

I. INTRODUCTION

This chapter describes the background of the study. It includes the process of how reading comprehension was taught; identification of the problems; limitation of the problem; formulation of the problem; the objectives of the research, uses of the research, the scope of this research, and the definition of the problems.

1.1 Background of the Problem

Reading is one of the main keys in English teaching-learning process through which reading, the students can gather important information needed, sharpen the insight and vision, and give recreation and enjoyment. Therefore, teaching reading is crucial since reading skill is needed by the students to enable them handle the textbook or other references written in English.

Basically, reading has been claimed as one of the skills that can determine the students' success in learning English. In this case, they do not only understand the structure of the texts but also comprehend the meaning of the text. It means that adequate reading skills are important for school, social, and economic advancements. Some students learn how to read and comprehend what they read fairly well. But, there are many students who have difficulties to read and comprehend what they have read.

Based on the writer's observation at SMPN 1 Kedondong, it was found that many students have difficulties in reading and comprehending the reading materials. Some students found difficulties in finding factual information from the text such as main ideas, supporting details, etc. The students also faced difficulties in using conjunctions and identifying them.

Besides that, the lack of vocabulary is also one of problem that is faced by the students. Some students spend much of their time to pay full attention to find the meaning of the word without trying to find the message of the text.

Because of those problems, the students could not catch the ideas of the reading materials and it is difficult for the students to get the message of the text. This implies that the students could not comprehend the reading text. Reading comprehension is a process of activating prior knowledge of reader, which corporate the appropriate cognitive skills and reasoning ability to find out the concept from the text.

Since English is not the students' first language, comprehending the text is not an easy thing for the students. In comprehending process, the students should not only pay attention and identify the symbols in front of them, but they should be able to interpret what they have read. Comprehension is the understanding and interpreting of what is being read. To be able to understand written material, students need to be able to decode what they read, make connections between what they read and what they already know and think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or

knowing the meanings of words. Then the result they deeply get the idea what the writer want to share through the writing materials.

Many junior high school students sometimes are unable to get complete understanding of the texts. This might be caused by the fact that many students do not know the essential information needed to understand a word, including how a word combines with other words. Therefore, those students need strategies in order to overcome the problems.

Based on School-Based Competence Curriculum, reading has function in understanding the meaning in written expression formally or informally in recount, narrative, procedure, or descriptive text. But in this research, the writer only focuses on descriptive text because it is a familiar text for the students and it was suitable with the syllabus they learnt. Although it is a familiar text for the students but they still have problems in comprehending it. The generic structure of descriptive text is divided into two, i.e. identification and description, the students confused which sentence is identification or description. Then the students have to understand the language feature of descriptive text such as the use simple past tense, action verb, connector, etc.

Teacher should be creative in choosing the technique in transferring the information. Teaching technique can give a crucial effect to the students' success in reading text. Therefore, the writer is interested in applying jigsaw as one of the technique to solve the readers' problem in reading. Jigsaw is one of the interactive reading techniques that make the students understand how to comprehend the reading text well. Jigsaw is a originally designed for teacher-led small groups of

students who learn English as a foreign language. Jigsaw is a collaborative learning technique that makes the students work cooperatively and effectively. It is reasonable because by using Jigsaw the students can focus on one problem and they can share things they get with their own group.

Based on the explanation above, the writer conducted a research entitled “Teaching Reading of Descriptive Text through Jigsaw at Seventh Grade of SMPN 1 Kedondong Pesawaran”.

1.2 Formulation of the Problem

Based on the background above, the problems are formulated as follow:

1. Is there any significant difference of students’ reading comprehension in descriptive text before and after being taught using jigsaw technique?
2. Is there any significant increase of students’ reading comprehension in descriptive text before and after pre test and post test

1.3 Objective of the Research

In writing this research, the writer had an objective as follows:

1. To find out whether there is significant difference of students’ reading achievement before and after being taught using jigsaw technique
2. To find out whether there is a significant increase of students’ reading comprehension before and after pre test and post test

1.4 Uses of the Research

The results of this research are expected to give valuable contributions to the followings:

1. Theoretically, this research is expected to show the result is relevant to the theories. Moreover, this research is used as a reference for the next writer who will concentrate on the similar scope of research.
2. Practically, this research hopefully can be the consideration to contribute useful information for the students about Jigsaw as one of the technique in improving reading comprehension and make the students familiar with this technique.

1.5 Scope of the Research

The limitation of the problem is the implementation Jigsaw technique in teaching reading comprehension of descriptive text to the seventh grade students of SMPN 1 Kedondong. Based on the School Based Curriculum 2006, descriptive text has been learned by Junior High School students in first semester. The class of VII.2 in the academic year of 2012/2013 was chosen as the sample of the research. There are several problems which are faced by the students of SMPN 1 Kedondong in comprehending Descriptive text.

1.6 The Definition of the Terms

- **Jigsaw**

In this research, Jigsaw is one of the strategies that apply to improve students' reading comprehension. Jigsaw is a method of teaching reading comprehension originally designed for teacher-led small groups of students who learn English as a foreign language. Jigsaw is a collaborative learning technique that makes the students working cooperatively and effectively.

- **Reading Comprehension**

A concept of reading as the applications of a set of isolated skills such as findings the main ideas, identifying cause and effect relationships, comparing, and constructing.

- **Descriptive Text**

One kind of text that has function to describes someone, or something in various experience in different ways. In this study, Descriptive text is one of appropriate text in applying Jigsaw.