

## **I. INTRODUCTION**

This chapter described the reasons for conducting the research and it deals with several points: introduction that concerns with background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, significance of the research, and definition of terms as will be elaborated in the following sections.

### **1.1. Background of the Problems**

In learning English, students are expected to be able to master all language skills, i.e. listening, speaking, reading, and writing. Basically, reading is important to succeed in international communication. Reading is the ability to understand the written texts. Besides that, English has been a compulsory subject in all levels of education from elementary to university. The need for reading and taking out the information from various text above seems to be extremely important. Reading skill is needed to get information from books, magazines, novels, essays, and article on internet.

Therefore, mastering reading skills are important for all people especially students in senior high school. Reading is the language skill which learners usually find the most difficult. They felt under pressure to understand every word because they are

lack in their vocabulary. It automatically influenced their ability in making inferences, finding information detail and finding main idea. The teacher has an important role to choose appropriate methods and techniques to attract students' passion in improving this skills.

In accordance to the pre-observasion at SMAN 2 Kota Metro, it was found that the students were still confused in determining reference and inference, finding information detail and understanding vocabulary. It can be seen from their final examination scores. Many students had score under the KKM. It is because the students had difficulty to read because most of them have limited knowledge mastery of vocabulary and lack understanding of reading skills such as: understanding vocabulary, making inferences, finding information detail and finding main idea.

Another problem was lack of the students' participation in the classroom. For example when the teacher dominated the activity in the classroom, the students might feel like they do not have enough chance to participate actively. The lack of participation may result in lack of motivation. And lack of motivation influenced students' reading comprehension.

As stated previously, one of the problems may be that the students felt bored because the techniques used by the teacher was monotonous. There were many students who felt sleepy when the teacher explained the materials. It may be because the teachers did not use good technique or method in the class. It is

necessary for English teacher to make reading materials more interesting and motivating so that the students can progress in reading.

Therefore, the writer 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, discussion, mind mapping, think pair and share, jigsaw, role playing etc.

In this research, *jigsaw cooperative learning* was chosen to make the situation enjoyable and motivating. The writer tried to apply the technique that may be effective to improve the students' reading ability to solve the problems in comprehending the text. The writer applied jigsaw technique in teaching reading. *Jigsaw cooperative learning* 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). *Jigsaw cooperative learning* is developed by Aronson. Jigsaw is used firstly in 1971 in Austin, Texas. The purpose of jigsaw reading is to develop student' mindset to think creatively. It makes the students to be independent. It also keeps existence of high level responsibility.

Furthermore, this research focused on the implementation of *jigsaw Cooperative Learning* in teaching reading toward reading skills. This technique was applied to investigate what is aspects of reading most improved when *jigsaw Cooperative Learning* implemented in teaching reading. This strategy was chosen since the Senior High School students have monologue/essay, i.e. descriptive, report, recount, narrative, procedure texts and functional texts, i.e. advertisement, brochure, schedule, message, notice, invitation. In accordance with the information from the teacher, *Jigsaw Cooperative Learning* had not applied yet by teacher of SMAN 2 Kota Metro.

Therefore, the writer was really interested in improving students' reading comprehension using *Jigsaw Cooperative Learning* and which aspect of reading significantly improve after being taught by *Jigsaw Cooperative Learning* at the second grade of SMAN 2 Kota Metro in term of macro skills.

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

In relation to the background of the problem above, the following problems can be identified:

1. The students get difficulties in comprehending the reading text, finding the main idea, getting information from the text, finding the details, finding synonyms or antonyms in particular words, getting the answer to the questions based on the text and making inference from the text. In line with pre-observation, in learning process, the teachers only apply the same technique for all types of reading texts.

2. The teacher do not realize the appropriate technique or method of teaching reading especially which deals with active learning which needs to be applied in various types of text the students' interaction.
3. In learning process, the teachers only apply the 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.
4. The students get bored while learning process because the technique used by the teacher are monotonous.
5. The students are lazy to memorize the words and practice English in their daily life. So that they are lack of vocabulary.

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

In line with the identification of the problems, the focus of the research was on the 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 writer assumed that there should be some suitable techniques in teaching reading which could motivate the students to read all the text so they could understand the information.

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

In relation to the limitation of the problem above, the research problems were formulated as follows:

1. Is there any significant improvement of students' reading comprehension achievement after implementing Jigsaw Cooperative Learning in teaching reading at the second year students of SMA Negeri 2 Metro?
2. Which aspects of reading comprehension significantly improve after using Jigsaw Cooperative Learning in teaching reading at the second year of SMAN 2 Metro in term of macro skills?

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

In line with the formulation of the problems above, objectives of the research were as follows:

1. To find out whether there is an improvement of the students' reading comprehension achievement after being taught through *Jigsaw Cooperative Learning*.
2. To investigate which aspects in learning macro skills of reading comprehension significantly improve when *Jigsaw Cooperative Learning* implemented in teaching reading.

## **1.6. Significances of the Research**

The results of this study were expected to be beneficial both theoretically and practically elaborated in the following section.

### **1. Theoretically**

The results of the research were expected to support theories dealing with Jigsaw Cooperative Learning, as discussed in chapter 2.

### **2. Practically**

- 1) The results of this research were expected to give information to the English teachers, especially in guiding students to read text effective way.
- 2) It was also expected to encourage students' awareness of making inference in various types of reading texts through *Jigsaw Cooperative Learning*.

## **1.7. Scope of the Research**

This research was conducted to improve the reading's comprehension skills and to investigate which aspects in learning macro skills of reading comprehension significantly improve of second grade of senior high school students. The strategies that were applied in this research are active learning which cover Jigsaw Cooperative Learning Strategy in experimental class. There would be taken one class as a sample, which would be selected using simple random sampling. The class would be selected randomly by using lottery, since the second year students in SMAN 2 Metro is not stratified class. This research focused on narrative text

(imaginative experiences) because of suggestion teacher of English. The students are expected to be able to comprehend some reading aspects in macro skills: main idea, vocabulary, specific information, reference and inference. The materials was taken from English Book based on the School Based Curriculum (KTSP) of SMA. To find out the improvement of students' reading comprehension, set of pre-test and post-test measured here.