

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Review of Related Literature

1. Reading

a. The Definitions of Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang (2003:6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Based on two definitions above reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means

that when a reader interacts with printed messages, he tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

b. Definitions of Reading Comprehension

There are many definitions of reading comprehension accepted from some writers. According to Klingner (2007:2) reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Alderson (2000: 28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According to Pang (2003:14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use

of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

c. Teaching Reading

Kimbly and Garnezy in Brown (2000:7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2000:7) also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definitions above, we can define teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

1) Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000: 306-311), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a) Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, 2000: 306).

b) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc). (Brown, 2000: 306).

c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2000: 306)

d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000: 308)

e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000: 308)

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2000: 308).

g) Guessing when you are not certain

Brown (2000: 309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

- (1) guess the meaning of a word,
- (2) guess grammatical relationship (e.g., a pronoun reference),

- (3) guess a discourse relationship,
- (4) infer implied meaning (“between the lines”),
- (5) guess about a cultural reference, and
- (6) guess content messages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

2) The Principles of Teaching Reading

In teaching English, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom.

According to Richards and Renandya (2002:16), there are ten teaching principles that may be appropriate in teaching reading that is summarized below.

a) Lowering Inhibitions

In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

b) Encouraging risk-taking

When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c) Building students' self confidence

Teacher need to build the students' confident in studying English because self confident is one of important factor which influents the students' success in studying English. To do that, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job. Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course.

d) Helping students develop intrinsic motivation

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

e) Promoting cooperative learning

In studying English in the classroom, teacher needs explain that cooperative learning in the class is more important than competition between the students. some activities can be done in cooperative learning are directing students to share their knowledge in a group, asking the students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it.

f) Encouraging students to use right-brain processing

In studying English, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.

g) Promoting ambiguity tolerance

Making the classroom is enjoyable and comfortable is a good way to make students feel relax in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning.

h) Helping students use their intuition

Making the students not depend to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing not always give explanation of errors, letting a correction suffice and correcting only selected errors.

i) Getting students to make their mistakes work for them

Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self learning activities are the good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own.

j) Getting students to set their own goals

Setting the students' own goals are good way to improve their study. The activities are asking them to make list of what they will achieve on their own particular week, getting students to make specific time commitments at home to study the language, and giving "extra credit" work.

These are the ten principles which can be implemented in the teaching reading in the classroom. Teacher can select one or two appropriate principles as the need of the students because the appropriate principle influences the students' achievement. From ten principles above, the researchers use and maximize the fifth principle, that is, promote cooperative learning especially

jigsaw technique as the limitation and the need of the second year students in SMAN 1 Kalasan.

3) Components in Teaching Reading

a) The goals of the learning

There are two goals can be achieved by the students, those are long- and short-term goals. According to Brown (2001:53), long-term goals may include the mastery of English, the passing of an exam (at the end of the year), the possibility of a better job in the future, etc. Short-term goals, on the other hand, might be the learning of a small amount of new language, the successful writing of an essay, the ability to partake in a discussion or the passing of the progress test at the end of the week.

The teacher can encourage the students to learn English and active in the reading class to achieve the long-term goals by emphasizing those long-terms goals is more important for them to be achieved by them. To motivate them in learning English, the teacher also can use the short-terms goal by giving them some points to them. If they can involve in teaching and learning English, they are active in the reading class, and they can get high score in the reading class, the teacher can give the class rank and some rewards for them.

b) Teacher

There are some aspects which have to pay attention when talking about teachers. However, this part focuses on characteristics and roles of teachers. According to Allen (cited in Brown, 2001: 429), there are some

characteristics of good language teachers. Firstly, the teachers should love and comprehend English language such as listening, speaking, reading, and writing. Secondly, they understand and use a wide variety of techniques. Next, they give optimal feedback to students, use appropriate principles of classroom management, adapt textbook material and other audio creatively, enjoy people, and show enthusiasm.

In a classroom, teachers' roles can influence activities. It means that the teachers change from one activity to another. If they are fluent at making these changes, the effectiveness as the teachers is greatly enhanced. These are roles of a teacher:

(1) Controller

Teachers as controller are always needed in the class activity when the teacher teaches the students. A controller determines what the students do, when they should speak, and what language forms they should use (Brown, 2001: 167). In addition, Harmer (2001: 58) states that a controller takes the roll, tells the students things, organizes drills, and reads aloud.

(2) Organizer

Teachers should be good organizer. It means that the teachers should organize the students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop (Harmer, 2001: 58).

The first thing that has to be done by the teachers is that they need to organize students so that the students are involved in the activity. To do this, the teachers can create fun activity, such as playing games. Next, the teachers give any necessary instructions, and say what students should do first and next.

These are important steps so that the students know what should be done in the activity. The teachers should give demonstration or an example to do the activity clearly. If the students have understood, start or initiate the activity. The teachers can stop the activity when the students have finished. The last one, the teachers give feedback about language use. It is because the students can know which one is right or wrong in doing the activity.

(3) Observer

In a classroom, teacher does not only teach the students but also observe them. It is aimed to give them useful feedback. In the classroom observation, the teachers watch students' learning process in order to judge the success of different materials and activities. The teachers can make changes in the future if the activities are not appropriate to the students' needs (Harmer, 2001: 62).

c) Students

Students can learn language well, get good mark, pass exam if they study hard and have motivation. Brown (2001:72) states that motivation is the

extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit. It means that motivation is people's desire to achieve goal. Motivation can come from outside or inside. Harmer (2001: 51) states that motivation which comes from outside is called extrinsic motivation and from inside is called intrinsic motivation.

d) Interesting activities and materials in the class

The students tend to study and involve in the reading class when they get interesting activities and interesting subjects that they learn in the class (Brown, 2001: 53). The teacher can use the different activities that can make the students interest to join in the reading class. Using the interesting activities and materials will make the students like the reading class and enthusiastic to learn the subject that we give. The teacher also can use some media that can make the lesson become interesting.

e) Media

Definition of media proposed by many experts, Kemp (1977:73), for example, says that media are supporting materials that can motivate students and can effectively explain and illustrate subject content. His concern is on the use of materials in order to make the students motivated to learn something and to make clear the content of a subject. He also adds that media as any tools, methods and technique used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. Here media can be anything, material and non-material, physical, and

non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating or making clear the thing being discussed or talked about.

In this globalization era, many schools use technology as teaching media to support the teaching and learning process. It also happens in the English language teaching-learning process. According to Brown (2001:143), an educational institution has a promising new technology that could offer linguistic input and output, feedback, students' collaboration interactivity, and fun.

Based on the definition above, it can be concluded that modern technology can help the students to acquire the new knowledge or skill and the new changes of behavior after getting the assistances from the modern device called Computer Assisted Language Learning (CALL) or Computer Learning.

There are some uses of computer in teaching learning in English. (Harmer, 2001: 145-146), those are:

(1) Computer as reference

Computer can be used as reference to learn English because it can be connected to internet. And by using internet the students can find all subjects or topics they want to study. Some dictionaries that offer definition, the meaning of the words and how to pronoun the words can

be opened from the computer. Because of this media, the teaching and learning become easier.

(2) Computer as teaching and testing programs

Teacher can use computer as course book to teach the students. When the students feel bored with their course book and sit behind their desks for hours, the teacher can use computer to design the materials by decorating it with some visual and sound which make the materials very attractive. Some programs in the computer can be used in teaching the materials such as Power Point. Power Point is a presentation program developed by Microsoft. It allows users to create anything from basic slide shows to complex presentations. Power Point is often used to create business presentations, but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add extra appeal to the presentation. By using Power Point, the teacher can make interesting materials in the slide shows which can interest the students to pay attention to his / her explanation.

f) Evaluation

In education, evaluation is defined as the process of obtaining information and using it to come to some conclusions which will be used to take decisions whether the students have understood the materials given by

the teacher or not. It is also used to measure how far the students master the materials from the learning process in the classroom.

4) Teaching Reading in Senior High School

The principles of teaching reading in English lesson of senior high school students according to BSNP are important in this study since the writer will design reading materials for the first year students in SMAN 1 Kalasan based on the curriculum used nowadays, KTSP.

The level of English accomplishments of senior high school students should achieve three levels, namely performative, functional, and informational. The focus of English lesson in senior high school is to achieve informational level, since the students are prepared for continuing their study to a higher education level. From what is described in BSNP (Badan Standard Nasional Pendidikan) that the aims and the scopes of English lesson in senior high school are described in the following section:

a) The aims of English lesson in senior high school are:

- (1) Developing communication competence in oral and written form to reach the level of informational literacy
- (2) Having awareness about the nature and importance of English for improve the nation's competitiveness in the global community.
- (3) Developing an understanding of students about the relationship between languages with culture.

b) The scopes of English lesson in senior high school are:

- (1) The ability to understand written texts to achieve informational level.
- (2) The ability to understand various short functional text and monologues in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition , and spoof.

c) Text types

In teaching reading class, the teacher introduced the text types based on curriculum in SMAN 1 Kalasan, the text types for the second grade in the first semester were report, narrative and analytical exposition texts. In the second semester were narrative, spoof, and hortatory exposition. In this research, the researcher taught the students the narrative and analytical exposition text in the class as the English teacher suggests.

(1) Narrative Text

The narrative scaffold is a guide for constructing piece of text narrative. According to Anderson (1997:12), there are the activities to teach narrative text. He says that narrative text have five main parts. They are:

(a) Orientation

In this paragraph, the teacher tells the students who is in the story, when it is happening, where it is happening and what is going on.

(b) Complication

This is the part of the story where the teacher tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

(c) Sequence of events

This is where the teacher tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The students are given the teacher point of view.

(d) Resolution

In this part of the narrative where the complication is sorted out or the problem is solved.

(e) Coda

The teacher includes a coda if there is to be a moral or message to be learned from the story.

(2) Analytical Exposition Text

According to Anderson (1997:122) an exposition text is a piece of text that present one side of an issue. The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument. Exposition text is one of persuasive texts and it is studied in two types;

analytical text and hortatory text. There are three steps in constructing an analytical exposition text. Those are:

(a) An introductory statement / thesis

It presents the writer's point of view and previews the arguments to be presented.

(b) A series of arguments

It aims to persuade and convince the reader.

(c) A conclusion

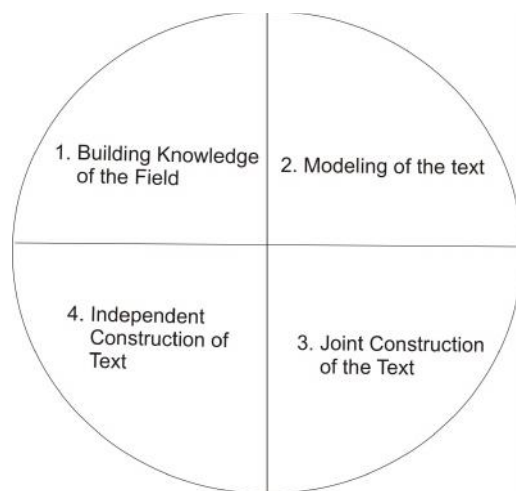
It sums up arguments and reinforces writer's point of view.

5) The Stages of the Teaching and Learning Cycle

The latest curriculum of Indonesia reform happened in the beginning of Academic year of 2006/2007. The developed curriculum is then called School Based Competence (KTSP). School Based Curriculums or KTSP (Kurikulum Tingkat Satuan Pendidikan) is used as the guide for the teaching and learning implementation in all levels of educational institution including *High School*. This new reform is believed as the one more effective in enhancing the learning process than the current curriculum.

In KTSP, there are so many ways and methods that can be used by the teacher in teaching learning process. She/he can freely select the appropriate teaching method according to the students' characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate teaching methods, that is going to use in delivering the teaching material.

Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independents Construction of Text (ICOT) in achieving the ultimate goal of English teaching and learning discourse competence in KTSP is only an alternative. It means that during teaching and learning process, some approaches, and various techniques required by KTSP can be put forward. It is also required by KTSP that the activities must be made various. Although it is only the alternative but it should be underlined that following the five stages are considered the most effective methodology for implementing the genre approaches. To make it clear, according to Feez (2002:27) here is the figure of the five stages in teaching and learning cycles:



Picture 1: Stages of the Teaching and Learning Cycle

a) The first stage of a lesson is the Building Knowledge of the Field (BKOF)

This stage is to direct and to assist the students' attention toward the topic and to prepare their understanding to deal with it. The time spent on this stage before move to the next stage depends on students' understanding and

students' knowledge about the topic. The teacher can also return to this stage if the students do not understand yet about the topic or do not understand the text yet.

According to Feez (2002: 28-29), she says that in the building the context, the students are introduced to the social context of an authentic model of the text-type being studied and the students explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves.

In this stage, the researcher tried to brainstorm the students' background knowledge by providing some questions related to the material that they would learn. He encouraged the students to use the background of the knowledge they had already known, such as knowledge that they got in daily life related to the text studied by them.

b) The second stage is the Modeling of Text (MOT)

As it is a modeling stage, MOT is the stage where the students are given a model of language features of the target language. In this stage, there is an explicit focus on analyzing the genre through a model text related to the course topic. According to Feez (2002:29) in this modeling stage students can learn the structural pattern and language features of the model. They also can compare the model with other examples of the text type.

It is recommended that selections of the genres are those which reflect the students' needs outside the classroom and their goals in literacy

development. The teachers may also develop their own examples based on their knowledge of the characteristics schematic structure and the grammatical patterns of the genres if there is no suitable model to give.

c) The third stage is the Joint Construction of Text (JCOT)

JCOT stage is aimed at enabling students to construct a similar text. The emphasis of this stage is that the teacher should prepare diagnostic assessment in order she/he can decide whether the students are ready to move to independent functioning or whether they need to undertake further work at the text modeling or joint construction stage (Feez, 2002:30).

In this case the teacher and the students may discuss together. The discussion shows the students' knowledge and understanding resulting from the text analysis which was carried out in the previous stage. This stage may include the negotiation between the teacher and the students and among students regarding on shared knowledge about the discussed genre.

d) The fourth stage is the Independent Construction of Text (ICOT)

ICOT tasks require students' independence in construction text. According to Feez (2002: 31), the students investigate what they have learnt in this teaching and learning cycle can be related to other text in the same or similar contexts. It is important to note that the genre approach does not advocate that students mindlessly imitate the teacher. Instead, it gives students the opportunity to learn to function at a level beyond that which they could learn to do on their own.

The teacher may continue the task to independent task when a group or pair construction has shown that the students have gained control of the field and the mode. The teacher's rule in this stage is only to provide constructive comment to the students on what further development may be necessary. The problem that may emerge in this stage is how to support students to complete their task independently.

2. Cooperative Learning (Group Work)

a. The Definitions of Cooperative Learning

According to Brown (2001:47) cooperative learning is defined as students work together in pairs and groups, they share information and come to each others' to get helps. They are a "team" whose players must work together in order to achieve goals successfully. Cooperative learning model is opposite to individual learning. This method can motivate the students who have poor reading skill because the students who have good reading skill will help them to be better in reading.

According to Slavin (1995:2) cooperative learning is a variety of teaching method in which students work in small groups to get helps from one student to another in learning academic content. In cooperative classroom, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding.

The step in promoting successful group work, then, is to select an appropriate task. In other words, choose something that lends itself to the group process. There

are some tasks or activities in group work learning, those are: games, role play and simulations, drama, project, interview, brainstorming, information gap, jigsaw, problem solving and decision making, and opinion exchange.

b. The Advantages of Cooperative Learning

According to Slavin (1995:49) some of the advantages of cooperative learning besides to get the academic achievement are as follows:

1) Intergroup Relationship

According to Slavin (1995:51) cooperative learning is not only an instructional technique for increasing students' achievement, it is also a way of creating a happy, uniting the different students' idea of different race and ethnic, creating pro-social environment in the class room and throwing the individual competition in the class.

2) Acceptance of Mainstream Academically Handicapped Students.

There is good reason to believe that the structure of the traditional classroom contributes to the expression to negative effect toward low-performing students. Students in almost all classrooms compete with one another for acceptable grades and other rewards. The academically handicapped students will be losing because they cannot compete with the academically competent students who always to be the winner. The academically handicapped students will feel isolated from the academically competent students because they always do better.

In the cooperative learning, the academically handicapped students will be accepted in the group, every student can contribute into the group. They can share and accept every student's opinion in the group, so that the academically handicapped students can make a meaningful contribution to the success of a cooperative. Here, cooperation is emphasized rather than the competition.

3) Self-Esteem

In the big class students still feel afraid to convey and share their opinion in the classroom but in the small group work they become confident to share their opinion to their group mate. This is most important of psychological outcome of cooperative learning method that is they get self-esteem. Students feel that they are valuable and important in their group, students become confident as decision-makers, and ultimately students become happy and productive individuals.

4) Liking Classmates and Feeling Liked by Classmates

Cooperative learning increases contact between students, give them a shared basis of similarity (group membership), engaged them in pleasant activity together, and has them to work toward the same goals.

In the cooperative learning, students like their classmates because they help them to reach the group goal. Their classmates always help them when they get difficulty in learning because their classmates succeed when they also reach the success.

3. Jigsaw Technique

a. The Definitions of Jigsaw

Cooperative learning or group work method has several activities in the teaching learning. Jigsaw is one of the activities in the cooperative learning. In cooperative learning, students cooperate with their friends to discuss the topic they study but when the students are given to study their own topic, it is the danger because the students tend only to study their own topic and the students do not want to study their friends' topic. Jigsaw is one of activities of cooperative methods which can solve this problem. Slavin (1995:111) says that Jigsaw includes a procedure whereby students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team wants to be successful, the team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

Slavin (1995:122) says that jigsaw is one of group work or cooperative activities which are applicable in the teaching reading comprehension. It is one type of the simplest method of cooperative learning. It is developed by Elliot Aronson at the University of California. This is the way to give stimulus for the students to be motivated to learn so that they will be able to read better and get better achievement. Teaching reading will be easier because this way asks the students to be active in the class. They will be in the team consisting of various good students and poor students.

Every team consist of 5-6 students and they will study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in a team should be responsible for her/his own material to the member of his/her own team.

The jigsaw technique was first developed in the early 1970s by Elliot Aronson and his student at the University of Texas and the University of California. The Jigsaw classroom was first used in 1971 in Austin, Texas. Since that, hundreds of schools have used the jigsaw classroom with great success.

Jigsaw classroom is a cooperative learning technique that reduces racial conflict among school students, promote better learning, improve students' motivation, and increase enjoyment of the learning experiences.

b. Steps in Implementing Jigsaw Technique in the Classroom:

According to Aronson (1997) the jigsaw classroom is very simple use. These are the steps of jigsaw:

- 1) Dividing students into 5-6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
- 2) Appointing one student from each group as the leader. Initially, this person should be the most mature student in the group.
- 3) Dividing the days' lesson into 5-6 segments. For example, if you want to ask to the students to write a topic about sport, you might divide the topic into stand-alone topic on: 1).badminton, (2) badminton, (3)swimming, (4) volley ball, (5) running.

- 4) Assigning each student to learn one segment, making sure students have direct access only their segment.
- 5) Giving students time to read the topic at least twice and become familiar with the topic.
- 6) Form temporary “expert group” by having one student from each jigsaw group join other students assigned to the same segment. Give students to the expert groups time to discuss the main point of their segment and to rehearse the presentation they will make to their jigsaw group.
- 7) Bringing the student back into their jigsaw group.
- 8) Asking each student to present her or his segment to the group. Encourage others in the groups to ask questions for clarification.
- 9) Floating the group, observing the process, if any group is having trouble, (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, its best for the group leader to handle 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 game but really count.

B. Related Research Studies

Many researchers have written about the influence of jigsaw technique in improving students’ achievement. They all find that jigsaw technique plays great role in improving students’ achievement. The only difference is that each of the research

use different variables, methods, and the materials in improving students' achievement.

Bintari (2010:47) did action research in improving the students' achievement in speaking learning. This thesis tries to find out whether the jigsaw can improve the student's speaking ability especially in narrative texts in the learning process. The result of this study shows that there is an indication that implementation of teaching speaking by using jigsaw method ran well. By using this technique, the students can improve their speaking ability. Additionally, most of the students agree that jigsaw method is effective, appropriate, and not bored. Based on this research, it is clear that helping students to improve their speaking skill by using jigsaw method is successful.

Another researcher is Salis Harjanti (2010:35) who writes the thesis related to the jigsaw technique. This thesis tries to find out whether the implementation of jigsaw is effective or not and whether the post-test by using the jigsaw technique is significantly higher than the pre-test. The result of this study shows that the implementation of jigsaw is effective and there is a significant improvement between the students taught by using jigsaw method and the students are not taught by using it. In the conclusion of her thesis show that the students taught by jigsaw get higher score ($x=74$) than the students taught using traditional method (without jigsaw technique) ($x=52$). The result of t-test is 1,97. It shows that there is a different result in reading improvement because the t-value is greater than the value of t-table (1,66). The result show that there is a different result in improving English reading mastery

between students who are taught using jigsaw and students who are taught using traditional method (do not use the jigsaw method).

C. Conceptual Framework of the Research

The students' interest to learn a second language is influenced by the lessons and how the teacher teaches them in the classroom. So, if the teacher wants to improve students' language mastery, he / she must be aware of the students' feeling and create a supporting learning atmosphere in the classroom. In teaching reading, the teacher should motivate the students to read actively. If the students are interested, they will be motivated to read. A high motivation to practice reading will improve their reading comprehension.

The problems arising in SMAN 1 Kalasan were that the students seldom discussed and shared the materials at each other because the reading activity still depended on the teacher's explanation, e.g. the teacher always stood in front of them to explain the materials whereas the students listened her explanation. The clever students tended to be active but the other students tended to be passive. Those happened because some clever students dared to ask and share opinion to the teachers but the other students did not. The students still felt afraid to answer the questions from the teacher and they still felt shy to give their opinions to their teacher.

Moreover, there were few teaching methods that taught the students how to read and comprehend a text effectively because in the reading class, teaching and learning processes took more time only in reading the texts and answering some

questions related to the texts. So many students were less motivated and felt bored in learning reading English in the classroom. These made the students not learn reading optimally.

Then to solve these problems, the researcher used cooperative learning method in teaching learning in the classroom. It is one of teaching methods that generally centers the students to work in the group actively and they can share opinions, ask and answer the questions to their group mates. By studying in the small groups, the students felt more confident to share and ask their opinion to their group mates.

Considering that cooperative learning made the students tends to study their own topic and do not learn their friends' topic, then researcher used the jigsaw technique to avoid those problems. Slavin (1995:111) says that in jigsaw technique, students are quizzed on all topics and the quiz scores are averaged to form team scores. When the team wants to be successful, team members must not only accomplish their own tasks but also do a good job of sharing information of their tasks with their teammates. Jigsaw is one of cooperative learning technique that reduces racial conflict among students, promotes better learning, improve students' motivation, and increase enjoyment of the learning.