

USING THE JIGSAW TECHNIQUE TO IMPROVE STUDENT READING COMPREHENSION

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Abstract

This research aims to improve students' reading comprehension in the narrative text by using jigsaw technique. The subject of this research was the eleventh grade of social class students at SMA Negeri 1 Modayag in academic year 2019-2020. This research of this study was conducted by using Classroom Action Research (CAR). The data used in this study was pre-test result, post-test, and observation sheet. This research wa conducted in two cycles, each consisted of planning, action, observation, and reflection. The data were collected through qualitative and quantitative data. Qualitative data were data obtained by analyzing observations. Then, quantitative data were obtained from students' pre-test and post-test scores. The result of this study indicated that there was an increase in students in reading narrative texts. The average of the pre-test was 48%. The mean of the first cycle was 58%, it showed that the scores and the mean in the first cycle were better than pre-test. The percentage of students and the mean in the first cycle were better than pre-test. The percentage of students with 75 or more points increases. In the post-test of cycle 1, 14 students passed or got score up to 75. In the post-test of cycle 2, students who got 75 points or more were 22 (100%) and an increase was about 88%. In other words, students' reading comprehension in narrative texts increases.

Keywords: reading comprehension, narrative text, jigsaw technique

INTRODUCTION

Reading is a process that depends on the author's ability to convey meaning using words and the ability to create meaning from what has been read (Grellet 1981). According to Slafin (1995), reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

Reading comprehension is the main knowledge in reading activities where the reader builds an understanding of the text being read. He combines logical

thinking that is owned with a collection of letters, words, and sentences in the text, Reading Comprehension in the English text is not just about how you read well, which includes the accuracy of pronunciation and loud sounds. However, reading comprehension itself is an activity to build understanding that we get from what we have read. The main purposes of Reading is (1) reading to find simple information, (2) reading to integrate information, writing and criticizing text, (3) reading for general understanding (Grabe et al 2001).

There are many types of reading text in English which is usually being a teaching material for learn reading. They are Descriptive Text, Narrative Text, Report Text, Recount Text, Procedure Text, Review Text, Spoof Text, Announcement Text, Explanation Text, Descriptive Text, New Item Text, Anecdote Text, Ad Text (Anderson et al 2003). From those types of reading text above, the researcher focused more on narrative texts.

The narrative text is a text that has a purpose to entertain the readers or listeners which is used as media in learning reading comprehension (N. Latifa & A. Manan 2018). Narration is a story created in a constructive format (as folklore, writing, speeches, poetry, pictures, songs, moving pictures, video games, theater or dance) that illustrates the sequence of fictional or non-fiction events. The generic structure of Narrative Text is Orientation, Complication and Resolution (Arifiyati et al 2006).

Based on the researcher observations at SMA Negeri 1 Modayag, the students were not able to comprehend the narrative text as a whole. They thought that they should open a dictionary to translate word by word into Indonesia to know the content of reading narrative text. The students could not answer the questions that consist of the narrative text. They were not able to get knowledge and to understand the content from that had been explained in the narrative text.

The purpose of teaching reading in narrative texts is students gain knowledge and better understand the context that has been described in the text. By reading, students are expected to be able to answer questions consisting of text and students are able to understand the text as a whole.

There are many techniques that can be applied to improve the students' achievement in reading narrative text including Jigsaw Technique.

Jigsaw is one of the activities of cooperative methods that can solve this problem. The jigsaw technique is a cooperative learning method in which students work in small groups (Slavin 1995). Jigsaw can be used in the form of ways for a variety of goals but is first used for the procreation and assignment of new material, review, or informed debate. According to Joyce et al (2008) jigsaw is a type of cooperative learning experience that promotes both academic and social goals for the student. The strategy is an efficient teaching method that also encourages reading, listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the classroom.

There are some activities in teaching reading by using the jigsaw technique that can be useful to improve students' reading ability in narrative text (J 2007).

First Activities is Grouping and division of tasks. In this activity, the teacher divides students into classes into groups of five to six people. The teacher distributes assignments and each group receives a part of the assignment consisting of information from a story or topic. The team is allowed to read and study the texts obtained before their expert team left their team.

The second is Work in expert groups where each student leaves the original team, to discuss together with a team of experts from other groups and this group can be called a team of experts. Students in expert groups discuss the texts they have. First, each student in the expert group must study the text that has been divided first and second they listen to the opinions of other students in the expert group. They get a conclusion from the results of the discussion and return to the original group to do the assignment given by the teacher.

The third activity is Work in a Jigsaw group. The students return to their home team, called the jigsaw group. The teacher asks members from each jigsaw group to teach each other what they have learned in the expert group. Time to teach one another in chainsaw groups is limited. The teacher emphasizes to students that they must help each other to teach their teammates, be good teachers and good listeners. The teacher will give some questions, to see that they have

understood the material that has been given and are ready for the question and the teacher gives time for all students to complete the question, it can be either a group or individual assignment.

If one of the steps does not apply in the classroom, the process of teaching will not be effective because of all of the techniques related to each other.

On the explanation above, the researcher is interested in conducting a Classroom Action Research. This study focused on using the Jigsaw Technique to Improve Student's Reading Comprehension at SMA Negeri 1 Modayag with the formulation of the research question as follows: (1) Is the jigsaw technique able to improve students' reading comprehension on the narrative text in eleventh social class at SMA Negeri 1 Modayag, (2) How does jigsaw technique improve students' reading comprehension on the narrative text in eleventh social class at SMA Negeri 1 Modayag. The objectives of this study are (1) To find out whether jigsaw technique can improve reading comprehension on the narrative text in eleventh social class at SMA Negeri 1 Modayag or not. (2) To describe the use of jigsaw technique in improving students' reading comprehension on the narrative text in eleventh social class at SMA Negeri 1 Modayag.

RESEARCH METHOD

In this study the researcher used Classroom Action research the procedures and following steps of research, also the basic of the principles that would apply in Classroom Action Research. Classroom action research is an examination of activities that are intentionally raised and occur in a class (Jalil 2004).

Classroom action research in a variety of research classroom contextual learning implemented by teachers to solve learning problems faced by teachers, improve the quality and results of learning and try new things in learning for the sake of improving the quality and learning outcomes. CAR is described as a dynamic process that includes aspects of planning, action, observation, and reflection related to the next cycle.

The implemented activities are Using The Jigsaw Technique to Improve Student's Reading Comprehension. Action Research Method has a very important

and technique role to improve the quality of learning if implemented properly and correctly which refers to the research design. The cycle steps in this classroom action research used action research covering 4 levels: planning, action, observation, reflection. The number of cycles used by researchers is the II cycle.

There are two cycles and each cycle consists of pretest, three meetings, and post-test. In addition, the researcher worked with the English teacher and the students of social class in SMA Negeri 1 Modayag.

This research was conducted in SMA Negeri 1 Modayag in the academic year 2019/2020 and this research focus on the eleventh-grade of SMA Negeri 1 Modayag because the students are not able to comprehend the narrative text as a whole. The school located in Modayag, East Bolaang Mongondow, North Sulawesi 35. The research focused on the eleventh social class that consists of twenty-five (25) students. They are divided into twelfth (12) male students and thirteen (13) female students. The determination of the sample was done by using purposive sampling. In this sampling technique, researcher choosed participants based on certain considerations. Based on the recommendation of the English teacher and the permission given by the school, the sample of this study was the eleventh social class at SMA Negeri 1 Modayag.

The instruments used in data collection are observation, Test and Documenation. In this classroom action research, the data quantitative were analyzed by calculating the percentage and average learning outcomes achieved by students and the Quantitative data there is a test about the narrative test and has about five questions for each cycle. In the assessment of essay tests, it determines that starting from 0-100 by calculating the correct answer.

The results obtained by students are as follows:(Daryanto 2018)

$$X = \frac{\Sigma X}{\Sigma N}$$

Description x: Average value

Σx : The sum of all student grades

ΣN : Number of students

RESEARCH FINDINGS AND DISCUSSION

Findings

This section comprises of findings and discussion. The context of this section derived from the types of data, they are qualitative and quantitative data. The qualitative data was taken from observation and documentation while the quantitative data was taken from the pre-test , cycle I and cycle II and post-test. The data gathered are as follow:

The qualitative data

Based on the observation, it showed that jigsaw technique was able to improve the student's reading comprehension in narrative text: Students looked very interested in learning narrative text using the jigsaw method. Students can work together between groups, students looked enthusiastic when discussing the material to be learned, Students started to work together between groups, also the students already knew how to understand the meaning of narrative text and how to using the jigsaw through narrative text.

The picture is one source of documentation for researcher captured at any time and to find out students' development.

The Quantitative Data

This research was conducted in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). Before the cycles, the researcher has done the pre-test to take the preliminary data.

Table 1
The Results of Pre-Test

NO	STUDENTS' NAME	PRECAUTION VALUE	INFORMATION Complete/Not Complete
1	A.P	60	NC
2	A.S	65	NC
3	A.M	85	C
4	AA	75	C
5	D P	65	NC
6	D.DB	85	C
7	E.M	80	C
8	F S	55	NC
9	G S M	80	C
10	I T	65	NC

11	J S M	70	C
12	K S	80	C
13	L G	80	C
14	L A N	80	C
15	M H M	65	NC
16	M F T	60	NC
17	M K Y	65	NC
18	R M	50	NC
19	R L P	70	C
20	R I D	80	C
21	R M	75	C
22	R P A	65	NC
23	S M F	65	NC
24	T R	60	NC
25	W M	60	NC
	Total	1760	
	The highest score	85	
	The lowest score	50	
	Average score	70	
	The presentence of Mastery	48%	

The results obtained by students are as follows:

Description x: Average value

Σx : The sum of all student grades

ΣN : Number of students

$$\bar{x} = \frac{\Sigma x}{\Sigma N} = \frac{1750}{25} = 70$$

The score obtained from the evaluation of sigma X pre-action is the sum of all 1750 student grades divided by sigma N, which the students was 25 student and the result of the data was 70. To find out the mastery of learning can be used the following formula :

$$\begin{aligned}
 P &= \frac{\Sigma \text{Students who have finished learning}}{\Sigma \text{Students}} = 100\% \\
 &= \frac{12}{25} \times 100\% \\
 &= 48\%
 \end{aligned}$$

In accumulating the completeness of students' learning, it can be used by the following formula above that students passed the pre-test was 12 students. Then the result, the researcher divided by the number of students was 25 and then the researcher multiplied all the results with 100% that corresponded with the formula above, the result was 48%

The results of this pre-test can be seen from the average score that achieved by students which was 70 and the value of mastery learning obtained by students was 48%, which is on the medium category. Based on test results, it can be seen that the teachers learning method cannot improve students reading comprehension

After the researcher analyzed the pre-test stage, the researcher worked closely with the subject teacher to formulate cause of the problem. From the observations, the researcher concluded that in the learning process only the teacher was active, while students only silent and listened to the material delivered by the teacher, therefore the researcher continued to the cycle.

In the first cycle, the researcher conducted three meetings in this stage, The activities in these three meetings are explained as follows:

In the planning step, the researcher arranged all of the preparations before conducting the research. The activities which were done by the researcher were: First is a lesson plan for three meetings which include the material, the next and the exercise. Learning sources and the learning media were prepared. Before starting the action for cycle one, the researcher discussed with the English teacher about the lesson plan and material, the researcher asked the English teacher to be an observer in every meeting of the action. Second, the researcher planned the activity included in the jigsaw technique and discussed with the English teacher about the material that will be used Narrative text. for the cycle I, the first meeting was about the definition and the purpose of narrative text, the second meeting about types of narrative and Generic Structure Narrative text, the third meeting Examples of Narrative text and Generic Structures. And the last meeting was post-test. The action step has divide into three meeting. The First Meeting, the researchertaught about the material that will be taught to students by using jigsaw

techniques. The steps are as follows: (1) Students were divided into groups (5 to 6 people each group member). (2) The subject material was given to students in the text that has been divided into several sub-chapters. (3) Each member of the group must read the assignment and the students have to answer it. (4) One of the members from other groups who have studied the same sub-chapter meet in expert groups to discuss it. (5) Each expert group member is returned to their group and teaches what they have gained from the teacher's explanation of the lesson to be learned. (6) The initial group met and discussed with the initial group about the material that had been obtained.

After that, the researcher asked about the definition of narrative text and the purpose of narrative text. Most students don't know everything about Narrative texts. Therefore researchers explain in detail about the definition of narrative text and the purpose of narrative text.

Next the researcher asked the students random questions related to the material they have been learned without looking at the book.

Second Meeting, the researcher welcomed the students and checked their attendance. Before reading the narrative text, the researcher tells about the material to be studied namely the connection of yesterday's material. Students are divided into groups and make groups as usual by using the jigsaw method in the same manner as was done in the previous meeting.

The researcher explains again about the types of narrative text and generic structure of narrative text.

Third Meeting, researchers began the class by greeting and taking attendance. Before reading the narrative text, the researcher explains about the material to be studied and re-divides the group as usual using the jigsaw method.

Next, the researcher gave examples of narrative text and answered together about TimunMas's story, after gave the example the researcher continued by giving examples of questions to be answered together according to the Jigsaw group.

The next step is the student had to present the result of their identification in front of the class. In the post-reading activity, the researcher gave feedback

about student performance. Also, the researcher corrects their mistake from their performance and asked every group to make a summary of what they had learned for the last meeting.

After gave students a treatment using jigsaw in learning reading, the researcher gave post-test for cycle 1 to see students' learning development. The results shown in table 1.2

Table 2 Post Test Result Cycle I

NO	STUDENTS NAME	CYCLE I	INFORMATION comple/Not complete
1	A.P	65	NC
2	A.S	75	C
3	A.M	85	C
4	AA	80	C
5	D P	65	NC
6	D.DB	90	C
7	E.M	85	C
8	F S	65	NC
9	G S M	80	C
10	I T	85	C
11	J S M	75	C
12	K S	80	C
13	L G	80	C
14	L A N	80	C
15	M H M	65	NC
16	M F T	70	NC
17	M K Y	60	NC
18	R M	70	NC
19	R L P	70	NC
20	R I D	80	C
21	R M	75	C
22	R P A	65	NC
23	S M F	65	NC
24	T R	80	C
25	W M	75	C
	Total		1865
	The highest score		90
	The lowest score		60
	Average score		74,6
	The presentence of Mastery		56%

The result obtained by students are as follows:

Description x: Average value

Σx : The sum of all student grades

ΣN : Number of students

$$\bar{X} = \frac{\Sigma x}{\Sigma N} = \frac{1865}{25} = 74,6$$

The score obtained from the evaluation results of cycle 1 sigma X is the sum of all 1865 students' scores grades divided by sigma N, which the student was 25 student and the result of the data 74,6. To find out the mastery of learning, it can be used the following formula.

$$P = \frac{\Sigma \text{Students who have finished learning}}{\Sigma \text{Students}} = 100\%$$
$$= \frac{14}{25} \times 100\% = 56\%$$

In accumulating the completed of student learning, it can be used by the following formula Σ students who passed post-test cycle I was 14 students, Then it divided Σ by the number of students of 25 and the researcher multiplied all the result with 100% that corresponded with the formula above, the result was 56%.

As observation that researcher got in the class, to find out how students behave and what problems students have during the teaching-learning process. The researcher seen students interested in the lessons given with group learning models, but there were still problems in dividing students into groups that made class noise. Students cannot concentrate on the lesson, so they were still confused in understanding the lesson.

After that, students were interested in following the teacher's instructions for learning by using jigsaw techniques. But still, there are some students who don't concentrate on the teacher and bother other friends. But outside the problem, the class can understand the lesson.

The aspects observed in students in the learning process are in the following table:

Table 3
The Obseravtion Sheets Cycle I

No	Disappearance aspect	Cycle I Observation Result					Average
		EX	VG	E	P	Amount	
1	Student preparation	5	12	8		72	2,88
2	Student attitudes and behavior	13	10	2		86	3,44
3	Student activity	9	10	6		84	3,46
4	Collaboration in group	10	6	6	2	73	2,88
5	Student progress	3	20	2		76	3,4
	Total						15,6

Information :

- EX : Excellent
- VG : Very Good
- G : Good
- P : Poor

Based on the results of the evaluation in this first cycle, it can be seen that the results achieved were quite good but these results have not reached the expected standard of mastery learning, in this cycle 1, there were still many students who have not passed and the students were still not serious in learning. The data collected to determine the increased in students learning outcomes obtained from the results of the post-test given to students in each group, students get an average value of 74.6 and the results of the assessment in the observation cycle I am 3,12 while the presentation of completeness there is a cycle I of 56%. The researcher and teachers conclude that there are still many mistakes in Cycle I and there are still many improvements. In the first cycle, there are still many students who have yet to get a passed

Based on the results of the above reflection so as to overcome the deficiencies or deficiencies that occurred in this first cycle, the next cycle is needed, cycle II

First of all, the researcher made on lesson plan for the meeting. The topic was about narrative texts that describe stories. This includes definitions, differences with previous material and how language features are.

In the first meeting, the researcher started the action by greeting the student and taking their attendance. Based on the reflection of the cycle one, the researcher tried to make the student feel more motivated and interested in the learning process. In reading narrative text activities, the researcher re-created groups as previously done. The researcher provided narrative text in the form of folklore and asked students to answer it according to their background knowledge and experience. After the activity was finished, the researcher tried to explain the material about the narrative text that described the story. The researcher also conveyed learning objective.

In the next stage, the researcher want to check their understanding by giving them an essay about Jack and The beanstalk. After that researcher guided students to analyze more deeply about the text related to the material they have learned before.

The reading activities, researcher asked students for their difficulties through the learning process and provided feedback about it.

The last stage, the researcher wanted to double-check whether they understood the question that have been given or not. After that, the researcher guided the students to analyzed deeper than the text associated with material that they have learned before.

The second meeting, the researcher started the lesson by greeting the students and checking their attendance. The researcher return by dividing the students into several groups according to the steps of the jigsaw. In this activity, the researcher gave students a short text about True Friend. The researcher gave them several minutes to read the text silently to understand the text. In post reading activities, researchers given them feedback about the learning process.

The Third meeting., the researcher greeted the students and checked their attendance. Before reading the narrative text, the researcher explained again about the narrative text. researchers divided the group as before using the jigsaw

technique. Next, the researcher gave the task of each group to make 1 story about the narrative text of each group and after that each group presented to the class and listened to by other groups.

Table 4
The Result of Post Test Cycle II

NO	STUDENTS NAME	CYCLE II	INFORMATION comple/Not complete
1	A.P	80	NC
2	A.S	85	C
3	A.M	85	C
4	AA	80	C
5	D P	75	NC
6	D.DB	90	C
7	E.M	95	C
8	F S	85	NC
9	G S M	80	C
10	I T	85	C
11	J S M	70	NC
12	K S	80	C
13	L G	95	C
14	L A N	80	C
15	M H M	85	C
16	M F T	80	C
17	M K Y	75	C
18	R M	95	C
19	R L P	70	NC
20	R I D	80	C
21	R M	85	C
22	R P A	75	c
23	S M F	65	NC
24	T R	80	C
25	W M	75	C
	Total	2030	
	The highest score	96	
	The lowest score	65	
	Average score	81.2	
	The presentence of Mastery	88%	

In the observation of the second cycle, the observation was carried out directly with the implementation of teaching and learning activities until learning ends. The researcher who carried out teaching and learning activities used Jigsaw

techniques while subject teachers watched the teaching and learning activities to help to pay attention to students' development in cycle II.

No	Disappearance aspect	Cycle I Observation Result					Average
		EX	VG	E	P	Amount	
1	Student preparation	12	10	3		87	3,48
2	Student attitudes and behavior	13	11	1		88	3,52
3	Student activity	10	11	4		85	3,4
4	Collaboration in group	15	7	2	1	86	3,44
5	Student progress	7	18			82	3,28
	Total						17,12

Based on the results of research in the second cycle, it showed that the researcher has been able to motivate the students. The researcher succeeded in applying the Jigsaw learning model to students in the second cycle can be seen from the average student score of 80.4% and the level of student learning presentations on the results of the observation cycle II of 3.42 while the overall presentation of student learning completed at second cycle was 88%. The result obtained by the researcher can be said that learning English using the jigsaw technique has been successful. the researcher and teachers were agreed to not proceed to the next cycle.

Dicussion

This research was conducted to find out the improvement of the students' achievement in reading in the narrative text by using Jigsaw technique. Jigsaw Technique was one of many learning technique that could be used by the teacher in teaching English, especially in reading.

This research has proven that the Jigsaw Technique is effective for use in teaching reading in narrative texts. This can be seen in the table of increasing students' scores from pre-test to cycle I and cycle II. This increase is because the teacher control the class better. because the application of the Jigsaw Technique assist stimulate students' thinking in learning to read in narrative texts, so it was easy to determine the main ideas of the text. It was also easy for teachers to apply Jigsaw Technique in teaching reading.

From the results of the analysis in cycles I and II, researcher analyzed improvement of each cycle. It can be seen in the table as follows:

Table 6 The Analysis on cycles I and II

No	Analyzed	Pre-Test	Cycle I	Cycle II
1	Post-Test	48%	56%	88%
2	Percentage students who pass KKM	12	18	24

Based on the result of the quantitative data, Improve students' reading comprehension can be seen from the table above. This shows an increase from cycle1 to cycle 2. Each cycle, the average post-test increases more. The mean of pre-test was 48% and in cycle I post-test was 56% and the post-test cycle II was 88%. In addition, the percentage of students who passed the KKM also increased from the pre-test and post-test cycle I and cycle II.

Based on the result of the qualitative data which was taken from the observation sheet, it was found that the class ran effectively. The students paid attention to the teacher during the teaching-learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching-learning process. It indicated that the application of the Jigsaw Technique could motivate the students to become more enthusiastic in learning reading in narrative text.

From the explanation above, it can be concluded that the results of the study indicate that the application of the Jigsaw Technique can improve student reading in narrative texts. This can be proven by quantitative data that shows students' scores improved from pre-test, cycle I to Cycle II. It can also be proven with qualitative data which shows that the teacher is getting better at controlling the class. The students are more active and enthusiastic learning to read in narrative texts.

CONCLUSION

Based on the research findings and discussions, the researchers draw the conclusions as follows:

The jigsaw technique improved students' reading comprehension in narrative text. It can be seen from the scores obtained by students in each cycle increases. The pre-test score is 48%, post-test score is greater than the pre-test. Cycle I showed that the post-test score is 56%. In cycle II, the post-test score is 88%. The percentage of students who passed the KKM at each meeting also increased. The pre-test meeting of students who passed only 12 students thereafter in cycle 1, students who passed to 18 students, and in cycle 2 students who passed to 24 students. Which means there is a significant difference between cycle I and cycle II. This shows that the jigsaw method improved students' reading comprehension about the eighth-grade narrative text of SMA Negeri 1 Modayag in the 2019/2020 academic year.

The qualitative data taken from the observation sheet found that the class was running more effectively at each meeting. Students pay attention to the teacher during the teaching-learning process. They are also passionate about reading and enjoying the learning process. Then, it can be said that qualitative data also shows improvement with the activities of teachers and students during the teaching and learning process becoming more active. This shows that the application of the Jigsaw Technique can motivate students to become more enthusiastic in learning to read in narrative texts.

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