II. LITERATURE REVIEW

This chapter deals with the followings points: review of previous research and review of related literature. Those reviews also will deal with some previous research jigsaw in teaching reading.

2.1. Review of Previous Research

Some researchers have investigated about Jigsaw Cooperative Learning in teaching reading. The previous researches are discussed in the following paragraphs:

(a). Dirgantara (2013) has investigated whether there is significant difference of students' achievement in reading achievement of descriptive text before and after being taught through Jigsaw Cooperative Learning. He has found out that there is significant difference of students' achievement in reading achievement before and after being taught through Jigsaw Cooperative Learning. His result indicates that the increase of students' reading comprehension scores in the experimental class after treatments was significant. It increased from 49.76 to 57.97. So, he concludes that Jigsaw Cooperative Learning can be used to increase students' reading comprehension achievement because the students could discuss and work together to accomplish their learning task, and enables students to understand the reading task better and easier through group work.

(b). Septiyana (2012) has find out whether Jigsaw Cooperative Learning 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. She concludes that Jigsaw Cooperative Learning can be used to increase students' reading comprehension achievement. Yet in this research students' response about Jigsaw Cooperative Learning is unavailable. So this research wants to know students' response about this technique.

(c). Dedi (2010) has compared between Jigsaw Cooperative Learning and SQ3R technique in increasing students' reading comprehension achievement. He has found out that there is a difference of students' reading comprehension achievement between those who were taught through Jigsaw Cooperative Learning and those taught through SQ3R technique. The mean score of the posttest in the experimental class using Jigsaw Cooperative Learning was higher than the mean score of pretets was 60.37 the average score of posttest was 70.50 and the increase was 10.13. Meanwhile in control class those taught through SQ3R, the mean of pre test and post test increase the students' reading comprehension achievement significantly. That happened because jigsaw can motivate students to study since they work within their groups.

From those findings of the previous researches above, there are some issues which are investigated that is, there is different of students' reading comprehension achievement before and after being taught using Cooperative Learning, especially Jigsaw Cooperative Learning and Jigsaw Cooperative Learning can increase students reading comprehension significantly. However,

there had not research about Jigsaw Cooperative Learning that investigates what aspect in learning macro skills of reading comprehension most improved. So, this research was interested in conducting the research about it.

2.2. Review of Related Literature

In the review of related literature, it is necessary to deal with some terms related to this research.

2.2.1. Concept of Reading

Although reading is one of receptive skills like listening. Many people use the term reading in different ways. It is because people have different importance when they are reading. Therefore, reading will be described and defined in various ways. Reading is one of English skills besides listening, speaking, and writing. Nuttal (2000:2) states reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang (2003:6) as quoted by Noviyanto (2012) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences

and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Meanwhile, Howart (2006:1) says that "reading is, of course, just as communicative as any other form of language. " It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then the readers try to decode the messages that sent by the writer. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge.

According to Brown (2004:187-188) the intellectual skills are divided into two terms: macro skills and micro skill, nevertheless the focus this study is on macro skills because this study is conducted at senior high school. It is because the component of macro skills related to reading text with comprehension skills and it refers to following classification.

2.2.1.1 Micro skills, the skills are 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*

/ˈkæt/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨t⟩, in which ⟨c⟩ represents the sound /k̲/, ⟨a⟩ the sound /æ̲/, and ⟨t⟩ the sound /t̲/.

b. Retain chunks of language of different lengths in short term memory.

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 core 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.

g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2.2.1.2. Macro skills, the skills are as follows:

a. Recognize the rhetorical forms of written discourse and their significance for interpretation. It is the ability to know descriptive writing which is intended to seem important or influence specific information out of a text from an explanation or opinion of what something means.

b. Recognize the communicative functions of written texts, according to form and purpose.

c. Infer context that is not explicit by using background knowledge.

d. From described events, and ideas 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.

e. Distinguish between literal and implied meanings.

f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

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

Briefly, the research focusing on macro skills is concerned mainly cover with finding main idea, finding supporting detail, finding inference meaning, guessing meaning of the words (understanding vocabulary) and finding reference respectively. The research is conducted at Senior High School.

2.2.2. Concept of Teaching Reading

The aim of teaching reading is to develop students' skills that they can read English texts effectively. Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materilas, involves three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask students some questions that may 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. Post-reading includes activities, which enhance learning comprehension using matching exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skills that they can read English texts effectively. In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000: 306-311) , the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a). Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts (Brown, 2000: 306).

b). Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (*late, time, bite*).

c). Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d) Skimming the text for the main ideas

Basically, skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas.

e). Scanning the text for specific information

Theoritically, scanning is quickly searching quickly for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

f). Using semantic mapping or clustering

In several, readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic

mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

g). Guessing when you are not certain

In accordance with Brown (2001: 309) that guess are an extremely broad category. Learners can use guessing to their advantages to:

(1) guess the meaning of a word,

(2) guess grammatical relationship (e.g., a pronoun reference),

(3) guess a discourse relationship,

(4) infer implied meaning ("between the lines"),

(5) guess about a cultural reference, and

(6) guess content massages,

Those skills can be used by the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be effective readers. Effective reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

Hedge (2003) also defines that any reading component of an English language teaching may include a set of learning goals for :

1. The ability to read a wide range of the texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

2. Building knowledge of language that will facilitate reading ability.

3. Building schematic knowledge.

4. The ability to adapt the reading technique according to reading purpose (i.e. jigsaw learning strategy, etc.).

5. Developing an awareness of the structure of written texts in English.

6. Taking a critical stance to the contents of the texts.

7. It is important to build up students' ability to adapt the reading strategy according to reading purpose (jigsaw learning strategy in teaching reading).

The aim of teaching reading is to develop students' skills that they can read English texts effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact whith the texts. Effective and efficient reading always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: scanning, skimming, mapping, CTL Strategy, and jigsaw learning strategy. These can be real when the students read and interact with various types of the texts, i.e. functional and monologue texts. In additonm in teaching reading the teacher should provide strategy to the students with purpose for reding to anticipate different type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively.

Broadly, it is assumed that in teaching reading, appropriate and possible technique 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. Jigsaw strategy will be possible to be applied by the Senior High School students in their reading, e.g. students are able to identify and look for the specific information in monologue and functional text.

2.2.3. Aspects of Reading Comprehension

This study is intended to use reading comprehension in macro skills. 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

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Suparman (2011) states the main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Commonly, the main purpose of comprehension is getting the main idea. Usually the topic sentence tells what the rest paragraph is about in some paragraphs because the main idea is the only idea that should be developed in one paragraph. Naturally once we can find the topic, we are ready to find the main idea. Thus, the main idea is actually the point of the paragraph. It is basically the most important thought about the topic.

It is said that no reading without understanding the main idea. The author can locate the main idea in different places whether at the beginning, in the middle or even at the end of a paragraph. The main idea is usually a sentence, and it is

usually the first sentence. The writer then uses the rest of the paragraph to support the main idea Example question of main idea can be: (1) *What is the main idea of the passage?* (2) *What is the main in last paragraph?*

The paragraph below is as an example of main idea placed at beginning commonly in reading text at Senior High School.

Sidapaksha and Sri Tanjung had many obstacles in their marriage. Sidapaksha's mother didn't agree with the marriage. She thought that Sri Tanjung was not good enough for her son. Sidapaksha was in the service of the king of Sindureja. He was a nobleman, but Sri Tanjung was not a nobleman.

The main idea (what the writer is saying about the topic) is Sidapaksha and Sri Tanjung had many obstacles in their marriage.

2. Identifying Specific Information

Commonly, supporting sentence or specific information develops or explain the topic sentence by giving reasons, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. A paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea. For example, after reading story about Roro Jonggrang, general questions related to specific information can be: 1*) Where was Roro Jonggrang washing some clothes?* 2) *Did Roro Jonggrang accepted Bandung Bandawasa's love?*"

3. Determining References

Naturally, 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 in (2009:34) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

The paragraph below is as an example of the case mentioned.

Sidapaksha angrily asked his wife and he wanted an explanation. Sri Tanjung didn't say anything. She asked her husband to carry her to the river. She wanted to prove her innocence. Sidapaksha was not sure but finally he agreed. He took her to the riverbank, and then Sri Tanjung threw herself into the water and drowned.

This is example question of reference:
He took her to the riverbank…(line 3)
The underline word "her" refers to….

4. Making Inference

Ordinarily, inference is about guessing something from the information which have we read or know. Graesser, Wiemer Hastings, & Wiemer Hastings (2001) states inference is the output of the interaction between the

readers knowledge and the information in the text. One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. According to (Carnine, Silbert & Kameenui, 1997), The implicit or inferential questions is appropriate for all grades if because they have been taught to think independently. Example question of making inference can be: 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?*

The paragraph below is as an example of making inference available in the text.

My wife and I tried to pack light but we made sure not to forget our bathing suits and sun block. I wasn't sure if I would get seasick again so I made sure to pack some medicine for upset stomachs.

You can infer a great deal of information from these sentences: The author is married, he and his wife are going on a trip, they are going to be on a boat. They will be around water, they will be going swimming, and they have gone swimming before.

5. Understanding Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. Harmer (2004: 153) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspect

of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who wants to develop or to produce utterances for reading.

The paragraph below is as an example of understanding vocabulary in reading text of Senior High School.

It was the princess's seventeenth birthday. Gogor used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married him the next day. In his joyful moment, Gogor told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and prayed that Gogor became a monkey.

" In his joyful moment, Gogor told a story...." (line 3). What is the best word to replace the underline word?"

Therefore, reading comprehension involves respectively (1) determining main ideas, (2) determining specific information, (3) drawing references, (4) making inference and (5) understanding vocabulary.

2.2.4. Narrative Text

In accordance to curriculum in SMAN 2 Metro, the text types for the second grade in the second semester were narrative, spoof and hortatory exposition texts. In this research, the narrative text was taught in the class as the English teacher suggestion.

A narrative is kind of story that is created in a constructive format (as a work of writing, speech, poetry, prose, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. Derewianka, (2004:40) states that there are many different types of narrative, those are: humor, romance, crime, legend, myth, fable, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels, and adventure. Basically, the kinds of narrative above, this research utilized romance, legend, myth, fable, and adventure story because it is suitable with students basic knowledge.

Narrative text is a sequence of events, which is based on life experiences in difference ways. Narrative is always deals with some problems which lead to the climax and then turn into a solution to the problem. The researcher hopes the use of this text will help the students comprehend the narrative text easier.

The examples of genres that fit the narrative text structure are listed as follows: (1) Folktale is very old traditional story from a particular place that was originally passed on to the people in a spoken form, e.g., The Mighty. (2) Fairy tale is an old story about magic things happened intended for amusing and giving lessons meanings and moral values, e.g., Cinderella. (3) Fable is a traditional short story that teach moral lesson, especially one with the animals as characters: this story is considered as one group of animal stories, e.g., The Lion and the mouse. (4) Myth is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., Tower of Babel. (5) Romance is story which tells about love story that teaches moral lesson. Usually short relationship of love between two people, e.g., Romeo and Juliet.

Text organization of narrative text:

(a) Orientation

In this paragraph, the teacher tells the students who is in the story, when it is happening, where it is happening and is going on.

(b) Complication

It denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems.

(c) Resolution

It shows that the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one.

(d) Re-orientation

It indicates the optional point. This means that a story not always uses this, and usually, it states the conclusions of the event based on the writer point of view.

Languages Features of narrative text:

   a. Focus on the specific and individual participants.

   b. The use of noun phrases.

      (A Beatiful princess, a huge temple)

   c. The use connectives.

      (First, before that, then, finally)

   d. The use of adverbial phrases of time and place.

      (In the garden, two days ago)

   e. The use of simple past tense.

      (He walked away from the village)

f. The use of action verbs.

(Walk, sleep, wake up)

g. The use of saying verbs.

(Say, tell, ask)

h. The use of thinking verbs feeling verbs, verbs of senses.

(She felt hungry, she thought she was clever, she smelt something burning)

Here is the example of narrative text for second year students of SMA:

The example of narrative text:

Pinocchio

(**Orientation**) : Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

(**Complication**) : In the next morning, he surprised. *Pinocchio* was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant thatpinocchiolied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

(**Resolution**) : In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They go out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.

(source: Modul Al Qolam 2012/06/example-of-narrative-text.html)

2.2.5. Concept of Jigsaw Cooperative Learning

In cooperative learning method, there are many kinds of techniques apllied in teaching and learning process. One of the cooperative learning techniques is Jigsaw. Jigsaw was developed and tested by Elliot Aronson and his colleagues at the University of Texas. Elliot Aronson (1978) says that in jigsaw classroom has to become an expert on single topic that is crucial part of a larger academic puzzle. It means in using jigsaw technique, the students need to cooperate among them in order to finish the certain task. Aronson (1991) further says that jigsaw is used in cooperative strategies work in listening classroom. It implies jigsaw technique as one of cooperative learning strategies which requires student-student interaction in each activities. As one of the techniques of cooperative learning method, Jigsaw has special characteristic that bringing fun into the learning environment.

This technique is developed by 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 Cooperative Learning 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.

These arguments is supported by Liang (2002:164) who says that jigsaw cooperative learning is a powerful teaching method that can boost the students'

motivation and achievement through a supportive climate of caring and sharing in the classroom that makes English learning more enjoyable, lively, and encouraging.

Theoritically, Silberman (2009: 47) defines the jigsaw is strategy which is applied globally seems like group-to-group exchange technique with a difference that every student teaches something to their friends. It means that jigsaw applies the delivery of information which is done by students by working in group then they do a group exchange in the teaching learning activity. In accordance with Nation (2001) if group work activities are well programmed, they can be a good way for students' vocabulary growth. By method for transaction learners are given the chance to explain new words to each other.

In Addition, Aronson (2011:43) says that Jigsaw Cooperative Learning 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 Cooperative Learning 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. If group work activities are well programmed, they can be a good way for students' vocabulary growth (Nation 2001). By method for transaction learners are given the chance to explain new words to each other.

According to Aronson 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 (on 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 been 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 been given at the end so students realize that the sessions are not just for fun and games but they really count.

a. Picture of 6 jigsaw groups or home group

1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5

b. Picture of "expert" group

1	1	1	1	1	2	2	2	2	2	3	3	3	3	3
4	4	4	4	4	5	5	5	5	5					

2.2.6 Procedures of Teaching Reading Comprehension through Jigsaw Cooperative Learning.

According to Siberman (2009), the researcher modify the activities of teaching reading comprehension process. The procedures are as follow:

1. **Pre Activities**

   a) Greets student.

   b) Check attendance list.

   c) Chooses the learning materials which can be separated into some parts.

   d) 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.

   e) Counts the parts and the total number of students.

2. While Activities

f) The day's lesson is divided into 5-6 segments (one for each member).

g) Each student is assigned one segment to learn. Each student should only have direct access to their own segment.

h) The students should make a group of "Jigsaw Learning". Every group has a leader from each group in the class.

i) The students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.

j) Temporary expert groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group. Students in this expert group will be given time to discuss the main idea, specific information and difficult vocabulary of their paragraph.

k) 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.

l) 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.

m) The students are given a quiz on the materials.

n) Discussion of the quiz at the end of the session.

3. Post Activities

o). The students review about what they have learnt.

p). The students are given homework.

2.2.7. The Applicability of Learning Procedures

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

Pinocchio

1) Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio.

2) He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.In the next morning, he surprised. Pinocchio was alive.

3) He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

4) The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

5) *In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They go out from its stomach by made a fire. They went home back together. In the end, they lived happy forever after.*

(Re-written from Modul Al Qolam 2012/06/example-of-narrative)

Pre activities

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

Students   : *We are fine. How are you, Mister?*

Teacher   : *I am fine, Thanks. Is there anyone who absent today?*

Students   : *There is no anyone absent today, Mister.*

Teacher   : *Well… Nice, today we're going to learn about the text in English? Have you ever heard about Malin Kundang or Cinderella?*

Students   : *Yes, Sir, We have read the story.*

Teacher   : *Or, have you also ever read other tales?*

Students   : *No, Sir, We have not yet.*

Teacher   : *Fine, You!! What title of tale did you read?*

Student 1   : *It is The Fox and The Crane.*

Student 2   : *I think is Cinderella.*

Teacher   : *That is good.*

While activities

Teacher   : *Now, Class. I have a story here on my hand that will be discussed. The title is Pinnochio. Are you familiar with the story?*

Students   : *Yes, we are, Sir.*

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

Student 4   : *It tells us a wood doll who get a long nose when he lied.*

Student 5   : *It is about a wood doll became alive.*

Student 6   : *He has long nose.*

Teacher : *Good. Now you are going to work in group consisting of 5. So there are seven groups all together.*

Students : *That is right Mister.*

Teacher : *Well, these groups are called jigsaw or home groups. I have divided the story into five pieces in accordance to number of paragraph. I give piece of Pinnochio's story to every member in a group. Now you should read the part that you have.*

Students : *Yes, Sir.*

Teacher : *Then the member who gets same part of the story should make a new group. This group called Expert Group.*

Students : *That's a good idea, Sir*

Teacher : *Now, you should read again your part and discuss the main idea, difficult vocabulary and tell what the story talking about.*

Students : *We will do it, Sir.*

20 minutes later.....

Teacher : *Class? Have you finished?*

Students : *I have not finished discussing the materials Mister...*

Teacher : *Alright, we have 5 minutes left.*

Students : *Yes, Sir. We will finish soon.*

Teacher : *Class!! It is over.. Now back to your jigsaw or home group.*

Teacher : *Now, each of you 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.*

Students : *It's alright, Sir.*

Teacher : *If you have done your task. You can submit your work here.*

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.*

Students : *We will do it, Sir*

Post activities

Teacher   *: All right, this is the end of our lesson today. So far is there any question?*

Teacher   *: If there is no any question, I think it has been clear for you. Thank you for your attention today and don't forget to study at home. Good morning, class.*

Students   *: Good bye, Mister.*

2.2.8. Advantages and Disadvantages of teaching reading through Jigsaw

Jigsaw technique has some advantages and disadvantages in application for learning process. The most essential thing in jigsaw, teacher as a fasilitator here, teacher not only one of the sources of information which will be applied but also the students will take a vital role in this technique to distribute knowledge to other students. The following as the advantages and disadvantages of using jigsaw cooperative learning are taken from Carrol, (1986: 208-210). Advantage of using Jigsaw, among either, are (1) eacher is not the sole provider of knowledge. The teacher don't dominate in learning process by becoming sources of information. (2) efficient way to learn. In implementing jigsaw, students better understand the material given for further study and simple with group members and material can be evenly administered. (3) builds interpersonal and interactive skills. Indirectly, this technique used to improve students' interpersonal and interactive skills among their friends. (4) students will be familiar with their friends. All students will be involved in learning process so that it reduces competition among students.

While, Disadvantage of using Jigsaw, among either, are (1) the problem of dominant learner. Learners quickly realize that the group runs more effectively if each students is allowed to present her or his material before question and comments are taken. (2) the problem of the slow learner. Slow learners do not present an inferior report to the jigsaw group. Therefore, jigsaw cooperative learning relies on "expert group". In the expert group, learners have a chance to discuss their report and modify it based on the suggestions of other members of their expert group. (3) if not supported by a qualified classroom conditions (broad) method is difficult in the run given the number of times students have to move and change the group.

Hopefully, by considering the disadvantages, the teacher can reduce negative effect from jigsaw cooperative learning.

2.2.9. Theoretical Assumption

In accordance with previous explanation, it is said that reading is extremely complex in learning language. It also stated that Jigsaw Cooperative Learning would increase students' reading comprehension achievement. If the technique used can be implemented well, actually they learn and practice reading also, at feedback session it helps students to students' correction. Then, it made them to pay more attention and be more active in teaching learning process. While, teaching reading through Jigsaw Cooperative Learning from narrative text may improve students' reading skills, help the students to understand the story well

and the students were also brought into interesting learning and enjoyable learning.

2.2.10. Hypothesis

In relation with theories and the assumptions above, the researcher proposed the hypothesis could be formulated that by using Jigsaw Cooperative Learning could improve the Students' reading comprehension better and significantly.