CHAPTER I

INTRODUCTION

This chapter describes general issues related to the study. These include background of the study, statement of the problem, the aim of the research, the scope of the study, significance of the study, hypothesis, research methodology, clarification of terms, and organization of the paper.

1.1 Background of The Study

Students often read texts from printed and electronic media, such as newspapers, magazines, novels, essays, internet, etc. To read those various texts, they need reading skill in order to get the intact information. So, the need for reading and extracting the information from these various text seems to be vital. In other words, reading skill is highly necessary for EFL students, as Campbell (1995) states that reading is the most useful skill for foreign language learners since a reading skill mastery is the key for a successful academic life, a widen horizon and an access to new knowledge and information.

Reading in class is an interactive process that goes on between students as readers and texts, resulting in comprehension. Reading has been defined as the ability to recognize printed symbols and to comprehend their meaning (Haris and Sipay, 1980). Texts present letters, words, sentences, and paragraphs that encode meaning. Students as readers are trying to comprehend the meaning. Understanding text is not easy eventhough the text is written in our first language.

In the foreign language, the problems are greater and comprehension failure is common.

In Indonesia, english is taught as a foreign language, therefore, there are some problems in teaching reading. One of the problems that can be found is the method used by the teachers. According to Sunandar (2006), in many schools, teachers employ conventional methods covering activities of making list of difficult words, translating their meanings into L1 (First Language), asking students to read loudly and/or silently, and having students answer the questions related to the text. These kinds of teaching method may result negative effects on students' reading skill (Swan, 1988). For instance, students may read slowly and carefully and pay attention to individual points, but without succeeding in getting clear idea of the overall meaning of the text.

Another problem is lack of students' participation in the classroom. Applebaum (2007) says that most teachers and lecturers in Indonesia are still using teacher-centered approach in their classrooms. Teachers usually write down the points of reading material, such as the purpose, rhetorical steps and eventually the main ideas of the text on the board. Afterwards, students copy what teachers note down on the board (Wahyuni, 2008). Exley (2005) says that teacher's domination results in passivity of students participation in the classroom.

Furthermore, Exley (2005) states that teacher-centered approach causes students to be demotivated in language learning classrooms. When teacher dominates the activity in the classroom, students may feel like they do not have enough space and/or chance to actively participate. The lack of participation may

result in lack of motivation. Moreover, the lack of motivation fails the students to achieve a good reading comprehension. As Stanovich (1986) states that reading success cannot take place without improving pupils' motivation.

In order to achieve a good reading skill, it is important to manage some reading strategies to be provided in the EFL classrooms. According to Brown (2001), reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority second language learners who are already literate in their native language. In Indonesia, the standard competency for reading in senior high school is understanding report, narrative, spoof, analytical exposition, and hortatory exposition text in the context of daily life. Since the goal of reading in senior high school is to understand the various kinds of texts, teachers need to design strategies in order to help students comprehend the texts properly. The ultimate challenge for teachers is knowing exactly which strategy is useful and most beneficial to teach.

Barnett (1989) says that using various techniques in teaching reading, in which students can participate actively in the classroom, can make the students become motivated in learning a foreign language, which in this term is english. Teachers can apply any reading strategy that is appropriate to facilitate students to comprehend texts properly such as reading aloud, choral reading, paired reading, visual aid method, etc. By doing any strategy or technique in teaching reading, it is hoped that the students will be motivated to learn reading, improve their reading comprehension, and not to see reading as a monotonous subject anymore.

Along with effective methods, Lie (2002) suggests cooperative learning as a learning system which gives students response to cooperate each other in a structured assignment, and in this term, teacher plays as a facilitator. Her research has found that learning with peer through cooperative learning is more effective than teacher-centered approach. In line with Lie, Harmer (2002: 39) states that peer approvals may be considerably more important for students than the attention of teacher. Furthermore, Lie notes that students in cooperative learning can learn from two main resources, the teacher and their peer as well. Students work together so that they can learn from each other and together they gain a deep understanding of a material. While the teacher, as facilitator, helps students to get more information about material given and lead the students to keep on track in comprehending the material.

Cooperative learning has proven to be succesful teaching method. The researches on cooperative learning had been conducted by Devries & Slavin (teams-games tournament, 1978), Sharan & Hertzt Lazarowitz (group investigation, 1980), Aronson, Blaney, Stephen, Sikes & Snapp (jigsaw, 1978), and Sherman (dyadic essay confrontation, 1991), etc. Research on cooperative learning shows that this kind of teaching method improves student achievement in learning process.

One of the cooperative learning methods that will be applied in this research is jigsaw. Jigsaw is developed by Elliot Aronson. It was first used in 1971 in Austin, Texas. The objective of jigsaw reading is to stimulate students'

mind to think creatively and freely. It trains the students to be independent. It also maintains high level responsibility.

Furthermore, this research will be emphasized on the use of jigsaw in improving students' achievement in reading exposition text. The exposition text is chosen because it is often encountered by the students in their daily life. For examples, at school, students are often assigned to make essays about their opinion, whether they argue for or argue against, on certain topics. Or when the students pick up and read a non-fiction book, magazine, or newspaper article, the author uses expository writing to inform the reader, about the topic. The research is conducted to second graders of a public senior high school in Cimahi. The research tries to find out whether jigsaw technique improves the 2nd grade senior high school students' reading achievement particularly in reading exposition text and also find out the students' responses towards the use of jigsaw technique in reading exposition text.

1.2 Statements of The Problem

This study is intended to find out the answer of the research questions, which are:

1. Can Jigsaw technique improve students' achievement in reading exposition text?

2. What are the students' responses towards jigsaw reading technique?

1.3 The Aims of The Research

This study is aimed as following:

1. to find out whether or not Jigsaw reading technique can help second grade students of senior high school improve their achievement in reading exposition text.

2. to find out the students' responses towards the use of Jigsaw reading technique in reading exposition text.

1.4 The Scope of the Study

This research focuses on the use of jigsaw technique in teaching reading exposition text to help students of second grade in SMA 3 Cimahi improve their reading ability. In addition, the research also find out the students' responses towards the jigsaw technique in teaching reading exposition text.

1.5 Significance of the Study

This study is important to reveal students' problem in comprehending a text. It is purposed to develop the teaching technique in reading that is used to be done conventionally by teacher. As one of the solutions to the problem, actually, jigsaw is assumed as a teaching technique which can develop and improve students' ability in comprehending text.

In conclusion, the results of the research are hopefully able:

1. to investigate the use of jigsaw technique in teaching English, especially exposition text.

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2. to be references or a strategy for the teacher in teaching English, especially in guiding students to read exposition text in an effective way.

3. to be one literature regarding jigsaw technique.

1.6 Clarification of Terms

Some terms in the research need to be clarified. Those term included:

1. Effectiveness: Degree to which objectives are achieved and the extent to which targeted problems are resolved. (www.BussinessDictionary.com)

2. Reading: a way of getting information from something that is written.

3. Cooperative Learning: Cooperative Learning is model of learning where the students learn and work in small group colaboratively for positive purposes in order they can reach the learning goals easier.

4. Jigsaw: a teaching technique invented by social psychologist Elliot Aronson in 1971. Students of a normal-sized class (26 to 33 students) are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting body in the role of instructor for their subcategory. (www.wikipedia.org)

5. Exposition: a text type which focuses on certain issue or thesis. The thesis is suported by some arguments. There are two kinds of exposition text, which are: analytical exposition and hortatory exposition.

6. Experimental Study: Experimental Study is the study of testing or finding out whether or not two variables have a cause-effect relationship. In this study, the two variables are dependent variable which is students' reading achievement and independent variable which is jigsaw.

1.7 Organization of the Paper

The paper of the research will be organized as follows:

Chapter I is Introduction. This chapter discusses information about background of the study, statement of the problem, the aim of the research, the scope of the study, significance of the study, hypothesis, research methodology, clarification of terms, and organization of the paper.

Chapter II is Theoretical Foundation. This chapter discusses theoretical foundation and findings from other related research that relevant to this research.

Chapter III is Research Methodology. This chapter elaborates the methodology of the research conducted to answer the two research questions previously stated in chapter one. It covers research design, data collection, research procedure, and data analysis.

Chapter IV is Findings and Discussion. This chapter discusses the research finding from instrument developed. It consists of two main part, they are findings and discussion. The findings are divided into four parts, the pilot test score analysis, the pretest score analysis, the posttest score analysis, and questionnaire data analysis. Those findings are then analyzed and interpreted in the discussion.

Chapter V is Conclusion and Recommendation. This chapter presents the conclusion of the research based on the research questions, aim of the research, and hypothesis which have been described in the previous chapter. In addition, there are also recommendations for the future studies.