

**THE STUDENTS' RESPONSE TO IMPLEMENTATION OF
TEACHING READING BY USING JIGSAW TECHNIQUE AT
ISLAMIC INSTITUTE**

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Abstract

The aim of study was to describe the implementation of teaching reading by using jigsaw technique for at Islamic Institute, including the lecture's preparation in teaching reading by using jigsaw, the steps of teaching reading, the teaching media, the students' response and the obstacles faced by the lecturer. This research used descriptive qualitative approach as a research design. The subject was 45 students of the second semester. The methods used in collecting the data were observation, interview, and documentation. The data were collected by using three instruments: observation sheets, an interview guide, and a questionnaire. Based on the data analysis, it was found that the English lecturer at the Islami Institute used Jigsaw Technique as a model. The data analysis was based on three concurrent flows of activities, they were: data reduction, data display, and verification. The result of this study showed that the students like to learn reading in English by using Jigsaw Technique.

Keywords: *reading, teaching reading, and jigsaw technique*

A. INTRODUCTION

Now, reading is really needed for everyone especially for learners. There are a lot of reading benefits, example on giving a lot of information, increasing our knowledge, reading for pleasure, and sharpening our mind. According to (Harmer, 1998, p.68), "They read either for study purposes or simply for pleasure". It means that reading provides knowledge and enjoyment. Reading also sharpens our mind. As it is stated by (Alyousef, 2005, p.144), "Reading can be seen as an interactive process between a reader and a text which leads to automaticity". In short, reading is an interactive process to get information and for pleasure.

An interactive process between a reader and a text is the meaning of reading. Like another activity which involves two people; they are a reader and a writer. If a writer is careless, his message will be failed to be understood. If a reader is careless, the result will be similar, the reader is failed to get the messages of the text. It means reading is not an active process which is done by a reader but it is an interactive one. According to (Nuttall, 1989, p.18), "Reading is essentially concerned with meaning, specifically with the transfer of meaning from mind to mind: the transfer of message from writer to reader". In addition, (Rivers, 1981, p.70) states, "Reading is problem solving behavior that actively involves the reader in the process of deriving and assigning meaning". In short, reading is considered as an activity to get the message of the writer that has been expressed.

According to (Harmer, 1998, p.68), "Reading is useful for other purposes". There are many advantages of reading on teaching learning process, especially on language learning. The benefits of reading are, providing interesting information which helps students on language acquisition, providing a good model for writing, and opportunities to study language components. Reading provides information which helps students on language acquisition, according to (Harmer, 1998, p.68), "Reading is a good thing for language students. At the very least, some of the languages stick on their mind as part of the process of language acquisition". In short, reading provides a lot of information which helps them on language acquisition. Reading also provides goods model of writing. In teaching reading, we will need to show the models to the students what teachers are encouraging them to do. So, students have a real description about what they have to do. Reading also provides opportunities to study the language components. According to (Harmer. 1998, p.68), "Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraph, and text". In short, reading involves the entire language component. Reading is considered as the most important skill because reading provides interesting information, good model for writing, and opportunities to study language components.

The highest level on reading is reading comprehension. It represents readers' ability to integrate the information in the text. According to (Al-Khateeb, 2010, p.472)

“Reading comprehension is a dynamic interactive process between the reader and the reading materials”. According to Onwugbuzie (in Chen and Gualberto (2009: 47)), “Reading comprehension is a skill to integrate the schema and the acquired information”. It means that the readers have to use their ability to acquire the information that are provided in the text.

There are many factors which influences the rate of students reading comprehension. It could be internal factors and the external factors. Tiemey and Pearson, in (Al-Khateeb, 2010,p.472) state that the factors impacting the rate of reading comprehension are divers in spite of that, all views assured the importance and existence of: previous knowledge, objective, motivation, the psychological and physical condition of the students, the mental ability, possession of basic reading skills and the way the reading material is formulated.

It means that reading comprehension is influenced by the internal factor such as, previous knowledge, the purpose of the reading, and motivation. It also influenced by the external factor that is the reading material or the text.

The similiar research has been done by Agustina Dwi R, A. Dahlan Rais, Hefy Sulistyawati (2014). The researcher did the Classroom Action Research by using jigsaw to improve the students’ reading comprehension. The research finding shows that jigsaw could overcome the students’ difficulties in reading comprehension; they could identify main idea, identify supporting details, guess meaning of new words, identify communicative purpose of text, identify cohesivedevice, and identify reference.

The other research using jigsaw has conducted by Ifrianti (2013). The objective of the research is to find out whether jigsaw technique can increase students’ reading comprehension on fifth semester of English Education.

The researcher in this research describes the efforts to increase student achievement which caused by the various factors that influence it. In this case, ittakes a creative teacher who can make teaching learning more interesting and favored by the students. Suitable atmosphere needsto be planned and constructed in such a way by using appropriate learning model for students to have the opportunity tointeract with each other so that in turn can be obtained optimal learning achievement.

Based on the explanation above, there are three research problems as follow:

1. How does the lecturer’s implementationgiving jigsaw technique in teaching reading comprehension for second grade students?
2. What obstacles are faced by the lecturer in teaching reading by using Jigsaw Technique?
3. What are the students’ responses towards Jigsaw Technique in teaching reading?

B. Research Method

a. Research Design

The approach of this study is a descriptive qualitative and used case study design because this study basically is aimed at describing the students' response to the lecturer's implementation of teaching reading by using jigsaw technique for second semester students at Islamic Institute of Tribakti Kediri.

b. Subject of Study

The subjects of this research were the lecturer and the students of second semester of Islamic Institute of Tribakti Kediri in academic year 2018 – 2019. The subjects were chosen to get the data about teaching reading by using jigsaw technique for second semester. The reason why the researcher took the second semester students because they have to learn more to get knowledge of reading text than before, while up level students could not be taken as the research because they had to focus on another subjects.

c. Instrument of the Study

In this study, I equipped with some research instruments such as open-ended interview, this instrument to collect data about lecturer's jigsaw technique, the data was in the form of recording and changed into indirect quotation. The questionnaires shared to students, this instrument to collect data about students' response in the terms of attitude and action to lecturer's jigsaw technique, the students' answer to the questionnaire form. The instrument of documentation is to collect the data about lecturer's jigsaw technique, and the students' response in the terms of action, this data is the students' score after receiving lecturer's jigsaw technique implementation.

Data collection of documentation here to get the data of the students' result with lecturer's jigsaw technique, syllabus, lesson plan, lecturer's material in teaching reading, the students' score of reading, the documentation when teaching reading.

The interview here used to collect data about lecturer's jigsaw technique in teaching reading. The researcher has done pre interview with the lecturer in 6 April, and continued in 11, and 13 April 2019. Then the next interview was done in 25 April 2019, so that the interview took 4 times in April. The data collection of interview consists of 8 interview points, such as lecturer's educational background, lecturer experience in teaching reading, lecturer's preparation before teaching, the students' weakness on reading, the lecturer's teaching and learning reading, lecturer's jigsaw technique, lecturer's perception to jigsaw technique, and the last is the lecturer's assessment.

This study only focused on students' response on behavioral and affective aspects. Behavioral aspect is the students' action on answering the question. In this case the action is the students' score after receiving jigsaw technique from the lecturer.

Affective aspect, it means that the students' attitudinal response to lecturer's jigsaw technique in learning reading, the indicator of the students' attitudinal response is to know the students' tendency to respond favorably or unfavorably towards lecturer's jigsaw technique in learning reading. The questionnaire for students' response in the terms of action to teacher's jigsaw technique consists of 10 description of actions, and then the sheet has been completed by 4 answers such as "strongly agree", "agree", "disagree", and "strongly disagree" that can be chosen one by giving the mark (√) in the column. The questionnaire for students' response in the terms of attitude to teacher's jigsaw technique implementation consist of 25 questions in multiple choice that the students can choose one by giving mark (X) to the answer.

d. The Data Analysis

The data analysis is the process of scrutinizing and constructing the observation, interview, and documentation. It was done through ways such as it is done when the activities of the data collection are going on in the setting, and it was carried out after the data collected in the fields. In other words, the data analysis was conducted during the investigation process and immediately afterward. It was done in concurrent with the data collection and continuously completed by the time the data were gathered. Concerning to what has been stated above. The data analysis is based on three concurrent flows of activities, there are: reduction, data display and verification. This is the important part of qualitative analysis and includes the identification of categories and themes and their refinement. There are three steps in doing coding, they are open coding, axial coding, and selective coding. I did open coding, axial coding, and selective coding for the instruments of interview with teacher, questionnaire to students' responses in terms of attitude and action, and documentation in the form of students' essay after receiving lecturer's jigsaw technique.

The data were grouped and classified based on the research questions. (Moleong, 2010, p.280) mentioned that data analysis techniques for qualitative research have no absolute rules; they usually transcribe the data from observations, and questionnaires into documents to analyze the data.

The data from the observation sheets, interviews with the teachers and questionnaires for the students were analyzed. From observation, the writer studied the implementation of Jigsaw Technique for teaching reading and provided the results in recount form. From the interview, the writer interviewed the lecturer, and focused on their obstacles in teaching reading by using Jigsaw Technique. From the questionnaire on the responses of students towards the implementation of using Jigsaw Technique for teaching reading,

The research results showed that the teaching reading process by using jigsaw was run well. The lecturer said greeting and let the students pray together before she started the lesson. She did not forget to check the students' attendance list. She told the

goal of teaching before starting the lesson. She gave brain storming first to the students for example cards. She used picture card because this media was so simple but gave big influence to the students. The picture was good media because it could give information and message that was in the picture, it could stimulate the students to understand the picture itself, it was included to the interesting media. She gave many contributions of vocabulary by giving the students list of vocabulary in the card that related to the material. After that she asked the students to describe the other pictures. The lecturer also gave the material that was appropriate with the material. She gave the material well to the students that made the students gave good attention to the teacher.

The steps of teaching reading process were appropriate to characteristics and the principles of implementing jigsaw. The process of teaching reading consisted of pre-reading, while reading, and post-reading.

By using interview on Saturday, April 14, 2019, the interview was about the lecturer's problems in teaching reading by using jigsaw. She found some troubles such as she got difficulty while the students were less of vocabulary that made the students were difficult to arrange the sentence and speak in English. She found that few of students were less active and afraid to speak English in teaching reading process by using jigsaw while the lecturer should divide the students into some groups that each of the group has the members with different intelligent and character. Moreover, the students have to be active in teaching reading by using jigsaw because they have to perform after they read the paragraph and discuss with their group. The lecturer got difficulty when teaching reading by using jigsaw when it needed much time and she felt difficult in controlling the class while sometimes the students started to be noisy and difficult to be controlled.

The way of the lecturer to solve the problems were by giving picture and card that contained of vocabularies that related to the picture and practiced them to understand the paragraph, the lecturer stimulated, motivated and encouraged them so that they were more active and brave to speak English after they read to the text, the lecturer had to manage the time of teaching reading by using jigsaw technique by giving limitation of time in each group to perform their discussion so that the students did not spent much in the activity that was no useful.

The students gave good response and participated actively while teaching reading process by using jigsaw. By using jigsaw the class situation was more interesting. The process of reading became alive while not only the lecturer but also the students that had an active role. The students also asked questions to the lecturer if they did not understand about the instruction and had any difficulty while teaching reading process. Based on the researcher's observation, the lecturer could make the class situation become more interesting because she always gives material in interesting manner for examples she gave brainstorming by using game with picture and card in the first session, she could manage the class that consisted of 5 groups, and she used variation

media in teaching reading by using jigsaw that made the students did not feel bored and made them work actively in each group.

It can be concluded that most of the students have positive attitude to the lecturer's jigsaw technique implementation. The research finding for the students' response in terms of action to lecturer's jigsaw technique in teaching reading answered by answering reading question easily. This data is supported by documents of students' reading score individually.

C. RESULT

The steps of teaching reading process by using jigsaw were run well as the implementing of jigsaw technique. In the pre-reading the lecturer gave the students' brainstorming, gave the material related to the picture, and clear instruction about the process of reading by using jigsaw technique. Brainstorming was important to build the students' motivation and interest. The teacher gave picture and card that there were many vocabularies related to the picture. The process in the pre-reading was so important to build the students' confidence.

It is in line with (Mickuleky, 2005,p.70) presents a number of tasks for pre-reading stage that can enable the students to gain knowledge that is needed for the reading task. This gained knowledge gives the students confidence that is necessary for successful reading. The tasks include:Starting a discussion about the topic (possibly based on visuals and titles). In this sort of exercise students are asked to make a discussion about a set topic. And brainstorming, in this activity the students are asked to predict vocabulary that is associated with the set topic and the lecturer is supposed to write them on the board. Another form of brainstorming activity can be making mind maps.

In the while-reading the students focused to the text coloured paper that the lecturer gave as duty for each group. By using jigsaw technique the students not only read to the text but also learnt the way to catch the information during while-reading activity. The lecturer had given the material and the way to catch the information when in the pre-reading activity.It is in line with (Callella, 2000,p.46) points out that good while-reading activities help readers find their way through the reading text and build upon the expectations raised by pre-reading activities.In the post-reading activity the students discussed and shared their answer. The lecturer gave feedback and reflection in the end of the lesson. It was an important part while the lecturer gave solution from the problems that the students got.

It is in line with(Callella, 2000, p.46) another reason for a follow-up activity can be a reflection on why some students have not been successful or missed some parts of the text. A good activity for finding a solution to this problem can be a discussion about the problematic parts of the reading text; teachers can draw students' attention to various forms or features of the conversation.

There are three elements of reading comprehension. According to (Snow ,2002, p.xiii), "Reading comprehension consists of three elements; the reader, the text, and the activity or purpose for reading". In addition, Sweet and Snow (2003,p.2) state, "Reading comprehension entails three elements; the reader who is doing the comprehending, the text that id to be comprehended, and the activity in which comprehension is a part". In line with Sweet and Snow, (Israel, 2005,p.25) states, "The reading comprehension elements: the reader, the text, and the activity". It means that there are three elements of reading comprehension: the reader, the text, and the activity.

In considering the reader, it includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Good readers have a wide range of capacities and abilities. These included cognitive capacities such as attention, memory, and critical analytic, ability, inference, anonymous and visualization ability. They include motivation that is purpose for reading, and an interest in the content being read. And they include various types of knowledge, vocabulary, topic knowledge, linguistics and discourse knowledge, and knowledge of specific comprehension strategies. Those capacities and abilities are used depend on the text in use and the specific activity which the reader is engaged.

The knowledge and capacities of the reader change in various ways. Their vocabulary, linguistic, or discourse knowledge may increase, fluently can also increase as a function of the additional practice in reading. Besides that, motivation, such as interest in the topic, may change in either a positive or a negative direction during a successful and unsuccessful experience.

Another important source of engages in knowledge and capacities is the instruction that the reader receives. An appropriate instruction will faster both short-term and long-term the goals of reading comprehension. The teachers have to focus on helping students understand a particular passage; they can be helping students learn how to become self-regulated, active, autonomous readers. Effective's teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give the students the instruction they need to meet both short-term and long-term comprehension.

The text means anything that is read, whether printed or electronic. The features of the text have a large effect on comprehension. Texts that are badly written or poorly structured are harder to understand. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the texts, the knowledge and abilities of the reader, and on the activities in which the reader is engaged. In addition, the vocabulary load of the text and it is linguistic structure, and the genres also interact with the reader's knowledge. When too many factors are poorly matched to a reader's knowledge and experience, the text may too difficult to be comprehended. The relevance text is important to be awarded on reading comprehension.

In considering the activity, it includes three dimensions; purposes (why readers read), process (what mental they engage in while reading), and consequences (what readers of experiences as a result of reading).

Before reading, a reader has purpose, which can be either externally imposed, such as completing a class assignment or internally generated. The purpose is influenced by a cluster of motivational variables including interest and prior knowledge. The initial purpose can change as the reader reads. That is, a reader may encounter information that raises new question and sends him or her off in a new direction. When the purpose is imposed, as in instruction, the reader may accept the purpose and complete the activity. On the other hand, if the readers do not fully understand the purpose of reading, incomplete comprehension is likely result.

While reading, the good reader process the text with a particular purpose in mind, processing the text involves decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading.

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the reader's knowledge. Then, in the other hand reading activities may increase the readers' engagement. Knowledge, application, and engagement can be viewed as direct consequences of the reading activity. Any knowledge (or application) acquired during reading for enjoyment also becomes part of knowledge that a reader brings to the next reading experience. Learning new vocabulary, acquiring a new knowledge, or discovering a new interest may all be consequences of reading with comprehension.

In short, reading comprehension involves three elements; the reader, the text, and the activity. Those elements are connected one to another; how the readers comprehend the passage is influenced by those elements.

The students' response while teaching reading by using jigsaw in class was good. While in the pre-reading, the students concentrated to the lecturer's explanation. Moreover, the lecturer gave interesting brainstorming by using picture and card. They were also active to ask to the lecturer if they were got difficulty in the material. Then in the while-reading, they were gave full concentration to the speaker. In the post-reading they were active in discussion to share their opinion. They helped one another and strength their opinion. It is in line with (Grellet, 2006,p.70) states that students' responses toward lecturer's activities improve can be signed by students' concentration to the lecturer's explanation, brave to answer the lecturer's question and deliver the opinion to the class.

D. DISCUSSION

The lecturer in the teaching reading by using jigsaw technique had important role. She showed that she could make the class situation become more interesting and more alive. By discussion and sharing in the teaching reading process could give good atmosphere. By using jigsaw the process became no passive and the students gave

good response as follow they became more active, brave to speak English, brave to share their opinion and more interested in the material. So, not only the students but also the lecturer had important role in teaching learning process.

The lecturer got trouble in teaching reading by using jigsaw the students were less of vocabulary that made the students were difficult to arrange the sentence to speak in English, She found that few of students were less active and afraid to speak English. The factors were because they were less in vocabulary and in each group consisted of different intelligence and character. She got difficulty when teaching reading by using jigsaw while it needed much time and she felt difficult in controlling the class while sometimes the students started to be noisy and difficult to be controlled.

This research tries to describe the students improvement in reading using jigsaw technique. The implementation of jigsaw technique in class not only has the advantages but also disadvantages, such as follow (1) it takes much time to organize the group. The teacher should make groups that combine the students who have different intelligences, (2) if students don't get into their group quickly enough or read their initial texts quickly enough, it will run out of time, (3) if one or two obstinate students don't participate a whole group or two will lose out on a piece of the text, (4) the class situation become noisy, so the teacher needs to control the students, and (5) a teacher cannot monitor all groups at once.

This research has the similarity with the Ratna's work and Syofnidah's work. The both use jigsaw to find the improvement of reading skill. The different is only in the age of the students. However, the treatment is similar as well as the result. The students are more interested to learn English about their surroundings. The researcher feel better spirit when they use their background knowledge in learning English

The result of the students' reading score was in good categorization. It was proven by individual score. The teacher gave two kinds of score. They are the team score and individual score. The score was proven that the teaching reading by using jigsaw was effective.

E. CONCLUSION AND SUGGESTION

1. Conclusion

The steps of teaching reading process by using jigsaw were run well. The steps were suitable with the jigsaw implementing. There were pre, while, and post-reading activity. In the pre-reading the lecturer gave the brain storming in the form of picture and card. She gave the material well. Before starting reading the lecturer explained the procedures of jigsaw reading. In the while-reading the students focused to the picture and text type that the lecturer gave. And then in the post-reading activity they discussed with the group and the member should move to other groups to complete the information about the paragraph so that they could arrange answer the question in correct way. After they got complete story, they came to their group and discussed

again with the leader of group, they express the paragraph with the activity in it and then each group had to present their result of discussion. The lecturer assessed the group work and the individual work. After they discussed together, each students had to make summary by using their own sentences about the story from the text, it was used to get individual score. In the end of the lesson, the teacher took conclusion about the material. She also gave feedback and motivation to the students related to the material of reading.

The lecturer used test as the instrument to measure the students' ability. The exercise was given from the guide book of *Win the Day*. She assessed not only the written test but also the students' performance. She assesses the students' reading ability by using the criteria of ability to focus, general understanding, reading for details, and accuracy of answers. The minimum score was 1, and the maximum score was 10. The teacher got 2 scores from team score and individual score. The teacher assessed the group work and the individual work. After they discussed together, each students had to make paragraph by using their own sentences about the story from reading test, it was used to get individual score.

The application of Jigsaw Technique in the classroom is suitable to improve all competences for the students. There were four phases related to the way that the lecturer implemented Jigsaw Technique in teaching reading; the first is preparation phase, the second is the opening phase, the third is the core activity phase, and the fourth is the closing phase. Despite not all steps of Jigsaw Technique were covered, the lecturer had tried the best to conduct the activities. The lecturer was found to still face problems in designing the lesson plans using Jigsaw Technique and in choosing and modifying the materials based on the abilities, needs and interests of the students. It was hard for the lecturer to arrange the materials. Based on the interviews, the lecturer adjusted the materials according to the textbook and the guidelines. Even though the selected materials which were appropriate to the syllabus and the textbook, thus it did not meet the level of the students.

The students responded positively toward the implementation of Jigsaw Technique for teaching reading. This was proved by the data obtained from the questionnaires where they all selected the options of strongly agree and agree on the questionnaire sheet. Jigsaw Technique was seen as a good way to improve their basic competencies and enrich their reading knowledge.

2. Suggestion

Based on the finding of this research, the researcher tries to give some suggestions. The suggestion is given to the English Lecturer, the students, and the further researcher.

a. For the English Lecturer

As long as the researcher noticed the lecturer in teaching reading by using jigsaw, she got difficulty in controlling the students because she had to monitor each group in the class. And she also got troubles in managing the time. She also forgot to review the material in the meeting before.

Related to the problem above, it would be better if the lecturer gives more attention to each group, so she should be able to control the group by giving the instruction to the each leader in the group. By giving instruction an obligation to the leader to manage and control the group, the lecturer will be easier to control and monitor them. In the problem of time, it should be better if the lecturer plans first about the activity and time. So she should divide the time that used in each activity of teaching. And she should give time limitation to the students when they do discussion. The lecturer should review again the material in the meeting before. It was to make the students more confident to the next material.

For the students at Islamicin reading ability most of the students just focus to the text, they confuse about how the way they got the message from the writer's. They were less in vocabulary and grammar so that they felt difficult to catch the meaning. They were still afraid to speak up, they were still dependent to another students.

Related to the problem above, it would be better if the students enrich their vocabulary from any sources. However, it is very important to learn not only in reading, but also in listening, speaking and writing so that they will get much knowledge about vocabulary, structure, pronunciation, and so on. They should speak up more not only when in the school but also in outside of the school. The frequency of practicing speaking will make the students speak English more fluent and relax.

2) For further researcher

There are many factors that affect the completeness of information that the researcher gave related to the research. For the future researcher, it is expected to dig up the deep information regarding the teaching reading by using jigsaw technique especially at Islamic Institute. This research used descriptive analysis that makes the information will be different for several years in the future. In conclusion, the researcher hopes that the further researcher will take and apply the positive side of the teaching reading by using jigsaw and gives anticipation and solution related to the disadvantages of the jigsaw technique.

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