

CHAPTER I

INTRODUCTION

A. Background of the Study

English is not only used as a means of human communication, but also as a subject learned at school in Indonesia. The teaching of English is basically needed by Junior High School students because it is a compulsory subject in Junior High School. So, English teachers who mastering in English teaching and learning are needed.

English as subject matter in school covers on four skills: reading, speaking, listening, and writing. In every subject, students' learning activities involve reading. Reading is one of the complex ways in learning English. It is a kind of activity to comprehend the writer's ideas or the way the writer's communicates with the readers by the written or printed words.

Wu and Hu (2007: 14) stated that reading is the most important one of the four basic skills. But it is not easy in mastering this skill. There are many factors affecting to the readers. Wu and Hu (2007: 14) said that two major factors affecting reading comprehension are schema and vocabulary. They also said that another factor is motivation.

Reading is very important of in our life, even for young learners. At the elementary level, the students of Elementary School or even Kindergarten learn English for the first time. Their teachers teach them

the English structure and vocabulary that are usually used in their daily life. They should give the explanation of the lesson patiently because they are usually very mobile and active. They are interested in learning something new. They enjoy and have fun. The important point to note is that the explanation from the teacher should be as simple as possible, so that they can get the point and clear explanation. They must attempt to show them that reading can be interesting to them for reasons. To help them see reading as a pleasurable activity, they should give them materials on various themes, topics and genres.

Teaching reading for adolescent learners, like Junior High School, must be different from the students in Elementary School because of their characteristics. Also for reading, the students should have motivations and responsibilities that equal with their psychological development. So the teacher will play very important roles in teaching English.

In fact is the opposite. In Indonesia, some of English teachers still use traditional or conventional technique in teaching. Thus techniques make the students bored because they are not active during the class. SMP N 2 Ngrampal Sragen Regency, Central Java, as one of Junior High Schools in sub district Sragen Regency, has some problems in teaching-learning English, especially in teaching reading. The teacher applied monotonous technique, so the class becomes passive. On the other side, the students still have inefficient reading habits, such as reading word by

word, focusing too much attention on form, relying heavily on dictionary, etc., and they have low motivation in reading class.

This condition has resulted the low students' achievement. The most dominant factor is caused by the teacher. He used the same strategies, speech technique, all over again with no innovation. He explained and they took attention. The class often runs in a single way, from the teacher to the students. The class became uninterested.

On the class VIII/F at SMP Negeri 2 Ngrampal Sragen Regency, the students' achievement in reading skill is still below the Minimum Passing Grade. These problems should solve as soon as possible. The most rationale one is changing the technique in teaching. The new one should be interesting and also students centered in order to put them actively in the class.

In teaching English, the teacher should have good class preparation. He must master the subject matter first. Then he must choose the right learning strategies. At the previous, he only used speech technique in teaching English and the result was disappointed. The students get bored and their achievement also below the Minimum Passing Grade. Later, he made some modify, change the learning strategies. With the new one, he will run the class. The purpose is to improve their skill in learning English, particularly in reading.

According to Yuwono (2005: 4), there have been problems in teaching English. She mentioned four problems. First, limited time

allocated for teaching English. Second, students do not have enough time to actually learn to speak English in class because the teacher is more concerned to teach the grammar and syntax. Third, the absence of good and authentic learning materials. Fourth, the absence of the social uses of English outside the classroom.

The Students of class VIII/F at SMP Negeri 2 Ngrampal Sragen Regency are lack of reading comprehension. The fact in the class showed that they had problem with their reading comprehension. It is caused by the teacher puts deep concern on reading with as very crucial part in English subject. It can be identified from their English score. The score achieved by students are not yet as target of Minimum Passing Grade. Based on the data of the students English score in the Semester I Academic Year of 2011/2012, the students of class VIII/F SMP Negeri 2 Ngrampal Sragen Regency gained only 58,19 as a mean score in their reading comprehension and the completeness only 44,44% (see Appendix 5).

From the observation of the students' family background and social environment, it can also be noticed that most of them come from character family that are not familiar with education. They are under welfare family. Their parents work as farmers, factory workers or sellers that means impossible for them to get English outside the school, such as taking an English course.

Besides, the teaching of reading class in class VIII/F SMP Negeri 2 Ngrampal process did not encourage the students to read more. At the lesson, the teacher read what is noted down on the book. When he read the book and explained, they were listening through teacher's explanation. This technique belongs to a classical technique and makes the students get bored at sort time and moreover. This classical technique also created lack of understanding for the student and resulted unclear purposes of teaching and learning, therefore, it influenced the students' score.

The writer tried to find out the causes of the problem by conducting reading assessment as a pre-test. The assessment aimed to test the ability of students on their reading comprehension. This assessment is about the birds. From the conversation between two persons, the students have to understand what they talk about. So they have to read that dialogue carefully with their own pair (see the appendix). Actually, they do not have difficulties with the text. But, they can not answer the questions about it. Minimal Passing Grade for English is only 60. From all of the students, only 22 persons (55, 56%) who achieve the score above 60. This means that the learning completeness is below than 75%.

The writer also held interview and class observation to get supporting data about the cause of the students who lack of reading comprehension. This fact is a problem that needs the right solutions. The

teacher tried to identify this problem with evaluate the learning activities. The teacher realizes that the classical and conventional technique should be changed. For the students, they should involve with the class more active.

The achievement of students' low score was considered as a serious problem by the teacher. Therefore, he needs to apply learning process which considering new technique. The teaching process which is held created students are not used to in reading. By applying correct technique, he can arouse their motivation to learn English, especially in reading. On the pre-test, the can understand about the new vocabularies, but in using those on the sentences, they often make mistakes. So their score is still low.

Based on the fact above, the writer planed to a Classroom Action Research to promote the students' reading comprehension by using Narrative text, as teaching learning material. According to the facts above, the writer was eager to develop the students' ability in reading by using Narrative text. It is expected that the students were able to improve their reading comprehension. This research is limited only for the students of class VIII/F in SMP Negeri 2 Ngrampal and expected takes three months, from October up to December 2011.

The main reason in using narrative text because it tends to sequence information and often for a story. This text also includes with psychological processes in self identity, memory and meaning making.

This text also includes a lot of vocabulary and easy to give the questions. Therefore, by using Narrative text as teaching material, the writer expected that reading ability of students class VIII/F of SMP Negeri 2 Ngrampal Sragen Regency will increase. The participation of the students and the active involvement of the teachers were very crucial. In other words, the students needed to be active in talking a role as a learner and the teacher has an important role and strategic position in developing students' reading skill. This strategic role related with teacher role as facilitator, motivator, learning resources, and organizer of teaching and learning process. Therefore the writer concerned in discussing "Improving Students' Reading Comprehension Using Jigsaw in SMP Negeri 2 Ngrampal in the Academic Year of 2011/2012."

B. Problem Statement

Based on the problem, this study is particularly aimed at finding an answer to the following questions:

1. Does Jigsaw improve the students' ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency?
2. Is Jigsaw effective in improving the students' ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency?

3. What are the strengths and the weaknesses of Jigsaw in improving the students' skill in comprehending reading texts at SMPN 2 Ngrampal Sragen Regency?

C. Objectives of the Study

The objectives of the study are:

1. To improve the students' ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency by using Jigsaw.
2. To describe the effectiveness of Jigsaw in improving the students' ability in comprehending reading texts at SMP N 2 Ngrampal, Sragen Regency.
3. To describe the strength and the weakness of Jigsaw in improving the students' skill in comprehending reading texts at SMPN 2 Ngrampal Sragen Regency.

D. Benefits of Study

When this research has been completed, it has two benefits.

1. Theoretical benefit: This study can be used as reference by English teachers to do some study on similar problems in reading. Narrative text as a story format text will give a lot of information, so the students will comprehend the new vocabularies and use them all on the class.

2. Practical benefits

a. For the English teachers

This study may contribute to the development of a teaching strategy for reading and provide some practical benefits about how to use Narrative Text as teaching materials, in order to improve students' reading comprehension.

b. For future researches

Other researchers are needed to develop this study for the reading program. Furthermore, it is expected that other researchers will be helpful in promoting more learning processes of reading for the students.