

CHAPTER I

INTRODUCTION

1.1 Background of the study

Education is something that is inherent in humans so that education will always grow and develop along with the development of human life. Education takes place anytime, anywhere and to anyone. In order for education to be more focused, educational institutions are formed with the aim that education can be well organized. The educational process that takes place in educational institutions is referred to as the learning process. According to Dahlan 2 (2) (2016), it reveals that education has an important role in human life and progress. Good education results from a successful learning process. The learning process is successful if during teaching and learning activities the teacher involves the active role of students.

There are four language skills in English language learning; they are listening, speaking, reading and writing. One of the aspects that should be improved is reading. Reading is one of important skill that is needed to be mastered. By reading students can find out some specific information easily. According to Blachowicz (2008:15), reading is essential process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and a host of other materials. It means that with reading students can gain some information from anywhere by read some text. Reading is not only a source of information and a pleasurable activity but also as a means

of consolidating and extending one's knowledge of the language (Patel and Jain 2008:114). Moreover, there are many benefits that can be found through reading. Students can get knowledge, vocabulary, grammar, and increase understanding from the text. In addition, in reading students can get more information based on the text that they have been read. Reading is also enjoyable activity for the example when students read story especially story with interesting topic, they can play with their imagination to imagine the plot story.

Reading is one of the basic skills in English which is not simply translated word by word, but need to know the meaning of paragraph to the text. Reading Comprehension consists of two words: Reading and Comprehension. Reading Comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing. Reading comprehension has a very important role in learning processes because it determines the success of students in learning many things particularly in daily life. Reading comprehension is very useful in language study.

Based on the interview in SMA Negeri 1 Blabatuh, the students of X class has problems. First, students had a difficulty in understanding English word and sentence in English. Second, the students had difficulty in finding the main idea of the text they read. Those problems could be problem for the students' reading comprehension and make them fail in answering the questions. Therefore, the ability of the students in comprehending the reading text was poor. There are so many techniques that can be applied in teaching reading comprehension. Considering the problem above, the researcher was

interested in conducting a study, which was intended to improve the students' achievement in reading comprehension through Jigsaw with reading text in Descriptive text.

The jigsaw teaching method is a strategy that was first developed by (Aronson, 1971) and further developed in practice assessment by (Slavin, 1986). Husna, et al. (2013) provide an understanding of jigsaw as a learning method that focuses on the learning process on group work of students who are divided into small groups. In addition to being able to exchange ideas, students can also increase cooperation and togetherness in solving problems encountered during task work. At first, students must form groups of four. Each small group is designed to read a story material, after students finish reading it is expected that students are able to answer questions and discuss general structure, general and specific information of paragraphs, find the meaning of difficult words, synonyms and antonyms. If they can understand exactly what they have read, they should be able to answer questions and solve problems together with the group.

By considering the benefits of the jigsaw technique to stimulate and involve students in reading comprehension, the researcher chose the jigsaw technique with a story to be applied in learning as a means to prove how the strategy works to solve the problems of X class students of SMA Negeri 1 Blahbatuh with the title "Improving Reading Comprehension of the Tenth Grade Students of SMA Negeri 1 Blahbatuh in Academic Year 2022/2023 Through Jigsaw".

1.2 Research Problem

Research problem is a term used to describe the struggle that sparked research. Thus, selecting and formulating problems is an important aspect of a research study. Based on the research background above, X class students of SMA Negeri 1 Blahbatuh for the academic year 2022/2023 some students have low learning achievement in English, especially in reading comprehension. Based on these problems, the research problem can be formulated as follows: Can the reading comprehension of X grade students of SMA Negeri 1 Blahbatuh for the academic year 2022/2023 be improved through Jigsaw?

1.3 Objective of the Study

To make the present study has direction, it is a need to declare an objective to be achieved. It is a guide in making the necessary decisions and is also a starting point in conducting research. On the other hand, many methods for teaching reading comprehension are currently being applied to improve student achievement especially in reading comprehension. One of them is Jigsaw which trains students to learn to discuss with a group of friends. In order to be able to answer the statement of the research question above, the purpose of this research is to find out whether reading comprehension in SMA Negeri 1 Blahbatuh in the academic year 2022/2023 can be improve through Jigsaw.

1.4 Limitations of the Study

Reading actually has a broad and wide scope of coverage, so limitation of the study is necessary. There are many things that can be taken as the subject matters to be observed by people who want to do research in this field. Since reading has a lot of things to be observed, the researcher needs to narrow down the area of this study. Thus, the researcher limited the investigation which was focused on improving Reading Comprehension of the Tenth Grade Students of SMA Negeri 1 Blahbatuh in Academic Year 2022/2023 through Jigsaw. In addition, the researcher used a scoring rubric to assess the students' reading comprehension by focusing on their grammatical in answer the short answer question.

1.5 Significance of the Study

This research is concern with teaching and learning process in reading comprehension through jigsaw with a story in tenth grade students of SMA Negeri Blahbatuh is expected that can get the result may be useful for the teacher in teaching and learning process in improving reading comprehension of the students. In this present study, the result is highly expected to provide meaningful significance result of the research finding. In addition, the researcher is expected to have more advantages result for the teacher, student and other researcher in terms of theoretical as well as practical significance in the context of improving reading comprehension. The research of this study should be significant which is divided into theoretical and practical significance. The result of this study is expected to support the learning activities as the following result:

Theoretically, the results of conducting a research using jigsaw with a story as media in this present study are expected to contribute the teaching English. The result can be beneficial as theoretical evidence about the implementation of the theory based on the problems that faced especially for teaching reading. Moreover, the result of this study are expected to enrich theories and can be the available reference for future study related to jigsaw with a story in improving reading comprehension of the tenth grade students. Furthermore, the findings are expected to be used as evidence that jigsaw with a story as media is one of effective technique in improving reading comprehension of the tenth grade students of SMA Negeri 1 Blahbatuh in Academic Year 2022/2023.

Practically, the result of this research study is expected to give feedback to general especially in educational environment, such as for English teacher, students and other researcher. For the English teacher, the researcher is expected to be able in improve teachers' knowledge and strategy in improving the student's achievement in reading comprehension. It also helps the teacher to create a useful and effective condition in teaching reading. For the students, it is useful for students to be able to increase their reading not only knowing the meaning of word but also for identifying main idea, specific information, recognizing textual meaning and textual reference of the text. For other researcher, is expected to make other researchers know about teaching reading comprehension through jigsaw with a story as media in order to conduct the better future research.

1.6 Definition of the Key Terms

The title of the present study is Improving Reading Comprehension through Jigsaw of The Tenth Grade Students of SMA Negeri 1 Blahbatuh in Academic Year 2022/2023. It is necessary to define the key term used in the present study in order to avoid the reader's misunderstanding and confusion on the parts of the reading readers concerning the key terms use in the context of the present study, the researcher needs to give clear information and operational definition about the key terms used in the present study. There are a key terms operationally defined as follows.

1. Reading Comprehension

Reading comprehension is operationally defined as the comprehension of the tenth grade students of SMA Negeri 1 Blahbatuh in Academic Year 2022/2023 in reading story, especially in finding out general information, specific information, textual reference and textual meaning.

2. Jigsaw

Jigsaw is defined oprationally as a way in teaching reading comprehension in which the students are divided into small group. Each group is given one story and they discuss it together with the group. Each group is given a different material or task.

3. Descriptive Text

Descriptive text is text that contains a description of an object, place, or event. The structure of the descriptive text is identification, description, and conclusion.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Review of related theoretical is an important part of the scientific research because it allows the readers to understand the foundation of the research problem. Pelton (2010:68) states that through review of the literature related to the research question may open new ways of looking at the problem that might have been overlooked otherwise. This type of definition assumes both knowledge and acceptance of the theories that it depends on. This chapter discusses related theoretical review of this research that includes: the conception of reading comprehension, types of reading, and the importance of reading comprehension, jigsaw, and the definition descriptive text.

2.1.1 The Conception of Reading Comprehension

There are many definitions of reading comprehension some of which in this study are quoted from different side of uses. These theories can provide information or knowledge for the problems of the study that are described below. Chesla (2001:3) states that to understand and remember about what have been read, it's needed to be involved with what are reading in. However, in reading process, the typical problems of the students in comprehending the English text are the difficulty in figuring out the main idea of the passage, the difficulty in figuring out the meaning of the selection because there are so many words that do

recognize, and difficulty in summarizing the content of the text. Moreover, Harmer (2002:99) writes that reading is useful for language acquisition. Provided that the students more or less understand what they read, the more they read, the better they will get in.

Meanwhile, Brown (2004:185) states that in foreign language learning, reading comprehension is likewise a skill that teachers simply expect learners to acquire. Reading comprehension is one of the important skills that must be mastered in learning English. The ability in reading will help the students to comprehend text and its meaning. Language component such as, vocabularies, structure and many others to understanding the meaning of the text can support the ability of reading. Reading Comp On the other hand, according to Klinger (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes words reading, word knowledge and fluency. Recent studies have focused on how readers use their knowledge and reasoning to understand texts. The term comprehension strategy is sometimes used to refer to the process of reasoning. Good readers are aware of how well they understand a text while reading and also taking active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension and information use.

Moreover, Moats (2001:5) states that reading comprehension is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn't learn the reading basics early is unlikely to learn them at all. Any child who doesn't learn to read early and well will not easily

master other skills and knowledge, and is unlikely to ever flourish in school or in life.

Furthermore, Pang (2003:6) states that reading comprehension is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Comprehension involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

According to Nunan (2005:71), reading comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the readers and the text, the understanding of the language and vocabulary in the text and learning and use of specific strategies for comprehension. Reading comprehension is the ability to understand written materials. It means that the readers also learn about language components, such as grammar and vocabulary. According to Carter (2002:136), Reading comprehension refers to our ability to understand what you read, while the reader reading you use all of our ability to understand what reader are reading as your eyes movement, your brain, even your knowledge

Reading comprehension is about understanding written text. According to Smith (2004:2), reading is the most natural activity in the word. The way to improve reading comprehension is read often and read the materials that it is interesting. Another way to improve reading comprehension is improving the vocabulary. Wagner et al. (2007: 95) state that the product of successful comprehension is a representation of the state of affairs described in the text. Models of skilled comprehension refer to this representation as a mental model or situation model. These meaning-based representations are not unique to reading comprehension. They are the product of successful comprehension.

In relation with the statement above, reading comprehension can be defined as a process to get clear meaning from the information. In other words, reading comprehension is a process of relating the readers' background knowledge with the information in the text to get the message of the text. Reading comprehension is the main action of reading it self. Reading comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct meaning of the text. Without reading comprehension, students cannot understand the information of the reading text. Reading comprehension is also how to understand the context and meaning of the information in the text.

2.1.2 Types of Reading

Reading refers to comprehension which has a broad and complex coverage. Students can do many activities in reading class. In order to acquire reading skills, there are different types of reading such as intensive reading, extensive reading, reading aloud, and silent reading.

a. Intensive Reading

Jain and Patel (2008:14) states that intensive reading can be called text reading or passage reading. In this type of reading the learner needs the text to get knowledge. This reading is done to carry out to get specific information and accurate detail extraction. Intensive reading is related to further progress in language learning under the teacher's guidance. The aim of intensive reading is to help students obtain detail meaning from the text, to develop reading skill such as identifying main ideas and recognizing text connectors and to enhance vocabulary and grammar knowledge. James (2003:202) in intensive reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic, or discourse system of the second language, or to provide the basis for targeted reading strategy practice.

According to Harmer (2002:213), order to read enthusiastically in class, we need to work to create interest in the topic and tasks. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not serve as

the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

b. Extensive Reading

Jain and Patel (2008:210) state that extensive reading is reading for pleasure and need global understanding. The reader wants to know about something. Extensive reading is a skill for acquiring general knowledge. You employ extensive reading when you find magazine article that interest you. We have discussed the importance of extensive reading for the development of the students word recognition and for their improvement as readers overall. But it is not enough to tell students to read a lot, we need to offer them a program which includes appropriate materials, guidance, tasks, and facilities such as permanent or portable libraries of books.

One of the fundamental conditions of a successful extensive reading program is that students should be reading materials which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure – the main goal of this activity. This means that we need to provide books which either by chance, or because they have been specially written, are readily accessible to our students.

Specially written materials for extensive reading – Richard Day and Julian Bamford in Harmer (2002:201) call “Language Learner Literature” are often referred to as “readers” or “simplified readers”. They can take the form of

original fiction and non-fiction books as well as simplifications of established works of literature. Such books succeed because the writers or adaptors work within specific list allowed words and grammar. This means that students at the appropriate level can read them with ease and confidence.

c. Reading Aloud

Broughton (2003:91) writes the word reading of course has a number of common interpretations and it may mean reading aloud, a very complex skill, which involves understanding the black marks first and then the production of the right noises. Most people, if they are asked to read something aloud, like to have an opportunity to glance over what it is they are being asked to read. In the actual process of reading aloud too, they usually find that their eyes are several words if not lines ahead of their tongues. Reading aloud plays important role in teaching of English because it is the base of words pronunciation. While teacher presents model teaching, this model reading should be according the level of readers so that the readers could understand and pronounce it well.

The aim or reading aloud is making pupils realize the important of making every word and syllable distinctly heard and understood by all so it makes intelligible the meaning and significance of the general drift of the passage read. In reading aloud, posture and speed are both important, and due attention should be paid to these. Teachers should read first as a model and not mere routine, while pupils should read much later after the passage is understood.

d. Silent Reading

Silent reading is the most important type of reading. Silent reading should be introduced when the students has mastered the basic structured, comprehends the meaning of words and can recognize and pronounce words accurately. Silent reading enable's the students to read without making sounds and moving his lips. It helps him read with speed, case and fluently. It aids comprehension and expands the student's vocabulary. Silent reading creates a different relationship between writer and reader. Instead identifying with the writer as speaker of his or her words, the reader becomes an (internal) hearer of writer's words (Jajdelska, 2007:6).

Training in silent reading is most important for the students and it is to this that the teacher of English has to devote a great deal of attention. The aims of silent reading are pleasure and profit, to be able to read for interest and to get information. The advantages of silent reading are that it is quicker, and hence saves time: it enables attention and energy to be concentrated on meaning and so saves division of attention. These results in the assimilation of the result of larger information.

In conclusion, based on the types of reading above, in the line of the study is applied intensive reading, as the researcher gives reading text in the teaching learning process that the students must understand the content and the information that is contained in it. Furthermore, the researcher uses specific technique, such as jigsaw in teaching reading comprehension.

2.1.3 The Importance of Reading Comprehension

A large reading comprehension can help us express our ideas precisely

vividly. Meanwhile, we cannot do well comprehension without a large reading comprehension, for the passage and questions involves a range of words much wider than that of our daily conversation. Based on Woolley (2010) argue that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Therefore, the readers need to understanding of meaning of the text ideas during the reading process. In addition, comprehension is affected by a reader's culture, based on the degree to which it matches with the writer's culture or the culture espoused in the text (Pardo, 2004). It means that readers also read in particular ways depending on the purpose for reading.

According to Duke and Pearson (2001) argues that the reading comprehension is a process which the reader constructs meaning using as the building materials the information on the page of printed and the knowledge stored in the reader's head. Therefore, having a lot of reading comprehension can help the learners to the progression according to the functional needs. In addition, Harmer (2007) said that the student solve the subject or interested to see based on what the learners like. Furthermore, it is said that the learner individual difference factors include belief, attitude, motivation and language learning experiences. Therefore it can be concluded, in English learning, especially learning of reading comprehension, there are some factors that influence the students in mastering it. It is external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come

from IQ, attention, motivation, interest, attitude, and etc.

2.1.4 Jigsaw

The jigsaw method is a highly collaborative method because in this method students are required to work together in groups so that this method can help teachers' performance in building good cooperation characteristic among members. According to Aronson (2006) Jigsaw method, a cooperative teaching technique to reduce intergroup prejudice in the classroom. This discussion proved successful in fostering a more harmonious relationship between minority and majority school children. Harahap (2016), Jigsaw is multifunctional structure. The jigsaw can be used in a number of ways to accomplish a variety of purposes but is primarily used for presentation and acquiring new material, this structure creates interdependence. Brown (2001: 264) states "reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is a process of reconstructing from the printed pattern on the ideas an information intended by author".

Johnson and Johnson (2006) did a research about the cooperative learning of Jigsaw model and the result shows that the cooperative interaction has a wide range of influences of child development. The influences include: (1) increasing the learning outcome; (2) increasing the student's memory; (3) increasing the positive attitude to the teacher; (4) increasing intrinsic motivation; (5) increasing the ability of mutual cooperation; (6) increasing the student's pride; (7) increasing the heterogeneous relationship.

Jigsaw helps students participate freely and actively. It includes special activities or formats that help interest and engage people. Moreover it fosters

active participation and steers participants toward constructive activities and dialogue. It helps avoid complain oriented or conflict driven sessions. According to Serravallo (2010:6), some benefits as follows:

1. Address instructional goals by matching the needs of students with a purpose and method
2. Create efficiency: more children can be seen more frequently for intervention or enrichment
3. Allow students to feel like part of team as they work on the same goal with other students
4. Build in peer support as students mentor one another toward their goals.

4.1.1 The Definition of Descriptive Text

Description Text is about the characteristics of a particular thing such as an object, place, human, animal or event. According to Oshima and Hogue (1997: 50), descriptive appeals to the senses, so that it tells how something looks, feels, smells, tastes, and/or sounds. In addition, a good description is like “word picture”; The reader can imagine objects, places, or people in his mind. A good description writer is like an artist who paints a picture that can be clearly "seen" in the reader's mind.

The generic structure of descriptive text is as follows: (1) Identification: introduction to the subject of the description. (2) Feature description: describe the characteristic features of the subject (3) Conclusion: rewrite the essence of the reading.

While the linguistic features of descriptive text are as follows: (1) Specific

participant: has a certain object, not general and unique (there is only one). For example: Uncle Tom, Borobudur Temple. (2) The use of adjectives to clarify nouns. For example: a handsome man, a beautiful woman. (3) Use of the simple present tense: The sentence pattern used is the simple present because it tells the facts of the object being described. (4) Action verbs: there are verbs that indicate an activity (the activity can be seen). For example: run, walk, cut, etc.

2.2 Empirical Review

Empirical review in research methodology is when the researcher reviews the information and theories currently available concerning the topic and the historical background of the topic. Empirical review has two functions. First, it is to demonstrate thorough understanding of the field in conducting research. Second, it is to show that the problem being studied has been done or not before in the way proposed by the researcher. In accordance to support this study, the researcher lists similar researches from other researchers, as follows:

First Improving Reading Comprehension Ability of the Eleventh Grade Students of SMAN 5 Jombang in Academic Year 2019/2020 Through Jigsaw Technique by Anandita (2020). The result of the study showed that jigsaw technique was an effective way in improving and enhancing the students' reading comprehension.

Second, Improving Student's Reading Comprehension in Descriptive Text Through The Use Jigsaw by Yani (2021). The result of the study showed that jigsaw technique can improve students' reading comprehension of descriptive texts. This can be seen from the students' scores which increase in each cycle.

Based on the result of the researcher above, the first researcher showed that jigsaw technique was an effective way in improving and enhancing the students' reading comprehension. Second researcher showed that jigsaw can improve students' reading comprehension of descriptive texts. This can be seen from the students' scores which increase in each cycle. The difference those researchers with this research is the researcher combined the jigsaw technique with a story in descriptive text. The researcher can conclude that jigsaw with a story in descriptive text can be an effective way to improve the students' language ability such as reading comprehension. In using jigsaw technique, there are strengths such as being able to increase cooperation cooperatively to study and discuss the material provided, being able to accept diversity of opinion and improving good socialization relationship and being able to develop students' ability to express idea or ideas in solving problems without fear make a mistake. In addition to strengths, there are also weaknesses such as conditions in crowded classrooms due to discussions, sometimes students who are more active dominate the discussion and tend to control the course of the discussion, and it takes longer time especially if the spatial arrangement is not well controlled, so it takes time to change positions. Can also cause noise and it takes time and careful preparation before this learning model can run well.