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## **IMPROVING READING COMPREHENSION THROUGH JIGSAW TECHNIQUE**


## **POPRAWIENIE UMIEJĘTNOŚCI CZYTANIA ZE ZROZUMIENIEM METODĄ JIGSAW**

### **Abstract**

*Despite the many efforts given by the academe, reading comprehension still one of the most challenging language skills among many learners. Anchor on Cooperative Learning Theory, this qualitative-phenomenological study aimed to determine how the jigsaw reading technique helped the college students improve their reading comprehension, vocabulary words and knowledge of context clues, recalling of prior knowledge, sharing correct information, asking relevant questions, and organizing and summarizing ideas. The participants were purposively chosen. Focus Groups Discussion (FGD) was used to obtain information from 20 participants. Thematic analysis presented nine themes with varying frequency of responses and core ideas. It was also found that jigsaw technique had influenced improving not only the students' reading comprehension but also their interpersonal, motivational, critical thinking skills; more so their sense of accountability. However, it was noted that time was an essential element in reading comprehension. It implicates that employment of any reading approach or strategy must always take into account some essential factors; students' needs, teacher's role, students' progress, and*

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learning environment. Thus, reading teachers should possess compassion and patience to the learners.

**Keywords:** Reading comprehension, jigsaw technique, teaching strategies

### **Streszczenie**

*Pomimo wielu wysiłków podejmowanych przez nauczycieli, czytanie ze zrozumieniem nadal jest jedną z najtrudniejszych umiejętności językowych wśród wielu uczących się. Oparte na teorii wspólnego uczenia się to badanie jakościowo-fenomenologiczne ma na celu ustalenie, jak bardzo metoda jigsaw pomaga studentom college'u w poprawieniu umiejętności czytania ze zrozumienie, zwiększeniu zapasu słów, znajomości wskazówek kontekstowych, przywoływania wcześniejszej wiedzy, dzielenia się prawidłową informacją oraz organizowania i streszczania pomysłów. Uczestnicy zostali dobrani celowo. Badanie zostało przeprowadzone na grupie fokusowej z 20 osób. Analiza tematyczna pozwoliła na wyodrębnienie dziewięciu tematów ze zmieniającą się częstotliwością odpowiedzi i zasadniczych idei. Stwierdzono również, że metoda jigsaw oddziałała nie tylko na czytanie ze zrozumieniem studentów ale również na ich umiejętności interpersonalne, motywację, myślenie krytyczne, jak również poczucie odpowiedzialności. Jednak zostało odnotowane znaczenie dla czytania ze zrozumieniem takiego podstawowego elementu jak czas. To oznacza, że przy zastosowaniu którejkolwiek strategii lub podejścia do czytania trzeba wziąć pod uwagę niektóre podstawowe czynniki, takie jak potrzeby studentów, rola nauczyciela, postęp studentów, a także środowisko uczenia się. Zatem osoby nauczający czytania powinny mieć odpowiedni poziom empatii i cierpliwości w stosunku do osób uczących się.*

**Słowa kluczowe:** Czytanie ze zrozumieniem, metoda jigsaw, strategie nauczania

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### **Statement of the problem in general outlook and its connection with important scientific and practical tasks.**

Despite the efforts in the academe, reading comprehension remains one of the many challenges faced by many learners (Lucero, Reboquillo, Nieves, Tubice, Ibao, & Escartin, 2019). This is especially observed in many second language classrooms. Even in countries where English is a native language, students still struggle with reading comprehension. Darling-Hammond, Wie, Andree, Richardson, and Orphanos (2009) and Plucker, Burroughs, and Song (2010) found that in the US, progress in reading comprehension has lagged for the last two decades. O'Sullivan (1997) exemplified that the National Assessment of Education Progress (NAEP) exams had not indicated improvement in reading comprehension. On the other hand, in a study of San Jose, Bontuyan, Luspo, and Salazar (2013), reading comprehension was one of the difficulties of indigenous second language learners in Davao City. In the same vain, Abu-Rabia and Feuerverger (1996) and Abu-Rabia (1998) agreed that reading comprehension is achieved if tasks are within the context of the learners' cultural setting. Thus, it is necessary that language teachers need to

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consider their learners in teaching reading comprehension. It was reiterated by San Jose (2012) that language teachers need to see their learners as unique and their needs are different; hence, teachers need to contextualize the teaching of reading.

Jigsaw puzzle reading is a good way of promoting speaking through reading because it provides opportunities for genuine communication (Rees, 2019). It is an efficient way to learn the reading materials through cooperative learning style. The process of doing the jigsaw allows students to be attentive, engage, and emphatic (Aronson, 2000). It has proven to reduce classroom conflict and absenteeism, increase positive education outcomes, improve test performance, and greater liking for school (Anderson, 2019).

The researchers observed that poor reading comprehension in English has not only stopped in the secondary education level; rather it climbed up in the tertiary academic institutions. Baradas, Pasaol and Pagarigan (2013) found that reading fluency, drawing meanings, and comprehension of college freshmen were shockingly below 50% reading comprehension scores described as low comprehension level. Pascual (2000) indicated that in order to improve students' comprehension, appropriate teaching strategies and instructional materials should be implemented. Recognizing the above conditions, the researchers were encouraged to undertake this action research. It was already claimed that jigsaw puzzle technique has showed success in learning; however, this study was focused on the reading comprehension. Additionally, this study only focused on bilingual college students.

## **Analysis of latest research where the solution of the problem was initiated.**

### **Research Questions**

This study aimed to determine how the jigsaw reading technique helped the participants improve their reading comprehension. In particular, it sought to answer the following questions:


1. How the jigsaw puzzle technique is used in the classroom;
2. How the jigsaw puzzle techniques help in improving the reading comprehension of the students?
3. What were the suggestions of the research participants to improve the use of the technique in enhancing the students' reading comprehension?

### **Theoretical Lens**

The study was anchored on Slavin's (1995) Cooperative Learning Theory. This theory contended that cooperative learning as a method encompasses structured, systematic, and instructional strategies. This theory also proposed three essential features. First, cooperative learning is a kind of group work, where learners have to work together in small groups between two and six members. Second, learning is structured to ensure that everyone in the group is able to fulfill the learning task. And third, students have to be dependent on each other to achieve their learning goals. In the context of this study, jigsaw puzzle technique requires members of the group to work together in order to accomplish a task. It is therefore necessary for each member to actively participate. Lucena and San Jose (2016) found that with cooperative learning, learners are given the chance to express their concerns and gain self-confidence to his ability. It also develops the learners' creativity and interactive skills. Further, Social Constructivism by Vygotsky was also considered in the study. Li and Lam (2013) pointed out that social constructivism underpins cooperative

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learning; therefore, the role of culture, society, language, and interaction are essential in understanding how learners' acquire learning. With this proposition, the researchers believed that cooperative learning is culturally bound. Thus, teaching and learning the four macro-skills of any language must be culturally anchored.

## **Aims of paper. Methods**

### **Research Design**

This study used the qualitative method and employed phenomenology approach. It is qualitative in nature as it is designed to deal with the complexities of meaning in social context. Further, it is naturalistic and not controlled, observational and not experimental, and more focused on problems of validity than on those of reliability and generalizability (Trappes-Lomax and Schiffrin, 2008). Creswell (2004) stated that the nature of a qualitative research is inductive. It requires the collection of data from the field through observations, interviews, field notes; audio- recorded conversations and activities, and generated meaning from the gathered data. Furthermore, Creswell (2012) added that qualitative research addresses research problems in which the researcher needed to explore unknown variables from the collected data of a small number of participants.

Moreover, this study employed phenomenology approach in describing and analyzing the data gathered through the focus group discussion. It was employed to extract and explore the essential themes and thematic statements on how the jigsaw puzzle technique was used in the reading class; how the technique helped in improving students' reading comprehension, and what suggestions were proposed to enhance the technique.

### **Research Participants**

The participants of this study were purposively selected. The researchers chose the college students who were enrolled in the Literature 1 (Philippine Literature) class for one semester. Lit 1 subject involves reading of poems, short stories, and play which require comprehension. Particularly, 20 students were chosen to be part of the Focus Group Discussion (FGD). There were four focus groups which were composed of five members.

### **Data Gathering**

In gathering the information, the researchers were guided by San Jose's (2019) gathering procedures which were composed of four steps: asking permission; formulation of research questions; conduct of focus group discussions; and analysis of information.

Asking Permission. Before the conduct of the study, the researchers wrote a letter to the Dean to ask permission to conduct the study. It also entailed

Formulation of Research Questions. Before the formulation of the research questions, proposal was written first. The proposal contained the problem at hand. After which research questions were formulated. These research questions were then subjected to validation of the experts. Conduct of Focus Group Discussion. Before the conduct of the focus groups, the researchers let the students signed consent forms. They were also given a copy of the interview guide questions for them to familiarize the questions. The four FGDs were interviewed separately. San Jose (2019) mentions that separate interviews of the participants were essential to maintain consistency and partiality of answers of the participants.

Analysis of Information. The information gathered from the focus groups were transcribed and subjected to data analysis. Following the Nvivo format, the data analyst come

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up with themes, frequency of responses, and core ideas. Those themes were presented in the findings and implicated in the discussions.

### **Trustworthiness of the Study**

Trustworthiness is basic in producing an effective and reliable research output. It also adds strong reliability impact of the research work. This is aligned to the idea of Lincoln and Guba (1998) who strongly stress that ensuring credibility is one of the most important factors in establishing trustworthiness. They stressed that a study needs to address credibility, confirmability, transferability, and dependability.

In order to establish credibility, the researchers conducted observation on the use of jigsaw technique in reading class and reflected the concepts. They also implored the help of an expert to validate the research questions which were included in the interview guide. Moreover, questions were translated from English to Filipino in order that the student-participants could be able to understand fully the questions.

To ensure confirmability, the researchers conducted triangulation of information. Information from observation notes, transcribed information of the focus groups were compared to avoid personal biases. The researchers made certain that all information conformed to each other. To address transferability, the researchers stored and organized on a file the complete set of data analysis and documents which were made available every time these were needed. Hard copies of translation used to generate answer to the research questions were kept for future references. Dependability refers to the stability of data. Lincoln and Guba (1998) mention that dependability would be accomplished by establishing an audit trail and consulting credible individuals and competent peers for the supervision to examine the process of collecting, analyzing and interpreting the data. Audit trail allows anyone to trace the course of the research step-by-step through the decisions made and procedures discussed. So, the researchers submitted the results and analyzed information to disinterested colleagues who were experts in qualitative method.

### **Ethical Considerations**


In handling the ethics, the researchers did not mention the names of the participants in any part of study. Moreover, before the conduct of the study permission from individual in authority was obtained to ensure that no boundaries were crossed, and no authorities were overstepped. Beneficence was the second core ethical principle where any research jeopardy were minimized to avoid compromising or endangering the participants. The last core was justice. The participants involved in the study were informed what the study was about and how they would benefit from the results of the research. Accordingly, the participants were asked to sign a prior informed consent form for them to know and understand the context of the study.

## **Exposition of main material of research with complete substantiation of obtained scientific results. Discussion**

Presented are the results of the data analysis conducted on the gathered information through the Focus Group Discussion (FGD). The analysis was patterned after the Nvivo, a computer assisted software for qualitative information (Leech & Onwuegbuzie, 2011; Welsh, 2002). However, the researchers did not fully utilize the software, rather the manual analysis. In this study, the presentation was adapted from San Jose (2019) where the

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table was composed three areas. The frequency of responses was considered as General if those obtained 50% and above; Typical if those garnered 21% - 49%; while Variant if those obtain less than 20% and below. Further, to further elaborate the results, verbatim answers were included.

**Table 1. Themes and Core Ideas on Jigsaw Puzzle Technique in Improving Students' Reading Comprehension.**

Themes	Core Ideas	Frequency of Response
Formation of groups	- starting the class by forming groups of 5-6 members. - reshuffling of groups	General
Assigning of reading task	- giving of paper strips that were parts of a narrative text. - reading aloud to the other members what was in the strip of paper	General
Sharing and clarifying information to complete a story	- sharing ideas and opinions about what was read.	General
	- giving chance to clarify and asked questions to form a coherent story. - combining the strips complete a sensible and logical story.	Typical
Teacher facilitating the reading class	- serving as the time keeper. - monitoring everyone on the assigned task.	General
	- ensuring everyone had fair chance to speak and participate in the reading activity.	Typical
	- consulting when word meaning could not be provided. - reading the whole narrative text to the class.	Typical
Increased reading comprehension level	- increasing knowledge in vocabulary and context clues - recalling prior knowledge of students	General
	- sharing correct information and asking appropriate questions - organizing and summarizing skills were enhanced.	Typical
Enhanced oral communication	- requiring students to actively communicate with each other	General
Enjoyed the reading class	- Jigsaw technique was engaging, fun and motivating	General
Selection of narrative texts	- interesting stories which catch interest of students	General
Preparation for the stories	- giving adequate time to share, explain, and organize	General

Source: Data analysis conducted from the gathered information

The student-participants revealed that their reading class started by forming groups of five to six members. They further observed that each group exemplified balance for high

performing as well as low performing students. They were evenly distributed in the various groups, thus forming competence groups. This could be gleaned from the response of one of the student-participants:

“I noticed that we started the class by dividing us into groups with five to six members. I also observed that the brightest and average students were combined, so the forming of groups was fair and objective.”

Prior to the implementation of the jigsaw technique, the researchers gave the students a 30-item reading comprehension quiz to measure their reading skills. The students were ranked based on their quiz scores. This became the basis of forming groups.

Moreover, the student-participants also noted that the forming of groups did not only happen once. They observed that after they were able to share their part to their group mates, they were then asked to form another group with different members. Within that group, they also shared and explained what they picked up from their previous group. This is illustrated in the statements of student-participants below:

- “We also became part of other groups. We did not stay in just one group to share and explain the part of the story assigned to us.”
- “I, for example read and shared information on the strip of paper given to me to my group mates. After which, I... was required to go to another group to share what I learned from my previous group. This happened again and again until I went back to my first group, and we combined what we learned to complete the story.”

Letting the students stay from one group to the other made them active, enthusiastic, and empowered. Slavin (2008) emphasized that cooperative learning as a method of instruction required students to work together in groups, usually with the goal of completing a specific task. This method can help student develop leadership skill and ability to work with others. The jigsaw technique, as a cooperative learning approach, allowed the students to work cooperatively with others as a team. In addition, Cooper (1989) also stressed that cooperative learning, such as jigsaw technique, as an instructional task design, engaged students actively in achieving a lesson objective through their own efforts and the efforts of their small team.

Typified in the responses of the student-participants in the focus group discussion was another essential theme. This was assigning of reading task to every member of formed groups in the reading class. Illustrated in the responses of the student-participants, each of them was given numbered strip of paper that was part of a narrative. Each then was tasked to read aloud to the other members what was in the strip assigned to them. The responses of student-participants below support this claim:

- “After we formed our group and were seated to form a small circle, we were given numbered strips of paper. We were told that the numbers written on the strips served as our number in the group. We were also instructed to read and share to our group mates what’s in the paper. So, we brainstormed and shared ideas.”
- “I observed that each of us in our group had the chance to read aloud our strip. And we discovered that when were combined. They can form a story; however some parts were missing or lacking.”

Reading, as entailed in the responses, was typically one prominent characteristic of the jigsaw activity. It was clearly shown that in the utilization of the technique in the reading

class, each student was given a particular sub-task - to read a part of a narrative to other members of the group. This sub-task according to Cooper (1989) gave the students accountability to accomplish. On the other hand, if student did not comply or omit the task given, according to Lund (1992); Baldoni, Baroglio, May, Micalizio, and Tedeshi (2019), it means that the teacher failed to designate any style of accountability.

Sharing and clarifying of information to complete a story was also an essential theme extracted from the focus group discussion. The student-participants generally emphasized that they should share ideas and opinions about what they read to their group mates. Second, all the members were given opportunity to clarify information shared and asked questions to form a coherent story. And third, the strips were combined to complete a sensible and logical story.

- “We really brainstormed in our group for us to understand the task we are completing. We combined the strips of paper for us to know if we can construct a story out of them.”
- “Actually, we asked many questions to our group mates to verify some unclear information they explained to us... so that we can come up with the correct story. We were really challenged to complete the story.”

It was clearly evident from the statements of the student-participants that with jigsaw technique, students were motivated to speak and discuss their ideas and opinions to arrive at a common goal, and that was to complete the story. Aside from enhancing the reading comprehension of the students, the jigsaw technique also promotes positive values like positive interdependence, individual accountability and cooperation among group members. Cooper (1989); Mengduo and Xiaoling (2010) mentioned that with equal opportunities among learners, where they contribute to others, success can be attained. In general, jigsaw reading calls for each student within a group to develop a good understanding of the narrative; they need to find connections to come up with the story.

Another essential theme surfaced from the responses of the student-participants was that the teacher had the active role as facilitator in a reading class. In the conduct of the jigsaw reading, the teacher served as the time keeper so that everyone moves when the allotted time was consumed; checker so that everyone in the group was doing the assigned task; consultant so that questions were answered appropriately and confusions were cleared. These were illustrated in the responses of the study-participants:

- “I observed that the teacher informed us of the time we consumed in the activity.”
- “The teacher checked if everybody is participating in the group activity. We were also reminded to share our ideas when to other members who were passive.”
- “We can consult the teacher about the meaning of words when all of us can't figure it out. I love when teacher revealed to us the whole story after the activity. It was kind of exciting.”

This implies that reading teacher plays an important role in the teaching and learning of reading comprehension. It proves that it is deemed important for the teacher to be well acquainted with the reading procedures of any reading technique and their responsibilities as reading teachers. Aparente (1979) theorized that students with poor reading comprehension may be victims of poor reading teachers. It was supported by Hall (2016); Iwai (2016) who believed that good reading teachers produce good reading students.

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Another relevant theme is the increased reading comprehension of students. The student-participants revealed that they believed their reading comprehension level increased by utilizing the jigsaw technique in the classroom. This encompassed the increase of vocabulary words and knowledge of context clues, recalling prior knowledge, sharing correct information, asking relevant questions, and organizing and summarizing ideas. These were evident in the responses obtained from the focus group discussion:

- “I was able to use hints to give meaning of unfamiliar words found in the text. In the sharing of ideas to my group mates, I used my prior knowledge.”
- “I used my context clue knowledge for me to share correct and relevant information. We in our group really asked questions and clarified things so that we’ll be able to get the right story.”
- “We’re very challenged to succeed in the task given to us. We really used our comprehension and analytical skills to solve the puzzle, because it was like connecting puzzle to form the right story.”
- “The organization of ideas for us to arrive at correct conclusion or story was challenging but very meaningful. We were so happy when we were able to complete the right story.”

The statements of the student-participants proved that the jigsaw technique was seen to be beneficial in enhancing the students’ reading comprehension. Based on the points of the students, the technique was able to cover components critical to reading comprehension. As emphasized by Padua (2002), the success in developing comprehension among students greatly relies on the strategies and instructional materials utilized by teachers. In this study, the researcher found out that jigsaw technique, from the point of view of the students, improved their reading comprehension since it included essential features of reading comprehension such as increase of vocabulary words and knowledge of context clues, recalling of prior knowledge, sharing correct information, asking relevant questions, and organizing and summarizing ideas. This was also evident in the tests given to them after the jigsaw technique session. Posttest results revealed that test scores showed significant increase. This affirms Batad (1997) suggestion that teaching practices to remedy problems on comprehension include: exposing students to activities and games which develop scientific organization and recall, motivating them to read by themselves, and providing them opportunities to discuss the text and to facilitate understanding of the reading material. In addition, Slavin (1995) stressed that jigsaw technique included a procedure essential to reading comprehension, whereby students share information they have gathered with their group mates to accomplish their subtasks as well as the task of the whole group. Manuel and Harriet (2004) also pointed out that the principles of cooperative learning, including that of jigsaw technique, are designed to get students retain and transfer key ideas by encouraging them to participate in the discussions. Holliday (2002) investigated whether jigsaw can improve the academic achievement, including reading comprehension, of middle school students. The subjects were seven graders in two classes. The two classes consisted of 20 at risk students and one control group of 24 high achievers. Results indicated that Jigsaw worked well and improved the achievement of the at risk student.

There were also few studies, which in contrast, deviate from the perspectives of those student-participants in this study. One was that of Thompson and Pledgers' (1998) which failed to document any significant differences in the scores of the students taught by the lecture method versus student taught by jigsaw technique. The study was done on a sample of fifty university student, who were divided into two groups: 27 students learned course material through traditional lecturing and 23 students learned the material through jigsaw technique. Another was the study of Ghaith and El-Malak (2004) which also reported no significant differences between the control group and the experimental (jigsaw) on the dependent variables of overall reading comprehension and literal comprehension although the results showed significant difference on the variable of higher order comprehension. Their study was done on university bound students and lasted for 10 sessions. This may imply that jigsaw technique may not be applicable to university students.

Another essential theme drawn from the responses of the student-participants was that the use of jigsaw technique, aside from it improved their reading comprehension, also enhanced their oral communication skills. As mentioned in the focus group discussion:

- “We really talked a lot in the activity because we were given the freedom to share our ideas.”
- “I believed that the activity helped me improve my speaking skills because we really need to use the exact words and to make the explanation clear and concise to everyone.”

True enough, their task required them to actively communicate with each other, which was talking most of the time, in order to fill in missing information and to integrate it with other information. This supports the claim of Chen-I-Jung (2005); Klimova (2015) that language games promote positive influence to communicative skills in the classroom. Moreover, Slavin (2010) stated that jigsaw technique allows students to actively participate in the learning process. Enjoying the class with the use of the jigsaw technique was also shown as essential theme in this study. According to the student-participants:

- “Super enjoy activity. It was really amazing.”
- “What makes the activity interesting is the fact that we are motivated to really solve and complete the story. This is done by comparing, analyzing what’s written in our paper. So we really focused.”
- “I enjoyed a lot because we were really motivated to complete our story...so much fun!”

The above mentioned answers of the student-participants evidently show that the jigsaw technique was engaging and fun and everyone enjoyed and was motivated to read and share their part of the story and ideas. It showed that it promotes a communicative classroom, something that is very much alive and interactive. This supports Al-badawi's (2008) findings that jigsaw technique had significant effects for the students' affective aspects such as motivation, self-concept and their values. Further, results of this study affirmed Mengduo and Xiaoling's (2010) statement that jigsaw technique is an effective way to promote participation in an enthusiastic, funny, and interesting way.

It was recommended by the student-participants that the choice of narrative texts as springboard or subject of the reading activity must be considered. It is understood that these young students like adventures and out of this world stories.

- “Maybe stories such as fantastic ones can be included in the activity. The stories used and completed were also interesting, but it would also be good to include other genres like fantastic stories.”

It was stressed by Batad (1997), students or readers must be exposed to a wide variety of good reading materials that make use of language properly to improve reading comprehension. Additionally, Pahl and Rowsell (2019) mentioned that everyone has their artifactual literacy which allows them to tell their stories. The researchers believe that these young learners would always choose stories related with their age. According to Anindyarini, Rokhman, and Mulyani (2017) young learners love fantastic things, the things which occur rarely because those allow widening their imaginations. Further, students suggested that sufficient time may be given for sharing, organizing, and summarizing ideas.

- “Maybe the only thing I can suggest is that next time, we should be given more time to share and explain our ideas to our groups.”
- “We became very nervous, ma’am when we were not yet finished organizing and summarizing our ideas to complete our story and it’s already time. So...maybe, I can suggest giving us enough or more time to complete our story. That’s all.”


Time is one essential feature in enhancing reading comprehension. By giving time, students can think thoroughly with their decisions. Fialding and Pearson (1994) previously said that more time allotted likely translate to improved comprehension. However, Walczyk, Meche, and Braud (1999) mentioned that time limitations may enhance comprehension. According to Villamin (2001), creating a climate for thinking and trying out new ideas helps satisfy the students’ need to explore, particularly with their peers. This involves having enough time for students to think individually, and share responses and talk with one another or with the larger group. With these contradicting findings on time and comprehension, it is better that reading teachers need to determine first the reading time needed for a text before conducting an activity.

## **Conclusions**

Reading comprehension has been called the teachers’ “bugbear”. Truly enough, the researchers have observed that the development of the ability to read with understanding has always been a challenging task for both the teachers and the learners. Many students achieve accuracy in recognition and pronunciation, but very few succeed in comprehension. For this reason, many studies have been undertaken here and abroad to find out causes and then solutions for this failure. Several teaching practices and strategies have been utilized to achieve success in the enhancement of comprehension among students; unfortunately, only few have engendered significant effects. Despite this, many including the researchers still embark to find remedy to the problem and to improve students’ reading comprehension. In this study, the researchers found out that the use of the jigsaw technique have influenced improving not only students’ reading comprehension but also students’ interpersonal skills, motivation, critical thinking, and accountability. Reflecting on the answers of the students, the researchers have realized that the approach has been able to address the target issue for it has involved the ultimate goals of reading; meaning, learning and pleasure. This study also shows that the technique has been prolific in enhancing reading comprehension for it comprises comprehension’s critical components; sampling, predicting, testing, confirming It also implies the ability to summarize, outline

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and organize concepts. Moreover, it shows that reading teachers need to be relevantly ready whenever a reading class is assign to them. Letting students learn to read requires not only material but also physical preparations.

### **Implication**


The use of varied teaching learning strategies has been a powerful tool that has greatly impacted the academe. These practices have greatly facilitated in decoding the complexities of many learning tools and materials that our students need to digest. This study on the use of the jigsaw technique to improve students' reading comprehension has proven that the success of any teaching method or strategy in the classroom must always be compatible to the learners' characteristics and capabilities. Further, the employment of any reading approach or strategy must always take into account some essential factors; students' need, teacher's role, students' progress, and learning environment. Findings of this study also establish the idea that it is also imperative for English language and reading teachers to use variety of techniques in different kinds of reading programs. Teachers may note that the great challenge is to make learners use and master effective reading strategies to develop their comprehension.

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