

II. FRAME OF THEORIES

A. Concept of Reading

Reading is a process of putting the readers in contact and communicates with ideas (Simanjatak, 1988: 3) it is an intrinsic part of classroom teaching content. It means that content of curriculum will show the important of teaching students how to obtain information along with teaching subject matter.

Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the readers' language skill and Mackev (1979:15) suggesting that reading is an active process because it involves an interaction between thought and language. It means that the readers always activate their minds to get meaning and information while interacting with the written text.

While Shepherd (1982) says that all the subject matters learning depend on the larger measure in the students' competence in the language of subject. The students must understand the vocabulary and syntax use in each subject, and will able to use language skills to aid the students' internalization of information. and to communicate it to others.

Clark and Silberstein (1987: 21) also define that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Furthermore, Smith (1982:166) states that reading is a matter of identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge. It can be said that readers with insufficient background knowledge about the text they read will have difficulties in comprehending the text.

It is commonly acknowledged that reading is an active process, which in it the reader should formulate the brain by using his previous knowledge In order to understand the text easily. It is supported by Mackay (1989) who say that reading is an active process. The readers form a preliminary expectation about the materials then select the fewest.

Moreover, reading is a process of interpreting or understanding the text in terms of the question that the reader formulates about the text (Smith: 1983). It means that the reader will understand the text by making some question in his mind dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his head.

The aim of teaching reading is to develop students' skill that they can read English texts effectively and efficiently. To be able to do so the reader should have particular knowledge in their mind before they interact with the text, (MAC Donough Shaw, 1993: 1003). Effective and efficient reading is always purposeful, the purpose of reading implemented into the development of different reading skills and build up motivation in reading text by using material, technique, media and teacher role.

In line with the clarification above, it can be understood that reading is a very important skill for students. Actually, reading is an active process. It needs thoughts and the ability in making sense

of the text that is being read. The text is material of reading consists of some paragraphs. Readers' background knowledge that will influence their achievement in reading comprehension and Reading the words has no benefit if the reader does not comprehend what is being read.

B. Concept of Reading Comprehension

Before going to the concept of reading comprehension, it is important to define what *reading* is. Reading is defined as a construct process of guessing and an active process of deriving meaning (Grellet, 1981:7; Goodman, 1976: 9)

Dechant, (1982) defines reading as thinking through print. Meanwhile, Nuttal (1985:1) states that reading means getting out of the text as nearly as possible to the message that the writer put into it.

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1986: 15 in Slamet, 1999:14). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Reading the words of a composition in one thing, but comprehending is the vital point for the reader. Reading the words has no benefit if the reader does not comprehend what is being read. In reading process a reader utilizes vision, perception, comprehension, and reaction (Brown, 1982:6).

Reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.

In short, comprehension means relating to what someone does not know or new information, to what he already knows (Eskey, 1986:15). Reading is more than knowing what a letter of alphabet stands for, reading involves more than recognition that is without comprehension, no reading take place. Therefore, if the reader can read the words but they do not understand what they read, they are not really reading.

(Dallman in Marantina, 2006:6).

Reading is the process of combining textual information with the information a reader bring to a text (Widdowson : 1979) in this view. Reading is viewed as a kind of dialogue between the reader and the text. It means that reading is the process of exacting information between the writers who brings new information with the previous information he or she has got before.

Meanwhile, Mc Whorter (1986:212) states that reading is a way of taking new ideas and identifying information to be learned. It means that when someone is reading text, he may find new things that he has not known yet and he may also find information that will help him in learning something. In this case, his knowledge will certainly be better than before.

Reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simanjuntak (1988: 6) understanding a text is an interactive process between the reader's background knowledge and the text.

It can be inferred that reading comprehension means the students must read the text and interact the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is not simply making sound of the text, but it is about comprehending the idea of the text it self. In other words, it can be stated that there is no reading comprehension. In the process

of comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

C. Types of Reading Comprehension

In gaining the information from printed materials, reading has two activities, namely: extensive reading and intensive reading.

□ Extensive Reading:

It is the view of Palmer (1964) that “extensive reading” is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information. Thus, extensive reading is also termed as “supplementary reading”. In other words, reading materials should include pleasured able information.

□ Intensive Reading:

The work of Palmer (1921) notes that “intensive reading” means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

The intensive and extensive reading has the distinction between them. As Murcia stated:

“For our purpose, intensive reading consists of short selection which can be read and discussed in one class period.... Extensive reading assignments should generally involve longer selections which are read outside of class.” (Marianne-Celce Murcia, 1978 :150).

Referring to the statement above, it is clear that intensive reading refers to the kind of work done in the reading class. It is also the kind of careful work a student may do when studying for exam. Extensive reading is the reading ability where the students have to read the materials outside the class to add their knowledge.

Extensive reading can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized. (Grellet: 1981, Nuttal: 1982). Extensive reading also known as fast reading also plays two roles. One is to acquire a large vocabulary and the other is to develop the ability to think English.

Furthermore, Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.

In short, Extensive reading is used to obtain a general understanding of a text and includes reading longer texts for pleasure, as well as Narrative texts. (Mandler & Johnson, 1977: Stein Stein, William Howard 1911-1980)

The Characteristics of an Extensive Reading Approach put forward by Day & Bamford (1998, p. 7-8) argue that extensive reading is a complex system of deriving building students' Language Learning in reading class clarifying the following points:

1. ***Students read as much as possible***, perhaps in and definitely out of the classroom.
2. ***A variety of materials on a wide range of topics is available*** so as to encourage reading for different reasons and in different ways.
3. ***Students select what they want to read*** and have the freedom to stop reading material that fails to interest them.
4. ***The purposes of reading are usually related to pleasure, information and general understanding***. The purposes are determined by the nature of the material and the interests of the student.

5. ***Reading is its own reward.*** There are few or no follow-up exercises after reading.
6. ***Reading materials are well within the linguistic competence of the students*** in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. ***Reading is individual and silent,*** at the student's own pace, and, outside class, done when and where the student chooses.
8. ***Reading speed is usually faster rather than slower*** as students read books and other material they find easily understandable.
9. ***Teachers orient students to the goals of the program, explain*** the methodology, ***keep track*** of what each student reads, and ***guide*** students in getting the most out of the program.
10. ***The teacher is a role model of a reader for the students --*** an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Certainly, the interaction between the reader and the text is not simply. Since, it requires considerable work from the reader and comfortable understanding process from the text.

Therefore, it can be said that one of the aspects that to be essential in students reading comprehension is extensive type exercises. There is a "link" between reading comprehension and reading technique that is used to improve the reading comprehension and to build knowledge vocabulary through an approach.

Consequently, students must be provided with the most appropriate reading technique and reading approach to provide comprehensible input, enhance learners' general language competence, increases the students' exposure to the language, increase knowledge of vocabulary, lead to improvement in writing, motivate learners to read, consolidate previously

learned language, helps to build confidence with extended texts, encourages the exploitation of textual redundancy, and facilitates the development of prediction skills, (Elley and Manghubai, 1983:55). Thus, it is obvious that comprehension involves combining reading with thinking and reasoning in the text with technique and approach.

D. Concept of Jigsaw Technique

Jigsaw reading technique belongs to split information technique. Jigsaw reading technique has been called various names – dycoms (Byers, 1973, from the phrase dyadic communication) jigsaw groups (Aronson et al, 1978, Geddes and Sturtridge, 1979), two-way tasks (Long and Porter, 1985), combining arrangements (Nation, 1990) and rather loosely, information gap activities.

It was originally developed by Elliot Aronson (1978). It is a special kind of information gap activity. Jigsaw reading technique involves every learner in the group having information that no one else needs. Therefore, it involves a balance of information between the learners with each learner having about the same amount of unique, essential information.

The jigsaw classroom is a cooperative classroom technique that is considered effective in decreasing racial conflict and increasing positive educational outcomes. It was originally developed by Aronson and his colleagues in order to reduce racial animosity and tension in desegregated classrooms. Like a jigsaw each piece, or student part, is important for the completion for a full understanding of the final product. Each student is essential because they each have an essential piece of information to add to the group. There are a number of benefits seen by using the jigsaw classroom approach. It is an efficient way in which to learn the material. Students are encouraged to listen, engage, and display empathy since each

member of the group is important to the academic activity. Members of the group have to work together in order to establish a common goal. Each member is interdependent on each other. Cooperation and communication are necessary because no one can succeed completely unless each member contributes (Aronson, 2008).

In implementing basic jigsaw formula, that are, teacher identifies a range of materials related to the topics addressed in the lessons, teacher divides students into pair, Students read the selections to discuss, Students then gather into mixed group, The final piece into presentation for further clarification, (Aronson, 2008).

It can be inferred the jigsaw technique maximizes the interactive basis of cooperative learning. It is a cooperative learning technique appropriate for students in all level, it builds interpersonal and interactive skills and also to make students active involved.

E. Concept of Jigsaw Reading Technique

Jigsaw reading technique is a kind of technique in teaching reading that requires the learners to think and share information because they do not know the information yet. Nation (1990:29) argues that jigsaw reading technique ensures the participants in need of getting other information. By applying the technique, each learner has unique or essential information. None has the same information. In this case, the students share the information to bridge the gap.

Long and Porter (1985:207) point out that where there is jigsaw reading (two ways task) there is more feedback activity than one way tasks where one learner has all information. This feedback activity includes checking, understanding, seeking clarification and making sure the

message gets across. According to them, jigsaw reading activity gives more chance for the teacher knowing his students responses as a feedback in teaching learning process. In this way, the students get language input containing new items which they understand through feedback with the speaker. On the other hand, in one way task himself, so here is no listener who provides such feedback.

Aronson (1978:43) says that jigsaw reading technique is a technique which has a strong effect on students' attitude to learning, and social relationship among learners in the group. This also means that jigsaw reading technique can help the students to rely on each other for information in a way which puts one learner above others. Finally, each learner will value in the group.

According to Doughty and Pica (1986), jigsaw reading technique refers to the existence of lack information among participants working on a problem. Two way information gap defined as those tasks which require the exchange of information among all participants, each of whom possesses some piece of information not known to, out needed by all other participants to complete the given tasks.

In conclusion, jigsaw reading is a technique in teaching reading in which the students should share the information because they do not have the complete information.

1. The Advantages of Jigsaw Reading Technique

According to Aronson (1978: 44) the advantages of jigsaw reading technique are as follows:

- ❑ It ensures the participation of the students because the students have unique, essential information and all learners need to get other's information.
- ❑ It helps the students in learning the content of subject (the text) Because Students have practice in peer teaching, which requires that they understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- ❑ It has a strong effect on attitude to learning and social relationship among students in group because each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in group discussion. Each student develops an expertise and has something important to contribute (share information). So cooperation and communication are necessary and students are active participants in the learning process is needed.
- ❑ It enables the students to understand the text because students requires to prepare in their answering specific questions in order to insure adequate students preparation, students has a specific task that asks students to plan *how* they will teach what they have learned. So, Members of the group have to work together in order to establish a common goal. Each member is interdependent on each other. Cooperation and communication are necessary because no one can succeed completely unless each member contributes.

2. The Disadvantages of Jigsaw Reading Technique

According to Johnson & Johnson (1993:51) the disadvantages of jigsaw reading technique are as follows:

- ❑ Requires long time to prepare students to learn how to work in groups. This is because they are members heterogenic that must to learn how to work in group and out needed by all other participants to complete the given tasks. But there is one leader in their

member who dominance in unsuccessful group. If they can not work in group, they don't have been best possible information.

- Requires planning and structuring by the teacher in order teaching to be successful. Because teacher needs sometimes to make students clearly understand about instruction and materials so that students will already understand they are going to do, and the students seldom have not clearly understand if teacher can't make sure that the instruction and prepare materials. And also When creating their own jigsaw reading activities, teachers should: (1) choose topics of high interest to the students; (2) find out how much their students know about a topic to determine the level of complexity of the information.
- Requires creative assessment by the teacher for the students. Since teacher is as facilitator and monitoring class. In this difficult even, teacher needs to float from group to group in order to observe the process.
- Requires some time to make groups that each group has heterogeneity in their member ability. Because there is one students as a leader. She/he is responsible for being fair and spreading participation evenly and in order to reduce a problem in their group. And also all students in the home group are now "expert". each member must be responsible in their information. Because students work with other individuals from other groups working on the same segment on the report. So that, students that didn't prepare themselves to make the best information possible to the other group and to add the group, they will be mentioned bad member and this even show that heterogeneity members.
- The teacher has to distribute the information and arrange the seating, Because in reading jigsaw activity, the teacher as facilitator and monitoring class activity and in

while activity the teacher needs to float from group to group in order to observe the process.

F. Concept of Narrative Text

Referring to 2006 (KTSP) curriculum, there are some types of text that should be recognized and comprehended by the second year students of SMA/MA: *report, narrative, analytical exposition spoof, and hortatory exposition text*. In this research, the text that is expected is *narrative text*.

A narrative is a construct created in a suitable medium (speech, writing, images) that describes a sequence of real or unreal events. It derives from the Latin verb *narrare*, which means "to recount" and is related to the adjective *gnarus*, meaning "knowing" or "skilled". Narrative text is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as his show by him self what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction like memoirs. (English Curriculum of SMA, 2006).

According to Madison smart Bell, the narrative design, or what we call form or structure, is of first and final importance to any work of fiction. In that structure, we will find elements of story; characterization, point of view, theme and plot. Plot is the way of the story constructed.

1. Social Function of Narrative Text

Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way. It provides an esthetic literary experience to the reader. Narrative text is written based on life experience. In literary term, experience is what we do, feel, hear, read, even what we dream. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

To be clearer, here is the example of narrative text.

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her. "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said: "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

2. Generic Structure of Narrative Text

When we read a text, we can call it narrative as we see the following generic structure inside the text:

Orientation: (beginning). The introduction of what is inside the text. What text is talk in general or the characters of the story. Who involves in the text. When and where it happen. Orientation actually exists in every text type though it has different term. Here is example of narrative text:

Orientation

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

Complication: (middle). This part tells the beginning of the problem which leads to the crisis arises (climax) of the main participants and followed by other problems. What happens with the participant. It explores the conflict among the participants. Complication is the main element of narrative. The conflict can be shown as natural, social or psychological conflict.

Here is example of narrative text:

Major complication

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear. Here is example of narrative text:

Complication

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the

dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. Here is example of narrative text:

Major complication crisis

A few days later, the king's son proclaimed that he would marry the girl whose foot fitted the glass slipper. The king's page came to Cinderella's house. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. The king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Resolution: (ending). It is the final series of the events which happen in the story. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended. The crisis is resolved, for better or for worse(either in a happy ending or in a sad (tragic) ending. Here is example of narrative text:

Resolution

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Here is example of narrative text:

Resolution

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said: "You must leave before midnight". Then away she drove in her beautiful coach. Here is example of narrative text:

Resolution

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve. she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. Here is example of narrative text:

Major resolution

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

3. Lexicogrammatical Features of Narrative Text

Commonly, narrative text is organized by the story of grammar. It will be beginning, middle and end of the story. To build this story grammar, narrative text need plot. This plot will determine the quality of the story. Plot is a series of episodes which holds the Reader's attention while they are reading the story.

Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have ability to handle that problem

Narrative text has characteristics which is called significant lexicogrammatical features, they are: *focus on specific and usually individualized participants, the use of noun phrases are a beautiful princess, a huge temple, the dusty and and rough road, a big old tree, etc. The use of material processes (and in the text, behavioral and verbal processes; arrived, ate, went, laughed, etc.), the use of connectives and conjunction (first, before that, then, finally, one day, a week alter, a long, a long time ago, when, etc.), the use of adverbial phrases of time and place (in the garden, two days ago) , the use of thinking verbs, feeling verbs, verbs of senses, (she felt hungry, she touch, she was clever, she smelt something burning), the use of past tense.*

There are some examples Lexicogrammatical Features of narrative text

“Cinderela”

Specific Participant related to a young girl named Cinderella, Past tense related to treated, danced, came. Circumstance of time related to One day, Action verb related to received, tapped, Circumstance of place related to at the palace, Coordinate conjunction related to and, Saying verb related to said, Linking verb related to been, am, Temporal conjunction related to Then, Finally, and the last Mental verb related to was overjoyed.

G. The Procedures of Teaching Reading by Using Jigsaw Technique:

1. Teacher introduces the activity and how it will work. The explanation about the activity is explained in order to introduce this activity.
2. Teacher makes sure that the instructions have been clearly understood by everyone in the class. It may be useful to demonstrate how the activities will work to the whole class. It is suggested that the students have already understand about what they are going to do, and if the students have not clearly understood about the instruction, it is suggested to demonstrate how the active to the whole class.
3. Teacher divides the class into pairs or groups and then the handout or task is given to the students discuss and at each student have got the same paragraph. In this part students should concentrate on their task to follow mixed group section.
4. Teacher provides the text that has been spilt into some pieces of paper (handout). There is a reading text that has divided two parts, this text is spilt according to the paragraph and these pieces of paper are given to the students.
5. While the students are doing the activity, the teacher is suggested to move around to see whether the students do the activity correctly or not and give some helps or encouragements when and if needed.
6. Teacher asked students then gather into mixed groups where each student has different text, requiring of them to share the information from the different texts. So,

students can complete their information. In this part, students should active to get what they need to complete their information and write the information they get.

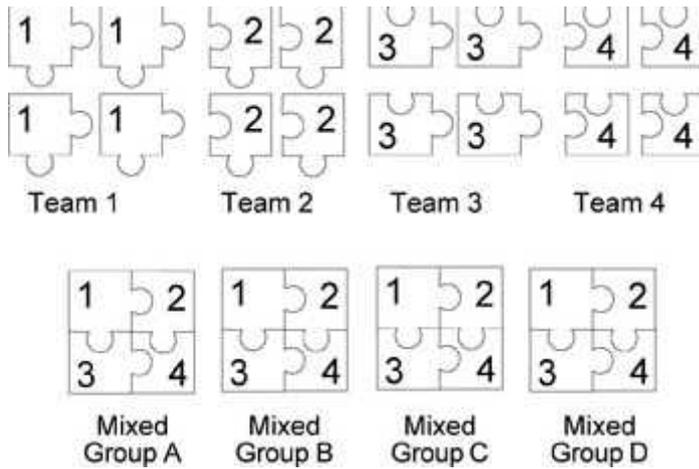
7. In presentation section, the students are asked to read their information and try to comprehend it, after that they should give questions to their friend and answer the questions from their friends.
8. Teacher gives a follow up activity (the example will be provided in oral evaluation).

Seeing the procedures of the technique mentioned above, the researcher assumes that this technique can improve students' reading comprehension

H. Teaching Reading of Narrative Texts through Jigsaw Technique

In implementing jigsaw technique, the teacher needs to make every learner active. The students are divided into pair group (each group consist of 4-6 students). Each student has information to complete the given task. Meanwhile, the role of teacher is a facilitator of the students learning. Certainly, the teacher has many roles to fulfill, since the teacher is a manager of the classroom activities. During the activities, the teacher acts as advisor, answering students question and monitoring their performance.

There is Illustration of Jigsaw Technique:



I. The Applicability of Jigsaw in the class

According to Aronson (1978) Points out that the procedure of Jigsaw in the class is divided into three terms: Pre activity, While activity and post activity. The students are divided into pair group (each group consist of 4-6 students). These activities are included in lesson plan and are applied in teaching learning process. Here are the procedures of teaching reading through Jigsaw

There is the example of narrative text:

Lexicogram matical Features	Student A: CINDERELLA	Generic Structure
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<u>Specific participant(1)</u>	Once upon a time, there was(1) <u>a young girl named Cinderella</u> . She lived with her step mother and two step sisters.	<u>Orientation</u>
<u>Past tense(2)</u>	The step mother and sisters were conceited and bad tempered. They (2) <u>treated</u> Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.	<u>Major complication</u>
<u>Circumstance of time (3)</u>	(3) <u>One day</u> , the two step sister (4) <u>received</u> an invitation to the ball that the king's son was going to give (5) <u>at the palace</u> . They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.	<u>Complication</u>
<u>Action verb(4)</u>	(6) <u>and</u> saw her fairy godmother standing beside her. "because I want so much to go to the ball" (7) <u>said</u> Cinderella. "Well" said the godmother." you've (8) <u>been</u> such a cheerful, hardworking, uncomplaining girl that I (9) <u>am</u> going to see that you do go to the ball".	<u>Resolution</u>
<u>Circumstance of place(5)</u>		
<u>Coordinate conjunction(6)</u>		
<u>Saying verb(7)</u>		
<u>Linking verb(8,9)</u>		

Lexicogrammatical Features	Student B: CINDERELLA	Generic Structure
<u>Action verb(10)</u> <u>Temporal conjunction(11)</u> <u>Saying verb(12)</u>	Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother (10) <u>tapped</u> Cinderella's raged dress with her wand, and it became a beautiful ball gown. (11) <u>Then</u> she gave her a pair of pretty glass slippers. "Now, Cinderella", she (12) <u>said</u> : "You must leave before midnight". Then away she drove in her beautiful coach.	<u>Resolution</u>
<u>Past tense(13)</u>	Cinderella was having a wonderfully good time. She (13) <u>danced</u> again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.	<u>Resolution</u>
<u>Saying verb(14)</u> <u>Past tense(15)</u>	A few days later, the king's son (14) <u>proclaimed</u> that he would marry the girl whose feet fitted the glass slipper. The king's page (15) <u>came</u> to Cinderella's house. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted	<u>Major complication</u>

<u>Temporal conjunction</u> (16) <u>Mental verb</u> (17)	perfectly. (16) <u>Finally</u> . she was driven to the palace. The king's son (17) <u>was overjoyed</u> to see her again. They were married and live happily ever after.	<u>Major resolution</u>
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Pre Activity

In pre-activity it is as an opening act to lead the teacher to the core of teaching and learning. Pre – activity facilities students to build up their schemata before coming to the topic of the lesson.

The main purpose of giving pre-reading activity is to lead the students' attention to the topic. Markstein and Hirasawa (1981:183) state that if the teacher spend more time in introducing the reading, the result will be better. Intermediate-level students in particular benefit from careful reading preparation because it helps them to be more receptive to the content. There are many ways working into the reading upon the goals of the lesson and the needs of the students. In general, pre reading activities that will do in the class as follows: brainstorming, showing picture, and asking question about Cinderella, Here is the description.





- Teacher greets the students, example:

T : *Good morning students, how are you?*

S : *Good morning miss!*

- Teacher introduces the topic that will be given in the treatment and asks students what they have read some reading texts that had given before, example:

T : *Have you read some texts that had given before?*

S : *Yes I have.*

T : *Do you know what story this is?* (Teacher shows some pictures.)

S1 : *Yes, it is about "Cinderella"*

T : *What kind of text story is this?*

S2 : *This is narrative text miss!* (Teacher distributes text of Cinderella.)

T : *Now let's talk about this story!* (Teacher gives chance for student tries to express about that story and teacher tries to connect it with the material.)

- Teacher explains the material and introduces Jigsaw technique (give a little demonstration if necessary.)

- T : *Ok, student! Let's talk about lexicogrammatical features and generic structure of text. After that, we will answer some questions. There is the example of text "Cinderella". (Teacher together students talk about Cinderella thought analysis of text.)*

- T : *Now, we see the next paragraph! Who wants to try to mention what generic structure this is?*

- S : *This paragraph is "Resolution" and there is the word tapped as action verb*

- T : *That is right! (Teacher together students finish that paragraph.)*

While Activity

In the while-Activity, Learning and practicing the Jigsaw is the main activity which the teacher focuses the most there. Students will work in pair.

- Teacher divides the class in six groups and may consist of five students, example:

- Teacher distributes different reading text and task information.

- T : *All right, students. You must discuss some questions based on different text given. Then, you should complete your task in order to share information to others groups.*

- S : *Yes, we understand, Miss*

- Teacher asks group to discuss reading text and understand text. So that students must prepare to success in mixed group groups.

- T : *Now, your group should discuss what is important of your part and how to teach or explain it in your jigsaw group. Do you understand?*

- S : *Yes I do, Miss!*

- Teacher asks student to concentrate on their text, the first group should discuss text about the first of Timun Mas, the second group should discuss text about the second of Timun Mas, the third group should discuss text about the first of

Malin Kundang, and the fourth group should discuss text about the second of Malin Kundang.

- Teacher gives the students a few minutes to share information in mixed group.
- Teacher moves from one group to another and helps students, for examples, teacher suggested that the students have already understood about what they are going to do.
- While the students are doing the activity, the teacher moves around to see whether the students do activity well or not and gives some helps when needed.
- Teacher makes the situation conducive to make class smoothly and asks the students to complete their information about language feature, generic structure and social function. When the students have finished the teacher asks the leader of each group to answer and check their information, example:
- In presentation section, students present their information and try to clarify information. This may need the teacher to give that question for class and give chance the others group to answer it. And then monitoring the class, teacher could have time out after the practice stage for student.

T : *This time, the first group should explain your information.*

S4 : *Now, I have some information from our member. Generic structure of Timun Mas, such as: there are Resolution, major complication, complication, complication, resolution, major complication and resolution. The purpose of reading is to educate the reader.*

S3 : *Is it true? There are two complications?*

S4 : *Yes. it's right!*

T : *Now, it is the first group!*

S3 : *Thank you, I want to read about lexicogrammatical Features of timun mas, such as: a farmer and his wife as specific participant, a one day as circumstance of time, prayed as past tense, passed as action verb, and as coordinate conjunction, said as saying verb, after as temporal conjunction, chased as action verb.*

- S1 : *Who are involved in the story?*
- S3 : *He is a giant.*
- T : *Next, it is time for the second groups!*
- S2 : *Ok, Generic structure of Thumbelina is Orientation, major complication, resolution, major complication, complication, major complication, resolution. And this text has function to amuse a reader.*
- S4 : *Yes I think so, although this story has bad ending but it can entertain a reader.*
- T : *The last group, please the first group*
- S1 : *I want to mention lexicogrammatical Features, for example: a woman as specific participant, at the bottom of the garden as circumstance of place, then as temporal of time, am as linking verb, one night as circumstance of time, hopped as past time.*
- S2 : *I want to add some words! From two texts, Such as: sailed, sang, touched, heard, gave, went, are past tense and a long time ago, when, finally are temporal conjunction.*
- S3 : *When did the story happen?*
- S2 : *Timun Mas story is a long time ago and Thumbelina story is one night.*
- T : *Ok, do you have any question?*
- S : *No. I don't have a question miss!*
- T : *Thank you, I hope you understand about that!*

Post Activity

- In this part, teacher asks them whether they have some difficulties related to the topic and teacher gives a chance for the students to answer their friend's question first and then she helps to answer it only if needed.
- S3 : *Sorry, in my information, the fifth paragraph is a complication, why is it called "resolution"?*

S4 : *This paragraph consists of problem and solving! For example: "While the giant started getting closer again. Timun mas took some chilies and threw them to the giant". So, " Timun mas was able to escape again".*

T : *That is right; resolution is the participants solve the problem aroused by the conflict. Who have some difficulties?*

S : *No. I don't have miss, thanks!*

- The teacher asks them to make conclusion of what they have learned.
- The teacher closes the meeting.

J. Theoretical Assumption

Referring to the frame of theories, the writer assumes that jigsaw can be used in improving students' reading comprehension ability through extensive type exercises. In jigsaw technique students are given a freedom to express their ideas. By expressing their ideas, automatically they will get used to think critically and share or transfer their ideas to the others. In addition, through extensive type exercises students are helped to build knowledge with extended texts. Transferring ideas to another requires the students to process the subject matter deeply. It enables the students to comprehend the subject matter better. In sharing or transferring the subject matter or what they have discussed, the students are asked to change the form of the subject matter from one form to another or to present the subject matter by their own words. To present the form or what they have discussed the students need to process or comprehend it first, therefore, the writer assumes that after doing a deep process on the subject matter contains in the next, automatically the students will get better. In line with the process above, the students required to active in the class by using some process of jigsaw technique through extensive type exercise that helped them to be more interest in the class.

