

HOW EFFECTIVE IS IMPLEMENTING JIGSAW IV IN TEACHING READING OF THE NARRATIVE TEXT TO THE ELEVENTH GRADE STUDENTS?

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Abstract

This study aims at investigating the effectiveness of implementing Jigsaw IV technique in teaching reading of the narrative text to the 11th grade students at SMLAN 1 Kuripan West Lombok Regency. The current study involved the eleventh grade students as the samples of the study. It applied a two-group of pre-test and post-test design with the total of 24 students in the Experimental Group and 24 students in the Controlled Group. Upon the completion of the pre-test and prior to the post-test, some treatments in the form of teaching and learning reading of narrative text using Jigsaw IV technique were given to the Experimental Group. The results show that after implementing the Jigsaw IV technique in teaching reading using narrative text, the students' reading comprehension achievement increased significantly with a substantial level of effectiveness. It indicates through the findings that using Jigsaw IV technique in teaching reading of the narrative text helps students improve their reading comprehension.

Keywords: Reading Comprehension, Narrative text, Jigsaw IV Technique

INTRODUCTION

Listening, speaking, reading, and writing are all part of the English language. It is a subject that pupils must be taught and master. Speaking and writing are considered active or productive skills, whereas listening and reading are considered passive or receptive abilities. Reading, on the other hand, is seen to be the most crucial skill. Reading, according to Harmer (2007), is extremely beneficial to language acquisition if pupils understand what they are reading to some extent, the more they read, the better their reading effect will be. Reading also improves pupils' language

skills, spelling, and writing. The learner or reader must be able to understand the reading text in order to gain new information from it. Understanding is required in order to extract the most important information from the text. Reading will be pointless if you don't understand what you are reading.

You must comprehend the text in order to comprehend it. According to Johnson, Johnson, Buckman, and Richards (1985), comprehension is an action in which the reader must be able to explain and adapt what he reads depending on past knowledge of the text. Students can not only receive knowledge but also comprehend the entire material by reading it. Moreover, in Grellet (1981), reading comprehension refers to the comprehension of written text in order to extract the necessary information from it as effectively as possible.

Narrative text is the type of text that high school students must learn. According to Anderson & Anderson (2003), storytelling is a text that tells a story with the aim of engaging the audience. The story is about problematic events that lead to crises or turning points in order to find solutions. This means that a narrative text is a text that tells a story through a sequence of events. It is a creative story designed to entertain and engage your readers. Problematic events always appear in the narrative text and he tries to find solutions to problems.

Accordingly, you can use mosaic techniques when reading. According to research by Aronson (2010), the mosaic technique is a special method of collaborative learning in which the group is divided into four groups of six people each. This allows learners to focus on teaching materials and must collaborate with each other. In this connection, Kagan (1994) wrote that the focus of the mosaic technique is its use in bilingual classes. It can be applied to all training materials, especially courses suitable for bilingual courses, which typically use English as textbooks, worksheets, and quizzes.

Due to the significant position of teaching reading as an effective technique for students of upper secondary schools, researchers were interested in conducting the present study with the so-called theme as depicted in the article title above.

RELATED LITERATURE

Narrative Text

According to Sejnost & Thiese (2010), the narrative text covers all types of writing related to the sequence of events, including fiction (fiction, story and poem) and non-fiction (memories, biographies, news). Bonner (1994) pointed out that storytelling is about what occurred in the past. The signal words and time expressions explain the sequence of the story. This means that every story organized in the past is a narrative. A narrative is a type of text that contains a story, such as civil history (folk story), animal history (fairy tale), legendary history, etc. Narrative text contains a story that depicts a sequence of events and characters (including heroes) or heroes), including the story couples. It can be stated that the narrative text is an oral or written text that conveys information about message and serves to explain its meaning in the story.

The general structures of the narrative text according to Knapp & Watkins (2005: 225) are included as: *orientation* in which the author tries to establish the role, time and place; *complications* in which a series of events set in time, not necessarily an isolated problem or complexity, that may also include thinking about the problem and possible solutions; *resolution* in which the problem must be resolved and a hearing usually ends with a solution to the problem. Meanwhile, according to Syafi'i & Kasdi (2007), the language features of a narrative text are included as: *orientation* as a set of scenes in which the time and place of the story are introduced to the participants in the story: the objects and objects involved in the story; *complication* as a triggering event that basically begins with a series of events that resolve the event; *resolution* as a series of events in which the protagonist tries to solve a problem in which excitement creates a climax or a culmination of a problem-solving story; and *reorientation* as the omission of history that includes moral lessons, advice, or instructions for researchers.

Jigsaw IV Technique

Elliot (1978) invented Jigsaw as a cooperative learning tool in 1978, very well explained in his book “Jigsaw Classroom”. It is a group activity in which students work together to complete assigned tasks. According to Lai, Liu, Huang, & Huang (2015: 68), this approach is a strategy for dividing or dividing text into distinct paragraphs. Jigsaw, according to Meng (2010), is a cooperative learning strategy that involves everyone's collaborative efforts to build the final outcome. In this case, each student's material is critical for the distribution and completion of the final evaluation. Furthermore, Meng stated that each student in a group is assigned a distinct material portion. Following the reading, each group of students studying the same section or chapter will create an expert group to discuss and master the material. They then return to the old squad and instruct their comrades about their responsibilities. Finally, the entire material is tested by all team members. According to the definition of jigsaw, it is a cooperative learning strategy that allows students to study in groups to understand the subject and complete the evaluation offered.

Jigsaw IV is the most recent installment in the jigsaw series which was created in 2002 by Holliday (2002). It was designed to improve on earlier jigsaw series, particularly Jigsaw III. According to him, the growth of Jigsaw IV is reliant on the attention of pupils or teachers. It is beneficial for students and organizations to know whether or not they have the correct solution. The same thing happened to the teacher. This will inform them whether or not the student has studied the required subject. Jigsaw IV differs from the other jigsaw series in a few ways. He pointed out in his paper that the primary distinctions between Jigsaw IV and Jigsaw III are the course introduction, the test to confirm the accuracy of the knowledge, and the reconsideration of missing materials when needed.

Holliday (2002) proposed the following key elements of Jigsaw IV: (1) Positive Interdependence which occurs when members of a group believe that what benefits one member benefits all and that what harms one member harms all; (2) Group formation is a critical step in generating active dependency involving variables such as choosing the group's size, allocating members to the group, and identifying the student's function in the group; (3) Individual Accountability which is concerned

with both group and individual performance; (4) Social Skills in which students engage with one another as partners is determined by their social skills; (5) Structuring and Structures that refer to the organization of student interactions as well as the various ways in which students engage.

Teaching Reading using Jigsaw IV Technique

Since Jigsaw IV may be used to teach all language skills, including reading, it is possible to teach reading in a classroom setting. According to Lai *et al* (2015), jigsaw can be utilized to teach listening, speaking, reading, and writing. Furthermore, using jigsaw in reading instruction can provide certain benefits to students, such as conducting some activities in the expert group and cooperating with other members to learn more about the specifics. The steps of using Holliday's Jigsaw IV technique for reading instruction are as follows: (1) Introduce the topic or material; (2) Divide students into groups called family groups; (3) Give each student in each group a paragraph and a table; (4) Group students with the same paragraph and the same table to form a new group known as an expert group; (5) Ask the expert group to discuss this paragraph and answer expert questions; (6) Conduct the first test on the expert group to check its accuracy and comprehension; (7) Ask the students of the expert group to return to their home country team and share the information they have obtained from the expert group; (8) Conduct a second quiz on the home team to check accuracy and comprehension; (9) View the material by playing the “dangerous game”; (10) Individually evaluate all students; and (11) Re-teaching any materials missed in the evaluation as needed.

Previous Studies

Some research connected with using Jigsaw strategy in teaching /learning other materials. Miaz (2015) conducted a study entitled “Improving Students' Achievement in Social Science Through the Use of the Jigsaw Cooperative Learning Model in Primary School”. The purpose of this study is to assess the social science achievements of fifth-grade students at the National Bukittinggi Primary School in

West Sumatra. This study is based on the following issue: the student did not achieve the minimal standard score of 70 points. Classroom action research is applied in classroom research by utilizing the Jigsaw cooperative learning paradigm. According to the survey results, teachers' teaching skills and students' achievement have both increased. The average score for teaching skills for the teacher in the first stage is 2.6, 2.8 in the second stage, and 3.4 in the third stage. The category is excellent. Student scores have consistently grown from 67.9 percent in the first cycle to 75 percent in the second cycle, and eventually 92.5 percent in the third cycle (third cycle). This demonstrates that employing the jigsaw cooperative learning paradigm can increase students' social science performance.

In Sahin's research (2013) entitled "The Effect of Jigsaw and Cluster Techniques on Achievement and Attitude in Turkish Written Expression". The purpose of the study was to compare the effects of jigsaw and traditional cluster strategies on achievement and attitude in Turkish written expression in elementary school. From 2009 to 2010, 61 eighth-grade kids in two distinct classes at a Turkish primary school served as the study's sample. One is chosen at random as the control group (N=31), which employs the usual clustering technique, and the other as the experimental group (N=30), which employs the jigsaw technique. The Attitudes to Written Expression Scale (ASWE) is used to collect data on students' attitudes toward written expressions as a pre-test and post-test, and their written expression learning results are assessed using the Achievement Test Written Expression (ATWE), and the findings are analyzed. The statistical analysis revealed that there were substantial variations in attitude, academic accomplishment, and support for the jigsaw approach between the control and experimental groups. The Attitudes to Written Expression Scale (ASWE) is employed in data collection technique on students' attitudes toward written expressions as a pre-test and post-test, and their written expression learning results are evaluated using the Achievement Test Written Expression (ATWE), and the findings are analyzed. The statistical analysis revealed that there were substantial variations in attitude, academic accomplishment, and support for the jigsaw approach between the control and experimental groups.

The next study conducted by Mauludi (2011) entitled “The Effectiveness of Jigsaw to Improve Students’ Reading Narrative Text Ability”. The goal of this preliminary research is to determine the efficacy of the jigsaw technique in increasing students' ability to understand narrative texts. The author carried out experimental investigation. The subjects of this study are all MAN Kendal students in the eleventh grade during the 2010/2011 school year. There are a total of 387 pupils. To define the type of study, the researchers utilized purposeful purposive sampling procedures. The research was carried out in two classes by the author. The experimental class reads the narrative text using the jigsaw technique, whereas the control class does not read the narrative text using the jigsaw technique. Data analysis reveals a significant difference in student performance between the experimental and control groups.

The last research was conducted by Lai *et al* (2015) entitled “Effectiveness of Jigsaw- based cooperative report writing in a vocational high school”. The goal of this study is to see how successful the jigsaw-based collaboration technique is at improving report writing skill and report quality in vocational high school students. 39 participants between the ages of 17 and 17 completed the learning activities employed in this study to ensure the effectiveness of the jigsaw-based collaborative method. There are 39 pupils in all, separated into 13 groups. Pre-test and post-test evaluation reports are used by researchers. The assessment report requirements were developed collaboratively by three teachers with 5-year more teaching experiences in vocational schools. The knowledge of the American Psychological Association's manual was assessed both before and after the exam. Kappa statistics were used to assess the three teachers' agreement on the report's quality. The study discovered that the jigsaw-based collaboration technique can help vocational high school pupils enhance their report writing skills.

The following parallels and distinctions exist between this study and other studies. Particularly in the first section of the jigsaw strategy. All prior research have agreed that using jigsaw tactics to increase the effectiveness of English skills is a good idea because they are relevant to all age groups and levels. Previous research ranged in terms of the quantity, gender, and age of participants. All prior studies have been implemented in various countries. Another distinction is that different tools are

employed in these investigations, which assists researchers in selecting the appropriate tools for the current research.

RESEARCH METHOD

The purpose of the present study is to investigate the effectiveness of employing jigsaw strategies to teach reading comprehension to eleventh grade students in SMAN 1 Kuripan West Lombok during the 2020/2021 school year. Researchers conducted a pre-test in the first meeting and a post-test in the last meeting to achieve the goal of enhancing students' narrative reading comprehension. These used to assess or comprehend reading skill scores in narrative texts.

The population of this study was the eleventh-grade students of SMAN 1 Kuripan in the academic year 2020/2021. For class XI, there are eight classes (XI/A through XI/H) that makes up a total of 256 students in all XI grade. From the 8 classes, researchers took 2 out of 8 classes as the samples of the study: 1 class as the experimental group and 1 as the control group.

The samples of the current study were the XI IPS1 as the experimental group that were taught using Jigsaw IV Technique, whereas XI IPS2 as the control group that were taught using group talks. Class XI IPS1 (experimental group) consisted of 24 students, while Class XI IPS2 (control group) consisted of 24 students.

The sampling method used in the current study was purposive sampling technique. Arikunto (2006:139) points out that purposive sampling technique is one of sampling by drawing samples based on a specific purpose. Due to some factors (such as time, budget, etc.), researchers used this technique to decide the research population and setting. To get the samples for experimental vs control groups, the researchers used random sampling technique by choosing 2 out of 8 classes of Grade XI of the SMAN 1 Kuripan Grade XI of SMAN 1 Kuripan West Lombok.

Data collection procedures were conducted from August 23rd to August 30th 2021. The pre-tests were administered in both groups. The test items consisted of some questions as regards to the reading comprehension of the narrative text. The pre-test was aimed to determine the student's prior knowledge before they were

given the treatment. The collected data (students' test scores) from the pre-test was then compared with that of the post-test's. After conducting the pre-test, treatments were given to both groups by conducting teaching and learning process of reading comprehension of the narrative text using Jigsaw IV technique. After the treatments, researchers conducted the post-test to assess the effectiveness of teaching reading of narrative text using Jigsaw IV technique.

The research instruments used in this current study were a pre-test in the first meeting, reading of the narrative text materials during the treatment meetings, and a post-test in the last meeting. All these instruments were used to measure the students' reading comprehension level of the narrative text as well as to measure the effectiveness of using Jigsaw IV technique in teaching reading of the narrative text to the 11th graders of SMAN 1 Kuripan West Lombok Regency.

The pre-test instrument took the form of an objective test. It is called objective because the score does not require judgment and has higher reliability (Hughes, 2003). It included 4 different texts. Each text had 5 question items except for Text 4 with 10 items. Text 1 belonged to questions numbers 1 to 5. Text 2 was for questions numbers 5 to 10. Text 3 was for questions numbers 11 to 15. And Text 4 with 10 questions belonged to items numbers 16 to 25. Meanwhile, the post-test instruments consisted of 5 different narrative texts. All texts had 4 questions except for Text 4 with 8 questions. Text 1 belonged to items numbers 1 to 4. Text 2 was for numbers 5 to 8. Text 3 was for numbers 9 to 16. Text 4 belonged to items numbers 17 to 20. Text 5 had 5 questions from numbers 21 to 25.

To analyze the data, researchers applied the following data analysis techniques: (1) Analyzing the collected data and giving an explanation; (2) Identifying the improvement of students' reading comprehension ability in the narrative text (by analyzing the comparison of the results before and after the test); (3) Viewing and analyzing the test results, whether the teaching and learning materials using Jigsaw IV learning technique are effective based on the following scoring criteria (**Table 3.1**); (4) Drawing the conclusions; and (5) Presenting the suggestions and giving recommendations consistent with the study finding.

Table 1. Scoring Criteria

Category	Interval scores	Criteria
Excellent	>100	Very Effective
Very good	86-100	Effective
Good	71-85	Quite Effective
Fair	56-70	Less Effective
Poor	<55	Ineffective

RESULTS AND DISCUSSION

Results

According to the research method used in the current study, the researchers collected the data using pre- and post-tests. The tests were given to 24 students of the Experimental Group and 24 students of the Controlled Group.

Pre-test and Post-Test Scores of Control Group

The pre-test scores in CG are: minimum 55, maximum 80, mean 65.9, and median 65. While the post-test scores are: minimum score 60, maximum score 80, mean score 69.75, and median score 70. The table below shows the comparison of standard deviation of the pre-test and post-test scores of CG after the treatment using conventional method of teaching narrative text.

Table 2. Standard Deviation of Pre-test and Post-Test Scores of Control Group

	Mean	Median	Standard Deviation	Max	Min
Pre-Test	65.9	65	7.60041474	80	55
Post-Test	69.7	70	6.44879496	80	60

The table above shows the standard deviation of the pre-test scores in CG is **7.600** compared to **6.448** in the post-test.

Pre-test Scores of Experimental Group

In the pre-test data (as shown in Table 3 below), it is found that the “fair” category (the highest in the category) goes to 15 students (62.5%), the “good” category goes to 6 students (25%), “poor” category goes to 3 students (12.5%). Students with the category of “excellent” and “very good” are not found in the data.

Table 3. Percentage of pre-test score of Experimental Group (by category).

Category	Frequency (#)	Percentage (%)
Fair	15	62.5
Good	6	25.0
Poor	3	12.5
Excellent	0	0.0
Very Good	0	0.0
Total	24	100.0

For the clear picture see the following column chart.



Figure 1. Percentage of pre-test scores in Experimental Group (by Category)

The descriptive analysis data (as shown in table below) based on the experimental group pre-test score category shows that The experimental group's pre-test score data above shows that the highest score was 80 points and the lowest score was 55 points. The experimental group's average score was 65.1, with both a median of 65 and a standard deviation of 7.261. The experimental group's average score is lower than the ideal average score (71 -85).

Table 4. Descriptive Analysis of Pre-Test Scores of the Experimental Group

Pre-test				
Mean	Median	Standard deviation	Max	Min
65.1	65	7.261048553	80	55

According to the data, the pre test average score of experimental group is between 71 to 85 that indicates the students in experimentl group have a fair level of reading comprehension.

Post-test Scores of Experimental Group

Upon the treatment, the students were given a post-test to evaluate their reading comprehension. On 30th of August 2021, the experimental group (XI IPS2 class) took the post-test. The information on the categorization of the students' reading comprehension according to the results of the experimental group's post-test score can be seen in the table below.

Table 5. Percentage of Post-Test Scores of Experimental Group (by category)

Category	Frequency (#)	Percentage (%)	Criteria
Fair	10	41.7	Less Effective
Good	8	33.3	Quite Effective
Very Good	6	25.0	Effective
Excellent	0	0.0	Very Effective
Poor	0	0.0	Ineffective
Total	24	100.0	

As shown in the table, the post-test results show an improvement after the treatment. Despite the fact that no students qualified for the “excellent” category, the number of students who jump into the “very good” category increases to 6 (25%). The number of students who previously were in the “poor” category dropped to 0 (0.0%) compared to that of in the pre-test result with 12.5%. The “good” category also rises to 8 students (33%) compared to 6 (25%) in the pre-test. For the clear picture see the following column chart.

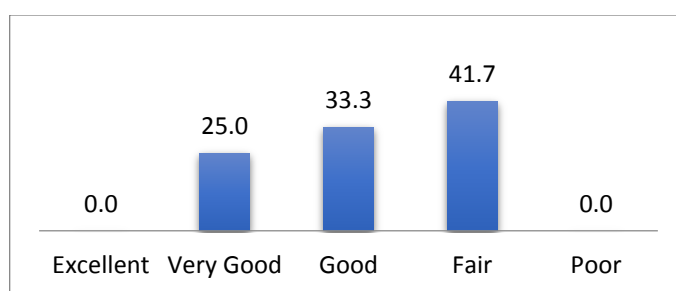


Figure 2. Percentage of Post-test (by Category)

The descriptive analysis of the experimental group post-test score is shown in table below. The data shows that the highest score is 90 and the minimum score is 60. The experimental group's mean post-test score is 75, the median is 75, and the standard deviation is 9.818.

Table 6. Descriptive Analysis of Post-Test Scores of Experimental Group

Post test				
Mean	Median	Standard	Max	Min
75.1	75	9.81864538	90	60

The experimental group's mean score (71 - 85) was better than the ideal mean score. According with table of categorization of the experimental group's post-test scores, the experimental group's mean score is between 75 to 90.

Significance

The tables below show the results of pre-test and post-test with the deviation scores of the experimental group and control group. The deviation score in experimental class is 241 and the square deviation score is 3651.

Table 7. The Deviation Scores of Experimental Group

Sample (Students)	Pre- Test X1	Post- Test X2	deviation Of Pre-Test and Post-Test ($\sum Dx$)	Square deviation Score ($\sum Dx^2$)
1	65	75	10	100
2	70	75	5	25
3	72	90	18	324
4	55	72	17	289
5	56	75	19	361
6	70	90	20	400
7	65	88	23	529
8	60	75	15	225
9	72	70	2	4
10	65	70	5	25
11	55	65	10	100
12	60	60	0	0
13	75	90	15	225
14	75	86	11	121
15	60	65	5	25
16	55	60	5	25
17	60	80	20	400
18	68	70	2	4
19	75	88	13	169
20	65	65	0	0
21	60	65	5	25
22	65	70	5	25
23	80	85	5	25
24	60	75	15	225
Total	1563	1804	241	3651

Meanwhile, the deviation score of control class is 123 and the square deviation is 1265.

Table 8. The Deviation Scores of Controlled Group

Sample	Pre-test y1	Post-test y2	deviation of pre-test and post-test (ΣDy)	square deviation score (ΣDy^2)
1	65	75	10	100
2	70	65	5	25
3	72	75	3	9
4	55	72	17	289
5	56	60	4	16
6	70	75	5	25
7	65	60	5	25
8	60	75	15	225
9	72	70	2	4
10	65	70	5	25
11	55	65	10	100
12	60	60	0	0
13	68	70	2	4
14	75	80	5	25
15	60	65	5	25
16	55	60	5	25
17	80	72	8	64
18	68	70	2	4
19	75	80	5	25
20	65	65	0	0
21	60	65	5	25
22	70	70	0	0
23	80	80	0	0
24	60	75	15	225
Total	1581	1674	123	1265

After finding the deviation and square deviation scores, the mean deviation score and the sum of square of mean deviation ($\sum Dx^2$ and $\sum Dy^2$) of experimental class and control class were computed into the formula:

- a. The mean deviation of experimental class

Table show the ($\sum Dx=241$ and the $Nx= 24$)

$$M_x = \frac{\sum Dx}{N_x}$$

$$M_x = \frac{241}{24}$$

$$M_x = 10.04$$

The deviation of control class

$$M_y = \frac{\sum Dy}{N_y}$$

$$M_y = \frac{123}{24}$$

$$M_y = 5.12$$

- b. The square mean deviation of experimental class

The table. Show the ($\sum Dx=241$ and the $Nx= 24$, and $\sum Dx^2= 3651$)

$$\sum x^2 = \sum Dx^2 - \frac{(Dx)^2}{N}$$

$$\sum x^2 = 3651 - \frac{(241)^2}{24}$$

$$\sum x^2 = 3651 - \frac{58.081}{24}$$

$$\sum x^2 = 3651 - 2.420,04$$

$$\sum x^2 = 1230.96$$

- c. The square mean deviation of control class

The table. Show the ($\sum Dy=123$ and the $Ny= 24$, and $\sum Dy^2= 1265$)

$$\sum y^2 = \sum Dy^2 - \frac{(Dy)^2}{N}$$

$$\sum y^2 = 1265 - \frac{(123)^2}{24}$$

$$\sum y^2 = 1265 - \frac{15.129}{24}$$

$$\sum y^2 = 1265 - 630,375$$

$$\sum y^2 = 634.625$$

- d. The value of t-test

From the square mean deviation of experimental and control group before, $M_x = 10.04$, $M_y = 5.12$, $\sum x^2 = 1230,96$, $\sum y^2 = 634,625$, $N_x = 24$, $N_y = 24$, the value of t-test consisted as follow:

$$t\text{-test} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t\text{-test} = \frac{10.04 - 5.12}{\sqrt{\left(\frac{1230,96 + 634,625}{24 + 24 - 2}\right)\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$t\text{-test} = \frac{4,92}{\sqrt{\left(\frac{1865,585}{46}\right)\left(\frac{1}{24} + \frac{1}{24}\right)}}$$

$$t\text{-test} = \frac{4,92}{\sqrt{\left(\frac{1865,585}{46}\right)(0,083)}}$$

$$t\text{-test} = \frac{4,92}{\sqrt{(40,556)(0,083)}}$$

$$t\text{-test} = \frac{4,92}{\sqrt{(36,09)}}$$

$$t\text{-test} = \frac{4,92}{6,007}$$

$$t\text{-test} = 0.81$$

- e. Finding the degree freedom (df)

$$Df = N_x + N_y - 2$$

$$Df = 24 + 24 - 2$$

$$Df = 46$$

After all the steps, to know how much contribution in teaching nararative text by Using Jigsaw IV Technique, eta square formula was used to compute the data:

$$\eta^2 = \left(\frac{t_{2obs}}{t_{2obs} + df}\right) \times 100\%$$

$$\eta^2 = \left(\frac{0,81}{0,81 + 46}\right) \times 100\%$$

$$\eta^2 = \left(\frac{0,81}{46,81}\right) \times 100\%$$

$$\eta^2 = (0,017) \times 100\%$$

$$\eta^2 = 0.017\%$$

The result of eta square shows that Jigsaw IV technique gives 1.7% contribution from 100% on teaching reading narrative text. Despite only having small contribution with only 1.7%, the use of Jigsaw IV technique still gives positive effect in improving students' reading comprehension of the narrative text.

The table below shows the comparison between t-test and t-table value. The value shows that it has significance level of 0.05 because value of t-test is lower than t-table value. The t-test result is 0.81 and t-table of the level 0,05 is 2.949 and level of 0.01 is 2.277.

Table 9. Results of t-test and t-table

t-test	t-table		
	df	0,05	0,01
0,81	46	2.949	2.277

Thus, based on the hypothesis criteria, it was mentioned that: if $t\text{-test} \leq t\text{-table}$ at the significant level 0.81, H_a or the alternative hypothesis is accepted which means that the use of Jigsaw IV technique in teaching reading comprehension to students is effective.

Discussion

Derived from the findings of the present study, it can be argued that a significant difference in reading comprehension ability between students who learned reading narrative text using the Jigsaw IV technique (Experimental group) and those who did not (Controlled Group) exists. This shows that Jigsaw IV can be an effective way to improve the reading comprehension of SMAN 1 Kuripan eleventh grade students. In addition, Jigsaw IV is effective in resolving students' difficulties in learning English reading, especially the narrative texts. Students are more active and interested in knowing more about the materials and participating and enjoying in group activities.

This situation is also supported by observations of the teaching process of reading comprehension in which researchers used narrative texts. Each meeting covered some indicators such as identifying the main ideas, identifying supporting details, guessing the meaning of new words, identifying the purpose of communication, identifying references, and identifying cohesive meanings. It was found that Jigsaw IV technique implemented provided useful activities for students to understand the text. Through the activities of the Jigsaw group, students could complete the task well and found the main points of the text. Students in the Jigsaw group could locate of the main idea. When students were asked by the teacher, they were able to mention the type of paragraph. Jigsaw technique could also improve the students understanding of meaning of new words or vocabulary. Through the activities of the Jigsaw group, they could predict the meaning of difficult words in the materials. They guessed by looking at the context, words, and sentences surrounding the word. They were also able to figure out synonyms or antonyms of words.

Jigsaw IV not only develops reading comprehension, but it also improves the classroom situation. In addition, it improves the students' interest and enthusiasm. It can be observed from their constructive behavior in Jigsaw or panel discussions. The students actively participated in the discussion topics. Despite the fact that the class was crowded, the researchers were able to control them. The classroom atmosphere was active and interactive. The students also raised some difficulties bravely and answered the questions raised by the researchers.

During the teaching process, students became more active and interactive. This is based on their activities during the group discussion. The members of each group participated in the discussion; shared their opinions while solving the difficulties of the task. Through jigsaw, they were more brave to present their own difficulties, such as asking them about words they had not known yet. Every student was ready to answer and respond to the teacher's instructions.

Students' attitudes also improved. This can be seen in their behavior during teaching and learning. When they were asked to join a Jigsaw or expert group, they were able to make time more effective. During the discussion, students could easily complete tasks in small groups. They also focused on completing tasks in groups,

and the class was not so crowded, so the discussion went smoothly. It contrasts with students who were not taught using the Jigsaw technique. In this case, the teacher explained the text before assigning the work to the students. Students only translated the text from English to Bahasa Indonesia without understanding text in completing the task. They were indeed uninterested in the context of the text. As a result, some messages or information were missing.

CONCLUSION

To conclude, the implementation of Jigsaw IV technique in teaching narrative text provides a quite significant increase in the ability of students of the Eleventh Grade at SMAN 1 Kuripan. It signifies that the use of Jigsaw IV technique can help students to improve their reading comprehension skill of the narrative text. It was because the result of t-test 0.81 was far above the t-table level of 0.05 (2.949) and 0.01 (2.277) in two tails. So, Jigsaw technique in teaching reading comprehension is quite effective even though it makes a little change. Finally, the conclusion of this experimental study is Jigsaw technique in teaching reading comprehension is effective to improve students' reading comprehension narrative text.

In line with the above conclusion, the researchers suggest that the English teachers use Jigsaw IV technique to create an engaging setting and encourage students to join and participate in reading activities in the classroom. In addition, they also suggest that the future researchers conduct research relevant to the current study using similar techniques with different Jigsaw IV materials, level of difficulties, media, and platforms such as online or blended learning as opposed to the offline learning activities of English text.

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