CHAPTER I
INTRODUCTION

This chapter discusses background of the study, statement of problems, purposes of study, significance of the study, scope and limitation of study, and definition of terms of the study. They are presented in the following section.

1.1 Research Background

There are four skills to be learned by students in the English class, one of them is reading. Schick (1966:82), states that reading is to think through the selection, understand the author’s meaning and intent, and find out how much you retain of his or her idea or arguments. The use of reading is to give understanding to the reader about what the writer’s idea to find the meaning of the information they got.

In a classroom, sometimes the students feel bored and feel difficult to understand the content of reading text. According to Svinicki (2011:32), the basic problem may often be found in the meaning of reading word. The students feel so difficult to get meaning when they find new words that they open dictionary to find the meaning. The situation will takes too long, then makes them lazy and have less motivation to read. Moreover, English pronunciation differs so much from written language. It makes the students feel difficult in express a new word when they read a text. Therefore, the teacher needs to implement a technique to overcome this problems and to make the class more active and enjoyable.

There are several techniques to teach reading, one of them is jigsaw technique. Slavin, (1995:126) states that jigsaw makes expert possessors of unique information and thus makes the teams value each member’s contribution more
highly. In this case, the technique can help the students to obtain good understanding of the material they are study. According to Lie, in Rusman (2012), jigsaw technique is cooperative learning model which is studying in a group consist of four until six heterogeneous students. It means that jigsaw technique is studying in groups by which the students have different abilities in teaching and learning process. Jigsaw technique is viewed as a good technique to provide students’ opportunity to be active in the learning process. As like Rusman, (2012) states that teaching model of jigsaw is called highly cooperative competent. So, this technique is recommended for the English teacher to use jigsaw technique in a learning process.

There are four previous researchers concerning on the use of jigsaw teaching technique that have been conducted. The first researcher is Agustine (2001) that conducted a research entitled “The Role of Jigsaw Technique in Improving Students’ Reading Comprehension Skill at SMPN 3 Pasuruan”. She found that jigsaw technique can improve the reading skill of eighth grade students at SMPN 3 Pasuruan.

The second researcher is Larasati (2009) that conducted a research entitled “The Effect of Using Jigsaw Technique on Students’ Reading Comprehension Achievement at Eight Class of SMP Taman Islam Jakarta”. She found that jigsaw technique can increase students reading comprehension achievement of eighth grade of SMP Taman Islam Jakarta.

The third researcher is Ekawati (2010) that conducted research entitled “The Implementation of Teaching Reading Using Jigsaw at SMUN 1 Klakah Lumajang”. She found that the jigsaw technique is increasing the students speaking ability.
The fourth researcher is Yusuf (2011) that conducted researcher entitled “The Effectiveness of Jigsaw Technique to Improve Students Reading Ability in Narrative Text”. He found that jigsaw technique is effective to improve the students reading skill in narrative text for the eleventh grade students at MAN Kendal.

Different from the previous research mentioned above, the research is aimed to describe implementation of jigsaw technique in the teaching reading for the tenth grade students at MAN 1 Malang. Moreover, it also presents a good model in the teaching of reading by using jigsaw technique which is applied in curriculum 2013.

1.2 Research Problems
1. How is Jigsaw technique implemented by the teacher in the teaching of reading for the tenth grade of MAN 1 Malang?
2. What are the difficulties faced by the teacher in using jigsaw technique in the teaching of reading for the tenth grade of MAN 1 Malang?
3. How does the teacher solve the problems in using jigsaw technique in the teaching of reading for the tenth grade of MAN 1 Malang?

1.3 Research Objectives
1. To know how the teacher implements the jigsaw technique in the teaching of reading skill for the tenth grade students of MAN 1 Malang.
2. To know the difficulties faced by the teacher in using jigsaw technique in the teaching of reading for the tenth grade of MAN 1 Malang.
3. To know how the teacher solves the problems in using jigsaw technique which is used by the teacher in the teaching of reading for the tenth grade of MAN 1 Malang.
1.4 Significance of The Study

The researcher expects this study will give contributions, especially for the English teachers and future researchers who want to use jigsaw technique in the process of teaching and learning activity as the reference. The study is expected that the teacher is able to use jigsaw technique to implement the technique in teaching process to enhance the students' competence not only in reading class but also in the three other language skills such as listening, speaking and writing. The result of the study is expected to be used for the reference by the future researcher in investigating the implementation of jigsaw technique for the other skills in an English class.

1.5 Scope and Limitation of the Study

This research explains and clarifies the object of the research, the researcher limits the scope and limitation of the study. This study is focused on the implementation of jigsaw technique in the teaching and learning of reading for tenth grade at MAN 1 Malang. This study is conducted in a reading class by which teacher uses jigsaw technique in teaching and learning process.

1.6 Definition of Terms

1. Jigsaw is a technique or cooperative structure used in a group work which the students have a small heterogeneous refer to cooperative learning models.

2. Reading skill is a one of study skills which to provide the students’ opportunities in developing their skill through continuing practice.

3. Teaching is a process where a teacher transfers knowledge to students in the classroom covered by teaching approaches, strategies, methods and techniques.
4. **Technique** is the way the teachers develop new teaching practices that make discussion of activities either teachers and learners perform it in the classroom.

5. **Home group** is the study of group which divided into heterogeneous students in jigsaw classroom.

6. **Expert group** is the study of group which divided into homogenous students in jigsaw classroom.