CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews theories, concept, and previous studies that are relevant in the investigation of the effect of Jigsaw technique on students' reading comprehension and their vocabulary mastery. Therefore, this chapter includes discussion about reading comprehension, Narrative text, the teaching of reading comprehension in Indonesia, Vocabulary mastery and Jigsaw technique.

2.1 Nature of Study

2.1.1 Reading

There are three definitions of reading in this research the first definition come from Foertsch (1998) states that three basic definitions of reading have driven literacy programs in the United States: (1) Reading is learning to read means learning to read pronounce words. (2)Reading is learning to read means learning to identify words and get their meaning. (3) Reading is learning to read means learning to bring meaning to a text in order to get meaning from it and also Walter R. Hill (1979) briefly defines reading as what the reader does to get the meaning the needs from contextual resources.

The second definitions of reading states by Nunan (2003) Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. The same definition by Grabe and Stoller (2001) who sates the

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ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has. The definition from Krashen and Terrell (1989) also Point out that reading enables learners to comprehend better which is an important factor that can develop language competence. Therefore, according to Alderson (2000), reading-related research has been commonly divided into two different factors: the reader and the text. Reader knowledge constitutes one highly variable. The nature of the knowledge brought to the reading process by the reader effects that way that text is processed and understood to a great extent.

The third definition of reading come from James (1974) who states that reading divided into two main groups: (1) Linguistic, defining reading as the decoding of the written symbols into the spoken language. Usually meaning or understanding is included, but not necessarily so. Reading is a complex process by which the readers reconstruct. (2) Centre on comprehension. In this regard, Reading involves the recognition of printed or written symbols which serve as stimuli for recall of meaning. The same point from Guszak (1969) determined from many reading tapes and types of question asked by teachers and the frequency of the use of each type of question. Skills were identified: (1) Recognition is the process of finding factual information in the text. (2) Recall is concerned with immediate retrieval of factual information, (3) Translation requires the translation of the meaning and concept from one communication to another. It includes translation from written communication to oral communication, (4) Conjecture is sometimes called inference and involves

prediction of what is going to happen next, (5) Explanation requires the student to answer questions about the way and how of situation. A rationale for a given situation or phenomenon must be provided, (6) Evaluation is concerned with value and judgment of value and worth of the text.

In conclusion, reading is a process of two factors: the reader and the text. The reader is a doer and the text as an object. Then there are six skills that are identified in reading: the first is recognition. Recognition is finding factual information in the text. The second is recall. Recall is retrieval factual information in the text. The third is translation. Translation is finding the meaning in the text. The fourth is conjecture. Conjecture is prediction what going happen in the text. The sixth is explanation. Explanation is answering the question in the text. The last one is evaluation. Evaluation is finding the moral value in the text.

2.1.1.1 Reading Comprehension

Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking- being able to articulate the words correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains.

Harmer (2007) argues that effective reading comprehension needs six types of knowledge including; semantic knowledge, morphological knowledge,

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general world knowledge, socio-cultural knowledge, topic knowledge, and genre knowledge.

One of the college levels, reading comprehension is a complex cognitive activity. To make meaning from text, the collage readers need to perform many skills: extract new information, make inferences, establish validity, evaluate arguments, compare with other sources, determine how the tone and style of writing affects communication, recognize the author's intention, from opinion, and react and respond personally to what they are reading (Duke & Pearson, 2002; and Koda 2005).

A side from these activities, collage-level reading also require individuals to keep tract of numerous word and syntactic signals such as tense changes; pronoun reference; negation; and words of causality, modality, contrast, and sequence which define relationship, nuances, logic, and implications (Celce-Murcia& Larsen-Freeman, 1999; Gravani& Meyer 2009).

Smith (1969) used this taxonomy to derive a list of separate reading comprehension skills. The list developed by Smith included: (1) Memory- the pupil recalls or recognizes information, (2) Translation- the pupil changes information into a different symbol form or language, (3) Interpretation- the pupil discovers relationships between facts, generalization, definitions, values, and skill, (4) Application- the pupil solves a problem requiring identification of the issue and the selection and use of appropriate generalizations and skills, (5) Analysis- the pupil solves a problem through his conscious knowledge of the parts of the

communication, (6) Synthesis- the pupil solves a problem that requires original, creative thinking, (7) Evaluation- the pupil makes a judgment of good or bad, or right or wrong.

Smith suggested categories of comprehension in four categories: the first is Literal Comprehension. Literal comprehension is the category most emphasized by teacher. Interestingly, it includes no "thinking" skills. Literal comprehension may be defined as gaining facts and literal meanings. The second is Interpretation. Interpretation involves gaining meaning not stated directly in the text. Interpretation skill include making generalization, understanding cause and effect, anticipating endings, making comparisons, sensing motives, and discovering relationships. These are probably the most important skills to be taught during development reading. The third is Critical Reading. Critical Reading involves giving personal reaction to a text, then passing personal judgment on it. It includes evaluation- judging the value and worth of passage, judging quality, and determining the accuracy and truthfulness of what is read. This category seems to be more applicable to teaching activities in the upper grade and in adulthood. The last one is Creative reading. Creative reading includes all of the skill of literal comprehension, interpretation, and critical reading.

Miller (1976) described four sub processes of comprehension: (1) retrieving information from long –terms memory, (2) elaborating and abstracting, (3) integrating and (4) naming. Rystrom (1970) identified six components of reading comprehension and listed them in increasing order or difficult: (1)

vocabulary, (2) syntax, (3) item recall, (4) Item sequence, (5) inference, and (6) evaluation.

2.1.1.2 Narrative text

Graesser, Golding and Long (1996) note that narrative discourse has a special status in research and theories of discourse, language use, and literacy in general.

Narrative is one of the genre text form. It is the material which have been used in the teaching reading text. Therefore the writer discusses some points which relates with narrative among other; definition, the social function, types, generic structure and language features of narrative.

Narrative is kind of text which tells about events, or accuracies, which can make there are feels that it is real. A narrative tells about something that happened in the past. A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident.

A narrative tells about something that happened in the past Signal words and time expressions make the order of narrative clear. It means that every story, which is ordered in the past, is a narrative.

Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. That a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

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It can be concluded that narrative text is a spoken or written text to communicate a massage, which is used to interpret its meaning in the story.

2.1.1.3 The Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience indifferent ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution. Based on competency-based curriculum 2004, the aim of narrative is to entertain and a muse the listeners and readers with the real experience or fancy.

In the other opinion, Ken Hyland said that narrative is kind of genre which social purpose to entertain and instruct via reflection on experience, like novels, short stories, etc.

It means that the purpose of narrative is to give entertainment and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication in which the problem arises. The solution comes to solve the problem.

Therefore the students hoped able to understand, response and identify the narrative texts which taught by teacher agree with curriculum right now.

2.1.1.4 The Generic Structure of Narrative Text

One way in understanding narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in senior high

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school is divided into the following four elements, namely orientation, complication, resolution and re- orientation.

A.   Orientation

Normally, in the introduction or orientation the writer or narrator explains where the story happened. In this level the writer also used to produce atmosphere so that make the readers are persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text readers will understand first the contents of the text before they read it.

B.   Complication

In this part, the crisis is a rises. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted.

In this part, narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.

C.   Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the solution of issues or the problems.

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Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, there solution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

d. Re-orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events.

2.1.1.5 The Language Features of Narrative

The language features of narrative text:

a. Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc.

b. Specific participant is a special object characteristics. For example: Cinderella, Aladdin, etc.

c. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.

d. Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.

e. Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc

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f. Using action verb in past form. For example: lived, drank, etc.

g. Using saying verbs which sign to pronounce something. For example: said, told, promised, etc.

2.1.1.6 The Teaching Reading Comprehension in Indonesia

is more emphasized to be taught in Indonesia as the item tests of the national examination focus on the reading comprehension. However, the prominence of teaching reading in English in Indonesia is to develop comprehension skills. Activities in reading in secondary classrooms typically focus on searching for main ideas, learning new vocabulary, and emphasizing grammatical structure (Lie, 2007; Madya, 2007).

Students' inability to comprehend text is also seen in some Senior High School in Indonesia, where most first year students still encounter difficulty in dealing with reading English texts (Didi & Eneng 2009).

The reading test results of the final semester and TEOFL prediction of the first semester students needs improvement (Kwelju, 2001, Syatriana, 1998; Mardiana, 1993, 1996a, 1996b; hamra& syatriana, 2010) it is far from expectation of the competency-Based Curriculum for higher education (Competency-Based Curriculum 2008). The reading difficulties come from different sources: poor interpretation of the text, poor vocabulary, the use of inappropriate reading strategies, and poor grammatical competence (Behroozizad &Bakhtiyarzadeh, 2012).

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Many EFL students failed to go to foreign universities because of the low score of their English proficiency test. The test scores do not reach the minimal requirement of passing grade universities. The improvement of reading comprehension of the students should be focus of teaching and learning process in increasing the human quality (Hamra & Syatriana, 2010). Students with good reading skill will influence the reading comprehension.

In solving the problem of reading English texts, the Indonesian Ministry of education and Culture has published a guideline book to improve the learning outcome of students through the Competency- Based Curriculum (2008) at the school. The curriculum has offered a number of teaching models: cooperative learning, collaborative learning, contextual instruction, project-based learning and problem-based learning and so on.

Reading in the foreign language is the main goal of learning and "the most important skill in a foreign language" (McDonough & Shaw, 2003, p. 89). This skill is particularly important in an instructional circumstance where students have to be competent in English but rarely speak the language. For example, students in Indonesia who have been studying English for six years, regrettably, can hardly understand and speak English effectively (Nur, 2004).

Most Indonesian university required their students to take English courses focusing on improving students' English competence to comprehend academic disciplinary texts. Non English department students usually take a subject called English for Academic Purposes (e.g., English for law, English for Economics, and English for medicine) once or twice a week for two semesters (Cahyono &

Widiati, 2006). Classes typically involve text discussion with most focus on reading.

Reading courses are generally sequenced according to readability word level (5000, 6000, 7000 word level or more), type of reading (Intensive Course, Interpretative and Affective Reading, Critical Reading, and Extensive Reading) and text type (including descriptive, narrative, and argumentative) (Widayati & Anugerahwati, 2005; 2011). The main focus has been on intensive reading which is normally done in the classroom, using relatively short text accompanied by tasks (Cahyono & Widiati, 2006). Extensive reading, on the other hand, is usually given as the last reading course, aimed to provide the students with opportunities to improve their English Vocabulary and gain better insight in to English culture by developing their appreciation of English literacy works. The reading activities can be inside and outside the class depending on the availability of self- access centre and library (Widayati & Anugerahwati, 2005).

2.1.1.6.1 EFL Reading Research in Indonesia

The majority of these studies are case studies of individual groups or strategies. Kwelju (1996) found that students are not willing to read their reading textbooks although they realized their usefulness. She argues that this lack of interest is due to the students' inadequate prior knowledge, inability to comprehend the reading texts, and complex structure of the textbooks. This Study is confirmed by Rukmini (2004) and Firmanto (2005).

Rukmini (2004) found that new university students lack interest in reading classes since they are not familiar with explanation and discussion genres which are commonly used in reading text in tertiary level. (The genres in most secondary school textbooks are anecdote and descriptive texts). Reading classes were considered boring and stressful because of over long reading texts, unfamiliar vocabulary and lack of pre-reading activities activating the students' background knowledge, and repetitive teaching (Firmanto, 2005).

Students' cultural background has also been found to influence individual differences in their reading behavior and consequently, influence their reading performance (Imran, 2005). When sufficient opportunities are given to increase their motivation, confidence, knowledge of subject areas and language skills, reading improvement occurs (Imran, 2005). Imran's view, EFL learners should be assisted to increase their ability and willingness to learn in order to more confident and independent readers. Kwelju (2000) proposed an alternative to motivate reluctant students to read in a literature course.

The studies have found that the interactive model of reading and classroom- based activities is the best option for effective reading courses at English department in Indonesian Universities (Hadi,2006; Hamra &Syatriana, 2010). Others argue that extensive reading should be more promoted and reading for pleasure needs to be given more priority, so that the students can pick up a great deal of new vocabulary and eventually develop their reading competence (Cahyono & Widiati, 2006; Renandya, 2007; Wahyudi, 2002).

2.1.2 Vocabulary

Vocabulary is one of the language aspect which should be learn by the students. Nunan (2006) states, "Vocabulary is the collection of words that an individual knows." It means, words which are known and collected by someone are called vocabulary.

Neumann & Dwyer (2009), Defines vocabulary can as "the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". It means that vocabulary is the first priority in learning English.

According to Ur (1998) Vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners.

Wallace (1986) states that vocabulary is the vital aspect of the language and it is impossible to learn a language without learning its vocabulary. Furthermore, Zimmerman (1997) says that vocabulary is central to language and of critical importance to the typical language learner.

Burn and Broman (1975) state that vocabulary is the stock of words used by person, class or profession to state their idea. They also state that almost every individual uses several different vocabularies, they are often designated as hearing, speaking, reading and writing. Words are symbol of ideas, one needs facility in the use of words. In this definition they try to see the meaning of vocabulary from general point of view.

It can be concluded that vocabulary is a total numbers or a list of words as symbols of ideas of a foreign language text or grammar which are needed to express the idea.

Behlol (2010) stated that vocabularies can be divided into passive vocabularies and active vocabularies. Passive vocabulary consists of the words that the students may recognize and understand when they occur in the context but which they cannot produce or use correctly in different context; while active vocabularies consists of the words which the students understand, recall, write with the correct spellings, pronounce them correctly.

Readers must understand the words in a passage, or at the least have some familiarity with most of them, in order to understand what they are reading. Hirsch (2003) claims that a reader must be able to recognize 90% to 95% of the words in a text in order to comprehend its meaning. Nation (2005) suggests that a reader must understand up to 98% of the words in a reading sample in order to guess words from context.

For vocabulary acquisition to affect reading comprehension, individual must store (learn) new words and then access (recognize) them later on word that appear in a reading passage. This process of word storage and access is explained by postulating a mental lexicon, a kind of personal dictionary containing information regarding each word's definition, pronunciation, syntactic characteristics, alternate meanings, connotations, and so forth. An individual must have several experiences with a word before it is even stored in the lexicon (Stahl, 2003) and needs to be exposed to a wide range of meanings for each words (Nation, 2005). The quality of the lexical representation is related to the experience with the word, and it is expanded and enhanced with each encounter (Aitcheson, 2003;Storkel,2002). Fluency is based upon the efficient and automatic access of words from lexicon, and spelling knowledge facilitates this process of lexical storage and retrieval. Moats (2010) describe spelling as the "fully specified memory of a word". When spelling is inaccurate the word stored in memory is not fully specified and the lexical representation is unstable. This affects reading fluencies, as inefficient access diverts cognitive resources from reading comprehension.

2.1.3 Vocabulary Mastery

Vocabulary mastery has always been an essential part of English as a foreign language. There is no doubt that vocabulary mastery is the basic in learning English. Gagne, Briggs, and Wager (1992) state that the word mastery can be defined as a test assessing performance on an objective.

2.1.4   Jigsaw Technique

Jigsaw technique is used in this study. This section discusses about Jigsaw among other: definition, history, steps, and using Jigsaw method in teaching reading.

2.1.4.1 Definition of Jigsaw technique

The Jigsaw technique is a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves students motivation, and increases of the learning experience (Elliot Aronson: 1971).

Jigsaw can be used whenever the material, for example; in narrative form. "it is most appropriate in such subjects as social studies, literature, some part of science and related areas in which concepts rather than skills are the learning goal".

2.1.4.2 The History of Jigsaw Technique

Jigsaw teaching was developed by Elliot Aronson and his colleagues (1978). Jigsaw II can be used whenever the material to be studied is in written narrative form. It is most appropriate in such subjects as social studies, literature, some part of science, and related areas in which concepts rather than skills are the learning goals. The instructional "raw material" for Jigsaw II should usually be a chapter, story, biography, or similar narrative or descriptive material.

2.1.4.3 Steps of Jigsaw Technique

The Jigsaw method is easy to do. The students are divided in to five or six members in a group. Each member is responsible to learn the given material.

Elliot Aronson (1978) stated the teaching procedures in English classroom by Jigsaw might be sequenced as follow:

1. Students are divided into 5 or 6 persons of a Jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race.

2. One student should be appointed as the group leader. This person should initially be the most mature students in the group.

3. The day's lesson is divided into 5-6 segments (one for each member). For example, if you want history students to learn about Elanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (a) Her childhood, (b) Her family life with Franklin and their children, (c) Her life after Franklin contracted polio, (d) Her work in the White House as first lady, and (e) Her life and work after Franklin's death.

4. Each student is assigned one segment to learn. Students should only have direct access to only their own segment.

5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.

6. Temporary experts groups should be formed in which one student from each Jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their

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segment and rehearse the presentation which they are going to make to their Jigsaw group.

7. Students come back to their Jigsaw group.

8. Students present his or her segment to the group. Other members are encouraged to ask question for clarification.

9. The teacher needs to observe the process from group to group. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whisper to the group leader as to how intervene until the group leader can effectively do it themselves.

10. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that really counts.

2.1.4.4 Jigsaw technique in teaching reading and vocabulary mastery

Jigsaw is one of cooperative learning technique. It is a way to teach students to be a master in learning materials. In this study, Jigsaw technique is used to teach English reading and vocabulary because every student works together to solve his/her problem in reading text, Such as unfamiliar words, Comprehension of sentences, pronunciation, etc. If any student gets difficulties in reading text and also the vocabulary in that text they can communicate each other.

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2.2 Related Studies

There are many researches that have done by using Jigsaw method in reading comprehension and vocabulary mastery. The related studies in this research;

1.   Hosseini (2014) conducted a research entitled On the Impact of Using Jigsaw II Technique on the Development of writing performance of Iranian Intermediate EFL Learners. The objective of the study was to see whether the Jigsaw II method has any impact on writing. It was quasi- experimental method and analyzed by independent t-test. The sample in this research was 20 participants who were currently studying English in Teheran for each group. Experimental group was taught writing using Jigsaw II and control group by non Jigsaw was taught writing in traditional or teacher- centered. Base on the result, it was found that the Jigsaw group outperformed then non-Jigsaw group and improved the writing ability of Iranian EFL learners.

2.   Marhama and Mulyadi (2013) conducted a research entitled Jigsaw Cooperative Learning: A Viable Teaching- learning Strategy? It was written by This study focused on investigating the effect of jigsaw cooperative learning instruction on the second-year undergraduates' achievement of Teaching learning Strategy. The participants of this study were 52 second-year undergraduates in Islamic education department in Islamic University of Jakarta. Experimental group consists of 28 participants and control group 24 participants. This study used Quasi-experimental research design. The instrument to measure students'

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achievement is in the form of multiple choices test. First, the researchers wrote about 10 test items for each topic to be piloted. The achievement test refers to each topic of the lesson. There were 9 topics all, so, the total number of test item initially is 90. The result of the study was individual interviews reflective that undergraduates had positive opinion about Jigsaw, and they believed Jigsaw is an effective cooperative learning technique that promotes positive attitudes and interest develop inter-personal skills. The major findings of this study support the effectiveness of jigsaw learning for students in Indonesia higher education institution.

3. Dewi Nurcahyanti (2012) conducted a research entitled The Implementation of Jigsaw Method to Improve Students' Reading Comprehension at the Eight Grade of SMP Negeri 2 Jetis Ponorogo in 2012/2013 academic year. This study was CAR (Classroom Action Research) consists of two cycles and used three research instruments. There were observation check list, questionnaire, and Test. There were 20 participants. The result of this research it was seen from the improvement of average of students' score from cycle 1 up to cycle II and the questionnaire result showed that students enjoyed and become active during teaching learning process.

5. Dararat Prom-D (2012) conducted a research entitled The Effect of Jigsaw II Technique on Reading Comprehension of Mattayom Suksa 1 students. The participants were 25 students, selected by convenience sampling. The purpose of this study was to compare reading comprehension that focused on four sub-skills: reading for main idea, reading for detail, drawing inference, and

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differentiating between fact and opinion, by using Jigsaw II technique. The result of this study on students' achievement on reading comprehension was significantly higher after being taught by using Jigsaw II technique.

6. Mahnaz kasemi (2012) conducted a research entitled The Effect of Jigsaw Technique on Learners' Reading Achievement: The Case of English as L2 by There were 38 participants. It was experimental study. In experimental groups which all had their own reading topic to study. After reading the new groups had been assembled, each students in the expert group was responsible for integrating the knowledge of his/her topic into the understanding of the new group he/she was in. After gathering the gathering the required data, the result of paired- sample T-test showed that the students' post test reading scores improved significantly when compared with their pre-test scores.

7. M.Yusuf Mauludi (2011) conducted a research entitled The Effectiveness of Jigsaw Technique to Improve Students' Reading Ability in Narrative Text. It was experimental study was held at MAN Kendal. The sample in this study was an experimental class and a control class, consist of 43 students each class. In analyzing the data used a quantitative measurement to find the result. The result of the study showed that there was a significant difference of the students' achievement between experimental class and control class. The average of the students' achievement before conducted treatment 47.91 for experimental class and 47.79 for control class. The average of students' achievement after conducted treatment in experimental class was 78.14 and in control class was 74.42.

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8.   Sedat Maden (2011) conducted a research entitled Effect of Jigsaw I technique on Achievement in written Expression Skill. This study was comparing the effect of Jigsaw 1 technique from the cooperative learning methods and traditional teaching method on academic achievement and retrieval of Turkish teacher candidates in the matter of written expression. The sample of the study consists of 70 students. Control group (N=34) by using traditional teaching method and experimental group (N=36) by using Jigsaw technique. The study was predicated on Non- equal control group pattern. The data about their academic success were collected through Written Expression (STWE) applied as pre-test, and post-test. The result of the study that the students stated positive views for the Jigsaw I technique.

9.   Jing Meng (2011) conducted a research entitled Jigsaw Cooperative Learning in English Reading. It was experimental research by comparing the different reading levels between the experimental class and the control class. There were 146 students majoring in Arts. The experiment class was taught by cooperative learning approach and control class by traditional pedagogy. The result of the study showed experimental class has gained much higher marks than the control class, and made rapid progress in content, organization, vocabulary and grammar.

10.   Mohammed Farouk Abd El Sami Ali (2001) was conducted a research entitled The Effect of Using Reading Technique on the EFL Pre- service Teachers' Reading Anxiety and Comprehension. The participants in this study were 72 students enrolled in the third year English Department, Faculty of

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Education Cairo University, Fayoum Branch. The experimental group was instructed to read sixteen passages using the Jigsaw Reading technique. The control group read the same passage individually. There was the same passage in pre-test and post-test. The result of the study showed the experimental group was gained higher score than control group.

Base on the related study above jigsaw technique is very simple and useful to conducting in teaching English especially in reading comprehension. Although, several studied have been conducted by using Jigsaw method, none of the study was carry out at junior high school and a variable in this study is different. It is vocabulary mastery. Because of this reason in this study will be conducting whether Jigsaw technique give effect to the students' in reading of narrative text and vocabulary mastery at SMPN 1 Rumbio Jaya.

2.3 Operational Concepts and Indicators

Based on the title "The Effect of Using Jigsaw Technique on Students Reading Comprehension and Vocabulary Mastery at SMPN 1 Rumbio Jaya", the study is describes in diagram of operational concept below:

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Figure 2.3.1 The Diagram of Operational Concept
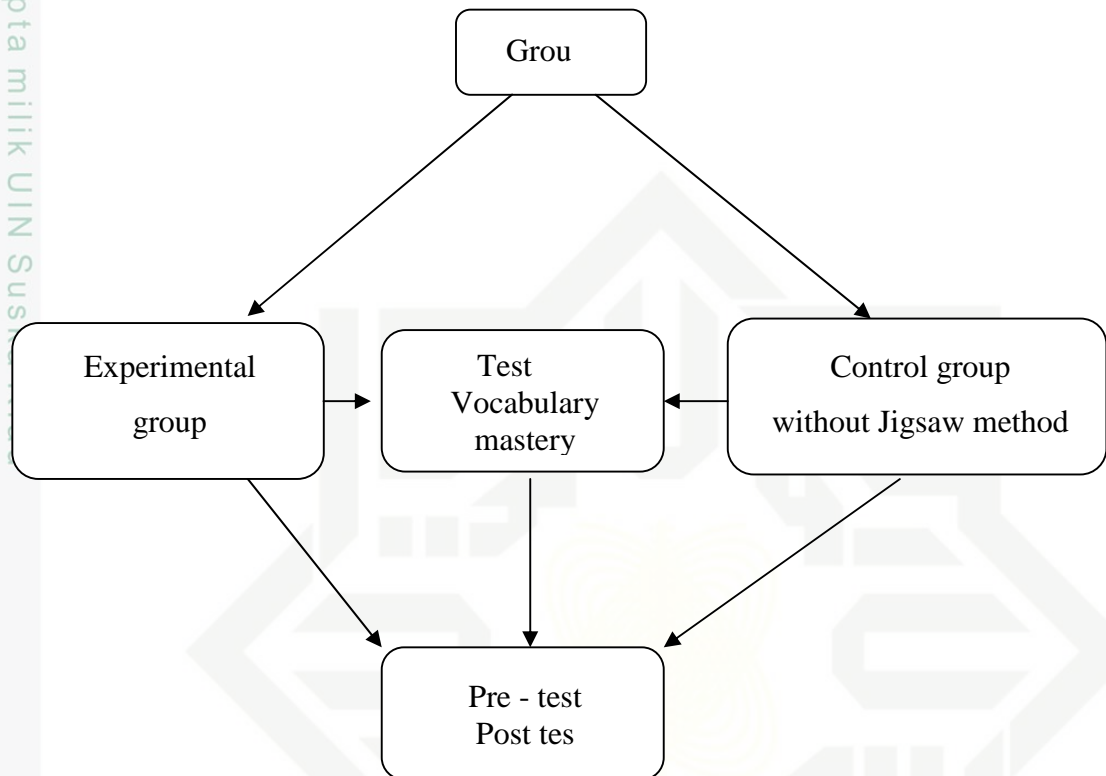
The diagram of operational concepts and Indicators determined three variables:

a. The use of Jigsaw Technique as Independent variable (X)

b. The students reading comprehension as dependent variable (Y1)

c. The students' vocabulary mastery as dependent variable (Y2)

d. All variable use pretest and posttest

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Table 2.3.1 The Operational Concept

VARIABLE	STEPS/ PROCEDURE
The use of Jigsaw method	Teacher and the students do the Jigsaw method a. Teacher divides the students in some group. b. Teacher asks student choose their leader group c. Teacher gives different material to students. d. Teacher asks each student is assigned one segment to learn. e. The teacher asks students read their segment. f. The teacher asks student a temporary group base on their same material and discussed. g. Teacher asks students back to their core team. h. The teacher asks students present his or her segment to the group. Other members are encouraged to ask question for clarification. i. Teacher needs to observe the process from group to group. j. The teacher gives a quiz on the material at the end of lesson.
VARIABLE	**INDICATORS**
The students' reading comprehension	a. Get factual information in the text b. inference

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	c. reference
	d. Generic structure
	e. Language features
	f. Moral value in the text
The students' vocabulary knowledge	The students' capability:
	a. Matching the word (Synonym and Antonym)
	b. Fill in the blank with appropriate words from the list.

2.4   **Assumption and Hypotheses**

2.4.1 Assumption

In this study found that the students' participation in teaching and learning process was different to each other and also had different ability in comprehending the English text, especially in narrative text and vocabulary knowledge in the text. They got difficulties in getting information in the text. It was influenced by many factors, such as their motivation, intelligent, vocabulary knowledge, learning environment, facilities, learning method and many others. So, it is study assumed that Jigsaw method gives good effect to increase all the factors above, because by implementing that Jigsaw method, the students work together and

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increase the motivation to all the students to participate in teaching and learning processes in the classroom.

2.4.2 Hypotheses

There are six hypotheses in this study, they are to find out there is significant difference or there is no significant difference (1) Pre-test mean score on reading comprehension. (2) Post-test mean score on reading comprehension. (3) Pre-test and Post-test mean score on reading comprehension. (4) Pre-test mean score on vocabulary mastery. (5) Post-test mean score on Vocabulary mastery. (6) Pre-test and Post-test mean score on vocabulary mastery.

Ho_1: There is no significant difference on reading comprehension pretest mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya?

Ha_1: There is significant difference on reading comprehension pretest mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya?

Ho_2: There is no significant difference on reading comprehension post test mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya?

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Ha2:   There is significant difference on reading comprehension post test mean score experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya?

Ho3:   There is no significant difference on students reading comprehension between pretest and post test mean score of using jigsaw technique of eighth grade at SMPN 1 Rumbio Jaya?

Ha3:   There is significant difference on students reading comprehension between pretest and post test mean score of using jigsaw technique of eighth grade at SMPN 1 Rumbio Jaya?

Ho4:   There is no significant difference on vocabulary mastery pretest mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya?

Ha4:   There is significant difference on vocabulary mastery pretest mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya?

Ho5:   There is no significant difference on vocabulary mastery post test mean score between experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya?

Ha5:   There is significant difference on vocabulary mastery post test mean score experimental group and control group at the eighth grade of SMPN 1 Rumbio Jaya?

Ho6: There is no significant difference on student vocabulary mastery between pretest and post test mean score of using jigsaw technique of eighth grade at SMPN 1 Rumbio Jaya?

Ha6: There is significant difference on student vocabulary mastery between pretest and post test mean score of using jigsaw technique of eighth grade at SMPN 1 Rumbio Jaya?