

# CHAPTER 1

## INTRODUCTION

### A. Background of Research

English is one of the international languages used all over the world. The role of English is so great that every progress in all aspects in our life, and in globalization era cannot be separated from English. Many countries use English as their second language, but in our country English still becomes the foreign language, although most all fields in our life use English such as, communication, economy, politics, education, science, and technology. So it is very important for us to learn English.

The current English Curriculum expects the students to be able to master the four language skills when they leave school; those are listening, speaking, writing, and reading. Each skill relates one another. According to Ramlan (1990, 1). Among the four majors that have been mentioned above, reading is very important because by reading we can explore the world, countries that never been visited before, besides that through reading we can improve our knowledge and get more information. All of which will enrich our experience and knowledge said Ramelan in Ahadi (2003: 1).

As we know most of students feel it difficult to comprehend a reading text. In addition, the students feel bored in reading class, why is it so? Because the characteristic of reading itself is very complex: consisting of integrated material, those are: words, sentences, phrases. To make students

interested and active in reading activities, teacher should know the method or technique to be applied.

There are many ways to motivate students' learning: one of them is by using media. Based on the writers' observation in Mts Muhammadiyah 3 Bandingan Purbalingga she found most of the students are not interested in reading class, sometimes the teacher asked the students to read a passage, after that the students summed up the content of the text and they do the task, besides that the students lack vocabulary, this problem also makes them difficult to read the text because some words were strange for them, more than that they seldom bring dictionaries. Besides that the teacher uses traditional technique which makes the students more passive and lazy in learning process. There are many ways to help and solve those problems. Here the writer wants to solve the problem by using jigsaw technique.

We know that there is no best technique of all since each technique has its strength and weakness, and it depends on how the teacher brings the technique to achieve the goal of teaching in the class. So, the good way is that the teacher has to select the technique that will be used, based on the students' needs, ability, situation and condition, In order that learning process run well, beside that the material has to be well prepared.

Jigsaw is a technique can be used by the teacher to motivate the students to be active and more interested and of course get enjoyable situation in reading class.

By using jigsaw technique in reading class, students can become active and they are not bored because they didn't read the text and do the exercises but they should communicate with their friends in their group and understand the text better. Teacher only give several minute to students to learn and read the text, after that they find the information in text with their groups, so this technique is available for teaching reading.

The writer wants to investigate whether using the cooperative learning type jigsaw technique in teaching reading is effective or not. In this case the writer gives the treatment to the students. The treatment is given to the second grades students of Mts Muhammadiyah 3 Bandingan.

#### **B. Problems of Research**

Is Jigsaw technique effective for teaching reading?

#### **C. The aims of Research**

The aim of study is: To know the effectiveness of Jigsaw technique for teaching reading.

#### **D. Clarification of the Terms**

The title of this research is “the effectiveness of Jigsaw Technique for teaching reading”(an experimental research at the second grades of Mts Muhammadiyah 3 Bandingan Purbalingga . to avoid misunderstanding , it is necessary to clarify the term used:

## 1. Jigsaw

Jigsaw is a map, picture etc. posted on cardboard or wood and cut into irregular shapes that have to be fitted together again. (Oxford, 1994:673). In addition jigsaw is one of the cooperative learning technique where the teacher divides the class into groups and each member of the group get different material and they have the job to finish it. After that they should exchange what they get to the other member of the groups (lie: 2004)

## 2. Technique

Technique is a method of doing or performing something especially in the arts of science (oxford 1994: 1319)

## 3. Teaching

Teaching is the work of teacher (oxford, 2000: 1033). According to Hornby teaching is method of doing something expertly (1989: 887)

## 4. Reading.

According to Tarigan (1986: 7), reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words or symbol, and the meaning of the words could be seen and known by reader.

Reading means to look and understand the meaning or written or printed material (Oxford, 2000: 1053).