

CHAPTER I

INTRODUCTION

This chapter presents an overview of this research. It covers the background of the study, statements of the problems, aims of the study, scope of the study, significance of the study, clarification of the terms, and the organization of the paper.

1.1 Background of the Study

Reading is one of the essential things in learning language especially English. Reading is also important to people in engaging in for development of second language academic competence and gather in any literate society (Saville-Troike 2006:155). To get people engage in second language academic purposes, they need to comprehend the material well. It needs a reading strategy to help them, it shows that to comprehend the texts easily, a reading strategy is needed. By comprehending the texts well, students will get the information clearly, have a broader perspective, and let them to think creatively and imaginatively. Lots of reading practice of various texts can improve their general understanding and vocabularies. Not only the strategies but also the methods of teaching reading are needed.

This study is conducted based on a main issue that is improving students' reading comprehension by using jigsaw technique in one Junior High School in Sumedang. The idea to study the issue about students' reading comprehension comes from the PPL (*Program Pengalaman Lapangan*) program that was joined by the researcher. In the program, the researcher had to teach the second grade students in one Junior High School in Bandung. During the practices, the researcher found that students' reading skill especially in comprehending the English texts is low. The

difficulties are faced by the researcher in building students' reading comprehension were less motivation in reading English text and the teaching technique used.

The first difficulty faced by the researcher was about their motivation in reading English texts. It was not easy to decide the interesting and appropriate texts for students and also the activity to support the learning process. The second difficulty was about the teaching technique used by the teacher in the classroom. Although the researcher has made various interesting activity, it was still difficult for them to comprehend the texts easily. Brown (2001:306) presents that reading comprehension is a matter of developing appropriate efficient comprehension strategies for most second language learners. It shows that to comprehend the texts easily need a reading strategy by applying an appropriate teaching technique.

One of the techniques that can be accomplished in reading course is called jigsaw (Berkeley-Wykes, 1983:314 cited in Ali, 2001:4). Jigsaw is defined as a kind of cooperative learning which has a grouping strategy where the members of the class are organized into home group. The students are then reorganized into expert groups containing one or two member(s) from each home group. In this way the students discuss the material (Slavin, 1995:122). By using the jigsaw technique, the students can efficiently how to comprehend the texts in the form of peer-teaching.

In addition, studies of jigsaw technique have been conducted by many researchers. They were done by Devie (2010), Mira (2012) and Riswita (2012) who revealed that jigsaw technique can improve students reading ability effectively eventhough on Mira' research, the result was not really different significantly.

Although jigsaw technique have been reported can help students in improving their reading ability, the use of jigsaw technique by English teacher is still rare. Thus, this study attempts to fill the gap in the research area of teaching reading. Moreover, considering those previous studies and the importance of reading in our life, this

study is expected to investigate the students' reading comprehension improvement by using jigsaw technique and the students' response toward jigsaw technique.

1.2 Statements of the Problem

The problem that is going to be discovered in this research is stated in the following research questions:

1. Can jigsaw technique improve students' reading comprehension ability?
2. What are the students' responses toward the use of jigsaw technique in improving students' reading comprehension?

1.3 Aims of the Study

There are two specific aims that are conveyed on this research; the first aim of the research is to identify whether or not jigsaw technique can help the improvement of students' reading comprehension the second grade students in one of the junior high school in Sumedang and the second aim is to find out the students' responses toward the use of jigsaw technique in improving students' reading comprehension to the second grade students in one of junior high school in Sumedang.

1.4 Scope of the Study

This study focuses on jigsaw technique that is going to be used in teaching reading to 40 students of second grade of junior high school in Sumedang. It is used to improve students' reading comprehension and their responses toward the learning activity.

1.5 Significance of the Research

This study is expected to provide theoretical, practical and professional development. Theoretically, the result of this research is expected to enrich the teaching technique especially in teaching reading.

Practically, this research presents a teaching technique in learning reading comprehension in the classroom for the second grade of junior high school. The advantages for the teachers are to show the real picture on how jigsaw is used in the classroom so it can be an inspiration for them to teach in the classroom and also it can be a contribution of developing and improving the teaching technique for the teachers. However, for the students it is expected to motivating and helping students in improving their reading comprehension.

Professionally, the result of this research provides on how jigsaw technique used in teaching reading in the classroom. It is expected that jigsaw technique can be used as one of alternative and an interesting technique in teaching reading. So the teachers can use this method in their classroom.

1.6 Clarification of Related Terms

There are some terms in this research that can make misunderstanding or misinterpret for some readers. In this section, the writer would like to identify those terms, there are:

1. Jigsaw Technique

Jigsaw is a cooperative learning structure applicable to team assignments that call for expertise in several distinct areas (Felder and Brent, 2007:3)

2. Reading

Reading is an active process of transferring knowledge, information and making meaning from print to visual from writer to the readers in written form that requires a great deal of practice and skill (Moreillon, 2007:68).

3. Reading comprehension

Reading comprehension is the process of developing our understanding to the information from the text.

1.7 Organization of the Paper

This research will be presented into five chapters;

Chapter I

This chapter consists of the introduction. It consists of the background of the study, statements of the problems, aims of the study, scope of the study, significance of the study, clarification of the terms, and the organization of the paper.

Chapter II

This chapter elaborates the theoretical framework. It explains the theories that relate to the study, jigsaw, reading and teaching reading.

Chapter III

This chapter describes the research methodology. It discusses about the research design, steps of the research, procedures of the research, and the instruments of the research.

Chapter IV

This chapter explains the findings and discussion of the research. It elaborates the effectiveness of jigsaw in teaching reading and the students' responses toward the jigsaw technique in teaching reading.

Chapter V

This chapter presents conclusion and suggestion of the research. It provides the writer' perspective of the research and suggestion which is given for the readers or the next research.