

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss theoretical frameworks related to the study. This chapter includes some theories of Reading, reading comprehension, Think Pair Share, Jigsaw, and previous studies to support this research.

A. Reading

1. Definition of Reading

According to Mariane (2000), reading involves an active exchange between the reader and the text. The reader must engage in multiple tasks simultaneously, such as deciphering written symbols, interpreting the message by giving meaning to the words, and comprehending the author's purpose. This process involves three key players: the writer, the text, and the reader.

In Brown (2001) another meaning of reading was suggested which defines it as a dynamic activity where individuals try to comprehend ideas, notions, reflections, or visuals from the sequence of words presented on the paper. Through the act of reading, students can augment their competency and aptitude, as well as acquire an extensive reservoir of knowledge, because reading provides many benefits, such as increasing knowledge and getting information. Hence, there is a parable that reading is a bridge to knowledge because it makes us aware of a lot of previously unknown information.

Kaganang (2019) defines reading as a complicated cognitive process that involves decoding symbols in order to construct or obtain meaning from the

text. Therefore, reading is a method of learning a language, communicating, and sharing information or ideas.

Based on the explanation above, it can be concluded that reading is a process of knowing the written symbols of writing. Not only reading them but also understanding the meaning of these symbols which results in an understanding of the text.

2. Purpose of Reading

For some people, reading is more than just a pastime. Daily reading occurs even among individuals who claim to hate it. You have read everything, whether it's a work email, text message, road sign, or even a status update on social media.

There are several motivations to read since there are various sorts of text. Consider all the written communication you encounter every day. Think about all the written messages that you come across every day. Some instances include electronic mail, text messages, and posts on social networking sites. People have different motivations for reading, such as seeking amusement, gaining insights, enhancing cross-cultural understanding, and facilitating interpersonal interactions. For the rest of this course, we will discuss numerous advantages of frequent reading.

Grabe & Stoller (2011) list seven purposes for reading, including searching for basic information, skimming, learning from books, integrating knowledge, and more. Reading for writing (or to find information for writing), reading to

analyze texts, and reading for general comprehension. Each purpose for reading is explained below.

a. Reading for simple information

It is pretty common for readers to use it. Despite the fact that some experts think reading is a relatively separate cognitive function, reading is often used to search for basic information. In order to find the information, we're looking for, we frequently scan the text while we read to search for key words, specific information, or a few key phrases.

b. Reading to skim quickly

Skimming, which refers to quickly browsing through a text to get a general idea, is a frequently used reading technique and a crucial skill for learning. This process involves using various methods to predict where pertinent details may be in the text and utilizing fundamental reading comprehension skills to comprehend those sections for the purpose of obtaining an overall understanding.

c. Reading to learn from text.

The process of reading a text for learning typically takes place in circumstances in which a person needs to gain a substantial amount of knowledge from it.

d. Reading to integrate information.

Reading to combine information requires a higher level of understanding and critical analysis. It involves assessing and

integrating information from various sources to create a comprehensive comprehension of a subject or problem.

e. Reading to write and critique texts.

There are two types of tasks that may require reading for information integration: reading for writing and reading for text analysis. Both tasks involve selecting, evaluating, and documenting information from a text. They are typical academic assignments that demand the skill of understanding information through reading.

f. Reading for general comprehension

Reading for general comprehension, when completed by a professional fluent reader, demands extremely quick and automatic word processing as well as high general meaning formation abilities. representation of key concepts and effective coordination of numerous processes in a short amount of time.

Another purpose reading expert (Wallace 1992; 6-7) explained the three categories of reading purposes. There are:

a. Reading for survival

Reading in response to our surroundings is referred to as reading for survival. It fulfills requests or prompt actions., for example, a "STOP" signs for a car driver.

b. Reading for learning

We can increase our general knowledge of the world through reading. Reading is done a lot in an academic setting to support learning. As an illustration, consider the scenario in which the readers read aloud text to themselves, the teacher, or the entire class. Little comprehension of its context is obvious in questioning.

c. Reading for pleasure

Reading for pleasure is opening new worlds, providing opportunities to use their ideas and imagination to discover new knowledge.

Based on the purpose of reading above, reading for learning is the main focus of teaching reading, especially in senior high school. Students can respond to the questions based on the option while also trying to comprehend the text's content and gain new insight.

B. Types of reading

There are various reading styles, including silent reading, aloud reading, and intensive and extensive reading (Patel & Jain, 2008).

There are described below:

1. Intensive reading

Intensive reading is usually associated with learning the language accompanied by a teacher. Intensive reading also learns about structures to expand knowledge of vocabulary, and idioms. The material chosen for intensive reading must also be able to

make students learn the native language such as tales, plays, poems, and articles. Intensive reading is also based on activities in the classroom, students learn to read a text to gain knowledge or analysis. The goal of intensive reading is to comprehend a short text to get information.

2. Extensive reading

A bit less reading proficiency is required for extensive reading than for intensive reading. The goal of extensive reading is to enable students to read effortlessly in the target language for leisure, without the guidance of a teacher. Extensive reading also helps students improve their vocabulary and broaden their understanding.

3. Aloud Reading

Reading aloud is a crucial aspect of teaching English language. It is essential to introduce the practice of reading aloud during the early stages of education as it serves as the basis for proper pronunciation of words. Therefore, teachers should pay attention to this. The secondary school will be quite challenging if is not cared for. The benefit of reading aloud is that it helps students improve their speaking and pronunciation skills as well as their ability to read very effectively.

4. Silent Reading

Silent reading is to get a large amount of information. Teachers will have them read silently. Therefore, students are able to read without any difficulty. Students can read without the need for an audible whisper. Teachers can also play a significant role in silent reading by selecting realistic reading material. Also, rather than reading first, teachers should let students read the material. The benefit of silent reading is that it directs learners' attention to the subject matter and allows them to learn easily.

C. Reading Comprehension

Reading and comprehension go hand in hand because the goal of reading is to comprehend what you've read. According to Nunan,(2003; 68), comprehension is the capacity to generate or understand the text's meaning or to relate the text's message to prior knowledge. The reader must possess the necessary reading ability to be able to understand a text.

Reading comprehension, (Oakhill et al., 2015) is a challenging endeavor that necessitates the coordination of numerous diverse cognitive abilities and skills. Reading serves a variety of functions if readers interpret understanding from what they've read. Reading is enjoyable for the reader and gives them a sense of comprehension of the text. Reading comprehension asks pupils to demonstrate their understanding of the book by responding to a few questions about it. Also, reading comprehension is the capacity to comprehend the content of a piece and correctly interpret what the author is trying to say (Grabe and Stoller, 2002).

Kholiq (2018) defines a simple three-stage taxonomy that can be used to determine how reading comprehension works. The first stage of comprehension is literal or factual understanding. This applies to the straightforward comprehension of the information presented clearly in the text. Second, inferential comprehension refers to information that is based on information that is indicated or not expressly stated in the text. These details were not stated explicitly in the text. The third level of comprehension is critical or evaluative comprehension, the capabilities to analyze the background of the text. The ability to comprehend at the comparison level is inferred as the level of critical comprehension. The capacity to communicate emotional and aesthetic responses to texts that meet standards or follow up after reading.

Based on the explanation above, it can be said that reading comprehension is the capability to read, measure, and understand the meaning of the text.

D. Strategies in Reading

Teachers can assist students to increase their comprehension by teaching them reading strategies. There are seven cognitive processes of effective readers to help their students enhance their understanding of the text: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing (McEwan,2007).

a. Activating

To retrieve pertinent long-term memory information and experiences in order to extrapolate and create meaning from texts.

b. Inferring

Inferring means determining something that the writer does not specifically address. You can use textual hints as well as ideas from your ideas. Reading between words is a technique that lends a lot more significance to a story.

c. Monitoring-Clarifying

Students assess their comprehension of the subject by keeping track of their understanding. If students become aware that they cannot explain the main idea, they might take steps to increase their comprehension before moving on to the next paragraph.

d. Questioning

Another method for getting students by focusing on the text's significance, you can ask and respond to questions regarding it. Instructors can help by providing examples of how to utilize the text to find the answers to questions and how to formulate successful inquiries.

e. Searching-Selecting

choosing important information from a variety of sites in order to provide answers to questions, define terms, debunk myths, handle problems, or gather information.

f. Summarizing

In the process of summarizing, students are expected to distinguish between main ideas and supporting ideas. Also distinguishing related from unrelated knowledge includes points in the process of summarizing which will help students to improve comprehension skills in the text. Therefore, summarizing is a strategy that can help students organize ideas in the reading.

g. Visualizing-organizing

According to studies, Students have better memory than those without it visualize when Readers can create their own pictures or use embedded graphics when reading a text without any illustrations.

Besides the strategies to improve students' reading comprehension, moreover, Teachers can use a variety of strategies to help students with reading. (Grellet,1985) defined the reading techniques that can help students. The techniques are:

a. Scanning

A quick search of a text for a specific piece of information is called scanning. Vaezi (2003) defines scanning as the process of quickly reading to locate a specific data point (name, place, time, etc). Hence, in order to achieve an optimal and effective reading outcome, a decent scanning approach

needs to follow a set of procedures. Scanning consists of the following five steps:

- 1). Have every fact or piece of information regarding what you're looking for in your head. Create a list of all the information you wish to look up.
- 2). Start at the selection's beginning and move your eyes quickly and systematically across.
- 3). Use any headers or subheadings you want.
- 4). After finding a crucial word or term, read the surrounding text to see if the information is included.
- 5). Write note of the information you have discovered.

b. Skimming is a reading strategy where the reader skims, skipping over the material to understand the main ideas. The following actions are taken when skimming:

- 1) Read the title.
- 2) Read the introduction or the first paragraph.
- 3) Read the first sentence of every other paragraph.
- 4) Read any headings and sub-headings.
- 5) Read the summary or last paragraph.

E. Cooperative Learning

Cooperation is defined as collaborating to accomplish common goals. When students collaborate, they work together to achieve goals that benefit both themselves and the rest of the group. When students in small groups collaborate to enhance their learning, this is called cooperative

learning. Cooperative learning is based on two theories: the Structure-Process-Outcome theory and the Social Interdependence theory. According to (Johnson,1991), cooperative learning can aid students in achieving a positive learning outcome because it can boost their enthusiasm, which is a component that influences their ability to produce a positive outcome.

1. Think, Pair, Share (TPS)

a. Definition of Think, Pair, Share

Think Pair Share is part of the cooperative learning methods. Cooperative learning, according to (Johnson,2001) cooperative learning can help students achieve a successful learning result because it can increase their passion, which is a factor that affects their capacity to generate a successful output. The think, pair, share technique, according to Lyman, is a collaborative learning model that promotes personal interaction and is suitable for all students in grades and class amount.

Think Pair Share is described as follows by (Slavin, 1995;32) students sit in pairs with their groups as the teachers offer a lesson to the class. The kids are told to come up with an answer before responding to the teacher's questions. When everyone in the class has reached an agreement, the teacher asks pupils to share their answers.

More than that, TPS is described by Santa (1996; 5) as a discussion technique that may be applied as a pre-reading exercise, a problem-solving technique, and a follow-up exercise. Every student takes on a more active role.

The think-pair-share technique allows students to process new information independently before they are influenced by other students' responses, as may be seen from the previous explanation. By this process, students gain the ability to communicate their ideas to a peer and subsequently to a bigger audience (the entire class).

b. Steps in Think Pair Share

Barkley, et al., (2005; 104) determined the steps of Think Pair Share to teaching reading:

Table 2. 1 steps of Think Pair Share

Step 1: Think	Teachers give students questions and give them to think about the questions for a few minutes. The teacher should not make the time too Lengthy. Make students focus and think in quietly
Step 2: Pair	The teacher asks students to make pairs with other students or their chair mate. Students compare their thoughts and come up with the best answer. The response ought to be the one the students find most intriguing
Step 3: Share	Reconvene a class for a discussion on this part. Student from each group can either share their answer with the class, or the discussion can be more open. Additionally, students can explain to the class what they discuss as a group.

From the explanation of the steps of Think Pair Share above, TPS is designed to help students improve their reading comprehension skills. Students are asked to collaborate throughout the pairing step. With their partners and exchange ideas to reach a conclusion or answer questions (for example: finding the purpose of reading, playing ideas, or looking for information implicitly or explicitly in a reading text.). Particularly, it is hoped that this TPS can also motivate students to be more confident to speak and convey their ideas to the whole class.

b. Advantages and Disadvantages of Think Pair Share

Every teaching method is not always perfect, there is an advantage and also disadvantage. Ibrahim et al (2010) explain some advantages and disadvantages as explained:

1. Advantages of Think Pair Share

1). TPS demands pupils to use the time allocated to them to complete the activities or problems assigned by the teacher at the start of the meeting, so that the students learn the content thoroughly before the teacher passes at the next meeting.

2). The implementation of TPS can enhance the rate of attendance. The teacher assigns tasks at every session and encourages students to actively participate in the learning process, with the intention of promoting

regular attendance. Those who fail to attend and neglect their assigned tasks will adversely impact their academic progress.

3). Reduces dropout rates. The TPS approach is expected to stimulate kids to learn better than the traditional technique.

4). Give students opportunities to be more active in the class.

5). By various forms of interaction, increase the frequency of a variety of second language practices.

2. Disadvantages of Think Pair Share

1). It takes a lot of time to organize the group.

2). One or two recalcitrant students will miss out on a portion of the text if they refuse to participate.

2. Jigsaw Method

a. Definition of the Jigsaw Method

The Jigsaw method, created by Aronson, promotes collaborative learning and facilitates the exchange of ideas among students in their respective groups. It also fosters the development of self-teaching skills, which are essential abilities that can be taught through this method. Haryanto (2012) notes that the Jigsaw technique involves students working together in pairs to accomplish their learning objectives through various activities such as reading, writing, listening, and speaking.

According to Klippel (1984), one of the activities used in teaching is Jigsaw, every student is equally significant in Jigsaw. To begin, the students must comprehend the Material provided to them and describe it to the other members of the group. Second, the students must organize the solution-finding process.

Furthermore, in the Jigsaw technique, students have several opportunities to express their thoughts and analyze the content. Everyone in the group is responsible for the team 's success.

a. Steps In Jigsaw

Aronson (1975) made several steps of jigsaw learning:

1. Students are separated into groups of five students each.
2. Each group is given the same main material, then separated into five sections. Each group member receives specific material. The Narrative text, for example, is separated into the theme, characters, conflict, setting, and storyline. The first member of each group learns about the topic, the second about the characters, and so on.
3. They regrouped with members from other groups who received the same part of the materials after reading and memorizing their own part in their own group. For example, the first member of group A who receives the "theme" part is grouped with the members of groups B, C, and so on who also receive the "theme" part. This

group is known as the expert group because it is made up of members who all receive the same portion.

4. Students in the expert group discuss and collaborate to determine the best approach to learn the content and how to express it to other members of their own group. Additionally, students are urged to rejoin their original group and present their findings to both the expert group and other members. Each student must explain their assigned section to the other participants, and afterward, teachers will evaluate each student's understanding of the material through an individual quiz.

The illustration of the Jigsaw Method in the teaching-learning process can be seen below:

Table 2. 1 illustration of the jigsaw method

Jigsaw Group	Expert Group	Jigsaw Group
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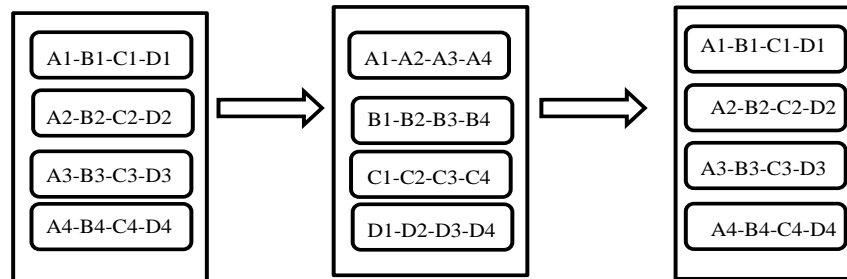


Figure 1: Jigsaw Technique Illustration (Lie,2008)

F. Kind Of Text in English

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. This study focuses on the one type of text as a material for teaching reading using TPS and Jigsaw. i.e Procedure text.

a) Procedure Text

1. Definition and purpose of procedure text

One of the texts which are learned by Senior High School is Procedure Text, procedure text tells how to make something. A procedure text is a set of actions, tasks, decisions, computations, and other methods that are followed in a particular order to achieve a desired outcome. similar with the definition of procedure text.

according to Anderson (2003, p.50) procedure text is a text that gives directions for conducting a certain action. An explanation of how to do something is the goal of a procedure text. A method is a set of actions that demonstrates how to accomplish a particular goal.

The aims of procedure text are (1) to express a process of how to create or manage something, and (2) to depict how something is done through a series of steps that are usually written in the present tense

As a result, it may be said that a procedure text is a text that describes how to perform an action. If you want to make a cake, you will write down ingredients, and steps on how to make a delicious cake.

2. Generic Structure of Procedure Text

The generic structure of procedure text refers to the feature that is shown in the technique or explains how to create or run something. The general structure should be relevant to the topic. it implies that the procedure should be focused on the aim. Like other text types, procedural texts serve a communicative function by demonstrating or explaining how to do something. The tree generic structure of procedure text:

- a) Goal/purpose: to give information or the important thing that we need (e.g.; how to make cheese fondue)
- b) Material: the things that you need to make something for example the material to make cheese fondue are cheese, garlic, pepper, and fresh lemon juice

- c) Steps: the details on creating something after the materials are known. (e.g: pour the vegetables into the frying pan and stir until browned.)

3. Language Features of Procedure Text

Language features and generic structure should be linked in the procedure text. Students who are proficient in all language aspects will generate well-organized work. There are five general parts of linguistic features in the procedure text, according to Knapp and Watkins (2005). These sentences use the present simple tense, action verbs, connectives, adverbs, and imperative constructions.

4. The Example of Procedure Text

There is an example of procedure text that is stated in the following box:

Table 2. 2 Example of Procedure Text

Goal	How to make Cheese Fondue
Ingredients	<ul style="list-style-type: none"> • 1 garlic clove, halved • 1 pound Gruyère cheese, grated • 1/2 pound Emmentaler cheese or other Swiss cheese, grated • 1 cup dry white wine • 1 tablespoon plus 1 teaspoon of cornstarch • 1 teaspoon fresh lemon juice • 1 1/2 tablespoons kirsch • Freshly ground pepper • Freshly grated nutmeg
Steps	<ol style="list-style-type: none"> 1. Rub the inside of a cheese fondue pot or medium enameled cast-iron casserole with the garlic clove; discard the garlic. 2. Combine the grated Gruyère and Emmentaler with the wine, cornstarch, and lemon juice in the fondue pot and cook over moderate heat, stirring occasionally, until the cheeses begin to melt about 5 minutes. 3. Reduce heat to low. Add the kirsch and a generous pinch of each pepper and nutmeg and cook, stirring gently, until creamy and smooth, about 3 minutes; don't overcook the fondue or it will get stringy. Serve at once.

From the explanation above, it can be concluded that procedures take the form of instructions or directions. Procedure text is referred to a text that outlines the steps involved in making something. The goal, materials, and steps of how to make or achieve something well with arrangement of steps in order to attain the goal of a procedure text.

G. Previous Study

A related study is required to notice some earlier research done by another researcher that is relevant to our research. According to the authors, in order to avoid plagiarism, several studies about teaching reading with TPS and Jigsaw.

Damayanti (2022) conducted a quasi-experimental study at Sriwijaya State Sports High School of Palembang to investigate the effectiveness of the Think Pair Share model in teaching narrative reading comprehension. The

study involved 67 Eleventh-Grade students in two classes, with one group taught using the Think Pair Share approach and the other using the jigsaw method as a control. The researcher emphasized the topic of procedure text and administered the treatment three times before conducting a post-test to measure student achievement. Results showed that adopting the Think Pair Share method was effective in teaching narrative text comprehension to eleventh-grade students at SMA Olahraga Negeri Sriwaja Palembang. Pre- and post-tests were used to collect data on student achievement.

The second research was conducted by (Ariski et al., 2021) on the Tenth-grade students at SMA Negeri 1 Sekayu. The subject of this study amounted to 64 students of 193 population. This study was quantitative research. The quasi-experimental approach was adopted in this research. The study applied a two-group pretest-posttest design. The result of the study showed TPS technique could improve students' reading comprehension.

The third research was conducted by (harvianda & Komariah, 2019) the study was using experimental quantitative research and was done in SMA 6 Banda Aceh. The subject was the third student of SMA 6 Banda Aceh using a pretest and posttest. The outcome indicated that the t-score (5.79) was greater than the t-table (2.021). It shows that the students in the experimental class who are taught using Think Pair Share make better progress than they did previously.

The fourth study (Maulana, 2018) was using Think Pair Share in teaching reading. The quasi-experimental research is being carried out at the

eleventh class SMA 17 August 1945 Banyuwangi with 47 students. This study focused on the different teaching reading by using Think Pair Share and the Conventional Technique. This study concludes that the student's results in reading comprehension taught using the Think Pair Share technique are higher than those taught using the conventional technique. The score of the Think Pair Share technique is greater than the conventional strategy on the pretest and posttest summary.

The last previous study on using Think Pair for teaching reading was done (Liunokas, 2019) at Nusa Cendana University Kupang, NTT in 2019. The study used quasi-experimental. The result shows that there was a substantial difference between the student's pretest and posttest mean scores. There was a substantial difference between the pupils' pretest and posttest mean scores. The pupils' mean score in the pretest is 26, while their mean score in the posttest is 51. Furthermore, the statistical analysis for a degree of significance ($p=0.05$). The probability value was less than 0.000.05. It was discovered that there are substantial differences in the results of the pre-test and post-test after giving treatment to fourth-semester students in order to improve their reading skills by using the think pair share approach (TPS).

(Herman et al., 2020) has found that the result of using the Jigsaw technique to teach reading in the tenth grade of SMA 4 Negeri Pematangsiantar has a significant effect on the student's ability in Reading comprehension of recount text after applying the treatment. The students gained a better understanding of the goal of the recount text, its organization, and its language elements when the researcher used the Jigsaw technique. Also, by adopting the

Jigsaw technique, students become more conscious of their responsibilities, as they are not only students/listeners but also teachers/experts.

The next study was done at SMPN 13 Barau (Nurbianta & Dahlia, 2018) this study focused on Jigsaw Method to improve students reading comprehension. pretest and posttest were used in seventh grade. The study found Jigsaw method utilized on respondents, notably students in SMPN 13 Barau, when learning English as a second language (ESL), especially for reading teaching, differ significantly from one another.

The third study (Ahmada, 2019) this study was meant to find out whether using the Jigsaw method can increase students reading comprehension in teaching reading, especially in narrative text. The study was conducted on tenth-grade students in SMA Darussalam year 2018/2019. This study uses experimental quantitative research. The score from pre-treatment was 51.8 and the post-test score is 84,3. Therefore, the post-test scores were better than the post-test in the study, the calculation revealed that the difference between the two classes before and after treatment was noteworthy. the result of the test is the jigsaw model was used as a method to raise the reading comprehension of students in the tenth class at SMA Darussalam Blokagung Bayuwangi.

In 2018, (Facharyani et al., 2018) conducted an experimental research entitled “The Influence of Using Jigsaw as a Method on Students’ Reading Comprehension at the Seventh Grade of SMPN 7 Kota Serang”. The study found that the mean post-test scores of the student's reading comprehension taught by using the Think-Pair-Share Strategy was 67.53. On the other hand,