CHAPTER I

INTRODUCTION

This chapter will present the introduction of this research paper, which will be divided into several parts namely background of the study, research questions, aims of the research, significance of the research, hypothesis, research design, and clarification terms.

1.1   Background of the Study

Forum Indonesia Membaca (2004) stated that Indonesia is one of the countries, which still has many poor readers. There are several factors, which probably are considered to be causal factors of this situation. They are low awareness, motivation, reading capability of Indonesian reader, and the lack of supporting facility.

The low level of Indonesian readers becomes a serious problem. Because of that reason, Indonesian government try to find some ways to increase Indonesian-reading interest. They work cooperatively with education institution, teachers, and parents to promote the importance of reading. They believe that everyone has important role in repairing this situation. Government and institutions work collaboratively to make some advertisements about the importance of reading. They publish these advertisements in mass media such as brochure, television, radio, etc. Furthermore, to make the government's program successful, teachers' role will be important. Teachers have the same chance to increase their students reading ability because they teach them about how to read

some reading materials in school. Teachers also give them scores to show the progress of their students' reading ability. This also can be used to increase their reading capability through a competitive way. Besides that, parents also have a role in creating good readers. They can teach their children to read since they were child. They adjust themselves to read at home, hence children can learn and imitate their habitual.

Now many people start to realize the importance of the government's effort because they believe that reading is very important. They think that reading has many advantages for their personal life. First, reading helps someone get information. Newspaper, magazines, books are some of printed materials that contain many information. Second, through reading, people will know many things that they are looking for. Third, reading also helps them get an instruction of how to do something. Fourth, some books can also take the reader to know the parts of the world. Next, in a simple way, reading helps people flee from their routine because it can relax their minds. Then, reading is also a way of communication. Communication (here) means the sending of information or news from one person to another or the exchange of such information or news or knowledge between people. Thus, people who read books or other printed materials will get much information about other person or other things in the world.

After realizing the advantages of reading, people start learn how to read. Pang, et al. (2003, p 6) state that an important educational goal for both children and adults is learning to read. They also believe that reading ability would open

up new worlds and opportunities. Actually, most people may have no difficulties in learning reading using their native language since they use it in their daily life. Nevertheless, people now realize that reading is not only about reading in their native language but also the non-native language. They find there are many important materials used non-native languages. Because of that reason, for accomplishing people's knowledge, at least they need to master second or third language because it helps them to get better opportunities. Moreover, some research studies have shown that there is a great deal of transfer from learning reading in one language to learning reading in a second language (Pang, et al., 2003, p 6). However, many, people get many difficulties when they have to read non-native language text since they just have a little chance to learn it. Then, they felt that their non-native reading ability is not enough so they have to find some solution in mastering the non-native language.

Most people consider that school is still an appropriate solution to learn reading in first, second or even third language. They also believe that students have better chance to get reading skill here. In school, students through a language lesson should master reading for native and second language especially since they are in junior high level. These lessons help students learn the use of grammar in the text. Language teachers know that reading is a process of understanding a message from a printed material so they teach their students how to get ideas of text. Students also learn to explore new and unfamiliar language in the text.

Most school in Indonesia generally has at least one native language lesson. One of them is English. English as an international language makes people work

hard to master it. English lesson in Indonesia is given since elementary school until high school level. Elementary school students have a chance to introduce English reading but they will start to learn 'real' English reading when they are in a middle and high school. Therefore, the first step of reading or an introduction of a real English reading is started since students are in a middle school or junior high school.

Students have many times to practice their English reading when they are in middle (junior high) school, unfortunately there are some problems occurred in teaching English reading. First, some junior high school students have difficulties to adapt an English material because the material, which they obtained, is very different from the material in elementary school. According to Guthrie and Davies (2000, p. 9) middle school texts are more complex than elementary school texts. In addition, Kuersten (n.d.) demonstrates that middle and high school students often lack of skills and motivation to interpret the more complex reading materials. Therefore, teachers should work hard in explaining the text. Second, teachers usually have problem in controlling their students' emotion because junior high school students are adolescence who are in a transition of age and way of thinking. Third, most of the time, teachers use traditional way of teaching reading. Usually, they begin the lesson with written material, which is then read by the students. It is rather difficult for students to learn text without teachers' direction. Moreover, McDonough and Shaw (1993, p. 104) believe traditional reading techniques do not really provide learners with useful texts or effective strategies to improve their reading abilities.

Some problems, which is occurred in teaching reading English, showed the requirements of junior high school English teachers to choose an appropriate technique for solving the problems. A key task of English teacher includes creating a good reader who is able to identify words very rapidly and helping learners to do this (Nutall, 1996, p. 2). To create such good readers, teachers have to find a good reading teaching technique. There are several techniques in teaching reading, one of which is cooperative learning. Some researchers believe that working collaboratively in group (cooperative learning) enables students to develop essential English communication skills, including oral and written language skills. Students will be able to interact with others and practice their oral language skills. Students will get a place to share with their friends. By using this technique, probably students may have much time to interact with the text and friends. They read and do some social interactions, such as listening, taking turns, making eye contact, and using quiet voices in this technique. It is easier for students to absorb the text by discussing it with their friends. Some researchers have shown cooperative structures can be used to introduce how to recount ideas, create a story or narrative, describe procedures, explain a point of view, and create arguments. In brief, using cooperative learning provides some opportunities for junior high school students to learn recount, narrative, procedure, explanation, report, argument, and exposition texts in oral and written language.

Cooperative learning has many techniques. They are *Think-Pair-Share, Three-Step Interview, Round Robin Brainstorming, Three-minute review, Team Pair Solo, Circle the Sage, Partners, Numbered Heads Together, Students Team*

Achievement Division, and Jigsaw (they will be discussed in chapter two). Each technique has its advantages and disadvantages so teachers can choose a kind of technique that suit on their necessaries.

This research tries to investigate the use of cooperative learning technique in covering problems of teaching reading for junior high school. This time, the research focuses only on the use of jigsaw technique. Resor (2008) states that jigsaw was one of many cooperative learning methods that has been developed by some researcher. They found that cooperative learning could increase student achievement in all grade levels, all subjects, and among all type of students. The jigsaw strategy breaks the classroom into small groups of four to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates. Then, jigsaw probably makes a good place for students to share their opinion about the material. Some experts believe that teachers have discovered that "weaker" students actually act better when they are put in heterogeneous groups than when they are in homogeneous groups (Resor, 2008).

The jigsaw technique is used to see whether there is a positive impact on students' reading ability. This research also tries to find the difference performance between 'weaker' students and 'stronger' students in delivering their opinion about the text. Each student will get a different text and then he/she has to deliver their understanding about the given text to their friend. Most of the time, the group work just provided place for students who have good capability to deliver their opinions, not for those students who have low capability. They did not have time to say their opinion and just received 'other' opinions. In short, the

research will try to investigate the use of jigsaw as one way of teaching reading for junior high school students.

1.2   Research Questions

The research will be guided by the following research questions:

1.   Are there any advantages perceived by the students by the application of jigsaw in reading?

2.   Is there any difference, in terms of reading achievement, between students who used jigsaw and those who did not?

1.3   Aims of the Research

This research is aimed for:

1.   Discovering the advantages of using jigsaw in teaching reading for students of junior high school.

2.   Analyzing the reading achievement of the students who used jigsaw and those who did not.

1.4   Significance of the Research

This research is expected to be profitable to all sides, which include for school as an institution, teachers as educators, and students as learners. For school, this research is expected can give a picture of real situation of teaching English reading in junior high school, especially for SMPN 2 Majalengka. This research is also expected to be a reference for teachers about the use of teaching reading technique especially the use of jigsaw technique. The reading technique that is used in this research is also expected to be useful for students. This research shows some discoveries about some students' (especially junior high school

students) perception about the use of jigsaw in the classroom. Students probably get some experiences from this research about one teaching technique in improving students' reading achievement and their reading interest.

1.5.   Hypothesis

Coolidge (2000, p. 95) states that most experiment usually used the null hypothesis (H_o) which stated that there is no relationship between the independent and dependent variable. Therefore, this research stated that there is no significant difference in terms of students' reading achievement both students who used jigsaw and those who did not.

1.6   Research Design

This research is a quantitative research, which tried to find the significant result about the use of one teaching technique. Arikunto (2006, p. 11) believes that quantitative research is one form of data analysis, which uses certain models such mathematics, statistic, econometrics, and the analysis result is presented in form of number which is then clarified and interpreted in an explanation. This analysis also uses collection of data based on a theory or hypothesis and followed by the application of descriptive or inferential statistical methods. Miles & Huberman (1994, p. 40) as cited in Neil (2007) state that the aim of quantitative is to classify features, count them, and construct statistical models in an attempt to explain what is observed.

There are several designs of quantitative methods. They are pre-experimental designs, true experimental design, and quasi-experimental design.

The quasi-experimental design is used in this research. As stated by Campbell and Stanley cited in Mason and Bramble (1978, p. 98):

> "Quasi-experimental designs provide an alternative to experimental designs in that they can often be carried out in field settings and do not require that the experimenter have absolute control over the experimental variables".

The *quasi-experimental nonequivalent-control-group design* was used in this research because it allowed the use of experimental and control groups (Cohen and Manion, 1994, p.169). Moreover, Mason and Bramble (1978:102) believe that *quasi-experimental nonequivalent-control-group design* could be more fairly in internal validity with other quasi-experimental designs. Therefore, there will be two groups (from two classes) to be compared. In this experiment, the writer conducted pre test and post-test for measuring the effectiveness of using jigsaw in teaching reading. The notation design describes as follow:

Experiment

O_1	X	O_2
O_3		O_4

Control

The difference between O_1 and O_2 is considered as the effect of the treatment (X) or experiment (Arikunto, 2006, p.85).

1.6.1 Population

Arikunto (2006, p.130) defines population as a set (or collection) of all elements processing one or more attributes of interest. In brief, population is the whole subject of the research. Referred to that definition, the population of this experiment was the first grade of junior high school in SMPN 2 Majalengka.

1.6.2   Sample

According to Webster (1985 cited in Fridah, 2005) a sample is a limited part of a statistical population who are studied to get information about the whole. A sample can be defined as a set of respondents (people) selected from a larger population for some purposes. This experiment used purposive sampling because the use of quasi experiment enables to use non-random sample to achieve a certain purpose. In addition, Simon (2005) states, "a purposive sample is a sample selected in a deliberative and non-random fashion to achieve a certain goal". The limited of time and the similarity of total students in those two classes are considered as some reasons in choosing this kind of sample. Therefore, the sample in research used two classes of the first grade junior high school students. There will be one class as an experimental class and another class as a control class. The treatment was given to the experimental class while the control class did not have any special treatment. According to Gay cited in Syamsudin (2007), control is an effort on the part of researcher to remove the influence of any variable other than the independent variable that affects performance on a dependent variable.

1.6.3   Data Collection Procedure

The writer did several steps in collecting data for this research such as: (1) finding some literature in library to collect the theories related to this problem for supporting this research; (2) delivering try out to students for checking the reliability and validity of the test before conducted a pre-test; (3) providing instruments (pre-test and post-test); (3) supporting the data by using questionnaire; the questionnaire was also used as the instrument; and (4)

analyzing and interpreting the result using SPSS 15.0 for windows for a statistical computation.

In conclusion, there were two instruments, which were used in this research; they were questionnaire and reading test. The reading test was used for measuring the effectiveness of the jigsaw in reading. Moreover, there were two ways in gathering the reading test: (a) pre-test (first reading comprehension test) which is trying to see initial difference between the control and the experimental group, and (b) post-test (second reading comprehension test) which is trying to check the differences between two groups after giving the treatment. The questionnaire was used for investigating students' opinion about jigsaw learning in teaching reading. There were two types of questionnaires that were used in this research; *open-ended questionnaire* and *close-ended questionnaire*.

1.6.4. Data Analysis

In this research, there were two different classes; one class as a control and one class as the experimental class so the participants would be different for each group. The experimental class was given treatment using jigsaw method in teaching reading for junior high school, but the control did not give any treatment. This meant to discover the differences that will happen next to see whether it is significant or not. After students were given the treatment, there was a post-test held to measure the effectiveness of using the jigsaw method teaching reading ability that has already given.

The experiment used *quasi-experimental nonequivalent-control-group design,* where the sample is being chosen without randomization. Consequently,

the writer used a purposive sample because the limited of time and the similarity of total students.

For measuring, the differences reading ability of students in each class, there were a pre- test and post-test. These two kinds of test were used for measuring the effectiveness of jigsaw in teaching reading. It will be used to analyze whether the result different or not. Moreover, the test was analyzed by using t-test, it assesses whether the means of two groups are *statistically* different from each other.

After applying reading pre-post test, there was a questionnaire for adding information especially about the advantages of using jigsaw in teaching reading. This term was used for the experiment class only.

For completing the steps of the research, the writer had to analyze and interpret the data. First, the data from pre-test and post-test were categorized based on the characteristics of the data. Then, the pre-test and post-test's scores were analyzed by using t-test to find out the significance of the means of two groups. This t-test was also used to compare the students' reading achievement in both of groups, and see the effectiveness of jigsaw technique in teaching reading.

The normal distribution and homogeneity variance test are some fulfilled requirements of conducting independent t-test. The analysis of normal distribution and homogeneity variance were intended to see the differences of mean in experimental group and control group.

1.7. Clarification of Term

a. Jigsaw method is a jigsaw group works, which facilitate learning because each student is responsible for a particular piece of a task and then is responsible to contribute his/her portion of the task to bring about mutual interdependence (Carvalho, 2005). Jigsaw is a complex form of group work that involves students switching between different groups. The first set of groups works on different projects that give the students relatively deep knowledge of one particular aspect of the problem. Then, these groups break up and the new experts recombine with experts from other specialties to form the second set of groups. Then, after they are finding the reports, they return to their group and explain his or her topic to the members of the group.

b. Teaching Reading is the teaching method, which is focused on the development of reading selection in five areas of reading instruction: *phonemic awareness, phonics, fluency, vocabulary,* and *text comprehension* (Neuman, 2001).