

CHAPTER I

INTRODUCTION

This chapter presents and discusses about the background of the study, reasons for choosing to topic, statement of problem, the objective of the study, hypothesis significances of the study.

1.1 Background of study

English belongs to a foreign language and it is taught as a compulsory subject for students in Junior High School and Senior High School level in Indonesia. Based on the curriculum 2013), there are two important aspects that have to be learned by the students, namely language skills and language components. Language skills cover listening, speaking, reading, and writing while language components include grammar, vocabulary, and pronunciation.

Reading is one of language skill that should be learned by senior high school students. Reading is an activity of getting information in written so that it becomes a boring activity for some students. They still get confused in understanding the meaning of the text. The problem usually faced by the students are lack of vocabulary, minimum prior knowledge of a text, and lack of capability of some tasks. One of the main problems that students also face in learning reading is how to improve their reading comprehension. These conditions are identified as the students get the difficulties to answer especially to find main ideas, make conclusions, and paraphrase. Thus, the result of their reading achievement is low.

From the problem mentioned above, it is obvious that there should be huge efforts done by the teacher to help the students improve their reading ability. In addition, the teacher should focus on the implementation of the techniques in the classroom about how to teach them appropriately. Consequently, the duty of the English teacher becomes more difficult because they should motivate and encourage the students to read English text as a part

of English lesson. The teacher should also encourage the students to acquire and to master reading skill as one of the most important English skill.

At second grade students of senior high school level, students are expected to learn some types of text, such as report, analytical exposition, narrative text, hortatory exposition, and spoof. Narrative text is a common text which is used in teaching and learning activities and national examination. Narrative text is piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Anderson, 1997). Based on the theory, it can be assumed that narrative text can be interesting and easy to study since its purpose is to entertain readers.

There are some difficulties in comprehension a text for second grade students of senior high school, especially narrative text. Commonly, they cannot find the generic structure of story, such as orientation, complication, resolution and re-orientation and also other elements of a story, such as plot, character, and setting. Moreover, students are lack of vocabularies. It makes students cannot translate and interpret the content of a text properly. It is because the students are taught with conventional strategy. The teacher does not use appropriate teaching methodology and media in teaching and learning process.

In teaching reading, teacher might to apply a cooperative learning technique in the classroom. It is tool teacher use to encourage mutual helpfulness in the groups and the active participation of all members (Gilakjani & Sabouri, 2016). It is necessary to apply since cooperative learning could create an ambience of active participation of each students to get involved in learning process. One of the effective strategies in teaching reading included in cooperative learning technique is jigsaw.

Jigsaw is an efficient technique and can avoid student's boredom (Barkely, 2005). It is because students can work together with their peers and also study independently with the teacher's control. Through this technique the students will be an active participants in the teaching and learning process. In jigsaw, roles of the teacher are not only as educator or instructor but also as a facilitator, designer, motivator, and guider in the learning. In addition Jigsaw

technique is beneficial in teaching reading because makes the students to think creatively and critically.

The jigsaw technique was first developed in the early 1970 by Elliot Aronson and his colleagues and students in the USA. It is a structured way of engaging every student by requiring them to cooperate with each other in order to master an area of knowledge. Like completing a jigsaw, each student in a 'jigsaw group' is responsible for learning a piece of the subject matter. Furthermore (Yudhi, 2016) jigsaw is a kind of strategy that allows learners work cooperatively and help each other in dealing with new learning materials. Within the interaction in the group, they will have particular active role to teach members in the group on the materials they have studied. Jigsaw technique is also interesting because it demands the students to participate actively and work together in their group. Another reason why the writer interested in applying jigsaw technique in teaching reading is because jigsaw technique is fun even though it slightly took time in conducting it. Eventually, based on the description above the writer would like to research under the title:” The Effect of Jigsaw Method on the Students Reading Comprehension of Narrative Text (A Quasi-Experimental Study at the Eleventh Grade Students of SMA N Nalumsari Jepara in the academic year of 2017/2018).

1.2 Reasons for Choosing the Topic

The researcher chooses this topic because of some considerations. First, in SMA N Nalumsari Jepara the eleventh grade students still got difficulties to learn English in the class, especially in reading comprehension. The students have lack vocabularies, that makes students more difficult to understand the content the text. Second, the students could not be active and most of them looked confused when they were are going to understand the meaning of English text. The teacher still used conventional technique. The teacher does not use appropriate teaching methodology an media in teaching and learning process. So, the researcher choose Jigsaw technique is also interesting because it demands the students to participate actively and work together in their group.

1.3 Statement of Problem

Based on the background of study which is described above, a problem can be indentified:”How is the effectiveness of jigsaw technique to develop students’ reading comprehension of narrative text at the eleventh graders students of SMA N Nalumsari Jepara in the academic year of 2018/2019?”

1.4 The objective of the study

The purpose of the study is to find out the effect of jigsaw methods to develop students’ reading comprehension of narrative text at the eleventh graders students of SMA N 1 Nalumsari Jepara in the academic year of 2017/2018.

1.5 Hypothesis

In this study, the hypothesis is presented as below:

1. Null Hypothesis

There is no significance difference between the students’ reading comprehension between the students who taught by using Jigsaw technique and those who are taught without using Jigsaw technique.

2. Working Hypothesis

There is significance difference between the students’ reading comprehension between the students who taught by using Jigsaw technique and those who are taught without using Jigsaw technique.

1.6 Significance of study

The results of this study are expected give some benefits not only theoretically but also practically:

1. Theoretically

Theoretically, the findings of this study are expected to enhance the theory of teaching technique in English, and experiment different strategy concerning teaching reading.

2. Practically

Practically, the writer hopes the result of this study can be useful for the teacher, this study is used as a reference and alternative technique in teaching to improve students' reading comprehension.

