CHAPTER I

BACKGROUND

Introduction

This chapter provides general outline of this study. It covers background of the study, the scope of the research, research question statement of the problems, aims of the research, significance of the research, clarification of terms, and also organizations of the paper.

1.1 Background

Nowadays, many sources of knowledge such as books, journals, articles, encyclopedias are written in English. In that condition, only people with good English proficiency may deal with the sources. With that reason, in broadening knowledge, language, in this case English, is one of the bridges that people are required to master. Improving reading skill is the way to comprehend the sources. Learning to read in English is considered very useful and essential in broadening knowledge in many areas of expertise.

In order to gain knowledge from written sources, reading skill is important to improve. According to Haris and Sipay (1980:8), reading is the ability to recognize printed symbols and to comprehend their meanings. In line with that, Burmaster (2005:3) states that reading is a process of determining words and phrases in context and understanding text. Furthermore, Davies (1995) defines

reading as a mental and cognitive process in trying to follow and respond to a message from a writer.

Students have to be able to comprehend what they read. According to Brown (2001) Reading comprehension is primarily a matter of developing efficient comprehension strategies for the majorities of the second language learners who are already literate in their native language. In line with this, Snow (2002:11) states that reading comprehension is a process of extracting and constructing meaning simultaneously by doing some interaction and involvement with written language.

Most schools in Indonesia, especially in junior high schools use a method which makes students passive learners (Nurkamto, 2000). That situation leads the students to the consideration that English is hard to learn, especially reading. This can be caused by several factors, for example the use of inappropriate method where the teacher only makes the students as listeners in reading class. Besides, the use of inappropriate textbooks also affects negatively to the students' reading skill. In teaching reading to the students, the only way to gain the knowledge is by listening to teachers' lecturing (Nurkamto, 2000).. This method makes teachers as the only source of learning in the class. According to Novak (1998), conventional teaching is concerned with the teacher being the controller of the learning environment. It means that during the teaching activity, the teacher only used lecturing as the method; giving instruction and explaining. During the activity, the students become listeners or passive learners.

In accordance with the situations mentioned above, this research attempts to find out if cooperative learning may be the answer to solve the problem of teaching and learning reading skill. Johnson & Johnson (1999) state that cooperative learning is one of the most remarkable and fertile areas of theory, research and practice in education. It will only work if students work well in a group in terms of accomplishing the learning goal.

Cooperative learning strategy is appropriate to apply in big classes- classes with many students. Cooperative learning task goes a further step by encouraging students to work together and by promoting an equal opportunity for every student to participate in the activity, improving self-esteem enjoyment of school and interethnic methods are key in this approach (Johnson, Johnson and Holobec, 1993; Slavin, 2005).

Cooperative learning has several teaching techniques. One of them is Jigsaw technique. Jigsaw is developed by Elliot Aronson and first used in 1971 in Austin, Texas. According to Aronson et al (1978):

> Jigsaw is a cooperative learning strategy that enables each student of a 'home group' to specialize in one aspect of a learning unit. Student meet with other members from other groups who are assigned the same aspect called "expert group" and after mastering the material, return to the 'home group' and teach or explain the material to their group members. Just as in a Jigsaw puzzle, each piece-each student's part- is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. That is what makes the Jigsaw strategy is so effective.

Jigsaw technique, as an effective way to improve students' reading comprehension, has been previously studied by Avenoso and Totoro (1994) who

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on their research journal explain that Jigsaw is a great way to introduce speaking into a reading lesson. It provides a real opportunity for genuine communication. In real life, we may tell people about a news article we have read, so this is a classroom activity that is fairly authentic. The other learning journal by Mengduo and Xiaoling (2010) shows that Jigsaw technique can give students a real learning opportunity because every member's effort is required. Those conditions made the students active learners.

Due to the reasons above, teaching with the conventional method is no longer relevant to be applied in nowadays schools, in this case junior high school. Students need more flexible methods to gain knowledge and teacher should find a better way of teaching to make the students easier in gaining knowledge.

This research tries to find evidence of the statement by doing research on the use of both conventional teaching and learning and cooperative learning and this research titled: "*The Use of Jigsaw Techniques to Improves Students' Reading Comprehension*"

1.2. The Scope of the Research

This research focus on finding out the effectiveness of implementing with Jigsaw techniques to improve students' reading comprehension. There are two groups to be investigated, one as the control group and the other one as the experimental group. For this present study, the participants are the second grade students from one public junior high school in Bandung.

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1.3 Research Questions

The writer intends to figure out the problems' solutions in this research through the following research questions:

1. Is Jigsaw technique effective in improving students' reading comprehension?
2. How do the students respond to the use of Jigsaw technique in teaching reading?

1.4 The Aim of the Research

The aim of the research is to investigate whether Jigsaw technique is effective in improving students' reading comprehension or not. Besides, it is also aimed to finding out the students' responses toward the use of Jigsaw technique in teaching reading.

1.5 Significance of the Research

This research is expected to provide positive contribution to the teachers especially in teaching reading to the students. Jigsaw which is already broadly known is expected to be one of the effective ways in improving students' knowledge. For the future researcher studying the same field, it can be reference to study more detail in this area of research.

1.6 Clarification of Terms

1. Effectiveness is a capability of producing an effect or the quality of being able to bring about an effect.

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

3. Cooperative learning is a model of learning where the students learn and work in small groups collaboratively or positive purposes in order to reach the learning goals easier.

4. Jigsaw is a cooperative learning strategy that enables each student of a 'home group' to specialize in one aspect of a learning unit. Students meet other members from other groups who are assigned the same aspect called "expert group". After mastering the material, they return to the 'home group' and teach or explain the material to their group members. Just as in a Jigsaw puzzle, each piece-each student's part- is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential (Aronson et al, 1978).

1.7 Organization of the Paper

The paper is devided into five chapters. The chapters are subdivided into subtopics that elaborate the issue given.

1. Chapter I is introduction. It comprises the background of the study, background of the study, the scope of the research, research question statement of the problems, aims of the research, significance of the research, clarification of terms, and organization of the paper.

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2. Chapter II is theoritical foundation presenting the theoretical foundation on the issue that is relevant to the present study.

3. Chapter III is research methodology. It comprises the method of research, the data collection, and the data analyses.

4. Chapter IV is findings and discussion presenting the result of data collection, data presentation, and explanation the result of the data analyses.

5. Chapter V is conclusions and suggestions.

6. The paper ends with bibliography, references and appendixes.