

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Reading is an activity to gain knowledge and information through the process of understanding the content of the text. It is a unique form of communication and entails receiving, identifying, understanding, and applying written text. The readers must be able to understand written language and accurately identify terms used in varied contexts (Raajitha, 2019). Without good reading comprehension, readers will not obtain the information they should obtain from a text and the knowledge gained will not be optimal. Therefore, it is one of the important abilities that students must master, especially in learning English.

Good reading ability enables students to get maximum information and knowledge from a text they have read. Considerable attention should be paid to reading as a language skill. Students learn all the content provided more effectively when they read well (Sangia, 2018). Therefore, students in the EFL classroom must have good reading comprehension so that learning objectives can be achieved. Although there are various techniques and strategies, mastering reading comprehension is considered quite difficult by students. According to Nurmalasari & Haryudin (2021), students struggle when they try to analyze a text since they don't know how to translate every word. When they identify the text's primary idea, they are unable to draw conclusions or respond to questions. The students felt bored as a result when they read an English-language text, and the media they used failed to stimulate their interest in learning more.

To face these challenges, there are several methods that can be used. One of these strategies is to use a group work strategy in the form of the Jigsaw method which can be used for teaching reading. According to Aronson et al. (2007) in Uzer et al. (2021), Jigsaw is a productive method for

studying material cooperatively. The Jigsaw technique encourages listening, involvement, and empathy by giving each group member a significant role to perform in the academic activity. Members of the group need to collaborate as a team to achieve a common goal and every individual depends on each other. Without excellent teamwork, no student can achieve full success.

According to Sinaga (2020), the Jigsaw method is an effective way to help students become more proficient readers. The entire text's content must be understood by the students. They are required to assess the text's details, main idea, and topic. The text's context must also be understood by the students. It is their duty to inform their acquaintances about what they receive. The students will be expected to understanding the material subconsciously. Nurbianta and Dahlia (2018) also stated that the Jigsaw method helps boost the motivation of students to learn since it allows them to collaborate and share ideas to develop their own ways of thinking, which essentially impacts their reading comprehension.

The Jigsaw method can be used as an unusual reading method because it is not just reading, but each student has their own contribution and requires sufficient understanding so that students can share what they understand with their group friends. The Jigsaw strategy increases status and self-esteem since each student has a distinctive contribution to make each student an expert in their own right. Teammates support one another by pushing each other to produce their best work because they depend on each student's input (Kagan & Kagan, 2009). Therefore, if reading activities are usually known as silent activities, in this method students can discuss and exchange ideas with each other about the texts they have read.

One of the studies that strengthens the influence of the Jigsaw method on students' reading comprehension is the study entitled "The Use of Jigsaw Technique to Improve Students' Reading Comprehension at SMAN 3 Bulukumba" by Lestari in 2020. This study used a pre-experimental design

to find out whether there is any influence of using Jigsaw as a method on students' reading comprehension. As a result, the group that received the treatment had higher scores than the control group. The results of other experimental studies also show the same results that there is a significant effect on students' reading ability after being given treatment in the form of the Jigsaw method. Therefore, it is proven that using the Jigsaw method can help students develop their reading comprehension (Ahmada, 2019; Halimah et al., 2019; Herman et al., 2020; Tarigan et al., 2021; Saini et al., 2020).

This research has several differences from previous research. It has a different population, sample, and place. In previous studies, the focus was on high school students, while this research focuses on junior high school students. Based on an interview with an English teacher, she had never used the Jigsaw method in teaching reading. In addition, students said that they did not know the Jigsaw method. Therefore, the researcher is interested in knowing the effect of using Jigsaw method on students' reading comprehension in an EFL classroom.

1.2 Formulation of the Problem

Based on the background of the study above, the formulation of the problem in this study is, "Does the use of the Jigsaw method affect students' reading comprehension in the EFL classroom?"

1.3 Operational Definition

1.3.1 Jigsaw Method

The Jigsaw method is a learning method that groups students into several groups that have different paragraph pieces, then these students are grouped again with students who have the same paragraph pieces with the aim that they can share knowledge with each other.

1.3.2 Students' Reading Comprehension

Reading comprehension is the ability level of eighth graders of one of the junior high schools in Tasikmalaya in determining the main idea, specific information, and the meaning of a word.

1.3.3 EFL Classroom

EFL classroom is an English class whose students are not native and English is not their daily language. In this study, the meaning of the EFL classroom is the eighth-grade students at one of the junior high schools in Tasikmalaya.

1.4 Aims of the Research

The aim of this research is to know the effect of using Jigsaw method on students' reading comprehension in an EFL classroom.

1.5 Significance of the Study

The uses of research are as follows:

1.5.1 Theoretical Use

Theoretically, this research can be a reference for writers or further research about the effect of using the Jigsaw method in teaching reading.

1.5.2 Practical Use

Practically, the results of this research can assist teachers in teaching reading, especially using the Jigsaw method to improve students' reading comprehension.

1.5.3 Empirical Use

Empirically, this research provides insight into what are the advantages of the Jigsaw method on reading comprehension.