

CHAPTER II

THEORITICAL REVIEW

A. Reading

1. Definition

Reading means to look and understand the meaning of written or printed material (Oxford, 2002:1053). The same opinion also states by Leu that reading is getting meaning from the print (Leu, 1987:8)

According to Tarigan (1986: 7), reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words or symbol, and the meaning of the words could be seen and known by reader. While Nunan (1991:70) reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of the experiential content of the text. Based on the definitions above we know that reading is not only getting the meaning from printed or written form, knowing each symbol and analyzing the words into meaning

2. Reading Comprehension

All of definitions about reading that have been given are the common definition of reading. Yet, most of them are not from the specific definition of reading comprehension, because particularly, reading is not always identical with comprehension of the written

language (Mikulecky, 1982:2).Nunan (1985:53) states that reading with comprehension means “understanding in deep what has been read”.

Reading needs an active thinking process in mind to comprehend and understand what has been read. When reading one must organize information, recognize cause and effect, be aware of the ramifications of what is being read, and fit the material being read into one’s beliefs and knowledge base (Leu and Kinzer, 1987:5).

Reading comprehension is most likely to occur when students are reading what they want to read, or at least when they see some good reason to read. Common sense suggest that people read by steadily moving their eyes across the page identifying cluster of letters as words, then adding word to words to form phrases, cluster, and sentences that can be decoded for meaning(Simanjuntak,1988:4).

Sundari in Heilman, Blair, and Rupley (1981:264) state comprehension divided into three levels: literal comprehension, interpretative comprehension, and critical comprehension. Literal comprehension is the understanding of ideas and information explicitly stated the passage. Interpretative comprehension is the understanding of ideas and information not explicitly stated in the passage. Critical comprehension is analyzing, evaluating and personally reaching to the information presented in the passage.

From the explanation above, it can be concluded that reading comprehension is a process of thinking in order to understand written

materials. At least there are three main terms in the definition: written materials, thinking process and understanding.

3. The Purpose of Reading

The main purpose of reading is looking for and getting the information from the books or text. In reading, the students have understood the idea, the context, and the meaning of the text of passage.

According to Alderson (1984:35) there are some purposes of reading, those are:

a. Reading for details or fact

The students read the text to get or know what has been done by the writer or solve the problems of the writer.

b. Reading for the sequence or organization

The students read the text to know “what is happening in each part of the passage in every episode and solving the problems of the text”.

c. Reading for the main idea

The students read the text (book) to know “why the topic is good or interesting, then the problems on the passage, and make summaries of the passage.

d. Reading for inference

The students read the text in order to find out the conclusion from the actions or ideas in the text.

e. Reading to classify

The students read the text to classify some information or action of the writer in the text or paragraph.

f. Reading for compare or contrast

The students read the compare the plot of the text or content whether having similarity with the readers or event contrast.

The purpose of the students in MTs. Are reading for the main idea and reading for inference, because after they read the text they should find the main topic and the problem after that find the conclusion based on the text.

4. The Importance of Reading

Nowadays reading is one of the main skills to reach study. There are many books, reference and instruction etc, which are written in English, so the students should learn English, Many people say that more reading means more knowledge, but still many students get difficulty to understanding all reference books that are written in English.

Anita in Widyanto (1995:62) says that there are five points in the importance of reading as way to successfully study. They are:

- a. Reading is the most full learning resource.
- b. Reading is the cheapest learning resource.
- c. Reading is the easiest learning resource.
- d. Reading is the most speed learning resource.

Reading activity will open the knowledge widely and give more vocabularies and more information for students. Reading is not only important for students but for people, and teacher. By reading book or something we can explore our ideas and know about new information.

5. The Factors Influencing Reading

According to Sundari in Dawson and Bamman (1967:221-223) the factors that can influence in reading comprehension are:

a. Intelligence

The quality of comprehension is often related to ability of the students. It means that the cleverest students can understand the idea more than stupid one.

b. Experience

Teaching comprehension skill is concerned with providing experience for the students through the books that they respond. The students who are limited in experience will get difficulties than the others who have more familiar material.

c. Mechanic of Reading

The students will comprehend the text more easily if they have good vocabulary and structure mastery. If they have learned to study the books properly, if they have read from the left to right on line print quickly by understanding the text, the comprehension is easier for them.

d. Interest and interest span

Actually, a person gives respond to book or reference quickly if he or she will have a purpose to read and finally, he or she will be motivated to read. A person can understand what they have read have they are interested in reading a book.

e. Skill Comprehension

Like all skills reading, the ability to comprehend what we read develops gradually from simple to complex. The balance program should include direct teaching of technique.

6. The Problem of Reading

Mainly the difficulties of teaching reading arise because the students can not achieve the vocabulary and grammatical component on the material. In fact during classroom reading, the students feel bored and not interested in learning process, because the teacher only asked student read the text and after that did the exercise without asked the student to communicate and discuss about their topic, so many students didn't understand what they have read, this condition make the student feel bored.

B. Cooperative Learning

1. Definition of Cooperative Learning

According to Karuru(2002:3) Cooperative learning is about technique to learn in group of four or five members. The making of group is based on the individual psychology characteristic level which consists of intelligence, how fast they think motivation, concentration and their think and memorial.

Cooperative learning model is based on “homo homini socius” philosophy (Lie, 2004:28), which say that human is social act who need work together with other people.

Cooperative learning can be grouped according to the form (Kusno 1998:68) as follows:

- a. The students work together in group to master the material.
- b. The group consists of the students with high achievement, average achievement and low achievement.
- c. The group can be in different genre.
- d. Grading on the value system based on or oriented to the group not individual.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different level of ability, use of learning activities to improve their understanding of a subject. Each member of team is responsible not only for learning what is taught but also for helping teammates learn, students work though the assignment until group members successfully understand and complete it.(Slavin 1980).

2. **Four Elements of Cooperative Learning**

Cooperative learning emphasizes in a social aspect that creation between students. Cooperative learning is different from teamwork as usual. According to Scoot (David 2000) in cooperative learning there are four elements, they are:

- a. Positive dependence among students

In this stage the students will help and motivate each other in their team in comprehending materials and doing exercises depend on the roles, the materials, so there is an interaction among students.

b. Individual responsibility

The students have responsibility to themselves and their team to improve their knowledge because their scoring is taken from individual score and team score average. So, the students should improve their knowledge.

c. Personal interaction

Students in the team can communicate and interacted face to face with other members of the team without looking at the difference in each person. It will make relationship among students closer.

d. The competence in making interpersonal relationship

In cooperative learning, social competence is needed to improve their members' ability; social competence is created intentionally between students.

3. The Advantages of Cooperative Learning

In <http://www.utexas.edu/academic/cte/newlettcis.html> cooperative learning enhances students learning by:

- a. Motivating students.
- b. Providing a shared cognitive set of information between students.
- c. Providing formative feedback.
- d. Developing social and group skills necessary for success outside the classroom.

4. The Disadvantages of Cooperative Learning

According to Lie (2008:28), those are the disadvantages of cooperative learning:

- a. The students will be crowded in the class.
- b. The diligent students assume that they must learn more than lazy students, in the contrary, the students who feel have the lack of ability feel inferior if they are placed in a group who are clever.
- c. Many students dislike if they are asked to work their fiends.
- d. The students must be adapting the characteristic with their teammates.

C. Jigsaw

1. Definition of Jigsaw

Jigsaw technique had been studied and invented by Aronson friends at John Hopkins University as cooperative learning technique. This technique can be used for teaching reading, listening, writing, and speaking. (Lie, 2004:69)

Jigsaw in http://wwwd.gov.bc.ca/irp/dan11_12/apf.htm.bce, means an instructional technique that promotes co-operative learning in creating or in learning content. It is based on dividing a task among students so that they must pool their contributions to complete an assignment.

Jigsaw technique is one of the type cooperative learning which consist several members in one group who are responsible for part of the material and can teach the material to other members in this group.(Arends, 1997)

In this jigsaw technique the teacher pays attention to the student's schemata or background and the teacher should help the students to be active in teaching learning process, so the materials have

more meaning. The students have many chances to share their ideas and knowledge to find some information and build their communication skill.

With this technique, the teacher assign different minitopic to each member of a team. The students research their assigned minitopic, then meet in expert group with members of other team assigned to the same minitopic to discuss refines their understanding of subject. Team's member returns to their original groups to each the minitopics to entire team.

The example of jigsaw technique works: students in English class, for example, are divided into small groups of five or six students each. Suppose their task is to learn about World War II. In one jigsaw group, Sarah responsible for reaching Hitler's rise to power in pre – war Germany. Another members of the group, Budi, is assigned to cover concentration camps; Rudi is assigned Britain's role in the war; Mely is to research the contribution of the Soviet Union, Anton will handle Japan's entry into the war; Shinta will read about the development of the atomic bomb.

Eventually each student will come back to her or his jigsaw group and will try to present a well – organized report to the group. The situation is specially structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Thus, if Anton doesn't like Rudi, or if he thinks Sarah is a nerd and tunes her out or makes fun of her, he cannot possibly do well on the test that follows.

The benefit of jigsaw technique is first and foremost; it is a remarkably efficient way to learn the material. But even more important, the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team.

2. The Advantages and Disadvantages of Jigsaw Technique

a. Advantages of jigsaw technique

1) Students dominate time of learning.

Students use all time to learn about material and the teacher asks all team to understand the material, so they have not time to play, they dominate their time to learn and discuss with their group, because each member of team is responsible not only for learning what is taught but also for helping teammates learn.

2) The students are motivated to learn.

By using jigsaw technique the teacher can motivate students to learn about material, they don't dominate to read a passage and do the task individually, but they have responsibility in mastering about what they have learned and they should be able to teach same material to other members in their group.

3) Long time material.

In jigsaw technique the teacher have long material, the material divide into several segments and each students to learn one segment, the teacher give students time to read over their segment at least twice and become familiar with it before they present the material in their group.

4) Improve their result of learning.

Students can improve their ability in mastering the material by jigsaw technique because with this technique students can share their ideas with their friends and they can solve a problem in this group, they don't work individually.

5) The students are active and confident to share their ideas.

We know that in jigsaw technique students work in group where the teacher as facilitator, so they have many chance to share their ideas and to be active because each members of team should teach other members in this groups, beside that they more confidents in delivery material.

b. Disadvantages of jigsaw technique

1) Teacher is difficult to manage the material, which is discussed or given, because the teacher should divide the material into several segments for each member.

2) Need more times.

In jigsaw students needs more time to discuss and teach their friend about their topic, so the teacher should manage a time.

D. Teaching Reading Using Jigsaw Technique

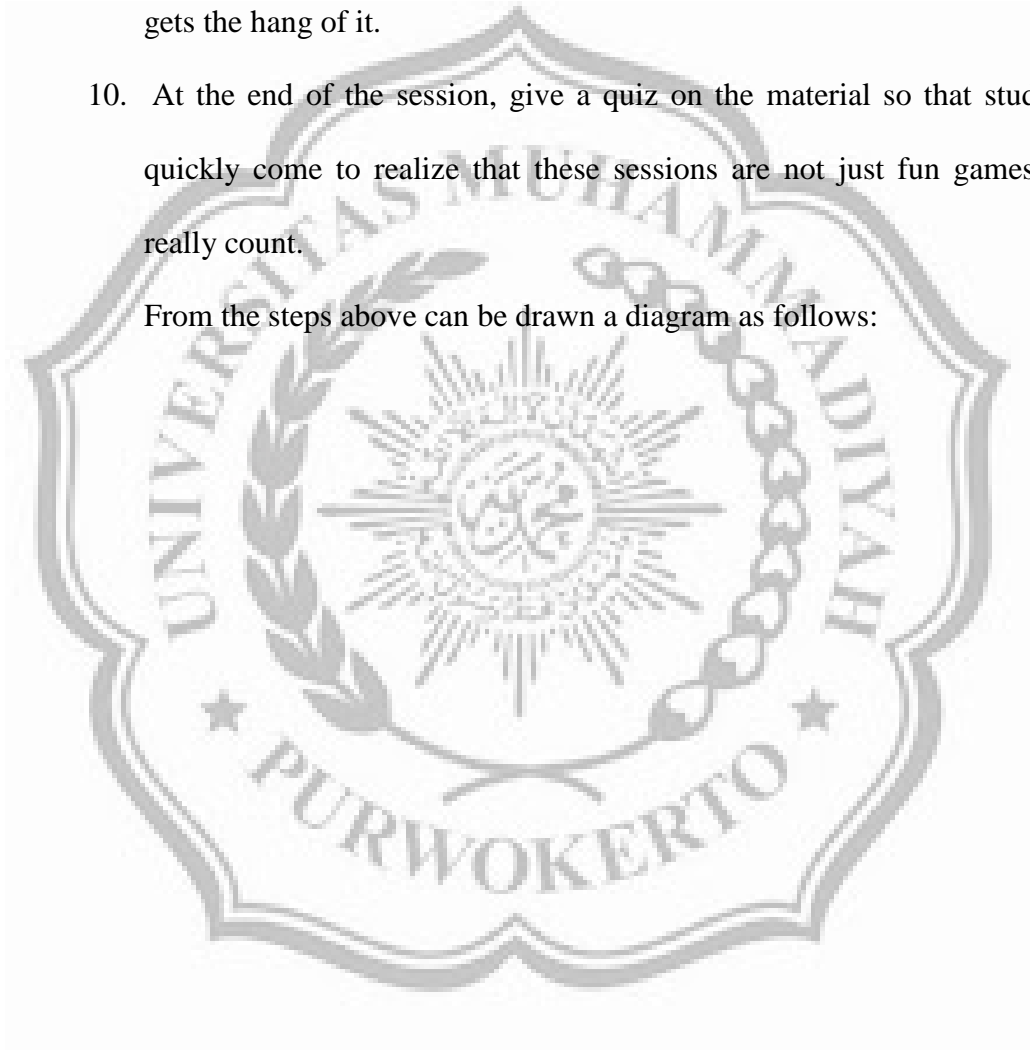
The steps of jigsaw technique to teach reading are as follows:

1. Divide the class into groups, each group consist of four or six students.
The groups can diverse in team of gender, ethnicity, race, and ability.
2. Choose one student as a leader. Initially this person should be the most mature student in the group.
3. Divide the days into four or six segments depend on the member of the group. For example if you want English students to learn about Elanor Roosevelt, you might divide short biography of her into stand alone segments on: (1). Her childhood, (2) her family life with Franklin and their children, (3) her life after Franklin contracted polio, (4) her work in the white house as first lady, and (5) her life and work after Franklin's death.
4. Ask each student to learn one segment, making sure students have direct access only to their one segment.
5. Give students time to read their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Give the students in these expert groups, time to discuss the main point of their segment and ask them to present in their jigsaw group.
7. Ask the students back into their jigsaw group.
8. Ask each student to present her or his segment to the group. Encourage other in the group to ask question for learning.

9. Observe the process student's work. If any groups is having troubles (e.g. a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle his task. Leader can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun games but really count.

From the steps above can be drawn a diagram as follows:



Students' worksheet
(An example of jigsaw technique)

Phase 1: Students meet in home groups.

1	2
3	4

1	2
3	4

1	2
3	4

1	2
3	4

Phase 2: Students meet in expert groups.

1	1
1	1

2	2
2	2

3	3
3	3

4	4
4	4

Phase 3: Students return to home groups to teach one another.

1	2
3	4

1	2
3	4

1	2
3	4

1	2
3	4

3	4
1	5

3	4
1	5

3	4
1	5

3	4
1	5

E. Basic Assumption

Reading is something important in order to look for and getting information from books or text. In reading, the students have to understand the idea. The content and the meaning of the text passages. Many student get difficulty in reading, it is because the teacher gives them uninteresting method which makes them bored. To avoid the students in reading activities the teacher can use cooperative learning type Jigsaw technique as one appropriate method.

The writer had a basic assumption that Jigsaw technique can become one of the best ways to develop students achievement especially in reading skill. Because in Jigsaw technique students work in group and they can share their idea with other people, they can interact with other members in other group and have a positive relationship. The writer assumes that Jigsaw technique can give cheerfulness and comfortable situation for students.

F. Hypothesis

Based on the explanation above, the writer has hypothesis that teaching reading using Jigsaw technique is effective.