

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is one of the international languages that is used throughout the world. At this point English is very important for human, because by speaking English we can communicate with foreigners. In Indonesia, English is very important and needs to be mastered to enable someone to communicate using English. Teaching English especially reading is language process that ( as do all language processes) focuses onthe communication of information. Kimbly and Garmezy in Brown (2000:7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge.

There are four important skills in English. They are listening, speaking, reading, and writing, while the sub skills are structure, pronunciation and spelling. The four existing skills, reading is one skill that is very important and should be studied by students, because by then they read a lot of information and knowledge from the internet, magazines, and newspaper. Reading is also included into receptive skills besides listening.Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Perceptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 200: 199).

When the writer did her Teaching practice Program for five months in SMAN 5 Kupang, she found that from four basic skills, reading was the most difficult skill to be done by the students. Reading is necessary when students further their study. They need good reading skill information. However, we can see that most students' reading abilities are not good enough to do so. Even reading comprehension skills of students at the upper senior high level are below the 80 percent criterion Youngjermjantra (1994) in Wichadee (2003:1).

The teacher should be creative to find out the appropriate method and order to help the students master the four basic skills of English language, especially reading. Understanding the meaning of the short written texts is related to the nearest environment and makes students become active in learning process. In order to be successful, teaching reading should be systematically presented and taught continually for the students. To increase students' reading ability, there are many techniques that can be used, one of the techniques is jigsaw. This technique can help the students to read well and increase their reading comprehension. Therefore, teacher should be able to select and apply a right method for teaching reading by considering the students. Teachers also need to provide opportunities for students to read a lot of reading materials. Thus, making reading as an enjoyable activity is an important part of language learning experience and it can build up the students' reading ability. There are many problems in teaching reading. First, the students' motivation is low, second the students are lacking of vocabulary, third the students usually are bored while they are reading, fourth the students are difficult to understand the meaning of the text. (Setiawan 2012).

In order to improve students understanding, many teaching techniques are created by educators. One of the techniques is jigsaw. Jigsaw is the appropriate cooperative learning which demands the students on 4-6 groups, the name of home teams (Suprijono 2009: 89). Each group consists of 5-6 members from the mixture among students who have various abilities. Each origin group members meet in expert group to study material which is assigned to each group member. After discussion, they bring the result of discussion to the origin group members and tell to his or her group members for material completeness.

Based on this opinion the writer decided to conduct a classroom action research with the title: **The Use of Jigsaw Technique to Improve Reading Comprehension of the Tenth Grade Students of SMAN 5Kupang in the School Year 2017/2018.**

## **1.2 Statement of the Problem**

Based on the background, this study is conducted in order to answer these following questions:

1. Is the use of jigsaw technique in teaching able to improve reading ability of the tenth grade students of SMAN 5 Kupang in the school year 2017/2018?
2. What is the ability level of the tenth grade students of SMAN 5 Kupang in reading after they are taught using jigsaw technique.

## **1.3 The Objective of the Study**

The following are the objectives of the study.

1. To find out whether or not the use of jigsaw technique in teaching able to improve reading comprehension the tenth grade students of SMAN 5 Kupang in the school year.
2. To find out the ability level of the tenth grade students of SMAN 5 Kupang in reading after they are taught using jigsaw technique.

#### **1.4 Significance of the Study**

The study results in some benefits for the following persons:

1. For English teacher

This study is useful for the English teacher as a consideration in teaching English, especially reading the text by using jigsaw technique.

2. For the writer

This study means to increase the writer's knowledge about how to teach reading text by use jigsaw technique

3. For the students

Based on the finding of this study, the students will be informed about their general difficulties in reading and might get inputs concerning their reading comprehension by using jigsaw technique.

### **1.5 Scope and Limitation**

There are some techniques which can be used by teacher in teaching reading such as: group discussion, STA, herringbone, role play, story map, guided reading procedure, think pair share.

This study is about the use of jigsaw technique to improve reading comprehension. There are some kinds of the text like narative text, recount text, procedure text and descriptive text. In this study the writter foccuses on narative text because, the writer wants to measure students ability in reading narrative text how they analize and answer questions based on the text will be given by the writer.

### **1.6 Definition of Term**

There are some terms used in this study which should be explained to case the readers to understandthis study as a whole. Those terms are as follows:

#### **1) Jigsaw Technique**

It is a method of organizing classroom activity that makes studens depend on each other to succeed. It greaks claser into groups and breaks assigments into pieces that the group assembles to complete the (jigsaw)puzzle. It was design by social psychologist Eliot Aronson (2000-2008).In this study jigsaw means one of activities of cooperative methods which can solve this problem.

#### **2) Reading**

Nuttal (1964:4) defines reading as the process of “getting out of the text as possible the message the writter put into it.” In this study, reading refers to the

activity in which the ten grade students get informations and message rom a written text.

### 3) Reading Comprehension

Reading comprehension refers to the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose of the reading (Snow.2002:11). In this study, reading comprehension refers to the process at extracting and constructing meaning of the students of SMAN 5 Kupang through interaction and involvement with a narative text.

### 4) SMAN 5 Kupang

SMAN 5 Kupang is one of the state Senior High School in Kupang, located on Thamrin street, Oebufu Kupang.