

CHAPTER I

INTRODUCTION

A. Background of the Study

Based on the writer observation and teacher's information in MTs AL-Khairiyah Karang Tengah Cilegon, reading comprehension was one of the problems in learning English that the students had. Most of students sometimes obtain a low score on a test in reading test. They admit that they do not understand the passage: therefore they cannot find right answers to the questions. The students cannot understand the text because they do not know the meaning of vocabularies and they cannot find the mind idea. In addition, they lack motivation to read. This can be due to the assumption that reading is not their daily needs as students. They even think that reading is boring, because teaching in MTs AL-Khairiyah Karang Tengah Cilegon still uses monotonous strategy that the students not interested in studying reading. Often the teacher only tell about the title and answer the question. If it does every day, the students result of the activity not maximal and will not develop in their skill or knowledge.

From explanation above, the writer can conclude most of the students find difficult to get information from a text. According Alice Oshima and Ann Hogue, that "The topic sentence may be the first or last sentence in a paragraph".¹ Referring to improve students' ability in identifying main ideas of paragraphs, the writer tried to use Jigsaw as a

¹Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition (New York: Library of Congress Cataloging-in-Publication Data, 1999), 21.

technique of learning process in classroom. The writer think it is very important to increase students' score in teaching reading.

Reading is one of ways to study English language; furthermore, it has an important part in teaching learning process because by reading, students will get the information from the English paragraph. From the reading, someone can take the understanding and comprehending what she or he reads. Jeremy Harmer states that:

To read English texts is an important part of the teacher's job, one of the aims of teaching in Junior High School is to enhance students to be able to understand English reading text which they might find in their environment such as text reading in the classroom, at home, around the school, picture concerning text reading and so on.²

In reading text, the students are expected to gain main idea in a paragraph, in order to get information from a text. Whorter states that the main idea of the paragraph is what the author wants to know about the topic. It is the broad important idea that the writer develops throughout the paragraph. The entire paragraph, then explain, develops, and support this main idea.³ From Whorter statement, can conclude that without main idea, the paragraph would be nothing but confusion or unrelated, undeveloped parts of different idea.

²Jeremy Harmer, *How to Teach English*, New Edition (Kuala Lumpur: Longman, 1999), 68.

³Whorter, *Guide to College Readin* (Boston: Little Brown and Company, 1986), 76.

In this case the writer proposes an optimal technique to introduce English reading text, especially to identify main idea of paragraph that is by using Jigsaw which help students learn it effectively, and get students understanding because it is very important factor in learning. Jigsaw is kind of media that is usually used in the classroom. Writer think if teacher used one of media or method for teaching learning, especially in English lesson, the student will like and interest to learn English. Because the students not fell bore when they learn.

According to Jack C. Richards and Richard Schmidt said “Jigsaw is each member of a group has a piece of information needed to complete a group task”.⁴

That means most of the work is done by the students themselves. The use of technique also makes teachers find it easy to learn, enjoy working with it. And it can be effective even if it is used for just an hour per day.

Based on the background of study above, the writer a research project of “*Improving Students’ability To Identify Main Ideas In Paragraphs By Using Jigsaw Technique*” (A Classroom Action Research at the Eighth Grade of MTs AL-Khairiyah Karang Tengah Cilegon).

⁴Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition (London: Pearson Educational Limited, 2010), 305.

B. The Identification of the Problem

The problem in this research was formulated as follows:

1. Students are still often confused in identifying main idea of the paragraph in reading text because of the students less attention when the teacher explained the lessons, so that they do not understand the material being taught. It causes Indonesian students feel difficult in learning English.
2. Students' motivation to learning English is less because using strategy or technique is less extensive of learning reading.

C. The Limitation of the Problem

To avoid misunderstanding and to clarify the problem, it is necessary to make limitation of the problem. There are aspect to increase reading ability, the writer will using Jigsaw as a technique to improve reading skill in identifying main ideas of paragraphs.

D. Statement of the Problem

Based on the background above, the writer formulates the statements of problem are follows:

1. How is the implementation of Jigsaw technique in identifying main ideas of paragraphs ?
2. How is the improvement of students' ability in identifying main ideas of paragraphs by using Jigsaw technique ?

E. The Objectives of the Research

Based on the formulation of the problems mentioned before, the objective of this study can be stated as follows:

1. To know how is the implementation of Jigsaw technique in identifying main ideas in paragraphs.
2. To know how is the improvement of students' ability in identifying main ideas of paragraphs by using Jigsaw technique

F. The Importance of the Research

The expected of the benefits of the research result are:

1. For researcher
Adding insight in implementation Jigsaw technique and know success rate of application of this technique.
2. For teacher
Can give information to English teacher that Jigsaw technique is the alternative activity to be used in teaching reading.
3. For students
From this research hope students have ability to reading especially to gain main idea in a paragraph, then explain, develops and supports this main idea.

G. The Previous of Study

The writer take the previous of study entitled:

1. Kadek Winten said on her thesis that the research showed developing student reading skill through Jigsaw technique has positive effect with significant level. It means that through

Jigsaw technique could develop students reading comprehension.⁵

The differences the writer paper with this paper is focused on skill, the writer paper used Jigsaw technique to improve reading comprehension and this paper the writer use Jigsaw to improve students' ability in identifying main ideas of paragraphs.

2. Francis Hull Adams said on the journal that the research was focused of the study to improve upon cooperative learning with the use of Jigsaw technique. The result of this research showed through the use of Jigsaw technique, pupils naturally developed the interest of working with their colleagues and through that they learnt from each other and hence learnt better. They also cultivated good attitudes from each other.⁶

The difference the writer paper with his paper is focused on skill, on the writer paper used Jigsaw technique as an effective way of promoting co-operative learning , this paper the writer use Jigsaw to improving in identifying main ideas of paragraphs, and she hopes this strategy can solve the problems of reading ability.

⁵Kadek Winten, "Improving Reading Comprehension through Jigsaw Technique : Classroom Action Research at SMPN Satu Atap Jungutan," (Tesis Magister, Program Pascasarjana, Universitas Mahasaraswati, Denpasar 2013).

⁶Adams, Francis Hull, "Using Jigsaw Technique as an Effective Way of Promoting Co- Operative Learning among Primary Six Pupils in Fijai," *International Journal of Education and Practice*, 2013, 1(6):64-74. Available from <http://www.pakinsight.com/journals/IJEP.htm>. Takoradi Ghana: Holy Child College of Education, 2013.

3. Intan Yusrita, Effendy Gultom, and M.Syarfi said on they were journal that the research can improve students' ability in identifying main ideas of the paragraphs in reading texts is in good level.⁷

The different with the writer paper is the writer using Jigsaw technique on teaching reading. The writer believe that strategy can improve students reading skill.

H. The Organizing of Writing

In order to make the report of research easily, the script will be composed into the chapter, which are;

The first chapter explains about an introduction that includes about the background of the study, the identification of the problem, the limitation of the problem, statement of the problem, the objective of the research, the importance of the research, the previous of study, and organizing of writing.

The second chapter explains about Theoretical Framework, those are definiton of reading, purpose of reading, definition of paragraph, general structure of a paragraph, position of topic sentences in paragraph, definition of Jigsaw technique, using jigsaw in the classroom, the benefit of using Jigsaw in the classroom.

The thrid chapter is methodology of research. This chapter consists of the location and time of the research, population

⁷ Intan Yusrita, Effendy Gultom and M.Syarfi. "A Study on the Ability of the First Year Students of Sman 1 Bangun Purba in Identifying Main Ideas of the Paragraphs in Reading Texts : A Classroom Action Research at SMAN 1 Bangun Purba," (Jurnal, Program Pendidikan Bahasa Inggris FKIP Universitas Riau, Riau).

and sample, the method of the research, the procedure of action research, technique of data collection, technique of data analyze.

The fourth chapter is result of the research, description of data and interpretation data of analyzing.

The fifth chapter contains conclusions and suggestions.