

faith toward the differences in our life. This was sign that Allah is Almighty.

For some country, English used as a first language such as; America, England, Australia, etc. There are many countries which use English as a second language, such as; Singapore, New Zealand, Malaysia, and many more. In Indonesia, English is learned as a foreign language. It is learned from elementary school to senior high school. Talking about English means talking about four language skills, they are, listening, speaking, reading and writing and other three components they are vocabulary, grammar and pronunciation. In this condition, it makes English is more difficult to learn because they have to learn other language or national language before learning English which has difficulty rules.

Reading plays an important role in learning process because it gives knowledges, information, and ideas to be applied in the speaking and writing. In addition, through reading, students are able to show their ideas, concept, and also they can get many vocabularies that they will be applied in speaking and writing. Why the students have to be good on reading comprehension? Because as we know that reading skill is used in the final examination, so they have to be good on it and they are able to comprehend the information itself.

According to Richard and Renandya (2002, p. 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to

do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

Realizing the fact of how important reading comprehension in education. But, to get the success in learning reading is depend on several factors. And the most important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways, in order to make the teaching learning process effective, the teacher has to have a good classroom management which can stimulate the students to be active in following the system of the teaching learning process.

The reason why the researcher applies cooperative learning instruction in reading comprehension because according to (Johnson & Johnson, 1994; Slavin, 1996) reveals that “cooperative learning provides students with the ability to socialize with others, in which they work together in small group to accomplish the joint goal and help each other to complete the task.”

In cooperative learning the students perceive that they can achieve their learning goals if all the members of their group also attain their goals, and so much more. It may be contrasted with competitive learning and individualistic learning. In competitive learning the students work against each other to achieve an academic goal, while in individualistic learning the students work by themselves to accomplish academic goals and they do not cooperate with each other to get the goals.

The other reasons why the researcher uses this instruction because of the situation in the class during observasion. The researcher saw that

technique which used by teacher was monotonous. Traditional methods in language teaching were teacher-centered and often created classroom atmospheres in which learners competed with each other. As Nunan (1992) states, students are able to improve their language skills while interacting with other learners in learner-centered language classrooms. In addition, there are many of number student in each class. So the researcher was thought that the teacher should make the best use of this situation for doing student-centered technique by using Cooperative learning. On the other hand, the teacher can control the student's activity over not monotonous teaching and learning techniques. So, the researcher wants to know what the cooperative learning is affective in teaching learning process

Since students often feel bored in doing the reading activity above, they need new activities which are more challenging and interesting. Many reading strategies need to be used to make the students active in doing reading comprehension activity. Harmer (2002) states that teaching reading is taught from elementary school to university by using many kinds of methods applied by English teacher. Cooperative learning may be considerably more effective for the students than the attention of the teacher only in the class.

Thus, in this study the writer chooses Jigsaw technique as an alternative way to create an active teaching learning process. Jigsaw is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion, and ability

then in this team work format every student is forced to be active. Working together makes them to learn how to solve the problems independently.

After identifying the problems that the researcher did while was doing on interview with the teacher and observed the class, the researcher found the problems such as; the teaching technique was boring and monotonous and even the students was busy doing their activities like chatting each other, another problem is after the teacher had given the task, the researcher saw only some students doing the task because the other was not understand what the teacher taught.

The researcher wants to apply this teaching strategy because of those problems found above. By applying the strategy hoped the teaching activity is not monotonous and students are happy to study, because they study with their friend like sharing each other not just sit on their table and listen the teacher's explanation carefully.

B. Statement of Problem

Based on the observation had been done and consulted with the English teacher was the students were not really mastering the reading comprehension especially in comprehend the text. That was only some students could answer the questions based on the score they get, only some students get upper score and some students get lower score which is the researcher wants they at least get the high score in 70% of the sample. Whereas in Nasional Examination (Ujian Nasional/UN) itself knowing that reading is one of skill which is very important

to mastered besides listening and structure. And the result of the interview and pre observation that the researcher did with the English teacher, the students have been given a teaching strategy such as students were parted in some groups and then they look more active and excited than monotonous teaching. The students were asked to comprehend and translate the texts then sharing the results for the other groups. According to the teacher the similar strategy like that is good because the students become more active and the learning process is faster, more effective and student centered characteristic.

Because of those several reasons which make the researcher needs to improve their reading comprehension. And jigsaw was chosen as teaching strategy in this case which is student centered, and also the reasercher along with the teacher are want to the students become more active and may explore their reading skill. In addition, their comprehension of the lesson especially reading is apportionment because they have to communicate with their friend directly. Furthermore, hopefully it would make their anxiety and clumsiness are deductiable.

Based on the explanation above, this research interested in doing a research under title “The Effetiveness of Jigsaw Strategy to Improve Students’ Reading Comprehension at Ma. Darul Imad Kabupaten Banjar”

C. Reaserch Questions

The study addresses the following research questions:

Is Jigsaw strategy working effectively to improve student's reading comprehension at MA Darul Imad Kab. Banjar?

D. Significance of Study

This research is expected to give benefits for the students of MA Darul Imad Banjarmasin, the English teachers, the school and the other researchers.

1. For the students, it is expected that using Cooperative Learning technique (Jigsaw) in learning can help them to improve their reading comprehension ability.
2. For the teachers, it can help the teachers to use and apply various and interesting techniques during teaching and learning process.
3. For the schools, it is expected that Cooperative Learning technique (Jigsaw) can become an interesting technique and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not be monotone.
4. For other researcher, it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem

E. Hypotesis

Sugiono (2013, p.96) states that "the hypothesis is a temporary answer toward the statement of research problem, where it is stated in the question form." In line with sugiono (Kerlinger, p. 2006) states "that the hypothesis is a statement of allegations (conjectural) about the corelation between two or more variables."

The hypothesis in this research is

Ho : there is no effectiveness of cooperative learning (Jigsaw Strategy) to increase reading comprehension among the students at MA Darul Imad Banjarmasin

Ha : there is the effectiveness of cooperative learning (Jigsaw Strategy) to increase reading comprehension among the students at MA Darul Imad Banjarmasin

F. Definition of Key Term

1. Cooperative Learning

Cooperative learning (hereafter referred to as CL) is defined as a set of instructional methods through which students are encouraged to work on academic tasks (Slavin, 1995). It also refers to a teaching technique where students work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals (Johnson, Johnson, & Smith, 1998). In CL, students work in small groups to help one another in learning academic content (Slavin, 1995). Teaching and learning process using CL techniques is a learner centered paradigm which has gained popularity as alternative to the lecture-based paradigm. Much of the current research revolves around the notion that CL has positive effects on various outcomes (Johnson & Johnson, 2002).

Approach has a general scope and cannot be implemented in the teaching and learning process because it is only limited to theoretical and paradigm assumptions. Before a teacher implies learning method or strategy, he must know the assumptions, theories, and directions of learning. The example, when the

teacher is assumed to be a driver and students as the passenger. The driver must know where the train will be taken. In case, the teacher wants to bring students, the method or strategy used can be many ways. In general, in education there are three basic learning theories; behaviorism, cognitivism and constructivism. Behaviorism is a teacher-centered learning process such as a GTM, Direct Method and so on. Constructivism is more directed at student-centered learning. Thus, Cooperative Learning itself just an assumption or theory which cannot be implemented because of its generalization.

2. Teaching Reading Comprehension

Reading comprehension is defined as the students' ability to understand the information presented in a reading text. Within the context of the study, the term reading comprehension is mainly associated with the ability of the students to understand the body of message on their act of reading written text for example a piece of information, an argument, a description and so on.

3. Jigsaw

Jigsaw method was developed by Elliot Aronson (1978) in Trianto (2011: 56). Jigsaw method is a method in which students are divided into groups that are heterogeneous. Each group consists of several members responsible for the mastery of the material section to learn and teach the material. Members of other groups that have studied the same section meet in the expert group to discuss their section. After the students returned to the original group and alternately convey the results of the expert group discussions to friends of the group on each section.

The cooperative learning strategy known as the "jigsaw" technique helps students create their own learning. Teachers arrange students in groups. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand. That's the simple overview. The resources below will fill in the details and provide examples of the technique in action.

