CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Previous Research Finding

There are some Researchers who conducted the research related to this some of them are state below:

Beni Arum Retnowati, in this research the use of Jigsaw II had a significant effect on the eighth grade students' reading comprehension achievement at SMP N 9 Jember in the 2016/2017 academic year. It means that the students who were taught reading comprehension by using Jigsaw II had better reading comprehension achievement compared to the students who were taught reading comprehension by using question and answer.[1]

Fitroturrohmah, in this research the use Jigsaw Technique to Improve the Students Reading Skill at the Eight Grade or Junior Islamic High School at MTs Al – Muslihun Tlogo. This result showed the students' participation passed criteria of success. Based on this result, the researcher concludes that students participation passed the criteria of success mean while, based the result of individual test in cycle II showed that 24(96%) of students passed KKM(Kriteria Ketuntasan Minimum).[2]

Based on the explanation above, the researcher concludes that in reading learning required method, strategy, and material to improve students' reading comprehension. Therefore researcher will try to use a jigsaw strategy to improve

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[1] Beni Arum Retnowati, *The Effect of Using JigsawII on the Reading Comprehension Achievement of the Eighth Garde Students at SMP N 9 Jember in the 2016/2017 Academic Year,* (Thesis: Jember University, 2016), p. 41

[2] Fitroturrohmah*, Jigsaw Technique to Improve the Students Reading Skill at the Eight Grade or Junior Islamic High School at MTs Al – Muslihun Tlogo* (Thesis: (STAIN) Tulungagung, 2010), p. 72

students' reading comprehension in narrative text. The difference between the above research and this research use the pre-experimental design while the previous research use the true experimental design. The similarity of this study with the previous research is that this study use both jigsaw strategy in reading.

2.2 Some Partinent Ideas

2.2.1   The concept of reading

2.2.1.1 Definition of reading

A simple definition of reading is the process of understanding a reading that has been written. The definition of reading does not mean that a foreign learner needs to understand everything in a text. Understanding is not an all or nothing process and from that it follows that reading is not an all or nothing process either. Reading can often be a struggle after understanding especially where language learners are concerned. Although reading has been defined as a process where by are looks at and understands what has been written, the reader does not necessary need to look at everything in a given piece of writing.

In principles and Practices of Teaching Reading there are some definitions of reading, namely:

1. Reading is interacting with language that has been coded into print.

2. The product of interacting with the printed language should be comprehention.

3. Reading ability is closely related to oral language ability.

4. Reading is an active and ongoing process that is affected directly by an individual's interaction with his environment.[3]

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[3] Arthur W. Heilman, Timothy R. Blair, *William H. Rupley. Principles and Practices of Teaching Reading*. Fifth Edition. (Colombus: Toronto Londong sydney, 1961), p. 4

Reading is language dependent because students use the concepts they have formed and used in their oral language as they begin to react to print. Oral language is a mediator for perceiving written messages in the initial stages of processing the written word. For example, when children begin to learn to read, they have difficulty reading silently because they have heard spoken language all their lives. Hence, they translate the written message to oral language so that they can comprehend.[4]

Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world in this process, the reader tries to re-create the meaning intended by the writer.[5]

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.[6] According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with text in order to create meaningful discourse.[7]

Based on several definitions above, the research concluded that reading is not looking at word in the text or writing but also getting meaning from word to word or understand what we read, and then reading is a process to understand and give

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[4] J. Estill Alexander, Leonard G. Breen. Et al., eds., *Teaching Reading*, (Canada: Brown and Company, 1979), p. 16.

[5] Albert J. Haris and Edward E. Sipay, *How To Increase Reading Ability*. Seventh Edition. (New York: longman Inc, 1980), p. 8

[6] Albert J. Haris and Edward E. Sipay, *How To Increase Reading Ability*. Seventh Edition. (New York: longman Inc, 1980), p. 10

[7] Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford American English, 1994), p. 12

interpretation from text and we can catch what is the author's meaning. Therefore in the reading there is an interaction between the writers is able to send any message or information to readers through reading.

2.2.1.2 Kinds of Reading

There are three kinds of reading that is noun as reading aloud, silent reading, and speed reading. Every term of which will be discussed below.

2.2.1.2.1   Reading Aloud

Reading aloud is an activity that is marked with the read out noise reading in full, using the intonation is good reading the content can be heard, understood, and understood. Both by the reader as well as by the hearer. Teacher uses the interactive read-aloud procedure to share selections to that are appropriate for the students' interest level but too difficult for them to read by themselves.

Reading aloud is one of the most important things parents and teachers can do with children. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about.

2.2.1.2.2   Silent Reading

The ability to sit and silently read a text is a skill that all students will need as they move through secondary education and into college. Similar to learning an active reading strategy, students must have multiple opportunities each day to practice reading silently. And like all explicit instruction, we must make it clear to our students why this skill is important to them.

2.2.1.2.3   Speed Reading

Speed reading is any of several techniques used to improve one's ability to read quickly. Speed reading methods include chunking and minimizing subvocalizasion. The many available speed reading training programs include books, videos, software, and seminars.

2.2.2 The concept of Reading Comprehension

2.2.2.1 Definition of Reading Comprehension

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.[8] Reading comprehension is complex and complicated problem it involves several factors both external an factor.[9]

Reading with comprehension is variously defined by both practice and theory. Reading comprehension is sometimes defined by comprehension tests. If a test says it measures comprehension, whatever that test happens to measure become what comprehension is supposed to etail.[10]

Based on several definitions above, the research concluded that reading comprehension is process for understanding the intent of the text or understanding the main ideas, important details, all understanding so that they can evaluate and respond to wthat is written in the text.

2.2.2.2 Types of Reading Comprehension

2.2.2.2.1 Literal comprehension

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[8] Arthur W. Heilman, Timothy R. Blair, William H. Rupley. *Principles and Practices of Teaching Reading*. Fifth Edition. (Colombus: Toronto Londong sydney, 1961), p. 242

[9] Muliani. Teaching Reading comprehension trough comparative learning to the second years student of SMP Negri 9 Makassar. FPBS UNM, 2005

[10] J. Estill Alexander, Leonard G. Breen. Et al., eds., *Teaching Reading*, (Canada: Brown and Company, 1979), p. 133

Reading in order to understand, remember, or recall the information explicitly contined in a passage. The literal comprehension is fundamental in reading comprehension kinds because readers must first understand what an outhor expresses before drawing in inference, making an evaluation, or gaining an appreciation.

2.2.2.2.2   Interestial comprehension

Reading in order to find information each is not explicitly stated in the passage carefully put ideas and facts together to draw conclusion, then interference it by using their experience and intuition.

2.2.2.2.3   Critical or evuluative comprehension

Reading in order to compare information in a passage with the readers' awn knowledge and values. It requirest them to be active in criticizing and evaluation whether or not the information expressed by the outhor is worth enough to be absorbed.

2.2.2.2.4   Approciative comprehension

Reading in order to gain an emotioanal respondse or other kinds of valued response from passage.

2.2.3   The concept of Cooperative Learning.

2.2.3.1 Definition of Cooperative Learning.

Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by students.[11] The cooperative learning model is group learning. This group is a series of learning activities carried out by students in certain groups to achieve the leraning objectives that have been

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[11] Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem* (Yogyakarta: Pustaka Ppelajar Offset, 2015), p. 45

formulated.[12] Cooperative learning is a broader concept encompassing all types of group work including forms that are more teacher-led or directed by the teacher.

According to Nurulhayati, cooperative laerning is a learning strategy that involves the participation of students in a small group to interact with each other.[13] According to Slavin, cooperative learning encourages students to interact actively and positively in groups. This can provide opportunities for students to exchange ideas ar opinions.

Cooperative learning can be defined as learning together help eone other in learning and ensuring that everyone in group achieves a predetermined goal or task, the success of learning from groups depends on the abilities and activities of group members, both individually and in groups cooperative learning is a series of strategies specifically designed to encourage students.

2.2.3.2 The purpose of Cooperative Learning.

According to Slavin, the purpose of cooperative learning is different from conventional groups whose competency systems where individual success is oriented to others' failures while the objective of cooperative learning is to create situations where individual success is determined or influenced by the success of the group.

The purpose of cooperative learning is to be able to improve student learning outcomes and provide opportunities for students with different backgrounds to help each other in completing the subject matter, because group success is determined by

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[12] Suyadi, M.Pd.i, *Strategi Pembelajaran Pendidikan Karakter* (cet. 3; Bandung: PT Remaja Rosdakarya Offset, 2015), p. 61

[13] Dr. Rusman, M.Pd, *Seri manajemen Sekolah Bermutu Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Edisi kedua. (jakarta: PT RajaGrafindo Persada, 2016), p. 203.

the ability of each group member to understand the subject matter. Basides that it can also improve the social skills of these students, where in groups they must respect each other without seeing the differences that exist in each group member.

2.2.3.3 Advantages and Disadvantages of Cooperative Learning.

2.2.3.3.1   Advantages of Cooperative Learning.

2.2.3.3.1.1 Improve students' understanding.

2.2.3.3.1.2 Develop leadership attitudes.

2.2.3.3.1.3 Improve student achievement.

2.2.3.3.1.4 Students can learn happily.

2.2.3.3.1.5 Improve student skills.

2.2.3.3.1.6 Students can study inclusive.

2.2.3.3.1.7 Increase students' positive attitude.

2.2.3.3.1.8 Increase self-confidence.

2.2.3.3.1.9 Develop a sense of belonging.

2.2.3.3.2   Disadvantages of Cooperative Learning.

2.2.3.3.2.1 It takes a long time for students, making it difficult to reach the curriculum.

2.2.3.3.2.2 It takes a long time for the teacher so most teachers do not want to use cooperative strategies.

2.2.3.3.2.3 Requires special teacher skills so that not all teachers can do or use cooperative learning strategies.

2.2.3.3.2.4 Demanding certain characteristics of students, such as the nature of working together.

2.2.3.4 Characteristics of Cooperative Learning Models.

Characteristics of Cooperative Learning can be explained as follows:

2.2.3.4.1 Cooperative Learning is done in team. The team is the place to reach the goal. Therefore, the team must be able to make every student learn. Each team member must help each other to achieve learning goals.

2.2.3.4.2 Based on Cooperative Learning management. Management has Cooperative Learning three functions, namely: (a) management function as implementation plan, (b) management function as an organization, (c) management function as control.

2.2.3.4.3 Willingness to work together. The success of Cooperative Learning is determined by group success, therefore the principle of togetherness or cooperation needs to be emphasized in Cooperative Learning. Without good cooperation, Cooperative Learning will not achieve optimal results.

2.2.3.4.4 Skills work together. The way to work together is practiced through activities in group learning activities. Thus, students need to be encouraged to be willing and able to interact and communicate with other members in other to achieve the learning objectives that have been set.[14]

2.2.3.5 Cooperative learning methods.

There are several cooperative learning models, including:

2.2.3.5.1 Jigsaw.

2.2.3.5.2 Think-Pair-Share.

2.2.3.5.3 Group Investigation.

2.2.3.5.4 Numberal Heads Together.

2.2.3.5.5 Make a Match.

2.2.3.5.6 Two Stay Two Stray.

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[14] Dr. Rusman, M.Pd, *Seri manajemen Sekolah Bermutu Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Edisi kedua. (Jakarta: PT RajaGrafindo Persada, 2016), p. 206.

2.2.3.5.7   The Power of two.

2.2.4   The concept of Jigsaw strategy.

2.2.4.1 Definition of Jigsaw strategy.

Jigsaw is a multifunctional structure of cooperative leraning. Jigsaw can be used in a variety of ways for variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate an "expert" on one topic by working with members from other teams assigned the corresponding expert topic. Upon returning on their teams, each one in turn teacher group: and students are all assessed on all aspects of the topic.[15]

Jigsaw's cooperative learning is a type of cooperative learning that consists of several members in a group responsible for the mastery of the material part to other members of the group. Jigsaw type cooperative learning model is a model of cooperative learning where students learn in small groups consisting of 4-6 people in a heterogeneous and cooperate positive interdependence and responsible for the completeness of the subject matter that must be learned and submit the material to group members another.

2.2.4.2 The purpose of Jigsaw

According to Aronson et al, the purpose of Jigsaw is to help students cooperatively learn new material using a team learning approach. Students are responsible for becoming an "expert" on one part of a lesson and then teaching it to other members of their team.[16]

2.2.4.3 Description of the procedure

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[15] Elliot Aronson, 1992. *Jigsaw Classroom Method*, (online), (http;// mlab. Uiah. Fi/tyokalu jigsaw. Online 27 January 2012)

[16] Tierney, Robert J *et al.*, *Reading Strategies and Practices A Compendium*. Third edition (America, design and production inc, 1990), p. 161

According to Slavin, discussed the use of Jigsaw in two parts: teacher preparation and classroom use. Teacher preparation consists of materials development and preparation, and assignment of students to teams. Classroom use consists of introducing the strategy to the class, facilitating the use of teams and expert groups, and giving the quiz.

2.2.4.3.1   Teacher Preparation.

Select a unit of study that you would like to cover in a two-day to three-day period and that lends itself to be broken down into four sections. If students are to read the material in class, the sections should not require more than 30 minutes to read; if the material is to be assigned for homework, sections may be longer. For instance, if the unit of study is Andrew Jackson, the material might be broken down into his early life, his war exploits, the Presidency, and his later life.

2.2.4.3.1.1 Expert sheet.

For each section of the material, design an "expert sheet" that tells stuents what material they are to read, gives them purpose-setting questions, and tells them which expert group they will work with. Thus, students will be provided the pages to be read and what they must gain expertise in and teach to their team members.

2.2.4.3.1.2 Quiz.

Make a two-question quiz fo each section of the unit. Quiz questions should be challenging since students will have the time necessary to read and discuss the material. Multiple-choice questions should be used for ease of scoring. There will be

ten possible points for the quiz, as students will get double credit for the questions for which they become an expert.

2.2.4.3.1.3 Team assignment

Students should be assigned to teams to represent a cross-section of the class. In other words, students should be assigned by achievement, sex, and, if appropriate, race. In this way, all teams will be heterogeously balanced, and no team will have an advantage over another. In addition, students will not be able to self-select themselves into teams with their friends.

2.2.4.3.2   Classroom Use.

Plan to introduce Jigsaw and have the students begin reading on Day 1. On Day 2 they can finish reading and work in their expert groups. Finally, on Day 3 students report to their assigned teams and take the quiz. This schedule can be adjusted depending on the difficulty of the material and whether the reading assignment is given for homework.

2.2.4.3.2.1 Day 1. Introduce the idea of Jigsaw in the following manner:

You are going to work in learning teams to study the unit on-. Each of you will have a special topic to learn about. You will read the material and discuss it with members of other teams. Then you will return to your team as an expert to teach your teammates about your topic. Finally, everyone will be quizzed on all topics. You must work with one another so the whole team can do well on the quiz. Your team's score will be totaled and compared with other teams' scores.

Next, students are grouped into their preselected teams, and the expert sheets are handed out randomly to individual team members. Students are directed to read

their sheets so they know the topic about which they will be learning and what questions they need to know. Finally, tell students to begin reading their assignments. Teachers will need to decide if students will only read their assigned pages or will read the whole assignment and concentrate on the assigned pages. Even more of a premium is placed on cooperative learning if students each possess a unique set of learnings.

2.2.4.3.2.2 Day 2. Have students finish their reading and introduce the expert groups as follows:

Now you will have a chance to discuss your topic with others who have the same topic. In these groups you will decide what are the most important ideas about your topic. You will each share your information with one another. Take notes on important ideas. Try to think of what questions will be asked on the quiz. You will then go back to your team to report your findings.

Students should work in their expert groups for approximately twenty minutes.

2.2.4.3.2.3 Day 3. Have students return to their respective teams and report on what they have learned from their expert groups. Main points should be emphasized, and attention should be paid to what they think might be on the quiz. Team reports should take approximately twenty minutes. If deemed necessary, a class discussion may follow the team reports which should focus on input from the "experts". At the conclusion of the report and discussion, the quiz should be given. Once the quizzes are scored, team members can add their point totals together to get their team score.[17]

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[17] Tierney, Robert J *et al*., *Reading Strategies and Practices A Compendium*. Third edition (America, design and production inc, 1990), p. 162

2.2.4.4 Advantages and Disadvantages of Jigsaw strategy.

2.2.4.4.1   Advantages of jigsaw strategy is as follows:

2.2.4.4.1.1 Suitable for all classes/levels.

2.2.4.4.1.2 Can be used in teaching reading, writing, listening, or speaking, can also be used in some subjects,

2.2.4.4.1.3 Learning in a group atmosphere has many opportunities to process information and improve communication skills.

2.2.4.4.1.4 Teachers are easier to teach because there have been expert groups in charge of explaining the material.

2.2.4.4.1.5 Students get the materi on average.

2.2.4.4.1.6 Students are taught how to work together in group.

2.2.4.4.1.7 Students need each other in learning.

2.2.4.4.1.8 Students can develop their ability to express ideas in solving problems.

2.2.4.4.1.9 Make it easier for students to understand and master the material.

2.2.4.4.1.10   Can improve self-esteem and positive interpersonal relationships.

2.2.4.4.2   Disadvantages of strategy is as follows:

2.2.4.4.2.1 It takes more time especially if the class is not well organized, so it takes time to change positions that sometimes cause noise and need time and preparation before the learning begins.

2.2.4.4.2.2 Requires creative teachers.

2.2.4.4.2.3 Students who lack self-confidence in the discussion will be difficult to deliver material to his friends.

2.2.4.4.2.4 Smart students tend to feel bored.

2.2.4.4.2.5 This strategy will be difficult to run if the classroom conditions are narrow because students have to move several times and switch groups.

2.2.4.4.2.6 students sometimes difficult to deliver material that is mastered if the class conditions are very crowded.

2.2.4.4.2.7 Students who do not understand the material will find it difficult to follow the lesson.

2.2.4.4.2.8 Students who are selected to be a group of experts will be difficult to explain the material if you have the ability to read and think low.

2.2.5   The concept of Narrative text

2.2.5.1 Definition of Narrative text

According to Drs. Pardiyono "narrative is a text to tell activity in the past which increase problematic experience and solution to amuse and give a moral value for the reader".[18] Narrative text is one type of English text that aims to tell a story that has a series of chronological events that are connected.

A narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures.

Narrative Text is a text that contains a story about a series of imaginative events or a fiction and is spelled out in a preliminary, middle and final sequence either verbally or in writing whose purpose is simply to entertain the reader.

2.2.5.2 Purpose of narrative text

According to Mark Anderson stated, "The purpose of narrative is to present a view of the world that entertains or informs the reader or listening".[19] The purpose of

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[18] Drs. Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Penerbit Andi, 2007), p. 94

[19] Mark Anderson, *Text Types in English 2*. (South Yarra: Macmillan, 2003), p. 6

narrative text is to entertain and interest readers read by presenting a story or event that has a problem that leads to a conflict that in the end there will be a resolution that will end with bahagaia or pathetic.

2.2.5.3 Structure of narrative text

2.2.5.3.1   Orientation

Orientation is a background or a preliminary part in a text narrative that serves to introduce to the reader the character of the characters, the time and setting of the story. Orientation is usually written briefly and can answer the question who ?, what ?, where? and when ?. These answers will set the orientation of a story.

2.2.5.3.2   Complication

Complication is the next part after orientation in naratife text. This section is most eagerly awaited by readers and listeners because it is in this section that issues are raised that will make this story interesting to read. Usually the issues raised will involve the main character actor.
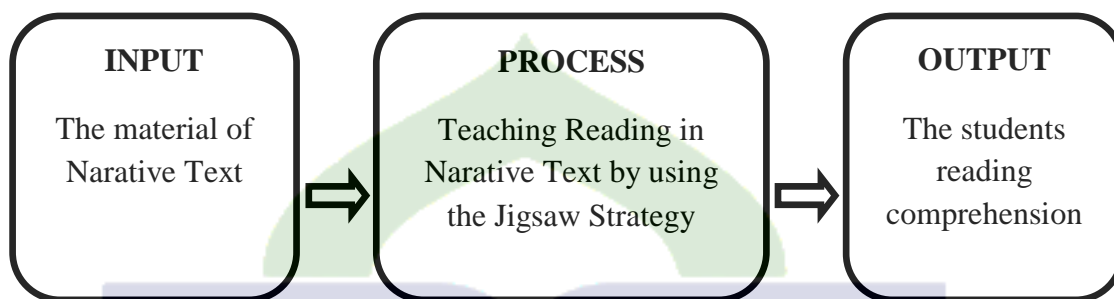
2.2.5.3.3   Resolution

Resolution is the part that gives problem solving. Solutions that are given should not end happily, sometimes end up miserable and sometimes not resolved thoroughly. The resolution of this incomplete problem aims to keep the readers' interest in the story.

2.2.5.3.4   Re-orientation

Re-orientation is the end of a narrative text that is usually located at the end of the story. This section usually contains a moral or teaching message that the author wants to give to the reader. This section is the choice of the narrative text writers, may use re-orientation or not.

2.3 Conceptual Framework

The conceptual framework of this research is presented the following diagram below:

INPUT		PROCESS		OUTPUT
The material of Narative Text	⇨	Teaching Reading in Narative Text by using the Jigsaw Strategy	⇨	The students reading comprehension

The conceptual framework of this research as follow:

2.3.1 Identifying and formulating problem in classroom which is required in learning environment to improve students' reading comprehension.

2.3.2 Teaching reading comprehension by using jigsaw strategy.

2.3.3 Students' reading comprehension, at the end of teaching and learning process, it was expected that an improvement of students score and academic achievement and also an increasing student's interest of learning through this strategy.

2.4 Hypothesis

Based on the previous explanation, researcher formulated hypothesis as follow:

2.4.1 Ho (Null hypothesis)   : There is no difference between students' learning outcomes before and after apply the jigsaw strategy.

2.4.2 H1 (Alternative hypothesis) : There is a difference between students' learning outcomes before and after apply the jigsaw strategy.

2.5 Variable and Operational

2.5.1 Variable

According to Fred D.Keliger as cited by arikunto, that all experiments have one fundamental idea behind them, to test the effect one or more independent variables on a dependent variable.[20]

2.5.1.1 Independent variables

This variable is often referred to as stimulus, input, predictor, and antecendent variables. The independent variable is the variable that causes the occurrence or change of the dependent variable. So the independent variable is the variable that influences.[21] In this reserach, the independent variable is jigsaw strategy.

2.5.1.2 Dependent variable

Often referred to as response variables, outputs, criteria, consequent. In the Indonesian language is often referred to as the dependent variable. The dependent variable is the variable that gets the influence of the independent variable or the variable that get the result of the independent variable.[22] In this reserach, the independent variable is reading comprehension.

2.5.2 Operational definition of variable

2.5.2.1 The jigsaw strategy of teaching strategies by dividing the students into teams.

Students will study in two teams of home teams and expert teams. The

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[20] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* (Jakarta: PT. Sadi Mahasatya, 2006), p.119

[21] Sugiyono, *Statistika untuk Penelitian* (cet. 4; Bandung: Alfabeta, 2002), p. 3

[22] Sugiyono, *Statistika untuk Penelitian* (cet. 4; Bandung: Alfabeta, 2002), p. 3

objective of the jigsaw strategy is make easy the student to stady because the students work with the friends.

2.5.2.2 Reading comprehension is the students can draw the conclusions or meaning of the narrative text that has been read, about the lion and the mouse