CHAPTER II

LITERATURE REVIEW

A. The Nature of Reading

1. Definition of Reading

Reading is one activity in order to get the information from printed text. It is a process to get the meaning of the text by using the reader’s understanding. Through reading, the students could get experience that would increase their knowledge. Brown (2001: 264) states that reading is a process interrelated with thinking and with their communication abilities listening, speaking, and writing.

Furthermore, Nunan (1994: 125) who said that reading was a people’s skill related to the readers' knowledge in comprehending the content of a text. If those activities can be applied, the messages that want to be delivered by the author of the text would be recognized.

Harmer (1991: 190) defines reading as an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out of the significance of these messages. Meanwhile, Nunan (1991: 70) states that reading is a dynamic process in the text elements interact with other factors outside the text; in this case most particularly with the reader’s knowledge of experimental content of the text.
In short, reading is the reader’s activity in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her written.

2. The Importance of Reading

Reading is very important in a study a society because there are many books, references and instruction etc., which are written in English. The students who have lack of reading comprehension would have difficulty to understand all references, books etc., that are written in English.

Widyanto (1991: 37) in Tursijah (2006: 8) states that there are five points in the importance of reading, namely: (1) reading is the fullest learning, (2) reading is the cheapest learning resources, (3) reading is easiest learning resources, (4) reading is the most speed learning resources.

Meanwhile, Ramelan (1990: 01) states that reading is very important for life. Through reading, people can explore the world, countries that have never been visited before. For the students who study English, reading is one of the important skills, because students will explore many information and knowledge from reading activity. Besides that, it can enrich the students’ vocabularies.

In short, reading is one of the important skills, because the students would get more information, knowledge, and give more vocabularies from reading.
3. **Aims of Reading**

Reading has important aims in the teaching learning process. Tarigan (2008: 9) states there are several aims of reading, they are:

a. Reading for detail of facts

The students read to get detail information of the text. It means that students read to get or to know information that have been done by the writer or solve the problems of the writer.

b. Reading for main ideas

The students read the text to know “why are the topic good, then the problem on the story and make summaries on the story.” It means that the students want to know the main idea of the paragraph to know the story or the content of the text.

c. Reading for sequence organization

The students read the text to know “what is happening in each part the story in every episode, and solve the problems of every story.” It means that the students want to know the sequence of event on the story.

d. Reading to classify

The students read the text to classify some information or action of the writer in the text or paragraph. It means that the students want to get clear information by classifying the information that is written on the text or paragraph.
e. Reading for inference

The students read in order to find out the conclusion from the action or ideas in the text. It means that the students read the whole text to find out the ideas of the story.

In summary, reading is very important for students, because through reading, the students are able to understand the information are given in the text and able to explore their knowledge. Besides that, the most important thing is they can memorize and recall the valuable information from the text for a long period.

B. The Nature of Reading comprehension

1. Definition of reading comprehension

Reading comprehension is reading for understanding. It means that to comprehend a text, the reader should understand what the text about. Harris and Sipay (1980: 8) define that reading comprehension as a result of interaction between the perception of graphic symbol that represent language and reader’s language skill and knowledge.

Furthermore, Simanjuntak (1988: 4) states that reading comprehension is most likely occur when students’ are reading what they want to read some good reasons to read. Meanwhile, Tampubolon (1990: 17) defines reading comprehension as a cognitive process in which a reader receives words which involves eye movements and thinking activities including understanding.
Moreover, Nuttal (1990: 13) in Anton (1995: 24) states that reading comprehension is lesson that have traditionally centered on a passage of the text followed by questions. Good questions are the one which help readers to contribute actively to process of making sense, rather than expecting understanding.

In addition, reading compression is a process of conveying and acquiring a message graphically from the writer to the reader which involves the ability of the reader in getting meaning from the message which is conveyed by the writer through the words or symbol to be understanding (Tarigan, 1984: 7).

In summary, reading comprehension is the reader’s activity in order getting information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her written.

2. Components of Reading Comprehension

The more important things that need to be considered are the components of reading. The components of reading will support the success in comprehending reading material and contributing in the important way to read. Leu and Kinzer (1987: 30-37) states there are six major components of reading comprehension, they are:

a. Decoding knowledge

Decoding is the process that readers use to determine the oral equivalent of a written word. It contributes to comprehension process when determining the oral equivalent of a word helps the
reader determine its meaning. Decoding knowledge is knowledge used to determine the oral equivalent of a written word (Leu and Kinzer, 1987: 30).

b. Vocabulary knowledge

Vocabulary knowledge is about word meanings used to determine the appropriate meaning for a word in a particular context. In order to understand a text, readers need to know the meaning of individual words. They construct an understanding of the text assembling and making a sense of words in context (Leu and Kinzer, 1987: 32).

c. Syntactic knowledge

Knowledge of sentence syntax or word order is also crucial for comprehension process. Syntactic knowledge includes understanding word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning and pronunciation of words (Leu and Kinzer, 1987: 34).

d. Discourse knowledge.

Discourse knowledge is the knowledge of language organization at beyond the single sentence level includes knowledge of the structural organization of different types of writing (Leu and Kinzer, 1987: 35)
e. Readiness aspect

Readiness aspect is the reader’s ability to benefit from initial reading instruction, also refers to the reader’s ability to read and understand a particular selection (Leu and Kinzer, 1987: 36).

f. Affective aspect

Affective aspect is reading comprehension include both interest and attitude. These increase motivation and facilitate reading comprehension (Leu and Kinzer, 1987: 37).

In summary, the major components of reading influence someone in comprehending the text. Each student has interpretation based on his or her understanding of the text. The reader would comprehend the text if they mater the major components of reading comprehension.

C. The Nature of Jigsaw Technique

1. Definitions of Jigsaw Technique

Mengduo & Xiaoling (2010: 4) states that Jigsaw is a cooperative learning technique that has been studied in various ways by a number of researcher and teachers in classes of different levels and subject. Furthermore, Slavin (2005: 237) states that jigsaw is one of cooperative learning strategies where the students work in teams in which each team consist of 4 until 5 students and each student become expert. Each expert receives different sub topic material.
Based on definition mentioned previously, it was concluded that jigsaw technique was one of the cooperative learning technique in which the students work in group activity and each member in the team becomes expert and discuss the material.

2. **The Steps of Jigsaw Technique to Teach Reading**

The following steps of Jigsaw technique to teach reading were quoted from Slavin (2005: 237):

a. Teacher divides the material in several parts.

b. Before the teacher gives material, teacher gives outlines of the topic material. Teacher writes the topic on the blackboard. It is called brainstorming to make students more ready to accept the material.

c. The class is divided into several groups that are heterogeneous; each group consist of 4 to 5 students

d. Divide the students into expert group.

e. The students receive expert topic and read the material that are required to find the information.

f. Expert group discussion

g. Team reports. The experts return to their home group to teach their topics to their teammates.

h. The students do individual quiz that cover all of topic

i. Team recognition
3. Advantages of Jigsaw Technique

Mengduo & Qiaoling (2010: 4) mentions that jigsaw technique has several advantages, in which (1) students have opportunities to teach themselves, instead of having material presented them, (2) they have a chance to contribute meaningfully to discussion, something that is difficult to achieve in large group discussion, (3) Each student develop an expertise and has something important to contribute.

4. Disadvantages of Jigsaw Technique

Mengduo & Qiaolin, (2010: 4) mention that jigsaw technique has several disadvantages, namely: (1) it takes much time to organize the group. The teacher should make groups that combine the students, who have different intelligences and (2) the class situation become noisy, so the teacher needs to control the students and the teacher should manage the time by using simple text before implementing jigsaw technique.

D. Relevant Studies on Jigsaw Technique

There are several relevant studies about using jigsaw technique. Kazemi (2012:11) says that in the jigsaw approach related to the reading comprehension, learners are firstly given the material and are required to master them first in the expert groups, and then go to home groups to explain and teach the materials to the peers, all of these activities foster their development of communicative competence. The result of
quantitative analyses showed that the jigsaw as an instructional method has resulted in the better result in the post test than in pre test with regard to the students reading comprehension. This finding also supported by Sami ali (2001: 7) looked at the effect of using jigsaw technique for reading comprehension on English Foreign Language pre service teacher’s reading anxiety and comprehension the result showed that the lower anxiety among the experimental group participants led their better performance in the comprehension of the reading passages.

Durukan (2001: 12) states that the jigsaw technique encourages students to become engaged in their learning reading comprehension. It motivates students to learn a lot of material quickly and inspires them to share information with peers. Etika (2012: 2) says that finding showed that jigsaw technique can effectively improve students’ reading comprehension and classroom situation. Novianto (2012: 174) States that finding showed that the use of jigsaw technique is believed to improve students’ reading comprehension. This implies that the teacher and the students are encouraged to use jigsaw technique in reading class because the students got better understanding to comprehend the text by using jigsaw technique.

Alzu’bi (2011: 97) states these research in favor of the experimental group are expected because the researcher believes that the reading comprehension improvements is probably due to the characteristics of jigsaw strategy where all members of each group work as a team and low
level members of each team got benefit from their pairs for getting help in learning reading. The findings of the current study come in line with the theoretical and practical studies surveyed most of the studies provided evidence for the effectiveness of the jigsaw strategy in developing students’ reading comprehension.

**E. Basic Assumption**

Jigsaw technique was one way that could stimulate students’ ability and cooperation in reading activity in teaching learning process. By applying jigsaw technique in reading activities, the students would be easier to understand the content of the text and could stimulate their motivation to read.

In applying jigsaw technique, the students work in heterogeneous groups in which they had different ability. Each member in group was expert. In expert group discussion, they would help each other when they found difficulties in comprehending the text. The students who had high ability would help the students who had low ability to solve the problem in comprehending the text. By applying group work, the students would be easier to solve the problem in comprehending reading text, so they would be more motivated to comprehend reading text in teaching learning process. Hopefully, the students’ reading comprehension would be increased through an application of jigsaw technique in the teaching learning process.