

I. INTRODUCTION

A. Background of the Problem

SMA School Based Unit Curriculum (KTSP 2006) has been conducted in most of schools.

The curriculum introduces the concepts of some type of English texts where students are expected to be able to understand reading texts in the form of descriptive materials including, *report, narrative, analytical exposition spoof, and hortatory exposition* (Depdiknas. 2006).

Referring to 2006 English curriculum of SMA, a report text is a text which can be written out with a descriptive technique. That is, it describes an object to the readers (Siahaan and Shinoda, 2008:43), Narrative text is a construct created in a suitable medium (speech, writing, images) that describes a sequence of real or unreal events. While, analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, a spoof text is commonly written in a story it is a text amazing which is simplified from fun, and a hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way (English Curriculum of SMA, 2006).

The curriculum states that SMA/MA students should be able to use the language in informational level. Arriving at informational level means that the students are expected to be able to access knowledge and information from the target language (English) by their language skills. There are four skills of language to be taught by English teacher of SMA/MA: listening, speaking, reading, and writing. (Depdiknas, 2006:307) given that the

students are expected to read information to build knowledge by their reading skill, reading materials dominate other teaching materials in almost English textbooks. Therefore, reading skill should be paid more attention to achieve the level.

One of the basic competence standard of reading skill which should be achieved by second grade students of SMA/MA is that the students must be able to understand the meaning of short functional text and the simple essay in the form of narrative in daily living context and to access of the science, accurately and fluently to express the meaning and the rhetorical steps in the simple essay narrative texts. Meanwhile, in this research is used narrative text.

Referring to the English syllabus, narrative text is chosen because it is taught at the first level until the third level in all semester and the problem occurs when the class was discussing it, However, A summary of Englert & Thomas (1987) is One narrative text structure that has Been successfully used to increase reading comprehension.

Moreover, students are expected to be able to comprehend texts or in the other words they have to be able to find out the general ideas and specific information of the context, Unfortunately, based on pre-observation at SMA N I Bandar Sribhawono Lampung Timur students from one class of first year students of social science program of school could not achieve the curriculum target because of their low reading skill especially in finding main idea, social function of narrative text, text organization, language feature.

In researcher's opinion, the teaching used by the teacher was rather inappropriate. The technique focused merely on translation which was done mostly by the teacher. As a result, most of the students did many activities which are not suitable to the learning activity, such as, disturbing friends, reading other books, sleeping, chatting, and day dreaming.

Study done by Yulianti (2008) shows that SMA students were not able to identify the ideas in the reading text that they read. It was also because students had limited amounts of vocabulary needed. Thus, it made students had difficult to understand reading text. In line with problems above, Students in conventional classroom demonstrated a decline in their attitudes about peers, themselves, and academic abilities.

In order to know the factors that caused students' low ability in reading, students were asked why they could not comprehend the text. Based on interviews, there were some factors that cause students' low ability in reading, for example, they were not have good knowledge in reading skill, and they were also bored because techniques of teaching focused merely on monotonous.

Basically, reading is an active thinking activity. Here, the readers' responsibility was not merely to transfer what the author had written into the reader's head but also asked the readers to interact with the text to create meaning and understanding. Thus, the research is focused on how to create conducive situation where the students can engage appropriately in the reading process.

In order to minimize the problem above, there that should be some techniques to be used in teaching reading and an approach reading comprehension in order to motivate students to read all text, so they can get useful information .to do so, the teacher should be able to apply a certain technique and an approach to improve students reading comprehension and to make them enjoy the teaching learning process.

It can be confirmed that one of the problems the teacher have in teaching English is how to make the students reading activities in comprehending the reading materials. As an English teacher, we should be able to be creative in order to find some ways and choose the appropriate techniques and

do the taking approach to involve students reading activities and to provide comprehensible input on the material, Elley and Manghubai (1983:55).

This research focuses on jigsaw techniques and extensive types exercises. Making a jigsaw group to solve the problems and to share the information they get when comprehending the reading materials. Aronson et al (1978) developed jigsaw-teaching technique as cooperative learning technique. This technique can be used in teaching listening, speaking, reading or writing.

In addition, taking extensive types exercises helps students to build good knowledge in reading skill with extended texts. Andrew Barfield (2008) from his paper has argued that an extensive reading exercise can increase student ability in reading comprehension as well as narrative texts.

In this technique, teacher needs to pay attention to students' schemata or students' experience background and an approach help students activate their schemata so that the materials become more meaningful. Furthermore, students can work together with their friends in cooperative situation and have many opportunities to process the information that may increase communication skill.

There are many reasons why jigsaw group and extensive type exercises are chosen as a technique and an approach in teaching reading. One of them is that through extensive type exercises by using jigsaw each student can be active learners who can give his idea and share it with the other members when they have some problems in comprehending the reading text.

The previous research at SMA V Bandar Lampung (Purwati, 2008) showed that jigsaw increased students' speaking ability. So the writer will try jigsaw technique in teaching reading, it expected

to be active, to be fun, cooperative, responsible, and independent learner because in jigsaw has some segments fun that make students to be active learners of reading class.

Furthermore, in Bell's research (1994) provided an extensive reading program was established for language learners, emphasizing the benefits of this type of input for students' English language learning and skills development. Practical advice is then offered to teachers worldwide on ways to encourage learners to engage in a focused and motivating reading program with the potential to lead students along a path to independence and resourcefulness in their reading and language learning.

This studying is in the form of classroom activities reading can significantly improve the number of students who involved active and students' reading comprehension. then improve the teacher's performance through her research entitled "The Implementation of Jigsaw Technique through Extensive Type Exercises in Reading Comprehension at the second year of SMAN I Bandar Sribhawono Lampung Timur". That's necessary to do a classroom action research which implements four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection (Arikunto, 2006:16) to overcome this problem. Besides, there was no research about this case before in the school.

B. Formulation of the Problem

In line with the background and the explanation of the problem, the main problem of this research.

1. How can be Jigsaw implemented in the second year of SMAN I Bandar Sribhawono to improve the students' reading activities through extensive type exercises in terms of narrative texts?

2. How can be Jigsaw implemented in the second year of SMAN I Bandar Sribhawono to improve the teacher's performance in teaching reading skill through extensive type exercises in terms of narrative texts?

C. The Objective of Research

The objectives of the classroom research are:

1. To find out how can Jigsaw be implemented in the second year of SMAN I Bandar Sribhawono to improve the students' reading activities through extensive type exercises in terms of narrative texts.
2. To find out how can Jigsaw be implemented in the second year of SMAN I Bandar Sribhawono to improve the teacher's performance in teaching reading skill through extensive type exercises in terms of narrative texts.

D. The Uses of the Research

The uses of this classroom action research will be useful both practically and theoretically.

1. Practically, it is hoped that this study will be used as the information concerning with whether there is improve of students' reading comprehension that are taught by using Jigsaw Technique through Extensive Type Exercises, and as a help to English teachers in finding an appropriate way to improve students' reading comprehension.
2. Theoretically, the result of the research can contribute useful a references for future classroom action research with the similar problem of the reading comprehension, and useful a references for future the next study will concentrating on students' reading comprehension.

E. The Scope of the Research

The classroom action research was conducted at the second years 2009/2010 SMAN I Bandar Sribhawono Lampung Timur. The class was class XI Social I Consists of 30 students who had already followed reading class in term of narrative texts in the previous semester.

The Research was done in three cycles. The first cycle was done based on the problem of the research, the second cycle was done based on the result of the analysis from the first cycle then the third cycle was done based on the result of the analysis from the second cycle.

The materials were adopted from English curriculum of senior high school. The material of the teaching learning is about understanding text and sharing information from narrative text in term of Social Function, Generic Structure of Narrative text, and Lexicogrammatical Features of narrative text.

In the classroom activities, the teachers hand out lesson materials consisting of four reading texts and asked the students work pairs and identified the text then practice it on jigsaw. The material consists of Narrative text. Therefore on this sheet, the score is based on the Multiple Choice and True and False items.