

CHAPTER I

INTRODUCTION

The aim of this chapter is to introduce the background of the study, the statement of the problem, the objective of the study, the theoretical framework, the hypotheses, the significance of the study, the limitation and scope, the definition of key terms, and the organization of the thesis.

1.1 Background of the Study

English has become an important language to be studied in Indonesia. Especially, in teaching and learning English as a Foreign Language, both the teachers and the students should acquire four skills; speaking, listening, reading, and writing. Among those skills, reading is one of the most important skills. According to Addison in Riswanto, Rismawati, and Lismayanti (2014), the reading ability plays a central role in teaching and learning success at all education stages. Mainly, when most of the materials of teaching and learning are in written form. This means that the students should develop and improve their reading skill in order to understand the materials. The more the students read either extensively or intensively, the better they get at reading. Other than that, reading also gives positive influence and improvement on students' vocabulary enrichment, word-spelling, and writing skill.

Moreover, according to Bynes in Mustikasari (2011), reading is a process which involves interaction between the reader and the text, resulting in comprehension. This means that, in reading a text, the students need to understand

the information that they get from the text into their brain. Then, they need to adapt and relate the new information with the basic knowledge that they already have in their mind as the first step of reading comprehension. In this study, the ideal situation is that the grade 10 students from one of the Catholic Senior High School in Surabaya should be able to do those things. However, the fact is that most of them are still not good at comprehending the reading texts as well as mastering the reading skills. Sometimes, it the reason is because they get confused with the difficult words which then makes it hard for them to understand the reading text. Without comprehension, reading either for pleasure or for knowledge is nonsense.

In order to encourage and help the students to read effectively, the teachers can use various methods and techniques to teach reading. According to Brown as cited in Zahra (2012), a teaching method is a generalized set of classroom specification of accomplishing linguistic objectives, while a teaching technique is a wide variety of exercises, activity, or devices used in the language classroom for realizing lesson objectives. Mostly in Indonesia, the teachers still apply the classic method called Grammar Translation Method (GTM) to teach reading. Teachers probably like to use this method because they can teach and deliver the material, and also give instructions to the students using the native language which makes these easier for the students to understand. However, it also means that the target language is rarely used in the class.

Furthermore, GTM has its own characteristics. One of the characteristics is that the teacher is always the one who has the authority. While the students are positioned as the passive object. Therefore, the students only do what they are told

to do. Usually they are asked to read the reading text, answer the comprehension questions, and then check the answers together. This means that the GTM approach involves no learner participation and little teacher-student relationship. If the teachers only use this method for the whole semester, the students will always face the same situation and routine. As a result, the students get bored and start to lose their interest and motivation in learning the reading subject. Thus, not only the lack of students' capability in comprehending reading texts, but also losing their interest and motivation in learning reading will affect their reading achievement.

In order to cope with the matters above, the teachers can apply another method called Cooperative Learning Method. It is a learning method where students work together to learn and are responsible for their teammates' learning as well as their own. This method has some techniques. One of the techniques in Cooperative Learning Method which can be used to teach reading is Jigsaw II. This technique is also particularly designed for cooperative learning in small groups. It means that the student-student interaction becomes more actively engaging and they can share their knowledge altogether. The teachers are no longer as the authority, but are changed as a facilitator. Moreover, in Jigsaw II, the students are required to be interdependent as well. By using this technique, the students will experience a different classroom arrangement that hopefully can make the reading activity more enjoyable.

Based on the background above, through this study, the writer is interested in investigating the effect of using Grammar Translation Method (GTM) and Jigsaw II technique in teaching reading on the reading achievement of grade 10 students.

Furthermore, the writer wants to find out whether there is a significant difference in reading achievement between the students who are taught using Jigsaw II technique and those who are taught using Grammar Translation Method (GTM). It is expected that the result of this study can be useful for other teachers and can determine which one is better to be applied in reading class in order to improve the students' reading achievement.

1.2 Statement of the Problem

Based on the background of the study above, the problem to be answered in this study is “Do grade 10 students who are taught reading using Jigsaw II technique show higher reading achievement than those who are taught reading using Grammar Translation Method (GTM)?”

1.3 Objective of the Study

The purpose of this study is to find out whether grade 10 students who are taught reading using Jigsaw II technique have a higher reading achievement than those who are taught reading using Grammar Translation Method (GTM).

1.4 Theoretical Framework

This study is based on the theory of reading, the theory of Grammar Translation Method (GTM), the theory of Cooperative Learning Method, and the theory of Jigsaw technique. Reading plays a crucial role in teaching and learning success at all education stages as stated by Addison in Riswanto, Risnawati, and Lismayanti (2014). While reading comprehension itself is the real core for the

reading process, consequently, teachers should teach reading in an enjoyable way by using certain methods or techniques.

Grammar Translation Method (GTM) is a classic method which is usually used by teachers to teach reading until nowadays. Its focus is to enable the students to read and translate the reading texts into the source language. In addition, most of the activities in teaching and learning process are coming from the teacher as stated by Brown and Harmer in Natsir and Sanjaya (2014). While the students are just the passive receiver and they only give little contribution in the class.

Unlike Grammar Translation Method (GTM), the Cooperative Learning Method aims for the students to become more active in participating reading activities. One of its techniques which can be applied in teaching reading is Jigsaw II. This technique allows the students to study in small groups so that they can have their chance to share their knowledge together. Furthermore, the role of the teacher is changed as a facilitator.

1.5 Hypotheses

In order to give a tentative answer to the problem, two hypotheses are formulated as follows:

a. Alternative Hypothesis (Ha):

- There is a significant difference between the reading achievement of grade 10 students who are taught reading using Jigsaw II technique and those who are taught reading using Grammar Translation Method (GTM).

b. Null Hypothesis (Ho):

- There is no significant difference between the reading achievement of grade 10 students who are taught reading using Jigsaw II technique and those who are taught reading using Grammar Translation Method (GTM).

1.6 Significance of the Study

The expected result of this study is to give other teachers an alternative technique such as Jigsaw II to teach reading. Moreover, it also wants to give information to those who are interested in doing a similar research on this topic.

1.7 Limitation and Scope of the Study

This study is focused on the effectiveness of Jigsaw II technique compared to the Grammar Translation Method (GTM) on the students' reading achievement. The subject of this study is limited to the grade 10 students of a Catholic Senior High School in the academic year of 2018/2019.

1.8 Definition of Key Terms

The aim of the definition of key terms is to avoid any misunderstanding towards the definition of each term. These defined key terms are related to the concept of the study, the research question, and also the measured variables.

a) Teaching

Teaching refers to guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

Brown (1994:07)

b) Reading

Reading is a fluent process of readers combining information from a text or their own background knowledge to build meaning.

Nunan (2003:68)

c) Reading Achievement

Reading achievement is level of attainment in any or all reading skills, usually estimated by performance on a test.

ERIC descriptors

d) Grammar Translation Method (GTM)

GTM is a traditional foreign language teaching method that emphasizes grammatical rules and their application to translation -- emphasis is on reading and writing rather than oral communication.

ERIC descriptors

e) Cooperative Learning Method (CLM)

A learning method where students work together to learn and are responsible for their teammates' learning as well as their own.

George M Jacobs (1996)

f) Jigsaw II technique

Jigsaw refers to a particular technique of cooperative classroom organization and instruction to enhance academic performance and improve interracial relations in the classroom.

Aronson (1978)

1.9 Organization of the Thesis

This thesis is divided into five chapters. Chapter 1 explains the introduction of this study which consists of the general background or information related to this study such as the background of the study, the statement of the problem, the objective of the study, the theoretical framework, the hypotheses, the significance of the study, the limitation and scope, the definition of key terms, and the organization of the thesis. Followed by Chapter 2, it reviews not only some related literatures, but also some previous studies that support the writer's study. Then, Chapter 3 explains the methodology of the study conducted by the writer. It includes the research design, the research variable, the population and sample, the teaching materials, the treatment, the instrument, the procedure of data collection, and the technique of data analysis. Next, Chapter 4 explains the findings of the study and the discussion related to the findings. Eventually, Chapter 5 explains the conclusion of the study and the writer's suggestion for other teachers and future researchers that are interested in the same topic.