

## CHAPTER I

### INTRODUCTION

In this chapter, the writer would like to discuss the introduction of the study. It includes background of the study, identification of the problems, statement of the problems, objective of the study, hypothesis, significances of the study, and outline of the report.

#### 1.1 Background of the Study

The twentieth century is the era of globalization. The language used by most countries among languages in the world is English, because English is the international language. So, English is very important. Most countries make English as an important subject in the curriculum. In Indonesia, English considered as the foreign language and taught formally from elementary school up to the university level.

The goal of learning English in education is to develop students' knowledge and also improve their skills. In learning English, students have to learn and master four major skills in English, they are listening, speaking, reading and writing. Those major skills are related each other and essential in learning English language, but in this paper, the writer focuses in reading skill only. According to Mikulecky and Jeffries (1986:1), reading helps you learn to think in the new language, helps you build a better vocabulary, makes you more comfortable with written English and you can write better English if you feel comfortable with the language. So, reading is essential for people because it has many advantages. Reading is also very important because has become part of our daily life. People read through some printed material such as, magazine, newspaper, books, journal, etc. Reading makes us get more knowledges, informations and pleasure. For students, reading also important because make them get more information, ideas from the text, besides that students can improve their pronunciation, vocabulary

and their knowledge. According to Mikulecky and Jeffries (2004:2), reading is like sports or music, requires lots of practice. So students have to read a lot, because by reading a lot they get many benefits.

In examination, the texts, the questions and instructions are written in printed words, students who have good ability in reading will be easily to do the examination, will help them to understand and answer the questions correctly. It becomes the reason why the students have to master reading as their need. But, students still have difficulties in facing learning reading.

Considering the importance of reading skill, teacher has to improve the students' reading comprehension, as teacher know teaching foreign language is not easy as teaching first language. The students will face the problems and another problem also came from the technique that applied in teaching. Some students thought that reading English text and try to understand it, it is very difficult for them. For most the students, reading activity is make them feel bored because only sit and read in silent way without get the interesting method in learning English. It will be possibly cause the students difficulties in understanding the text. They have difficulties in reading and comprehend the reading materials, and difficulties in finding information from the text. Some problems that will be faced by students, teacher has a duty to overcome them. Teachers must encourage their students to master reading skill as one of the most important skill in learning English. Teachers should use methods in teaching, so that the students can enjoy the classroom and focus to the material.

Based on the problem above, the writer thinks that the use of Cooperative Learning may be effective to solve the problems. The Cooperative Learning is appropriate to be used in teaching reading to make the Senior High School students more active and motivated. According to Johnson, Johnson, & Smith (2013:3), cooperative learning is the instructional use of small groups so that students work together to

maximize their own and each other's learning. According to Karacop (2017:421), cooperative learning is a teaching model that helps students to learn from each other in small heterogeneous groups in terms of various variables. A cooperative learning method has several types, namely write –pair- shared, STAD (Students Teams-Achievement Divisions), TGT (Team–Game -Tournament), CIRC (Cooperative Integrated Reading and Composition), TAI (Team Accelerated Instruction), and Jigsaw.

One of the Cooperative Learning is Jigsaw technique. It is very simple and interesting to apply in learning. It has functions to create the students become students centered and make them more active in the classroom. According to Barkley, Cross and Major (2005:156), jigsaw is helpful in motivating students to accept responsibility for learning something well enough to teach it to their peers. In jigsaw, role of teachers are not only as a educator or instructor but also as a facilitator, designer, motivator, and guider in the learning process.

In Jigsaw, the method consists of some students in every group that responsible for the materials and be able to teach the topic to the members of group, by discussion activities which help the students to be active in the class, such as reading the text and get new vocabularies. Jigsaw is a strategy of learning method which demands the students to learn on group with 4-6 members' students who have different ability. Each group members meet in expert groups to study the material that they got. After discussion, they go back into their group and explain their discussion result to their group. It means that jigsaw technique does not only make the students interact and cooperate with another students in their group, but also to make every student take responsible in teaching one another because every students must learn a different piece of material.

Based on the statements above, the writer will apply a jigsaw technique in teaching learning process especially in improving reading comprehension, the writer conduct the research with the title "The

Effectiveness of Jigsaw Technique In Improving Students' Reading Comprehension (at the eleventh grade students of MA Al- Faizin Bangsri Jepara in the academic year of 2017/2018).”

## **1.2 Identification of the Problems**

Reading teaching in learning process in the classroom is influenced by some factors such as teachers, students, media, and techniques. In teaching reading comprehension, There are also some problems could be identified. Students have difficulties in reading and comprehending the reading materials, and finding information from 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. In learning, teacher has an important role to create the student to understand the material. Thus teacher should be creative in choosing the technique in transferring the knowledges. Therefore, the writer is interested in applying jigsaw as one of the technique to solve the readers' problem in reading.

## **1.3 Statement of the Problems**

Based on the background of the study, the problem statement of this research is “How is the effectiveness of Jigsaw technique in improving students' reading comprehension at the eleventh grade students of MA Al- Faizin Bangsri Jepara in the academic year of 2017/2018?”

## **1.4 Objective of the Study**

Based on the research statements above, the objective study of this research is to find out the effectiveness of Jigsaw technique in improving students' reading comprehension at the eleventh grade students of MA Al- Faizin Bangsri Jepara in the academic year of 2017/2018.

## 1.5 Hypothesis

In this study, the hypothesis is presented as below:

1. Null Hypothesis (Ho)

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 (Ha)

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 Significances of the Study

The findings of this study are expected to theoretical and practical to the teaching and learning English.

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 that the result of this study can be useful for the teacher, this study is used as a reference and an alternative technique in teaching to improve students' reading comprehension. Beside that, the finding of this study could help students to improve their achievement of reading comprehension by using jigsaw technique. Beside that, jigsaw technique can make the students are more enjoyable in doing their tasks associated on the material.

3. Pedagogically

Pedagogically, the result of this study is useful to inform the readers about the use of jigsaw technique to improve students' reading comprehension.

### **1.7 Outline of the Report**

This final project consists of five chapters:

Chapter I consists of general background of the study, background of the study, identification of the problems, statement of the problems, objective of the study, hypothesis, significances of the study and outline of the report.

Chapter II Idiscusses about review of related literature that consits of previous studies and theoretical background.

Chapter III deals with the method of investigation which discusses subject setting of the research, population and sample, research design, procedures of colleting data, try-out of the instrument, method of data collection, method of data analysis, and research framework.

Chapter IV discusses the result of the research.

Chapter V consists of conclusion and suggestion.