

II. FRAME OF THEORIES

A. Concept of Reading Comprehension

Smith (1982:166) states that reading is a matter of identifying letters in order to recognize words in order to get 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 will find the difficulties in comprehending the text if they have no any sufficient background knowledge about the text.

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.

Clark and Suberstein (1987:21) also define that reading is 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, Rubin (1982:8) argues that reading is the bringing of meaning to mind and the getting of meaning from the printed page, this view provides a concept into

reading that a reader actually bring his or her background knowledge experience and emotion.

Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in mind. Reading the words of composition is one thing, but comprehending is the vital point for the reader. Reading the words has no benefit if the reader doesn't comprehend what is being read. In reading process a reader utilizes vision, perception, comprehension and reaction, Brown (1982:6).

Referring to the statements above 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 the text, but it is about comprehending the ideas of the text it self.

B. Concept of Reading Aspects

1. Main Idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. Hancock (1987:54) defines that the main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main ideas is important element that the author develops through out the paragraph.

2. Specific Information

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

3. References

According to Latulippe (1986:20) *references* are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning else where in the text.

4. Inference

Kathleen (1986:31) states that an *inference* is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurred. In order to give him a rough idea of its meaning.

In line with the statements above, it is clear for the readers to make sense of a text. He/she should relate new information from the text being read to his/her prior knowledge that has stored in his/her mind. Reading the words of composition is one thing, but comprehension is the vital point for the reader. Reading the words has no benefit if the reader doesn't comprehend what is being read.

C. Function of Report Text

Report text is a text which present information about something, as it is. It is a result of systematic observation and analysis. In short, report text describes the way of certain thing and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation. This scientific and technical sense make clearer difference from descriptive text. The way of descriptive text in showing thing is based on the objective fact of the thing. It describes the specific thing simply as the thing is.

D. Generic Structure Report Text

1. General Classification: Stating classification of general aspect of thing: animal, public place, plant, etc which would be discussed in general.
2. Description: Describing the thing which would be discussed in detail: part of part, customs or deed for living creature and usage for materials.

E. Lexiogramatical Feature of Report Text

- Introducing group or general aspect.
- Using conditional logical connection: when, so, etc.
- Using simple present tense.

F. Differences between Report Text and Descriptive Text

Some text types are quite difficult to differentiate. Such report and descriptive text have the similarity in the social function and generic structure. However if they are analyzed carefully, the slight difference between the two text types will reveal.

The purpose of the two text are to give the live description of the object/participant. Both the report and descriptive text try to show rather than tell the reader about the factual condition of the object. Readers by themselves will catch the impressive point of the object through that showing writing style. What makes different, between report and descriptive text, is the scope of the written object. If we talk about, eg: bicycle, it belongs to the report text. If we talk about bicycle in general: its part, physical strength, function for certain people or other general characters of bike. On the contrary, descriptive text will convey more focus, for example “my bicycle” with its specific characters: color, length, wheel style Etc.

G. Concept of Jigsaw 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. Tewksbury (1995:322) says that jigsaw technique can be useful, well structured template for carrying out effective in-class group work. The class is divided into several teams, with each team preparing separate but related assignment. When all members are prepared, the class is re divided into mix groups with one member from each team in each group. Each person in the group teaches the rest of the group what

she /he knows, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture.

Long and Porter (1985:307) points out that where there is jigsaw reading (two way tasks) there is more feedback activity than one way task 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 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 the problem. Two way information gap defined as those task 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 task.

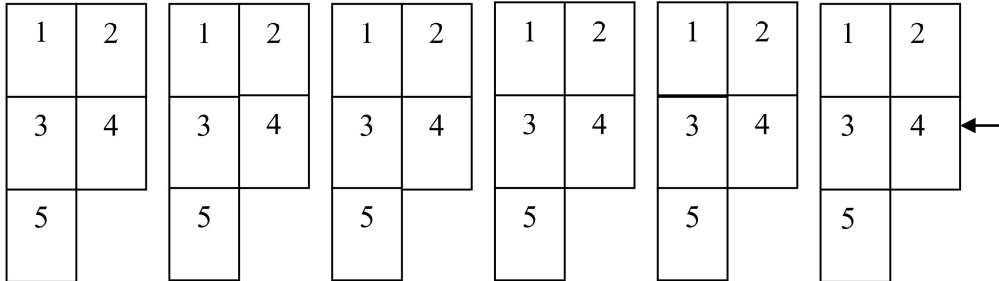
Based on the opinions above, jigsaw reading is a technique in teaching reading in which the students should share the information because they do not have the complete information. Each student has different and essential information. No one has the same information and he/ she should deliver the information he/she gets to the other students. The students then share the information to bridge the gap.

H. Teaching Reading of Report Text through Jigsaw Technique

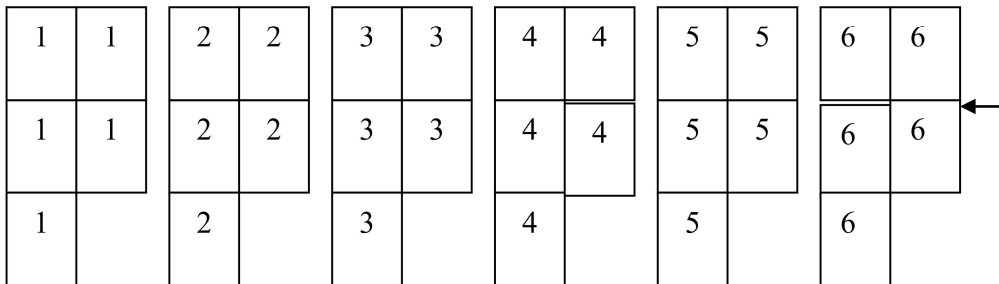
In implementing jigsaw technique, the teacher needs to make every learner active. The students are divided into pair groups (each group consists of 4-6 students). Each student has information to complete the given task. Meanwhile, the role of the teacher is as the facilitator of the students' learning.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

Here is Illustration of Jigsaw Technique :

Home Groups



Expert Groups



I. Applicability of Jigsaw in the Class

According to Aronson (1978) The procedure of Jigsaw in the class is divided into three term: 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 example of report text

Student A:

CANARY

A canary is a type of bird that belongs to the finch family. It has become a popular household pet around the world. Canaries became cage bird in this 16th century, when they were first brought from the Canary Island of Spain Italy. Over time, humans have been able to breed at least 50 different kind of Canaries.

Where Canaries live

The Canary is native to the Canary, Azores, and Madeira Island, in North America, “wild canaries” are also known as American goldfinches and yellow warblers. Both of these birds look like pet canaries. Breeders in the United States, France, Belgium, England, and Scotland have developed the canaries’ color, shape and song.

Student B :

Physical features

In the wild, canaries measure about 5 ½ inches (14 centimeters) in length. They are dull green with a yellow breast. Canaries kept as a pet differ in size, form, feather color, and song. Breeder work to developed these characteristics among the different kinds of canaries.

The American singer is a very popular type of canary. It is usually yellow. One of the most graceful canaries is the Yorkshire canary. It has a long, slim body. The average life span of canary is 10 to 15 years.

Behavior

The behavior and song of canary vary depending on the type of breed. A roller canary trills almost continuously, and its songs are very controlled and complex. Another kind of canary called a chopper, has aloud trill.

1. Pre Activity

- The students greet the teacher
- The students are introduced to the topic that will be given in the treatment and students tell what they have read some reading text that had given before.
- The students are introduced to the material and the jigsaw technique.

2. While Activity

- The students are divided into six groups and may consist of five students.
- The students get different text and task information.
- The students discuss the reading text and understand it. So that students must prepare to success in mixed group.
- Students concentrate on their text. The first group should discuss about the first of canary, the second group discuss the second of canary, the third group discuss the first of iguana and the fourth group discuss the second of iguana.
- The students share information in mixed group for a few minutes.
- While students doing the activity, the teacher moves around to see whether the students do activity well or not and gives some help when needed.
- In presentation section students present their information and try to clarify information.

3. Post Activity

- The students make conclusion of what they have learned.
- The teacher closes the meeting.

J. Advantages and Disadvantages of Jigsaw Technique

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

- 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 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 it 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 participant in the learning process is needed.
- It enables the students to understand the text because students requires to prepare their answering specific questions in order to insure adequate students preparation, student 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.

According to Johnson and 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, teacher 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 the 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 student 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.