

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents the background of the study, reasons for choosing the topic, the research question, the purpose of the study, limitation of the study, significances of the study, definition of key term, and outline of the study.

#### **1.1 Background of the Study**

Talking about English means talking about four language skills, they are; listening, reading, speaking, and writing (Winten, 2013). Reading was one of the language skill which had an important part in teaching learning process because by reading students could increase their vocabulary directly. According to Pang et al (2003) in Wachyuningsih (2012), learning to read was an important educational goal, for both children and adult, in which the ability to read opens up new worlds and opportunities. They could learn to read not only in formal education but also they can opened up new worlds by sharing information with other or got new job by reading. In every subject of students' learning activities improved the ability in reading, which made students are encouraged to read. So, it couldl help students in their reading ability. That is why, students should have a good

reading comprehension to get deep understanding of subject matter in every lesson.

Based on the observation which was conducted in MTs Thanwirudh Dholam particularly the second year of the eighth grade students had difficulties in reading comprehension such as finding the topic and understanding the difficult words meaning.

To solve the problems above, teacher should apply a proper technique in teaching reading. One of the techniques that can used was Jigsaw. According to Brown (2001) in Wachyuningsih (2012), jigsaw technique is a special form of information in which each member of group is given specific information and the goal is to pool all information to achieve some objectives. Its structured promotes positive independence and also provides a simple method to ensure individual accountability.

Slavin (1995) in Kusriani (2013), says that in jigsaw, most of working group included a procedure whereby students share information they had gathered with group mates and, in many cases, with the class as a whole. It was a cooperative learning model that consists of several members in each group that responsible for the lesson materials and be able to teach the topic to the other member of group, by discussion activities which help the students to be active in the class, they can share their ideas to each other. Furthermore, it was giving the students more comfortable with fresh situation in the classroom and makes them felt free discussing about the material. Working in group, therefore, was believed to solve the problem.

Based on the explanation above, the writer was applied jigsaw technique in improving students' reading comprehension of the eighth grade students of MTs Thanwirudh Dholam Kalikondang Demak in the academic year 2017/2018.

## **1.2 Reasons for Choosing the Topic**

The writer chooses the title the use of jigsaw technique to improve students' reading comprehension on descriptive text of the eighth grade students of MTs Thanwirudh Dholam Kalikondang Demak in the academic year 2017/2018 for the following reasons:

1. Many students in junior high school still found difficulties in reading comprehension, especially on descriptive text. Based on the collaborator information.
2. The teachers had not applied jigsaw, so it could be an alternatif teaching technique.
3. The writer wants to know how far students could get progress in their reading ability by using jigsaw.

## **1.3 The Research Question**

The research question of this study is "How the use of jigsaw improve students' reading comprehension on descriptive text for the eight grade students of MTs Thanwirudh Dholam Kalikondang Demak in the academic year 2017/2018?"

#### **1.4 The Purpose of the Study**

The purpose of this study was to describe how jigsaw improve students' reading comprehension on descriptive text for the eight grade students of MTs Thanwirudh Dholam Kalikondang Demak in the academic year 2017/2018.

#### **1.5 Limitation of the Study**

The discussion of reading comprehension was definitely too broad and complex in single coverage of the study. The study was only limited on improving reading comprehension. This study had limitation with the aims on progress the students in reading comprehension of descriptive text, especially to the eight grade students of MTs Thanwirudh Dholam Kalikondang Demak in the academic year 2017/2018.

#### **1.6 Significances of the Study**

Hopefully, this study will give some significance as:

##### **1. Practical Significance**

###### **a. For students**

This study was intended for the students to have a new experience in learning English especially learning reading skill and expected for students to be able make improvment their skill in reading.

###### **b. For teachers.**

This study was expected to be a new and creative technique in teaching learning process especially this technique would be effective to be used in teaching learning reading.

## 2. Pedagogical Significance

The result of this study was expected to give contribution in English education. This study could give a new innovation in teaching learning process especially for reading skill. This research also was expected how the students progress ability in reading comprehension.

### 1.7 Definition of Key Term

#### 1. Jigsaw technique

Jigsaw is a technique that makes the independence of group members. This technique introduced interaction and cognitive elaboration, puts into consideration, the principle of the multiple perspective and context (Mary, 1998) in Kusriani (2013).

#### 2. Reading Comprehension

Reading comprehension is a way in teaching reading for students by helping him or her to learn the relationships between the printed words and their meaning (Fry, 2007).

#### 3. Descriptive Text

According to Gerot (1995) in Kusriani (2013) descriptive text is as a kind of text which is aimed to describe a particular person, place or thing. It also has the generic structure like identification which identifies

phenomenon to be described, descriptive which describes parts, qualities, characteristics and the language function.

### **1.8 Outline of the Research Report**

This study is divided into five chapters:

Chapter I presents the background of the study, reasons for choosing the topic, the research question, the purpose of the study, limitation of the study, significances of the study, definition of key term, and outline of the study.

Chapter II presents teaching English as foreign language in Indonesia, teaching English for junior high school, jigsaw, reading comprehension, descriptive text and previews studies.

Chapter III presents Research method which contains of research design, subject of the study, variable of the study, instruments of the study, validity and reliability, data collection technique, procedure of the study and data analysis techniques.

Chapter IV discusses the result of the research including research findings and discussions. It describes the detail of several activities of the implementation of jigsaw technique in improving students' reading comprehension on descriptive text.

Chapter V discusses conclusion of the research and suggestion for the English teacher, the students, and for the other writer.