

**THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN
READING NARRATIVE TEXT AT THE THIRD GRADE
OF SMP XAVERIUS 4 BANDAR LAMPUNG**

(A Script)

By

ARTHA NOVELA PURBA



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

ABSTRACT

THE IMPLEMENTATION OF JIGSAW COOPERATIVE LEARNING TECHNIQUE IN READING NARRATIVE TEXT AT THIRD GRADE OF SMP XAVERIUS 4 BANDAR LAMPUNG

By

Artha Novela Purba

The aims of this research are (1) to find out whether there is an improvement on students' reading comprehension of narrative text after they were taught through Jigsaw cooperative learning technique, and (2) to find out which aspects of students' reading comprehension achievement improves the most after being taught by using Jigsaw cooperative learning technique. The research is quantitative research which used one group pre-test - post-test design.

The population of this research was the students of SMP Xaverius 4 Bandar Lampung academic year 2017/2018. The sample of this research was IX D which consisted of 31 students. This research was conducted from January 16th to March 22th 2017. The instrument was reading test.

It can be seen from the result of the hypothesis test which showed that at significant level of $p < 0.05$ ($p = .000$), in which the students' mean score in pre-test is 65.3548 increase to 76.3871 in post-test with 11.0323 of gain and the data were analyzed by using paired sample t-test in which the significance is determined by $p < 0.005$. Moreover, the highest improvement aspect is achieved by specific information with the improvement amount of 12.58%. The result of this research shows that there is a significant improvement of students' reading comprehension after being taught through Jigsaw cooperative learning technique. Specifically, Jigsaw cooperative learning technique can be used to improve students' reading comprehension in five aspects of reading comprehension, such as identifying main idea, finding specific information, making inference, determining reference, and understanding vocabulary.

It is found that Jigsaw cooperative learning technique can increase students' reading comprehension achievement. It seems that Jigsaw technique influence students' learning process.

Keywords: Jigsaw cooperative learning technique, reading comprehension, narrative text.

**THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN
READING NARRATIVE TEXT AT THE THIRD GRADE
OF SMP XAVERIUS 4 BANDAR LAMPUNG**

By

ARTHA NOVELA PURBA

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

**Research Title : THE IMPLEMENTATION OF JIGSAW
TECHNIQUE IN READING NARRATIVE
TEXT AT THE THIRD GRADE OF SMP
XAVERIUS 4 BANDAR LAMPUNG**

Student's Name : Artha Novela Purba

Student's Number : 1413042010

Department : Language and Arts Education

Study Program : English Education

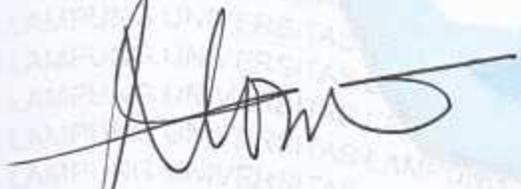
Faculty : Teacher Training and Education

APPROVED BY

1. Advisory Committee

Advisor

Co-Advisor

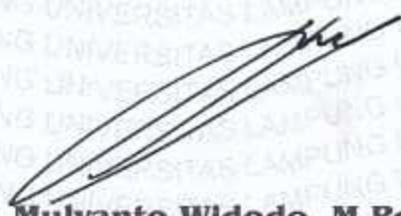


Dr. Flora, M.Pd.
NIP 19600713 198603 2 001



Dr. Tuntun Sinaga, M.Hum.
NIP 19600622 198603 1 002

**2. The Chairperson of
The Department of Language and Arts Education**

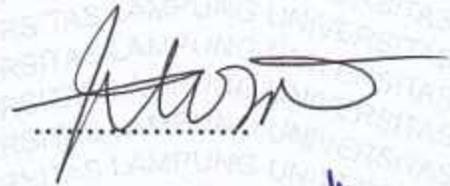


Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

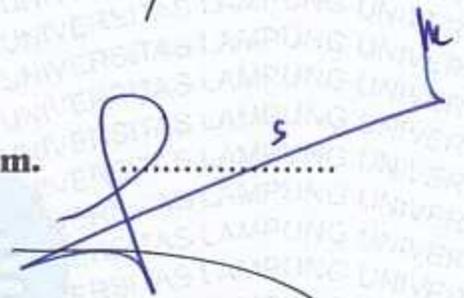
ADMITTED BY

1. Examination Committee

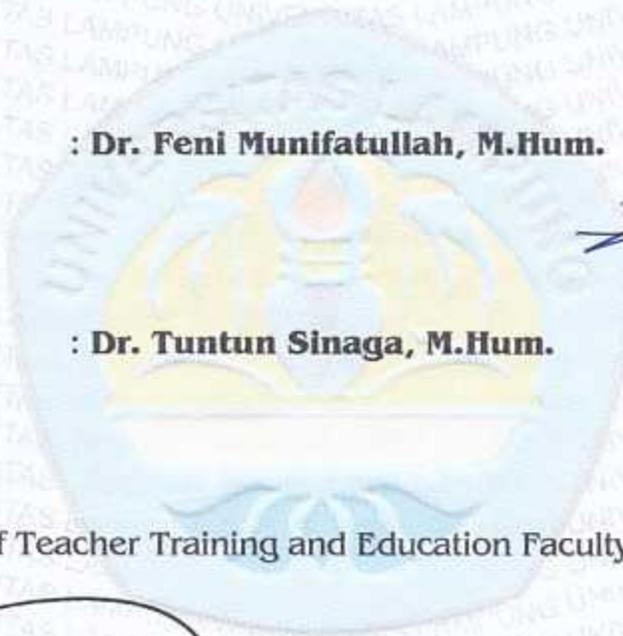
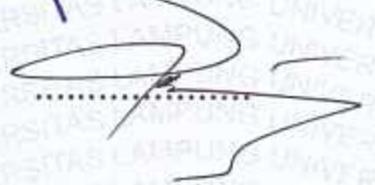
Chairperson : **Dr. Flora, M.Pd.**



Examiner : **Dr. Feni Munifatullah, M.Hum.**



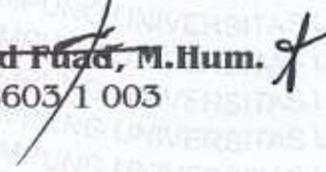
Secretary : **Dr. Tuntun Sinaga, M.Hum.**



2. The Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Puad, M.Hum.

NIP 19590722 198603 1 003



Graduated on : **June 26th, 2018**

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan dibawah ini:

Nama : Artha Novela Purba
NPM : 1413042010
Judul skripsi : The Implementation of Jigsaw Technique in Reading Narrative
Text at the Third Grade of SMP Xaverius 4 Bandar Lampung
Program studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan

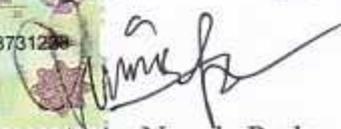
Dengan ini menyatakan bahwa

1. Karya tulis ini bukan saduran atau terjemahan, murni gagasan, rumusan, dan pelaksanaan penelitian/implementasi saya sendiri tanpa bantuan dari pihak manapun kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset.
2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka.
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung, Juni 2018



yang membuat pernyataan,


Artha Novela Purba
NPM 1413042010

CURRICULUM VITAE

The writer's name is Artha Novela Purba, the third child of M Purba and Lamria Panjaitan. She was born on June 20th, 1996 in Bandar Lampung.

She started her study from kindergarten at TK Xaverius Way Halim in 2001. Then, she continued her study to SD Xaverius 3 Bandar Lampung, from 2002 to 2008. After that, she went to SMP Xaverius 4 Bandar Lampung in 2008. After graduating from Junior High School in 2011, she pursued her study at SMA Fransiskus Bandar Lampung and graduated in 2014.

In the same year, she was accepted in English Education Program of Teacher Training and Education Faculty of Lampung University. She accomplished her KKN program in Heni Arong, Lumbok Seminung, Lampung Barat and got the chance to teach at SMPN Satap 1 Lumbok Seminung in 2017.

DEDICATION

This script is dedicated to:

The greatest inspiration of my life: my beloved father and mother,
Drs. M Purba and Dra. Lamria Panjaitan.

My older brothers and sister: Raymond Purba, Ryan Tanaka Purba, and Cynthia
Masta

My friends in English Education Study Program 2014

MOTTO

“You can have gifts and talents, but it’s your character that matters”

-Joel Osteen

ACKNOWLEDGEMENT

Praise is merely to God Almighty, the Lord of lords, for the unlimited grace and tremendous blessings that enables the writer to accomplish this script, entitled *The Implementation of Jigsaw Cooperative Learning Technique in Reading of Narrative Text at Third Grade of SMP Xaverius 4 Bandar Lampung*. This final project is submitted as a requirement for completing S1 (Undergraduate) Degree at the English Department of the Faculty of Teacher Training and Education, University Lampung.

In this case, the writer would like to express her deep gratitude and respect for those who have contribution in helping and supporting her to get this script finished.

1. Dr. Flora Nainggolan, M.Pd., as the first advisor who has given guidance, encouragement, and the best suggestion in writing this script.
2. Dr. Tuntun Sinaga, M.Hum., as the second advisor for his ideas, who has guided the writer patiently during the completion of this script.
3. Dr. Feni Munifatullah, M.Hum., as the examiner who has given comments and suggestion in improving the content of this script.
4. Prof. Dr. Cucu Sutarsyah, M.A., as the academic advisor, for his guidance and support along the process of learning.
5. All the lecturers at the English Study Program for their constructive contribution to my knowledge and personality development.
6. SMP Xaverius 4 Bandar Lampung, especially Y. Kuadiono, the headmaster, for providing the opportunity to conduct this research, Ani, S.Pd as English teacher for being so helpful during the research process in the class, also the students of the third grade of XI D, for their willingness, cooperation, and participation in this research.
7. My beloved parents, M Purba and Lamria Panjaitan, who never stop giving their love, support, and prayer endlessly.
8. My fantastic brothers, Raymond Purba and Ryan Tanaka Purba, who always help, support, and remind the writer of how precious her struggle was.
9. My awesome cousin, Cynthia Masta, who is absolutely encouraging the writer by sharing laughter and asking when will the writer finish this script.

10. My childhood friends, Amelia, Femilia, and Deviwho always be there when the writer needs them.
11. My incredible senior high school best friends, Dewi Indra Sari, Melani Henia, Felicia Magdalena, Briana Nikoyoma, Yesika Citra, Birgita Geovani, Magdalena Napitupulu who never betired of supporting the writer to finish her study, always give trust, laughter,love, and faith.
12. Her big gratitude to English Education Study Program '14, Ara Bella, Nabila Putri, Lolita Falina, Nabila Ayu Nisa, Angga Wirayuda, Aghnia Amalia, Gia Arya,and all the students of ED '14 thatthe writer cannot mention here.
13. KKN-KT 2017 team-mates: Dian Ayu Lestari, Dwi Kurniawati, Ega Wibisono, Ervina, Verayanti Siregar, Mustika Sari, Nengah Wideasari, Shoumi Aulia, thank you for spending the precious moments without electricity for almost 2 months.
14. Anyone who cannot be mentioned directly here who has contributed incomplementing this script.

In the end, the writer believes that her writing is still far from the perfection. Theremight be weakness in this research. Therefore, constructive input and suggestions areexpected to compose better script in the future.

Bandar Lampung, April 2018

Artha Novela Purba

CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iv
ADMISSION	v
CURRICULUM VITAE	vii
DEDICATION	viii
MOTTO	ix
ACKNOWLEDGEMENTS	x
CONTENTS	xii
TABLES	xv
GRAPH	xvi
APPENDICES	xvii

I. INTRODUCTION

1.1. Background	1
1.2. Research Questions.....	7
1.3. Objectives of the Research	7
1.4. Uses of the Research.....	8
1.5. Scope of the Research.....	9

1.6. Definition of Terms 9

II. LITERATURE REVIEW

2.1. Concept of Reading Comprehension 11

 2.1.1. The Definition of Reading Comprehension 11

 2.1.2. Aspects of Reading Comprehension 14

2.2. Teaching Reading Comprehension..... 15

2.3. Cooperative Learning Technique 16

2.4. Types of Cooperative Learning 17

2.5. Jigsaw Technique 19

2.6. Jigsaw Technique in Teaching Reading 22

2.7. Reading Process in Jigsaw Technique..... 23

2.8. Advantages and Disadvantages 28

2.9. Procedure of Reading Using Jigsaw Technique 28

2.10. Narrative Text..... 32

2.11. Theoretical Assumption..... 34

2.12. Hypothesis 35

III. RESEARCH METHODS

3.1. Illustration..... 36

3.2. Research Procedure 38

3.3. Population and Sample 39

3.4. Data Collecting Technique 40

3.5. Instruments 40

3.6. Try Out of the Instrument..... 41

3.7. Data Analysis..... 47

3.8. Hypotheses Testing 51

IV. RESULTS AND DISCUSSIONS

4.1. Result of the Research 53

 4.1.1. Result of Implementing Jigsaw Technique 53

 4.1.2. Result of Pre-test 56

 4.1.3. Result of Post-test 59

4.2. The Aspects of Reading Skill that Improved the Most by Using Jigsaw
Cooperative Learning Technique in Teaching Reading 62

4.3. Normality Test 67

4.4. Hypothesis Testing 68

4.5. Discussion of the Findings 72

V. CONCLUSION AND SUGGESTIONS

5.1. Conclusions 78

5.2. Suggestions 79

REFERENCES 80

APPENDICES 85

TABLES

Table 3.1. Table Specification of Try Out Test	42
Table 4.1. Specification of Pre-test	57
Table 4.2. Statistics of Pre-test	57
Table 4.3. Distribution Frequency of Students' Score of Pre test	58
Table 4.4. Specification of Post-test	59
Table 4.5. Statistics of Post Test	60
Table 4.6 Distribution Frequency of Students' Score of Post test	61
Table 4.7. Main Idea Achievement	62
Table 4.8. Specific Information Achievement	63
Table 4.9. Inference Achievement	64
Table 4.10. Reference Achievement	65
Table 4.11. Vocabulary Achievement	65
Table 4.12. Students Result of Aspects in Reading Comprehension.....	66
Table 4.13. Normality Test of Data in Pretest and Posttest	67
Table 4.14. Paired Sample T-test	69
Table 4.15. One Way Anova.....	70

GRAPH

Graph 4.1 Specific Aspects of Reading Comprehension	71
---	----

APPENDICES

Appendix 1. Research Schedule	86
Appendix 2. Lesson Plan 1	87
Appendix 3. Lesson Plan 2	94
Appendix 4. Lesson Plan 3	102
Appendix 5. Try Out Test	109
Appendix 6. Key Answer	119
Appendix 7. Reliability of the Try Out Test	121
Appendix 8. The Reliability Computation of the Data Collecting Instrument	122
Appendix 9. Pre-Test	123
Appendix 10. Result of Students Score of Pre Test in Experimental Class	131
Appendix 11. Table of Distribution of the Pre-test.....	132
Appendix 12. Post-test	134
Appendix 13. Result of Students Score of Post Test in Experimental Class	141
Appendix 14. Table Distribution Frequencies of Post Test.....	142
Appendix 15. The Normality of the Pre-test and the Post-test in Experimental Class	144
Appendix 16. The Analysis of Hypothesis	145
Appendix 17. Anova	146

Appendix 18. The Result of Students' Score of Pretest and Posttest.....	147
Appendix 19. Distribution of Students' Pretest Achievement in Reading Comprehension Aspects	148
Appendix 20. Distribution of Students' Posttest Achievement in Reading Comprehension Aspects	149
Appendix 21. Surat Ijin Penelitian	150
Appendix 22. Surat Balasan Sekolah	151
Appendix 23. Students' Work Sheet	152

I. INTRODUCTION

This chapter presents the background of the study, the research questions, the objectives of the research, the scope of the research, and the definition of key terms.

1.1. Background

As one of the language skills, reading has an important role for L2 learners. By mastering reading, learners can read kinds of written materials such as newspapers, magazines, novels, and academic books. Through reading those various books learners can get a lot of information, knowledge, enjoyment and even problem-solving. Therefore, the ability to read the text in any form will bring great advantages to them.

Pang (2003: 6) states that “reading is about understanding written text. It is a complex activity that involves both perceptions and thought”. Reading also consists of two related processes such as word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. While comprehension refers to the understanding what is being said or read. When it comes to reading, it is an active process that should be developed if a learner wants to become a proficient reader.

As stated by the RAND (Reading Study Group) (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In a classroom of reading activities, students are able to explore the potential that exists themselves in reading activities. By comprehending the reading text, the students will get more knowledge and they can apply it in their life. In addition, reading is the most used skill in school since they encountered it in every test.

However, based on the researchers' pre-observation on 5 December 2017 in SMP Xaverius 4 Bandar Lampung, there were some problems that were found during the learning process of reading comprehension. One of the problems was the teacher used the teacher-centered approach which means the learning process dominated by the teacher. The teacher rarely applied the cooperative learning technique such as dividing group work in the class. It made the class monotonous so some students were not active and tended to be passive (Huba and Freed: 2000).

Another problem was most of students were reluctant to learn. In doing observation, the researcher found that many students yawned and some others were busy with their own business such as talking to their friend and making such a joke in the class. In this case, it could be said that they were less motivated to respond to the reading activity. Furthermore, when the teacher gave tasks to the students, only some of the students who sat down in the front did the task and answered the questions. It means that the students have limited participation in the classroom because the teacher controls every single learning experience (Emaliana: 2017).

The last problem was that the students' reading comprehension was low. Based on the interview with the teacher, it was found that the mean score of the students'

reading test was under the minimum standard, 75. It happened because students had difficulties in understanding a text since they did not listen to the teacher when the teacher explained the material. They would pay attention to the teacher if the teacher asked them to read the text or answer the question given by the teacher. Furthermore, some of the students had difficulties to deal with vocabulary in the text, understand the generic structure and language features of the text they have learned. As a result, problems of reading can make students do not do well in their important test such as the national examination.

Regarding the importance that reading comprehension has on students' own process, one can find a pertinent issue concerning this specific context, the national exam, one of the educational requirements of the government which evaluates students including the English subject for the ninth grade students. This kind of test is a requirement for the enrolment to any school and the students' achievement may differ according to students' reading comprehension level. This study may lead to a different option for the students' preparation to take the national exam whose structure is mainly based on readings. Moreover, national examination for English subject always has different types of text, such as narrative, recount, procedure, descriptive, and short functional text, which have a different portion of questions.

Narrative text, as one of text types in 2013 curriculum, always exist in National Examination and it is considered as one of three difficult text in the test, besides report and recount (Lumapow: 2012). Rebecca (2003) defines narrative as a series of logically and chronologically related events that are caused or experienced by some factors. Moreover, Anderson and Anderson (2003) explain that narrative text is a text that tells a story and, in doing so, entertains the audience. Moreover, narrative text can amuse or entertain the readers with actual or imaginary experiences in different ways. Narrative text also always deals with some

problems which lead to the climax and they turn into a solution to the problem. Thus, according to the researcher narrative text is a kind of text that has the function to amuse, entertain and to deal with actual or vicarious experience in different ways.

The narrative text can be considered as a difficult text for the students because it contains a moral value which make the students has to understand the whole story of the text. Thus, students need to spend time to comprehend the text, while shortage of time is the crucial factor for junior level learners (Lin: 2002). In addition, they have limited vocabularies, background knowledge and types of sentence construction within the paragraph (Kheirzadeh and Tavakoli: 2012). Furthermore students have difficulties in comprehending five aspects. The five reading aspects are determining the main idea, finding the specific information or part of a text, finding the reference, finding inference, and guessing the meaning of vocabulary (Nuttal, 1982:109). Those, a teacher needs to encourage students to improve their reading ability. A teacher should have a creative way of teaching the narrative text. One effective way that can be used to help students build up their ideas is through an attractive technique.

In this context, Jigsaw technique can be considered as an alternative to achieve a goal for understanding a text. Jigsaw technique was invented by a social psychologist named Elliot Aronson in 1971. According to Aronson (2005), the teacher chooses the main theme and several subtopics about that theme. Students divided into heterogeneous groups of 4 or 5 known as the home groups. Each student in the group becomes an expert on one of the subtopics by discussing their topic of expertise with members of other groups who had the same subtopic. The students then go back to their home groups and help the other group members become informed about their topic. They teach their group their acquired

knowledge and learn the main theme information from their peers which make them more comfortable in studying the text.

Jigsaw technique is an engaging activity which can make learners more active in learning reading because each learner may give his or her idea and share it to the other learners when they have some problems in comprehending the topic. It also provides students with an opportunity to actively help each other in their learning. Jigsaw technique also expected to increase the students' comprehension.

Furthermore, compared with traditional teaching methods, the jigsaw has several benefits or advantages or importance (Adams: 2013). First and foremost, most teachers find jigsaw easy to learn because the teacher is not the sole provider of knowledge which makes most teachers enjoy working with it because it can be used with other teaching strategies. It works even if only used for an hour per day. Again, it is an efficient way to learn. It enables students to take ownership of the work and achievement. Students are held accountable for their peers, also learning revolves around interaction with peers and therefore students are active participants in the learning process and this helps build interpersonal and interactive skills. Consequently, jigsaw technique can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere. By implementing this technique, it is expected, that the students will share responsibility for each other's learning as they use critical thinking and social skills to accomplish the learning task and gain self-confidence through their contributions to the group effort so they can improve their reading comprehension.

The effect of Jigsaw Technique had been proved by Kazemi (2012). He investigated the effects of the jigsaw teaching method on the achievement of Iranian EFL learners. One intact group Guilan university students, majoring in

engineering, management, and biology, participated in this study. The experimental group participants included 38 freshman and sophomore intermediate level male (N=17) and female students (N=21) to evaluate whether jigsaw can be used for all ages and all level of proficiency. The students received pre-test and post-test. The test was taken from the TOEFL Preparation Kit (2003). There were a variety of questions including main idea, questions, directly answered detailed questions, and implied detailed questions. Jigsaw technique was used with experimental group participants where there was an emphasis on the cooperative learning of the language and especially the reading comprehension. The results of a paired-samples T-test shows that the students' post-test reading scores improved significantly ($P= 0.000$) when compared with their pre-test scores. He fully convinces that jigsaw technique carries benefits toward students' reading comprehension achievement for every student at every level.

Negari et al (2016) also proved the Effect of Jigsaw Task on Iranian EFL Learners' Reading Skills Improvement. The participants for the study were 48 intermediate students at aFarhangian high school in Kermanshah, Iran. They were all native speakers of Persian and their age range was 16 years old. They were randomly assigned to an experimental and a control group. All participants were female and male and differed in terms of age. In order to manifest the participants' homogeneity in terms of language proficiency level, a version of *Oxford Placement Test* was used in the study. The results of the pretest and posttest in data analysis through the statistical procedure of Independent pair T-test confirmed the superiority of the experimental group to the control group. A conclusion was drawn that jigsaw task not only improves learners' language skills but also create a supportive learning environment.

Another research conducted by Sihotang and Purnawarman (2015) also indicates the same result. They investigated the use of Jigsaw technique and the improvement of students' skill in writing a recount text and their challenges in writing. It was conducted at a vocational high school in Bandung, involving students of eleventh grade as the participants using a quasi-experimental design. The quantitative finding of the study showed that significant value is lower than 0.05 ($p = 0.000 < 0.05$), which indicated that Jigsaw technique can improve students' writing skill in the class investigated.

For those reasons mentioned above, the researcher believes that jigsaw is the best techniques for solving problems in SMP Xaverius 4 Bandar Lampung. Therefore, the researcher is interested to do a related research in the implementation of jigsaw cooperative learning technique to improve students' reading comprehension in junior high school using narrative text as the instrument.

1.2. Research Question

Based on the background above, the researcher tries to state the problem as follows:

1. Is there any significant improvement of students' reading comprehension after being taught through Jigsaw technique?
2. What aspects of reading improve the most after being taught by Jigsaw technique?

1.3. Objectives of the Research

Based on the questions above, the objectives of the classroom research are:

1. To investigate whether there is any significant improvement of students' reading comprehension after being taught through Jigsaw technique.
2. To find out the aspects of reading improve the most after being taught by Jigsaw technique.

1.4. Uses of the Research

The findings of this research are expected to be useful both theoretically and practically.

1. Theoretically:

The result of the research is expected:

- a. To support that jigsaw technique can improve students' reading comprehension.
- b. To complete the lack of previous research that is similar and related to the correlation between jigsaw technique and teaching reading comprehension.
- c. To be used as a reference for the next researcher who will concentrate on students' reading comprehension achievement.

2. Practically:

The findings of the research are expected to be beneficial for:

- a. As the information concerning whether there is an improvement of student's reading achievement and teaching-learning process that is taught through jigsaw technique.
- b. As a help for English teachers in finding an appropriate way to improve student's reading achievement.

c. As a consideration for conducting further logical research on the same topic.

1.5. Scope of the Research

This research will focus on investigating whether there is any significant improvement of students' reading comprehension after being taught through Jigsaw technique. The researcher also examines the improvement of students' aspects of reading after being taught by jigsaw cooperative learning technique. This research was conducted in SMP Xaverius 4 Bandar Lampung and the sample will be students which are in third grade. The material for this research was narrative text. The reason of using narrative text because it is one of functional text that should be mastered by the students in this level.

1.6. Definition of Terms

In order to make the same perception dealing with the researcher, the researcher lists the terms that are important to know as follows:

1. Reading comprehension is the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message (Snow, 2002: 11, Mikulecky & Jeffries, 1990: 3, Johnson 2008: 110).
2. Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen and Kagan 1992:8).
3. Jigsaw Technique is a way for students to work cooperatively and help each other to learn new material (Maria Brisk and Margaret M. Harrington 2000: 83)

4. Narrative text is a kind of text has functions to amuse, entertain and to deal with actual or vicarious experience in different ways.

5. Home-group is a micro-managed group of between 4-6 students, this is the group in which children spend most of their time, but not all, which engaging in the cooperative learning activity. (Carroll and McCulloch: 2014)

6. Expert-group is a group which is formed from students from each group who have responsibility for a specific sub-task. (Carroll and McCulloch : 2014)

As the researcher has elaborated the points above; in brief, this study already has the strong background in conducting the research. Still, this study needed the review of theories concerning the research topics and conceptual framework underlying the study as the next chapter presented.

II. LITERATURE REVIEW

This chapter explains the literature review that will be used in this study, they are: concept of reading comprehension, teaching reading comprehension, cooperative learning technique, jigsaw technique, jigsaw technique in teaching reading, reading process in applying jigsaw technique, advantages and disadvantages, procedure, narrative text, theoretical assumption, and hypothesis.

2.1. Concept of Reading Comprehension

In this part, there will be some explanation about reading. They are the definition of reading comprehension and the aspects of reading comprehension.

2.1.1. The Definition of Reading Comprehension

As a starting point, it is advisable to make students develop skills such as Reading or Listening which are classified as receptive skills (Harmer, 2007). These receptive skills will provide the students with the input necessary to take in the language and then move onto the productive skills like Speaking and Writing. For this study, the emphasis is on the Reading skill which if properly taught, will build the basis necessary to progress towards communicative competence.

According to Brown (2001: 264), reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is a process of reconstructing from the printed pattern on the ideas an information intended by the author. Based on the opinion, it is important because reading is

the reader's activity in order to get information from printed text using eyes and brain to understand what the writer thinks in their writing. It means that the readers always activate their minds to get meaning and information while interacting with the written text.

For students, reading is a necessary subject. They can develop their thought, enrich their knowledge and personalities and gain new information. As Clarke et al (2014:09) state that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concepts, and perspectives can be encountered that challenge and enhance existing knowledge. Consequently, reading is central to teaching and learning and it is vital to consider the circumstances in which the reader is required to extract and apply meaning derived from the text.

According to Nation (2009: 49), "reading is a source of learning and a source of enjoyment". Reading enlarges the students' knowledge. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help the learners learn new vocabulary and grammar, and through success in language use, it can encourage learners to learn more and continue with their language study. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase. By reading, the readers can go around the world although they just stay at home. They can broaden their knowledge of economy, science, technology, culture, or read to get the pleasure. Not only that, the readers also get the message that the writer had expressed. It can be said that reading is a bridge which connects between the writer and the readers.

The word “reading” is mostly related to the word “comprehension”. As it is illustrated by a teacher’s question “reading is...?” then it is mostly answered that reading is understanding, reading is getting meaning of the text, and reading is comprehending. Then, Kintsch and Rawson Ed. (2005: 228) emphasize comprehension, it occurs as the reader builds a mental representation of a text message.

Completing the understanding of reading comprehension concept, Perfetti and Adolf(2012:01) state that reading comprehension is widely agreed to be not onebut many things. At the least, it is agreed to entail cognitive processes that operate on many different kinds of knowledge to achieve many different kinds of reading tasks. Emerging from the apparent complexity, however, is a central idea: comprehension occurs as the reader builds one or more mental representations of a text message.

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Snow, 2002: 11, Mikulecky& Jeffries, 1990: 3, Johnson 2008: 110). The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, et al., 2003: 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer’s message (Lenz, 2005:1). In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as predicting, clarifying and confirming. Those are all strategies used by the reader for the negotiation of meaning. From the definition above, reading comprehension can be defined as the process in which the readers construct

meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

2.1.2. Aspects of Reading Comprehension

Urquhart and Weir (1998:91) report that "if reading itself is a skill, it must be possible to break this down into a different level of component aspect categories." Learners need these aspects, focusing on which can help them get specific information from the reading texts. By means of the practice of each aspect, learners will achieve the utmost aim of improving reading skill. Basing on this approach, the teacher is required to teach aspects in detail and attempt to train learners to get familiar with them until they can use the aspects freely.

In fact, several experts have made attempt to divide reading aspects into component aspects. Nuttall (1982: 109) proposes five reading aspects that should be mastered by the readers in order to deeply comprehend a text. The first one is determining the main idea. The main idea is the major point of information described in a text that provides a concept of a paragraph. According to Gallagher (2004), determining the main idea is a skill to grasp and find the main point of a passage by summarizing it and looking for repetition of ideas/words. Secondly, another aspect of reading which the reader should master is finding the specific information or part of a text. It means the readers should be able to look for the information in a text which is relevant to what they have in their mind and trying to ignore the irrelevant one.

The third sub-skill of reading is finding the reference. Reference is the intentional use of one thing to indicate something else in which one provides the information to interpret the other. Finding reference means we interpret and determine one linguistic expression to another. The next short reading aspect stated by Nuttall is

finding inference. The inference is an accurate guess or conclusion drawn based on the logic of a passage. Finding inference means the readers imply the sentences or passage, understand it and conclude it logically. Lastly, guessing the meaning of a difficult word is the final aspects of reading. It refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context. Besides, guessing the meaning of a difficult word can also be done by understanding one or two previous sentences in the text.

Concerning the theories above, those five reading aspects stated by Nuttall are important to fully comprehend a text. Thus, the researcher will use all reading sub-skills in case of setting a reading comprehension test in this research.

2.2. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way she/ or he manages the class. Based on the definition above, teaching reading comprehension is a guidance that is done by the teacher to make learners reach their reading comprehension on the text using a certain technique. Here, the teacher is the subject of doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English through an attractive technique or technique.

2.3. Cooperative Learning Technique

Learning is a social activity. It is intimately associated with our connection with other human beings. Conversations, interaction with others and collaborations are integral aspects of learning. According to Olsen and Kagan (1992:8) cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperative Learning refers to the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson & Johnson, 1993). In order to obtain such objectives, the nature of the group-work activities should involve all the learners in contributing to the effective cooperation which will end in the cooperative learning.

The two significant terms in the cooperative learning technique are learning and rewarding (Slavin, 1991). Group learning is usually enhanced by the essential contribution of all students to the understanding of class concepts so everyone knows the information which usually fosters a cooperative environment. As the students are working together, they can learn from each other's experiences and level of knowledge. As for the reward, there are two types of reward structures; the first is individual in nature. A person's reward depends upon her/his own contribution to the assignment. The second is group rewards in which members' contributions are combined for one total score and all group members receive the same score (Webb, 1982). Webb (1982) supports the idea that group rewards seem to produce more cooperation than individual rewards. The central tenet of cooperative learning is that rather than competing with each other or being indifferent to each other, students engaged in cooperative learning "work together to maximize their own and each other's learning.

Halliday (2002) investigates whether cooperative learning could improve the academic achievement of inner-city middle school students in Gary, Indiana. Two seventh-grade classes taught by one African American male teacher served as one experimental group of 20 at-risk students, and one non-experimental group of 24 high achievers. Both groups took the same pretest on a unit about India. The experimental group was taught using cooperative learning. Achievement results indicated that the cooperative learning strategies worked well with the group of at-risk students.

From a motivational perspective, cooperative incentive structures create a situation in which the only way group members can attain their own personal goals is if the group is successful. Students work in mixed-ability teams (heterogeneous groups) to tackle material initially presented by the teacher. The only way the team can succeed is to ensure that all team members have learned, so the team members' activities focus on explaining concepts to one another, helping one another practice, and encouraging one another to achieve success.

Based on the explanation above, the researcher agrees that cooperative learning can improve students' achievement. Therefore, the researcher will apply cooperative learning in teaching reading comprehension.

2.4. Types of Cooperative Learning

There are three commonly recognized types of cooperative learning groups. Each type of group has its own purpose and application. They are:

1. Informal Cooperative Learning Groups.

These *ad-hoc* groups may be organized "on-the-fly" as an aid in direct teaching. Informal groups are particularly useful in breaking up a lecture into shorter

segments interspersed with a group activity. While this method leads to less time for lecture, it will increase the amount of material retained by students as well as their comfort working with each other. (Johnson, et al., 2006, p.3:10)

2. Formal Cooperative Learning Groups.

This type of group forms the basis for most routine uses of cooperative learning. Groups are assembled for at least one class period and may stay together for several weeks working on extended projects. These groups are where students learn and become comfortable applying the different techniques of working together cooperatively. (Johnson, et al., 2006, p.2:2)

3. Cooperative Base Groups.

Cooperative base groups are long-term, stable groups that last for at least a year made up of individuals with different aptitudes and perspectives. They provide a context in which students can support each other in academics as well as in other aspects of their lives. The group members make sure everyone is completing their work and hold each other accountable for their contributions. Implementing cooperative base groups in such a way that students meet regularly for the duration of a course completing cooperative learning tasks can provide the permanent support and caring that students need "to make academic progress and develop cognitively and socially in healthy ways." (Johnson et al., 1998, p.10:7)

From the three types of cooperative learning above, the researcher chose informal cooperative learning groups for teaching reading comprehension of narrative text. The technique of informal cooperative learning groups that the researcher will choose is Jigsaw Technique.

2.5. Jigsaw Technique

The jigsaw classroom, originally developed by Elliot Aronson, a social psychologist, in 1971 in Austin, Texas, is considered effective in increasing students' skill and positive educational outcomes. As a cooperative learning technique, it has been greatly studied abroad and has been explored in various ways by a number of researchers and teachers in classes of different levels and of different subjects. As "each member of a group has a piece of information needed to complete a group task" (*Longman Dictionary of Language Teaching and Applied Linguistics*, 1998) in the EFL classroom, Jigsaw is a cooperative learning technique that requires everyone's cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece—each student's part—is essential for the production and full understanding of the final product. If each student's part is essential, then each student is essential. That is precisely what makes this technique so effective.

Brisk and Harrington(2000: 83), say jigsaw approach is a way for students to work cooperatively and help each other to learn new material. Students take an active role their learning as they teach other students what they have learned. Furthermore, Aronson (2011: 43) says that Jigsaw Technique is a technique which has a strong effect on students' attitude to learning, the social relationship among students in the group. This also means that Jigsaw Technique can help the students to rely on each other for information in a way which puts on students above others. Finally, each student will be valuable to the group.

Jigsawtechnique is expected to help students achieve greater academic benefits due to the following reasons. First, according to the design and steps conducting Jigsaw cooperative learning method, team members are required to work together as a cohesive group to achieve shared learning objectives. Jigsaw method works

as a problem-based learning approach. A team member must be responsible for their own learning and for the success of other team members' learning. Hence, they are teams with positive interdependence and it results in the reciprocal interaction among individuals and promotes each group member's productivity and achievement (Yager, 2000; Slavin, 2011).

Second, since the performance of the summary summarized by the team and the quiz is given at the end of discussion session are counted, team members rationally respond to the evaluation incentive and will make efforts to accomplish the team's goal of obtaining high scores. This stimulates team members to interact verbally with one another on learning tasks (Johnson & Johnson, 2009), exchange opinions, explain things, teach others and present their understanding (Johnson, 2009). The promotive interaction benefits students' learning. The third and fourth reasons supporting the advantages of Jigsaw for students' learning are related to self-learning and peer-learning. About self-learning, each member acts as an expert. Each expert is encouraged to understand and gather all the information on the subject area and segment assigned. This facilitates further development of the self-learning process and a higher degree of organization in the information prepared by each member. About transmission and peer learning, each expert transmits information on his/her particular subject area to the other members. Thus he/she is responsible for facilitating learning by the rest of the team. Each member, in turn, receives structured information on the other subject areas, studied in the same way as his/her own. The objective of this step, in addition to summarizing and presentation skills, is for the team to learn to cooperate and to arrive at a reasonable level of understanding of each subject area and segment and a grasp of the subject as a whole.

Third, after expert-group discussion, each member is asked to go back to his/her team to present and teach the rest members his/her responsible part, individual

accountability is hence enforced. It avoids the situation where one or two team members may do all the work while others do nothing. In addition, since the achievement of the team (summary task or quiz) depends on the individual learning of each team member, then team members suffer peer pressure to study hard in order not to become the black sheep within the team. They are also motivated to ensure that all team members master the material being studied (Slavin, 1996).

Fourth, Jigsaw technique asks each member to teach others and elaborate ideas. As some researchers support, students retain more knowledge when they offer more explanation and elaboration to others (Zakaria, Chin, & Daud, 2010; Webb, 2008; Johnson & Johnson, 1989). In a nutshell, in addition to enhancing academic achievement caused by the first three reasons, Jigsaw learning method improves knowledge retention supported by the fourth reason.

Seeing jigsaws' benefits, jigsaw technique has been practiced in many ways in the present researchers' College English tutorials. The present jigsaw, somewhat different from the one implemented by Elliot Aronson, was adopted so as to carry out a variety of classroom activities for different Jigsaw Technique as a Cooperative Learning Technique: Focusing on the Language Learners language learning tasks. It combined several important aspects of collaborative learning, including listening, oral reading, reading comprehension, writing and oral presentation. Its purpose is to find an effective way to promote student participation as well as a useful technique to focus on language learners in the EFL classroom where students can experience success, which in turn can contribute to positive motivation and lead to still greater success.

2.6. Jigsaw Technique in Teaching Reading

Reading is considered as an active process where the readers utilize their cognitive and mental capacities to figure out the internal meaning of the text. It is an interaction between the reader and the writer who has tried to convey a message to its readers. Therefore, in this process, the readers should be provided with instructional opportunities or effective technique that allows them to successfully derive the meaning intended by the writer.

Based on the statement above, the researcher will use cooperative learning in teaching reading comprehension. Caposey (2003) selected the cooperative teaching technique as a remedial technique for compensating the problems that elementary and middle school learners had with vocabulary and reading skill. Students were unable to transfer the reading skill to content areas which were considered to stem from their lack of vocabulary knowledge. Treatment of ten weeks turned out to be successful in making the classroom atmosphere cooperative and in improving the students reading skill.

Cooperative learning has some techniques; one of them is Jigsaw Technique. Ali (2001) looked at the effect of using the jigsaw reading technique on the EFL pre-service teachers' reading anxiety and comprehension. The experimental group was instructed to read reading passages using the Jigsaw Reading technique while the control group read the same passages individually. Participants' comprehension was checked via a TOEFL test and their anxiety was evaluated using a questionnaire designed by the author. Results showed that the lower anxiety among the experimental group participants led to their better performance in the comprehension of the reading passages. For this reason, the researcher will implement Jigsaw cooperative learning technique for increasing students' reading achievement.

Jigsaw reading means an approach to reading that involves the students in speaking and summarizing skills. Jigsaw reading, as well as other reading strategies, aims to the same purpose which is comprehension. If readers can read the words but do not understand what they are reading they are not really reading. Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in their personal and professional lives.

Badawi (2008) attempted to investigate the improvements in learners' reading achievement and motivation as a result of the employment of jigsaw technique in contrast to the holistic approach. To this end, 44 participants took part in the study and the treatment lasted for 8 weeks. The results of treatment showed that although there were no differences between the experimental and control groups with regard to the vocabulary acquisition and reading achievement, there were significant effects for the students' affective aspects such as self-concept, their value, and motivation.

Based on statements above it can be concluded that jigsaw technique has some effects on students reading comprehension. For example, students can improve their understanding of vocabulary and their motivation in reading.

2.7. Reading Process in Jigsaw Technique

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur. "Pre-reading" (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Carter and Long, 1991:16).

Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points raised in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay. Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories (for example students review Cinderella before reading Snow White), considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

"While-reading" (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because the teacher has to control students and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information, and; learning to use the dictionary effectively.

"Post-reading" (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text when warranted (Carter and Long, 1991: 16). Because the goals of most real-world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows, foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate for different text types. For example, scanning is an appropriate

strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on the information they did not comprehend or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts.

"Follow-up" exercises take students beyond the particular reading text in one of twoways: by transferring reading skills to other texts or by integrating reading skills with otherlanguage skills (Phillips, 1985). To illustrate the process of teaching reading by using jigsaw technique, the steps are stated in the table below.

What Teachers Do	What Students Do
<p>Pre-reading</p> <ol style="list-style-type: none"> 1. Choose an entire text, chapter, or article and divide it into smaller segments, or pick a series of reading on the same topic. 2. Assign each student to a "home group" of three to five students. 3. Assign each student to an "expert group", with focus on a particular segment of the task. 	<ol style="list-style-type: none"> 1. Meet briefly in the home-groups. 2. Read the text.
<p>While-reading</p> <ol style="list-style-type: none"> 1. Establish guidelines for the 	<ol style="list-style-type: none"> 1. Work together to make sure that

<p>information that students should include in their summaries.</p> <ol style="list-style-type: none"> 2. Have expert groups meet to read a selection or work on a task, review, and discuss what was read, and determine essential concepts and information, using a question sheet or graphic organizer to guide them. 3. Remind students that the experts will have to consider how they will teach the material to the home group members. 4. Convene home groups so that each student can share his or her expertise with all members of the home group. 	<p>all group members become “experts” on their particular part of reading task, and help each other to decide how to report the learning to the home-group.</p> <ol style="list-style-type: none"> 2. Use small-group discussion skills to share “expert” knowledge with the home group until all members have arrived at a common understanding of the entire task. 3. When presenting information, monitor the comprehension of the group members by asking questions and rephrasing until it is clear that all group members understand the points. 4. If appropriate, fill out a graphic organizer in the home group to gather all the information presented by each expert.
<p>Post-reading</p> <ol style="list-style-type: none"> 1. If appropriate, convene the class as a whole group to review and share learning or to enable expert groups to present to the 	<ol style="list-style-type: none"> 1. Ask the teacher to clarify any information or ideas that are still unclear or confusing. 2. Discuss what communication

<p>entire class.</p> <p>2. Have students reflect on the communication they used to all group members to understand.</p>	<p>helped them to understand the material explained by others.</p>
---	--

(Source: Think Literacy: Cross-Curricular Approaches Grades 7-12, n.d.)

By applying Jigsaw Technique in the process of reading, there are some benefits we can obtain (Social Psychology Network, 2012). Those are (1) it is an efficient way to learn the material, (2) builds a depth of knowledge, (3) discloses a student's own understanding and resolves the misunderstanding, (4) builds on conceptual understanding (5) develops teamwork and cooperative working skills.

In other words, through the grouping, the students can accomplish some objectives of learning reading. It can solve the students' problem on achieving the reading skill like getting the main idea, detail information, either explicit or implicit information. Every student can share their understanding of specific learning objective in the home group and expert group. Besides, the teacher can help the students to understand the reading material in post-reading stage through the material review and the reflection. When jigsaw is applied in the reading class, there is more communication occurs between the students. It can build the students' interpersonal skill and interactive skill.

2.8. Advantages and Disadvantages

In the implementation of Jigsaw Technique, there are some advantages and disadvantages. The researcher will explain the advantages and disadvantages of Jigsaw Cooperative Learning Technique.

2.8.1. Advantages of Jigsaw Technique

According to Aronson (2000), the advantages of Jigsaw technique are: 1) improves students' motivation, 2) increases enjoyment of the learning experience, 3) increasing positive educational outcomes 4) each student develops an expertise and has something important to contribute, 5) most teachers find jigsaw easy to learn, 5) it can be used with other strategies.

2.8.2. Disadvantages of Jigsaw Technique

There are also some disadvantages of using Jigsaw technique according to Johnson & Johnson in Septiyana (2012:29). They are: 1) require some time to prepare students to learn how to work in groups, 2) require some time to make groups that each group has heterogeneity in their member ability, and 3) it forces teacher to make a special preparation for teaching in the class because teacher needs to prepare kinds of media.

From the explanation above, in the implementation of Jigsaw Technique, it has some advantages. However, Jigsaw Technique also has disadvantages that will face in the implementation of this technique.

2.9. Procedure of Reading Using Jigsaw Technique

Jigsaw technique combines several important aspects of collaborative learning, including listening, oral reading, reading comprehension, writing and oral

presentation. Crawford suggests that Jigsaw can be used when students are reading a text, listening to a presentation, or carrying out a group investigation. It is because its purpose is to find an effective way to promote students' participation as well as a useful technique to focus on language learners in the EFL classroom where students can experience success, which in turn can contribute to positive motivation and lead to still greater success. So that this teaching technique is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each number of the group an essential part to play in the academic activity. McKeachie (2011) demonstrates that this technique has the students' practice critical reading (in the expert group) and summarization (in the teaching group), two key strategies for improving reading comprehension.

In creating those two groups in jigsaw technique, home group and expert group, the researcher will use within-class ability grouping. Within-class ability grouping is the practice of separating students within a classroom by the ability for class activities (Tieso, 2005). Ability is determined by the student's demonstrated performance, levels of prior knowledge, and the teacher's initial assessment of the student's level of readiness (Slavin, 1990; Tieso, 2005). Within-class ability grouping is most common in elementary and middle schools (Lou, Abrami, Spence, Poulsen, Chambers, & Sylvia, 1996; Slavin, 1990; Tieso, 2005).

Within-class grouping provides academic and social benefits for students. Individual academic productivity is limited by time, knowledge, physical capabilities, and other resources. Group work greatly reduces these limitations through teamwork and collaboration. Within-class grouping has social benefits important for student development as well. A student's individual social benefits are realized by achieving psychological intimacy and achieving integrated

involvement (Nelson, 2008). The two categories of within-class ability groups are homogeneous and heterogeneous.

Within-class group ability that the researcher will use for jigsaw technique is the heterogeneous group. It can be helpful to intentionally place team members heterogeneously according to student differences in order to distribute various types of background knowledge and expertise across teams. Moreover, there are a lot of benefits by forming a heterogeneous group in the expert group. Fields (2000) found that mixed-ability groups enhanced achievement by requiring students to participate and become more active in their learning. The student's developed a sense of community which was beneficial as they grew closer and learned that each had different strengths and weaknesses. Placing low-ability students in heterogeneous ability groups provides them with opportunities to make significant academic gains. These gains can be realized for several reasons, including improved understanding of the curriculum, improved study habits, and learning techniques, increased confidence, and an increased motivation to learn. There are several ways that low-ability students are able to learn from the high ability students in their group (Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996; Saleh & De Jong, 2005; Obaya, 1999). High-ability students often have, or develop, the capacity to teach material for which they have a strong understanding, to lower-ability students who are struggling. Even the simple clarification of challenging topics, from another student, proves to be beneficial to low-ability students (Lou, Abrami, Spence, Poulsen, Chambers, & d'Apollonia, 1996).

Having read the theories of Jigsaw Technique, the researcher choose and modified the procedure of teaching reading through Jigsaw according to Crawford, the steps are:

1. The teacher assigns the students to home groups. Students should be assigned to home groups of four or five members. The number of the group and the students in a group depends on the number of all students in one class and number of paragraph of the text. The teacher determines the group their different level of ability (heterogenous).
2. The teacher assigns a warm-up or team-building exercise for each home group.
3. Students read the materials or otherwise experience the lesson. Each student should now be given a copy of the text to be read. The text given is a narrative text which each student in group is given different piece of paragraph of the text.
4. The teacher asks the students to “count off” within the groups: “one, two, three, and four.” The teacher points to different parts of the classroom where each expert group should meet.
5. The teacher then appoints a discussion leader for each expert group.
6. The expert groups read the text and discuss together. The leader leads the group to teach their part of text.
7. Teacher gives a chance to students to ask questions about the text that they do not understand.
8. Experts return to their home groups and take turns leading discussions.
9. The teacher gives students another questions, all students in group read the question and try to answer together in the group.

From the steps above, we can see that jigsaw use student-centered approach which means the learning process mostly done by the students while the teachers' role is a facilitator. Finally, those are some steps of the implementation of Jigsaw Technique that the researcher has to follow. The researcher tends to apply this lesson plan in teaching reading using Jigsaw Technique.

2.10. Narrative Text

This current research use narrative text, so the concept of narrative is presented in this chapter. Meyers (2005:52) states that narrative is one of the most powerful ways of communicating with others. Narrative refers to a story or account of events, experiences, or the like, whether true or fictitious. The purpose of narrative text is to entertain, to amuse, to tell a story, or to provide an aesthetic experience.

There are many genres of narrative. A genre is some kind of a category (Neo, 2005: 8). They can be imaginary, factual or a combination of both. Here are the examples of genre that fit the narrative text structure: (1) Folktale, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., The Shepherd's Mistake. (2) Fairytale, i.e., an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., Beauty and The Beast. (3) Fables, i.e., traditional short stories that teach moral lesson, especially one with animals as characters; these stories are considered as one group of animals stories, e.g., The Fox and The Crow. (4) Legend, i.e., a story from ancient times, especially one that was told to explain about natural events or to describe the early history of a place or people, e.g., The Legend of Toba Lake. (5) Fantasy, i.e., a story about a pleasant situation that people imagine but it is unlikely to happen, e.g., Alice in Wonderland.

There are significant language features of a narrative text, (1) focusing on specific or individual participants, (2) using material process, behavioral and verbal process, (3) using past tense, (4) using temporal conjunction and temporal circumstances.

Narrative text also has generic structure, (1) Orientation: introducing the characters, setting, time of the story, (2) Complication: the characters face the problems, (3) Resolution: the complication needs resolution. It may be resolved for better or worse/happily or unhappily.

Here is the example of narrative text:

Landi and His Spikes

Orientation

There was a porcupine named Landi. He was lonely. No one wanted to play with him because they were afraid of his spikes. "Dear Landi. We don't want to play with you because your spikes were too sharp. We don't want you to hurt us," said Cici the rabbit one day. "Cici is right, Landi. It is not you are bad or rude to us. No Landi! Just because of your sharp spikes. They will stab us when we come close to you," said Tito, the rooster.

Complication

Landi felt lonely, He murmured. "Why don't they want to play with me? Landi spent most of the time dreaming at the river bank. "I would have lots of friends and play with them if no spikes are on my body. I Would be happy. I Would not be lonely like this. What a shame!"

Suddenly, Kuku the turtle appeared from the river. He came to Landi and said, "Landi, what are you thinking of?" "Oh nothing" Landi replied.

"Don't lie to me, Landi." Please tell me your problem. Maybe, I can help you," Kuku said wisely. Then, he sat beside he wasn't afraid of Landi's spikes.

Shortly, Landi told Kuku his problem. Kuku nodded his head. He said, "poor you. But it is not your fault. I know, your spikes are very useful and helpful to you. Your friends will realize it some day. Trust me, Landi."

"Thanks, Kuku. You're really my best friend. You are the only one here who wants to be my friend."

One day, Sam the frog held his birthday party. He invited all his friend, including Landi. But he didn't to come. He didn't want to mess up the party." I'll come with you, Landi, I'll tell everyone that you are harmless," said Kuku. Finally, Sandi attended the party. Everyone enjoyed it. Suddenly, Tito ran here and there screaming. "Help.. Help.. Help..!

They evil wolf is coming. Save yourself!" The, everyone ran to save their lives, except Kuku and Landi. Kuku pulled his head and legs into his shell. Landi rolled his body into a ball. Unintentionally, the evil wolf stepped his foot on Landi. Of course the spikes pricked him. He screamed, "Ouch!" Since his foot was bleeding, he didn't chase Landi's friends any longer. Then, he ran away.

Resolution

"Horay..horay..! Long live Landi! He saved our lives," said Cici and her friends. Everyone shook Landi's hand thanked him. From then on, Landi wasn't lonely anymore. Anyone knew that his spikes would not hurt anyone, unless they wanted to hurt Landi.

In conclusion, based on the explanation above, the researcher concludes that narrative text is a kind of text has a function to amuse, entertain and to deal with actual or vicarious experience in different ways. Furthermore, there are three generic structures in narrative text. They are orientation, complication, and resolution.

2.11. Theoretical Assumption

Based on the literature review, it could be assumed that reading is the extremely complex skill of learning a language. The researcher came to the assumption that Jigsaw technique is very likely to have an impact to increase students' reading comprehension achievement. If the technique used can be understood easily, it motivated students to pay more attention and be more active in teaching learning process. It is believed that jigsaw technique can be used to increase five aspects of students' reading comprehension achievement of narrative text. As the researcher

explained before there are five aspects of reading comprehension, they are determining the main idea, finding the specific information, identifying reference, finding inference, and vocabulary. In addition, Nikmaturrahmah MS (2016) had been proved that specific information is the most improved aspect of reading comprehension after being taught by a technique or strategy. For this reason, the researcher expected that finding specific information is the reading aspect that improved the most after being taught through Jigsaw Cooperative Learning Technique.

2.12. Hypothesis

Based on the problem, theories and theoretical assumption which are discussed above, the hypotheses formulated in this research are as follow:

1. There is an increase of students' reading comprehension achievement after being taught by using jigsaw cooperative learning technique.
2. There is an aspect that improved the most after the students are taught through jigsaw cooperative learning technique.

In brief, this chapter is the elaboration of the previous chapter. This chapter has discussed the basic theory of teaching reading through Jigsaw Technique and given some illustration about the success of the technique on students' reading achievement elaborated in the sub-chapter previous study. Furthermore, this chapter depicted the possibility of the result of this research as written in hypotheses.

III. RESEARCH METHODS

This chapter discusses the design, subjects of the research, research instrument, validity and reliability, data collecting technique, data analysis, research procedure and hypotheses testing.

3.1. Illustration

In this subchapter, the researcher explained the research design used in this research.

This research is a quantitative research. The researcher intended (1) to find out whether there was any significant improvement of students' reading comprehension after being taught by jigsaw cooperative learning technique; (2) to find out the aspect of reading that improved the most after being taught by jigsaw cooperative learning technique.

This research used the pre-test and post-test design. A pre-test is where a set of question is tested on a sample of respondents before a full-scale study. While post-test means a test given to students after completion of an instructional program or segment to measure their achievement and the effectiveness of the program. The design of the research is as follows:

T1 X T2

So the terms can be illustrated as follows:

T1 refers to pre-test

X refers to treatment

T2 refers to post-test

(Hatch and Farhady (as cited in Setiyadi 2006:132))

In brief, the research design that was used in this research was one group pre-test post-test design. The procedure would likely be: a. the students are asked to do the pre-test in the first meeting, b. after the pre-test have been done, and it should be waited for a week, the students are introduced with Jigsaw technique and how to do it for three times meeting, c. then, they were asked to do the post-test. By letting the students work in a group, it can enhance learning and increase academic achievement. Hopefully by this design, the research is able to give answer to the problems.

3.2. Research Procedures

This research was conducted based on the following procedures:

1. Determining the Participant

The researcher took one class in the third grade of junior high school.

2. Conducting the Pre-test

The pre-test administered in order to measure the students' reading skill achievement before being taught through Jigsaw technique. The pre-test was in form of reading test which was in multiple choices.

3. Selecting the Material

The researcher chose appropriate material based on the syllabus and also considering the result of the pre-test. There will be three times for the treatment. The material was in the form of reading.

4. Treatment

In this research, treatment was in three meetings with 90 minutes in every meeting. The chosen class was taught by using Jigsaw technique. The procedure is as follows:

- Pre Activity
- Whilst-Activity
- Post Activity

5. Administering Posttest

The post-test is given to the students after the treatment of teaching reading comprehension achievement through Jigsaw technique, to know whether the students' reading comprehension achievement increased or not.

6. Analyzing Data

After conducting pre-test and post-test, the researcher analyzed the data by using T-test. It was used to know whether Jigsaw technique was able to increase students' reading comprehension achievement in narrative text or not. It was computed through SPSS.

Those are several procedures that were used by the researcher in conducting the research.

3.3. Population and Sample

The population of the research was SMP Xaverius 4 Bandar Lampung. The sample was the students who are in the third grade. The researcher took one class as the sample of the research and one class as the try out class. The criterion of the sample was the students who had already been taught about reading comprehension but they had not applied any specific technique related to Jigsaw Technique. The sample was taken randomly by using a lottery.

3.4. Data collecting Technique

Since the data was in the form of students' reading comprehension, the data was collected by using two reading tests; pre-test and post-test. Each student has to answer reading comprehension test of narrative text in each test. The students' scores were analyzed to find out the students' ability before and after having the treatments. The technique of collecting data is clarified as follows:

1. Pre-test

This test was given in order to find out how far the students' reading comprehension before being given the treatment. It was to see the basic quality students' reading comprehension before receiving the treatment.

2. Post-test

After conducting the teaching through Jigsaw Technique as the treatment, the researcher administered a posttest to the students as the last steps. It was done in order to know the students' development in reading comprehension test after having the treatment.

3.5. Instruments

The researcher used an instrument for conducting the research. The instrument was a reading test. The instrument would be an objective reading test of narrative text that was used for the tryout, pre-test, and post-test. Pre-test or initial reflection was intended to assess the pre-existing reading comprehension of the subjects which will be administered in the first meeting before the researcher conducted the research by applying Jigsaw Technique in the classroom. The post-test administered at the end of

sessions. The function of administering post-test was to evaluate the effectiveness of Jigsaw Technique in teaching reading comprehension. Those tests were in form of multiple choices that consists of four options (A, B, C, and D). The multiple choice test was used since its marking is rapid, simple and most importantly reliable, not subjective or influenced by the marker's judgment (Heaton, 1975).

3.6. Try Out of the Instrument

In doing the research and proving whether the test items reapplicable or not, the researcher gave try outtest to find out the validity, reliability, or level of difficulty, and discrimination power of the test to students. It was conducted in order to determine whether the 50 items have a good quality or not before being given for the pretest and the post-test. There were four criteria for a good test that should be met: validity, reliability, level of difficulty, and discrimination power.

1. Validity

Validity refers to the extent to which the test measures what is intended to measure. This means that it relates directly to the purpose of the test (Shohamy, 1985:74). There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity, the writer used content validity and construct validity. Face validity concerns with the layout of the test while the criterion-related validity is concerned with measuring the success in the future, as in replacement test (Hatch and Farhady, 1982:251). So these two validities were considered to be less needed. Therefore, the two types of validity used in this research as follows:

A. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251). It is intended to know whether the test was a good reflection of what had been taught and of the knowledge which the teacher wants the students to know, the researcher compare the test with the table of specification.

Table 1. Table Specification of Try Out Test

No	Reading Aspects	Percent	Number	Item Number
1	Main Idea	18%	9	1, 10, 21,25,30,32,40,41, 47
2	Specific Information	38%	19	2, 9,12, 14,17,18, 24,26, 28, 29,33,34,35, 36, 37, 38, 43, 44, 50
3	Reference	8%	4	3, 11, 22, 42
4	Inference	22%	11	5, 6, 7, 8, 16, 19, 23,31, 45, 46, 49
5	Vocabulary	14%	7	4, 13, 15, 20, 27, 39, 48
	Total	100%	50	

(Modified Reading specification from Gassner, Mewald&Siggott, 2007)

The procedure for determining content validity was to compare the test content with the universe of content supposedly being measured. The content being measured was students' reading comprehension i.e. determining main idea, finding the detail information, reference, inference, and understanding vocabulary. Based on the E8 Listening Test Specifications revolve around a construct. In the E8 Listening context, the construct has clearly defined the percentage of the table shows that finding specific information reaches the highest percentage of 38% since it included and

recall of important details. To find the specific information, the students must be able to understand directions and instructions of the text. The second highest percentage is inference with 22%. It means students are able to give an accurate guess or conclusion drawn based on the logic of passage. The main idea comes in the third place with the percentage of 18%. Main idea includes important information and distinguishing that from supporting detail or examples. This includes distinguishing fact from opinion when clearly marked. The two last are vocabulary and reference with the percentage of 14% and 8% that include comprehending unfamiliar words mean by seeing its synonym or antonym and deducing the meaning of unfamiliar lexical items from context.

B. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what reading comprehension means (Hatch and Farhady, 1982). Construct validity refers to the validity of inferences that observations or measurement tools actually represent or measure the construct being investigated. The measurement tool seeks operation of the concept, typically measuring several observable phenomena that are expected to reflect the underlying psychological concept. There are several approaches to evaluating construct validity, one method is the known-groups technique, which involves administering the measurement instrument to groups expected to differ due to known characteristics. To make sure the test reflects the theory in reading comprehension, the writer examined whether the test questions actually reflect the means of reading comprehension or not.

2. Reliability

Reliability is how consistent the results are when the experiment is repeated a number of times under same methodological conditions, then the instrument is said to be reliable. Shohamy (1985:70) states that *reliability* refers to the extent to which the test is consistent in its score, and it gives an indication of how accurate the test score. The test is determined by using Pearson Product Moment which measured the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$r_t = \frac{\sum XY}{\sqrt{[\sum X^2][\sum Y^2]}}$$

As can be noted that:

r_t means coefficient of reliability between the first half and the second half items

X means total numbers of odd numbers items

Y means total numbers of even numbers items

X^2 means square of X

Y^2 means square of Y

(Lado in Hughes, 1991: 3)

To know the coefficient correlation of whole items, the writer used *Spearman Brown's Prophecy Formula* (Hatch and Farhady, 1982: 247). The formula is as follows:

$$r_k = \frac{2r_l}{1+r_l}$$

As can be seen that:

r_k concerns mainly with the reliability of the test

r_l concerns mainly with coefficient of reliability between the first half and the second half items

(Hatch and Farhady, 1982: 247)

The criterion of reliability is:

0.90 – 1.00 : high

0.50 – 0.89 : moderate

0.0 – 0.49 : low

3. Level of difficulty

Level of difficulty relates to “how easy or difficult the item will be in the form of the point of view of the students who took the test”. It is important since test items which will be too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985: 79).

Level of difficulty is calculated by using the following formula:

$$LD = \frac{R}{N}$$

As can be noted that:

LD means level difficulty

R means number of students who answers it right

N means total number of students

The criteria are:

LD < 0.30 = difficult

LD = 0.31- 0.70 = satisfied

LD > 0.71- 1.00 = easy

4. Discrimination power

Discrimination power refers to “the extent to which the item differentiates between high and low level students on that test”. A good item which is according to this criterion is one in which good students did well, and bad students failed (Shohamy, 1985:81).

$$DP = \frac{L1 - L2}{\frac{1}{2}N}$$

It can be noted that:

DP refers to discrimination power

L1 refers to number of upper group students who answer correctly

L refers to number of lower group students who answer correctly

N refers to total number of students

The criteria are:

DP : 0.00 - 0.19 = poor

DP : 0.20 - 0.39 = satisfactory

DP : 0.40 - 0.69 = good

DP : 0.70 - 1.00 = excellent

DP : -(negative) = bad item

3.7. Data Analysis

In order to know the students' progress in comprehending the text and the students' score were computed by doing these activities:

1. Scoring the pre-test and post-test

The formula is as follows:

$$X\%c = 100 \frac{R}{T}$$

It can be seen that:

X%C means the percentage of correct score

R means the total of the right answer

T means the total number of items

(Lyman, as cited in Muthiah, 2013:36)

2. Tabulating the result of the test and finding the mean of the pre-test and the post-test. The mean is calculated by applying the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

As can be seen that:

\bar{X} refers to mean

$\sum x$ refers to the total number of the students' score

N refers to the number of students

(Arikunto, 2006:272)

3. To find out whether there is difference between mean from pre-test and post-test, this research applies *Paired Sample t-test*. *Paired Sample t-test* is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. The formula is presented below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

It can be noted that:

\bar{X}_1 means the average score of pre test

\bar{X}_2 means the average score of post test

S_1 means standard deviation of pre test

s_2 means standard deviation of post test

n_1 means number of students of pre test

n_2 means number of students of post test

r means correlation between two samples

(Sugiyono, 2011:197)

4. *Anovais* used to compare the means of each aspect in post-test. This formulation is already exists in SPSS Version 16.0. The formula is presented below:

$$F = \frac{MST}{MSE}$$

As can be seen that:

F means Anova Coefficient

MST means Mean sum of squares due to treatment

MSE means Mean sum of squares due to error.

Formula of MST is given below:

$$MST = \frac{SST}{p-1}$$

$$SST = \sum n(x - \pi)^2$$

It can be noted that:

SST refers to Sum Squares due to treatment

P refers to total number of populations

N refers to total number of samples in a population

Formula for MSE is presented below:

$$MSE = \frac{SSE}{N-p}$$

$$SSE = \sum (n-1)S^2$$

It can be seen that:

SSE means the sum of squares due to error

S means standard deviation of the samples

N means total number of observations

3.8. Hypotheses Testing

After analyzing and collecting the data, the writer determined whether the hypotheses was accepted or refused. The hypothesis testing which showed that there was an improvement of reading comprehension achievement approved at the significant level of 0.05 in which <0.05 (Setiyadi, 2006:97). To determine whether the first hypothesis accepted or rejected, the following criteria acceptance were used:

H₀: There is no a significant improvement of students' reading comprehension achievement when they are taught by using Jigsaw technique.

H₁: There is a significant improvement of students' reading comprehension achievement when they are taught by using Jigsaw technique.

The researcher also analyzed what was the aspect of reading skill that increased the most by using Jigsaw technique in teaching reading comprehension. The researcher used anova and it was calculated by using SPSS 16.0 for windows.

This hypothesis analyzed at significant level of 0.05 in which the hypothesis is approved if $\text{sig} < .$ it means that the probability of error in the hypothesis is only about 5%. The hypothesis described as follows:

H₀= There is no aspect which improves the most after the students are taught through Jigsaw Technique.

H₁= There is an aspect which improves the most after the students are taught through Jigsaw Technique.

The criteria were:

H0 will be accepted if *alpha level* is higher than 0.05 (>0.05).

H1 will be accepted if *alpha level* is lower than 0.05 (<0.05).

This chapter has elaborated the method which used in the research. It also revealed how the data was analyzed after the treatment. The data wastaken from the results of pre-test and post-test.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's result and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply Jigsaw technique in teaching reading.

5.1. Conclusions

After conducting the research at the third grade of SMP Xaverius 4 Bandar Lampung and analyzing the data, the observer draws the conclusions as follows:

1. There is a significant improvement in students' reading comprehension after being taught through Jigsaw technique. Jigsaw technique is the efficient way to learn new material from peers. This technique makes students understand the course material in a cooperative learning style which encourages listening, speaking, writing, reading, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.
2. Specific information is the aspect that improves the most among the other aspects since the steps provided the students to gain more information while discussing in the group.

5.2. Suggestions

1. For the teacher

After having research, the researcher suggests the English teacher to implement Jigsaw cooperative learning technique in teaching reading. There must be good preparation and time allocation so that the materials can be clearly understood by the students while they are learning in the group. The teachers also have to make sure his/her role, to make sure that the students do not discuss other things besides the material given.

2. For further researcher

This research is limited only to whether jigsaw technique can improve students reading comprehension. Therefore, the researcher expects the other researchers who will conduct a similar research should use more instrument such as questionnaire for a better and valid result.

REFERENCES

- Adams, F.H. 2013. *Using Jigsaw Technique As An Effective Way Of Promoting Co-Operative Learning Among Primary Six Pupils In Fijai*, *International Journal of Education and Practice*, Vol 1. No.6. Ghana
- Ali, S. M. F. 2001. *The Effect of Using the Jigsaw Reading Technique on The EFL Pre-service Teacher's Reading Anxiety and Comprehension*. Cairo Governorate: Journal of Education College, Helwan University.
- Anderson, M & Anderson, K. 2003a, *Text Types in English 2*. Macmillan Education Australia PTY LTD.
- Aronson, E., and Patnoe, S. 2011. *Cooperation in the Classroom: The Jigsaw Method (3rd edition)*. New York: Pinter and Martin Ltd.
- Aronson, E. 2000. *The jigsaw classroom*. Retrieved December, 2017 from <http://www.jigsaw.org>
- Badawi, G. H. 2008. *The Effect of Jigsaw II versus Whole Class Instruction on EFL Students' Reading Motivation and Achievement*. New York: Unpublished Master of Arts Thesis, American University of Beirut.
- Brisk, M and Margaret M. H. 2000. *Literacy and Bilingualism A Hand Book for All Teacher*. Elburn: Lawrence.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching (Fourth Edition)* New York: Pearson Education.
- Caposey, T. 2003. *Improving Reading Comprehension Through Cooperative Learning*. Chicago: Unpublished Master of Arts Thesis, University of Chicago, IL.
- Carter R. & Long M.N. (1991). *Teaching literature*. New York: Longman Inc.
- Clarke, Paula, J. 2014. *Developing reading Comprehension*. Malden: Library of Congress Cataloging.

- Crawford. 2005. *Teaching and Learning Strategies for the Thinking Classroom*. The International Debate Education Association: USA.
- Emaliana, I. 2017. Teacher-centered or Student-centered Learning Approach to Promote Learning. *Journal Sosial Humaniora*, Vol 10, Ed 2.
- Gallagher, K. 2004. *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland: Stenhouse Publisher.
- Hatch, E. and Farhady, H. 1982. *Research Design and Statistic for Applied Linguistic*. London: New Barry House, Inc.
- Halliday, D. 2002. *Using Cooperative Learning to Improve Academic Achievement of Inner-City Middle School Students*. ERIC Reproduction Service No.ED 464136.
- Heaton, J. B. 1991. *Writing English language Testing*. New York: Longman. Inc.
- Huba, M. E., & Freed, J. E. (2000). Teacher-Centered vs. Learner-Centered Paradigms. Retrieved May, 2018, from <http://assessment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms.pdf>
- Kazemi, M. 2012. *The Effect of Jigsaw Technique on the Learners' Reading Achievement: The Case of English as L2*. University of Guilan, Iran. *Modern Journal of Applied Linguistics*. 4(3) Autumn 2012 ISSN 0974-8741.
- Kheirzadeh, S., & Tavakoli. E. 2012. The Causes of Reading Difficulty. *Journal of Language Teaching and Research*, Vol 3, No 1. pp 147-152.
- Kintsch, W., & Rawson, K. A. 2005. *Comprehension*. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook*. Oxford: Blackwell.
- Lenz, K. 2005. 'An Introduction to Reading Comprehension' <http://www.scribd.com/doc/54218136/An-Introduction-to-Reading-Comprehension>. Retrieved on 2nd November 2012.
- Lin, Zh. (2002). Discovering EFL learners' perception of the prior knowledge and its roles in reading comprehension. *Journal of Research in Reading*, 25 (2), 172-190.
- Longman Dictionary of Language Teaching and Applied Linguistics*. 1998. Longman Group UK Limited.

- Lou, Y., Abrami, P. C., Spence, J. C., Poulsen, C., Chambers, B., & d'Apollonia. (1996). *Within-Class grouping: A meta-analysis. Review of Educational Research*, 66 (4), 423-458.
- Lumapow, H. 2012. Identifikasi Materi Sulit Ujian Nasional Bahasa Inggris. *Jurnal Kependidikan*, Vol 42, No 1, 61-75.
- MarillaSvinivki and Wilbert J. McKeachie et al, *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*. (Belmont: WadsworthCengage Learning, 2011), pp.32.
- McKeachie, W. J. (2011). *McKeachie's Teaching Tips*. Belmont, CA: Wadsworth, Cengage Learning.
- Meyers, A. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman.
- Mikulecky, B. and Jeffries, L. 1990. *Basic Reading Power*. USA: Pearson Education, Inc.
- Nation, S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York. Routledge.
- Negari, H. N. M, Rajabi, P., and Khalaji, H. R. 2016. *The Effect of Jigsaw Task on Iranian EFL Learners' Reading Skills Improvement*. Iran: Islamic Azad University.
- Neo, E. 2005. *Narrative for 'O' Level*. Petaling Jaya: Longman.
- Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.
- Olsen, R., and Kagan, S. 1992. "About Cooperative Learning". In Kessler, C. (eds). *Cooperative Language Learning. A Teacher's Resource Book*. Englewood Cliffs. NJ: Prentic Hall.
- Pang, Elizabeth., AngalukiMuaka., Elizabeth, B., & Michael, L. Kamil. 2003. *Teaching Reading*. Switzerland: International Academy of Education.
- Perfetti, Charles & Adlof, Suzanne M. 2012. *Reading Comprehension: A Conceptual Framework from Word Meaning to Text Meaning* (Pp 3-20). In Sabatini, John, P et al. (Eds), *Measuring Up: Advances on How to Assess Reading Ability*. Tornbury: Library of Congress Cataloging.

- Phillips, J.K. (1985). *Proficiency-based instruction in reading: A teacher education module. Sample materials--Chinese (Mandarin), English as a second language (beginning and advanced), French, German, Japanese, Russian, Spanish, and Thai*. U.S. Department of Education Office of International Studies, #G008402271.
- RAND Reading Study Group. 2002. *Reading for Understanding Toward R&D Program in Reading Comprehension*. Office of Educational Research and Improvement.
- Rebecca, J.L. 2003. *A critical Handbook of Children's Literature*. Massachuset: Pearson Education, Inc.
- Sitohang, I & Purnawarman, P. 2015. *The effectiveness of jigsaw strategy to improve students' skill in writing a recount text*. English Review: Journal of English Education, 3(2), 183-189
- Septiyana, L. 2012. *Increasing Students' Reading Comprehension Achievement of New Item Text Through Jigsaw Technique at the First Year Students of SMAN 1 Punggur*. Bandar Lampung: University of Lampung.
- Setiyadi, Ag. B. 2006. *Metode penelitian untuk pengajaran bahasa asing*. Yogyakarta: Graha Ilmu.
- Shohamy, E. 1985. *A practical Handbook in Language Testing for The Second Language Teacher*. Tel Aviv: Tel Aviv University.
- Slavin, R. 1991. *Synthesis of Research on Cooperative Learning: The Use of Cooperative Learning Strategies Results in Improvement both the Achievement of Students and the Quality of Their Interpersonal Relationships*. Educational Leadership, 48, pp71-82.
- Snow, C., Chair. 2002. *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*. Santa Monica: RAND.
- Think Literacy Cross-Curricular Approaches, Grades 7-12. (n.d.). Retrieved from [http://www.edu.gov.on.ca/eng/student success/thinkliteracy/files/Getting%20started.pdf](http://www.edu.gov.on.ca/eng/student_success/thinkliteracy/files/Getting%20started.pdf).
- Tieso, C. (2005). *The effects of Grouping Practices and Curricular Adjustments on Achievement*. Journal for the Education of the Gifted, 29, 60-110.
- Urquhart, S. and Weir, C. 1998. *Reading in a Second Language*. London: Longman.

- Wang, L. 2007. *Variation in learning styles in a group of Chinese English as a foreign language learners*. International Education Journal, Vol. 8 (2): 408-417. Viewed on February 4th, 2011. Available on:
<http://ehlt.flinders.edu.au/education/iej/articles/v8n2/Wangli/BEGIN.HTM>
- Webb, M. 1982. Student Interaction and Learning in Small Groups. *Review of Educational Research*, 52, 421-445.