USE OF APPLY- JIGSAW TO PROMOTE JAPANESE READING COMPREHENSION ABILITY IN JAPANESE CLASS AT SUANSUNANDHA RAJABHAT UNIVERSITY

THIANCHAI LIMJAROEN

Department of Humanities and Social Science SuanSunandhaRajabhat University
E-mail: thianchai.li@ssru.ac.th

Abstract - The purpose of this study was to compare Japanese reading comprehension Ability of students in Japanese class at SuansunandhaRajabhat University (SSRU), using Cooperative Learning Process pre reading and post reading. To compare Japanese reading comprehension Ability post reading of students in Japanese class at SuansunandhaRajabhat University (SSRU). The design of this study were students in Japanese class at SuansunandhaRajabhat University (SSRU), under Program Japanese Language , SuansunandhaRajabhat University, Bangkok. Received Apply – Jigsaw Cooperative Learning Activities. The foundation of this study were collected data by Learning Activity Plan for Japanese reading comprehension Ability which used Apply – Jigsaw Cooperative Learning Activity. Ability test (pretest and posttest). The finding showed that students in Japanese class at SuansunandhaRajabhat University (SSRU), under Program Japanese Language, Japanese reading comprehension Ability post reading got higher score than pre reading with significantly at .05

Keywords - Use of apply- Jigsaw, Japanese reading comprehension, Japanese class at SuansunandhaRajabhat University

I. INTRODUCTION

In studying Japanese in tertiary education, reading is considered important since learning through/from academic documents, print material and news requires reading skills. More reading will provide learners with better understanding of content, broader views and educational achievement. This is in line with PaghasriYenbut's statement (1999) that "reading makes a person complete, helps him/her enhance intelligence, abilities and life experiences as well as enables achievements, abilities to co-exist in society and happiness. Thus, reading is another skill which is in need of teachers' attention owing to Thais' Japanese reading problems". TasaneeMethapisi and WannisaVaichayee (2010) state that "the common problem of Thais' Japanese reading is their reading inabilities; lacking knowledge of kanji, vocabulary and idioms results in their reading unconfidence and slow reading as well as makes them unable to comprehend content and Japanese concepts". In addition, PailinKlinkesorn (2015) states that Japanese learners' problems are caused by inadequacy of lexical storage, which resulted in inability to communicate with other people or to form meaningful utterances. Consequently, learners lack confidence in communicate and opportunities to practice and improve their language skills with native speakers. Moreover, PensriRungsiyakull mentions five causes of reading incomprehension. First, learners do not know word meanings for which consulting a dictionary can cause boredom among them. Second, they are not aware of the meaning-guessing technique; such knowledge could help reduce their reliance on a dictionary. Another cause involves their inability to understand basic structures, thereby being unable to distinguish functions of each element in sentences. Fourthly, reading problems occur because learners are accustomed to translate word for word. Finally, they rely on the meanings they have learned, so they would interpret the messages using the meanings of which they are aware despite the fact that the meanings may vary according to contexts. In addition, Kubota (2000) proposes that knowledge has been until now built by teachers' instruction which will be differently effective for each individual student. In actuality, knowledge, nevertheless, should be constructed by learners themselves; that is, they need to organize ideas, use analytical thinking and learn from experience. This concept is termed as a constructivism theory. Such a theory indicates that "knowledge will be constructed through social interaction in which learners will have their own methods for achieving understanding and constructing structures by considering different contexts". Thus, applying effective language-teaching techniques used in different countries to teaching of Japanese reading can enhance Japanese learners' abilities effectively (Bureau of Academic Affairs and Educational Standards, 2008). In the book "Make reading comprehension materials" by Hirataka and Tateoka, 2012), the authors mention that, "since there is a variety of reading behaviors, in the teaching of reading, learners should first ask themselves questions on what they are reading and set the purpose of reading. Then, they will seek means to address such questions of which effectiveness is dependent on stimulation of knowledge and imagination. Apart from different reading behaviors, reading varies from person to person, so such a variety should be accepted, too. In the present, there exist various types of reading, together with exchange of ideas or techniques. The teaching of reading normally emphasizes learners, but if attention is instead given to classrooms and in-class activities, it will help enable learners to coexist in a society, which is beneficial for learners".

With importance, problems and concepts of language instruction mentioned above, the present study aimed to investigate the promotion of Japanese reading comprehension by integrating the Jigsaw technique and peer-assisted learning. The researcher had actually implemented the applied-Jigsaw peer-assisted learning with Grade 12 students before, and it was found that it could improve the students' reading comprehension. The present study developed the applied-Jigsaw peer-assisted learning to enhance students at SuanSunandhaRajabhat University's reading comprehension and to provide Japanese teachers with a guideline for improving students' Japanese reading comprehension.

II. PURPOSE OF THE STUDY

1. To investigate students' reading comprehension ability before and after the application of the applied-Jigsaw peer-assisted learning

III. RESEARCH METHODOLOGY

Based on the review of relevant theories on reading and reading improvement, the present study used the applied-Jigsaw peer-assisted learning to design and build the applied Jigsaw instruction tools. The tools were experimented in Japanese Reading I. The sample of the study was the third-year students who majored in Japanese and were enrolling in Japanese Reading I in the second semester in academic year 2016, faculty of Humanities and Social Sciences, SuanSunandhaRajabhat University. The Japanese reading comprehension pre-/post-test was also constructed and administered to compare the students' reading comprehension ability before and after the application of the applied-Jigsaw peer-assisted learning. The collected data were statistically analyzed through t-test and frequency.

IV. RESULTS

The students' scores of the Japanese reading comprehension test were calculated to find the mean score and standard deviation which would show the improvement of the students' Japanese reading comprehension before and after the in-class use of the applied-Jigsaw peer-assisted learning. In particular, the pre/post-mean score was analyzed with t-test independent. The results are shown in Table 1.

Table 1 shows the comparison between the pre/post-mean scores.

test	N	$\overline{X}$	S.D	T	Sig.
Pre-test	42	14.76	3.539	4.138	.000*
Post-test	42	17.38	2.921		

* Significance 0.05

According to Table 1, it demonstrated that there was a difference at a significance level of 0.05 between the mean scores of students' pre/post-test score of reading comprehension ability. In particular, the mean score of the post-test score was 17.38 while that of the pre-test score was 14.76. That figure indicated that students' reading comprehension ability improved through the applied-Jigsaw peer-assisted learning at a significance level of 0.05.

DISCUSSION AND CONCLUSION

The investigation of the third-year students' Japanese reading comprehension ability before and after learning through the applied-Jigsaw peer-assisted learning showed that after learning with such an activity, students' reading comprehension ability was higher than that before learning with the activity at a significance level of 0.05. The mean score of the students' post-test score was higher than that of the pre-test score. This is consistent with ThianchaiLiamjaroen's study (2016) on the promotion of Grade-12 students' Japanese reading comprehension ability through cooperative learning. It was found that the experimental group taught with the applied-Jigsaw approach and the control group with the Jigsaw technique had a higher post-test score of reading comprehension than the pre-test score at a statistical significance level of 0.05. However, the experimental group had a higher post-test score than the control group did at a significance level of 0.05. It corresponds to WongpakornPhacharadamrot's study (2008) which investigated the effects of the Jigsaw cooperative learning on Grade-11 students' learning achievement in French. It demonstrated that the students taught with the Jigsaw activities through different communication tools had the different achievement at a significance level of 0.05. In addition, they were found to possess different class-participation behaviors at that of 0.05.

It can possibly be concluded that regarding reading comprehension, students' ability to understand the content, express thoughts on the read stories and summarize the stories was influenced and enhanced by the activities specially designed to create a situation to aid students' understanding process. This complies with Kubota (2000) who proposed, "knowledge will be constructed through social interaction in which learners will have their own methods for achieving understanding and constructing structures by relying on different contexts or situations". Thus, situations used to teach students were created from the reading-comprehension activities developed in this study. In particular, the activities enabled students to support and help each other while giving them freedom of thought; it helped built students' confidence and developed their interests, together with learning strategies. It is consistent with

Premvadee Na Nakornpanom's study (2005) on students at SuanSunandhaRajabhat University's language-learning strategies and Japanese proficiency; it was found that the students' analytical thinking ability was at a positive level, which in turn promoted their reading ability.

SUGGESTIONS

The present study on the promotion of students' reading comprehension through the applied-Jigsaw peer-assisted learning offered the suggestions as follows:

1. Based on the researcher's view, activities and instruction related to the applied-Jigsaw peer-assisted learning can still be improved; for instance, instructional games can be added in the activities. Moreover, grammar and vocabulary can be added in the instruction as well; however, they should not be taught through memorization but rather added as an extra element. It may challenge the teachers to teach vocabulary to students without relying on memorization or word lists.
2. Vocabulary should be continually taught to students using the word jack game.
3. Students should also be encouraged to use their smartphones to search for information or look for vocabulary meanings.

REFERENCES

[1] BunchomSisaat. (2002). Fundamental Research. Bangkok: Suwiriyasaran. BunchomSisaat. (2004). Development of teachers' research skills for improving students.Mahasarakham: Faculty of Education, Mahasarakham University.

[2] Bureau of Academic Affairs and Educational Standards. (2008). Learning management based on the Basic Education Core Callahan, J. F. and Clark, L. H. (1988).Teaching in the middle and secondary schools (3rd ed.). New York: Macmillan.

[3] Curriculum B.E. 2551 (A.D. 2008). Bangkok: The Agricultural Co-operative Federation of Thailand.

[4] Davis, Keith. (1981). Human Behavior at Work : Organizational Behavior. New York : McGraw – Hill Book Company

[5] Dale, Edgar and Joseph o' Rourke.(1971). Techniques of teaching vocabulary. Menlo Park. California: The Benjamin/Cumming.

[6] Dubin, Fraida. (1982). What Every EFL "Teacher should know about eating". English Teaching Forum, 20(2), 13-17.

[7] Esky, David E. Theoretical Foundations. (1986). In teaching secondary language reading for academic purpose(pp. 86-89). Masssachusettes: Addision-Westley,

[8] Fuchs, L.S. and Fuchs, D. (1998). Treatment validity: A unifying concept for conceptualizing the identification of learning disabilities. Learning Disabilities Research and Practice, 13(4), 204-219.

[9] Good, C.V. (1973). Dictionary of education (3rd ed.). New York: McGraw-Hill. HIRATAKA fumiya and TATEOKA yoko. (2012). "Make reading comprehension materials".3A Corporation : Tokyo 102-0083,Japan.

[10] Japan Foundation. (2009). Survey Report on Japanese-Language Education Abroad 2009/2010. Retrieved January 20, 2014, from http://http://www.jpf.go.jp/j/japanese/survey/area.html[2016/10/27]

[11] Kubota kenichi.)2000(. "Constructivism Paradigm and Learning Environment Design" Kansai University Publishing Division Morse, Nancy C. (1955). Satisfactions in the White Coller Job.Michigan : University of Michigan Press PaghasriYenbut. (1999). Handouts for T. 0211 (reading). Bangkok: Faculty of Humanities, Srinakharinwirot University.

[12] PailinKlinkesorn. (2015). Japanese language learning strategies of Japanese learners: A case study of students at SuanSunandhaRajabhat University. Bangkok: SuanSunandhaRajabhat University.

[13] Ramsay, J. and Smith, M. (1999). Managing customer channel usage in the Australian banking sector. Managerial Auditing Journal, 14 (7), 329 – 338.

[14] SuwitMoonkham&OrathaiMoonkham. (2004). 21 instructional approaches to improving thinking process (5thed). Bangkok: Parbpim. SamutSenchaowanich. (1997). Techniques for English reading skill and comprehension development for Thai students. Bangkok: Thammasat University.

[15] Slavin, R.E. (1995). Cooperative Learning (2nd ed.). Boston: Allyn and Bacon. Tateoka Yoko,)2006.(Japanese learning from reading alone to peer reading

[16] Interactive collaboration and learning's reading comprehension process. Tokai University

[17] TasaneeMethapisi (translated). (2010). 20 Fundamental Grammar Lessons.Language & Culture, Technology Promotion Association (Thailand-Japan) Press.

[18] TasaneeMethapisi&WannisaVaichayee. (2010). Towards world-class standard schools: the case of Japanese language education, 2(7), 88-100.

[19] TiwapornWirisamanuwong. (2008). A comparison of learning achievement in English reading and satisfaction of Grade-12 students between the use of the Jigsaw technique and conventional reading technique. Master thesis in Education, NakhonratchasimaRajabhat University, Nakhonratchasima.

[20] ThianchaiLiamjaroen. (2016). Use of apply-Jigsaw cooperative learning to promote Japanese reading comprehension ability.Phitsanulok: Naresuan University.

[21] WanvitsuSoranarak. (2011). The development of learning achievement on Microeconomics I by using peer-assisted learning for accounting students. Bangkok: SuanDusit University.

★★★