

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English as a foreign language in Indonesia is considered to be the most important language among other foreign languages. It is simply because of its status as an International language. It is spoken in most of the countries around the world. This fact leads Indonesian people to learn English, and even the government has put English as a compulsory subject included in the curriculum.

Based on the 1994 curriculum for senior high school, English is considered as an important subject to be taught. The Indonesian government, Departemen Pendidikan dan Kebudayaan states that teaching English as the first foreign language for senior high school students in Indonesia involves integrated reading, listening, speaking, and writing skills with the emphasis on reading skill (GBPP 1994).

Among those four skills, reading seems to occupy the most time, especially in senior high school. Besides, reading is important to broaden the students knowledge, according to Nababan as quoted by Ngadiman (1990: 1) most textbook used in higher education are written in English. Consequently, the senior high school students have to prepare to be able to understand the English text, even though it is quite hard to do.

The students can easily get bored with reading subject because there are no variations in learning to read English, in accordance with Helgesen's (2005)

statement, “When teachers and students follow the same routine too rigidly, boredom and disinterest can set in”. Most of the teachers still use the traditional method which also known as GTM. GTM has been long used in teaching reading comprehension; however this technique makes the students cannot participate actively in the reading class. In GTM, the teacher is the one who has the authority and the students’ role is as the object. In GTM, the students always have the same situation, same class arrangement (sitting face to face between the teacher and the students while the teacher discussing and explaining the subject), and the same activities, such as reading the passage aloud, find the difficult words, and answer the question when they have a reading class. What should the writer do to overcome the problems above?

To overcome the problem above, as the Indonesian government states that the teacher’s role is as a facilitator in teaching learning activity and the students as the subject instead of the object (CBC 2004). The writer suggests jigsaw technique, one of the cooperative learning methods, which place the students as the subject and the teacher as the facilitator. Moreover, this technique includes a different classroom setting (work in expert and home groups) and different activities such as discussion, and sharing ideas that can chase away the students’ boredom.

1.2. Statement of the Problem

Based on the background of the study above, this study intends to investigate the following question: “Do the senior high school students who are

taught using jigsaw get a better reading comprehension achievement than those who are taught using GTM?”

1.3. Objective of the Study

Derived directly from the previous statements, the objective of this study is to see whether the second grade of senior high school students who are taught using Jigsaw get a better reading comprehension achievement than those who are taught using GTM.

1.4. Theoretical Framework

This study is suggested in order to make the students able to comprehend the English passage as second language reader. This study was based on the theory of GTM, the theory of constructivism, the theory of cooperative learning and the theory of Jigsaw.

GTM focus on translating passage from one language into the other. In this technique the students are the recipient or the object, the one who control the class is the teacher.

Contrast with GTM, in Jigsaw technique the one that actively construct the knowledge are the students. In this case the teacher doesn't control the class; the teacher's role is as a facilitator.

1.5. The Hypothesis

Concerning on the theoretical framework above, there are two hypotheses to answer, they are:

1. The Alternative Hypothesis (HA)

There is a significant difference between the reading achievement of the second grade of senior high school students who are taught reading using jigsaw and those taught using GTM.

2. The Null Hypothesis (H₀)

There is no significant difference between the reading achievement of the second grade of senior high school students who are taught reading using jigsaw and those taught using GTM.

1.6. The Significance of the Study

It is hoped that the result of the study will give contribution to the teaching of reading at senior high school. The result about the study is also expected to give useful information about the effect of using jigsaw on students' reading ability.

1.7. Scope of the Study

This study is focused on the effectiveness of jigsaw compared with GTM on students' reading comprehension. In this study, the subject is limited to the second grade of senior high school students of St. Agnes which have the same English proficiency.

1.8. Definition of Key Terms

a. Reading

It means getting the meaning from the passage based on the ability to find explicitly and implicitly stated information, the topic, main ideas, and the ability of interpreting word, phrase, or sentence in context (Nutall, 1982:10)

b. Constructivism

A basic theory which based on observation and scientific study about how people learn by construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. (Educational Broadcasting Corporation. 2004)

c. Cooperative Learning

The use of small groups that make the students work together to maximize their own and each other's learning.

d. Jigsaw Activities

According to Aronson and colleague (Aronson et al, 1978), jigsaw activities are approaches to provide excellent learning information for the acquisition of language through relevant content, the development of academic skills through carefully structured reading activities, and the exploration of relevant content through use of purposeful talk in classroom.

e. Grammar Translation Method (GTM)

Richards (1986:3) defines GTM is the way of studying a language that approaches the first language through the analysis of its grammar rules, then followed by translating texts or sentences into and out of the target language.

f. Teaching

Brown (1987:6) defines teaching as showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.

g. Secondary students

Secondary students here are the students who take English as an optional subject and who have known some English words (Strevens, 1977:10).

1.9. The Organization of the Thesis

This thesis is divided into five chapters. Chapter 1 discusses the Introduction of this study, followed by chapter two, which conveys some related literatures that support the writer's study, and chapter three deals with the methodology of the study conducted by the writer. Meanwhile chapter four presents the results of data analysis and discussion of the findings and the last chapter, chapter five, presents conclusion and some suggestions.