

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher discusses the theories related to the research conducted by the researcher. The researcher is trying to explore the theories that can support the study by finding in the books, journals, and articles from internet. There will be explanation about the definition of reading, reading comprehension, cooperative learning and jigsaw technique.

#### **Definition of Reading**

Reading is one of the four skills that should be mastered and has taken a great part in teaching and learning process. The readers can get information easily through reading because it is a receptive skill that allow readers to learn any subject from written texts. According to Winten (2013), the process of recognizing written and printed text to comprehend its meaning called as reading. Similarly, Tarigan (2008) stated receiving information or message through printed media from the writer is a process of reading. It is very intricate process where the reader has to be able to recognize and comprehend the written symbols which affected by familiarity, language background, perceptual skill, decoding, perspective and interpretation. Reading itself has been categorized into three categories; linguistic level, discourse level, and level of cognition (Qanwal and Karim, 2014).

On the linguistic level, reading described as an interpretative, deciphering skill where it requires the readers to decipher the information by recognizing the printed symbols in order to interpret the meaning from it (Qanwal and Karim, 2014). Urquhart and Weir defined reading as the process of acquiring and interpreting information encrypted in language form from the printed media (1898). Moreover, Grabe and Stoller (2011) mentioned that reading is the capability to pull the meaning from imprinted text and define the information properly. It is also exchange in the taste of linguistic from the text interplay with the information powered by the readers from long-term memory, as prior knowledge (Grabe & Stoller 2011). It can be inferred that the way to acquire information and create a comprehension from that information is reading.

On the discourse level, reading described as interactive skill where it involves interplay between the readers and the writer itself. Shawn (1959) stated that reading is interplay of ideas, emotions and moods through which one receives from others their thoughts and feeling (as cited in Qanwal and Karim, 2014).

On the level of cognition, reading described as an active, cognitive and thinking process where it requires the particular attitudes and responses toward the text (Qanwal and Karim, 2014). Reading as one of the four skills that should be mastered involve the text, the readers, and interplay between the text and the reader. Reading is something that cannot be removed from the readers' foregoing knowledge because in the process of deciphering the inscribed symbols to set the translation or

meaning, what the readers get may be different from what the writer means. Yet, one reader may get a different meaning from the text compare to the other readers.

Additionally, Mikulecky (2011) stated that reorganize the meaning that the writer is assumed to have destined, build upon the information from the readers' previous knowledge and the text is an intricate mental process, conscious and unconscious, where the readers use lots of strategies for it.

Based on those theories above, it can be deduced that reading is an intricate activity, where it is more than just interplay between the text and the reader, it also includes writer's purposes, the readers foregoing background of language, cultural framework and social context.

### **Reading Comprehension**

In reading, the readers shall comprehend the essence of the text to prevent the misinterpretation, which is why reading comprehension is very important in reading. As argued by Richard and Renandya (2002) that the essential purpose for reading is reading for comprehension. Reading without comprehending it may lead to miss some information or messages. Reading cannot be disassociated from comprehension because in order to interpret and understand the written symbols, understand the text is a must. The process of getting information out of a text is known as reading. Thus, reading comprehension implies understanding the text that has been read means understanding what has been read. Reading itself is an active process where it does not only depend on the comprehension skills, but also on the readers' previous

knowledge and language background. McNamara and Magliano (2009) stressed that this process is a task of both text and readers factors that happen within a larger social context.

Furthermore, there are several theories regarding to reading comprehension. Klinger, Vaughn and Boardman (2007) stated that reading comprehension is a greatly intricate process that includes lots of interplay between what they carry to the text (strategy use, prior knowledge,) and the readers itself as well as the variables that connected to the text (understanding of text kinds and interest in the text). Brassell and Rasinski stated that the capability to understand or to construct meaning out of a written text is reading comprehension (2008). In addition, Lenz (2005) stated that the aim of reading is to comprehend the text by constructing the meaning out of it.

In reading comprehension there are at least two people included, which are the writer and the reader. The process of comprehending the text includes the deciphering of a writer's words and reader's prior knowledge to build up a proximate understanding of the writer's messages.

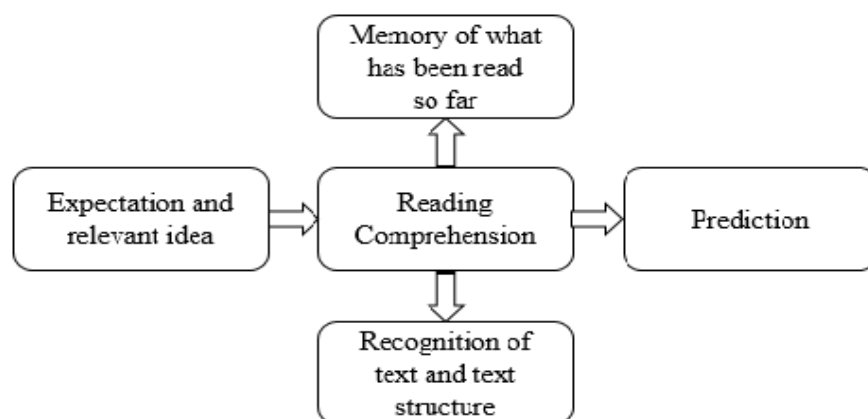


Figure 1: A Model of Reading Comprehension (adapted from Lenz, 2005)

All of the theories mentioned above conclude that the ability to get the information and the meaning of the texts is called as reading comprehension. Readers' prior background, experiences, and culture are the factors that influenced the process in comprehending the reading.

### **Cooperative Learning**

One of teaching strategies which is commonly used in the process of teaching and reading is cooperative learning. According to Majid (2007), cooperative learning is cooperating method in efforts to help each other between two or more, individual and group, group and group in finishing the problem. Johnson in Richards and Rogers (2001) believed that when the teachers is concentrating only on competition rather than cooperation and favored the high-achieving students, the lowest-achieving students may lag behind during the teaching and learning process. In this context, cooperative learning is likely to increase the accomplishment of the students in the classroom activities. Moreover, it helps the teachers to build a positive relationship between students and give them the experience that they need for their cognitive development, healthy social and physiological. Yet, its advantages for substituting the structure of competitive of most classrooms and schools with team-based, high performance structure.

**Jigsaw Technique.** Jigsaw technique as one of the cooperative learning techniques was developed by Elliot Aronson and his students at the University of Texas and the University of California in the early 1970s. Lie (2008) argued that this

technique can be applied in teaching listening, writing, speaking and reading. In Jigsaw Technique, in order to achieve the goals of the learning, the students have to cooperate with each other (Haryanto, 2012).

Moreover, Gladstone said that the Jigsaw Technique is a cooperative learning strategy where a group of students become the experts in a different parts and then teach others about what they have studied (2013). This strategy increases retention, learning, and engagement. According to Klippel (1984), Jigsaw Technique is one of techniques that is used in teaching, especially in teaching reading skill. In Jigsaw technique, students work in heterogeneous teams which make each member is evenly important because each takes the part of the solution. Because of that, Jigsaw is considered to increase cooperation and common reception within the group. There are two different areas of skills in the foreign language that practiced through Jigsaw Technique. Firstly, the information given have to be understood by the students and they have to describe it to the other members of the group. Secondly, the students have to arrange the process of finding the solution.

According to Aronson (2000), there are ten steps in conducting the Jigsaw Technique. Firstly, the teacher has to divide the students into several groups that consist of 5 or 6 people that have different ability nor skill and later be named as “jigsaw group”. Secondly, choose one member from each group to be the leader that later will lead the discussion within their group. Thirdly, divide the material into 5 or 6 parts to each group. Fourthly, assign each group to read and discuss their part

within their group. Fifthly, give the students some times to read over their part to make sure they do understand it. Sixthly, from the jigsaw group, put the students into the “expert group” that consist of those who have the same part and let them to discuss their part so that they can have the same idea and comprehension toward the part that they are assigned of and to train their presentation later in the jigsaw group. Seventhly, bring the students from the expert groups back to their jigsaw groups. Eighthly, ask each student to report their part to the group. During this time, the teacher should encourage other member of the group to ask questions for clarification. Ninthly, the teacher should walk around from one group to another to monitor the progress within each group. If there is a group that has trouble, like a irrigative or dominating member, make an intervention politely. Lastly, give quiz at the end of the class regarding the material to find out students’ accomplishment, whether they have done well or need to be improved on the next meeting. The description of Jigsaw technique in teaching learning process can be seen below:

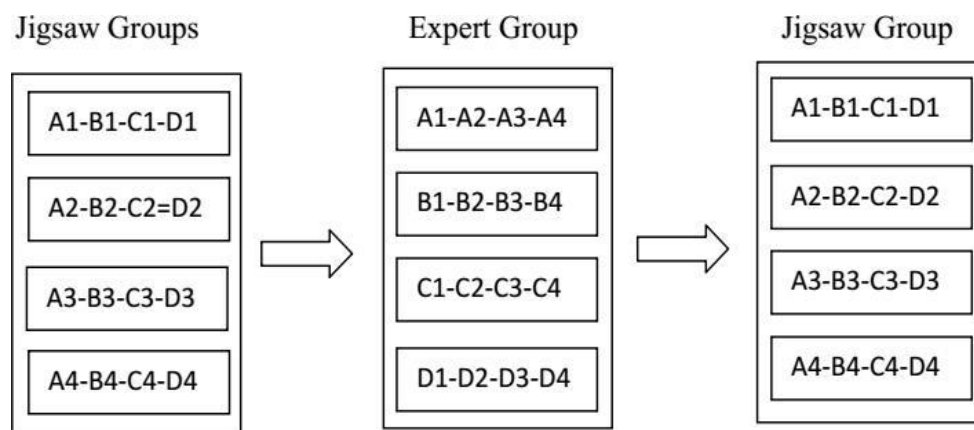


Figure 2: Jigsaw technique illustration (adapted from Lie, 2008)

*The benefits of Applying Jigsaw Technique.* There are several benefits of Jigsaw Technique that have been mentioned by experts and they are as follow; firstly is the benefit of Jigsaw Technique proposed by Lie (2000) that saying through Jigsaw Technique it will increase the students' motivation, the easement of learning experience and also decreasing their anxiety and boosting up their self-esteem. In Jigsaw Technique, the students become the center of learning where they have to try to figure the material out by themselves. The teachers in this case are being the facilitator only which is why they have to motivate themselves in order to have improvement on their learning (Isjoni, 2008). When the students have motivation within themselves, their improvement can be easily seen, they will have certain actions that they will often do in order to help themselves achieve their goals in learning. Related to reading comprehension, it is believed that students will have more motivation to read more frequently because they have been accustomed to do so during their Jigsaw activity. As said by Camp (2007) reading habit is a process that develops over a period of time, which is just the same as the further reading.

In line with the improvement of motivation and reading habit, the more they read, the more knowledge that they have. As stated by Sugiarti (2012) that by reading someone can add information and broaden their science and culture knowledge. When someone have very broad knowledge it means that they have already understand each of it well. This achievement can be achieved by students during their study using Jigsaw. Mengduo and Xiaolin (2010) stated that through Jigsaw the



possibility of the students to understand the material better is prominent because they can exchange information with each other. It can be concluded that the more the students read within Jigsaw, the more knowledge they will gain too.

Linked to the improvement of their knowledge through reading using Jigsaw, the students are also having some improvement on their vocabulary mastery which is why they can understand each material better too. Supported by Rachmawati (2008) that has mentioned several benefits of reading and one of them enriching the vocabulary which the students can gain within the Jigsaw activity. The more they read, the more exposure of words that they get.

Robbani (2017) argued that through Jigsaw Technique, students' high order thinking skills are being sharpened as well because they have to analyze, synthesize and evaluate all the information that they got during the discussion and relate it to the context of the learning. The students can train their critical thinking by having more discussion with others to see things from different perspectives and come up with their own conclusion. The teamwork within Jigsaw is very needed in order to achieve the goals of the learning itself which is why students' teamwork can be improved as well. As mentioned by Aronson (2000) that saying Jigsaw Technique can boost up students' teamwork because they have to work together as a union in order to achieve the goals. It encourages students' listening, empathy and engagement by giving each member of the group to participate. It promotes interaction between all of the students

in the classroom, driving them to appreciate each other as the contributors of the group.

In addition, Kessler (2008) also has argued several benefits of Jigsaw Technique. The first is that the Jigsaw Technique promotes a communicative approach for the students to language teaching because it proposes an extremely interactive learning experience. The students can gain success when they give full attention to their lecturers and peers, where they can also ask questions and giving answers in order to help each other. The second is that the effectiveness of applying the Jigsaw Technique enhances the excitement of the learning experience. The learning experience can be converted from the uninteresting task into the more exciting activity.

*The Challenges of Applying Jigsaw Technique.* Despite all the benefits that have been mentioned above, there are also some challenges when it comes to applying the Jigsaw Technique in classroom activity. According to Robbani (2017) the time consuming is the problem that might face during the implementation of Jigsaw. When it comes to applying the Jigsaw Technique in classroom activity, the teachers have to divide and organize the students into several groups where it is a combination of students from different intelligences. This grouping and discussing spent lots of time in the process where sometimes the time is not used effectively. Sometimes, the time division for grouping and discussing is not balance which cause problems like not enough time for discussion where the students do not understand

the material well. Besides, the class condition will be not conducive enough which makes the teachers have to pay more attention to control the students. The second is that when the group setting is consist of lots of students, the group becomes less effective. The third is that there will be some dominant and non-dominant (slow) students within the group itself (Adams, 2013). There might some students that take over the whole group discussion without trying to give the other members to speak out their opinion. The other challenges proposed by Sumadayo (2006), the factors that affecting students' reading comprehension skill, including; their language skills (related to vocabulary), intellectual (related to intelligence), environment (related to economic, cultural background and social), psychological (related to interest, emotion and attitude), and experience (related to habits and knowledge in reading). Lestari and Aswandi (2015) added that related to the vocabulary, the students are afraid of making mistakes during their learning process because of their limitation of vocabulary which leads to the inability to perform their best.

The other factor as proposed by Prasetyono (2008) that influence students' reading comprehension skill are include experience, self-concept, value, meaningfulness of the field of study, individual differences, the level of obligation to be involved, and the suitability of the field study. Purwanto (2006) stated that the external factors that affecting the achievement of the students are environment (related to nature and social), and the instrumental (related to curriculum or teaching materials and method, teachers, facilities, and administration/management). The

students find it as uninteresting to participate in the classroom activity when the teaching method used by teachers is too complicated to follow. Rosyidan (1998) that saying students' learning process can be disturbed because of the interrupted of conflicting responses from others. It can be concluded that the students find it hard to work in the group when the grouping is unfairly divided which lead to passive group. The way the teachers explaining the material monotonously and uncreative in the classroom will be also the challenges. Hanze and Bager (2015) argued that the Jigsaw Technique gives a negative impact for students' contribution in the group learning. Some students assume and do not trust that their contribution does not match to their group performance.

*The Strategies of Applying Jigsaw Technique.* There are several strategies that can be applied at the classroom activity to encounter the challenges when applying Jigsaw. Firstly, every Jigsaw Group should be put equally where it consists of the students that is prominent and less prominent so that it will balance up the discussion within the group itself (Adams, 2013). Secondly, lowering the inhibitions by having several activities during the teaching and learning process beside Jigsaw so that the students can enjoy the class better. Thirdly, encouraging the students to be a risk-taker. The teachers can encourage the students to speak up their opinions whether it is in-line or not with the material being discussed and still praising them for their effort of trying. The other strategies proposed by Richards and Renandya (2002) that

the teacher can motivate the students' intrinsic motivation by reminding them about the benefits of learning English and the material in specific for their own sake.

In order to solve the problem of not understanding the material well or just trying to confirm the knowledge that they have comprehend is right, or even asking for the definition of certain words, students can try to ask for others help, like asking for their friends or even the teachers. Hapsari (2017) mentioned that by asking for someone that mastered in their field like teachers or high-achieving peer can help the students to have a better understanding. The teachers can also encourage the students to use other tools to help their encounter their problem. Wallacea (1992) encourage the students to use dictionary to search for the definition of certain words that they do not familiar with.

Lastly, it is possible to combine other technique within Jigsaw to make it more enjoyable. This combination can be done by the teachers and the students as well, as long as it help during the teaching and learning process. One of the othe techniques that can be applied during Jigsaw is Drilling technique. According to Sudjana (1989) that Drilling technique is suitable to be used at classroom activity because the purpose of it is to make sure that the students do understand the material better by having learning the same things for it several times.

## **Context of the Study**

Based on researcher's observation, the implementation of Jigsaw Technique during the classroom activity in Language Assessment and Evaluation course at ELED at one of the Islamic Private Universities in Yogyakarta has been implemented properly based on the ten steps as proposed by Aronson (2000). At the beginning of the class, the lecturer divided the students into several groups based on the divided material. For example, if there was five parts of the material then the lecturer will divide the students into 5 groups as well. There were two groups, the jigsaw and the expert group. The Jigsaw group consisted of the students with different numbers while the experts group consisted of the students with the same numbers. The students first have to read the material based on their assigned part within the Jigsaw group. After that they have to move to the expert group to discuss further about their part in order to get clearer and depth understanding. Next, they have to go back to their Jigsaw group and explained what they have learnt in the expert groups. During this process, the lecturer was walking around the class from group to group to see their discussion. The lecturer also often gave some feedback or answering questions during the group discussion when there were some misleading. At the end of the class, the lecturer gave quiz to the students at the end of the class to see whether the students have understand the material or not.

## **Review of Related Studies**

The other researchers have conducted on reading comprehension and the use of Jigsaw Technique. In this case, the researcher presents two previous studies dealing with this research. The first entitled “The Effectiveness of Jigsaw Technique to Teach Students’ Reading Comprehension at the Eighth grade Students Of Mts N Gondang In The Academic Year 2015/2016” written by Fitriati Robbani from the English Education Department of Islamic Education And Teacher Training Faculty of State Islamic Institute of Surakarta in 2017. In this research, the researcher used experimental design in the form of quasi-experimental design. The total of participants for this research is 256. The result showed that teaching reading comprehension of recount texts using Jigsaw is more effective than Small Group Discussion.

The second research entitled “The Effectiveness of Jigsaw Technique in Improving Students’ Reading Comprehension at The Eighth Grade of SMP Islam Parung” written by Megasari Nurul Inayati from English Education Department of Tarbiyah and Teacher’s Training Faculty of Syarif Hidayatullah State Islamisc University Jakarta on 2011. In this research, the writer method was an experimental study with 156 participants. The writer’s result showed that there is a significant difference in achievement between students who are taught by using Jigsaw and students who are not taught by using the jigsaw technique. There will be also pre-test

and post treatment test to see the progress. The students' mean score on the pre-test was 58.33. It increased to 74.17 in the post treatment test.

From the previous studies above, it can be seen that those researchers have similarities. Most of the research above used quantitative approach, but in different designs, like experimental, classroom activity research. Yet, the results show the same significances where through Jigsaw, the students' reading comprehension skill is enhanced, which make Jigsaw effective enough to be used. When the other studies used quantitative approach, this research use the qualitative one which makes it as the difference between the previous studies and this research. Through qualitative approach, the researcher hopes to get more in-depth information from the students. This research also focus in more aspects, like benefits, challenges and strategies as perceived by the students itself.

### **Conceptual Framework**

Reading is one of the language skill that takes great role, because through reading we can gain new information where it would add knowledge. Through reading we can expand vocabulary as well. Supported by Grabe and Stoller (2011) that reading is the capability to pull meaning from printed page and define the information properly. In reading itself, the students are required to comprehend the meaning from the media that they have read, whether it is a magazine, newspaper, or other written media. According to Brassell and Rasinski (2008), reading comprehension means the capability to understand or construct meaning from written



texts. However, it has been mentioned that students still get into difficulties regarding their reading comprehension skill. Their reading comprehension skill needs to be maximized and one of the ways to help them is by using a teaching technique that is more interesting where it could encourage the students to be more active and participate in reading activity. According to Majid (2007), cooperative learning is cooperating method in efforts to help each other between two or more, individual and group, group and group in finishing the problem. One of the cooperative learning that teachers can use to teach the students, especially in teaching reading comprehension skill is called Jigsaw Technique. According to Gladstone (2013), Jigsaw technique is a cooperative learning technique in where students will be put into groups and become experts in different parts, then teach other students what they have learnt. By knowing that this method has been applied in one of the ELED major at one of the Islamic private universities in Yogyakarta, the researcher would like to know further about the implementation of the Jigsaw technique toward students' reading comprehension, does this really affecting or give any improvement or not by using a qualitative approach. To see if there are significances that the students feel during the implementation of this technique along with the challenges and the strategies that the students of ELED might face.

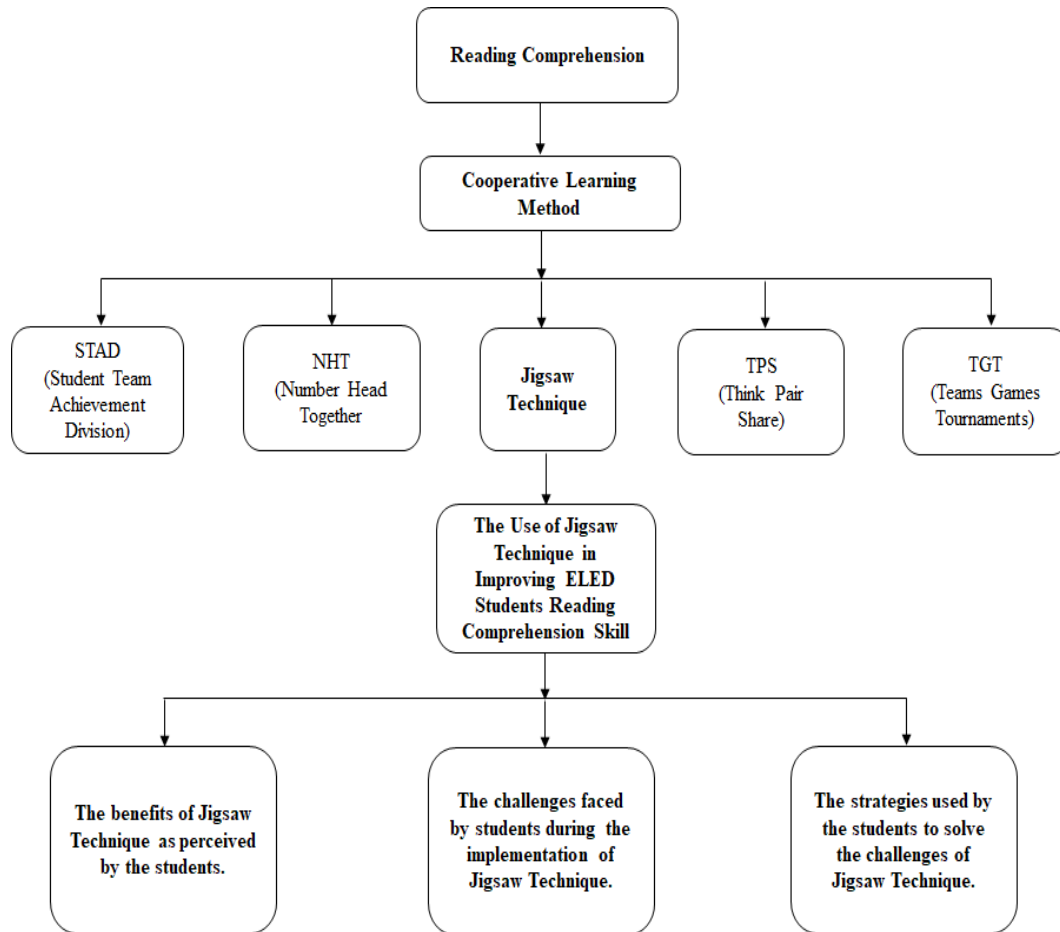


Figure 3: Conceptual Framework