

CHAPTER II FRAME OF THEORIES

This chapter deals with the theories used in this study, namely concept of reading comprehension, concept of teaching reading, concept of jigsaw technique, the advantages and disadvantages of jigsaw technique, concept of narrative text, the procedures of teaching reading by using jigsaw technique, theoretical assumption.

2.1 Concept of Reading Comprehension

There are two kinds of reading activity, namely reading aloud and silent reading. What the readers are doing in silent reading is to use our eyes and our ability to understand the meaning of the written sign, thus comprehending the text will be given more emphasize in silent reading. Meanwhile reading aloud forms a foundation for the early literacy framework. By having stories read to them children learn to loves stories.

Caver (1990) defines reading as a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/ or constructing meaning. Written information is received by retina, processed by the primary visual cortex, and interpreted in Wernicke's area. Reading is also a means of language acquisition, of communication, and of sharing information.

In addition, Howart (2006), reading is 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.

These concepts basically state that reading always deals with printed materials, which stresses on the grasping meaning from the printed language. It means that reading activity is the interaction between the perception of the graphic symbols that represent the language and the readers' language skill, cognitive skills and the knowledge of the world. In this process, the reader tries to create meaning intended by the writer.

Someone has a purpose when he/she is reading. Usually the purpose of reading a passage is to find ideas from the reading passage. As 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 in order to do something with the information readers get).

At the same time, Pakhare (2007) states that reading comprehension can be defined as the level of understanding of passage or text. For normal reading rates (around 200-220 words per minute) an acceptable level of comprehension is above 75%.

According to these views, it is clear that reading and comprehension are regarded as one activity which cannot be separated, and each program is depending on the

progress of activity of mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Referring to the definitions above, it can be said that in comprehending the texts the students have to know their strategy in reading. It means to make them easy to identify the specific information in the text. One aspect that becomes essential in students' reading is the reading strategy. The researcher assumes that reading comprehension is students' competence in comprehending the specific information, words and surface meaning in the texts which is described by students' score with an appropriate strategy.

2.2 Concept of Teaching Reading

Reading skills are often regarded as receptive skills and linked to listening skills. There are similarities, but one important difference is that the reader can take control of input more easily. Woods (2005: 62) states that a listening input is often taped with pauses built and or controlled by teacher. When reading, however, a reader determines the speed of the activity by himself so that this becomes one of the positive things to stress to students in the teaching reading.

When trying to gauge how difficult a particular text will be for students, teacher need to bear in mind not only the inherent difficulty of the text, but also the

nature of the tasks they plan to set and whether they require student to attempt such tasks before, during or after students have studied the text. Woods (2005: 63) classifies the activities in reading class into three as follows:

2.2.1 Pre-Reading Tasks

This task can be in form of vocabulary games, word searches and matching synonyms. These activities can help students to approach a text in a more confident way. Other pre-reading activities that can help readers related to the full meaning of a text are ones which activate top-down skills, or schematic knowledge. All of them enable students to familiarize themselves with the content of text. The activities can be systematic (such as vocabulary exercise) or schematics (such as thinking of the purpose of a text or predicting the content from its title) Woods (2005: 63)

2.2.2 While-Reading Tasks

These kinds of task, as Hedge in woods (2005: 63) states, have become more used since the adoption of the idea of reading as an interactive process. These encourage learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of the ideas in a text, react to the opinion expressed; understand the information it contains; ask themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

2.2.3 Post-Reading Tasks

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role play and group discussion activities.

The activities above are a part of a structure program of learning probably chosen by teachers when teaching reading. All the above kinds of activity can be undertaken on an individual or group basis. Reading is frequently thought as being solo and a quiet activity, but group pre and post-reading activities can motivate the crucial while reading- activities, the task of the teachers in class is to go beyond course book and introduce the students to a challenging element of the target language which can add a new dimension to their learning and which can give them some autonomy Woods (2005: 19)

In short, 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.

2.3 Concept of Jigsaw Technique

Jigsaw technique was originally developed by Aronson (1978). It is a special kind of information gap activity. Jigsaw technique involves every student in the group having information that no one else needs. Therefore, it involves a balance of information between the students with each student having about the same amount of unique, essential information. The jigsaw classroom is a cooperative learning

technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece—each student's part—is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

Aronson (1978: 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 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.

Jigsaw is said to be able to increase students' learning since (a) it is less threatening for many students, (b) it increases the amount of student participation in the classroom, (c) it reduces the need of competitiveness, (d) it reduces the teacher's dominance in the classroom. Consequently, Jigsaw Technique can successfully reduce students' reluctant to participate in the classroom activities and help create an active learner-centered atmosphere.

Johnson, Johnson and Holubec (1993) put forward five principles for Jigsaw:

a. Positive interdependence

Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort. Members have to orally explain how to solve problems, teach one's knowledge to

b. Face to face promotive interaction

Group others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

c. Individual and group accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is

expected to give an individual test for each student, randomly examines students by asking one student to present his/her group's work orally to the teacher or to the entire of the class, observes each group and records frequency with which each member contributes to the group's work, appoints one student from each group as the leader who is responsible for asking other group members to explain the rationale underlying the group answers, and monitors students to teach what they have learned to the others.

d. Interpersonal skill

Social skills are necessary for the success of Jigsaw learning in class. Social skills include leadership, decision-making, trust building, communication, and conflict management skill and so on.

e. Group processing

Group members discuss how well they are achieving their goals and maintaining effective working relationship, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue and change

Jigsaw Technique makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the materials on their own. Since students are supposed to report their own findings to the home group in jigsaw learning, it quite often discloses a student's own understanding of a concept as well as reveals any misunderstandings.

2.4 Advantages and Disadvantages of Jigsaw Technique

As stated before, jigsaw technique helps the teacher to relate the material to students' reading ability. However, it also has some advantages and disadvantages. They will be as follow:

2.4.1 Advantages of Jigsaw Technique

The advantages of jigsaw technique are:

1. It ensures the participation of the students because the students have unique, essential information and all learners need to get other's information.
2. It helps the students in learning the content of the subject (the text) because the students have practice in peer teaching, which requires that they understand the material at a deeper level than students typically do when simply ask to produce on an exam.
3. It has a strong effect on attitude to learning and social relationship among students in group because each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in group discussion. Each student develops an expertise and has something important to contribute (share information). So cooperation and communication are necessary and students are active participants in the learning process is needed.
4. It enables the students to understand the text because students requires to prepare in their answering specific question in order to insure adequate students preparation, students has a specific task that tasks students to plan *how* they will teach what they have learn. So, member 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 success completely unless each member contributes

2.4.2 Disadvantages of Jigsaw Technique

The disadvantages of jigsaw technique are:

1. It requires long time to prepare students to be assigned who to work in groups.
This because they are heterogenic members that must 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 cannot get sufficient information.
2. It requires some time to make group which is heterogeneity in their ability, because there is one student as a leader, who 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 works with other individuals from other groups working on the same segment on the report. So that, students that don't prepare themselves to make the best information possible to the other group and to add the group, they will be mention bad member and this event show that heterogeneity members.
3. It requires long time to arrange the seating, because in reading jigsaw activity, the teacher as facilitator and monitoring class activity and while activity the teacher needs to float from group to group in order to observe the process.

2.5 Concept of Narrative Text

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

A narrative is a construct created in suitable medium (speech, writing, images) that describes a sequence of real or unreal events. It derives from the Latin verb *narrare*, which means “to recount” and related to the adjective *gnarus*, meaning “knowing” or ”skill”.

Narrative text is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is construct is describing certain event, character or phenomena in detail. Narrative in prefer showing to telling and that the power of narrative. Reader will feel as his show by him self what happen in the text. Actually narrative can be fiction such as short story or novel and non- fiction like memoirs. (English Curriculum of SMA, 2006).

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

2.5.1 The Examples of Genres that Fit the Narrative Text Structure:

1. Folktale - a very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *The Mighty*.
2. Fairy tale - an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella*.
3. Fable - 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 - 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*. (Source: Dep Pendidikan Nasional, 2006).

2.5.2 Text Organization of Narrative Text:

1. Orientation

It refers to the characters, problem, place and time, such as: who is the character in the text, what is the problem in the text and where does it happen in the text.

2. Complication

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

3. 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.

4. Re-orientation

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

(Source: Dep Pendidikan Nasional, 2006).

2.5.3 Language Features of Narrative Text:

1. Focus on the specific and individualized participants.

2. The use of noun phrases

(A beautiful princess, a huge temple)

3. The use of connectives

(First, before that, then, finally)

4. The use of adverbial phrases of time and place

(In the garden, two days ago)

5. The use of simple past tense

(He walked away from the village)

6. The use of action verbs

(Walk, sleep, wake up)

7. The use of saying verbs

(Say, tell, ask)

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

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

(Source: Dep Pendidikan Nasional, 2006).

Example of narrative text:

Beauty and the Beast

Orientation	Once upon a time there was a beautiful girl named Beauty. She lived with her father and her two sisters. She was a hard worker; she always helped her father on the farm.
Complication	<p>One day, her father set out for the city. He saw an old castle and went in. There was no one in but there was food on the table. Then he walked around the castle. He picked a rose from the garden for Beauty. Suddenly, an angry beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.</p> <p>Beauty's father told his daughter what had happened, Beauty's sister ordered her to see the beast.</p> <p>Beauty went to see the beast and had to stay at the castle. She left scared, lonely, and sad. She tried to run away but was stopped by the beast.</p> <p>The beast treated the magic mirror. Beauty saw that her father was sick.</p> <p>The beast allowed her to go home. Her father was happy to see Beauty.</p>
Resolution	One night, Beauty had a dream; a fairy told her that the beast was sick. Beauty hurried to see the beast dying, she began to cry. Tears fell onto the beast, suddenly the beast changed into a handsome prince. Beauty and the beast got married and lived happily ever after. (Source: Dep Pendidikan Nasional, 2006).

From the explanation above, the researcher assumes that a narrative text should consist at least of three items of text organization, those are orientation, complication and resolution. Those three items make narrative text differ from other kinds of texts.

2.6 The Procedures of Teaching Reading by Using Jigsaw Technique

In implementing jigsaw technique, the teacher needs to make every learner active. The students are divided into groups (each group consists of 5 students). Each student has information to complete the given task. Meanwhile, the role of teacher

is a facilitator of the students learning. Certainly, the teacher has many roles to fulfill, since the teacher is a manager of the classroom activities. During the activities, the teacher acts advisor, answering students question and monitoring their performance.

Aronson (1978) Suggests that the procedure of jigsaw in the class is divided into three terms: Pre activity, While activity and Post activity. The students are divided into group (each group consist of 5 students). These activities include in lesson plan and are applied in teaching learning process. Here are the procedures of teaching reading trough jigsaw.

Pre Activities

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

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

- 1 Greeting
- 2 The students brainstorm the material based on their background knowledge. It is used to build the students' thought before they learn further about narrative text.
- 3 The students are informed the material they are going to learn, the goals of learning to achieve and reading technique the students use.

While Activities

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

1. The students listen to the explained of jigsaw technique and the rule how to study in cooperative.
2. The students were divided into six groups, based on their reading score. Each group consist of 5 students, these groups are called as "home group"
3. The teacher appointed one student from each home group as the leader.
4. Each student from home group is asked to make expert group, which each expert group consist of one member of home group.
5. The students were provided the reading text. Each group has different text.
6. The students were in the expert groups are asked to read and discuss what is the main idea, reference, inference, difficult vocabulary, and specific information of their text.
7. The students are asked to return to their home group

8. The students are asked to share, discuss their information since each student has different information
9. The students are given the reading test and they were asked to do the test.

Post Activities

- 1 Reviewing from what students have learnt.
- 2 Asking the students about the difficulty in understanding the lesson.
- 3 Giving the summary of the lesson. (Reflection).
- 4 Closes the meeting.

2.7 Theoretical Assumption

Referring to the frame of theories, the writer assumes that jigsaw technique can be used in improving students' reading comprehension. In jigsaw technique students are given freedom to express their ideas. By expressing their ideas, automatically they will get used to think critically and share or transfer their ideas to the others. In addition, using Jigsaw technique students are helped to build knowledge with extended texts. Transferring ideas to another requires the students to comprehend the subject matter better. In sharing or transferring the subject matter or what they have discussed, the students are asked to change the form of the subject matter from one to another or present the subject matter by their own words. To present the form or what they have discussed the students need to process the subject matter contained in the next, automatically the students will get better comprehension. In line with the process above, the students require to be active in the class by using some process of jigsaw technique that helped them to be more interested in the class.