ARTICLE

**TEACHING READING NARRATIVE TEXT THROUGH
JIGSAW TECHNIQUE AT SENIOR HIGH SCHOOL**

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TEACHING READING NARRATIVE TEXT THROUGH JIGSAW TECHNIQUE AT SENIOR HIGH SCHOOL

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Abstract

Background of the problem is that most students at senior high school were often bored in learning in the class room, especially that learning reading a narrative text. Therefore, teachers have to use technique in order that students can enjoy the learning and teaching process to study and help them to comprehend the text easily. Then, we can use the jigsaw technique to increase students' motivation in reading narrative text. The Narrative text is chosen because the problem occurs when the class was discussing it. In jigsaw reading activity, the students are divided into jigsaw groups. Then, students form expert groups so that at least there is one member of each group tell the story. It can be concluded that Jigsaw technique can increase the students' self confidence. Moreover, jigsaw technique provides students a wide chance to practice their English and makes it more enjoyable.

Keywords: **Teaching Reading, Narrative Text, through, Jigsaw Technique**

A. INTRODUCTION

Reading is a part of four language skills that we know. It is an activity that has to do in our daily lives. It can be as a tool for gathering information and to get knowledge, most of knowledge and science are found from the books. So, how can we get information and knowledge if we do not read books.

As a part of language skill, reading is the most dominant compared to the other skills. It is always assigned the longest time over writing, listening and speaking skills, in the curriculum, students often face a problem in reading. In the other words, they still get some difficulties in understanding written information in the text.

The purpose of reading is to study the lesson at school and to help the students comprehend the text easily; the teacher should apply an interesting technique. In

Teaching reading Narrative text comprehension, there is technique that has been applied by the teacher, for example teaching reading Narrative text by using jigsaw technique. The writer notices that this technique is less effective to help students comprehend the Narrative text. In fact, the students still find difficulties to understanding the Narrative text.

By observing the purpose of reading, reading should be taught. Actually, there are several techniques used in teaching reading, such as silent reading, loud reading, semantic mapping, and jigsaw technique.

Jigsaw, one of the cooperative learning techniques, based on group dynamics and social interactions. It is one of the "pure" cooperative learning techniques (Acikgoz, 2006: 210). This technique, including to different treatments with different small groups in order to help learning and improving cooperation between students, was first designed by Aronson in 1978 (Hedeen, 2003).

Reading

Goodman in Abisamra (2001) defines reading as a receptive language process. He adds that it is a psycholinguistic guessing game. There is an essential interaction between language and thought in reading. The writer expresses his thought as language and the reader reads and comprehends the language as thought. Furthermore, he processes that the idea that learners can develop their language knowledge through extensive reading is interesting and for several reasons. First, reading is essential an individual activity and therefore learners of different proficiency levels could learn at their own level without being locked into an inflexible class programmer. Second, it allows learners to follow their interest in

choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom.

Chow and Chou (2000) states that reading is the most effective way to produce large-scale vocabulary growth. According to them, reading can broaden students' background of information, thus providing them with a better knowledge base. Dunlap (2002) maintains that the written word is like a seed sown in fertile soil. When children read about foolish behavior, folly is the result in their lives. When the children read about cute little animals or cartoon characters doing things that they should not do, they are affected adversely by what they have just read.

Many linguistic have put forward their views on the concept of reading. Some of them are presented here to provide the reader with clear picture of the concept of reading. SEDL (2000) defines reading as one of the language skills to construct linguistic meaning from written representations of language. This ability is based upon two equally important competencies. First is language comprehension- the ability to construct meaning from spoken representations of language, the second is decoding- the ability to recognize written representations of words.

Roles of Reading

Goodman in Abisamra (2001:4) proposes that teaching reading serves two major roles – to have a psycholinguistic guessing game and to develop students' linguistic and general knowledge. The roles involve an essential interaction between language, thought, and fun in reading. The writer expresses his thought as language and the reader reads and comprehends the language as thought.

Chow and Chou (2000:2) state that reading can be directed to produce large – scale vocabulary growth. According to them, reading can also broaden students' background of information, thus providing them with a better knowledge base. Dunlap (2002: 2) maintains that reading is like a seed sown in fertile soil. When children read about foolish behavior, fooly is the result in their lives. When children read about cute little animals or cartoon characters doing things that they should not do, they are affected adversely by what they have just read. Her view on the roles of reading asserts that reading plays an important role of shaping students' morality and behavior.

NCLRC (2004: 1) asserts that teaching reading is basically intended to produce students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension. In short, teaching reading is designed to make students have sufficient capability of comprehending what they are reading.

Several linguistic have proposed their ideas on the role of reading. (Houltby (2004) states that the role of reading is to improve students' pronunciation. Bruce and Robinson (1999) remark that the role of reading is to develop vocabulary, syntactic knowledge, and general knowledge. David (1999) asserts that the role of reading is to reach adequate communicative competence. SIL international (1999) asserts that reading enables readers to turn writing into meaning and achieve the roles of independence comprehension, and fluency.

Teaching of Reading

Chamber (2000) assures that effective reading and writing instruction involves: (1) the components of a balanced literacy program on a daily basis; (2) explicit instruction woven through the components of the balanced reading program; (3) ongoing assessment and evaluation to monitor students' progress. The components of balanced reading program should be included in classroom instruction every day. Each component has benefits and limitations.

Explicit instruction is essential for effective reading and writing instructions. By modeling and identifying for students the strategies and the skills used in the context of reading and writing, the teacher helps

students develop a clear understanding of how to use those strategies those strategies. Explicit instruction is offered through mini-lessons, teacher – modeling and reading aloud, individual group conferences, and guided reading discussions.

Assessments and evaluation of students' performance and instructional practices should take place on an ongoing basis. Students' progress may be monitored through running records and error assessments, anecdotal records, checklist of reading and writing strategies performance, students' self- Assessments and other reading and writing assessment instruments

Narrative Text

Narrative is a kind of text learns at senior high school. Narrative text can say as tells a story have happened in a past time. Usually Narrative purposes for entertain, teach and tell experience. Teach and tell experience. There some definition of Narrative text, according to Pradiyono (2007) Narrative text is a kind of text has function to amuse, entertain and to deal with actual or vicarious experience in different away.

Then 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. The purpose of Narrative text is to entertain the listener or reader with a real or imaginary

experience. The characteristic of Narrative text is a certain problem and solution. Number of problem and solution can be only one or more.

Shafiqah (2009:74), Narrative text is kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story. And she adds that there are six linguistic features of Narrative text; use active verbs, past tense, conjunction, the first person (I or We) or third person (he she, or they), specific nouns, and adjective and adverbs. So the writer can conclude that Narrative text is a kind of text that entertains the reader with its story or experience in different ways and it has three parts; they are orientation.

Characteristic of Narrative Text

Beside the definition above, Narrative also has some characteristic, there are: (1) the Narrative text should have background of story that provides background information about people in the story and setting of the story, (2) it also need details that explain the experience, problem, action of the people in the story, (3) the Narrative text always has purpose of the writing, (i.e., to entertain, to explain, or to teaching).

Next, lee in Anderson (2002) suggests that characteristic of Narrative are: (1) a specifics events or a series of related

event is the focus of narration and form the subject of the thesis, (2) the significant of the events form the controlling idea in the thesis, (3) the setting, people, and action connected to the event are described in accurate detail and specific action word, (4) the structure is chronologically. It means, that the structure of all events in Narrative was described continuously in a right sequence based on the time it was happen, (5) a particular point of view is used throughout the Narrative. Lee said that the particular point of view should explain to the readers by narrate it clearly in the text.

From those opinions, writer concludes there are some characteristic of Narrative text as: Narrative text tells about past event or experience and have background information about people in the story and the setting of the story, Narrative text contains of generic structure such as: orientation, complication, and resolution, the structure is chronologically. It means that events describe continuously in a right sequence based on the time it was happen. The Narrative text always has purpose of the writing to entertain, to explain, or to teaching.

Generic Structure of Narrative Text

Arturo Wardiman and Masduki B.Jahur (2008) state that Narrative is to amuse, entertain and to deal with the actual or vicarious experience in different ways.

Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. They also explain about generic structures of Narrative text there are:

A. Orientation

It is about the opening paragraph where, the characters of the story are introduced

B.Complication

Where problems in the story developed.

C.Resolution

Where the problems in the story is solved. It shows the end of the story, usually a happy ending.

So, the students should understand about Narrative text. In order to understand about generic structure of Narrative clearly.

Example of Narrative Text
Example of Reading Narrative Text That Can Be Used For Teaching Reading Through Jigsaw Technique
The Monkey and the Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very

sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart.

Jigsaw Technique

Jigsaw Technique is one of technique to teach vocabulary. Jigsaw is appropriate technique for increasing students' effort in studying vocabulary, especially in Narrative text. In this chapter, the writer discusses about the concept of jigsaw technique and advantages of jigsaw technique.

Jigsaw technique can create learning more interesting, enjoyable and more efficient because jigsaw technique can attract students' attention, they will be motive to study.

Jigsaw is a part of cooperative learning strategy that enables each student of a 'home' group who is assigned the same aspect and after mastering the material, return to the "home" group and teach the material to their group members.

In the application of Jigsaw Technique, student separate from their own groups and from new groups with the other student students who are responsible for preparing the same subjects. These groups, called "group of experts" try to make other students understand the subject; they make plans about how they can teach the subject to their friends, and prepare a report. Afterwards, they turn to the helps of the reports they have prepared. In the last stage, stage of completing, teachers can perform some activities with individuals, small groups or the whole class in order to unify students' learning. For instance, she/he can make one of the home groups or individual students make presentations in the classroom on their subjects. In the evaluation stage, the study is completed by making the evaluation proposed by the cooperative learning method (simsek, 2007: 19).

Advantages of Jigsaw Technique

1. Students have opportunity to tech themselves, instead of having material presented them. The technique foster depth of understanding

2. Each student has practiced it in self-teaching, which is the most valuable of the entire skill teacher can help them learn

3. Student have can practice in peer teaching, which requires that they understand the material at deeper level than student typically do when simply asked to produce an exam.

4. Students become more fluent in use of English.

Each student has a chance to contribute meaningfully to discussion, something that is difficult to achieve in large group discussion. Each student develops an expertise and has something important contribute.

B. PROCEDURES OF TEACHING READING NARRATIVE TEXT THROUGH JIGSAW TECNIQUE.

Pre- Teaching Activities

Pre- teaching activity done at the beginning of the class that is used to explore student's background knowledge and to build their confidence. The procedures are:

a. The teacher comes to classroom and greets the whole class.

Example: Teacher : Hello students. How are you this morning?

Students : I am fine, thank you.

Teacher : OK, students. Today, we will talk about Narrative text. Do you know, about Narrative text?

Students : NO.

b. The Teacher Gives Important Information about Narrative Text.

Example: I will explain about definition Narrative text. Narrative is a kind of text learns at senior high school. Narrative text can say as tells a story have happened in a past time. Usually Narrative purposes for entertain, teach and tell experience. Teach and tell experience.

And then we have to know the generic structures of Narrative text are:

1. Orientation

It is about the opening paragraph where, the characters of the story are introduced

2. Complication

Where problems in the story developed.

3. Resolution

Where the problems in the story is solved. It shows the end of the story, usually a happy ending.

c. The teacher Explain About Jigsaw Technique

Teacher: in this time, we will try to learn Narrative text through jigsaw technique. This technique is a widely practiced technique that is similar to group- to group exchange with one important difference: Every student teaches something. It is an exciting alternative whenever there is material to be learn that can be segmented or "chunked" and when no one segment must be taught before the others. Each student learns something which, when combined with the

material learned by others forms a coherent body of knowledge or skill.

d. The Teacher Explains about the rule of technique to make them understand and do not find difficulties while the use this technique to learn Narrative text.

Teacher: Now, I will tell you The Rules. In this Technique.

1. Choose learning material that can be broken. A segment can be as short as one sentence or as long as several pages. (If the material is lengthy, ask students to read their assignment before class.)

2. Count the number of learning segments and the number of students. In an equitable manner, give out different assignments to different groups of students. For Example, imagine class of 12 students. Assume that you can divide learning material into three segment chunks. You might then be able to form quartets, assigning each group either segment 1, 2 or 3. Then, ask each quartets or "study group" to read, discuss and learn the material assigned to them, (if you wish, you can form two pairs of 'study buddies" first and then combine the pairs into the quartet to consult and share with each other.)

3. After the study period, form "jigsaw" groups. Such groups contain a representative of every "study group" in the class. In the example just given the members of each quartet could count off 1, 2, 3 and 4. Than form jigsaw learning groups of students with the same number. The result will be four

trios. In each trio will be one person who has studied segment 1 one for segment two and one for segments 3 &4.

4. Ask the members of "the jigsaw" groups to teach each other what they have learned`

5. Reconvene the full class for review and remains question to ensure accurate understanding

Whilst- Teaching Activities

In this phase, the teacher actually delivers the teaching materials that have been collected and arranged through the jigsaw technique. Below are that are conducted by the teacher.

A. Divide the student into 3 person's jigsaw group. They should be diverse in terms of gender, ethnicity, race, and ability.

Teacher: I will you divide you into three persons in one jigsaw technique.

Example: Group A: Deco, Vito, Nadia

                        Group B: Vice, kendo, Lira

Group C: Dole, Redo Dian

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

Teacher: for each Jigsaw group, I will appoint one student as the leader

Example: Group A: The leader is Nadia

Group B: The leader is Lira

Group C: The leader is Dian and so on

C. Divide the lesson into 3 segments.

Teacher: I will divide the lesson into three segments and one student has to master one of them.

1. Orientation
2. Complication
3. Resolution

D. Assign each student to learn one segment

- Deco (I A), Vice (I B), Dole (I C) has the same topic that is orientation
- Vito (II A), kendo (II B) Redo (II C) has the same topic that is complication
- Nadia (III A) Lira (III B) Dian (III C) has the same topic that is resolution

E. Give the students time to read over their at least twice, in order become familiar with it.

F. The students leave their home and meets "expert" groups, where the group has the same segment.

Example: Deco, Vice, Dole has the same expert group; have to discuss orientation together, and so on.

G. Form temporary "expert" group by having one student from each Jigsaw group join other students assigned to the same segment. Give students these expert groups' times to discuss the main point of their segments and to rehearse the presentations they will make to their Jigsaw Group.

Example: Deco, Vice, Dole has the same segment

- They must discuss about orientation and prepare a short presentation and decide how they will teach their topic to their team, and the other expert group does same.

H. Bring the students back into their jigsaw group

Example: In group A: Deco, Vito, Nadia back into their group

In group B: Vice, kendo, Lira they do same, and so on

I. Ask each student to present her or his segments to the group. Encourage others in the group to ask questions for clarification.

Example: In group A: Deco will present about orientation and the members of group ask her questions for clarification. Vito will teach their team about Complication, Nadia will explain their team about resolution, and the others jigsaw do too.

J. floats from group to group, observing the process. If any group is having trouble (e.g. a member is dominating or disruptive) make an appropriate intervention. Eventually, it is the best for the group leader to handler the task. Leader can be trained by whispering an instruction on how to intervene, until the leader gets hang of it.

Example: In group A, the leader is Deco, he has to lead their team if there is the member is dominate, and so on.

Post- Teaching Activities

This phase is designed to measure how far the students have understood the teaching materials that have been delivered through jigsaw technique. And then all of the teachers introduce the concept of Jigsaw Technique together with the benefits students get. Then, the teachers explain to the students that Jigsaw Technique would be helpful to develop their reading ability of Narrative text.

The following is steps in teaching Narrative text using jigsaw technique:

1. Distribute the story to students as reading text to build the students' knowledge of the story and language input in vocabulary, grammatical usage, and generic structure of Narrative text.

2. Ask students some questions to ensure that the students have understood about the story and generic structure of Narrative text

3. Put students into a group.

4. Assign students to discuss the topic

5. Ask each student to present and share her or his part of the story to the group, in order to get the whole story.

C. CONCLUSIONS

This teaching is intended to use the jigsaw technique to increase the motivation of the graders in reading, Narrative texts "The Narrative text is chosen because the problem occurs when the class was discussing it" In a jigsaw reading activity, the students are divided into jigsaw groups" The students then form expert groups so that at least one member of each jigsaw group's in each expert group" Each group then reads one piece of written story and becomes the expert of that part of the story" After that, they return to their jigsaw group to share their part with the other members of the group" Each student then was given an individual quiz to check their comprehension on the complete version of the story. The results of this study show that the jigsaw technique increases the students motivation in comprehending Narrative text "First, through the series of activities, the jigsaw technique activates the students as well as the teacher during the class activities can be enjoyable.Second, jigsaw procedure provides the students with a wide chance to practice their English" Third, it makes the class more lively" Fourth, it also increases the students achievement in comprehending the Narrative text" It is proven by the students' scores that are above the minimum mastery-learning standard (SKBM)" Fifth, the jigsaw activities let the students increase their self-confidence and self-esteem" Sixth, this technique promotes cooperation and appreciation among the Students.

There are several suggestions that ought to be considered by the teachers when they conduct the teaching and learning English" First, it is important for teachers to

have various teaching techniques in order to avoid students' boredom; and it is Recommended that the teacher include jigsaw as one of the teaching techniques applied in the class "Second, the teacher should design class activities that do not only activate the teacher but also the students" Third, simple English is required to make it easy for the students to get the points of teachers explanation" It is tolerable to use Indonesian to let the students do comprehend the instructions.

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