

## CHAPTER I

### INTRODUCTION

Chapter one consist of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study and significance of the study.

#### A. **Background of the study**

English learning has been taught in Indonesia since elementary school until senior high school. Based on the observation in SMAN 1 Pakem, learning English is often considered by students that English language is difficult subject. Learning English need some skill to be mastered skill such as reading, listening, speaking and writing. The four aspects should be understood by students if they want to master English well. In globalization era, English language become as important as a need in daily life. Besides that, English language tends to be tool for communication among other countries of the world.

Reading is one of ways to study English language; furthermore, it has an important part in teaching learning process. This is because by reading, students are empowered to their vocabulary directly. On other hand, reading comprehension is a dynamic process in which information from the text and knowledge possessed by the

reader to enable the reader to construct meaning before, during, and after reading. Kadek (2010) states that Reading comprehension is not a simple process. It tends to be complex activities on teaching and learning process. Reading comprehension is an important skill for students. However, reading comprehension is able to help students to improve comprehension and learning text when teacher asks students to find the main idea based on the context. Awwaliya (2013) states that comprehension is very important in reading, without comprehension reading can be confusing. Comprehension entails three elements; the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part. Reading comprehension is much more than decoding. Reading comprehension skill also can be measure about the individuals level of reading skill by vocabulary how does far students mastering reading skill in English language.

Reading comprehension does not only drill students to find main idea and topic, also learn about the use of punctuation that will be implemented in the paragraph of the text. However, some students are still difficult to understand reading comprehension because students argued that learning English especially reading skill is the scary subject for students. Some difficulties is when students learn reading comprehension, and teacher will ask students to answer the question, finding vocabulary meaning and identify main idea and main topic. English language learners (ELLs) may have some difficulties identifying the main idea when they are reading a paragraph. It is also not easy when teacher ask students to paraphrase the paragraph

that they read. However, not only identify the main idea is important, but figuring out the relationships between the main idea and supporting details is crucial for true reading comprehension. Beside that, students also do not have a motivation to learning English. They usually assume that reading is not interesting when reading passage is long. The students tends to be lazy to read when they see long text paragraph and will make them lost their concentrate when they read the paragraph text. Usually, when the teacher give a question related to text paragraph students only read part of number question without read overall. So that, some students get a low score because students are less accurate when understanding a reading pasage to answer questions based on the paragraph.

Moreover, after students read all of text paragraph they must be understand of information, the argument and the description and the body message on written text. Moreover, students usually have a problem when they find a new vocabulary meaning and guess a meaning of unknown word appropriately and match with vocabulary meaning which is marked by underline because sometimes students not interesting to open dictionary when they find new vocabulary meaning.

Based on the problem that researcher find a teacher must be find the solution to solve problem in reading comprehension in teaching and learning English activities. Furthermore, the other causes is the teacher is not give an appropriate method to learn reading comprehension so that, students do not enjoy the subject. Therefore teacher need to provide some techniques for reading comprehension in teaching and

learning in the classroom to make students more interesting and enjoy with learning reading comprehension. One of them is jigsaw technique.

Qiaoling (2010) states that jigsaw technique is cooperative learning technique that has been studied in various ways by a number of researchers and teachers in classes of different levels and subjects that consists member of group responsibility with their material be able to teach with group discussion which help students more active in the class such as; reading the text, hearing the teacher reading the text, get new of vocabulary, and can to use in the real life. Jigsaw technique is effective method to improve reading skill for students increase cooperation students into group members to work together.

Therefore, the teacher divides into a group member team and teacher gives responsible for each member to learn material. After students read all the material each member group share their material and then member group find the partner that suitable with their part of material. After that, students discuss together based on the material that students learn. Furheremore, Kadek (2012) states that jigsaw reading technique give the students more comfortable, free to have discussion with their group, and have a new fresh situation in the classroom.

Jigsaw technique have advantages for students who they learn reading skill able to develop communication skill with other teammates. Therefore, each member group can responsible about the task that teacher give to share the material that they have learn together and help each other with teammates when one of students feel difficulty. Moreover, jigsaw technique also can develop a solidarity when they

discuss and help each other to socialize with other students so that will grow the closeness. Furthermore, jigsaw reading technique give the students more comfortable, free to have discussion with their group, and have a new fresh situation in the classroom.

An important of the research to investigates the students' difficultes in reading comprehension and overview after implemented jigsaw technique. Beside that, jigsaw technique also to develop communication skills and solidarity to each other students. Furthermore, in the presence jigsaw technique implemented in the classroom each member students can achieve successful together when they disscuse together. Furthermore, students will be more comfortable with group discussion and make them easier to understanding the lesson.

Therefore, the researcher is interested in carrying out a research entitled “a survey of student' perception on the use of jigsaw technique in reading comprehension for SMAN 1 Pakem”.

## **B. Identification of the problem**

Based on the background of the problem above, the researcher identifies several problems in teaching and learning of reading comprehension through jigsaw technique.

1. Students have difficulty in identifying main topic and main idea from the context

2. Students have low motivation in reading skill
3. Students are not interested in reading text

#### **C. Limitation of the problem**

The problem will be limited to students' perception to the use of jigsaw technique at SMAN 1 Pakem.

#### **D. Formulation of the problem**

How is the students' perception on the use of jigsaw technique in reading comprehension at SMAN 1 Pakem?

#### **E. Objectives of the study**

Based on the research question above, this research objectives of study is :

1. To investigate the students' perception in reading comprehension to the use of jigsaw technique.

#### **F. Significance of the study**

The result of this research is to give contribution of English teachers, this research study are expected to have both theoretical and practical importance to the teaching and learning process in English.

1. Theoretically, the finding of the research study are expected to improve learning and teaching in the classroom and support evidence to the existing research finding which have revealed the importance of having and experimenting different strategy concerning teaching reading.
2. Practically, this result of this study is intended as valuable informative feedback to both the English teacher and students of SMAN 1 PAKEM,

Sleman, Yogyakarta the research are expected for teachers to implement the technique in reading comprehension. For English Teacher this research finding teacher's hope give a motivation for students to implement this method to improve teaching and learning English in the classroom. For English Teacher this research finding teacher's hope give a motivation for students to implement this method to improve teaching and learning English in the classroom.

