

THE EFFECTIVENESS OF USING JIGSAW IV TECHNIQUE IN READING RECOUNT TEXT

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ABSTRACT

The title of the research paper was “The Effectiveness of Using Jigsaw IV Technique in Reading Recount Text”. This study was conducted from 26th of July 2023 until 10th of August 2023. The objectives of the study were to identify whether or not jigsaw IV technique is effective to improve students’ reading recount text at the eighth grade of junior high school and to know student response after learning reading Jigsaw IV Technique at the eighth grade of junior high school. The method that was used in this research was pre-experimental design. There was only one group to be researched. The sample was the second-grade students of SMP Banjar Asri that consisted of 32 students. The instruments were test and questionnaire. The research findings were the value of t- that was higher than the t-table ($8.492 > 2.042$) so that the Null Hypotheses (H_0) is rejected and the Alternative Hypotheses (H_a) is accepted. Stating that there was significant difference in the result of students' score before and after the treatment using Jigsaw IV Technique. This means that the using Jigsaw IV Technique in reading recount text to the second grade of SMP Banjar Asri is effective. Then the writer found out that students like being taught recount text by using Jigsaw IV technique. It was shown by the result of the questionnaires that 97% of the students answered that Jigsaw IV Technique increased students' self-confidence. And 94% of the students answered that they like being taught reading recount text by using Jigsaw IV Technique. can be concluded that the students’ response after using Jigsaw IV Technique were good and positive. Because thought the technique able to increase students’ self-confidence, improve students’ reading comprehension in recount text, and increase students’ enthusiasm for learning.

Keywords: Technique. Jigsaw. Jigsaw IV Technique. Reading. Reading Comprehension. Recount Text.

ABSTRAK

Judul penelitian ini adalah “Efektifitas Penggunaan Teknik Jigsaw IV dalam Membaca Teks Recount”. Penelitian ini dilakukan pada tanggal 26 Juli 2023 hingga 10 Agustus 2023. Tujuan dari penelitian ini adalah untuk mengidentifikasi apakah teknik Jigsaw IV efektif untuk meningkatkan kemampuan membaca teks recount siswa di kelas VIII SMP dan untuk mengetahui respon siswa dalam membaca teks recount setelah pembelajaran Teknik Jigsaw IV di kelas VIII SMP. Metode yang digunakan dalam penelitian ini adalah pre-experimental design. Hanya ada satu kelompok yang diteliti. Sampelnya adalah siswa kelas II SMP Banjar Asri yang berjumlah 32 siswa. Instrumen yang digunakan adalah tes dan angket. Temuan penelitian adalah nilai t - lebih besar dari t tabel ($8,492 > 2,042$) sehingga Hipotesis Nol (H_0) ditolak dan Hipotesis Alternatif (H_a) diterima. Terdapat perbedaan yang signifikan hasil nilai siswa sebelum dan sesudah perlakuan menggunakan Teknik Jigsaw IV. Artinya penggunaan Teknik Jigsaw IV dalam membaca teks recount pada siswa kelas II SMP Banjar Asri adalah efektif. Kemudian peneliti menemukan bahwa siswa suka mempelajari teks recount dengan menggunakan teknik Jigsaw IV. Hal ini ditunjukkan dari hasil angket yang diperoleh sebesar 97% siswa menjawab bahwa Teknik Jigsaw IV meningkatkan rasa percaya diri mereka dan 94% siswa menjawab senang diajarkan membaca teks recount dengan menggunakan Teknik Jigsaw IV. Dapat disimpulkan bahwa respon siswa setelah menggunakan Teknik Jigsaw IV adalah baik dan positif. Karena teknik tersebut mampu meningkatkan rasa percaya diri siswa, meningkatkan pemahaman membaca siswa dalam teks recount, dan meningkatkan semangat siswa dalam belajar.

Kata Kunci: Teknik. Jigsaw. Teknik Jigsaw IV. Membaca. Pemahaman Membaca. Recount text

INTRODUCTION

Learning English consists of four basic skills are speaking, writing, listening, and reading. Reading is one of the four language skills that is important to learn. According to Byrne (2004), reading is an interactive process that goes on between the reader, the text and resulting in comprehension. It means reading is related to the brain and eyes. When reading, readers use their eyes to receive written symbols (letters, punctuation, and spaces), and they use their brains to process them into words, sentences, and paragraphs.

The fundamental skill in reading exercises is reading comprehension that helps us develop the understanding through reading. In other words, there is communication between the author and the reader. The readers should comprehend what the author is trying to say as a result of this engagement. A

reader tries to comprehend the information of the material they read during reading.

There are many problems students face in learning reading. The majority of students have some difficulties in understanding reading comprehension. The students probably do not understand the meaning of the sentence, the students still have some mistake in answering the questions from the recount text, or they have difficulty to find both the schematic and linguistic structure in reading recount text. For examples: determine schematic structures in the recount text which are part of the orientation, sequence of events, reorientation and the use of any language features in the recount text. And the other problem is students lack enthusiasm in learning English, because that learning still uses conventional techniques in the classroom.

So, a technique is needed to increase students' enthusiasm for learning. Learning technique is also important in the learning process to make the class organized. Technique makes students more enthusiastic in the learning process. The students will easily learn and remember the material. Jigsaw technique is a desirable way to teach students a lesson. Through the cooperative learning approach, the researcher believes that working in a group is better than working alone. Additionally, cooperative projects might help pupils become more responsible. It can help to improve their collaboration skills, solve problems, and share ideas.

Finally, considering the information provided above, the researcher is interested in completing a study titled “**The Effectiveness of using Jigsaw IV technique in Reading Recount Text to The Eighth Grade Students of SMP Banjar Asri**”.

RESEARCH QUESTION

On the basis of this research background, the researcher will formulate research questions as follows:

1. Is jigsaw IV technique effective to improve students' ability in reading recount text to the eighth grade of junior high school?
2. How does the eighth grade of junior high school students' respond after learning jigsaw IV technique in reading recount text?

RESEARCH DESIGN

The method in this research is pre-Experimental design, these to assess or comprehend reading skill scores focused on recount text. The researcher uses a quantitative method to improve the effectiveness of using jigsaw IV technique in reading recount text in the second grade in Junior High School. For this research, the researcher used quantitative with pre-experimental design. The research uses one class where the design is divided into 3 stages are pre-test, treatment, and post-test.

DATA COLLECTING

The researcher collected the following research data:

1. Giving the pre-test

. This test will be conducted around July, 26th 2023. The researcher gives a pre-test for the experiment class and it is conducted before the jigsaw IV technique was given. The purpose of this test is to achieve the goal of improving students' recount reading comprehension.

2. Giving the treatment

The researcher conducted the treatment after the pre-test was completed. In this research, the researcher used Jigsaw IV Technique in reading recount text. This treatment will be carried out in 4 meetings, with 80 minutes each meeting.

3. Giving the post-test

This test will be conducted around August 10th, 2023. The researcher gives a post-test to collect data after being given treatment using Jigsaw IV Technique.

4. Questionnaire

Questionnaire was completed on August 10th, 2023. The researcher used a questionnaire to collect data on student responses to the use Jigsaw IV Technique in reading recount text. The researcher gave a questionnaire to students after the post-test was completed.

DATA ANALYSIS TECHNIQUE

The researcher determines the descriptive statistic namely mean and t-test. The data analysis presents below:

1. test

The formula for the Dependent t-Test:

$$t = \frac{\underline{x}_1 - \underline{x}_2}{\sqrt{\left(\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)} \right)}}$$

1. Where :

1. \underline{x}_1 = The mean of the pre- test scores.
 2. \underline{x}_2 = The mean of the post- test scores.
 3. ΣD^2 = The sum of the squares of the differences between the pre- test score and post-test score.
 4. $(\Sigma D)^2$ = The squares of the sum of the differences between pre- test score and post-test score.
 5. **N** = The number of pairs of scores.
 6. **DF** = The degree of freedom.
 7. **DF** = N-1
2. The next step is to calculate the average score for both the pretest and posttest using the formula:

$$\text{Mean} = \underline{X} = \frac{\Sigma x}{n}$$

Where:

\bar{X} : Average value

$\sum x$: Total score

n : The number of students

2 The questionnaire

The formula for data from the questionnaire:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of each questionnaire answer

N = Number of respondents

LITERATURE REVIEW

1. Reading

The researcher illustrates a few of them to demonstrate what reading actually is comprehensively. According to Rudell (2007, p.31): when transacting with texts, reading is an activity of seeking and constructing meaning. This through a combination of knowledge and experience that a person has in associating letters, translating, and understanding the meaning of the contents of the reading.

2. Reading Comprehension

Reading comprehension is the activity of reading in a different way, which involves precision and caution. According to Zimmerman (2009) that reading comprehension is essentially the ability to understand what has been read. From these explanations, there are several understandings involving the use of theories about the structural relationships between sentences. Knowledge of structural relationships in the process of understanding sentences, because sentences are not just word arrangements but also relate to each other in a certain way.

3. Recount Text

Recount text is a text that retells past events. Anderson and Anderson (1997) argue that recount text is writing that regularly relates past events and describes what happened. In summary, recount refers to a text that reconstructs historical events so that they occurred in a specific order and are related.

4. Technique

Technique is a general strategy for the organized presentation of language material. The Oxford Advanced Learners Dictionary (2016) defines a technique as a way of carrying out a particular task, especially in the execution of duty. It means, a technique is a systematic formula by which a task is accomplished. This can be used in various ways as long as it is in accordance with the approach and the technique.

5. Jigsaw

There are 8 sub-techniques commonly uses in cooperative learning methods so far. One of the popular techniques with the Cooperative Learning principle is Jigsaw technique. Jigsaw is one of the interactive learning techniques from the cooperative learning approach. Cooperative learning refers to an instruction method in which students at various performance levels work together in small groups towards a common goal (Thakral, 2017). It means that this technique fosters academic achievement and gives self-esteem to pupils by creating small working groups, in which students help each other, improve their communication, problem solving and critical thinking skills.

6. Jigsaw IV Technique

The jigsaw IV cooperative learning model is a development of Jigsaw I, jigsaw II, and jigsaw III. Jigsaw IV is part of the Jigsaw Technique, so they are generally the same. The differences between them can be seen in the procedures; Jigsaw technique is of a general nature, while Jigsaw IV gives a test at every step. In Jigsaw IV, students are typically assess using review quizzes and other formal instruments create by the teacher (Holliday, 2000). In line with that sentence, this technique students work and think together through discussions with all members of the group.

FINDINGS

The researcher used the pre experimental method to implement her research where the researcher used one experimental class as a sample. The researcher took samples at Banjar Asri Junior High School class 8A with a total of 32 students.

Pre-Test

The researcher conducted the pre-test on Wednesday, July 26th 2023. The researcher used class VIII-A, consisting of 32 students, as the sample of the pre-experimental class in this study. The students gave the pre-test with 20 questions. The item tests consist of ten items of multiple choices, five items of essay, and five items of true and false questions. The result of the pre-test was shown in the following table.

Table 4.1.1

The Pre-test Scores

No.	Subject	Part 1	Part 2	Part 3	Pre-test scores
1	Student 1	5	1	5	55
2	Student 2	5	3	5	65
3	Student 3	5	4	4	65
4	Student 4	2	2	5	45
5	Student 5	5	2	5	60
6	Student 6	4	2	5	55
7	Student 7	4	2	5	55
8	Student 8	4	2	5	55
9	Student 9	6	2	5	65
10	Student 10	4	4	4	60
11	Student 11	5	2	5	60
12	Student 12	5	4	5	70
13	Student 13	0	0	4	20
14	Student 14	6	2	5	65
15	Student 15	4	3	5	60
16	Student 16	5	3	4	60
17	Student 17	0	0	2	10
18	Student 18	4	1	3	40
19	Student 19	1	0	4	25
20	Student 20	3	1	4	40
21	Student 21	3	1	4	40
22	Student 22	2	3	4	40
23	Student 23	3	0	2	25
24	Student 24	4	5	5	70

25	Student 25	6	2	5	65
26	Student 26	2	3	3	40
27	Student 27	0	0	2	10
28	Student 28	0	0	3	15
29	Student 29	4	3	4	55
30	Student 30	1	0	5	25
31	Student 31	2	2	2	30
32	Student 32	4	3	4	55
				Total	1500
				Average	50

The table above is the pre test result where there are 32 students who get a various score from the lowest score to the highest score. The lowest score is 10 gained by two students and the highest score is 70 gained by two students. The minimum criteria for mastery of English subjects are 75. The result of the pre-test with a total of 1500 and an average score of 50, which means that the pre-test score is still below the minimum criteria. The research has been conducted in depth about students' lack of reading comprehension.

Post-Test

The post-test was conducted after students were given several treatments. The post-test was conducted on Thursday, August 10th 2023. The purpose of this test is to find out the growth of the score measurement and the effectiveness of using jigsaw IV technique in teaching reading on recount text after treatments. Through 20 questions, the teacher gave the opportunity to students to ask about the material. The item tests consist of ten items of multiple choice, five items of essay, and five items of true and false questions. The results of the post-test can be seen in the table below.

Tabel Post-test Scores

No.	Subject	Part 1	Part 2	Part 3	Post-test scores
1	Student 1	4	4	5	65
2	Student 2	6	3	5	70
3	Student 3	8	3	5	80
4	Student 4	6	3	4	65
5	Student 5	8	3	5	80
6	Student 6	9	5	5	95

7	Student 7	8	3	5	80
8	Student 8	8	4	5	85
9	Student 9	8	3	5	80
10	Student 10	7	3	5	75
11	Student 11	8	3	0	55
12	Student 12	9	3	4	80
13	Student 13	5	3	4	60
14	Student 14	8	3	5	80
15	Student 15	6	3	5	70
16	Student 16	7	3	5	75
17	Student 17	8	3	3	70
18	Student 18	1	5	2	35
19	Student 19	5	3	4	60
20	Student 20	6	2	4	60
21	Student 21	6	2	4	60
22	Student 22	8	4	4	80
23	Student 23	8	3	2	65
24	Student 24	9	3	4	80
25	Student 25	8	2	5	75
26	Student 26	9	4	4	85
27	Student 27	4	1	3	40
28	Student 28	8	2	3	65
29	Student 29	7	3	5	75
30	Student 30	8	3	3	70
31	Student 31	7	1	4	55
32	Student 32	8	3	5	80
				Total	2250
				Average	70

From the table above shows the student's score with the assessment after treatment. From the data above, the researcher found that there is an increase students ' understanding in reading recount text compared to before the treatment. It can be seen that the highest score of 95 was achieved by one student. The lowest score was 35 achieved by one student. The minimum criteria for mastery of English subjects are 75. Post-test results with a total of 2250 and an average value of 70. This means that students have started to understand reading comprehension. There has been a change in students by

looking at the comparison of the increase in students' average scores before treatment and after the post-test.

The Calculation of Both Pretest and Posttest

The results of the pre-test and post-test will be analysed in the following steps:

- 1. Subtract the pairs of pre-tests with the score of post-tests in the following manner:**

No	Subject	Pre-test Scores (X_1)	Post-test Scores (X_2)	D scores	D²
1	Student 1	55	65	-10	100
2	Student 2	65	70	-5	25
3	Student 3	65	80	-15	225
4	Student 4	45	65	-20	400
5	Student 5	60	80	-20	400
6	Student 6	55	95	-40	1600
7	Student 7	55	80	-25	625
8	Student 8	55	85	-30	900
9	Student 9	65	80	-15	225
10	Student 10	60	75	-15	225
11	Student 11	60	55	5	25
12	Student 12	70	80	-10	100
13	Student 13	20	60	-40	1600
14	Student 14	65	80	-15	225
15	Student 15	60	70	-10	100
16	Student 16	60	75	-15	225
17	Student 17	10	70	-60	3600
18	Student 18	40	35	5	25
19	Student 19	25	60	-35	1225
20	Student 20	40	60	-20	400
21	Student 21	40	60	-20	400
22	Student 22	40	80	-40	1600

23	Student 23	25	65	-40	1600
24	Student 24	70	80	-10	100
25	Student 25	65	75	-10	100
26	Student 26	40	85	-45	2025
27	Student 27	10	40	-30	900
28	Student 28	15	65	-50	2500
29	Student 29	55	75	-20	400
30	Student 30	25	70	-45	2025
31	Student 31	30	55	-25	625
32	Student 32	55	80	-25	625
Σ		$\Sigma X_1 = 1.500$	$\Sigma X_2 = 2.250$	$\Sigma D = - 750$	$\Sigma D^2 = 25.150$

$$(\Sigma D)^2 = (-750)^2 = 562.500$$

From the table above, it can be seen that:

$$N = 32$$

$$\text{Total score of pre-test} = 1.500$$

$$\text{Total score of posttests} = 2.250$$

$$\Sigma d = - 750$$

$$D^2 = 25.150$$

2. Calculate the average pre-test score (X_1)

$$X_1 = \frac{1.500}{32} = 46.8$$

3. Calculate the average post-test score (X_2)

$$X_2 = \frac{2.250}{32} = 70.31$$

4. Enter the values obtained from step 1-3 into the formula for the dependent t-test

$$\begin{aligned}
 t &= \frac{\underline{x}_1 - \underline{x}_2}{\sqrt{\left(\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}\right)}} \\
 &= \frac{46.87 - 70.31}{\sqrt{\left(\frac{25.150 - \frac{562.500}{32}}{32(32-1)}\right)}} = \frac{-23.44}{\sqrt{\left(\frac{25.150 - 17.578}{32(31)}\right)}} \\
 &= \frac{-23.44}{\sqrt{\left(\frac{7.572}{992}\right)}} = \frac{-23.44}{\sqrt{7.63}} = \frac{-23.44}{2.76} = -8.492
 \end{aligned}$$

Step 5: Interpret the result if the computation

From the computation above the writer gets the value of t- that is 8.492 with the df = 30 at p = 0.05 of two tailed, the critical value of t- is 2.042. As the value of the derived t- is higher than that of the t-table ($8.492 > 2.042$) so that the Null Hypotheses (H_0) is rejected and the Alternative Hypotheses (H_a) is accepted, stating that there is significant difference in the result of students mean score before and after the treatment using Jigsaw IV Technique. This also means that the using Jigsaw IV Technique in reading recount text in the second grade of SMP Banjar Asri is effective. The following line describes the result of the questionnaire in detail.

Questionnaire

The researcher gave the students questionnaire Thursday, August 10th 2023. Then the researcher analyzed the data according to Sugiyono (2009), a questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer.

From the result of the questionnaire, the researcher can put forward that from question number one, it can be seen that 84% of the students really like learning English while only 16% of the students do not like it. It can be concluded that almost all students really like learning English.

From question number three, 91% of students feel happy if the teacher conducts learning by asking questions, while 9% of other students do not like it if the teacher conducts learning by asking questions. It can be concluded that almost all students like learning through asking questions.

From question number five, it can be seen that 94% of students said using Jigsaw IV Technique increased enthusiasm for learning, while 6% of other

students stated that Jigsaw IV Technique did not affect their enthusiasm for learning. It can be concluded that almost all of the students stated that they were affected by the Jigsaw IV Technique for learning enthusiasm.

From question number six, it can be seen that 84% of students felt more active in the learning process with the jigsaw IV technique, while 16% of other students stated that they were not active in the learning process with the jigsaw IV technique. So, it can be concluded that almost all of the students became more active in the learning process with Jigsaw IV Technique.

From question number eight, 97% of students show that with the Jigsaw IV Technique, we can add new information about material that has not been obtained before, while 3% of other students that the Jigsaw IV Technique did not add new information. So, it can be concluded from almost all of the students that through Jigsaw IV Technique, students got new information about reading comprehension in recount text.

From question number ten, 87% of students shows that using the Jigsaw IV Technique made it easier for students to work on the questions given by the teacher, while another 18% of students stated that using the Jigsaw IV Technique did not help students in working on the questions given by the teacher. So, it can be concluded that almost all students that the Jigsaw IV Technique helped and facilitated students in working on the questions given by the teacher.

From question number eleven, it can be seen that 97% of students using the Jigsaw IV Technique increased self-confidence in class, while another 3% of students stated that using the jigsaw technique did not increase their confidence. So, it can be concluded that almost all students that use the Jigsaw IV Technique increased confidence in expressing opinions.

From question number thirteen, it can be seen that 94% of students Jigsaw IV Technique is fun, while another 6% of students stated that Jigsaw IV Technique was not fun. So, it can be concluded that for almost all students the Jigsaw IV Technique is fun to practice in class because the activities are not monotonous and provide opportunities for students to learn.

From question number fourteen, it can be seen that 91 % of students were motivated to study harder by learning using Jigsaw IV Technique, while another 9% of students stated that they were not motivated to study harder by learning using Jigsaw IV Technique. So, it can be concluded that almost all students are influenced by the Jigsaw IV Technique to study more actively.

From the last question, we could see that 95% of students like if English lessons are done in groups, while 6% of other students do not like studying in groups. So, it can be concluded that almost all students like and enjoy learning English in groups.

DISCUSSIONS

Based on these findings, the researcher states that eighth-grade students' reading comprehension at Banjar Asri Senior High School improved by using Jigsaw IV Technique. How they understand the generic structure and be able to explain language features in recount text with examples in reading comprehension. This is indicated by the increasing value of students after getting that value. The result of the t-value is 8.492 with $DF = 32$ at $p = 0.05$ of two-tailed, the critical value of the t-table is 2.042. As the value of the t-derivative is higher than the t-table ($8.492 > 2.042$) the Null Hypotheses (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is a significant difference in the result of students' mean score before and after the treatment using Jigsaw IV Technique. This means that using Jigsaw IV Technique in reading recount text in the eighth -grade of SMP Banjar Asri is effective.

Then the researcher obtained data from the questionnaire. The results were that almost all students answered that learning reading by using Jigsaw IV Technique made them interested in learning English and made them more active in the learning process. Then the writer found out that students liked being taught recount text by using Jigsaw IV technique. This is shown by the results of the questionnaire which 97% of the students answered that Jigsaw IV Technique increases students' self-confidence. And 94% of the students answered that they like being taught reading recount text by using Jigsaw IV Technique. The Jigsaw IV Technique can improve students' reading comprehension and encourage students to be more confident and take a part in the English teaching and learning process. It can be concluded that the student's response to the use of using Jigsaw IV Technique in reading recount text is very positive.

CONCLUSION AND SUGGESTION

Based on the findings research from chapter IV, it can be concluded that using Jigsaw IV Technique is to improve students' reading recount text at the eighth grade of junior high school and to know how students respond after learning reading Jigsaw IV Technique at the eighth grade of junior high school. The method used in this research is pre-experimental design. The Null Hypotheses (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted, stating that there is a significant difference in the result of students' mean score before and after the treatment using Jigsaw IV Technique. This means that using Jigsaw IV Technique in reading recount text in the eighth -grade of SMP Banjar Asri is effective.

Then the researchers found out from the results of students like being taught recount text by using Jigsaw IV technique made them more self-confident and made it easier for them to understand learning reading. The

Jigsaw IV Technique can improve students' reading comprehension and encourage students to be more confident and take a part in the English teaching and learning process. It can be concluded that the student's response to the use of Jigsaw IV Technique in reading recount text is very positive.

The researcher would like to make some suggestions based on the test result. The researcher would like to suggest that students, teachers and researchers use Jigsaw IV Technique as their reference in teaching reading recount text.

1. For Students

Students can increase their achievement in reading recount text by using Jigsaw IV Technique. The students are suggested that they should have high spirit and be active in the classroom because Jigsaw IV Technique helps the students to be active learning English. It is hoped that the students can improve their understanding in reading.

2. For Teacher

Teachers who plan to conduct this research need to pay attention to the preparation because the model of this learning tends to be more difficult to do, when the number of students is large. This learning takes quite a long time, so the teacher must be able to coordinate the class so that it remains conducive. Teachers are advised to be able to develop various teaching methods that are fun and easy to understand, one of which is the jigsaw IV technique to improve students' reading comprehension.

3. For Future Researchers

The results of this research are expected to be considered in further research about using the jigsaw IV technique to improve students' reading comprehension.

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