CHAPTER 1
INTRODUCTION

This chapter provides a brief description of the whole contents of the research including background, statements of the problem, purposes of the study, significances of the study, scope of the study, methodology of the study including design, participants, data collection and data analysis of the study, clarification of key terms used in the study, and organization of the paper.

1.1   Background

English is now a language that is used by people around the world. Due to its importance, English is learned in schools in Indonesia. Moreover, there are many private courses which provide English lesson. This phenomenon happens because of the needs and difficulties in learning English. As a foreign language, many students find it difficult to comprehend or understand text in English. One of the difficulties in learning English is reading comprehension.

In order to achieve a good reading comprehension, it is important to manage some reading strategies in the EFL classroom. 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 (Brown, 2001). In Indonesia, the standard competency for reading in senior high school is understanding descriptive, report, narrative and procedure text. To help students comprehend the texts properly, teacher needs to use suitable strategy.

Anjangsari (2010) says that using various techniques in teaching reading, in which students can participate actively in the classroom, can make them become motivated in learning a foreign language, which in this term is English. There are many techniques to be applied by teacher in order to facilitate students

to comprehend texts properly such as reading aloud, paired reading, choral reading, etc. By using any technique in teaching reading, the students are expected

to have motivation in learning reading and improving their reading comprehension.

One of the techniques that will be applied in this research is Jigsaw. Jigsaw is one of learning techniques in cooperative learning which is developed by Elliot Aronson. It is similar with group to group exchange with an important difference: every student teach each other. This technique was used for the first time in 1971 in Austin, Texas. This technique aims to stimulate students' mind to think creatively. Phelps (Slavin, 2009, p. 57) found that there is a significant difference in the student achievement using jigsaw.

Studies on Jigsaw technique in EFL context have been conducted by many researchers. Juhaendi (2013) investigated the use of Jigsaw Technique in improving students' reading comprehension and students' responses to the use of the technique. Meanwhile, Zahra (2013) investigated whether there is any improvement of students' writing ability in writing a descriptive text by the implementation of Jigsaw technique and discover students' response to the use of Jigsaw technique in teaching writing descriptive text. Anjangsari (2010) discovered improvement in students' writing skill on recount text by applying Jigsaw technique in the classroom. In other countries, Qiao & Jin (2010) found out whether Jigsaw technique could be successfully used to fulfill the intended task in English class and students' responses toward the implementation of Jigsaw technique. Similarly, Meng (2010) also investigated Jigsaw Cooperative Learning in English reading for students in China. Meanwhile in 2013, Adams conducted a research about using Jigsaw technique and found out that Jigsaw technique is an effective way of promoting cooperative learning among primary six pupils in Fijai. Although studies on the use of Jigsaw technique have been conducted in EFL context, there are only few studies which focus on both the use of Jigsaw

technique in Indonesia. Thus, this study will investigate the effectiveness of Jigsaw technique in improving students' reading comprehension.

1.2   Statement of The Problem

This study aimed at answering the research question: Is Jigsaw technique effective in improving students' reading comprehension?

1.3   Purpose of The Study

Based on the background of the study above, the aims of the study are to investigate Jigsaw technique in students' reading comprehension improvement. The implementation of Jigsaw technique will be taken in order to prove how effective Jigsaw technique helps students in reading exposition text..

1.4   Scope of The Study

The study focuses on the use of Jigsaw technique for reading exposition text in English as foreign language context. Furthermore, the context of this study was limited on teaching exposition text in senior high school, especially in eleventh grade.

1.5   Hypothesis

Hypothesis is the scientists' needs to support or prove, symbolized as H1 (Suharsaputra, 2012). The hypothesis of this research is Jigsaw technique can improve students' reading comprehension. The researcher is also ready for the null hypothesis. The null hypothesis states that there is no difference in mean adjustment level before and after the Jigsaw technique was applied (Creswell, 2009). By rejecting the null hypothesis, the study was able to support the correctness of the alternative hypothesis, which means that the experiment worked. The formulation can be seen below.

$$H_0 : \mu_1 = \mu_2$$

H_0 represents null hypothesis

μ_1 represents first population (treatment group)

μ_2 represents second population (control group)

1.6 Significance of The Study

The result of this study is to provide teachers with the description of the use of Jigsaw technique in English learning for reading exposition text in order to comprehend it well. Hopefully, from the professional perspective, the result can help teachers to apply or to motivate their students to use Jigsaw technique for reading texts. Besides, from the practical perspective, it hopefully can help the students to be aware that working cooperatively with other students can increase their self-esteem and motivation in learning English. In addition from theoretical perspective, the result of this study hopefully can give contribution to help further researchers who are interested in conducting studies on students' reading comprehension by implementing Jigsaw technique in EFL, especially in Indonesian context.

1.7 Methodology of The Study

In the previous section, background of the study, purposes of the study, research questions, significance of the study, and scope of the study have been presented.

This section contains the methodology that is used to achieve the purposes and answer the questions of the study that have been presented before. The brief elaboration of the research methodology is depicted in these sub sections.

1.7.1 Design

This research employs quasi experimental design with non-equivalent control group design. This design is chosen since it is difficult to find control group for a research (Sugiyono, 2010). In this design, the control group and the treatment group are not chosen randomly (Sugiyono, 2010).

1.7.2 Participant of the Study

Participants of this study are XI Science 3 and XI Science 6 which equally consist of 34 students from the eleventh grade in a senior high school, SMA Negeri 1 Subang, West Java. There are some reasons to conduct the research

using the students as participants: firstly, because students' cognitive development in that age have reached analytical stage where they can think abstractly and critically; secondly, exposition text is one of teaching materials given to eleventh grade students and this research suits the material they learn at school.

1.7.3   Data Collection

In gathering the data, pilot test, pre-test, post-test and questionnaire are used to collect the data. Pre-test and post-test are used to identify the difference between before and after the implementation of Jigsaw technique. Meanwhile the questionnaire is meant to obtain students' responses toward Jigsaw technique.

1.7.4   Data Analysis

The data which are obtained from pilot is analized to test the validity, reliability, discrimination index and difficulty index. The pre-test and post-test are analyzed by t-test. Meanwhile the questionnaire will be presented by calculating the percentage in pie chart.

1.8   Clarification of Key Terms

To avoid the misinterpretation, misunderstanding, and misjudgments toward some concepts presented in this study, this section will clarify the following terms:

1.   Jigsaw technique is a learning technique that students work together on an academic task broken into several subtasks, depending on the number of groups (Fisher & Frey, 2008, p. 80-81)
2.   Exposition text is a text that elaborates the writer's idea about the phenomenon surrounding (Emilia, 2014).

1.9   Organization of the Paper

This paper is organized into five chapters. Each of them is provided with some subtopics to give an insight into the topic under investigation.

The first chapter is introduction. In this chapter, the readers are given an overview to the study by providing background of the study, statement of

problems, purpose of the study, significance of the study, scope of the study, methodology of the study including design, participant, data collection and data analysis of the study, clarification of key terms used in the study, and organization of the paper.

The second chapter is literature review. This chapter discusses the literature relevant to this study: theories on Jigsaw technique, positive interdependence, face-to-face interaction, individual and group accountability, interpersonal skills, and group processing. The previous studies which are related to this study will also be presented including some studies on Jigsaw technique in EFL.

The third chapter is research methodology. This chapter focuses on the methodological aspects of the study. It covers four main aspects: research design, research site and participant, data collection, and data analysis.

The fourth chapter is findings and discussion. The result of the study is presented and discussed in this section. Furthermore, the finding is interpreted in this chapter.

The last chapter is conclusion. This chapter presents the conclusion of the research and recommendation for further research.

1.10   Concluding Remark

This chapter has presented the underlying principles of the study covering background of the study, statement of problems, purpose of the study, significance of the study, scope of the study, methodology of the study including design, participants, data collection and data analysis of the study, clarification of key

terms used in the study, and organization of the paper. The next chapter will elaborate the relevant literatures to this study.