

CHAPTER I

INTRODUCTION

This chapter presents the main issues of the background of the study, research questions, objectives of the research, limitation of the research, significance of the research, definition of key terms, and organization of paper.

A. Background of the Research

Reading is indispensable skill for the students. It can broaden the students' knowledge. When the students read a text, they will know all the delivered information in the text. If they read the world news, for instance, they will know the information of what happened around the world. Reading also can improve students' comprehension and understanding of a text. Comprehension is the interaction between information of a text and readers (Walter in Sumiati, Mustika, & Kaswan, 2019). Meanwhile, understanding is a process in which readers can build meaning by interacting with text (Cooper in Nafsiah, 2017). It is the process of establishing a connection between what the reader knows and what he does not know between the new and the old information.

Students' comprehension and understanding of a text becomes the main problem in teaching reading at junior high

school. The students cannot identify main idea, find specific information, make inference, identify pronoun reference, and understand the meaning of words or detail information. The other problem is students' vocabulary mastery. They do not know most of the meaning of words in the text they read. Most students also find the difficulty in pronouncing a word correctly.

In response to the above problem, discovery learning and jigsaw technique can be used by the teacher. Discovery learning is an inquiry-based teaching method, by which a teaching method focuses on active and direct learning opportunities for students (Krisnawati, 2015). In this method, students are expected to be able to utilize their own experiences or prior knowledge. They are also expected to be able to interact with their environment by exploring or manipulating objects, struggling with questions of conducting experiments.

There are several techniques that can be applied in discovery learning, one of them is jigsaw technique. Jigsaw technique is a technique which students work in groups (Robbani, 2017). Jigsaw provides many advantages if it is applied in learning to read (Robbani, 2017). For example, it can give students more opportunities to think creatively and critically. It can make the students' to be more active in

learning process. It can also develop students' teamwork, cooperative work skills, oral communication skill and social skill (Ameiratrini, 2017).

There have been many studies investigated jigsaw techniques. For example, the study conducted by Nurmala (2016). She investigated the effect of problem based learning strategy combined by jigsaw towards critical thinking ability. Hoerunnisa & Suherdi (2017) investigated the effectiveness of jigsaw in improving students' reading comprehension. Astuti et al. (2019) examined the use of graphic organizers to improve students' reading comprehension skill through jigsaw activity. There is also a study conducted by Illananingtyas (2019) who discovered the students' response to the implementation of teaching reading by using jigsaw technique. The other study investigated the use of jigsaw and cooperative intergrated reading and composition (CIRC) method to improve reading comprehension of report text (Indiyani, 2018).

Regrettably, the above study have not combined the use of jigsaw technique with discovery learning. Thus, this study aims to investigate the implementation of jigsaw in reading comprehension using discovery learning. Based on the explanation, the researcher uses the title "Teaching Reading

Comprehension of Descriptive Text by Using Discovery Learning through Jigsaw Technique.”

B. Research Questions

Based on the background above, the researcher formulates the research questions as follow:

1. How is the implementation of scenario in teaching reading comprehension of descriptive text by using discovery learning through jigsaw technique?
2. What are students’ and teacher’s response of teaching reading comprehension of descriptive text by using discovery learning through jigsaw technique?
3. What are students’ difficulties in learning reading comprehension of descriptive text by using discovery learning through jigsaw technique?

C. Objectives of the Research

In line with the above research questions, this research aims to:

1. Find out the implementation of scenario in teaching reading comprehension of descriptive text by using discovery learning through jigsaw technique.
2. Find out the students’ and teacher’s response of teaching reading comprehension of descriptive text by using discovery learning through jigsaw technique.

3. Find out difficulties experienced by seventh grade students of learning reading comprehension of descriptive text by using discovery learning through jigsaw technique.

D. Limitation of the Research

Regarding the limitation of the research, it focuses on improving students' reading comprehension through jigsaw techniques and discovery learning. The study only focuses on the seventh graders of a junior high school in Batujajar to improve their reading comprehension by using jigsaw technique and discovery learning.

E. Significances of the Research

This research can give many benefits for students, teacher and learning process.

a) For Teacher

This research can provide the information for the teacher about the appropriate learning method to teach reading comprehension in English. It can also provide a guideline to use discovery learning and jigsaw as technique in teaching reading comprehension.

b) For Students

This research can improve students' achievement and value in learning English reading comprehension. It

can improve students' enthusiasm in learning as the used technique creates attractive classroom atmosphere.

c) For Learning Process

The use of jigsaw techniques and discovery learning methods can make learning more interesting. It can also make students to be more active in the learning process.

F. Definition of Key terms

1. Reading Comprehension

Reading comprehension is the ability to find the stated or unstated writer's idea in the text. There are five indicators of reading comprehension that are main idea, vocabulary, specific information, reference and inference.

2. Teaching

Teaching is an activity in which the teacher guides and facilitates learning, provides opportunities for students to learn and establishes conditions for learning. The teacher can assist students in gaining knowledge through the material and assignments given. With the assignments given, the teacher gives students the ability to study on their own.

3. Descriptive Text

Descriptive text is a type of text that aims to describe people, animals, places or objects. The purpose of this text is to provide clear information about the object described to the reader. Characteristics of descriptive text are using attributive verbs, such as be (am, is, are), simple present tense.

4. Discovery Learning

Discovery learning is one of the methods that ask the student to find the solution of the problem.

5. Jigsaw Technique

The jigsaw technique is the technique asking the students to solve the given problem collaboratively, which is divided into two main groups “expert group” and “home group.” The home group is the initial group, while the expert group is the next group that should be made the students to do the discussion.

G. Organization of the Paper

1. Chapter I: Introduction

This chapter explains the background of the research, research questions, objective of the research, and limitation of the research, significance of the research, definition of key terms and organization of the paper.

2. Chapter II: Literature Review

This chapter discusses several key terms which are related to the research. It contains theory of reading, descriptive text, discovery learning and jigsaw technique. It also provides some related previous studies.

3. Chapter III: Research Methodology

This chapter shows the methodology that is used in this research. It included research method, research design, population and sample, instrument, data collection and analysis.

4. Chapter IV: Result and Discussions

This chapter describes the result of research and the discussion of the result.

5. Chapter V: Conclusion and Suggestions

This chapter contains the conclusion of the research and suggestion.