

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Reading Comprehension**

Different people use the term reading in many ways, which can cause much confusion. Meanwhile, Nuttall (1996) sees reading as a way to extract nearly the writer's intended meaning from the text as feasible. It means that the reader tries to understand the meaning intended by the writer. Another definition of reading was explained by Graesser (2007), he explains that reading is “an extraordinary achievement when one considers the number of levels and components that must be mastered” (p. 3). It means that when the reader is reading, the reader needs to understand every word written by the writer.

Regardless of all definitions, reading involves identifying written words while interpreting and understanding them based on the reader's comprehension, language skills, and the context of the reading scenario.

Reading comprehension is when the reader understands what they need to get new information from the text. Graesser (2007) states that comprehension is not always simple and quick. When beginning readers struggle over certain words, reading is slowed to a near halt, and deeper levels of comprehension are seriously compromised. Whereas Duffy (2009) stated that comprehension is “is the essence of reading because the goal of written language is the communication of messages. If we do not understand the message, we are not reading” (p. 14).

According to the above definitions, comprehension is an understanding in which a reader creates new knowledge by expressing it in written language. Based on Paris & Hamilton (2009), reading comprehension is only a part of a broader, more ill-defined body of knowledge that reflects the communicative interactions between the reader's abilities and goals, the context of the exchange, the author's intentions, and the text's content. These factors make it essential for readers to understand the text.

Moreover, according to Grellet (1981) , reading comprehension entails interpreting a written text and efficiently obtaining its necessary information. So, to efficiently get the needed information in a text, reading comprehension is necessary for students learning English.

As previously known, foreign language is important for students to get a better job, access to literature, etc. Reading is usually recognised as a necessary part of these activities. According to Richard & Renandaya (2002), many students of foreign languages frequently read for informational and recreational purposes, as well as for work and academic purposes. In fact, it is frequently the case that the ability to read in English is required of students by their subjects' departments.

From the given assertions, the writer may deduce that reading serves at least three different functions. For example, a foreign language student has read as a specialised topic. Development reading is the first step in helping students improve their reading abilities. Second, functional reading is a useful tool for mastering particular subjects—for instance, students who read a topic written in English. Lastly, cultivating a preference for reading as a voluntary activity and honing taste and appreciation are concerns of leisure reading. It is undoubtedly reading for enjoyment such as student's read novels, magazines, newspapers, etc.

#### **2.1.1.1 Strategies for Teaching Reading Comprehension**

Students can employ a variety of strategies to understand their reading abilities. Ten strategies were listed by Brown & Lee (2015, p. 401):

1. Identify the purpose of reading. The goal is for the reader to be aware of what they are looking for and ignore irrelevant information.
2. Use graphemic rules or also called a phonics approach where readers learn English spelling convention, the purpose is that the reader is able to sound out the word.
3. Use efficient silent reading techniques. It promotes understanding on a worldwide scale. A reader can use this technique to skim over the text and deduce its meaning from its context.
4. Skim the text for main ideas. It is a strategy for determining the main idea of a sentence or text. Readers skim the whole text to swiftly identify the main topic, message/ideas, and purpose of a passage.

5. Scan the text for specific information. It is the strategy to extract specific information without reading through the whole text.
6. Use semantic mapping or clustering. It is the strategy of grouping ideas into meaningful cluster.
7. Guess when the readers are not certain. The aim is to make the readers easy to understand the text. The readers can infer the meaning of a word, a grammatical relationship, a discourse relationship, a cultural allusion, and a content message.
8. Analyse the vocabulary. The objective is to make the text easy to understand for the reader. Prefixes, suffixes, and roots with well-known and grammatical contexts can be used to analyse it.
9. Distinguish between literal and implied meaning. The purpose is to make the readers know the meaning of the word.
10. Capitalize on discourse makers to process relationships. It is a strategy to know the relationship between the previous idea and the next idea.

## **2.1.2 Jigsaw Strategy**

### **2.1.2.1 Definition of Jigsaw Strategy**

Jigsaw is one of the strategies in cooperative learning. Based on Richards (2001), a teaching strategy known as cooperative learning makes the most of cooperative activities involving pairs and small groups of students in the classroom. Kagan & Kagan (2009), stated that “The first jigsaw activities were developed at the national training labs as teambuilding activities. Each participant was given some of the information necessary to solve a problem, so they had to cooperate to be successful” (p. 17.2). Cooperative learning refers to when students collaborate to complete a task assigned by the teacher. The student’s learning challenges are reduced due to participating in the cooperative learning activity.

The Jigsaw learning strategy actively encourages students to assist one another in mastering the material to realise their full potential. Students are divided into small groups and given Jigsaw tasks to get the required knowledge to learn a subject or finish a task. As a result, their knowledge differs from one another. The Jigsaw was created to form a group of learners where each student is respected in the classroom. The Jigsaw strategy can help students improve their decision-making ability, solve problems, and collaborate with others.

In the end, the writer concluded that the Jigsaw learning strategy involves dividing students into smaller groups. The teacher will then assign a separate

section of the learning material to each group, and they will all have to solve it. Once the students have completed their group's learning materials, they must merge their materials with those of other groups until each group gets all the materials from all other groups.

### **2.1.2.2 Steps of Teaching Reading using Jigsaw Strategy**

Getting the optimal result of using Jigsaw in teaching reading is expected by the teacher. To get the optimal result, the teacher should follow the procedure of this strategy. According to Council for the Curriculum Examination and Assessment (CCEA) (2007), there are the steps to conduct the class in learning reading comprehension by using Jigsaw:

1. Implication for classroom layout:  
Pupils will need ease of access around the room in order to find other people with a part of their Jigsaw. Alternatively, groups which have already been allocated may be given their Jigsaw to assemble at desks.
2. How does it work?
3. Beforehand, the facilitator creates a Jigsaw with a set of challenges written on it.
4. Pupils receive a piece of the Jigsaw.
5. Pupils must move around the room to find others with a piece of their Jigsaw.
6. Once pupils have found their random group, they work as a team to put the Jigsaw together and to complete the challenges.
7. The facilitator may wish to set a time limit to add an element of competition.
8. A debrief after this activity may be beneficial.
9. This activity could be followed by an extension task such as Opinion Finders.

Besides that, based on Aronson (n.d.),

There are 10 steps easy steps for the Jigsaw strategy, such as:

1. Divide students into 5- or 6-person Jigsaw groups.
2. Appoint one student from each group as the leader.
3. Divide the day's lesson into 5-6 segments.
4. Assign each student to learn one segment.
5. Give students time to read over their segment at least twice and become familiar with it.
6. Form temporary "expert groups" by having one student from each Jigsaw group join other students assigned to the same segment.

7. Bring the students back into their Jigsaw groups.
8. Ask each student to present her or his segment to the group.
9. Float from group to group, observing the process.
10. At the end of the session, give a quiz on the material. Students quickly come to realise that these sessions are not just fun and games but really count.

It suggests that there are several groupings made up of the class. The teacher distributes a piece of paper with information on it. Information is given to each student differently. Each student will then learn their specific amount of information in the following phase. After they have all the information, they must share it.

The students are asked to share the material using the Jigsaw strategy with their group. By discussing it with their group, students may help one another comprehend the material. As a result, the information can be cooperatively shared.

### **2.1.2.3 The Advantages of Jigsaw Strategy**

Students are still difficult to learn English especially in reading. One of the purposes in teaching English reading is comprehension. At least, when students comprehend and memorise meaning, students are easy to interpret an English text.

Jigsaw strategy is one of the cooperative learning strategies that is assumed in learning English reading. Slavin (1985) said that Jigsaw can be used whenever the material to be studied is in written form. It means that understanding the written form needs the ability of comprehension. Moreover, comprehension relates to reading. So, Jigsaw strategy is appropriate to be used in learning English reading. Following the steps of Jigsaw strategy in teaching reading comprehension gives some usefulness. Based on CCEA (2007), “it can add an interesting and motivational twist to set of tasks” (p. 41). It indicates that the student's learning challenges are minimised by employing the Jigsaw strategy.

Hence, using the Jigsaw strategy to teach reading comprehension can help students have fewer difficulties. They may also identify word meanings, specific and broad information, and the text's main idea. Based on the statement, the writer

concludes that the Jigsaw strategy aids in joint student achievement of the learning objective.

### **2.1.3 Recount Text**

Recount text is a kind of text that tells a story of certain experiences. One kind of recount text is a text that describes the past. Recounting text is an activity where people share an event from their lives. This text aims to narrate events for the reader's knowledge or entertainment. According to some experts, there are some meanings of recount text. Based on Anderson & Anderson (1997), recount text is a piece of the text that retells past events, usually in order in which they happened. It is similar with Asni et al. (2018) who said that, "recount text is a kind of genre that has social function to retell event for informing or entertaining". In other words, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader.

There are several types of recount text which are personal, factual, imaginative, procedural, and literary recount.

1. Personal Recount
2. Factual Recount
3. Imaginative Recount
4. Procedural Recount
5. Literary Recount

An effective recount text requires a standard to direct the writer and make clear writing simple for the reader to grasp. There are three generic structures of recount text, as below.

1. Orientation: provides the setting and procedures participants.
2. Events: tell what happened, in what sequences.
3. Re-orientation: optional-closure of events.

There are five features of recount text, as below.

1. Focus on specific participants
2. Use of the material processes
3. Circumstances of time and place
4. Use of past tense

## 5. Focus on temporal sequence

### **2.2 Study of the Relevant Research**

Study of the relevant research was done by Barbosa et al. (2020), study showed the positive effects using Jigsaw as a technique in improving reading comprehension in college students. The phenomenological technique and the qualitative methodology were both used in this study. Since it is made to cope with the complexity of meaning in a social environment, it is qualitative in nature. In this study, the researcher discovered that the jigsaw technique, from the perspective of the students, improved their reading comprehension because it included crucial elements of reading comprehension, including an increase in vocabulary words and knowledge of context clues, recalling of prior knowledge, sharing correct information, asking pertinent questions, and organising and summarising ideas. The tests administered to them following the Jigsaw technique session also proved this. Test results after the posttest indicated a considerable improvement.

The other relevant study was conducted by Bafadal & Rafika (2015) was about experimenting the effectiveness of Jigsaw technique in teaching writing descriptive text at second grade students of SMPN 21 Mataram. A non-equivalent control group design and quasi-experimental research methodology were used in this study. The results showed that the Jigsaw technique of teaching writing descriptive text is effective. The t-test's results showed it to be valid. The results of the t-test indicated that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected, with a t score of 3.657 being greater than the t table 2.042.

Meanwhile, Mustika (2020) with the title Improving Reading Comprehension on Recount Text by using Authentic Material. This study aimed to increase Class IIS 2 students' reading comprehension of recount texts by utilising authentic material for Year 10 students in SMAN 1 Mempawah. This study was a two-cycle classroom action research project. Results showed a notable improvement. Authentic material was a perfect tool for teachers to use when instructing students on reading comprehension of recount text.

### **2.3 Research Hypothesis**

The alternative hypothesis (Ha) is “There is an effect of the Jigsaw strategy in teaching reading comprehension.”. Therefore, the null hypothesis (Ho) is “There is no an effect of the Jigsaw strategy in teaching reading comprehension.”