

Developing Reading Comprehension Through Jigsaw Technique For The Upper Primary Tribal Students

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ABSTRACT

Reading helps to understand and comprehend the text to get the intended information. The main inquest is to promote the reading skill using reading comprehension for the upper primary tribal students through Jigsaw technique. This is a classroom based activity which brings cooperation among the students and an experimental investigation where the analysis has been segregated as qualitative and quantitative data. The experiment also focused much on the case study in order to recognize the progress of their reading skill. Pre-test and Post-test questionnaire was framed using Blooms-taxonomy to check the level of the questionnaire and the test was conducted during the experimental progress. The collected data was used for the analysis and interpretation in order to show the variables in the study. Final analysis and interpretation has shown the variation between pre-test and post-test analysis. The final results revealed that the Jigsaw technique helped the students to develop their reading skills and also brought cooperation inside the classroom.

KEYWORDS: Reading Comprehension, Jigsaw technique, Classroom activity, Cooperative learning, Blooms-taxonomy.

INTRODUCTION:

Reading is a psychological process of decoding symbols in order to derive meaning. Reading can also be stated as a medium through which one can communicate or share ideas. It is not a simple task rather a person should know the important aspects of reading to read a text. Reading is a kind of activity but it is an interaction between the reader and the text. For a proper reading one should have a continuous reading practice. Reading involves creativity and critical analysis. Most of the reader's use a variety of strategies for reading. When

compare to past, currently reading is either of the printed word from ink or paper, such as in a book and magazine

AIM AND PURPOSE OF THE STUDY:

The aim of the study is to develop and increase the reading ability among the tribal students of upper primary level, and to develop their usage of English vocabularies to enrich their English language. The purpose of this research study was to solve the problem which faced by the tribal students especially in reading comprehension with the help of reading aids, such as Reading comprehension passage and jigsaw technique.

OBJECTIVE:

The objective of this research is to increase the students reading ability of tribal students of upper primary level school students of Government Tribal Residential middle school using Jigsaw technique.

STATEMENT OF THE PROBLEM:

There are many methods, techniques and strategies in developing knowledge to students but there is no denying the fact that not all the methods of teaching promotes students understanding. Most of the teachers doesn't bother about the students whether they understand or not and they will not change their mode of teaching. They stick to the lecture method and most of the times dictate notes for students to copy. Students who do not get the opportunity to learn in groups tend to become antisocial and would always like to do things in isolation. Based on this background, the researcher decided to undertake a study on the use of jigsaw technique in teaching as a way of bringing about variety in teaching at Government Tribal Residential Middle School, Mavanalla.

RESEARCH QUESTION:

It is necessary that the study states that the students should improve their reading comprehension skill to read the text effectively. Few students are still facing problems to improve their reading comprehension skill. They need to be improvised by using appropriate technique. With the help of the classroom action, the research question can be constructed as follows: To what extent can reading comprehension to the upper primary level students of Government Tribal Residential Middle School for the academic year 2016/2017 be improved through the Jigsaw technique?

HYPOTHESIS OF THE STUDY:

- Based on the research question the hypothesis is formulated as, whether the tribal students could improve their reading comprehension through the Jigsaw technique.

- There is a significant difference between the pre-test and post-test of control and experimental group in improving their reading ability through Jigsaw technique.

TOOLS USED FOR STUDY:

It is an experimental study. The reading ability questionnaire was used as a tool for this study. The questionnaires were based on the reading comprehension and it is used to test their level of reading in both the pre-test and post-test.

CONCEPTUAL FRAMEWORK:

The problem arising in Government Tribal Residential middle school is that the students hardly discussed and shared their information to the other students. Only few were happened to share their information with the others. It is all because the students reading activity depends on the teacher's explanation. Many a times the students didn't give proper response to the researcher. It is because of the classroom activity.

Another major problem is that since they all belong to the tribal community, reading task was an issue for them. They were not able to read a sentence. Among them only a few were able to answer and give proper response to the researcher. The students were reluctant to give their response to the researcher. They even hesitated to come forward. Few students were not interested in the reading activity.

The researcher had taught few methodologies for reading and learning processes. This was not encouraged by the students because it was not their classroom practice. They always depended only on their teacher. So this was new to them and they didn't encourage it. The students were less motivated and this had changed their attitude towards reading activity. The students felt shy to answer to the researcher question.

To solve this problem, the researcher had used Jigsaw technique in the classroom. It is one of the teaching methodologies. It is a kind of learner centric not teacher's centric. This method had changed the classroom environment. The students were put to work in the small groups. Each and every student in the group was actively participated. They shared their ideas and opinions to the other group. They even answered for the questions asked by their group members. According to this method each paragraph in the text will be assigned to each student. The students work is to concentrate on their topic and not to learn others topic. Once when they complete their task the students share what they have learnt from their own topic and shares their ideas and opinions to their own group members. The success of the team depends on all the students in the group but not on any particular student.

REVIEW OF RELATED LITERATURE:

Based on the study few reviews were collected for the betterment of the research study. The reviews were collected for reading, jigsaw technique, jigsaw writing and reading comprehension.

According to Masoumeh Adhami and Amir Marzban (2014) carried a research on “The Effect of Jigsaw Task on Reading Ability of Iranian Intermediate High School EFL Learners” stated that Reading Comprehension is one of the major component for language learning. They conducted a study for 120 students and 60 were selected. They were assigned in two different classes. These groups were named as control and the other is set to be as an experimental. Pre-test was conducted for both the groups and the experimental group was taken into consideration for Jigsaw task, and the other group received traditional method. At the end of the last session Post-test was conducted for both the groups and in the basis of the statistical report experimental group was better than the control group in the reading ability. The researcher showed that Jigsaw technique is effective method for reading.

Francis Hull Adams (2013) in the International journal of education and practice carried out a research “Using Jigsaw Technique as an Efficient Way of Promoting Cooperative Learning among Primary Six Pupils in Fijai” the researcher stated this study was implemented to improve the cooperative learning with the use of jigsaw technique in the basic six of Holy Child Practice Primary School. The tools used for this study was observation and questionnaire. Few misconceptions were identified by the poor performance in the class. This is due to the inability of teachers in handling the technique. Few pupils did not know how to learn in groups. Finally the research highlighted that the students were lacking in understanding of collaborative and cooperative learning was the pupil’s deficiency. So the researcher says that both the teacher and pupils to use the collaborative learning.

JIGSAW TECHNIQUE:

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. According to this activity, it is based on the method of cooperative learning. The students will be forming four to six groups based on the total strength of the classroom. And the teacher will assign few passages for each according to the number of students in the group. This technique was designed by social psychologist Elliot Aronson.

Sahin (2010:778) states that jigsaw technique is one of the cooperative learning methods. There are few steps in the application of jigsaw technique in classroom, at first the students will form a new groups by mingling with other students and they will prepare the

same subject which is called as an expert group. In this group, each student has the same responsibility to report about their discussion in the expert group.

ACTION RESEARCH:

The action research was carried out with five processes. They are reconnaissance, planning, action, observation and reflection.

Reconnaissance Stage:

The real situation of teaching process in Government Tribal Residential middle school is the researcher did reconnaissance step on Feb 06th, 2017. The researcher had conducted activities for the students. The classroom activity was observed by the researcher very closely. Then, the researcher interviewed an English teacher and few students from the upper primary level. With the help of teacher's interview, the researcher found that the strategies of English teaching and learning. The interviews of the students were conducted to know their learning strategies. The researcher had conducted pre-test for the students. The researcher had conducted pre-test in order to know the student's reading comprehending ability.

Planning:

The researcher planned various classroom activities for the students. The researcher pre-planned all the activities for the students. The planning was mainly focused on the classroom activity, framing questionnaire, preparing the lesson for the class, planning the topics according to the students reading capacity.

Action:

The researcher conducted actions that were feasible to be implemented in the field. In planning the actions, the English teacher of upper primary was the partner for the researcher in the classroom activity. The ultimate aim of the action is to improve the students reading ability using Jigsaw technique for upper primary level students of Government Tribal Residential middle school.

Observation:

The researcher acted as the teacher in the classroom. Both the teacher and the researcher were acted as an observer. The researcher started to observe the classroom while reading. Then, the students and the English teacher were taken interview at the end of the session. The researcher made field notes about all events which happened in the classroom.

Reflection:

The researcher carried out by discussing the success of the actions or problems happened in the classroom during the implementation. The researcher made reflections about the problems

occurred during the implementation. The reflections spotted out the effectiveness of the action research. The researcher had taken all these reflections for a successful action research. The reflections of classroom activity had brought out an effective progress.

SAMPLES FOR THE STUDY:

The research was conducted in the Government Tribal Residential Middle School. The school is located in Mavanalla, Ooty. The reason for selecting this school is because of the Tribal community. The people who belong to the tribal community are residing in this area. The researcher study deals with the tribal students. So on the basis of the study the researcher had chosen this school for the experimental process. The reason for choosing tribal students for the research was the people of tribal community will not give much importance for education. It is due to their family background. The tribal people don't concentrate much on their studies. Their attentiveness towards reading is very low. So in order to improve their reading skill the researcher had chosen this school for the study. The researcher had done the experimental study for the upper primary level students.

The researcher had chosen the students of upper primary because mostly in tribal schools the strength of the students will be very low. The other reason is the students can be taught reading at this level of age and it can be improved. So the researcher had decided to do the experimental study on the upper primary level students.

The researcher had taken 50 students as a sample for the research. All these 50 students were from the upper primary. The researcher conducted pre-test and post-test for the students. Based on the pre-test analysis the researcher divided them into two groups and named as experimental and control group were each group consisted of 25 members. The researcher's target was only on the experimental group. The researcher had directed the experimental group students by organizing various activities based on the reading comprehension. In the final session, the researcher conducted post-test for all the 50 students from experimental and control group. With the help of the final analysis of both pre-test and post-test the researcher had found variations between experimental and control group.

APPLICATION OF REVISED BLOOM'S TAXONOMY IN QUESTIONNAIRE:

The researcher had framed the questionnaire on the basis of application of revised Bloom's Taxonomy. The questionnaire withholds all the six strategies in it.

Level I : Remembering**Level IV: Analyzing****Level II : Understanding****Level V : Evaluating****Level III : Applying****Level VI : Creating**

The researcher had fused all these strategies and framed a questionnaire for the classroom activity. For example, the pre-test questionnaire was framed using all these strategies.

PRE-TEST ACTIVITY:

The pre-test questionnaire was administered to the students and the questions were based on the revised bloom's taxonomy.

Questions using Revised Bloom's Taxonomy

1. Who are the characters in this story? (Remembering)
2. What happened to the lion? (Remembering)
3. Can you illustrate the picture of a rat? (Understanding)
4. What seems to be funnier in this story? (Understanding)
5. What is the main idea of this story? (Applying)
6. Does the rat help the lion? (Applying)
7. What is the main theme of this story? (Analyzing)
8. What is the relationship between the lion and the rat? (Analyzing)
9. What do you think about the relationship between the lion and the rat? (Evaluating)
10. Do you think that the rat was good to the lion? (Evaluating)
11. What would happen to the lion if the rat didn't arrive? (Creating)
12. In how many ways can you interpret this story? (Creating).

This is the pre-test questionnaire which was used for the classroom activity.

LESSON PLAN:

The experimental process was done on the basis of the lesson plan.

Aim, Objective and Instruction:

The main aim of this teaching is to bring forth the reading ability of the tribal students. The objective of this teaching is to develop the reading comprehension skill to the tribal students. The main focus of this lesson is the three steps of the jigsaw strategy. The teacher can also record observations about the students' knowledge.

Planning process:

1. Greeting the students.
2. Conducting an activity to keep the students active in class.
3. Explaining about the task which is going to be implemented in the class.
4. Giving a detailed note about the Jigsaw technique and the reading comprehension skill to the students.
5. Making students to form small groups consist of 5 members in each group.

6. Providing the reading comprehension passage for the day's class.
7. Make the students to read on their topics not others topic. Ask the students to discuss about the context what they have read.
8. Ask the students to give correct answers for the given questions.
9. Ask the students to complete the given task on time.
10. At the end, conducting a word game for the students to develop their vocabulary.

EXPERIMENTAL PROCESS:

The experimental process was done as a classroom activity. Experimental research is one of the most powerful research methodologies that researchers can use. Of many types of research that might be used, the experiment is the best way to establish cause-and-effect relationships among variables. An experimental research involved two groups: experimental group and control group. The experimental and control group consisted of 50 students of upper primary level from Government Tribal Residential Middle School, Mavanalla. The classroom activity was conducted only for the experimental group using Jigsaw technique and for the control group traditional method was followed.

Reading ability

In the beginning of the research process, the researcher had investigated about the reading level of the tribal students. Before beginning with the process the researcher proceeded with the reading task in order to know their level of reading the comprehension skill.

Pre-test

In the next stage, the researcher conducted pre-test for the students to know who are lacking in the reading skill. With the help of this pre-test report the researcher had identified the students who are lacking in the reading task.

Introduction about Jigsaw technique

In the next stage of the experimental process, the researcher presented an orientation for the students about Jigsaw technique. The researcher had explained in a detailed way about the use of Jigsaw activity. The researcher also made the students to be clearer about the Jigsaw technique and its merits. Then, the researcher explained them about the group formation. According to the Jigsaw technique, only experimental group was taken more consideration. The researcher asked each student to number from 1-5 and it is repeated. Once when the process was over the researcher with the help of the English teacher both helped the students to form groups. Totally there were five groups and each group consisted of five members per team. With this the researcher had closed the session for the day.

Reading passage 1-“Cinderella”

The researcher conducted the activity-01 “Cinderella” focusing on the reading comprehension using Jigsaw technique. Before proceeding with the activity, again the researcher gave a brief note about Jigsaw classroom activity and the students were asked to form small groups consisting of five members in each team for the Jigsaw activity. Once when the students were settled in the group the researcher allotted each paragraph for each members in the group and made them to concentrate only on their context. Again the researcher asked the students to form a new group which is called the expert group. In that, the students from other groups who have the same passages were asked to be in one group to discuss about their context. For example, if a student has a paragraph one in a group and from the rest of groups the student with paragraph one will be asked to form a new group which is called the expert group. Similarly, it is done for all the groups and asked them to prepare and discuss among themselves. In the activity-01 the students were not able to read the passage and they were struggling to find the meaning so the researcher helped the students in activity-01. With the help of researcher the students were able to understand the text. Once when it is over, again the students were asked to combine with their home group. The researcher asked the students to discuss about what they have read in their context and asked them to discuss answers among themselves in their group.

Post-test

After the completion of the task the researcher once again conducted post-test for all the 50 students in order to check their level of reading ability. The analysis showed that there was an improvement between the experimental and control group. Through the analysis, it is clear that the students had improved their reading ability with the help of using Jigsaw technique. It is clear that the Jigsaw technique is effective in teaching methodologies. Through this technique the students improve their reading skill in English language.

Interview and Feedback

In the end of the experimental process, the researcher had taken interview with the Principal, English teacher and the students. The principal Mrs.S.Poongothai had given a positive comment about the classroom activity and the Jigsaw technique. She also stated that, this technique will be implemented to their school students to improve their skills. The English teacher Mrs.Y.Geetha who was an observer in the class along with researcher had stated that the Jigsaw technique was an essential task for the classroom activity. She commented that, she had witnessed that 4-5 students had improved their reading skills. The researcher suggested the English teacher to implement this technique in the school it is

because of the student’s interest towards improving their skill. The researcher also took interview with the school students Ms.R.Rajashree from VI-std, Ms.M.Lakshmi from VII-std and Mr.Sooriya from VIII-std. All these three students had given their positive comments regarding the classroom activity. They stated that, they were very much interested in doing the classroom activity. The researcher’s personal view regarding these three students is all these three students were attentive in class and they were voluntarily participated in the activities conducted by the researcher in the classroom. Finally, the researcher had suggested the principal to implement this technique in the classroom for all the graders in the school.

CLASSROOM OBSERVATION:

The classroom observation is one of the major tasks in the classroom activity. In the beginning of the class when the researcher found the students were distracting each other. When the researcher had begun the class it was clear that the students was not ready to listen to the lecture instead the students were speaking with each other. The researcher had conducted a task in order to make the students to listen the class. The activity made the students to get involved themselves in the classroom task. Once when the researcher had given the orientation about Jigsaw technique to the students, they were given a set of questionnaire were the questionnaire was about the reading comprehension passages.

ANALYSIS AND INTERPREATION

Paired Samples Correlations for pre test and post test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST POSTTEST	-1.920	1.382	.276	-2.490	-1.350	-6.946	24	.000
Pair 2 PRETESTC POSTTESTC	.440	.917	.183	.062	.818	2.400	24	.024

Paired Samples Test for experimental and control group

From the given result, it is clear and it can be seen that the pre-test and post-test of experimental group mean is 1.920 with a standard deviation of 1.382, while the pre-test and post-test of control group mean is .440 with a standard deviation of .917. The gain score of experimental group is -2.490 (lower) and -1.350 (upper) and for the control group is .062

(lower) and .818 (upper). According to the T statics from the result of T-test, t-value for experimental is -6.946 and for control it is 2.400; sig. =.000 and for control .024, it means the score difference is significance because sig. <0.05. From the data above, it can be stated that the students of experimental group had improved using Jigsaw technique than the control group.

STUDENT'S CONDITION IN EXPERIMENTAL GROUP:

The student's condition in the experimental group has changed during the jigsaw classroom activity. It shows how the students improved their reading skills.

Analysis Student's Reading Before (Pre-test)

In the pre-test, student's ability in reading comprehension text was low. Pre-test was conducted before the Jigsaw activity. From the result of pre-test, it was known that students faced many difficulties in reading comprehension passages. The students found difficulty in understanding the meaning of the vocabulary. The students felt difficult in how to answer the question efficiently. To minimize the number of student's mistakes in their reading, the researcher helped the student's in understanding the text.

Analysis Student's Reading After (Post-test)

Based on the analysis of students' ability, it was found that student's reading ability was improved using Jigsaw technique. In the process, the researcher conducted Jigsaw in reading comprehension passage which they tried and learned to translate the sentence to form a good meaning. The vocabulary, sentence's arrangement, and the way they translate the word were good and relevance to the topic so the meaning was easy to be understand. The findings show that the student's ability is namely the increasing of students' average score. There were still some mistakes that students made. But it was very human. So, it could be concluded that the implementation of using Jigsaw as technique in the teaching of reading comprehension was effective. It was proven with student's average score; the experimental group was higher than the control group. By considering the student's final score after getting treatment, the teaching of reading comprehension passage using Jigsaw technique was better than the usual classroom technique.

FINDINGS AND CONCLUSION

The reason for the fact that Jigsaw experimental group student's score mean is higher than that of the control group students is may be attributed to the fact that cooperative (jigsaw) group students fulfilled their individual responsibilities during the study, they learnt their subject headers thoroughly, they made effort to make their friends learn theoretical

knowledge that they have learnt, they built effective interactions with their friends and they actively participated in the process.

The Jigsaw strategy encourages students to become engaged in their learning. It motivates students to learn a lot of material quickly and inspires them to share information with peers. The technique minimizes listening time, and makes students responsible for their own learning. Each group needs its members to perform well in order for the whole group to succeed; this technique maximizes interaction and establishes an atmosphere of cooperation and respect for other students. Taking these into consideration, teachers need to let the students think through and discover the effective ways of teaching the portion of the task content to the peers. For students who are shy, using the jigsaw cooperative learning will automatically respond to all assigned tasks, so they will issue their opinions more active, and they can also listen to the opinion of their friends and respond it immediately. After the researcher conducted jigsaw technique, they were involved in the reading class. 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 texts to their jigsaw group mates.

Furthermore, student's confidence show up and appreciate other opinion. For the group leader, the soft skills to work in groups will help other student's, so by using cooperative learning, it is not just improve academic achievement but self-confidence, listening skills and respect other people opinions will be trained as well.

Through this Jigsaw teaching method the students were closely observed by the investigator. There was an ample changes found among the students. Before Jigsaw program the students were hesitated to come forward but after the Jigsaw program it was witnessed by the researcher itself that the tribal students improved in their reading skills. Even though they are not good readers but with the help of the Jigsaw they were able to manage at least to some extent. In the beginning of the jigsaw program the students were not much attentive inside the classroom they always messed up with their own work. When the researcher had introduced about the Jigsaw technique in the classroom the students had a kind of mentality regarding the teaching methodology. They thought that it would be a boring lecture for them. But this attitude was changed later on; a new teaching methodology was introduced inside the classroom.

It was quite interesting for them; in the beginning the teaching methodology was new to them. Few students were much interested to take part in this activity but few were not sure of taking part in the activity. But after two Jigsaw reading comprehension activity all the students was much interested to take part in the reading activity. They felt that it was an

instrument for them to develop their reading skills. So, the students actively participated in the Jigsaw classroom activity.

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