

Effectiveness of Jigsaw Technique in Enhancing the Reading Comprehension Skills of Secondary Level Students in English

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Abstract:

The Jigsaw Technique Teaching is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks the class into groups and breaks assignment into pieces that the group assembles to complete the Jigsaw puzzle. . In this method, each group members are assigned to become an 'expert' on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topics and they return to their groups and take turns teaching their topics to their groups' mates. The present study reveals that the greater effectiveness of the Jigsaw Technique Teaching in comparing to the Conventional Method of Teaching English at secondary level students.

Keywords: Jigsaw Technique, Reading Skills, Enhancing reading comprehension.

I. INTRODUCTION

Language is the divine gift of God to man and it is the language which distinguishes human beings from animals. Language is an essential part of human life. In India, today English a symbol of people's aspirations for quality in education and a fuller participation in national and international life. Traditionally, English was taught by the grammar-translation method. In the late 1950s, structurally graded syllabi were introduced as a major innovation into the state systems for teaching English (Prabhu, 1987). The word, 'reading' implies reading with comprehension, i.e., understanding it meaning of content, vocabulary, structures, concepts and relationship of ideas. In fact, the education of a child is said to be incomplete, when he/she is not equipped with the ability to read and comprehend the contents of the material that has been read. Indeed, good habits of reading promote self confidence among the individuals and thereby help in the development of their personality.

II. STATEMENT OF THE PROBLEM

The problem of the study is stated as "EFFECTIVENESS OF JIGSAW TECHNIQUE IN ENHANCING THE READING COMPREHENSION SKILLS OF SECONDARY LEVEL STUDENTS IN ENGLISH".

III. OBJECTIVES OF THE STUDY

- To find out the effectiveness of reading comprehension skills of VIII standard students in the Experimental group and the Control group.
- To find out whether there exists any significance of difference in the achievement of Reading Comprehension with regard to the demographic variables of the students,

who formed the sample for the present experimental study.

IV. METHODOLOGY OF THE STUDY

Experimental Method was employed for the study. Pre-test, Post-test Equivalent Group was adopted as the research design. The sample for the study was drawn through Purposive Sampling Technique. It consists of thirty VIII standard students for the Control Group and thirty VIII standard students for the Experimental Group. The Control Group was taught Reading through the Conventional Method and the Experimental Group was taught Reading through the Jigsaw Teaching Technique.

V. CONSTRUCTION OF THE TOOL

The investigator developed the research tool in two parts, viz., Part A with 11 items on general information about the students of VIII standard (Name, Sex, Medium of Instruction, Locality,) and Part B with 15 the items to assess the Reading Comprehension Skills (Comprehension passage with questions as an Achievement Test).

VI. ANALYSIS AND INTERPRETATION OF DATA

The main purpose of the experiment part of the research was to determine the effectiveness of Jigsaw Technique. Pre-Test, Post-Test were used to collect the needed data. The data collected and tabulated were processed using the Quantitative Techniques viz., the test of significance of difference between means scores. The processing and analysis of data using these Quantitative methods are described in detail.

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Table No. 1: Significance of Difference between the Pre-Test Mean Reading Comprehension Scores of the Eighth Standard Students of the Conventional Method Group and Jigsaw Technique Group

Group	N	Mean	Standard Deviation	t
Control Group	30	8.63	2.44	0.532*
Experimental Group	30	8.33	2.36	

*Not Significant at 0.05 level

Figure-1: Bar Chart showing the Mean Reading Comprehension Scores and Standard Deviations of the Eighth Standard Students taught by Conventional Method of Teaching and Jigsaw Technique of Teaching

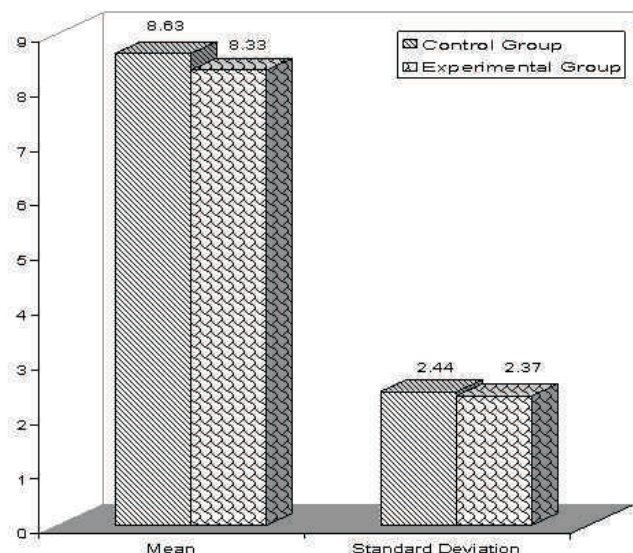


Table No. 2: Significance of Difference between the Post-Test Mean Reading Comprehension Scores of the Eighth Standard Students of the Conventional Method Group and Jigsaw Technique Group

Group	N	Mean	Standard Deviation	t
Control Group	30	9.30	2.46	2.549*
Experimental Group	30	10.73	2.27	

Significant at 0.05 level

Figure-2: Bar Chart showing the Mean Reading Comprehension Scores and Standard Deviations of the Eighth Standard Students taught by Conventional Method of Teaching and Jigsaw Technique of Teaching

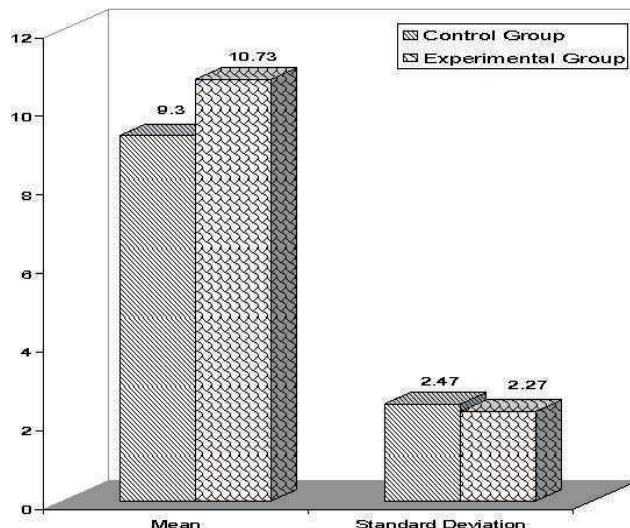


Table No. 3: Significance of Difference between the mean Reading Comprehension Scores of Eighth Standard Boys and Girls of Jigsaw Technique Group

Gender	N	Mean	Standard Deviation	t
Boys	10	11.50	2.41	1.948*
Girls	20	10.35	2.15	

Significant at 0.05 level

Figure-3: Bar Chart showing the Mean Reading Comprehension Scores and Standard Deviations of Boys and Girls of Jigsaw Technique Group

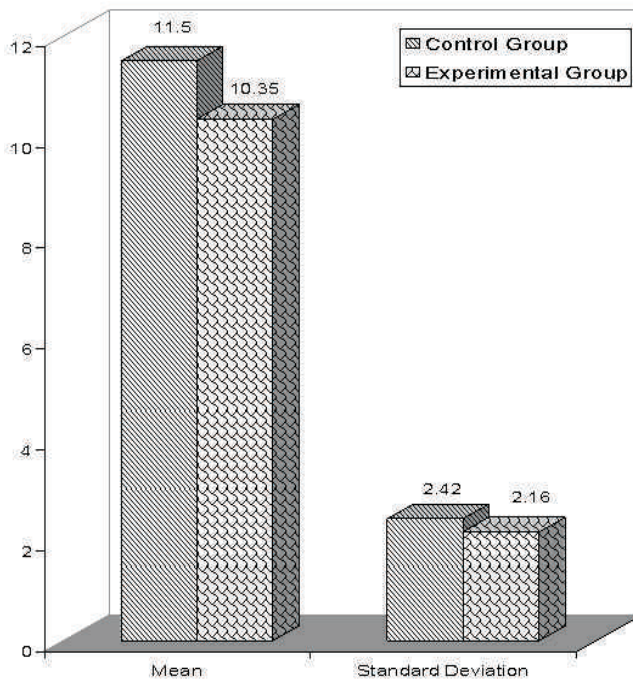
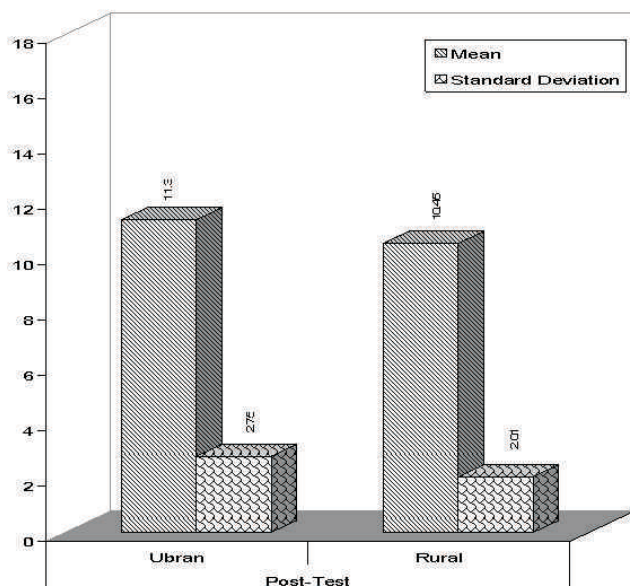


Table No. 4: Significance of Difference between the Mean Reading Comprehension Scores of Urban and Rural Students of Jigsaw Technique Group

Experimental Group	Locality	N	Mean	Standard Deviation	t
Post-Test	Urban	10	11.30	2.75	1.388*
	Rural	20	10.45	2.01	

*Not Significant at 0.05 level.

Figure – 4: Bar Chart showing the Significance of Difference between the Mean Reading Comprehension Scores of Eighth Standard students taught by Jigsaw Technique of Teaching with respect to their Locality



VII. CONCLUSION

The present study has proved the greater effectiveness of the Jigsaw Technique Teaching in comparing to the Conventional Method of Teaching English at secondary level students. The present study is only a beginning in incorporating cooperative learning techniques into the Indian Reading Classroom.

VIII. REFERENCES

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