

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the definition of reading, the purpose of reading, the type of reading, and jigsaw strategies for improving reading comprehension achievement.

A. The Definition of Reading

In English, there are four skills that become the main point in teaching English. One of them is reading skill. There are many definitions about reading. According to Nunan, reading is a fluent process of readers combining information from texts and their own background knowledge to build meaning.⁵ The background knowledge will help the reader to know the meaning or passage of the context. However, Harmer states that reading is an exercise that is dominated by the eyes and the brain. When the eyes receive messages the brain then has to work out the significance of these messages.⁶ The process of recognizing the passage of the text, first is the eyes receive and send the symbols of written text to the brain which then will be analyzed and translated to get the information of the texts. Harris and Sipay definite of reading is “reading is the *meaningful* interpretation of written language” (1990, p. 10). Additionally, Anderson

⁵ David Nunan, *Practical English Language Teaching, First Edition*, (New York: McGraw-Hill Companies, 2003), 68.

⁶ Harmer, *English Language Teaching*, 190.

defines that reading is a process of *constructing* meaning from written text (Anderson et al., 1985).⁷ The reader must be able to translate the written words into meaningful language. So, reading as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text.

The background knowledge interacts with information in the text to contribute to the text comprehension,⁸ it means that the readers and the text are important thing in reading because the background knowledge interacts with the information in the text to get the comprehension. Reading is often conceived of as solitary activity in which the reader interacts with the text in isolations. Reading in the content areas has typically meant “reading to learn” as differentiated from the beginning reading instruction, which has been referred to as “learn to read”. It means that “reading to learn” is what we read for study, to get point of the texts and to get information from the texts, while learning to read that include how to read well.

B. The Purpose of Reading

When we are reading, we will get information and develop our creativity and critical thinking even writing skill. There are many kinds of the purpose of reading. According to Richard J. Smith and Dole Johnson, the purpose is reading to find several facts to support an agreement to learn

⁷ Anthony V Manzo and Ula C. Manzo, *Teaching Children to Be Literate: A Reflective Approach*. (LiteracyLeaders,1995),9

⁸ Cyril Weir, *Understanding and Developing Language Tests*, (UK: Prentice Hall, 1993), 64.

the major steps in a laboratory experiment to understand a math problem and analyze an author's viewpoint about text. Besides that, sometimes we read in order to interpret and sometimes we read in order to transfer the information to another medium. Reading is a skill that becomes better with practice. Reading for pleasure is critical for ensuring that the practice needed to become fluent becomes part of the learners' everyday life, and is not just seen as a classroom-based activity. There are a range of benefits gained from reading for pleasure:

- it increases sense of achievement, confidence, self-esteem and self-awareness
- it widens horizons you can do it anywhere
- it develops relationships and promotes inclusion and empathy through sharing opinions and ideas
- it prevents boredom and promotes relaxation.

However according to Catherine Wallace the purpose of reading is for pleasure.⁹ This point may be lost on children in school where literature, originally written primarily to offer enjoyment, is required for examinations. Reading for pleasure is an activity that is commonly taken for granted. Although many readers are initially interested in developing their reading skills for very practical reasons, teachers have an ideal opportunity to introduce their learners to a range of experiences, including

⁹ Catherine Wallace. *Reading*. (Oxford University Press-1992), 7

fiction and non-fiction, travel writing, graphic novels - both on-screen and paper-based.

Reading is also useful for other purposes in any exposure to English (provided students understand it more or less) that is a good thing for language students.¹⁰ Grabe and Stoller (2002:13) state the purpose of reading as follow:¹¹

1. Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

2. Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

4. Reading to integrate information, write and critique texts

¹⁰ Harmer, *How to Teach English*, 99-100.

¹¹ <http://beddebah-haterulez.blogspot.com/2012/07/purpose-of-reading.html>

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

5. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

C. The Type of Reading

Several types of reading may occur in a language classroom. Within the category of silent reading, one encounters intensive and extensive reading.¹² Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself. Extensive reading on the other hand, involves reading of large quantities of material, directly

¹² Bamford, Julian & Day, R.R. (1997) "*Extensive Reading: What is it? Why bother?*" *Language Teacher Online*. <http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/may/extensive.html>

and fluently. It is treated as a means to an end. It may include reading simply for pleasure or reading technical, scientific or professional material.

In intensive reading, divide two parts, they are linguistic and content. In extensive reading, divide two parts, that is skimming and scanning. After you read the normal speed in reading, you can look for the specific information whether to find the main idea of writing or locate specific information in the reading; according to David E. Harris in his book "Reading Improvement Exercises for Students of English as a Second Language" both methods are interchangeable, they are scanning, skimming. Skimming is the ability to identify main idea. Scanning is ability to locate specific information (you know what you looking for)¹³.

A narrative tells a story. Narrative is as ancient as the art of storytelling itself. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

The conclusion is in narrative text, we have to understand about the text. We need a strategy in reading by using intensive reading that practice specific reading strategies. To fluent our reading in narrative, we use extensive reading to easy get the point of the text. We also need scanning

¹³ Djamal H.Murni. *Improving Reading Skill in English*. (Jakarta: Kencana 2006), 40

and skimming because it make easy to identify the text. So the type of reading is important to our reading in narrative text.

D. Jigsaw Strategies for Improving Reading Comprehension Achievement

Jigsaw was originally developed by Elliot Arosen and his colleagues(1978).¹⁴ This is one of cooperative learning strategies, which is an efficient way to learn the course materials in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. The jigsaw strategy places great emphasis on cooperation and shared responsibility within groups. The success of each group depends on the participation of each individual in completing their task. It means the jigsaw strategy effectively increases the involvement of each student in the activity.

The main intent of Aronson and colleagues (Aronson et al., 1978) in developing Jigsaw was to provide opportunities for students to work in racially and culturally mixed groupings in a way facilitating interracial and intercultural trust and acceptance while promoting the academic achievement of minority students. It was outstandingly successful and has been adopted and adapted for many curriculum areas.¹⁵ The relevance of the approach to second language learners is that Jigsaw provides an excellent learning environment for the acquisition of language through

¹⁴ Slavin Robert E. *Cooperative Learning*. (United States of America Press.1995),122.

¹⁵ Carolyn Kessler. *Cooperative Language Learning*, (New Jersey: Prentice Hall.1992), 137.

relevant content, the development of academic skills through carefully structured reading and writing activities, and the exploration of relevant content through use of purposeful talk in the classroom.

Because it offers a highly interactive learning experience, the jigsaw strategy supports the communicative approach in language teaching. In the jigsaw classroom, students in small groups are dependent on the others in the group for the information they need in order to learn a topic or complete a task. Each student studies and rehearses material with a specific purpose in mind: to be able to teach or tell the others in the group the main points and important details of his or her own piece of information. The group then works together to evaluate and synthesize the information in order to solve a problem or complete a task. Students develop their cognitive skill of analysis, comparison, evaluation and synthesis of information. These skills are as important for reading and discussing the daily newspaper as they are for academic success.

Jigsaw Procedure: Positive Interdependence is structured in the jigsaw method through creating resource interdependence. The steps for structuring a "Jigsaw" lesson are:¹⁶

1. Cooperative Groups: Assign the students to cooperative groups (the teacher usually uses groups of three, but the teacher may jigsaw materials for group of any size). Distribute a set of instructions and materials to each group so that each group gets one part of the

¹⁶ Karl A. Smith. *Cooperative Learning*. University of Minnesota/Perdue University Press. 2008

materials. The set needs to be divisible into the number of members of the group. Number each part (part 1, part 2, part 3).

2. Preparation Pairs: Ask the students to form a preparation pair with a member of another group who has the same part they do (a pair of part 1's, a pair of part 2's, a pair of part 3's). Students have two tasks:
 - a. Learning and becoming an expert on their material.
 - b. Planning how to teach the material to the other members of their groups.

Students are to read their part of the material together, using the pair reading procedure of both students silently read each paragraph, one student summarizes its meaning while the other student checks the summary for accuracy, and the students reverse the roles after each paragraph. In doing so pair members should list the major points they wish to teach, list practical advice related to major points, prepare to visual aid to help them teach the content, and prepare procedures to make the other members of their group active, not passive learners. The cooperative goal is to create one teaching plan for the two members that both members are able to teach. Both members need their individual copy to plan.

3. Practice Pairs: Ask students to form a practice pair with a member of another group who has the same part they do, but who was in a different preparation pair. The tasks are for the members to practice teaching their part of the assigned material, listen carefully the

partner's practice, and incorporate the best idea from the other's presentation into their own. The cooperative goal is to ensure that both members are practiced and ready to teach.

4. Cooperative Group: Students return to their cooperative groups. Their tasks are:

- a. Teach their area of expertise to the other group members.
- b. Learning the material being taught by the other members.

The cooperative goal is to ensure that members master all parts of the assigned material.

5. Monitoring: While the pairs and the cooperative groups work, the teachers systematically move from group to group and assist students in following the procedures.

6. Evaluation: Assess students' degree of mastery of all the material by giving a test on all the material that students take individually. The teacher may wish to give members of groups whose members all score 90% .

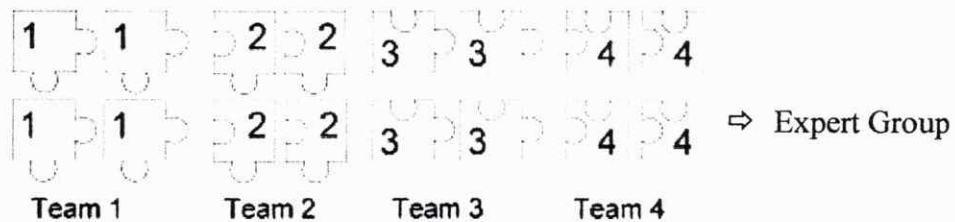
The jigsaw strategy is designed for cooperative learning. The idea is analogous to a jigsaw puzzle in those piece or topics of study are researched and learned by students within groups and then put together in the form of peer teaching between groups.¹⁷

The implementation jigsaw strategy have to follow the steps. In jigsaw strategy, each student has to participate actively in order for his or

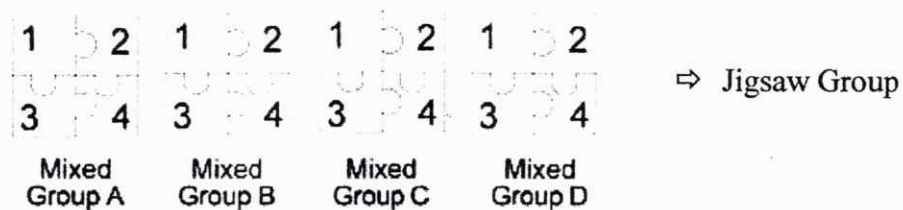
¹⁷ Tom Hutchinson and Alam Waters. *English For Specific Purpose*. Cambridge University Press. 1987

her group to be successful. The implementation can be used equally well for assignments involving data analysis or field work and in assignments involving reading.

The Example of Jigsaw Strategy:



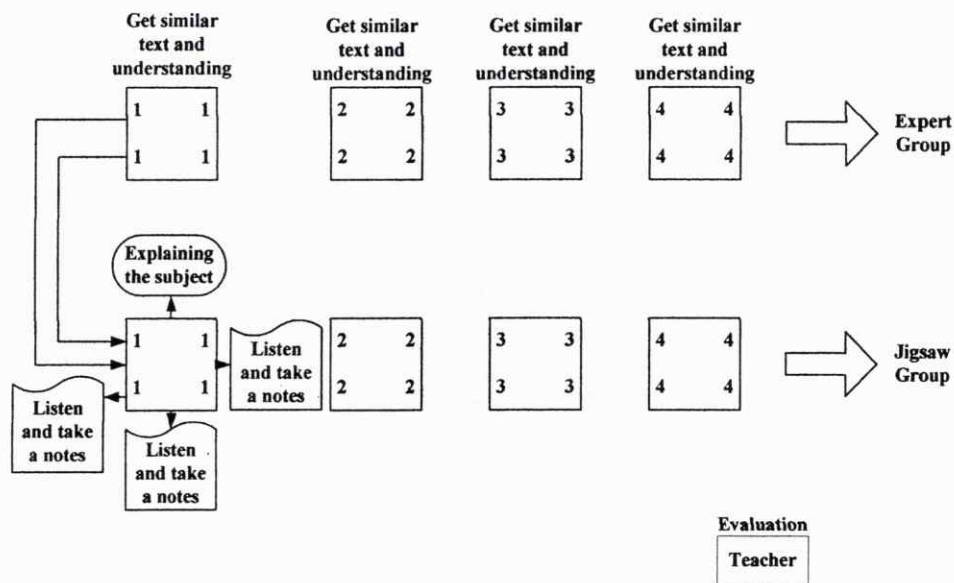
- In Expert Group, each other member get similar text. Each student is assigned on segment to learn. Discuss in their group the main point of the text. They have to understand about the subject that has given.
- The student then leave Expert Group to join Jigsaw Group to teach each other what they have learned.



- In Jigsaw Group. Each student presents his or her segment to the group. After the first student finishes explaining the subject, then the second student explains the subject that has been learned in Expert Group and it keep going to the fourth student.
- Each student listens and takes a notes, other members are encouraged to ask question for classification

- At the end of the unit, is accountable for table the information shared throughout the class.

The illustration of Jigsaw Strategy:



The implementation jigsaw strategy is students are divided into 5 or 6 persons in a jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race. One student should be appointed as the group leader. Those persons should initially be the most mature student in the group. The day's lesson is divided into 5-6 segments (one for each member). Each student is assigned on segment to learn. Students should only have direct access to only their own segment. Student should be given time to read over their segment at least twice to become familiar with it. Students do not to memorize it. Temporary experts group should be formed in which one student from each jigsaw group join other student assigned to the same segment. Students in this expert group should be

given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group. Student comes back to their jigsaw group. Student presents his or her segment to the group. Other members are encouraged to ask question for clarification. The teacher needs to float from group to in order to observe the process. Intervene if any group is having trouble such as a member being dominating are disruptive. There will come a point that group leader should handle this task. Teacher can whispers to the group leader as to how to intervene until the group leader can effectively do it themselves. A quiz on the material should been given at the end so students realize that the sessions are not just for fun a games but they really count.

The component to make jigsaw more useful as follows:¹⁸

1. Closure: have students review the jigsaw strategy process in a journal writing and then in large group.
2. Evaluation suggestion: because this project will take several days/weeks to complete, it is important that the teacher monitor the process as each step develops. Observation of the activities can conclude anecdotal records as well as group natations to share with the students. All students are tested on the information covered in the unit.
3. Resources and Materials: textbooks, the adult literature, reference information including technological sources, comuter software

¹⁸ Emalia,Ive.*Using Jigsaw Technique toIncrease the Eleventh Grader's Motivation in Reading Narrative Text at SMAN 12 Malang.*English Department, Faculty of Letters, State University of Malang,2007.

programs for presentation others depending upon the nature of the directions for the project.

4. Other Application: the jigsaw strategy is appropriate in social studies classes as well as literature and science classes. Middle and secondary students are best suited to the process. The strategy works best for situation where concepts rather than memorization of facts are the goal of instruction.

In reading skill, the teacher wish to present to a class and the students read some of reading text. The jigsaw method is an alternative to the teach in reading skill. Teachers must make sure that students with poor study skills do not present an inferior report to the jigsaw group. If this were to happen, the jigsaw experience might backfire (the situation would be akin to the untalented baseball player dropping a routine fly ball with the bases loaded, earning the wrath of teammates). To deal with this problem, the jigsaw technique relies on "expert" groups. Before presenting a report to their jigsaw groups, each student enters an expert group consisting of other students who have prepared a report on the same topic. In the expert group, students have a chance to discuss their report and modify it based on the suggestions of other members of their expert group. This system works very well. In the early stages, teachers may want to monitor the expert groups carefully, just to make sure that each student ends with an accurate report to bring to her or his jigsaw group. Most

teachers find that once the expert groups get the hang of it, close monitoring becomes unnecessary.

Based on the explanation above we may conclude that the *Jigsaw* strategy helps students learn new material using a cooperative/team approach. It gives students an opportunity to share their learning, hear what their peers have to share in topic, and teach and be taught by others. These are valuable socialization achievement for students to experience inside and outside the classroom.

Based on the explanation above we may conclude that, in Jigsaw method the core competencies are:

1. Writing, speaking and or other forms of self-expression
2. Information gathering, such as the use of the library, computer/electronic resources, and experimentation or observation
3. Synthesis and analysis in problem solving and critical thinking, including where appropriate, the application of reasoning and interpretive methods, and quantitative thinking
4. Collaborative learning and teamwork
5. Activities that promote and advance intercultural and international understanding
6. Activities that promote the understanding of issues pertaining to social behavior, scholarly conduct, and community responsibility
7. A significant alternative competency for active learning designed for and appropriate to a specific course.