THE EFFECTIVENESS OF JIGSAW TO IMPROVE STUDENTS' READING COMPREHENSION AT SMAN 3 BANDAR LAMPUNG

(Undergraduate Thesis)

By:

Saskia Pramesti Anjani

2013042004

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

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ABSTRACT

THE EFFECTIVENESS OF JIGSAW TO IMPROVE STUDENTS' READING COMPREHENSION AT SMAN 3 BANDAR LAMPUNG

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This research aims (1) to find out whether there is a significant difference in students' reading comprehension in narrative text after the implementation of jigsaw, (2) to find out the students' perceptions about the use of jigsaw. This research was conducted at SMAN 3 Bandar Lampung and the population of this research was eleventh grade students. The researcher used one class as the sample of this research. The data were collected using reading test and questionnaire.

The result of data analysis showed that there was a significant difference of students' reading comprehension after the implementation of jigsaw. It can be seen from the hypothesis test results which show that the significance level of $\alpha < 0.05$ ($\alpha = .000$) which 0.000 is lower than 0.05, and the mean score of students in the pre-test is 49.17 and 71.03 in the post-test. Based on the statistical calculation, there is a significant improvement as the t-value (17.99) is higher than the t-table (2.045).

In addition, the results of students' perceptions showed that most students gave positive responses to the implementation of the jigsaw in the learning process. The jigsaw learning model made the students feel more interested, excited, and more focused in reading activities in class. Therefore, the implementation of jigsaw in teaching narrative text can help students to improve their reading comprehension.

Keywords: jigsaw, narrative text, reading comprehension

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Saskia Pramesti Anjani

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Research Title : **THE EFFECTIVENESS OF JIGSAW TO IMPROVE STUDENTS' READING COMPREHENSION AT SMAN 3 BANDAR LAMPUNG**

Student's Name : Saskia Pramesti Anjani

Students Number : **2013042004**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Prof. Dr. Cucu Sutarsyah, M.A.   **Lilis Sholihah, S.Pd., M.Pd.**
NIP 19570406 198603 1 002   NIP 198605052019032022

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, M.Hum.
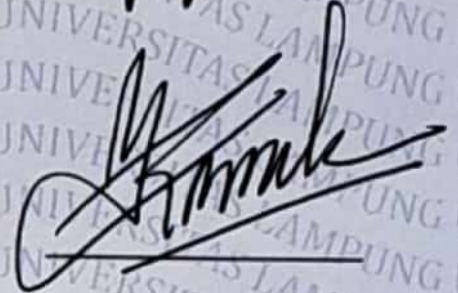NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee
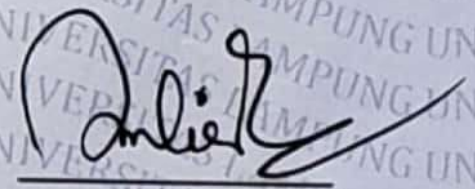
Chairperson : **Prof. Dr. Cucu Sutarsyah, M.A.**

Examiner : **Endang Komariah, M.Pd.**

Secretary : **Lilis Sholihah, S.Pd., M.Pd.**

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si
NIP. 19651230 199111 1 001

Graduated on: November, 21st 2024

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Saskia Pramesti Anjani

NPM   : 2013042004

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : The Effectiveness of Jigsaw to Improve Students' Reading Comprehension at SMAN 3 Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 26 November 2024

Yang membuat pernyataan,

Saskia Pramesti Anjani
NPM 2013042004

CURRICULUM VITAE

Saskia Pramesti Anjani was born in Bandar Lampung, on November, 27th 2001. She is the first child of Edi Junaidi and Rafika.

She started her study in kindergarten at TK Kartika II-26 Bandar Lampung. After one year of kindergarten, she continued her elementary school at SD Al-Kautsar. Then in 2014, she started her Junior High School at SMPN 25 Bandar Lampung. After graduating from Junior High School, she continued her Senior High School at SMAN 3 Bandar Lampung in 2017 and graduated in 2020.

After graduating from Senior High School, she enrolled as an English Education student at the Faculty of Teacher Training and Education at University of Lampung. She did KKN in Putra Rumbia, Lampung Tengah, and did Teaching Practice Program (PLP) in SMA Mutiara Natar. During her academic years, she was active in several organizations such as RAKANILA (Radio Kampus Universitas Lampung) and SEEDS (Society of English Education Department Students).

DEDICATION

Alhamdulillah, this script is humbly dedicated to:

My beloved parents, Edi Junaidi dan Rafika

My beloved family

My beloved almamater, University of Lampung

MOTTO

"Never give up on something you believe in."

– Steve Scalise

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All praise and gratitude to Allah SWT who has given grace, blessings, and everything to the writer in finishing this script. Greeting is never forgotten, peace be upon Prophet Muhammad SAW and his family, followers and all Muslims. This script entitled The Effectiveness of Jigsaw to Improve Students' Reading Comprehension at SMAN 3 Bandar Lampung is submitted as a requirement to complete the S1 (Undergraduate) Degree at the English Department of the Faculty of Teacher Training and Education, University of 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.

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Finally, the writer believes that the research is still far from perfection. There are weaknesses in this research. Therefore, comments, criticisms, and suggestions are very open for better research.

Bandar Lampung, November 2024
The writer,

Saskia Pramesti Anjani

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I. INTRODUCTION

1.1. Background of The Study

Language has an important role in our life and society. It is used as a tool or a system of communication, which means language is a meaning of communication that is used to strengthen relationship and to interact, such as access the information, increase the insight into foreign culture, and to express the ideas or other activities.

There are many kinds of languages in all over the world in communicating with others, such as, English, Indonesia, Mandarin, Japanese, etc. One of language that is used by many people is English. English is a universal language that is used to communicate with the wider community, such as people from different countries and places. Some of them even use English as a second language after their mother tongue as a means of communicating in this globalization era.

There are four language skills that must be learned by the students in learning English. They are listening, speaking, writing, and reading. Reading is one of the four skills that has an important role in the learning process because the reading process can provide us with knowledge, ideas, and information to apply to the writing and speaking process. Through reading, students can learn about ideas and concepts and gain a lot of new vocabulary for them to apply in speaking and writing.

According to Patel and Jain (2008: 113 − 114), reading is an important activity in life with which one can update his/her knowledge. In addition, according to Elizabeth (2008), reading is the process of constructing meaning from print and from other symbols. Reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experience. Reading skill is an essential tool for academic success. The most crucial activity in every language class is reading. Reading serves as a means of consolidating and expanding someone's understanding of the language as well as a source of information and a pleasure activity.

According to Kendeou (2014), reading comprehension is a process to understand, use, reflect on, and engage written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

In reading comprehension, there are some factors that may make it difficult for many students to understand various textbooks. The first factor is connected to the students' inadequate vocabulary. Students who lack vocabulary knowledge will struggle to assimilate the information presented in the reading material. The second factor is related to the students' capacity to recognize grammar, because being able to compete at grammar influences the students' ability to read texts. Finally, the final factor is students' inactivity in relation to their reading habits. This tendency can be observed when they are asked to read a text.

The researcher used eleventh grade of Senior High School as the sample because the students have low ability to read text in English. This is due to the difficulty in comprehending the reading text. This is also because the teacher does not provide

learning techniques so that students become bored and uninterested in learning English. Therefore, researchers used the jigsaw learning model to increase students' enthusiasm in learning English.

The school also suggested that the eleventh class could be used as a sample for this research because they have more English study hours, so that it does not interfere with the school's scheduled English study hours. In addition, the researcher used narrative text for this study because it was related to the eleventh grade syllabus in high school.

Based on the problems mentioned above, it is clear that teachers must make significant efforts to help students in improving their reading skills. As a result, English teachers' responsibilities become more challenging since they must persuade and encourage students to read English texts as part of their English lessons. Teachers have to encourage students to learn and master reading abilities, as this is one of the most crucial skills in English. The jigsaw technique is one of the most effective strategies for teaching reading that includes in cooperative learning.

According to Hyland (2008), jigsaw is a cooperative learning model that consists of several members in one group who are responsible for the lesson materials and can teach the topic to other members of the group through discussion activities such as reading the text, hearing the teacher read the text, and learning new vocabulary.

Based to the explanation above, the researcher used the Jigsaw to improve students reading comprehension. It was predicted that by using Jigsaw, students

will be able to retain the information from the book. The researcher also had an idea in assuming that assumptions that Jigsaw will allow students to immediately learn deeper about the content. Aside from increasing student comprehension, using this method was likely to make students more active and allow them to readily share ideas with other students. Students were expected to become more motivated. It hoped that this method help students overcome their reading difficulties.

1.2. Research Question

In line with the background explained above, the researcher formulates research questions as the main problem:

1. Is there a significant difference in students' reading comprehension in narrative text after the implementation of jigsaw?

2. What are the students' perceptions toward the use of jigsaw as a reading activity?

1.3. Objective of The Research

In line with the formulations of the problem, the objectives of the study are:

1. To find out whether there is a significant difference in students' reading comprehension in narrative text after the implementation of jigsaw.

2. To find out the students' perceptions about the use of jigsaw.

1.4. Uses of The Research

The uses of research are as follow:

a. Theoretically

This research is expected to be useful in supporting the idea on teaching technique, particularly for researchers. Furthermore, this research will

provide an interesting technique of teaching learning process, particularly in teaching English. This study is also expected to provide a useful explanation for any future researcher who wants to study the same topic.

b. Practically

The results of this research are intended as valuable informative feedback for English teachers and students. For teachers, this research is intended to be used as a teaching strategy in teaching reading. Jigsaw can be an alternative teaching strategy to teach reading. For the students, as a result of this study students will become more interested in attending class. Dealing with their English reading skill in learning English, students will find it easier to understand by using Jigsaw, helping them to improve their English achievement and reading skill.

1.5. Scope of The Research

This research was quantitative research. The researcher focused on the effectiveness of jigsaw in using narrative text to improve students' reading comprehension. It was because their reading ability which still low and need a new strategy to teach reading in class.

1.6. Definition of Terms

There are several terms used by the researcher to provide a basic understanding of the topic, which the researcher describes as follows:

a. Tarigan (2008:7) defines reading as a process carried out and used by a reader to acquire a message that is conveyed by a writer through words and may be seen and known by the reader.

b. According to Olson and Diller (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.

c. According to Hyland (2008), jigsaw is a cooperative learning model that consists of several members in one group that are responsible for the lesson materials and can teach the topic to other members of the group through discussion activities such as reading the text, hearing the teacher read the text, and learning new vocabulary.

d. According to Pardiyono (2007), a narrative text is a story that tells of past activities or events that aim to solve problems and give lessons to readers.

II. LITERATURE REVIEW

2.1. Previous Study

There are several studies that the researchers have made dealing with the use of Jigsaw and reading comprehension. In this case, the researcher presented three previous studies dealing with the research. The first research entitled "Improving Students' Reading Comprehension Through Jigsaw Technique" written by Halimah, Helpiana Purba, and Cynantia Rachmijati from IKIP Siliwangi. In this research, the writer used pre-experimental design. The researcher took the sample is two classes. After given pre-test and post-test, the researcher got the mean scores in both of the class. There are 57.00 and 80.17 in experimental class and the control class is respectively 57.00 and 79.17. The result show that using jigsaw technique had the positive effect in improving reading comprehension because there was a significant post- test scores of students in two classes with the level significance 0.05. The significance in post-test is 0.355 it was higher than 0.05. From the result of this research, it can be concluded that the implementation of jigsaw technique in experimental class is effective in improving students' reading comprehension.

The second research entitled "Jigsaw Method in Reading Comprehension" written by Elfrida BR. Silalahi from University of Merdeka Malang. In this research, the writer used the experimental method. The sample was 60 students in which determined by purposive sampling technique that divided into two groups, namely control group and experimental group. After the researcher gave the post-test to

the students, the score of the students' are increased. the total score of the control group in the pre-test is 1490 and in the post-test 1950 the mean in the pre-test is 49,67 while in the post-test is 65, the lowest score of post-test is 55 based on level of achievement the score are still low. And the total score of the experimental group in the pre-test is 1635 and in the post-test 2360 the mean in the pre-test is 54.5 while in the post-test is 7.7 the lowest score of post-test is 70. It can be concluded that the students had the improvement in reading comprehension by using jigsaw method.

The third research entitled "The Effectiveness of Jigsaw Learning Model in Teaching Reading Comprehension on Narrative Text" wtitten by Adib Ahmada from Institut Agama Islam Darussalam Blokagung Banyuwangi. In this research, the writer used experimental design. The result of this research shows that the average difference before treatment and after treatment is significant because post test results were higher than pretest. The average score before treatment is 51.8 and the score after treatment is 84.3.

Based on the previous researchers above, the difference between the three studies is that they used different research designs, namely pre-experimental design and experimental design. Even though they used a different research design, the results of research using the jigsaw in teaching reading in the classroom show significant learning outcomes compared to before the jigsaw was implemented in the class. Thus, it shows that the jigsaw strategy is successful in increasing reading scores in the student learning process.

There is also a difference between previous research and this research, namely that the three studies did not examine and include students' perceptions of using jigsaw in the learning process.

2.2. Reading

In this section, the researcher explains about the definition of reading comprehension, types of reading, techniques of reading, and reading aspects.

2.2.1. Definition of Reading Comprehension

Reading must be important in the teaching and learning process. This is one of the four skills we must learn when learning English. Reading can provide us with new perspectives and information. According to Sutarsyah (2015), reading is the process of recognition, interpretation, and perception of written or printed material. It involves the recognition of words, clauses, phrases and letters.

According to Harmer (2007: 99), reading is useful for language acquisition. Assuming that students understand what they read, the more information they read, the better they get at it. Reading is the process of negotiating meaning. Readers bring their initial thoughts to the next part of the reading process in order to really understand the meaning of the material they read. The interaction between the reader's thinking and the meaning of the text they read results in the reader's understanding of the text.

2.2.2. Types of Reading

According to Patel and Jain (2008:117), there are four types of reading. The teacher's role in this case is to provide many ways and strategies for the students

to understand the information from the reading exercise. Here are 4 types of reading:

a. Extensive reading

Extensive reading will help students in developing active vocabulary as well as enriching students' knowledge. Extensive reading is pleasure reading. For the example of extensive reading is a teacher gives a short story to the students, but doesn't give them any assignments, only asks them to read and listen.

b. Intensive Reading

Intensive reading is a type of reading that is characterised as slow reading that requires a higher level of comprehension than extensive reading. The goal of this reading task is to obtain knowledge or analyse a text and find specific information.

c. Silent Reading

Silent reading is a type of reading class performance in which students read without using their voices. As a result, the readers read the text by heart. It makes people beside the reader doesn't hear the reader's voice. Silent reading is used to get a lot of information. When students are able to read without difficulty, the teacher must make them read silently. Reading silently increases student understanding since it allows them to focus on what they are reading rather than individual word pronunciation.

d. Reading Aloud

Reading aloud is the activity of reading by voicing the text, in which students read with the correct words and intonation in order to get more

information, vocabulary, and improve their pronunciation. Reading aloud is a method that helps students develop their ability to understand reading skills. It is the only strategy for making the classroom atmosphere effective and entertaining during the teaching and reading process.

In this research, silent reading is implemented in the class. Silent reading is very suitable for understanding a reading text. The main purpose of silent reading is to get clearer and more detailed information. Therefore, the importance of silent reading is so beneficial for students' level of understanding in getting information from a text. Readers can also concentrate more on receiving information, read faster, and not make a crowd so that the atmosphere in the class is more conducive.

2.2.3. Techniques of Reading

According to Sutarsyah (2016), there are two techniques of reading, namely:

a. Scanning

Scanning reading means reading in a short time or quickly. This reading technique is designed to find the most significant information as quickly as possible. In general, a person reads each sentence word for word. Scanning can reveal textual information, including dates, names, and locations. Furthermore, there are many ways to use scanning; determining the purpose, locating the appropriate material, and understanding how the information was constructed are all required before scanning begins.

b. Skimming

Skimming is a technique for searching texts that provides a quick summary of the text's material. Skimming is a strategy for reading effectively. Skimming reduces overall comprehension as the reader does not read all content. The reader just reads what is necessary in the text. Skimming during reading allows the reader to find certain things besides the main ideas of the text.

In this research, the researcher used scanning and skimming to be implemented when the students read the text. Scanning is used for students to find the definition of the key concept and some supporting details, while skimming is used to find the main idea of the text.

2.2.4. Reading Aspects

According to Nuttal (1982), there are five parts of reading that students should understand in order to comprehend a text well: determining main idea, finding specific information, reference, inference, and vocabulary.

a. Determining main idea

In every paragraph, the main idea is expressed as a point or topic sentence. It describes the content of the paragraph, which explains important ideas created by the writer. There are always keywords and explicit or implicit messages available in the core concept to explain the rest of the sentence. Students are supposed to find the main idea of the text when determining the main idea, therefore they should understand the topic presented in the text.

b. Finding Specific Information

Students are expected to search a reading text for specific information by looking for detailed information or ideas. In order to find the specific information (time, place, and person) contained in the reading text, students may find it difficult to distinguish between important and unimportant information in the reading text. This strategy is highly important for students to find specific information to get answers from the questions in the assignment or exam, and it allows them to spend less time answering questions in the text.

c. Reference

Words that serve as substitutes for other words or phrases are referred to as references. They normally refer back to previously expressed concepts, although they may occasionally refer ahead to ideas that have yet to be voiced. To see the connection between pieces of information, we must first locate the reference of the substitute term.

d. Inference

Inference is the prediction or predicting of an unknown thing based on information in a text. A logical connection is required to connect what readers know and what they do not know. Based on given facts and knowledge, an inference is an educated guess or prediction about something unknown.

e. Vocabulary

Vocabulary is essentially needed when the reading process is going. It consists of the stock of word used for anyone in speaking or even producing the utterance for reading.

In summary, reading comprehension is basically about determining main ideas, finding the specific information, finding references, finding inference and vocabulary.

2.3. Jigsaw

As stated before, the researcher intended to take Jigsaw as the learning model applied in the reading comprehension research. In this section, the researcher explains about the definition of jigsaw, the advantages, and the disadvantages of the jigsaw.

2.3.1. Definition and Concept of Jigsaw

According to Lie (1993:73), a jigsaw is a cooperative learning model in which students learn in small groups of four to six people heterogeneously, then work together and take responsibility independently.

According to Hyland (2008), jigsaw is a cooperative learning model that consists of several members in one group that are responsible for the lesson materials and can teach the topic to other members of the group through discussion activities such as reading the text, hearing the teacher read the text, and learning new vocabulary.

Gladstone (2013) argues that the jigsaw is a cooperative learning activity in which learners become proficient in various topics and then teach what they have learned to other learners.

Jigsaw is one of the leaning models that can be used in the teaching-learning activity. It is categorized as cooperative learning that makes the students more active in the group work.

The jigsaw classroom is very simple to use. Aronson, et al. (1978:124) stated that teachers just have to follow these steps in teaching reading:

a. Divide students into 5 or 6 person jigsaw teams. The team should be diverse in terms of gender, ethnicity, race, and ability.

b. Appoint one student from each team as the leader. Initially, this person should be the most mature student in the team.

c. Divide the day's lesson material into 4-5 segments.

d. Assign each team to read the text, making sure that each learner only has direct access to their individual segment.

e. Give the team member time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

f. Ask the students from each team that have the same segment to form expert groups. Give each student from the expert groups some time to discuss the main points of their segment and to rehearse the presentations that they will make to their jigsaw team.

g. Bring the students back into their home teams.

h. Ask each person in the team to present his/her segment to their team.

i. Encourage others in the team to ask questions for clarification.

j. The teacher floats from team to team, observing the process.

The teacher uses this learning model to assign different part of the material to each member of the home groups. Students conduct research on their assigned parts and then meet in expert groups with members of other groups assigned to the same part to discuss and develop their understanding of the subject. Expert group members return to their home groups to deliver or give a presentation regarding their part to the complete home group. The teacher does not actively participate in the discussion with this jigsaw. The teacher only assists students when they are having problems explaining their parts.

2.3.2. The Advantages of Jigsaw

In applying the Jigsaw, there are several advantages that we can get from this strategy. According to Aronson and Patnoe (2011), the advantages of jigsaw are: 1) increases students' retention, 2) jigsaw promotes student learning and academic achievement 3) jigsaw enhances students' satisfaction with their learning experience, 4) helps students to develop skills in oral communication, 5) jigsaw promotes students' self-esteem, 6) jigsaw develops students' social skill, 7) jigsaw helps to promote race relation.

The use of jigsaw provides advantages for focusing on developing students' interpersonal and interaction skills, making students more active in the learning process, and helps students who lack confidence. Then, because the teacher is not dominant in the classroom, this strategy makes it easier for the teacher to teach the students.

2.3.3. The Disadvantages of Jigsaw

There are some disadvantages of using Jigsaw based on Kholid, et al. (2009). They are:

a. In the classroom learning, jigsaw is a time-consuming activity.

b. The students need to spend their time in two groups by only learning a text.

c. There are some students who feel confused during jigsaw activity.

d. There are some students who are unable to handle their reading material in jigsaw activity.

To summarise, in teaching and learning activities, every model or media has advantages and disadvantages. It is truly natural, but jigsaw has more advantages than disadvantages. As a result, the researcher used the model in this study.

2.4. Narrative Text

In this section, the researcher explains about the definition of narrative text, the generic structure of narrative text, and types of narrative text.

2.4.1. Definition of Narrative Text

According to Anderson and Anderson (2003), narrative is a text that tells a story and, in doing so, entertains the audience.

Asep and Dian (2008) state that narrative text is a kind of text that is attracting attention and entertaining the reader with a story or a particular experience.

A. S. Hornby in Oxford Advanced Learner's Dictionary defines "Narrative is a description of events, especially in a novel or story, the act or process of feeling a story". It is a text that tells a story about a problem that leads to a crisis or turning

point, and then finds a solution. The communicative purpose of a narrative text is to entertain readers while teaching and informing them about the story.

2.4.2. The Generic Structure of Narrative Text

Furthermore, the generic form of narrative text focuses on a series of stages that serve to construct a story (Mukarto, 2007). A narrative text usually has three main parts: orientation, complication, resolution.

a. Orientation: telling about setting in time and place, and characters.

b. Complication: telling about problem(s) to be solved by characters.

c. Resolution: describing the solution to the complication(s) and gives an ending to the story.

Based on the explanation above, it can be concluded that a narrative is a story with a beginning, events, and a conclusion. A narrative is about how we might construct the story, beginning with who the characters are, what happens, where the event occurs, how the event occurs, and how the narrator concludes the story.

2.4.3. Types of Narrative Text

There many different types of narrative texts, among others:

a. Myth is a story set in the past that usually tells of gods and heroes, and contains interpretations of the origins of the universe. Myths are commonly thought to be true stories that happened.

b. Romance narrative typically tells the story of two lovers who overcome difficulties to end up together.

c. Legend is a type of folklore. It's a traditional story that has been passed on through generations, and it frequently describes the origins of a specific culture or society. The example of this type is Story of Lake Toba.

d. Fairy Tales are magical stories that don't really happen or are just imaginary where there are often characters such as wizards, fairies, kings, queens or princesses, dragons, and other similar characters in stories with conflicts between goodness and crime.

e. Fables are stories whose characters are animals, but show human-like behavior such as speaking which conveys a moral message to its readers.

f. Historical is a story about events and what happened in the past which has historical value complete with a chronology of places, characters, and time of events.

In this research, the researcher used narrative text as student reading material in the learning process. The researcher chose one type of narrtive text, namely legend, because this type is in line with the syllabus.

2.5. Procedure of Teaching Reading Comprehension Using Jigsaw

To improve students' reading comprehension, the reseacher will implement Jigsaw as the learning model. The procedure of teaching reading comprehension through Jigsaw as follows:

a. Pre-activities

1) The teacher and students give and answer each other's opening greetings and convey news to each other.

2) Pray together led by a student.

3) The teacher checks students' attendance as a disciplinary attitude.

4) The teacher asks students what material they will study today.

5) The teacher conveys the benefits and objectives of learning, as well as the stages of learning activities and the assessment system.

b. While-activities

1) The teacher provides an explanation of the definition, generic structure, and language features used in narrative text.

2) Students are given examples of narrative text by the teacher.

3) The teacher presents examples of narrative text that have been given and explains the parts of the narrative text.

4) Students are given the opportunity to ask questions about parts of the narrative text.

5) The teacher asks students to mention the parts of the narrative text again.

6) After all students understand the material, students are asked to mention number from one to five, which these groups will be called home group.

7) The teacher asks students to count in one group from one to five, where after counting they will create another group called expert groups.

8) After they have already known their expert group, the students will be leaving their home group and be together with the expert group.

9) Students are asked to read the material about legend that has been distributed by the teacher, where each student is given a different paragraph of narrative text.

10) Expert groups read the text and discuss together.

11) In the expert groups, the teacher ask each group to find supporting details, reference, vocabularies, main idea, and inference.

12) Students are given the opportunity to ask questions about material they do not understand.

13) When the expert group has already been familiar enough with the paragraph they read, they come back to their home group.

14) In the home group, each of experts that master their own paragraph delivers the information that they got from the expert group.

15) The students give the presentation what they have discussed before.

16) The teacher gives a task to each group related about the entire text.

17) The students will discuss and work together with their groups.

c. Post-activities

1) Students and the teacher conclude the results of the learning process.

2) Students convey the difficulties they face during the learning process in class.

3) The teacher gives appreciation to all students who have progressed well.

4) The teacher and students pray and say goodbye.

Based on the Jigsaw procedures above, each procedure strongly correlates to the application of reading skills. The main benefit of jigsaw reading is that it allows students to think deeply about an important part of the text. It is believed that jigsaw would be very useful in improving students' reading comprehension.

2.6. Perception

According to Erin and Maharani (2018), Perception is a psychological process where people can convert reactions into positive or negative impressions based on

their experiences with the five senses. Responses are obtained through the following stages: selection, interpretation, and reaction.

Safitri (2021) defined that perception is gained by summarising and analysing information from a person, allowing the individual to respond positively or negatively to the information.

Perception in learning is the student's perspective on anything that we provide or use when carrying out learning activities. Perceptions generated can help teachers in improving and evaluating the systems, techniques, and learning materials that we provide or apply to them.

2.7. Theoretical Assumption

Some of the problems currently faced by students are related to understanding their reading skills when they have difficulty understanding a text. They have a lot of difficulties in motivational factors. In this case, motivation plays a very important role in determining how successful the reader is in capturing ideas or information in the text. Having low motivation can have an impact on their understanding so that it can lead to low understanding obtained from students.

To overcome the problems, the researcher believes that problems caused by low motivation can be solved by applying one of the interesting learning models. From the several existing learning model, the researcher chose Jigsaw as a model in teaching reading comprehension. By implementing this learning model, each student has important information. No one has the same information. In this case, students share information to bridge the gap. This is what makes the jigsaw so

effective. In short, it seems that the jigsaw can be used to improve students' reading comprehension achievement.

III.METHODOLOGY

3.1. Research Design

Research design plays an important role in research because the quality of research is very dependent on it. The researcher used quantitative research in this research to see whether there is an improvement in students' reading comprehension after employing the jigsaw. This research used a one-group pretest-post-test design. The study might be represented as follows:

T1 X T2

Where:
T1   : Pre-test
X   : Treatment
T2   : Post-test

3.2. Population and Sample

The population of this study was the eleventh grade of SMAN 3 Bandar Lampung. There were two classes as samples of this study: Class 11.5, which was given a try-out and Class 11.9 with 30 students, which was treated by the researcher. The researcher got the class after the school determined it.

3.3. Data Collecting Technique

In order to collect quantitative data for this study, the researcher used a test that consisted of a test and a non-test. To make things clear, below are the following details:

a. Pre-Test and Post Test

A pre-test conducted to determine students' initial reading comprehension before treatment. The test was administered in multiple choice form consisting of 40 questions and four answer questions (A, B, C, and D) and took 60 minutes. The purpose of this test was to measure students' competence in reading comprehension before being given treatment. After giving pre-test and treatments, the researcher conducted a post-test in order to find out the significant difference in students' reading comprehension achievement.

Table 3.1. Specification of Pre-Test and Post-Test

Aspects of Reading	Item Numbers	Total Questions	Percentage %
Main Idea	1, 11, 19, 24, 29, 33, 37	7	17.5%
Supporting Details	5, 7, 8, 15, 20, 25, 34	7	17.5%
Inference	2, 9, 12, 16, 21, 26, 30, 35, 38	9	22.5%
Reference	3, 13, 17, 22, 27, 31, 39	7	17.5%
Vocabulary	4, 6, 10, 14, 18, 23, 28, 32, 36, 40	10	25%
Total	**40**	**40**	**100%**

b. Questionnaire

Questionnaires, observation forms, and other forms connected to data recording are examples of research instruments (Notoatmodjo, 2010). In this research, the researcher used a questionnaire to collect data on students' perceptions on the implementation of Jigsaw.

3.4.Validity and Reliability

In this section, the researcher explains about validity and reliability.

3.4.1. Validity

Validity was the extent to which an instrument really measures the objective to be measured suitable with the criteria (Hatch and Farhady, 1982:250). A test could be considered to be valid if we can measure the quality of the test precisely. In this study, the researcher will analyze the validity and constructs to measure whether the test has good validity or not.

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 not simply on the appearance of the test whether the test is good reflection of what should she tests and of the knowledge which the teacher wants the students to know. The researcher compared this test with the table of specification. If the table represents the material that the researcher wants to test, then it is valid from the point of view. A table of specification is an instrument that helps the test constructor plans the test. Jansen questioning technique slows down the reading process, focuses students' attention on detail in the text, and makes them aware gaps in the text and/or breaches with their own expectation. In this research, the researcher formulated table of specification, so every test items could be matched with the goal and the materials have been taught. The content of the items could be matched with the goal and the materials have been taught.

Table 3.2. Specification of Try-Out Test

Aspects of Reading	Item Numbers	Total Questions	Percentage %
Main Idea	1, 11, 19, 24, 29, 33, 37	7	17.5%
Supporting Details	5, 7, 8, 15, 20, 25, 34	7	17.5%
Inference	2, 9, 12, 16, 21, 26, 30, 35, 38	9	22.5%
Reference	3, 13, 17, 22, 27, 31, 39	7	17.5%
Vocabulary	4, 6, 10, 14, 18, 23, 28, 32, 36, 40	10	25%
Total	**40**	**40**	**100%**

b. Construct Validity

Construct validity was a concern with whether the test was actually in line with the theory of what reading comprehension means to know the language (Hatch and Farhady, 1982:251). To know whether the test was a true reflection of the theory of language that was being measured, it means that the items should really test the students whether they have mastered the reading text.

3.4.2. Reliability

According to Hatch and Farhady (1982:243), reliability of the test can be defined as the extent to which a test produces a consistent result when administered under similar conditions. Reliability of the test in this research used a split-half method in order to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, Pearson Product Moment formula used as the followed:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\left[N\sum x^2 - (\sum x)^2\right]\left[N\sum y^2 - (\sum y)^2\right]}}$$

r_{xy} = Correlation coefficient between variable x and variable y
N   = Number of samples
x   = Total number of the odd
y   = Total number of the even

a. The reliability of half test of try-out test (Appendix 7):

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\left[N\sum x^2 - (\sum x)^2\right]\left[N\sum y^2 - (\sum y)^2\right]}}$$

$$r_{xy} = \frac{30\,(6712) - (420)(437)}{\sqrt{[30.\ 6564 - (420)^2]\,[30.\ 7203 - (437)^2]}}$$

$$r_{xy} = \frac{201.360 - 183.540}{\sqrt{[196.920 - 176.400]\,[216.090 - 190.969]}}$$

$$r_{xy} = \frac{17.820}{\sqrt{[20.520]\,[25.121]}}$$

$$r_{xy} = \frac{17.820}{\sqrt{515.482.920}}$$

$$r_{xy} = \frac{17.820}{22.704}$$

$$r_{xy} = 0.78$$

And then to find out of reliability of the test, the observer use "Spearmen Brown`s

prophecy formula" (Hatch and Farhady, 1982: 256). The following formula is as

follows:

$$rk = \frac{2rl}{1 + rl}$$

The above formula can be further described like the following.

rK states the reliability of the test.
rl states reliability of half test.

The criteria of the reliability as follow:

- 0.80 – 1.00 is classified as high.
- 0.50 – 0.79 is classified as moderate.
- – 0.49 is classified as low.

b. The reliability of the whole test of try out test

$$rk = \frac{2rxy}{1+rxy}$$

$$rk = \frac{2 \times 0.78}{1+0.78}$$

$$rk = \frac{1.56}{1.78}$$

$$rk = 0.87$$

Based on the criteria of the reliability, it was found that the test items have high reliability that is 0.87.

3.4.3. Level of Difficulty

Heaton (1975) states that the index of difficulty of an item simply shows how easy or difficult the particular items provide in the test. To find out the level of difficulty of the test, the researcher will use the following formula:

$$LD = \frac{U + L}{N}$$

(Heaton, 1975)

That formula can be clarified as follows.

LD = Level of Difficulty
U = The number of correct answers from the upper group
L = The number of correct answers from the lower group
2n = The number of all students taking the test

The classification of the level of difficulty:
LD < 0.30 = difficult

LD = 0.31- 0.70 = satisfied
LD > 0.71- 1.00 = easy

After the try out test was conducted, the result showed that 10 out of 50 were poor

on the difficulty level (Appendix 9).

3.4.4. Discrimination Power of The Test

Discrimination power refers to "the extent to which the item differentiates

between high and how 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).

To see the discrimination index, the researcher will use the following formula:

$$\text{DP} = \frac{Upper - Lower}{\frac{1}{2}(N)}$$

DP = discrimination power
Upper = proportion of "high group" students getting the item correct
Lower = proportion of "low group" students getting the item correct
N = total number of students

The criteria are follows:

LD = Negative   = rejected
LD = 0.00 - 0.20 = poor
LD = 0.21 - 0.40 = satisfactory
LD = 0.41 - 0.70 = good
LD = 0.71 - 1.00 = excellent

(Heaton, 1975)

The results of the discrimination power of the test can be stated there in Appendix

9.

3.5. Research Procedures

In this sub-chapter the researcher explained the research procedures which has been done in this research as follows:

    a. Determining the problem

The problem of this research was determined based on the problems of high school students, such as the lack of motivation of students to learn English, difficulties in understanding texts, and also uninteresting techniques that make students bored.

    b. Determining research instruments

For both reading tests (pre-test and post-test), the material were taken from the internet. In the test used the type of narrative text which is legend and each text consists of 3 to 6 paragraphs. It aimed to equalize the proportions and difficulty levels of the pre-test and post-test. The number of questions was arranged in such a way that the reliability of the test could be seen through the split-half method.

    c. Administering a pre-test

A pre-test was conducted before treatment. It aimed to examine students' reading ability in determining main ideas, determining references, making conclusions, finding detailed information, and vocabulary in texts. The pre-test was administered for about 60 minutes in the first week of the research.

    d. Giving treatment

The treatment was conducted in two meetings and 90 minutes each in one meeting. The treatment was a class activity that uses the Jigsaw in reading.

e. Conducting a post-test

Post-test was conducted after the treatment. Post-test was conducted to find out whether there was a significant increase in students' reading ability after treatment. It was administered for 60 minutes in the experimental class.

f. Giving Questionnaire

This step was to find out students' perceptions of reading comprehension achievement using the jigsaw.

3.6. The Instrument

The instrument used for this research is a reading test to reveal students' reading comprehension. The test was given two reading tests, namely try out questions and reading test questions. Try out questions was given at the beginning of the meeting before treatment, while students were given reading test questions after the treatment was carried out. That means, the results of the reading test items shows the extent to which students' ability to understand reading is indicated by their scores. The reading test was carried out as a product of the teaching and learning process. The test was focused on identifying main ideas, specific information, vocabulary, making references, and conclusions from each paragraph of text. The text was narrative text in which students are asked to analyze the contents of the text, and they work on the comprehension questions given. Improving student skills can be obtained from the results of the test. Questionnaire was given to determine students' perceptions regarding the implementation of the jigsaw which has been given in several meetings.

3.7. Scoring System

In scoring the students result of the test, below formula is used. The ideal high score is 100. The researcher has calculated the average of the pre-test and post-test by using this formula:

$$S = \frac{R}{N} \text{ x } 100$$

That formula can be further expressed as follow:

S stands for a score of the test
R denotes total of correct answers
N denotes total items

(Arikunto, 1997:212)

3.8. Data Analysis

The researcher computed the students score in order to find out the students improvement in reading comprehension of narrative text by using jigsaw. Here were some steps to analyze the data:

a. Scoring the pre-test and post-test.

b. Tabulating the results of the tests and calculating the scores of the pre-test and post-test.

c. Determining the conclusion from the tabulated result of the test given that statistically analyzing the data by using statistical computerization. The researcher used Repeated Measure T-Test of Statistical Package for Social Science (SPSS) version 25 for windows to test whether the improvement of students' gain was significant or not, in which the significance is determined by $p > 0.05$.

3.9. Normality Test

To measure the results of the normally distributed pre-test and post-test, the researcher used SPSS 25 for Windows to analyze the data to find the value. The hypothesis for the normality test is as follows.

H_0 : The distribution of the data is not normal

H_1 : The distribution of data is normal.

The significance level used for the normality test was 0.05. H_1 is accepted if the result of the normality test is more than 0.05.

3.10. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The improvement of students' reading will be approved at the significance level of 0.05 ($\alpha < 0.05$). According to Setiyadi (2006: 97), to determine whether the hypothesis is accepted or rejected, the following criteria of acceptance is used:

H_0: There is no a significant difference in students' reading comprehension in narrative text after the implementation of jigsaw.

H_1: There is a significant difference in students' reading comprehension in narrative text after the implementation of jigsaw.

The criteria are:

H_0 (alternative hypothesis) is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H_1 (null hypothesis) is accepted if alpha level is lower than 0.05 ($\alpha > 0.05$).

V. CONCLUSION AND SUGGESTION

5.1. Conclusion

This research was conducted to improve students' reading comprehension at SMAN 3 Bandar Lampung. Based on the research findings and discussion, the conclusions of this research are as follows:

1) Students' reading comprehension improved after the implementation of Jigsaw. This is proven by the results of the students' pre-test and post-test. The post-test results were higher than the pre-test It shows that the improvement was 21.80. It can be concluded that there is an improvement in students' reading comprehension in narrative text after the implementation of jigsaw at the eleventh grade of SMAN 3 Bandar Lampung.

2) The result of the questionnaire showed that students gave positive perception toward the implementation of Jigsaw. It can be seen from the tabulation score of the questionnaire that most students felt that Jigsaw has benefits for them, such as making students more focused, interested, and excited about the learning process in class.

Thus, it is proved that Jigsaw is effective used to teach reading comprehension.

5.2. Suggestion

Referring the conclusions above, the researcher would like to propose some suggestions as follows:

1) Suggestion for English Teacher

The use of jigsaw in this research took a lot of time to do. Therefore, the teachers must prepare well before implementing the jigsaw in teaching and learning. So, teachers should consider time well and give good instructions before implementing the jigsaw.

2) Suggestion for Further Researcher

For future researchers, it is better to be more active in checking on the students during jigsaw learning process to find out if there are difficulties in each group, so that they can complete their satisfied assignments on time.

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