CHAPTER I
INTRODUCTION

This chapter discusses introduction dealing with background of the problem, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

There are four skills to be mastered in learning English, namely: listening, speaking, reading and writing. Based on 2006 (SBC) the students are expected to learn English from various types of the text. It means that the students have to deal with many texts during the English lesson, for example descriptive text, recount text, explanation text, discussion text, reviews text and also narrative text. In the syllabus, it is stated that the students should be able to identify the topic from the text read, identify certain information, identify the meaning of the words in the text read and identify the meaning of sentences in the text read.

The SBC also states that the students must be able to communicate through oral and written text, mainly in the narrative, recount, explanation, discussion, commentary and review by stressing on the interpersonal meaning and variety of textual meaning. Therefore, the students need to deal with many texts during the

English lesson, they also need to have reading skill to make them easier in getting the main idea and specific information from the text.

Unfortunately, based on the researcher's pre -observation conducted in SMAN1 Krui, it was found that the first class of social science program class II has several problems. First, the students still have difficulty in comprehending the reading text; as a result their reading scores were low. Second, the average of the students reading comprehension test score was 60 which were lower than the minimal mastery criterion (KKM) of that school which was 65. The researcher assumes that the problems happen because the students are unable to identify the main ideas, specific information, reference and interference of each paragraph of the text.

Due to the problems faced by the students, the researcher tried to find out the cause of the problem. From the pre observation, the researcher assumes that, one of the causes of the problem is the inappropriateness of teaching technique used by the teacher in teaching reading. So it is clear that English teacher should be creative to select the teaching techniques, especially in teaching reading comprehension to make the students understand the subject better.

Besides, reading comprehension requires motivation, mental frameworks for holding the ideas, concentration and good study techniques. There are many ways to be good at reading such as the readers should know the purpose in reading, they should also have awareness of type of material they are reading, and they should use reading technique so that it can help them in comprehending the reading text.

From the explanation above, it can be identified that one of the problems the teacher have in teaching English is how to make the students have the ability in comprehending the reading materials. In this case the English teachers are expected to try some techniques or ways to be used for teaching reading comprehension, i.e. by using jigsaw technique. Jigsaw technique is considered as an alternative. Jigsaw technique was developed by Aronson 1978. This technique can be used in teaching listening, speaking, reading or writing. Jigsaw technique is an interesting activity which can activate students in reading because each student can be active learners by giving his/ her idea and share it to the other members when they have some problems in comprehending the topic.

Jigsaw is a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. Each student is assigned to a "home groups" of three to five, and an "expert group" consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge.

There are many reasons why jigsaw technique is chosen as a technique in teaching reading. One of them is that through jigsaw technique all of the students have a chance to interact whit the other students. In this activity, the students will form a community that can make them love the teaching learning process. Besides, by using jigsaw each student can be active learners by giving his/ her idea and share

it to the other members when they have some problems in comprehending the topic.

Jigsaw technique is expected to increase the students' comprehension and have a compelling reason for communication. It is also helped that it will receive support from other students. By implementing this technique, it is expected, that the students will share responsibility for each other's learning as they use critical thinking and social skills to accomplish the learning task, and gain self-confidence through their contributions to the group effort

According to the previous statements, the researcher thinks that it is important to apply the more interesting reading activity. So this research is focused on one technique of teaching reading comprehension of narrative text. In order to know the process of the teaching learning process of reading narrative text, the researcher entitles this research paper "The implementation of jigsaw technique in teaching reading comprehension at the second year students of SMAN1 Krui".

1.2 Identification of the Problems

In reference to the background of the problem previously presented, the following problems can be formulated as follows:

a. Students get difficulties in comprehending the reading text. They get difficulties in getting information from the text, especially in finding main idea, social function of narrative text, text organization, and language features.

b. Students do not have sufficient vocabulary mastery to comprehend the text.

c. Students do not have sufficient Reading skills which make them lazy to read the text.

d. Students' motivations in learning reading are still low. It is difficult to improve their reading ability well.

e. Teacher uses inappropriate media in teaching reading. Thus, it is difficult to attract students' interest to read English text and the students feel discouraged and bored to read English text.

f. Teacher uses inappropriate teaching technique in teaching Reading. So it is difficult in helping students in reading comprehension.

g. The students reading comprehension achievement is still low. The students almost get low score from standard minimum score.

1.3 Limitation of the Problems

Based on the identification of the problems above, the problems of the currents research are limited in:

1. The students' reading comprehension achievement.
2. The students' participant during the teaching learning process.
3. The teacher's performance in teaching reading.

As the solution to overcome their problems, this research was intended to used the jigsaw technique as one of technique in teaching learning strategies in order to avoid misunderstanding between the students.

1.4 Formulation of the Problems

Based on the background above, the researcher tried to state the problem as follows:

1. How can jigsaw technique be used to improve the students' reading comprehension achievement?

2. How can jigsaw technique be used to improve students' participation during the teaching learning process?

3. How can jigsaw technique be used to improve the teacher's performance in teaching reading?

1.5 The Objectives of Research

The objectives of the classroom research are:

1. To find out how jigsaw can be used to improve the students' reading comprehension achievement?

2. To find out how jigsaw technique can be used to improve students' participation during the teaching learning process?

3. To find out how jigsaw technique can be used to improve the teacher's performance in teaching reading comprehension?

1.6 Uses of the Research

The findings of this research are expected to be useful both theoretically and practically.

Theoretically:

1. To verify the previous theory dealing with the theories of jigsaw technique.

2. To be used as a reference for the next researcher who will concentrate on students' reading comprehension achievement.

Practically:

The findings of the research are expected to be beneficial for:

1. As the information concerning with whether there is improvement of student's reading achievement and teaching learning process that are taught through jigsaw technique.

2. As a help to English teachers in finding and appropriate way to improve student's reading achievement.

1.7 Scope of the Research

This reseach was conducted at SMAN1 Krui Lampung Barat, while the subject of the reseach was the second year students of senior high school academic year. In this case, the material of reading taught was narrative text. The reason why the reseacher chose narrative because it is one of kind of fuctional text that should be mastered by the students in this level.

1.8 Definition of Terms

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

Reading Comprehension

It is refers to a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Jigsaw

It is refers to a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning.

Technique

It is refers to a way of presenting that actually takes place in language teaching or learning in the classroom.

Narrative

It is refers to a text which tells what happened. To amuse, entertain, and to deal with actual or vicarious experience in different ways.

Classroom Action Research (CAR)

It refers to an action in a research, which can be done by the teacher as a researcher, and the teacher with his/her colleague, and allows the teachers to investigate events to take constructive steps to word solving immediate problems and systematically reflecting on the outcome.