

CHAPTER II

RELATED THEORIES

This chapter presents and discusses about previous studies, related theories, narrative text , jigsaw technique, theoretical framework, hypothesis of study.

2.1 Previous Studies

There have been a number of researcher conducted some studies related to the topic. Therefore, the researcher chose four previous studies which are closer to the topic.

The first study was conducted by (Mualidi, 2011). Her research is entitled *The Effectiveness of Jigsaw Technique to improve Students' Reading Narrative Text Ability (An Experimental Research with the Eleventh Grade of MAN Kendal in Academic Year of 2010/2011)*. This study is based on the importance of reading text at MAN Kendal is low. The writer conducted experimental research. This experimental research was held at MAN Kendal. Based on this finding, it is suggested that jigsaw technique can be used by the teachers to improve students' ability in reading narrative text.

The second study was conducted by (Arini, 2013). Her research is entitled *Improving Students' Reading Comprehension of Narrative Text through Jigsaw Technique (A Classroom Action Research on the Second Grade Students of SMP Ansh-Sholihin)*. This research is to find out whether or not teaching reading through jigsaw can improve the reading comprehension of narrative text on the second grade students of SMP Ash-Shilihin, Kebon Jeruk. The writer conducted the learning process in reading through jigsaw technique by Classroom Action Research. Based on these findings, it can be concluded that the use of jigsaw technique can improve students' reading of narrative text on the second grade of SMP Ash- Sholihin ,Kebon Jeruk.

The third study was conducted by (Ragabuana, 2014). Her research is entitled *The Effectiveness of Jigsaw Technique in Learning Reading of Exposition (A Quasi-Experimental Study at the Second Year Students SMAN 34 Jakarta of 2014)*. The research was to see the effectiveness of jigsaw technique in learning reading of exposition text at the second year students of SMAN 34 Jakarta also to help the English teacher create interactive for students while reading of exposition text. The method applied in this research was quasi-experimental research. The result of the research proved that jigsaw technique is effective to be used in learning reading of narrative text.

The fourth study was conducted by (Asmiati, 2017). Her research is entitled *The Effect of Using Jigsaw Technique to improve Students' Reading skill (An Experimental study of Eight Grade Students at SMPN 9 Mataram in academic Year 2016/2017)*. This research is an experimental research that uses two group design. It focused on the effectiveness of jigsaw technique to improve students reading skill. It means that jigsaw technique was not effective to improve students' reading skill of Eighth Grade Students at SMPN 9 Mataram in academic year 2016/2017. Because it can be concluded that the students' mean score in experimental group is higher shows groups. The data analysis group was 10.15 while control group 7.18.

Based on the previous studies above, this research is different from the previous researcher this study attempt to evaluate, the effectiveness of jigsaw technique for senior high school students' in which its implementation use technology as media application.

2.2 Related Theories

2.2.1. Reading

1. Definition of Reading

Reading is one of the important skills that the students have to master. However, many students have difficulties in comprehending the reading text. According to (Buzan, 2006) reading is individual's total interrelationship with symbolic information. It is an activity to

get important views and messages from written language. (Harmer, 2010) states that reading has positive effect on student's vocabulary knowledge, on their spelling and on their writing.

Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have received the special focus on student's reading comprehension proficiency (Branch & Street, 2016) .

Reading is part of the way we use language in daily life to gather information, communicate with others and also for enjoyment. Reading always occurs in context, that is, what we read is a part of a broader situation or an extended text. Text here refers to a complete piece of language which is related to a particular context. Texts can be extended pieces of language such as a novel or single words such as Exit (Stephenson & Harold, 2009)

Based on the definitions about reading above, reading can be defined as a process that requires people to read and to understand what they read. Reading is also a complex skill that the people should do an interaction with text in order to recreate or create discourse meaning.

2. The Kinds of Reading

There are two kinds of reading that are usually applied in reading class, extensive and intensive reading according to (Harmer, 2007a).

a. Extensive reading

The term refers to reading which students do often (but not exclusively) away from classroom. Where possible, extensive reading should involve reading for pleasure or a joyful reading. This is enhanced if students have a chance to choose what they are willing to read.

b. Intensive reading

It refers to detailed focus on the construction of reading which takes place usually (but not always) in the classroom. Teacher may ask the students to look at extracts from magazine, poems, internet websites, novels, newspaper, plays, and wide range of other text genres. Intensive reading is usually accompanied by study activities.

The writer considers that if people have different purpose in reading, it will as well influence the way they read. For instance, people probably will read some lessons or material in the limited amount of time then just skim the text. On the contrary, when people need to look up a name in the address book or word in the dictionary, they should know what they are looking for so they scan it and read it word by word.

3. The Purpose of Reading

When people read, they may have some different to obtain after reading text. For instance, when people want to get information or knowledge, they read textbook, a newspaper, a journal, an article. When people read to get pleasure or to get entertained, they may read some kinds of magazine comic, or novel. Here are several purpose that may include when people read according to (W. Grabe & Stoller, 2016) there are several purpose of reading as follows:

1. Reading to search for simple information

In reading to search, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. As example, we usually search through a telephone directory to find key information, either an address or a phone number.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount

of information from a text. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

3. Reading to integrate information.

Reading to integrated information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources.

4. Reading for General comprehension.

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

4. The Principles of Reading

There are some principles of reading according to (Harmer, 2007)

- a. Encourage students to read as often and as much as possible. The more students read the better.
- b. Students need to be engaged with what they are reading .Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading that is, teacher should try to help them get as much pleasure from it as possible. During the lesson, teacher should also do the best to ensure that the students engaged with the topic and the activities they are asked to do while dealing with it.
- c. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. It

is important for the students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. It is as well important that the students should be allowed to show their feelings about the topic.

- d. Prediction is a major in reading. When someone needs reads a text, he/she usually have a good idea of the content before he/she actually starts reading. Book covers can give the readers a clue about what is in the book, photographs and headlines hint at what article is about before reading a single word.
- e. Match the task to the topic when using intensive reading text. Teacher need to choose good reading tasks; the right kind of questions' appropriate activities before during and after reading, and useful study exploitation when the topic of reading has been set.
- f. Good teacher exploit reading texts to the full. Good teacher can integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation, and using range of activities to bring the text to life. Where students have been doing extensive reading, the teacher should use whatever opportunities present themselves to provoke useful feedback.

5. The Definition of Reading Comprehension

Comprehension refers to “the ability to go beyond the words, to understand the ideas conveyed in the entire text. Reading comprehension as holistic process of constructing meaning from written text through the interaction of the knowledge reader brings to the text, word recognition ability, word knowledge, and knowledge of linguistic conventions, readers interpretation of language that the used

in constructing the text and the situation in which the text is read (Souhila, 2013)

In line with statement above (Branch & Street, 2016). States that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Reading comprehension is a process in which reader must seriously go inside to a text. This process depends on readers' knowledge and a will to read more and more. Similarly, reading comprehension depends on vocabulary knowledge and vice versa (Mikulecky & Ed, 2008)

From the definition above, it can be summarized that reading comprehension is very complex activity to understand the message from the text that the author tries to convey. To be the accomplished reader, it needs a lifetime practice because the comprehension process is really complicated.

2.2.2 Narrative Text

1. The Nature of Narrative Text

Narrative text is piece of text which tells a story and, in doing so, entertains or informs the reader or listener. So, narrative is kind of the text which tells about events, or accuracies, which can make the reader feels that it is real (Anderson, 1997).

Narrative text have been described as having several common components including a setting, plot (series of episode based on goals, attempts, outcomes), resolution or story ending (coffman, 2010).

Narrative text is a type of text talking about a series of event that happened to a person or character that is sequenced in time and use time connectives; *one upon a time, after a while, then, finally.*

Connective are widely used to move the narrative along and to affect the reader (Suhartini, 2016).

2. Language features of a narrative

There are some language features usually found in a narrative according to (Anderson,1997):

1. Specific characters the character of the story is specific, not general example: Cinderella, Snow White, Alibaba,etc).
2. Adjectives that provide accurate descriptions of the characters and settings. Example: *a nice princess who live in the palace.*
3. Verbs that show the actions that occur the story. Example: *say, walk, sleep etc.*
4. Time words (simple past tense) that connect events, telling when they occurred. Example: *once upon a time, two days ago etc*
5. Using saying verbs which sign to pronounce something. For example: said, told, promised, etc,

3. Types of Narrative Text

There are many type of narrative text according to (Anderson, 1997).

- a. A humorous narrative is one that aims to make the audience laugh as part of telling a story.
- b. Romance, typically tells of two lovers who overcome difficulties to end up together.
- c. Science function, use a setting involving science and technology.
- d. Diary-novels, the text presented like diary entries.
- e. Adventure, typically tells of exciting dangerous journey of experience.

4. Generic Structure

Generic structure is the way which elements of a text are arranged to match its purpose.(Anderson, 1997)specify the generic structure of narrative text as follows:

1. An Orientation

Normally, in the introduction or orientation the writer or narrator explains where the story happened. In this level the writer also used to procedure atmosphere so that make the readers are persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text will understand first the contents of the text before they read it.

2. Complication

In this part, the crisis arises. It is the climax of the narrative text. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main characters is prevented to reach his or her wanted. In this part, narrator brings up the issues occurred in the story. Complication are the description of real life and tell the readers that every issues or problem can be solved.

3. Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems.

Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

4. Re-orientations

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events.

2.2.3 Jigsaw Technique

Jigsaw technique is the way have been used by research in this research. This section discusses about Jigsaw among other: definition, procedure, and jigsaw technique in teaching reading.

1. Definition of Jigsaw Technique

Jigsaw is a cooperative learning strategy that has been used for over thirty years. Jigsaw is a kind of strategy that allows learners work cooperatively and help each other in dealing with new learning materials. Within the interaction in the group, they will have particular active role to each other members in the group on the materials they have studies (Yudhi, 2016).

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Students are provided the opportunity to become “experts” in a particular subject, and share that knowledge with their peers (Marhamah, 2013).

2. The procedure in Jigsaw

According to (Barkely, 2005), there are procedure in jigsaw:

1. The instructor presents a list of possible topic for developing expertise, making the division of the material into component part clear.
2. Either through teacher assignment or by interest areas, students form groups charged with developing expertise on a particular topic.

3. Students work in these expert groups to master the topic. They also determine ways to help other learn the material, exploring possible explanations, example, illustrations, and applications.
4. Students move from their expert groups to new jigsaw groups in which each student serves as the only expert on a specific topic. In these groups, experts teach the material and lead the discussion on their particular topic. Thus each new jigsaw group consists of four to six students, each prepared to teach their subject to their peers.
5. The whole class reflects on the group discoveries in a closure activity.

3. Jigsaw Technique in Teaching Reading.

The Jigsaw technique is very simple to use. The students are divided into five six members in a group. Each member is responsible to learn the given material (Barkely, 2005).

The teaching reading uses jigsaw technique are as follows:

1. Students are divided into 5 or 6 persons of a jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.
2. One students' should be appointed as the group leader. This person should initially be the most mature students in the group.
3. The day's lesson in divided into 5-6 segments (one for each member).
4. Each students' is assigned one segment to learn. Students should only have direct access to only their own segment.
5. 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.
6. Temporary experts group should be formed in which one students from 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 which they are going to make their jigsaw group.

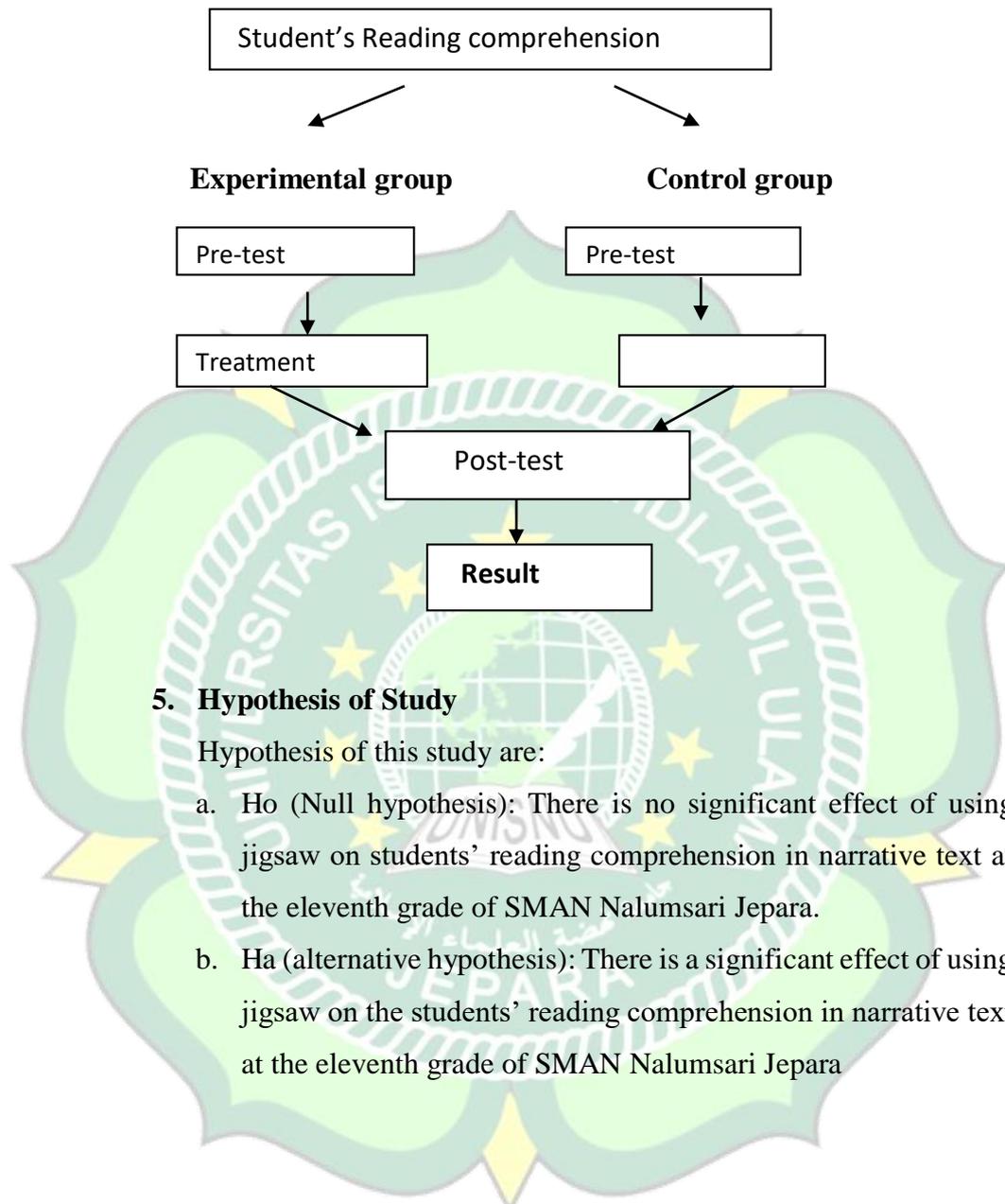
7. Students come back to jigsaw group.
8. Students present his or her segment to the group. Other members are encouraged to ask question for clarification.
9. The teacher needs to observe the process from group to group. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
10. 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 the really count.

4. Theoretical Framework

This theoretical framework is to give clear understanding about theories used as the basis of this study. The researcher focuses on reading comprehension of the students. References of the previous research that give positive effect to the students' reading comprehension, the researcher uses one of the effectiveness of jigsaw technique on the students' reading comprehension of narrative text implemented by (Mualidi, 2011).

Based on the statement above, the writer will investigate about the effectiveness of jigsaw technique on the students' reading comprehension of narrative text. It is suggested that jigsaw technique can be used by the teacher to improve students' ability in reading narrative text.

The picture of theoretical framework can be seen as follows:



5. Hypothesis of Study

Hypothesis of this study are:

- a. H_0 (Null hypothesis): There is no significant effect of using jigsaw on students' reading comprehension in narrative text at the eleventh grade of SMAN Nalumsari Jepara.
- b. H_a (alternative hypothesis): There is a significant effect of using jigsaw on the students' reading comprehension in narrative text at the eleventh grade of SMAN Nalumsari Jepara