CHAPTER I

INTRODUCTION

This research will elaborate on the background of the study, research questions, research purpose, research significance, conceptual framework, and research purpose.

A. Background

Students' enthusiasm for practicing reading is necessary for this research, which attempts to improve students' reading comprehension. Based on the observation conducted in MTs Arrosyid, the writer found that most of the students got difficulty in comprehending reading text. They only focused on the meaning of each word without trying to comprehend the whole text. Those problems above made the students can not comprehend the reading text maximally. So, for solving this problem the writer used one of technique in cooperative learning (Jigsaw Technique). In the jigsaw technique each student had two groups, the first group was jigsaw group and the second was the expert group. This method will make the students was fun and more interesting then traditional technique. Sunggingwati & Nguyen (2013). There are four basic language skills namely listening, speaking, reading, and writing. In this study, the writer would like to focus on one of those skills, that is reading skills. Reading is beneficial for students to find the information they want. Besides, reading can also make us look for sources or references to write good works. In reading lessons, there are many kinds of texts, including

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narration, recalculation, reports, descriptive, explanatory, analytical, exposition, hortatory exposure, procedures, discussions, news items, and so on. Of all the texts mentioned, one genre of text must be learned by junior high school students, namely narrative texts.

Many strategies are used in the learning process and one of those strategies is cooperative learning. Teachers can apply the teaching strategy to make their teaching learning activity become interesting. An effective reading comprehension could be arranged by grouping the students into small groups which usually consist of two up to four persons in each group. Learning in a group gives many opportunities for students, because it is not only to help them learn but also to build their skills such as increase their bravery to talk in front of their friends, creating a different climate and also increase their motivation to learn.

Cooperative learning has many kinds of techniques. Those techniques have been developed over the years and put into practice in the classroom. There are Student Learning Team (STL), Student Team Achievement Division (STAD), Team Game Tournament (TGT), Joint Learning, Complex Instruction, and Jigsaw. In this study, the writer will be concerned with Jigsaw technique.

In completing this research, the writer takes review from other previous researches which investigate the related topic. The paper from Sukesih, L. D. (2020). The objective of the study was to find out the significant positive effects of the students reading report text who are taught

and not taught by Jigsaw Technique. And also, Nurbianta, N., & Dahlia, H. (2018). The effectiveness of Jigsaw method in improving students reading comprehension. The paper was found the improvement of the seventh graders' reading comprehension scores can be seen from the result of the pre-test and post-test. In addition to the score increase, jigsaw technique can improve the students' enthusiasm in learning reading comprehension.

Based on the previous research above, this study discusses the application of Jigsaw Technique using a quasi-experimental design (pretest-posttest design). The similarity between the two studies above and this research is on the use Jigsaw Technique in the teaching process. Sukesih and Nurbianta and Dahylia's study is different from this study because they was using pre-experimental design. In this current study, the writer would like to see whether the use of a Jigsaw Technique is improving students' reading comprehension ability at the ninth grade students of MTs Arrasyid 1 and the writer using a quasi-experimental design (pretest-posttest design).

B. **Research Questions**

From the description above, this research is formulated in the form of questions:

1. What is the students' reading comprehension ability taught by using the Jigsaw technique?

2. What is the students' reading comprehension ability taught without using the Jigsaw technique?

3. How is significant the difference in the reading comprehension ability between the students taught using the Jigsaw Technique and without it?

C. Research Purposes

Based on the statement research questions above, this study is aimed at obtaining these two following purposes:

1. To know the students' reading comprehension ability taught by using the Jigsaw technique

2. To know the students' reading comprehension ability taught without using the Jigsaw technique

3. To know significant the difference in the reading comprehension ability between the students taught using Jigsaw and without it?

D. The significant of the Research

This result of this research is expected to become a source of information about dyadic methods on reading comprehension in narrative text and then expected to give some idea about the precautionary measure for teachers in facing their students so that their students can be excited and give responses of this Technique (Jigsaw Technique) then apply it well. Practically, this research gives significances to:

1. Students

This research is expected to encourage students to increase their passion for learning reading comprehension because the

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researcher's experience revealed that many of the people did not like reading.

    2. Teachers

        This research will give information to teachers on whether the Jigsaw Technique effects or not in teaching reading, especially in the students' reading comprehension in narrative text.

E. Research Framework

        Reading comprehension is not easy task, especially for junior high school students. Therefore, the students must have ability to interpret the meaning of the words, expression and sentences. Comprehension is much needed to catch the meaning of the text or written information. According to Tarigan (2008), reading is a practice in which the reader obtains the writer's message or data through printed media. It is a very complex process in which written symbols are affected by perceptual capacity, decoding, experience, language context, mindset, and reader reasoning to recognize and understand. Understanding is a means and is unnecessarily aimed at enhancing or improving, according to (Hornby, 1995, p.235), "Comprehension is an excessive means of improving or testing one's understanding of a language, whether written or spoken." Comprehension is important not just in the reading experiences of students, but also in assessing each student's ability in the classroom. Also, reading comprehension is the process of extracting and building meaning simultaneously through contact and participation with written language. It includes three elements: the reader who comprehends, the

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text to be interpreted, and the activities.

To improve students reading comprehension, the teacher should apply a good technique to help students to activate their prior knowledge. But in this research tries to use Jigsaw technique. Jigsaw technique students learn to do team work and they are assigned to become an expert in the learning materials that had been divided into several parts. Each group will be given different part of learning material. Then the members of each group will meet other groups to discuss their topic and return to their group. Supporting the above statement the author adds the purpose of cooperative learning. According to Arends (1997), Jigsaw is a type of cooperative learning which consists of same members in a group that have responsibility for mastering a part of material and have an ability to teach them to the other member from their group. Slavin (1995:111) Jigsaw is group working consolidate a method where by understudies give data they have assortment with colleagues and there a great deal cases, with the class all in all. Understudies are addressed on all themes and the test scores are found the middle value of from bunch scores. In this way, on the off chance that them to fruitful, bunch individuals should not exclusively to complete their undertakings yet in addition do the best to give data with their gathering mates.

Cooperative learning that students learn to do teamwork and they are assigned to become an expert in the learning material that had been divided into several parts. Each group will be given a different part of learning material. From the types of cooperative learning above, researchers only

focus on using the Jigsaw Technique for learning technique as research material. According Slavin (2008: 25), Huda (2011: 127), a cooperative learning Jigsaw Technique students are placed into heterogeneous learning groups of 5-8 students. Various academic material is presented to students in text form and each student is responsible for learning one portion of the material. Members from different groups, but discussing the same topic, meet to learn and bring one another to learn about the topic (expert group). After that students return to the original group and teach the material they have learned in the expert group to other members in their respective groups.

F. Previous Research

There are five previous studies related to this study. The first is a study from Khairunisah, (2018). Jigsaw Technique in students' critical thinking in reading is the title of the research. This research is experimental and uses pre-design experiments with pre-test and post-test. The population in this study was class VIII SMP Muhammadiyah Mataram consisting of 32 students as the experimental group. Based on the findings of this research, she found that the Jigsaw Technique has a positive effect because the null hypothesis (Ho) is rejected. Therefore, an alternative hypothesis (Ha) is accepted. The results found that there is a significant sign of Jigsaw Technique on students' critical thinking in reading in Muhammadiyah Mataram high school students in the academic year 2017/2018.

The second is research from Sukesih, L. D. (2020). The researcher discusses the impact of the jigsaw technique on students' reading comprehension in the experimental research and used pre-test and post-test by a score of questions. The population of this research is the ninth-grade students of SMPN 2 Tengaran and the sample of this research is a class of 56 students as an experimental group and control class. Based on the findings, this research has statistical significance in the experimental class. This shows that the research results of students' reading comprehension using Jigsaw Technique reading strategy are acceptable.

Third, the research from Hapsari, I., Suparman, U., & Putrawan, G. E. (2019). In this study discusses the effect of jigsaw technique on improving students' reading comprehension achievement in narrative text at second grade in SMPN 23 Bandar Lampung. This research was aimed at investigating whether there was a statistically significant improvement of students' reading comprehension achievement in a narrative text after the implementation of the jigsaw technique. It was conducted at SMPN 23 Bandar Lampung. The subjects of this study were the second grade students. This study adopted a one group pre-test and post-test design. The data were collected by using narrative reading tests. The results showed that there was a statistically significant improvement of the students' reading comprehension achievement after the implementation of the jigsaw technique with the significant level (0.00<0.05). This suggests that jigsaw technique in teaching reading comprehension helps the students comprehend a narrative text.

Then, the research from Nurwanti, N., Asrifan, A., & Haedar, H. (2019). The research was conducted to find out whether or not the use of Jigsaw II technique improves the reading comprehension significantly better than the use of the conventional method of the eleventh grade students of SMA Negeri 8 Takalar, it covered students' literal comprehension, inferential comprehension and critical comprehension of expository text and whether or not the students are interested in the use of Jigsaw II technique in learning reading of expository text. This research method employed was quasi-experiment. The research data were obtained through the test and questionnaire which were analyzed by SPSS 17.0 program.

The last, the research from Raji, B. (2020). This study examined the effect of Jigsaw technique as a part of cooperative learning on Iranian EFL learners' reading comprehension. To this end, 40 intermediate participants were selected out of 73 EFL learners based on the results of Oxford Quick Placement Test (OQPT). The participants were divided into two groups; control and experimental. Then, the participants of both groups were pretested on reading comprehension. After pre-testing, the cooperative learning activities (Jigsaw technique) were practiced with the participants of the experimental group during 5 sessions. The results of paired samples t-test and independent samples t-test revealed that the experimental group outperformed the control group on the post-test. The findings also showed that there was a significant difference between the post-tests of both groups in favor of the experimental group.