

## CHAPTER II

### A. THEORITICAL REVIEW

This sub-chapter discusses about *Jigsaw* technique, reading skill and narrative text as the basic theory of the research.

#### 1. *Jigsaw* Technique

*Jigsaw* technique is the way have been used by researcher in his research. This section discusses about *Jigsaw* among other: definition, history, steps, and using *Jigsaw* technique in teaching reading.

##### 1.1. Definition of *Jigsaw* Technique

*Jigsaw* is a usually power-driven saw with a narrow vertical blade, used to cut sharp curves.<sup>1</sup> In Webster's Encyclopedic Unabridged Dictionary of the English Language *Jigsaw* is a narrow saw, mounted vertically in a frame, for cutting cuves or other difficult lines.<sup>2</sup>

*Jigsaw* can be used whenever the material, for example; in the written narrative form. "It is most appropriate in such subjects as social studies, literature, some part of science and related areas in which concepts rather than skills are the learning goals".<sup>3</sup>

As conclusion, *Jigsaw* is a remarkably efficient way to learn the material. However, even more important, the *Jigsaw* process encourages listening, engagement, and emphaty by giving each member of the group an essential part to play in the academic activity.

##### 1.2. The History of *Jigsaw* Technique

The *Jigsaw* is a teaching technique that is applied in the classroom. It was first applied in 1971 in Austin City, Texas. According to Aronson the *Jigsaw* was implemented by him in the

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<sup>1</sup><http://en.wikipedia.org/wiki/Jigsaw>, retrieved on 31 January,2011

<sup>2</sup>*Op Cit.*, Webster's Encyclopedic Unabridged Dictionary of the English Language, p.767.

<sup>3</sup>Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice*. Centre for Research an Effective Schooling for Disadvantaged Students, (John Hopkins University: 1986), p.122.

school to help teaching material. It was used by collaborating students' Austin, African and American.

*Jigsaw* is an efficient way to facilitate learning. In this technique, students learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, *Jigsaw* maximizes interaction and establishes an atmosphere of cooperation and respect for other students.

In the classroom, students worked individually and competed against each other for grades. It was on the context that they invented the *Jigsaw* strategy. First, they helped several teachers devise a cooperative *Jigsaw* structure for the students to learn about the life of Eleanor Roosevelt. They divided the students into small groups, diversified in terms of race, ethnicity and gender, making each student responsible for a specific part of Roosevelt's biography. Needless to say, at least one or two of the students in each group were already viewed as "losers" by their classmates.<sup>4</sup>

The *Jigsaw* technique is developed by Elliot Aronson and his friends in 1978 as cooperative learning method.<sup>5</sup> This technique can be used to learn reading, writing, listening, or speaking. The students cooperate with their friends and have many opportunities to improve their communication ability.

In *Jigsaw* technique, the students have the opportunity to improve their responsibility to their learning and they can cooperate with the other students to learn the material.

*Jigsaw* technique is used to improve students' responsibility to their learning. The students not only study the given material, but also

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<sup>4</sup>Elliot Aronson, "*Jigsaw Classroom: History of Jigsaw*", retrieved on 1 February 2011, <http://www.Jigsaw.org/history.htm>.

<sup>5</sup>Robert E. Slavin, *Cooperative Learning Teori, Riset dan Praktik*, (Bandung: Nusa Media, 2009), p.236.

they must give and teach the material to the other members. So the students will depend on the other students. They must cooperate to learn the given material.<sup>6</sup>

*Jigsaw* technique is a specific cooperative learning. Each student is essential for the completion and full understanding of the final product.

*Jigsaw* is a teaching technique used in small group instruction. Students of a normal sized (26-33 students) class will be divided into competency groups. Each group will be given a list of subtopics to research, with individual members of the group breaking off to work with the "experts" of other groups, then returning to their starting body in the role of instructor for their subcategory.

The *Jigsaw* technique is a cooperative learning technique appropriate for students between 3rd and 12th grade. This technique is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. The technique involves breaking the classroom into small groups; each group consists of five to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates.

### 1.3. The Steps of *Jigsaw* Technique

The *Jigsaw* technique is very simple to use. The students are divided into five or six members in a group. Each member is responsible to learn the given material.

The teaching procedures in English classroom by *Jigsaw* might be sequenced as follows:<sup>7</sup>

1. Students are divided into 5 or 6 persons of a *Jigsaw* group. The

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<sup>6</sup>*Op cit.*, Anita Lie, p.68.

<sup>7</sup>Elliot Aronson, 2008. *Jigsaw Classroom*. Retrieved 1 February 2011 from <http://www.Jigsaw.net>.

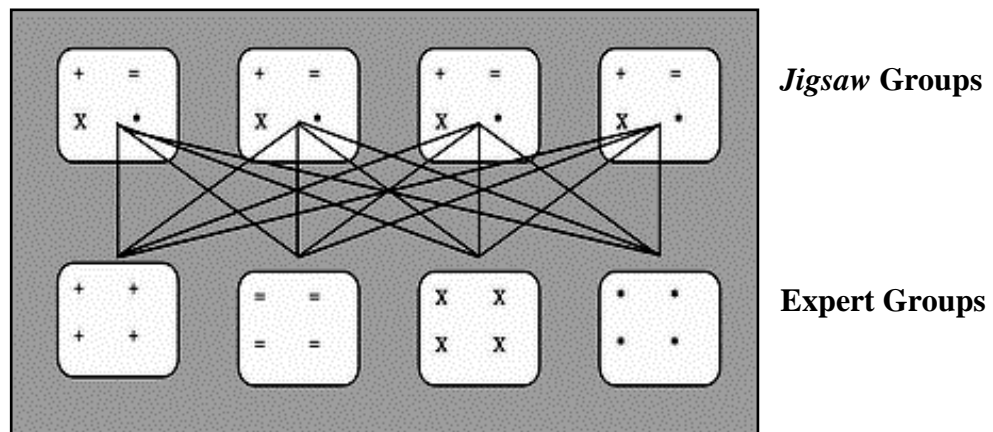
group should be diverse in terms of ethnicity, gender, ability, and race.

2. One student should be appointed as the group leader. This person should initially be the most mature student in the group.
3. The day's lesson is divided into 5-6 segments (one for each member). For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (a) Her childhood, (b) Her family life with Franklin and their children, (c) Her life after Franklin contracted polio, (d) Her work in the White House as First Lady, and (e) Her life and work after Franklin's death.
4. Each student is assigned one segment to learn. Students should only have direct access to only their own segment.
5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
6. Temporary experts groups should be formed in which one student from each *Jigsaw* group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation which they are going to make to their *Jigsaw* group.
7. Students come back to their *Jigsaw* group.
8. Students present his or her segment to the group. Other members are encouraged to ask question for clarification.
9. The teacher needs to observe the process from group to group. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
10. A quiz on the material should be given at the end so students

realize that the sessions are not just for fun and games, but that they really count.

*Table 1*

*The correlation between Jigsaw groups and expert groups*



#### 1.4. Using *Jigsaw* Technique in Teaching Reading

*Jigsaw* is one of some cooperative learning techniques. It is a way to teach students to be a master in learning materials. In this study, *Jigsaw* technique is used to teach English reading. Although there are many techniques in teaching learning English, the researcher chooses *Jigsaw* technique to improve the students' reading skill because the *Jigsaw* technique can help students to communicate one another if they have problems in reading text. Therefore the application of using reading text is usually have many problems which got by students. For example: difficult words, comprehension of sentences, how to read the word or sentence correctly, etc.

From those problems, when the English teaching learning process uses *Jigsaw* technique, the students can be helped by others so the students who get the problems can comprehend the reading text favourably. *Jigsaw* technique can be a way for students to communicate their problems when they acquire reading text.

## 2. General Concept of Reading Skill

Reading is one of the language skills. The researcher used it as the skill to know and measure the students' ability. This part discusses about definition of reading, reading skill, purpose of reading, types of reading and improving the reading.

### 2.1. Definition of Reading

Reading skill is important in language skills. Every students must study and become master on it. Reading is a basic tool of learning. Reading is an accurate tool in promoting life-long learning. By mastering reading skill, learners have a technique to explore "world" and a chance to achieve their goals in life.<sup>8</sup>

There are many definitions of reading. Reading is the cognitive process of understanding a written message.<sup>9</sup> Reading is a process of retrieving and comprehending from of stored information or ideas are usually some sort of representation of language, such as symbols to be examined by sign or by touch.<sup>10</sup> Reading is approached as thinking – a process of infracting with textual material and sorting, evaluating and reacting to its organization and context.<sup>11</sup> Reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>12</sup> Reading is a receptive language process. It is psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the readers construct. There is thus as essential interaction between

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<sup>8</sup>Sugiarto, *Perbedaan Hasil Belajar Membaca antara Siswa laki-laki dan Perempuan yang Diajar Membaca dengan Teknik Skimming*. In *Jurnal Pendidikan dan Kebudayaan*, No.037, (Jakarta: Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional, July 2002), p.468.

<sup>9</sup>[www.nerel.org/sdrs/areas/issues/content.entereas/reading/117/](http://www.nerel.org/sdrs/areas/issues/content.entereas/reading/117/) on Monday 22 January 2011.

<sup>10</sup>[www.en.wikipedia.org/wiki/reading](http://www.en.wikipedia.org/wiki/reading) on Monday 22 January 2011.

<sup>11</sup>Katleent M.c Whorter, *Reading A Cross the Discipline Collage Reading and Beyond*. Second Edition, (New York: Longman, 2005), p.1.

<sup>12</sup>*Op Cit.*, William Grabe and Fredricka I Stoller, p.9.

language and thought reading. The writer encodes thought as language and the reader decodes language to thought.<sup>13</sup>

To summarize, reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has message in his/her mind, such as teaching, facts, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

## **2.2. Reading Skill**

Reading in language learning plays an important role. In English language learning, mainly in secondary school, reading is one of the four language skills. Students have to learn it. The aim of the English learning is to develop English communicative competence, which involves listening, speaking, reading, and writing in their appropriate balance. Although reading is only about 25% of the whole portion for the four skills (listening, speaking, reading, and writing), people who are learning a new language need to learn reading more. Mikulecky states some reasons why reading is important:

1. Reading helps you learn to think in the new language.
2. Reading helps you build a better vocabulary.
3. Reading makes you more comfortable with written English. You can write better English if you feel comfortable with the language.
4. Reading may be the only way for you to use English if you live in non English speaking country.

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<sup>13</sup>Patricia L. Carell, *Interactive Approach to Second Language Reading*, (New York: Cambridge University Press, 1990), p.12.

5. Reading can help if you plan to study in an English speaking country.<sup>14</sup>

The students are mostly those who study English in school. They have to learn a new language. One of the skills to be learned is reading. As they live in Indonesia, where English is not daily used, reading is the most practical way of getting exposed to using the language. The students, who regard English as a foreign language, need to read authentic text of English in their daily life, such as medical brochures, instruction manual on electronic devices, pop song texts, or even letters from their pen friends. As they grow up, they will learn knowledge from various books, some of which may be written in English.

The purpose of teaching reading are:

1. They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read.
2. They allow students to practice the full repertoire of reading strategies by using authentic reading tasks.
3. When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text.
4. They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments.
5. They encourage students to evaluate their comprehension and self-report their use of strategies.
6. They encourage the development of reading skills and the use of reading strategies to convey instructions and course-related information in written form.

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<sup>14</sup>Beatrices Mikulecky and Linda Jefries, *More Reading Power*, 2<sup>nd</sup> Ed., (New York: Pearson Education, 2004), p.6.



7. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

The importance of reading is stated in the Holy Qur'an Surah Al-'Alaq 1-5:



"Read! In the Name of your Lord who created, created man from clots congealed blood. Read! Your Lord is the Most Bountiful One, who thought by the pen, man what he did not know."<sup>15</sup>

This verse show that Islam gives high attention to reading. It explains about how reading can be a first step of teaching learning process. Reading in Islamic perspective is not only dealing with the understanding, but also interpreting and extracting. The information from the text than relate it to the real phenomenon readers have.<sup>16</sup>

We can read the creation from God in the world. It can be formed in written such as holy Qur'an. By reading holy Qur'an we know the knowledges of world. Holy Qur'an teaches us to communicate to other people by using good language in appropriate with language structure. Because of reading is important, so human being needs to learn how to read correctly. They can learn it in school or other educational institutions.

<sup>15</sup>Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of the Meaning of the Noble Qur'an in the English Language*, (Riyadh, Saudi Arabiyah: Darussalam, 1996), p.902.

<sup>16</sup>M. Quraish Shihab, *Wawasan Al-qur'an*, (Bandung: Mizan, 2003), p.5

The skill of reading have been developed in the Indonesian schools that is the students are able to read a text in the form of narration, description, hortatory and the other texts. The aspects of reading skill are:

a. Scanning

Scanning or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names of dates, to find a definition of a key. Concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.<sup>17</sup>

So, when the students scan a passage they only try to locate specific information needed as fast as possible. The faster they find the information the better. They don't need to read the whole lines of the passage to transfer over the text until they find what they are looking for.

b. Skimming

Skimming consists of quickly running one's eyes across a whole text for its gist. It gives readers the advantages of being able to predict the purpose of the passage, the main topic or message and possibly some of developing or supporting ideas.<sup>18</sup>

When the students skim, they are looking for the idea, the most of central part of what the writer wants to say without a lot of details. They just preview or overview of the material. They don't need to read the whole words in the passage closely. They can omit unnecessary words, phrases or sentences. They just select key words and phrases in order to cover the passage rapidly and conclude the main ideas whether they are clearly or implicitly stated in the text.

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<sup>17</sup>H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy 2<sup>nd</sup> Ed*, (New York: Longman, 2001), p.307

<sup>18</sup>*Ibid*, p.307.

### 2.3. The Purpose of Reading Skill

Reading is an activity with a purpose. A person reads because of many purposes, for example, for getting information, expanding knowledge, and even for enjoyment. The reading text may include newspapers, letters, booklets, advertisements, magazines, etc. Nunan adds newspapers on the www, email messages, academic texts and some poems written by a colleague.<sup>19</sup> William classifies three purposes for reading namely getting general information from the text, getting specific information from the text and for pleasure or for interest. Rivers and Temperly list some of the reasons that L2 students may need or want to read:

- 1) to obtain information for some purposes or because learners are curios about some topic.
- 2) to obtain instruction on how to perform some task for work or daily life.
- 3) to keep in touch with friends by correspondence or to understand business letters.
- 4) to know when or where something will take place or what is available.
- 5) to know what is happening or has happened (as reported in newspapers)
- 6) for enjoyment or excitement.<sup>20</sup>

Reading for academic purposes is a multifaceted subject. However, there is one fundamental aspect which can be starting point for other considerations. When students read, it is a purpose. Clearly, students can have different purposes in their reading; these will include:

- 1) to obtain information (fact, data, etc).

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<sup>19</sup>D. Nunan, *Second Language Teaching and Learning*, (Boston Mass: Heinle and Heinle, 1999), p.78.

<sup>20</sup>W. Rivers and M. Temperly, *A Practical Guide to the Teaching of English as a Foreign or Second Language*, (New York: Oxford University Press, 1978), p.187.

- 2) to understand ideas or theories, etc.
- 3) to discover authors' viewpoints.
- 4) to seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc.<sup>21</sup>

The essential purpose of all reading generally is to get new information and/or for pleasure, not to go over what is known already or what is inconsequential to the reader in the first place.<sup>22</sup>

L2 readers in academic settings most often need to develop reading for understanding and to learn. Based on both reading purposes, reading is the process of receiving and interpreting information encoded in language form via the medium of print.<sup>23</sup>

Basically, the purpose of learning to read in a language has been to have access to the literature written in that language.<sup>24</sup> It means that reading is an activity with a purpose. The readers may read in order to gain information or verify existing knowledge, to critique a writer's ideas or writing style, read for enjoyment, or to enhance knowledge of the language being read.

#### **2.4. Types of Reading**

There are two types of reading that are usually applied in reading class, extensive and intensive reading.

##### 1.) Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general

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<sup>21</sup>R.R. Jordan, *English for Academic Purpose*, (Cambridge: University Press, 2002), p.143.

<sup>22</sup>Jo Mc Donough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide*, (United Kingdom: Blackwell Publishing Ltd, 2003), 2<sup>nd</sup> ed, p.91-92

<sup>23</sup>Norbert Schmitt, *An Introduction to Applied Linguistic*, (United States of America: Arnold, 2002), p.234.

<sup>24</sup>Heidi Byrnes, *Teaching Reading*, Retrieved from: <http://www.nclic.org/essentials/reading/reindex.>, 04 february 2011.

understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge.<sup>25</sup>

It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

## 2.) Intensive reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, and the like.

For this reading activity, the teacher chooses and directed what the students read and it is designed to develop specific receptive skill.

Intensive reading as an activity to take a text, study it line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains.

## 2.5. Improving the Reading Skill

Reading is a process to extract meaning from printed pages. Meanwhile, the essential unit of meaning is the idea, the concept, the thought, the image and the statement. Thus, it is impossible for the reader to extract the meaning of a word. In this study offer three activities; this can be used by an English teacher to help the students improve their reading skills.<sup>26</sup>

### 1. Building Vocabulary

This activity includes:

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<sup>25</sup>*Op Cit.*, Jeremy Harmer, p.210

<sup>26</sup>Callahan and Clark, *Improving Reading Skills, New Direction in Language Teaching*, (Cambridge: University Press, 1982), p.246-252.

- a. Provide many direct and indirect experiences
  - b. Encouraging wide reading
  - c. Teach vocabulary directly
2. Improving Comprehension

Devices that will help students improve comprehension include:

- a. Provide background experiences
  - b. Give fully developed assignment
  - c. Teach how use their textbooks
  - d. Use directed reading lesson
3. Developing flexibility in reading

The word flexibility refers to the students skills in understanding the same words in different contexts. It is necessary to be improved because it helps the students comprehending the various reading materials.

### **3. Narrative Text**

Narrative is one of the genre text form. It is the material which have been used by researcher in the teaching reading text. The researcher measured the students' reading narrative text ability. Therefore the writer discusses some points which relates with narrative among other; definition, the social function, types, generic structure and language features of narrative.

#### **3.1. Definition of Narrative Text**

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past.

A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident.<sup>27</sup>

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<sup>27</sup>Ng Foo Mun, Ng Lai Foong, Ng How Seng and Gabriel Mich. Kia Tolok, *Creative English: Workbook*, (Jakarta: Penerbit Erlangga, 2008), p.viii (overview).

A narrative tells about something that happened in the past.<sup>28</sup> Signal words and time expressions make the order of narrative clear. It means that every story, which is ordered in the past, is a narrative.

Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

It can be concluded that narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story.

### 3.2. The Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution. Based on competency-based curriculum 2004, the aim of narrative is to entertain and amuse the listeners and readers with the real experience or fancy.<sup>29</sup>

In the other opinion, Ken Hyland said that narrative is kind of genre which social purpose to entertain and instruct via reflection on experience, like novels, short stories, etc.<sup>30</sup>

It means that the purpose of narrative is to give entertainment and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication in which the problem arises. The resolution comes to solve the problem.

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<sup>28</sup>Margaret Bonner, *Step Into Writing*, (London: Longman, 1994), p.48.

<sup>29</sup>Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2004), p.50.

<sup>30</sup>Ken Hyland, *Genre and Second Language Writing*, (London: University of Michigan Press, 2004), p.29.

Therefore the students hoped able to understand, response and identify the narrative texts which taught by teacher agree with standard competency in the curriculum 2006 (KTSP).

### 3.3. Types of Narrative Text

There are many type of narrative text, including:

- a. Humor, the aims to make the audience laugh as part of retelling story.
- b. Romance, typically tells of two lovers who overcome difficulties to end up together.
- c. Science fiction, use a setting involving science and technology.
- d. Diary – novels, the text presented like diary entries.
- e. Adventure, typically tells of exciting dangerous journey of experience.<sup>31</sup>

### 3.4. The Generic Structure of Narrative Text

One way in understanding narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in senior high school is divided into the following three elements, namely orientation, complication, resolution and re-orientation.

#### a. Orientation

Normally, in the introduction or orientation the writer or narrator explains where the story happened. In this level the writer also used to produce atmosphere so that make the readers are persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text readers will understand first the contents of the text before they read it.

#### b. Complication

In this part, the crisis arises. It is the climax of the narrative. In the middle of the story, generally, the narrator shows

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<sup>31</sup>*Op Cit.*, Mark Anderson and Kathy Anderson, p.28



the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted.

In this part, narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.

c. Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems.

Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

d. Re-orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events.

### **3.5. The Language Features of Narrative Text**

The language features of narrative text, they are:

- a. Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc.
- b. Specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.
- c. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.

- d. Using time connective and conjunctions to sequence the events.  
For example: then, when, suddenly, etc.
- e. Using adverbs and adverbial phrases to indicate place and time.  
For example: here, there, at home, etc.
- f. Using action verb in past form. For example: lived, drank, etc.
- g. Using saying verbs which sign to pronounce something. For example: said, told, promised, etc.

## **B. PREVIOUS RESEARCH**

In this research, the writer summarizes the relevant previous researches to prove the originality of the research.

1. The first research has been conducted by Anggraeni (A320030029) English Department of Muhammadiyah University of Surakarta (2007). In her thesis *Analysis of Reading Comprehension of English Narration* she concludes that the students comprehend literary work especially narration text. She also states that although reading comprehension of literary work especially narration text is quite difficult. The students can solve some main areas of comprehension gaps of Murby. It means that they have good comprehension.
2. The second is Mariyah (A320030203) English Department of Muhammadiyah University of Surakarta (2008) in *Teaching English Vocabulary Using Cooperative Learning Method with Jigsaw* through pre-experiment research. She concludes that the student's motivation improves and maintains their skill in teaching learning process of vocabulary.

The difference between this research with both of them research before is that in this research, the writer will investigate about the effectiveness of *Jigsaw* technique to improve students' reading narrative text. Whereas the previous research has done by Mariyah, she used *Jigsaw* technique to investigate students' achievement in the vocabulary teaching. Then Anggraeni investigated about students' comprehension in narrative reading. So, this research differs with previous research on the material.

### C. HYPOTHESIS

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word “*hypo*” that has meaning under and “*thesa*” that has meaning correctness.<sup>32</sup>

Based on the result of those literature review and previous research, the writer conclude that there will be significant difference ( $H_a$ ) of the student’s reading narrative text skill between the students who taught by using *Jigsaw* technique and the students who taught without using *Jigsaw* technique. The students who taught by using *Jigsaw* technique will get the better score. It means that “the use of *Jigsaw* technique to improve students’ reading narrative text skill” is effective.

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<sup>32</sup>Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p.31.