

CHAPTER I

INTRODUCTION

1.1 Background

The era of technology nowadays has forced everyone to develop the habit of reading and writing as technology requires creativity and specialized knowledge, which should be assisted by reading and writing habit, in its spread.

Reading itself is essential in English language learning. It can help the students in developing their writing, speaking, and listening ability. Reading has been defined as the ability to recognize printed symbols and to comprehend their meaning (Haris and Sipay, 1980: 8). According to Brown (2001) reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of second language learners who are already literate in their native language. It means that the strategies in reading are important to help students comprehend the text well. By comprehending the text well, students will have strong points as they broaden their perspective, keeping them thinking creatively and imaginatively. It gives students the opportunity to know the world as they get some information based on the text they have read. Further, comprehending the text is a means to effective communication since readers may be able to share information they have encountered with. Hedge (1985) said that lots of practice reading different types of materials can increase the students' general understanding of language and their ability to understand socio-cultural meaning. Therefore, considering the importance of reading, a good and interesting teaching reading technique is necessary.

Considering the importance of reading, the teaching then is necessary. One of the methods that is considered applicable in developing students' reading comprehension is cooperative learning. According to Jacobs and Hall (1994) "cooperative learning is a group work activities which require students to work in group of two to six". It reveals that cooperative learning helps students in improving both social and academic skills.

In the research, the writer is going to use Cooperative Learning: Jigsaw technique in teaching reading comprehension, because it is believed that cooperative learning can be more effective in teaching reading. Lie (2002) and Stahl (2004) state that cooperative learning gives opportunities to students to cooperate with other students for positive purposes, so it can increase students' motivation to learn better and improve their behavior to help each other in social context. Cooperative learning has several teaching techniques. One of them is Jigsaw technique. Jigsaw is developed by Elliot Aronson and was 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. Students meet with 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 instructional strategy so effective."

According to the description above, the writer is interested in investigating the effectiveness of Jigsaw technique in improving students' reading comprehension.

1.2 The Scope of the Study

This study focuses on Jigsaw technique that is going to be used in teaching reading comprehension to investigate its effectiveness in improving students' reading comprehension.

1.3 Research Questions

The problem that is going to be discovered in this research is stated in the following research questions:

1. Is Jigsaw technique effective in improving students' reading comprehension?
2. What are the students' responses toward the use of Jigsaw in teaching reading comprehension?

1.4 The Aim of the Research

The aim of the research is to identify whether Jigsaw technique is effective in improving students' reading comprehension in English language learning and to find out the students' responses toward the use of Jigsaw in teaching reading comprehension.

1.5 The Significance of the Research

This study is expected to contribute to the institution and the practice of reading. If at the end, it is proven that Jigsaw technique is effective in improving students' reading comprehension, instructor must consider this technique in teaching reading.

1.6 Hypothesis

Hypothesis is a tentative statement about the outcome of the research (Hatch and Farhady, 1982). The hypothesis of this research is Jigsaw technique is effective in improving students' reading comprehension in English language learning.

1.7 Population and Sample

The population of this research was the second grade students of SMP Negeri 1 Cianjur. The research took two classes for the sample, one as the experimental group and another as the control group.

1.8 Research Method

1.8.1 Formulation of the Research

This research used the experimental study by using experimental group and control group. Both groups had pre-test and post-test, but they got different treatments. Jigsaw technique was given to experimental group while conventional or non-Jigsaw technique was given to control group. The experimental study in the research is described in the following table:

Table 1.1

The Experimental Study

Sample	Pre-Test	Treatment	Post-test
Experimental Group	X1a	T	X2a
Control Group	X1b	O	X2b

X1a : Students' reading scores of experimental group or pre-test.

X1b : Students' reading scores of control group on pre-test.

T : Jigsaw treatments.

O : Non-Jigsaw treatments.

X2a : Students' reading scores of experimental group on post-test.

X2b : Students' reading scores of control group on post-test.

1.8.2 Instrument

Instrument used in the research was reading test which was divided into pre-test and post-test, and also questionnaires. The pre-test and post-test were given to both experimental group and control group. Pre-test was conducted in the beginning while post-test was conducted after the treatments given. The purpose is to measure students' reading comprehension. And questionnaires were given only to the experimental group after they finish doing post-test.

1.8.3 Procedures

1.8.3.1 Testing Instrument

The instrument was tested to another class which was not the observed classes of the research in order to have a good instrument.

1.8.3.2 Collecting Data

The research employed reading texts as the instrument. The data was obtained by giving the students pre-test, post-test, and questionnaires. Two classes were taken as the investigated classes, one for experimental group

where Jigsaw technique was employed and one for control group where conventional or non-Jigsaw technique was employed.

1.8.3.3 Giving Treatments and Questionnaires

Jigsaw treatments were given to the experimental group and non-jigsaw treatments were given to the control group after they finish doing pre-test. At the end of the treatments, control group was given post-test and experimental group was given post-test and questionnaires.

1.8.3.4 Analyzing Data

The data collected from pre-test and post-test was analyzed using t-test formula. While the data collected from questionnaires was analyzed using percentage scale formula.

1.8.3.5 Interpreting Data

The finding was interpreted based on the data analysis in order to give a brief explanation about the result of the research during the observation.

1.9 Clarification of Related Terms

1. Effectiveness

According to Farlex Dictionary, effectiveness is the capability of producing an effect or the quality of being able to bring about an effect.

2. Reading

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

3. Reading Comprehension

In this study, reading comprehension is the process of reading which involves conscious and unconscious use of various strategies. Further, the readers expected to build a model of the meaning on writer's assumption and intention.

4. Cooperative learning

Cooperative learning is model of learning where the students learn and work in small groups collaboratively for positive purposes in order they can reach the learning goals easier.

5. Jigsaw

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 with 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 he 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 instructional strategy so effective (Aronson et al, 1978).

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 comprehension and independent variable which is Jigsaw technique procedures.

