

# CHAPTER I

## INTRODUCTION

In this chapter the writer presents the background of study, reasons for selecting the topic, statement of the problem, the objectives of the study, hypothesis, limitation of the study, significance of the study, definition of key terms, and outline of the study.

### **1.1 The Background of Study**

In learning English, four basic skills should be masterly achieved by students, namely listening, speaking, reading and writing. Reading as one of the English skills, as we know, serves as a means to obtain information, experiences, ideas, and insights. Furthermore, in reading, many aspects must be noticed such as students' ability of comprehension.

Reading comprehension for non-native students has faced many problems. Furthermore, to achieve successful teaching, a teacher should be able to find an exceptional technique or a method that can help to overcome the problems that the students encounter. The application of the method will facilitate the teacher in solving the problems. Hence, the method enables the students to gain a betterment. If the strategy can be applied properly, it is necessary for the teacher to modify the strategy into a new strategy which is in accordance with the students' situations including the materials they learn. In fact, it is one of the activities when the teacher applies the jigsaw technique in the classroom. The students are encouraged to take part in the teaching-learning process as written by (Yudhi & Fitri, 2016:2).

In school learning activities, a jigsaw can increase creativity and mobility of students in learning activities because students are taught to find their own knowledge through an independent learning process, resulting in students' motivation to learn. This atmosphere of learning can create an active learning process, creativity, effectiveness, and fun for students, so, students are more enthusiastic and motivated to learn. Students can receive and take their knowledge when the learning process can activate all students' potential and utilize the potential for the benefits of learning.

Based on some opinions above, it can be affirmed that reading as one of the language skills is used to communicate with oneself or perhaps with others. Pardo (2004) argues that reading comprehension entails the series of actions the readers carry out to interact and construct a meaning from a text and they apply the insights they attain from the text.

Teachers must give students a new technique, so it is fun and easy to remember the material, especially in reading comprehension skills. In this case, the writer wants to introduce a new method of learning to read descriptive texts using the jigsaw technique. The reason why the writer chooses this topic is that I believe that the Jigsaw Technique can be developed as one of the interesting teaching techniques in reading comprehension skills, students can be expected to be more enthusiastic, enjoyable and cooperative in learning English.

In reading comprehension, there are some factors that probably lead a lot of students to feel difficult in comprehending various textbooks. The first

factor is related to the limited vocabulary that the students master. Students will not be able to easily digest the information conveyed in the reading text if they lack vocabulary mastery. The second factor is linked to the students' capability in terms of recognizing grammar since being able to compete at grammar also affect the students in understanding texts, such as sentence patterns, syntax, and so forth. Students should be familiar with those terms above. Finally, the last factor concerns students' inactivity related to their reading habit. This phenomenon can be viewed from their action when they are assigned to read a text. In fact, they are not interested in reading and exploring more about the information the text provides.

The researcher has introduced this technique to the tenth-grade students of SMA Islam Sultan Agung 1 Semarang by conducting a study entitled THE EFFECTIVENESS OF USING JIGSAW ON STUDENTS' READING COMPREHENSION SKILL (A Quasi Experiment to the tenth grades of SMA Islam Sultan Agung 1 Semarang in Academic Year of 2018/2019).

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

The writer chooses the topic for several reasons. They are:

1. Jigsaw technique was popular technique which assists students in improving their reading comprehension.
2. This technique is expected to be a significant technique to resolve students' difficulties in reading descriptive text comprehension.

3. This technique was seldom used by all English teachers in SMA Islam Sultan Agung 1 Semarang in teaching reading.

### **1.3 Statement of the Problem**

The statements of the problem of this study:

1. Is jigsaw effective to improve students' reading comprehension skill in the tenth grade of SMA Islam Sultan Agung 1 Semarang in the academic year of 2018/2019?
2. Is there any significance difference after implementing jigsaw in reading descriptive text in the tenth grade of SMA Islam Sultan Agung 1 Semarang in the academic year of 2018/2019?

### **1.4 The Objectives of the Study**

The objective of this study is to identify if jigsaw is effective or not in improving students' reading comprehension skill in the tenth grade of SMA Islam Sultan Agung 1 Semarang in the Academic Year of 2018/2019.

### **1.5 Hypothesis**

According to Arikunto (2008) there are two kinds of hypotheses, namely  $H_0$  and  $H_1$  where  $H_0$  is a hypothesis that does not have a difference or zero difference with the actual hypothesis, while  $H_1$  is a statement that contradicts the null hypothesis. In this study, the research hypothesis was formulated below:

1. Null Hypothesis (H0)

There is no significant difference between two classes of the tenth grades of SMA Islam Sultan Agung 1 Semarang taught without applying the jigsaw technique in the academic year of 2018/2019.

2. Research Hypothesis (H1)

There is a significant difference between two classes of the tenth grade students of SMA Islam Sultan Agung 1 Semarang taught without using the jigsaw technique in the Academic Year of 2018/2019.

### **1.6 Limitation of the Study**

This research focuses on the use of jigsaw on students' reading comprehension skill. It is assumed that this technique improved the students' comprehension in reading to understand the information of descriptive the text.

### **1.7 Significance of the study**

The writer's expectation is that the information will be beneficial for improving students' skill on reading comprehension. Hence, the information results of this study can be used in the activities of teaching and learning reading comprehension of descriptive text. The significances of this study consist of the followings:

1. Pedagogical significance

This study can assist English teachers seek modern references to improve their techniques in the teaching and learning process. Reading is

one of the difficult skills, but some efforts from the English teacher will help students learn easily, especially in reading descriptive texts.

## 2. Practical Significance

### a. To the Teacher

The results of this study are expected to advance the teachers' insights on how to be creative, innovative and interesting in teaching especially in helping students' problems in learning descriptive reading.

### b. To the Students

The results of this study can motivate students to be interested in learning descriptive text by jigsaw technique.

### c. To the Readers

Researcher hopes that readers will get more information and usefulness from this research after reading it. This can also be used as a reference for other people who want to make similar research.

### d. To the Researcher

Hopefully, this research can develop my knowledge to improve reading and can lead me to become good English teacher.

## 1.8 Definition of Key Terms

### 1. Jigsaw

According to (Yudhi & Fitri, 2016:2), jigsaw is a successful strategy for learning to improve reading comprehension because of its

many benefits and students can have the opportunity to communicate or discuss with groups.

## 2. Reading Comprehension

Khaki (2014: 2) defines that reading comprehension as the process in understanding the contents of the text, looking for relationships between things, causal relationships, differences and similarities between things in the discourse, concluding readings, and reflecting on things that have been read. Reading comprehension is not technical or beautiful reading, but reading to know or find ideas both implicit and explicit. This process involves the intelligence and experience of the reader, language skills, and vision.

### **1.9 Outline of the Study**

This final project is organized into 5 chapters as follows:

Chapter I is Introduction. It presents the Background of the Study, Reason for Choosing the Topic, Statement of the Problem, the Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Term, and Outline of the Study.

Chapter II covers a Review of Related Literature. It describes Reading Comprehension, Descriptive Text, Jigsaw and Review of Previous Studies.

Chapter III entails Research Method. It consists of Research Design, Subject of the Study, Instrument of the Study, Variable of the Study, Validity and Reliability, Data Collection, Technique of Analyzing Data.

Chapter IV consists of The Profile of the School, The Respondents, The Experiment and Control Group, Instrument Validity and Reliability, Research Finding and Research Discussion.

Chapter V covers Conclusion and Suggestion.