## CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter consists of two parts. The first part is previous studies. The second part is theoretical background.

### 2.1 Previous Studies

In this research proposal the writer takes some previous studies from skripsi and journal as comparative study. The first previous study is conducted by (Umiyati, 2011) "The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension". The researcher concluded that use of small group in teaching reading comprehension has significant effect in the students' reading achievement on even semester of the seventh grade of "SMP" Sunan Bonang Tangerang.

The second study was conducted by Retna Oktaviani Zahra (2014) entitled "The use of jigsaw technique in improving students' ability in writing a desciptive text (A Quasi-Experimental Research at One Senior High School in West Bandung)". The writer explained that the Jigsaw technique was effective in improving students' writing scores. The result from independent t-test on post-test showed that there was a significance different between post-test means of the experimental group and those who were in the control group. The result found out that the significance value is bigger than r critical. Therefore, the null hypothesis was rejected. Moreover, based on the obtained data from questionnaire, the Jigsaw technique was found to be potential to provide better learning when compared with the conventional method.

Another previous study, the writer found in the research entitled "The Effectiveness of Jigsaw Technique to Improve Students' Ability in Reading Recount Text". The result of this research found that Jigsaw Technique was effective to improve students' ability in reading recount

text. It could be seen from the result of post test of experimental group and control group. The mean of experimental group was higher than the mean of control group. The mean of experimental group was 72.88 and it could be categorized as good whereas the mean of control group was 69.18. Furthermore, based on the significance level, the value of t-table was 2.00. It means that Jigsaw Technique is effective to improve students' ability in reading recount text on the first grade students at MAN Purworejo in the academic year of 2012/2013. (Yuli Prihastiwi,2013).

From the previous study above, there are many studies which have been conducted by using various methods and techniques in teaching reading comprehension. The difference of those previous studies with this study is the researcher would like to use jigsaw as the technique in teaching to improve reading comprehension. The researcher expects jigsaw technique can be a good technique in teaching English. In this research, reading is essential aspect of skill of learning language especially in learning English, and the use of jigsaw technique in teaching English is one of alternative way of good method to improving student's reading comprehension.

## 2.2 Theoretical Background

### 2.2.1 Reading

a. Definition of Reading

Reading is one of the basic skill in English. Reading is an activity in understanding a written text. Reading is also one of the way the students to enrich their ability and knowledge . In reading, the students are expected to be able to know what they have read. According to Grellete (1999:7), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. Based on this statement, reading activity requires a reader to guess and predict a text content that is intended.

Furthermore, Pang, Muaka, Bernhardt and Kamil (2003:6), stated that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Alderson (2000:3-4) said that understanding the process of reading is presumably important to an understading of the nature reading but, at the same time it is evidently a difficult thing to do, the process is normally silent, internal, and private.

Brown (2004:185) states reading is likewise a skill that teachers simply expect learners to acquire. Smith (2004:2) also defined, reading is properly employed for all manner of activities when we endeavor to make sense of circumstances; its original meaning was interpretation. According to El-Koumy (2002:72), reading as a collection of separate skills, including phonics, word recognition, grammar, etc. Furthermore, Brown (2000:298) states that reading ability will be developed best in assosiation with writing, listening, and speaking activities. Based on Harmer (1998:68), reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students. Provided that students more or less understand what they read, the more they read, the better they get at it.

Based on the definitions about reading above, reading can be defined asone of language skills that needs to be mastered by English learners. In reading, a reader is actively responsible for

making sense of texts. Reading is also a process undertaken to get meaning a text, reading requires creativity and critical analysis.

According to Grellet (1999:4), the main ways of reading are

1) Skimming: quickly running one's eyes over a text to get the gist of it.

2) Scanning: quickly going through a text to find a particular piece of information.

3) Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global undesrtanding.

4) Intensive reading: reading shorter texts, to extract specific information. This is more accuracy activity involving reading for detail.

b. Micro and Macroskills of reading

Micro and macroskills can be used the teacher to overcome the difficulties of students' reading comprehension.

According to Brown (2004:187-188), the micro and macroskills below represent the spectrum of possibilities reading comprehension.

1. Microskills

a) Discriminate among the distinctive graphemes and orthographic patterns of English.

b) Retain chunks of language of different lengths in short-term memory.

c) Process writing at an efficient rate of speed to suit the purpose.

d) Recognize a core of words and interpret word order patterns and their significance.

e) Recognize grammatical word classes (nouns, verb, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms.

g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2. Macroskills

a) Recognize the rhetorical forms of written discourse and their significance for interpretation.

b) Recognize the communicative functions of written texts, according to form and purpose.

c) Infer context that is not explicit by using background knowledge.

d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification.

e) Distinguish between literal and implied meanings.

f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaningof words from context, and activating schemata for the interpretationof texts.

c. Purpose of Reading

Reading is a necessary part of learning activities. Richard and Renandya (2002:273) state that many foreign language students often have reading as one of their most important goals, they want to be able to read for information and pleasure, for their career and for study purposes.

According to Grellet (1999:4), there are two purposes in reading:

1. Reading for pleasure. When people read the text, they get pleasure. They may read kind of text such as journal, magazine, newspaper or article. According to Mikulecky and Jeffries (2004:3) there are two main reasons why pleasure reading is such an effective way of improving your English. First, pleasure reading gives you an opportunity to have lots of contact with the languge. Second, reading for pleasure allows you to build on your personal knowledge of English.

2. Reading for information (in order to find out something or to do something for the information you get.

   According to Mikulecky and Jeffries (2004:3), there are regular reading for pleasure can help you to improve your vocabulary, increase your reading speed, improve your comprehension, improve your writing, gain more knowledge and find examples of the many different ways people speak and write.

d. Reading Comprehension

According to Pang, Muaka, Bernhardt and Kamil (2003:14), comprehension is the process of making sense of words, sentences and connected text. It means that comprehension is the processes of deriving the meaning of one word to another in a text. Readers should be active and focus on the text, use of background knowledge, expressions, vocabulary, grammatical knowledge, experience, reasoning with a text and other strategies to help them understand well the written text.

According to Klingner, Vaughn and Boardman (2007:2) said that meaning, learning, and pleasure are the ultimate goals of learning to read. If student know how to read words and get the little of the meaning text. Ultimately, students know the meaning of the text that they read and get the knowledge from it.

e. Types of Reading

According to Brown (2004:189), reading can be divided into 4 types, they are:

1. Perceptive.

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphitic symbols. In this case, students will get a lot benefits, one of it is they able to write and read.

2. Selective.

This category is largely an artifact of assessment formats. In order to ascertain ones reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple-choice, etc. It means that the learners are expected to understand more detail about the language that they have learned.

3. Interactive.

Included among interaction reading types are stretches of language of several paragraphs to one page or more in which the reader must in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

4. Extensive.

Extensive reading, applies to text of more than a page, up to and including professional articles, essay, technical reports, short stories, and books. The learners must understand the whole text that they have read and the end they can answer the questions based on the text.

According to Harmer (2007:283-286), to get maximum benefit from their reading, students need types of reading, including:

1. Extensive reading is students should be reading material which they can undestand. If they are struggling to understand every word, they can hardly be reading for pleasure.
2. Intensive reading is students read for general understanding, without worrying about the meaning of every single word.

f. The Principles of Teaching Reading

Teacher has to know how to teach reading to students. There are some principles of teaching reading by Harmer (1998:70-71).

1. Reading is not passive skills.

reading is an incredibly active occupation, to do it successfully. The students have to understand the argument what the words means. See the pictures, the words are painting, understand the arguments if the students do not do this, and they only start surface of the text might be quickly forget it. Reading as an active skill, thus reading should be taught in creative ways to make the students comprehend the text easily.

2. Students need to be enganged with what they are reading.

Students who are not engaged with reading text they are actively interested in what they are doing. The reading texts give not benefit for them. They are really fired up by the topic or the task. They get much more from what they are read. Here, Teacher have to give the motivation to the student for reading the text, by telling them about the topic, and the benefit of reading so the student will be interested by the text.

3. Students should be encouraged to respond to the content of reading text, not just to the language.

It is important for students to study reading text for the way they use language. The number  of paragraphs, they contain and how many times they use relative clauses but the meaning, the message, is just as important and we must give students a chance

to respond the message in some way. The students should be allowed to express their feelings about the topic.

4. Prediction is a major factor in reading.

When we read text in our own language, we frequently have good idea of the content before we actually read. Book covers give us a hint of what article are about, our brain starts predicting what we are going to read. The teacher should give student "hints" so that they can predict what is coming too. It will make them better and more engaged reader.

5. Match the task to the topic.

One a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks the right kind of questions, enganging, and useful puzzles etc. The most interesting text can be underminded by asking boring and inappropriate questions. The most common place can be made really exciting with imaginative and challenging tasks.

6. Good teachers exploit reading texts to the full.

Any reading text is full of sentence, words, ideas, descriptions, etc. Good teachers integrate the reading text into interesting class sequence, using the topic for discussion and further task using the language for study and later activation.

g. Teaching Reading

Teaching is a process to transferring knowledge. In teaching reading, teacher not only teaching to read, but also teach the students to read the text and comprehend it. Brown (2000:7) define that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with the knowledge and causing to know or understand. Brown (2000:7) also says that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for

learning. From the definition above, we can get the definitions what is teaching, we can define that teaching is helping, facilitating, and giving instructions how to learn and get something or knowledge to the students. Teacher is the subject in doing those because the teacher has the obligation to help the students learn and master English especially in reading comprehension.

In teaching reading, the students must enjoy during reading process. Thus, teacher must pay attention how to increase reading comprehension in classroom learning. Teaching reading need more than only read the text. According to Harmer (2007:288), most reading sequences involve more than one reading skill, students may start by read for gist and then get them to read the text again for detailed comprehension, they may start by identifying the topic of a text before scanning the text quickly to recover specific information, they may read the specific information before going back to the text to identify features of text construction.

h.  Teaching Reading Comprehension

In teaching reading comprehension, teacher needs strategies to make the students comprehend the reading texts. According to Grellet (1999:17), one of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several according to one's reasons for reading, students will never read efficiently unless they can adapt their reading speed and technique to their aim  and by reading all texts in the same way, students would waste time and fail to remember points of importance to them because they would absorb too much non essential information.

According to Brown (2000:306-310), there are some strategies for reading comprehension:

1.  Identify the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information.

2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginnig level learners).

At the beginning levels of learning English, one of difficulties students encounter in learning to read is making the correspondences between spoken and written English. While you can often assume that one two one grapheme phoneme correspondences will be acquired with ease, other relationships might prove difficult.

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

Intermediate to advanced level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

a. Try do not need to "pronounce "each word to your self.

b. Try to visually perceive more than one word at a time, preferably phrases.

c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

Aside from these fundamental guidelines, which if followed can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners. Academic reading, for example, most learners manage to accomplish by allocating whatever time they personally need in order to complete the mterial.

4. Skim the text for main ideas.

Skimming consists of quickly running one's eyes across a whole text (such as, an essay, article, or chapter) for its gist. Skimming also gives readers the advantage of being able to

predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5. Scan the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. Ask students to look for names, or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

6. Use semantic mapping or clustering.

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7. Guess when you are not ceratain.

Learners can use guessing to their advantage to: Guess the meaning of a word, guess a grammatical relationship (e.g., a pronoun reference), guess of discourse relationship, infer implied meaning (between the lines), guess about a cultural reference and guess content messages. The key to successful guessing is to make it reasonably accurate.

You can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

8. Analyze vocabulary.

Recognize a word is to analyze it in terms or what they know about it.  There are several techniques are useful:

a. Look for prefixes (co-, inter-, un-, etc.) that may give clues.

b. Look for suffixes (-tion, -tive, -ally, ctc.) that may indicate what part of speech it is.

    c. Look for roots that are familiar(e.g., intervening may be a word a student does not know, but regognizing that the root ven comes from latin "to come" would yield the meaning "to come in between")

    d. Look for grammatical contexts that may signal information.

    e. Look at the semantic context (topic) or clues.

9. Distinguish between literal and implied meanings.

       The fact that not all language can be interpreted appropriately by attending to its literal, syntectic surface structure makes special demands or readers.

10. Capitalize on discourse markers to process relationship.

       Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

### 2.2.2 Cooperative Learning

a. The Definition of Cooperative Learning

       One important aspect of active learning is social interaction among students and small group activities are an easy way to facilitate social interaction (Guvenc,2010:1478). Cooperative Learning is an ideal environment for students to learn to understand and use a new language (Fauziati,2009:172). This method very helpful and good for students, because students can develope their skill in leadership and make them more responsible. Cooperative learning activity in learning group, it used to teach in specific content. Cooperative learning is a method in which students are stimulated to think, solve the problem, integrate and apply their competence and knowledge (Prihastiwi,2013:2). According to Isman (2012:95), cooperative learning is a structured and systematic instructional strategy, which is suitable for any learning subject and grade. Cooperative learning strategies,

properly structured, have proven to be efficient and effective in promoting mastery of knowledge and skills amongstudents of all abilities and ages (James:254).

Cooperative learning gives students opportunities to learn something well. It helps them to hear it, to ask questions about it, and to discuss it with their friends. According to Slavin (2005:24), cooperative learning is not a game, and it is not a way to make some students doing an other students' assignment, but, students are very motivated to see that every student in their group has studied the material, so that they learn well through discussion and reviewing the lesson until they feel satisfied.

According to Karocop (2017:421) cooperative learning is considered to have positive effects on the academic achievement of learners, the development of social skills, the personality traits and psychological variables. In addition, it is stated that there are important contributions of cooperative learning to the development of personal and professional skills.

According to Felder and Brent (2007:1), there are several reasons why cooperative learning works as well as it does. Students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method.

Ajaja and Eravwoke (2010:14) also state  in cooperative learning, the interaction among students are intense, students gradually take responsbility for each other's learning, and during cooperative learning the feedback, reinforcement and support come from student peers in the group.

b.  Kinds of Cooperative Learning

In cooperative learning, there are several kinds of technique that can  apply in learning. Slavin (2005:11) states there are five

techique of cooperative learning, such as STAD (Students Teams-Achievement Divisions), TGT (Team–Game -Tournament), CIRC (Cooperative Integrated Reading and Composition), TAI (Team Accelerated Instruction), and Jigsaw.

1. STAD (Students Teams-Achievement Divisions)

    in STAD, the group consist of four to five member of students that are mixed in difference gender, race and ethnicity. The main function of this group is to make sure that all of members have mastered the lesson, and to prepare the members to do individual quizzes correctly. After the teacher teach the material, each groups are gather to learn the activity sheet.

2. TGT (Team–Game -Tournament)

    In general, TGT is same with STAD, but TGT uses academic tournament, the quizzes and the system of the individual progress score. In which students play the game with members of other groups to obtain the point to their score.

3. CIRC (Cooperative Integrated Reading and Composition)

    CIRC is a comprehensive program for teaching reading, writing in the upper elementary grades. The main activities of CIRC is students work in heterogeneous group. Most of the activities students follow regular cycle from the teacher, team practice, independent practice, team pre-assessment, practice addition, and test.

4. TAI (Team Accelerated Instruction)

    In TAI, combines cooperative learning with individualized instruction. TAI also make the students work in teams of cooperative learning and carry out the responsibilitie in manage, help each other, ang give support each other.

5. Jigsaw

    In jigsaw technique, students work in same four to five member, heterogeneous teams as in TGT and STAD. Students

divided in group randomly in two kinds of group, they are home group and expert group. In expert group students discuss and learn the material. From the expert group students back to the home group to share their material that their learnt from the expert group.

c. Elements of Cooperative Learning

According to Lundgren (1994:8), there are basic elements of cooperative learning as elaborated like the following:

1. Students must perceive that they "sink or swim together."
2. Students are responsible for everyone else in the group, aswell as for themselves, learning the assigned material.
3. Students must see that they all have the same goals.
4. Students must divide up the tasks and share the responsibilities equally among group members.
5. Students will be given one evaluation or reward that will apply total members of the group.
6. Students share leadership while they acquire skills for collaborating during Learning.
7. Students will be held individually accountable for material worked on in coopera-tive groups.

Furthermore, there are elements of cooperative learning based on Johnson & Johnson (2009:70-71).

1). Positive interdependence

Positive interdependence is the perception that we are linked with others in a way so that we cannot succeed unless they do.

2). Individual accountability

Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual

3). Face-to-face promotive interaction

Individuals promote each other's success by helping, assisting, supporting, encouraging, and praising each other's efforts to achieve.

4). Sosial Skills

Contributing to the success of a cooperative effort requires interpersonal and small group skills.

5). Group Processing

Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships.

According to Tran (2014:131), possitive interdependence needs to be constructed in cooperative learning groups to help students work and learn together. He also said that positive interdependence results in reciprocal interaction among individuals, which promotes each group member's productivity and achievement, and promotive interaction occurs as individuals encourage and facilitate each other's effort to accomplish the group's goals.

In the model, students working on assignments sheet in four or five member difference groups. Each group can discuss with their member and can solve problems they have in working together. So, the success of a cooperative group is totally dependent on the efforts made by all members.

## 2.2.3 Jigsaw Technique

One of  technique in cooperative learning method is jigsaw.

a.  The Definition of Jigsaw

Jigsaw is one of the techniques that can be used in the teaching-learning.This technique makes the students more active in the group work activity. In jigsaw technique, the students are expected to be more challenged so they will be active to participate the course. In addition, Barkley, Cross, and Major (2005:156) define

that jigsaw is students work in small groups to develop knowledge about a given topic and to formulate effective ways of teaching it to others.

According to Fauziati (2009:176), jigsaw is a widely practiced teaching that similar to-group to-group exchange with one important difference every student teaching something. According to Adams (2013:65) the jigsaw tstrategy is a cooperative learning technique appropriate for students from 3rd to 12th grade. He also said that jigsaw technique have several benefits in teaching, teacher is not the sole provider of knowledge because most of the work is done by the students themselves which makes it an efficient way to learn, students take ownership in the work and achievement.

The Jigsaw technique is developed by Elliot Aronson and his friends in 1978 as cooperative learning method (Slavin,2005:236). This technique can be used in learning listening, reading, writing,or speaking. The students cooperate with their friends in group and they have many opportunities to improve their ability.

As conclusion, Jigsaw is a really efficient and effective way to learn the material. Students can learn alot of the material and share the information each other.

b. The Procedure in Jigsaw

According to Barkley, Cross, and Major (2005:157), there are procedures in jigsaw:

1. The instructor presents a list of possible topics for developing expertise, making the division of the material into component parts clear.
2. Students work in these expert groups to master the topic. They also determine ways to help others learn the material, exploring possible explanations, examples, illustrations, and applications.
3. 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.

4. The whole class reflects on the group discoveries in a closure activity.

## 2.3  Teaching Reading Through Jigsaw Technique

Jigsaw is a one of cooperative learning technique. It is a way to teach the students to make them master in learning material. In this study,  teach reading using a jigsaw technique. Jigsaw technique can help students to communicate each other if they get problems in reading text.

Before involving students in jigsaw technique. Firstly, the teacher introduce the concept of jigsaw technique in learning class. Then, teacher explain in detail to the students that jigsaw technique would be helpful to improve the students' reading comprehension. Then explain the rules and the way how to apply the jigsaw technique in teaching reading.

There are some students activities by using jigsaw technique:

a. Firstly, The teacher divides the student in group namely home group, each group content of four to five students. Each group is given a same text that separate depending on the number of the pieces of the  text. in group, each student have a piece of the text that consist of different paragraph that related each other in construction a story.

b. Secondly, the students leave their home group and the teacher divides the student again based on the students who have same number piece of the text. In this group, namely expert group. In expert group, students hve to analyze and discuss the piece of text. Each stuudent in group have to read it and listen to the member's opinion, then they have to take conclusion from the text.

c. After the students discuss the text and get the conclusion, students return to their home group. This session, students work in jigsaw group. The teacher ask to the students member to share their ideas, the knowledge and the information that they get from the expert group to their group by turns. All of the students have a responsibilities to teach their member and make them understand well to the material. Then, teacher will give the group task to each group. Before the students doing the task, they have to arrange the paragraphs into a coherent text. In doing the task, teacher gives the time to finish the task.

In applying jigsaw technique in teaching reading is a good activity to make classroom to be active learning. Students can discuss or share the information of the text. Based on the some activities above, jigsaw reading technique is really appropriate to apply teaching reading.