Enhancing Students' Reading Comprehension Ability on Narrative Text Through Storytelling and Jigsaw Technique

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ABSTRACT

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. 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 these two things were applied. Here, 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. 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.

Keywords: reading comprehension, narrative text, storytelling, jigsaw technique

ABSTRAK

Pemahaman bacaaan 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. Dengan demikian, dalam penelitian ini peneliti melakukan sebuah penelitian yang bertujuan untuk menganalisis bagaimana pemahaman bacaan siswa terhadap teks narrative saat storyrelling 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. Hasil penelitian menunjukkan bahwa saat guru menerapkan storytelling dan teknik jigsaw dalam pembelajaran pemahaman bacaan terhadap teks narratif, siswa memiliki pemahaman bacaan teks narratif 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 narratif juga mendapat perspektif yang positif dari para siswa. Para siswa menjelaskan bahwa mereka menyukai diskusi kelompok terkait materi teks narratif yang diberikan oleh guru kepada mereka serta kegiatan storytelling yang dilakukan oleh teman kelompok yang mereka milki.

Kata-Kata Kunci: pemahaman bacaan, teks naratif, storytelling, teknik jigsaw

INTRODUCTION

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). 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 based on the researcher's experience on the PKL activity 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.

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 $t_{counting}$ (to) = 3.04 is higher than t_{table} (tt) = 2.00 for α = 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).

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.

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".

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?

LITERATURE REVIEW

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. 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.

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):

a. Finding Factual Information

b. Finding Main Idea

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

d. Identifying References

e. Making Inferences

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 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):

a. Orientation / Introduction

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

b. Complications

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

c. 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.

Using Storytelling Strategy in Teaching Reading comprehension ability on Narrative Text

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. Characteristics of Storytelling

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

a. The cultural background of the students plays an important role in the student's reading comprehension ability skills.

b.   L2 (second language) readers should use the same sorts of skills as effective L1 (first language) readers do.

c.   Reading activities must be integrated with writing activities.

d.   Students must have involvement in non-threatening cooperative contexts.

e.   Students must have the opportunity to process information effectively and communicate with the existing target language (TL).

3. The Advantages of Storytelling

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 faceto-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.

4. Application of Storytelling Strategies to Enhance Students' Reading Comprehension Ability Skills in Narrative Text

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).

Jigsaw Technique

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).

2. Teaching Reading Comprehension Ability on Narrative Text Through Jigsaw Technique

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):

   a. Group students into several groups consisting of 4-5 people. The group should be diverse in terms of gender.

   b. Appoint one student from each group to be the group leader

   c. Dividing the lesson into 4-5 segments of narrative text material according to the number of existing groups.

   d. 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.

   e. 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.

f. 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.

g. Bring the students back to their jigsaw group

h. 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.

i. 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.

j. At the end of the session, give some exercises or quizzes related to the material being studied.

METHODOLOGY

This research was examined using a qualitative descriptive study with a case study design. 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 these matters. In addition, this research was carried out at the Islamic Junior High School of Bani Hasyim Singosari Malang. Here, 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.

Moreover, to collect the data, this study uses two instruments namely, observation and interviews. The researcher observed and followed the learning process carried out by the English 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 students' reading comprehension ability in narrative texts through the use of storytelling and jigsaw techniques and students' perspectives on these matters. Then, the data from observations and interviews analyzed in several stages. These data can be analyzed through three processes. These processes are data reduction, display data/visualization, and conclusion drawing/verification.

RESULTS

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.

1. The Student's Reading comprehension ability Ability toward Narrative Text when The Storytelling Strategy and Jigsaw Technique are Applied

Observations in this study were carried out from 09 February 2023 to 02 March 2023. In the first observation meeting that carried out on Thursday, February 9, 2023, 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 definition, the generic structure, the elements, and the tenses used in narrative text.

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. 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: Teachers' explanation of narrative text materials

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.

In this section, the teacher introduced the narrative text to the students which will be 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.

Here, 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 will detail 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.

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. 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 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 2: Students' group discussion

At the last 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.

According to the answer of the interview from 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. 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.

She also stated 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, 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.

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 enhanced reading comprehension ability skills, and are more motivated to follow the learning process well.

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 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. Hence, the application of storytelling and jigsaw technique help the students to identify the main idea, the factual information, the meaning of difficult vocabularies, and identify inferences and references in the narrative text well.

DISCUSSION

In this section, the researcher will discuss the results of the observations and interviews that have been explained and presented in the previous section.

1. The Students' Reading Comprehension 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 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.

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 will help 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.

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.

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.

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.

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 tobserve 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.

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.

In addition, 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. Miller & Pennycuff (2008) stated that 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. Here, the 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 will work in groups and interact with each other. They will work together in groups without being fully controlled by the

teacher. They will make their own decisions with the encouragement and assistance of all 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.

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 will get a part of the story with a different generic structure. Next, each member will go to the expert group with the same narrative text or generic structure. In this expert group, they will discuss each of the materials given to them.

In this expert group discussion, students will 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 will return to their jigsaw groups. At this stage, students will return to discussing with members of the jigsaw group. They will 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 will present 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.

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. 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

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. 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.

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. 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.

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.

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