

II. FRAME OF THEORIES

This chapter will discuss about the concept of reading comprehension, aspects of reading, the concept of teaching reading, the concept of news item text, the concept of jigsaw technique, procedures of teaching reading comprehension of news item text through jigsaw technique, advantages and disadvantages of jigsaw technique, theoretical assumption and hypothesis.

2.1 Concept of Reading Comprehension

Before going to the concept of reading comprehension, it is better for us to understand about the definition of reading. Reading can be said as the window of knowledge in which people are able to get much information. Through reading, the reader will find the reason, example, explanation, comment, note and summary about the information.

Nuttal (1982: 14) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is as a result of the interaction between the perception of graphic symbol that represent language and the readers' language skills and the knowledge of the world.

Clark and Silberstain (1987: 21) define that reading as 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.

Grabe (1986) also states that reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytical reading and critical evaluation. The researcher agrees that someone has purpose when he is reading. The purpose of reading passage commonly is to find idea/ information from reading passage and to enhance knowledge of the language being read.

Meanwhile, comprehension can be said as a crucial aspect of reading, in fact, it has been emphasized that true reading is reading with understanding, that is, comprehension. As Simanjuntak (1988:4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is as interactive process between the readers' background knowledge and the text itself. Similarly, Dallman, (1982:23) states that reading is more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place.

In addition, Howart (2006: 1) cites 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.

Based on the statement above, it can be stated that comprehension is important in reading process. Reading with comprehension signifies not only understand the surfaces meaning of the text but also understand the purposes of the main idea of the reading text.

Grellet (1985) divides comprehension into three levels of comprehension. They are:

1. Literal Comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passages. In this level the abilities needed by the readers at the knowledge of word meaning, recall of the details directly stated or paraphrase in own words. Understanding of grammatical clues subject, pronouns, verbs, conjunctions, and others. In this level the readers are also required to recall the main idea explicitly stated at the knowledge of the sequence of information presented in the passage.

2. Interpretative Comprehension

Interpretative comprehension understands the ideas and information not explicitly stated in the passage. The abilities needed by the readers are reason with information presented to understand the authors' tone, purpose, attitude, inter factual information, main ideas, comparison cause effect relationship that not explicitly stated in the passage, and summarization of story content.

3. Critical Comprehension

Critical comprehension is analyzing and personally reacting to information presented in a passage. The abilities needed by the readers are personally reaction to information in a passage indicating meaning to the reader, analyzing the quality of written not information in the term of some students.

In this research, the researcher used literal comprehension, interpretative comprehension and critical comprehension, but the use of literal comprehension was the most than the others because the students have to be required to recall the main ideas explicitly stated at the knowledge of the sequence of information presented in the passage.

Reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simajuntak (1988: 6), understanding a text is an interactive process between the readers' background knowledge and the text.

Referring to the statement above, it is inferred that reading comprehension means the students must read the text and interact the printed on written symbols with their cognitive skill and their knowledge of the world. In the process of comprehension, the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

2.2 Aspects of reading

Referring to the concept above, in order to know the students' reading comprehension ability, the teacher must involve some aspects that really essential in reading comprehension. The reading aspects should not only understand the surfaces meaning of the text but also understand the purposes of the main idea of the reading text.

There are six aspects in reading, they are:

1. Main idea

Main idea is called the topic sentence. Topic sentence tells what the rest of the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to reader to infer or reason out. The main idea is the most important idea that the author develops throughout the paragraph. (Mc. Whother, 1986:36)

2. Specific information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. (Mc. Whother, 1986:36)

3. Reference

References are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. (Latulippe, 1986: 20)

4. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between they observe or know and what they do not know. (Kathleen, 1986:31)

5. Vocabulary

Vocabulary is the stock of word used by the people or even person. Concerning with that statement indeed vocabulary is fundamental for everyone to master the words in order to be able to speak.

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6. Features of the Text

Features of the text are parts of your text that have been created to help you locate and learn information. Features of text will help you know what is most important in a lesson and help you locate information quickly. Features of the text consist of three items, they are Social Function, Generic Structure and Language Feature of the text.

In this research, the researcher will use those six reading aspects because all reading aspects above are very essential for the students to improve their reading comprehension ability.

2.3 Concept of Teaching Reading

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

- ❖ The ability to read a wide range of texts in English. This is the long- range goal most teachers seek to develop through independent readers outside EFL/ ESL classroom.
- ❖ Building knowledge of language that will facilitate reading ability.
- ❖ Building schematic knowledge.
- ❖ The ability to adapt the reading technique according to reading purpose (i.e. jigsaw, STAD, etc.).
- ❖ Developing an awareness of the structure of written texts in English.
- ❖ Taking a critical stance to the contents of the texts.

It is important to build up students' ability to adapt the reading technique according to reading purpose as goal in teaching reading.

Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask the 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 text by developing their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is 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, jigsaw etc. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

In short, in teaching reading the teacher should provide technique 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. A Suparman (2005:1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

The researcher assumes 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 technique to make their reading efficient and effective. Jigsaw as reading technique is 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 (date, time, etc.) in monologue and functional texts, especially news item text.

2.4 Concept of Authentic Material

Before we are going to the concept of news item text, it is necessary to define what authentic text or material is because news item text belongs to the authentic texts. Authentic materials are sometimes called “authentic” or “contextualized”, real-life materials are those that a student encounters in everyday life. They include newspapers, magazines, and web sites, as well as driver’s manuals, utility bills, pill bottles, and clothing labels.

Authentic text or material is a text that is attractive for readers and well-organized. As Nuttal (1996: 177) states that authentic text not only motivate students but also exhibit the characteristics of true discourse: having something to say, being coherent and clearly organized.

Gilmore (2007) cites that authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort. This assumption is always supported by Day and Bamford (1998:54) who state that an authentic text is one written to say something, to convey a message. Then, they note that authentic language is considered, unabridged text that is written for native speaker.

It can be said that authentic text or material is important to learn, because it is full of language insights and related to the culture. Most of them contain a large variety of structures and vocabularies that has never been found in the school textbook. And, although authentic text uses the original language (language in which its sentence's structure and the use of vocabulary is not simplified) that is hard for the students to comprehend, it can improve students' reading comprehension better than other reading materials that use simplified language, such as school English text book.

There are several ways in which authentic materials are motivating and useful to second language learners. For example, one way authentic texts increase student motivation is by giving the learner the feeling that he or she is learning the 'real' language; that they are in touch with the living entity, the target language as it is used by the community, which speaks it (Guariento & Morely, 2001). Some of these authentic materials include newspapers, magazines, books, films, advertisements, and the like. In addition, authentic texts are often regarded as more interesting than textbook materials because they can be more up-to-date, and relate to everyday issues and activities (Lee, 1995).

There are some advantages that can be obtained from using authentic texts or materials in teaching reading comprehension.

1. Authentic text can provide many chances for teacher and students to understand about how to use the target language (in this case English) in the real life. As Homolova (2004: 1) explains that authentic materials can provide resources for ESL/ EFL teacher and offer them the opportunity to expose learners to materials produced for real life and for- out classroom context by authentic material, we understand materials with “real” language, produced by real speaker for a real audience.
2. Authentic texts or materials contain a lot of information from all aspects of life. This advantage is very important for students to increase their knowledge. As Martinez (2002: 1) views that authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. It means that authentic texts have value for students. Besides containing a lot of information needed by students to increase their language knowledge, these reading texts also help students in increasing their background knowledge.
3. Authentic materials provide a lot of happiness for students. These reading texts offer many infotainments for them; news about artists and movies. As Martinez (2002:2) notes that they can encourage reading for pleasure, because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of materials to be used in the class. It means that authentic materials have a large variety of topics that can make student to be interested in. And, it is

important for teacher to give a chance to the students in determining the topic of authentic reading materials that will be read by them.

The disadvantages of authentic texts mentioned by several writers are:

1. Often too culturally biased, difficult to understand outside the language community.
2. The vocabulary might not be relevant to the student's immediate needs.
3. Too many structures are mixed so lower levels have a hard time decoding the texts.

2.5 Concept of News Item Text

This research deals with improving students' reading comprehension achievement of news item text through jigsaw technique. Thus, it is necessary to define what news item text is. According to Sudarwati and Grace (2007:197), news item text means the text which is used to inform readers, listeners, viewers about events of the day which are considered newsworthy or important. The author has his/ her way in conveying his/ her messages into the text. It can be read in the books, magazines or newspapers as a headline or heard in the radio or television in a news program. In this case, the text that is printed in the newspapers or books will be used in improving student's reading comprehension through jigsaw technique.

The news item text usually begins with the main or news worthy event (s), where the author attempts to recount the event in summary form. The reader is introduced to the main event that happened in the society. The next part of news

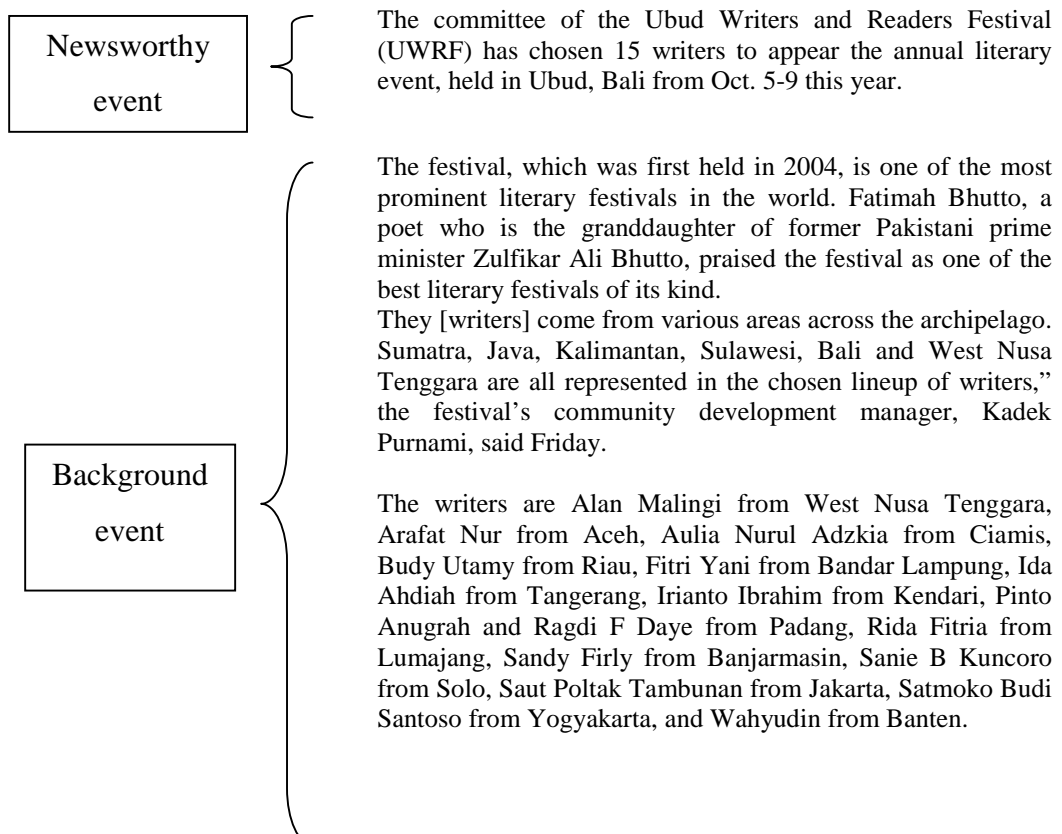
item text is elaboration or background event (s). It can be a background, participant, time, and place relating to the accident. It is the detail information for the accident which informs on how the accident happen and who are the victims. The last part of news item text is sources. In the sources the reader can read the comments by participants, witnesses, authorities, and experts involved in the event. Language Feature of News item:

- Information on the use of headlines
- Use action verb
- Use saying verb
- Use passive sentences
- Use adverbs

Here is the example of news item text:

15 writers chosen for Ubud Writers festival

The Jakarta Post, Jakarta | Fri, 06/03/2011 11:21 AM | Archipelago



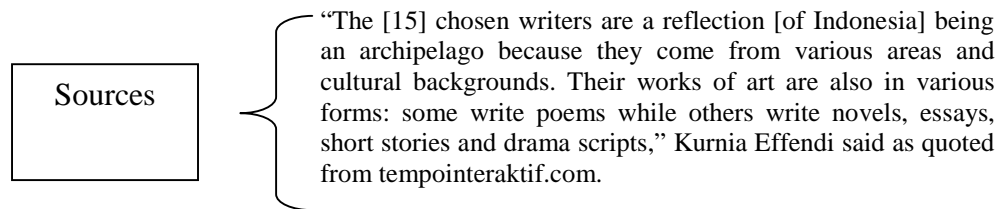
The committee of the Ubud Writers and Readers Festival (UWRF) has chosen 15 writers to appear the annual literary event, held in Ubud, Bali from Oct. 5-9 this year.

The festival, which was first held in 2004, is one of the most prominent literary festivals in the world. Fatimah Bhutto, a poet who is the granddaughter of former Pakistani prime minister Zulfikar Ali Bhutto, praised the festival as one of the best literary festivals of its kind.

They [writers] come from various areas across the archipelago. Sumatra, Java, Kalimantan, Sulawesi, Bali and West Nusa Tenggara are all represented in the chosen lineup of writers," the festival's community development manager, Kadek Purnami, said Friday.

The writers are Alan Malingi from West Nusa Tenggara, Arafat Nur from Aceh, Aulia Nurul Adzkie from Ciamis, Budy Utamy from Riau, Fitri Yani from Bandar Lampung, Ida Ahdiah from Tangerang, Irianto Ibrahim from Kendari, Pinto Anugrah and Ragdi F Daye from Padang, Rida Fitria from Lumajang, Sandy Firly from Banjarmasin, Sanie B Kuncoro from Solo, Saut Poltak Tambunan from Jakarta, Satmoko Budi Santoso from Yogyakarta, and Wahyudin from Banten.

The writers were chosen during the 2011 UWRF Board of Curators meeting in Sanur in May. The curators involved in the selections were senior writers Kurnia Effendi from Jakarta, Dorothea Rosa Herliany from Magelang, Iyut Fitra from Payakumbuh and Made Adnyana Ole from Bali.



The Jakarta Post, June 4, 2011 <http://www.thejakartapost.com/news/2011/06/03/15-writers-chosen-ubud-writers-festival.html>

Beside the part of news item text above, the text has some characteristics. Firstly, the text uses a short language that is telegraphic information about story captured in headline. Secondly, this kind of text uses the material processes to report the event. Thirdly, it uses verbal processes in source stage such as said, told, etc. In the last, the news item text focuses on circumstances.

Since news item text is very interesting and useful that is text which informs readers about events of the day; the events are considered newsworthy or important and it is stated in School Based Curriculum (KTSP), so the text is needed to be understanding. So, the researcher focuses in implementing jigsaw technique that hopefully, the technique will help the students to comprehend the text clearly.

2.6 Concept of Jigsaw Technique

Initially introduced by Aronson et al (1978) states that this jigsaw structure is meant to provide students with the chance to learn a material from their groups. A material is divided into sections, and one section is for each student to take care of. The students who are responsible from the same section get together and form a new group in which the goal is for the students to master the section of the material and to enable them to teach the other members in their original learning group later.

He also develops jigsaw technique as Cooperative Learning Strategies. Jigsaw is excellent for task that has several distinct aspects or components. Home teams are formed, with each team member is taking responsibility for one aspect of the problem question. Then, expert team is formed of all students who responsible for and plan how to teach it to their home groups. After adequate time has been given, the students return to the home teams and bring their expertise to bear on the assigned task. Positive interdependence is fostered because each student has different information needed to complete the task.

Long and Porter (1985: 207) point out that jigsaw is more feedback activity includes checking, understanding, seeking clarification and making sure the message get across. According to them jigsaw gives more chance for the teacher knows his or her students response as a feedback in teaching learning process. In this way, the students get language input containing news items that they understand through feedback with the speaker.

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 Jigsaw Technique can help the students to rely on each other for information in a way which puts on students above others. Finally, each student will be valuable in the group.

Nation (1991: 29) argues that jigsaw technique ensures the participants in need of getting other information. By applying the technique, each learner has essential information. No one has the same information. In this case, the students share the information to bridge the gap. So, if each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

Based on the statement above, it is understood that jigsaw is a technique of the learning method which demands the students to learn on groups of students who have heterogeneous ability. Each home group members meet in expert group to study the material assigned to each group member. After discussion, they go back into their group members and explain their discussion to his or her group members. In fact the students like to interact with the others, so jigsaw is the right technique to increase their language ability. Through jigsaw technique the students can increase their reading comprehension ability.

2.7 Procedures of Teaching Reading Comprehension of News Item Text through Jigsaw Technique

Based on the procedures of teaching reading comprehension through jigsaw technique (Aronson, 1978), the researcher modify the activities of teaching learning process by using news item text.

The procedures are as follow:

Pre Activities

- Greeting
- The students are given brainstorming the material based on their background knowledge. It is used to build the students' thought before they learn further about news item text. "Do you know the meaning of news? From what media, do you usually get news? What kind of news do you like?"
- The students are informed the material they are going to learn, the goals of learning to be achieved and reading technique the students will use.

While Activities

- The students are divided into eight jigsaw groups, each group consists of 5 students.
- One of the students is pointed as the group leader. Initially, this person should be the most mature student in the group.
- The students are given the reading text in form news item text. The students are divided into 5 information (one for each member)
- The students are asked to form a temporary expert group in which one student from each jigsaw group joins with other students assigned in the

same information. Students in this expert group will be given time to discuss the main points of their information and specific information, reference, inference, and difficult vocabulary of their text.

- The students are asked to come back to their jigsaw group and share his or her information to the group. Other members are encouraged to ask question for clarification.
- The students are given explanation of the lesson today such as the generic structures, language features and the purpose of news item text.
- The students are given a quiz on the materials at the end of the session, so the students realize that these sessions are not only for fun and games, but that they really count.

Post Activities

- The students are reviewed about what students have learnt
- The students are asked about the difficulty in understanding the lesson.
- The students are given the summary of the lesson.
- Closes the meeting.

2.8 Advantages and Disadvantages of Jigsaw Technique

1. Advantages of Jigsaw Technique

According to Aronson (1978), the advantages of Jigsaw technique are:

- Teacher is not the sole provider of knowledge.
- Efficient way to learn.
- Students take ownership in the work and achievement.

- Students are held accountable among their group.
- Learning revolves around interaction with group.
- Students are active participants in the learning process.
- Build interpersonal and interactive skills.

2. Disadvantages of Jigsaw Technique

There are some disadvantages of using Jigsaw technique (Johnson & Johnson, 1981). They are as follows:

- Require some time to prepare students to learn how to work in groups.
- Require some time to make groups that each group has heterogeneity in their member ability.
- It forces teacher to make a special preparation before teaching in the class because teacher needs to prepare kinds of media.

2.9 Theoretical Assumption

In teaching reading comprehension, the teacher should find the way that can motivate the students in teaching learning process. There are some techniques that can help the teacher to reach the aim of teaching learning process. For this, jigsaw is chosen as a technique in teaching reading comprehension.

Jigsaw technique may be used in teaching reading comprehension because it makes the students involved and active. Since, the students, in this case have a unique, essential part to play in the activity. If the technique that is used can be

understood easily, then it will motivate them to pay more attention and more active in teaching learning process. It seems that jigsaw technique can be used to increase students' reading comprehension achievement.

2.10 Hypothesis

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

H₀ : There is no increase of students' reading comprehension achievement of news item text after being taught through jigsaw technique.

H₁ : There is increase of students' reading comprehension achievement of news item text after being taught through jigsaw technique.

1. Specific information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. (Mc. Whother, 1986:36)

2. Reference

References are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. (Latulippe, 1986: 20)

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4. Vocabulary

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5. Features of the Text

Features of the text are language features that enhance texts and the structure and organization of texts. . The ability to visualize the features of a text type, and how those features are arranged, is vital to the construction of meaning when reading. So, features of the text are parts of your text that have been created to help you locate and learn information.

(Ministry of Education, 2006)

In this research, the researcher will use those six reading aspects because all reading aspects above are very essential for the students to improve their reading comprehension ability.

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2.4 Concept of Authentic Materials

Before we are going to the concept of news item text, it is necessary to define what authentic text or material is because news item text belongs to the authentic texts. Authentic materials are sometimes called “authentic” or “contextualized”, real-life materials are those that a student encounters in everyday life. They include newspapers, magazines, and web sites, as well as driver’s manuals, utility bills, pill bottles, and clothing labels.

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There are some advantages that can be obtained from using authentic texts or materials in teaching reading comprehension.

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2.5 Concept of News Item Text

This research deals with improving students' reading comprehension achievement of news item text through jigsaw technique. Thus, it is necessary to define what news item text is. According to Sudarwati and Grace (2007:197), news item text means the text which is used to inform readers, listeners, viewers about events of the day which are considered newsworthy or important. The author has his/ her way in conveying his/ her messages into the text. It can be read in the books, magazines or newspapers as a headline or heard in the radio or television in a news program. In this case, the text that is printed in the newspapers or books will be used in improving student's reading comprehension through jigsaw technique.

The news item text usually begins with the main or news worthy event (s), where the author attempts to recount the event in summary form. The reader is introduced to the main event that happened in the society. The next part of news

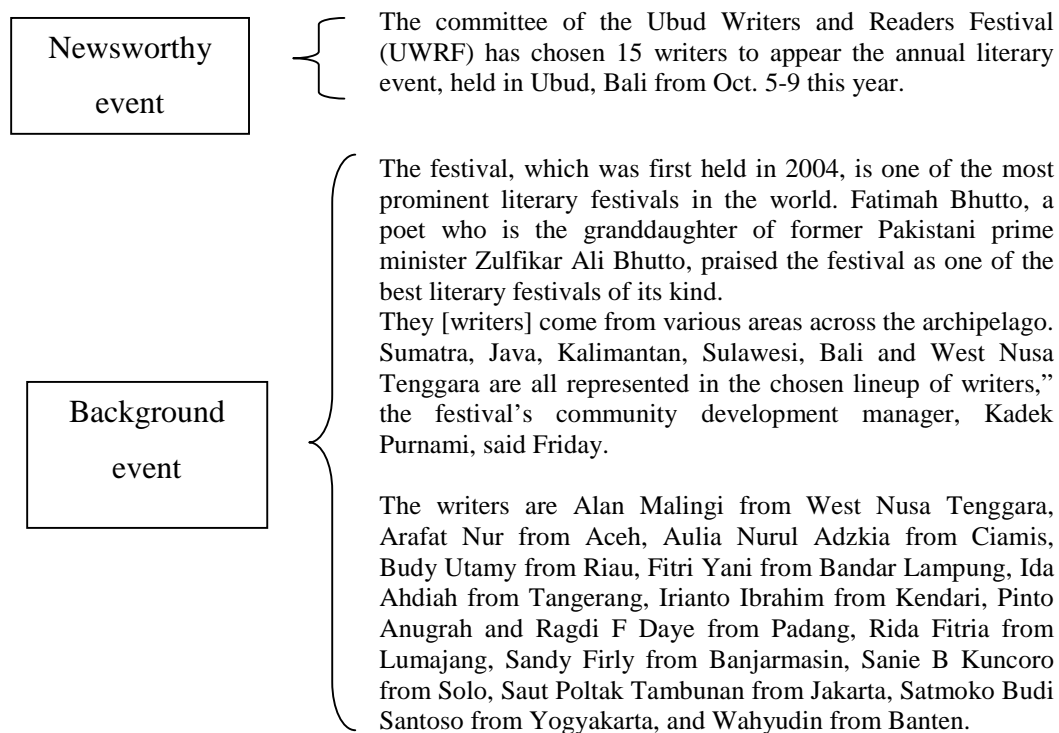
item text is elaboration or background event (s). It can be a background, participant, time, and place relating to the accident. It is the detail information for the accident which informs on how the accident happen and who are the victims. The last part of news item text is sources. In the sources the reader can read the comments by participants, witnesses, authorities, and experts involved in the event. Language Feature of News item:

- Information on the use of headlines
- Use action verb
- Use saying verb
- Use passive sentences
- Use adverbs

Here is the example of news item text:

Fifteen writers chosen for Ubud Writers festival

The Jakarta Post, Jakarta | Fri, 06/03/2011 11:21 AM | Archipelago



The writers were chosen during the 2011 UWRF Board of Curators meeting in Sanur in May. The curators involved in the selections were senior writers Kurnia Effendi from Jakarta, Dorothea Rosa Herliany from Magelang, Iyut Fitra from Payakumbuh and Made Adnyana Ole from Bali.

Sources { “The [15] chosen writers are a reflection [of Indonesia] being an archipelago because they come from various areas and cultural backgrounds. Their works of art are also in various forms: some write poems while others write novels, essays, short stories and drama scripts,” Kurnia Effendi said as quoted from tempointeraktif.com.

The Jakarta Post, June 4, 2011 <http://www.thejakartapost.com/news/2011/06/03/15-writers-chosen-ubud-writers-festival.html>

Beside the part of news item text above, the text has some characteristics. Firstly, the text uses a short language that is telegraphic information about story captured in headline. Secondly, this kind of text uses the material processes to report the event. Thirdly, it uses verbal processes in source stage such as said, told, etc. In the last, the news item text focuses on circumstances.

Since news item text is very interesting and useful that is text which informs readers about events of the day; the events are considered newsworthy or important and it is stated in School Based Curriculum (KTSP), so the text is needed to be understood. So, the researcher focuses in implementing jigsaw technique that hopefully, the technique will help the students to comprehend the text clearly.

2.6 Concept of Jigsaw Technique

Initially introduced by Aronson et al (1978) states that this jigsaw structure is meant to provide students with the chance to learn a material from their groups. A material is divided into sections, and one section is for each student to take care of. The students who are responsible from the same section get together and form a new group in which the goal is for the students to master the section of the material and to enable them to teach the other members in their original learning group later.

He also develops jigsaw technique as Cooperative Learning Strategies. Jigsaw is excellent for task that has several distinct aspects or components. Home groups are formed, with each team member is taking responsibility for one aspect of the problem question. Then, expert group is formed of all students who responsible for and plan how to teach it to their home groups. After adequate time has been given, the students return to the home groups and bring their expertise to bear on the assigned task. Positive interdependence is fostered because each student has different information needed to complete the task.

Long and Porter (1985: 207) point out that jigsaw is more feedback activity includes checking, understanding, seeking clarification and making sure the message get across. According to them jigsaw gives more chance for the teacher knows his or her students response as a feedback in teaching learning process. In this way, the students get language input containing news items that they understand through feedback with the speaker.

Aronson (1978: 43) says that Jigsaw Technique is a technique which has a strong effect on students' attitude to learn social relationship among students in the group. This also means that Jigsaw Technique can help the students to rely on each other for information in a way which puts on students above others. Finally, each student will be valuable in the group.

Nation (1991: 29) argues that jigsaw technique ensures the participants in need of getting other information. By applying the technique, each learner has essential information. No one has the same information. In this case, the students share the information to bridge the gap. So, if each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

Based on the statement above, it is understood that jigsaw is a technique of the learning method which demands the students to learn on groups of students who have heterogeneous ability. Each home group members meet in expert group to study the material assigned to each group member. After discussion, they go back into their group members and explain their discussion to his or her group members. In fact the students like to interact with the others, so jigsaw is the right technique to increase their language ability. Through jigsaw technique the students can increase their reading comprehension ability.

2.7 Procedures of Teaching Reading Comprehension of News Item Text through Jigsaw Technique

Based on the procedures of teaching reading comprehension through jigsaw technique (Aronson, 1978), the researcher modifies the activities of teaching learning process by using news item text.

The procedures are as follow:

Pre Activities

- Greeting
- The students are given brainstorming the material based on their background knowledge. It is used to build the students' thought before they learn further about news item text. "Do you know the meaning of news? From what media, do you usually get news? What kind of news do you like?"
- The students are informed the material they are going to learn, the goals of learning will be achieved and reading technique the students use.

While Activities

- The students are divided into eight home groups, each group consists of 5 students.
- One of the students is pointed as the group leader. Initially, this person should be the most mature student in the group.
- The students are given the reading text in form news item text. Because one group consists of 5 students, so the materials consist of 5 information. One student get one information.

- The students are asked to form a temporary expert group in which one student from each home group joins with other students assigned in the same information. Students in this expert group will be given time to discuss the main points of their information and specific information, reference, inference, and difficult vocabulary of their text.
- The students are asked to come back to their home group and share his or her information to the group. Other members are encouraged to ask question for clarification.
- The students are given explanation of the lesson today such as the generic structures, language features and the purpose of news item text.
- The students are given a quiz on the materials at the end of the session, so the students realize that these sessions are not only for fun and games, but that they really count.

Post Activities

- The students are reviewed about what students have learnt
- The students are asked about the difficulty in understanding the lesson.
- The students are given the summary of the lesson.
- Closes the meeting.

2.8 Advantages and Disadvantages of Jigsaw Technique

1. Advantages of Jigsaw Technique

According to Aronson (1978), the advantages of Jigsaw technique are:

- Teacher is not the sole provider of knowledge.
- Efficient way to learn.
- Students take ownership in the work and achievement.
- Students are held accountable among their group.
- Learning revolves around interaction with group.
- Students are active participants in the learning process.
- Build interpersonal and interactive skills.

2. Disadvantages of Jigsaw Technique

There are some disadvantages of using Jigsaw technique (Johnson & Johnson, 1981). They are as follows:

- Require some time to prepare students to learn how to work in groups.
- Require some time to make groups that each group has heterogeneity in their member ability.
- It forces teacher to make a special preparation before teaching in the class because teacher needs to prepare kinds of media.

2.9 Theoretical Assumption

In teaching reading comprehension, the teacher should find the way that can motivate the students in teaching learning process. There are some techniques that can help the teacher to reach the aim of teaching learning process. For this, jigsaw is chosen as a technique in teaching reading comprehension.

Jigsaw technique may be used in teaching reading comprehension because it makes the students involved and active. Since, the students, in this case have a unique, essential part to play in the activity. If the technique that is used can be understood easily, then it will motivate them to pay more attention and more active in teaching learning process. It seems that jigsaw technique can be used to increase students' reading comprehension achievement.

2.10 Hypothesis

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

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

H_1 : There is increase of students' reading comprehension achievement of news item text after being taught through jigsaw technique.