

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a very good activity for students to learn. This is as stated by Akmal et al (2020), interest is a crucial thing for enjoying reading activities. Students should consequently be encouraged to read more, because strong enthusiasm and sufficient knowledge will be very helpful in mastering reading. Interest is the tendency of an active soul to understand language pattern to obtain information that is closely related to the will, activity and sensations of pleasure, which may enable humans to choose, pay attention to, and accept something external to themselves.

Reading comprehension is the ability to understand the idea and information in the reading text. Besides, reading is important for the students in order to find out the available information in a passage. According to Kennedy reading comprehension is a thought process through which reader become aware of an idea, understand it in term of their experimental background and interpret in relation to their own needs and purposes.(Eddy C, 1981)

Based on the explanation above, reading comprehension is important in language because the student can get information, ideas and knowledge. It can explain that reading is the combination of word recognition, intellect and emotional interrelated with prior knowledge to understand the text. It means that reading comprehension is the ability to read text, process and understand its meaning. An individual's ability to understand text is influenced by their natures and skills, one of which is the ability to make inferences.

There are kinds of teaching technique, one of the technique is jigsaw. Jigsaw technique is a cooperative learning technique which students, instructed with greater responsibility in the implementation of learning. This technique develops teamwork, cooperation getting to know the skill, and deeply mastered expertise that is not possible to be gained when they are attempting to study all of the material on their own. According to Neneng & Suherdi (2017), states teaching reading by using a jigsaw technique could improve the students reading comprehension. It means to explore student activity, the teacher provides a stimulus to students to think critically from what they read, understand the text that has been read. Therefore, the teacher technique in teaching is needed so that, students will be active in the classroom.

Jigsaw technique have advantages for students who they learn reading skill able to develop communication skill with other teammates. Therefore, each member group can responsible about the task that teacher give to share the material that they have learn together and help each other with teammates when one of students feel difficulty (Namaziandost et al., 2020). Moreover, jigsaw technique also can develop a solidarity when they discuss and help each other to socialize with other students so that will grow the closeness. Furthermore, jigsaw reading technique give the students more comfortable, free to have discussion with their group, and have a new fresh situation in the classroom.

Based on several studies on the use of a jigsaw in improving reading skills in junior high school students, Nurbianta & Dahlia (2018), “The Effectiveness of Jigsaw Method in Improving Students Reading Comprehension” The results of this

research, There is significant difference of jigsaw method use that exists on respondents specifically students in JUNIOR HIGH SCHOOL 13 Berau during learning English as Second Language (ESL) specifically for reading instruction.

This is in line with research conducted by Nurwanti et al (2019), “The Application of Cooperative Learning: Jigsaw II Technique in Improving Students’ Reading Comprehension of Expository Text” Jigsaw II technique give a higher contribution to the students’ reading comprehension of expository text. The mean score of pre-tests of the experimental and control group is significantly different after treatment by using Jigsaw II technique.

In a journal the results of a study conducted by Development, (2016) PISA 2015 on Indonesian students about reading literacy showed that Indonesia is ranked 64th out of 72 countries involved in the study. In Indonesia the level of reading interest is very low. This is caused by two factors. It is internal factor and external factor. Internal factors such as laziness and personal habits. Whereas external factors are television, game, and smartphone. But smartphone can have a positive impact if used wisely at the right time. Actually, there are many benefits of smartphone nowadays. If we use smartphone too much, it can damage our eyes. Although game is new fields for work like e-sports, but as student we must study. Another factor is Low support from the environment family, whose daily life is only busy with activities families who do not hold the aspects of growing interest in reading on family.

The application of jigsaw techniques in learning provides a rich and varied perspective. First of all, this technique encourages students to be actively involved

in the learning process. They not only receive information passively, but also must understand the material deeply in order to teach it to their peers. This triggers deeper understanding because students must be able to explain, analyze, and synthesize information for others to understand. Second, the jigsaw technique promotes collaboration and teamwork among students. They learn to listen to the opinions of their peers, work together to achieve common goals, and respect each other's role in the group. This not only strengthens their social skills but also creates an inclusive and supportive learning environment (Buhr et al., 2014).

Furthermore, applying jigsaws also enriches students' communication skills. They must develop the ability to explain concepts clearly, ask appropriate questions, and provide constructive feedback to their peers. This not only helps them become more effective learners but also prepares them to communicate well in the real world. Lastly, the jigsaw technique promotes differential learning by allowing for group organization based on students' needs and ability levels. This ensures that each student can learn effectively according to their learning style and receive the right support according to their needs. By considering these multiple perspectives, applying the jigsaw to learning can be a powerful tool for promoting deep understanding, strong collaboration, effective communication skills, and differential learning (Kousa, 2015).

In Junior High School, one of the texts taught in school to reading comprehension is recount text. Students are required to be able to grasp the meaning expressed and implied in the recount text. However, some students think that reading is still considered a difficult skill to master. Based on the observations of

researchers at SMPN 45 Mukomuko, before conducting the research, the researcher found several student problems at SMPN 45 Mukomuko in reading comprehension. The problem is: First, students lack vocabulary, making it difficult to understand the reading text. Second, students cannot identify explicit or implicit information in the text, making it difficult for them to answer questions based on the text. Third, students feel bored when reading the lesson because the teacher only asks to open their book and understand what is being read without resorting to any strategy.

Based on the researcher's interview with the English teachers at Junior High School 45 Mukomuko, minimum completeness criteria (KKM) in grade VIII is 70. The researchers found that grade VIII students still experienced problems in reading English, especially in reading recount text. Their reading comprehension does not match the expectations of the curriculum. This problem is caused by several aspects such as the students find it difficult in finding the main ideas of the text, some of them also get confused in identifying the supporting details of the text, and some others get difficulties in getting information from text. Students need to master the elements of reading comprehension such as finding the topic, the main idea, the supporting detail as well as information from the texts, especially in recount text. Therefore, the researcher wants to use the jigsaw technique in reading comprehension in recount text.

Based on the above background, the authors are interested in conducting a study entitled "The Effects of Jigsaw Techniques to Students' Reading Comprehension at Eighth Grade of Junior High School 45 Mukomuko"

B. Identification of the Problem

Based on the background above, several problems were found in learning English, especially reading, as follows:

1. Students lack of main idea
2. Students lack of specific detail information
3. Students lack of getting information
4. Students lack of technique
5. Students lack of teaching reading variation
6. Students feel bored when reading the lesson

C. Limitation of the Problem

Based on the background above, so that this research is not too far from the expected results, the limitation of the problem in this study is the effect of jigsaw on students' reading comprehension on recount text at Eighth Grade of Junior High School 45 Mukomuko

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D. Formulation of the Problem

The formulation of the problem follows: What is the effect of the jigsaw technique on students' reading comprehension of pre-test and post-test at Eighth Grade of Junior High School 45 Mukomuko?

E. Purpose of The Study

The purpose of the research: To know the effect of the jigsaw technique on students' reading comprehension of pre-test and post-test at Eighth Grade of Junior High School 45 Mukomuko.

F. Significance of the Study

It is important to find out significant research. This can contribute to several benefits as follows:

1. Students

This research will help students to improve their reading comprehension by using the jigsaw method

2. Teachers

For teachers, this research can inspire and be useful to increase knowledge and provide inspiration about learning technique in teaching, especially learning to read using the jigsaw method.

3. Readers

This research will provide information and knowledge about the effectiveness of the jigsaw method in reading comprehension

G. Definition of Key Terms

1. Jigsaw Technique

The jigsaw technique is an instructional technique used in education, particularly in classrooms, to promote collaboration, critical thinking, and communication skills among students. It was developed by psychologist Elliot Aronson in the early 1970s.

2. Reading comprehension

Reading comprehension is constructing meanings from transactions with printed materials. That is, reading is a transaction between the reader and the text.