

# Enhancing The Reading Comprehension Of The Tribal Students Using Peculiar Classroom Methodology

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## ABSTRACT

English is one of the most common foreign languages because people from different countries use English as a common language to communicate. In most of schools, students from many countries study their subjects in English. All the four skills were given equal importance among them the paper focuses on the reading skill. The main aim of this paper was to show the improvement of reading comprehension through Jigsaw technique for the high school students. Using this Jigsaw technique it is proved that the language skills have been improved. The methodology was carried out inside the classroom. The study was done for two groups experimental group and control group for the selected population. Questionnaire was used to test the student's improvement in each cycle. Analysis was done for each phase. The collected data was analysed and formulated using SPSS software. The final result shows that the students improved their reading skills through Jigsaw technique. With the help of this technique the students improved their reading comprehension and they were improvised to use it individually

## Keywords

English language, Communicative skills, Language teaching, Reading Comprehension, Jigsaw technique, High school students, Classroom activity, Improvement cycle

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## Introduction

English language is one of the important languages in education. In most of the countries, children are taught and encouraged to learn English as a second language. In most of schools, students from many countries study their subjects in English. Few people think that it is very difficult to study, but English is the easiest language because there are many resources available to study English. English may not be the most spoken language in the world, but it is the official language in many countries.

## Significance Of The Study:

Reading is one of the important task which helps to understand the written text. Reading is one of the important skills for an individual. It is more important than speaking and writing. Reading is done for a source of enjoyment. Good reading keeps students regular in reading which provides them pleasure and profit. Reading is an important activity for expanding knowledge of a language as an individual. Reading skill includes skills acquired through reading, such as comprehension, fluency and independence. These skills give students the ability to turn words on a page into a clear meaning. It is a process of looking at a series of written symbols and getting meaning from them. It is a receptive skill where one receives information. It is also said to be a productive skill which helps to receive information and transmit it.

In schools, most of the students may not be interested in reading it is because of the traditional or conventional teaching method followed by the teachers. Due to this the students are not encouraged or motivated to read a text. They lack in reading opportunities, the students reading ability will be poor. To overcome this, the teachers must

bring certain atmosphere which should be more interesting one for the students. There are various teaching methodologies which are used in the process of reading. Among that the researcher suggests a method known as Jigsaw technique. The researcher states that this technique would be a supportive hand for the students to inculcate them to work in the cooperative learning style. The researcher believes that through this technique there will be cooperation between each student in the classroom and to build their reading ability. 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. 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.

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 Literature:

Dr. Oguzhan Sevim (2014) in the study "Influence of the Subject Jigsaw Technique on Elementary School Seventh Grade Students Academic Achievement and on their Problem Solving Skills" the study carried out on the basis of a quasi-experimental design with a pre-test and post-test. The study was done by dividing the students into two groups control and experimental. Each group carried 16 students, totally 32 students. Predictive statics for the analysis of the quantitative data and the descriptive analysis technique for the qualitative data were applied. Based on the analysis the researcher had found a significant difference in both control and experimental group. The researcher had found an improvement in the experimental group. Thus, the researcher had stated that the technique had brought out a problem solving method.

Amin Saed (2011) in the study "Effectiveness of jigsaw technique and reading comprehension" the researcher had conveyed that cooperative learning refers to a small group of learners work together as a team to complete a task. In this method the students was divided in groups of 2-6 to work together and complete the task. To implement this task jigsaw technique was used for reading comprehension. Based on the Nelson English Language Proficiency Test (NELPT) the students were divided into two groups as experimental group and control group consisting of 30 students in each group. As a part of activity, pre-test were conducted. The experimental group received instruction using Jigsaw technique and the control group was taught using traditional method towards reading comprehension. Finally post-test were conducted and the results were analyzed. Then the independent t-test were conducted the result analyses were different for control and experimental group. The result of experimental group was higher than the control group.

### Reading:

Reading is an individual activity but sometimes a person read a context loud for the other listeners in the crowd. Reading aloud for oneself is like an intra-personal communication. When reading is done for the primary level graders it is associated with installing language and expression to promote comprehension of text. Collin's English Learner's Dictionary says that reading is an act of looking at and understanding the point. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written. Brunan W.K (1989), defines reading as a two way interaction in

which information is exchanged between the reader and the author. It is an individual's task whose ability to comprehend text which is influenced by their skills. If the students find a word is difficult, the students use too much of their processing capacity to read individual words. Reading comprehension segregates the "passive" readers from the "active" readers. The skilled reader doesn't read the text instead they interact with the text. Reading comprehension increases the pleasure and effectiveness of reading.

### 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.

- Students are directly involved with the task instead of carrying the study materials with them.
- Students will be trained in self-teaching, which makes them to be more familiar in the part of teaching. It is one of the skills which help the students to learn.
- Students gain practice in peer teaching which helps them to understand the study material with in-depth knowledge.
- Through this technique the students get more benefitted and also they become more fluent in language.
- Each student has a chance to contribute something meaningful to their discussion.
- This task also focuses on problem-solving.

### Methodology:

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. The Jigsaw classroom activity was conducted for the experimental group students. Before proceeding with the activity the orientation was given to the students about the

Jigsaw technique. It was elucidated in the detailed way. The researcher had explained the students about the Jigsaw procedure and how it has to been done. Before proceeding with it there are few steps which should be carried over throughout the experimental study. The steps are as follows,

- The researcher asked the experimental group students to form small groups consists of 5 members in each group which was named as the home group. Now, there were 5 groups and each group consists of 5 members. The group was named as group 1, group 2, group 3, group 4 and group 5. The researcher assigned 1 member from each team as a group leader.
- Students regrouped in topic groups (Expert group) composed of people with the same piece to master the material and prepare to teach it. The students in the expert group were asked to discuss and share their ideas and opinions about the given passage.
- The students in the expert group were asked to read and discuss with each other about their paragraph. Once when the students in the expert group complete their activity they were asked to join in their home group.
- In the home group each student discuss about their own assigned passage to their group members. Each and every student in the group discusses about their part. Once when the process is done the students were asked to answer the questions for the given quiz.
- The instructor could evaluate the understanding of the entire unit through the student’s presentation.

**Data Collection:**

The researcher had used two types of data collection technique. They are qualitative and quantitative data’s. Qualitative data consists of the result of observations and interview transcripts. Quantitative data consists of the result of pre-test and post-test.

**Qualitative data**

The improvement of student’s reading comprehension was supported with the result of teacher and student’s interviews and the researcher’s field notes.

**Class observations**

The researcher and the English teacher acted as an observer. The researcher had observed what was needed in the next action plan. The researcher had noted everything related to the student’s effort in learning reading comprehension. The researcher had an attention over each and every student in the classroom. The researcher also found the disinterest of student’s when they are inside the classroom.

**Field Note**

The researcher had framed a field note to point out all supportive data in this research. The field notes were also used to record the learning process related to the research.

**Interview**

Interviews were conducted for the students and teachers. The interview was conducted in order to know the improvement, perception, teacher’s interest and to practice this action in the classroom.

**Quantitative Data:**

Quantitative data helps in the collection of pre-test and post-test analysis. With the help of these tests the improvement of the students can be easily identified. The data variation in both pre-test and post-test helped to find out the improvement of the students reading ability.

**Pre-test:**

Before the action plan, the researcher conducted pre-test for the students to find out the students reading ability.

**Post-test**

The post-test is the last session of the action plan. It is conducted to find out the student’s improvement in reading comprehension.

**Difference Between Conventional And Jigsaw Technique:**

These two methods were used in the experimental process whereas, the conventional method was used for the control group students and the Jigsaw technique was used for the experimental group students.

SL.NO	CONVENTIONAL METHOD	JIGSAW TECHNIQUE
01.	This method is used only for the control group.	This technique is used for the experimental group.
02.	In this method, the researcher will not carry out any strategies.	In this method, the researcher uses cooperative learning.
03.	The researcher will not focus much on the students (control group).	The researcher focuses much on the students (experimental group).
04.	It is not an activity based classroom.	It is an activity based classroom.
05.	In this method, the researcher will not proceed with any subjects.	In this method, the researcher focuses much on the subjects and proceeds with it.

**Table 1.1** Difference between conventional and jigsaw technique

**Analysis And Interpretation:**

The data of the questionnaire for the students was analyzed by the SPSS 20.0 (the statistical package for social science) which is a comprehensive statistical analysis and management system. By using this system, descriptive statistics, includes the mean and standard deviation. In addition, the statistical correlation between the Reading comprehension and Jigsaw method was analysed.

Analysis of Experimental group: There is a significant difference in the mean scores of Experimental group pre and post test of tribal students in reading comprehension.

	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	25	4.84	.624	.125
POSTTEST	25	6.76	1.234	.247

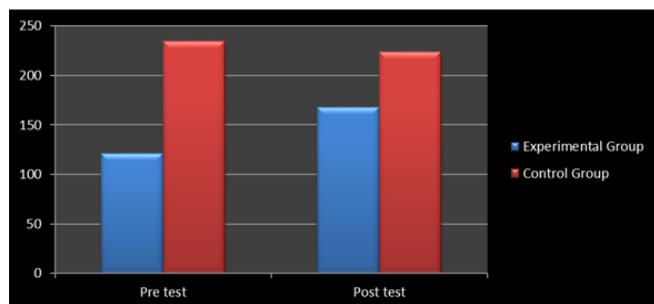
**Table 1.2** Mean and Standard deviation of experimental group

Analysis of Control group: There is a significant difference in the mean scores of control group pre and post test of tribal students in reading comprehension.

	N	Mean	Std. Deviation	Std. Error Mean
PRETESTC	25	9.40	.577	.115
POSTTESTC	25	8.96	.889	.178

**Table 1.3** Mean and Standard deviation of control group

### Analysis Of Experimental And Control Group:



**Graph 1.1** Analysis of pre-test and post-test of experimental and control group

The above give graph shows the final analysis of pre-test and post-test of both experimental and control group. The graphical representation shows the variations between pre-test and post-test of both the groups. In the pre-test the level of experimental group is very low but control group is much higher than the experimental group in the pre-test. In post-test the experimental group shows their improvement but the control group is at the same point in the post-test. From the above given graph it is clear that the experimental group students improved their reading comprehension skill using Jigsaw technique but the control group students doesn't show any variations they remains at the same level.

### Findings And Conclusion:

The researcher observed that this technique has brought huge difference in student's behavior, interaction and interest and comprehension level. Clearly, students found the strategies more useful and interesting than the other methods that they were exposed to. The following developments in students were obvious:

- Students were actively participating in the class
- There was drastic improvement in the interaction between the students
- Improved comprehension level
- They also showed a good knowledge of vocabulary
- Group dynamics was at peak.

According to the findings relating to the students' view about the Jigsaw technique obtained at the end of the experimental process, it was seen that most of the students stated that Jigsaw technique in-creases success, encourages self-confidence, develops cooperation and interaction makes students more active and encourage them to research. Student perceptions of the Jigsaw procedure were very positive, especially as an alternative learning experience. Based on the conclusion and implications which have been

explained above, some suggestions can be directed towards the English teacher, the institutions of education, and the students. The suggestion for the English teacher is they can implement this task in the school once in a week because since they all belong to tribal community it would be a helping hand for them to develop their reading skill and also they can develop their vocabulary using this Jigsaw technique. The teacher can motivate the students to develop their reading skill and which helps the students to develop their other skills like Listening, Speaking, Writing using Jigsaw technique. The students in the absence of the teacher they can create the situation and they can proceed with this teaching methodology in their classroom. This method helps them in building up cooperation in the classroom. By discussing, they can help each other with their friends to understand more about their subjects.

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