

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of Reading

Reading is a selective process.¹ It is which involves a reader in trying of follow and respon to a message from a writer who is distant in space and time.² The mean is process of reading and responding to a writer is not directly observable. Therefore need first of all to think about the reading process is to understand the purpose of reading. In fact, a part of the way we use language in daily life in order to communicate with each other. Furthermore, that reading always occurs in a context. It is means that what we read is part of broader situation or an extended text.

Harris and Smith defined, reading is a process of communication between the writer and the reader.³ It means that the message that the writer has written must be understood by the reader so that the reader can reach the goal of reading. Reading skill enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.⁴

¹Fraida Dubin David E., *Teaching Second Language Reading for Academic Purposes* (Boston: Northern Arizona University, 1989), 12.

² Florence Davies, *Introducing Reading* (London: Penguin Group, 1995), 1.

³Harris L. A. and Smith, C. B., *Reading Instruction through Diagnostic Teaching* (New York: Holt, Rinehart & Winston Inc, 1972), 8.

⁴Hillary Livingston, "Definition of Reading Skills," Available at http://wiki.answers.com/Q/What_is_the_definition_of_reading_skills, Accessed on February 17, 2013.

In sum, reading is a psycholinguistic guessing game. It involves an interaction between thought and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time.

2. Purpose of Reading

Rivers and Temperly in Nunan, suggest that there are seven main purposes for reading:

- a. To obtain information for some purpose or because we are curious about some topic.
- b. To obtain instruction on how to perform some task for our work or daily life (e.g. knowing an appliance works).
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as reported in newspaper, magazine, report).
- g. For enjoyment or excitement.⁵

Referring from explanation above that every activity must have purpose. This purpose is very important in order to get the advantage of the activity. Reading also has purpose. As we know, reading contains much advantage. We have to know our purpose in order what we read is not in vein.

⁵David Nunan, *Second Language Teaching and learning* (Boston: Heinle and Heinle Publishers, 1999), 137.

B. Paragraph

1. Definition of Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.⁶ David Crystal states that the function of a paragraph is to show the reader that the sentences in a particular set are more closely related to each other than to the sentences in adjacent text.⁷ The mean is a paragraph can be as short as one sentence or as long as ten sentences. There is no simple way or defining the unit of meaning which a paragraph expresses, or its internal structure, though attempts are often made to specify a 'topic' for each paragraph, and to identify 'topic sentences' (sentences which introduce a paragraph's theme).

According to Jack C. Richards and Richard Schmidt said that a paragraph is:

A unit of organization of written language in many languages, which serves to indicate how the main ideas in a written text are grouped. In text linguistics, paragraphs are treated as indicators of the macro-structure of a text (see scheme). They group sentences which belong together, generally those which deal with the same topic. A new paragraph thus indicates a change in topic or sub-topic.⁸

⁶Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, 16-17.

⁷David Crystal, *An Encyclopedic Dictionary of Language and Languages* (New York: Penguin Books, 1992), 287.

⁸Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition, 418.

It means paragraph is some sentences which has one idea. The first sentence of second paragraph should continue the transition from the end of introduction to present first topic. That is will be “topic sentence” the sentence that presents the topic point or argument that will be presented in the paragraph. The body of the paragraph should contain evidence, in the form of a discussion using quotations and examples, that supports or “proves” the topic. The final sentence of the paragraph should provide a transition to the third paragraph of the essay where the second topic will be presented.⁹

Based on description above it can be conclude that reading a paragraph is looking for the key idea that each sentence presents. Again, the main idea is the point the author is making, all other sentences in the paragraph work to support or develop this main idea. Readers must know what the main idea of the paragraph is in order to understand the information they are reading.

2. General Structure of a Paragraph

In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces.

a. Topic Sentence

The topic sentence. This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.

⁹Carol Ellison, *McGraw-Hill's Concise Guide to Writing Research Papers* (New York: The McGraw-Hill Companies, 2010), 104.

b. Supporting Sentence

The supporting sentences. These are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.

c. Concluding Sentence

The concluding sentence. This may be found as the last sentence of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.¹⁰

3. Definition of Main Idea

The main idea is simply the point the author is trying to get across. It is the gist or substance of a paragraph. The thought that all the other details or pieces of information help to support or illustrate.¹¹ The main idea is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, a main idea is a helpful guide to both the writer and the reader. The writer can see what information to include. The reader can see what the paragraph is going to be about and is, therefore, better prepared to understand it.

According to Alice Oshima and Ann Hogue that, there are three important points to remember about a main idea:

1. A main idea is a complete sentence, that is it contains a subject, a verb, and a complement.
2. A main idea contains both a topic and controlling idea. It

¹⁰Dorothy E. Zomach and Lisa A. Rumisek, *Academic Writing: from paragraph to essay* (Oxford: Macmillan Education, 2003), 12.

¹¹Naf'an Tarihoran and Miftahul Rahmat, *Reading 1 'Basic Reading Skill'* (Serang: Loquen Press, 2012), 54.

names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph.

3. A main idea is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details.¹²

Based on definition above that to find the main idea in a paragraph, it is begin by recognizing key words in a sentence. Key words are the important or essential words, the words that determine the meaning of the sentence. Although a sentence may give a great deal of information, it usually offers one key idea. The reader must be able to find the key ideas in order to understand sentence meaning clearly.

4. Position of Topic Sentences in Paragraph

Often one sentence in the paragraph tells the reader exactly what the rest of the paragraph deals with and therefore give the main idea. This main idea sentence (it may be called a topic sentence or topic statement) may appear in one several places.

a. Main Idea in the Beginning

Niagara Falls has an irresistible lure for daredevils. A motley procession of foolhardy men has dared death by dancing above the chasm on a tight rope or plunging over the cataract in a barrel. They have tried to swim the current and the shoot the rapids in boats.

¹²Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, 20.

b. Main Idea in the Middle

There are deer in abundance here. The whole area is great country for hunters and fishermen. There are bear, occasional mountain lions, and coyotes. To the east there are streams full of trout, and there are ducks, geese, and a few pheasants.

c. Main Idea at the End

Costs were low that year and the output high. There was a good man for every job and the market remained firm. There were no losses by fire. All in all it was the best year in the company's history.¹³

Finally, here is how to find the main ideas in the sentences:

- Ask who or what the sentence is about
- Ask what the person or object is doing or what is happening to the person or object
- Learn to separate details from the key idea. Many words in sentences describe things about the subject of the sentences and merely add details around it. If ask when, what kind, where, or why, you will find details. As a result, it is easier to see the key idea.

¹³Naf'an Tarihoran and Miftahul Rahmat, *Reading 1 'Basic Reading Skill'*, 57-58.

C. Jigsaw Technique

1. Definition of Jigsaw Technique

Jigsaw or games is technique of cooperative learning approach which has been developed for classroom and curriculum organization that make group work effective, and this self developing motivation can be enhanced.¹⁴ The mean is while working together, the students have meaningful interaction with one another in the target language. It is refer to students working together in a group toward a goal.

Lesley Brown said that Jigsaw means a puzzle consisting of picture mounted on wood, board, etc, and cut into irregular interlocking pieces to be reassembled.¹⁵ In oxford advanced learner's dictionary of current English. Jigsaw is picture, map etc pasted on thin board or wood and cut in irregularly shaped pieces which are to be fitted together again.¹⁶ The mean that in group works students sit and sometimes work together but their contribute may be unequal and even some of them may not contribute, participate or learn at all.

According to Nuttal that the Jigsaw technique is particularly about cooperative learning approach implementation which involve close attention to text, oral change of information,

¹⁴Jack C. Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, Second Edition (New York: Cambridge University Press, 2001), 197.

¹⁵Lesley, Brown, *The New Shorter Oxford English Dictionary, The New Authority on the English Language* (New York: Clarendon Press Oxford, 1993), 1448.

¹⁶A. S Homby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1974), 457.

and often a problem solving elements.¹⁷ From Nuttals' view on Jigsaw technique, it seems to be obvious that the main purpose of conducting the Jigsaw technique in a reading classroom is to provide encouragement or motivation for the students to work in their own choice of group in order to complete particular interdependent tasks and then is followed by the presentation of information to all students together.

Jigsaw consists of the following component, such as students book, activity book, interleaved teacher's guide, activity pack, audio and video cassette.¹⁸

Jigsaw's unique features include:

1. Lively and attractive seasonal; activities-one for each key event in a child's calender.
2. Fun and games section offering an inexhaustible supply of ideas, which can be used and reused to support a variety of language points.
3. Time saving blackboard visuals to help teacher organize and plan their lessons.
4. A variety of pre-reading tool using pictorial symbolic and semantic information.
5. Flexible lesson plans which accommodate and variety of teaching styles.
6. A clear, systematic and grammar and vocabulary progression throughout the series.

¹⁷Christine Nuttal, *Teaching Reading Skill in a Foreign Language* (London: Heineman, 1982), 3.

¹⁸Julie Kinventon and Myriam Monterrubio, *Jigsaw Activity Book 2* (Bogota: Macmillan Publishers Limited, 2000), 10.

7. A progress check to monitor the children's physical emotional and intellectual development.
8. End of units evaluation which make it easy to identify children' achievement's.

2. Using Jigsaw in the Classroom

To implement in Jigsaw to the classroom, teacher should organize their students into small groups such to organize jigsaw achieve are:

1. The teacher divides his students into groups : each group contains some students with different level of proficiency in English.
2. Then, cuts the materials into parts and distributes them to his students, each group has a piece of materials.
3. Later, orders them to work the section of materials in groups in this case they are working in the experts group. They should share and assist each other in order they are able to transform the information they got from their groups.
4. When all groups fell that they know the material and are ready to share the information of students regroup each students tell the numbers of the team about a topic. Finally, all students have the entire information.¹⁹

3. The Benefit of Using Jigsaw in the Classroom

This paper talks about why, what, and how the use of Jigsaw is firstly, it is important to know the reason of using Jigsaw

¹⁹<https://www.jigsaw.org/#steps>

in teaching learning process. Compared with traditional teaching methods, The Jigsaw classroom has several advantages:

- Most teachers find Jigsaw easy to learn
- Most teachers enjoy working with it
- It can be used with other teaching strategies
- It works even if only used for an hour per day
- It is free for the taking²⁰

In addition that Jigsaw are easy to collect, to make and to transport and can be for teaching any aspect of the language to any group at any level of language proficiency.

²⁰ <https://www.jigsaw.org/#tips>