

CHAPTER I

INTRODUCTION

This chapter presents: background of the study, problem of the study, objective of the study, the significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Reading is one of English skills, which the most of students do not like it. It is because most of the students still get difficult in understanding the English text of their subject or other book. We have probably heard the education community emphasizing the importance of reading comprehension, but we may not realize how important reading actually is. The importance of reading dealing with communication is to response the meaning of the written text. Written text is one of the communication media. Therefore, if the learners want to communicate with other which have different language they should not only be able to speak, write and listen, but also read in order to memorize the information that they can use to communicate.

In general, reading activity is very important to students, it will make them able to read. To read well, learners have to detect and select the right cues from concepts or meanings. They have to develop their abilities to perceive the elements of reading text to get meanings with sufficiently efficient speed. However while the learners are reading some written texts,

not all information included on the text can be absorbed by their brain. Moreover, if the learners do not exactly understand the meaning of the written text that they read, they will not get information. It is the reason that's why reading comprehension is so important for the students.

Many people never realize that reading is an important thing to develop our achievement in this life, especially, in English. For example if we read some newspapers and some books, we will get more message, entertainments, knowledge and information. The important is how the teacher can teach reading material well, so the students have ability to understand the English text in their subject or other sources, that is why the teacher must use the method which can loose the boring activity of reading in order students can interest in reading.¹ There are many problems faced by the teacher in teaching on reading process, especially in choosing the suitable method. Without the suitable method, the teaching of reading process will not be as successful as we want to.

To make teaching process successful, we must solve problems beginning from the teacher because students get knowledge from their teacher. If their teacher has high capability to transfer the knowledge, absolutely the teacher will be able to produce good graduate. This is in line with what is stated by Sanjaya (2006):

“komponen yang sangat mempengaruhi dalam proses pembelajaran adalah guru. Dalam hal ini adalah wajar karena guru adalah sebagai ujung tombak yang langsung berhubungan dengan murid sebagai subjek dan objek pembelajaran. Walaupun proses pembelajaran didukung oleh kurikulum yang bagus dan ideal

¹ Siler, car R, spantial dynamics: *An alternative teaching tool in the social student*. Eric digest(<http://www.eric digest.org/1998-2 spantial.html> 1998).3 Accessed on October 30,2012

serta lengkapnya fasilitas, tanpa diimbangi dengan kemampuan guru dalam mengimplementasikannya, maka semuanya akan kurang bermakna. Oleh sebab itu, untuk mencapai standar proses pendidikan, sebaiknya dimulai dengan menganalisis komponen guru".²

Based on the statement, teachers must be creative to apply method in order to make the teaching learning process comfortable to their students. Moreover, the teacher is not only teaching and giving material, but teacher also becomes the manager, problem solver and guide for the students. So students feel pleasant and endured. Teacher is driver, so the driver should deliver his passengers to their goal.

A special strategy must be created, provided, and applied to teach them in order that they can improve their reading comprehension achievement especially reading class. It is work hard to do that for the teacher, he must need a very high quality to teach them and the teacher must have good ability and finally can make them into the best condition in learning English and the last objective they can improve their reading comprehension achievement with given good learning strategies.

There are so many kind of learning strategies and methods to teach English. Jigsaw is one of method and strategies used in teaching english to improve the students achievements. Jigsaw is kind if cooperative learning that can make the sudents work together with others to solve the problem. Jigsaw technique is one of cooperative learning that considered as the most flexible of the strategy. It can be implemented to teach any skill of language learning

² Wina Sanjaya, *Strategi pembelajaran* (Jakarta: Prenada Media Group, 2006), 13

(involves speaking, reading, writing and listening) and any kinds of subject, such as mathematics, social, and science.

Previous study have been conducted related to jigsaw as a strategy in reading. Iskandar (2010) conducted jigsaw strategy under the title “ The Implementation of Jigsaw in Teaching Reading to Improve Students’ Reading Ability in Fifth Grade Students in One of Elementary School in Bandung District”. By conducting Class Action Research (CAR), the result of this study show that *Jigsaw Strategy* can improve students’ reading ability in fifth grade students in one of Elementary School in Bandung District.

Based on the description above, the reseach about “Jigsaw Strategy” was done in Elementary school. This method will implemented by the reseacher in Senior High School that has not used jigsaw method yet. And the researcher would like to analyze more about the using of jigsaw method in teaching English reading through the thesis entitled “ **The Effectiveness of Jigsaw Strategy in Teaching Reading for The Second Grade Students of MAN Nglawak Kertosono.**”

B. Problem of the Study

Related to the background of the study above, the problem of the study is “Does the group taught by jigsaw strategy have better score in reading than the group taught without jigsaw strategy for the second grade students of MAN Nglawak Kertosono?”

C. Objective of the Study

Based on the problem stated above, the purpose of this study is to know whether the group taught by jigsaw strategy have better score in reading than the group taught without jigsaw strategy for the second grade students of MAN Nglawak Kertosono.

D. The Hypothesis

L.R. Gay stated that a hypothesis is a tentative explanation for certain behaviours, phenomena or events that have occurred or will occur.³ In this research, the researcher wants to know that students taught by Jigsaw Strategy have better reading skill than students taught without Jigsaw Strategy. The researcher builds the hypothesis to make the purpose of this study more clear and detail. The resercher hypothesis is: Hypothesis 1 (Ha): students taught by Jigsaw Strategy have better reading skill than students taught without Jigsaw Strategy.

E. Significance of the Study

This study is expected to be profitable to all sides, including school, teachers and students. This research will give beneficial information about the present condition that appears in teaching learning process by using this alternative technique. For school, this research is expected to get a picture of the real situation of teaching English reading in junior high school. Besides, it will give contribution to English teachers and it can be a reference to improve

³ Gay L.R. *Educational Research: Competencies for Analysis and Application*. (New York: Macmillan Publishing Company, 1987), 66.

their ability and competence in teaching English. For students, hopefully they can be interested in the learning process; they can build their characteristics to be responsible students, improve their teamwork in a group, and build their confidence to get a better achievement in English subject.

F. Scope and Limitation of the Study

This study attempts to describe the process of English reading class at MAN Nglawak Kertosono. The using of material is adjusted on the curriculum on the second grade in second semester. It contain Hortatory Exposition, Narrative and Spoof. But, here the researcher use genre Narrative. The researcher limited the research on the use of Jigsaw Strategy as teaching strategy to improve students reading skill at the experimental group. And the subject of the study is the student at the second grade of MAN Nglawak Kertosono.

G. Definition of Key Terms

To make it clear for the readers to comprehend the topic discussed in this study and to avoid the confusion on the similar terms, it is needed to define key terms used in this study, they are:

1. The Effectiveness

Producing the result that wanted or intended; producing a successful result.

2. Jigsaw

According to Arosen (2008) there are ten steps considered important in the implementation of the jigsaw classroom.⁴

- Students are divided into 5 or 6 persons in a jigsaw group. The group should be diverse in terms of ethnicity, gender, ability and race
- One student should be appointed as the group leader. Those persons should initially be the most mature student in the group
- The day's lesson is divided into 5-6 segments (one for each member)
- Each student is assigned one segment to learn. Students should only have direct access to only their own segment
- Student should be given time to read over their segment at least twice to become familiar with it. Students do not memorize it
- Temporary expert groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group
- Student comes back to their jigsaw group
- Student presents his or her segment to the group. Other members are encouraged to ask questions for clarification
- The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being

⁴ <http://www.schreyerinstitution.psu.edu/pdf/alex/jigsaw.pdf>

dominating are disruptive. There will come a point that group leader should handle this task. Teacher can whispers to the group leader as to how to intervene until the group leader can effectively do it themselves

- A quiz on the material should been given at the end so students realize that the sessions are not just for fun a games but they really count.

3. Reading Comprehension

Reading is the process of finding information from the text.

Narrative text is a story or a description of events in a story.