

## **I. INTRODUCTION**

This chapter discusses several points such as the background of the problem, that contains the reason for conducting the research of teaching reading through jigsaw. It covers the background of the problems identification of research problem, objective of the research, uses of the research, scope of the research, and definition of terms. The contents of the chapters are presented as follow.

### **1.1 Background of the Problem**

The use of English as foreign language has grown into a bigger demand for everyone who wish to be involved in global community, that condition leads English to be a very important subject to be taught in the school, especially in senior high school level. Teaching English in high school demands the students to master several competences such as the eligibility to comprehend meaning from essay and to practice it both in written and spoken form in such fluent and acceptable way based on the daily life concept.

In English subject there are productive and receptive skills, the first which refers to the ability of writing and speaking and the later comprises the ability of reading and listening. The two elements are very important to be taught in school. In national examination of SMA and SMP, for example, the test requires the student to answer the listening question and the reading question at most. Here, the

researcher considers that reading aspect is very important to be taught in school in order to help them passing their standard requirement in national examination.

Moreover, reading is also very important in the curriculum of senior high school. Based on the syllabus of senior high school, students have to understand several types of the text such as narrative, recount, descriptive, spoof and etc. These types of the texts are not easy to be taught in school since it contains long paragraphs of story and the students often get bored to read and accomplish the duty of reading the text.

Curently, national examination and English subject has been a special case faced by most student these days. Eventhough teaching English in the class has tried to involve all the language skill but the question in national examination is text-based question, well known as reading question. It means that the students need to be able to master reading aspect in order to pass the national examination. However, the fact shows that the students tend to ignore reading activity since it deals with very long paragraph. In the other side, the teacher teaches reading by only inviting the students to just sit and read, mostly teachers do not guide the students to master reading aspect such as finding main idea, detailed information, vocabulary, and etc. Most English class experienced by students is just sitting, having a text in their table, reading it and answering the question given. It causes the student to have low ability in reading because the control from the teacher is low to make sure that the students really read and understand. Here the researcher

assumed that there must be a technique which can guide the teacher and the students to have fair proportion in the class.

When the researcher was conducting pre research in SMK N 1 Negri Katon, it was also found that there were several main problems during the teaching and learning of reading activity. The researcher found that it was hard for the students to take the main idea from a text and students also often made a mistake in making inference from the text. The majority of students' score was very low, reaching 50 maximally. When the teacher tried to invite them to tell what they read, students seemed to have low bravery to tell to their friends about what they knew with the text. Considering the problems above, the researcher intends to propose a technique that may help the students to increase their achievement on reading activity and to make them really understand and brave to tell what they know about the text they already read.

In this research the researcher uses jigsaw technique as an approach to improve student's achievement in reading. Jigsaw is a teaching technique which at first make students work in a group. In jigsaw activities there are two names of the group 'home group' and 'expert group'. At the first stage students are divided into several groups and it is called 'home group' after each student have their home group, then one student will be taken from each group and they are called 'expert group'. The 'expert group' will have full responsibility toward the paragraph they learn since they have to explain it in their 'home group' later. The researcher thought that when the student had responsibility to master the text since they are

labelled as an expert team, it would help them on understanding the reading text they had.

## **1.2 Formulation of the Problem**

Based on the background above, the researcher formulates problem as follows:

- a. Is there any increase in students' reading comprehension in recount text after being taught through jigsaw at SMK N 1 Negrikaton?
- b. How is the students' response toward teaching recount text through jigsaw?

## **1.3 Objective of the research**

Based on the background above, the objectives of this research are:

- a. To find out whether or not teaching using jigsaw technique can increase students' reading comprehension in recount text.
- b. To find out whether or not students have positive respond toward teaching recount text through jigsaw

## **1.4 Uses of the research**

The uses of research are as follow :

1. Theoretically

The results of this research can be used as the reference for those who want to conduct a research in English teaching process.

The result of this research can be a refernce for those who wants to analyse the respond of students toward Jigsaw

## 2. Practically

The result of this research can be used as an additional information on how to teach english by using jigsaw by considering the strong and the weakness of the technique explained in further chapter.

### **1.5 Scope of the Research**

This research is quantitative research. This research was conducted in the first year students of senior high school of SMK N 1 Negrikaton. The researcher investigated students' reading comprehension by implementating jigsaw technique in increasing their reading achievement. The researcher chose the senior high school with an assumption that they already have enough concern regarding recount text. The topics of the reading was about past time story which was taken from the text book of English subject for Senior High School.

### **1.6 Definition of Terms**

There are some terms used by the writer and to make it clear, the writer gives the definition as follow :

#### **Reading**

It refers to a process of conveying a meaning from a written text in both literal or non literal from which in the other side reading also deals with understanding of a text.

### **Reading comprehension**

It refers to an active process that deals with the understanding in wider form. In reading comprehension, the reader is expected to not only understand the text but the reader also needs to be able to make an inference, understand difficult vocabulary, language feature and etc.

### **Jigsaw**

Jigsaw is a teaching technique that create a cooperative learning among students and make them work to analyze certain unit of a text in a group called 'expert-group' which at the end all of the students on 'expert-group' are responsible to the wider group called 'home-group'

### **Recount text**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.