CHAPTER 1
INTRODUCTION

A. Background of Study

English is one of the international languages that has an important role in various fields, including in the world of education. English is one of the subjects taught in schools around the world, including in Indonesia. Mastery of English is very important in the current era of globalization. English is used as an international language in various fields, such as trade, tourism, technology, and so on. Therefore, mastery of English is necessary to be able to compete in the global world. In addition, good mastery of the English language can also open students' access to a wider range of educational resources, such as books and journals written in English, so that they can improve their understanding of the subject matter.

Reading is discovering the data or information from the composed content. The essayist is the transporter of data or information, such as thoughts, stories, and much data. The understudies as a read are the beneficiaries of the data after reading. Reading is one of the language aptitudes which the understudies dominate through the educating and learning of reading; the understudies are assumed to be capable of appreciating the understanding section and developing the understudies capacity in incorporated to the next skill through reading that they need to comprehend about the substance of understanding content. Perception is the point of reading. It makes the understudies capable of understanding the purpose of understanding content. When they read, they discover data from the content. Subsequently, the understudies must focus again on understanding cognisance.

In the Independent Curriculum, literacy is the main focus in curriculum development new. Literacy skills refer to students' abilities and skills in reading, writing, calculating, and solving problems on specific skills required in   everyday life. The development of language skills is closely related to Literacy is a very important thing to improve at various levels of school because basic abilities like these can influence a person's success in life. It cannot be denied that school students' interest in reading decreases as they develop and technological advances in the current era in accordance with the statement issued by PISA on December 3 2019, namely the launch of the results of the International Student Assessment Program or Program for International Student Assessment (PISA) 2018. Related to the PISA report based on assessments of 600,000 15-year-olds from 79 countries every three years once, comparing each child's math, reading, and science performance, shows the ability of Indonesian students in reading to get an average score of 371, while the overall average is 487

In the context of reading ability, PISA records the average for Indonesian children ranked 6th from the bottom or 74th. Indonesia's average score is 371 (average overall 377 percent) so that the Ministry of Education, Culture, Research and Technology (Kemendikbud-Ristek) is pairing the Independent Curriculum with literacy for increase students' interest and reading ability. With these efforts, it is hoped Students' interest in reading at school increases over time. In accordance with the decision BSKAP No. 8 of 2022, in learning outcomes there are four important elements must be achieved in learning Indonesian, namely reading. Elements of self-reading the aim is for students to understand information in the form of ideas, thoughts, views, directions or messages from descriptive texts, narratives, poetry, explanations and expositions from visual and audiovisual texts to find explicit and implied meaning. Students interpret information to express

sympathy, concern, empathy or opinions for and against visual and audiovisual texts. The reading element is considered important because it is appropriate echoed by the government regarding the literacy culture that must be implemented.

As indicated by McNamara, appreciation prompts the ability to go beyond words and comprehend thoughts and the connections between thoughts passed on in a book[1]. Chesla expresses that there are many reasons why individuals may be hurt in arrangement or retaining what they have read; for example, they are too passive pondering different things, the jargon is challenging, and they are not pulled into the topic.

Reading comprehension is not easy, especially for junior high school students. Hence, students must be able to interpret the meaning of words, expressions, and sentences. Comprehension is much needed to understand the meaning of text or written information.

Based on her experience during the integrated teaching practice program (Pengenalan Lapangan Persekolahan) at MTsN 1 Pandeglang, the researcher found a problem with the students. The students are still confused and find it challenging to comprehend the text, especially when trying to find information. This happens because many factors influence students' reading comprehension, such as vocabulary, word meanings, and grammar.

They need concentration to comprehend correctly. Therefore, the teacher should choose good techniques to improve students' reading comprehension. To enhance students' reading comprehension, the teacher should apply an excellent method to help students to activate their prior knowledge. However, this research tries to use the Jigsaw technique. In the jigsaw technique, students learn to work, and they are assigned to become

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[1] McNamara, Danielle S. Reading Comprehension Strategies. USA: Lawrence Elbrawn Associates (2006).

experts in the learning materials that have been divided into several parts. Each group will be given a different part of the learning material. Then, the members of each group will meet with other groups to discuss their topic and return to their group.

From the given background, the problem is students' difficulty in understanding English texts, especially in finding information within the text. Several factors affecting students' reading comprehension abilities include vocabulary, word meanings, and grammar. This leads to challenges for students in comprehending the content of texts, particularly in locating specific information. The research conducted during the second internship at MTs N 1 Pandeglang indicates that this issue exists among students. Despite students' reading experiences being disrupted by limited vocabulary, challenging word meanings, and unclear grammar, the results show that students struggle to grasp information from the texts they read. Furthermore, the need for concentration to comprehend the text well is acknowledged as a crucial aspect of reading comprehension. Therefore, teachers must choose effective teaching techniques to enhance students' reading comprehension skills. One proposed solution in the research is the utilisation of the Jigsaw technique. This technique involves group work, where each group is responsible for mastering a specific part of the learning material. Each group member then meets with other groups to discuss their topics and returns to their group with a better understanding. Thus, the observed problem is the difficulty students face in reading comprehension, and the research attempts to address this issue by proposing implementing a more effective teaching technique, namely the Jigsaw technique.

According to Arends, Jigsaw is a type of cooperative learning in which the same group members are responsible for mastering a part of the

material and can teach it to the other group members.[2]. Slavin Jigsaw is a group working to consolidate a method whereby understudies give data they have to colleagues, and there are a lot of cases with the class. Understudies are addressed on all themes, and the test scores are found to be the middle value from bunch scores. In this way, on the off chance that they are fruitful, a bunch of individuals should not exclusively complete their undertakings yet but should do their best to give data to their gathering mates.[3]

B. Identification of Problems

The writer identified several problems in teaching learning reading on narrative text process in the class, as follows:

1.   The students found it challenging to learn English, especially in comprehend text in reading comprehension of narrative text at nine grade of MTsN 1 Pandeglang

2. Unattractive teaching made students bored with learning reading in English.

3. The teacher's method did not make the students understand, and they were not interested in the teaching-learning process.

4. Students lack vocabulary.

C. Limitation of Problems.

Based on the identification of the problem mentioned above, teaching English reading in Junior high school is believed to be very complicated. As mentioned in the problem identification, some components must be considered in realising the jigsaw method: students, teachers,

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[2] Arends, R. Learning to Teach Belajar Untuk Mengajar. Edisi ketujuh. Buku Dua. Pustaka Pelajar. Jakarta (2008).

[3] Slavin, R. E. *Cooperative Learning: Theory, Research, and Practice.* (Massachusetts: A Simon & Schuster Company, 1995).

materials, and processes. This research used the cooperative method to investigate the jigsaw technique more deeply.

Based on the discussion in the background of the study and the identification of the problem, the researcher limited the problem areas to a more specific one. The research focused on the jigsaw method in teaching reading narrative text, which improved reading comprehension in narrative text by using jigsaw with the nine-grade students of MTsN 1 Pandeglang in the 2023/2024 academic year.

D. Statements of the Problem

Based on the identification of the problem study above, the researcher formulates the problem as follows:

1. How are students' abilities in reading comprehension in narrative texts in ninth grade at MTSN 1 Pandeglang?
2. How is the Jigsaw technique effective for students' ability to read narrative texts?

E. Objectives of the Research

Based on the problem statement, the writer has the following research objectives:

1. To determine students' abilities in understanding reading narrative text in class IX at MTSN 1 Pandeglang!
2. To determine Jigsaw's effectiveness on students' ability to read narrative texts!

F. Significance of   study

Based on the content of this paper, it is expected to get the result of the research can be used as follows:

1. Theoretical

   This research can be used to develop students' reading comprehension of narrative text through the jigsaw technique in the ninth grade of MTsN 1 Pandeglang.

2. Practically the result of this research is expected to be useful for:

   a. The students

      Hopefully, the jigsaw technique can develop students' reading comprehension of narrative text.

   b. The Teacher

      The jigsaw technique is expected to be exciting and stimulate the students. It can also support and motivate other teachers to find new ways to engage the students in the teaching-learning process so that learning activity does not become monotonous.

   c. The Researcher

      It can be used to improve her experience in teaching English by using the jigsaw technique in teaching reading comprehension on narrative text, and it is expected the result of this study can be referenced by other researchers who want to conduct research with the same problem.

G. Organizations of the Writing

This paper is divided into five chapters containing several points describing the chapter.

Chapter I, Introduction, includes the Background of the Study, Identification of the Problem, Formulation of the Problem, Objectives of the Study, and Organization of the Discussion.

Chapter II, Theoretical Framework, includes the jigsaw, Reading Comprehension, and definitions of narrative text.

Chapter III is Research Methodology, which includes Research Methodology and Design, Data Sources, Data Collection, Data Analysis, and the Trustworthiness of Data Analysis.

Chapter IV   Research Findings and Discussion.

Chapter V   Conclusion and Suggestion.

H. The Previous Studies

1. The writer has a previous study from Agustina Dwi R., A. Dahlan Rais, and Hefy Sulistyawati. The title is Improving Students' Reading Comprehension Using Jigsaw.l The purpose of this study was to (1) describe how a puzzle improves the reading skills of class VIII students of SMP Islam Diponegoro Surakarta and (2) describe how a puzzle can improve class situation. Students have difficulty distinguishing main ideas, recognising supporting details, guessing the meaning of new words, recognising the communicative purpose of texts, recognising links, and identifying references. These indicators indicate that students have difficulty reading; they can identify the main idea, identify supporting details, guess the meaning of new words, identify the communicative purpose of the text, and identify references.[4]

2. Compiled by Sinta Aprina with the title Use of the Jigsaw Technique to Improve Reading Comprehension of Class XI Students of Explanatory Texts at SMA Karya Ibu Palembang. The purpose of this study was to find out whether the puzzle technique was used to improve reading comprehension of explanatory texts or not. Text in Class XI SMA by Mrs. Palembang. The population of this study was

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[4] A. Dahlan Rais and Hefy Sulistyawati Agustina Dwi R., "Improving Students' Reading Comprehension Using Jigsaw," *Japanese Society of Biofeedback Research* 19 (N.D.): 709–715.

class XI students of SMA Karya Ibu Palembang for the 2019/2020 academic year. Sampling is done by appropriate sampling. The author conducted research using the experimental method by conducting pre-experiments for groups. Data was then collected using a reading comprehension test. The paired sample test shows that the Jigsaw technique can significantly improve students' reading comprehension of explanatory texts. Based on the paired sample t-test results in the experimental group, Teises (8.864) was higher than Tuse (2.032), and significance (2 sides) is 0.000, which means there is a significant difference in the reading results of class XI students. Classes taught by SMA Karya Ibu Palembang use the jigsaw technique.[5]

3. Compiled by Asteti Hilda, The Effectiveness of the Jigsaw Technique in Learning to Read Recount Texts (Pseudo-Experimental Study on Class VIII Students of SMP Dharma Karya UT Pondok Cabe). This research aims to get empirical evidence about the effectiveness of using puzzle technology in reading. This research was conducted in March 2017 in Class VIII of SMP Dharma Karya UT. The method used in this study is a quantitative method with a quasi-experimental research design. Two classes, namely the experimental class and the control class, were used as the targets of this study. Data from the experimental and control classes were analysed using the t-test formula. The sampling technique used in this study is quota sampling. The experimental class used the puzzle technique, and the control class was taught using the Grammar Translation Method (GTM). Before the treatment,

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[5] Sinta Apriana, "Sing Jigsaw Technique to Enhance the Eleventh Grade Student's Reading Comprehension of Explanation Text of Sma. Karya Ibu Palembang 21, No. 1 (2020): 1–9.

students in both classes were given a pretest to assess their ability to reread texts. At the end of the treatment, students were given a post-test and a post-test.[6]

The research involvement between the past and the present discusses the role of the English language in various fields and emphasises its significance in the current era of globalisation. This research highlights the importance of English language skills, including reading comprehension, in multiple aspects of life. The study focuses explicitly on teaching and learning English in Indonesia, with a particular emphasis on reading comprehension issues faced by students, especially at MTs N 1 Pandeglang.

The researcher identifies several problems in teaching and learning reading comprehension, including students' difficulty understanding English texts, uninteresting teaching methods that cause boredom, and a lack of vocabulary among students. These issues led to exploring the jigsaw technique as a potential solution to improve students' reading comprehension.

The technique involves group work and assigns students to become experts in specific learning materials, fostering collaboration and information exchange. This aligns with the researcher's experience during the second internship at MTsN 1 Pandeglang, where the identified problem was students' confusion and difficulty understanding texts, especially in finding information.

The researcher suggests that vocabulary, word meanings, and grammar contribute to students' difficulties understanding texts. Concentration is essential for achieving proper comprehension, and the text

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[6] Asteti Hilda, "The Effectiveness of Jigsaw Technique In Faculty Of Educational Sciences" (2017): 1–54.

indicates that teachers should choose effective techniques to improve students' reading comprehension.

The research narrows down the problem area to a specific aspect: using the Jigsaw method in teaching reading narrative texts to improve comprehension.

The problem statements focus on understanding how the Jigsaw technique enhances the reading skills of ninth-grade students at MTs N 1 Pandeglang. The research objectives include assessing the effectiveness of the Jigsaw technique in improving students' reading comprehension of narrative texts.

The text refers to previous studies by Agustina Dwi R., A. Dahlan Rais, Hefy Sulistyawati, Sinta Aprina, and Asteti Hilda, which explored the use of the Jigsaw technique to improve students' reading comprehension in various contexts. These studies provide background information and empirical evidence supporting the potential effectiveness of the Jigsaw technique in enhancing reading skills.