

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The ability of reading is very important for SMU students to broaden their knowledge through reading. After getting the knowledge, the students can apply it in their life and increase the quality of their life. Nababan, as quoted by Ngadiman (1990: 1), states that most textbooks in higher education are in English. Therefore, it would be better to prepare students of SMU to be able to comprehend textbooks in English.

Considering the importance of reading, the Indonesian government Department of Education and Culture states that even though teaching English as the first foreign language for SMU students in Indonesia includes integrated skills of reading, listening, speaking and writing but still the emphasis is put on reading skill (GBPP 1994). This proves that reading skill is the basic position which has to be achieved.

Even though the ability of reading has been already achieved since they were at SLTP (Sekolah Lanjutan Tingkat Pertama), students of SMU in Indonesia have not shown the best quality of reading ability. Many of them still have a difficulty in reading and comprehending the English passage. Thus, they are not able to receive the message of the reading passage and feel bored in the class during the reading lesson when they are expected to do the exercise.

Based on the writer's experience during her study at SMU, the writer noticed that the teacher used the traditional lecture approach in conducting in reading class that might make the students read poorly. It happened because the teacher dominated the class. The teacher started the lesson by asking the students to read the reading passage silently. After that the teacher asked the students what words they did not understand. She explained the words by giving similarities in English or Indonesian. Then she asked the students to answer the reading comprehension questions.

Based on the writer's observation, this approach is not effective enough because the students cannot learn actively in the class or some of them do not understand the passage clearly. There is less opportunity for the students to get the information in the passage carefully and effectively, because the teacher always becomes the authority in the class. The teacher is the main source of knowledge and information beside the text itself because the teacher always dictates the students what they should know in order to learn. Furthermore, usually the size of the reading class is quite big. The number of students in one class is more than 40 students with different levels of fluency. Therefore, the teacher cannot provide the same personal attention to each student. Besides that, the time in a session is short. It takes 45 minutes.

To solve the problem above, the teacher is suggested using the cooperative learning method that is jigsaw activities in the reading class. Lie (1995) in her paper says that cooperative learning enables the students to work together in the group. It is carefully arranged so that the students can communicate well with

each other and the students are encouraged to increase each other's learning. Olsen and Kagan (1992: 2) also say that cooperative learning can improve their academic achievement because they learn actively in the class. They share mutual help in understanding the passage because they do consultation with each other besides getting information only from the teacher.

Considering Lie and Olsen and Kagan's suggestions and considering the problem that is faced by the students in reading comprehension, the writer conducted a research on the effects of using jigsaw activities on students reading comprehension achievement.

1.2 Statement of the Problem

Based on the background of the study, the problem of this study is formulated as follows:

“Is there any significant difference between using jigsaw activities and traditional technique in students' reading comprehension achievement?”

Based on the 1994 English Curriculum for SMU, being able to read comprehensively means that the students should have the skills of (1) identifying the explicitly stated information, (2) determining the topic, (3) identifying the main idea, (4) identifying the implied information, (5) interpreting the word, phrase, and sentence in context. Thus, this problem is broken down into minor problems as follows:

- a. Is there any significant difference between using jigsaw activities and traditional technique in students' reading comprehension achievement in answering factual question?
- b. Is there any significant difference between using jigsaw activities and traditional technique in students' reading comprehension achievement in answering inference question?
- c. Is there any significant difference between using jigsaw activities and traditional technique in students' reading comprehension achievement in answering main idea question?

1.3 Objective of the Study

Derived directly from the previous statements, the objectives of this study are:

“To see whether there is a significant difference between using jigsaw activities and traditional technique in students' reading comprehension achievement.”

In order to get this main objective, there are following minor objectives:

- a. To see whether there is a significant difference between using jigsaw activities and traditional technique in students' reading comprehension achievement in answering factual question.
- b. To see whether there is a significant difference between using jigsaw activities and traditional technique in students' reading comprehension achievement in answering inference question.

- c. To see whether there is a significant difference between using jigsaw activities and traditional technique in students' reading comprehension achievement in answering main idea question.

1.4 Significance of the Study

The results obtained from this proposed study are expected to give contribution to the teaching of reading at SMU and the readers as guideline. The results of the study are also expected to give useful information about the effects of using jigsaw activities on students' reading ability.

1.5 Hypothesis

Based on the statement of the problem, the writer comes to the hypothesis "Students who are taught by using jigsaw activities show a significant difference in reading comprehension achievement over students who are taught by using traditional technique". This alternative hypothesis is then formulated in its null hypothesis (H_0) to be tested that is "There is no significant difference in reading comprehension achievement made by the students taught by using jigsaw activities over those who taught by traditional technique".

1.6 Scope and Limitation of the Study

This study is limited only to know the effectiveness of cooperative learning by using jigsaw activities on student's reading comprehension. In this study, the students' reading comprehension will cover some skills namely (1) identifying the

explicitly stated information, (2) determining the topic, (3) identifying the main idea, (4) identifying the implied information, (5) interpreting the word, phrase, and sentence in context. Thus, this study is going to be related with three questions of comprehension: *factual question*, *inference question* which covers interpreting the word, phrase, and sentence in context, and *main idea question*.

1.7 Theoretical Framework

This study is suggested in order to make the students able to comprehend the passage English as second language reader by activating all his background knowledge. Furthermore, this study will be based on the theory of reading, the schema theory, the teaching of reading, and the theory of cooperative learning by using jigsaw activities. According to Kessler (1992: 8) the cooperative learning can motivate the students to increase the learning of others.

1.8 Definition of Key Terms

To avoid misunderstanding, the writer finds it useful to define several key terms used in this study. Hopefully, it can help the reader to understand what this study is trying to present.

a. Reading comprehension

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. Factual question

GBPP 1994 defines 'factual question' as type of question which is related with the information stated explicitly in the passage. The students are expected to identify the information, facts, statements, and opinions stated by the author (GBPP, 1994).

c. Inference question

GBPP 1994 defines 'inference question' as type of question which is related with the ability of the students to identify the information stated implicitly in passage (GBPP, 1994).

d. Main idea question

GBPP 1994 defines 'main idea question' as type of question which asks the students to find the main idea of the paragraphs in the passage (GBPP, 1994).

e. Jigsaw activities

According to Aronson and colleagues (Aronson et al., 1978), jigsaw activities is an approach to provide an excellent learning environment 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 the classroom.

f. Cooperative Learning

According to Olsen and Kagan as quoted by Kessler (1992:8), cooperative learning is a group learning that is proposed in order to make each learner in

group can exchange information and develop his own learning and the learning of others. In the practice of cooperative learning, the class is divided into the group of four. Then, each group member will be distributed a different paragraph of the passage to read, and together all the group members are asked to determine the entire content of the passage through a process of cooperating.

1.9 Organization of the Thesis

This study consists of five chapters. Chapter one presents the background of the study, statement of the problem, objective of the study, significance of the study, hypothesis, scope and limitation, theoretical framework, definition of key terms, and the organization of the thesis. Chapter two deals with the review of related literature, while chapter three is about the research methods. Meanwhile, chapter four presents the data analysis and interpretation of the findings and the last chapter, chapter five, presents conclusion and some suggestions.