those cause and effect. From several existing studies, researcher used the Pre-Experimental design with the type of one group pre-test and post-test. The design is using one class pre-test and post-test. Pre-test is used to study the extent to which students reading abilities and the researcher used pre-test at the first time and the result of pre-test can be known to be more accurate because it can compare with the situation before being treated. And the last post-test is used to understand the increase in students' reading skills and the post-test is carried out at the final stage.

The design of the pre-experimental design with the type of one group pre-test and post-test design can be described by Sugiyono (2015) as follows:

Where:

<table>
<thead>
<tr>
<th>O1</th>
<th>X</th>
<th>O2</th>
</tr>
</thead>
</table>

O1 = Pre-test before giving a treatment
X = Treatment given by applying the mode of contextual teaching and learning
O2 = Post-test after being treatment

Population and Sample

The population of this research were students at X grade of SMK Handayani Luwuk. In getting the sample of this research, the researcher used total sampling.

Research Instrument

The main instrument used by the researcher in this research was test. The test is divided into pre-test and post-test. It is used to find out the students’ ability before and after the treatment was given.

Technique of Data Analysis

In analysing the data, the researcher computed the individual score, mean score, standard deviation, then calculated the t-counted. After calculating the t-counted, the researcher compares it with t-table by applying significant degree 0.05 to see whether the use of Jigsaw technique can improve students’ reading comprehension or not.

Findings and Discussion

Before conducting learning, researcher provided a pre-test to students to get students’ prior ability in reading comprehension. The result of the pre-test can be seen in table 1 below.
The students score in pre-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial Name</th>
<th>Number 1</th>
<th>Number 2</th>
<th>Number 3</th>
<th>Number 4</th>
<th>Number 5</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FAH</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>2.</td>
<td>HAN</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>3.</td>
<td>JPL</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>30</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>4.</td>
<td>MAS</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>5.</td>
<td>MAR</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>30</td>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>6.</td>
<td>MER</td>
<td>5</td>
<td>10</td>
<td>20</td>
<td>2</td>
<td>15</td>
<td>55</td>
</tr>
<tr>
<td>7.</td>
<td>RAN</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>8.</td>
<td>SEL</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>9.</td>
<td>STE</td>
<td>10</td>
<td>2</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>10.</td>
<td>TRI</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>11.</td>
<td>JER</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>12.</td>
<td>FRA</td>
<td>10</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>10</td>
<td>44</td>
</tr>
</tbody>
</table>

Total score 616

After getting the students’ individual scores, the researcher calculates the students’ mean scores in the pre-test.

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{616}{12} \]

\[ M = 51.33 \]

It is found that the average value of students in the pre-test is 51.33. The data shows that the students’ ability in reading comprehension in pre-test is still very low. It means that they still fail in reading.

Because of the pandemic, the treatment was done with combining offline and online meeting. The treatment conducted in six meeting with any different topic of reading activity with applying Jigsaw technique in each meeting. In giving treatment of using Jigsaw technique in improving students’ reading comprehension, the researcher followed some process:

1. The researcher takes the groups which consist of 12 students into “WA group” to make easy in finding and sharing the material reading comprehension.
2. The researcher randomly divided the 12 students into 3 groups, each group consist of 4 students, and then each of the group was called home group. Each group was given different materials.
3. The researcher directs the all groups in home group to create a new group who is called expert group. The formation of expert group based on the same number and material.
4. In the expert group, the students only discuss the material/topic that has been given by the researcher through video call group.
5. Than the students in the expert group must be responsible to the material to be explained to their friends in home group. The purpose of this step is students in this making the home group understand together about the material.
6. After that the researcher was provided the reading text and questions to be answered in a specified time limit.
7. Finally, home group should answer the question.
Applying Jigsaw techniques guiding students on working in groups actively and they can share opinions, and answer questions with team group. It makes them active in working their reading task and answering the questions given.

After doing treatment, researcher gives post-test to the students at the end of the meeting. This test used to find out the significant difference between the students’ reading comprehension before and after applying treatment and also to know whether the treatment that has been applied is successful or not. The result of the post-test can be seen in table 2 below.

Table 2
The students score in pre-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial Name</th>
<th>Number 1</th>
<th>Number 2</th>
<th>Number 3</th>
<th>Number 4</th>
<th>Number 5</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FAH</td>
<td>20</td>
<td>20</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>HAN</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>30</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>JPL</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>MAS</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>MAR</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>30</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>MER</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>RAN</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>30</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>SEL</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>30</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>STE</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>TRI</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>JER</td>
<td>20</td>
<td>20</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>FRA</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.015</td>
</tr>
</tbody>
</table>

After getting the students’ individual score in above table, the researcher calculates the students’ average scores of students, as follows:

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{1.015}{12} \]

\[ M = 84.58 \]

The calculation results clearly show that, there is a significant difference between the average scores of students in the pre-test and post-test. The average value of students at pre-test 51.33 is lower than the average value of students at post-test 84.58 score. It proves that there was increase in students’ achievement at post-test after applying treatment. It means that the application of Jigsaw technique in improving students reading comprehension at SMK Handayani Luwuk is effective.
After calculating the average value of students in the pre-test and post-test, the researcher calculates the deviation and square deviation. The deviation of students’ scores in the pre-test and post-test can be seen in table 3.

Table 3
Deviations of pre-test and post-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial Name</th>
<th>Pre-test X1</th>
<th>Post-test X2</th>
<th>Deviation (d) (X2-X1)</th>
<th>Score Deviation (d)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FAH</td>
<td>47</td>
<td>80</td>
<td>33</td>
<td>1.089</td>
</tr>
<tr>
<td>2.</td>
<td>HAN</td>
<td>90</td>
<td>100</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>JPL</td>
<td>54</td>
<td>85</td>
<td>31</td>
<td>961</td>
</tr>
<tr>
<td>4.</td>
<td>MAS</td>
<td>35</td>
<td>75</td>
<td>40</td>
<td>1.600</td>
</tr>
<tr>
<td>5.</td>
<td>MAR</td>
<td>95</td>
<td>100</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6.</td>
<td>MER</td>
<td>55</td>
<td>90</td>
<td>45</td>
<td>2.025</td>
</tr>
<tr>
<td>7.</td>
<td>RAN</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1.600</td>
</tr>
<tr>
<td>8.</td>
<td>SEL</td>
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<td>90</td>
<td>50</td>
<td>2.500</td>
</tr>
<tr>
<td>9.</td>
<td>STE</td>
<td>42</td>
<td>85</td>
<td>43</td>
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</tr>
<tr>
<td>10.</td>
<td>TRI</td>
<td>24</td>
<td>75</td>
<td>51</td>
<td>2.601</td>
</tr>
<tr>
<td>11.</td>
<td>JER</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>12.</td>
<td>FRA</td>
<td>44</td>
<td>75</td>
<td>31</td>
<td>961</td>
</tr>
<tr>
<td></td>
<td><strong>Total score</strong></td>
<td><strong>616</strong></td>
<td><strong>1.015</strong></td>
<td><strong>409</strong></td>
<td><strong>16.211</strong></td>
</tr>
</tbody>
</table>

After calculating the students’ deviation scores in above table, then the researcher calculates the t-counted as follows:

\[
t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N (N-1)}}}
\]

\[
t = \frac{34.08}{\sqrt{\frac{2.270.92}{12 (12-1)}}}
\]

\[
t = \frac{34.08}{\sqrt{\frac{2.270.92}{132}}}
\]

\[
t = \frac{34.08}{\sqrt{17.20}}
\]

\[
t = \frac{4.14}{34.08}
\]

\[
t = 0.120
\]

The result of calculating shows that the t-counted is 8.271. Next, as the final process of calculation, the researcher tests the hypothesis. If the t-counted is higher than the t-table (t-counted > t-table), the alternative hypothesis is accepted and the null hypothesis is
rejected. But if t-counted is lower than t-table (t-counted < t-table), the alternative hypothesis is rejected and the null hypothesis is accepted. By applying a significance level of 0.05 degrees of freedom (df) 12-1 = 11, it was found that the score of t-table is 1.795. It means that the t-counted is higher than t-table, the alternative hypothesis is accepted, or Jigsaw technique can improve the students’ reading comprehension.

Conclusion

Considering the result of this research, the researcher concluded that Jigsaw technique can improve the students’ reading comprehension at X grade of SMK Handayani Luwuk. The students’ became more interested and enthusiastic in the reading activities. After the researcher conducted Jigsaw technique, they were involved in the reading material. All students were enthusiastic in joining the reading class. They all were active in sharing and discussing their texts in their expert group and they all presented their material. Using Jigsaw technique is effective in improving the students reading comprehension.

Having seen the result of this research, the researcher suggests several things in learning reading comprehension are as follow:

1. For students to increase understanding in reading comprehension using the Jigsaw technique and be more active in classroom learning with teamwork.
2. For educators, in order to improve their teaching skills, especially improving students’ reading comprehension, and as informative input for them in choosing the right techniques in teaching reading.
3. For researchers, this study is expected to improve the ability of researchers to use the jigsaw technique to improve students’ reading comprehension.

References