

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

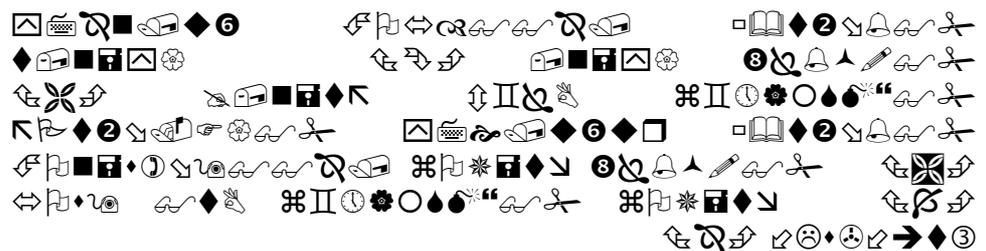
1. General Concept of Reading Skill

1.1. Definition of Reading

Reading is an important skill to be mastered for English learners. In the educational environment, reading is the object of attention of language teachers. Reading is a model of language, reading texts provide opportunities to study language; such as vocabulary, grammar, punctuation and the way to construct sentences, paragraph and text¹.

Reading as one of language skills, has given an important contribution to human life. Through reading, people can get many useful and new information, ideas and inspirations which can enrich their knowledge, and they can know about things happen in the world recently. Reading can help or train people to wider their mind and point of views in facing and solving matters happen in their life.

In the teaching of Islam, reading is also one key word to seek knowledge. As Allah says in the Holly Qur'an:



“Read in the name of your Lord who created (1) Created man from a clinging substance (2) Read, and your Lord is the most Generous (3) Who taught by the pen (4) Taught man that which he knew not (5). (QS. Al ‘Alaq: 1-5)²

¹ Jeremy Harmer, *How to Teach English*, (United State: Addison Wesley Longman, 1998) p.68.

² <http://quran.com/96>.

From the verse above, we can read the creating from God in the world. It can be formed in written such as holy Qur'an. By reading holy Qur'an we know the knowledge's of world. In holy Qur'an teach us to communicate on to another people by using good language in appropriate with language structure correctly. Because of reading is important, so human being needs to learn how to read correctly. They can learn it in school or other educational institutions.

According to Goodman he has described:

"Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistics surface representation encoded by a writer and ends with meaning which the readers construct. There is thus as essential interaction between language and thought reading. The writer encodes thought as language and the reader decodes language to thought"³

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. In the process of trying to understand a written text, the reader has to perform a number of simultaneous tasks, decode the message by recognizing the written signs, interpret the message by assigning meaning to the string of words, and finally, understand what the author's intention was.⁴

Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.⁵

For many students, reading is the most important of the four skills in a second language, particularly in English as a second or foreign language. Reading is the main reason why students learn the language.⁶

³ Patricia L. Carell, *Interactive Approaches to Second Language Reading*, (New York: Cambridge University Press, 1990), p. 12.

⁴ Marianne Celce Murcia and Elite Olsthain, *Discourse and Context In Language Teaching*, (USA: Cambridge University Press, 2008). p. 119

⁵ Jeremy Harmer, *How to Teach English*, (Malaysia: Longman, 2007), p. 99.

⁶ Patricia L. Carell, *Op.cit*, p. 1.

According to Jo Mc Donough and Christopher Shaw the following of some of the reasons that students may need or want to read:

- 1) To obtain information for some purposes or because we are curious about some topic.
- 2) To obtain instructions on how to perform some tasks for our work or daily life.
- 3) To keep in touch with friends by correspondence or to understand business letters.
- 4) To know when or where something will take place or what is available.
- 5) To know what is happening or has happened (as reported in newspaper, magazines, reports)
- 6) For enjoyment or excitement⁷

Basically, the purpose of learning to read in a language has been to have access to the literature written in that language⁸. It means that reading is an activity with a purpose. The readers may read in order to gain information or verify existing knowledge, to critique a writer's ideas or writing style, read for enjoyment, or to enhance knowledge of the language being read. The purposes for reading guide the readers' selection of texts. As stated by Grabe and Stoller, there are many purposes for reading, they are:⁹

- 1) Reading to search for simple information is a common reading ability through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purposes.
- 2) Reading to skim quickly is combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed.

⁷ Jo Mc Donough and Christopher Shaw, *Op.cit.*, p. 90.

⁸ Heidi Byrnes, *Teaching Reading*, Retrieved from: <http://www.nclie.org/essentials/reading/reindex.htm>, 20 October, 2008.

⁹ William Grabe and Fredericka L. Stoller, *Op.cit.*, p. 13-14.

- 3) Reading to learn from texts is usually occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.
- 4) Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader's goal.
- 5) Reading for general comprehension is the process of understanding and constructing meaning from a piece of text connected text is any written material involving multiple words that forms coherent thoughts.

1.2. Reading Skill

The skills of reading to be developed in the secondary schools in Indonesia that is the students are able to read a text of about 200 words in the form of narration, description and dialogue and in the special form of leaflet, brochure, recipe, tables, personal letters, advertisement etc. With the reading skills are:

1.3.1. Scanning for specific information

Scanning or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names of 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 text¹⁰.

So, when the students scan a passage they only try to locate specific information needed as fast as possible. The faster they find the information the better. They don't need to read the whole lines of the passage to transfer over the text until they find what they are looking for.

¹⁰ H. Douglas Brown, *Teaching by Principles; an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), 2nd Ed, p. 307.

1.3.2. Skimming for general information

Skimming consists of quickly running one's eyes across a whole text for its gist. It 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 ideas¹¹.

When the students skim, they are looking for the main idea, the most of central part of what the writer wants to say without a lot of details. They just preview or overview of the material. They don't need to read the whole words in the passage closely. They can omit unnecessary words, phrases or sentences. They just select key words and phrases in order to cover the passage rapidly and conclude the main ideas whether they are clearly or implicitly stated in the text.

1.3.3. Ignore words that are unimportant

When reading, you may often come upon a word or phrase that you don't understand. Your first impulse may be to look up the word in your dictionary. Before resorting to a dictionary, though, you should first determine whether the word you don't know is important. If it isn't, then ignore it. Consider the following sentence.

1.3.4. Read in units or chunks of words.

When we see sentences written on paper, we see words that are separated by spaces. What we hear when we speak, though, are not words but sounds. Words are separated by spaces on paper for convenience. Reading is similar to speaking because people who are proficient readers read sentences in units of words rather than one word at a time. This skill takes practice, but if mastered is well worth the effort¹².

¹¹ *Ibid*, p. 307.

¹² John Erskin, *Reading strategies for ESL/ EFL Students* retrieved from, [http //: http://articlestorehouse.com/Art/1616/267/Reading-Strategies-For-ESL-EFL-Students.html](http://articlestorehouse.com/Art/1616/267/Reading-Strategies-For-ESL-EFL-Students.html)

1.3. Improving the Reading Skill

Reading main goal is extracting meaning from printed pages. Meanwhile, the essential unit of meaning is the idea, the concept, the thought, the image and the statement. Thus, it is impossible for the reader to extract the meaning of a word. In this study offer three activities; this can be used by an English teacher to help the students improve their reading skills¹³.

1. Building Vocabulary

This activity includes:

- a) Provide many direct and indirect experiences
- b) Encouraging wide reading
- c) Teach vocabulary directly

2. Improving Comprehension

Devices that will help students improve comprehension include:

- a) Provide background experiences
- b) Give fully developed assignment
- c) Teach how use their textbooks
- d) Use directed reading lesson

3. Developing flexibility in reading

The word flexibility refers to the students skills in understanding the same words in different contexts. It is necessary to be improved because it helps the students comprehending the various reading materials.

2. Narrative Text

One of reading text that suitable with Jigsaw Technique and also include in junior high school curriculum one of them is narrative text. Narrative itself is a text that is a story like account of an event from the past.

¹³ Callahan and Clark, *Improving Reading Skills, New Direction in Language Teaching*, (Cambridge: University Press, 1982), p.246-252.

There are some presentations of narrative text, such as; definition, social function, types, characteristic, generic structure and significant lexicogrammatical features or language feature.

2.1. Definition of Narrative Text

Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), Legend (legend), etc.¹⁴ that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

From the definition above, it can be concluded that a narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story.

2.2. The Social Function of Narrative Text

The social function of narrative is to amuse entertain and to deal with actual or vicarious experiences in different ways; narrative deal with problematic events with lead to a crisis or turning point of some kinds, which in turn finds a resolution.¹⁵

It means that the purpose of narrative is to give to entertain and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication in which the problem arises. The resolution comes to solve the problem.

2.3. Types of Narrative Text

There are many type of narrative text, including:

- a) Humor, the aims to make the audience laugh as part of retelling story.
- b) Romance, typically tells of two lovers who overcome difficulties to end up together.

¹⁴ <http://www.elraz.co.cc/english-texts/teks-monolog/narrative.htm>. in mart 2010

¹⁵ Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2006), p. 48.

- 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 experience¹⁶

2.4. The General Structure of Narrative Text

The general structure of narrative text, they are:

1. Orientations set the scene and introduce the participants.
2. Evaluation, a stepping back to evaluate the flight.
3. Resolution, The crisis is resolved, for better or for worse.
4. Re-orientation, optional (closure of events).¹⁷

The writer concludes that narrative gives entertainment to reader and listener with true story, imagination or with problematic events which lead to a crisis or turning point some kind, which in turn finds a resolution.

2.5. The Significant Lexicogrammatical Feature of Narrative Text

The significant lexicogrammatical feature of narrative text, they are:

- a. Using nouns and pronouns to identify people, animal or things involved. For example: king, princes, he, she, it, etc.
- b. Specific participant is special characteristics object. For example: Cinderella, Aladdin, et c.
- c. Using adjectives are useful to shape noun phrase. For example; beautiful white skinned lady, etc.
- d. Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- e. Using adverbs and adverbial phrases to indicate place and time. For example; here, there, at home, etc.
- f. Using action verb in past form. For example: lived, drank, etc.

¹⁶ Mark Anderson and Cathy Anderson, *Op cit.*, p. 28.

¹⁷ Depdiknas, *Op cit.*, p. 48.

- g. Using saying verbs which sign to pronounce something. For example: said, told, promised, etc.¹⁸

3. Jigsaw

Jigsaw is one of the cooperative learning systems used in America in order to make students in all levels of society get used to work together without paying attention to the gender, ethnicity, religion, and ability.

3.1. Definition of Jigsaw

The Jigsaw is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective¹⁹.

Jigsaw can be used whenever the material to be is in the written narrative form. It is most appropriate in such subjects as social studies, literature, some part of science and related areas in which concepts rather than skills are the learning goals²⁰.

The Jigsaw structure promotes positive interdependence and also provides a simple method to ensure individual accountability. First introduced by Aronson in 1978, the basic premise of Jigsaw is to divide a problem into section, one for each group member. Each student receives resources to complete only on his or her part. The student who are responsible for the same section join together and form a new temporary focus group whose purpose is for the students to master the concepts in their

¹⁸ Alexander Mongojaya, *English Revolution*, (Jepara: Mawas Press, 2006), p. 5.

¹⁹ Elliot Aronson, "Jigsaw Classroom: overview of the technique", <http://www.jigsaw.org/overview.htm>.

²⁰ Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice*. Center for Research an Effective Schooling for Disadvantaged Students, (John Hopkins University: 1986) p.122.

section and to develop a strategy for teaching what they have learned to the other students in their original collaborative learning group²¹.

As conclusion, Jigsaw is a remarkably efficient way to learn material. However, 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 member must work together as a team to accomplish a common goal. It means each group depends on all the others. No students can succeed completely unless everyone works together as a team.

3.2. The History of the Jigsaw

The jigsaw is a teaching technique that is applied in the classroom. It was first applied in 1971 in Austin City, Texas. According to Aronson that the jigsaw was implemented by him in the school to help teaching material. It was used by collaborating students' Austin, African and American.

Jigsaw is an efficient way for students to become easy in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respect for other students.

In the classroom, students worked individually and competed against each other for grades. It was on the context that they invented the jigsaw strategy. First, they helped several teachers devise a cooperative jigsaw structure for the students to learn about the life of Eleanor Roosevelt. They divided the students into small groups, diversified in terms of race, ethnicity and gender, making each student responsible for a specific part of

²¹ B. J. Millis and P. G. Cottell Jr. *Cooperative Learning for Higher Education Faculty*, American Council on Education, *Series on Higher Education*, (The Oryx Press:1998) p. 120.

Roosevelt's biography. Needless to say, at least one or two of the students in each group were already viewed as "losers" by their classmates²².

3.3. Roles of Jigsaw Technique

The Jigsaw is very simple to use. We can use these steps:

1. Divide students into 5 or 6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (a) Her childhood, (b) Her family life with Franklin and their children, (c) Her life after Franklin contracted polio, (d) Her work in the White House as First Lady, and (e) Her life and work after Franklin's death.
4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to

²² Elliot Aronson, "Jigsaw Classroom: History of Jigsaw", <http://www.jigsaw.org/history.htm>.

handle this task. Leaders 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 and games but really count²³

3.4. The Process of Jigsaw Technique

The process of using jigsaw technique deals with preparation and procedures of activities as an implementation of the jigsaw technique process.

3.4.1. Preparations

Preparations are an essential part for teachers and students to start the teaching and learning process. Good preparations will help teachers and students handle the situation when the process of teaching and learning happens. Before applying jigsaw technique in the classroom, we need some preparations in order to make the learning process run successfully. The preparations include preparing some materials and assigning students to teams.

1. Preparing materials

Materials which can be used to apply jigsaw technique in the classroom should be curriculum materials that are specifically designed for student team learning. The materials can be adapted from textbooks or other published sources or with teacher made learners. And materials have a role to promote learning and language learning in particular²⁴.

2. Assigning students to teams. Wright states:

Basically, jigsaw technique divides students into several team works based on the number of the students in the class

²³ Elliot Aronson, “*Jigsaw Classroom: Jigsaw in 10 easy steps*”, <http://www.jigsaw.org/steps.htm>.

²⁴ Tony Wright, *Roles of Teachers and Learners*, (Oxford: Oxford University Press, 1987), p.75.

by also considering of their gender, ability and race. A good team in the class is a five person team which should consist of high performer, a low performer, and average performers. The team also should be half male and half female. In order to realize it, there are some steps needed such as²⁵:

- a. Make a copy students list in the class that you will conduct.
- b. Rank students

From the students list, rank the students from the highest to lowest in past performance. Use whatever information you have to do this. Test scores are best, grades are good, but your own judgment is fine.

- c. Decide the number of teams

Each team should have five members if possible. In order to decide how many teams you will have, divide the number of the students in the class by five. However, if the number is uneven, you will have some composed of six members by adding the reminders.

- d. Assign students to teams

In assigning students to teams, make sure that the average performance level of all the teams in the class is about equal.

3.4.2. Procedures of activities

Procedures of jigsaw technique in the reading classroom activities are as follows:

1. Pre reading

In this section, each student gets an identify number. They also get texts and they have to read over the texts at least twice and order to become familiar with it. It is not necessary for them to memorize it.

²⁵ Eka Meilia, “*The Use of Jigsaw Technique to Improve Students Participation in the Reading Class*”, (Semarang: UNNES, 2009), p. 28, “Unpublished”.

2. Expert group discussion

Students with the same text meet to discuss it together, so they will understand the text better.

3. Jigsaw group report

Each member of the expert group returns to his/ her jigsaw group to present his/ her part to his/ her teammate²⁶.

3.5. Using Jigsaw technique

Teaching English as a foreign language sometimes make the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not surrender, if the students are boring with the lesson.

In the process of teaching, teacher can use technique in order to stimulate students' interest. One of the techniques is jigsaw. From the use jigsaw technique in teaching reading narrative text, students will get an overall description of jigsaw such as cooperative learning. The overall description of jigsaw is in line with narrative texts which contain generic structures and linguistic features.

By using Jigsaw technique as a strategy to teaching, Students will be more interested in learning reading. Besides that, they will practice regularly especially in reading. Using Jigsaw technique during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learning and pay attention to the material presented.

The success of teaching and learning process depends on several factors, namely teacher, learner and the technique which are used in teaching learning process. The most important thing in teaching learning process is teaching technique. Concerning from the problem above the teacher should uses a techniques is jigsaw to make the learners comprehend more about the material of reading narrative text which the

²⁶ *Ibid*, p. 29-30.

teacher explains and will make students enjoy and easy to read and understand a text especially in narrative text.

B. Previous Research

Some researches those have been done until now related with this topic are:

A research by Waskito Imam Nugroho (2005) whose study entitled “Teaching reading comprehension using jigsaw system for X of SMA 15 Semarang (An action research at year X of SMA 15 Semarang of 2004/2005)” from his observation, he concluded that the students improve their reading comprehension efficiently and effectively by using jigsaw method. He also added that the students are better in comprehending, discussing, teaching the text to their friends and one of the unpredictable advantages of doing this method is that the students begin to respect each other.

A research by Ambarwati (2008) in which the title is “The effectiveness of jigsaw technique to teach reading (An experimental research on the fifth graders of SD N Ngadirgo 03 Mijen, Semarang in the academic year of 2007/2008)”. According to this research, she told that jigsaw technique was effective as a technique to teach reading because there was a significant difference of students reading achievement between those who were taught using jigsaw technique and those who were taught using regular technique.

In addition, a research by Eka Meilia (2009) with the title “The use of jigsaw technique to improve students participation in the reading class (The case of the eleventh year students of SMA Islam 1 Sultan Agung in the academic year of 2008/2009)” this study was conducted to find out how far the application of jigsaw technique will influence the process of teaching and learning reading through the improvement of students participation in the reading class activities.

C. Action Hypotheses

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness so that it needs empirical experiment. The word of hypotheses is from the word “*hypo*” that has meaning under and “*thesa*” that has meaning correctness.²⁷

Based on the description above, the researcher proposes the hypotheses “The use of Jigsaw technique to improve students' reading skill on narrative text (An Action Research at the Second Grade of SMP N 23 Semarang in the Academic Year of 2009-2010”.

²⁷ Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p. 31.