

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the language skills that has to be mastered by English learners. It is also one of the most important skills for the students. Johnson states that reading is a constantly developing skill.¹ It plays an important role in learning. It means that reading is an important way to improve general language skills in English. In this case, reading helps students learn to think in English. Reading also helps students to enlarge their vocabulary. Next, reading can make students' writing better. It is easy for the students to find new ideas, facts, and experiences.

In reading, the students are expected to have competence of understanding some kinds of texts. The point of reading is comprehension of reading the texts or the materials. It means that the students have to be able to comprehend the reading material. By comprehending the reading text, the students will get more knowledge and they can apply it in their life. In relation to the idea above, Neil Anderson in Lince remarks that the aim of reading is comprehension.² The students do not only need to understand the structures of the text, but also to comprehend the meanings of the text. The teacher can make the students comprehend reading materials by using a good

¹Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. (Maryland: Rowman & Littlefield Publishers, Inc, 2008), pp. 4

²Caroline T.Linse, *Practical English Teaching: Young Learners*. (New York: The McGraw-Hill ESL/ELT, 2005), pp.71

technique and the students as the readers of English, have to comprehend reading materials by using a good strategy. In relation to the statement above, Kalayo Hasibuan says that reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.³ The teacher should be selective to choose the appropriate technique in teaching reading. Thus, by using the appropriate strategy and technique, it can lead to the students' ability in reading comprehension.

State Senior High School 3 Pekanbaru is one of the senior high schools in Pekanbaru which is located on Yossudarso Street, Rumbai. As one of the formal schools, this school also conducts teaching of English to the students. This school uses School Based Curriculum (KTSP) as a guidance in teaching and learning process. English is taught twice a week with ninety minutes in one meeting. The minimum standard of passing grade of each student's score in English subject is seventy five. It means that students are able to obtain main ideas and discourse topic quickly and efficiently, to establish quickly the structure of a text, to find information and specific information on a predetermined topic, to identify reference of the text, and to make inferences about the text (refers to the attached scoring rubric in appendix 9). According to syllabus of BSNP at the second year students of senior high school, the standard competence of reading refers to the capability of the students in comprehending the meaning of short functional text and

³ Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp.113

simple form of narrative, spoof and hortatory exposition in the context of daily life and to access knowledge.⁴

Based on the researcher's preliminary study at the second year students of State Senior High School 3 Pekanbaru, the teacher of English in this school implemented several various techniques and strategies such as skimming, paired reading, group discussion, semantic mapping, role play, puppet show and many others, but some of the students still had problems in English, especially in reading comprehension. They could not comprehend the reading materials well and their reading comprehension was still far from the expectation of curriculum. It can be seen from the following phenomena:

1. Some of the students cannot comprehend the reading materials
2. Some of the students are bored in learning processes
3. Some of the students are difficult to find the main ideas of the text
4. Some of the students have difficulties in interpreting and understanding the messages of the text
5. Some of the students have lack of prior knowledge in the passage comprehended

Based on the phenomena above, the students need the suitable technique to support appropriate sufficient practice. So, in improving reading comprehension of the students, there must be an appropriate technique that has to be used by the students in a classroom. There are various techniques which have been developed to teach the students in increasing their abilities,

⁴ Departemen Pendidikan Nasional, Badan Standar Nasional Pendidikan Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus Mata Pelajaran Bahasa Inggris SMA/MA. (Jakarta: Unpublished, 2006), pp. 13

interest, and motivation in reading. Here, the researcher compares two techniques to improve the students' reading comprehension. They are Paired Reading and Jigsaw. Paired Reading and Jigsaw are cooperative learning. In these techniques, the students work together in a group discussion.

Paired Reading is a technique used to develop fluency and improve comprehension by reading with a partner. In reference to the statement stated by Crawford, like all cooperative learning tasks, Paired Reading allows students to take more initiative in their own and each other are learning. The method is intended to encourage different kinds of thinking, all of which encourage comprehension.⁵ Paired reading is a good way to have students carefully read difficult text. This technique builds fluency, comprehension, and independence and provides a bridge between emergent and independent reading.

On the other side, the Jigsaw classroom, originally developed by Elliot Aronson in Austin, Texas, was considered effective in increasing positive educational outcomes. R. Slavin in Crawford remarks that, jigsaw requires students to help each other learn. It can be used when students are reading a text, listening to a presentation, or carrying out a group investigation.⁶ Jigsaw technique helps all of the students to study and understand all of the materials. The students may be given the material; each group should try to understand about the subtopic in the text.

⁵ Alan Crawford, et al, *Teaching and Learning Strategies for The Thinking Classroo*. (New York: The International Debate Education Association, 2005), pp.25

⁶ *Ibid*, pp. 56

Based on the description of phenomena, the researcher is interested in carrying out a research entitled “*A Comparison between Reading Comprehension on Narrative Text Taught by Using Paired Reading Technique and Jigsaw Technique of the Second Year Students at State Senior High School 3 Pekanbaru*”.

B. Definition of The Key Terms

In order to avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

1. Comparison

Richard indicates that comparison is describing the similarity or differences between two items.⁷ However, in this research, the term of comparison refers to compare two different things or population. They are between reading comprehension taught by using Paired Reading technique (XI Science 2) and Jigsaw technique (XI Science 3).

2. Reading Comprehension

According to Lince, reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words,⁸ so that reading comprehension is a product of understanding the text in order to get information and the meaning of the text.

⁷ Richards, Jack C., John Platt, and Heidi Platt, *Longman Dictionary of: Language Teaching and Applied Linguistics, 2nd edition*. (Edinburgh Gate, Harlow: Longman Group UK Limited 1992), pp.229

⁸ Caroline T.Linse, *Loc.Cit.*,

3. Paired Reading Technique

Crawford informs that paired Reading is a technique for having pairs of students to read a text closely for understanding.⁹ It means that the students read together with partners and help each other in reading with understanding.

4. Jigsaw Technique

Crawford states that jigsaw is a cooperative learning activity in which students work in home groups and expert and teach each other the material of the lesson.¹⁰ By using this technique, the students may be given the material; each group should read it and try to understand about the subtopic in the text, and then formulate effective ways of teaching it to others.

C. The Problem

1. The Identification of the Problem

Based on the background of the study mentioned above, the problem can be identified as follows:

- a. How is the students' comprehension in reading the texts?
- b. How is the students' interest in learning process?
- c. How is the students' vocabulary mastery?
- d. How is the students' ability in using part of speech of English in their reading?

⁹ Alan Crawford, et al, *Loc.Cit*,

¹⁰ *Ibid*, pp. 237

- e. Why are some of the students unable to interpret and understand the messages of the texts?
- f. How is the students' reading comprehension taught by using Paired Reading technique?
- g. How is the students' reading comprehension taught by using Jigsaw technique?
- h. Is there any significant difference of reading comprehension between students taught by using Paired Reading technique and Jigsaw technique?

2. The Limitation of the Problem

Based on the identification of the problems stated above, thus, the researcher needs to limit and focus the problem of this research on the comparison between reading comprehension on narrative text taught by using Paired Reading Technique and Jigsaw technique of the second year students at State Senior High School 3 Pekanbaru.

3. The Formulation of the Problem

Referring to the limitation of the problem above, the problems of this research can be formulated in the following research questions:

- a. How is the students' reading comprehension taught by using Paired Reading technique of the second year students at Senior High School 3 Pekanbaru?

- b. How is the students' reading comprehension taught by using Jigsaw technique of the second year students at Senior High School 3 Pekanbaru?
- c. Is there any significant difference of reading comprehension between the students taught by using Paired Reading technique and Jigsaw technique of the second year at Senior High School 3 Pekanbaru?

D. Objective and Significance of the Research

1. Objectives of the Research

- a. To find out the reading comprehension taught by using Paired Reading technique at the second year students at Senior High School 3 Pekanbaru
- b. To find out the reading comprehension taught by using Jigsaw technique at the second year students at Senior High School 3 Pekanbaru
- c. To find out the significant difference of reading comprehension between the students taught by using Paired Reading technique and Jigsaw technique at the second year at Senior High School 3 Pekanbaru.

2. Significance of the Research

- a. Hopefully, these research findings are useful and valuable especially for students and the teachers of English of the second year at State Senior High School 3 Pekanbaru to be consideration in their teaching and learning process in the future.

- b. This research is also hopefully able to benefit the researcher as a novice researcher especially in learning how to conduct a research.
- c. These research findings are also expected to be the practical and theoretical information to the development of the theories in the field of language teaching.
- d. Finally, these research findings are also expected to be positive information especially for those who are concerned in the field of teaching and learning English as a foreign or second language and those who are concerned with the field of language teaching in general.