

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, English as a print media has been familiar for decades. Starting from the publication of English-language books and even today's modern digital era, we are all familiar with English-language text media. English as a tool to convey material in the media shows that English is widely used in Indonesia. English is becoming a significant subject for high school to college students in Indonesia. Kindergarten and elementary school children also learned all four skills in English; listening, reading, speaking, and writing. Through reading, students can learn ideas, concepts, and attitudes. Then by reading, students can acquire much of the vocabulary they need to speak and write. In addition, reading skills are used in the final exam. Students must have good reading skills to pass exams and graduate from school.

Reading is a method of obtaining data or information from written content by examining it closely. The essayist is the carrier of data or information, such as thoughts, stories, and a plethora of other material. As a read, the understudies are the ones who benefit from the info gathered after the reading. By educating and learning reading, understudies are expected to appreciate the understanding section and develop their capacity to incorporate the next skill through reading that they need to comprehend the substance of understanding content. Reading is one of the language

aptitudes which the understudies dominate—reading aims to be able to perceive something. It prepares understudies to be capable of comprehending the objective of content comprehension. When they are reading, they can extract information from the article. As a result, the understudies must devote their attention once more to comprehending cognition.

Reading comprehension is a challenging endeavor, especially for students in their senior year of high school. As a result, students must be able to deduce the meaning of words, expressions, and sentences from the context in which they are presented. Comprehension is also the basis for understanding the important meaning of written information.

According to Hill, as stated in Ikah (2006: 15), reading is how a reader extracts the meaning they need from textual sources. In other words, students will not be able to discover the author's intentions or message unless they have a thorough understanding of what they are reading. If students read without comprehension, they will learn nothing from what they have read. As a result, the teacher must equip students with reading comprehension skills to pique their interest in learning about the book they are now reading.

According to Cameron (2001: 73), reading is essentially about comprehension; it is not only about knowing the words or codes, but it is also about grasping the message that is delivered by the text, says Cameron. Reading can be thought of as an interactive process between the reader and the text (Alyousef, 2005: 2).

Unfortunately, learning and learning at this time makes students bored, especially in previous reading activities. They need new activities that are more challenging and interesting. Many reading strategies must be used to participate in reading comprehension activities actively. Harmer (2002) notes that reading classes from elementary school to university are taught using many of the methods used by English teachers. Cooperative learning can be much more effective for students than simply getting the teacher's attention in class.

The teacher should employ an effective strategy to improve students' reading comprehension that encourages students to draw on their existing knowledge. However, in this investigation, the Jigsaw technique is being used. When using the jigsaw technique, students learn how to collaborate with others and are tasked with becoming experts in the learning materials, which have been divided into numerous sections. Different sections of the learning material will be distributed to each group. The members then meet with members of other groups to discuss their topic before returning to their group.

According to Frangenheim (2005:87), a Jigsaw is a valuable method that enables a group of learners to study numerous topics simultaneously and in a shorter amount of time than would otherwise be possible. Jigsaw is an appropriate strategy that requires the students to be divided into 4-6 groups and to know the names of their respective home teams. On the other hand, according to Suprijono (2009:89), the jigsaw is a strategy that is relatively simple to use and can boost students' pleasure in the learning

process. Jigsaw is an appropriate strategy that requires the students to be divided into 4-6 groups and to know the names of their respective home teams. According to the research, the jigsaw can be employed effectively across many subjects and grade levels as cooperative learning. While it increases student enthusiasm and performance, it also helps them acquire social skills useful in group work situations (Kam-Wing, 2004:96).

Based on the issues raised above, the authors conducted research into the tactics utilized in the classroom to teach reading comprehension to high school students. As a result, the researcher selected the problem to be investigated. The success of a teaching process is also determined by the strategy employed. According to McNamara and Danielle S, reading methods are also vital for many people who regard themselves as excellent readers, and one may argue that this is true.

1.2 Research problem

Students require assistance in improving their reading comprehension through interactive reading activities to maintain their attention. This situation must be rectified as soon as possible by implementing an innovative strategy endorsed by the media. As a result, it can assist students in resolving their reading-related issues, particularly in reading comprehension. People in this study used strategies and media that made it hard for students to improve their reading comprehension, like the Jigsaw Technique. This research can be described as follows: "Is The use of

Jigsaw can Improve Reading Comprehension of The Tenth-Grade Students of SMA N 10 Denpasar?"

1.3 Objective of the Study

In most cases, the primary purpose of a research study is to identify a solution to a specific research problem. Scientists do studies to address research questions that have been defined and determined by the scientific community. According to the research problem stated above, this research will be carried out to respond to the research problem. It can say for sure that the primary goal of this research is to find and solve problems that might happen while doing field research that is related to the research topic that has been chosen. Based on the above issues, can the jigsaw improve reading comprehension by The Use of Jigsaw to Improve Reading Comprehension of The Tenth-Grade Students of SMA N 10 Denpasar.

1.4 Limitation of the Study

The researcher narrows the scope of the problem area based on the conversation that preceded the research problem identification. The research examined the jigsaw technique for teaching reading and developing reading comprehension abilities (linguistic aspects of pronouns, subjective, objective, and possessive) in tenth-grade students of SMAN 10 Denpasar. during the academic year 2022–2023. With an understanding of the abilities required for reading comprehension, one may infer that reading comprehension is a complicated process in and of itself but also depends on

other critical processes occurring at a lower level. It lays the groundwork for future academic study, the acquisition of several career skills, and overall life happiness. While this is a crucial talent to seek, we must not overlook the skills that support it. A thorough evaluation of each child's strengths and limitations is necessary to help struggling readers improve their reading comprehension abilities.

Moreover, the program must be customized; most poor readers will require continuing assistance in various areas. The majority of reading comprehension difficulties begin in early elementary school. Waiting until elementary school or perhaps high school to address it is a risky tactic. Thus, the researcher focuses on

1. Developing an instructional design for a reading comprehension course using the jigsaw,
2. Implementing Jigsaw,
3. Developing a reading comprehension evaluation system, and
4. Enhancing reading comprehension ability using the Jigsaw.

1.5 Significance of the Study

This research applies the use of Jigsaw to Improve Reading Comprehension of The Tenth-Grade Students of SMA N 10 Denpasar in Academic Year 2022/2023. It is predicted that such research will be of theoretical and practical benefit to individuals involved with enhancing students' reading comprehension. There are likely to be some theoretical and practical implications to the findings of this study:

The outcomes of this study should theoretically serve as a reference or guideline for future classroom action research theory investigations, Jigsaw Techniques. Additionally, results of this study are likely to bolster the empirical data already available to future scholars. Further by utilizing the Jigsaw Technique, the theory of working principles and understanding of teaching English may be utilized as a guide for enhancing students' reading comprehension. Additionally, the findings of this study are intended to bolster the theoretical and empirical evidence for existing reading theories on how to improve reading comprehension. This research is believed to improve enhance' and instructors' learning abilities. These findings may point to other study topics in foreign language learning and are likely to serve as a foundation for future research in this field. Thus, the outcomes of this study should theoretically be beneficial to other researchers as well.

Practically speaking, the findings of this study should provide instructional input to instructors, students, and other researchers. This research is a means of application for instructors during classroom teaching and learning activities. This media approach is intriguing since it enables teachers to provide more and different media strategies. This research is anticipated to benefit students by giving them the opportunity to improve their writing abilities. It is intended to encourage students to write down their thoughts and boost their desire and interest in studying English, particularly reading comprehension. This research is anticipated to serve as a reference and empirical review for other researchers, enabling them to

conduct a more effective research in the future. This work is being used to teach and teach other people about Jigsaw approaches and Descriptive Text.

1.6 Definition of Key Terms

The title of the present study is “The use of Jigsaw to Improve Reading Comprehension of the Tenth-Grade Students of SMA N 10 Denpasar in Academic Year 2022/2023”. To minimize reader confusion, the researcher includes two possible definitions of essential terms used: Jigsaw and Reading Comprehension. The terminology used in scientific studies is too complex for the average reader, and the definitions do not provide a straightforward classification. The definition meaning primary phrase is included, and it is critical to define it to facilitate comprehension in the current study. Additionally, crucial words are determined to ensure that readers thoroughly know the presented research. The following are operational definitions of essential terms:

1. Jigsaw

A methodology employed by class X1 students at SMAN 10 Denpasar. in the 2022–2023 academic year as a learning approach that separates students into small groups and encourages them to assist one another in learning is operationally characterized by the Jigsaw. Cooperative learning groups may be divided into original and expert groups when using the jigsaw techniques. The home group is the primary group of students; its members have diverse degrees of knowledge and are a synthesis of multiple expert groups. The

homegroup is comprised of the majority of students. Homegroups are also referred to as "homegroups" in some instances. Expert groups are made up of students from various backgrounds who get together to study and investigate the same issue. Concerning the content of the descriptive text itself, it is intended to serve as a tool or step in student learning. Students get the material and study the material to obtain knowledge. Then students who have the same material or experts groups talk about the material to get more information. Then the experts go back to their home groups and explain the material to their home groups, and so on.

2. Reading Comprehension

Reading Comprehension is Defined as a skill mastered by class XI students at SMAN 10 Denpasar in the 2022–2023 academic year. Reading comprehension is inherent in the act of reading. The ability and degree to which a reader comprehends the concepts or information included in a reading text determine the reader's overall reading performance.

UNMAS DENPASAR

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical review

For this study, the theoretical review is a collection of concepts and terms from specialists that will be used and necessary. Because of this, it is expected that academical revstudyrieved from the scientific investigation would be of practical value. It must be carried out based on critical theoretical constructs and empirical facts. The academic review concerns the theoretical foundations of thought derived from ideas required as demands to address the problem in a research project. It is possible to narrow the scope of valuable data by focusing on specific variables through theoretical review. As a result, the researcher discusses the important hypotheses for this particular investigation. The current invstudy founded on the theoretical foundations that have been explored in detail below: 1) Jigsaw 2) Reading Comprehension, 3) Assesment of Reading Comprehension

2.1.1. Jigsaw

According to Aronson (2011), the Jigsaw Technique is a technique that significantly impacts students' attitudes toward learning, social relationships among students in a group, and overall performance in class. This also implies that the Jigsaw Technique can assist students in learning to rely on one another for information in a way that elevates them above others

in the classroom. Finally, each student will be beneficial to the group as a whole.

1. Definition of Jigsaw

a. The nature of the jigsaw

The jigsaw is one of the cooperative learning models that can be used to cope with the challenge of teaching reading abilities. It is one of the cooperative learning models that are effective. Aronson and his students at the University of Texas and California were the first to invent the Jigsaw technique in the early 1970s. It has since become widely used. Since then, many scholars have adopted this technique and used it in their respective communities.

A particular type of information gap, according to Brown (2001), is one in which each member of a group is provided with some specific information, with the purpose being to pool all of the data to achieve some objective. Ali (2001) describes jigsaw reading strategies following Brown and Berkeley-Wykes as the technique in which a reading text is divided into parts. The student's objective is to put them back together in the appropriate order – to make sense of the text. It can inspire a significant deal of communicative interaction if it is done as a group activity in which students discuss the decisions about how to arrange the segments of the text. The Jigsaw Technique comprises two unique groups, both of which students will be a member. There is an initial heterogeneous group

that the students will temporarily leave to meet with a homogenous group to learn to be an expert on a particular topic or subject matter.

When the students have achieved the status of "experts," they return to their original, diverse group and take turns imparting their newfound knowledge. Each piece (i.e., each student's contribution) is critical to the completeness and comprehension of the final result, much as it is in a jigsaw puzzle. Each student's contribution is necessary means that each student is critical, which is precisely what makes this technique so successful.

In implementing the Jigsaw classroom, ten steps are believed to be critical to success. According to Aronson (2008), they are as follows.

- 1) The students are separated into jigsaw groups of 5 or 6 people to begin. The group's ethnic, gender, ability, and racial diversity should be reflected in its composition.
- 2) A student should be selected to serve as the group's facilitator. This individual should be the most mature student in the group at the start of the semester.
- 3) The day's lesson is broken into 5-6 segments (one for each member), 5-6 parts.
- 4) Each student is allocated a section to study to progress. Students should only have direct access to the part that they are studying.

- 5) Looking comfortable with their part, students should be given ample opportunity to read it over at least twice. Students do not need to memorize.
- 6) The format sixth step should be the formation of temporary expert groups, in which one student from each jigsaw group joins other students allocated to the same sectioning time for students in this expert group to discuss the major themes of their segment and practice the presentation they will deliver to their jigsaw group should be encouraged.
- 7) Students return to their jigsaw group to continue working.
- 8) Each student gives a presentation to the class about their origin. Clarify; other members, are you urged to ask a question.
- 9) The teacher must float from group to group, observing the process. If any group is experiencing difficulties, such as an authoritative or disruptive member, intervene.
- 10) After the session, a quiz on the content should be administered to ensure students understand that the sessions are meaningful, not just for fun and games.

b. Teaching reading comprehension by using the jigsaw

As well as linguistic recognition and cognitive understanding (semantic comprehension at both the surface and deep structure levels), reading comprehension is also influenced by the reader's reactions to the content, which affects the reader's evaluation and appreciation, both of which become part of the

reader's reading comprehension. Because understanding will be inadequate until there is a thorough review and enjoyment of the material. Using two types of assignments to train children in reading comprehension is the best way to ensure they understand what they are reading. Students must identify the significant points in the reading selection or in activities that employ the explicit content of the reading selection to complete recognition problems. On the other hand, recall tasks require students to recall and make explicit actions from memory based on a select assignment. Such assignments are frequently in the form of questions posed to students by their professors after they have initial. The complexity level of these two activities varies depending on various factors, including the students' language ability or requirements and the number of events or episodes that they must recall.

The following exercises can be used to practice literal comprehension:

- 1) Recognise or recall details: Recognize or recall information such as the names of characters in a narrative genre, the period in which a sale takes place, the setting of a story, or an occurrence recounted in the story.
- 2) Topic sentence/primary idea recognition or recall finding, recognizing creating from memory an explicit statement or central concept from descriptive and expository writings.

- 3) Sequence recognition or recall: recalling the sequence of happenings or activities described directly in the content, such as recall and sequential texts.
- 4) Recognition or recall of descriptions: recognizing some similarities and differences in the text that the author has mentioned in a comparison test.
- 5) Recognition or memory of cause and effect relationships: determining the explanations for specific incidences, events, or character acts expressly mentioned in the selection containing cause and effect information.

Thus, the Jigsaw is a suitable technique that effectively increases students' awareness of the importance of learning and comprehending the text. Because everyone is involved in the learning process, it divides the cooperative activity into two distinct groups: the "home group and the "expert group." In the Jigsaw Technique, students are supposed to develop knowledge via conversation in both an "expert group" and a "home group."

Through this experience, students get more comprehension and have a greater chance of making accurate inferences.

2.1.2. Reading Comprehension

Reading is one of four language skills that must be mastered. Reading is a fundamental component of a person's ability to comprehend or gain further information because reading allows one to become more

knowledgeable. Reading is an action carried out by someone to get information or previous knowledge that is already known to the reader (or someone else). There are several things that individuals may do to improve their ability to read and hence increase their knowledge. Using books to expand their vocabularies is an excellent approach for children to learn new words. The essential thing is to establish a welcoming reading environment so that reading activities may run smoothly and effectively (Scott and Ytreberg: 2003).

As a result of the previous thesis, Linse (2005: 69) defines *reading* as "a set of abilities that entails obtaining meaning from the printed word and making sense of it." Reading requires that we be able to decode (sound out) the printed word and comprehend what we are reading."

Reading, as described above, is a component of the skill that entails sensing and deriving meaning from the printed word. In reading, students should be adept at decoding and sounding out the printed word and comprehending what they have read. People who read do this by thinking about, reasoning about, processing information, and visually examining writing with their eyes to learn more about what they are reading.

According to Linse (2005:71), reading has two primary purposes:

- a. information reading is reading done to acquire relevant information to improve understanding and knowledge.
- b. reading for pleasure, which is reading done for enjoyment.

Following the definition provided above, reading for information is a reading activity undertaken by students to gather information from their

books. For example, when students read a book about bird conservation, they will learn how vital it is to maintain the lives of birds in their natural habitat. Students can have a good time even when they are reading for knowledge. Reading for pleasure is a reading activity that students engage in to gain pleasure. It can be used for this type of reading because Descriptive Text gives information about an event or situation, which can be fun for people of all ages to read about.

Reading comprehension is a sequence of processes by which the reader seeks meaning, comprehends the information in a reading text, and is entertained. Experts believe that the reader's schemata (early knowledge) predict reading comprehension performance. According to Peregoy and Boyle (Linse, 2005: 69), three factors separate children in reading: their starting knowledge (the child's background information), their language knowledge (the child's linguistic knowledge), and their techniques or tactics. The reading skills employed (the strategies or techniques the child uses).

According to Anderson, Hiebert, Scott, and Wilkinson (1985); Jenkins, Larson, and Fleischer (1983); and O'Shea, Sindelar, and O'Shea (Klinger, Vaughn, and Boardman, 2007: 2), reading comprehension is the process of constructing meaning through the coordination of several complex procedures, including word reading, word, and world knowledge, and fluency. Thus, reading comprehension is a process that tries to make sense out of many complicated things, like reading words, words, and knowledge.

The researcher finds that reading comprehension is a sequence of actions or processes that the reader engages in to achieve a knowledge of what they have read, intending to receive the information that the reader requires based on the experts' opinions mentioned above. Furthermore, it is possible to reframe reading for comprehension as a set of reading exercises designed to help students learn and grasp what they do not know and do not understand.

2.1.3. Assessment of Reading Comprehension

Assessment is a broad phrase that refers to any deliberate attempt made by teachers or students to make conclusions based on their performance. Furthermore, unlike speaking and writing, the reading process and product are not visible and observable. As a result, assessment is critical as a result of its ability to diagnose students' existing levels of knowledge and abilities, monitor students' progress toward learning objectives to support the educational program, and provide statistics to assess students' high levels of learning. During the teaching and learning process, the teacher must examine the students' comprehension of reading materials or texts, particularly descriptive works.

According to Harrison and Salinger (2002:3), the important question is whether, by moving to performance assessment, the researcher is moving closer to the on-line process of comprehension or even further away from it. Therefore, there are many assessments that can be used to gauge reading comprehension include multiple choice, cloze, short answer, matching, and

other similar tasks. Moreover, the most common form of assessment is question asking, although many other measures may be used to determine whether students have learned specific comprehension strategies such as question generation, error detection of comprehension while reading, and other forms of comprehension monitoring during the teaching-learning process, especially reading comprehension.

Moreover, Klingner et al. (2007:14) state that Examining students' comprehension can be challenging because it can be hard to tell which children truly understand and what they are actually thinking (as the researcher attempts to do in the preceding example). Traditional tests frequently emphasize literal understandings or simple memory; however, there are many more extensive tests available. Comparing students' comprehension skills to those of students in a norming sample is one of them. Another is to determine whether students have satisfied the criteria for their grade level. The second goal is to help teachers by identifying when students comprehend what they read and how effectively they apply comprehension techniques. Teachers must similarly be flexible when collecting assessment data so they may determine what, how, and when to teach.

According to Richards and Renandya (2002:346), assessments should be conducted objectively and contain ways to learn about students' aptitude, knowledge, understanding, and attitude. According to N'Namdi (2005:57), assessment is a tool that gauges a learner's aptitude and knowledge. It highlights the areas of the reading program where students

struggle and succeed. It demonstrates how effectively students can take information from a text and analyze it. Additionally, Caldwell (2008:26) makes it very evident that there is a propensity to view assessment as an independent process that occurs after instruction, such as giving students reading assignments or quizzes after they have finished a chapter of a textbook.

As per Brown (2004:4), evaluation is a continuous process that covers a considerably wider range of topics. Every time a student answers a question, makes a comment, or tries out a new term or structure, the teacher subliminally evaluates that response. To ascertain which abilities are being mastered and which ones require improvement, a reading evaluation is used. The short-answer assignment, according to Brown, is an alternative to the most common test of reading comprehension. Short-answer tests are also successful in preventing students from copying each other's answers because they are considerably simpler to develop and check. Only general information, specific information, textual references, and the textual meaning of the reading texts are covered and determined in the test.

Additionally, short answer tasks are a semi-objective substitute for multiple choice, according to Alderson (2000:227). A short-answer test created to gauge deep comprehension of the explicit content or the implicit context of descriptive text can be used as one way for evaluating reading comprehension. The researcher assigns short-answer questions to the class in order to determine whether or not the students' reading proficiency has

increased. Additionally, the researcher employs a short-answer task scoring technique with a short-answer task scoring rubric that is simpler. Writing an accurate and grammatically correct response is another element in the straightforward grading criteria for the short answer test.

The researcher adapted Brown's reading comprehension assessment theory for this study (2004:56). The test is a particular subset of the assessment's possible outcomes. In order to determine whether or not students' reading comprehension of descriptive text has improved, the researcher employed a short-answer test that involved descriptive language. It comprises a descriptive text the students could read. To grade the students' reading comprehension, they must administer a test. The scoring rubric has been modified so that the students are required to use proper grammar when responding to the test questions.

2.2 Empirical review

An empirical review must be conducted to get information and hypotheses from earlier researchers relevant to the current study. Furthermore, having a working grasp of empirical review of evidence can assist the researcher in avoiding unintended replication of prior study results and put the researchers in a better position to interpret the results of their study. The objective of this study is to provide support for the current study by considering the consequences and determining whether or not the present research will be as effective as the relevant studies included in the empirical review. There are two similar studies available for the researcher to pick

from. This point is also focused on discussing the previous two researchers; they are Kusriani and Nugroho, as follows:

The first study relevant to this study is Yani's research (2020) entitled "Improving Students' Reading Comprehension in Descriptive Text Through The Use of Jigsaw of SMP N 1 Kesesi Academic Year 2020/2021.". This study focuses on improving the reading comprehension of grade 7 students through the use of a jigsaw. This type of research is classroom action research. The data analysis technique used is descriptive and statistical data analysis techniques.

Data were collected through the use of observations, questionnaires, field notes, and tests. The result of the research shows that the jigsaw technique can improve students' reading comprehension of descriptive texts. This can be seen from the increasing student scores in each cycle. The post-test value is greater than the pre-test value. The average value before the action was taken was 49.1 which increased to 66.1 in the first cycle and finally to 80.41 in the second cycle. This indicates a significant difference between the pre-test and post-test scores. This proves that the jigsaw technique can improve reading comprehension of descriptive texts for 7th graders, especially at SMP N 1 Kesesi

Based on the results of her research, reading comprehension can be improved using the Jigsaw technique. This is relevant to the current study where researchers used the Jigsaw to improve reading comprehension. The disadvantage of previous research is that it is a complex procedure and how to use descriptive text to students is not clear. Meanwhile, the advantage of

the current research is list how and why students become bored in class when learning reading comprehension.

The second study pertinent to this research Nasir's (2017) "Improving the Reading Comprehension Using Jigsaw Model at the Grade VII Students of SMP Negeri 2 Samaturu." The study is being conducted as a classroom action research project. This research's process and action data were gathered through testing, observation, and interviews. Teachers and students served as the study's primary data sources. The findings indicated that both in terms of learning outcomes and components of the learning process, the jigsaw model can enhance the quality of learning in reading comprehension.

According to the research findings above Both the test results and the learning process components shown a noticeable improvement. 53.13% of the entire student population, or the achieved value of the test results, fell into the sufficient group in the first cycle. Similar to other areas of the learning process, just 12 students, or 37.5% of the class, earned the excellent category in the first cycle. Both aspects increased in the second cycle. In terms of test results, 87.5% of all students fell into the category of Good or Very Good, which represents the majority of students. Regarding the elements of the learning process, 32 students, or 100%, achieved the excellent category. Thus, it can be stated that the jigsaw model can help the grade VII students at SMP Negeri 2 Kolaka Samaturu understand what they are reading.

From the research, it can be concluded that the Jigsaw Technique is very effective in improving students' Reading Comprehension. However, as before, there are still shortcomings from the research, the researcher did not explain well step by step how the implementation of the technique will be conducted in the classroom. But in the current study, the researcher will show the implementation of the technique more clearly. Even so, previous research also has advantages, namely the research data given in each cycle is very detailed and in-depth

