

## CHAPTER I INTRODUCTION

### A. **Research Background**

Reading is one of the most important skills in learning English. Reading helps students acquire knowledge and information. Reading is an important language skill because learners cannot obtain diverse information without it (Hafis, Anita and Rahmawati, 2020). Reading is an active process in which readers use their cognitive and mental abilities to decipher the meaning inherent in the text (Kazemi, 2012). Therefore, students are not only expected to read well-pronounced texts and find the meaning of each word in the text. However, students need to be able to understand the reading text during the reading process.

Reading comprehension is the process of making meaning from text (Woolley, 2011). Reading comprehension is the ability to read and understand the meaning contained in a text. Reading comprehension (comprehension, acquisition, meaning, and interpretation of texts) depends on various factors related to the reader, the text, and the situation (Woolley, 2011). Therefore, when reading the content of the text, students must be able to understand the meaning of what is contained in the text, the purpose is to understand deeply what is explained. Students must be able to understand the content of each paragraph contained in the text, as well as the topic presented. Reading comprehension is important because it can help students find information about general knowledge or school topics (Asrifan, Nadira, & Haedar, 2018).

Reading comprehension is the ultimate goal of all reading activities, namely understanding obtained from texts. However, there are many levels of text comprehension. Readers may have a superficial or literary understanding of what is read, or they may have a deeper understanding that involves inferring meaning from what is not explicitly stated, analyzing information and meaning in terms of new or deeper

meanings. Reading comprehension becomes more important as students progress through the educational system. On the basis of this explanation, the researcher concludes that reading comprehension is the process of understanding and analyzing information to build meaning by understanding words, sentences, and the relationship between the text and the reader to create an understanding of the text must be understood.

In the reading comprehension section, several facts showed the problems students face in understanding the content of the text they read. The researcher found that the students did not understand the text when the researcher did the internship. This can be seen when researcher teach students to read texts but students still do not understand the text well. Based on researcher observations, 8th graders at SMPN 2 Pontianak have several problems in reading comprehension. First of all, the student's vocabulary is limited, which is also directly supported by the opinion of the English teacher who is teaching. Second, students have difficulty understanding English words, phrases, and sentences in English. Third, students have difficulty understanding the content of the text to determine: the main idea, factual information, inference, and reference. Fourth, students need a long time to answer the teacher's questions. Fifth, students feel a lack of confidence when asked to read texts in English.

From the above student problems, it is possible that 8th graders at SMPN 2 Pontianak School rarely use other techniques or methods to improve students' reading comprehension. Therefore, it is important to provide alternative techniques to improve students' reading comprehension. To improve students' reading comprehension, the researcher was used the jigsaw technique. The jigsaw technique is a very powerful technique to improve student reading comprehension. Jigsaw technique was used to solve this problem. Jigsaw techniques are beneficial in teaching because learning revolves around interaction with peers, students are active participants in the learning process and thus help develop interaction and communication skills at school (Adams, 2013).

Jigsaw is a cooperative learning method that requires students to talk to each other to fill knowledge gaps and integrate them with other mediums (Namaziandost, Gilakjani, & Hidayatullah, 2020). Students can use this jigsaw technique to actively participate in the learning process with their classmates to achieve their learning goals.

Some previous studies applied the jigsaw technique. First, (Anandita, 2020), research results show that the jigsaw learning model can help students find the main idea in a text and improve students' detailed information recognition skills. Second, (Alfaruqy, 2021) the jigsaw technique significantly improved students' listening comprehension results, showing that this technique has an impact on students' listening comprehension ability. Third, (Marleni, 2016) the results of the study show that there is a significant improvement in the teaching and learning process, as well as an increase in the score on the reading comprehension test, the jigsaw technique has made a positive contribution, and produce better results to improve student's reading comprehension of recount texts. Fourth, (Halimah, Purba, & Rachmijati, 2019), the results show that using the jigsaw technique has a positive effect on improving reading comprehension because of the student's post-test scores.

Based on the previous studies above, the jigsaw technique can be used to improve students' English skills. Therefore, the researcher was used the jigsaw technique to improve students' reading comprehension with the title "The Implementation of Jigsaw Technique to Improve Students' Reading Comprehension" to students of the SMPN 2 Pontianak.

## **B. Research Problem**

In this research, the researcher formulates the research question: “How does the use of the jigsaw technique to improve students' reading comprehension?”

## **C. Research Purpose**

In this research, the purpose of the research is to find out: “How the use of the jigsaw technique improves students' reading comprehension”.

## **D. Scope of Research**

### **1. Research Variable**

In this study, the variable is important because it tells us what to measure. It indicates that a research variable informs us about the characters that was measured by the study. According to (Ary *et al*, 2010), a variable is a construct or a character that has several values or scores. The variable in this research is a single variable, that is jigsaw technique to improve reading comprehension.

### **2. Terminology**

#### **a. Implementation**

Implementation is defined as the provision of means to carry out something that has an impact or effect on something, as well as an interaction between the setting of goals and the means of action in achieving these goals, or the ability to link what is desired and how to achieve it in a causal relationship. Implementation regulates the actions that lead to a program's placement within the targeted policy objectives.

#### **b. Jigsaw Technique**

Jigsaw is a kind of cooperative learning in which students are encouraged to be active and assist one another in studying the content to achieve maximum success. This jigsaw is based on the zigzag pattern of how to use a saw, in which students complete a

learning task by cooperating with other students to reach a shared objective.

c. Reading Comprehension

Reading comprehension is the process of obtaining and building information from written language while interacting and engaging with it. Finding main ideas, particular facts, and word meaning are all part of reading comprehension.

d. SMP Negeri 2 Pontianak

SMP Negeri 2 Pontianak is the level of junior high school in which eighth-grade students are in interactive skill. There are 8 classes of eighth-grade students of SMP Negeri 2 Pontianak. The researcher was choosed the VIIIA class to do research.

## **E. Hypothesis**

The preliminary answer was predicted using a hypothesis. Hypotheses offer a prediction about what the researcher expects to find (Creswell, 2012). The action hypothesis for this study is that the jigsaw technique can help eighth-grade students at SMP Negeri 2 Pontianak improve their reading comprehension.

## **F. The Benefit of Research**

1. Theoretical Benefits

The results of this research hopefully can be used to improve and develop the learning and teaching technique especially in learning and teaching reading English text.

2. Practical Benefits

a. To Students

The benefit of this research for students is that it can add new English vocabulary and train students' reading comprehension so that students to reading English.

b. To Teachers

This study was increased teacher motivation in teaching students by using better teaching strategies so that students feel interested in learning English.

c. To other Researcher

The results of this research was useful as a reference for those who need knowledge of similar research and problems using other research designs or mode