

**ENHANCING STUDENTS' READING COMPREHENSION ABILITY  
ON NARRATIVE TEXT THROUGH STORYTELLING AND JIGSAW  
TECHNIQUE**

**THESIS**



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FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY MALANG**

**2023**

## **TITLE PAGE**

# **ENHANCING STUDENTS' READING COMPREHENSION ABILITY ON NARRATIVE TEXT THROUGH STORYTELLING AND JIGSAW TECHNIQUE**

## **THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partical Fulfillment of The  
Requirement of the Degree of English Language Teaching (S.Pd) in  
English Education Department*



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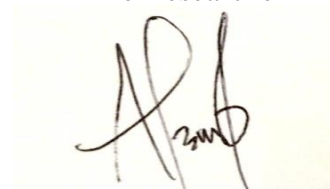
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## STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Enhancing Students’ Reading Comprehension Ability on Narrative Text through Storytelling and Jigsaw Technique**” is my original work to meet a bachelor’s degree requirement. I do not include any materials previously written or published by other writers, except those I have cited in this thesis’s bibliography. Hereby, if there is an objection or claim, I am the only person responsible for that.

Malang, May 16<sup>th</sup>, 2023

The Researcher

A handwritten signature in black ink on a light yellow background. The signature is stylized, with a large 'N' and 'H' and a smaller 'z' and 'f'.

Nuzul Hafifah

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**APPROVAL SHEET**

**ENHANCING STUDENTS' READING COMPREHENSION  
ABILITY ON NARRATIVE TEXT THROUGH  
STORYTELLING AND JIGSAW TECHNIQUE**

**THESIS**

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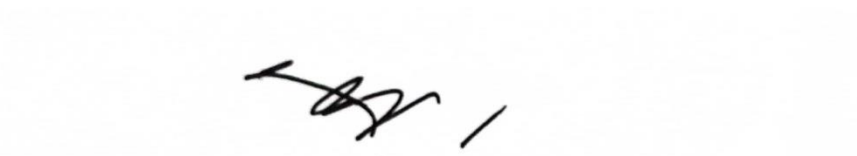


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ENHANCING STUDENTS' READING COMPREHENSION  
ABILITY ON NARRATIVE TEXT THROUGH  
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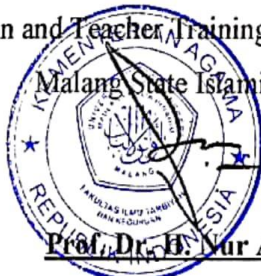
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Appendix : -

The Honorable,  
To the Dean of Faculty of Education and Teaching Training  
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*Assalammu'alaikum Wr. Wb*

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Thesis : Enhancing Students' Reading Comprehension  
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Jigsaw Technique

Therefore, we believe that the thesis of Nuzul Hafifah has been approved by the advisor for future approval by the board of examiners.

*Wassalamu'alaikum Wr. Wb*

Malang, May 15<sup>th</sup>, 2023

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## **APPROVAL**

This is to certify that the thesis of Nuzul Hafifah has been approved by the advisors for further approval by the board examiners.

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Department : English Education

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Declare that :

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2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

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The Researcher,

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Nuzul Hafifah

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In the name of Allah, the most merciful. Praise be to Allah SWT, the Lord of the worlds, who has given pleasure, Taufik, and guidance so that the researcher can complete this thesis entitled "Enhancing Students' Reading Comprehension Ability on Narrative Text through Storytelling and Jigsaw Technique" as a final assignment made to fulfill the requirements graduation in the undergraduate program (S1) Faculty of Tarbiyah and Teacher Training Majoring in English Education Department at UIN Maulana Malik Ibrahim Malang. Sholawat and greetings do not forget to be delivered to the Prophet Muhammad SAW, who is the prophet of a million people who has brought mercy to the universe and has brought us from the dark ages to the bright times as we are experiencing at this time.

In addition, the researcher realizes that this thesis can be completed because of the help, support, and motivation from many parties. For this reason, the researcher would like to express gratitude, sincere gratitude, and big appreciation to:

1. Dr. H. M. Zainuddin, MA., as rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Nur Ali M. Pd., as the dean of the Faculty of Tarbiyah and Teacher Training.
3. Dr. H. Langgeng Budianto, M.Pd., is the head of the Department of The English Education, and Dr. Alam Aji Putera, M. Pd, as the secretary of the English Education Department.
4. Mr. Dian Arsitades Wiranegara, M.Pd., as the supervisor who patiently guided, motivated, advised, and directed the researcher well while working on this thesis so that this final assignment could be completed properly.
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9. For her roommate Anis Saputri who has provided a lot of mental support and is a silent witness to her struggles in completing this thesis.

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Finally, the researcher realizes that this thesis still has many shortcomings that must be enhanced. For this reason, researchers are willing to accept supportive suggestions from various parties. Thus, the researcher hopes that this thesis can increase knowledge and be useful for the readers.

Malang, May 16<sup>th</sup> 2023

A handwritten signature in black ink, appearing to be 'Nuzul Hafifah', written on a light yellow background.

Nuzul Hafifah

NIM. 19180008

## **DEDICATION**

This thesis is proudly dedicated to:

My beloved parents (Mr. Zulkifli & Mrs. Nur Aziah)

My beloved sister (Nadila Lailatul Ahza)

My beloved brother (Muhammad Aliffaturrahman)

My beloved big family

My beloved best friends

All of my friends

## **MOTTO**

"And to Allah belongs what is in the heavens and what is in the earth, and to Allah all matters are returned."

*"Dan milik Allah-lah apa yang ada di langit dan apa yang ada di bumi, dan hanya kepada Allah segala urusan dikembalikan".*

*(QS. Ali 'Imran 3:109)*

## TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of the Arabic-Latin transliterator in this thesis has a great influence and is useful. The researcher uses transliteration guidelines that have been agreed upon in the decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which will be described below:

### A. Huruf

|   |   |    |   |   |    |   |   |   |
|---|---|----|---|---|----|---|---|---|
| ا | = | a  | ز | = | z  | ق | = | q |
| ب | = | b  | س | = | s  | ك | = | k |
| ت | = | t  | ش | = | sy | ل | = | l |
| ث | = | ts | ص | = | sh | م | = | m |
| ج | = | j  | ض | = | dl | ن | = | n |
| ح | = | h  | ط | = | th | و | = | w |
| خ | = | kh | ظ | = | zh | ه | = | h |
| د | = | d  | ع | = | '  | ء | = | ' |
| ذ | = | z  | غ | = | g  | ي | = | y |
| ر | = | r  | ف | = | f  |   |   |   |

### B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

### C. Vokal Diftong

|    |   |    |
|----|---|----|
| اؤ | = | aw |
| اي | = | ay |
| او | = | û  |
| اى | = | î  |

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## ABSTRAK

Hafifah, Nuzul. Meningkatkan Kemampuan Pemahaman Bacaan Siswa terhadap Teks Naratif melalui Storytelling dan Teknik Jigsaw. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Kependidikan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dian Arsitades Wiranegara, M.Pd.

**Keywords:** Pemahaman Bacaan, Teks Narrative, Storytelling, Teknik Jigsaw

Pemahaman bacaan siswa terhadap suatu bacaan merupakan hal yang sangat penting untuk diperhatikan dalam pembelajaran bahasa Inggris. Hal ini dikarenakan, pemahaman bacaan merupakan pondasi siswa dalam menguasai berbagai kemampuan serta pengetahuan bahasa Inggris yang diperlukan oleh siswa. Memiliki kemampuan pemahaman bacaan yang bagus sangat membantu siswa dalam memahami makna bacaan yang terdapat dalam sebuah bacaan. Dengan demikian, dalam penelitian ini peneliti melakukan sebuah penelitian yang bertujuan untuk menganalisis bagaimana pemahaman bacaan siswa terhadap teks narrative saat storytelling dan jigsaw teknik diterapkan serta persepsi siswa saat guru bahasa Inggris menerapkan kedua hal tersebut.

Pada penelitian ini, peneliti menerapkan desain penelitian studi kasus yang menggunakan metode analisis deskriptif kualitatif dimana peneliti mendeskripsikan serta menganalisis terkait bagaimana pemahaman bacaan siswa terhadap teks narrative saat storytelling dan teknik jigsaw diterapkan, serta perspektif siswa terhadap hal tersebut. Untuk pengambilan data, peneliti menggunakan observasi serta wawancara sebagai instrumen penelitian. Selanjutnya, data yang dihasilkan kemudian dianalisis melalui beberapa tahapan seperti mereduksi data, menyajikan data dalam bentuk penjelasan teks naratif, dan menyimpulkan data.

Hasil penelitian menunjukkan bahwa saat guru menerapkan storytelling dan teknik jigsaw dalam pembelajaran pemahaman bacaan terhadap teks naratif, siswa memiliki pemahaman bacaan teks naratif yang meningkat. Para siswa dapat memahami struktur general serta elemen-elemen dari narrative text dengan baik. Selain itu, para siswa juga dapat mengidentifikasi ide utama, informasi faktual, referensi, serta inferensi yang terdapat didalam teks yang telah disajikan oleh guru. Penerapan kedua hal tersebut didalam pembelajaran pemahaman bacaan terhadap teks naratif juga mendapat perspektif yang positif dari para siswa. Para siswa menjelaskan bahwa mereka menyukai diskusi kelompok terkait materi teks naratif yang diberikan oleh guru kepada mereka serta kegiatan storytelling yang dilakukan oleh teman kelompok yang mereka miliki. Para siswa yang pasif menjadi lebih aktif saat strategi dan teknik tersebut diterapkan oleh guru didalam pembelajaran. Mereka memiliki dorongan untuk menjadi aktif melalui para anggota kelompok yang aktif. Kemudian, para siswa juga menambahkan bahwa mereka lebih memahami makna cerita narrative yang guru berikan melalui storytelling serta diskusi dengan teman kelompok yang mereka miliki.

## ABSTRACT

Hafifah, Nuzul. Enhancing Students' Reading Comprehension Ability of Narrative Texts through Storytelling and Jigsaw Techniques. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dian Arsitades Wiranegara, M.Pd.

**Keywords:** Reading Comprehension, Narrative Text, Storytelling, Jigsaw Technique.

Students' reading comprehension ability of a text is very important to pay attention to in learning English. This is because reading comprehension ability is the foundation of students in mastering the various abilities and knowledge of English needed by students. Having good reading comprehension ability skills helps students in understanding the meaning of the reading contained in a reading. Thus, in this study, the researcher conducted a study that aimed to analyze and enhance students' reading comprehension ability of narrative texts when storytelling and jigsaw techniques were applied and students' perceptions when the English teacher applied these two things.

In this study, the researcher applied a case study research design using a qualitative descriptive analysis method in which the researcher described and analyzed how students' reading comprehension ability of narrative texts when storytelling and jigsaw techniques are applied, as well as students' perspectives on it. For data collection, researchers used observation and interviews as research instruments.

Furthermore, the resulting data then analyzed through several stages such as reducing data, presenting data in the form of narrative text explanations, and concluding data. The results showed that when the teacher applied storytelling and jigsaw techniques in learning reading comprehension ability of narrative texts, students' reading comprehension ability of narrative texts were enhanced. Students can understand the general structure and elements of narrative text well. In addition, students can also identify the main ideas, factual information, references, and inferences contained in the text that has been presented by the teacher. The application of these two things in learning reading comprehension ability of narrative texts also gets a positive perspective from students. The students explained that they liked group discussions regarding the narrative text material given to them by the teacher and the storytelling activities carried out by their group mates. Passive students become more active when the strategies and techniques are applied by the teacher in learning. They have the drive to be active through active group members. Then, the students also added that they better understood the meaning of the narrative stories that the teacher gave through storytelling and discussions with their group mates.

## تجريدي

حفيفة، نزول. تحليل فهم قراءة الطلاب للنص السردى من خلال تقنيات سرد القصص وبانوراما. اطروحه. قسم تدريس اللغة الإنجليزية ، كلية التربية والتعليم ، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: ديان أرسيتاديس ويرانيغارا ، عضو في البرلمان

**الكلمات المفتاحية:** فهم المقروء ، النص السردى ، رواية القصص ، تقنيات بانوراما

فهم قراءة الطالب للقراءة مهم جدا في تعلم اللغة الإنجليزية. وذلك لأن فهم القراءة هو أساس الطلاب في إتقان القدرات والمعرفة المختلفة للغة الإنجليزية التي يحتاجها الطلاب. إن امتلاك مهارات جيدة لفهم القراءة مفيد جدا للطلاب في فهم معنى القراءة الواردة في القراءة. وهكذا ، أجرى الباحثون في هذه الدراسة دراسة تهدف إلى تحليل فهم الطلاب للقراءة للنصوص السردية عند تطبيق تقنيات القصص وبانوراما وتصورات الطلاب عند تطبيق معلمي اللغة الإنجليزية هذين الأمرين.

في هذه الدراسة ، طبق الباحثون تصميم بحث دراسة حالة يستخدم طرق التحليل الوصفي النوعي حيث يصف الباحثون ويحللون كيفية فهم الطلاب للقراءة للنصوص السردية عند تطبيق تقنيات سرد القصص وبانوراما ، وكذلك وجهات نظر الطلاب حولها. لجمع البيانات ، يستخدم الباحثون الملاحظة والمقابلات كأدوات بحثية. علاوة على ذلك ، يتم تحليل البيانات الناتجة من خلال عدة مراحل مثل تقليل البيانات ، وتقديم البيانات في شكل تفسيرات نصية سردية ، وبيانات الختام.

أظهرت النتائج أنه عندما طبق المعلمون تقنيات سرد القصص وبانوراما في تعلم فهم القراءة للنصوص السردية ، كان لدى الطلاب فهم أفضل للقراءة للنصوص السردية بل وزدوا. يمكن للطلاب فهم البنية العامة وعناصر النص السردى بشكل جيد. بالإضافة إلى ذلك ، يمكن للطلاب أيضا تحديد الفكرة الرئيسية والمعلومات الواقعية والمراجع والاستدلالات الواردة في النص الذي قدمه المعلم. تطبيق هذين الأمرين في تعلم فهم القراءة على النصوص السردية يحصل أيضا على منظور إيجابي من الطلاب. أوضح الطلاب أنهم أحبوا المناقشات الجماعية المتعلقة بالمواد النصية السردية التي قدمها لهم المعلم بالإضافة إلى أنشطة سرد القصص التي قام بها أصدقاء المجموعة لديهم. يصبح الطلاب السليبيون أكثر نشاطا عندما يتم تطبيق هذه الاستراتيجيات والتقنيات من قبل المعلم في التعلم. لديهم رغبة في أن يكونوا نشطين من خلال أعضاء المجموعة النشطين.

بعد ذلك ، أضاف الطلاب أيضا أنهم فهموا بشكل أفضل معنى القصص السردية التي قدمها المعلم من خلال سرد القصص والمناقشات مع أصدقاء المجموعة لديهم.

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, there are several things will be discussed. Namely, the background of the study, research questions, objectives of the study, significance of the study, limitations of the study, and definition of key terms.

#### **1.1 Background of the Study**

Reading activity is reconstructing meaning by compiling several complex processes of word reading, word knowledge, and fluency (Klingner, 1998). In addition, “Reading in English also helps someone to think in English, develop various English vocabularies, helps someone more comfortable with writing in English and can write better in English if they feel comfortable with the language” (Mikulecky & Jeffries, 1998). Therefore, the ability to read is one of the skills in English that provides many benefits, especially for students such as providing various informations, improving their vocabulary, pronunciation, grammar, and many more.

One aspect of reading that students must master and is a pillar of the act of reading is reading comprehension. Reading comprehension ability is the activity of understanding a text. It is not an easy thing for learners of English as a Foreign Language (EFL). Reading comprehension ability is a problem that worries students and teachers of English as an English Foreign Language Learner (EFL). Most students learning English as a Foreign Language still have difficulty with reading material and lack of reading comprehension ability is the reason. It is important in teaching and learning to help students explore their reading comprehension ability by organizing the reading material and its components, and understanding the interrelationships between its parts appropriately, thereby enriching students' vocabulary and access to knowledge (Rustan, 2010).

This study focuses on the discussion of narrative text. Mark and Kathy Anderson explain that narrative text is a literary text that can develop students'

reading comprehension ability skills and is intended to entertain or give meaning to a view of life through story. The narrative text is generally a text consisting of several sequences of events, both fictional events and non-fictional events that consist of orientation, complication, and resolution. The researcher chose narrative text because most EFL learners still have some problems understanding the narrative text. Some of the problems are: First, they have difficulty finding the main idea of the narrative text, the information contained in the narrative text, and the opinions and facts contained in the presented narrative text. Second, students lack vocabulary. In this case, students cannot understand the intent and meaning of the narrative text due to their limited English vocabulary. Third, the teacher still uses the lecture method and has not used strategies and learning techniques that are following the interests of students. Fourth, some students still have difficulty retelling what they have read. They have difficulty expressing the ideas they have (Minarnis, 2012).

Minarnis (2012) in her research found some facts that most students still have low reading comprehension ability skills on narrative text, and find it difficult to comprehend the text. Based on this related previous study, it can be found that some of the problems of reading comprehension ability in the narrative text that students have are, students still difficulty finding the main idea in a narrative text, information structure of the text, various opinions contained in the text, and facts presented in narrative text.

When the students were asked to answer the questions that related to the text orally, there were only a few students who were active and could answer the questions correctly. Most of them do not dare to answer and comment on the questions. This is because there are still many students who have deficiencies in English vocabulary, low motivation to learn English, the type of narrative text given, and the teaching strategies used by the teacher. Therefore, it was very important to provide an alternative strategy and learning technique to enhance students' reading comprehension, especially in narrative text. In this research, the researcher used storytelling and jigsaw techniques to be applied in reading

learning to enhance students' reading comprehension ability skills in narrative text.

Based on the results of research, it was proven that the jigsaw technique was able to enhance the reading comprehension ability skills of students class VIII SMPN I Bangkinang's comprehension of narrative text. This is evidenced by the results of the average score of students who increased from the first cycle of research, the second cycle, to the third cycle. In the first cycle, the average score of students was 66.0, then in the second cycle, the students' scores increased to 72.3, and in the third cycle, the final average value of students increased rapidly, 77.3. The significant increase in student scores in each cycle is influenced by interesting teaching materials, creativity possessed by the teacher, as well as interesting learning techniques which can increase students' motivation to read (Minarnis, 2012).

Storytelling is a powerful manner to provide a tale and is one of the English studying techniques that could enhance students' analyzing comprehension skills. Miller & Pennycuff (2008) explain that storytelling is one of the learning strategies that can enhance students' reading literacy. The use of storytelling in the classroom is an effort to overcome the problems of students' reading literacy, students' reading comprehension, and writing.

Theoretically, storytelling is an effective strategy used as a pedagogical strategy to enhance learning in the field of reading and help students to build reading comprehension ability with each other. This strategy can also increase students' interest in reading and make them enjoy learning the language. Storytelling can help students to understand the meaning of reading and prepare students to be able to write their own stories based on their reading comprehension ability (Scott & Ytreberg, 1990).

Following the theories above, the research conducted by Ratmini with the title "The Effect of Storytelling Strategy on Reading comprehension ability at Grade X Students of SMAN 1 Simpang Empat in Academic Year of 2016/2017" shown that storytelling strategy enhance students' reading comprehension ability skills significantly. This previous research and the research conducted by the researcher

have in common that they both focus on students' reading comprehension ability using storytelling strategies. The results of this study explain that the use of storytelling strategies greatly influences students' reading comprehension ability as evidenced by the results of the research analysis showing that  $t_{\text{counting}} (t_o) = 3.04$  is higher than  $t_{\text{table}} (t_t) = 2.00$  for  $\alpha = 0.05$ . This shows that the use of storytelling strategies is more effective and significant for improving students' reading comprehension ability compared to using conventional methods (Ratmini, 2017).

Moreover, when the strategy is applied, students can remember the details of a passage or text they have read. The similarity between the previous study and this study is that both focus their research on enhancing and analyzing students' reading comprehension ability skills using storytelling learning strategies. Meanwhile, the difference between the two studies and the researcher's research is this study focuses more on the analysis of students' reading comprehension ability skill on narrative text by using storytelling strategies and collaborating it with jigsaw cooperative learning techniques.

Besides using storytelling learning strategies, jigsaw techniques are also used in this study to analyze students' reading comprehension ability skills in narrative text. When the researcher carried out PKL activities in one Islamic Junior High School, most of the students taught had low English reading comprehension ability skills, especially in narrative text. The class that the researcher teaches is about 29 students. When interviewing several students, they thought that studying in groups made it easier for them to understand the English material given by the teacher. The researcher chose cooperative learning by using the jigsaw technique because this technique let the students work in groups. Students who have high reading comprehension ability narrative text skills can help group members who have low reading comprehension ability narrative text. This technique helps students to have a sense of mutual dependence between group members so that each student has the same sense of responsibility to understand their group members regarding the material given to them.



Asep Suarman (2019) in a previous study entitled "**IMPROVING STUDENTS' READING COMPREHENSION ABILITY OF NARRATIVE TEXTS THROUGH JIGSAW COOPERATIVE**" explained that the application of JCL (Jigsaw Cooperative Learning) can enhance students' reading comprehension ability and has a positive influence on students' learning motivation. When doing JCL, students excitedly discuss the topic of discussion that the teacher gives to each student and collaborate to understand each other's group members. In addition, the test results also showed that JCL significantly increased students' reading comprehension ability of narrative text. There is an average gain, highest score, and lowest score. Hence, the data from the questionnaire also supports this matter as evidenced by the various statements and answers of students who state that JCL has a good effect on improving students' reading comprehension ability of narrative texts. (Joepallt, 2019).

Herman, Juwita Kristina Sibarani, and Hilman Pardede with the research's title "**The Effect of Jigsaw Technique in Reading comprehension ability on Recount Text**" also explained that the application of Jigsaw teaching technique significantly affects the students' ability in reading comprehension of recount text. The similarity of this study with the research conducted by the researcher is that both have a research focus on students' reading comprehension ability taught using the jigsaw technique. In this previous study, the researcher wanted to find out how the jigsaw technique was effective on the reading comprehension ability of grade 10 students of SMA Negeri 4 Pematangsiantar in recount text using a descriptive quantitative research design by applying a Quasi-Experimental design. The research results also shown that the t-observe is higher than the t-table with a significant level of 5%, the t-observe score is greater than the t-table, with  $5.55 > 1.669$  so that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that the use of the jigsaw technique can enhance students' reading comprehension ability skills in recount text and has a positive impact on 10th-grade students at SMA Negeri 4 Pematangsiantar (Herman et al., 2020).

Referring to the studies above, this study found that previous studies only focused on applying jigsaw techniques to enhance students' reading comprehension ability skills. Meanwhile, this study focuses on analyzing students' reading comprehension ability of narrative texts by applying storytelling combined with cooperative puzzle learning techniques or jigsaw techniques.

The use of jigsaw cooperative learning techniques and storytelling learning strategies will help students to have good reading comprehension ability skills in narrative texts. It makes the learning process in the classroom more student-centered. The Jigsaw technique in cooperative learning utilizes collaboration and interaction between students to foster a positive attitude of interdependence so that each individual strives for the other and works well together to complete the given task. In addition, the application of storytelling methods and jigsaw techniques in cooperative learning is also expected to be able to lighten the burden of individual students by helping them solve their reading problems through collaboration with each group member, providing broad literacy insights, being able to find solutions and problem solving without relying on the teacher alone. Thus, the researcher decided to conduct a research entitled "**Enhancing Students' Reading comprehension Ability on Narrative Text through Story Telling and Jigsaw Technique**".

### **1.2 Research Questions**

Based on the research problems, the research questions are formulated as follows:

- 1) How is the student's reading comprehension ability toward narrative text when the storytelling strategy and jigsaw technique are applied?
- 2) What are the student's perceptions toward the application of the storytelling strategy and jigsaw technique in learning reading comprehension ability of narrative text?

### **1.3 Objectives of the Study**

This study aims to analyze and enhance the student's reading comprehension ability toward narrative text when the storytelling strategy and jigsaw technique are applied and examine two folded ideas: (1) To find out how is

the student's reading comprehension ability toward narrative text when the storytelling strategy and jigsaw technique are applied. (2) To find out what are the student's perceptions toward the application of the storytelling strategy and jigsaw technique in learning reading comprehension ability of narrative text.

#### **1.4 Significance of the Study**

The findings in this study are expected to make a significant contribution to theoretical and practical matters in the field of developing strategies and techniques for teaching reading. Theoretically, this study presents the analysis of students' reading comprehension ability of narrative text through storytelling and jigsaw techniques and students' perceptions toward the application of the storytelling strategy and jigsaw technique in learning reading comprehension ability of narrative text. Practically, this finding can be implemented as a medium for students to enhance their reading comprehension ability in narrative texts, especially by applying storytelling strategies and jigsaw techniques. As for teachers, this research can contribute as one of the innovative teaching strategies and techniques that relate to students' needs to enhance students' awareness to read and have good reading comprehension.

#### **1.5 Limitations of the Study**

This study only focuses on analyzing and enhancing students' reading comprehension ability process from narrative texts to storytelling strategies and jigsaw techniques. In this study, the researcher also focuses on students' awareness of applying storytelling strategies and jigsaw techniques in learning reading comprehension ability of narrative text. This study was limited to observation of second-year middle school students totaling 29 people taking into account that the researcher taught narrative reading comprehension ability in this class as a trainee teacher in the 2022 Faculty of Teaching Apprenticeship Program (PKL FITK) of Maulana Malik Ibrahim State Islamic University Malang.

#### **1.6 Definition of Key Terms**

Here are some of the key terms in the research that will be explained as written below:

1. **Reading Comprehension:** Reading comprehension is the reader's ability to understand a text. Such as finding the main idea in the text, understanding the fact and opinion sentences contained in the text, the inferences and references in the text, the detailed information presented by the text, and the topic sentence in the text, understanding the meaning of existing vocabulary, and being able to identify and understand the generic structure as well as the elements of the text.
2. **Narrative Text:** Narrative text is a text that contains a series of stories or events that are continuous in sequence and connected to one another. This text focuses more on imaginative things that can entertain and maintain readers' interest in reading. This text aims to amuse, entertain, and deal with actual or vicarious experiences in different ways. Apart from focusing on imaginative things, this text can also take the form of factual stories such as romances, fairy tales, legends, science fiction, myths, history, fables, and mysteries.
3. **Storytelling:** Storytelling is one of the activities in a reading class where students are asked to tell or retell a story or text they have read before by using their own words and language. In addition, storytelling activities are a skill in narrating stories in various forms such as poetry or prose which are shown directly in front of the audience.
4. **Jigsaw Technique:** Jigsaw is one of the learning techniques in cooperative learning where students will be formed into groups (4-5 people) called jigsaw groups. Each group member in the jigsaw group will be given different material to study and discuss with their expert group which is a group that has the same materials. Then, the results of the discussion in the expert group will be shared with their group in the jigsaw group.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Review of the Theoretical Study**

In this chapter, there are several things will be discussed. Here, the review of the theoretical study will discuss about Reading Comprehension Ability, Narrative Text, Using Storytelling Strategy in Teaching Reading Comprehension Ability on Narrative Text (The characteristics of storytelling, the advantages of storytelling, and the application of storytelling to enhance students' reading comprehension ability in narrative text), Jigsaw Technique (The definition of jigsaw technique, and teaching reading comprehension ability on narrative text through jigsaw technique), and the previous studies.

##### **2.1.1 Reading Comprehension Ability**

Reading comprehension is a process in which the message conveyed by the writer can be recognized and understood by the reader based on the contextual information already stored in the reader's memory. Reading comprehension ability shows that the reader's information and knowledge gained from the presented reading is well stored in the reader's memory so that the reader can interpret new information and be part of the knowledge contained in the reading passage (Gaol & Rosianna, 2012).

According to Anggita (2019), Reading comprehension ability is a skill that progresses by attaching meaning to a reading that begins at the same level and continues to attach meaning to the entire selected reading. All types of reading comprehension passages deal with the reader's ability to find the main ideas and topic sentences in the text. To understand and remember different information, the readers must be able to relate the information that has acquired with the knowledge that they have previously.

Referring to Namaziandost (2020) reading comprehension is a term used to define the skills required to understand and apply information contained in

written material. In addition, reading comprehension ability is also defined as a set of skills that enable a person to obtain and display information obtained as a consequence of reading printed language. One of the reasons why someone reads is because readers want to understand other people's ideas. This shows that background information, as well as attitudes held by a reader, play an important role in understanding a text.

From some of the theories above it can be concluded that reading comprehension ability are a foundation for mastering various skills and knowledge because it is an activity that combines the knowledge acquired by the reader, and the meaning of the reading conveyed to the readers. The ability of a reader to understand reading is needed to find important details of reading such as main ideas, detailed information from the text, supporting details in the text, facts contained in the text, opinions in the text, and conclusions from the text itself. So, if students do not have good reading comprehension ability skills, then they will find it difficult to face various difficulties in learning knowledge.

King and Stanley (in Goldstein 1997) state that there are five components of reading comprehension ability that can help students to read carefully (Shojaei, 2012):

1. Finding Factual Information

Finding factual information requires students to analyze specific information and knowledge in a text. Factual information questions often appear with the question word "Wh," such as when, where, and who.

2. Finding Main Idea

Recognition of the main idea in a paragraph helps students understand the meaning of the paragraph on the first reading and makes them remember the contents of the reading later.

3. Finding the Meaning of the Vocabulary (In Context)

Readers can guess the meaning of some unfamiliar words by connecting these words with their closest meaning according to the context of the reading and the topic being discussed.

#### 4. Identifying References

Instead of repeating the same word or phrase several times, we can refer to it and then repeat it. The use of reference words can help students understand the flow of reading.

#### 5. Making Inferences

The inference is the skill to draw accurate conclusions and predictions from a text by reading between the lines.

Related to the theories of reading comprehension ability above, several indicators can be identified in reading comprehension. These indicators are: finding factual information, finding the main idea, finding the meaning of vocabulary in context, identifying references, making inferences, and finally identifying the generic structures contained in the readings that are read by the readers.

#### **2.1.2 Narrative Text**

Generally, McAdams stated that narrative text is a text that can be narrated, spoken, written, or imagined. It has one or more points of view that can represent some or all of the participants or observers (Ardiansyah, 2007). The form of telling stories that are told orally is different from the form of written stories. This is because the writer has to measure the possibility of the reader's reaction after the reader has succeeded in deciphering the codes contained in the text to get the desired response.

The most basic purpose of narrative text is to provide entertainment to the readers, as well as to get and maintain the readers' interest in the story. Besides, narrative text can also educate, inform, convey the author's reflections based on the author's experience, and the most important purpose of narrative text is to broaden the imagination of the readers.

There are several types of narrative text. This text usually focuses more on imaginative things, but can also take the form of factual stories such as romances, fairy tales, legends, science fiction, myths, history, fables, and mysteries. The

narrative text has its own generic structure that makes it a genre that is different from other types of text.

Mukarto (2007:123) in Minarnis (2012) states that the narrative consists of three parts (generic structure) :

1. Orientation / Introduction

This section contains an introduction to the character and setting of the story (when and where the story takes place).

2. Complications

This section contains the problems faced by the main character in the story which makes the story more interesting.

3. Resolution

This section describes the solution or workaround for the complications and provides an ending to the story.

Narrative text usually begins with an orientation, where the writer will describe the world of the story to be told, such as introducing the characters, the time of the incident, and the places where the story takes place. At this stage, the writer will create an atmosphere that make the readers curious and more interested in following the storyline created. Next, the writer will raise the problems. This stage is referred to as a complication. The problems that arise in the story make the story more interesting because the main character of the story will struggle with existing problems. The complete narrative text will present the resolution stage as a form of completion of the existing problem complications.

### **2.1.3 Using Storytelling Strategy in Teaching Reading comprehension ability on Narrative Text**

#### **2.1.3.1 Definition of Storytelling**

Strong and Hoggan (1996) describe storytelling as a process of organizing, predicting, classifying, summarizing, comparing, remembering information, and contrasting information, all functions of academic communication, and reading comprehension ability strategy (Wijayanti, 2011). Moreover, storytelling is an alternative strategy to encourage students to enhance their reading comprehension



ability skills, especially in the narrative text by encouraging students to use their previous reading knowledge.

Therefore, good and successful storytelling requires critical thinking skills such as being able to identify the parts of a story and being able to explain how these parts relate to each other to form a complete story, having language skills, adequate vocabulary to tell a story, arrange a story parts into a logical sequence, and link expressive communication abilities with effective storytelling.

### **2.1.3.2 Characteristics of Storytelling Strategy**

There are five important characteristics contained in the teaching and learning process of reading English texts. The characteristics are:

1. The cultural background of the students plays an important role in the student's reading comprehension ability skills.
2. L2 (second language) readers should use the same sorts of skills as effective L1 (first language) readers do.
3. Reading activities must be integrated with writing activities.
4. Students must have involvement in non-threatening cooperative contexts.
5. Students must have the opportunity to process information effectively and communicate with the existing target language (TL).

Storytelling activities involve a combination of imagination with the use of language as well as body movements to create scenarios in the minds of listeners. The application of storytelling can also integrate the right brain (focus on imaginative things that are discussed and intuitive) and the left brain (focus on a series of causes and effects, language, and a storyline) into one unit.

### **2.1.3.3 The Advantages of Storytelling Strategy**

Miller & Pennycuff (2008) explained that the storytelling strategy has several advantages. First, storytelling activities focus not only on the academic aspect but also on the social and emotional aspects of the students such as expressions and face-to-face interactions. Second, storytelling is also used as a

means to help students actively form meaning. These skills go hand-in-hand with the skills needed to successfully narrate a text a student has read. Third, implementing storytelling strategies in learning can also help students develop skills in preparing for reading.

Intuitively, students will enter into the concept of the story by obtaining and feeling various feelings from the story that is displayed. Various forms of visualization that are obtained from words can be developed through a story. Storytelling activities require skills to describe various scenes, storylines, story situations, characters who play a role, and so on to create a mental picture to understand the story.

#### **2.1.3.4 Application of Storytelling Strategies to Enhance Students' Reading comprehension ability Skills in Narrative Text**

One of the teaching elements that influence students' reading activities is the strategy of teaching. Choosing the right strategy and the accuracy of using a technique can greatly affect student performance in understanding a text. Storytelling activities are designed to be applied in reading classes. This is because storytelling can encourage students to work together and help each other to achieve common goals and achievements.

The use of storytelling in enhancing students' reading comprehension ability skills in narrative texts is believed to be able to generate students' motivation and reading comprehension ability skills, especially in narrative texts. The class atmosphere will be enthusiastic and positive. Students help each other understand each other to achieve success. A positive and interdependent atmosphere can affect interest, performance, and other students' reading comprehension ability abilities (Aboo Bakar, 2019).

Before conducting the reading comprehension activity, the topic of the selected narrative text will be presented by the researcher. The researcher will help the students to have a diagram of the presented text. During the reading

process, students read and correct each other. After reading the given narrative text, students will summarize the text according to their respective versions and identify elements present in the text such as characters, themes, etc. Then, ask students to retell the story from the narrative text in each student's interpretation and version. That way, students can develop a better understanding and form short, solid, and structured storytelling. This is very helpful for students to reach a good level of understanding of the meaning of the narrative text (Aboo Bakar, 2019).

#### **2.1.4 Jigsaw Technique**

##### **2.1.4.1 The Definition of Jigsaw Technique**

This technique was introduced in 1971 by Professor Elliot Aronson. The jigsaw technique is part of cooperative learning that uses a teaching methodology by creating interaction and cooperation between groups of students consisting of 4-5 people to help each other in learning academic content toward a common goal. Groups of students formed at the beginning with different material for each student are referred to as jigsaw groups, while student groups that consist of students with the same material are known as expert groups (Rika, 2017).

Furthermore, the jigsaw technique is one of the learning techniques in cooperative learning that require students to communicate with each other to fill in missing information by integrating that information with other information. This technique is designed to raise students' sense of responsibility for the learning material provided to them. Students not only learn the material assigned to them but also have to teach it to other members of the group. The main goal of this technique is to develop team performance and cooperative learning skills to achieve common goals (Nappu & Angraeni, 2017).

Therefore, jigsaw is one of the learning techniques contained in cooperative learning where students will be formed into several groups (4-5 people) called the jigsaw group. Each group member in the jigsaw group will be given different materials to learn and teach their group mates. Next, the teacher will ask students to join other group members who have the same discussion

material. This new group is known as the expert group. In the expert group, students will be asked to discuss and exchange ideas regarding the material provided. After that, the teacher ordered the students to return to the jigsaw group and explained to the jigsaw group members the results of the discussions they had done in each expert group. At the end of the lesson, the teacher can ask several representatives of the group members to present the results of the discussions they have done in the jigsaw group. This technique is very useful to help students integrate their knowledge and understanding from various sources. This course can develop the skills and expertise students need to collaborate and participate effectively in group activities.

#### **2.1.4.2 Teaching Reading comprehension ability on Narrative Text through Jigsaw Technique**

In the jigsaw technique, each student in the jigsaw group has a separate section of material for them to study. Each student must be responsible for their material and teach the material to other students in the jigsaw group they have. This technique is suitable to be applied in cooperative learning on the narrative text where students are asked to put together all the parts of a specified narrative text segment.

In addition, Ledlow (1996) found that when students teach one another, they can understand the material much better than when the material is explained by the teacher (Jalilifar, 2010). The activities contained in the jigsaw technique require students to work cooperatively. By applying this technique, students are expected to respect the opinions of others and gain a lot of learning experience. The following are steps that can be taken when applying the jigsaw technique in teaching reading comprehension ability of narrative text (Minarnis, 2012):

1. Group students into several groups consisting of 4-5 people. The group should be diverse in terms of gender.
2. Appoint one student from each group to be the group leader
3. Dividing the lesson into 4-5 segments of narrative text material according to the number of existing groups.

4. Instruct each student to assign and learn one segment of the narrative text, making sure each of them has direct access only to their segment.
5. Give students time to study and understand each segment or narrative text material given at least twice until students are familiar with the narrative text given to them.
6. Instruct each student in the jigsaw group to join other students who have the same material segment. This group of students with the same material segment is called the expert group. Give time to each expert group to discuss with each other the main points of the narrative text material segment they have and practice presentations in the home group that was distributed earlier.
7. Bring the students back to their jigsaw group
8. Ask each student to present the discussion results of the segment of narrative text material that they did in the expert group. Encourage others to ask questions for clarification.
9. Observation of the process. If there is a group that has difficulties, then make appropriate interventions. Group leaders can be trained to handle this sort of thing.
10. At the end of the session, give some exercises or quizzes related to the material being studied.

## **2.2 Previous Studies**

The researcher collects several previous studies to strengthen the originality of the researcher's research.

The first research is a study conducted by Herman, Juwita Kristina Sibarani, and Hilman Pardede with the research's title "The Effect of Jigsaw Technique in Reading comprehension ability on Recount Text". The similarity of this study with the research conducted by the researcher is that both have a research focus on students' reading comprehension ability taught using the jigsaw technique. Several points distinguish this research from research conducted by researchers. In this previous study, the researcher wanted to find out how the jigsaw technique was effective on the reading comprehension ability of grade 10

students of SMA Negeri 4 Pematangsiantar in recount text using a descriptive quantitative research design by applying a Quasi-Experimental design. Meanwhile, this study was conducted to analyze and enhance the reading comprehension ability of eighth-grade junior high school students in the narrative text using the jigsaw technique as well as storytelling strategies and students' perspectives on it. This research was examined using a qualitative descriptive study with a case study design. In addition, previous studies used mobile phones as a research instruments by recording teacher and student activities during the learning process and this study used two instruments, namely observation, and interviews (Herman et al., 2020).

The second research was conducted by Ratmini with the title "The Effect of Storytelling Strategy on Reading comprehension ability at Grade X Students of SMAN 1 Simpang Empat in Academic Year of 2016/2017". This previous research and the research conducted by the researcher have in common that they both focus on students' reading comprehension ability using storytelling strategies. However, in this study, the researchers focused in more detail on the analysis of students' reading comprehension ability in narrative texts through storytelling strategies and jigsaw techniques. The research subjects in the previous study were tenth graders of SMAN 1 Simpang Empat, while this study chose eighth graders of junior high school as research subjects. In addition, this previous study used an essay test as an instrument and the data was analyzed by using a t-test formula. Meanwhile, the researchers used observation and interviews as instruments and data analysis using data reduction, data display, and conclusion drawing (Ratmini, 2017).

The third research is a study conducted by Javed Sahibzada, Yar Mohammad Bahrami Ahmadzai, Azadkhan Niaz, and Susan Hussein Laftah with the title "The Effects of Storytelling on Improving EFL Students' Critical Thinking and Reading Comprehension". This previous research focused on finding the effect of storytelling to enhance the reading comprehension ability and critical thinking of EFL students at Kandahar University. While the research

conducted by the researcher will focus on reading comprehension ability of eighth graders of junior high school in the narrative text through storytelling and jigsaw technique. In addition, the research design used in previous studies was quasi-experimental with critical thinking and reading comprehension ability pre and post-tests. In this study, the researcher used a qualitative descriptive study with a case study design (Sahibzada et al., 2020).

The fourth research is research conducted by Della Julian Anggita with the title "The Influence of Using Jigsaw Technique Towards Students' Reading comprehension ability in Narrative Text of The Eleventh Grade of SMA Al-Azhar 3 Bandar Lampung in The Academic Year of 2018/2019" this previous research only focuses on the reading comprehension ability of eleventh-grade students of SMA Al-Azhar 3 Bandar Lampung on narrative text through the jigsaw technique. The quasi-experimental design was used in this research with pre-test and post-test with a research sample of 60 students from 2 classes (experimental class and control class). This previous study used multiple-choice tests as research instruments. The data would be analyzed using the SPSS to compute an independent sample T-test. Meanwhile, in this research, the researcher will focus on analyzing and enhancing the reading comprehension ability of eighth graders of junior high school in narrative texts through storytelling and jigsaw techniques in eighth graders of junior high school, with a total of around 29 students. The research researchers used observation and interviews as research instruments and analyzed the data in several stages, namely data reduction, data display, conclusion, and data triangulation (Anggita, 2019).

Some of the previous research above only focused on one strategy or one learning technique. In this study, the researcher combined the use of the storytelling strategy and the jigsaw technique to see how the students' reading comprehension ability in the narrative text is when these two things are applied. Based on preliminary study data and the researcher's experience when carrying out PKL activities at the related school, the researcher found that teachers who teach English in grade 8 combine these two things in teaching reading

comprehension of descriptive text. The teacher got good results when these two things are applied in teaching reading comprehension of descriptive text where students can identify and understand generic structures in descriptive text and describe objects well.

In addition, when reading several journals related to the application of storytelling and jigsaw techniques in teaching reading comprehension of narrative texts, the researcher found that most of the previous researchers only focused on storytelling or jigsaw techniques. No researcher has combined these two things in teaching reading comprehension of narrative text. The results of the previous studies that the researcher read showed that the application of storytelling in teaching reading comprehension of narrative text was able to enhance students' learning motivation, students' reading comprehension skills, and students' interest in learning English. While the application of the jigsaw technique in learning reading comprehension of narrative text helps students in enhancing their reading comprehension, where students work cooperatively in understanding each other related to the material and assignments given by the teacher.

Moreover, in this study, the researcher analyzed the students' perspectives on the application of storytelling and the jigsaw technique. In some of the studies above, the researchers investigated students' reading comprehension ability in several texts such as recount texts. Meanwhile, in this research, the researcher focuses on the student's reading comprehension ability of narrative text only. Then, this study designed in a descriptive qualitative manner with research instruments in the form of observation and interviews. Data from observations and interviews analyzed in three stages, namely, data reduction, data display, and conclusion drawing.



## **CHAPTER III**

### **METHODOLOGY**

In this chapter, the researcher detailed the research design, research samples, research instruments, data collection, and data analysis.

#### **3.1 Research Design**

This research was examined using a qualitative descriptive study with a case study design. Creswell (2014) describes qualitative research methods as research methods that describe and analyze various events, phenomena, attitudes, beliefs, and social activities both individually and in groups without any control from researchers on research variables. In this study, researchers used qualitative research to understand and analyze various phenomena and report them in the form of research analysis.

Hence, in this research, storytelling strategy and jigsaw technique are observed by focusing the research focus on their involvement in students' reading comprehension ability in narrative text in the second grade of Islamic Junior High School and students' perspective on it. Therefore, this study examine, explore, and analyze how students' reading comprehension ability of narrative text when the storytelling strategy and jigsaw technique are applied, as well as student's perspectives on the application of the storytelling strategy and jigsaw technique without any manipulation from the researcher.

#### **3.2 Research Samples**

This study used a convenient random sampling method by selecting valuable and willing participants to be studied (Creswell, 2014). This research was carried out at the Islamic Junior High School of Bani Hasyim Singosari Malang. In this study, the researchers picked a population of second-grade students, totaling around 70 students. From this population, the researcher took a sample of class VIII A Islamic Junior High School of Bani Hasyim Singosari Malang, totaling 29 people. This is also considered as the researcher had previously been taught in the school as an apprentice teacher by using

storytelling strategies and jigsaw techniques in reading within teaching and learning activities during the 2022 Faculty of Teaching Apprenticeship Program (PKL FITK) of Maulana Malik Ibrahim State Islamic University Malang. The researcher found that most of the students in this class had problems with the reading comprehension ability of narrative text. Apart from these reasons, the narrative text also taught to second-grade students.

### **3.3 Research Instrument**

This study uses two instruments to collect data. Creswell (2014) stated that qualitative researchers collect data in several ways such as by checking documents, observing behavior, or interviewing participants. This study used two instruments that mentioned by Creswell above, namely observation and interviews.

In this study, the researcher observed class activities that apply storytelling strategies and jigsaw techniques in teaching reading comprehension ability of narrative text. After the observations were made, the researcher conducted interviews with the English teacher at the school and several students to obtain more data related to students' reading comprehension ability of narrative texts through the use of storytelling and jigsaw techniques and students' perspectives on these matters.

### **3.4 Data Collection**

The researcher observed the learning process carried out by the English teacher. The purpose of this observation was to find out and analyze students' reading comprehension ability of narrative text by applying storytelling strategies and jigsaw techniques. The researcher follows the learning process carried out by the teacher from beginning to end and records events and data needed during the learning process.

Furthermore, the researcher conducted interviews with the teacher and several students to obtain the required data and further information regarding the analysis of students' reading comprehension ability in narrative texts

through the use of storytelling and jigsaw techniques and students' perspectives on these matters. The questions were made following the need to answer research problems related to how students' reading comprehension ability of narrative texts through the use of storytelling and jigsaw techniques by researchers and students' perspectives on these matters.

### **3.5 Data Analysis**

The data from observations and interviews analyzed in several stages. According to Miles and Huberman, these data can be analyzed through three processes. These processes are data reduction, display data/visualization, and conclusion drawing/verification (Miles et al., 2014).

#### **1. Data Reduction**

The word reduction refers to the meaning of looking for themes, focusing on important points, summarizing, and selecting the main things. Observation and interview data separated to provide a more precise explanation. This also make it easier for future researchers to find incomplete data (Sugiyono, 2006).

#### **2. Display Data/Visualization**

The next step in processing the data is displaying/presenting the data. Sugiyono (2006) explains that qualitative researchers can present data in various forms. Such as brief descriptions, charts, flowcharts, relationships between categories, and others. Reduced observation and interview data presented in narrative text and tables to make it easier to understand.

#### **3. Conclusion Drawing/Verification**

This stage includes new findings in qualitative research where previously unclear descriptions become apparent after being researched. An object's clarity can take the form of hypotheses, theories, or causal and interactive relationships (Sugiyono, 2006).

After the data of observations and interviews from the analysis of students' reading comprehension ability through strategy storytelling and the jigsaw, technique is reduced and displayed in the form of narrative text and tables, the researcher concluded these data to answer research questions related to how students' reading comprehension ability of narrative text through the use of storytelling and jigsaw techniques and students' perspectives on this.

In addition to analyzing the data, the researcher validated the data through a data triangulation process. Data triangulation according to Sugiyono (2014) is a technique of combining all data and cross-checking the data's credibility. Measuring the validity of a data instrument is very important in a study to draw meaningful and appropriate interpretations (Sugiyono, 2011). Data triangulation was carried out by combining all the results of data from observations and interviews regarding how to analyze students' reading comprehension ability of narrative texts through the use of storytelling and jigsaw techniques and students' perspectives on these matters.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the results and discussion related to the analysis of students' reading comprehension ability of narrative texts through the application of storytelling and jigsaw techniques. Moreover, the researcher also discusses the results and discussion related to students' perceptions toward the application of the storytelling strategy and jigsaw technique in learning reading comprehension ability of narrative text.

#### **4.1 Findings**

The researcher divides the results of this study into two parts. These two parts answer each of the research questions in this research. In the first part, the researcher presents the results of observations and interviews with English teachers regarding how students' reading comprehension ability of narrative texts when storytelling and jigsaw techniques are applied. Whereas in the second part, the researcher presents the results related to students' perceptions toward the application of the storytelling strategy and jigsaw technique in learning reading comprehension ability of narrative text. Observations in this study were carried out from 09 February 2023 to 02 March 2023 in 4 meetings with 8 hours of lessons, where one lesson spent 35 minutes.

Then, the researcher conducted an interview with the English teacher on Saturday, March 4, 2023, at 16.00 pm at the Bani Hasyim Mosque. While interviews with students were conducted on Monday, March 6, 2023, at 09.45 am in classroom 8A Islamic Junior High School Bani Hasyim Singosari Malang.

#### **4.1.1 The Student's Reading comprehension ability Ability toward Narrative Text when The Storytelling Strategy and Jigsaw Technique are Applied**

In this section, the researcher explains and describes the results of observations and interviews with English teachers regarding how students' reading comprehension ability of narrative texts when storytelling and jigsaw techniques are applied in English class. When the observations and interviews were conducted, the English teacher explained that there were some difficulties faced by the teacher when storytelling and jigsaw techniques were applied in the English class. She said:

*"Actually storytelling and jigsaw techniques are very good to be applied in English classes, especially in narrative text material. But sometimes there are some difficulties that I face when implementing these two things in class. These difficulties include teaching time which is cut short by school activities, the large number of students, and differences in the English language skills of students".*

The teacher also added that difficulties such as the number of teaching hours being cut were because the school is a private school with many programs. Sometimes the daily programs of the school cut class hours, especially the subjects taught in the first hour.

To deal with these difficulties, at the end of the lesson, the teacher usually explains the rules of learning using storytelling and jigsaw techniques to students in the previous meeting.

*"If next week I want to apply storytelling and jigsaw techniques in lessons, I usually prepare everything in the previous meeting. Such as the division of groups, the selection of group leaders, determining the topic, as well as the material to be discussed".*

These things are done by the teacher so that students are ready to accept learning by applying storytelling and jigsaw techniques, and not spending a lot of time when storytelling and jigsaw techniques are applied in learning activities. Thus, at the next meeting, the students

sat in groups according to their respective groups. Furthermore, the teacher also explained that she distributed jigsaw groups by looking at the student's English ability. It makes the application of storytelling and jigsaw techniques more effective in learning reading comprehension ability of narrative texts.

This is supported by the results of the researcher's observations of students' reading comprehension ability in class 8A which was taught by the English teacher on Thursday, February 9, 2023. In the first observation meeting, the researcher found that before applying storytelling and jigsaw techniques, the teacher had prepared students at the previous meeting. At this meeting, the teacher explained narrative text material and matters related to narrative text. Such as the notion of narrative text, the generic structure contained in narrative text, the elements contained in narrative text, and the tenses used in narrative text. All students pay close attention to the teacher's explanation and record the material on the board.

After explaining all the material related to narrative text, the teacher gave examples of narrative text and asked students to identify and explain the general structure and elements of narrative text contained in the narrative text distributed by the teacher. The choice of narrative text that is easy, familiar, and liked by students makes them enthusiastic about participating in learning, understands the material being taught well, identifies, and explain the general structure and elements of narrative text properly and correctly.

At the end of the lesson, the teacher announced the distribution of jigsaw groups for the next meeting, which consists of 6 groups with 4-5 members per group, chooses a leader for each group, and explains the rules for learning at the next meeting. These things are done so that students have prepared themselves to take part in learning in the next meeting.



*Picture 1: Teacher's explanation of matters relating to narrative text*

Furthermore, the researcher made a second observation which was carried out on Thursday, February 16, 2023. At this meeting, all students were ready to take part in the lesson. They sit neatly according to the jigsaw groups that have been distributed by the teacher at the previous meeting. The teacher has carried out learning according to the existing learning steps. Before the lesson begins, the teacher greets the students, takes students' attendance one by one, and brainstorms the narrative text material that taught in the next meeting.

In the main activities section, the teacher introduced the narrative text to the students which discussed at this meeting. Next, the teacher divided the lesson into 4-5 segments of narrative text material according to the number of existing groups and assigned different paragraphs for each member of the group. Apart from that, the teacher has also asked each student to assign and learn one segment of the narrative text. She had asked each student to read their passage of the narrative text silently. Then, the teacher also ordered each student in the jigsaw group to join other students who had the same material segment (expert group) and asked the representative of the expert group to read their passages aloud. After asking the students to read their passages of narrative text aloud, the teacher asked each expert



group to discuss the material and the passages of narrative text that had been given to them.

The essence of this meeting was that the students discussed with their expert group members to discuss each of the narrative text segments given to them. The teacher has divided 6 jigsaw groups into 4 expert groups. Expert group 1 has discussed the orientation of existing narrative texts. This group must discuss the theme of the story, how the story begins / how the story opens, as well as the introduction of the characters and the setting of the story. Furthermore, the second expert group discussed the first part of the complication in the narrative text given by the teacher. This group of two explains the plot of the conflict in the story and the details of the conflict that occurs. Meanwhile, expert group 3 has discussed the second complication section. Members of group 3 detailed the subsequent conflicts that have occurred. In addition to explaining the continuation of the conflict that occurs in the story, this group also discusses the efforts of the story characters in solving the problems contained in the story. Furthermore, expert group 4 discussed the resolution section where they explain how the conflict in the story is resolved, what is the moral message and the ending of the story.



*Picture 2: The teacher distributes the separated parts of the narrative text*

Because the lesson time was up, the teacher finally decided to end the lesson and told the students that at the next meeting, each expert group member would explain the results of their expert group discussion to the jigsaw group members who had been determined by the teacher. At the end of the lesson, the teacher reads a prayer together with the students and closes the class with a greeting.

The next meeting was held on Thursday, 23 February 2023. At this meeting, the researcher observed and analyzed students' reading comprehension ability of narrative text when storytelling and jigsaw techniques were applied. As usual, at the beginning of the lesson, the teacher greets the students, takes the students' attendance one by one, and conducts brainstorming by asking questions to students regarding the material and learning activities that have been carried out at the previous meeting. The teacher also recalled students' memories regarding the narrative text material that had been given by the teacher. After that, the teacher explained a series of learning activities that would be carried out at this meeting.

When entering the main activity, the teacher asked students to sit back in groups according to the jigsaw groups that have been distributed. Then, the teacher asked each jigsaw group to discuss and teach their segments with their group members. After each student explained the results of their expert group discussion to the jigsaw group members, the teacher asked the students to synthesize their passages into a story and summarize the text according to their respective versions. The teacher then asked each leader of the group (a leader is a student who was chosen because they have better English skills than other students) to present the results of the jigsaw group discussion that they had done. After the

presentation is over, the teacher choosed representatives from several jigsaw groups with the best presentations to do the storytelling according to the summary of the narrative text they have summarized.



*Picture 3: Students' group discussion*

Then, at the next meeting which was held on Thursday, March 3, 2023, the teacher gave some quizzes to students as a form of learning evaluation. These quizzes consist of 20 multiple choice questions which discuss the general structure of narrative text, elements of narrative text, and indicators of reading comprehension ability in narrative text.



*Picture 4: students work on reinforcement questions*

According to the English teacher, the application of storytelling and jigsaw techniques can help students enhance their reading comprehension ability skills. When storytelling and jigsaw techniques are applied, students' curiosity and learning motivation increase and enrich students' vocabularies. In the interview conducted, the teacher explained:

*"There are many benefits of storytelling activities and jigsaw techniques in helping enhance students' reading comprehension, especially in narrative text. Storytelling activities help students understand the concepts and details of stories well. Students who do storytelling help other students understand the elements of text and story concepts by visualizing several story scenes".*

*"When these two things are applied, students become more courageous and free in expressing their opinions. This is because they feel safe and happy because they only need to convey their opinions to their group mates. Students also understand the material and assignments given more quickly when they work in mutually beneficial groups".*

*"The jigsaw technique really helps the students to understand the narrative text well. This technique creates mutually beneficial interaction and cooperation between each member, where each member will help understand their jigsaw group members regarding the material given to them. Thus, all students have the same responsibility to achieve the learning objectives set by the teacher".*

Based on the teacher's explanation above, the researcher found that the application of storytelling and jigsaw techniques helps enhance students' reading comprehension ability of narrative texts whereby through storytelling, students can understand the concepts and details of a good story. The application of the jigsaw technique which is a form of cooperative learning is very helpful for students who have poor reading comprehension. This is because when this technique is applied all members of the jigsaw group explained each segment of the narrative text material from the results of the expert group discussions that they have conducted

to the members of the jigsaw group. In this technique, students can understand each other, so this form of cooperative learning greatly influences students' reading comprehension. Apart from the several advantages of storytelling and jigsaw techniques above, the teacher also added that:

*"By applying storytelling and jigsaw techniques in learning reading comprehension ability of narrative text, it will make it easier for students to know and understand the generic structure of the text. The students understand the three parts of the generic structure of narrative text. They understand how the story opens, where and when the story occurs (Orientation), they understand how the conflict in the story begins, the details of the conflict that occurs in the story, how the characters try to resolve the conflict (complication), how the story ends, as well as what moral messages can be taken from the story presented (Resolution)".*

Moreover, the teacher explained that when storytelling and jigsaw techniques were applied, students could understand the narrative text elements well. For example, they can explain how the story is set well, they know the characters and figures in the story well, they tell the storyline well, they can determine the theme and messages contained in the story. She said:

*"When storytelling and jigsaw techniques are applied, it becomes easier for students to identify the setting and characters in the story, the plot, the moral of the story, and the themes contained in the story. Even though some students still find it difficult to determine the theme of the story, by applying jigsaw and storytelling techniques, students who are passive and have low reading comprehension ability skills can be helped by students who have high reading comprehension ability skills".*

*"I deliberately chose Indonesian stories or legends that students are more familiar with. I do this so that students get to know Indonesian legends better, and can explore story concepts more deeply with the help of storytelling and jigsaw techniques".*

*"In my opinion, all of the students' reading comprehension ability indicators in narrative text have been fulfilled when I apply the storytelling and jigsaw techniques in the lesson. Students can determine the main idea of the story, the facts contained in the story, find the meaning of difficult vocabulary in the story, identify*

*references and generic structures in the story, and identify inferences in the story presented”.*

Based on the teacher's explanation, we can see that the students have fulfilled all the existing reading comprehension ability achievement indicators, although there are still some students who have difficulty interpreting some of the story fragments and identifying inferences in the story. This is caused by the lack of vocabulary and reading comprehension ability possessed by these students. This can be solved by the teacher by applying strategy storytelling and the jigsaw technique. Where students can help understand each other understand the details of the story, teach each other about the meaning and inferences in the story, and so on.

#### **4.1.2 The Students’ Perceptions toward the Application of The Storytelling Strategy and Jigsaw Technique in Learning Reading comprehension ability of Narrative Text**

In this section, the researcher explains and describes the results of interviews with 5 students of grade 8 A regarding their perceptions of the application of storytelling and the jigsaw technique in learning reading comprehension ability of narrative text. The criteria for the interview samples above are students who have good reading comprehension, fluent speaking skills, high English scores in reading and speaking, and have good presentation skills that can understand other students. The selection of these students was also based on consultation with the English teacher who taught in the class.

Based on the data obtained from the interviews with these students, the researcher found that the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative text received positive responses from the students. All students have the same perception that the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative texts

makes them have increased reading comprehension ability skills, and are more motivated to follow the learning process well.

1. The question: **Do you have high motivation in learning reading comprehension ability on narrative text when storytelling and jigsaw techniques are applied?**

Student no 4: *"Yes, I have high learning motivation when storytelling and jigsaw techniques are applied in learning reading comprehension ability on narrative text. The application of these two things makes me more free in expressing opinions without feeling ashamed and without being wrong".*

Student number 9: *"Yes, my learning motivation increases when the teacher applies storytelling strategies and jigsaw techniques in learning. The application of storytelling trains my confidence in front of the class, and the jigsaw technique makes me understand stories better because my group mates help me understand".*

Student no 11: *"Yes, when the technique is applied my motivation to study is high. I like the jigsaw technique, because I like to learn by discussing it in groups. When studying in groups I am free to express myself without fear of being blamed".*

Student no 12: *"Yes, I have high learning motivation when the teacher applies these two things in learning. Discussing in groups and storytelling performances from several friends helped me understand the story well".*

Student 18: *"Yes. This made me understand more about the details of the story. Working together in groups and interacting with members makes me more enthusiastic about participating in learning".*

Based on the answers from the interviews with the students above, we can see that students have high learning motivation when storytelling and the jigsaw technique are applied in learning reading comprehension ability on narrative text. Apart from that, the students also admitted that despite all the positive things they got from the storytelling and jigsaw technique, they had some difficulties when the learning strategies and techniques were applied. The following are the difficulties experienced by students when storytelling and jigsaw

techniques are applied in learning reading comprehension ability on narrative text:

2. The question: **What are the difficulties you face when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text?**

Student no 4: *"I think the difficulty I face is finding the meaning of new vocabulary that I can't find the meaning of. So this makes it difficult for my group to interpret the meaning of the story".*

Student no 9: *"I find it difficult to arrange and summarize the stories that will be storytelling. Apart from that, I also feel nervous when I want to retell the story through storytelling activities".*

Student no 11: *"The limitation of vocabulary mastery is my difficulty when storytelling and jigsaw techniques are applied. This makes the task completion time longer. Because I have to go back and forth to ask the teacher and open the dictionary".*

Student no 12: *"The main difficulty I face is interpreting foreign vocabulary in the form of verbs in the past tense form".*

Student no 18: *"The difficulty that I experienced was the lack of communication with some passive group members".*

From the students' explanations above, we can conclude that students have various kinds of difficulties when storytelling and jigsaw techniques are applied in learning reading comprehension ability of narrative text. The majority of the difficulties faced by the students were related to their limited vocabulary mastery which hampered the process of understanding the meaning of the narrative text. In addition, the level of students' self-confidence makes students nervous, summarizing stories into their versions to be retold in front of the class, and passive student communication constraints also become things that make it difficult for students when storytelling and jigsaw techniques are applied. Here's how the students deal with the difficulties they face as caused above:



3. The question: **How did you overcome those difficulties?**

Student no 4: *"If there is a vocabulary that I don't understand, I look up the meaning in the dictionary, or ask friends and teacher".*

Student no 9: *"The way I solve my problem is to do a lot of exercises before storytelling and have discussions and work together with group members. We put all the stories together, and recorded the points".*

Student no 11: *"I look up the meaning of foreign vocabulary by opening the dictionary and asking the teacher".*

Student no 12: *"I asked the teacher and opened the dictionary".*

Student number 18: *"When there are passive group members, I and other group members give assignments equally to all members so that each member has the same responsibility".*

Because the main problem of the students is limited language or mastery of vocabulary, the majority of those who have these problems overcome their problems by opening a dictionary and asking the teacher. The students also recorded story points and then combined the stories into one when they had difficulty summarizing the story that was asked to be retold in front of the class. Meanwhile, to deal with passive students, group members distributed tasks equally to all students so that passive students have the same duties and responsibilities as other students.

Then, when asked questions regarding their agreement on the application of storytelling and jigsaw techniques in learning reading comprehension ability on narrative text, all students agreed that these strategies and techniques were applied. The following is an explanation from the students:

4. The question: **Do you agree that storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text? Why?**

Student no 4: *"I really agree that storytelling and jigsaw techniques are applied. Because these two things really help*

*students understand the story well. Besides that, I am also happy if the technique is applied because I can help my friends who don't understand”.*

Student number 9: *"I agree, because storytelling and jigsaw techniques can train students' confidence in expressing opinions, expressing themselves through retelling the story, and helping friends who don't understand the storyline well”.*

Student no 11: *"Agreed, because storytelling and jigsaw techniques really help students understand stories more deeply by discussing with group friends, and watching storytelling from other friends”.*

Student no 12: *"Agreed, because if storytelling and jigsaw techniques are applied students become more confident in expressing opinions, and get a lot of new vocabulary. Storytelling is also very helpful in understanding the points in the story and helps students remember the details of the story through the story that is shown”.*

Student no 18: *"I agree that storytelling and jigsaw techniques are applied because these two things help students understand the concept of a story by having storytelling performances and discussions with group mates”.*

Based on the answers from the students, we can see that the students liked storytelling and the jigsaw technique used by the teacher in learning reading comprehension ability of narrative text. This is because storytelling and jigsaw techniques provide many benefits and positive impacts on students' reading comprehension, especially in narrative text. Besides, the students also explained the good treatment they gave to their group members and what they received from group members. The following is an explanation from the students regarding the matters previously mentioned:

5. The question: **What are the positive attitudes that you give to your group partners and that you feel from your group partners when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text?**

Student no 4: *“A lot of positive treatment was given by members of my group. We help each other in finding the meaning of foreign vocabulary in the story, and discuss with each other the answers to*

*the assignments ordered by the teacher. If there are group mates who don't understand the task given, I help them understand by conveying my views”.*

*Student number 9: "The good treatment that I gave included explaining to friends who did not understand the instructions and assignments given by the teacher and explaining parts of the story with my understanding. If I have difficulty understanding a part of the story, other friends help me understand, they also help find difficult vocabulary and ask the teacher”.*

*Student no 11: "I help find meaning from difficult vocabulary, help other members in summarizing stories that will be told in front of the class, other members help each other in combining and tidying up stories that will be displayed in class, and many more”.*

*Student no 12: “I help explain the story to my friends who don't understand and help them understand the details of the story. In addition, I also look for the meaning of difficult vocabulary. While my group members help me understand the story from various views, we exchange opinions, and look for answers from each point assigned to my group”.*

*Student no 18: "I help explain the points of the story that I understand to the group members, help summarize the narrative text given, and so on. My group members help me combine existing story points and help me understand things that are not understood”.*

Based on the answers from the students above, we can see that a lot of positive treatment was given by the group members that they had, both the jigsaw group and the expert group, when storytelling and jigsaw techniques were applied. In addition to the positive treatments, the students also explained that there were some negative treatments they received from several group members. Here are the answers from the students:

6. The question: **Are there any bad attitudes that you feel or that you give to your group partners when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative texts?**

*Student no 4: “Actually I have not received any bad treatment from the members of my group. They all did their job well, so no one*

*was passive. All members are responsible and help each other. It's just sometimes there are group members who give the wrong meaning of foreign vocabulary".*

Student no 9: *"There is no bad treatment that I gave and that I received from group members. They all listened to my explanation well when I explained things they didn't understand, so this made me not reluctant to have an opinion".*

Student no 11: *"There is a bit of bad treatment given by group members. The bad treatment is being passive in the group. These members only help a little with the assignments given by the teacher".*

Student number 12: *"Yes. There are group members who are busy with their own business. Then, when asked to choose a group representative to make a presentation, none of the members volunteered to present themselves in front of the class".*

Student number 18: *"Yes, there were several bad treatments carried out by group members, such as there were members who were passive and not expressive in giving explanations of their text fragments so that the understanding of other members was hampered".*

After knowing the answers from the students above, the researcher found that some of the bad treatment received by the students above came from the application of the jigsaw technique, such as passive treatment from some of the group members they had. This of course would affect the students' understanding of narrative text given segments. Because the key to this technique is cooperation and intense discussion between members.

Then, when asked about the influence of storytelling and jigsaw techniques on their reading comprehension, the students answered:

7. The question: **Do you have a better reading comprehension ability when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text?**

Student no 4: *"Of course, because discussing with group mates and exchanging opinions makes me have a better reading comprehension ability than before".*

Student no 9: *“Yes, I really like English learning activities that apply storytelling and jigsaw techniques. Of course this enhances my reading comprehension, plus the stories presented are interesting and my group members are fun which also adds to my enthusiasm for learning”.*

Student no 11: *“Yes of course I have better reading comprehension. I also learned a lot of new vocabulary”.*

Student no 12: *“Yes, I have enhanced reading comprehension. The application of storytelling made me understand the concept of the story well, coupled with the group discussions that made me deeper into the contents of the story”.*

Student no 18: *“Yes, applying jigsaw and storytelling techniques has made me have good reading comprehension. I used to be a student who didn't like English texts. However, when these two things were applied I became interested in learning English. The application of storytelling really helps strengthen students' reading comprehension ability through active and expressive story telling”.*

The answers from the students proved that the application of storytelling and jigsaw techniques enhanced their reading comprehension, especially their reading comprehension ability of narrative texts. This was also proven by the results of interviews with students who stated that when the teacher applied storytelling and jigsaw techniques in learning reading comprehension ability of narrative texts, they could understand the general structure of the text, as well as the elements contained in the narrative text well. The following is the explanation given by the students during the interview:

8. The question: **Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand story details and generic structures well?**

Student no 4: *“Of course, I can understand the generic structure of narrative text well because the teacher has distributed different pieces of paper to each student. The contents of the paper contain segments of narrative text that students must discuss with the expert group”.*

Student 9: *"Yes. This is because each student has their own duties and responsibilities to explain the generic structure they get, and must explain it with group members. Hearing explanations from friends makes me understand the generic structure of text well, because the language used is more understandable".*

Student number 11: *"Yes, because the teacher distributes the generic structure text separately. Each group member gets a different generic structure, then explains it to other group members. The explanations from group members made me understand the generic structure well".*

Student 12: *"Yes. Coupled with the storytelling activities from representatives of several groups with the best presentations, it made me understand better. Which is the opening part of the story, which is the conflict part, and which is the closing part of the story".*

Student 18: *"Of course. The explanations from group members regarding their respective parts are easier to understand. Storytelling activities also support strengthening the understanding of the generic structure that has been explained by group members".*

9. The question: **Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand the elements of narrative text well?**

Student number 4: *"Yes. Elements of narrative text can be well understood when storytelling and jigsaw techniques are applied. Story elements can be known in detail when storytelling is done".*

Student 9: *"Of course. By discussing with a group of friends, I understand the elements of the text well, such as the characters in the text, the place and time of the story, and so on".*

Student 11: *"Of course. My group mates explain the story well, so it's easy for me to understand who the actors are in the story, how the story goes, and so on".*

Student 12: *"Yes. By applying storytelling and jigsaw techniques, I know the elements of the text".*

Student 18: *"Yes. When my friends do storytelling in front of the class, I understand the elements of the text better. Then, group friends also help me in understanding the storyline, the moral of the story, the theme of the story, and so on".*

The application of storytelling and jigsaw techniques applied by teachers in English classes has a good influence on students' reading comprehension ability in narrative texts in particular. Students can understand the generic structure (orientation, complication, and resolution) and elements (theme, character, setting, plot, and story messages) of narrative text well.

Next, the researcher presented the answers to the students' interviews regarding several indicators of reading comprehension ability that they must fulfill. This strengthens the English teacher's interview answers which stated that the students had fulfilled all the observation checklists for reading comprehension ability indicators. Here are the answers from the students:

10. The question: **Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand and identify the main idea, factual information, the meaning of difficult vocabularies, references and inferences in the narrative text well?**

Student number 4: *"Yes. Initially, I had a bit of difficulty in determining the conclusions or inferences from narrative text. Then, my group members helped me to understand the meaning of the narrative text fragments"*.

Student 9: *"Yes. The teacher also tells how to find the meaning of the story without interpreting each word one by one. This is a bit difficult, but by working with my group mates I understand it"*.

Student 11: *"Of course. With the help of my group members it became easy to do. Especially for difficult vocabulary, we work together to find the meaning"*.

Student 12: *"Yes. I can understand these things very well. Because the teacher has explained these elements in previous learning"*.

Student no 18: *"The application of this technique can help me determine main ideas, factual information, references, inferences, and find difficult vocab meanings. I and the group members understand each other"*.

All of the answers given by the students above indicated that the students had fulfilled the observation checklist for the indicator of reading comprehension. This is evidenced by the level of students' comprehension of reading narrative text which increased when these two things were applied. When the teacher applies storytelling and jigsaw techniques in learning, students understand the generic structure, elements of the text, and story details well.

The next question the researcher wanted to know was the things that made the students excited when storytelling and jigsaw techniques were applied in learning reading comprehension ability in narrative texts and things that made them uninterested in applying storytelling and jigsaw techniques in class. Here are the answers given by the students:

11. The question: **What are the things that make you like and interested in the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative text?**

Student no 4: *"The thing that makes me interested and excited when these two things are applied is discussions with friends who are active and responsible. So, we can exchange opinions and I get a lot of knowledge".*

Student no 9: *"I like storytelling and jigsaw techniques because I like various stories or texts presented by the teacher. Apart from that, the existence of storytelling really caught my attention to follow the lesson".*

Student no 11: *"What I like when storytelling and jigsaw techniques are applied are group discussions. Because each member complements the other, the discussion is very exciting, I am very excited".*

Student no 12: *"The storytelling performance is very interesting for me. I understand stories more deeply with storytelling activities. The class atmosphere became fun and active".*



Student no 18: *“What I like is that I can study and discuss together by listening to explanations from many friends. This makes me excited, and more free to express opinions”.*

12. The question: **What are the things that make you not interested in the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative text?**

Student no 4: *“I don't think there is anything that makes me not interested in the technique used by the teacher”.*

Student number 9: *“Nothing. Basically, I already like English. The application of these two things makes me like English even more”.*

Student no 11: *“Perhaps the thing that I don't like is when there are members who are a little difficult to work with. Because this affects my understanding and that of the other members”.*

Student no 12: *“Has a less active group of friends”.*

Student no 18: *“There is nothing that makes me not interested in the application of storytelling and jigsaw techniques”.*

Based on the students' expressions above, the researcher found that overall students liked and had good perceptions of the storytelling and jigsaw techniques that the teacher used in learning reading comprehension ability on narrative text. Students like the discussion and cooperation that exists between group members. In addition, the existence of storytelling activities makes the class atmosphere more lively and active. This makes students more motivated and excited to be involved in learning conducted by English teachers.

#### **4.2 Discussion**

In this section, the researcher discussed the results of the observations and interviews that have been explained and presented in the previous section. The researcher divided the discussion of the results above into two parts based on the research questions contained in this study. To answer the first research question “How is the student's reading comprehension

ability toward narrative text when the storytelling strategy and jigsaw technique are applied?" the researcher has analyzed the data based on the results of interviews with the English teacher as well as the observation checklist which contained reading comprehension ability on narrative text learning activities carried out by the teacher using storytelling and jigsaw techniques.

Meanwhile, to answer the second research question "What are the student's perceptions toward the application of the storytelling strategy and jigsaw technique in learning reading comprehension ability of narrative text?" the researcher has analyzed the interview answers from students related to their comments and opinions after participating in reading comprehension ability learning in the narrative text by applying storytelling and jigsaw techniques carried out by the English teacher.

#### **4.2.1 The Students' Reading comprehension ability Ability toward Narrative Text when The Storytelling Strategy and Jigsaw Technique are Applied**

Based on the results of the observation checklist and interview answers from the English teacher regarding students' reading comprehension ability of narrative text by applying storytelling and jigsaw techniques, the researcher found that students' reading comprehension ability were enhanced when storytelling and jigsaw techniques were applied. This was proven by the results of the observation checklist which showed that the students had fulfilled all indicators of reading comprehension ability and indicators of the application of the jigsaw technique and storytelling in teaching reading comprehension ability on narrative text.

After observing the reading comprehension ability learning process using storytelling and jigsaw techniques, the researcher found that each jigsaw group and the expert group had good discussions. They pay attention and understand every direction given by the teacher. When

the researcher observed the discussion process, the researcher found several group members who looked passive. However, as the discussion progressed, they were also motivated to be active because they saw group members actively discussing and completing the narrative text segment given to their group. The researcher also found that some students still found it difficult to deduce the meaning of the sentences contained in the narrative text (inferences). Most students still interpret the narrative text passage given to them per word it slows them down in finding the meaning contained in the text. The teacher then explains how to identify inferences in the narrative text without translating every word in the narrative text. In addition, the students also wrote down the difficult vocabulary they found in the narrative text and looked up the meaning in the dictionary or asked the teacher.

The results of the observations above are in line with the explanation from Nappu & Angraeni (2017) which states that Jigsaw techniques require students to have the responsibility to complement each other among group members and work together in solving existing problems. This technique is designed to create mutually beneficial cooperation to achieve the same goal. When this technique is applied, students explain and understand each other regarding the information contained in the lesson. The main goal of this technique is to develop team performance and cooperative learning skills to achieve a common goal. When there are group members who don't understand, then the task of other group members is to help members who don't understand. This technique helps passive students become more active because of encouragement from active group members that can motivate passive students.

Furthermore, when observing the series of lessons at several meetings the researcher also found that when the leaders of each group made presentations in front of the class they answered the questions for each segment of the narrative text well. They understand the

storyline well, the information and facts contained in the story, the characters involved, the setting of the story, the general structure of the narrative text given, and the moral values contained in the story.

Moreover, when doing storytelling activities, students retold the story well. This storytelling strategy helps other students to understand the story well. The students who do storytelling helped other students to understand the details of the story, storyline, elements contained in the story, and so on. Besides, storytelling activities help students create and shape story meanings based on their version. When storytelling activities are carried out, students understood the concept of the story more deeply. This understanding is obtained from the form of story visualization developed by the students. Indirectly, students who carry out storytelling activities have helped provide an understanding of various scenes, storylines, story situations, characters who play a role, and so on to create mental pictures for other students in understanding the story.

Referring to the explanations above, Aboo Bakar (2019) states that storytelling can enhance students' reading comprehension ability skills, especially towards the narrative text. Storytelling activities that are applied in learning reading comprehension ability of narrative texts are believed to be able to arouse enthusiasm and motivation for student learning. This is because storytelling can create an active, fun, enthusiastic, and positive classroom atmosphere. A positive atmosphere and interdependence can affect other students' interests, performance, and reading comprehension ability skills.

After observing the learning processes and activities in the classroom where the English teacher applied storytelling and the jigsaw technique in learning reading comprehension, the researcher observed that all activities and learning activities (pre-activity, main-activity, and post-activity) followed the procedure of the jigsaw technique and storytelling in lesson plans as stated in the observation

checklist, where the teacher starts the class by greeting the students, absent students, and brainstorming. For main-activity activities, the teacher must divide this activity into several meetings. This is because there are quite a lot of activities contained in this main activity, while the time provided by the school does not allow it to carry out these main activities in just one meeting. The post-activity activities are also following the existing observation checklist. Before closing the class, the teacher invited the students to ask questions regarding the topics that have been discussed, answer questions and discuss them with students, provide feedback on comments and answers from students, and close the class with a prayer.

Based on the observations that have been made, the main activities contained in the learning process are following the procedures for applying storytelling and jigsaw techniques in teaching students' reading comprehension ability of narrative text. The teacher has explained narrative text material to students, divided students into several jigsaw groups, appointed several students to become leaders in the group, divided the learning segments into 4-5 narrative text segments according to the number of existing groups, assigned different paragraphs to each member of the group, asking each student to assign and learn one segment of the narrative text and read their passage of the narrative text silently, instructs each student in the jigsaw group to join other students who have the same material segment (expert group), and instructs the representative of the expert group to read their passages aloud, the teacher gives time to each expert group to discuss with each other and then back to their jigsaw group if they have finished their discussion, asking each jigsaw group to discuss and teach their segments with their group members, asking the students to synthesize their passages into a story and summarize the text according to their respective versions, asking representatives of each jigsaw group to do storytelling and make a presentation

regarding the results of the discussions they have had with group members. Meanwhile, exercises or quizzes related to the material being studied that carried out at the next meeting.

Apart from that, all the stages of the main activities above have also fulfilled the observation checklist of indicators of the jigsaw technique and storytelling. When storytelling and jigsaw techniques are applied in learning reading comprehension ability for narrative text students read the narrative text silently, find and write the difficult words on a piece of paper and then discuss them with other members of the expert group. They guess the meaning of the word or open the dictionary, each representative of the group goes to read the story in front of the class, and students summarize the text according to their respective versions and identify elements of the text such as characters, settings, themes, and etc. They also answer several questions focusing on the general structure of the narrative text as well as the reading comprehension ability index of the narrative text.

Post-activities at each meeting conducted by the teacher have also followed the observation checklist for the procedure of the jigsaw technique and storytelling in the lesson plan properly. Such as the teacher invites students to ask questions related to the topics that have been studied, conducts discussions related to the questions posed by students, gives feedback and comments, and closes the class with prayers.

The stages of learning above are in line with the stages of applying the jigsaw and storytelling techniques expressed by Minarnis (2012) and Aboo Bakar (2019). Minarnis (2012) revealed that there are several steps to applying the jigsaw technique in learning. the steps are to group students into several groups consisting of 4-5 people, appoint one student from each group to be the group leader, divide the lesson into 4-5 segments of narrative text material, instruct each student to assign and learn one segment of the narrative text, give students time

to study and understand each segment or narrative text material given, instruct each student in the jigsaw group to join other students who have the same material segment, bring the students back to their jigsaw group, ask each student to present the discussion results of the segment of narrative text material that they did in the expert group, observe the process, and give some exercises or quizzes related to the material being studied.

Meanwhile, Aboo Bakar (2019) reveals learning steps that apply storytelling. Before reading comprehension ability activities begin, the teacher introduced the selected title or narrative text. Furthermore, during the reading process, students read and correct each other, summarize the text according to their respective versions and identify the elements present in the text such as characters, themes, etc., and ask students to retell the story from the narrative text in each student's interpretation and version.

In this study, the researcher developed the theory of applying jigsaw and storytelling which has been described above to become a combined version of jigsaw and storytelling. When the researcher combined the learning steps by applying jigsaw and storytelling into one and adapting it to the situations and conditions of learning in the school concerned.

According to English teachers, the implementation of storytelling and jigsaw techniques has many benefits and positive influences on students. Storytelling activities help students understand the detailed concept of the story, as well as text elements by visualizing several scenes contained in the story. Following the findings from the teacher's statement above, research conducted by Ratmini (2017) entitled "The Effect of Storytelling Strategy on Reading comprehension ability at Grade X Students' of SMAN 1 Simpang Empat in the Academic Year of 2016/2017" also showed the same results. The results of this study indicate that the application of the storytelling strategy has a

significant effect on reading comprehension. When storytelling is applied, students become more understanding of the concepts and details of existing stories. The story scenes that are shown make this strategy more effective to be applied in learning reading comprehension.

Meanwhile, the jigsaw technique creates good interaction and cooperation between students. All students have the same responsibility to achieve common goals. In addition, Ledlow (1996) explained that the concept of forming groups in the jigsaw technique makes students more courageous in expressing their opinions. Students also understand material and assignments more quickly when they work in mutually beneficial groups.

Furthermore, the teacher also explains that by applying storytelling and jigsaw techniques in learning reading comprehension ability of narrative text, students know and understand the generic structure (orientation, complication, resolution), and elements of narrative text (theme, character, setting, plot, message), moral of the story) well. Students can easily identify the beginning or opening of the story, the details of the conflict that occurs in the story, the efforts of the characters to resolve the conflict, the ending or closing of the story, as well as the moral message of the story. Hence, students can also determine the theme and setting of the story such as when and where the story takes place, whom the characters are involved in the story, how the story go from beginning to end, and what moral message is contained in the story.

The researcher found that some students still had difficulties in determining the theme of the story presented by the teacher. But storytelling activities and jigsaw techniques make it easier for students to solve the problems and obstacles they face. They can understand explanations from group mates well so that students who have difficulties that understood by students who understand more.



Referring to the teacher's explanation above, the researcher found that this was consistent with the results of research conducted by Herman, Juwita Kristina Sibarani, and Hilman Pardede (2020) with the research's title "The Effect of Jigsaw Technique in Reading comprehension ability on Recount Text". This previous research stated that the application of the jigsaw technique in learning English reading comprehension ability had a positive influence and impact on students' reading comprehension. When this technique is applied, students' reading comprehension ability increases significantly from before. The research results also show that the t-observe is higher than the t-table with a significant level of 5%, the t-observe score is greater than the t-table, with  $5.55 > 1.669$  so that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that the use of the jigsaw technique can enhance students' reading comprehension ability skills and has a positive impact on 10th-grade students at SMA Negeri 4 Pematangsiantar.

Hence, Minarnis (2012) in his research entitled "IMPROVING STUDENTS' READING COMPREHENSION ABILITY OF NARRATIVE TEXTS THROUGH JIGSAW TECHNIQUE AT GRADE VIII A OF SMPN I BANGKINANG" also states that the application of the jigsaw technique in learning reading comprehension ability on narrative text can enhance the ability to read comprehension of texts student narratives. When this technique is applied, students can understand the generic structure, elements, and details of the story well. This is evidenced by the results of the average score of students who increased from the first cycle of research, the second cycle, to the third cycle. In the first cycle, the average score of students was 66.0, then in the second cycle, the students' scores increased to 72.3, and in the third cycle, the final average value of students increased rapidly to 77.3. The significant increase in student scores in each cycle is influenced by interesting teaching materials, creativity possessed by

the teacher, as well as interesting learning techniques which can increase students' motivation to read.

#### **4.2.2 The Students' Perceptions toward the Application of the Storytelling Strategy and Jigsaw Technique in Learning Reading comprehension ability of Narrative Text**

Based on the results of interviews with class VIII A students of Bani Hasyim Singosari Islamic Middle School, regarding the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text, the researcher found that students had a positive perception of the application of storytelling and jigsaw techniques in learning. They agree that storytelling and jigsaw techniques bring a positive influence and a big impact on their reading comprehension.

The students explained that when the jigsaw technique was applied, they had high learning motivation. This is in line with research conducted by Asep Suarman (2019) entitled "IMPROVING STUDENTS' READING COMPREHENSION ABILITY OF NARRATIVE TEXTS THROUGH JIGSAW COOPERATIVE". The results of this study indicate that the application of the jigsaw technique can enhance students' reading comprehension ability and has a positive impact on students' learning motivation. When this technique is applied, students are excited to discuss and collaborate with their group members regarding the topic of discussion given by the teacher. Hence, the data from the questionnaire also supports this matter as evidenced by the various statements and answers of students who state that JCL has a good effect on improving students' reading comprehension ability of narrative texts.

They like storytelling activities, collaboration, and discussions that occur in groups. They argue that this increases their knowledge and understanding regarding the information contained in the text, the material being taught, and the assignments given by the teacher.

However, behind all this, the students also explained that there were some difficulties they experienced when the teacher applied storytelling and jigsaw techniques in learning. These difficulties include having some foreign vocabulary that is difficult, making and summarizing the story to be told, feeling nervous when asked to retell the story in front of the class, and there are few obstacles in terms of communication made by passive members. From all the students' explanations above, the researcher found that the main difficulty faced by the students when storytelling and the jigsaw technique were applied in learning reading comprehension ability in the narrative text was a lack of mastery of vocabulary. This of course will have an impact on students' understanding of the meaning of reading.

To overcome the difficulties they have, the students overcome those difficulties in several ways, namely, the students open the dictionary and ask the teacher if they have difficulty finding the meaning of the foreign vocabulary they find in the text. In addition, when students have difficulty compiling and summarizing the text to be storytelling, students record story points and then combine the stories into one, they exchange opinions and help each other. then, to respond to passive group members, other students divided the task among all members equally. So, each student has their duties and responsibilities.

Then, when asked about the opinions and agreements of the students regarding the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative texts, all students agreed to apply these two things in class. They admit that when the teacher applies storytelling and jigsaw techniques, it helps students understand the details of the story through discussion and storytelling activities, which of course can enhance their reading comprehension ability skills. The presentation of interesting stories

and supportive group members make students very enthusiastic about participating in existing learning.

Storytelling activities help students to increase self-confidence, as well as help other students understand the concepts and details of stories well when witnessing storytelling activities carried out by other students. Then, when storytelling is applied, students have a deeper understanding of the details and concepts contained in the story. Storytelling activities enhance their interest in participating in learning and help students to understand the meaning of the story well.

Miller & Pennycuff (2008) stated that storytelling is a useful strategy for expanding students' reading literacy. The application of storytelling can assist students in overcoming reading comprehension ability problems and reading literacy that students have. Referring to the theory above, Scott & Ytreberg (1990) explain that storytelling activities are effective in helping students build their reading comprehension ability by encouraging students to understand the meaning of reading and preparing students to be able to write their own stories based on their reading comprehension. This strategy can increase students' interest in reading and make them enjoy learning languages.

Meanwhile, when the jigsaw technique was applied, students felt freer in their opinions, they were very happy to explain and share their understanding with group members who did not understand. The application of these techniques can enhance students' mastery of new vocabulary. Students have the responsibility to explain the assignments given to them and are obliged to listen to explanations from other members.

This is supported by the jigsaw theory expressed by Brown (1994:182) which states that when the jigsaw technique is applied, all group members have to help each other provide some information and combine all this information into one to achieve certain goals. This

technique trains students to be independent and responsible for the tasks assigned to them. In addition, each student should teach the knowledge and information they have to other group members to achieve common goals.

Hammer (2003) also added that jigsaw is one of cooperative learning where students worked in groups and interact with each other. They worked together in groups without being fully controlled by the teacher. They made their own decisions with the encouragement and assistance of all members. Then, Abdul Khalid (2006; 4) explained that this technique was designed to increase the responsibility that students have for the learning given to them and the learning of other students. Because students not only learn the material given to them but also must be prepared to explain the material to other members.

Moreover, the application of storytelling and jigsaw techniques binds cooperation and positive interaction between students. This is evidenced by the results of interviews with students who stated that when the jigsaw technique was applied they gave each other positive attitudes toward group members. Like understanding each other regarding the material provided, sharing understanding and knowledge regarding new vocabulary, exchanging opinions and solving existing problems together, and much more.

The various explanations above indicate that the application of storytelling and jigsaw techniques to learning reading comprehension ability on the narrative text has had a positive influence on students and has been able to enhance students' reading comprehension ability skills. There are very few negative things that students feel when these two things are applied. The students explained that the bad treatment they felt when storytelling and jigsaw techniques were applied by the teacher was that there were group members who were a little passive in carrying out the teacher's orders. This of course will hamper the reading comprehension ability process of the other members.

During the observation process, the researcher did find some students who were passive in several groups. But as the discussion progresses and receiving reprimands and directions from the teacher makes these students mingle more with the group members they have. Active discussion activities create a lively and mutually sustainable classroom atmosphere to help one another. The enthusiasm and activeness of the group members succeeded in encouraging other students to behave actively in discussion activities.

Hence, students also explained that when storytelling and jigsaw techniques were applied students could understand the generic structure and elements of narrative text well. This is because, during the main activity, the teacher divides the story parts from the selected narrative text according to the existing generic structure and distributes them to each member of the jigsaw group. Each member got a part of the story with a different generic structure. Next, each member went to the expert group with the same narrative text or generic structure. In this expert group, they discussed each of the materials given to them.

In this expert group discussion, students mutually understand each generic structure that is distributed to them. Based on the observations the researchers made, the researchers found that all students discussed and worked well together. The application of the jigsaw technique makes students understand the generic structure and elements of the story quickly. Students work together to solve the problems they face. They recorded the story points, and looked for the meaning of difficult vocabulary together, then explained it to their group members. The students acknowledged that the explanations from their group mates made them understand the story well.

After finishing discussing with their respective expert groups, students returned to their jigsaw groups. At this stage, students returned to discussing with members of the jigsaw group. They explain the results of the expert group discussions they have conducted, and

hear the results of the explanations from other members as well. The researcher found that the students enjoyed the discussion process. They explained the storyline, setting, theme, characters, and moral message of the story well. Next, each group representative presented all the results of the discussion from the jigsaw group they have by combining all the opinions of the group members as well as the results of the expert group discussions from each member. This is of course very helpful for students in understanding the generic structure and text elements well.

After the presentation activities are carried out, students will witness storytelling activities from representatives of group members with the best presentations. This storytelling activity helps students identify generic structures and text elements more deeply. They can find out how the story begins, when and where the story takes place, what conflicts are in the story, how the story goes, the messages contained in the story, and the ending of the story.

King and Stanley (in Goldstein 1997) state that 5 components of reading comprehension ability skills must be met by students.

1. Finding factual information (requires students to analyze specific information and knowledge in a text). Based on the interview answers given by the students, the researcher found that students could identify the factual information contained in the text. Cooperation and discussion among group members make this easy for students.
2. Finding the main idea (requires students to understand the meaning of the paragraph on the first reading and makes them remember the contents of the reading later). The results of the research show that students can identify the main idea contained in the text. This is because, the teacher has explained to the students at the previous meeting how to determine the main idea, factual information, inferences, and references from a narrative text.

3. Finding the meaning of the vocabulary (requires students to guess the meaning of some unfamiliar words by connecting these words with their closest meaning according to the context of the reading and the topic being discussed). The students admitted that at first, they felt a little difficulty in guessing the meaning of some unfamiliar words contained in the text. But following the teacher's directions and discussing and working with group members makes this feel easier.
4. Identifying references (instead of repeating the same word or phrase several times, the students can refer to it and then repeat it). The students explained that they could identify the references contained in the text presented by the teacher. They can determine the reference from one word to another.
5. Making Inferences (requires students to draw accurate conclusions and predictions from a text by reading between the lines). The students explained that this was the most difficult activity to do. Sometimes the lack of vocabulary skills makes it difficult for students to predict and draw conclusions about the meaning of the text they have read. However, the help of other group members who have more abilities than other members helps students identify the meaning of the text. Students who are active and have higher vocabulary mastery and reading comprehension ability abilities than other students.

Based on all the explanations and interview answers given by the students above, it can be found that students have good perceptions of the application of storytelling and jigsaw techniques used by the teacher in learning reading comprehension ability of narrative text. The students were very excited when these two things were applied to learning. They like the active and vibrant class atmosphere. Such a class atmosphere encourages students to actively participate in class. All students liked the discussion activities contained in the jigsaw technique learning activities. They like the division of group members who are frequent, active, and responsible for the tasks given. The presentation of unique stories from storytelling activities adds



motivation and helps enhance students' reading comprehension ability for the better. When group discussions are carried out, all students' complemented each other, understand, and help each other to achieve common goals.

## **CHAPTER V**

In this chapter, the researcher presents the conclusions and suggestions from this thesis entitled "Enhancing Students' Reading comprehension Ability on Narrative Text through Storytelling and Jigsaw Technique".

### **5.1 Conclusion**

Based on the results of the research and discussions that have been described previously, the researcher found that when the teacher applied storytelling and jigsaw techniques in learning reading comprehension ability of narrative text, students' reading comprehension ability of narrative text were enhanced.

This is also proven by the results of interviews conducted with the English teacher and the results of observations made by the researchers on reading comprehension ability learning of narrative texts using storytelling and jigsaw techniques applied by the English teacher. The results of observations and interviews with the English teacher show that when the teacher applies storytelling and jigsaw techniques in learning reading comprehension ability of narrative text students can understand the generic structure and elements of narrative text well. Hence, students can also identify the main ideas, factual information, references, and inferences contained in the text that has been presented by the teacher. It means, the application of storytelling and jigsaw technique can enhance students' reading comprehension on narrative text.

The application of storytelling and jigsaw techniques in teaching reading comprehension of narrative texts applied by the teacher helps students understand the concepts and details of stories well. When storytelling is applied, students enjoy a fun learning atmosphere in class. They can understand the elements and generic structure of the story through storytelling activities carried out by other students. Students who get the responsibility for doing storytelling help listeners

to stories to understand the meaning of the stories shown. Then, when the jigsaw technique is applied, students can interact and exchange information and opinions with their group members. The cooperative learning process applied in the jigsaw technique helps students understand the text well through explanations, opinions, and assistance provided by the group members they belong to. All group members not only carry out the material segments given to them, but they also must explain the material segments they have to all group members to achieve common goals.

Apart from having a good influence and benefit on students' reading comprehension, the use of storytelling and jigsaw techniques in teaching reading comprehension of narrative texts that have been applied by the teacher gets positive responses and perceptions from students. The results of the interviews show that when these two things are applied the students have a high motivation to learn English (especially reading comprehension). The students acknowledged that storytelling and jigsaw techniques helped them in increasing their self-confidence that students had. They are free to think and express themselves with their group mates. Explanations from group members are also easier for students to understand than direct explanations given by the teacher.

Moreover, the students also stated that they liked the storytelling and jigsaw techniques applied by the teacher in learning. They like group discussions related to narrative text segment materials given to them by the teacher and storytelling activities carried out by their group mates. Passive students become more active when the strategies and techniques are applied by the teacher in learning. They have the urge to be active through active group members.

In addition, the students also added that they better understood the meaning of the narrative stories that the teacher gave through storytelling and discussions with their group mates.

## **5.2 Suggestion**

This study focuses on enhancing students' reading comprehension ability of narrative texts by applying storytelling and jigsaw techniques by English teachers. For further research, it is recommended to research related to the analysis of other aspects of student language (writing, speaking, and listening) by utilizing the positive influence of the application of storytelling and jigsaw techniques in learning English. In addition, in this study the researchers only focused on junior high school students, further research could focus on high school students or even university students.


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*Appendix 1 The letter of permission for doing the research*

 KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana No. 10, Telepon (0341) 552 358 Faksimile (0341) 552 398 Malang  
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Nomor 281/Un D3.1/TL.00.1/02/2023 13 Februari 2023  
Sifat Penting  
Lampiran  
Hal

Izin Penelitian

Kepada  
Yth Kepala SMP Islam Bani Hasyim  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:


Nama : Nuzul Hafifah  
NIM : 18180008  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2022/2023  
Judul Skripsi : An Analysis of Students' Reading Comprehension on Narrative Text through Storytelling and Jigsaw Techniqua

Lama Penelitian : Februari 2023 sampai dengan April 2023 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**

 Dekan,  
Dekan Bidang Akademik  
Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

*Appendix 2 The result of documentation of this research*



*The documentation of interview with English teachers*



*The documentation of interview with students*





*The student is doing storytelling activities*



*The student is doing presentation about the result of group discussion*



### *Appendix 3 The result of observation and interview transcript*

#### **RESEARCH INSTRUMENT**

##### **A. OBSERVATION**

In this study, there are three observation checklists needed to analyze students' reading comprehension ability of narrative texts. The three observation checklists are the observation checklist for indicators of reading comprehension, the observation checklist for indicators of jigsaw technique and storytelling, and the observation checklist for the procedure of jigsaw technique and storytelling in lesson plans (Minarnis, 2012).

Observations in this study were carried out from 09 February 2023 to 02 March 2023 in 4 meetings with 8 hours of lessons, where one lesson spent 35 minutes. Then, the researchers conducted an interview with the English teacher on Saturday, March 4, 2023 at 16.00 pm at the Bani Hasyim Mosque. While interviews with students were conducted on Monday, March 6, 2023 at 09.45 am in class room 8A Islamic Junior High School Bani Hasyim Singosari Malang.

##### **1. Observation checklist for indicators of reading comprehension:**

| No | Aspect                                | Sub-Aspects  | Yes | No |
|----|---------------------------------------|--|-----|----|
| 1  | The ability in comprehending the text | Find The Main Idea in The Narrative Text             | X   |    |
|    |                                       | Find Factual Information in The Narrative Text       | X   |    |
|    |                                       | Find The Meaning of Vocabulary in The Narrative Text | X   |    |
|    |                                       | Identify References in The Narrative Text            | X   |    |
|    |                                       | Identify Inferences in The Narrative Text            | X   |    |
|    |                                       | Identify The Generic Structure Contained in          | X   |    |

|  |  |                    |  |  |
|--|--|--------------------|--|--|
|  |  | The Narrative Text |  |  |
|--|--|--------------------|--|--|

**2. Observation checklist of indicators of jigsaw technique and storytelling:**

| No | Indicators   | Yes | No |
|----|--|-----|----|
| 1  | <b>Read Silently</b><br>Students read the narrative text silently.   | X   |    |
| 2. | <b>Find Difficult Words</b><br>Students write difficult words on a piece of paper and then discuss them with other members of the expert group. They guess the meaning of the word or open the dictionary. | X   |    |
| 3. | <b>Synthesizing Activity</b><br>Students synthesize their passages into a story.   | X   |    |
| 4. | <b>Read aloud</b><br>Each representative of group goes to read the story in front of the class based on the elements of the narrative text.  | X   |    |
| 5. | <b>Summarize The Text</b><br>Students Summarize the text according to their respective versions and identify elements of the text such as characters, settings, themes, etc.                               | X   |    |
| 6. | <b>Answer The Question</b><br>Students answer a number of questions focusing on the general structure of the narrative text as well as   | X   |    |

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|  | the reading comprehension ability index of the narrative text. |  |  |
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**3. Observation checklist for the procedure of jigsaw technique and storytelling in lesson plan:**

| No | Learning Steps  | Qualification               |    | Description |
|----|---|-----------------------------|----|-------------|
|    | Pre-Activity  | Yes                         | No |             |
| 1  | <ul style="list-style-type: none"> <li>The teacher greets students</li> <li>The teacher takes the attendance of the students</li> <li>The teacher conducts brainstorming in the form of an introduction to the topic to be studied</li> </ul> | X<br><br><br>X<br><br><br>X |    |             |
| 2  | Main-Activity <ul style="list-style-type: none"> <li>The teacher presented narrative texts that was selected before</li> <li>The teacher gives several questions to</li> </ul>  | X<br><br><br>X              |    |             |

|  |   |                                     |  |  |
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|  | <p>students related to the topic to be discussed</p> <ul style="list-style-type: none"> <li>• The teacher introduces the jigsaw technique and storytelling to students</li> <li>• The teacher grouped the students into several groups consisting of 4-5 people</li> <li>• The teacher pointing one student from each group to be the group leader</li> <li>• The teacher dividing the lesson into 4-5 segments of narrative text material according to the number of existing</li> </ul> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> |  |  |
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|  | <p>groups</p> <ul style="list-style-type: none"> <li>• The teacher assigning different paragraphs to each member of the group</li> <li>• The teacher asking each student to assign and learn one segment of the narrative text</li> <li>• The teacher asking each student to read their passage of the narrative text silently</li> <li>• The teacher instructs each student in the jigsaw group to join other students who have the same material segment (expert group).</li> <li>• The teacher instructs the representative of</li> </ul> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> |  |  |
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|  | <p>the expert group to read their passages loudly</p> <ul style="list-style-type: none"> <li>• The teacher gives time to each expert group to discuss with each other</li> <li>• The teacher asking the students back to their jigsaw group</li> <li>• The teacher asking each jigsaw group to discuss and teach their segments with their group members</li> <li>• The teacher asking the students to synthesize and summarize the text according to their respective versions and identify elements of the text such as</li> </ul> | X |  |  |
|  |  | X |  |  |
|  |  | X |  |  |
|  |  | X |  |  |

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|  | <p>characters, settings, themes, etc.</p> <ul style="list-style-type: none"> <li>• The teacher asks students to appoint 1 group representative to presents the results of the discussion and do storytelling</li> <li>• The teacher asks representatives of each jigsaw group to do storytelling regarding the narrative text that has been given according to their respective versions</li> <li>• The teacher asks representatives from the jigsaw group to make a presentation regarding the results of the discussions</li> </ul> | <p>X</p> <p>X</p> <p>X</p> |  |  |
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|               |  |                                     |  |  |
|---------------|--|-------------------------------------|--|--|
|               | <p>they have had with group members</p> <ul style="list-style-type: none"> <li>At the end of the session, teacher gives some exercises or quizzes related to the material being studied</li> </ul>   | X                                   |  |  |
| Post-Activity |  |                                     |  |  |
| 3             | <ul style="list-style-type: none"> <li>The teacher invites students to ask questions related to the topics that have been studied</li> <li>The teacher conducts discussions related to the questions posed by students</li> <li>The teacher gives feedback and comments</li> <li>The teacher closes the class</li> </ul> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> |  |  |

Malang, May 12, 2023

Validator

**Dian Arsitades Wiranegara**

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a series of loops and a final downward stroke.

**NIDT. 19801202010802011226**

## B. INTERVIEW

In addition to observing students' reading comprehension ability of narrative texts when storytelling and jigsaw techniques are applied, the researcher also conducted interviews with the English teacher and several students. This interview conducted from 04 March to 06 March 2023 to find out how students' reading comprehension ability in narrative texts when storytelling and jigsaw techniques are applied and students' perspectives on this.

| Research Objectives  | Questions  |
|--|--|
| <b>For Teacher</b><br><br>1. To find out how is the student's reading comprehension ability toward narrative text when the storytelling strategy and jigsaw technique are applied. | <i>1. Does the teacher have difficulties when applying storytelling and jigsaw techniques in learning reading comprehension ability of narrative text?</i><br><br>(Apakah guru memiliki kesulitan saat menerapkan <i>storytelling</i> dan teknik <i>jigsaw</i> dalam pembelajaran <i>reading comprehension ability</i> terhadap naratif teks?)<br><br><i>2. What are the problems faced by teachers when applying storytelling and jigsaw techniques in teaching reading comprehension ability of narrative texts?</i><br><br>(Apa saja masalah yang dihadapi oleh guru saat menerapkan <i>storytelling</i> dan teknik <i>jigsaw</i> dalam pembelajaran <i>reading comprehension ability</i> terhadap naratif teks?)<br><br><i>3. How does the teacher overcome the problems he/she faces when applying storytelling and jigsaw techniques in teaching reading comprehension ability of narrative texts?</i><br><br>(Bagaimana guru mengatasi masalah yang |

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|  | <p>dihadapi saat menerapkan <i>storytelling</i> dan teknik <i>jigsaw</i> dalam pembelajaran <i>reading comprehension ability</i> terhadap naratif teks?)</p> <p>4. <i>Does the students' reading comprehension ability enhance when storytelling and jigsaw techniques are applied in learning reading comprehension ability of narrative text?</i><br/>(Apakah <i>reading comprehension ability</i> siswa meningkat saat <i>storytelling</i> dan teknik <i>jigsaw</i> diterapkan dalam pembelajaran <i>reading comprehension ability</i> terhadap naratif teks?)</p> <p>5. <i>If the answer is yes, how can storytelling and jigsaw techniques enhance students' reading comprehension?</i><br/>(Jika iya, bagaimana <i>storytelling</i> dan teknik <i>jigsaw</i> dapat membuat <i>reading comprehension ability</i> siswa meningkat?)</p> <p>6. <i>Can students identify and understand the generic structure of narrative text well when storytelling and jigsaw techniques are applied?</i><br/>(Apakah siswa dapat mengidentifikasi dan memahami struktur dari naratif teks dengan baik saat <i>storytelling</i> dan teknik <i>jigsaw</i> diterapkan?)</p> <p>7. <i>Can students identify and understand the elements of narrative text well when storytelling and jigsaw techniques are applied?</i><br/>(Apakah siswa dapat mengidentifikasi dan</p> |
|--|---|

|  |  |
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|  | <p>memahami bagian-bagian dari naratif teks dengan baik saat <i>storytelling</i> dan teknik jigsaw diterapkan?)</p> <p>8. <i>Do students fulfill the indicators of comprehending the text when storytelling and jigsaw techniques are applied in learning reading comprehension ability of narrative text?</i></p> <p>(Apakah para siswa memenuhi indikator-indikator pemahaman terhadap teks saat <i>storytelling</i> dan teknik jigsaw diterapkan dalam pembelajaran <i>reading comprehension ability</i> terhadap naratif teks?)</p> <p>9. <i>Are there elements or indicators of reading comprehension ability that students have not achieved when the teacher applies storytelling and jigsaw techniques? If so, what are the elements or indicators of reading comprehension?</i></p> <p>(Apakah ada elemen atau indikator dari <i>reading comprehension ability</i> yang belum dicapai oleh siswa saat guru menerapkan <i>storytelling</i> dan teknik jigsaw? Jika iya, apa saja elemen atau indikator <i>reading comprehension ability</i> tersebut?)</p> <p>10. <i>What are the disadvantages of storytelling and jigsaw techniques when applied to learning reading comprehension ability of narrative text?</i></p> <p>(Apa saja kekurangan dari <i>storytelling</i> dan teknik jigsaw saat diterapkan dalam pembelajaran <i>reading comprehension ability</i></p> |
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| <p><b>For Students</b></p> <p>2. To find out how are the student's perceptions toward the application of the storytelling strategy and jigsaw technique in learning reading comprehension ability of narrative text.</p> | <p>terhadap naratif text?)</p> <p><i>1. Do you have high motivation in learning reading comprehension ability on narrative text when storytelling and jigsaw techniques are applied?</i></p> <p>(Apakah kamu memiliki motivasi yang tinggi dalam pembelajaran <i>reading comprehension ability</i> pada naratif teks saat <i>storytelling</i> dan teknik jigsaw diterapkan? )</p> <p><i>2. What are the difficulties you face when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text?</i></p> <p>(Apa saja kesulitan yang kamu hadapi saat <i>storytelling</i> dan teknik jigsaw diterapkan dalam pembelajaran <i>reading comprehension ability</i> pada naratif teks?)</p> <p><i>3. How did you overcome those difficulties?</i></p> <p>(Bagaimana kamu mengatasi kesulitan-kesulitan tersebut? )</p> <p><i>4. Do you agree that storytelling and jigsaw techniques are applied in learning</i></p> |
|--|---|

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|  | <p><i>reading comprehension ability in narrative text? Why?</i></p> <p>(Apakah kamu setuju jika <i>storytelling</i> dan teknik <i>jigsaw</i> diterapkan dalam pembelajaran <i>reading comprehension ability</i> pada naratif teks? Mengapa?)</p> <p>5. <i>What are the positive attitudes that you give to your group partners and that you feel from your group partners when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text?</i></p> <p>(Apa saja perlakuan-perlakuan baik yang kamu beri kepada teman grupmu dan yang kamu rasakan dari patner goupmu saat <i>storytelling</i> dan teknik <i>jigsaw</i> diterapkan dalam pembelajaran <i>reading comprehension ability</i> pada naratif teks?)</p> <p>6. <i>Are there any bad attitudes that you feel or that you give to your group partners when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative texts?</i></p> <p>(Apakah ada perlakuan-perlakuan buruk</p> |
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|  | <p>yang kamu rasakan atau yang kamu berikan kepada partner grupmu saat <i>storytelling</i> dan teknik <i>jigsaw</i> diterapkan dalam pembelajaran <i>reading comprehension ability</i> pada naratif teks?)</p> <p>7. <i>Do you have better reading comprehension ability when storytelling and jigsaw technique are applied in learning reading comprehension ability in narrative text?</i></p> <p>(Apakah kamu memiliki pemahaman bacaan yang lebih baik saat <i>storytelling</i> dan teknik <i>jigsaw</i> diterapkan dalam pembelajaran <i>reading comprehension ability</i> pada naratif teks?)</p> <p>8. <i>Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand story details and generic structure well?</i></p> <p>(Apakah penerapan <i>storytelling</i> dan teknik <i>jigsaw</i> didalam pembelajaran <i>reading comprehension ability</i> pada naratif teks membantumu memahami</p> |
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|  | <p>detail cerita dan struktur teks (<i>orientation, complication, and resolution</i>) dengan baik?)</p> <p>9. <i>Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand the elements of narrative text well?</i></p> <p>(Apakah penerapan <i>storytelling</i> dan teknik jigsaw didalam pembelajaran <i>reading comprehension ability</i> pada naratif teks membantumu memahami bagian-bagian narrative text (tema, karakter, setting, alur, pesan moral cerita) dengan baik?)</p> <p>10. <i>Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand and identify the main idea, factual information, the meaning of difficult vocabularies, references, and inferences in the narrative text well?</i></p> <p>(Apakah penerapan <i>storytelling</i> dan</p> |
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|  | <p>teknik jigsaw didalam pembelajaran <i>reading comprehension ability</i> pada naratif teks membantumu memahami dan mengidentifikasi ide utama, fakta-fakta yang terkandung dalam cerita, makna dari kosa kata – kosa kata yang sulit, kalimat rujukan, serta kesimpulan dari naratif teks dengan baik?)</p> <p>11. <i>What are the things that make you like and interested in the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative text?</i></p> <p>(Apa saja hal-hal yang membuatmu suka dan tertarik saat <i>storytelling</i> dan teknik jigsaw diterapkan dalam pembelajaran <i>reading comprehension ability</i> pada naratif teks?)</p> <p>12. <i>What are the things that make you not interested in the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative text?</i></p> <p>(Apa saja hal-hal yang membuatmu tidak</p> |
|--|--|

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|  | <p>tertarik saat <i>storytelling</i> dan teknik jigsaw diterapkan dalam pembelajaran <i>reading comprehension ability</i> pada naratif teks?)</p> |
|--|---|

Malang, January 20, 2023

Validator

**Dian Arsitades Wiranegara**



**NIDT. 1980120201080201122**

## INTERVIEW TRANSCRIPT

Respondent : Lila Ratnaningrum S. Pd  
 Date of Interview : 04<sup>th</sup> March 2023  
 Time : 16.00 – 17.00  
 Place : Bani Hasyim Mosque  
 Research Title : Enhancing Students' Reading Comprehension Ability on Narrative Text through Storytelling and Jigsaw Technique  
 R. Question 1 : How is the students' reading comprehension ability toward narrative text when storytelling and jigsaw technique are applied?

| Research Objectives  | Questions  | Answer  |
|--|--|---|
| <b>For Teacher</b><br><br>1. To find out how is the student's reading comprehension ability toward narrative text when the storytelling strategy and jigsaw technique are applied. | <i>1. Does the teacher have difficulties when applying storytelling and jigsaw techniques in learning reading comprehension ability of narrative text?</i><br>(Apakah guru memiliki kesulitan saat menerapkan <i>storytelling</i> dan teknik <i>jigsaw</i> dalam pembelajaran <i>reading comprehension ability</i> terhadap naratif teks?) | Yes, I have some difficulties when applying <i>storytelling</i> and <i>jigsaw</i> techniques in learning reading comprehension ability of narrative text.<br>(Iya Mba. Saya merasakan beberapa kesulitan saat menerapkan <i>storytelling</i> dan teknik <i>jigsaw</i> didalam pembelajaran <i>reading comprehension ability</i> pada narrative text)<br><br><i>2. What are the problems faced by teachers when applying storytelling and jigsaw techniques in teaching reading comprehension ability of narrative texts?</i><br>(Apa saja masalah yang dihadapi oleh guru saat menerapkan <i>storytelling</i> dan teknik <i>jigsaw</i> dalam pembelajaran |
|  |  | Actually <i>storytelling</i> and <i>jigsaw</i> techniques are very good to be applied in English classes, especially in narrative text material. But sometimes there are some difficulties that I face when implementing these two things in class. These difficulties  |

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|   | <p><i>reading comprehension ability terhadap naratif teks?).</i></p> <p><i>include teaching time which is cut short by school activities, the large number of students, and differences in the English language skills of students.</i></p> <p>(Sebenarnya storytelling dan teknik jigsaw sangat bagus diterapkan didalam kelas bahasa inggris, khususnya terhadap materi narrative text. Tapi kadang terdapat beberapa kesulitan yang dihadapi saat menerapkan kedua hal tersebut dikelas. Misalkan kaya waktu mengajar yang terpotong dengan kegiatan sekolah, jumlah siswa yang banyak, serta perbedaan kemampuan bahasa inggris yang dimiliki oleh siswa).</p> |
| <p>3. <i>How does the teacher overcome the problems he/she faces when applying storytelling and jigsaw techniques in lessons, I usually prepare everything in the previous meeting. Such as the division of groups, the selection of group leaders, determining the topic, as well as the material to be discussed.</i></p> <p>(Bagaimana guru mengatasi masalah yang dihadapi saat menerapkan storytelling dan teknik jigsaw dalam pembelajaran <i>reading comprehension ability terhadap naratif teks?)</i></p> | <p><i>If next week I want to apply storytelling and jigsaw techniques in lessons, I usually prepare everything in the previous meeting. Such as the division of groups, the selection of group leaders, determining the topic, as well as the material to be discussed.</i></p> <p>(Kalau minggu depannya saya ingin menerapkan storytelling dan teknik jigsaw dalam</p>   |

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|  |   | <p>pembelajaran, saya biasanya menyiapkan semuanya di pertemuan sebelumnya. Seperti pembagian kelompok, pemilihan leader kelompok, penentuan topic, serta materi yang akan didiskusikan).</p>   |
|  | <p>4. Does the students' reading comprehension ability enhance when storytelling and jigsaw techniques are applied in learning reading comprehension ability of narrative text? (Apakah reading comprehension ability siswa meningkat saat storytelling dan teknik jigsaw diterapkan dalam pembelajaran reading comprehension ability terhadap naratif teks?)</p> | <p>Yes of course. The students' reading comprehension ability enhance when storytelling and jigsaw techniques are applied in learning reading comprehension ability of narrative text. (Tentu saja dong Mba. Reading comprehension ability siswa meningkat malah saat saya terapkan storytelling dan jigsaw technique didalam pembelajaran.</p>                     |
|  | <p>5. If the answer is yes, how can storytelling and jigsaw techniques enhance students' reading comprehension? (Jika iya, bagaimana storytelling dan teknik jigsaw dapat membuat reading comprehension ability siswa meningkat?)</p>   | <p>There are many benefits of storytelling activities and jigsaw techniques in helping enhance students' reading comprehension, especially in narrative text. Storytelling activities help students understand the concepts and details of stories well. Students who do storytelling help other students understand the elements of text and story concepts by</p> |

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|  |  | <p>visualizing several story scenes.</p> <p>When these two things are applied, students become more courageous and free in expressing their opinions. This is because they feel safe and happy because they only need to convey their opinions to their group mates. Students also understand the material and assignments given more quickly when they work in mutually beneficial groups.</p> <p>The jigsaw technique really helps the students to understand the narrative text well. This technique creates mutually beneficial interaction and cooperation between each member, where each member will help understand their jigsaw group members regarding the material given to them. Thus, all students have the same responsibility to achieve the learning objectives set by the teacher.</p> <p>(Ada banyak sekali manfaat kegiatan storytelling dan teknik jigsaw ini Mba dalam membantu meningkatkan reading comprehension ability siswa</p> |
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|  |  | <p>khususnya terhadap narrative text. Kaya kegiatan storytelling misalkan dapat membantu siswa dalam memahami konsep serta detail-detail cerita dengan baik. Nah, para siswa yang melakukan storytelling membantu memahami para murid yang lain terkait elements-elements text dan konsep cerita dengan memvisualkan beberapa adegan cerita. Kalau kedua hal tersebut diterapkan, siswa menjadi lebih berani dan bebas dalam mengekspresikan pendapat yang mereka miliki. Soalnya, mereka merasa aman dan lebih senang menyampaikan pendapat mereka kepada teman kelompok saja. Setelah saya lihat-lihat ternyata para siswa juga lebih cepat memahami materi dan tugas yang diberikan saat mereka bekerja dalam kelompok yang saling menguntungkan.</p> <p>Kalo teknik jigsaw itu membantu para siswa untuk memahami narrative text yang diberikan dengan baik. Teknik ini menciptakan interaksi dan kerja sama yang saling menguntungkan antar tiap</p> |
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|  |  | <p>anggota, dimana setiap anggota akan membantu memahami anggota kelompok jigsaw mereka terkait materi yang diberikan kepada mereka. Jadi, semua siswa memiliki tanggung jawab yang sama demi mencapai tujuan pembelajaran yang telah ditetapkan).</p>   |
|  | <p>6. <i>Can students identify and understand the generic structure of narrative text well when storytelling and jigsaw techniques are applied?</i><br/>(Apakah siswa dapat mengidentifikasi dan memahami struktur dari naratif teks dengan baik saat <i>storytelling</i> dan teknik jigsaw diterapkan?)</p> | <p><i>Yes. By applying storytelling and jigsaw techniques in learning reading comprehension ability of narrative text, it will make it easier for students to know and understand the generic structure of the text. The students understand the three parts of the generic structure of narrative text. They understand how the story opens, where and when the story occurs (Orientation), they understand how the conflict in the story begins, the details of the conflict that occurs in the story, how the characters try to resolve the conflict (complication), how the story ends, as well as what moral messages can be taken from the story presented (Resolution).</i></p> |

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|  |   | <p>(Iya dong. Dengan menerapkan storytelling dan jigsaw technique dalam pembelajaran reading comprehension ability terhadap narrative text memudahkan siswa untuk mengetahui dan memahami generic structure dari text tersebut. Jadinya para murid memahami ketiga bagian dari generic structure dari narrative text itu sendiri. Alhamdulillahnya mereka paham bagaimana pembukaan cerita, dimana serta kapan cerita tersebut terjadi (Orientation), mereka paham bagaimana konflik dalam cerita dimulai, detail-detail konflik yang terjadi dalam cerita, bagaimana usaha para karakter dalam menyelesaikan konflik yang ada (complication), bagaimana akhir dari cerita, serta pesan moral apa yang dapat diambil dari cerita yang disajikan (Resolution)).</p> |
|  | <p>7. Can students identify and understand the elements of narrative text well when storytelling and jigsaw techniques are applied?</p> <p>(Apakah siswa dapat mengidentifikasi dan memahami bagian-bagian dari</p> | <p>Yes. When storytelling and jigsaw techniques are applied, it becomes easier for students to identify the setting and characters in the story, the plot, the moral of the story, and the</p>   |

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|  | <p>naratif teks dengan baik saat <i>storytelling</i> dan teknik jigsaw diterapkan?)</p> | <p><i>themes contained in the story. Even though some students still find it difficult to determine the theme of the story, by applying jigsaw and storytelling techniques, students who are passive and have low reading comprehension ability skills can be helped by students who have high reading comprehension ability skills.</i></p> <p>(Oh Iya. Saat <i>storytelling</i> dan teknik jigsaw diterapkan, siswa malah makin mudah dong Mba mengidentifikasi setting dan karakter dalam cerita, alur cerita, pesan moral cerita, serta tema yang terdapat dalam cerita. Meskipun masih ada beberapa siswa yang rada sulit menentukan tema dari cerita, tetapi dengan penerapan tehnik jigsaw dan <i>storytelling</i>, para siswa yang pasif dan memiliki kemampuan reading comprehension ability yang rendah dapat terbantu dengan para murid yang memiliki kemampuan reading comprehension ability yang tinggi).</p> |
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|  | <p>8. Do students fulfill the indicators of comprehending the text when storytelling and jigsaw techniques are applied in learning reading comprehension ability of narrative text? (Apakah para siswa memenuhi indikator-indikator pemahaman terhadap teks saat storytelling dan teknik jigsaw diterapkan dalam pembelajaran reading comprehension ability terhadap naratif teks?)</p> | <p>In my opinion, all of the students' reading comprehension ability indicators in narrative text have been fulfilled when I apply the storytelling and jigsaw techniques in the lesson. Students can determine the main idea of the story, the facts contained in the story, find the meaning of difficult vocabulary in the story, identify references and generic structures in the story, and identify inferences in the story presented.</p> <p>(Menurut saya sih semua indicator reading comprehension ability siswa dalam narrative text sudah terpenuhi ya saat saya menerapkan storytelling dan jigsaw technique didalam pembelajaran. Soalnya siswa sudah dapat menentukan main idea dari cerita, fakta-fakta yang terkandung dalam cerita, menemukan arti dari kosa kata sulit dalam cerita, mengidentifikasi references dan generic structure dalam cerita, serta identify inferences dalam cerita yang disajikan, berarti udah terpenuhi pastinya).</p> |
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|  | <p>9. Are there elements or indicators of reading comprehension ability that students have not achieved when the teacher applies storytelling and jigsaw techniques? If so, what are the elements or indicators of reading comprehension?</p> <p>(Apakah ada elemen atau indikator dari reading comprehension ability yang belum dicapai oleh siswa saat guru menerapkan storytelling dan teknik jigsaw? Jika iya, apa saja elemen atau indikator reading comprehension ability tersebut?)</p> <p>10 What are the disadvantages of storytelling and jigsaw techniques when applied to learning reading comprehension ability of narrative text?</p> <p>(Apa saja kekurangan dari storytelling dan teknik jigsaw saat diterapkan dalam pembelajaran reading comprehension ability terhadap naratif text?)</p> | <p>Alhamdulillah, there is no elements or indicators of reading comprehension ability that students have not achieved when the teacher applies storytelling and jigsaw techniques.</p> <p>(Alhamdulillah, InsyaAllah gaada Mba elements atau indikator dari reading comprehension ability yang ga terpenuhi saat guru menerapkan storytelling dan juga teknik jigsaw).</p> <p>Kayaknya selama saya menerapkan teknik ini tidak ada disadvantages yang terlalu berarti sih Mba. Cuma ya itu, kalo menerapkan kedua hal tersebut guru membutuhkan waktu pembelajaran yang lebih panjang dalam beberapa pertemuan. Terus kadang suasana kelas jadi sedikit ga efektif kalo ada kelompok yang pasif dan tidak dapat mengendalikan diskusi kelompok dengan baik. Nah, kondisi yang kayak gini dapat menghambat pemahaman makna bacaan siswa yang lain. Suasana kelas juga</p> |
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|  |  | <p>jadi ribut saat para siswa tidak mengetahui arti dari kosa kata asing dan berebutan bertanya kepada guru kalo kata tersebut tidak ada dikamus.</p> <p>Kemudian kegiatan storytelling membutuhkan tingkat kemampuan bahasa inggris yang sedikit tinggi. Saya menyesuaikan kegiatan storytelling yang dilakukan siswa dengan kemampuan kosa kata, serta kemampuan bahasa inggris yang siswa miliki Mba. Dengan demikian, saya mengizinkan mereka membawa text bacaan storytelling dan sedikit menggunakan bahasa Indonesia kalo mereka lupa.</p> <p>Kegiatan storytelling ini saya padukan dengan jigsaw technique sebagai pelengkap dan untuk memperkuat pemahaman bacaan siswa terhadap narrative text. Pemahaman bacaan siswa menjadi membaik saat saya padukan kegiatan storytelling dengan jigsaw technique. Dengan adanya kegiatan storytelling, atmosphere kelas menjadi lebih aktif, hidup,serta seru. Siswa menyukai suasana</p> |
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## INTERVIEW TRANSCRIPT

Respondent : 5 students of class 8 A  
Date of Interview : 06<sup>th</sup> March 2023  
Time : 09.45 – 11.00  
Place : Classroom  
Research Title : Enhancing Students' Reading Comprehension Ability on Narrative Text through Storytelling and Jigsaw Technique  
R. Question 2 : What are the student's perceptions toward the application of the storytelling strategy and jigsaw technique in learning reading comprehension ability of narrative text?

1. The question: **Do you have high motivation in learning reading comprehension ability on narrative text when storytelling and jigsaw techniques are applied?**

(Apakah kamu memiliki motivasi yang tinggi dalam pembelajaran *reading comprehension ability* pada naratif teks saat *storytelling* dan teknik jigsaw diterapkan?).

**Student no 4:** *"Yes, I have high learning motivation when storytelling and jigsaw techniques are applied in learning reading comprehension ability on narrative text. The application of these two things makes me more free in expressing opinions without feeling ashamed and without being wrong".*

("Iya, saya memiliki motivasi belajar yang tinggi saat storytelling dan teknik jigsaw diterapkan dalam pembelajaran reading comprehensi terhadap narrative text, Miss. Soalnya penerapan dari kedua hal tersebut membuat saya lebih bebas dalam berpendapat, ga malu dan takut salah").

**Student number 9:** *"Yes, my learning motivation increases when the teacher applies storytelling strategies and jigsaw techniques in learning. The application of storytelling trains my confidence in front of the class, and the jigsaw technique makes me understand stories better because my group mates help me understand".*

("Iya, motivasi belajar saya meningkat saat guru menerapkan strategy storytelling dan teknik jigsaw dalam pembelajaran. Apalagi kalo



storytelling diterapkan, soalnya itu bisa melatih kepercayaan diri saya didepan kelas, dan teknik jigsaw itu Miss membuat saya lebih memahami cerita dengan baik karena teman sekelompok membantu memahami saya”).

**Student no 11:** *"Yes, when the technique is applied my motivation to study is high. I like the jigsaw technique, because I like to learn by discussing it in groups. When studying in groups I am free to express myself without fear of being blamed".*

(“Iya, saat teknik tersebut diterapkan motivasi belajar saya menjadi tinggi. Saya suka banget sama teknik jigsaw Miss, soalnya kan saya suka belajar kayak berdiskusi secara kelompok gitu Miss. Soalnya kalo belajar kelompok lebih bebas berekspresi tanpa takut disalahkan”).

**Student no 12:** *"Yes, I have high learning motivation when the teacher applies these two things in learning. Discussing in groups and storytelling performances from several friends helped me understand the story well".*

(“Iya, saya memiliki motivasi belajar yang tinggi saat guru menerapkan kedua hal tersebut dalam pembelajaran. Misalkan kayak berdiskusi secara berkelompok gitu dan penampilan storytelling dari beberapa teman sangat membantu saya banget Miss dalam memahami cerita dengan baik”).

**Student 18:** *"Yes. This made me understand more about the details of the story. Working together in groups and interacting with members makes me more enthusiastic about participating in learning".*

(“Iya, Saya suka Miss sama storytelling dan teknik jigsaw. Soalnya bisa buat saya lebih paham detail-detail cerita. Terus, bekerja sama secara berkelompok dan berinteraksi sama para anggota membuat saya lebih semangat dalam mengikuti pembelajaran”).

2. The question: **What are the difficulties you face when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text?**

(Apa saja kesulitan yang kamu hadapi saat *storytelling* dan teknik jigsaw diterapkan dalam pembelajaran *reading comprehension ability* pada naratif teks?).

**Student no 4:** *"I think the difficulty I face is finding the meaning of new vocabulary that I can't find the meaning of. So this makes it difficult for my group to interpret the meaning of the story".*

("Kalo menurut saya kesulitan yang saya hadapi itu paling menemukan arti dari kosa kata baru yang ga ketemu artinya. Jadi bisa menyulitkan kelompok saya dalam mengartikan makna cerita").

**Student no 9:** *"I find it difficult to arrange and summarize the stories that will be storytelling. Apart from that, I also feel nervous when I want to retell the story through storytelling activities".*

("Saya merasa kesulitan dalam membuat dan ngeringkas cerita yang bakal di storytellingkan, Miss. Terus, saya juga merasa agak nervous waktu retell the story melalui kegiatan storytelling").

**Student no 11:** *"The limitation of vocabulary mastery is my difficulty when storytelling and jigsaw techniques are applied. This makes the task completion time longer. Because I have to go back and forth to ask the teacher and open the dictionary".*

("Kosa kata saya yang sedikit adalah kesulitan saya kalo storytelling dan teknik jigsaw diterapkan. Soalnya ini bisa buat waktu pengerjaan tugas jadi lebih lama. Harus bolak balik tanya ke guru dan buka kamus juga").

**Student no 12:** *"The main difficulty I face is interpreting foreign vocabulary in the form of verbs in the past tense form".*

("yang paling utama itu sulit di ngartiin kosa kata asing, Miss. Kayak kata kerja ini dalam bentuk past tensenya apa").

**Student no 18:** *"The difficulty that I experienced was the lack of communication with some passive group members".*

(kesulitan yang saya alami adalah kurangnya komunikasi terhadap beberapa anggota kelompok yang pasif”).

3. The question: **How did you overcome those difficulties?**

(Bagaimana kamu mengatasi kesulitan-kesulitan tersebut?).

**Student no 4:** *"If there is a vocabulary that I don't understand, I look up the meaning in the dictionary, or ask friends and teacher".*

(“Ya kalo ada kosa kata yang ga saya pahami, saya cari maknanya di kamus, atau tanya ke teman dan guru”).

**Student no 9:** *"The way I solve my problem is to do a lot of exercises before storytelling and have discussions and work together with group members. We put all the stories together, and recorded the points".*

(“Cara saya mengatasi masalah saya yaitu banyak latihan aja Miss sebelum storytellingnya, terus diskusi serta bekerja sama dengan anggota kelompok. Kami menggabungkan semua cerita, dan mencatat poin-poin yang ada”).

**Student no 11:** *"I look up the meaning of foreign vocabulary by opening the dictionary and asking the teacher".*

(“Saya cari arti kosa kata asing dengan membuka kamus dan bertanya kepada guru”).

**Student no 12:** *"I asked the teacher and opened the dictionary".*

(“Saya tanya ke guru dan membuka kamus”).

**Student number 18:** *"When there are passive group members, I and other group members give assignments equally to all members so that each member has the same responsibility".*

(“Kalo ada anggota kelompok yang pasif, saya dan teman kelompok lainnya ngasih tugas secara merata ke semua anggota Miss biar masing-masing anggota punya tanggung jawab yang sama”).

4. The question: **Do you agree that storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text? Why?**

(Apakah kamu setuju jika *storytelling* dan teknik jigsaw diterapkan dalam pembelajaran *reading comprehension ability* pada naratif teks? Mengapa?).

**Student no 4:** *“I really agree that storytelling and jigsaw techniques are applied. Because these two things really help students understand the story well. Besides that, I am also happy if the technique is applied because I can help my friends who don't understand”.*

(“Kalo saya sih setuju banget kalo *storytelling* dan teknik jigsaw diterapin, Miss. Soalnya sangat membantu siswa paham cerita dengan baik. Saya juga senang jika teknik tersebut diterapkan karena saya dapat membantu teman saya yang kurang paham”).

**Student number 9:** *“I agree, because storytelling and jigsaw techniques can train students' confidence in expressing opinions, expressing themselves through retelling the story, and helping friends who don't understand the storyline well”.*

(“Saya setuju, soalnya *storytelling* dan teknik jigsaw bisa melatih kepercayaan diri siswa kalo mereka pengen berpendapat Miss, terus bisa mengekspresikan diri melalui penjelasan ulang cerita, serta membantu memahami teman yang kurang paham sama jalan cerita yang ada”).

**Student no 11:** *“Agreed, because storytelling and jigsaw techniques really help students understand stories more deeply by discussing with group friends, and watching storytelling from other friends”.*

("Setuju dong, storytelling sama jigsaw teknik kalo menurut saya Miss bisa bantu siswa memahami cerita lebih dalam dengan cara berdiskusi dengan teman kelompok, terus menyaksikan storytelling dari teman lainnya").

**Student no 12: *"Agreed, because if storytelling and jigsaw techniques are applied students become more confident in expressing opinions, and get a lot of new vocabulary. Storytelling is also very helpful in understanding the points in the story and helps students remember the details of the story through the story that is shown"***

("Setuju, karena kalo storytelling dan jigsaw teknik diterapin siswa jadi lebih percaya diri dalam gungkapin pendapat mereka, dan mendapat banyak kosa kata baru. Storytelling juga sangat membantu mahamin poin-poin yang ada dicerita dan mengingat detail cerita melauai cerita yang ditampilkan").

**Student no 18: *"I agree that storytelling and jigsaw techniques are applied because these two things help students understand the concept of a story by having storytelling performances and discussions with group mates"***

("Kalo saya sih setuju Miss jika storytelling dan teknik jigsaw diterapin soalnya dua hal tersebut membantu siswa buat paham konsep cerita dengan adanya penampilan storytelling dan diskusi dengan teman kelompok").

- 5. The question: What are the positive attitudes that you give to your group partners and that you feel from your group partners when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text?**

(Apa saja perlakuan-perlakuan baik yang kamu beri kepada teman grupmu dan yang kamu rasakan dari patner goupmu saat *storytelling*

dan teknik jigsaw diterapkan dalam pembelajaran *reading comprehension ability* pada naratif teks?).

**Student no 4:** *"A lot of positive treatment was given by members of my group. We help each other in finding the meaning of foreign vocabulary in the story, and discuss with each other the answers to the assignments ordered by the teacher. If there are group mates who don't understand the task given, I help them understand by conveying my views".*

("Kalo itu banyak sekali perlakuan positif yang dikasih sama anggota kelompok saya, Miss. Kita saling bantu dalam mencari makna kosa kata asing dalam cerita, terus saling berdiskusi terkait jawaban dari tugas yang diperintahkan oleh guru. Nah, kalo ada teman kelompok yang kurang paham sama tugas yang diberikan, saya bantu memahamkan mereka dengan menyampaikan pandangan yang saya miliki").

**Student number 9:** *"The good treatment that I gave included explaining to friends who did not understand the instructions and assignments given by the teacher and explaining parts of the story with my understanding. If I have difficulty understanding a part of the story, other friends help me understand, they also help find difficult vocabulary and ask the teacher".*

("Perlakuan baik yang saya beri itu kayak ngejelasin ke teman yang kurang paham terkait perintah serta tugas yang diberikan oleh guru, terus menjelaskan bagian-bagian cerita dengan pemahaman yang saya miliki. Kalo saya kesulitan memahami bagian cerita, teman yang lain sih biasanya ikut membantu memahamkan, mereka juga bantu cari kosa kata yang sulit dan tanya-tanya kepada guru").

**Student no 11:** *"I help find meaning from difficult vocabulary, help other members in summarizing stories that will be told in front of the class, other members help each other in combining and tidying up stories that will be displayed in class, and many more".*

(“Kalo saya bantu-bantu cari makna dari kosa kata yang sulit, membantu anggota lain dalam meringkas cerita yang akan di storytellingkan didepan kelas, anggota lain saling membantu dalam menggabungkan dan merapikan cerita yang akan ditampilkan dikelas, dan masih banyak lagi”).

**Student no 12: *“I help explain the story to my friends who don't understand and help them understand the details of the story. In addition, I also look for the meaning of difficult vocabulary. While my group members help me understand the story from various views, we exchange opinions, and look for answers from each point assigned to my group”.***

(“Saya sih bantu menjelaskan cerita kepada teman saya yang kurang paham dan bantu dia dalam memahami detail cerita. Terus, saya juga mencari makna dari kosa kata yang sulit. Kalo anggota group saya membantu saya dalam memahami cerita dari berbagai pandangan, kami saling bertukar pendapat, dan mencari jawaban dari setiap poin yang ditugaskan kepada kelompok saya”).

**Student no 18: *“I help explain the points of the story that I understand to the group members, help summarize the narrative text given, and so on. My group members help me combine existing story points and help me understand things that are not understood”.***

(“Saya bantu ngejelasin poin-poin cerita yang saya pahami kepada anggota kelompok, terus bantu meringkas narrative text yang diberikan, dan lain-lain. Kalo yang lain membantu saya dalam menggabungkan poin-poin cerita yang ada dan membantu memahamkan saya terkait hal yang kurang dipahami”).

- 6. The question: Are there any bad attitudes that you feel or that you give to your group partners when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative texts?**  
(Apakah ada perlakuan-perlakuan buruk yang kamu rasakan atau yang

kamu berikan kepada partner grupmu saat *storytelling* dan teknik *jigsaw* diterapkan dalam pembelajaran *reading comprehension ability* pada naratif teks?)

**Student no 4:** *“Actually I have not received any bad treatment from the members of my group. They all did their job well, so no one was passive. All members are responsible and help each other. It's just sometimes there are group members who give the wrong meaning of foreign vocabulary”.*

(“Sebenarnya ga terlalu ada perlakuan buruk yang saya dapatkan dari para anggota grup saya. Semuanya udah melakukan tugas mereka masing-masing dengan baik, dan gaada yang pasif. Semua anggota bertanggung jawab dan saling membantu satu-sama lain. Tapi kadang ada sih beberapa anggota grup yang memberikan makna kosa kata asing yang salah”).

**Student no 9:** *“There is no bad treatment that I gave and that I received from group members. They all listened to my explanation well when I explained things they didn't understand, so this made me not reluctant to have an opinion”.*

(“Keknya ga ada perlakuan buruk yang saya berikan dan yang saya dapatkan dari para anggota grup deh, Miss. Mereka semua ngedengerin penjelasan saya dengan baik kalo saya jelasin hal yang ga mereka pahami, jadi hal ini membuat saya tidak enggan berpendapat”).

**Student no 11:** *“There is a bit of bad treatment given by group members. The bad treatment is being passive in the group. These members only help a little with the assignments given by the teacher”.*

(Ada sih sedikit perlakuan buruk yang diberi oleh anggota kelompok. Kayak jadi pasif didalam kelompok. Anggota tersebut cuma bantu dikit dalam mengerjakan tugas yang diberikan oleh guru”).

**Student number 12:** *“Yes. There are group members who are busy*



*with their own business. Then, when asked to choose a group representative to make a presentation, none of the members volunteered to present themselves in front of the class”.*

(“Ada sih Miss, kayak ada aja anggota grup yang sibuk sendiri dengan urusannya. Terus kalo disuruh milih perwakilan grup buat presentasi ga ada anggota yang mengajukan dirinya sendiri untuk berpresentasi didepan kelas”).

**Student number 18:** *"Yes, there were several bad treatments carried out by group members, such as there were members who were passive and not expressive in giving explanations of their text fragments so that the understanding of other members was hampered".*

(“Iya, ada beberapa perlakuan buruk yang dilakukan anggota kelompok, kayak anggota yang pasif, ga ekspresif dalam memberikan penjelasan penggalan text yang dimiliki jadinya membuat pemahaman anggota yang lain menjadi terhambat”).

**7. The question: Do you have a better reading comprehension ability when storytelling and jigsaw techniques are applied in learning reading comprehension ability in narrative text?**

(Apakah kamu memiliki pemahaman bacaan yang lebih baik saat *storytelling* dan teknik *jigsaw* diterapkan dalam pembelajaran *reading comprehension ability* pada naratif teks?).

**Student no 4:** *"Of course, because discussing with group mates and exchanging opinions makes me have a better reading comprehension ability than before".*

(“Tentu saja, soalnya diskusi sama teman kelompok dan saling tukar pendapat membuat saya memiliki pemahaman bacaan yang lebih baik dari sebelumnya”).

**Student no 9:** *“Yes, I really like English learning activities that apply*

*storytelling and jigsaw techniques. Of course this enhances my reading comprehension, plus the stories presented are interesting and my group members are fun which also adds to my enthusiasm for learning”.*

(“Iya, saya suka Miss sama aktivitas pembelajaran bahasa inggris yang ada storytelling sama teknik jigsawnya. Soalnya dapat ningkatin pemahaman saya sama bacaannya, ditambah lagi cerita yang dikasih juga menarik dan anggota kelompok saya yang seru juga nambah semangat saya untuk belajar”).

**Student no 11:** *“Yes of course I have better reading comprehension. I also learned a lot of new vocabulary”.*

(“Iya dong Miss tentu saja saya memiliki pemahaman bacaan yang lebih baik, terus saya juga banyak mempelajari kosa kata baru”).

**Student no 12:** *“Yes, I have enhanced reading comprehension. The application of storytelling made me understand the concept of the story well, coupled with the group discussions that made me deeper into the contents of the story”.*

(“Iya, pemahaman bacaan saya jadi meningkat. Storytelling buat saya paham konsep cerita dengan baik, terus ditambah dengan diskusi yang dilakukan dikelompok membuat saya semakin mendalami isi cerita”).

**Student no 18:** *“Yes, applying jigsaw and storytelling techniques has made me have good reading comprehension. I used to be a student who didn't like English texts. However, when these two things were applied I became interested in learning English. The application of storytelling really helps strengthen students' reading comprehension ability through active and expressive story telling”.*

(“Iya, teknik jigsaw dan storytelling buat saya punya pemahaman bacaan yang bagus. Tau ga sih Miss, dulu saya ga suka teks yang berbahasa inggris. Tetapi, saat kedua hal tersebut diterapkan saya jadi suka belajar bahasa inggris. Terus storytelling sangat membantu menguatkan

pemahaman bacaan siswa melalui ungkapan cerita yang aktif serta ekspresif”).

8. The question: **Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand story details and generic structures well?**

(Apakah penerapan *storytelling* dan teknik jigsaw didalam pembelajaran *reading comprehension ability* pada naratif teks membantumu memahami detail cerita dan struktur teks (*orientation, complication, and resolution*) dengan baik?)

**Student no 4:** *"Of course, I can understand the generic structure of narrative text well because the teacher has distributed different pieces of paper to each student. The contents of the paper contain segments of narrative text that students must discuss with the expert group".*

(“Tentu saja, saya bisa memahami generic structure dari narrative text dengan baik soalnya kan guru udah membagikan setiap siswa kertas yang berbeda. Nah, isi kertas tersebut berisi bagian narrative text yang harus siswa diskusikan dengan expert group”).

**Student 9:** *"Yes. This is because each student has their own duties and responsibilities to explain the generic structure they get, and must explain it with group members. Hearing explanations from friends makes me understand the generic structure of text well, because the language used is more understandable".*

(“Iya. Soalnya kan setiap siswa punya tugas dan tanggung jawab masing-masing buat ngejelasin generic structure yang mereka dapat, dan harus ngejelasinnya lagi dengan anggota kelompok. Mendengar penjelasan dari teman membuat saya memahami generic structure text dengan baik, karena bahasa yang digunakan lebih memahamkan”).

**Student number 11:** *"Yes, because the teacher distributes the generic structure text separately. Each group member gets a different generic structure, then explains it to other group members. The explanations from group members made me understand the generic structure well".*

("Iya dong, soalnya guru juga udah ngebagiin bagian generic structure text terpisah-pisah gitu kan. Setiap anggota grup juga dapat bagian generic structure yang berbeda, kemudian menjelaskannya kepada anggota grup yang lain. Penjelasan dari anggota grup membuat saya memahami generic structure dengan baik").

**Student 12:** *"Yes. Coupled with the storytelling activities from representatives of several groups with the best presentations, it made me understand better. Which is the opening part of the story, which is the conflict part, and which is the closing part of the story".*

("Iya. Ditambah lagi sama adanya kegiatan storytelling dari perwakilan beberapa grup yang presentasinya paling bagus buat saya memahami lebih baik mana bagian pembukaan cerita, mana bagian konflik, dan mana bagian penutup cerita").

**Student 18:** *"Of course. The explanations from group members regarding their respective parts are easier to understand. Storytelling activities also support strengthening the understanding of the generic structure that has been explained by group members".*

("Tentu saja. Penjelasan dari para anggota kelompok tentang bagiannya masing-masing mudah dimengerti, Miss. Terus, kegiatan storytelling juga ngedukung untuk memperkuat pemahaman generic structure yang telah dijelaskan oleh anggota grup").

9. The question: **Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand the elements of narrative text well?**

(Apakah penerapan *storytelling* dan teknik jigsaw didalam pembelajaran *reading comprehension ability* pada naratif teks membantumu memahami bagian-bagian narrative text (tema, karakter, setting, alur, pesan moral cerita) dengan baik?).

**Student number 4:** *“Yes. Elements of narrative text can be well understood when storytelling and jigsaw techniques are applied. Story elements can be known in detail when storytelling is done”.*

(“Iya. Kayaknya element-element dari narrative text dapat dipahami dengan baik kalo storytelling dan jigsaw technique diterapin, Miss. Terus, bisa tau detailnya juga dari storytelling”).

**Student 9:** *“Of course. By discussing with a group of friends, I understand the elements of the text well, such as the characters in the text, the place and time of the story, and so on”.*

(“Tentu saja. Dengan berdiskusi bersama teman sekelompok membuat saya memahami element text dengan baik kayak karakter dalam text, tempat dan waktu cerita, dan lain-lain”).

**Student 11:** *“Of course. My group mates explain the story well, so it's easy for me to understand who the actors are in the story, how the story goes, and so on”.*

(“Tentu saja. Teman kelompok saya ngejelasin ceritanya dengan baik, jadi lebih mudah bagi saya buat mahamin siapa pemeran dalam cerita, bagaimana jalannya cerita, dan lain-lain”).

**Student 12: "Yes. By applying storytelling and jigsaw techniques, I know the elements of the text".**

("Iya. Dengan diterapkannya storytelling dan teknik jigsaw saya mengetahui element dari text").

**Student 18: "Yes. When my friends do storytelling in front of the class, I understand the elements of the text better. Then, group friends also help me in understanding the storyline, the moral of the story, the theme of the story, and so on".**

("Iya. Saat teman-teman storytelling didepan kelas, saya lebih paham Miss elements text dengan baik. Terus teman-teman kelompok juga membantu saya dalam memahami alur cerita, pesan moral cerita, tema cerita, dan lain sebagainya").

**10. The question: Does the application of storytelling and jigsaw techniques in learning reading comprehension ability in narrative text help you understand and identify the main idea, factual information, the meaning of difficult vocabularies, references and inferences in the narrative text well?**

(Apakah penerapan *storytelling* dan teknik jigsaw didalam pembelajaran *reading comprehension ability* pada naratif teks membantumu memahami dan mengidentifikasi ide utama, fakta-fakta yang terkandung dalam cerita, makna dari kosa kata – kosa kata yang sulit, kalimat rujukan, serta kesimpulan dari naratif teks dengan baik?).

**Student number 4: "Yes. Initially, I had a bit of difficulty in determining the conclusions or inferences from narrative text. Then, my group members helped me to understand the meaning of the narrative text fragments".**

("Iya. Awalnya saya tu agak kesulitan dalam menentukan kesimpulan makna atau inferences dari narrative text, Miss. Kemudian, teman

anggota kelompok membantu saya buat mahamin makna dari penggalan narrative textnya”).

**Student 9:** *"Yes. The teacher also tells how to find the meaning of the story without interpreting each word one by one. This is a bit difficult, but by working with my group mates I understand it".*

(“Iya. Guru juga udah ngasih tahu kan Miss cara untuk cari makna dari cerita tanpa mengartikan kata satu per satu. Emang agak sulit sih, tapi dengan bekerja sama dengan teman kelompok saya menjadi paham”).

**Student 11:** *"Of course. With the help of my group members it became easy to do. Especially for difficult vocabulary, we work together to find the meaning".*

(“Tentu saja. Dengan bantuan anggota kelompok saya hal tersebut menjadi mudah untuk dilakukan. Khususnya untuk kosa kata yang sulit, kami saling bekerja sama untuk menemukan maknanya”).

**Student 12:** *"Yes. I can understand these things very well. Because the teacher has explained these elements in previous learning".*

(“Iya. Saya dapat memahami hal-hal tersebut dengan baik. Soalnya kan udah dijelaskan sama guru juga Miss tentang element-element tersebut pada pembelajaran sebelumnya”).

**Student no 18:** *"The application of this technique can help me determine main ideas, factual information, references, inferences, and find difficult vocab meanings. I and the group members understand each other".*

(“Kalo ada teknik ini dapat membantu saya dalam menentukan main idea, factual information, references, inferences, serta menemukan makna vocab yang sulit. Saya dan anggota kelompok saling

memahamkan satu sama lain”.

**11. The question: What are the things that make you like and interested in the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative text?**

(Apa saja hal-hal yang membuatmu suka dan tertarik saat *storytelling* dan teknik *jigsaw* diterapkan dalam pembelajaran *reading comprehension ability* pada naratif teks?).

**Student no 4:** *“The thing that makes me interested and excited when these two things are applied is discussions with friends who are active and responsible. So, we can exchange opinions and I get a lot of knowledge ”.*

(“Hal yang buat saya suka dan bersemangat pas guru nerapin kedua hal tersebut itu adalah diskusi dengan teman yang aktif, dan bertanggung jawab. Jadi kami dapat bertukar pendapat dan saya mendapat banyak ilmu”).

**Student no 9:** *“I like storytelling and jigsaw techniques because I like various stories or texts presented by the teacher. Apart from that, the existence of storytelling really caught my attention to follow the lesson”.*

(“Saya suka *storytelling* dan teknik *jigsaw* soalnya saya emang udah suka berbagai cerita atau text yang bermacam-macam yang disajikan oleh guru. Terus adanya *storytelling* sangat menarik perhatian saya untuk mengikuti pembelajaran”).

**Student no 11:** *“What I like when storytelling and jigsaw techniques are applied are group discussions. Because each member complements the other, the discussion is very exciting, I am very excited”.*

(“Hal yang saya sukai kalo *storytelling* dan teknik *jigsaw* diterapin itu adalah diskusi kelompok. Karena setiap anggota saling melengkapi satu



sama lain, diskusinya juga seru banget, I am very excited”).

**Student no 12:** *“The storytelling performance is very interesting for me. I understand stories more deeply with storytelling activities. The class atmosphere became fun and active”.*

(“Penampilan storytellingnya menarik banget buat saya. Saya jadinya memahami cerita lebih dalam dengan kegiatan storytelling. Suasana kelas juga jadi seru dan aktif”).

**Student no 18:** *“What I like is that I can study and discuss together by listening to explanations from many friends. This makes me excited, and more free to express opinions”.*

(“Hal yang saya sukai adalah saya dapat belajar dan berdiskusi bersama dengan mendengarkan penjelasan dari banyak teman. Ini membuat saya bersemangat, dan lebih leluasa berpendapat”).

**12. The question: What are the things that make you not interested in the application of storytelling and jigsaw techniques in learning reading comprehension ability of narrative text?**

(Apa saja hal-hal yang membuatmu tidak tertarik saat *storytelling* dan teknik *jigsaw* diterapkan dalam pembelajaran *reading comprehension ability* pada naratif teks?).

**Student no 4:** *“I don't think there is anything that makes me not interested in the technique used by the teacher”.*

(“Kayanya gaada deh Miss hal yang bikin saya ga suka sama teknik yang diterapin oleh guru tersebut”).

**Student number 9:** *“Nothing. Basically, I already like English. The application of these two things makes me like English even more”.*

(“Ga ada. Soalnya secara basic, saya udah suka bahasa inggris. Penerapan

kedua hal tersebut membuat saya semakin menyukai bahasa Inggris”.

**Student no 11: *“Perhaps the thing that I don't like is when there are members who are a little difficult to work with. Because this affects my understanding and that of the other members”.***

(“Mungkin hal yang kurang saya sukai adalah saat ada anggota yang agak susah gitu kalo diajak bekerja sama. Karena kan ngaruh ke pemahaman saya dan para anggota yang lain”).

**Student no 12: *"Has a less active group of friends"*.**

(“Kayanya kalo ada teman sekelompok yang kurang aktif deh”).

**Student no 18: *"There is nothing that makes me not interested in the application of storytelling and jigsaw techniques"*.**

(“Ga ada Miss hal yang membuat saya tidak tertarik terhadap penerapan storytelling dan jigsaw teknik ”).

Malang, May 12, 2023  
Validator  
**Dian Arsitades Wiranegara**



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## *Appendix 8 Author biography*

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