

## **II. FRAME OF THEORIES**

This chapter deals with the followings points: Review of Previous Research and Review of Related Literature.

### **2.1. Review of Previous Research**

Some researches have been conducted by using the Cooperative Learning. First, Kusuma (2007) has compared between Jigsaw technique and SQ3R technique in increasing students' reading comprehension achievement at SMAN 5 Bandar Lampung. He found that the students' scores of experimental class who used Jigsaw increased significantly from 50.35 to 85.50 point while the increase of students' scores within control class were only from 47.76 to 65.68 point. He fully convinces that jigsaw technique carries benefits toward students' reading comprehension achievement.

Second, Septiyana (2012) has found out whether jigsaw technique can increase students' reading achievement of new item. Her result indicates that the increase of students' reading comprehension scores in the experimental class after treatments was significant. It increases from 60.26 up to 79.03. So, she conclude that Jigsaw

technique can be used to increase students' reading comprehension achievement because the students could discuss and work together to carry out their learning task, and enables students to comprehend the reading task better and easier through group work, the lower achievers could learn from the faster ones.

Based on the findings of the previous research above, they can be synthesized as follows:

1. Cooperative Learning is the effective teaching technique in increasing students reading comprehension.
2. There is different of students' reading comprehension achievement before and after being taught using Cooperative Learning, especially Jigsaw technique.
3. Jigsaw technique can increase students reading comprehension significantly.
4. Students' reading comprehension achievement can increase because the students could discuss and work together to carry out their learning task.
5. Students enable to comprehend the reading task better and easier through group work.
6. The lower achievers can learn the task from faster ones.
7. The students can fulfill the indicator of a good level in learning process after being taught in three times.
8. Cooperative learning can motivate students to study since they work within their group.

However, there has not had research about jigsaw technique that investigates the students' opinions and the teacher's opinion on learning process. Therefore, the researcher is interested in conducting the research about it.

## **2.2. Review of Related Literature**

### **2.2.1. Concept of Reading Comprehension**

Before going to the concept of reading comprehension, it is better to know what reading is. Brown (2001: 264) states reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is process of reconstructing from the printed pattern on the ideas an information intended by the author. Based on the opinion, it is important because reading is the reader's activity in order gets information from printed text using eyes and brain to understand what the writer thinks in their written. It means that the readers always activate their minds to get meaning and information while interacting with the written text.

Meanwhile, according to Doyle (2004:15), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text. This statement means that in reading it is not enough for readers to understand a set of words in a sentence only. The main purpose for reading is to comprehend the ideas in the

material. Without comprehension, reading would be meaningless. In order to comprehend the text, the reader must consider the key ideas while they are reading the text.

Reading comprehension is what allows the reader to interact with the text in a meaningful way. Caldwell (2008:4) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. So, it is needed a variety of intellectual skills to comprehend the text. The intellectual skills are divided into two terms and they will be explained as follows:

#### 1. Micro Skills

According to Troschitz (2005:4-6), micro skills are in contrast to low level skills intellectual operations. They can be subdivision into two groups as follows:

- a. Word recognition; it is an essential part of reading comprehension since it includes all processes which are necessary to give a word of meaning in its context. Word recognition means the ability to understand the meaning of the language items context. For example, when reading a story about cats, good readers develop the expectation that it will contain words associated with cats, such as *tail*, *purr*, and *whiskers*. Sentence context clues are more specific. In the sentence "My cat likes to \_\_\_\_\_," given the sentence context and what most of us know about cats, words like *play*, *jump*, and *scratch* seem reasonable.

- b. The understanding of syntax; includes the identification of syntactical key element such as subject, predicate, etc, the determination of antecedent, which means to find referents of pronouns or to identify the subject of participle constructions, e.g., in Declarative Sentences, “*It is darkest before the dawn.*” and in Imperative Sentences “*Please be quiet while I am on the phone*”. “*To your house we are going*” would be an example of awkward syntax.

Meanwhile, Hughes in Dewi (2013:19) explained micro skills are: (1) identifying referents of pronouns, etc., e.g. “*Take the radio out of the car and fix **it***”. The pronoun *it* refers to radio, (2) using context to guess meaning of unfamiliar words, e.g., “*the jesters start their performance..*”, the word *jester* means that a person employed to amuse and (3) understanding relations between parts of text by recognising indicators in discourse, especially for the introduction, development, transition and conclusion of ideas, e.g., construct the phenomenon as a certain kind of social object.

Brown (2004:187) explain the micro skill as follows:

- a. Discriminate among distinctive graphemes and orthographic patterns of English. Grapheme is a letter or letter pattern that spells a a phoneme (speech sound). English has a complex code in which 1-4 letter graphemes can represent 1 sound. For example, 2 letter grapheme: l **ea** f. The sound /ee/ is represented by the letters ‘ea’. Then, orthographic is the set of symbols used

and the rules about how to write these symbols. The example the word *cat* /' kæt/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨t⟩, in which ⟨c⟩ represents the sound /k/, ⟨a⟩ the sound /æ/, and ⟨t⟩ the sound /t/.

- b. Retain chunks of language of different lengths in short term memory. In studies of language acquisition, chunks of language is several words that are customarily used together in a fixed expression, such as "*in my opinion*," "*to make a long story short*," "*How are you?*" or "*Know what I mean?*"
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. Example of cord word: *big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you*
- e. Recognize grammatical word classes (nouns, verb etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms. For example, word forms *child, children, child's, children's* have the same lexical meaning and have different grammatical meanings. They constitute a lexeme (About this sound pronunciation). Word-forms *children, boys, men, books* have the same grammatical meaning and have different lexical meanings. They constitute a grammeme (a categorial form, a form class)

- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. Example cohesive device in synonym, *Myths narrate sacred histories and explain sacred origins. These traditional narratives are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.* In pronouns, *this, that, these, those, he, she, it, they,* and *we* are useful pronouns for referring back to something previously mentioned. Example: *When scientific experiments do not work out as expected, they are often considered failures until some other scientist tries them again. Those that work out better the second time around are the ones that promise the most rewards.*

## 2. Macro Skills

According to Troschitz (2005:6), macro skills are not only skills, but much more do they define strategies a reader is supposed to develop for reading in the foreign language as well as in the mother tongue. They are include as follows:

- a. Scanning; it is the ability to extract specific information out of a text. In this case, the readers roughly know what they are looking for. They search for details in a text and pay no attention to any kind of other information given. For example: finding the detail information of the text.
- b. Skimming; it is the ability to read quickly through a text and get a general picture of it. This includes being able to determine the main idea of the text, its target group (general public, professional, etc.), type (letter, report, etc.)

and purpose (to inform, instruct, persuade, etc.). For example: identifying main idea and function of the text.

- c. Deep understanding of the text; it is the ability to detect the construction of the discourse or argumentation. The reader concentrates on details concerning structure and content which form the basis for a critical evaluation or interpretation of the text. For example: finding the meaning and understanding the vocabulary.
- d. Recognising the tone of the text and the author's attitude. This incorporates the readers ability to detect stylistic devices such as irony or sarcasm as well as to understand their function in the text. For example: making inference and finding the implicit information of the text.

According to Hughes in Dewi (2013:19), macro skills directly relate either to needs or to course objectives: (1) scanning text to locate specific information, e.g., *mention the character in the story!* (2) skimming text to obtain the gist, e.g., *what is the main idea of text?*, (3) identifying stages of an argument, e.g., making inference of the text, and (4) identifying examples presented in support of an argument, e.g., finding the implicit information.

According to Brown (2004:188), macro skills are as follows:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation. For example: exposition, argumentation, description, and narration.

- b. Recognize the communicative functions of written texts, according to form and purpose. For example: generic structure of the texts.
- c. Infer context that is not explicit by using background knowledge. For example: Making inference.
- d. From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. For example: finding the specific information.
- e. Distinguish between literal and implied meanings. For example: understanding vocabulary.
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. For example: meaning in different aspects of everyday life such as education, politics, history, art, institutions, or legal systems.
- g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. For example: finding the implicit information.

Reviewing explanation above, the research was focused on macro skills which cover finding main idea, finding supporting detail, finding inference meaning, guessing meaning of the words (understanding vocabulary) and finding reference for five aspects of reading and for levels of comprehension.

### **2.2.2. Concept of Teaching Reading Comprehension**

The aim of teaching reading is to develop students' skills that they can read English texts effectively. According to Alyousef (2005: 143) in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teachers can ask students questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, cloze exercises, cut-up sentences, and comprehension questions.

In teaching reading, the teacher should provide strategy to the students with purpose for reading to anticipate different type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively. According to Mikulecky in Hararit (2007: 11) there are two processing strategies to comprehend the text. First, a concept-driven or top-down mode, in which readers focus primarily on what is already known in trying to comprehend a text. Second, Data-driven or bottom-up mode in which the readers will combine these two strategies to understand a text. They will use their background knowledge to understand writers' idea.

According to Suparman (2005:1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get). The researcher assumed that in teaching reading, appropriate and possible strategy should be applied based on the purpose of reading in order to get the comprehension. They use reading strategy to make their reading efficient and effective.

Harmer (2004:70) states the principles behind the teaching reading:

**a. Reading is not Passive Skill**

Reading is an incredibly active skill, to do reading successfully. The students have to understand the argument what the words means. As an active skill, reading should be taught in creative ways to make the students comprehend entire the text and be able to respond the text by giving the argument based on the text after they read the text.

Solahudin (2008: 19) states “Reading is not only ability in read, but ability in comprehend the text.” it means that reading is not only read the text word by word but reading is activity where the reader has the purpose in reading to comprehend about the text that they read.

**b. Students need to be engaged in what they are reading as with everything in lesson.**

Students who are not engaged in reading text assume that reading texts are not beneficial for them. They are really fired up by the topic or the task. Here, the teacher needs to give motivation to the student to reading the text, by telling them about the topic, and the purpose of reading so the student will be interested in the text, and eager to read the text. Robertson and Acklam (2000: 19) state that it is necessary to give students a reason to read. There is little point in asking the students just to read a text.

From the explanation above it can be concluded that before teaching reading the student must be given some motivation to make them interested in the text. So they will not disturbed by what they are doing but they all focus in reading.

**c. Student should be encouraged to respond to the content of the reading text not the language**

It is important for students to study reading text not just they use language. The members of paragraph, they contain and how many times they use relative clause but just as important if the student must give a chance to respond the message. The student should allow expressing their feeling about the topic.

One of the purposes of reading is to comprehend the text and respond to the text after the readers have read by giving opinion, telling the text material to the other or

answer some of question based the topic of the text. Dallman in Septiyana (2012:12) states that reading is more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place.

#### **d. Predicting is a major factor in reading**

A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text (Gaither, 2011). When the students read the text they frequently have a good idea of content, book covers give them a hint of what article are about, and the brain start up to predict what are going to read and the article process of reading is ready to begin. The teacher should give student “hunt” so that they can predict what is coming too.

Harmer (2004:72) states in real life, whenever readers read anything, they know what the context is, they are aware of the situation, the location, the kind of conversation, and example. These factors affect our ability to understand and make sense of what they read. In class, it is necessary to introduce the students to the context before they read. The context can be elicited or prompted from earlier work, the course book, pictures, and discussions and so on. Without “setting the scene” like this, the tasks can become unnecessarily difficult.

**e. The teacher should match the task to the topic**

The teacher could give students what reading text the student are going to read and need to choose good reading task. The right kinds of question, engaging and useful puzzle etc. the most interesting text can be under mind by asking boring and appropriate questions. The most common place can be made really exciting with imaginative and challenging task.

As Martinez in Septiyana (2012:21) notes that they can encourage reading for pleasure, because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of materials to be used in the class.

**f. Good teachers exploit reading text to the full**

Any reading of text is full of sentences, word, ideas, description etc. good teachers integrate the reading text into interesting class sequences, using the topic or discussion and further task using the language for study and later activities. Authentic material should be prepared by good teacher to exploit reading text to the full. In addition, according to Lee in Septiyana (2012:20), authentic texts are often regarded as more interesting than textbook materials because they can be more up-to-date, and relate to everyday issues and activities. Martinez (2002: 1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic texts have value for students. Besides containing a lot of information needed by students to increase their language

knowledge, these reading texts also help students in increasing their background knowledge.

In line of explanation above, it can be assumed that teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension.

### **2.2.3. Aspects of Reading Comprehension**

There are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary.

#### **1. Identifying Main Idea**

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In line with Mc Whorter (2012: 36) the sentence that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of 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 author develops throughout the paragraph.

According to Hood and Soloman in Dararat (2012:10), reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic

and the details in the paragraph. The main idea of paragraph is the central thought of paragraph and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences. All the sentences in paragraph should develop the main idea. According to Dararat (2012:11) to find the main idea of paragraph, a reader must find what common element the sentences shared. Some textbook writers place the main idea at the beginning of the paragraph and may actually put the topic of paragraph in bold print in order to emphasize it, but in literature this is not a common practice. In some paragraphs the main idea is not directly stated but implied.

Segretto in Dewi (2013:22) states that main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The questions of main idea can be for examples: (1) *What is the main idea of first paragraph?* (2) *What is the main in last paragraph?*

## **2. Identifying Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. According to Hood and Soloman in Dararat (2012:11), reading for detail is skill that a reader to get all information of the text thoroughly. Readers need to be

more careful and slower assuring that they have correctly understood the message. According to Dararat (2012:11) in order to find details that support the main idea, the readers should be able to identify which are more important than the others.

Segretto in Dewi (2013:23) states that supporting details provide the reader with more information about the main idea or subject of a passage. For example, after reading a story about Bawang Putih and Bawang Merah, general questions related to specific information can be for instances: 1) *Where was Bawang Putih washing some clothes?* 2) *How did Bawang Merah and her mother treat Bawang Putih?*

### **3. Determining References**

*Reference* is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to Reimer (2009) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader to find the meaning elsewhere in the text.

According to Young in Dewi (2013:24) one of the sub-processes in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external words. Referential representation is aided by making referents easy to identify. Readers take less time to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it was

mentioned earlier. In addition, Martin (2003:123) states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. In general questions related to this type of reading can be for examples: 1) *The word “she” in line 5 refers to...* 2) *what was word “her” position?.*

#### **4. Making Inference**

In relation to make inferences, Kathleen (2011: 31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. According to Moreillon in Dewi (2013:23) inference requires that each reader construct a meaning that makes the text a reflection of her experience.

Dararat (2012:23) said that inference is defined as understanding that is derived from an indirect suggestion of what is stated. To understanding the reading text, the reader must be able to detect the clues that the author give. In general questions related to this type of reading can be for examples: 1) *What was first paragraph talking about?* 2) *All of the following statement is true related to the passage, except...* 3) *What is the best title for the passage?* 4) *Who was the main character of the story?*

#### **5. Understanding Difficult Vocabulary**

*Vocabulary* is the stock of word used by the people or even person. Harmer (2004:153) states “If language structures make up the skeleton of language, then it is vocabulary

that provides the vital organs and the flesh”. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. Linan et al. (2007:87) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question of understanding difficult vocabulary can be for instances: 1) *What is the closest meaning of underlined word?* 2) *In line 13, the word “fit” is closest in meaning to...*

In summary, reading comprehension is basically about getting main ideas, specific information, references, inference and vocabulary.

#### **2.2.4. Narrative Text**

This current research will use narrative text, so the concept of narrative is presented in this chapter. Meyers (2005:52) states that narrative is one of the most powerful ways of communicating with others. Narrative refers to a story or account of events, experiences, or the like, whether true or fictitious. The purpose of narrative text is to entertain, to amuse, to tell story, or to provide an esthetic experience.

There are many genres of narrative. A genre is some kind of a category (Neo, 2005: 8). They can be imaginary, factual or a combination of both. Here are the examples of genre that fit the narrative text structure: (1) Folktale, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g.,

*The Shepherd's Mistake*. (2) Fairy tale, i.e., an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Beauty and The Beast*. (3) Fables, i.e., traditional short stories that teach moral lesson, especially one with animals as characters; these stories are considered as one group of animals stories, e.g., *The Fox and The Crow*. (4) Legend, i.e., a story from ancient times, especially one that was told to explain about natural events or to describe the early history of a place or people, e.g., *The Legend of Toba Lake*. (5) Fantasy, i.e., a story about a pleasant situation that people imagine but it is unlikely to happen, e.g., *Alice in Wonderland*.

There are significant language features of narrative text, (1) focus on specific or individual participants, (2) use the material process, behavioral and verbal process, (3) use the past tense, (4) use the temporal conjunction and temporal circumstances.

Narrative text also has generic structure, (1) Orientation: introducing the characters, setting, time of the story, (2) Complication: the characters face the problems, (3) Resolution: the complication needs resolution. It may be resolved for better or worse/happily or unhappily.

Here is the example of narrative text for first year of SMA:

### ***The Legend of Toba Lake***

Orientation

*Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. They did some gardening and fishing for his daily life.*

Complication

*One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.*

*Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.*

Resolution

*Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.*

#### **2.2.5. Jigsaw Technique**

This technique is developed by Elliot Aronson (1978) involves the formation of Home Groups to resolve the task. The Home Groups allocate one member to each Expert or Research Group to gather data to bring back to the Home Group. He also develops jigsaw technique as Cooperative Learning Strategies.

For example, students are divided into small groups of five or six students each. Each member of the group is assigned a portion of an assignment or research project. Each member must research the material pertaining to their section of the project and be prepared to discuss it with their classmates.

Maria Brisk and Margaret M. Harrington (2000: 83) define the jigsaw approach as a way for students to work cooperatively and help each other to learn new material. Students take an active role their learning as they teach other students what they have learned.

Aronson (2011: 43) says that Jigsaw Technique is a technique which has a strong effect on students' attitude to learning, social relationship among students in the group. This also means that Jigsaw Technique can help the students to rely on each other for information in a way which puts on students above others. Finally, each student will be valuable in the group.

According to Aronson in <http://www.jigsaw.org/index.html> (accessed February 19, 2013) there are ten steps considered important in the implementation of the jigsaw classroom:

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. Each group should select their group leader. Those person should initially be the most courageous student in the group

3. The material is divided into 5-6 part (one for each member)
4. Each student is assigned one part to learn. Student should only have direct access to their own part.
5. Student should be given time to read over their part at least twice to become familiar with it. Students do not need to memorize it.
6. Experts group should be formed in which one student from each jigsaw group join other student assigned to the same part. Student in this expert group should be given time to discuss the main points of their part and prepare the discussion they are going to share to their jigsaw group.
7. Student comes back to their jigsaw group.
8. Student presents his or her discussion part to the jigsaw group. Other members can make a question to ask.
9. The teacher should control the process of discussion and intervene if any group is having trouble such.
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.

#### **1.2.6. Relationship Between Reading Comprehension and Jigsaw Technique**

Reading is considered as an active process where the readers utilize their cognitive and mental capacities to figure out the internal meaning of the text. It is an interaction between the reader and the writer who has tried to convey a message to its readers. Therefore, in this process, the readers should be provided with instructional

opportunities that allow them to successfully derive the meaning intended by the writer.

Based on the statement above, the writer applied cooperative learning in teaching reading comprehension. Caposey (2003) selected the cooperative teaching method as a remedial method for compensating the problems that elementary and middle school learners had with vocabulary and reading skill. Students were unable to transfer the reading skill to content areas which were considered to stem from their lack of vocabulary knowledge. Treatment of ten weeks turned out to be successful in making the classroom atmosphere cooperative and in improving the students reading skill.

Cooperative learning has some technique, one of them is Jigsaw Technique. Ali (2001) looked at the effect of using the jigsaw reading technique on the EFL pre-service teachers' reading anxiety and comprehension. The experimental group was instructed to read reading passages using the Jigsaw Reading technique while the control group read the same passages individually. Participants' comprehension was checked via a TOEFL test and their anxiety was evaluated using a questionnaire designed by the author. Results showed that the lower anxiety among the experimental group participants led to their better performance in the comprehension of the reading passages.

Badawi (2008) attempted to investigate the improvements in learners' reading achievement and motivation as a result of the employment of jigsaw technique in

contrast to the holistic approach. To this end, 44 participants took part in the study and the treatment lasted for 8 weeks. The results of treatment showed that although there were no differences between the experimental and control groups with regard to the vocabulary acquisition and reading achievement, there were significant effects for the students' affective aspects such as self-concept, their value, and motivation.

Based on statements above, it can conclude that jigsaw technique has some effect in students reading comprehension, such as the students can improve their understanding in vocabulary and also effect in their motivation in reading.

#### **2.2.7. Procedures of Teaching Reading Comprehension through Jigsaw Technique**

Based on the implementation of the jigsaw classroom (Aronson, 2000), the researcher modify the activities of teaching reading comprehension process. The procedures are as follow:

##### **Pre Activities**

- Greeting
- The students are brainstormed the material based on their background knowledge. It is used to build the students' thought before they learn further about narrative text. "Have you ever read a tale? What the titles of tale did you read?"
- The students are informed about the material they are going to learn, the goals of learning will be achieved and reading technique the students use.

**While Activities**

- The students are divided into seven jigsaw groups, each group consists of 5 students.
- One of the students is pointed as the group leader.
- The students are given the reading text in form narrative text. The students are divided into 5 groups. One group is given a narrative text which each student in group is given piece of paragraph of the text.
- The students are asked to form a temporary expert group in which one student from each jigsaw group joins with other students assigned in the same segment (same piece of paragraph). Students in this expert group will be given time to discuss the main idea, specific information and difficult vocabulary of their paragraph.
- The students are asked to come back to their jigsaw group and share his or her result discussion to the group and make generic structure of the text.
- The students listen to the explanation about the lesson such as the generic structure, language features, purpose of the text and discuss about the difficulty in understanding the lesson.
- The students are given a quiz on the materials
- Discussion of the quiz at the end of the session.

**Post Activities**

- The students review about what they have learnt.
- The students are given homework.

### 2.2.8. The Applicability of Learning Procedures

To be clearer, here is the practical of the learning procedures with lesson material of narrative text entitle *Cinderella*.

#### CINDERELLA

*Once upon a time, there was a young girl named Cinderella. She lived with her step other 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 god mother, "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 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.*

*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' 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.*

(source: <http://virdamufida.blogspot.com/2011/06/example-of-narrative-text.html>)

**Pre activities**

*Teacher : Good morning, class. How are you today?*

*Students : We are fine, thank you. How are you, Miss?*

*Teacher : I am fine, Thanks. Well, I will check your attendance list. Who is absent today?*

*Students : There is no one, Miss.*

*Teacher : Good... Well, we will start our lesson but before that can I ask you something? Do you like reading? such as reading magazine, novel, or comic?*

*Students : Yes, we do, Miss.*

*Teacher : Then, have you ever read some tale?*

*Students : Yes, we have, Miss*

*Teacher : Well, What about you!! What title of tale did you read?*

*Student 1 : I had read Romeo and Juliet*

*Student 2 : I read Beauty and The Beast*

*Student 3 : It is about Sleeping Beauty*

*Teacher : That's very good.*

**While activities**

*Teacher : That is fine, let's continue our lesson.*

*I have a story here on my hand that will be discussed. The title is Cinderella. Have you read this before?*

*Students : Yes, we have, Miss..*

*Teacher : Well, then what's the story about?*

*Student 4 : It's about a girl who lived with her step mother.*

*Student 5 : and then, she married a prince.*

*Student 6 : She has glass slipper*

*Teacher : That's Good. Well, then what you will do now is make a group consist of 5. Do you understand?*

*Students : Yes, we do, Miss*

*Teacher : Well, these groups called jigsaw groups. Now, I give piece of Cinderella's story to every member in a group (teacher give material). Ok, now you read the part that you get.*

*Students : We will, Miss*

*Teacher : Then the member who gets same part of the story should make a new group. Do you understand?*

*Students : Yes, we do, Miss.*

*Teacher : It is good. Now, can you read again your part and discuss the main idea, difficult vocabulary and tell what the story talking about?*

*Students : Yes, we can, Miss.*

*25 minutes later.....*

*Teacher : Class, Have you done your discussion?*

*Students : Yes, We have, Miss.*

*Teacher : Well now, can you go back to your jigsaw group.*

*Students : Yes we can, Miss.*

*Teacher : Now, every member shares the discussion of your part. Then I give you 20 minutes to make the generic structure, setting, character, and main idea in each paragraph of the whole story. Do you know how to do it?*

*Students : Yes, we know, Miss.*

*Teacher : If you have done, will you please collect here?*

*Students : Yes, we will, Miss.*

*Teacher : Now, Back to your own seat. I have some questions for you to answer related to story that we have discussed. I'll give 20 minutes answer them. Do you understand what I mean?*

*Students : Yes we do, Miss.*

### **Post activities**

*Teacher : All right, this is the end of our lesson today. Please, ask your difficulties in this lesson. Just raise your hand.*

*Teacher : If there is no any question, I think it has been clear for you. As you homework, every group should find out other story and bring it at the next meeting. I'll choose one of that stories to be discuss in the next meeting. Thank you for your attention today and don't forget to study at home. Good morning, class.*

*Students : Good morning, Miss. Thank you.*

### **2.2.9. Advantages and Disadvantages of Jigsaw Technique**

#### **1. Advantages of Jigsaw Technique**

According to Aronson in Septiyana (2012:29), the advantages of Jigsaw technique are: 1) teacher is not the sole provider of knowledge, 2) efficient way to learn, 3) students take ownership in the work and achievement, 4) students are held accountable among their group, 5) learning revolves around interaction with group, 6) students are active participants in the learning process, and 7) build interpersonal and interactive skills.

#### **2. Disadvantages of Jigsaw Technique**

There are some disadvantages of using Jigsaw technique according to Johnson & Johnson in Septiyana (2012:29). They are as: 1) require some time to prepare students to learn how to work in groups, 2) require some time to make groups that each group has heterogeneity in their member ability, and 3) it forces teacher to make a special preparation before teaching in the class because teacher needs to prepare kinds of media.

### **2.2.10. Theoretical Assumption**

Based on the literature review, it could be assumed that reading is extremely complex skill of learning language. The researcher came to the assumption that Jigsaw technique is very likely to have an impact to increase students' reading comprehension achievement. If the technique used can be understood easily, then it will motivate them to pay more attention and be more active in teaching learning process. It seems that jigsaw technique can be used to increase students' reading comprehension achievement.

### **2.2.11. Hypothesis**

Based on the theories and the assumptions above, the researcher proposes the hypothesis as follows:

$H_0$  : There is no increase of students' reading comprehension achievement after being taught through jigsaw technique.

$H_1$  : There is an increase of students' reading comprehension achievement after being taught through jigsaw technique