II. LITERATURE REVIEW

2.1 Review of Previous Research

Previous research has been done by Maulida (2005) at SMA Taman Siswa Teluk Betung. She made an experiment using Contextual Teaching and Learning (CTL) to investigate whether it might increase students' reading comprehension. She found the students' scores within experimental class increased significantly from 58,65 to 70,85 point while the increase of the students' score within control class were only from 56,95 to 59,87 point. She convinced that Contextual teaching and Learning (CTL) carries benefits toward students' reading comprehension.

Other research also has been done by Marcelli (2011) at SMAN 1 Bandar Lampung. She investigated whether there is significant difference in reading comprehension of narrative text achievement between students taught through Contextual Teaching and Learning (CTL) and students taught through Translation Method. As the result, she found that from the identification of the gain score of students' reading comprehension, the students who were taught through CTL get higher score than those who were taught through translation method. It can be seen from the mean of students' score pre test and post test in experimental class which is taught by using Contextual Teaching and Learning increase from 62.88 up to 72.31 and the increase was 9.43. Meanwhile in control class using

Grammar Translation Method, the mean of pre test and post test increase from 59.62 up to 62.50 and the increase was 2.88.

Dedi (2010) who conducted his study at SMAN 5 Bandar Lampung found that there was a significant difference of students' reading comprehension achievement between those who were taught through Jigsaw technique and those taught through SQ3R technique. The mean score of posttest in the experimental class using Jigsaw technique was higher than the mean score of pretest. He found that the average score of pretest 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 from 49.00 up to 50.10 and the increase was 1.10. He also stated that Jigsaw technique can increase the students' reading comprehension achievement significantly.

Considering the previous researches above, it can be stated that if it was compared with the other learning strategy, the use of Jigsaw Learning Strategy and CTL Strategy in the learning process can increase the students' reading comprehension achievement significantly. So the researcher was interested in comparing the two of the learning strategy to investigate whether there was a difference of reading comprehension achievement between students who are taught through the two of the learning strategy and which one was more effective to help students improve their reading comprehension.

2.2 Review of Related Literature

2.2.1 Concept of Reading Comprehension

Nuttal (1982: 15) states that *reading as the meaningful interpretation of printed or written verbal symbols.* It means that reading is a result of interaction between the perceptions of graphic symbols that represent language and the reader's language skills, cognitive skills and knowledge of the world.

Other linguist, *Reading is a construct of guessing and an active deriving meaning* (Grellet, 81:7; Goodman, 1976; Smith 1978. Joycey (2006: 2) says that *reading is an active skill*, where the reader interacts with the text, and to some extent the writer. Smith (1982: 5-6) says, *"Reading certainly implies comprehension, and reading is something that makes sense to the reader"*. The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. thus, they grasp the writers' messages from the texts.

Christian and Mary (1976) say that "*reading is the most important skill of all for most of students of English throughout the world."*   Bloomfield (1983:20) in Jauhari (1993:10) adds that *"the chief source of difficulty in getting the content of reading is imperfect mastery of reading process that is associating letter with sound.* Clark and Silberstein (1987:21) define that *reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.* Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge. Comprehension of the information and ideas communicated.

Dubbin (1986:6) says,

> "Comprehension is always directed and controlled by needs and purposes of an individual and therefore crucially depends on that individual's acquisition."

It implies that in comprehending text, the reader relates new information from the text being read to his previous knowledge that has been stored in his mind. Reading the words of a composition is one thing. Reading the words has no benefit if the reader does not comprehend what is being read.

Mackey (1979: 15) says, *"Reading is an active process because it involves an interaction between thought and language*." It means that the reader brings to the task a formidable amount of information and ideas, attitude and beliefs". Reading is an active skill, where the reader interacts with the texts, and some extent the writer. It means if a reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

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.

Finocchiaro and Banomo (1973: 132) suggest,

> "Reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions."

Smith (1982: 15) cites that *comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to we want to know.* Comprehension can be regarded as a condition where certainty exists. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. In addition, Dalman (1982: 23) states that *reading is more than knowing each 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.

Fries (1982:72) states,

> "An essential distinction between the reading activity and learning activity such as understanding, thinking, reflecting, imagination, judging, evaluating, analyzing, reasoning, emotional and social judgment."

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.

2.2.2 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 learning strategy and CTL Strategy, 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 strategy according to reading purpose (i.e. jigsaw learning strategy and CTL Strategy as goal in teaching reading.

Alyousef (2005: 143) says that in 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 teachers can ask students questions that arouse theirs 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 their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, cloze exercises, cut-up sentences, and comprehension questions.

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 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, CTL Strategy, and jigsaw learning strategy. 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 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.

In relation to this, Eskey (1986:9) says that "*schemata play a major in reading comprehension*." Comprehension means relating to what we do not know or new information, to what we already know. To make any sense of information thus acquired the good reader must relate it to what he already knows about the subject at hand and in combining two. Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind.

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 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 strategy to make their reading efficient and effective. Jigsaw learning strategy and CTL 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 (date, time, etc.) in monologue and functional texts, especially narrative text.

2.2.3 Concept of Narrative Text

A narrative is a kind of story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. Narrative text is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language. The purpose of narrative text is to amuse or entertain the readers with actual or imaginary 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 will focus on narrative text (imaginative experience) because the students' comprehension in reading narrative is still low. So, 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:

➢ Folktale is very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *The Mighty.*

➢ Fairy tale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella.*

➢ 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.*

➢ 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.*

Text organization of narrative text:

➢ **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).

➢ **Complication**
(It denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems).

➢ **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).

➢ **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).

Language Features of narrative text:

➢ Focus on the specific and individualized participants.

➢ The use of noun phrases

(A beautiful princess, a huge temple)

➢ The use of connectives

(First, before that, then, finally)

➢ The use of adverbial phrases of time and place

(In the garden, two days ago)

➢ The use of simple past tense

(He walked away from the village)

➢ The use of action verbs

(Walk, sleep, wake up)

➢ The use of saying verbs

(Say, tell, ask)

➢ The use of thinking verbs, feeling verbs, verbs of senses

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

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	One day, her father set out for the city. He saw an old castle and went it. None was 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.
	Beauty's father told his daughter what had happened, Beauty's sister ordered her to see the beast.
	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.
	The beast treated the beast's magic mirror. Beauty saw that her father was sick.
	The beast allowed her to go home. Her father was happy to see Beauty.
Resolution	One night, Beauty had a dream; a fairy told her that the beast was sick. Beauty hurried saw the beast dying, she began to cry. Tears fell onto the beast, suddenly the beast change into a handsome prince. Beauty and the beast got married and lived happily ever after.

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 there items make narrative text differs from other kind of texts.

2.2.4. Concept of Active Learning

Michael and Harold (2003: 3) state that "*Learning is a change in behavior that results from the learner's interaction with the environment (experience)."* It implies that in each instance, some observable, more or less permanent change in the learner's behavior has occurred as a result of his or her interaction with a particular environment. Recent advances in cognitive science are beginning to provide us with some general principles, applicable in education that should facilitate learning.

According to Scales (2008: 57), *"Learners will become more effective if they extend their range of learning styles and experience"*. It means that the students' learning strategy and the background knowledge will influence the effectiveness of learning. Furthermore, the teacher must apply the appropriate strategy to teach the students.

Kurikulum Tingkat Satuan Pendidikan (Depdiknas: 2006), which is applied by the government for all schools in Indonesia, leads the students to be active in teaching learning process. Here, the teacher should focus on how to create a active learning environment that will facilitate students' mastery of science. The starting

point for such an effort must be an understanding of the processes involved in

learning.

Michael and Harold (2003: 63) states,

> "The active learning environment will not flourish if students do not
> accept responsibility for their own learning and participate in the learning
> environment in an appropriate way."

It means that the learner must actively engage in testing and refining the mental

models that she or he is building. This means that they ask questions when

classroom presentations or discussions do not make sense to them. It also means

that they are willing to reveal publicly what they are thinking and how they

arrived at their conclusions. Finally, it means that they are willing to challenge

their peers, either in small groups or within the context of a whole class

discussion, to explore and explain their thinking process.

Cooper and Donald (1996), suggest three points that the people who work in the

classroom should consider in order to get an effective teaching and learning:

1. First and most important, the things that the teachers and pupils try to achieve in their classroom teaching and learning, the ways they try to achieve these things and the problems they encounter offer very fruitful starting points for generating hypotheses about effective classroom teaching and learning.
2. Only through knowing about the teachers' and pupils classroom practices and the thinking that underlies them will it be possible to theorize incisively about the limitations of current classroom practice.
3. Only through knowing about the teachers' and pupils classroom practices and the thinking that underlies them will it be possible to educate beginning teachers or to plan curricula or in other ways to plan intelligently for the development of classroom practice.

According to Silberman (2009), there are eight types of learning strategy which can be applied in teaching learning process in order to make the students active. They are:

1. Full-class learning
   In this strategy, the students learns full in class. The direction from the teacher stimulates the whole students in teaching learning.
2. Class Discussion
   The students must do dialogue and debat about the main topic in the class.
3. Questioning Prompting
   The students ask the clarification or explanation quickly.
4. Collaborative Learning
   The students learn by cooperating. The tasks is done by working in a small group.
5. Peer Teaching
   The focus of direction is given by the students. The students is suggested to work in pair.
6. Independent Learning
   The learning activities are done individually.
7. Affective Learning
   It includes the activities which helps the students to test their feelings, moral value, and attitudes.
8. Skill Development
   The students should learn and practice the skill technically or non technically.

It has been known that active learning is the newest and up to date strategy in teaching learning activity as stated in School Based Curriculum / KTSP which is applied in Indonesia. Based on the types of learning strategy above, the researcher is interested in doing a research on active learning strategy in helping the students improve their reading comprehension achievement. Jigsaw Learning Strategy and CTL Strategy are kinds of active learning strategy. So the researcher chose the two of strategy to compare the effectiveness of the two of the strategy in the teaching learning activity.

2.2.5 Concept of Jigsaw Learning Strategy

According to Silberman (2009),

> "Jigsaw learning strategy is a strategy which is applied globally seems like group-to-group exchange technique with a difference that every student teaches something to their friends."

It implies that jigsaw learning strategy 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 addition, Aronson et al. (1978) states that *this jigsaw structure is meant to provide students with the chance to learn a material from their peers*. A material is divided into section is for each student to take care of. The students who are responsible for the same section get together and form a new group of 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 developed jigsaw learning strategy as Cooperative Learning Technique. Jigsaw is excellent for task that has several distinct aspects or components. Home teams are formed, with each team member taking responsibility for one aspect of the problem question. Expert team is then formed of all students responsible for the same aspect. The teams go over the material they are 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 which includes checking, understanding, seeking clarification and making sure the message get across.* According to them jigsaw gives more chance for the teacher knowing his students response as a feedback in teaching learning process. In this way, the students get language input containing new items that they understanding through feedback with the speaker.

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.

2.2.6 Procedures of Teaching Reading through Jigsaw Learning Strategy

According to Silberman (2009), there are eleven steps considered important in the implementation of the jigsaw classroom:

1. The teacher chooses the learning materials which can be separated into some parts.
2. The teacher counts the parts and the total number of students.
3. The day's lesson is divided into 5–6 segments (one for each member)
4. Each student is assigned one segment to learn. Each student should only have direct access to their own segment.
5. The students should make a group of "Jigsaw Learning". Every group has a leader from each group in the class.
6. 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.
7. Temporary experts 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.
8. The students come back to their jigsaw group.
9. The students present his or her segment to the group. Other members are encouraged to ask question for clarification.
10. The teacher needs to change of groups in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers

can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.

11. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

From the procedure of Jigsaw Learning strategy above, the researcher implies that Jigsaw Learning Strategy applied a group exchange in discussing and sharing information in the teaching learning process which can challenge the students to be more active in learning. It is one way of learning strategy which is appropriate to be used by the teacher in order to apply the goal of teaching learning as stated in KTSP that the teacher must create an active learning environment in the learning process.

2.2.7 Concept of CTL Srategy

Newman and Wehlage (1997) state,

> "Contextual teaching and learning (CTL) is a strategy of teaching and learning that helps teachers relate subject matter content to real world situation and motivate students to make connection between knowledge and its application to their lives as family members, citizens, and workers."

They also state that a stimulus or real problem is the opening material for CTL Strategy. Therefore, the students are invited to use a critical thinking skills and systematic approach to inquiry of the problem or issues. Of course the problem that are relevant to the students' families, school experiences, workplaces, and community hold greater personal meaning for students.

It is also stated that CTL Strategy is combination between school-based teaching and learning and community-based teaching and learning. Students learn in the field of their interest, often providing a service to the community during the learning experience. CTL Strategy promotes the development of the knowledge

and skills for success in the real world. In this process, CTL Strategy is

connecting educational theoretical knowledge to community practical

applications.

Furthermore, according to Depdiknas (2002) there are seven elements of CTL:

1. **Constructivism**
   In this approach, the students are actively in learning process based on the previous knowledge (entry behaviour). They will try to predict the rhetorical of the text by previewing and constructing the provisional map. In other words, the students preview the title and predict what they believe the text will be covered. The students should construct the knowledge by themselves through the direct involvement of the students in teaching-learning activity. The students become the main centre of the activity, not the teacher.

2. **Inquiry**
   Inquiry is a cycling of observing, questioning, investigating, analyzing and concluding (Depdiknas, 2002). Knowledge and skills that the students have are not a result of memorizing but as result of finding by themselves. Moreover, during reading activity students will realize whether their prediction and locating the schemata are correct or not.

3. **Learning Community**

   The principle of learning community is that learning in-group will give better result than learning alone. In doing tasks the students will interact with one another in sharing the information/ideas that they get from the text so they could help each other in order to increase their achievement in reading comprehension.

4. **Questioning**

   In CTL, questioning should not be dominated by the teacher. The teacher should provide or create situation that make his students to have curiosity. If the students are curious in something, automatically they will ask more about it to the teacher or his classmates. If this situation happens, the teaching learning process will be alive and the students will be motivated in learning.

5. **Modeling**
   In the contextual teaching and learning (CTL), the model is not only the teacher. Model can be organized by involving the students. In short, the teacher can ask the students to give the model to his/her friends about how to spell and pronounce a difficult word that they find in reading text.

6. **Reflection**
   Students and teacher review the respond the event, activities and the experience. They also record what they have learned, how they feel, and the new ideas appeared. For example, the students pronounce the word 'sad' incorrectly, and the teacher corrects it by demonstrating. From the model given by teacher the students realize

that what they have done is wrong and try to pronounce it correctly by imitating like what the teacher has done.

7. **Authentic Assessment**
   Teacher who wants to know the students' development in learning should collect the data from the real activity while the students learn. The data are taken from the students' activity when they are learning whether it happens in the class or not, and the data of this model is called Authentic data.

Based on the explanation above, the researcher assumes that this approach enables students to acquire information from many types of text, especially in narrative. Students can receive the message easily and comprehend it as new information for them

.

2.2.8 Procedures of Teaching Reading through CTL Strategy

In developing students' reading comprehension of narrative text the writer will like to present the application of CTL Strategy. The researcher's purpose is to make it easier for students to improve their reading comprehension of narrative text.

The teacher takes some steps in the presentation of CTL Strategy as follows:

PRE-ACTIVITY

1. Greeting.

2. Checking students' attendance list.

3. Students are asked about their daily activities and about the fiction story (e.g. "do you know story of *Cinderella* or *Snow White*?).

4. Students are asked the questions related to the material they will learn *"Do you know about narrative text?", "What do you know about narrative text?", "Have you ever read narrative text?"*. (Constructivism).

WHILST-ACTIVITY

1. The students' answers are arranged on the whiteboard based on the generic structure and grammatical features of narrative text (Modeling).

2. The students are explained the generic structure, grammatical features, and social function of the text from the teacher (Inquiry).

3. The students are given a chance to ask question (Questioning).

4. The teacher breaks the class into some groups (Learning community).

5. The teacher gives narrative text to the group, and each group has different title of the text.

6. The students are instructed to solve the problem in the narrative text.

   The problems consist of:

   a. Getting main idea

   b. Identifying generic structure

   c. Understanding difficult vocabularies

   d. Getting specific information

   These questions are based on the interpretative comprehension and aspects of reading that are used in this research. The students should understand the ideas and information not explicitly stated in the passage.

   (authentic assessment)

7. The students are guided to discuss the problems that they have finished. (The students present the result of their discussion in front of the class).

8. The teacher explains narrative text that they have been discussed completely.

9. The students are given other title of narrative text.

10. Students are asked to read narrative text (Text 2) individually and answer the reading comprehension test given. (authentic assessment)

11. The teacher checks the students' work.

POST-ACTIVITY

In this phase, the following activities are done:

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. Closing the meeting.

2.3. Theoretical Assumption

Based on the previous explanation, the researcher assumes that teaching reading through jigsaw learning strategy would increase the students' reading comprehension achievement. It can be also more effective to improve the students' ability in reading than CTL Strategy. When the students discuss with their groups actually they learn and practice reading also, at the feedback session it will help students to students' correction. Through this activity, the corrector will realize what should be done and what should not effectively. Judging from the previous explanation, the researcher asserted that the students would have more practice and try to say the idea what they wanted to be acquired in the text and by repeating them . It would be useful as a stepping-stone to another new formula.

2.9. Hypothesis

Concerning with the theories and assumptions above, the researcher formulated the hypothesis as follows:

1. There is a significant difference of reading achievement between students who are taught through jigsaw learning and those who are taught through CTL Strategy .
2. Jigsaw Learning Strategy is more effective to help the students improve their reading comprehension than CTL Strategy.