

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as a subject matter in school covers the four basic language skills: reading, speaking, writing, and listening. In every subject, student's learning activities involve reading. According to Marshall (1978) in Fisher (1981:40), reading is a process in the mind that is complicated and the reader has to interact the meaningful written text carefully in order to understand what the text is about.

“Reading is a complex of mental process that a reader uses when interacting meaningfully with printed discourse.”
(Fisher, 1981:40)

Besides, reading is important to broaden the students knowledge, according to Nababan as quoted by Ngadiman (1990:1) most textbook used in higher education are written in English. Consequently, the senior high school students have to prepare to be able to understand the English text, even though it is quite hard to do.

However, some students still have low reading comprehension achievement. They often find difficulties in comprehending the meaning of an English passage. Moreover, the students can easily get bored with reading subject because there are no variations in learning to read English, in accordance with Helgesen's (2005) statement, “When teachers and students follow the same routine too rigidly, boredom and disinterest can set in.”

Teaching reading is the combination of word recognition, intellect, and emotion which is related with the important knowledge to understand the message written. In Indonesia, most English teachers still deal with traditional technique called Grammar Translation Method (GTM) to teach reading. Grammar Translation Method (GTM) usually bores the students because the method is monotonous and the students are not active.

In Grammar Translation Method (GTM), the teacher is the one who has the authority. The students always have the same situation, same class management (sitting face to face between the teacher and the students while the teacher discussing and explaining the subject), and the same activities, such as the students are told to read the passage, find the difficult words, translate the passage, do the exercise and check the answer together. This condition makes the students bored; even they often do not pay attention to the teacher. They are busy with themselves. The teacher should attract and let the students participate in the reading lesson communicatively, so they will enjoy the reading lesson.

To overcome the problem above, the teachers should teach reading effectively. One of the ways to make the teaching reading effective is making the students active so they enjoy learning and they can improve their reading skill. The method should be interesting and student - centered. One of the teaching methods is cooperative learning. Through this method, students are active in the learning process, because they will learn more through a process of constructing and creating, working in a group and sharing knowledge. According to Olsen and Kagan (1992:1), cooperative learning provides the students with opportunities to interact with each other and encourage them to be responsible for each other's

learning. These kinds of interactions, such as the discussion and the consultation, result in the comprehension of the material. Each student will learn more independently since they get their knowledge not only from the teacher, but also from interactions with others.

The teacher can use one of the cooperative learning techniques that is Jigsaw in young learner's reading class. A cooperative learning method has several types. One of its interesting types is jigsaw. According to Aronson (1978) in Coelho (1989:5):

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

The jigsaw classroom is very simple to apply. This technique includes a different classroom setting (work in expert and home groups) and different activities such as discussion, and sharing ideas that can chase away the students' boredom.

Considering the problem in the teaching reading, the writer conducted a research on the effect of teaching reading using Jigsaw and Grammar Translation Method (GTM) on the reading comprehension achievement of senior high school students. The writer wants to explore more and find out whether Jigsaw improves students' reading achievement better than Grammar Translation Method (GTM). It is hoped that through the result of this study, teachers will get reference about which method is better to be applied in the class to develop students' reading comprehension achievement.

1.2 Statement of the Problem

Based on the background of the study above, the problem to be answered in this study is “Is there any significant difference on the reading comprehension achievement of second grade senior high school students taught using Jigsaw and those taught using Grammar Translation Method (GTM)?”

1.3 Objective of the Study

The objective of this study is to find out whether there is a significant difference on the reading comprehension achievement of second grade senior high school students taught using Jigsaw and those taught using Grammar Translation Method (GTM).

1.4 Significance of the Study

The expected result of this study is to give contribution and positive effects in teaching learning process, especially in teaching reading to senior high school students. Besides, the result of this study may help the teachers vary their techniques in teaching reading to their students so the students will not feel bored in learning reading and give some contributions to English teachers in presenting creative ways of teaching reading. The result of this study also intended to give information to those who are interested in doing a similar research on this topic.

1.5 Theoretical Framework

Theoretical framework that covers this study is the theory of cooperative learning

- **The Theory of Cooperative Learning**

Cooperative learning is the way of learning in which the students work in group to accomplish shared goals. According to Olsen and Kagan (1992:2) cooperative learning is like a discussion that is carefully organized so it makes each member of the group interact, motivate, and cooperate to finish a task successfully.

1.6 Hypotheses

The major problem is formulated into two hypotheses as follows:

a. **Alternative Hypothesis (H_a):**

-. There is a significant difference between the reading comprehension achievement of students taught using Jigsaw and those taught using Grammar Translation Method (GTM).

b. **Null Hypothesis (H_0):**

-. There is no significant difference between the reading comprehension achievement of students taught using Jigsaw and those taught using Grammar Translation Method (GTM).

1.7 Scope and Limitation of the Study

This study focused on the effectiveness of Jigsaw technique and GTM in teaching reading for the second grade of senior high school students. The reading

passages taught in this study are about Narrative and Hortatory Exposition. There are two Narrative texts entitled “The Good Stepmother” and “Brotherhood” that was discussed in the first and second treatments. And the last treatment discussed about Hortatory Exposition text entitled “A Campaign of the Importance of Reading.” Those texts were adapted from a book entitled “PR Bahasa Inggris untuk SMA/MA Kelas XI Semester 2” by Yuliani (2010).

The subject of this study is limited to the second grade students of St. Thomas Aquino Senior High School in 2010-2011 academic years. The writer chooses the second grade class of St. Thomas Aquino Senior High School because the students in the second grade class have already had enough reading practice since they were in senior high school.

1.8 Definition of Key Terms

The definition of each term is important to avoid misinterpretation. So, the writer explains the definition of each key term as follow:

a. Reading

According to Bynes (2003), reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

b. Reading Comprehension

Reading comprehension means getting the meaning from passage based on the ability to find explicitly and implicitly stated information, the topic, the main ideas, and the ability of interpreting word, phrase, or sentence in context.

(Nuttal, 1982:10)]

c. Schemata

Schemata are the background knowledge. These are mental representations of typical situations, and they are used in discourse processing to predict the contents of the particular situation, which the discourse describes.

(Cook, 1990:69)

d. Grammar Translation Method (GTM)

Richards (1986:3) defines GTM is the way of studying a language that approaches the first language through the analysis of its grammar rules, then followed by translating texts or sentences into and out of the target language.

e. Cooperative learning

Cooperative learning is a group of learning that is organized so that each learner interacts with others and all learners are motivated to increase each other's learning.

(Olsen and Kagan, 1992:1)

f. Jigsaw technique

Jigsaw technique is a step-by-step way to provide an excellent learning environment for the acquisition of language through relevant context, the development of academic skills through carefully structured reading activities, and the exploration of relevant content through use of purposeful talk in the classroom.

(Aronson at al., 1978)

1.9 Organization of the Thesis

This study consists of five chapters. Chapter 1 deals with the introduction of the study. It contains background of the study, statement of the problem, objective of the study, significance of the study, hypotheses, theoretical framework, scope and limitation of the study, definition of key terms, and organization of the thesis. Chapter 2 deals with the review of the related literature. It covers the theory of reading, schemata theory, the theory of teaching reading, the theory of Grammar Translation Method (GTM), the theory of cooperative learning, the theory of jigsaw, and related previous studies. Chapter 3 is about research method. It discusses about research design, variables, population and sample, research instrument, treatments, data collection procedures, and data analysis technique. Chapter 4 is about the data analysis and the discussion of the results. And Chapter 5 consists of summary and suggestions.