CHAPTER I

INTRODUCTION

1.1 Background

English has become a compulsory subject in formal education in Indonesia starting from Elementary School to College Level. Moreover, English is used as Foreign Language (EFL) which requires the students to master the four language skills: listening, speaking, reading, and writing. Reading plays an important role in English learning because reading not only enable the students to get the information from the books, magazines or the Internet, but also it can help the students in developing their creativity, critical thinking even writing skill (Davies, 1995).

The main of reading is getting information. Tarigan (as cited in Triyani 2010) also states that reading does not only help the students understand the text but also to achieve and enlarge their knowledge especially in English. However, most students get difficulties in comprehending English texts.

Descriptive text is one kind of text to be taught in grade 5 of an Elementary School, and all students have to comprehend the texts as stated in Competence Standard and Basic Competence in Elementary Schools' School Based Curriculum as illustrated in figure 1.1.

Figure 1.1.

Competence Standard and Basic Competence

Competence Standard	Basic Competence
Reading Understanding English written texts and simple illustrated descriptive texts in the contexts of school.	Understanding sentences, written massages, and very simple illustrated descriptive texts accurately and acceptably.

Comprehending a paragraph does not only focus on more than knowledge of vocabulary and syntax. It also requires an ability to perceive the exact nature of passage being read. Therefore, English teachers have to use an effective approach, teaching method, and technique to improve students' skills in reading and comprehending English paragraphs or textbooks. As mentioned earlier, teaching method is one of the elements that also gives some influences to improve student's skills in reading and comprehending English paragraphs or textbooks. According to Surya (2003), teaching method is an important element to construct the teaching and learning process. Thus, teachers have to choose and use an innovative method and create it based on the students' need as well as the situations in the classroom. Moreover, Surya (2003) argues that conventional method i.e lecturing used by many teachers nowadays is a traditional method and does not give enough chance for students to explore their knowledge in the teaching and learning process. A conventional method usually makes students bored because that method is monotonous and teachers' centered, the students are

not active so it makes the learners get bored. Furthermore, many types of texts must be mastered by students, for example descriptive text. If the teachers want to use this method, it would be better if the teachers combine this method with more innovative method. Conventional method that is used by teachers in Elementary School emphasizes only on the cognitive aspect. In this method, the students only become a listener and passive students. So, this method is expected not effective in teaching students in the classroom.

There are some methods to be implemented teaching English in the classroom. One of them is Cooperative Learning method. Cooperative Learning is a method that gives the students chances to improve their skills in English, especially in reading skill. Through this method, students are active in the learning process, because they could learn more through a process of constructing and creating, working in a group and sharing the knowledge. According to Brown (2001) in Cooperative Learning the students are divided into some groups and do some works to achieve the goals. Therefore, the students can get and share information from their friends, and the classroom situation will be cheerful.

In relation to the statement above, there are many techniques in Cooperative Learning such as Jigsaw, Teams Games-Tournament (TGT), Student Team-Achievement Division (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC) and etc. In this research, Jigsaw was used to improve the students' reading ability especially in descriptive text, because this technique is simple and suitable for teaching reading. By implementing this technique, Aronson (as cited in Triyani, 2008, p.18) states

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that each member of the groups with different levels of reading ability has an opportunity to share each other about a text and has responsibility for encouraging other teammates to comprehend a text. Besides, the learning reading becomes easier because it makes the students help each other. Furthermore, Hariri (as cited in Triyani 2010) also argues that Cooperative Learning- Jigsaw technique contributes to overcome student's problem, and the students have a better achievement after the teacher used this method. Looking at the two research, Jigsaw model is expected to be more effective than Conventional method in teaching reading descriptive texts. Therefore, English teacher needs to carry out a Classroom Action Research to find out whether or not Jigsaw model is effective to improve the students' reading ability.

As explained above, there are still many students who get difficulties in reading and comprehending English paragraphs and textbooks. The implementation of Jigsaw technique in teaching reading in descriptive text is chosen based on the observation that is done in one Elementary School in Bandung district in the last semester. The observation explained that many students found difficulties in reading and comprehending English texts.

Therefore, Jigsaw technique was chosen because firstly, it is assumed that Jigsaw is necessary to improve students' reading comprehension. Furthermore, this research investigates the implementation of Jigsaw technique in teaching reading text. In addition, this study also attempts to find out how the students responses toward the strengths and the weaknesses of Jigsaw technique in teaching reading text. This topic is seen as an interesting topic to be investigated

whether the Jigsaw technique has a significant influence to improve an Elementary School in Bandung district students' skill in reading and comprehending English paragraph/texts or not.

The research is expected to contribute in solving students' problem in reading. For English teachers, the research is expected to give an objective portrait of Jigsaw implementation in teaching reading descriptive texts in one Elementary School in Bandung district. It was used to motivate the teachers to use an innovative method in their classroom. Moreover, it is expected that this method is motivate the students in the learning process, and get a better achievement in English subject after their English teacher used more innovative method.

1.3 Research Question

There are two research questions addressed in this research:

1. To what extent can the implementation of Jigsaw technique improve students' reading ability especially in descriptive text?

2. What are the students' responses toward the strengths and the weaknesses of teaching reading especially in descriptive text using Jigsaw technique?

1.4 Scope of the Study

As limitation, the study only focuses on the implementation of Jigsaw technique in teaching descriptive text to improve students' reading ability in the fifth grade students in one of elementary school in Bandung district and the

students' responses toward the strengths and weaknesses of teaching reading especially in descriptive text using Jigsaw technique.

1.5 Significance of the Research

This study is expected to be profitable to all sides, including school, teachers and students. This research will give beneficial information about the present condition that appears in teaching learning process by using this alternative technique. For school, this research is expected to get a picture of the real situation of teaching English reading in elementary school. Besides, it will give contribution to English teachers and it can be a reference to improve their ability and competence in teaching English. For students, hopefully they can be interested in the learning process; they can build their characteristics to be responsible students, improve their teamwork in a group, and build their confidence to get a better achievement in English subject.

1.6 Aims of the Research

This study proposes to solve the problems faced in teaching reading especially in descriptive text in one of an Elementary School in Bandung district. Based on the questions above the research has two aims. The first is to find out description of jigsaw Technique in improving students' skill in reading especially in descriptive text. The second aim is to describe the students' responses toward the strengths and weaknesses of teaching reading especially in descriptive text using Jigsaw technique.

1.7 Research Procedure

   A. Research Design

This research employed Classroom action research. The design provides some benefits which tries to implement cooperative learning with Jigsaw technique in teaching reading especially in descriptive texts. An action research is a series of methodology that engage action and result at the same time and which are cyclical, participative, qualitative and reflective (Triyani,2010). Furthermore, there are some steps in this research; the first is planning, the second is acting, the third is observing, and the last is reflecting.

   B. Data Collection

The data collection involved several instruments namely classroom observations, tests, and interviews.

1. Classroom observation which is used to record the teaching learning process; the way of teacher teaches the students and the description of students' action in the teaching learning process as an evaluation and reflection for the teacher in the next cycle.

2. Reading tests were measured the improvement of students' reading comprehension in each cycle. It is given in every cycle of teaching learning process.

3. Interview was conducted after all cycles. Furthermore, interview after all cycles was aimed to know the students' improvement after they were given the Jigsaw technique.

   C. Data Analysis

In the research the data were collected from all instruments mentioned in Data Collection, analyzed, and interpreted to answer the research questions about to what extent can the implementation of Jigsaw technique improve students' reading ability especially in descriptive text and what are the students' responses toward the strengths and the weaknesses of teaching reading especially in descriptive text using Jigsaw technique. The data were analyzed in each cycle, so the real condition in each cycle could be compared.

Observation sheets were used to obtain data about teacher and students activities in the classroom. Data from observation sheets were analyzed by teacher and observers in reflecting step in each cycle. The data were compared to know whether there are any differences in each cycle or not.

Test were analyzed to obtain data about students' score before the teacher implemented the Jigsaw technique, and after the teacher implemented Jigsaw technique in each cycle. The data were used to answer question about to what extent the implementation of Jigsaw Technique can improve students' reading especially in descriptive text ability.

Interview were analyzed to obtain data about students' point of view toward the strengths and the weaknesses of Jigsaw in teaching reading especially in descriptive text.

1.8 Clarification of the Terms

The purpose of the clarification of terms is to avoid misunderstanding. The terms are, as follows:

1. The Classroom Action Research

    The Classroom Action Research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (1) their own social educational practices, (2) their understanding of these practices, and (3) the situations (and institutions) in which the practices are carried out (Carr & Kemmis, as cited in Wardhani 2008). The action including several steps: plan, action, observation and reflection.

2. Jigsaw Techniques

    The term Jigsaw technique in this research refers to cooperative learning technique with a three decade trak record as an alternative teaching model which will be used in the research (Aronson,2000). Jigsaw is a cooperative learning strategy that enables each students of a "home" group to specialize in one aspect of a learning unit. Students meet with other members from other groups who are assigned the same aspect, and after mastering the material, return the "home" group and teach the material to their group members.

3. Cooperative Learning

    Cooperative Learning method means students' work together in four members to master materials initially presented by the teachers (Slavin,1995).

4. Descriptive Text

Reading is the process of finding information from the text, according to Tarigan (as cited in Triyani 2010) stated that reading is the process of constructing meaning from written texts. Descriptive texts is a kind of text that describe a particular person, place or things. There are two generic structures in descriptive texts, the first is identification which is identify phenomenon to be described and the second is description that describe parts, qualities and characteristics. So, reading descriptive texts in the research means student's ability in reading and comprehending texts with descriptive genre.

1.9 Organization of the Research

This study consists of five chapters as follows:

Chapter 1 : Introduction

This chapter attempts to provide the background of the study, the statements of the problems, the aims of the research, scope of the study, the significance of the study, the research methodology, clarification of terms, and organization of the research.

Chapter II : Theoritical Foundation

This chapter describes some theories which are related to Jigsaw technique and a brief explanation of reading. This chapter is a basic for investigating the problem of the study.

Chapter III : Research Methodology

This chapter covers the research methodology that is used in this study. It includes research design, data collecting instrument and data analysis.

Chapter IV : Findings and Discussion

This chapter discusses some findings of the study based on the data collected. These findings are analyze and presented in systematic way.

Chapter V : Conclusions and Suggestions

This chapter is divided into two sections: conclusions and suggestions. Conclusions will draw the important points of the research; while suggestions will give some suggestions that will open an opportunity to conduct a further research on the same issue.