CHAPTER 1

INTRODUCTION

1.1.   Background of the Study

Since English is considered as a foreign language in Indonesia, it is essential to learn English in the earliest of time. Naturally, the sooner a language is learned, the easier it can be mastered. In Indonesia, English is taught at school starting from kindergarten, primary school, junior high school until senior high school. Teacher might find a lot of interesting ways of teaching English in the basic stages such as kindergarten and primary school. However, teachers find it difficult to make students in the higher levels (junior and senior high school) interested in learning English. It is important to implement suitable models of teaching since in learning English there are some basic skills which need to be learned: listening, reading, writing and speaking.

As one of the essential skills, reading has an important role in improving students' knowledge. Reading helps students to sharpen their language skills. According to Heilman, Blair & Rupley (1981) reading is a process of interacting with language through printed form. Reading is very important because in this era of technology, information can be easily gotten from the internet. It is essential for students to keep themselves updated with current issues happening not only in Indonesia but also worldwide. These days articles on the internet are written in English. Simply mastering English language isn't enough; students need to know the

strategy how to absorb written information effectively which this type of reading strategy is learned in reading classes.

However, not many students are interested in reading class. Meanwhile, students in the higher levels that are junior and senior have to master several kinds of texts. This study was focusing more in junior high school students' problem since junior high school is believed as one of the crucial phases of transition experienced by the learners from learning basic knowledge to the ones which are more complicated. In junior high school, according to syllabus of *Kurikulum 2013*, the students are expected to bone up several kinds of text such as descriptive, exposition, report, procedure, explanatory, and hortatory exposition. Unfortunately, most of the teachers teaching junior high school find it hard to arouse students' interest in reading such texts.

Meanwhile, to measure students' understanding in reading, they must be able to answer comprehension questions related to the text given. As Heilman, Blair & Rupley (1981) said that comprehension question is the product of students' interaction with the reading text. The students must read the whole text given to find main ideas of the text which can help the students to answer the comprehension questions. It might not as simple as it seems while the students aren't too interested in joining reading course. Students have to immerse themselves into the texts so that they can absorb the best information stated in the text. By immersing themselves in the reading text, the students will find it easier to look for information for answering

comprehension questions. Therefore, teachers need to find suitable teaching models to help students to have better interest in joining reading class.

There are some methods which are useful to help teachers arouse students' interest in reading and help students to increase their score in doing comprehension task. There is a method called cooperative learning which is believed can be used to help students perform better in doing reading comprehension task. Moreover, cooperative learning allows students to explore more besides only looking for the main idea of passages.

One of the techniques that can be used is Jigsaw I developed by Elliot Aronson (1971). This kind of technique allows students to work in group, take parts in every task given and learn to be responsible to their group because no student will completely succeed without the contribution of all members in the group. Moreover, this technique facilitates the students to interact and value each other contribution to their common task.

1.2.   Statement of the Problem

In line with the background above, the problems of this study is:

Is there any significant difference between the students' reading comprehension achievement before and after they are taught using Jigsaw I technique?

1.3.   Objectives of the Study

The objectives of this study is to find out the difference between the reading achievement of the students before and after they are taught using cooperative learning (Jigsaw I) in reading class

1.4.   Significance of the Study

The result of this study will be beneficial for the Reading teachers;

By reading this thesis, the Reading teachers might find an alternative technique to be implemented in reading classes for junior high school level since there are many techniques for reading classes but not all of them are perfectly suitable to be implemented. Jigsaw I might be an option.

1.5.   Scope and Limitation of the Study

This study is aimed to find out the effect of using cooperative learning (Jigsaw I) in big classes and whether or not Jigsaw I could improve students' performance in reading comprehension. This study was limited only to analyze the technique of Jigsaw I for grade 7 students learning descriptive text. The analysis of the technique's benefits was using the score gained by the students during pre-test and post-test, and the results were summarized by comparing the scores of pre-test and post-test.

1.6.   Theoretical Framework

For attaining the objective of this study, there are several theories needed. Talking about cooperative learning cannot be separated from the discussion of related study and the previous research. Therefore, to achieve the purpose of this study, the researcher needs some of the following theories.

The first is dealing with reading. Before going any further to the problems occurred in reading, it is important to understand the meaning of reading skills itself. Therefore, the researcher provides the definitions of reading from several experts.

The second is about reading comprehension. The researcher provides the definition of reading comprehension and the use of reading comprehension related to reading skills from some experts.

The third is about cooperative learning. Cooperative learning is the method used in this research. The researcher also provides the definition of cooperative learning according to some experts and any other sources before going further with one of the techniques used in this research. Cooperative learning is known as a method having varied techniques that can be used in classroom. This research focused on one technique only which is Jigsaw I developed by Aronson.

1.7   Hypothesis

Alternative hypothesis: There is a significant difference between the reading achievements of 7th grade before and after they are taught using Jigsaw I.

Null hypothesis: there is no significant difference between the reading achievements of 7th grade before and after they are taught using Jigsaw I.

1.8   Definitions of Key Terms

In this section, the key terms, which are frequently used in this research, are given and explained for clarity purposes. There are three frequently used key terms and the explanations are as follows.

1. **Reading**

Reading is a process of interacting with language through printed form. Therefore, in reading texts there must be products of the interaction. The product of interacting with printed language should be comprehension (Heilman, Blair & Rupley, 1981).

2. Reading Comprehension Achievement

Achievement according to Cambridge dictionary is something very good and difficult that you have succeeded in doing.

In this research reading comprehension achievement means the score in a reading task that each student accomplished successfully.

3. Cooperative Learning

Cooperative learning is a method which is believed could arouse students' interest in learning. The students are allowed to work in groups where all members have the same goal to achieve. Therefore, students solve the problem faster and easier when they are working together (Roberts, 2004:205).

4. Jigsaw I

Jigsaw technique was developed by Elliot Aronson (1971). This kind of technique allows students to work in group, take parts in every task given and learn to be responsible to the contribution of all members in the group. This technique breaks the classroom into smaller groups called home group having 4 different titles of passages in each group. Students getting the same title of passages gather and form new groups called expert group to discuss the same title of passage. Having done with the discussion, the students go back to the home group to share the result and exchange the information gotten from the discussion with the expert group. Since all the titles of the passages are under one big theme, the final report becomes a completely collated piece of puzzles.

1.9 Organization of the Research

This thesis consists of five chapters. Chapter 1 explains the background of the problem telling more about why the researcher chose the topic. The researcher also discussed about the statement of the problem, the objective of the study, the

theoretical framework, hypotheses, the significance of the study, the scope and limitation, the definition of the key-terms, and the organization of the research.

Chapter 2 discusses literature and previous studies.

Chapter 3 discusses the research methodology which consists of the research design, subject, materials, instruments, data collection procedure and the techniques of data analysis.

Chapter 4 presents the data analysis and result of the study that are completed by the interpretation of findings and the discussion of the findings.

Chapter 5 presents the conclusion of the study and suggestion for the English teachers.