II. FRAME OF THEORIES

This chapter presents some literature reviews, i.e. notion of reading, concept of reading comprehension, concept of teaching reading, concept of descriptive text, concept of jigsaw teaching reading through jigsaw , theoretical assumption, and hypothesizes.

2.1   Notion of Reading

Reading is considered as the way of gathering information from written text. According to Nuttal in Simanjuntak (1988 : 14), reading is the meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer.

Furthermore, Silberstain in Simanjuntak (1988 : 15) defines reading as an active cognitive process of interacting with print. Reading is an instantaneous association of those symbols with the reader's existing knowledge.

In Webter's Dictionary, reading is "to receive or take in the same of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing

According to Heilman (1981:4) there are some basic aspects of reading:

1. Reading is interaction with language which has been coded into print.

2. The product of interacting with language, which has been printed, should be comprehension.

3. Reading ability is closely related to oral language ability.

4. Reading is an active and on going process that is affected directly by an individual interaction with his environment.

From all the theories mentioned above, it can be concluded that reading is an active process of getting meaning or information from printed or written language shared by the writer.

2.2 Concept of Reading Comprehension

Many experts have shared their own thoughts about the definition of reading comprehension. Finocchiaro and Sako in Simanjuntak (1983 : 131) said that reading comprehension is the ability which depends on the accuracy and speed of graphic perception, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition allusion. It can be said that students should know not only the referential information but also inferential information.

Meanwhile, Nunan (1990:33) defined reading as an interactive process between what a reader already known about the topic or subject and what the writer writes. This opinion quite similar to Hammer in Putra (2007:8) claimed that reading as an exercise dominated by the eyes and the brain. The eyes receive message and brain then has to work out the significance of these messages.

In addition, Dallman (1982:23) states that reading is more than knowing what letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that, without comprehension no reading takes place.

Referring to the definition above, it can be inferred that comprehension occurs when readers are able to understand, remember, retell, and discuss with others about what they have read. Good readers employ many strategies, as they comprehend what they read. it is clear that comprehending a reading text especially reading a foreign language material is not easy. It needs some special skills and knowledge. It also involves the most important factor of human sense. Many readers cannot catch the idea or what the writer talks about, because they do not know the exact meaning of every word that the writer used. Reading comprehension has purpose as follows:

1. Getting general information from the text
2. Getting specific information from the text
3. Reading for pleasure and interest

Those purposes are aimed to increase the students' motivation in learning reading comprehension. Beside that, it gives learner a grasp of what has to be done.

Furthermore, it keeps the students on track and remains them appropriate recreation and activity.

2.3 Concept of Teaching Reading

Teaching reading is the process by which individuals are taught to derive meaning from text. In teaching reading, the student are taught to use critical thinking strategies and to use context to "guess" words that they do not recognize. The teacher is the key to the students' success in learning to read (taken from the report of the expert panel on early reading). Moreover, based on International Reading Association 1997-2003, knowledgeable, strategic, adaptive and reflective teacher make difference in student's teaching learning reading well.

Hedge (2003) states that any reading component of English language course may include a set of learning goals for:

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

2. Building a knowledge of language which will facilitate reading ability

3. Building schematic knowledge

4. The ability to adapt the reading style according to reading purpose

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

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

Alyousef (2005:143) says that in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-while- and post-reading

stages. The pre reading stages helps in activating the relevant schema. For example, 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. Post-reading includes activities, which enhance learning comprehension using matching exercise, cloze exercise, cut-up sentences and comprehension question.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. In teaching reading, the teacher should provide technique to the students' with purpose for reading. The purpose for reading also determines the appropriate approach to reading comprehension therefore; reading technique should be matched to reading purpose to read effectively.

2.4 Concept of Descriptive Text

Descriptive is one of the most popular of all form of written text. Descriptive is a kind of writing in transferring the dialogue into writing form which is consist of using dialogue to relation events of human, things or animal. This text describes about someone or something based on the characteristics.

Text is something that belongs to language. Everybody communicates each other by using a text. A text may be a spoken or written, prose or verse, dialogue or monologue. The descriptive text is can be found in encyclopedia, science magazine, textbook, and history text

. According to Djuharie (2007:24), the goal of descriptive text is to describe someone, something, certain place, or an animal. In other word, descriptive text is a text that describes about someone, something based on its characteristics. Djuharie (2007:24) also explain the generic structures and the language features of descriptive text.

I. Generic structures of a descriptive text are as below:

a. Identification

Introduction is the part of the paragraph that introduces the character or subject that will be described.

b. Description

Description is the part of the paragraph that describes the character, inform the features of subject, such as; the psychology's character, behavior, physical appearances, qualities, and etc.

The example of descriptove text can be seen as follows:

MY HOUSE

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need

when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

II. Language Features of descriptive text are as follows:

a) Specific noun, such as; father, school, my dog, etc

b) Simple present tense used

c) Detailed noun phrase: noun which gets adjectives informed.

Example: an intelligent tall student, a big large beautiful wooden house.

d) Various adjectives used; describing, numbering, classifying.

Example: three tall buildings, sharp white knife.

e) Relational process: verbs that describe the condition of participant or describe possessives.

Example: my car has four doors, my father is really handsome

2.5 Concept of Jigsaw

Jigsaw is a teaching technique used in small group instruction. The technique is an efficient teaching method that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity (Aronson: 1992). Both individual and group accountability are built into the process. There are several advantages of the jigsaw classroom including: teachers finding it easy to learn, teachers enjoying working with it, can be used in conjunction to other teaching strategies, can be effective even if it just used an hour per a day, and it is free for the taking. It is

important to know that there can be some obstacles when using the jigsaw classroom

1. Students can encounter a wider breadth of material than might be possible if every individual had to independently read all of the available sources.

2. Students may elect to learn from materials more appropriate to their abilities and specific interests.

3. Students receive support from class members in learning from their reading.

4. Students gain practice in synthesizing what is important from what they read as they assume the role of "teacher" with their other group members.

2.6 Teaching Reading Through Jigsaw

Reading is part of system that occurs within a communicative context, and its component cannot be separated from the situational context in which they operate, except for purposes of academic discussion. Especially, teachers are faced with a huge range of reading materials from which to select and many teaching strategies are available to them to use in the reading program.

Strategies are "the tools for active, self-directed involvement that is necessary for developing communicate ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use (Oxford: 1996).

Collins and Smith (1980: 2) explain that teaching strategies is used in our classrooms tending to be product oriented rather than process oriented. Such an approach does not teach students what to do when they have difficulty in

comprehending parts of the texts; nor does it teach them how to construct and revise hypothesizes about what is likely to occur in the text based on what they have already read.

Therefore, we need a certain technique to get a useful way in learning process to get the purpose of reading activity. In this study, the writer is interest to apply Jigsaw method as one of the technique in improving students reading comprehension. Jigsaw is a method of teaching reading comprehension originally designed for teacher-led small groups of students in special education whose not English native speakers.

Jigsaw is a collaborative learning technique that is might the students work cooperatively and effectively. Because by using Jigsaw can focus on one problem and they can share things they get with their own group. The picture below describes the model of Jigsaw:

Picture 1. Model of Jigsaw

Expert Group

Expert Group

Former Group
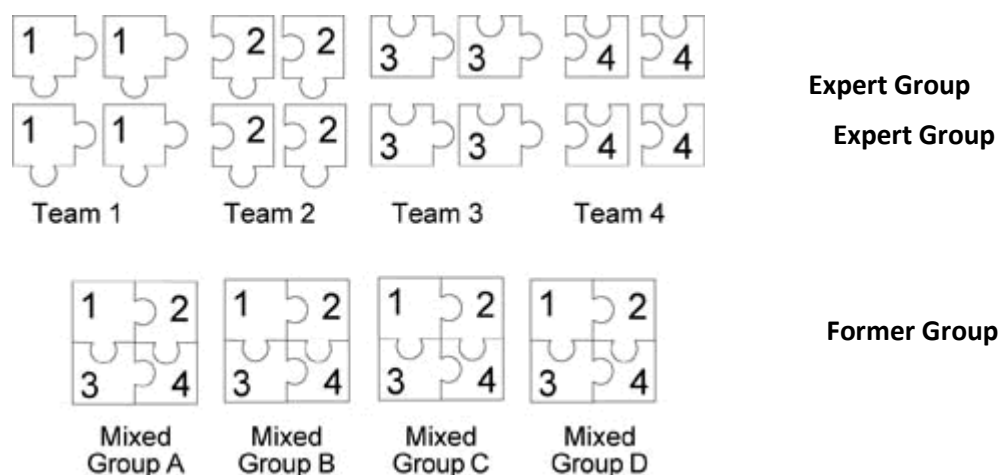
Based on the picture above, the students are divided into two groups. First, it is an expert team; second one is a native team. The steps in teaching reading through Jigsaw are described as follows:

In jigsaw technique, the students are divided into two groups. First, it is an expert team; second one is a native team. The steps in teaching reading through Jigsaw are described as follows:

1. The students are divided into many groups

2. Each group member takes different case

3. Every student read their own case

4. The group member joined into new group is called expert team that is solve the same cases

5. After that each member of group return to their former group in order to share what they get with their former group member

6. Each group presented their result

7. Conclusion and reflection

8. Evaluation and closing

2.7 Theoretical Assumption

In jigsaw used classroom activity, students have the opportunity to teach themselves, instead of having material presented to them. The technique fosters depth of understanding. Each student has practice in self-teaching, which is the most valuable of all the skills we can help them learn. Then, 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.

Moreover, each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-group discussion. Each student develops an expertise and has something important to contribute. Furthermore, asking each group to discuss a follow-up question after individual presentations fosters real discussion.

2.8 Hypothesis

1. Null Hypothesis

There is no significant difference of using Jigsaw to the students' reading comprehension ability.

2. Alternative Hypothesis

There is significant difference of using Jigsaw to the students' reading comprehension ability.