

**JIGSAW TECHNIQUE TO TEACH NARRATIVE TEXTS  
IN A SENIOR HIGH SCHOOL IN YOGYAKARTA**

Best Practice

Presented to the Department of English Language Education  
As Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in  
English Language Education



By

**Rinda Widyaningrum**

**19322060**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF SOCIAL AND CULTURAL SCIENCES  
UNIVERSITAS ISLAM INDONESIA  
YOGYAKARTA**

**2025**

**APPROVAL SHEET**

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**19322060**



**Approved on February 27th, 2025**

By

**Supervisor**

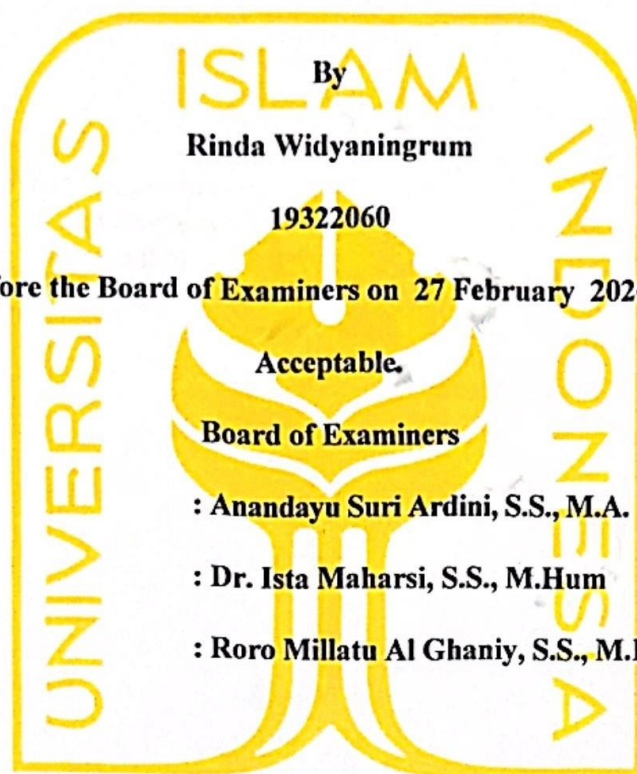
A handwritten signature in black ink, appearing to read 'Anandayu Suri Andini', is written over a faint grid background.

**Anandayu Suri Andini, S.S., M.A.**

**NIP. 173220501**

**RATIFICATION SHEET**

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By  
**ISLAM**

**Rinda Widyaningrum**

**19322060**

**Defended before the Board of Examiners on 27 February 2026 and Declared**

**Acceptable.**

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**Puji Rahayu, S.Pd., MLST., Ph.D.**

**NIP.053310402**

## STATEMENT OF WORK'S ORIGINALLY

I hereby declare that this thesis is my own original work and has been written independently. This thesis does not contain any material that has been previously published or written by another person, except where due reference is made in quotations and references, in accordance with academic standards.

Yogyakarta, 27 February 2026  
The Writer,



Rinda Widyaningrum  
19322060

## MOTTO

*“Dan barangsiapa bertakwa kepada Allah, niscaya Dia akan membukakan jalan keluar baginya, dan memberinya rezeki dari arah yang tidak disangka-sangka.”*

**(Q.S At-Talaq: 2-3)**

“Life can be heavy when you try to carry everything at once. Growth often begins when you learn to pause, reflect, and decide what truly matters. Not everything needs to be held onto forever; some things are meant to be released so that new strength, clarity, and purpose can take their place.”

“Very challenge leaves a lesson, every struggle builds resilience, and every step forward—no matter how small—is proof that you are stronger than you once believed.”

**Nelson Mandela**

## DEDICATION

This thesis is dedicated with utmost gratitude to Almighty God, whose blessings and guidance have enabled me to reach this achievement.

I extend my deepest appreciation to my beloved parents, Mr. Sridadi and Mrs. Sarwenda, for their unwavering love, prayers, and encouragement, as well as my two brothers for their constant support and motivation. To my dearest ones who have accompanied me throughout this journey, and to myself for the perseverance shown in overcoming challenges. I express sincere recognition. Special appreciation is also given to my supervising lecturer, Miss Anandayu Suri Ardini, S.S., M.A., for her invaluable guidance, support, and inspiration during the completion of this work.

Finally, I acknowledge my peers and colleagues for their collaboration and companionship, which made this academic journey both meaningful and memorable.

This thesis, entitled “Jigsaw Technique to Teach Narrative Texts in A Senior High School in Yogyakarta”, stands as a reflection of collective effort, perseverance, and divine guidance.

## ACKNOWLEDGEMENT

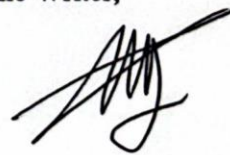
*Assalamualaikum warahmatullahi wabarakatuh.*

Alhamdulillahirabbil'alamin, praise to be Allah Almighty for His endless blessings and guidance, who enabled me to complete this thesis as one of requirements for obtaining a Bachelor of Education in English Language Education. Blessings and salutations are also devoted to the Prophet Muhammad SAW, who has guided us from darkness to light.

I would like to express my deepest gratitude to the following people:

1. My beloved Family: Mr. Sridadi, Mrs. Sarwenda, Brother Rohmad, and Brother Ramadhan for their unconditional love, prayers, and encouragement.
2. My Honorable and inspiring supervisor lecturer, Miss. Anandayu Suri Andini, S.S., M.A. For her invaluable guidance, patience, inspiration, and encouragement throughout the process of completing this thesis.
3. All of the lecturers and English Language Education Department staff for helped me a lot during the entire semester. Their knowledge, insights, guidance, and continuous assistance have greatly supported my academic development and the completion of this thesis.
4. For my special someone, thank you so much for always being there for me and always giving me encouragement in completing my thesis and college.
5. Lastly, but just as importantly, for my best friend "Two Girls" thank you so much for always loving and supporting me when I am at my worst.

Yogyakarta, 27 February 2026  
The Writer,



**Rinda Widyaningrum**  
19322060

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**JIGSAW TEACHING TECHNIQUE IN TEACHING NARRATIVE TEXT  
AT A SENIOR HIGH SCHOOL UII YOGYAKARTA**

**By**

**Rinda Widyaningrum**

**19322060**

**ABSTRACT**

This study aims to help students' reading comprehension of narrative texts and enhance it through the implementation of the Jigsaw teaching technique. Reading is a crucial skill in English language learning; however, many students experience difficulties in understanding narrative texts due to low motivation, limited vocabulary, and teacher-centered instructional approaches that reduce student participation. Therefore, an interactive and cooperative learning strategy is needed to address these challenges. This study was conducted as a best practice teaching implementation at a senior high school in Yogyakarta. The teaching focused on narrative texts, particularly about Lake Toba. It uses the Jigsaw technique as a cooperative learning method. Students were divided into small heterogeneous groups, where each student was assigned a specific part of the narrative text, such as orientation, complication, or resolution. Students first joined expert groups to supervisor their assigned section and then returned to their home groups to share and teach the material to their peers. This process encouraged active participation, peer teaching, and collaborative learning. The results of the implementation show that the Jigsaw teaching technique help enhance students' reading of the narrative text "The Story of Toba Lake" at a senior high school in Yogyakarta. Students became more engaged, confident, and responsible in understanding the generic structure, content, and parts of narrative texts. In the teaching activity, they were able to identify generic structures and explain the function of each part of the narrative clearly. In conclusion, the jigsaw technique is one of the best cooperative learning methods for teaching narrative text reading at the senior high school level and can create a more active and meaningful learning environment.

*Keywords: Cooperative Learning, English Teaching, Jigsaw Technique, Narrative Text, Reading Comprehension*



# CHAPTER I

## BACKGROUND OF THE TEACHING PRACTICE

Reading is a crucial skill for learners of English as a second language because it enables students to access knowledge, develop critical thinking skills, expand vocabulary, and teach overall academic performance. In the context of school learning, students are exposed to various types of texts to read. In English language teaching, reading is often required as the primary means of obtaining information. Learners will make greater progress and development in other areas of learning if their reading skills are improved (Grabe & Stoller, 2002). Nunan (1989) states that reading consists of two main components: mechanical skills and comprehension skills. Mechanical skills include the ability to recognize word sounds, phonetic patterns, and spelling, while comprehension skills focus on understanding the meaning of a text. Both aspects are essential, as a reading requires not only accurate word recognition but also the ability to interpret and understand the content of the text.

In school reading instruction, various types of texts are employed, including narrative texts. According to Gerot and Wignell (1994), narrative texts are designed to entertain readers by telling stories about real or imagined events. These texts typically relate to past events and be either fictional or non-fictional in nature. During my teaching activities at UII Senior High School, I have learned that there are several difficulties faced by students in reading narrative texts, such as students not knowing a lot of vocabulary. So, they do not know the meaning of the words in the reading text. Then, there is a misunderstanding by students regarding the language style used in narrative texts, namely, having meaning according to the context described in the story, not the meaning of each word. In addition to that, there are difficulties for students who have faced monotonous reading activities, so that students are less interested in learning to read, especially narrative texts. Gunning (2002) states that reading difficulties can be classified into several factors, one of which is limited language knowledge. In the context of

reading narrative texts in a foreign or second language, insufficient mastery of vocabulary and grammatical structures can significantly hinder students' reading comprehension. Readers need sufficient language proficiency when reading in a foreign or second language, as limited mastery of vocabulary and grammar can hinder comprehension.

In addition to linguistic factors such as vocabulary and grammar, students' motivation also plays an important role in reading comprehension. According to Brown (2001) explains that a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Based on this view, students' motivation can be developed in various ways. For instance, teachers can increase students' motivation by introducing interesting text types and using instructional media in the classroom. Motivation can be developed in various ways. In addition to introducing interesting text types, teachers can increase students' motivation by using instructional media in the classroom. Brown further argues that the use of varied media increases the likelihood that students will learn more effectively and retain what they have learned, thereby improving the performance of the skills they are expected to develop. Based on the researcher's teaching experience and classroom observations, many students experienced difficulties in reading narrative texts, particularly in engaging with classroom activities and applying appropriate strategies to understand the content of the text. Many students feel bored when they are only asked to read narrative texts without interaction, and they struggle to motivate themselves to comprehend the purpose and structure of the narrative text.

The results of the classroom observation conducted on 12 October 2023 at SMA UII Yogyakarta indicated that the teaching and learning process was dominated by a teacher-centered approach, with limited use of cooperative learning techniques. The teacher rarely applied cooperative teaching techniques, such as organizing group work in the classroom. The use of teacher-centered instruction often results in monotonous classroom activities, which may lead students to become passive and less engaged in the learning process. Research shows that

learning environments that lack active student participation tend to reduce engagement and meaningful interaction in the classroom (Bond, 2020). Therefore, appropriate and practical techniques as well as suitable instructional materials are required to support the teaching and learning process. The implementation of effective strategies can make instruction clearer, more efficient, engaging, independent, and adaptable to various classroom situations. In this study, narrative text was selected as the focus of the teaching practice because it provides meaningful contexts that can foster students' comprehension and engagement. By selecting and implementing an appropriate reading strategy, teachers are expected to enhance students' active involvement and improve their reading achievement. Therefore, teachers are required appropriate and practical techniques as well as suitable materials to support the teaching and learning process, making instruction clearer, more efficient, engaging, independent, effective, and adaptable to various classroom situations. By selecting and implementing an appropriate reading strategy, teachers are expected to overcome the learning difficulties encountered by students. However, prior to applying such a strategy, it is essential for teachers to identify the underlying causes of students' problems in reading comprehension. In this teaching practice, narrative texts were taught using the Jigsaw teaching technique.

The Jigsaw technique is a form of cooperative learning in which students work collaboratively in groups by mastering specific sections of a topic and subsequently teaching their assigned parts to other members of the class (Aronson, 2005). Students interact with other members of other groups who are assigned the same component; after mastering the topic, they return to their "home" group and teach it to their fellow members. In the jigsaw technique, students who are responsible for specific section of the material share their understanding with their home group, which leads to better comprehension of narrative texts. Students who are responsible for specific sections of the material share their understanding with their home group, which leads to better comprehension of narrative texts. Cooperative learning plays an essential role in classroom learning activities, as it promotes active participation, peer

interaction, and shared responsibility among students (Gillies, 2020). In the context of rapid technological advancement and expanding access to knowledge, cooperative learning remains relevant because it encourages collaboration and critical thinking (Johnson, 2009; Slavin, 2014). Although cooperative learning is not a new instructional approach, its value continues to support effective and meaningful learning experiences. Although cooperative learning is not a new instructional approach, its value has become increasingly significant in modern education. Johnson & Johnson (1999) state that cooperative learning encourages student to work together in activities where they learn to listen to others, exchange ideas, resolve disagreements, and solve problems collaboratively (Slavin, 2014). In the context of reading instruction, the jigsaw technique promotes students' motivation by enabling them to identify the generic structure of narrative texts through discussion and peer interaction (Aronson, 2005). In reading instruction, various approaches are used to help students improve their comprehension skills. One important aspect that supports reading comprehension is the use of reading strategies. Karami (2008) defines reading strategies as cognitive and psychological techniques intended to enhance the effectiveness of reading comprehension. These strategies involve readers' awareness of their own comprehension processes. In addition, Simpson (2004) explains that strategies are closely related to instructional techniques, behaviors, and problem-solving skills that contribute to effective teaching. The objective of this best practice was to teach students' reading comprehension of narrative texts and to increase their active participation in the classroom. To achieve this goal, the researcher applied the Jigsaw technique as the main instructional activity in teaching narrative texts. This technique allows each student in a "home group" to focus on and become responsible for a particular component of the narrative text, such as orientation, complication, sequence of events, resolution, and moral message. In its implementation, students were organized into small groups consisting of four to five members, with each group becoming an expert on a specific part of the narrative text entitled *The Story of Toba Lake*. Each team discussed the material according to the roles

assigned within the jigsaw teaching technique.

### **Justification of the Implementation of Jigsaw Reading Narrative Technique**

The implementation of the Jigsaw teaching technique in Grade 10 of SMA UII Yogyakarta is considered appropriate because it is a cooperative learning strategy that enhances students' attention, participation, interaction, and peer teaching, while also supporting the development of collaborative skills. Through this technique, students are encouraged to understand and retain information more thoroughly, as students are responsible for mastering specific content and explaining it to their peers during the learning process. Purba (2018) states that the Jigsaw technique can be used as an alternative instructional strategy to support students' understanding of reading texts. Furthermore, the Jigsaw technique emphasizes the formation of heterogeneous groups, in which students first work in expert groups to gain a deeper understanding of a topic and then return to their home groups to share their knowledge.

Afterward, the researcher applied the Jigsaw teaching technique to encourage students to engage in reading narrative texts and to assist them in accurately identifying the elements of the text within the appropriate context of the story. The technique was originally developed by social psychologist Elliot Aronson in 1971. Aronson (2005) and Slavin (2014) state that in the jigsaw technique, students work in small heterogeneous groups in which each member is responsible for mastering and teaching a specific part of the learning material. The students were organized into small heterogeneous groups consisting of four to five members, with each group responsible for mastering a specific aspect of the same topic, such as the orientation, complication, resolution, and language features in *The Story of Toba Lake*. Therefore, this report, entitled "Jigsaw Teaching Technique to Encourage Narrative Text Teaching at Senior High School UII Yogyakarta", aims to describe the implementation of the Jigsaw technique helps students' motivation and comprehension in understanding the narrative texts. Cooperative learning approaches such as Jigsaw are increasingly important in classroom practice,

particularly in response to the growing demands of globalization, technological advancement, and the rapid expansion of accessible knowledge.

## **CHAPTER II**

### **CONSTRUCT OF THE TEACHING PRACTICE**

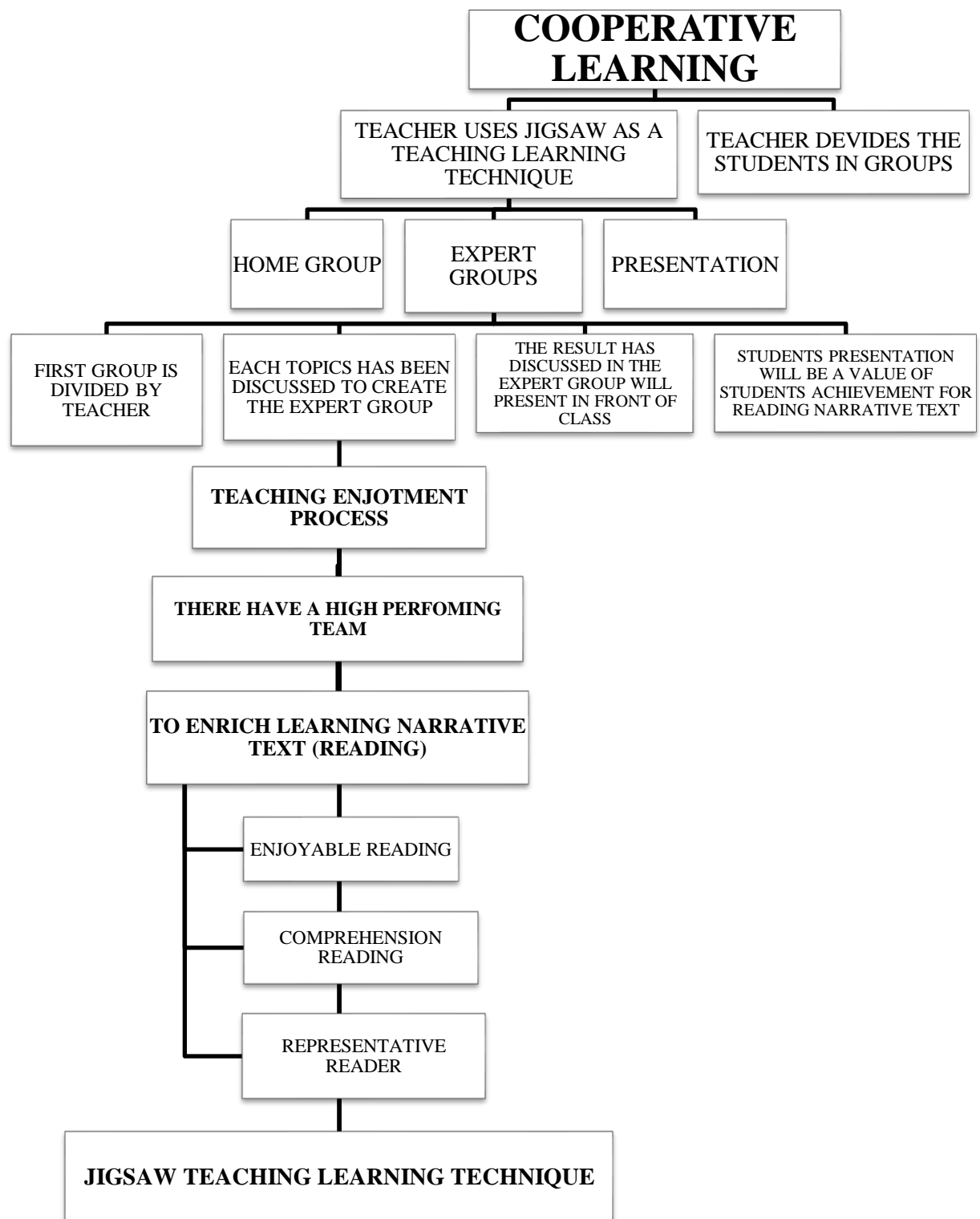
#### **2.1 Cooperative Teaching Approach**

According to Johnson and Johnson (2018), the primary criterion for creating an effective teaching experience is that students actively participate rather than remain passive, as no learning experience is entirely passive; it exists along a continuum of engagement. Cooperative teaching is a fundamental component of most active learning approaches and serves as the foundation upon which many student-centered instructional strategies are constructed. Cooperative teaching is preferred to competitive teaching, in which students compete to achieve academic goals, and individualistic teaching, students efforts are evaluated based on established criteria, whereas competitive teaching relies on normative comparisons among students. Cooperative learning activities can be implemented in any subject area and curriculum; however, competitive and individualistic approaches may have limitations in their productive application.

The structure-process-outcome theory suggests that the way a learning situation is organized influences the learning process and determines the outcomes achieved (Biggs, 1993). In addition, social interdependence theory explains cooperative, competitive, and individualistic learning activities and form the theoretical foundation of cooperative learning (Johnson & Johnson, 1999). According to Johnson and Johnson (1999), cooperative learning consists of four types: formal cooperative learning, informal cooperative learning, cooperative base groups, and constructive controversy. Effective cooperative learning must be designed based on key elements such as positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing (Johnson, Johnson, & Holubec, 1998).

One cooperative learning technique commonly used in reading instruction is the jigsaw technique, which encourages students to actively engage in learning and improve reading

comprehension through peer teaching (Aronson, 2005). Cooperative learning also contributes to a positive classroom atmosphere by increasing students' motivation and enjoyment in learning (Slavin, 2014). Felder & Brent (2007) identify several reasons why cooperative learning is effective. First, it promotes active learning rather than passive reception of information. Second, it minimizes the risk of student disengagement and encourages perseverance when students encounter difficulties. Furthermore, high-achieving students who explain and clarify concepts to their peers often strengthen their own understanding by addressing gaps in their comprehension. Although cooperative learning can be applied to any subject or curriculum, it is particularly beneficial in the context of teaching reading, especially narrative texts. The diagram below illustrates the process of implementing the Jigsaw technique in cooperative learning, adapted from Johnson and Johnson (2018).



## **2.2 JIGSAW Teaching Technique**

The Jigsaw teaching technique is a cooperative learning strategy based on a structured group format that can be applied across various subjects and educational levels to develop students' skills and expertise (Nurbianta & Dahlia, 2018). As a variation of cooperative learning, this technique is implemented by organizing students into small heterogeneous groups of four to six members, in which each student is responsible for mastering a specific portion of the learning material and subsequently teaching it to other group members. Through this process, the Jigsaw technique serves multiple instructional purposes, particularly in introducing new learning materials and supporting classroom presentations, while also promoting positive interdependence among learners. Within the groups, students contribute their knowledge, experiences, ideas, attitudes, and skills collaboratively to enhance collective understanding. This requires them to work together, take responsibility for their assigned tasks, and achieve shared learning goals (Nurbianta & Dahlia, 2018).

An essential aspect of the Jigsaw model is students' ability to share the knowledge they have with other members of the group. Through the application of this technique, teachers can consider students' schemata or prior knowledge and facilitate the activation of background knowledge, thereby making learning materials more meaningful. Furthermore, students engage in cooperative interaction with their peers, which provides opportunities to process information more deeply and develop communication skills (Chang & Benson, 2022). For these reasons, the Jigsaw model is frequently applied in classroom instruction. Fundamentally, it is designed to foster individual responsibility while simultaneously emphasizing positive interdependence, as learners rely on one another to exchange information and complete learning tasks effectively.

The jigsaw technique is considered effective because it promotes active teaching, collaboration, and deeper understanding of the material (Dhull & Verma, 2019). In traditional classroom, students often passively receive information from a teacher or textbook. However, the jigsaw technique transforms this dynamic by dividing the class into small, diverse groups,

with each group responsible for mastering one part of a broader topic. This structure requires students to engage with the material at a deeper level as they become experts on their assigned section. When students teach their peers, they reinforce their own understanding while also learning from others. This cooperative learning technique fosters teamwork, communication skills, shared responsibility, and critical thinking, as students must integrate their individual contributions into a coherent understanding of the learning material (Dhull & Verma, 2019). Consequently, the Jigsaw technique promotes active participation, deeper comprehension, and the development of essential social and cognitive skills, making it an effective instructional strategy.

In the context of teaching reading, the Jigsaw technique can support motivation and engagement. Teachers often find that students require additional motivation in reading activities, particularly when lessons rely solely on individual reading tasks. Through the Jigsaw technique, students are given opportunities to discuss texts collaboratively, which makes the reading process more interactive and enjoyable. During the discussion phase, students work in expert groups to analyze specific sections of the text before returning to their home groups to share their findings. This process helps students comprehend the more effectively and respond to teachers' questions with greater confidence. Therefore, the purpose of this research is to examine whether the Jigsaw teaching technique can improve students' motivation and comprehension in understanding narrative texts in reading instruction.

## CHAPTER III

### THE IMPLEMENTATION

#### 3.1 Prereview

In preparation for the teaching activities, the teacher carefully designed comprehensive lesson plans to ensure that each session was structured effectively to achieve the intended learning objectives and actively engaged the students. The planning process involved formulating a clear definition of the subject matter, namely reading narrative texts. The teacher then identified and presented the key components of narrative texts, including their generic structure, types, and the distinctive language features.

A suitable narrative example, “The Story of Toba Lake”, was selected to illustrate the narrative structure and elements in an engaging manner. The text was used as the primary material in implementing the Jigsaw technique. Students were asked to analyze the legend of lake Toba in groups. The grouping strategy was designed according to the generic structure and language features of narrative texts. There were four groups, each consisting of four to five students.

The narrative text was provided in printed form to facilitate group discussion. In addition, theoretical explanations were presented through PowerPoint slides, which were used by the teacher to explain the concepts of narrative texts and to support student presentation after completing their group discussions.

#### 3.2 The Implementations

During the teaching sessions on narrative texts, students were introduced to the characteristics of this literary genre. To illustrate the narrative structure, the teacher and students analyzed “The Story of Toba Lake”, based on its key components: Orientation, Complication, Sequence of Events, Resolution, and Moral Message. Through collaborative activities, students

examined the story and identified each narrative stage. The teacher facilitated discussions and encouraged students to determine the central conflict, moral values, and narrative type presented in the text. Steps in teaching narrative text using the Jigsaw technique:

### **1. Pre-Teaching Activity**

The teacher began the lesson by greeting the students and checking attendance. The teacher then introduced the topic by asking several questions related to narrative texts to activate students' prior knowledge. The learning objectives were clearly explained, followed by a brief review of the definition and purpose of narrative texts.

### **2. Introduction of Narrative Text**

The teacher explained the concept of narrative text, including its social function, generic structure (Orientation, Complication, Sequence of Events, Resolution, and Moral Message), and language features such as the use of the past tense, action verbs, time connectives, and direct or indirect speech.

### **3. Forming Home Groups**

Students were divided into home groups consisting of four to five members. Each member was assigned a different component of the narrative structure.

### **4. Forming Expert Groups**

Students who were assigned the same component gathered in expert groups. In these groups, they discussed and analyzed the specific section of the narrative text.

### **5. Discussion in Expert Groups**

Students read the assigned narrative text and identified important information related to their specific section. They shared ideas, clarified meanings, and prepared explanations to present to their home groups.

## **6. Sharing in Home Groups**

After completing the expert group discussion, students returned to their home groups. Each student explained the material they had mastered so that all members gained a comprehensive understanding of the narrative structure.

## **7. Group Presentation**

Each home group presented the results of their discussion to the class. Students explained the generic structure and key elements of the narrative text.

## **8. Teacher's Feedback and Clarification**

The teacher provided feedback, corrected misunderstandings, and clarified difficult points related to the narrative text and the Jigsaw activity.

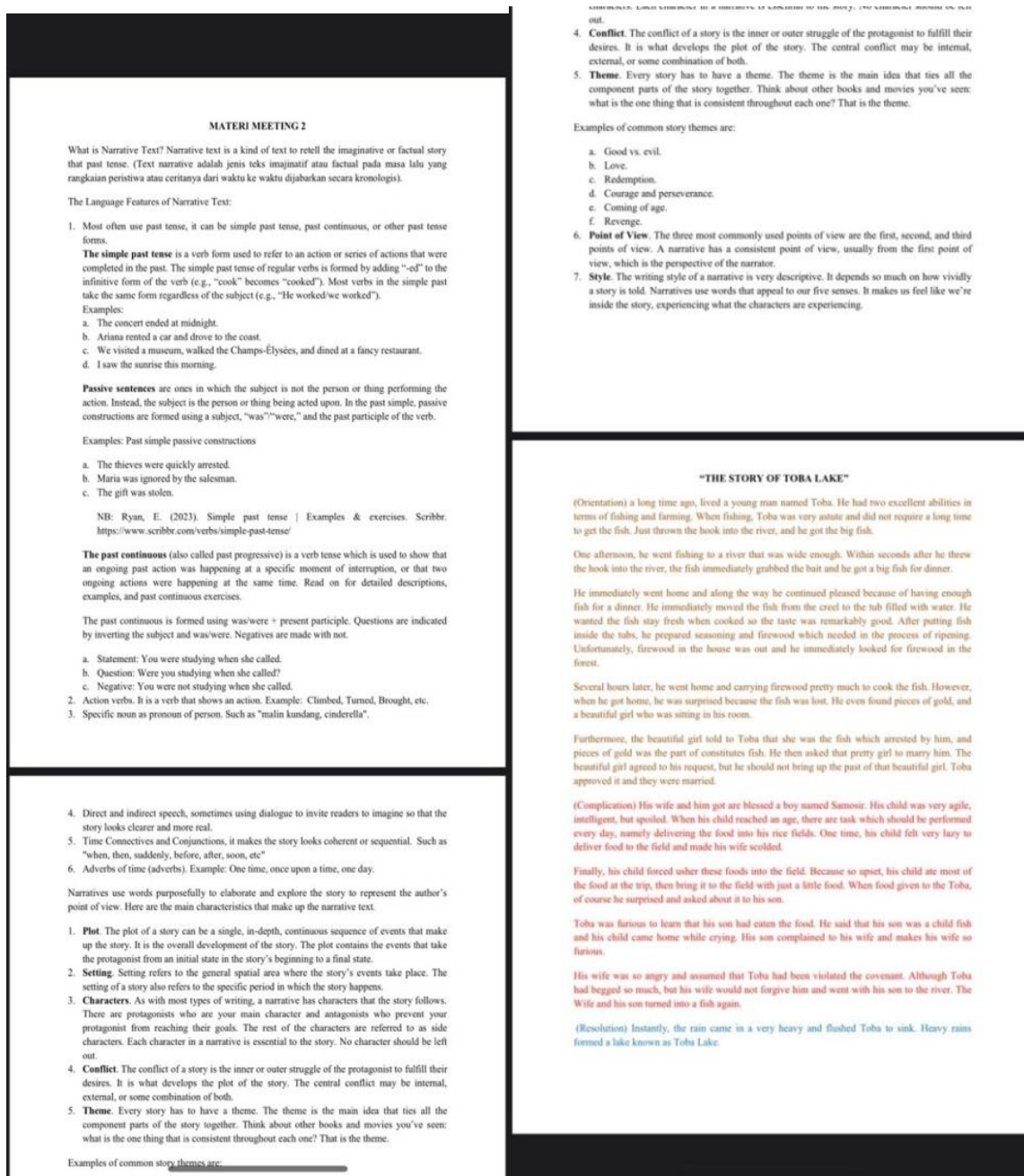
## **9. Post-Teaching Activity**

The teacher concluded the lesson by summarizing the material and assigning follow-up tasks, such as analyzing another narrative text or creating an original narrative story.

In the first meeting, students were instructed to create their own narrative stories based on the narrative structure that had been discussed. After completing their work, students presented their stories in class. These presentations helped students develop public speaking skill and participate in peer feedback activities. At the end of the session, the teacher reviewed the main concepts of narrative texts and assigned students to analyze short stories as additional practice.

In the second meeting, the teacher focused on strengthening students' understanding of narrative texts and their language features. The lesson began with a review of the definition and social function of narrative texts. The teacher then explained the use of past tenses, including the simple past tense and past continuous tense, which are commonly used in narrative texts. Students were guided to identify past tense verbs in example sentences. The teacher also explained key language such as action verbs, proper nouns for characters, time

connectives, adverbs of time, and the use of dialogue. Finally, sequence of events, resolution, and moral message, followed by a class discussion under the teacher's guidance.



**Picture 1** Teaching Materials about Narrative Text

During the teaching activities in both meetings, the teacher implemented the Jigsaw teaching technique to facilitate students' learning of narrative texts. First, the teacher divided the students into several small groups consisting of four to five members. Each group was assigned a different component of the narrative text, such as orientation, complication, sequence

of events, resolution, and moral message. Students who were assigned the same component then formed expert groups to discuss and analyze their respective sections in greater detail.

In the expert groups, students shared ideas, clarified difficult vocabulary, and identified the main point of their assigned sections. After completing the discussion, students returned to their original home groups and took turns explaining the information they had learned. Through this process, each student assumed responsibility for teaching their peers, ensuring that all group members gained a comprehensive understanding of the narrative structure.



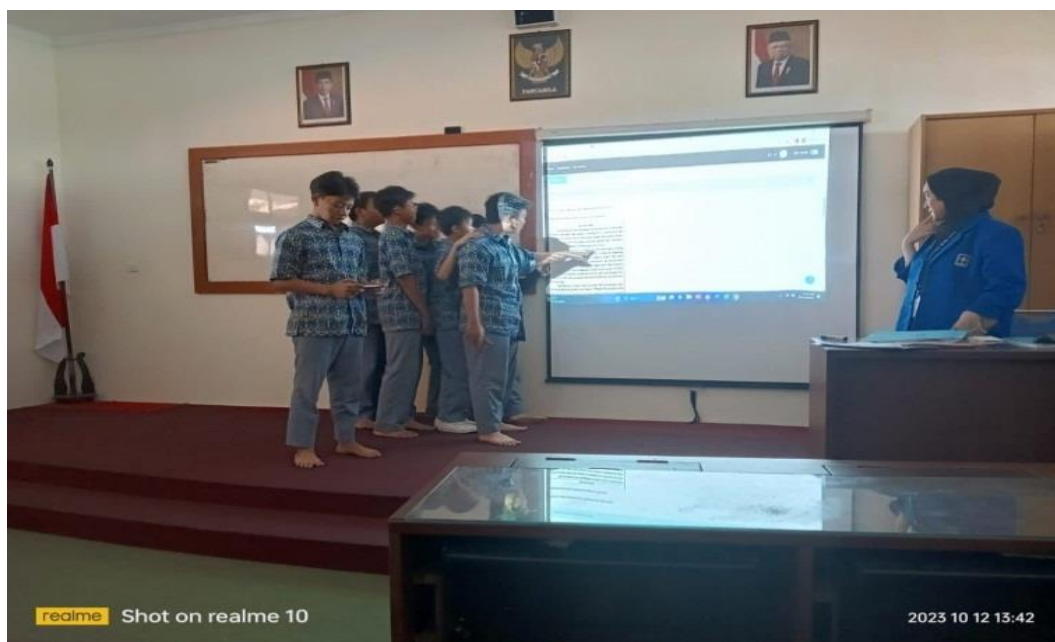
**Picture 2** Analyzing Narrative Text Elements.

Subsequently, each home group synthesized the information and prepared a group presentation. During the presentation session, students explained the generic structure of the narrative text entitled *The Story of Toba Lake*. Other groups were encouraged to listen actively, ask questions, and provide feedback. The teacher monitored the presentations, facilitated class discussions, and provided clarification when necessary. At the end of the lesson, the teacher summarized the main points to reinforce students' understanding of narrative texts.

Based on the students' presentations and classroom discussions, it was found that the students demonstrated an improved understanding of the narrative text. They were able to

identify which paragraphs represented the orientation, complication, and resolution. Although some students still required guidance to accurately determine certain elements of the generic structure, the overall results indicated that the Jigsaw teaching technique contributed positively to the improvement of students' reading comprehension.

This finding suggests that group discussion and peer explanation played a significant role in supporting students' understanding of narrative texts. Through the Jigsaw activities, students worked collaboratively to analyze the text and shared responsibility for learning its structure. As a result, students became more actively engaged in the learning process and relied on peer interaction to construct meaning collectively.



**Picture 3** The Students do presentation about “The Story of Toba Lake”

TEACHING READING NARRATIVE TEXT BY IMPLEMENTING SURVEY, QUESTION, READ, RECITE, AND REVIEW... xict\_bingg2324: October 19th 2023, THE LANGUAGE FEATURES OF NARRATIVE TEXT: Grade essays

Home Dashboard My courses

NAJLA PUTRI RAMADHANI ICT 2023's response

generic structure:

orientation

a long time ago, lived a young man named Toba. He had two excellent abilities in terms of fishing and farming. When fishing, Toba was very astute and did not require a long time to get the fish. Just thrown the hook into the river, and he got the big fish

alasan= karena di paragraf satu ini mengenalkan main karakternya dan latar

complications

One afternoon, he went fishing to a river that was wide enough. Within seconds after he threw the hook into the river, the fish immediately grabbed the bait and he got a big fish for dinner.

He immediately went home and along the way he continued pleased because of having enough fish for a dinner. He immediately moved the fish from the creel to the tub filled with water. He wanted the fish stay fresh when cooked so the taste was remarkably good. After putting fish inside the tubs, he prepared seasoning and firewood which needed in the process of ripening. Unfortunately, firewood in the house was out and he immediately looked for firewood in the forest.

Several hours later, he went home and carrying firewood pretty much to cook the fish. However, when he got home, he was surprised because the fish was lost. He even found pieces of gold, and a beautiful girl who was sitting in his room.

Furthermore, the beautiful girl told to Toba that she was the fish which arrested by him, and pieces of gold was the part of constitutes fish. He then asked that pretty girl to marry him. The beautiful girl agreed to his request, but he should not bring up the past of that beautiful girl. Toba approved it and they were married.

His wife and him got are blessed a boy named Samosir. His child was very agile, intelligent, but spoiled. When his child reached an age, there are which should be performed every day, namely delivering the food into his rice fields. One time, his child felt very lazy to deliver food to the field and made his wife scolded.

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alasanya= karena disitu awal terjadinya masalah di dalam cerita

resolutions

Finally, his child forced usher these foods into the field. Because so upset, his child ate most of the food at the trip, then bring it to the field with just a little food. When food given to the Toba, of course he surprised and asked about it to his son.

Toba was furious to learn that his son had eaten the food. He said that his son was a child fish and his child came home while crying. His son complained to his wife and makes his wife so furious.

His wife was so angry and assumed that Toba had been violated the covenant. Although Toba had begged so much, but his wife would not forgive him and went with his son to the river. The Wife and his son turned into a fish again.

Instantly, the rain came in a very heavy and flushed Toba to sink. Heavy rains formed a lake known as Toba Lake.

alasanya= samosir memakan makanan yang seharusnya dibawakan untuk ayahnya lalu ayahnya murka dan mengingkari janjinya, kita memilih ini karena resolusi akhir dari penyelesaian masalah di cerita

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**Picture 4** The Students Submit the Explanation about Narrative Text.

### **3.3 Evaluation**

The implementation of the Jigsaw teaching technique showed positive results in engaging students in learning narrative texts. Classroom observation indicated that students became more active and participated more actively in group discussions. Most students were able to understand the generic structure and language features of narrative texts through peer interaction in expert and home groups. This activity encouraged students to share ideas, explain concepts to one another, and build confidence in understanding narrative texts.

However, several challenges were encountered during the implementation, particularly in classroom management. Some students experienced confusion regarding their roles in the Jigsaw process and frequently asked for clarification from the teacher. While the teacher was assisting one group, other groups also required guidance, which made classroom management more demanding.

Despite these limitations, the overall implementation of the Jigsaw teaching technique was considered successful. The increased student participation and the collaborative learning environment indicated that this technique was effective in promoting active learning. These findings suggest that the Jigsaw technique can be a useful strategy for teaching narrative texts, and more effective time management are necessary to optimize future implementation.

## CHAPTER IV

### REFLECTION AND CONCLUSION

#### 4.1 Reflection

Reflecting on the materials and teaching techniques used in the instructional sessions, it is evident that a holistic approach was employed to ensure effective teaching and meaningful student engagement. The teaching materials were carefully selected to provide a comprehensive understanding of narrative texts. The content covered the definition, types, generic structure, and language features of narrative texts. This approach enabled students to understand not only the theoretical foundations of narrative texts but also their practical applications.

The narrative text entitled *The Story of Toba Lake* served as an illustrative example that provided rich material for analysis and discussion. While students enjoyed the storyline, they also learned to analyze the plot, characters, and thematic elements critically. Peer feedback sessions during group presentations contributed to a collaborative learning environment. Through these activities, students were able to comprehend the concepts and practice expressing ideas in English confidently. Overall, the materials and teaching techniques achieved a balance between theoretical understanding and practical application. The structured activities and assessments were helpful in monitoring students' progress and comprehension.

In reflecting on the teaching process, the jigsaw technique proved to be the most appropriate strategy for this context. The Jigsaw Technique is a cooperative learning strategy that encourages students to work collaboratively in small, heterogeneous groups to supervisor and share specific information or concepts. This technique promotes active participation, collaboration, and shared responsibility among students. Each member becomes an "expert" in a particular section and then teaches it to their peers. This process deepens students understanding while fostering teamwork and a sense of ownership in learning.

Furthermore, the Jigsaw Technique enhances critical thinking, communication skills, and empathy, as students rely on one other to construct knowledge collectively. Through this teaching practice, the teacher gained valuable insights into the importance of consistency, patience, and determination in facilitating materials but also about understanding students need and supporting their motivation. Positive feedback from several students indicated that they felt engaged and supported during the learning activities.

#### **4.2 Conclusion**

Based on the implementation and reflection, it can be concluded that the Jigsaw teaching technique is an appropriate cooperative learning strategy for teaching narrative texts at the senior high school level. The application of this technique in teaching *The Story of Toba Lake* successfully encouraged students to become more active, engaged, and responsible for their own learning.

The findings demonstrated that students were able to identify the generic structure and language features of narrative texts more clearly through peer discussion and expert group activities. The Jigsaw technique also improved students' confidence in expressing ideas, presenting their understanding, and collaborating with their peers. Furthermore, students showed improved reading comprehension, as they were able to explain the orientation, complication, sequence of events, resolution, and moral message accurately.

Although several challenges were encountered, particularly in classroom management and students' initial confusion regarding their roles, the overall implementation showed that cooperative learning through the Jigsaw technique created a more interactive and meaningful learning environment. Therefore, it can be concluded that the Jigsaw teaching technique is highly recommended for teaching narrative texts, as it enhances students' comprehension, motivation, and active participation in English learning.

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