

CHAPTER I

INTRODUCTION

A. Research Background

English is a mandatory subject at all levels of education in Indonesia, from elementary school to higher education. The reason why English is a compulsory subject is because English is an international language with the largest number of speakers in the world. In various national and international events, English is the most widely used language. English is included in one of the compulsory subjects since elementary school so that every student has sufficient provisions to face the global world.

Apart from the reasons already mentioned, English taught at school can also provide other benefits to students. Ayu (2019) states that studying English can create many opportunities for students, improve working memory, foster creativity and imagination, and can build a person's self-confidence and understanding of something. Someone who masters or has more English language skills than the people around them will provide more value so that it can make it easier to enter the next level of education or enter the world of work.

In English there are four aspects of language that a person must master to communicate, one of which is reading. Elizabeth, et al. (2003) defines reading as a complex activity in the form of understanding written text involving perception and thought. Reading skills can be mastered by knowing several aspects such as vocabulary and how to pronounce words correctly. Apart from that, to understand a text that is read, someone needs to identify the main idea, understand vocabulary, identify details, identify reference, and make inference.

Especially in Indonesia, teaching English at school begins with an introduction to basic English such as knowing vocabulary, how to read writing correctly, understanding the meaning of a context, and learning how to

communicate simply. There are still many students who find it difficult to learn to read because English is not their first language. According to Hamza & Nur (2018), the difficulties experienced by students in reading English include a lack of vocabulary, difficulty understanding complex sentences, understanding the content of the text they read, as well as a lack of concentration and motivation to learn.

To improve their ability to read, students can get used to reading English literature at school and at home. The habit of reading can be supported by two factors, namely internal and external factors (Nur, 2023). Internal factors refer to a student's genetics, interests/willingness, and physical condition. Meanwhile, external factors refer to the support of people around them such as family and teachers, the availability of supporting media or facilities, the influence of the use of gadgets and social media, and understanding the concept of reading. These two factors can have an influence on a person's implementation of reading habits in daily life, namely encouraging students' motivation to carry out reading habits by utilizing objects (tools, media, etc.) and the surrounding environment (parents, family, teachers and friends).

In reading activities, most students still experience difficulties in understanding the content of reading because their language knowledge is still poor. Fernandita (2016) found that students experienced several problems related to learning to read English, including lack of vocabulary knowledge, lack of understanding of the relationships and functions of words, difficulty in understanding the connotative and denotative meaning of reading. Apart from that, unsupportive motivation and concentration will affect students' understanding of the words or expressions contained in the reading, making it difficult to understand long sentences or texts.

So that students can follow the process of learning to read well, teachers need to use appropriate teaching strategies to achieve learning objectives. Erwin (2020) revealed that teaching strategies are the teacher's tactics or actions in carrying out learning activities, which can take the form of method

and technique approaches. One of the English teaching techniques that can be used in reading classes is jigsaw. According to Nurbianta & Hana (2018), Jigsaw is a cooperative learning technique that reduces racial conflict among students, encourages better learning, increases student motivation, and increases the enjoyment of the learning experience. Agus (2020) found that the Jigsaw method can improve students' learning outcomes and learning activities in the English learning process.

In this study, researchers chose MTsN 2 Kota Blitar students as research objects by conducting two pre-observations. The researcher chose this object because when conducting the first pre-observation which coincided with the second internship, the researcher found that there were still many students who still had difficulty learning English. The first pre-observation was carried out from mid-September to early November 2022, while the second pre-observation was from 11-17 January 2023. In the first pre-observation, researchers had the opportunity to take part in learning activities and observe the learning process in seventh grade in order to obtain the information needed in this research. At that time, the researcher had the opportunity to take part in learning activities with the English subject teacher, specifically in class 7E, the majority of students were not yet accustomed to delivering learning material in English, so the teacher explained the material in Indonesian with a little English inserted. This causes students not to get used to using English in their learning routines in class so that students lack language skills, especially reading.

Then in the second pre-observation, the researcher found that of the total number of class 7E students of 33 students, only a small number of students were quite good at participating in learning activities and had a better understanding of English than other students, namely around 9-10 students. When researchers observed learning activities, the ten students were the most enthusiastic even though the students still did not understand the material presented by the teacher. Likewise, when asked to practice reading texts, these students understand more about the content of the reading, even though the students sometimes ask the teacher about the meaning of words in the text.

Meanwhile, 20 or so other students were unable to participate and understand English learning due to a lack of interest and enthusiasm in participating in learning activities. The majority of students have difficulty learning to read English due to not knowing how to read, not understanding the content of the reading the students are reading, and because the students are not used to practicing what the students have learned at school.

When conducting pre-observation 1 and pre-observation 2, the researcher found that in reading learning activities, the teacher used good learning methods and techniques but their implementation was still not optimal, especially the use of time which was not conducive. One of the learning methods used by teachers is the STAD (Student Team Achievement Division) learning model, which is a cooperative learning model that encourages student cooperation through learning in groups with diverse members to master the skills being studied. In fact, using the STAD method can help students' understanding in learning English if its implementation is appropriate and the teacher is able to make learning activities interesting for students. However, when teachers apply this learning model in class, many students are still confused about the assignments they are doing. Apart from that, when making a presentation, students still have to make group cheers, which of course, takes up a lot of time.

So far, researchers have found several previous studies related to the topic that researchers discussed in this research. The first research was from Nurbianta & Hana (2018). This research focuses on the effectiveness of the Jigsaw Method in improving the reading comprehension of SMPN 13 Berau students, taking 30 seventh grade students as the population. The research design used in this research is pre-experimental design with pretest-posttest. In this research, it was stated that students using the Jigsaw method could improve their understanding and reading skills, as well as increase students' learning motivation towards English lessons.

The second research is from Marni (2017). The focus of this research is the implementation of Jigsaw Technique in teaching speaking at SMPN 1 Krui.

This research uses a descriptive qualitative design with observation, interviews and questionnaires as data collection techniques. The research subjects were eighth grade students with a sample size of 30 students. This research focuses on the application of the Jigsaw Technique in teaching speaking at SMPN 1 Krui. In this research, it was stated that teachers and students experienced problems in learning English using the Jigsaw Technique. The problems teachers face are limited time and teachers are unable to monitor student activities, while students' problems are difficulties in communicating due to lack of vocabulary and feeling insecure.

The third research is from Terasne, et. al. (2018). This research focuses on the implementation of the Listen–Read–Discuss (LRD) Strategy to improve students' reading comprehension at MA Nurussabah Praya Tengah. This research uses a classroom action research design, and the research instruments used are test sheets and observations. Researchers took 20 eleventh grade students as research subjects. In this research, the results of cycle 1 and cycle 2 show that the LRD strategy can improve students' understanding and reading ability.

The fourth research comes from Umami, et. al. (2021). This research focuses on the influence of using the Jigsaw Method and reading interest on students' reading comprehension skills. This type of research is quantitative research with a quasi-experimental method. The research instrument uses questionnaires and tests. This research took a sample of elementary school students using the Simple Random Sampling (SRS) technique. In this research, it was stated that elementary school students' interest in reading, reading skills and comprehension increased when using the jigsaw learning method.

From the four previous studies discussed above, it can be concluded that there are gaps regarding several aspects, namely research design, language aspects, techniques/methods, and research subjects. This is what motivated researchers to conduct research regarding the use of the Jigsaw Technique in teaching listening at MTsN 2 Kota Blitar. Before starting the research, the researcher carried out two pre-observations to see whether the subject to be

researched was suitable as a research object. Researchers used a qualitative research design with four meetings in this study. Researchers used direct observation to determine student development during the research period.

Seeing the theory explained above, the researcher considered conducting research to answer questions that arose when conducting pre-observations during the second internship at MTsN 2 Kota Blitar. "What teaching techniques can be used in teaching reading activities that can increase students' motivation to learn reading? Are the teaching techniques that teachers have been using so far are correct, or are they still lacking in supporting students' understanding, especially in students' reading skills?" Therefore, to answer these questions the researcher chose to use "**The Use of Jigsaw Technique in Teaching Reading Skill of the 7th Grade Students of MTsN 2 Kota Blitar**" as the title of the research.

B. Research question

Based on the research background above, the research problems can be formulated as follows,

1. What are the steps for implementing the Jigsaw technique in teaching reading skills?
2. What are the implications of implementing the Jigsaw technique in teaching reading skills?

C. The Objectives of the Research

Based on the research problem above, the objective of the research can be formulated as follows,

1. To describe the steps in applying the Jigsaw technique in teaching reading skills;
2. To explain the implications that arise in the application of the Jigsaw technique in teaching reading skills.

D. Significance of the Study

From this study, the researcher hopes that the research results can provide benefits and be useful for:

a. Students

Researcher hopes that this research can provide benefits and motivation to for students to learn especially in learning reading skill, and can increase knowledge about the use of the Jigsaw Technique in learning the reading skill.

b. Other researchers

This research focuses on the use of the Jigsaw Technique in teaching reading skills, it is hoped that this study can help similar researches in gathering information or references that have similar research focus.

c. Institutions and Society

Researcher hopes that this research is useful and can help to find the expected information, can increase knowledge, and can provide benefits for institutions and society in general.

E. Research Scope and Limitations

The scope of this research focuses on the use of the Jigsaw Technique in teaching students' reading skills. Researchers used seventh grade students at MTsN 2 Blitar City for the 2022/2023 academic year as research subjects. The limitation of this research is that the researcher only studied the use of the Jigsaw Technique in teaching students' reading skills, and the scope of the research was limited, namely only seventh grade students at MTsN 2 Blitar City. This research only examines the use of the Jigsaw technique in learning students' reading skills, whether students' reading skills can develop or not.

F. Definition of Key Terms

The key terms related to this research are as follows:

a. Teaching

Teaching is a deliberate form in order to provide opportunities for students for the learning process to occur in accordance with the objectives that have been formulated. The final target of the learning process is that students learn with deliberate effort and full of a sense of responsibility to achieve the goal. Meanwhile, the objectives will be achieved through a learning process by utilizing certain teaching methods and techniques.

b. Jigsaw

According to Nurbianta & Hana (2018), Jigsaw is an interesting type of cooperative learning which in its application helps students to be active and more motivated in learning. The Jigsaw teaching technique also encourages students to help each other in mastering the material to achieve maximum performance. In its application, students are formed into groups, each group consists of a team of experts according to questions that have been prepared by the teacher which will later be presented back to the initial group.

c. Reading

Reading is a form of non verbal communication (Nurhayati & Fitriana 2018). Reading is a process of matching letters or pronouncing written language symbols which is carried out and used by readers to obtain the message conveyed by the writer through the medium of written language. Reading is one of the language skills in terms of comprehension, and can also help develop

all areas of language such as vocabulary, spelling, language structure and writing.