CHAPTER I
INTRODUCTION

1.1 Background

Language is a means of communication that can not be separated from the human fossil. We use this language in most of our time every day to communicate with each other so that we can meet our needs in social interaction. So, language is very important for humans in order to enable them to communicate with each other. English is an international language that is used for communicate.

Teaching english should deal with four skills is reading, writing, speaking and listening. Reading is one of the language skills that when done will be very boring and saturate, therefore reading is one of the skills that are less liked by the community, especially students. This disinterest is not only the cause of the internal factors of each person but also influenced by external factors and this can hamper the learning process for the students.

The basic goals of reading are to enable students to gain an understanding of the world and of themselves, to develop appreciations and interests, to find solutions to their personal and group problems, and to develop strategies by which they can become independent comprehenders. Logically, comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be the provision of learning activities that will enable students to think about and react to what they read-in short, to read for meaning.[1]

Indonesia still has some obstacles in the process of teaching reading. According to Rasyid, the obstacles are: (a) the curriculum (reading teaching) applied

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[1] Tierney, Robert J *et al*., *Reading Strategies and Practices A Compendium*. Third edition (America, design and production inc, 1990), p.38

has not given the best opportunity, the implementation of an incomplete curriculum is implemented, the demands of the society have changed, (b) the available means (Libraries and laboratories) are inadequate, (c) teachers are not skilled in carrying out their duties, and (d) society and the environment are less supportive of reading learning[2].

This happens because of the lack of understanding of the teachers about the methods in teaching and techniques in reading so as to cause no interest in reading students. When students read but do not use good techniques then they will not understand what they read so saturated in reading.

One way for students to learn easily is learning together. Learning model that implements learning process together that is cooperetive learning. Cooperative learning is a process of learning together to help each other in learning and ensuring that everyone in the group reaches a predetermined goal or task. The success of learning from a group depends on the ability and activities of group members, both individually and in groups. Learning Cooperative Learning is a special strategy set designed to encourage learners.

Jigsaw type cooperative learning is a cooperative learning type consisting of several members within a group responsible for the mastery of the subject matter and being able to teach the material to other members of the group.

Although students have a lot of vocabulary but if students can not understand the meaning of the reading they read, it will make them confused themselves. Therefore researchers want to try a jigsaw strategy to see if students can learn easily to understand the reading they will learn.

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[2]Saepudin, *An Introduction to English Learning and Teaching Methodology* (Yogyakarta: CV. Orbittrust Corp, 2014), h. 162.

1.2 Problem Statement

Based on the above background, then the problems to be discussed and searched answer is use of jigsaw strategy able to improve the students' reading comprehension in narrative text at the eighth grade of MTs Al-Qamar Kassa Kabupaten Mamuju?

1.3 Objective of the Research

Based on the formulation of the problem that have been raised, the objective to be achieved is to describe the improving students' reading comprehension in narrative text at the eighth grade of MTs Al-Qamar Kassa Kabupaten Mamuju by use jigsaw strategy.

1.4 Significance of the Research

The usefulness of this research is as follows:

1.4.1   Theoretically, the results of this study can be used as material information in developing science, especially in the field of English.

1.4.2   Practically divided into 4 objectives as follows:

1.4.2.1 For learners, as a means of learning to integrate knowledge and skills with a direct jump so as to see, feel, and appreciate whether the learning practices undertaken so far have been effective and efficient.

1.4.2.2 For the english lecture, this research is expected to add information of teaching strategy in the class, especially for reading skill.

1.4.2.3 For schools, as inputs for schools to improve teachers' learning practices to be more effective and efficient so that the quality of learning and student learning outcomes increase.

1.4.2.4 For researchers, in addition to information for researchers in the field of
learning English in skill reading.