USING JIGSAW TECHNIQUE TO ENHANCE THE ELEVENTH GRADE STUDENT'S READING COMPREHENSION OF EXPLANATION TEXT OF SMA KARYA IBU PALEMBANG

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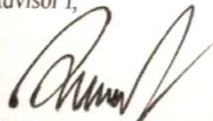
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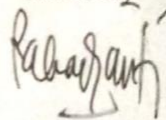English Education Study Program

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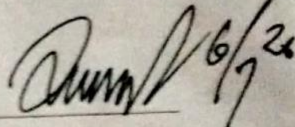This thesis was defended by the writer in the Final Program Examination and was approved by the examination on:
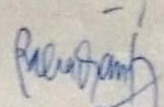
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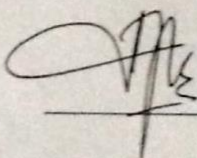Signature/Date

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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

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ABSTRACT

The objective of the study was to find out whether or not there was significant to use Jigsaw technique to enhance reading comprehension of explanation text to the eleventh grade students at SMA Karya Ibu Palembang. The population of the study was eleventh grade students of SMA Karya Ibu Palembang in the academic year 2019/2020. The sample was taken by using purposive sampling. In doing the study, the writer did the experimental method by using pre-experimental design to the group. Then the data were collected by using reading comprehension test. Paired Sample T-Test was revealed that JIGSAW Technique could significantly improve students' reading comprehension of explanation text. Based on the result of paired sample t-test for an experimental group, it was found that t-$_{obtained}$ (8.864) was higher that t-$_{table}$ (2.032) and the significance (2-tailed) was 0.000. It means that there was any significant difference in reading skill to the eleventh grade students of SMA Karya Ibu Palembang who were taught by using JIGSAW Technique.

Keywords: *Explanation Text, JIGSAW Technique, Reading Skill.*

CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) formulation of the study, (4) objective of the study, and (5) significances of the study.

1.1 Background

Language is a human need to communicate with each other. According to Algeo (2010) defines that a language is a system of conventional vocal signs through which humans communicate. It means that people can express their ideas, feelings and interact with others by using language.

There are so many languages in the world. Different area has a different language. English is one of international languages that usually used to communicate among nations. Gradol (1997) states that English is widely considered to have become fenomena. Therefore, English is very important to learn because it is used to communicate with the people from other countries.

In learning English, there are four skills to be mastered by students, such as listening, speaking, writing and reading. Harmer (2003) states that speaking and writing refers to productive skill while reading and listening refers to receptive skill. Therefore, these four skills should be cultivated by teacher during the process of teaching and learning English in a classroom to help the students cope with English communicative skill competence.

Reading is one of the most important activities to get information from every reading passage in any language teaching and learning classrooms. According to Grabe and Stoller (2011), "Reading is the ability to draw meaning from the printed page and interpret this information appropriately" (p.3). It means that by reading the readers can activate their mind and use their knowledge of the structure of language.

The good readers must understand the skills that involved in reading and consciously control it. According to Brown (2004), there are two primary obstacles must be cleared in order to become efficient readers. First, the readers need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, which are conceptually driven for understanding. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata, background information and cultural experience to carry out those interpretations effectively. Therefore, the readers require strategies and skills for success in reading comprehension.

Unfortunately, reading comprehension was still a problem. Some students do not know the meaning when they read a text. They continued to read even though they were not comprehending it, they were confused about the meaning of words and sentences, inability to connect ideas in a passage and then difficulty distinguishing significant information from minor details even lack of concentration during reading.

There were reading problems found by some previous study. First, Kusriani (2013) revealed that the students were less motivated and felt bored in learning reading English, then the students seldom discussed and shared the materials at each other because the reading activity still depended on the teacher explanation. Second, Purwowibowo (2015) found that the students reading comprehension was low, some

of the students had difficulties in understanding the generic structure and the language feature of the text, then the students felt bored when they faced an English text that they should read. Third, Winten (2013) affirmed that the students had weakness in specific vocabulary, so that it made the student difficult to understand the text optimally.

Meanwhile, based on the researcher's obsevation at SMA Karya Ibu Palembang and discussion with the English teacher, it was found that the reading problems on eleventh grade students in English is the students got difficulty in comprehend the longer passage. Therefore, the researcher can infer that the students of SMA Karya Ibu Palembang are facing serious problems in difficulty in comprehending reading texts. Most of them only tried to translate the text given for them. They only focused on the meaning of each word without trying to comprehend the whole text. They were not aware that the word might have different meaning in different context. When they read some texts, they spend the time in translating the words. When they found text which has long paragraph or many texts in one task, they lose their motivation because they thought that it would take a long time to translate the text. Therefore, in order to make the student succesful in reading comprehension skills the teacher should use an appropriate method to make the student interested in studying the reading subject and to overcome the problems above.

In this study, the researcher focused on improving student's reading comprehension of explanation text. Explanation text is one of the texts which should be mastered by the eleventh grade students. Through this study, the students were expected to be able to produced explanation texts appropriately. Anderson and Anderson (1997) states that the explaining text type tells how or why something occurs.

It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of text that deals with the processes involved in understanding and making explicit the *how* or *why* of particular phenomena, events, and concepts occur in scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences. In reading comprehension of explanation text the students got difficulty in understanding some components of an explanation text such as the generic structure and the language feature of the text because they did not understand enough the meaning of text.

Related to the above reading comprehension problems, the researcher was interested in improving student's reading comprehension of explanation text by using interesting technique. One of the techniques that can be used is jigsaw technique. Jigsaw is one of cooperative learning techniques that includes work group to successful in learning a material. Slavin (1995) states that Jigsaw as a technique that accomodate a students to share information they have collect with group mates and, in many cases, with the class as a whole. Students are examine on all topics and the quiz scores are averaged to establish the team scores. Therefore, students need to be a cooperate.

Many studies have proved that jigsaw could motivated the students work on group to improve student's reading skill. It was in line with Kusriani (2013) who have found that jigsaw technique could improve the student's reading comprehension and the student's reading involvement in the reading class and then students became more active in every activity, they were willing to participate in the group discussion and they were more be serious to finish the tasks in groups. Purwowibowo (2015) found that jigsaw technique was effective to improve the student's reading comprehension

and student's participation in reading class and the student's understanding toward descriptive and procedure text was improved. Winten (2013) found that most students were more interested in using jigsaw technique in learning English, especially in reading comprehension and it made students reading comprehension improved.

From the above description, the researcher was interested in doing a study entitled "Using Jigsaw Technique to Enhance the Eleventh Grade Student's Reading Comprehension of Explanation Text of SMA Karya Ibu Palembang".

1.2 Problems of the Study

The problems of the study were limited to : (a) the use of conventional methods that made students bored toward teaching and learning process, (b) some difficulties faced by the students in comprehending the reading passages, and (c) students' low achievement of reading comprehension.

1.3 The Formulation of the Problem

The problem of this study was formulated as follow : was it significant to use Jigsaw technique to enhance reading comprehension of explanation text of the eleventh grade students at SMA Karya Ibu Palembang?

1.4 The Objective of the Study

Based on the problem above, the objective of the study was : to find out whether or not it was significant to use Jigsaw technique to enhance reading comprehension of explanation text to the eleventh grade students at SMA Karya Ibu Palembang.

1.5 The Significances of the Study

Hopefully, the result of this study is able to give positive contribution to the teachers, students, researcher herself and other researchers in order to improve the quality of English language teaching and learning in Indonesia.

a. For the Teacher of English

This study hopefully provides the teachers of English with a new insight about how to teach reading with jigsaw technique as one alternative for reading class.

b. For the students

Hopefully students' reading comprehension can be improved through the use of jigsaw technique and they can participate actively in reading class and then the students have the opportunity to improve their responsibility for their learning and they can cooperate with the other students to learn the material.

c. For the Researcher herself

This study hopefully gives the researcher a valuable experience in using jigsaw technique to teach reading and in conducting a scientific research.

d. For other researchers

The result of this study is expected to encourage other researchers to conduct a further study dealing with the use of jigsaw technique for other language skills such as speaking.

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