

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research question, objectives of the study, hypothesis, limitation of the study, significances of the study, definition of key terms, and outline of the study.

A. Background of the Study

English is very important to be learned because it is international language. It means by knowing English well you be able to communicate with the foreigners with different language and culture. In Indonesia, English is the first foreign language that taught at school and it is considered as an important subject to acquire the knowledge, and to develop technology, art, and culture. English is one of subjects which is taught from kindergarten school until university. Based on the school curriculum for English, English is a subject that consists of four skills such as listening, speaking, reading and writing. Moreover, there are some elements of language that should be taught to develop these four skills. They are grammar, vocabulary, pronunciation, and spelling. Actually all of English skills and English elements are important, but the writer would like to focus on investigating student's reading skill.

Reading is a process of building and understanding written text which involves activity that can be done everywhere. Furthermore, reading is one of aspects which is tested in the national examination. Reading was also perceived as

a difficult skill to learn. This is proved by the low score of students have after final examination, especially to junior high school students.

Nowadays, many teachers still use the conventional technique in teaching reading. They give reading texts to students, afterwards the students are asked some questions related the vocabularies they did not understand yet. And in turn the teacher explains the vocabularies using Bahasa. As this way applied continuously, as a result, the student get bored and not interested in learning reading anymore, at last, the students show bad results in pursuing reading national examination. Therefore, it needs alternative techniques in teaching reading.

Additionally, the problem of reading for junior high school students is identified due to some factors. Some of them are lack of experience and practices which cause the students are not fluent to understand the text fast that cause in comprehension of the students to answer questions in national examination. Another aspect is incomprehension of the students to conclude the text they have read. The problems mentioned above can be solved by using appropriate instructional techniques based on the students' need, by selecting appropriate learning especially reading. One of them is jigsaw. It is believed that jigsaw can be an alternative way to teach reading comprehension.

Jigsaw is cooperative learning strategy that has been studied in a various ways by a number of study and teachers in classes of different levels and subjects. (Mengduo and Xiaololing, 2010: 113).

Jigsaw can be used in some materials including reading material. The first step is to make the students able to express and to communicate with the others by dividing the class into several discussion groups. Next, the students discuss the topic given by the teacher. After discussing the material with their group, one of the students explains to other groups. The jigsaw technique highly places emphasis concerning cooperation and responsibility within the group activities. The success of each group depends on the active participation of each in completing their task. This means that jigsaw technique effectively increases the involvement of each student in the group activities.

Based on the phenomena above the writer will give an effort to conduct this research in order to investigate the effectiveness of using jigsaw technique whether or not this will be able to help students improve their reading ability.

B. Reasons for Choosing the Topic

Through this study, the writer are concerned with the several variables that have been stated on the research question. In order to neutralize the compounding variables, the writer emphasizes some important aspects as the background knowledge. Basically, it is realized that reading is an important element in learning English. Learning reading would be more interesting if a teacher uses a certain cooperative leaning technique so-called jigsaw. Jigsaw is a good learning technique to improve students' reading ability. This technique involves the students to be active in learning process. In this learning model Jigsaw students have many opportunities to express opinions, and process information obtained

and improve communication skills. Thus, measuring the effectiveness of jigsaw would be something useful for the advancement of teaching reading.

C. Statement of the Problem

Based on the phenomena in the background above, the writer presents the following study question to be solved:

“Is jigsaw technique effective for improving students’ reading ability of the seventh graders of SMPN 1 Tanggunharjo in the academic year of 2016/2017?”

D. Objective of the Study

The aim of this study is to find out whether the jigsaw technique is effective for improving reading ability of the seventh graders of SMPN 1 Tanggunharjo in the academic year 2016/2017.

E. Hypothesis

The hypothesis of this study:

H₀ : There is no significant difference in the mean score of reading comprehension achievement of the seventh graders of SMPN 1 Tanggunharjo in the Academic Year of 2016/2017 who are taught by using jigsaw technique and those who are taught without using jigsaw technique.

H₁ : There is a significant difference in the mean score of reading comprehension achievement of the seventh grade of SMPN 1 Tanggunharjo in the Academic Year of 2016/2017 who are taught by using jigsaw technique and those who are taught without using jigsaw technique.

F. Limitation of the Study

To clarify this study and to avoid any confusion, this study will focus/limited only on investigating the effectiveness of jigsaw for improving students' reading ability and only to the seventh graders of SMPN 1 Tanggunharjo in the academic year 2016/2017.

G. Significances of the Study

There are two major significances of this study. They are pedagogical and practical significances.

1. Pedagogical Significance

The result of this study is believed to improve the classroom environment. The students will feel that English is fun to learn, if the students are motivated. As the result, they will participate more in teaching learning process. The result of this study is also hoped to create a good interaction between the teacher and the students in teaching reading. Moreover, this study will give a clear description to teachers to play their roles as facilitator in their lesson.

2. Practical Significance

a. To the teacher

This study will encourage teacher to be creative in his technique in teaching. Besides that, he also can use the result of this study as an alternative way to teach reading in the class for his students. It is because jigsaw technique can help the teacher understand the way to handle the students in reading class and it will give contribution to successful English teaching learning especially in Junior High School.

b. To the students

After the teacher finds out the effectiveness of using jigsaw technique to teach reading, the students are expected to be able to enjoy the classroom activity. By implementing the technique, it is also hoped that the students can improve their ability in reading.

H. Definition of Key Terms

For making it easier to understand this study, the writer define the key terms as follows:

El Sami Ali (2001) defines Jigsaw as the technique in which a reading text is cut into segments and the task of the students is to restore it to its proper order - to make sense of the text. If used as a group activity where the students discuss the decisions of how to order the segments of the text, it can elicit the great deal of communicative interaction. Each student on the team becomes an “expert” on one topic by working with members from other teams assigned the corresponding

expert topic. Upon returning to their teams, each one in turn teaches the group; and students are all assessed on all aspects of the topic.

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I. Outline of the Study

This study is divided into five chapters. Chapter I presents the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypothesis, limitation of the study, significances of the study, definition of key terms, and outline of the study.

Chapter II contains about review of related literature. In this chapter covers teaching reading, cooperative learning, jigsaw technique, and review of previous study.

Chapter III covers the research method. This chapter explains the research design, subject of the study, method of collecting data, instrument of the study, and technique of data analysis.

Chapter IV is about the finding and discussion. It is consist of the description of the school, the description of the respondent, validity and reliability of the instrument, analysis of the result, discussion of result finding.

Chapter V is about conclusion and suggestion.