

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the basic skills students need when learning English. It is the process of looking at written symbols and getting meaning from them (Lems et al., 2010). When reading a book, people primarily use eyes to receive written symbols such as letters, punctuation marks, spaces, and also use brains to create meaning and communicate it to someone. Reading is about gaining comprehension of written text (Pang et al., 2003). In reading, students not only should be able to read the text, but also understand what the text is about. Students can have the ability to acquire specific information they seek, whether it pertains to academic subjects, general knowledge, or other fields of science. Therefore, reading is a crucial skill for learning the English language, involving the process of interpreting written symbols with the eyes and the brain to gain comprehension.

The reader must possess the ability to understand the information accurately and to effectively comprehend a reading text. Reading is more than knowing and understanding words, but understanding what is read by connecting ideas and the text you already know (Mikulecky, 2008). The reading process requires the student to comprehend the text or passage to fully understand the meaning of each word, aligning with the objective of the reading task.

Reading comprehension is a critical skill that students are expected to develop in junior high school (Brassell & Rasinski, 2008). Students are expected to possess reading comprehension skills, which involve understanding the content of a text, identifying the main idea, specific information, and the meaning of words

within recount text. Furthermore, students are expected to understand the purpose and theme of the passage, as well as the extent of the information provided. This requires them to critically analyze the text and extract meaning from it. However, despite the expectations and requirements, many students face challenges in comprehending the content and components of reading. For instance, encountering new or unfamiliar topics can pose difficulties, as students may struggle to connect with the material and fully understand what the text is discussing. This may lead to difficulties in identifying the main idea or extracting relevant information from the passage.

Reading is a highly effective way for students to develop automatic word recognition skills, which is the ability to instantly recognize words when encountered (Metsala & Ehri, 2013). It is considered the most effective method for improving English reading skills. Additionally, extensive reading, where students read a wide range of materials, is known to have similar benefits as extensive listening, where students listen to various forms of language input. Whether students choose to read passages from textbooks, simplified readers, or other materials at their level, or listen to podcasts or radio programs, the effect on language acquisition is similar. Thus, a good ability in reading comprehension can have a positive impact on students' academic progress (Woolley, 2011). When a student can comprehend what they read, they grasp the subject matter more effectively and faster. It makes the students spend less time re-reading material and can retain information better, which frees up time for additional learning opportunities, which is crucial for performing well in exams and assignments.

The integration of pictures in the jigsaw technique for reading comprehension provides a number of significant benefits. The use of pictures not only helps students visualize concepts and understand the overall context of the text, but also increases student engagement and motivation in the learning process (Namaziandost et al., 2020). By providing support for a variety of learning styles, pictures play an important role in enhancing students' understanding and helping them develop analytical skills. Additionally, comparing and analysing how pictures support the text can help students explore deeper interpretations, and creatively presenting the results of their interpretations can improve communication skills (Yoshida, 2018). Thus, combining pictures in the jigsaw technique not only adds a visual dimension, but also creates a holistic and in-depth learning experience for students.

Based on the observation, that was conducted by the researcher, it seems that the teacher find that the students face difficulties in comprehending English texts, particularly when it comes to understanding the content of the reading material. In most cases, teachers simply provide texts to students and ask them to read and find answers using aids such as English dictionaries, either individually or in pairs. However, the importance of teaching reading to teachers is not always perceived as equally significant as the importance of reading as a necessary skill in English language learning. The teachers view reading as a task that requires students to exert effort in completing exercises or tasks, which may lead to decreased motivation and lower reading proficiency. In fact, it was observed that a majority of students at SMPN 1 Kuta Utara seems that the students are difficult in reading in a well way.

In the context of teaching reading, it is important for teachers to carefully choose appropriate strategies. There are various strategies that can be employed in reading instruction, and one of them is the Jigsaw technique, which involves the use of pictures. Jigsaw technique is a form of cooperative learning that has been studied by numerous researchers and used in classes at different levels and subjects. Additionally, the Jigsaw technique can serve multiple purposes, such as an icebreaker for new groups, a team-building activity, a means of gathering information, an introduction to a particular topic, or a first step for future planning, decision-making, or extended discussion. When implemented in the classroom, this technique allows students to listen to and consider other opinions about the text. It enables them to gain more information from the reading material and potentially modify their own opinions.

The researcher chose to use the Jigsaw technique combined with pictures. It is because jigsaw combined with pictures can facilitate students' understanding and comprehension of each reading passage easily. The use of pictures in this technique also make the students have a deeper learning experience. As a result, this approach can make the classroom environment more dynamic, as evidenced by the information provided above. The researcher is enthusiastic about conducting research in improving reading comprehension of the eighth-grade student of SMPN 1 Kuta Utara in academic year 2023/2024 through jigsaw combined with pictures.

1.2 Research Problem

Based on the background above, the eighth-grade student of SMPN 1 Kuta Utara in academic year 2023/2024 exhibited low achievement in English

particularly in reading comprehension. Thus, the researcher decided to use Jigsaw combined with pictures in teaching reading comprehension to the eighth-grade student of SMPN 1 Kuta Utara in academic year 2023/2024. Therefore, the research problem can be stated as follows: can reading comprehension of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2023/2024 be improved through Jigsaw combined with pictures?

1.3 Objective of the Study

Various techniques and strategies were employed to enhance reading comprehension skills, and it is essential to utilize appropriate activities to improve the reading comprehension of eighth-grade students in higher grades. According to the research problem stated above, this research aims to find out whether there is reading comprehension ability of the eight grade students of SMPN 1 Kuta Utara in the academic year 2023/2024 can be improved through jigsaw technique combined with pictures.

1.4 Limitation of The Study

Since there are numerous aspects to consider when it comes to reading, researchers must narrow down the focus of this research, primarily on reading comprehension. Consequently, the researcher limit research on improving students reading comprehension using Jigsaw technique combined with pictures for understanding information presented in readings or texts mainly identify general information, specific information, textual refences, and textual meaning in reading text for eight grade students of SMPN 1 Kuta Utara in the academic year 2023/2024 through Jigsaw technique combined with pictures.

1.5 Significant of The Study

The aim of this research is to improve students' reading comprehension skills using a combination of Jigsaw and picture strategies. The outcomes of this research are anticipated to offer valuable insights into the theoretical and practical aspects of English language teaching and learning, particularly in the context of reading comprehension. These findings could potentially aid educators in designing effective teaching strategies that enhance their students' reading comprehension abilities. Additionally, the research may contribute to the existing body of literature on language teaching, specifically in the field of English language education.

Theoretically, the results of this research are predicted to reinforce the use of the Jigsaw combined with pictures to improve students' reading comprehension abilities. Therefore, this research may serve as a helpful resource for future researchers who wish to conduct similar studies. This research may be considered a valuable alternative reference for future similar research. As a result, the research could provide useful information by providing insights into the instructional strategies employed in the teaching and learning process.

Practically, the implementation of this technique is expected to provide benefits for students, teachers, and schools. Specifically, eight grade students at SMPN 1 Kuta Utara are expected to develop a greater understanding of the key concepts in reading comprehension, and may even begin to find the subject more enjoyable. Additionally, this research could also be valuable for teachers, as it offers informative feedback on the improvement of the technique used to teach reading. With this knowledge, teachers may become more creative in their selection of texts and methods for improving students' English language skills. Therefore,

this research has the potential to make a meaningful impact on the learning experiences of both students and teachers.

1.6 Definition of Key Term

To make the readers clearly understand this research and to avoid confusion of the key term which are used in the present research, the researcher will explain the term are used. Those key terms are briefly defined as follows:

1. Reading Comprehension

Reading comprehension can be operationally defined as the ability of the eighth-grade students of SMPN 1 Kuta Utara to process text, understand its meaning, and to integrate with what the reader already knows. Moreover, reading comprehension involves four key aspect such as general information, specific information, textual reference, and textual meaning of reading recount text to find out.

2. Jigsaw Technique Combined with Pictures

Jigsaw technique is kind of teaching technique that used by the teacher to improve students reading comprehension. The jigsaw technique combined with pictures is a learning approach where students work together in groups to understand and organize information from a particular topic. In this context, each group focuses on a specific section or aspect, and images are used as a tool to support their understanding and presentation. Ultimately, these groups come together to assemble the images into a complete picture or overall presentation, promoting collaboration, collective understanding, and student engagement.

The students are divided into diverse "home groups," and each group having a leader. The recount text material is then divided into five segments, and students

learn one segment while using pictures for better understanding. Temporary "expert groups" are formed, where students with the same segment collaborate and discuss to find the answer of the question which related to their segment. Moreover, when the students return to their home groups, students share what they have learned to their home groups friends, and the teacher provides support if needed. Therefore, to assess learning outcomes, a test is administered to evaluate students' achievement. By following this method, this interactive approach promotes active engagement, teamwork, and deeper comprehension, making learning more enjoyable and effective for all student.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical

The theoretical review used in this study must be relevant. Therefore, this research was conducted based on a review and discussion of several related theories. Theoretical views are used to limit the scope of the data and focus on certain variables. The researcher discussed theories related to improving reading comprehension through jigsaw technique combined with pictures for class VII students of SMPN 1 Kuta Utara in academic year 2023/2024. So, the research was conducted with a theoretical framework as follows:

2.1.1. Reading Comprehension

Reading is one of the basic skills of the four English skills that must be mastered by students. Reading is the processes of thinking, understanding and getting the meaning from a text (Serravallo, 2010). The goal of reading is directed toward the understanding and catching the idea that conveyed in the text. The students must have an existing knowledge about the text's structure or topic before reading. It means that when the students read, they use the eyes to receive written symbols (letters, punctuation marks and spaces) and the brain to convert them into words, sentences and paragraphs that communicate something to the students.

Comprehension is the process of how to get understanding from reading activity. It has been emphasized that comprehension is the first point to be made about the reading process. Comprehension is the central core of the broader and more complex ability to reason (Oakhill et al., 2015). Without comprehension, it is

useless if readers or students only read the word or sentence. It is more than recognizing all the words in the written texts. When the readers are in the process of comprehending the content of the written text, they try to construct the meaning of the written text by recognizing the words in the written texts automatically to ease them in relating their background knowledge to the writers' ideas and information drawn in the written texts. In short, reading comprehension is a process understanding or derives meaning and information from a written text. In other words, it is a process of comprehending the text. There is no reading without comprehension.

Reading comprehension is the activity where the students actually understand what they read about. If students fail to comprehend what they read, their reading efforts are wasted. Reading is about thinking and understanding written text and it is a complex activity that involves both perception and thought in one situation (Pang et al., 2003). Reading consists of two related processes such as word recognition and comprehension (Rieben & Perfetti, 1991). Word recognition is the process of how written symbols correspond to the particular language read by students. In other hand, comprehension is the process of how to understand connected words, sentences, and texts so that text have meaning. As a reader, this is the important part of reading the text. So that, students need to be able to understand the text.

2.1.2. Jigsaw Technique Combined with Pictures

As it is stated before that the researcher intends to take Jigsaw as the technique combined with pictures that applied in the reading comprehension research. Jigsaw is a cooperative learning technique that is used for the students

(Aronson, 2002). It aims to improve activity in learning, such as student motivation and enjoyment. The class must fit the pieces together to complete the whole. In jigsaw technique, the students must use their language resources to communicate meaningfully and so take part in meaningful communication practice with other students.

By using this technique, the teacher assigns different segment of the text combined with pictures to each member of home groups. The students research their assigned segments, then meet in expert group with members of other group assigned to the same segment to discuss refines their understanding of subject. The member of expert groups returns to their home groups to deliver or give a presentation about their segment to entire member of home group. In this jigsaw technique, the teacher does not actively get involved in the discussion. The teacher only facilitates the students when they find the difficulty in explaining their segment. In short, by using jigsaw technique while teaching process, it can increase the student's motivation in learning because the teacher gives the turned to the student to be more active.

The use of pictures in jigsaw technique is important because it promotes understanding, participation, and cooperation among students. Pictures provide visual support and context, helping students interpret and understand text more effectively (Alqahtani, 2015). Additionally, it triggers interest and motivation to the student so the learning experience can be fun. Furthermore, pictures can accommodate different learning styles, which is especially beneficial for visual learners. Moreover, the jigsaw technique combined with picture encourages active participation and collaborative learning, so the students can analyze and interpret a

deeper understanding of the text. Overall, incorporating pictures into reading comprehension using jigsaw technique is a valuable approach that promotes understanding, engagement, and collaboration.

2.1.3 Assessing Reading

Assessing reading is in this research because it is used to determine what skills are learnt and needed to be strengthen. In reading activity, the students should make correlation between the shapes of word or sentence from a text on the page with something on their heads to have a meaning. Reading can be accessed through writing since reading and writing are both communicative activities (Bailey & Heritage, 2008).

In teaching and learning process, reading comprehension is an important part in the classroom. The assessing comprehension is complete with challenge because it can be difficult to determine how much the students really know and what they are actually think (Klingner et al., 2010). Then, by administering a test, the teacher can measure students' reading comprehension achievement in order to measure how well the students are able to comprehend the text. So that, the students have to be diligent in reading a text and try to improve their vocabularies and intonation.

2.2 Empirical

The first research was conducted by Putriani, (2023) in her research entitled Improving Reading Comprehension of the Seventh-Grade Students of SMPN 12 Denpasar in Academic Year 2022/2023 Through Jigsaw Technique Combined with Picture. The research took 40 students of VIII A as samples. The objective of her research is to improve students' reading comprehension of the students by using

Jigsaw. The data were gathered from tests and observations. The average test scores were Cycle I (74.45) and Cycle II (90.07). The result of the research proven that Jigsaw technique was an effective technique to improve students' reading comprehension, especially in reading recount text.

The strength of this research was in how they presented the material by implementing Jigsaw as a technique for teaching reading in the class. Studies showed that the subject's ability in reading could be improved through Jigsaw in teaching and learning. However, the research also found a weakness in both researches. The weakness of Putriani's research was she explained that she used descriptive text for the students but the instruments used descriptive paragraph. If she taught in Junior High School students, it must be descriptive paragraph not descriptive text. So, it makes the reader confuse whether it is a paragraph or text.

The second research was conducted by Febrina (2022) in her research entitled *The Implementation of Jigsaw Technique to Improve Students' Reading Comprehension (Classroom Action Research on Class VIII Students of SMPN 2 Pontianak) 2021/2022*. The research took 32 students as samples. The average score was Cycle I (70.3) and Cycle II (85.1). This research effectively improved students' ability in reading much better by using jigsaw. Based on the result of the pre-test, post-tests, and questionnaire, it could be concluded that the reading comprehension of the eight grade students of SMPN 2 Pontianak in the academic year 2021/2022 could be improved through Jigsaw.

The strength of this research was also the same like the first research. Febriana's presented the material by implementing Jigsaw as a technique for teaching reading in the class. However, this research was also found weakness.

There were no teaching media in her research such as video, pictures, etc. The teaching process would be more interesting if she used teaching media. The use of media in the teaching and learning process was important to be successful in teaching English, especially in reading. Furthermore, the media can stimulate the students in the teaching-learning process. It made the students more interested in the material and also It can help the students easily understand the material.

Based on the researches, it can be concluded that the Jigsaw Technique is very effective in improving students' Reading Comprehension. However, as explained before, there are still shortcomings from the research because the first researcher did not explain well about the material whether that is text or paragraph. And also, in the second research, the researcher did not use a learning media. But in the current research, the researcher will show the implementation of the technique more clearly by using a recount text and with a learning media which is a picture.

