

**TEACHING READING COMPREHENSION USING
JIGSAW METHOD**

FINAL ASSIGNMENT



NAME : IZZATUL JADIDAH

NPM : 18620016

ENGLISH DEPARTMENT OF EDUCATION

FACULTY OF LANGUAGE AND SCIENCE

UNIVERSITY OF WIJAYA KUSUMA SURABAYA

2023

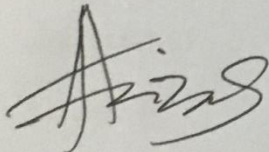
APPROVAL SHEET I

This is to certify that Bachelor Final Assignment of Izzatul Jadidah, NPM 18620016, with the title **“TEACHING READING COMPREHENSION USING JIGSAW METHOD”**

has been approved by the advisor for further approval by examining committee.

Surabaya, July 18th 2023

Advisor



Dra. Siti Azizah M.Pd

NIK. 05407-ET

APPROVAL SHEET II

Name : Izzatul Jadidah

NPM : 18620016

Title : Teaching Reading Comprehension Using Jigsaw Method

Has been approved by the Committee of Final Assignment Examination on Tuesday, 17th July 2023, and is hereby declared to have fulfilled on the requirement.

Surabaya, 18th July 2023

Examiner I

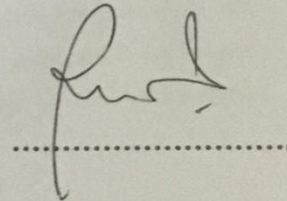
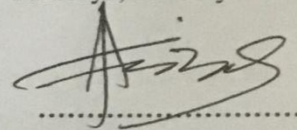
Dra. Hj Siti Azizah, M.Pd

NIK. 05407-ET

Examiner II

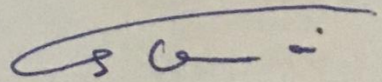
Dr. Ribut Surjowati. S.Pd. M.Pd

NIK. 94231-ET



Acknowledged by

Dean of Language and Science Faculty



Dr. Kaswadi, M.Hum

NIK. 91122-ET

CERTIFICATE OF ORIGINALITY

I hereby do sign and submit the form below :

Name : Izzatul Jadidah
NPM : 18620016
Faculty : Language and Science
Study Program : English Education Department

To declare the certificate of originality that:

1. I am very responsible for the work submitted in this final assignment that the original work is my own except as specified in acknowledgement.
2. If there is found unoriginality, I will take responsibility neither the final assignment the original work contained in has been submitted to English Education Department of Language and Science Faculty of Wijaya Kusuma Surabaya University.

Thereby I truly certify this certificate of originality.

Surabaya, 18th July 2023



Izzatul Jadidah

17620011

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, all praises is to Allah SWT, the Lord of world who has already given Her blessing and grace that the writers could finish this final assignment without any obstacles. Peace and salutation are upon to the Prophet Muhammad SAW, his family and colleague.

The writer realizes that he will not finish this assignment well without any helps, guidances and supports from other people. Therefore, the researcher would like to big thanks to :

1. Prof. Dr.dr.H.WidodoArioKentjono, Sp, THT-KL(K).FIC as the Rector ofWijayaKusuma University Surabaya (UWKS).
2. Dr. Kaswadi, M. Hum as the Dean of Language and Science Faculty, Wijaya Kusuma Surabaya University(UWKS).
3. Dr.RibutSurjowati,M.Pd. as the Head of English Department of Language and Science Faculty, WijayaKusuma Surabaya University (UWKS).
4. Dra. Siti Azizah M.Pd. as the advisor who has educated, supported, and given her advices also suggestions to the researcher in writing this final assignment.

5. All lectures and staff of English Department: Dra. BektiWirawati,M.Pd., AmiruddinHadi W.,S.Pd, M.Pd., Dra. LusyTunik M.,M.Pd.,WahyunBardianing P.,S.Pd., M.Pd., Hj. SitiAzizah, S.Pd., M,Pd., DiahYovita, S.Pd, the researcher deeply thanks to their helps and kindness.
6. MybelovedParents, Mas'ud and Siti Qoyyimah who gave me motivation and material to support the researcher to during the research.
7. My beloved sisters Khoiru Ummah Thankyouforallour support, trust, finances, enthusiasm, and all your prayers forme.
8. Afwa Yunas Al Fikri as my lover who continues to provide sincere support to struggle to complete this final assignment.
9. My beloved fiends they are Dorci Sepurlira, Nandayana Laila R, Nisa Ifadhatul, Ayunda Fitrah Nur C, Rizky Al Miefal S, Azis Indra M, Hanif Fisabil I, Galeh Tata K, Thanks for being my very pleasant friends.

Surabaya, Surabaya, 18thJuly 2023

The writer

Izzatul Jadidah

17620011

Abstract

Izzatul Jadidah. 2023. *Teaching Reading Comprehension Using Jigsaw Method. Final Assignment* :English Department, Language and Science Faculty. Wijaya Kusuma Surabaya. Advisor : Hj. Siti Azizah, S.Pd., M.Pd.

Reading is one of skills that must be mastered by students. By mastering reading, it can be easier for student to understand the text that they read. In reading comprehension student should understand the messages of the text. It means that they have to understand explicit and implicit meanings. However many students have not comprehend yet the English text well, it caused by inappropriate method used by the teacher in teaching reading. Jigsaw is one of methods to teach. Using jigsaw students can have a deep understanding of text.

Keyword :ReadingComprehension, JigsawMethod.

TABLE OF CONTENT

APPROVAL SHEET I	ii
APPROVAL SHEET II	iii
CERTIFICATE OF ORIGINALITY	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
TABLE OF CONTENT	viii
A. Introduction	1
B. Definition of Reading	3
C. Definition of reading comprehension	6
D. The Components of Reading Comprehension	6
E. Strategies For Reading Comprehension	7
F. Kind of Texts in Reading Comprehension	9
G. Cooperative Learning	10
H. The Definition of Jigsaw Method	14
I. The Advantages of Using Jigsaw Method to Teaching Reading	15
J. Teaching Reading at Senior High School	16
K. Procedure of Jigsaw Method to Teaching Reading For Senior High School	17
L. Conclusion	19
References	20
Appendices	22

A. Introduction

Students learn English must be proficient in four main skills namely, speaking, writing, listening, and reading. Reading is one of skills should be master by students. By reading students can understand messages written by the author. Reading will also greatly affect student process of learning English. Through reading, students can explore their talents and potential, stimulate increased reasoning power, practice concentration, and increase achievement in school. Goodman (1996:2-3) states that reading is a dynamic process to reconstruct a message graphically encoded by the author. Reading is an activity to construct meaning. Through reading, the reader reconstructs the message conveyed by the author in the text. In this regard, Rosenblatt (in Tompkins, 1991: 267) argues that reading is a transactional process. The reading process includes a number of steps during which the reader constructs meaning through his interaction with the text or reading material. For that reason reading is an important thing, and becomes more and more important at the moment developments in various aspects of life that occur very fast (Soenardi Djiwandono, 1996: 62). Advanced society will always make reading activities a necessity of life which must be met.

The important thing to note in reading activities is: a person's ability to understand the meaning of reading, or what is called the ability to read comprehension. According to Rubin (Samsu Somadyo, 2011: 7) reading comprehension is complex intellectual process that includes two main abilities namely the mastery of the meaning of words and the ability to think about

concepts verbal. It means students are said to understand the reading well if they are able to capture the meaning of the words used by the author, and able to capture the explicit and implied meaning, as well as make a conclusion.

To get students easily understand and interested in reading comprehension, teacher should find appropriate in teaching reading. Dealing with this becoming a competent teacher is very important. A teacher must choose a method that can be used during learning so that students do not feel bored and bored. One method that can be used is a jigsaw. According to Aronson & Patnoe (2013:19) Jigsaw is a method that emphasizes peer learning by dividing students into small groups. In this method, students not only learn the material provided, but students must also be prepared to teach the material in their groups.

Advantages of the jigsaw, are 1) students work together to achieve group goals. 2) students have the opportunity to teach themselves and their friends in a group. 3) students foster a deep understanding (Padrin and Yandri, 2013).

Based on the advantages above, jigsaw can be used to teach reading comprehension. This statement supported by Anita Lie (2005) that the jigsaw can be used in teaching reading, writing, listening, or speaking. Aronson & Patnoe, (1997) also say the same statement in their research how to teach reading comprehension using jigsaw. The jigsaw classroom strategy was designed to replace some of the competitive behaviour in the classroom with cooperative behaviour. Jigsaw is a cooperative technique that is effective to increase student's awareness in learning and understanding the text since everyone is essential within the learning process. It deals with the cooperative activity in two main

groups 'home group' and 'expert group'. In jigsaw, students are expected to gain their understanding by discussing in both 'expert group' and 'home group', Thus the students gain more understanding and have probability to get inference rightly by experiencing discussion in two groups.

This paper would like to explain about advantages of Jigsaw in teaching reading comprehension and steps to implement it in classroom.

B. Definition of Reading

Reading is one of the language skills (listening, reading, writing, and speaking) which is important to be learned and mastered by every individual. By reading, one can interact with feelings and thoughts, obtain information and improve the science knowledge. According to Tarigan (1998:7) reading is a process which is used by a reader in order to get the purpose of the writer through the written word. Reading is one of the important aspect for the students, especially in English. From reading the students can get many information and knowledge. According to Ramelan (1990:1) reading is a good activity for learners, reading is also something crucial and indispensable since success of their study depends for the greater part on their ability to read.

Reading English is an important part of language learning because it helps you develop other related skills like grammar, vocabulary, and writing. Reading allows language learners to explore topics that they love and stories that engage the greater part on their ability to read. Linse (2005:71) divides the purpose of reading into two kinds those are reading for pleasure and reading for information.

Reading for pleasure means that it is purposed to follow a narrative and enjoy the “sound” or rhyme of literary text. Furthermore, Kharsen in Mickulecky and Jefries (2004:3) states that regular reading for pleasure can help students increase their knowlage. By reading for pleasure the students can increase their vocabulary, reading speed, comprehension and writing. Besides, they can get more knowledge, find examples of many different ways people speak or write. Reading for information means that the reader reads many kinds of the text to acquire an amount of information from them. There are some aims of reading those are

a. Reading for details fact

The students read to get or know the inventation that have been done by the writer or solve the problem of the writer.

b. Reading for main ideas

The students read the text to know “why is the topic good or interesting, then the problems on the story and make summaries of the story.”

c. Reading for sequence or organization

The students read the text to know”what is happening in each part of the story in every episode, and solve the problems of the story.” .

d. Reading to classify

The students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading for inference

The students read in order to find out the conclusion from the action or ideas in the text

f. Reading for comparison or contrast.

The students read to compare the plot of the story or content whether having similarity with him or even contrast. (Tarigan, 2008:9)

Through reading, students meet and become familiar with new grammar the ways of reading are as follows :

a. Skimming

Skimming is reading quickly by running one's eyes over a text to get the gist of it. There are some activities in skimming. They are comparing values, finding and compare events, selecting a title, drawing inferences, deciding the question, and create the title.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They find new words for old, locate grammar feature, find a specified advertisement, compare details, check dates, shopping lists, make words sets, and newspaper headlines.

c. Extensive reading

Extensive reading is reading longer text, usually for one's own pleasure. There are some activities in extensive reading. They keep records and wall charts, make summaries, and indicate the difficulty.

d. Intensive reading

Intensive reading is reading shorter text to extract specific information. In intensive reading is found some activities, they are match nouns and verbs,

split sentences, combine sentences, make summaries, recorder paragraph, fill the gaps, complete tables and graphs, take side read and choose, select a summary, compare version, identify facts, focus on form and style.

C. Reading Comprehension

Reading comprehension is reading with understand or silent reading. The aim is to get information, to understand and to draw something from the text. The primary purpose of reading comprehension is to improve the students' ability to understand English as it is used in written material. Nuttal defines reading comprehension just as it quoted in Anton (1995:24) as follows : "Reading comprehension means reading comprehension lesson that have traditionally centered on a passage of the text followed by questions. Good questions are the ones which help readers to contribute actively to the process of making sense of it, rather than expecting understanding just to happen". Reading comprehension is the process of understanding and constructing meaning from a piece of text. From view points above, it can be concluded that reading comprehension understands a written text.

D. The Components of Reading Comprehension

a. Decoding knowledge

Knowledge is used to determine the oral equivalent of written word.

b. Vocabulary knowledge

The knowledge one has about word meanings is used to determine the appropriate meaning for a word in particular context.

c. Discourse knowledge

It is knowledge of language organization at units beyond the single sentence level. It includes knowledge of structural organization of different type of writing

d. Reading aspect

Traditionally, it refers to students' ability to benefit from initial reading instruction. It also refers to the students' ability read and understands a particular selection.

e. Affective aspect

In reading comprehension, affective aspects include a reader's willing and interest. These increase motivation and facilitate reading comprehension.

f. Syntactic knowledge

The knowledge of the word order that determines the grammatical function and sometimes the meaning/pronunciations of words. (Leu, 1987: 30-38) The major components of reading influenced someone in comprehending the text. Readers have different interpreting based on their understanding the text. The readers will comprehend the text perfectly (it means that the reader understands what the writer means in the text) if he reader understands well of the major component of reading.

E. Strategies for Reading Comprehension

Brown (2001:306) offers 10 strategies:

1. Identify the purpose in reading. The goal is to make reader know what they look for and discard useless information.
2. Use graphemic rules or also called as phonics approaches where readers learn English spelling convention, the purpose is that reader is able to sound out word.
3. Use efficient silent reading techniques. It is used for global understanding. By applying the strategy, a reader is able to skip over the text and inferring its meaning from its context.
4. Skim the text for main ideas. It is strategy to find the gist of a paragraph or a text. Readers quickly read across a whole text to find the main topic, message/ideas, and the purpose of the passage.
5. Scan the text for specific information. It is the strategy of grouping ideas into meaningful cluster.
6. Use semantic mapping or clustering. It is strategy of grouping ideas into meaningful cluster.
7. Guess when the readers are not certain. The goal is to make the readers easy to understand the text. The readers can guess from the meaning of a word, a grammatical relationship, a discourse relationship, a culture reference and content message.
8. Analyze vocabulary. The aim is to make the reader easy to understand the word. It can be analyzed from the prefixes, suffixes, roots that familiar and grammatical context.

9. Distinguish between literal and implied meaning. The purpose is to make the readers know the meaning of the word.
10. Capitalize on discourse makers to process relationships. It is strategy to know the relationship between the previous idea and the next idea.

F. Teaching Reading At Senior High School

Reading English is an important skill that students need to learn. actually, students read the text in schools often have difficulty understanding its meaning. So, teachers should use method to teach reading to students to help them get good results. Teaching reading is not an easy thing because teachers not only have to make students read the text but also, they have to think how students can understand all aspects of English in it. The goal of teaching reading in senior high schools is to develop students' reading skills so they can read text effectively and efficiently. Ariwiyati (1997) confirms that the specific purpose of reading is:

- a. To enable students to develop basic comprehension skills so that they can read and understand texts general.
- b. Use reading to increase their general knowledge.
- c. To decide about the purpose of reading.
- d. Adapt their reading strategy.
- e. Develop critical reading skills.

In reading comprehension, the purpose of reading as follows stated in the curriculum. Students are able to read texts in the form of narratives, descriptions,

dialogues, and other genres such as timetables, brochures, menus, diaries, forms, letters to:

- a. Obtain certain information
- b. Get general information about the text
- c. Identify main ideas explicitly
- d. Implicitly identify main ideas
- e. Get detailed information about the text
- f. Identify the meaning of words, phrases and sentences based on the context

G. Kinds of Texts in Reading Comprehension

1. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence: Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true.

2. Narrative text .

Narrative can be defined as a succession of events. Its basic component are: the chronological order of the events themselves (story),

their verbal or visual representation (text), and the act of telling or writing (narration) Nielsen (2008:172).

3. Recount text

A writing called a recount talks about prior experiences or occurrences that may have been based on the author's personality or a historical event. Recount wants to educate and amuse its audience. The organization of the recount text, according to Roison et al. (2004), is orientation, followed by a number of events, and occasionally an evaluation or reorientation at the text's conclusion. Orientations that describe and provide background information usually begin recount literature that is necessary to help the reader grasp the following part of the story.

4. Report text

According to Hyland (2004) report text is to give factual and current information, typically by identifying items and then outlining their qualities. The previous statement draws the conclusion that the report's goal is to categorize, describe, or provide information about a subject.

5. Procedure text

Anugerahwati (2004:4-9), procedural texts are rules or "how to" carry out a goal, while the functions of procedural texts include giving

instructions, giving warnings, or stating time sequences, then in the language of procedure texts include verbs imperative and temporal conjunctions.

6. Analytical exposition

According to Rachmat Wahidi in the book *Text Forms and Features: A Resource for Intentional Teaching*, an analytical exposition is a text that conveys the author's thoughts about the phenomena around him. This type of text has a social function of convincing the reader that something is going on. Meanwhile, if interpreted according to language, "Analytical" means to analyze or examine something and "Exposition" means a broad explanation. If drawn from the two understandings above, analytical exposition is writing that contains opinions about events that are happening based on the results of careful analysis.

7. News item

Short writing that informs readers of the day's happenings is known as a news item text. A news item text is a text that informs readers, listeners, or viewers about current events that are thought to be newsworthy or relevant, according to Sudarwati and Grace (2007). The section frequently informs the reader about significant, critical, interesting, tragic, amusing, or recent actions or events that everyone should be aware of.

8. Discussion text

Discussion text is a text that contains a discussion related to an issue. Issues can be discussed from various points of view, for example from the point of view of people who are directly involved, or just observers. Usually, this discussion text is found in philosophical, historical and social texts.

9. Review text

Review Text is a type of text in English which aims to review or evaluate a work, be it films, books and so on. This assessment aims to find out and inform the quality, strengths and weaknesses of the work.

10. Explanation text

Explanation text is a text that contains processes related to natural, social, scientific, cultural, and other phenomena. Explanatory text is structured with a structure consisting of sections showing general statements, a series of explanations, and a conclusion. Explanation text has the following structure:

11. Spoof text

Quoted from the book *Supersmart Book English* (2016) by Diyah Nur Hidayati, spoof text is story text with an unpredictable and

predictable funny ending or ending. Aims to entertain the reader or listener of the story.

12. Anecdote text

Anecdote text is a type of writing in English which contains an unusual or strange incident. Generally anecdote text comes from fictional, imaginary or real events. And here is the generic structure of anecdote text in English

H. Cooperative Learning

Anita Lie says cooperative learning with the term mutual cooperation learning. That is learning system that provides opportunities for students to cooperate with other students in structured tasks. More far to say, cooperative learning only runs when it has been formed a group or a team in which students work independently directed to achieve the goals that have been determined by the number group members generally consist of 4-6 people. (Anita Lie, 2007: 30) put forward in the model cooperative learning there are five elements namely: positive interdependence, individual responsibility, face to face, communication between members, and group process evaluation.

According to Suyatno (2009) in Yusiriza (2011), Cooperative Learning Methods include many types such as Student Teams Achievement Division (STAD), Numbered Heads Together (NHT), Jigsaw, Think Pairs Share (TPS), Teams Games Tournament (TGT), Group Investigation (GI), Teams Assisted

Individual (TAI), and Two Stay Two Stray (TSTS). According to Anita Lee (2004) in Santoso (2011), put forward several types of cooperative learning methods, including: looking for partners, exchanging partners, think pair-share and think-pair-square, send greetings and questions. , Numbered Heads, Structured Numbered Heads, Two Stay Two Stray (TSTS), Group Walks, Rattle Buttons, Class Walks, Small Circle Big Circle, Bamboo Dance, Jigsaw, and Pair Stories.

In this paper the writer only uses Jigsaw for teaching reading comprehension.

I. The Definition of Jigsaw Method

In cooperative learning one of the teaching methods that can be used is to use a jigsaw. The jigsaw method was developed by Arosen et al. as a cooperative method Learning. Lie (2008: 69) suggests that the jigsaw method is a cooperative method paying attention to the schemata or background of the student's experience and helping to activate the schemata so that the learning material is more meaningful. Jigsaw learning or Jigsaw type learning is a widely used technique that has something in common with exchange from group to group (group-to-group exchange) with an important difference that is, each learner teaches something. In this technique students learn with a the group, where in the group there is one expert who discusses the material certain

The jigsaw method is a type of active learning consisting of study teams heterogeneous consisting of 4-5 people (the material is presented by students in

text form) and each learner is responsible for mastery of the learning material section and is able to teach the passage to other members. The jigsaw method has been developed and tested and tried by Elliot Aronson and friends at the University of Texas, and friends at the University of Johns Hopkins in 1978.

Of the several opinions conveyed above, the jigsaw method is one. The cooperative method is done by dividing several students into several groups, then given the task to discuss the material with the group. In this jigsaw method too consists of a group of origin and a group of experts.

J. The Advantages Of Using Jigsaw Method To Teach Reading

According to Johnson and Johnson (in Rusman, 2013:219) the benefits or advantages of the model jigsaw type cooperative learning, namely:

- a. To improve learning outcomes
- b. To improve memory
- c. To encourage the growth of motivation and intrinsic (individual awareness)
- d. To increase heterogeneous human relations
- e. To increase the child's positive attitude towards school
- f. To increase the positive attitude towards teachers
- g. To increase the child's self-esteem
- h. To improve behavior positive social adjustment
- i. To increase collaborative life skills. With understanding and the benefits above are expected with the application of the jigsaw cooperative learning

can improve student learning outcomes which include cognitive, affective, and psychomotor students.

Hamdayana (2014: 89-90) also give advantages about jigsaw

- 1) To make work easier for teacher in teaching, because there is already a group of experts in charge of explaining material to colleagues.
- 2) Even distribution of mastery of the material can be achieved in less time.
- 3) To train students to be more active in speaking and opinion.

K. Steps Of Jigsaw Method To Teaching Reading

According to Elliot Aronson in Trianto (1978), the Jigsaw method steps as follows: The class is divided into several teams whose members consist of 5 or 6 students with heterogeneous characteristics.

1. Academic material is presented to students in text form, and each student is responsible for studying a portion of the academic material.
2. Members of different teams have responsibility for studying the same academic section and then get together to help each other study that section of material.
3. Furthermore, students who are in expert groups (experts) return to their original groups (home teams) to teach other members about the material that has been studied in expert groups (experts).
4. After holding meetings and discussions in "home teams", students are evaluated individually regarding the material that has been studied. From

the above opinion, the learning steps using the jigsaw type include grouping students where each group consists of 5-6 students who have different characteristics. Each group studies different material, and all of them have the responsibility to convey the material to their own friends or to other groups and the learning activities end with a discussion about the subject matter just studied. There are several basic elements in cooperative teaching that need attention

- Students in their groups must assume that they live in the same direction together.
- Students are responsible for everything in the group, as if it were their own.
- Students must see that all members in the group have the same goal.
- Students must share the same tasks and responsibilities among group members.
- Students will be subject to evaluation or given prizes/awards which will also be applied to all group members.
- Students share leadership skills and they need skills to learn together throughout the learning process.
- Students are asked to individually account for the material handled in cooperative groups.

L. Conclusion

Teaching reading using jigsaw gives students learning becomes more active because students seek information on their own needed according to the topic of each group. They can improve learning outcomes, encourage the growth of motivation, increase collaborative life skills. which include cognitive, affective, and psychomotor students.

REFERENCES

- Adi, M. S. (2019). The Teaching of Reading in Secondary School. *Journal Unuja, Volume 1, Number 2*.
- Ahmada, A. (2019). The Effectiveness of Jigsaw Learning Model in Teaching Reading Comprehension on Narrative Text. *Jurnal Darussalam, Volume 10, Number 2*.
- Anton M, M. (1995). *Kamus Umum Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Brown, H. (2001). *Understanding Research In Second Language Learning*. New York: Cambridge University Press.
- Caesar Astri Perwitasari, A. B. (2018). The Implementation of Jigsaw Technique and Student Team Achievement Division (STAD) in Teaching Reading. *AKSARA : Jurnal Bahasa dan Sains, Volume 19, Number 1*.
- Citra Ayu, W. R. (2021). Using Jigsaw Technique for Improving Reading Skills. *Journal of English Language and Education, Volume 6, Number 1*.
- Cucu Sumiati, K. D. (2019). Teaching Reading Comprehension Using Jigsaw Technique. *Journal Ikip Siliwangi, Volume 2, Number 4*.
- Djiwandono, S. (1996). *Tes Bahasa Dalam Pengajaran*. Bandung: ITB.
- Endah Mitsalina, R. F. (2022). The Effectiveness of Using Jigsaw II Technique in Teaching Reading Comprehension to the Tenth Grades Students of SMK Negeri 1 Gombong in the Academic Year of 2019/2020. *Journal English Education and Literature, Volume 2, Number 1*.
- Goodman. (1996). *On Reading*. Toronto: Scholastic.
- Grellet, F. (1984). *Developing Reading Skills*. Cambridge: Cambridge University Press.
- Lie, A. (2008). *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-ruang Kelas*. Jakarta: PT. Grasindo.
- Linse, T. C. (2005). *Practical English Language Teaching : Young Learners*. New York : McGraw-Hill Companies, Inc.
- Meng, J. (2010). Jigsaw Cooperative Learning in English Reading. *Journal of Language Teaching and Research, Volume 1, Number 4*.
- Michel Andre Prasmika, N. S. (2020). Using Jigsaw Method to Improve Students' Reading. *Jurnal Ilmiah Edukasi & Sosial, Volume 11, Number 2*.
- Mickulecky, J. (2004). *More Reading Power*. Pearson ESL.
- Nurbianta. (2018). The Effectiveness of Jigsaw Method in Improving Students Reading Comprehension. *Journal Upgris, Volume 9, Number 1*.

- Nurhadi. (1995). *Tata Bahasa Pendidikan: Landasan Penyusunan Buku Pelajaran*. Semarang: IKIP Semarang Press.
- Patnoe, A. &. (1997). *The Jigsaw Classroom*. New York: Longman.
- Rosenblatt. (1991). *The Reader, The Text, The Poem*. Southem: University Press.
- Silberman. (2007). *Active Learning: 101 Strategi Pembelajaran Aktif/ Mel Silberman*. Yogyakarta: Pustaka Insan Madani.
- Tarigan, H. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Ulla, S. (2017, April 26). The Use of Jigsaw Method to Improve The Students'' Reading Comprehension of Narrative Text of The Eighth Grade Students of Mts Tarqiatul Himmah Pabelan Semarang District In The Academic Year 2016/2017. *E-Repository Universitas Islam Negri Salatiga* .
- Yandri, P. &. (2013). *MENGASAH KEMAMPUAN BERPIKIR KRITIS DAN KREATIF SISWA MELALUI BAHAN AJAR MATEMATIKA DENGAN PENDEKATAN OPEN-ENDED*. Jakarta: UIN Syarif Hidayatullah.
- Yuliani, S. (2019). Teaching Reading Compregension of Spoof Text by Using Jigsaw Learning Model to the Eleventh Grade Students at SMA Negri 13 Palembang. *English Community Journal, Volume 3, Number 1*.
- Zuchdi, D. (2012). *Pendidikan Karakter*. Yogyakarta: UNY Press.

Appendix I

STUDENT WORKSHEET

Name : 1. Dst


Class :

Day/date :

Instructions !

1. Write your name , your class, and day/date above.

The teacher give one video narrative to student



Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Surabaya

Mata Pelajara : Bahasa Inggris

Kelas/Pelajaran : XI / 2 (dua) 63

Materi Pokok : Teks naratif.

Skill : Reading

Alokasi waktu : 2x45 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar

3..8 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda sederhana, sesuai dengan konteks penggunaannya

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda sederhana

Indikator Pencapaian Kompetensi

- Mengidentifikasi kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda sederhana
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar,

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
2. Memahami struktur teks naratif
3. Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar dengan saling mengoreksi.
4. Menemukan gagasan utama, dan menyimpulkan isi cerita dari teks legenda sederhana.

D. Materi Pembelajaran

- Fungsi sosial
 - Mendapat hiburan, menghibur, Mengembangkan nilai-nilai kehidupan dan karakter yang positif
- Struktur teks
 - Dapat mencakup - Orientasi - Komplikasi - Resolusi - Orientasi Ulang
- Unsur kebahasaan
 - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
 - Kosakata: terkait karakter, watak dan setting dalam legenda
 - Adverbia penghubung dan petunjuk waktu

E. Metode Pembelajaran

Jigsaw Technique

F. Media Pembelajaran

1. Media
 - Teks narrative
2. Alat/Bahan
 - Spidol dan papan tulis

G. Sumber Belajar

- Buku teks pelajaran yang relevan.
- Buku siswa Mata Pelajaran bahasa Inggris.
- Internet

H. Langkah-Langkah Pembelajaran

Pertemuan 1

- a. Kegiatan pendahuluan
 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.

2. Memeriksa kehadiran peserta didik sebagai sikap disiplin.
3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

b. Kegiatan inti

1. Guru memberikan penjelasan tentang narrative teks
2. Guru membagi teks bacaan kepada siswa
3. Guru membagikan skema yang terdiri dari beberapa informasi yang berhubungan dengan teks bacaan
Guru meminta siswa menjawab pertanyaan dari teks bacaan dengan memperhatikan isi catatan yang ada pada skema tersebut. C

c. Kegiatan Akhir

1. Menanyakan pendapat siswa tentang materi pembelajaran hari ini
2. Memberi feedback dan penguatan kepada siswa tentang hasil belajar mereka
3. Memberi salam dan Berdoa.

Pertemuan 2

a. Kegiatan pendahuluan

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin.
3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
4. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

5. Mengaitkan materi / tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya
- b. Kegiatan inti
1. Guru memberikan penjelasan kembali tentang narrative teks untuk mengingatkan kembali siswa materi yang dipelajari sebelumnya
 2. Guru membagi kelompok
 3. Guru membagi teks bacaan dengan topik yang berbeda-beda dalam satu kelompok
 4. Guru meminta siswa untuk bergabung dengan siswa lainnya yang memiliki topik bacaan yang sama dan mendiskusikan teks tersebut
 5. Setelah mendiskusikan teks tersebut siswa diminta untuk kembali ke kelompoknya dan mempresentasikan hasil diskusi mereka mengenai teks yang sudah dibaca
 6. Guru memberikan kuis
- c. Kegiatan Akhir
1. Menanyakan pendapat siswa tentang materi pembelajaran hari ini
 2. Member feedback dan penguatan kepada siswa tentang hasil belajar mereka
 3. Memberi salam dan Berdoa.

I. Penilaian Hasil Pembelajaran

1. Sikap
 - Penilaian Observasi Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Berikut contoh instrumen penilaian sikap

No.	Nama	SKOR PENDIDIKAN KARAKTER DENGAN RENTANG 1-4					JUMLAH	PREDIKAT
		Religius	Komunikatif	Tanggung Jawab	Kerjasama	Aktif		
1.	A.....	3	4	4	4	3	18	A (18)
2.								
3.								
4.								
5.								

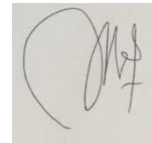
Kriteria Penilaian Jumlah Skor	Predikat
17-20	A
13-16	B
9-12	C
1-8	D

Keterangan :

1. Skor 4 apabila 4 unsur predikat terpenuhi.
2. Skor 3 apabila 3 unsur predikat terpenuhi.
3. Skor 2 apabila 2 unsur predikat terpenuhi.
4. Skor 1 apabila 1 unsur predikat terpenuhi.

Surabaya, 18th July 2023

Guru Mata Pelajaran

A square box containing a handwritten signature in black ink. The signature is stylized and appears to be 'Izzatul Jadidah'.

Izzatul Jadidah