

## **II. LITERATURE REVIEW**

This chapter deals with the theories from the experts as the basic how the research will be conducted. It covers the theory about reading comprehension, teaching reading, concept of recount text, concept of jigsaw technique, advantages and disadvantages of jigsaw technique, procedure of teaching reading through jigsaw, theoretical assumption, and hypothesis.

### **2.1 Concept of Reading Comprehension**

Reading is one of the major part in English learning that relates to the understanding of written text. Reading is a porcess when the reader deals with printed materials to convey the meaning by using their knowledge about the language and the topic written. This inline with the theory from Finnochiaro and Bonomo (1973:199) which state that “reading is bringing and getting meaning from the printed or written materails. Reading also becomes a major need for language learning to develop their potential in learning. Joycey (2006:2) says that reading is an active skill, where the reader interacts with the text, and to some extent the writer. This support the stament above, a learner need to be active in interacting theirself into a text to get more knowledge to be explored during their time in learning.

In addition, Goodman (1976) states that reading is an active process of deriving meaning. Howart (2006:1) cites that reading is just as communicative as any other form of language. Those mean that in reading the reader will actively find out the meaning of the text while also exploring the meaning of text while reading, the communicative here could be referred to the ability of the students in answering the questions after they have their own understanding toward the text they read. In short the term communicative related to the communication between the students with the text.

Doyle (2004) states that comprehension is progressive skill in attaching meaning that begin at the same level and proceed to attach meaning to entire reading selection. Brown (2001) states that reading is comprehending. It means that when reading the readers unconsciously try to understand the meaning of the text and they also deal with understanding the aim of the text, the readers may be able to make their own inference about the text after reading. How much and how easily readers comprehend depends on variables within and outside them (Durkin, 1979 in McIntyre, et al 2011).

The variable here could be assumed as the schemata of the readers, the mastery of the vocabulary, and etc. If the students master the vocabulary better it will also be better for the students to understand the meaning and the purpose of the text, meanwhile schemata is the ability of the students to guess the information which derived from their past experience. Schemata helps the students to guess what is the meaning of the text and give additional information related to the text. It is supported by Simanjuntak (1988:4) which points out that the first point about

reading process is reading comprehension. Comprehension is a process in which readers use their formal schemata (rhetorical structure of language knowledge) and content.

Furthermore, Finnochiaro and Bonomo (1973: 132) suggest that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.

Based on the statements above, it can be inferred reading comprehension is two ability which cannot be separated, in reading the students deal with the goal which is to understand the whole message content of the text, and to understand the text itself the readers should gather the concept of comprehending first. Reading comprehension help the students to get the deepest meaning of the text.

## **2.2 Concept of Reading Aspects**

Suparman (2012) states that there are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text : main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

### **1. Main Idea**

Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraphs, the main idea is not explicitly stated in

one sentence. Instead, it is left to the reader to infer or reason out. In other words, the main idea is the most important idea that the author develops throughout the paragraph.

## 2. Specific information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause, and effect statistics and quotation.

## 3. Reference

Reference are words or phrases used either before or after the reference in reading material. They are used to avoid unnecessary repetition of words or phrases. It can give the readers signals to find the meaning of words elsewhere in the text.

## 4. Inference

Inference is an educational guessing or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between his observes or known and what he does not know.

## 5. Vocabulary

Vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

## Example

### The Spanish Armada

In may 1588, Spain, whose army was believed to be the greatest, was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its king.

He ordered a large number of ships to be prepared to set sail and invade England. At first, Queen Elizabeth I, who believed that her army was the greatest in the world, ignored the rumors of a spanish invasion. However, soon she came to realize that the great danger the country was in and she made sure that England would be prepared for a **battle**. Eventually, the Spanish were ready and over 100 ships set sail towards the English channel. As soon as the Spanish ships were seen from the English coast, fires were lit on the hills as a signal that the invasion was coming. When the Spanish ships got close enough, the English navy closed in and great sea battle began. Once the battle started, **it** was obvious to the Spanish that they would be defeated. Not only did the English sailors have stronger and more powerful ships, they also made terrifying use of fire ships boats that were deliberately set ablaze and sent in among the spanish fleet.

At last, the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk and this day some of their wrecks still lie on the sea bed in the English channel.

*Taken from [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)*

1. Main idea : there are three paragraphs where the main idea is different in each paragraph.

1st paragraph : the existance of Spain armada which acknowledges that they are strong and determine to conquer England.

2nd paragraph : the strory of how Spanish prepared to attcak England and it made the queen of England realise and prepare for preventive war to win over Spanish.

3rd paragraph : The end of the war between Spain and England which made many of Spain ships were sunk.

2. Specific information : “Eventually, the Spanish were ready and over 100 ships set sail towards the English channel.” This sentence contains a fact about the amount of the ships to be prepared for war and as a developmental sentence for the previous sentence.

3. Reference : the word “it” on the second paragraph which underlined refers to the meaning of “the battle”.
4. Inference : what can be inferred from the text is the England armada was stronger than Spanish armada. Eventough Spanish armada has prepared so well but the England armada stills the greatest armada on their age.
5. Vocabulary : the word “battle” on second paragraph has same meaning with “fight” (synonym).

### **2.3 Teaching Reading Comprehension**

In teaching English, reading is one of four skills that is taught by the teacher at most, reading becomes the most important skill to be taught in the class since the students mostly deal with the text when they pass national examination. Based on those importances, Williams (1989:3) underlines 5 reasons of reading activities in language classroom. First, by reading, students can have more practices of language that they have acquired from listening and speaking. Second, reading allows language learners to practice and to re-use the language in writing. Third, students can learn how to take out the information they need from the text. Fourth, reading gives learners some pleasure and the last is by reading, teachers can relax from time to time in the classroom. Those reasons simply prove that reading is important to be taught since reading is also a bridge for English learner to learn different skills in English skill itself.

Woods (2005:63) classifies the activities in reading class into three as follows

### 1. Pre- Reading Tasks

This task can be in form of vocabulary games, word searches, and matching synonyms. These activities can help students to approach a text in more confident way. Pre-reading stage helps the students activate the relevant schema.

### 2. While-Reading Tasks

These kind of tasks, according to Hedge in Woods (2005:63), have become usefull since the adoption of the idea of reading is an interactive process. This stage is to develop students' ability in tackling test by developing their linguistic and schematic knowledge.

### 3. Post-Reading Tasks

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role play and group discussion activities.

Williams (1989:20) proposes four ultimate objectives in teaching reading. The first is to read texts as general nature with comprehension. This means that reader read the text with the ability to comprehend the text and to fill out the area of comprehension itself. The second is to read according to purpose. It can be inferred that the readers are able to find out what they look for when they read certain text. The third is to learn language and content from reading. Reading is not only getting the inference of the text or understanding the text. Based on

some theories above, reading also helps the reader to gain new vocabulary and understand the symbol in the text, thus learning language here means that readers get more benefit beside understanding. The last is to read with some degree of critical awareness. Readers are expected to avoid miss understanding by having a critical awareness toward the text they read.

The researcher assumed that in teaching reading there are many aspects of comprehension that can be considered by the teacher as a goal, such as determining main idea, finding detailed information, referencing, inferencing, and mastering vocabulary. Teaching reading finally does not end in having the inference only but it can go wider to the area of understanding the language, critical awareness toward the content and many more. Thus, appropriate technique in teaching reading is really needed to ensure that the students will get whole aim of the text when doing reading.

## **2.4 Concept of Recount Text**

In teaching reading there many types of the text which may used by the teacher, there are narrative, descriptive, spoof, recount, procedure, and etc. Recount text is a written text that tells the reader about past event aiming at entertaining or informing the reader. According to Purwanti (2011) recount text is a text which retells events or experiences in the past. Its purpose is either to inform or entertain the audiences. Here the researcher choose recount due to two reasons. First, considering that recount is a text which is used in the curriculum, second, pedagogically recount text was considered difficult by the students. It is proven by



the score of the students in answering the reading question, one of the type of the text is recount.

The sequence of the event in each paragraph of recount help the students to learn jigsaw easily, since they do not need to re-look the previous paragraph to understand the paragraph they had to master. Sudirman (2010:18) states that the generic structure of this text is orientation, series of event and reorientation. Usually the orientation will deal with the introduction to main event such as the introduction of the actor, time, place, and opening of story at a glance. Series of event deals with the main idea of the story, what the story really tells about, most information about the text may be found in this part. Lastly is reorientation, it is commonly optional depends on the writer, sometimes it is filled with personal statement of the writer.

Recount text also has a language feature. According to Purwanti (2011) Language feature in recount text are commonly about:

- Introducing personal participant; I, my group, etc,
- Using chronological connection; then, first, etc,
- Using linking verb; was, were, saw, heard, etc,
- Using action verb; look, go, change, etc,
- Using simple past tense.

Those language features may help the students to identify the character of recount text, it also helps the teacher to give better understanding regarding recount text

since there are many types of text that is taught to students. Below is example of recount text :

<b>My Adventure at Leang Cave</b>	
<b>Orientation</b>	On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to visit the cave, better yet, my best friend came to visit it with me!
<b>Event 1</b>	The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash.
<b>Event 2</b>	The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.
<b>Reorientation</b>	After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

Referring to those explanation about recount text, the researcher concludes that recount text is a written text paragraph that tells about past event which is sometimes being experienced by the writer aiming at informing or entertaining,

and since it is past event, the language feature deals with past tense and subject I; at most.

## **2.5 Concept of Jigsaw Technique**

Jigsaw strategy encourages the learner to learn language cooperatively in a group, it simply leads the learner to maintain their academic achievement. It happens because in jigsaw, everyone is insisted to understand the specific segment from a text in expert group. Aronson et al. (1978) introduces jigsaw as a cooperative learning strategy that enables each students of 'home group' to specialize in one aspect of a learning unit. Students meet with member from other group who assigned the same aspect called "expert group", and after mastering the material, return to the "home group" and teach or explain the material to their group members.

Just as in jigsaw puzzle, each piece-each student's part-is essential for the completion and full understanding of the final product. If each student's part is essential, the the student is essential. That is what makes the jigsaw instructional strategy so effective. Clarke (1985) states that Jigsaw is one method which makes the independence of group members possible, promotes interaction and cognitive elaboration, takes into consideration, the principle of the multiple perspective and context as well as the construction of common knowledge.

The jigsaw classroom strategy was designed to replace some of the competitive behaviour in the classroom with cooperative behaviour Aronson and Patnoe (1997). Thus, jigsaw is a cooperative technique that is effective to increase

student's awareness in learning and understanding the text since everyone is essential within the learning process, it deals with the cooperative activity in two main groups 'home group' and 'expert group'. In jigsaw, students are expected to discover more by discussing in both 'expert group' and 'home group', here the students gain more understanding and have probability to get inference rightly by experiencing discussion in two groups. The teacher in this activity does not need to actively involve in the discussion, teacher's function during the class activity is to facilitate the students when they find the difficulty on explaining. Beside helping the student's difficult vocabulary, the teacher may have a function as helper to give a clue about the topic when the students are stuck with their understanding.

## **2.6. Advantages and Disadvantages**

Every teaching technique must have its advantages and disadvantages. The function of understanding both advantages and disadvantages is to create a good solution and if it is possible, the teacher may find a way to avoid the disadvantages. The case of solving the problem in jigsaw activity may happen if the teacher knows the advantages and disadvantages of jigsaw technique. Below are the list of advantages and disadvantages of jigsaw.

### **2.6.1 Advantages of Jigsaw Technique**

Aronson and Patnoe (1997) explain that jigsaw has several advantages as follow:

1. Jigsaw promotes student learning and academic achievement. It may happens because everyone is actively involve in both 'expert group' and

‘home group’. By having full responsibility to master certain text in expert group, it indirectly increases student’s academic achievement through total responsibility they own during the activity.

2. Jigsaw increases students’ retention. Jigsaw technique is like playing puzzle. Students try to memorize paragraph and then try to interpret it to members of the group.
3. Jigsaw enhances students’ satisfaction with their learning experience. When students tell about what they really understand; expert of, there is a tendency of satisfaction, it happens because everyone listens to the information given by them.
4. Jigsaw technique helps students to develop skills in oral communication. Not only in reading by understanding, while explaining to their ‘home group’ it surely helps the students to have more practice on speaking activity.
5. Jigsaw develops students’ social skill. They are moved to different group and they need to discuss, good social skill must be developed in this stage.
6. Jigsaw promotes students’ self esteem. A good self esteem is develop when the students are insisted to be an ‘expert’ means that they must pretend to really know, and the only way to know everything is understand the text well.

7. Jigsaw helps to promote race relations. Jigsaw make the students help one another and if many races in the class exist, it means that the student will break the gap and unconsciously build warm relations with each others.

Those advantages above give positive impact on how student will be more active and well-socialized with another students. This kind of activity is important because student however needs to learn how to socialize with people, not only consuming much of their time reading book.

### **2.6.2 Disadvantages of Jigsaw Technique**

Kholid, et al. (2009) and Dens (2010) find several disadvantages of jigsaw according to the research conducted such as:

1. In the classroom learning, jigsaw is a time-consuming activity. the student needs to spend their time in two groups by only learning a text.
2. There are some students who argue that jigsaw activity is boring.
3. There are some students who feel confused during jigsaw activity. if the teacher can not explain it to the student it will be harmful in the class, because if the student is hard to understand, it may produce less productivity at some groups.
4. There are some students who are unable to handle their reading material in jigsaw activity.

We cannot neglect that in every positive aspect there must be the negative one, based on the explanation above it can be concluded that the problem with jigsaw mostly deals with the worriness that the students may dislike and misunderstand

the technique, the researcher thinks that this problem can be avoided if the teacher can make a simple explanation and instruction during the jigsaw activity.

## **2.7 Procedures of Teaching Reading Comprehension by Using Jigsaw Technique**

Teaching is not only a matter of transferring knowledge, in teaching there are many ways that can be used by the teacher. The step in teaching must be clear in order to help the teacher transferring the knowledge in such systematic way. This also happen when the teacher want to use jigsaw technique in teaching, thus Aronson made a systematic way of teaching jigsaw in order to make the teacher easy in teaching jigsaw. Below, Aronson (2008) mentions ten steps in implementing the jigsaw technique.

1. Students are divided into 5 or 6 persons in a jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race.
2. One student should be appointed as the group leader. Those people should initially be the most matter student in the group
3. The day's lesson is divided into 5-6 segment (on for each member)
4. Each student is assigned one segment to learn. Student should only have direct access to only their own segment.
5. Student should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.

6. Temporary experts group should be formed in which one student from each jigsaw group join other student assigned to the same segment. Student in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.

7. Student comes back to their jigsaw group.

8. Student presents his or her segment to the group. Other members are encouraged to ask question for clarification

9. The teacher needs to float from group to in order to observe the process. Intervene if any group is having trouble such as a member being dominating are disruptive. There will come a point that group leader should handle this task. Teacher can whispers to the group leader as to how to intervene until the group leader can effectively do it themselves.

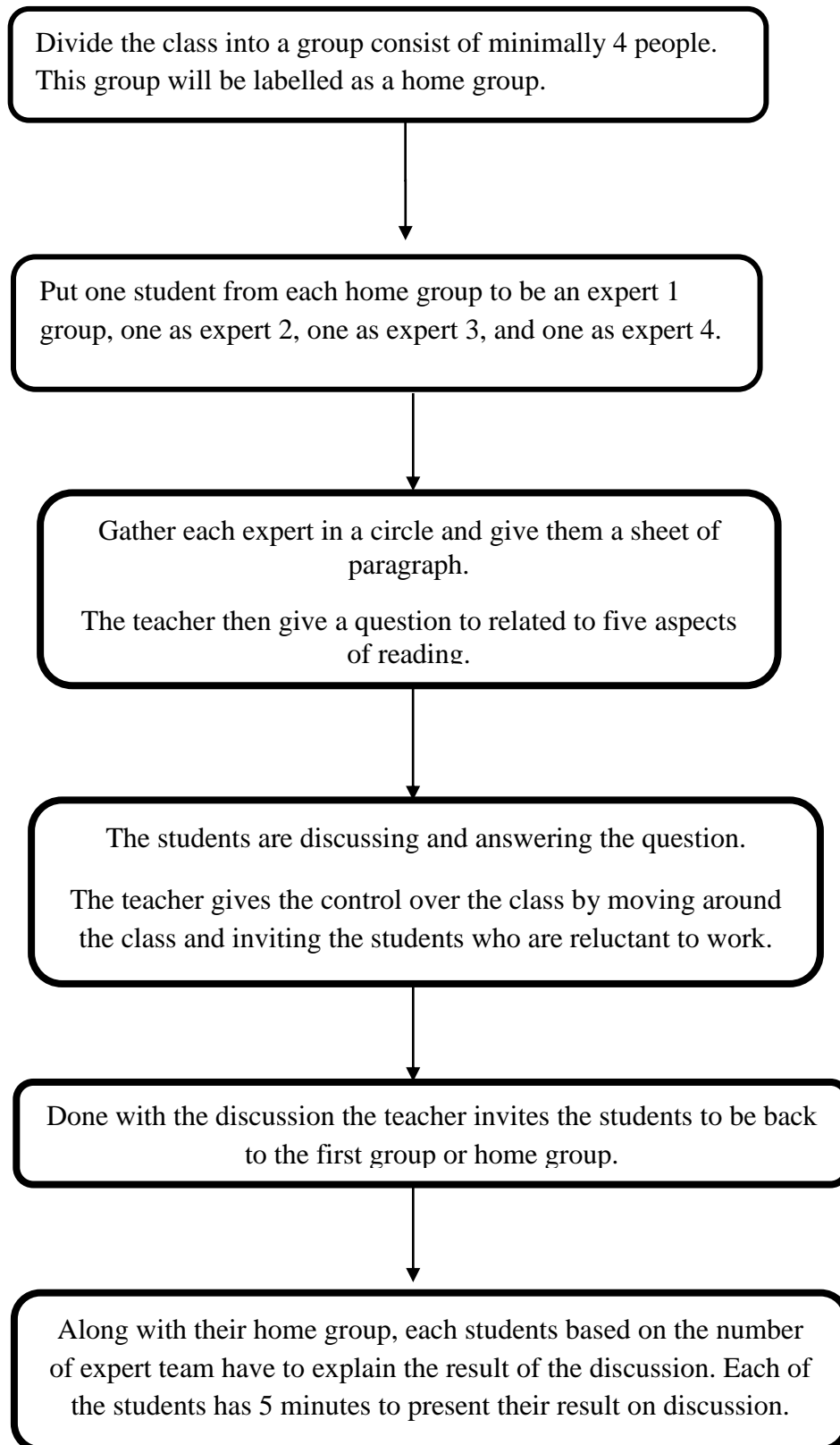
10. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games but they really count.

The researcher mentions the step from Aronson as a reference to conduct the research. The lesson plan that will be created by the researcher is adopted from the step created by Aronson.

Below the researcher also put the diagram of teaching reading through jigsaw to show the way of the researcher in conducting the teaching reading through jigsaw.



### The Diagram of the Use of Jigsaw



## **2.8 Theoretical Assumption**

Referring to the frame of the theories, the researcher assumes that jigsaw technique can be effectively used to increase students' reading comprehension in reading ability. In jigsaw technique, students have a chance to work cooperatively while having a full responsibility toward the text they have. Jigsaw technique creates an atmosphere of effective learning by labelling the students as an expert team. Besides increasing their understanding in reading it creates more active condition during student's activity in the class by giving a chance to them to express what they know in their 'home group'. In line with this process, the students will be much better in socializing with their friends, jigsaw technique has a tendency to mitigate the gap of different race because all the activities create well cooperation on helping each other in order to build successful learning class.

## **2.9. Hypothesis**

Based on the theoretical assumption above, the researcher formulation of hypothesis is as follows:

- There is significant increase of students' reading comprehension from pretest to posttest after the application of jigsaw technique for understanding reading recount text.
- There is a positive response from the students toward the activity of learning reading through jigsaw