

## **I. INTRODUCTION**

This chapter deals with the reason for conducting this research. It also includes Background of the Problems; Identification of the Problems; Limitation of the Problems; Formulation of the Problems; Objectives of the Research; Uses of the Research; and Definition of the Terms.

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

There are four skills of language to be mastered in learning English namely, listening, speaking, reading, and writing. One of the skills needed to be developed in Senior High School is reading skill. Reading should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Reading is likely something crucial for the students because the success of their study depends on their ability to read. If their reading skill is poor they will definitely have difficulty in making progress. Afflerbach (2007:12) states that reading is a dynamic and complex process that involves skills, strategies and prior knowledge. In reading, the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text.

Based on the pre-research at the first grade of SMAN 1 Pesisir Tengah Krui Pesisir Barat on 25<sup>th</sup> February 2013, it was found that almost 70% students of SMAN 1 Pesisir Tengah had low ability in reading. It was proved by the statement of Mr. Ahmad Muttaqin, S.Pd, one of English teacher of SMAN 1 Pesisir Tengah Krui Pesisir Barat. He said that generally, the students had difficulty in comprehending an English reading text. The students had difficulty in finding the main idea of passage with long sentences. In addition to find the main idea, they had difficult to understand specific information, to make inference, to identify reference and to identify the meaning of difficulty of vocabulary in the reading text. It could be seen from their reading comprehension test scores which were mostly lower than the minimal mastery criterion (KKM) of that school which was 70.

The cause of the problems came from students' reading style. The students prefer to read alone with consideration that they feel convenient and can concentrate better. They do not try to discuss the text. Then the problem also came from the students' reading skill, there were some causes such as the limited vocabularies, sentence construction within paragraph, difficulties in finding the main idea, supporting details, reference and inference of the text.

It was also found out that, the cause of the problem might be from the teacher. After asking some students, it was found that the teacher still used conventional technique in almost every teaching and learning process. The teacher just asked the students to

read certain text in students' exercise book, and then he asked them to do the task following the text. The monotonous process of learning made the students discouraged to learn.

In this case, the writer focused on how to create situation where the students can involve and enjoy their learning process. The writer assumed that there should be some suitable techniques in teaching reading which could motivate the students to read all text so they could understand the information.

The study applied cooperative learning in teaching reading comprehension. *Cooperative learning* is one of learning strategies which is considered applicable and useful in increasing students' reading comprehension and make the students active during the learning process (Majid, 2007). Students must work in groups to complete tasks collectively. Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Cooperative learning has some technique, they are; STAD (Student Team Achievement Divisions), discussion, mind mapping, think pair and share, jigsaw, role playing etc.

In this research, the writer applied jigsaw technique in teaching reading. *Jigsaw technique* is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objectives (Brown, 2001:179). The reason why the writer used jigsaw technique

was to give students more chance to discuss and find some information in text. The writer assumed that jigsaw technique was a suitable way to motivate students in reading. By using jigsaw technique, they acquired basic knowledge. Then, they applied that knowledge in their expert groups to discuss the guiding questions. It also gave every student a chance to be an expert. They were forced to synthesize their previous discussion into something meaningful activities.

They were as problem and since the technique had never been used there, the writer was really interested to find out about “Increasing Students’ Reading Comprehension Achievement Using Jigsaw Technique at the First Grade of SMAN 1 Pesisir Tengah Krui Pesisir Barat”.

## **1.2. Identification of the Problems**

In line with the background of the problems, the following problems can be identified:

1. The students tend to be passive (teacher- centered). The teachers are not aware of the appropriate strategy of teaching reading especially which deals with active learning which is needed to be applied in various types of text. During learning process, the teachers only apply same technique for all types of reading texts. The result is that the students do not have any ideas in their mind of their reading.

2. The teacher still applies the conventional technique in teaching and has not tried other various techniques. So, it makes the students feel bored and not interested.
3. The teacher uses the monotonous technique. The teacher just asks the students to read certain text in the book or students' exercise book, and then the teacher asks them to do the task following the text.
4. The students get difficulties in comprehending the reading text, finding the main ideas, finding the details, answer the question from the text and making inference from the text. As the results, the students got difficulties in retelling and transferring the information from the text.
5. Students' motivations in learning English are still low.
6. Students have negative attitude in learning English. The students are lazy to read a book because their interest of reading a book is very low.
7. The students are lack of vocabulary.

### **1.3 Limitation of the Problem**

In line with the identification of the problems above, the focus of the research was teaching reading comprehension using Jigsaw technique. The decision was taken by considering the importance of Jigsaw technique as one of Cooperative Learning's strategies that was useful to increase students' reading comprehension achievement. The population was the first grade students at SMAN 1 Pesisir Tengah Pesisir Barat.

The population was chosen because they have studied vocabulary, grammar, and kind of texts in previous lesson.

#### **1.4. Formulation of Problems**

Based on the limitation of the problem above, the writer would like to focus on the following research questions:

1. Is there any increase of students' reading comprehension achievement after being taught through jigsaw technique?
2. Specifically, can jigsaw technique improve reading comprehension achievement of the students in terms of marco skill?

#### **1.5. Objectives of the Research**

In relation to the research questions, the objectives were:

1. To find out whether there is an increase of students' reading comprehension achievement after being taught through jigsaw technique.
2. To find out whether jigsaw technique can improve reading comprehension achievement of students in terms of marco skill.

#### **1.6. Uses**

The findings of the research are expected to be beneficial not only theoretically but also practically.

1. Theoretically, the result of the research is expected to confirm and to support the theory about teaching reading using jigsaw technique.
2. Practically, the result of the research can be used to inform the English teachers, and students, especially in SMA, about the process of teaching reading comprehension by using jigsaw technique and may apply it as one of reading comprehension technique that can increase the students' reading comprehension achievement. Hopefully, the results of the research can be used as the consideration policy related to the development of teaching reading.

### **1.7. Definition of the Terms**

- *Reading Comprehension* is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.
- *Jigsaw* is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic.