CHAPTER 2

LITERATURE REVIEW

2.1 Reading

2.1.1 Significance of Reading

Reading is one of the important skills and must be mastered by students in the EFL classroom. This is important because reading is an activity that can increase various knowledge, understanding, and affect student achievement. Oranpattanachai (2023) stated that gaining knowledge from original printed English and digital texts requires reading in English, particularly in the EFL/ESL context. Professionals and students alike must become proficient readers in English in order to succeed. This is due to the fact that written and digital versions of English comprise the majority of academic content in a variety of professions, including engineering, medicine, physics, architecture, finance, and so on.

Reading is one of the activities to obtain and understand information through a text. According to Widiawati et al. (2020), reading is an intellectual and physical activity that tries to convey the content of the text and help the reader understand it. As we read, our eyes will remain focused on the words, and our brains will take in and retain the information from the text. Damanik & Herman (2021) stated that reading is a cognitive activity that involves making sense of the text and extracting the language's substance. In the area of education, students must be enlightened during the reading process because only the human mind or an intellectual can successfully understand the text. In addition, according to Solikhah (2018), reading is the process of understanding written material. Meaning is obtained by the interaction of reader knowledge and information from the text. Readers have three options for comprehending a text: interactive, top-

down, and bottom-up approaches. Reading process models aim to explain how readers convert print to meaning by using graphophonemic, syntactic, and semantic information.

It can be concluded that reading is a process of obtaining information through a text and it requires the understanding and skill of the readers. Reading is an important activity because it can open the reader's mind to knowledge and new things.

2.1.2 Reading Comprehension

When reading, readers need reading comprehension to understand the content and purpose of a text so that the information obtained is accurate. According to Butterfuss et al. (2020), reading comprehension is the process of understanding and interpreting written text. The reader, the text, and the process of reading comprehension are all involved in a larger social context. Therefore, it is very important because it influences the knowledge or main ideas that readers will get after reading. If this comprehension is lacking, misunderstandings could occur.

In addition, there are several other theories about reading comprehension. According to Kurniatilah (2020), the ability to derive meaning or information from text is known as reading comprehension. It is influenced by the reader's knowledge, prior experience, language ability, and cultural context. Reading comprehension is defined by Kusumarasdyati (2023) as the process of deriving meaning from a written text through the application of cognitive and social elements. Andriani et al. (2023) stated that reading comprehension is a process that involves students actively deriving meaning from text by making connections between their previous knowledge about the subject and the text. Then, according to Tarchi (2017), reading comprehension is the process of reading to develop knowledge.

Reading is essential for studying all disciplines, including the sciences. According to Rintaningrum (2019), reading comprehension is a must for getting a job or studying in college. The ability to read has numerous advantages, such as increasing one's knowledge base, giving access to new information, enhancing comprehension, enhancing focus, and providing entertainment. As a result, reading proficiency is crucial for improving a person's quality of life, academic performance, and national development.

It can be concluded that reading comprehension is defined as the process of understanding and interpreting the information and knowledge that the author wants to convey from a text so that the main idea or content is obtained accurately. Reading comprehension is very important so it must be mastered by students because it can add new information and knowledge so that it can improve academic abilities.

2.1.3 The Reading Strategies

There are several reading strategies or techniques that readers can apply when reading a text. Qizi (2021) stated that there are several strategies that readers can use, namely predicting, visualizing, making connections, summarizing, and questioning. In addition, according to Harmer (2007) and Muchtar (2019), there are 4 general reading strategies namely scanning, skimming, intensive reading, and extensive reading.

1. Predicting

By predicting, the reader has a reading goal. Readers should develop goals for their reading to become good readers; as a result, good readers have a reason for reading. Predicting helps the reader have a reading purpose and is one method for increasing comprehension (Küçükoğlu, 2013). According to Nguyen (2016) in

Anyiendah et al. (2020), prediction abilities are necessary for learners to comprehend text passages and enhance their reading comprehension abilities. By using their prediction skills, students can predict the meaning of texts before they read it and then compare their own guesses with the texts' real contents.One strategy of prediction is to use the title, table of contents, images, and keywords.

2. Visualizing

In visualization, readers are required to make a picture in their imagination of what they read. Readers might be encouraged to picture the locations, people, and events in a story by their teachers. Then, after they have done so, they can be asked to draw or write about the vision that has formed in their thoughts (Küçükoğlu, 2013; Qizi, 2021).

3. Making Connections

In making connections, readers can connect their knowledge and experience with the ideas in the text. Readers can draw connections between the concepts in the text and their own knowledge and experiences. Teachers might ask their students whether they have ever had any experiences like those that are mentioned in the book. To create text-to-text links, readers can make use of visual planners, writing prompts, graphs, sketches, and other tools. The relationships between people in the story or the relationships between plot points in other stories may serve as the basis for these text-to-text links (Amin, 2019; Qizi, 2021).

4. Summarizing

In summarizing, readers determine the important things in the text they read. As they summarize, readers will be able to distinguish between the main ideas and the supporting details. Eliminating irrelevant information from related information is another stage in the summarizing process that will help readers

understand the content more fully. Because long reading sections are usually scary to readers, summarizing is a technique that helps them organize their ideas (Küçükoğlu, 2013). In addition, summarizing is describing a passage's key points in a shorter format (Abualigah et al., 2020; Amin, 2019; Mikulecky & Jeffries, 2012).

5. Questioning

In questioning, readers will use questioning before, during, and after they read to find the important information, ideas, or solve problems. Questioning creates a context for more in-depth reading of the material and ensures the formation of meaning. To ensure understanding, readers pose a question about the reading section after they have finished the material (Amin, 2019; Nurdianti et al., 2019).

6. Scanning

Scanning is a technique applied by readers to get specific information. Usually, readers already know what information they want to get. According to Zainal Abidin (2020), scanning is a technique that means reading quickly to identify certain information and is suitable for use in a variety of text types. In addition, Asmawati (2015) stated, finding questions that are particular to a given detail and could be answered at the end of an assignment is done using a method called scanning. Students find it very beneficial to locate specific information to assist them answer questions on an exam or assignment, and it also cuts down on the time they need to complete the text's questions. Therefore, students can obtain material quickly and cut down on reading time by using scanning.

7. Skimming

Apart from scanning, another speed reading technique is skimming. Skimming is a reading technique without fully reading a

text and only reading the important points or main ideas. According to (Djuhaerie (2008) in Fauzi (2018), skimming is the act of quickly reading a text to get its major ideas. In addition, he also stated that one reading-speed-required strategy is skimming, which allows readers to swiftly read a part to acquire the gist of it. Skimming is an important ability for readers because by skimming they can get the main points quickly.

8. Intensive Reading

Intensive reading is a detailed reading technique of short texts. According to Muchtar (2019), intensive reading is reading that is restricted to a brief text and is done to fully comprehend the reading's content. Focusing on content and grammatical structures is the goal of intensive reading. Teachers can participate in the process by reading aloud, asking students questions, and having them predict the material in texts (Insuasty Cárdenas, 2020).

9. Extensive Reading

Extensive reading is a technique of reading light and long texts for pleasure. Muchtar (2019) stated that extensive reading is reading widely and frequently with the primary goal of taking enjoyment in reading activities. According to Nation & Waring (2013), some important features of extensive reading are the reading material is appropriate for the students, they read a lot, and they have some control over what they read.

2.1.4 The Process of Reading

In reading there are several processes of formation of meaning. According to Gilakjani & Sabouri (2016) and Nadea et al. (2021), these processes are bottom-up processing and top-down processing.

1. Bottom-up processing

In bottom-up processing, the process of obtaining meaning when reading is done by understanding word for word in a text.

Bottom-up reading is a technique that is frequently employed in the lower-level reading process. It involves decoding words, sounds, letters, and structures until the entire text is understood (Nadea et al., 2021; Suraprajit, 2019).

2. Top-down processing

In top-down processing, the process of acquiring meaning in text is based on the knowledge possessed by the readers. Top-down reading is described as a reading technique or psycholinguistics guessing game. When understanding a literary text, top-down reading strategies emphasize the importance of schemata, or past knowledge and experiences (Nadea et al., 2021; Suraprajit, 2019).

2.1.5 Factors of Reading Comprehension Effectiveness

Good reading comprehension will not be obtained if students do not pay attention to the factors that affect their mastery. There are several factors of reading comprehension effectiveness. The first is vocabulary knowledge. Word knowledge and vocabulary are key components of improving reading comprehension. Understanding sentences requires the ability to recognize words in sentences. The first step in reading a text is to identify individual words or to perform the mechanisms that translate visual information into linguistic presentation (Varga Tánczikné, 2017). The second factor is interest and motivation. According to Pourhosein Gilakjani and Sabouri (2016), students will struggle to focus on their understanding if they perceive the reading material as monotonous. This can cause the reader's reading comprehension to decrease. Students can understand and retain reading content more easily if they find it interesting. By offering interesting reading material during class, EFL teachers can motivate their students.

2.1.6 The Principles in Teaching Reading

Teaching is the process of sharing information or knowledge that was not previously known between the teacher and students. According to Rajagopalan (2019), teaching is the term used to describe the act of one person imparting knowledge or abilities to another. Giving a lecture, for example, might be considered imparting knowledge or sharing experiences.

In teaching reading, teachers must pay attention to teaching principles in order to achieve learning goals. Fry (2007) stated that there are six principle steps in teaching reading to English language learners, namely:

1. Determine the students' reading ability
2. Select the right reading material
3. Stress comprehension and variety
4. Teach vocabulary
5. Teach phonics skills
6. Develop writing

Therefore, it can be concluded that there are six principle steps in teaching reading that can be applied by teachers in the classroom.

2.2 Jigsaw Method

2.2.1 Definition of Jigsaw

Jigsaw is one of the learning models that is often used in EFL classrooms to teach reading. According to Yuhananik (2018), in 1978, Elliot Aronson and his colleagues created Jigsaw. Jigsaw's key objective is to have each team member take ownership of a particular learning component and then share it with the rest of the team. In its application, there are five steps that must be done by students. Five steps of the partner-expert group Jigsaw are described by Stone (1990) in Yuhananik (2018). Each student is first paired with a teammate who

will discuss a subject similar to their own. Next, the partners get together to learn the material. Third, the partners' pairs transform into expert groups to discuss the information and ensure that all parties are in agreement. Fourth, the partners get together once more to plan and run through the presentation they will give to their teams. Fifth, the teams get together and present their findings.

2.2.2 Jigsaw as a Cooperative Learning

The Jigsaw method is one of several types of cooperative learning. Cooperative learning is a learning model that makes students work in groups and help each other. According to (Lie, 2010) in Lestari & Azzahri (2022) cooperative learning is a process learning approach that calls for group participation and cooperation. When students work well together, they can enhance their work and develop a mutually helpful attitude in a variety of social activities. Slavin (2015) stated, cooperative learning as known instructional strategies involve teachers placing students in small groups, and those groups then collaborate to help each other acquire academic material. In addition, according to Kagan & Kagan (2009), cooperative learning and group work differ mostly in the lack of organization in the former. Good cooperative learning carefully plans the interaction to guarantee that students collaborate effectively.

Jigsaw as cooperative learning can motivate each other and create a different classroom atmosphere. According to Nurbianta & Dahlia (2018), the Jigsaw technique is a form of cooperative learning that pushes students to actively support one another in order to acquire the highest possible level of mastery in the subject matter. This is a cooperative learning strategy that lowers race issues in the classroom, enhances learning, boosts student motivation, and makes learning more enjoyable.

2.2.3 Jigsaw as Method for Reading

Jigsaw can be used as one of the reading learning methods in the EFL classroom. This method has long been used and is widely applied in many schools. Jigsaw is a type of cooperative learning that allows students to help each other by discussing. Nurjannah et al. (2023) stated that with Jigsaw, learning becomes more disciplined because students just had to concentrate on the material they already had to read. It is the role of the students to comprehend the material provided and be able to convey it to other friend groups. Since students were only expected to comprehend the information and that other material was explained to friends, their reading comprehension improved. Therefore, Jigsaw is suitable to be used as a method of learning reading because students can discuss their texts, and reading activities will be different from usual.

2.2.4 Teaching Steps Using the Jigsaw Method in Teaching Reading

There are several steps or procedures for using the Jigsaw method in teaching reading according to Facharyani et al. (2018), which are as follows:

1. Divide students into several groups.
2. Choose text that has the same number of paragraphs as the number of groups in the class. For example, there are 25 students in a class who are divided into 5 groups with 5 members, then choose a text that contains 5 paragraphs.
3. Cut the text to the appropriate number of paragraphs. If there are five paragraphs, divide them into five parts and give each one a label. Label 1 in the first paragraph, 2 in the second, and so on in each paragraph.
4. Create a table that students will fill in with the main idea and details of the five paragraphs.

5. Distribute the table sheet to be filled in and the paragraph pieces to students. Each student in the same group is given a piece of paragraph that has been labeled differently. This group is called "home group".

6. Students read paragraphs that have been labeled.

7. After that, make groups again consisting of students who have the same paragraph. For example, all students who get paragraph 1 will be in the same group and students who get paragraph 2 will be in the same group. This group is named "expert group".

8. With their group members, students discuss the text.

9. Students fill in the table's columns based on the paragraphs they are given. Students who have paragraph 1 will, for instance, fill in column 1, and so on.

10. Students return to their first group or what is called the "home group".

11. The students discussed the main ideas and details of each paragraph with one another because they were given distinct paragraphs.

12. After discussing, students fill in the columns in the table about the main idea and paragraph details.

13. Students complete exercises regarding the text they have discussed at the end.

It can be conluded that there are 13 steps in using the Jigsaw method in teaching reading. Teachers can use these steps as a reference in using the Jigsaw method in reading classrooms.

2.2.5 Advantages of Jigsaw

Each learning method or technique has its own advantages. The application of the Jigsaw method in reading learning also has advantages. According to Facharyani et al. (2018), some of the

advantages of the Jigsaw are that students can ask questions, listen, respond, and explain. First, by asking questions, students can arouse their interest and curiosity in a subject, determine their level of knowledge, and promote critical thought and evaluation. Second, it's crucial to listen in order to understand both the explicit and implicit meanings of what is spoken. Students can respond by maintaining as much positivity in their thoughts. The tutor can create an environment where students feel comfortable answering questions without worrying about being judged, which will help the conversation because students are frequently shy about speaking in front of a group. And the last is to explain. According to Edmunds & Brown (2010), explaining a problem to someone else means trying to help them comprehend it, and understanding in this case requires making connections that were previously missed.

2.3 EFL Classroom

English is the lingua franca and is taught in both formal and informal schools around the world. In Indonesia, English is categorized as a foreign language which is a compulsory subject in many schools. According to Brown (2000), English is almost generally referred to as a foreign language when it is being taught in nations where it is not the primary language of instruction and trade. They might be accessible through language groups, specialized media, opportunity books, or sporadic visitors, but efforts must be taken to generate such possibilities.

Learning a language that is not one's native tongue and is only acquired in a formal classroom setting is referred to as foreign language learning. The language is not as widely used as the second language (L2), and as a result, it is occasionally referred to as "alien" language (Quimosing, 2022). In addition, Si (2019) stated that EFL students are individuals from nations like China, Japan, and South Korea where English is not the official language or their first language. English is not

necessary for daily conversation in these nations. Based on this statement, it is clear that English teaching classes in Indonesian schools are included in English as a Foreign Language (EFL) classrooms. In an EFL classroom, it is typical for both the teachers and the students to converse in English throughout the entire teaching and learning process in order to aid the students in learning the target language (Alicia, 2020).

2.4 Study of the Relevant Research

This research is relevant to the thesis written by Ratu Erlinda Kurniatilah (2020), entitled "The Effect of Jigsaw Strategy on Students' Reading Comprehension of Descriptive Text". The purpose of this study is to find out how the Jigsaw approach affects tenth grade students at MAN 12 Jakarta's reading comprehension. The design of this research was a quasi-experimental design with a total sample of 60 people with 30 people in each control and experimental class. The experimental class was given treatment in the form of being taught to read descriptive text using the Jigsaw method and the control class was taught to read descriptive text without using the Jigsaw method. The results of the research showed that the experimental class that was given treatment received a higher score during the post test compared to the control class. That means the Jigsaw method has an effect on students' reading comprehension.

Second, another research is entitled "Using Jigsaw Technique for Improving Reading Skills" by Ayu et al. (2021). This research aims to find and implement real actions to improve the quality of reading learning for first grade students at SMAN 1 Kuok by applying the Jigsaw technique. The design of this research is action research. This was done with 2 cycles and in both cycles, the researcher implemented the Jigsaw technique. In cycles I and II, the researchers found that applying the Jigsaw technique improved students' reading comprehension. Apart from that, the results of the post-test showed a score that was greater than the pre-test so that the Jigsaw technique was successful in improving reading comprehension.

The third research was conducted by Tarigan et al. (2021) entitled "The Effect of Jigsaw Strategy on Students' Reading Comprehension at Yapim Medan Private Vocational School". The purpose of this study was to use an experimental methodology to determine how the Jigsaw strategy affected the reading comprehension of the students. There was an experimental class that was given treatment using the Jigsaw strategy and a control group that used conventional strategies for learning reading. The results of this research show that the average score of students in the experimental group was 78.83 and the control group was 60.00. Therefore, teaching reading using the Jigsaw strategy had a significant impact on the experimental group compared to the control group.

From previous studies, the differences with the current research are that the previous research used a quasi-experimental and action research design and was conducted in high schools, while this research used a pre-experimental design and was conducted in junior high school.

2.5 Research Hypothesis and Research Questions

The hypothesis in this study is as follows:

Ho : there is no effect of using Jigsaw the method on students' reading comprehension in an EFL classroom.

Hα : there is an effect of using the Jigsaw method on students' reading comprehension in an EFL classroom.

In addition, the research question in this research is "Does the use of the Jigsaw method affect students' reading comprehension in the EFL classroom?"