CHAPTER 1. INTRODUCTION

1.1 Background of the Research

English language education is particularly vital in the present period as a communication tool for interacting with people throughout the globe. An educational institution called English language education teaches pupils in schools foreign languages. Students must master four basic abilities of English, there are speaking, reading, listening, and writing (Lisiana et al., 2021). Students' reading abilities, one of the four fundamental talents, are thought to be challenging for them to develop since they require an understanding of English grammar and vocabulary.

Reading is the most essential skill in the educational context as it can be the assesment for students general language ability (Brown & Priyanvada, 2020). It means that reading skills are necessary for students in acquiring knowledge and new information. Success in reading is very important for students. Both for academic and vocational achievement. After seeing this usually there are some reasons why someone reads. First, they often have reading as one of their most important goals. They want to be able to read information and pleasure, for their career, and for the study purposes. Second, written text serve various pedagogical purposes.

In reading, there are many kinds of reading that differentiated by the purpose itself. According to (Safitri & Melati, 2023) there are several types of reading such as skimming, scanning, interactive reading, critical reading, reading ability, reading comprehension and things related to that. Skimming is the type of reading that refers to look for the general or main ideas and works best with non-fiction (or factual) material. Scanning is another useful tool for speeding up students' reading. Unlike skimming, the reader looks only for a specific information or fact without reading the whole material.

Reading also necessary a strategy that increase interest in reading students so that students have a high motivation to read. Because reading is a tedious activity to be done by most students and the lack of students motivation in reading is the reason why reading activities do not appeal to some students. A reading skill can be described as "a cognitive ability, which a person is able to use when interacting with text (Hafifah & Wiranegara, 2023). Thus, unlike reading comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process.

In reading, students are expected to read kinds of text such as : descriptive text, recount text, narrative text, report text, procedure text and functional text such as : advertisement and notice. Text is the original word of something that printed or written as opposed to a paraphrase, translation, revision, or condesation and it is the combination of many paragraphs, paragraph is the combination of many sentences, many sentences is the combination of many words (Harahap et al., 2022).

Narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Rosyida et al., 2022). In narrative text, the students often feel bored because the teachers sometimes ask the students to translate the story whereas it is ineffective methods making students understand to read the text. Absolutely, the student could not enjoy the text itself. Every method has its own features and weakness. Also, to minimize these problems, students should be a center activity of teaching and learning process. (Khairunisa et al., 2019) says that in jigsaw, most of working group include procedure whereby students share information they have gathered with group mates and many cases, with the class as a whole. Students are quizzed on all topics and the quiz scores are averaged to form team scores. Therefore, if the team is to succeed, team members must not only accomplish their substask but also

do a good job of sharing information with their teammates.

In previous study (Fransiska, 2020) stated that the jigsaw method technique is effective and applicable for high school students. The purpose of the study was to determine the use of jigsaw technique and the improvement of students' reading skills in reading recount text and the challenges of students in reading. In this previous study, the data collection used questionnaires, pre-test and post-test. Questionnaires were distributed to see the challenges faced by the students when reading recount text, while the pre-test and post-test were to determine the effectiveness of the jigsaw technique to improve students' reading ability in reading recount text. Another research was conducted by (Fajria, 2022). The purpose of this study was to improve the students' narrative reading skills. The type of this research was qualitative data. In this study, the data analysis technique was based on questionnaires, student ability test results, and observation sheets which were then analyzed descriptively and qualitatively. In addition, (Febyanti Rauf & Alamsyah Rivai, 2023) states that the the jigsaw learning method in promoting active student engagement, collaboration, and academic achievement, especially in vocatioan education settings. The study provides strong evidence for integrating jigsaw learning in various subject areas to enhance both theoritical and practical understanding

Based on the explanation above, the researcher concludes that jigsaw method is a suitable learning method for assesing students' capacity to comprehend the text. The researcher uses jigsaw method to help the students' understanding in reading narrative text easily because jigsaw method is can help students to have question and discussion with their friends. The jigsaw method is a cooperative learning in which student work in small groups. Thus, student will help each other to understand and get the meaning of the text. Students will have cooperation to solve their problem about difficult word, new

vocabularies, grammar, etc. The researcher will conduct test to collect data from pre-test and post-test. The data is used to see the students' initial ability to comprehend the narrative text. However, the focus of this research is the jigsaw method on students' reading comprehension at vocational high school level.

1.2 Problem of the Research

The problem can be formulated as :

Is there any significant differences through jigsaw method in reading narrative text ?

1.3 Objectives of the Research

Based on the problem above, the objectives' researcher are :

To examine significant differences jigsaw method applied for the students' reading comprehension ability toward narrative text

1.4 Operational Definition of the Terms

1.4.1 Jigsaw Method

Jigsaw method was a learning method where in a class the student were divided into some groups with point out the leader or expert of each group. Then, the leader or expert be liable explained the previous material that had been discussed with group members to all expert in a group

1.4.2 Reading Comprehension

Reading comprehension is an active process to decode and to construct the meaning or the message that theor writer wishes to communicate through the text.

1.5 Significances of the Research

The result of this research is expected to be useful to give contribution theorically

and practically. Theorically, this research is expected to give more information for English teacher in vocational high school in order to offer them a good way to teach reading and help in increasing students' reading ability through Jigsaw Method.

Practically, this research is expected :

1.5.1   This research also hoped to give good effect for student's reading ability and increasing reading comprehension

1.5.2   For the teacher, this research will be useful as information to provide an alternative solution in teaching and helping student to improve their reading comprehension.

1.5.3   For another researcher, it will be useful information for the next reseacher who wants to carry out the same research in different aspect of the research

1.6 Scope of the Research

The scope of this research was to examine the reading ability in tenth grade by using jigsaw method in SMK 2 Situbondo. The independent variable of this research is Jigsaw Method and the dependent of this research is Students' Reading Narrative Text.