**CHAPTER II**

**REVIEW OF RELATED LITERATURES**

In this chapter the researcher discuss the relevant, theories about the teaching in reading skill, cooperative learning and theory of jigsaw technique.

1. **Reading**

Reading is the most important skills in learning language besides listening, speaking, and writing. Reading as with others skill is more enjoyable to do. By reading we can learn spelling, writing, and translation.

Reading achievement is very important for students who learn English. The student should be motivated to acquire reading, because reading is a good habit. They should go to the library frequently to read widely in many areas to cover their needs for their studies.

According to Simajuntak, once reading material appropriate to the level and interest of particular student has been identified, the more of the material that the student reads, the better and the more quickly his reading skills will develop. It means that way of doing a lot of reading, the student can develop better comprehensions skills.

Reading is a skill which must be develop and can only be develop by means of extensive and can lingual

1. **Definition of Reading**

 There are many definition of reading. These can be studied from a list of different definitions of reading it is defined from different point of view. Albert J. Harris & Edward R. Sipay as quote by Sukirah Kustaryo, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually when being asked about the content of the text has read.

 The view of Cristine nuttal as quote by Simajuntak in Danang’s thesis defines that reading as the meaningful interpretation of printed written verbal symbols. It means that reading as a result of the interaction between the perception of graphic symbol that represents language and reader’s language skills and the knowledge of the world. In this process the reader tries to recreate the meaning intended by the writer (Cristine Nuttal, 1982:25).

There are two kinds of reading, they are:

1. Silent reading

Silent reading usually used in order to understand the result of reading that is done.

1. Oral reading

Oral reading is saying a written text aloud. This can be done with or without understanding its content.

 From these definitions, it can be conclude that a reading can be categorized into a process and a product. So, it can be said that reading is a process and a product. So, it can be said that reading is a process of perceiving a written text in order to understand its contents.

1. **Reading Comprehension**

It is very important to talk about reading comprehension. Reading comprehension is very important for everyone who wants to enlarge their knowledge and experience. Sometimes, some learners feel difficult to comprehend the text that they have read. So, they get nothing from the next. So, the teachers have to more concern about that problem.

Reading is perceiving a written text in order to understand its contents or silent reading. The understanding that result is called reading comprehension (Jack Ricard, 306:1992).

Reading in foreign language may face some difficulties, such as; difficult words, difficult to get the information from the passage and difficult to make a conclusion of the passage. To minimize all of those problems, the learners have to increase their habit in reading.

Different types of reading comprehension are often distinguished, according to the reader’s purposes in reading and the type of reading used; the following are commonly referred to:

1. Literal comprehension

Reading in order to understand, remember or recall the information explicitly contained in a passage.

1. Inferential comprehension

Reading in order to find information which is not explicitly state in a passage using the reader’s experience and intuition by inferring.

1. Critical and evaluative comprehension.

Reading in order to get information in a passage with the reader’s own knowledge in values.

1. Appreciative comprehension

Reading in order to gain or other kind of valued response from a passage.

1. **Teaching reading**

As stated earlier in the introduction of this thesis, English is an international language. It is very important to learn by the students. In Indonesia, it is a compulsory subject to be taught from elementary school to higher education level (Junior High School, Senior High School, and University). It is aimed at developing the students’ ability to absorb and disseminate the important information through listening, reading, speaking, and writing of which the implementation in integrated. The teaching of English in Elementary School on Education-Unit Based Curriculum (KTSP) which in line with decree of Ministry of Education and Culture of Republic Indonesia No. 20/2003 Chapter 38 Subsection 2, as taken from Wahyuni *et al* (2011:1), stating that:

Primary and Secondary Education is developed in line with the relevance by each group or unit of education and the school committee of Islamic school under coordination and supervision of the education office or religion department for primary education and province for secondary education.

In the decree, the Minister of Education and Culture states that the curriculum used in Junior High School, which is part of the basic education program (program *wajib belajar 9 tahun*) must be suitable with the goal of the national education and it is supported by the Decree of Ministry of Education and Culture of Republic Indonesia No. 20/2003 chapter 36 subsection 1:

The development of the curriculum is done with reverence to the national education standard to embody the goal of the national education.

1. Technique for Teaching Reading

In the teaching reading, there are some types of classroom reading performance proposed by Brown (2001:312) as figured below:

 **Figure 2.1 Types of Classroom Reading Performance**

|  |
| --- |
| **Classroom reading performance**Oral Silent Intensive ExtensiveLinguistic Content Skimming Scanning Global |

Furthermore, according to Suyanto (2007:64), the teaching reading technique can be classified into reading aloud, silent reading, reading comprehension, and independent reading.

1. Reading Aloud

Reading aloud or oral reading, special term given by Brown (2001:312), is a technique which has the aim to train the students in order to be able to pronounce the word, phrase, and sentence well.

Furthermore, Brown (2001:312) added, oral reading has some advantages for beginner and intermediate students’ level, they are:

1. Serve as an evaluative check on bottom-up processing skill
2. Double as pronunciation check, and
3. Serve to add some extra student participation if the teacher wants to highlight a certain short segment of a reading passage.

He also stated some disadvantages of using reading aloud technique in the classroom, those are:

1. It is not a very authentic language activity
2. While one student is reading, others can easily lose attention (or be silently rehearsing, the next paragraph)
3. It may have the outward appearance of student participations when in reality it is mere recitation.
4. Silent Reading

Silent reading is a reading technique in which the students read the text without any sound produced. Brown (2001:307) added that silent reading is not appropriate for beginner levels. It is because they are still struggling with the control of a limited vocabulary and grammatical patterns. In the contrary, it is very useful for intermediate to advanced level student to help increase their text comprehension.

1. Reading Comprehension

The students are asked to read the whole text with the aim to find out what is the content of the text. To diagnose whether or not the students know the content, teacher can prepare and ask some questions related to the text.

As stated by Paul in Suyanto (2007:65), this technique can be started by using whole-word approach in which the students recognize first word by word which is separated from its context. Then, it is followed by whole-language approach which emphasized learning language in a context.

 d. Independent Reading

When the students are able to read aloud, to read silently, and/or to read comprehensively, then they are moving in independent reading. It means that the students read independently.

Helping the students to become independent reader simultaneously will increase their skill in using the language. With reading, they will be good in speaking and also in writing. For example, they are asked to write the summary about what they have read and/or followed by asking them to retell their reading to their classmates by using their own word.

Some of the activities to teach reading especially for fifth grade students of elementary school as proposed by Scott and Ytreberg (1990:54) are as follow:

* 1. Reading a story from a book

 Teacher can begins the activity by asking the students to read the story and asks them some questions related to the story. Teacher can also ask the student to say some words in order to train the students with good pronunciation.

* 1. Reading a class story

 Teacher can copy a famous story rather than read a story from a book. It has the advantage to create colorful story so that the students will have good interest in following the reading class.

* 1. Reading texts based on the child’s language

 Teacher prepares some pictures and asks the students to tell you about the picture. When the students get stuck, the teacher can help them by writing some words in order to be copied by the students. Teacher also tries to give a model on how they should pronounce the words. It will give advantage in giving a good model in writing and speaking besides reading.

1. Role of The Teacher in Teaching Reading

In order to get students to read enthusiastically, the teachers need to work to create interest in the topic and tasks. However, they also have further roles when they are asking the students to read. According to Harmer (2007:286), there are some teachers’ roles in reading, they are:

1. Organizer

Teachers need to tell students exactly what their reading purpose is, give them clear instruction about how to achieve it and explain how long they have to do this.

1. Observer

When the teacher asks the students o read on their own, he needs o give them a space to do so. This means restraining himself from interrupting that reading, even though the temptation may be to add more information or instructions.

While the students are reading, teacher can observe their progress since this will give them valuable information about how well they are doing individually and collectively. It will also tells the teacher whether to give them some extra time or move to organizing feedback more quickly than the teacher has anticipated before ward.

1. Feedback organizer

When the students have completed their task, teachers can lead a feedback session to check that they have completed it successfully. Teacher can ask them to compare their answer in pairs and then asks for answer from the class in general of from pairs in particular.

When teachers ask students o give answer, they should always ask them to say where in the text they found the relevant information. This provokes the students’ detailed study which will help them the next time they have similar reading passage. It also will help the teacher o detect the students’ comprehension problem they have.

1. Prompter

When the students have read a text, teachers can prompt them to notice language features within it. Teachers also may direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously.

1. **Cooperative Learning Method**
	1. **The Definition of Cooperative Leaning**

Cooperative learning is a successfulacing strategy in which small teams, each with student of different levels of ability, use of variety of leaning activities to improve their understanding of a subject. Each member of team responsible nor only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Student work through the assignment until all group members successfully understand and complete it.

Cooperative learning, as implementation in the United states, generally refers to many varied ways to structure a class in small, heterogeneous student group (usually of two six member, with four an ideal size) to accomplish individual or group goals for learning that require cooperative and positive interdependence (Carlos J. Ovando, 2003: 92).

Cooperative learning refers to a variety of teaching methods in which students work in small group to help one another learn academic content. In cooperative learning classroom, students are expected to help each other, to discuss and argue with each other to asses each other’s current knowledge and fill in gaps in each other understanding. Cooperative work rarely replaces teacher instruction, but rather replaces individual seat work, individual study and individual drill. When properly organized, students in cooperative groups work with each other to make certain that everyone in the group has mastered the concepts being taught (Robert E.Slanin, 1995: 2).

Cooperative learning models by Ricard I. Areands on his book Learning to Teach is characterized by cooperative task, goal and reward structures. Student’s in cooperative learning situation are encouraged and or requires to work together on a common task. And they must coordinate their effort to complete the task. Similarly, in cooperative learning, two or more individuals are interdependent for a reward they will share, if they are successful as a group. Cooperative learning lessons can be characterized by the following features:

a. Students work in teams to master learning goals.

b. Teams are made up of high, average, and low achieving students.

c. Whenever possible, teams include a racial, cultural and gender mix.

d. Reward systems are oriented to the group as well as the individual.

Based on the definition above, the process of teaching and learning that use cooperative learning method, the development of students’ self quality mainly in affective aspect can do together. The learning in small group with cooperative principle is good use to reach the course of study in cognitive, affective and cognitive aspect (Etin sholihatin and Raharjo, 2007: 6).

**2**. **The purposes of the cooperative learning strategy are:**

a. To increase achievement through group collaboration that enables students to learn from each other.

b. To provide an alternative to the competitive structure of most class room today that discourages the poorer student.

c. To improve human relations in the classroom by promo tiny interdependent activities that teaches collaborative skills.

 **3. Models of Cooperative Learning**

 There are several variations of the model of cooperative learning:

1. Student Teams – Achievement Divisions (STAD)

In STAD, students are assigned to four, five or six member learning team that are mixed in performance level, then thee students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may help one another.

1. Teams – Games – Tournaments (TGT)

TGT, originally develop by David de Vies and Keith Edwards, was the first of the John Hopkins cooperative learning method. It uses the same teacher presentation and team work as in STAD, but replaces the quizzes with weekly tournaments, in which students play academic games with member of other team to contribute points to their team score.

1. Team Accelerated Instruction (TAI)

TAI shared with STAD and TGT the use off four members mixed ability learning teams an certificates for high performance team. In TAI, student entering an individualized sequence according to a placement test and then proceed at their own rates. In general, member of a team work an different units. Team mates check each other’s work using answer sheet and help one another with any problem. Final units completed by all team member and give certificates to other team reward to team that exceed at criterion core based on the number of final test passed, with extra points for perfect papers and completed homework.

1. Cooperative Integrated Reading and Composition (CIRC)

CIRC is a comprehensive and middle grade. In CIRC, teachers use novels or basal readers. They may or may not use reading groups, as in traditional teaching classes. Students are assigned to teams composed of pairs of students work in pairs within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will be resolved, summarizing stories to one another, writing response to stories, and practicing spelling, deciding and vocabulary. Students also work in their teams to master main idea an another comprehension skills.

1. Jigsaw

Jigsaw was developed and tasted by Elliot Aronson and his colleagues (Aronson and Patnoe, 1997). Using jigsaw, students are assigned to five or six member heterogeneous study team.

 Each group member is assigned some unique to learn and then to teaach to hi group members. To help in the learning student across the important and how to teach it. After practice in this expert group the original groups reform and students each other.

1. Think – Pair – Share

Think – Pair – Share strategy has grown out of the cooperative learning and wait- time research. The particular approach described here, initially develop by Frank Lyman (1985) and his colleagues the University of Maryland, is an effective way to change the discourse pattern in a classroom (Arend, 2001; 365).

It is involve a three step cooperative structure. During the first step individual thinks silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

1. Numbered Heads Together

Numbered Heads Together is an approach developed by Spencer Kagan (1998) to involve more students in the review of materials covered in a lesson to check their understanding of a lesson’s content. A team of four is established. Each member is given numbers of 1, 2, 3, 4, questions are asked of the group. Group work together to answer the question that all an verbal answer question. Teacher calls out a number (two) and is asked to give answer.

**4**. **Element in cooperative Learning**

It is only order certain conditions that cooperative effort may be expected to be more productive than competitive and individual efforts. Those conditions are:

1. Positive Interdependence

Positive Interdependence is successfully structured when group members perceive that are linked with each other in a way that one cannot succeed unless everyone succeed.

Positive interdependence occurs when gains of individuals or teams are positively correlated. If a gain foe one student is associated with gains for other students, the individuals are positively interdependent. Similarly, if gains of one team contribute to the probability that other team will be successful, then the teams are positively interdependent ( Spencer Kagan, 1992; 417).

1. Face to Face Interaction

Students need to do real work together in which they promote each other’s success by sharing resources and helping, supporting, encouraging, and applauding each other’s efforts to archive. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other’s learning. This includes orally explaining how to solve problem, teaching one’s knowledge to others, checking for understanding, discussing concepts being learned, and connecting presents with past learning. Each of those activities can be structured into group task and procedures.

1. Individual and Group Accountability

The group must be accountable for achieving its goal and each member must be accountable his or her share of the work (Kasihani kasbolah, 17: 2008).

Individual accountability exist when the performance of each individual I assessed to ascertain who needs more assistance, support, and encouragement in learning. The purpose of cooperative learning group is to make each member a stronger individual in his or her right. Students learn together so ht they subsequently can gin greater individual competency.

1. Interpersonal and Small Group Skill

Cooperative learning is inherently more complex than competitive individualistic learning because students have to engage simultaneously in task work (learning academic subject matter) and team work (functioning effectively as a group). Social kills for effective cooperative work do not magically appear when cooperative lessons are employed. Instead, social skills must be taught to students just as purpose fully and precisely as academic skill, leadership, decision making, trust – building, manage both team work successfully (<http://edtech.edu/intech.cooperativelearning.htm>).

1. Group Processing

Group Processing exist when the group members discuss how well they are achieving their goals and maintaining effective working relationship. Group need to describe what behaviors to continue or change. Continue improvement of the processes of learning results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced.

1. **The Strength and Weakness of Cooperative Learning**
2. The strength of Cooperative Learning

Mc.Groarty (1989) identifies six primary benefits of cooperative learning for students acquiring English:

* + 1. Increased frequently and variety of second language practice through different types interaction.
		2. Possibility for development or use of the first language in ways that support cognitive development and increased second language skills.
		3. Opportunities to integrate language with content – based instruction.
		4. Opportunities to include a greater variety of curricular materials to stimulate language as well as learning ( Carolyn Kessler, 1992; 2-3).
		5. Freedom for teachers to master new professional skill, particularly those emphasizing communication, and
		6. Opportunities for students to act as resource for each other, thus assuming a more active role in their learning.
1. The Weakness of Cooperative Learning

Beside strength, cooperative learning has some weakness, they are:

* + - 1. To make the students understand this method is need much time. So, the improvement of high – achievers hampered because of low achievers.
			2. Because of there is not understand from the students, sometimes the goal of this method is unsuccessful.
			3. The application of this method is repeatedly in order to the understanding of the students maximal.
			4. Although in this method based on the result of group work, but the teacher also must give individual assessment.
			5. The students not only taught to group work, butt also how to build the self – confident
1. **Theory of Jigsaw Technique**

Jigsaw strategy was first develop and implemented in 1971 in Austin, Texas by Elliot Aronson and his students at University of Texas and the University of California.

The strained relation between students from different ethnic groups and wide gaps in the academic achievement of whites provide minorities groups his main intention to develop jigsaw which provide opportunities for the students to work in racially and culturally mixed groupings in a way facilitating interracial trust and acceptance while promoting the academic achievement of minority students. In following section, researcher elaborates the procedure of jigsaw strategy, material used in the jigsaw class, and some benefits of jigsaw implementation.

 **1. The Procedure of Jigsaw Technique**

Jigsaw structure promotes positive interdependence and also provides a simple method to endure individual accountability. Its procedure drives students to be active in the learning process. Consequently, they will experience meaningful learning. The following is the procedure of jigsaw implementation in the classroom.

1. Teacher has to prepare several things first before conducting jigsaw activity in the classroom.

1. Grouping Students

Teacher should assign students to heterogeneous group in terms of ability, ethnic, and gender. Teacher may not let the students to select their own group since they tend to from homogeneous groups. The number of students in each jigsaw group depends on the number of the students in the class. The smaller number in jigsaw group, the better result gained in the teaching and learning activity since it will give wide change for each students to be active in learning.

* 1. Planning the Instructional Material

Teacher should prepare materials needed in the activity. He/she can take it from the text books or other sources or create it by themselves. The materials prepared should be in the level of the students and then dividend into actions base on the number of the student in jigsaw group.

* 1. Arranging the room

To control student movement from one group to a another (from jigsaw group to expert group) in the class is also an important thing to do either to control students’ activity in the class or to save the time. Teacher can arrange students’ workspace by defining the workspace of each group by using certain interesting or eye-catching labels or tapping line on the floor.

1. Teacher send the students to the jigsaw group / home group.

This time, the students can identify and get close to their teammates in the jigsaw group, with whom they will share their expert on they will share their expert on the material, knowledge, and opinion about the topic of the discussion. Teacher also can ask students to choose their leader to control their next discussion.

1. Teacher send the students in the expert group.

The students who are responsible for the same section join together in the expert group. In this group they help each other to master the concepts in their section, and develop a strategy for teaching what they have learned to other student in their jigsaw group together.

1. Teacher end the students to the jigsaw group / home group again.

When expert groups have completed their work, the return to group in the jigsaw group. They start to teach one another on the sections they became the expert to their teammates.

1. At the end of the activity, teacher may require each group to produce certain product to share with the class. While students presenting their product to product the class, teacher have the opportunity to give feed back of the related materials and students work and the same time drive students to the reflection by them selves. However, it depends on the focus of the implementation of jigsaw activity it self.

**2. The Purpose of the Jigsaw Technique**

Jigsaw learning allows students to be introduced to material andyet maintain a high level of responsibility.

The purpose of jigsaw is to develop team work and cooperative learning not possible if the students were to try and learn all the material on their own. Finally, because students are required to present their finding top the home group, jigsaw will often disclose a students own understanding of a concept as well as reveal any misunderstanding ( Aronson, 1978).

The above statement explains that jigsaw technique offers a highly interactive learning experience for students. Besides, it helps each other students to studies rehearse material with a specific purpose in mind to be able to tell important information to the others.

**3. The Benefits of the Jigsaw Technique are:**

1. Teacher is not the sole provider of knowledge

2. Efficient way to learn

 3. Students take ownership in the work and achievement

 4. Students are held accountable among their peers

 5. Learning revolves around interaction with peers

 6. Students are active participants in the learning process

 7. Builds interpersonal and interactive skills

Based on the previous study on the use of jigsaw technique in teaching reading at SMP Muhammadiyah Batu done by Rica Novian (2008), it is known that jigsaw technique has some benefits. Among of them that it can increase the students’ comprehension in reading because the members of the groups are led to solve the problem together. They are able to help one another in understanding the content of the text and find solution of the problems. It also increases the students’ participation in class discussion as well as their ability to speak English.

In this study, the writer wants to apply the jigsaw technique on the elementary school students. The writer chooses the elementary school in order to know whether the jigsaw technique will be effective for young learners as when applied in junior high school students or not, and whether the implementation of jigsaw technique is suitable with young learners or not.