

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading is the process of constructing meaning from written language by interaction between texts and readers (Clarke et al., 2014). Through reading, readers can acquire knowledge and information essential for their personal development and academic. In educational environment, this activity is crucial thing for students have ability to read, especially in learning English language. In the process of learning English, reading skills are a priority that must be optimized in the classroom. As Syakur et al. (2020) point out, reading skills are essential for success in learning English. This activity can effectively unlock students' potential in studying English. Therefore, reading in English is a key part of students journey to learning English as a foreign language (Diniya & Puspitasari, 2019). The more students develop their reading skills, the more benefits they will gain from this activity. One of benefits is that students can enjoy the reading process and comprehend the text message.

In addition, Keenan et al. (2008) stated that reading is a combination of decoding and comprehension. Without comprehension, reading becomes nothing more than the act of vocalizing sentences, lacking meaning and purpose. Reading Comprehension is a fundamental aspect of reading that enables student to understand the meaning of word or phrase or sentence (Saeedi et al., 2016). Reading comprehension is the process of the reader getting meaning from text (Woolley,

2011). Furthermore, Shanahan (2010) reading comprehension is the ability of readers to understand what the author has started and readers ability to use their background knowledge and thinking ability to make sense of the they read. Reading comprehension is important because it helps us understand how fluent readers interpret and process texts effectively. In reading comprehension, important for student to understand not only the meaning of a word, but also the context of the text. It enables student to comprehend the context of the text, identify main ideas, and understand of the material.

Based on the researcher experience in teaching practice at SMKN 4 Tanjungpinang, the researcher found that the 10th grade student had difficulties in reading comprehension because of several problems. Firstly, they struggled to identify main idea. Second, they struggled to find meaning of word due to their limited vocabulary, they just focused on how to pronounce the word correctly without understanding the meaning. As a result, the students had difficulty comprehending the text when they encountered unfamiliar words, which disrupted their overall reading flow and comprehension. Third, they found difficult to locate specific information, within the text, such as relevant facts or details information. Fourth, student have difficult to understand the content message from the text. Because of these problems, students unable to learn effectively and understand the material well. Lastly, the student also not really active in class during lessons, they struggle to participate in learning activities. Implementing effective teaching strategies are essential to help them learning and enhance their ability to understand

English texts. One such strategy to improve reading comprehension is the 'Jigsaw technique'."

The jigsaw technique is one of the learning strategies in cooperative learning designed to enhance student active participation in teaching and learning process. This technique was first developed by Elliot Aronson in 1971, has been used in various education settings. This technique is still relevant today because it is in line with values of Pancasila profile in Kurikulum Merdeka. In the Kurikulum Merdeka, the Pancasila Learner Profile includes values such as gotong royong, independence and critical thinking, all of which support the concept of working together and supporting each other in the learning process. Similarly, in this technique, student requires to work together and help each other to understand the material. The jigsaw technique can be used in teaching reading, writing, listening, or speaking. The researcher uses the jigsaw technique to teach reading comprehension, providing an effective method to create interactive teaching learning process. As Dahlia et al., (2018) said using the jigsaw technique encourages student to actively engage in learning, making it more enjoyable and effectively enhancing their reading comprehension skill using interactive group activities. Therefore, based on the explanation above, the researcher conducted research entitled "Applying Jigsaw Technique to Improve Reading Comprehension on Report Text at SMKN 4 Tanjungpinang"

1.2 Identification of the Problem

Based on the background above, the research identified several problems, particularly in students reading comprehension, such as:

1. Students struggle to identifying the main idea
2. Students lack of vocabulary
3. Students struggles to finding specific information
4. Students struggle to identify the purpose of the text
5. Students struggle to understand content massage
6. Students not actively engaged during lesson

1.3 Limitation of the Study

This research focuses on using Jigsaw technique to improve the reading comprehension 10th grade students in class X-TJK 1 on report text at SMKN 4 Tanjungpinang.

1.4 Research Question

Based on the background of the research that the researcher mentioned above, the research formulates a research problem as follow:

How can jigsaw technique be implemented to improve students' reading comprehension on report text at SMKN 4 Tanjungpinang?

1.5 Research Objective

Based on research problem, the objective of this research is:
To improve student reading comprehension on report text by using jigsaw technique at SMKN 4 Tanjungpinang.

1.6 Research Significance

1. Theoretically, this research could give support and enhance existing research in ELT (English Language Teaching), particularly in the teaching reading comprehension for report text aimed at Vocational school students.
2. Practical Benefit

- a. For the student

For student, the result of the jigsaw learning technique can improve student reading comprehension, encourage participation student in learning English and develop a sense of teamwork.

- b. For the teachers

For teachers, this research is expected help teachers to improve reading strategy and teachers could use this technique for alternatives to learning more fun with group and effective for student learning in class.

- c. For the researcher

For other researcher, the results of this research are expected to be reference and give useful information for research especially, in the same type of topic research.

1.7 Definition of Key Terms

1. Reading Comprehension

Reading comprehension is the ability to understand and interpret the meaning of the text.

2. Report Text

Report text is a type of the text that present factual information about a specific topic.

3. Jigsaw Technique

Jigsaw technique is group learning method where student work together to understand the topic.