INTERNATIONAL
JOURNAL

OF

INSTRUCTIONAL
TECHNOLOGY

AND

DISTANCE LEARNING

PUBLISHER'S DECLARATION

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International Journal of Instructional Technology & Distance Learning

Vol. 14. No. 12.

ISSN 1550-6908

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Editorial

Academic Journals -3

Donald G. Perrin

There are some aspects of academic journals that publishers do best because they have people and systems dedicated to this specific purpose for more than 300 days a year. Many well-meaning organizations have tried to do their own publishing and discovered the requirements of time, cost and expertise are not sustainable.

Publishers are well organized in the way in which they plan and schedule activities to produce high quality journals quarterly, bi-monthly or monthly. They may rely on the sponsoring organization to establish mission and policies, set terms and conditions for acceptance and publication, promote the journal, recruit authors, articles, and peer reviewers and contract for all other services through the publisher. Authors assign their copyright to the publisher if their article is accepted for publication; peer reviewers volunteer their services. Thus, the role of the publisher is to vet articles for peer review, facilitate author-editor, reviewer-editor and sponsor-editor communications, select significant articles in their contribution to knowledge and greatest interest to their target audience; edit, copy write, layout and publish high quality on-time printed and/or online publications to promote their sponsors' products and services.

Publication may require one year or more because of the number of steps involved after submission. Authors are notified when manuscripts are received. A preliminary review determines if submission is complete and qualifies for peer review. The article must be original, not submitted or published in another journal, relevant to the mission of the publisher or sponsor, comply with publisher guidelines with respect to topic, format, length, illustrations, tables, bibliography, references, footnotes, copyright, and authors' bio. Some journals provide reasons for rejection and in some instances recommend a more suitable journal..

If accepted for peer review, it is sent to two or more respected academics who assess the value of the manuscript for colleagues in their profession. That does not guarantee publication. Even if the article is excellent, it may be rejected based on flawed research design, inaccurate information, inability separate data from opinion, poor quality writing (clarity of expression, grammar, syntax), findings not noteworthy or of value to the profession, or too many similar articles have been submitted, published previously, or published in other journals. This process may take weeks or months. A low score from peer reviewers will result in rejection with or without explanation.

Manuscripts that pass review are submitted to an editor or editors who make the final decision on which articles to publish and in what order. They are sensitive to what readers will find interesting and of value and they are knowledgeable about trends and changes in the target discipline or profession. Selected articles are then sent to reference librarians who check all sources and determine that the content is original or properly referenced. Copy writers then meticulously check grammar, syntax, meaning and all technical aspects of writing, layout and presentation, including references and web links.

Publication is followed by distribution. This can be printed or digitized on the web. It can be open web, accessible by anyone anytime, or behind paywalls that limit access to what libraries or research organizations can afford. Large publishers manage databases for professional journals numbering in the thousands. The search for more productive ways of sharing information is currently a major source of tension between researchers, teachers, students, librarians, funders of research and the general public. Next month we will explore current activities to resolve these issues.

Editor's Note: "You can lead a horse to water but cannot make him drink" has a parallel for learning. If the lesson is just a data dump, students may not be engaged. The jigsaw technie is designed to promote active involvement

Improving high school students' reading comprehension in narrative text using jigsaw technique: a classroom action research

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Abstract interested

The purpose of this research is to describe how the jigsaw technique can improve students' reading comprehension in learning narrative text. The method of this research used Classroom Action Research (CAR) with two cycles and each cycle consisted of two meetings. In Classroom Action Research every cycle has four steps, these are: Planning, Action, Observation, and Reflection. To collect and analyze the data, the researchers conducted interviews, observations, questionnaires, field notes and tests to support the data collected. The result of this research showed that the Jigsaw technique can improve students' reading comprehension in narrative text. The students are motivated, interested and engaged in learning English. The mean of the students reading score improved. The scores of the preliminary study 1 and 2 with means of 2, 99 and 2.91 became 3.5 in second cycle. Moreover 73.1% of students have a better score in reading narrative text and 87.8% students that have scores above 3.0 in reading narrative text by using jigsaw technique. It could be concluded that the implementation of jigsaw technique to improve students' reading comprehension in narrative text was successful. Jigsaw technique was also effective in improving students' comprehension in reading narrative text and it can make the students be more active, interested and engaged in the learning process.

Keywords: jigsaw technique, reading, narrative text, classroom action research, high schools

Introduction

In Indonesian senior high schools, English is a priority subject because English is one of many subjects tested in national exam. Students should learn English because English is very important language. Teachers not only teach English as a lesson but also the characteristic of the students and teach the morality in order to make students have good attitude, good manners and respect for others.

In fact, students are usually interested in narrative text. Narrative text is given to students when they are in the second grade of Senior High School. Students are interest in narrative text because they are reading a story, for example fable, fairy tale, folktale, legend, etc. so they will not become bored when they are learning. According to Kistonto (2007) a narrative text is a type of spoken or written text that tells a story of one character or more who face certain problematic situations. Based on Heinemann (2004, p. 21), a narrative tells an imaginative story, although some narrative may be based on fact.

Unfortunately, sometimes students have problem with narrative text because the story is long and complicated, or because words are new, unfamiliar or difficult to understand. Researchers adopted the jigsaw technique to enable students to follow the narrative text easily, facilitate understanding, and support learning.

The Jigsaw technique is a cooperative learning technique in which students work in small groups and help each other to understand and get the meaning of the story. Students will cooperate to

solve the meaning of a difficult word, new word, grammar, etc. In jigsaw technique cooperation is very important.

Literature review

A narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. A key to comprehending a narrative is a sense of plot, theme, characters and events, and how they relate to one another (Rebecca, 2003). In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the reader. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. Other than providing entertainment, can make its audience think about an issue, teach them a lesson, or excite their emotions. In well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. Anderson (1997) stated that narrative is used to present a view of the world that entertains or informs the reader or listener.

However narrative text can also be written to teach or inform, to change attitudes or social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually be resolved.

A narrative focuses on specific participants: often individual or participants with defines identities. Major participants are human, or sometimes animals with human characteristic. Narrative text usually uses past tenses (Simple Past Tense and Past Continuous Tense). Beside that in narrative text direct and indirect speeches are often used that is some dialogs are used in the story and the tense can change.

The researcher describes some researches that are relevant to this study to make the thesis arrangement easier and to avoid repeating the same study. There are two previous researches that are used by the researcher, they are: Mayrina (2011) explained that Jigsaw is a teaching technique that is effective in teaching English reading comprehension. It makes students have responsibility to teach each other. It means that the students become teachers for their teammates. Mauludi (2011) in his title *"The Effectiveness of Jigsaw Technique to Improve Students' Reading Ability in Narrative Text"* concludes that using jigsaw technique in improving reading ability and reading comprehension was effective.

Jigsaw technique in teaching reading narrative text

As one type of cooperative learning, jigsaw technique requires the students to be divided into several groups it. It facilitates interaction among all students in the class, leading them to value each other as contributors to their common task. According to Slavin (1995) in Cahyani and Cahyono (2011), jigsaw technique can be used whenever the material to be studied is in a narrative form.

Jigsaw technique activity brings many advantages in reading class because the students learn how to analyze a text by interacting. The students are active in discussing and asking question with their friends if they don't understand about the text. Low proficient students will have the same opportunity to present their opinions. The applications of jigsaw technique in the classroom showed that analyzing narrative text by using jigsaw technique can make the students have high confidence. To get the great advantages from using jigsaw technique in narrative text, teacher should do all the steps of jigsaw technique into consideration. If one of the steps doesn't apply in

the classroom, the process of teaching will not effective because all of the techniques related each other.

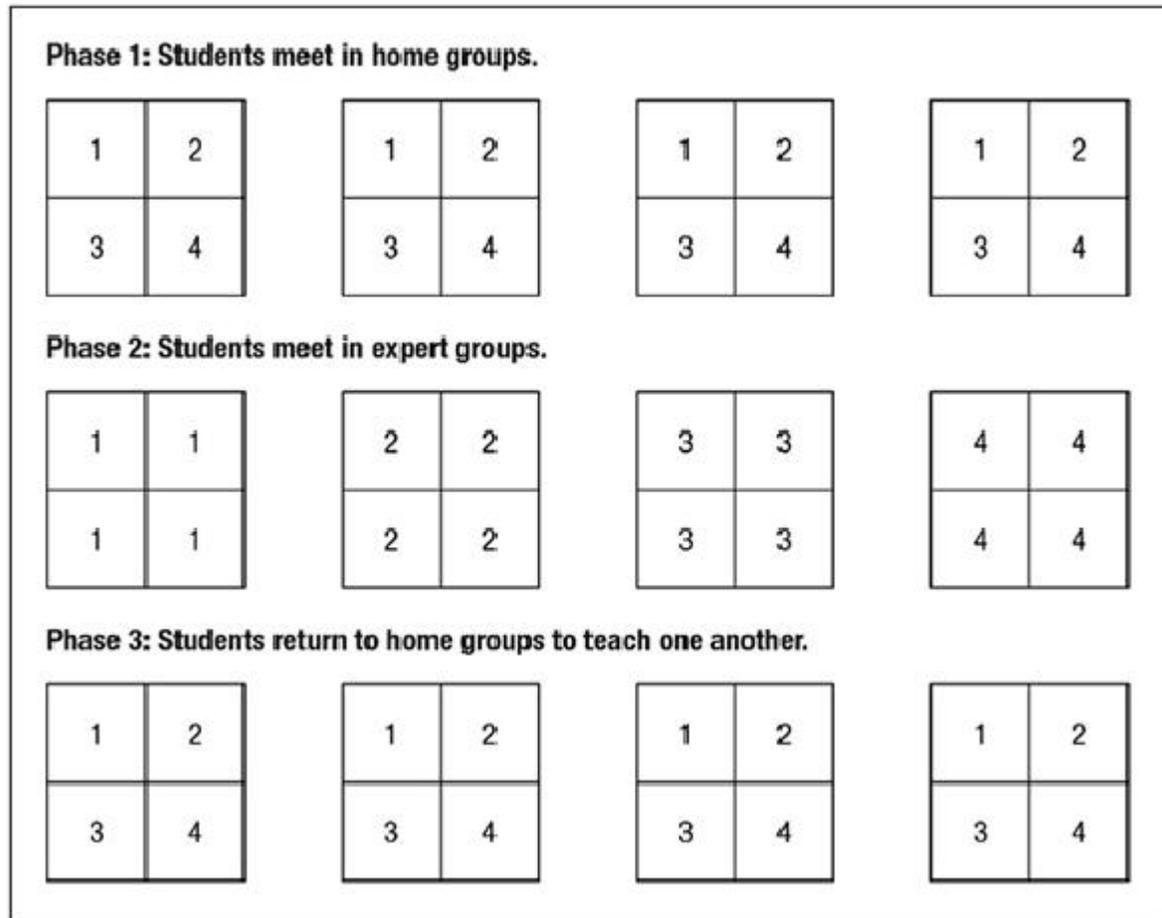This is the illustration picture about the step of jigsaw technique.

Figure 1. Jigsaw technique steps

Source: https://www.classtools.net/blog/3-creative-ways-to-use-jigsaw-groups

Using jigsaw technique in teaching proses can give good impacts for the teacher, Aronson in Cahyani and Cahyono (2011) mentioned several advantages of using jigsaw technique, they are: most teachers find jigsaw technique easy to learn, most teachers enjoy working with it, it can be used with other teaching strategies, it works even if it is only used for an hour per day, and it is free for the taking.

Besides, there are many things that make jigsaw technique interesting and motivating. Group members must work together as a team to accomplish a common goal each person depends on all the others, no student can succeed completely unless everyone works well together as a team. All of the students have the same opportunity to speak up their opinions, whether students who have high proficient or low proficient. Jigsaw technique can makes the students more active in discussing and asking questions about the text.

According Marti in Cahyani and Cahyono (2011) Jigsaw technique can build students' confidence, train their ability in managing a group, finish the task faster, improve their ability in speaking when they present their opinions, and learn how to appreciate others' opinions. Those aspects are some parts of character education and also as the benefits of using jigsaw technique.

In other hand, Marti in Cahyani and Cahyono, (2011) stated that, jigsaw technique is very challenging because conducting jigsaw technique needs extra energy. The students will make a noise especially when they move from the jigsaw group (home group) to the expert group. Sometimes, low proficient students do not directly go to their group. But overall jigsaw technique can be helpful for students and teacher as well. Marti in Cahyani and Cahyono, 2011).

Research method

In this research, the researcher use Classroom Action Research (CAR) as the research design. It is kind of research that is conducted in the classroom by a teacher. CAR is designed to describe and interpret the researcher own experience and problem in teaching practice that focuses on a group of students in certain class.

According to Harmer, Action Research divides into 4 steps, there are: Planning, Acting, Observing, and Reflecting, as shown in Figure 2.

Figure 2. Action research steps

Source: http://isdiped.weebly.com/the-curriculum-study-and-action-research.html

Research Procedure for classroom action research:

1. Preliminary study and problem identification

   A preliminary study was conducted to get data about the factual conditions of the problems faced by the teacher and students in the teaching and learning process of reading. The result of the preliminary study was used to set up a plan of action at cycle. An action plan was established in order to solve the problems.

2. Planning of the Action

   In planning of action there are many things to do, for example designing Lesson Plan before do the research. The researcher and the teacher made a lesson plan based on the findings. Besides, the others things to do are: preparing the teaching aid and preparing present list in order to know students' activeness in joining teaching learning process.

3. Implementation of the Action

   The implementation of the action is focused on what has been proposed in the lesson plan. The researcher acts as an teacher who teach the students' activities during the

teaching and learning process of reading narrative text using Jigsaw technique, besides the teacher act as the observer who observe the Jigsaw technique in teaching of reading narrative text.

4. Observation

Observing is the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The teacher as a observer observe the students' activities and participation during the teaching and learning process of reading narrative text using Jigsaw technique.

5. Reflection

Reflecting is proposed to see the success or the failure of what has been done in previous action or during the action. In reflecting, the researcher and the teacher discusses together the implementation and observation during the teaching and learning process in the classroom. The subjects of this study are the students at class XI IIS 2 BATIK 1 Senior High School, academic year 2014/2015.

Finding

In this research, the researcher used classroom action research. The purpose is to know students' ability in reading comprehension. In these findings, the researcher presents the result of research and the analysis of the data collected, which are conducted through preliminary study or pre-cycle, cycle one and cycle two.

Pre – Cycle (Preliminary Study)

The pre-cycle was conducted in April 6th 2015, which was done by observed the class, gave questionnaire to the students, and interview the English teacher. In this opportunity, the researcher joined the class XI – IIS 2 then observed about the situation, condition and students' activity in the class to identify the problem.

The researchers found that many students have boredom in reading, it can be caused by the text that has long paragraph, so the students bored and they did not interest in reading text that has a lot of paragraph. From the problem that found in pre-cycle observation, the researcher planned to implement jigsaw technique in that class in order to improve their reading ability.

After joined and observed the class, 10 minutes before class ended, the teacher gave time for the researcher to distribute the questionnaire for the students. The researcher gave questionnaire to the students. There are many questions in the questionnaire; the questions are about their difficulties in reading activities.

And after finished gave the questionnaire for the students, the researcher did interview with the English teacher. In this section the researcher has many questions about the difficulties in teaching, the problem that faced in the class, students' respond when teaching learning process going in the class, how is students' ability in reading, etc.

From the interviewed with the teacher, researcher can concluded that many problems found in that class are: Students did not pay attention with the teacher because the class beside the XI – IIS 2 usually noisy so the students did not concentrate well, students prefer to have conversation with their friends, the respond that usually found when teaching learning is students did not active in class, and students' ability in reading is not good enough.

The analysis of the first cycle

The first cycle was held on April 10th 2015 and 24th April 2015 because on April 13th until 21st 2015 in SMA BATIK 1 SURAKARTA held National Examination (Ujian Nasional) using computer. Below is the analysis of the first cycle:

A. Planning

In planning research, the researcher prepared the lesson plan, the material, the media, and the questions for the students, and all the things that needed to conduct the research. The researcher also gave the lesson plan to the teacher before start to teaching in class. So the teacher will know how the researcher will do the research in class.

In lesson plan, the researcher using jigsaw technique as the technique of teaching of reading comprehension with the purpose to improve students' reading ability. As the research said before, the aim of this research is to improve students' reading comprehension through jigsaw technique.

B. Acting

The first cycle was done on April 10th and 24th 2015. In action, the researcher implemented the teaching learning process based on the lesson plan had been made. In the first meeting on April 10th 2015, the researcher explained to the students about narrative text first before start to involving students in Jigsaw technique. The researcher explained about what is narrative text, what are the generic structures of narrative text, what is the purpose or social function of narrative text, what are the types or kinds of narrative text, language features in narrative text, etc. and also gave many examples of narrative text to the students. The researcher asked one student to read the narrative text in front of the class, the others students should give attention to the student that reading the narrative text in front of the class.

After explained about narrative text and gave many examples of narrative text, the researcher explained about the jigsaw technique. The explanations of jigsaw technique are about what is jigsaw technique and the steps or procedures of jigsaw technique. Just few of the students that now about what jigsaw technique is, before the researcher explained it. Many of the students do not understand what jigsaw technique is.

Then after explained narrative and jigsaw technique the researcher asked students to start counting and divide them into many groups (home group). Student 1 will one group with student 1, student 2 will one group with student 2, and so on. This is called as an expert group. Group 1 will read and have discussion about part 1 of "Malin Kundang" text, group 2 will read and have discussion about part 2 of "Malin Kundang" text, and so on.

But before the researcher doing the all the steps of jigsaw technique, teacher from "Kesiswaan" came, he asked few students (11 students) to come out the class because they did not come to extracurricular, the students must attendance extracurricular of computer every once in a week that held by school.

After finished discuss and sharing with expert group, students return to their home group. Before the teacher asked the students to do the exercises, the members of each expert group should teach each other with their home group, explained what they have learned in the expert group. Then when all part have done explained and teached by all of the members, the students have to do the exercise about the text, the exercise consist of 5 question about "Malin Kundang", the generic structure of "Malin Kundang" and many difficult words that they found in the text of "Malin Kundang".

C. Observing

In this phase, the researcher observed all of students' activities. Start when opening the class until closing the learning process in class. As the researcher said before, in this first cycle, the researcher needed 2 meetings to conduct the research.

In the first meeting on April 10th 2015, the researcher observed the situation and condition when the students get information about what is narrative text, the generic structure of narrative text, many types or many kinds of narrative text, and language features that are usually used in narrative text. The researcher also gave examples of narrative text, explained what is jigsaw technique, how to conduct jigsaw technique or the steps of using jigsaw technique in reading class especially reading narrative text.

In the second meeting on April 24th 2015, the researcher started to give narrative text that will used to do the jigsaw technique. Before started the jigsaw technique the researcher divided the students into many groups. The researcher asked the students to counting 1 until 4 because there are 4 parts in narrative text of "Malin Kundang" that will use to do the jigsaw technique. But before the students finished counting in order to make a group, the teacher from "Kesiswaan" came, and asked few students (11 students) to come out the class because they did not come to extracurricular yesterday, the students must attendance extracurricular of computer every once in a week that held by school. So if the students did not come to the extracurricular of computer they will get punishment.

So from the reason above, the researcher can concluded that the first cycle did not run well because 11 students did not joined the class. The effect for the researcher is the researcher did not have score for 11 students that out from the class. It made the first cycle failed and the researcher should do the second cycle.

Another reason why the researcher conducted the second cycle is because in the first cycle there were 23 students (included 11 students that out from the class) that did not pass the KKM (Kriteria Ketuntasan Minimal) or Minimum Mastery Criterion (3.0). The mean of the score was 2.3 (maximum score is 4.0) so the conclusion is that the first cycle failed and the researcher needs to do a second cycle to reach the criteria of success.

D. Reflecting

In this phase, the researcher and the researcher discussed about the result of the first cycle. Based on the analysis of the students' reading comprehension in narrative text that done in the first cycle, there were many problems that made the first cycle failed. For examples: When the teacher from "Kesiswaan" asked 11 students to came out the class because they did not join the extracurricular it made the researcher did not get scores for 11 students and other problem that faced by the researcher was the text that used for jigsaw technique was easy and familiar to the students, so the students underestimated and thought that the story about "Malin Kundang" which used for jigsaw technique was known by the students.

From the analysis of the first cycle that done by the researcher it was found that the researcher should do the second cycle. Besides that, the criteria of success in the first cycle were not reached or achieved. So the researcher should do the next cycle. The researcher should prepare the second cycle and reach the criteria of success.

Analysis of the Second Cycle

The second cycle was held on April 28th 2015 and 1st May 2015 same as the first cycle before, in the second cycle need 2 meetings. Below is the analysis of the second cycle:

A. Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case, the researcher modified the previous lesson plan that used in the first cycle. Based on the result of reflecting phase in the first cycle, the researcher revised many things in the lesson plan. But even though the researcher modified the lesson plan, the lesson plan that was used still related to jigsaw technique and narrative text, which used to improve reading comprehension of the students.

The differences of the lesson plan that used in the first cycle and the second cycle were the narrative text that used in the first cycle was "Malin Kundang" that familiar and too easy for the students, so the researcher decided to change the text that not familiar and not too easy for the students, and finally the researcher used "The Last Leave" as the text that helped to improve students' reading comprehension through jigsaw technique. Besides, there was video (short film) about "The Last Leave" that added by the researcher in order to make the students more interest and enjoy the class. The video about "The Last Leave" will play by the researcher when the students finished doing the jigsaw technique.

B. Acting

The action of the second cycle was done on April 28th 2015 and May 1st 2015. The action was done based on the lesson plan. In this second cycle actually the researcher did not make a lot of change or modification. Besides, the researcher prepared a video (short film) about "The Last Leave" that added by the researcher in order to make the students more interest and enjoy the class.

In the first meeting the researcher started with warming up to make the students remember about what is narrative text and asked many question about the last lesson. After that, the researcher asked the students to counting and started to make a group (home group). The researcher started to distribute the part of text for every group. Then, the researcher gave the students time to read their own part, every student have their own text. When all of the students have finished read the text the researcher asked them to counting again and made an expert group. But because on April 28th 2015 was Friday, the time is limited so the next activities of second cycle have to continue next meeting.

The second meeting of second cycle held on May 1st 2015. The researcher continued to do the jigsaw technique. Though in the last meeting the students have made an expert group but in the second meeting the researcher asked the students again to come together again with the home group in order to make sure that the students did not forget the story in their own part before they meet their expert group. After that, the students answer many question about text of "The Last Leave" that given by the researcher. In this second cycle seen that the students did the jigsaw technique easily and they did not have a lot of difficulties.

After finished did the exercise, answer all of question and submitted it, the students watched a film (short movie) of "The Last Leave" that play by the researcher. The student enjoy it and they have motivated to did their task, their exercise or activities that asked by the teacher because after finished it the students can refresh by watching the movie. Besides, the students enjoy the class because through the jigsaw technique they can easily read the text and sharing it with their friends.

C. Observing

In the first cycle there were 23 students that did not pass the KKM (Kriteria Ketuntasan Minimal) or Passing Grade Score (3.0). Moreover, the mean of the first cycle was 2.3, which mean that the criteria of success was not yet reached by the researcher.

In the second cycle the researcher did the observation and found that the criteria of success have reached and it means that the research is success. The researcher can say the research is success because in the second cycle the mean that get by the students increase from 2.3 become 3.5. Furthermore, the students that did not pass the KKM (Kriteria Ketuntasan Minimal) or Passing Grade Score (3.0) in the second cycle were 5 students. In addition, the students also enjoy class because they have time to sharing with their friends. The students did not afraid to ask many question with their friends, but the researcher also helped the students in learning process.

D. Reflecting

After did all the activities and had reflection of the second meeting, the researcher and the teacher felt satisfaction with the result because there are many improvement from the students. The result of second meeting showed that the mean of the score was 3.5 and there were only 5 students that did not pass KKM (Kriteria Ketuntasan Minimal) or Passing Grade Score (3.0). in case, the previous mean of the score that get by the studenta was 2.9 and there were 23 students that did not pass KKM. So we can conclude that this research is successful.

Besides, the students also motivated to learn English, it seen that they were asked many questions when they did not know and they also enjoy the class, the students felt happy after study because in the last of teaching learning process the researcher gave them film or short movie that made the students interest.

Conclusion

It can conclude that the implementation of jigsaw technique to improve students' reading comprehension has success. It improves the second year students' reading comprehension in narrative text at SMA BATIK 1 Surakarta. The improvement could be seen from the increase of students' mean reading comprehension score form 2.9 in the preliminary study, and 2.3 in the first cycle (because there were 11 students that did not join the class), to 3.5 in the second cycle.

Moreover, the finding indicates that jigsaw technique was effective to improve students' comprehension in reading because the students can share with their friends, they can have discussion with their friend. Besides, jigsaw technique also can make the students more active in the class. The students should active in class because all of the students have their own role; every student has their own part that they should understand their own part to retell their part with their friends in expert group.

Finally, the researcher can conclude that the implementation of jigsaw technique mas positive and it can improve students' reading comprehension of narrative text. In addition, jigsaw technique also makes students more active in class and the students enjoy in learning process because they can discus with their friends.

There are some suggestions for English teacher and other researchers based on the research findings, they are, first, the researchers recommended the teacher to use jigsaw technique as one of the strategies that used in the class which can makes the students more active in teaching and learning process and it makes the students more enjoy study because they have discussion with their friend so they will not afraid to ask many questions. Secondly, based on the implementation of the jigsaw technique for second year students in SMA BATIK 1 Surakarta that has more than 40 students in every class so the researcher has suggestion for other researcher to conduct the

research by choosing the subject less than 40 students. When the amount of the students less than 40 it will make the researchers easy to handle the class.

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