

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical framework

1. The Nature of Reading Comprehension

In order to conduct this research, variables of the research should be clearly explained and discussed. There are two variables used in this research; dependent variable and independent variables. Hence, in this research, dependent variable is the students' reading comprehension and independent variables are Paired Reading technique and Jigsaw technique.

The first variable discussed is the students' reading comprehension. Before coming deeply to reading comprehension, the concept of reading will be needed to understand. Reading is one of the activities done by language learners and it is one of the language skills of English such as listening, speaking and writing. Reading is a fundamental capability of all these skills. Because reading will broaden students' horizons, and it can assist students in developing writing and speaking abilities of students, and can also improve students' listening skill. Regarding the statement above, among four skills, Brown indicates that reading is the most essential skill for success in all educational context.¹ Consequently, students who have difficulties in reading will have limitations on other skills. Hence, reading is the basic skill to master all the skills in English.

¹H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*. (New York: Pearson Education, Inc., 2004), pp.185

Rosenblatt developed a theory of reading as a transaction among the reader, the text, and the intention of the author.² It means that reading is the connection between reader, the text, and the author where the author writes the text that contains the information and the readers read the text. Therefore, reading occurs triangle relationship between the reader, the text, and the goal of the author in the text.

Reading plays an important role in learning. In reading, a reader is actively responsible for making sense of text. It is a complex skill to construct the meaning of the text. Pertaining to the idea above, Hudelson in Celce-Murcia demonstrates that an individual constructs meaning through a transaction with written text that has been created by the reader's past experiences, language background and cultural framework, as well as the reader's purpose for reading.³

According to Johnson, reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning created, there is no reading taking place.⁴ In this case, when the reader reads, she or he combines visual and non visual information to create meaning of the text. In that way, the ideas in her or his head are just as important as anything in the page in the process of creating meaning. Judi also indicates that reading is making meaning from print and from visual information and also is an active process that requires a great deal of

² Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Assosiation, 2007), pp. 19

³ Mariane Celce-Murcia, *Teaching English as a Second or Foreign Language 3rd Edition*. (Boston: Henle & Henle, a division of Thomson Learning, Inc, 2001),pp. 154

⁴ Andrew P. Johnson, *Op. Cit.*, pp. 3

practice and skill.⁵ In the other words, reading is a way to get information from what we read about and combine it with the information that we get from our experience.

In reference to the statement stated by Grabe in Celce-Murcia, within the complex process of reading, six general component skills and knowledge areas have been identified:

- 1) Automatic recognition skills – a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
- 2) Vocabulary and structural knowledge – a sound understanding of language structure and a large recognition vocabulary.
- 3) Formal discourse structure knowledge – an understanding of how texts are organized and how information is put together into various genres of text (e.g., a report, a letter, a narrative).
- 4) Content/word background knowledge – prior knowledge of text-related information and a shared understanding of the cultural information involved in text.
- 5) Synthesis and evaluation skills / strategies – the ability to read and compare information from multiply sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose.

⁵ Judi Moreillon, *Op. Cit.*, pp.10

6) Metacognitive knowledge and skills monitoring – an awareness of one’s mental processes and the ability to reflect on what one is doing and the strategies one is employing while reading.⁶

Based on some definitions of reading from some experts above, the researcher concludes that reading is certainly an important activity for expanding knowledge of a language. Reading is a complex skill that can give some advantages because the readers can find everything that they need. Reading also has a relation between the author’s message and the information that the readers will find.

In relation to reading, the main thing that should be considered in reading is comprehension. In line with the idea above, Tankersley informs that, comprehension is the center of reading.⁷ So that, the reader needs to comprehend the text in order to get the information from the text. It means that if the reader cannot comprehend the reading material, she or he will get nothing from the text. Reading comprehension is influenced by some factors. Tankersley provides information concerning reading comprehension as dependent on three factors:

- 1) The reader has command of the linguistic structures of the text.
- 2) The reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material.

⁶ Marianne Celce-Murcia , *Loc.Cit.*,

⁷ Karen Tankersley, *The Threads of Reading*. (Virginia: ASCD, 2003), pp.90

- 3) The reader has adequate background in the content and vocabulary being presented.⁸

Based on the statement above, we know that to comprehend the reading material, the reader needs to know about linguistic structure and should activate his or her background knowledge. Regarding the previous statement, McCardle et al. in Westwood suggests that comprehension processes draw on many cognitive and linguistic abilities – most notably, vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conventions and working memory.⁹ Klingner believes that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge) as well as variables related to the text itself (interest in text, understanding of text types).¹⁰

Susan Zimmerman remarks that traditional definitions of reading comprehension focused on the reader's ability to pronounce all of the words, retell what happened, and answer questions posed by teacher or test.¹¹ Thus, real comprehension has to do with thinking, learning, and expanding a reader's knowledge and horizons. And it has to do with building on past knowledge, mastering new information, connecting with the minds of those they have never met.

⁸*Ibid.*

⁹ Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*. (Victoria: ACER Press, 2008), pp.31

¹⁰ Janette K. Klingner, et al, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), pp. 8

¹¹ Susan Zimmermann and Chryse Hutchins, *7 Keys to Comprehension*. (New York: Three Rivers Press, 2003), pp. 7

According to Torgesen in Westwood, reading comprehension is both a cognitive and an affective activity.¹² It indicates that reading activity involves cognitive and emotional sense of the reader in order to comprehend the reading material and to catch the information of the text. In comprehending the reading material, the reader does the process. Pertaining to the previous idea, Irwin in Klingner demonstrates that there are five basic comprehension processes that work together simultaneously and complement one another:

1) Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

2) Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences.

3) Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read.

¹² Peter Westwood, *Op.Cit.*, pp.33

4) Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences.

5) Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing, reviewing, underlining important words or sections of a passage, note taking, and checking understanding.¹³

2. Teaching Reading Comprehension

There are many factors that can influence student's successes in reading, such as teachers, students, environmental conditions, subject matter and techniques to learn the lesson material. One of the most important aspects of teaching reading is the selection of the reading text. The reading selection should not contain marked dialect or slang features. The selection should have high interest value to the students and the

¹³ Janette K. Klingner, *Op.Cit.*, pp.9-12

simple ways of establishing it by asking the students their opinions of the reading and then dominating low interest selections for features curricula. The content should not contrast with the students' own cultural values.

Furthermore, there are several instructional practices that the teacher can use to improve the reading comprehension of the students. Klingner states that there are some instructional components that contribute the most to improved effect sizes in reading comprehension that include:

- a) Teacher and students questioning
- b) Interactive dialogue between teachers and students and students and students
- c) Controlling task difficulty and scaffolding instruction
- d) Elaboration the steps or strategies and modeling the teacher
- e) Small group instruction
- f) Use of the cues to help students remember to use and apply what they learn.¹⁴

Moreover, in teaching reading comprehension, the teacher needs integrating variety of instructional practices including reading strategies, techniques and skills. Report of National Reading Panel 2000 in Klingner et al synthesizes reading comprehension intervention strategies, these include:

¹⁴ *Ibid.*, pp. 5

- a) Teaching students to monitor their comprehension and to implement procedures when difficulties in understanding text arise.
- b) Using cooperative learning practices while implementing comprehension strategies in the context of reading.
- c) Providing graphic and semantic organizers that assist students in writing about, or drawing, relationship from the story.
- d) Providing support for questioning strategy through (1) structures that assist students in answering critical questions about the passage, (2) feedback to students regarding their answer to question about text, and (3) opportunities for students to ask and answer their own the question about the text.
- e) Teaching students to write important ideas about they've read and to summarize these idea after longer passage are read.
- f) Teaching students to use multicomponent strategies that are integrated and apply several strategies.¹⁵

Besides, William states in Nation that there are several principles in teaching reading, such as:

- 1) Meaning-focused input

It involves getting input through reading where the learner's focus is on understanding the message.

- 2) Meaning-focused output

¹⁵ *Ibid.*, pp. 102

It involves when the learner's focus is on others understanding the message.

3) Language-focused learning

It involves deliberate attention to language features and in the decontextualised learning and teaching.

4) Fluency development

Making the best use of what is already known.¹⁶

In conclusion, the students' comprehension on reading the text can be influenced by several factors that have been described above. The teacher can use the instructional practices and follows principles in teaching reading in order to improve the reading comprehension of the students. Hence, the teacher should be aware of the factors that influence the students' reading comprehension and prepare the good ways to help the students comprehend the reading materials.

3. The Nature of Narrative Text

In English learning, there are some kinds of texts that are taught to the students of senior high school level namely narrative, recount, procedure, spoof, analytical and hortatory exposition in form of monologue or essay. According to the time in conducting the research, the researcher limited the research by using narrative text in reading comprehension, the researcher discussed briefly about narrative text. In reference to the statement stated by Syafii, narrative is storytelling whether

¹⁶ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009) pp.6

telling a true story or fiction.¹⁷ The stories happened in the past. Thus, narrative text uses past tense. The story can be legend, fable, romantic, science fiction, myth, folktale, horror, etc. Sudarwati and Grace indicate the purpose of narrative text is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.¹⁸ It means that by reading a narrative text the readers can feel comfort because narrative text amuses the reader with the problems and plots of the story. The text organization of narrative as follows:

- 1) *Orientation* sets the scene (where and when the story happened) and introduces the participants of the story (who and what is involved in the story)
- 2) *Complication* tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- 3) *Resolution* tells the problem (the crisis) is resolved, either in a happy ending or in sad (tragic) ending.
- 4) *Re-orientation* is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the researcher.¹⁹

Moreover, Knapp gives the explanation of grammatical features of narrating. There are six features.²⁰ They can be stated as follows:

¹⁷ M. Syafii S. et. al. *The Effective Paragraph Developments: The process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), pp. 53

¹⁸ Th. M. Sudarwati and Eudia Grace, *Look Ahead Book 2 An English Course for Senior High School students Year XI science and Social Program*. (Jakarta: Erlangga, 2007), pp. 154

¹⁹ *Ibid.*

- 1) In arranging people and events in time and place, narrative paragraphs use:
 - a) Action verbs
 - b) Temporal connectives
- 2) Using past tense, and also direct quotation of speech.
- 3) In action sequences, mainly action verbs are used, while in reflections, mental verbs predominate.
- 4) Using metaphor action verbs for providing effective images.
- 5) Using rhythm and repetition to provide effects, and
- 6) Using comprising one word or a short phrase to provide poignant effects.

Narrative text typically contains action, dialogue, elaborate details. Narrative text, like other kinds of text, consists of main ideas. According to McEntire, main idea is what the writer wants to say about the topic.²¹ It means that main idea refers to what a paragraph or an article is about. Thus, in narrative text, main idea means what a story is about.

In order to comprehend the narrative text, the students should be able to interpret the references and inferences of the story. Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other. It means that it is a relation between objects in which one object designates, or acts as a means

²⁰ Peter Knapp, and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales Press Ltd, 2005), p. 221

²¹ JO McEntire, *Read A Head 2: Reading and Life Skills Development*. (White Plains: Pearson Education, Inc, 2004), pp.34

by which to connect to or link to, another object. The first object in this relation is said to *refer to* the second object. Besides, inference is an assumption or conclusion that is rationally and logically made, based on the given facts or circumstances. Regarding to the statement above, McEntire also states that when you want to read carefully, understanding as much as possible, you should be able to predict what is going to happen next by inferring or guessing as you read.²² In narrative text, inference means the conclusion of the story. Example of narrative text:²³

²² *Ibid*, pp. 206

²³ Th. M. Sudarwati and Eudia Grace, *Op.Cit.*, pp. 150

Table II.1
Example of Narrative Text

Title	Two Travelers and a Big Tree
Orientation	Once, two men traveled on a dusty and rough road that had no trees on its sides. They were walking to a distant village during daylight to attend a wedding feast.
Complication	The summer Sun was so hot that they were sweating a lot.
Resolution	They looked for a shady tree for shelter from the sun. After sometime, they saw big old tree with thick, green leaves and branches spread far and wide like a big umbrella. They made the tree a shelter, put their small bundles on the ground and stretched themselves out in the cool shadow of the tree. They felt relieved and rested for a while, talking about the wedding feast.
Complication	After an hour, one of the travelers said to his friends, “Look! What a useless ugly old tree. So big and yet it bears no fruits at all!”
Resolution	On hearing this, the tree felt insulted. Angrily, it yelled, “You, ungrateful man! You are enjoying my cool shadow and using it for a shelter, yet you call me useless and ugly! Can there be a more wretched creature than you? So now, get up and get away from here!”
Re-orientation	Feeling scared that a tree could talk, the two men ran away in horror.

4. The Nature of Paired Reading Technique

Paired Reading is a technique for having pairs of students read a text closely for understanding. With reference to the statement stated by Crawford, like all cooperative learning tasks, Paired Reading allows

students to take more initiative in their own and each other's learning. The method is intended to encourage different kinds of thinking, all of which encourage comprehension.²⁴ Paired reading is a good way to have students carefully read difficult text. This technique builds fluency, comprehension, and independence and provides a bridge between emergent and independent reading. Topping suggests that Paired Reading is a straightforward and enjoyable way for more able readers to help less able readers develop better reading skills.²⁵

Greene in Tankersley demonstrates that in paired reading, the teacher pairs individuals so that a stronger reader is paired with a slightly less competent reader. Students can read aloud, sharing the reading task, or they can read silently, stopping at periodic points to discuss the text or find answers to questions that the teacher has provided to guide the reading process.²⁶ Hence, the students can help each other in order to comprehend the reading material.

As stated in Crawford, there are some procedures in using Paired reading technique, they are as follow:

- 1) Choose an informative text of reasonable length. It should have short paragraphs (not more than three sentences each), or you should mark it into short sections.

²⁴ Alan Crawford, et al, *Op. Cit.*, pp. 25

²⁵ Keith Topping, *Paired Reading, Spelling and Writing: the handbook for parent and peer tutoring in literacy.* (London: Cassel, 1995), pp.7

²⁶ Karen Tankersley, *Op.Cit.*, pp.148

- 2) If the students are new to the procedure, you should demonstrate the procedure first.
 - a) Read a passage aloud and give a summary of it. Explain that this is one role in the activity. Explain the features of a summary: it is shorter than the original text, but it contains all of the important ideas.
 - b) Ask two questions about the text for the students to answer. Explain that this is the other role in the activity.
- 3) Ask the students to pair up. Explain that one student will read the first paragraph or marked section of the text and then give a summary of it, as you have demonstrated. Allow time for everyone to do this. Then check for understanding by asking several students to share their summaries. Offer suggestions as necessary. Now ask the other student to ask questions about the passage. After they have had a chance to do so, check for understanding by asking several students to share their questions. Again, offer suggestions for improvements if needed.
- 4) Once the students understand the procedure, have them proceed on their own to read, summarize, and ask questions about the text, passage by passage. Remind them to switch roles after each passage has been read and discussed.²⁷

Topping indicates that there are some advantages of Paired Reading:

²⁷ Alan Crawford, et al, *Op.Cit.*, pp. 25 – 26

- 1) Students are encouraged to pursue their own interests in reading material. They have more enthusiasm from reading about their own favorite's things, and so try harder. Paired Reading gives them as much support as they need to read whatever book they choose.
- 2) Students are more in control of what's going on - instead of having reading crammed into them, they make decisions themselves in the light of their own purposes (e.g. about choice of books, going on longer than 10 minutes and going onto Reading Alone).
- 3) There is no failure - it is impossible not to say a word correctly within 5 seconds or so.
- 4) Paired Reading is very flexible - the student decides how much support is necessary according to the current level of interest, mood, degree of tiredness, amount of confidence, difficulty of the books, and so on.
- 5) The student gets lots of praise - it's much nicer to be told when you're doing well, instead of just being moaned at when you go wrong.
- 6) There's lots of emphasis of understanding - getting the meaning out of the words - and that's what reading is all about. It's no use being able to read the words out loud mechanically without following the meaning.
- 7) Paired Reading gives continuity - it eliminates stopping and starting to 'break up' difficult words. Doing that often leaves children having forgotten the beginning of the sentence by the time they get to the end.

With Paired Reading it is easier for students to make sensible guesses at new words, based on the meaning of the surrounding words.

- 8) During Reading Together, a student can learn (by example) to read with expression and the right pacing - e.g. by copying how the adult pauses at punctuation, or gives emphasis to certain words.
- 9) Students are given a perfect example of how to pronounce difficult words, instead of being left to work it out themselves and then perhaps thinking their own half-right efforts are actually 100 per cent correct.
- 10) When doing Paired Reading, students get a bit of individual peaceful, which they might not otherwise have had. There is some evidence that just giving students more attention can actually improve their reading.
- 11) Paired Reading increases the amount of sheer practice at reading students get. Because students are supported through books, they get through them faster. The number of books read in a week goes up, the number of words students look at in a week goes up, and more words stick in the student's memory.²⁸

5. The Nature of Jigsaw Technique

Basically, Jigsaw technique is a cooperative learning strategy. It emphasizes on the cooperative working among students in the group. In this technique, the class is designed to have more cooperative working situation and to have less competition situation. On the other hand, the learning process is based on cooperation rather than competitiveness.

²⁸ Keith Topping, *Op.Cit.*, pp.13

According to Mengduo QIAO & JIN Xiaoling, the Jigsaw classroom, originally developed by Elliot Aronson in Austin, Texas, was considered effective in increasing positive educational outcomes. They indicate that Jigsaw is a cooperative learning technique that has been studied in various ways by a number of researchers and teachers in classes of different levels and subjects.²⁹ It means that it can be adapted for using across of most subjects and grade levels. Therefore, the teachers of English can apply Jigsaw in teaching reading, speaking, listening and writing.

Jigsaw technique combines several important aspects of collaborative learning, including listening, oral reading, reading comprehension, writing and oral presentation. Crawford suggests that Jigsaw can be used when students are reading a text, listening to a presentation, or carrying out a group investigation.³⁰ It is because its purpose is to find an effective way to promote students' participation as well as a useful technique to focus on language learners in the EFL classroom where students can experience success, which in turn can contribute to positive motivation and lead to still greater success. So that this teaching technique is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching and cooperation by giving each member of the group an essential part to play in the academic activity.

²⁹ QIAO Mengduo, and JIN Xiaoling, "Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners" *Chinese Journal of Applied Linguistics (Bimonthly)*, 33(4):113, August, 2010

³⁰ Alan Crawford, et al, *Op. Cit*, p. 56

McKeachie demonstrates that this technique has the students practice both critical reading (in the expert group) and summarization (in the teaching group), two key strategies in improving reading comprehension.³¹ According to Crawford, the steps of Jigsaw are:

- 1) The teacher prepares expert sheets. The teacher begins by reviewing the materials to be learned, and writing questions about it to guide the students' learning. The teacher should prepare the questions in groups, with as many groups of questions as there will be expert groups—usually four or five. Each group of questions might pertain to its own section of the material.
- 2) The teacher assigns the students to home groups. Students should be assigned to home groups of four or five members. Each group should have a mix of boys and girls and of more capable and less capable students. Thus, they should at least begin to feel some loyalty to each other.
- 3) The teacher assigns a warm-up or team-building exercise for each home group. In order to make the team members relaxed together, they should be given a warm-up or team-building exercise the first time they meet together and periodically after that. A useful warm-up is to invite each home group to develop its own “team cheer.” They may be given three minutes to develop the cheer, and then each group should be asked to demonstrate it to the whole group.

³¹ Marilla Svinivki and Wilbert J. McKeachie et al, *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*. (Belmont: Wadsworth Cengage Learning, 2011), pp.32

4) Students read the materials or otherwise experience the lesson. Each student should now be given a copy of the text to be read. Or, if there is not a text, the teacher may read or tell a story, give a lecture, or lead the students in a learning activity.

5) The teacher shares study questions and assigns students to expert groups. Now the teacher may either write the questions on the chalk board or distribute copies of the questions on reproduced sheets. The questions are listed in groups. The teacher asks the students to “count off” within the groups: “one, two, three, four.” The teacher points to different parts of the classroom where each expert group should meet. The teachers asks every student number one to go to seats in one corner of the room, every student number two to go to seats in another corner of the room, and so on until all of the expert groups have an assigned place to meet. The teacher then appoints a discussion leader for each expert group.

Now the teacher explains that group number one is to prepare to teach certain of the questions (The teachers names the questions), group number two is to take certain other questions, and so on until all of the questions are assigned.

6) The expert groups prepare to teach their portion of the questions. The teacher allows time for the expert groups to discuss their questions and decide on ways to teach them. The students in each expert group should locate ideas in the text or in the lesson that answer their questions. In

the expert groups, the students' task is to *decide how best to lead a discussion of each question once they return to their home groups*. The teacher should make sure everyone understands that their task is not to answer the questions for their groups, but to lead the other members of their group to answer them. Then the students should think of strategies for getting their home groups to discuss them. As the expert groups meet, the teacher should circulate among them to help them stay on task and provide any clarification they need.

- 7) Experts return to their home groups and take turns leading discussions. Once they have prepared to teach their part of the expert questions, the participants leave the study groups and return to their home groups. Experts take turns discussing their assigned questions on their expert sheets with the other members of their home groups. Each participant should take about five minutes to lead his or her part of the discussion. The expert's task is not just to report ideas, but to ask and entertain questions from the group to ensure everyone has thoroughly considered and learned the piece of the text or lesson that the expert has been assigned to cover.
- 8) Evaluate the process. The teacher asks everyone to think about what he or she contributed to the discussion, and ways to improve the activity.³²

Johnson, Johnson and Holubec in QIAO Mengduo and JIN Xiaoling put forward five principles for jigsaw:

³² Alan Crawford, et al, *Op. Cit.*, pp. 57 - 78

1) Positive interdependence

Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort.

2) Face-to-face interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

3) Individual and group accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is expected to give an individual test to each student, randomly examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain the rationale underlying the group answers, and monitor students to teach what they've learned to the others.

4) Interpersonal skills

Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict-management skills and so on.

5) Group processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change.³³

Based on five principles for jigsaw strategy above, we know that Jigsaw is helpful in motivating students to accept responsibility for learning something well enough to teach it to their peers. It also gives each student a chance to be in the spotlight. When students assume the role of teacher, they lead the discussion, so even students who are reticent to speak up in class must take on leadership roles. In a jigsaw classroom, the teacher organizes practice and communicative activities, but this does not mean leaving the students to learn all by themselves. Instead the teacher should try to help the students take greater control over their learning by becoming actively involved. The primary role of the teacher is to choose learning material, structure the groups, explain the cooperative nature of group work, provide an environment conducive for this type of work, monitor group work and assist students in working with the material. In this article, the focus of the researcher is only about the concept of Jigsaw in teaching reading.

³³QIAO Mengduo, and JIN Xiaoling, *Op Cit.*, pp.115

B. Relevant Research

Relevant research requires some previous researchers by other researchers in which they are relevant to our research. Besides, the researcher has to analyze what the point that is focused on, informs the design, finding and conclusion of the previous research, that of:

1. In 2007, Evy Suharjo conducted a research entitled “The Effect of Jigsaw Cooperative Learning toward Students’ Achievement in Writing Descriptive Paragraph by Second Year Students at SMA Negeri 1 GAS”. It was an experimental research. In her research, she found that the degree of freedom was 65; it was between 60 and 120, so it could be used 60 of the number of the degree of freedom. She found t_{observed} (3698) was greater than t_{critical} (2000). It means that the null hypothesis was rejected, while the alternative hypothesis was accepted. In conclusion, teaching by Jigsaw Cooperative learning produced better result than taught without using Jigsaw Cooperative learning.³⁴
2. In 1997, Sandra Lee Nes conducted a research entitled “Less-Skilled Readers: Studying the Effects of Paired Reading on Reading Fluency , Accuracy, Comprehension, Reader Self-Perceptions, and Lived Experience”. It was a qualitative research method and single subject research design. Four students in the fourth, fifth, and sixth grades from Arural School District in West Texas participated in this study. In her research, she found that (a) each of the participants in the study

³⁴ Evy Suharjo, The Effect of Jigsaw Cooperative Learning toward Students’ Achievement in Writing Descriptive Paragraph by Second Year Students at SMA Negeri 1 GAS. (Pekanbaru: Unpublished, 2007)

substantially increased their reading fluency rates during the paired reading intervention, (b) accuracy levels remained high and stable throughout the study for all participants, (c) for all participants, comprehension results remained very high and stable throughout the study, (d) reader self-perceptions showed variation within and between participants, (e) each reader had unique reading experiences, at the end of the paired reading study the less-skilled readers were more motivated to read, had improved reader self-efficacy, and felt less anxious about reading than they did at the beginning of the study.³⁵

3. Research from Doni Sahputra, in 2007. He conducted a research entitled “Comparison between Critical Reading and Traditional Reading Technique in Reading Comprehension by Second Semester of English Education Department UIN SUSKA Pekanbaru Riau”. This research was a comparative study. The researcher used t-test to analyze the data. The sample was 64 students, 32 students in each control group and experimental group. This research was conducted in order to compare the students’ reading comprehension taught between Critical Reading and Traditional Reading technique. The data analysis in this research used manual and automatic techniques (SPSS Program). Based on his research finding, reading comprehension of the students taught by using critical reading technique was higher than the students’ reading comprehension taught by using traditional reading technique. The t-value (6.99) was

³⁵ Sandra Lee Nes, *Less-Skilled Readers: Studying the Effects of Paired Reading on Reading Fluency, Accuracy, Comprehension, Reader Self-Perceptions, and Lived Experience*, (Texas: Unpublished, 1997)

higher than the t-critical (2.00). It means that H_a was accepted and H_0 was rejected. Thus, there was a significant difference between the students' reading comprehension taught by using critical reading and taught by using traditional reading technique at second semester of English Education Department UIN SUSKA Riau.³⁶

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept used to clarify the theories is used in the research. The dependent variable (Y) in this research is students' reading comprehension. The independent variables in this research are Paired Reading technique (X1) and Jigsaw technique (X2).

1. The indicators of the students' reading comprehension (variable Y) are as follows:

- a) Students are able to identify the main idea of the text
- b) Students are able to identify the generic structure of the text
- c) Students are able to identify the language features
- d) Students are able to identify references of the text
- e) Students are able to make inferences from the reading text³⁷

2. The procedures of Paired Reading technique (X1) are as follows:

- a) The teacher chooses an informative text of reasonable length

³⁶ Doni Sahputra, Comparison between Critical Reading and Traditional Reading Technique in Reading Comprehension by Second Semester of English Education Department UIN SUSKA Pekanbaru Riau. (Pekanbaru: Unpublished, 2007)

³⁷ Department of National Education, *School Based Curriculum Syllabus of English*, 2006.

- b) The teacher should demonstrate the procedure first.
 - c) The teacher asks the students to pair up.
 - d) The teacher explains that one student will read the first paragraph or mark section of the text and then give a summary of it, as you have demonstrated.
 - e) The teacher checks for understanding by asking several students to share their summaries.
 - f) The teacher reminds the students to switch roles after each passage has been read and discussed.³⁸
3. The procedures of Jigsaw technique (X2) are as follows :
- a) The teacher prepares expert sheets.
 - b) The teacher divides the class into groups (home group), with each group consists of five or six students
 - c) The teacher gives different texts to be discussed. Here, the teacher assigns a warm-up or team-building exercise for each home group. The teacher asks the students to read the materials or otherwise experience the lesson.
 - d) The teacher gives time to each group to determine the duty of each member
 - e) Students are grouped again (expert group) based on their number of question with the members of the other groups. Here, the teacher then appoints a discussion leader for each expert group.

³⁸ Alan Crawford, et al, *Op. Cit.*, pp. 25

- f) The teacher asks students to discuss their question in their expert group
- g) Students return to their home group and share the results of their discussion. Then, the teacher asks everyone to think about what he or she contributed to the discussion, and ways to improve the activity.³⁹

D. Assumption and Hypothesis

1. Assumptions

In general, assumptions for this research can be exposed as in the following:

- a) Students' comprehension in reading the text is various.
- b) The different technique might make different achievement.

2. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:

- a) The Null Hypotheses (H_0)

There is no significant difference on reading comprehension between students taught by using Paired Reading technique and Jigsaw technique of the second year at Senior High School 3 Pekanbaru.

- b) Alternative Hypotheses (H_a)

There is a significant difference on reading comprehension between students taught by using Paired Reading technique and Jigsaw technique of the second year at Senior High School 3 Pekanbaru.

³⁹ *Ibid*, pp. 57