

CHAPTER I INTRODUCTION

According to Brown (2001:264) reading is the process that has correlation with the abilities of listening, writing, and speaking. Reading comprehension is an understanding process from the text in the printed form to be understood as ideas that used by the author to be information that can be used. Based on the opinion of the researchers, it can be said that there is an importance of the reading comprehension as it can give more information for the readers from the printed form to be information that useful for the readers. In the reading comprehension activities, the readers can use brain and eyes in understanding the content of the text. Then the readers can write down what they have had read from the text. In the process of the reading comprehension, the readers must activate their minds to understand the content of the text.

Reading comprehension is an effective way in extending languages. There are many functions from the reading comprehension especially when it is taught in the classroom where the activity of language learning becomes the central purpose (Nuttall, 1983). In other words, based on Mc. Laughlin as quoted by Celca-Murca (2001) stated that reading comprehension is the very complex skills that must be mastered by the students at the school, especially in the learning process that conducted in the classroom. The students must do engagement in interactive process when doing the reading comprehension.

Originally, Elliot Aronson applied Jigsaw strategy in the classroom. Elliot Aronson was a social psychologist in Austin. He decided that by applying the effective strategy can develop the skills of the students and it can give educational positively. Jigsaw strategy has been studied and developed by many people. There have been many researches about the use of Jigsaw strategy that conducted by the researchers in various ways. Jigsaw has been used in the learning process, especially when teaching reading comprehension in the classroom. Jigsaw strategy has been applied to the students from different subjects and levels.

When teaching reading comprehension in the EFL classrooms, Jigsaw strategy was made as one of cooperative learning that can be used in the classroom. Every student needs to have understanding of the final product. That is why it can be stated that Jigsaw strategy can be applied effectively in the classroom. It can be applied when the English teachers teach the reading comprehension in the classroom.

Some researchers have conducted the researches related with the application of the Jigsaw strategy in teaching the reading comprehension. The researchers presented one previous research in this research. The research was related with the application of the Jigsaw strategy in teaching the reading comprehension. A research entitled "*The Effectiveness of Jigsaw Strategy in Teaching Students' Reading Comprehension at Eight Grade Students of MTs N Gondang in The Academic Year 2015/2016*". This research was conducted by Fitriani Robbani. She was a student at English Department, Islamic Education and Teachers

Training Faculty, State Islamic Institute of Surakarta in 2017. From the research, the writers concluded that Applying Jigsaw strategy was very effective in teaching the reading comprehension.

The researchers knew the problem in this research as the researchers had done an interview on August 24th, 2020 to one of a teachers who teaches X at SMK Swasta Yapim Medan. Although the students have learned English, the students still have problems on reading comprehension, such as (1) Students have difficulties on comprehending English text, (2) Students have lack of vocabulary, (3) Students find difficult on finding the implicit meaning of text that they read, (4) Then, students have low of motivation on comprehending English texts and books. That problems can lead the students become poor in comprehending the text without realizing the effect due to their weakness and poor ability in learning the reading comprehension.

According to the explanation before, the researchers used the Jigsaw strategy in teaching the reading comprehension in Narrative Text to the students of SMK Swasta Yapim Medan. The researchers were interested in conducting this research. This research entitled "*The Effect of Jigsaw Strategy on the Students' Reading Comprehension at SMK Swasta Yapim Medan*".

According to the background as mentioned above, the problem in this research can be formulated "Does Jigsaw Strategy Affect the Students' Reading Comprehension at SMK Swasta Yapim Medan?". The research objective was to know about the effectiveness of the implementation of the Jigsaw strategy in teaching the reading comprehension to the tenth grade students of SMK Swasta Yapim Medan. This research was designed into experimental class and controlled class. In doing the research, the students were categorised into two groups. One group was in the experimental group and one group was in the controlled group. Jigsaw strategy was applied into experimental group students and conventional teaching strategy was applied into the controlled group students. The researchers taught about Narrative Text to the students. The topic of the Narrative was about the Legend of Toba Lake. Students from grade nine of SMK Swasta Yapim Medan in the school years 2020/2021 were chosen as the population in this research. This research was expected to have theoretical and practical benefits. Theoretically, this research can give enrichment to the teachers especially when the English teachers teach reading comprehension to the students in the classroom. Practically, this research can give positive benefits for students especially giving motivation to the students in learning the reading comprehension in the classroom.