

CHAPTER I

INTRODUCTION

1.1 Background of the study

Reading is a multifaceted process involving word recognition, comprehension, fluency and motivation. Express an imagination of a reader that is liked by the general public and is also understood by someone who loved as well as the meaning of reading. According to Pang et al (2003:6), reading is about understanding written text. Reading is not only about reading the text or passage but it is also necessary to comprehend it. Student can find out some specific information that they need to know whether it is about school subject, the subjects' knowledge or other sciences. Besides, reading is an active process in which the readers transfer the idea, Though, concept, and feeling between source of information that they know in their prior knowledge and what the text says in order to get some information stated in the text.

In reading a reading text, the reader needs understanding to be able to get the right information. According to Sabatini (2004:12), reading is rapid, efficient, and fluent (silent or aloud). In reading process, the student is necessary to read text or passage is comprehend for the student and can make them easy to understand every word in the text according to the objective of reading itself. Commonly, English has four skills those are listening, speaking, reading and writing. In learning English, the students have to master four skills. Every language skill has their ability, such as; structure and grammar, vocabulary and pronunciation. In teaching English, the teacher cannot put four of those skills. One of those skill has to be

mastered by the student is reading skill. Reading is the most important activity in any language class. 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. Reading is very necessary to widen the mind, gain and understanding of the foreign culture.

In junior high school, the students are expected to comprehend reading text. In reading skill, the student is expected to comprehend the content of the text and textual meaning within descriptive to identify main idea, specific information and the meaning of the words. The student is expected to understand what passage is about and the extend of the information that is given by the teacher can be understood by the student. Based on *Merdeka belajar curriculum* the minimum passing grade is 75. In reading comprehension, almost all of the students have difficulties in comprehending the content and the components in reading such as topic of the material is really new for the students and they do not know what actually the text talks about.

According to Serravallo (2010:43) states that reading is thinking and understanding and getting at the meaning behind a text. However, the problems that students usually face are content understanding and competence in reading. Student usually forget when reading the reading text students also have to understand the reading text. When students are given a topic of new material, they do not know vocabulary that is new to them so that they do not understand what the meaning of the reading text, it means that the students need to know the vocabulary that actually new for them therefore, it makes them catch the meaning and comprehend the text.

Comprehending is the most important activity to understand the text or the passage in order to gain information. Readers typically use background knowledge, vocabulary, grammar knowledge, experience with text and other strategies to help them understand the written text and they can explain to other what they have read for the majority of readers, this process involves decoding written text.

Reading is the best possible way for students to develop automatic that is the automatic recognition of words when they see them. It is by far the best way to improve their English reading. The benefits of extensive reading are echoed by benefits for extensive listening: the more students listen, the more language they acquire and the better they get at listening activities in general. Whether they choose recordings of passages from textbooks, recordings of simplified readers, other listening material designed for their level or podcast of radio programs which are capable of following, the effect will be the same. If their reading skill is poor or low in understanding the reading passage, they are likely to fail in their study at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have better chance to succeed in their study based on Jeremy Harmer (2007:273).

From those explanations, the researcher know that reading is very important for the students who are learning English. In fact, many students have difficulty in reading English texts, especially students who are still difficult to understand the content of the reading text. Generally, teachers only provide text for students and the teacher asks students to read and look for answer from the existing text with aids namely English dictionary and the student do it individually or work with partner. The importance of teaching reading for the teacher is not similar to the

importance of reading activity is the necessary think and learning English. Most of them think that reading is a thing that forces them to think hard in doing some certain exercise or task. It causes the student less motivated in reading a text. And of course, low skill in reading. It was found that most of students at SMPN 12 Denpasar were low in reading skill.

In reading, the teacher should pay attention to choose appropriate strategies. Many strategies can be applied in teaching reading. One of them is Jigsaw, in the jigsaw technique used in combined with pictures. Menguduo and Jin (2010;113) state jigsaw is cooperative learning technique that has been studied in various ways by a number of researchers and teacher in classes of different levels and subject. In addition, jigsaw is an activity that can be used as an icebreaker for new groups, as a team building activity, as a means of gathering information, as an introduction to a particular topic or as a first step for future planning, decision-making or extended discussion. In applying this strategy in the classroom, students can listen other opinion about the text. They can get more information from the reading text and they can modify their opinion.

Jigsaw combined with pictures is selected by the researcher in this study. It is because jigsaw combined with pictures makes students easier to understand and comprehend every reading passage. Therefore, in accordance whit the text above, teaching comprehension through jigsaw combined pictures can make the class situation more active. It is a best strategy in teaching reading comprehension. The researcher is highly motivated to conduct research in improving reading comprehension of the seventh-grade student of SMPN 12 Denpasar in academic year 2022/2023 through jigsaw combined with pictures.

1.2 Research problem

Based on the background above, the seventh-grade student of SMPN 12 Denpasar in academic year 2022/2023 had low achievement in English especially in reading comprehension. Thus, the researcher decided to use Jigsaw combined with pictures in teaching reading comprehension to the seventh-grade student of SMPN 12 Denpasar in academic year 2022/2023. Based on background, the research problem can be stated as follows: can reading comprehension of the seventh-grade students of SMPN 12 Denpasar in academic year 2022/2023 be improve through Jigsaw combined with pictures?

1.3 Objective of the study

Many methods were used and different approaches were applied to improve achievement in reading comprehension. The right activities are needed in improve the reading comprehension of eighth graders in the upper grades pleasant. In line with this through, this research is intended to find out whether there is reading comprehension ability of class VII students of SMPN 12 Denpasar for the 2022/2023 school year can be improved through jigsaw combined with pictures strategy.

1.4 Limitation of the study

Because reading has many things to be observed with various methods, researchers need to narrow the area of this research. This is very important to focus on reading comprehension. Therefore, researchers limit research on improving students reading comprehension using Jigsaw combined with pictures strategy for understanding information presented in readings or texts mainly identify general information, specific information, textual refences, and textual meaning in reading

text for class VII students of SMPN 12 Denpasar in academic year 2022/2023 through Jigsaw combined with pictures strategy.

1.5 Significance of the study

This research is concerned to improve the subject's reading comprehension through Jigsaw combined with pictures strategy. The findings of this study are expected to provide both theoretical as well as practical significance for the teaching and learning process in English especially in reading comprehension.

Theoretically, the findings of this study are expected to support and strengthen the implementation of Jigsaw combined with pictures strategy, especially improvement theories student reading comprehension through Jigsaw combined with pictures strategy. Besides that, study results can be used as a reference or additional source for other future studies researchers in conducting similar research. As a result, this study can be used to be an alternative source for future similar research. The study could give information of the strategy that is used in teaching and learning process.

Practically, through the application of this strategy, the result of the study is expected to be useful for the students, teacher and school. The seventh-grade student of SMPN 12 Denpasar would get better understanding about point of reading comprehension. They know that reading comprehension can be enjoyable subject. The present study is also meaningful to help the teacher in finding the informative feedback on the successful the strategy that is applied in teaching of reading. The teacher also could be more creative when selecting many kinds of text for the students to improve reading English achievement.

1.6 Definition of Key Term

There are two kinds of terms that are defined operationally to avoid misunderstanding in this study, as follows:

a. Reading Comprehension

Improving reading comprehension as the ability of the seventh-grade students of SMPN 12 Denpasar in academic year 2022/2023 is the students' ability to understand the meaning, find the main idea or purpose and to catch information from the passage. Furthermore, reading comprehension is defined as the skill of the subject under study in understanding English reading text as suggested.

b. Jigsaw combined with picture

Jigsaw strategy is used by the teacher to improve students' reading comprehension. In the jigsaw combined with pictures strategy, students are able to define a picture and determine main idea, the meaning of word, phrase or sentence and textual references in the text of a picture. Jigsaw strategy is defined as an effective strategy in teaching and learning to improve reading comprehension skills needed students' activities in the learning process in class and student creativity participation their involvement in the teaching and learning process in the classroom. Each group members are given the opportunity to become experts in one of the assigned sections materials and then share with other team members.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical review

This chapter will explain about some important theories which are relevant to analyze the problem on the study. The description of theories will be focused as a framework which instruction to the study. There are three areas which are described and discussed in this chapter as the following: (1) reading comprehension, (2) the implementation of jigsaw strategy combined with pictures in teaching reading, (3) the assessment of reading comprehension.

2.1.1 Reading Comprehension

There are many people especially in Indonesia think that reading is a simple skill because it just only read the text without understand the topic of the passage. Many students think reading is the act of saying word to their teacher and their friend by looking at the passage. They have not learned that reading is a division of the main idea between the author and them. According to Nunan (2005:69), reading is a set of skills that involves making sense and deriving meaning from the printed words and also comprehend what we read. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and whey they lose the meaning of what are they reading, they often unconsciously select and use reading strategy (such as reading or asking questions) that will help them reconnect with the meaning of the text. Reading definitely will improve students' knowledge because the more they read, the more they get knowledge. Reading also have positive effect on the student's

vocabulary knowledge. to comprehend a text, student have to be focused on what they read because reading is not only reading but also comprehending the text systematically and also states that reading is incredibly active occupation. To do it successfully, the readers have understood the arguments and work out if the readers agree with them. It can give them a lot of information and knowledge after reading.

According to Serravallo (2010:43) states that reading is thinking, understanding and getting at the meaning behind a text. Reading must be directed toward the understanding and catching the idea that the text provides. The students think about what they have already know about the text's structure or topic before reading. They make connections to their live and the world as they read. Learning to read is an important educational goal for children or adults. The ability to read open up new world and opportunities to develop their knowledge. By reading or passage, it also can give a big influence for them.

According to Broughton et al. (2003:89) state that reading comprehension is a complex skill that is to say that is involves a whole series of lesser skill, in addition, Johnson (2008:20) states that reading helps incidental contact with the rules grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary. They have much information by reading a book or a text. It can give them good impact in their life. Besides, reading is also an activity that is very fun to do anytime.

According to Brown (2004:185) states that reading is likewise a skill that teachers simple expects learners to acquire. Basic beginning level textbook in a foreign language presuppose a student's reading ability if only because it's a book that is medium. Most formal tests use the written word as a stimulus for test-taker

response oral interviews may require reading performance for certain tasks. When students are able to recognize the words meaning in the reading text or passage, they are able to comprehend what they read.

According to Hosburg (2009:7) states that in order to become a reader, the students must be aware of shapes, and have a considerably wide vocabulary in English. Above all, the students must be sufficiently motivated and must want to read. The purpose of the statement is about preparing students before reading stages as the teacher cannot force the students to read the text without the preparation. It can help them in reading. When the students do not get ready in reading text, they will get difficulties to comprehend it. They should be practiced before entering reading activity like brainstorming.

Reading comprehension is the activity where the students actually understand what they read about. If the students do not read without understand what they read about, they read for nothing. Pang et al (2003:6) reading is about understanding written text and it is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition is where the process of how written symbols correspond to a certain language while comprehension is the process of how to make a sense of words, sentences, and connected text. It is commonly as reader, as the first basic to experience the text; the students use their knowledge of vocabulary and grammar to be able to comprehend the text.

Therefore, reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information (Brassel and Rainski, 2008:18). Successful

reading comprehension is augmented when students have practice with strategies for monitoring their understanding, interesting their intrinsic, interest in the text, creating goals and purpose for their reading and they share what they have already know about they read.

2.1.2 Descriptive text

Descriptive text is a text which expresses or describes place, thing and person in such vivid detail that the readers can easily visualize the described place, thing the person or can picture what is looks like. According to Suwarna (2012) states that descriptive text as a collection of paragraphs about a particular object or place. To get the data and collection of information, it takes experience and involves the five senses which include eyes, heart, ears, skin, and taste. In addition, descriptive text is also defined as a text which is written with our senses since the text will make the readers see, touch, taste, hear or smell the object being described. The writers should try to present their text in the light of the five senses so that the readers will have the same picture as the writers, furthermore, writing a descriptive test mainly intended to provide the readers with a vivid description so that the text will appear as a picture to the readers. Therefore, a good descriptive text will make the readers clearly catch what is trying to be described.

2.1.3 Jigsaw combined with pictures

The jigsaw strategy is defined as a strategy used by the teacher to improve students' reading comprehension, such as clarifying, remembering, knowledge, hear information, ask and summarize. The presence of several pictures using this technique makes students very interested in reading them. According to Kusnandi (2013:41-42) states that picture media is an intermediary or visual based message

delivery that is presented through pictures, symbols, dots and lines to provide a concrete and clear picture of material, idea or event. The pictures presented will provide direction and shadow to students directly regarding the message to be conveyed by the teacher. The material obtained by student will be more factual, easy to remember and not easily forgotten. Picture media is very important to use in an effort to provide conceptual understanding. Through pictures the teacher can help provide experience and understanding to student so that is wider.

That is cooperative learning techniques have been studied in various ways by a number of students researches and teachers in different grade levels and subjects. Unlike previous research, this study aims to determine whether jigsaw strategies can be successfully used to fulfill the intended task in the college English class, integrating all four in the process. The class previews the text by identifying the main sections. The teacher writes it on the blackboard, then the class is divided into several groups. Each group of students reads and makes a visual report of the ideas such as a section. Many charters and informational articles carry such a heavy load of information that asking students to study in one section of reading makes for manageable tasks. Each group reports in each section. Blachowiz (2008:108) states that the implementation of jigsaw in reading comprehension is used to help students utilize the external structure of article and chapters.

Francis (2013:62-66) states jigsaw strategy has several benefits in teaching process. Teacher is not provider of knowledge because most of the work is done by students themselves which make it an efficient way to learn. Student takes ownership in the work and achievement and there for students are held accountable among their peers.

According to Nurul (2011:4) states that the jigsaw technique is cooperative learning method in which students work in small group the jigsaw reading activity that can be demented in any classroom to create active learning among student. Teacher divides student to competence groups. Each group is given a text to analyses, student try well all the information from the text with discuss or share what they have discussed really appropriate if that applied in teaching reading. Moreover, it will hone their communication skills through sharing or discussing any piece of information from the topic.

When they have read text, they come targeting groups in which each student to share information with each other, listen and speak accurately, so that they will be more productive in the learning process. Harmer (2001:107) states that jigsaw reading is process student read short text which sets up problem then in group the read tree different texts, all of which are about some thing's different parts of a story or strange.

2.1.4 Assessing Reading

In assessing reading comprehension of the students, it can be applied the comprehension assessment which is focusing on understanding the meaning of the content in reading itself. Snow (2002:54) states that comprehension assessment is heavily focused on only a few tasks; reading for immediate recall, reading for the gist of the meaning and reading to infer or disambiguate word meaning and reading to infer or disambiguate word meaning. Therefore, the most common assessment of reading comprehension is usually identically with test, involves asking the students to read a passage of text in appropriate level, and then asking some explicit, detailed questions about content of the text given.

According to Pang (2003:18) text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. These are called higher order questions. Methods of assessment with the types of responses students make the questions. The students' responses can be spoken or written. Written responses can be in the form of multiple-choice responses, short answer or extended pieces of writing. Materials used for assessing reading should reflect the types of reading normally encountered in daily life.

The assessment is really needed and can be done by giving a series of test. The purpose of the text is to measure the student's reading comprehension. The important thing to know is the information on the students' progress. Serravallo (2010:44) states that assessing reading comprehension is often challenging because it is impossible without a student writing down what is going through their head or talking to another about what they are thinking. It becomes challenge to see the readers processing. Comprehension skill assessment is also complicated because none of these seven skills is static. The way in which reader uses each of these skills depends upon so many variables including but not limited to genre, text level/difficulty, the readers prior experience with the topic and the structure.

According to Caldwell (2008:222-23) states that most of the teacher consider assessment primarily to the school activities, they think is spelling quizzes yearly standard task for the following curriculum however this assessment is a much broader concept. In the many educational context, an assessment of students reading comprehension is often inferred of the basic of offline measure, such as answering multiple choice question that are presented after actual reading. The assessment of reading comprehension is critical part designing and implementing

program that teach reading strategy. Beside assessment of reading comprehension can be carried not by administering a series of best test.

According to Harmer (2004:68) states that assessment there are many reasons why getting students to read English texts is important part of teacher's job. In the first place, many of them want to be able to read text in English for their carries, for study purpose of simply for pleasure. In addition to make reason easier and useful, student should understand that the process was provide to find the idea of reading and it is good for students to improve their skill.

According to Brown (2004:3) states the besides, assessment of reading comprehension can be out by administering series of test. The test is a method of measuring a person ability, knowledge, or performance in given domain. The students are motivated to learn more and more, in order to their comprehension, their knowledge and it can be used to know the student's performance beside assessment of reading comprehension can be carried not by administering a series of best test. Harrison and salinger (2002:23) state the important questions is whether by moving to assessment, we are moving closer to the online process of comprehension or event further away from it. Therefore, appropriate question on a test must be well selected to support student's comprehension.

Furthermore, brown (2000:415) states that assessment is a broad term covering any conscious effort on the part of a teacher or students to draw some conclusion on the basis of performance. Tests are special subset of the range of possibilities within assessment, of course they constitute a very silent subset, but not all assessment consists of test.

In this study, the type of question that will be used is multiple choice test item. This test consists of ten questions with four options included. The student will answer each question by crossing on the answer sheet provided. They will get one score for each correct answer and zero for the wrong answer or no answer.

2.2 Empirical Review

Empirical review in research methodology is when the researchers review the information and theories correctly. Empirical review also important to support the current research. Empirical review has two functions, first it is demonstrated through understanding of the field in conducting research. And second, it is to show that the problem being studied has been done.

Besides that, to compare the present with the previous one, here are the research that had been conducted by tow researcher as comparison between one and another which are related with descriptive and reading skill. The researcher could also find the strength and weakness from the previous researchers on similar topic.

The first research which relevant to present study was done by Juntera, (2018) entitled “Improving reading comprehension of the tenth-grade students of SMK werdhi Sila Kumara in academic year 2017/2018 through jigsaw strategy”. The objective of his study was improved the reading comprehension through Jigsaw.

The second research conducted by Husniati Putri Cahyani (2016) entitled “Improving Reading Comprehension Through Jigsaw to the eight-grade students of SMP Muhammadiyah 1 Denpasar in Academic Year 2015/2016”. The objective of her study improved reading comprehension through Jigsaw.

The advantage of jigsaw study is that it can improve students’ skill in reading comprehension through jigsaw. The student made significant progress score at the

end of cycle I. by using a jigsaw, student become motivates and interested in learning activities in the class. On the other hand, the researchers also have a weakness in step-by-step how to do a jigsaw. Researcher does not explain clearly about how do the jigsaw step on teaching and learning process not affective if the researcher does not give clear instructions about the jigsaw step. This also affects students; they are confused in the instruction given by researcher and make research saturation inefficient. In this study, the researcher carried out the Jigsaw steps of Comely (2002) The steps are leaning how to find the main idea, specific information, textual reference, textual meaning of the text. By empirical review above, it could be concluded that this focuses on the research which has been conducted that jigsaw strategy could improve reading comprehension of the students. By using Jigsaw and providing clear steps, making the learning process effective because researcher know what step to take. Also benefit students, they get the right instruction during learning process. In addition, students can achieve success in reading jigsaw.