

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

One of the abilities required for learning the English language is reading. Students must strengthen reading comprehension to gain new information and expand their knowledge. According to Murcia (2001), reading is “the most important academic language skill for the second language. Reading provides the foundation for synthesis and critical evaluation skills” (p. 187). It involves more than just reading written words and interpreting them, and it also consists in comprehending and learning the text’s meaning.

Reading is a crucial skill for students to acquire English as a foreign language. Students should then be able to read comprehension in order to grasp reading. Reading comprehension is the level of text or message understanding. It comes about as a result of the reader’s interaction with the written words and how they set off information that is unconnected to the text's intended meaning. But according to Pardo (2004), comprehension is “a complex process that has been understood and explained in a number of ways” (p. 272). According to Wolley (2011), reading comprehension is the process of deriving meaning from the text. Reading comprehension involves more than just comprehending what is written; it also involves assessing and applying the knowledge gained through communication between the reader and the author using written language as the medium. Reading, by the explanation of the experts, entails more than just reading texts; it also entails comprehending the meaning of the words, sentences, and paragraphs that are used, evaluating, and applying the information gained from the text by concentrating on how the information is related to other information in the text.

However, reading comprehension-based texts is difficult for Indonesian EFL students. Many students struggle when assigned assignments related to the reading material. It is because of their low reading comprehension. The capacity to organise the reading material and its components and understand the significance between its segments is a recommendation that might aid students in exploring their reading comprehension. Given this, Indonesian teachers should improve their teaching in reading comprehension, as many of them employ what they believe to be the most effective traditional approaches. Still, it is no longer effective if used nowadays. Because it can make students less interested in what they are reading. So that, the teachers might employ several reading teaching techniques that would engage the students and motivate them to learn English, particularly in reading comprehension. The jigsaw strategy is one of them that may be applied.

One interactive teaching strategy is a Jigsaw. This strategy is simple to use and produces superior outcomes. Learning Jigsaw implementation requires careful planning. This strategy will encourage an intellectual approach to the chosen material and would be well appreciated by junior high school students (Huda, 2019). The Jigsaw strategy is closely related to cooperative learning. Jigsaw strategy encourages students to take ownership of learning a concept thoroughly enough to impart it to their pairs. Based on Aronson & Patnoe (2011), Jigsaw is a strategy that emphasizes peer learning by dividing the task of learning among small groups of students. By allocating the learning workload such that each student in a small group is in charge of mastering knowledge about a different topic, theory, or literature, a Jigsaw in this situation enables students to assist each other in understanding information about the related topic. Jigsaw is an efficient way to learn the course material in a cooperative learning style. Jigsaw strategy is used to solve problems collaboratively and to develop abilities, particularly in reading comprehension.

In Barbosa et al. (2020), study showed the positive effects using jigsaw as a technique in improving reading comprehension in college students. The

phenomenological technique and the qualitative methodology were both used in this study. Since it is made to cope with the complexity of meaning in a social environment, it is qualitative in nature. In this study, the researcher discovered that the jigsaw technique, from the perspective of the students, improved their reading comprehension because it included crucial elements of reading comprehension, including an increase in vocabulary words and knowledge of context clues, recalling of prior knowledge, sharing correct information, asking pertinent questions, and organising and summarising ideas. The tests administered to them following the jigsaw technique session also proved this. Test results after the posttest indicated a considerable improvement.

Bafadal & Rafika (2015) was another previous study that was about experimenting the effectiveness of Jigsaw technique in teaching writing descriptive text at second grade students of SMPN 21 Mataram. A non-equivalent control group design and quasi-experimental research methodology were used in this study. The results showed that the Jigsaw technique of teaching writing descriptive text is effective. The t-test's results showed it to be valid. The results of the t-test indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected, with a t score of 3.657 being greater than the t table 2.042.

The other previous study was conducted by Mustika (2020) with the title *Improving Reading Comprehension on Recount Text by using Authentic Material*. This study aimed to increase Class IIS 2 students' reading comprehension of recount texts by utilising authentic material for Year 10 students in SMAN 1 Mempawah. This study was a two-cycle classroom action research project. Results showed a notable improvement. Authentic material was a perfect tool for teachers to use when instructing students on reading comprehension of recount text.

The previous studies were conducted by Barbosa et al. (2020), Bafadal & Rafika (2015), and Mustika (2020), which observed the effect using Jigsaw strategy in reading comprehension. The result that there were significant effect using the Jigsaw strategy in reading comprehension. The strategy helped students in

comprehending the text because it had important elements for reading comprehension, such as increased vocabulary terms and awareness of context clues, recalling past knowledge, sharing accurate information, asking appropriate questions, and structuring and summing concepts, it improved their comprehension of what they were reading.

The difference between the previous and present studies lies in the research methodology. The previous studies employed qualitative research methods, including classroom action research (Mustika, 2020) and the phenomenology technique (Barbosa et al., 2020). Meanwhile, this present research will use quantitative experimental research and employ a one group pretest-posttest design. The other difference between the previous study and the present study is that in the previous study, Jigsaw was used in teaching writing descriptive text (Bafadal & Rafika, 2015), while in the present study, Jigsaw will use in teaching reading comprehension. Also, the difference between previous and present studies is in educational levels. The previous study was conducted at the college students (Barbosa et al., 2020) and senior high school students (Mustika, 2020). Meanwhile, this present research was conducted on 8th-grade students in one of the junior high schools in Tasikmalaya. The research is pertinent since it focuses on utilising the Jigsaw strategy for teaching reading comprehension. After discovering that Jigsaw strategy improves students' reading comprehension, this study aims to determine the effectiveness of the Jigsaw strategy in teaching reading comprehension.

1.2 Formulation of the Problem

A formulation of the problem addressed in this present study is formulated in the following question: "Is there any effect of using the Jigsaw strategy in teaching reading comprehension?"

1.3 Operational Definitions

To avoid misinterpretation of this research, the writer explains some terms related of each keyword, as follow:

- 1.3.1 Reading Comprehension : Reading comprehension refers to a student's capacity to comprehend the meaning of a text, including word identification, general and particular information, as well as the text's main idea.
- 1.3.2 Jigsaw Strategy : Jigsaw strategy is one of the cooperative learning strategies which consist of original group and expert group. Each member of the group will be given different part of the material. Then, the members of the group will meet and discuss with other group related their topic and then go back to their original group.
- 1.3.3 Recount Text : Recount text is a text that telling the reader about one story, action, or activity in the past.

1.4 Aim of the Research

The aim of the research is to know whether there is any effectiveness of the Jigsaw strategy in teaching reading comprehension.

1.5 Significances of the Study

The writer hopes that the result of this research can give some benefits as follows:

1.5.1 Theoretical Uses

This research is useful to enrich the information about the effectiveness of the Jigsaw strategy in teaching reading comprehension.

1.5.2 Practical Uses

This research can give additional reference to the teachers about the effectiveness of the Jigsaw strategy in teaching reading comprehension.

1.5.3 Empirical Uses

To give information about the writer's experience and provide an overview of experience to researchers who are interested in this research topic.