

CHAPTER I

INTRODUCTION

A. Background of Study

One of the language competencies need to be improved by English as a Foreign Language (EFL) is reading. Reading is a process in which readers carry out and employ written language medium to interpret messages from the author. By reading, someone has automatically gathered word for word in linking the intent and direction of his reading, allowing the reader to draw conclusions based on his reasoning.¹

Reading can be characterized as a complex process completed by the reader to understand the motivation of the essayist. Also, in the process of reading the reader thinks carefully to think and reason. That's why reading is a priority for foreign language students.²

Reading is important for EFL because it will enhance students vocabulary mastery, give modal for writing, and enlarge their knowledge. Improve English vocabulary, help improve writing, practice English if you live in a non-English speaking country. In addition reading is a good way to discover new ideas, facts, experiences. It can be emphasized that reading is

¹ Darmadi, *Membaca Yuk Strategi Menumbuhkan Minat Baca Pada Anak Sejak Usia Dini* (Jakarta: Guepedia, 2021), 7.

² Bening Savita, "Improving Students' Reading", (Ph.D. Repository Teacher Training and Education Faculty, Muhammadiyah University of Purwokerto, 2015), p. 8.

an important skill that must be possessed by students, especially foreign language students.

As a matter of fact, based on my preliminary study most of students' reading comprehension at MTsN 2 Kabupaten Serang are still poor. It is caused by some factors such as first

In addition, the problem faced by students is the lack of student motivation in learning through reading. This can cause students to find it difficult to understand the material so that it has a bad impact on student achievement in reading comprehension. Because students' motivation and their success in learning English, especially reading comprehension have a close relationship.³

It is stated that one of the external factors is the teacher. As a teacher, one of the basic skills that must be possessed is the ability to plan and implement the teaching and learning process. The ability that becomes the provision of a teacher in carrying out his duties and responsibilities as a teacher. The teaching and learning process is the core of activities at school.

In order to enhance students' reading comprehension, the English teacher needs to build literacy atmosphere, provide reading materials, as well as find effective techniques that can improve students' reading comprehension gradually. Cooperative learning is a well-established learning

³ Hasriati Nur, "Enhancing Student's Motivation in Learning Reading Comprehension", *Jurnal Kependidikan*, Vol.12, No. 1 (2018), 32.

method that is believed can increase students' understanding toward the text needed. Learning strategy is an activity where someone tries to choose a learning method. Where the method used is expected not to make students passive and tend to just listen in the learning process. It is boring for students in this era of technology.

Cooperative Learning in simple terms, pupils have a stronger sense of autonomy in cooperative learning, while teachers provide just limited instruction. This learning method is more clear and structured where students follow a set of guidelines. A teacher must be a "task-setter" by creating a well-structured and well-organized environment. Each student's active participation is required in a learning environment. The instructor's setting goals, planning and structuring projects, and assigning students to groups are all essential duties. Roles to collaborate for a shared goal.⁴

There are many techniques in Cooperative Learning, Jigsaw, Students Teams- Achievement Division (STAD), Group Investigation, Numbered Head Together, Think-Pair-Share.⁵

Cooperative learning where student-centered learning is said to be more effective than teacher-centered learning, because of the emphasis on student learning, students are encouraged to learn. Independence is the

⁴ Raymond Chee-Yen Loh, Chin-Siang Ang, "Unravelling Cooperative Learning in Higher Education: A Review of Research", *Research in Social Sciences and Technology*, Vol. 5, N0.2, (2020), 23.

⁵ Ismun Ali, "Pembelajaran Kooperatif (Cooperative Learning) dalam Pengajaran Pendidikan Agama Islam", *Jurnal Mubtadin*, Vol. 07, No. 01, (2021), 256.

search and assimilation of information. The statement above provides information that students are required to be more active in obtaining a concept with the assistance of a teacher who serves as a mentor facilitator. Several methods that can be used include Jigsaw and STAD (Student Teams Achievement Divisions).

Therefore, to overcome the above problems and to attract interest in reading English, This study is important to do because it will investigate how students' reading comprehension skills in descriptive texts use the jigsaw technique and the STAD technique where the two techniques are the most popular among other techniques in cooperative learning besides that it is said to be a more effective technique in learning because it is in the process of learning. the learning is student centered. These two materials have been studied by several previous studies, but what distinguishes this study from the others is that it uses two different treatments in two different classes, namely the jigsaw technique and the STAD technique, although basically each technique has its own advantages and disadvantages.

B. Identification of The Problem

Based on the description in the background of the problem, there are three identification of the problem:

1. Reading is the most important part of learning English.

2. The low motivation of students in learning reading comprehension.
3. The teacher has several methods and skills in teaching.

C. Limitation of Study

Due to limitation of time, knowledge, finance, energy, so the focus of this study only concern on comparative study of using Jig saw technique and STAD in enhancing students' reading comprehension on descriptive text.

D. The Statements of The Problem

Based on the background of the above research, the statement of the problem could be formulated as follow:

How effective is the Jigsaw technique and the STAD technique on students' reading comprehension on descriptive text at the Eighth Grade of MTsN 2 Kabupaten Serang?

E. The Objective of The Study

The objective of the research as follow:

The main objective of this study can be described as follows to examine how effective is the Jigsaw technique and the STAD technique on students' reading comprehension on descriptive text at the Eight grade of MTsN 2 Kabupatern Serang.

F. Significant of Study

The result of the researcher is expected to give benefit of English teacher, the students and the researcher:

1. Theoretically

- 1) Aims to develop reading comprehension theory and cooperative learning methods. This study is expected to provide additional knowledge, especially with regard to comparative studies between two cooperative learning techniques in improving reading comprehension in descriptive texts at the junior high school level.

2. Practically

- 1) For teachers, from this study it is hoped that they can create a reading environment and culture so that students are accustomed to reading activities.
- 2) For students, from this study it is hoped that they will be more motivated to read English text diligently
- 3) For researchers, from this study, they hopefully will obtain an overview of students' reading comprehension skills and inspire them to investigate variables that have not been studied by previous researcher.

G. The Organization of Writing

In this study, the researcher organized this paper as follow:

Chapter I is Introduction. Introduction which consists of the background of study, the identification of the problem, limitation of the study, the statements of the problem, the aims of the study, the significance of the study, and organization of writing.

Chapter II is Theoretical Framework. This chapter consists of the theorist from some experts we have conducted the research to this research and previous studies.

Chapter III is Methodology of Research. This chapter consists of place and time of the study, research methodology, population and sample, instrument and the technique of data collecting, hypothesis of the study, and the technique of data analysis.

Chapter IV is The Result and Discussion. This chapter consist of description of the data and discussion of finding.

Chapter V is Conclusion and Suggestion. It consist conclusion for suggestion.