CHAPTER I
INTRODUCTION

A. The background of the Study

English becomes one of the main subjects for elementary up to college students. Even kindergarten students have also learned the four English skills; they are listening, reading, speaking and writing. Of those fours skills, reading plays an important role in language learning because it gives the input of information, knowledge, and idea to be applied in the speaking and writing. Through reading, students can learn ideas, concepts, and attitudes. Furthermore, by reading, students can get many vocabularies they need to be applied in speaking and writing.

In relation to teaching learning of English at schools, reading is one of the essential skills for English students. As stated by Mikulecky and Jeffries (1996:1), reading is one important way which can improve the students’ general language skills in English. Reading can improve the vocabulary, the writing and the speaking skills, and find out the new ideas, facts and experiences. Additionally, reading skill is used in the final examination. So the students must have a good reading comprehension if they want to pass the exams and graduate from the school.

In reading class, most of the reading activities are focused in reading for comprehension. As argued by Richard and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked
to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

Unfortunately, the fact in the classroom of SMAN 1 Kalasan seemed that the English teaching and learning was focused on helping the students pass the final exam only. Students were taught how to answer the questions and how to finish the questions of the final exam exercises with the time the teacher gave to the students. There were few teaching methods that taught the students how to read and comprehend a text effectively because in the reading class, teaching and learning processes took more time only in reading the texts and answering some questions related to the texts.

In the classroom, the teacher was still the center of the learning. The students seldom discussed and shared the materials at each other because the reading activity still depended on the teacher’s explanation, e.g. the teacher always stood in front of them to explain the materials whereas the students listened her explanation. So, the clever students tended to be active but the other students tended to be passive. Those happened because some clever students dared to ask and share opinion to the teachers but the other students did not. These made the students not learn reading optimally and make the students feel bored.

Wichadee (2003:3) states that the teacher-centered approach taking place in traditional classrooms does not produce active recipients and results fossilized language learning. It is not effective enough to promote language acquisition. Based on the information from the teacher and the researcher’s observation, this activity still happened
to the second year students in SMAN 1 Kalasan and the students tended not to listen the lecturing of the teacher because there are not variety of teaching, so many students were less motivated and felt bored in learning reading English in the classroom.

Since students often feel bored in doing the reading activity above, it seems that they need new activities which are more challenging and interesting. Many reading strategies need to be used to make the students active in doing reading comprehension activity. Harmer (2002) states that teaching reading is taught from elementary school to university by using many kinds of methods applied by English teacher. Cooperative learning may be considerably more effective for the students than the attention of the teacher only in the class.

Group work is believed to solve the problem. According to Wichadee (2003:1-2), the students who do not like to speak in the large class are comfortable speaking out in the small group. Group member can complete each other’s strength and weakness in learning English reading because each student has a different background and ability in learning English which he or she can bring to the group. For example, one student might have strong vocabulary that can supply to the students with a solid background grammar. Furthermore, poor student get the benefit from interaction with better one, and good student feel proud of helping their classmates who have low English proficiency.

One of the problems of using group work is that the students tend to learn their own tasks. When they learn in groups and do their tasks, they do not learn their friend’s tasks and do not share their tasks to their friends. This condition make them not
understand all tasks and they cannot answer the questions when the teacher give them the questions related to their friends’ tasks. Jigsaw is one of activities of cooperative methods which can solve this problem. Slavin (1995:111) says that in Jigsaw, most of group work include a procedure whereby students share information they have gathered with group mates and, in many cases, with the class as a whole. Students are quizzed on all topics and the quiz scores are averaged to form team scores. So, if the team is to succeed, team members must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

Based on the explanation above teaching reading should encourage the student’s cooperation, in expressing idea, sharing idea, asking and explaining each other in a group so that the learning process of reading comprehension will achieve the better result. That is why a new strategy or method to improve the students’ reading skill is needed to overcome the above problems. Based on the background above, the writer is interested in conducting a research to improve the reading comprehension skill by using jigsaw.

B. Identification of the Problems

There are some important factors in determining the students’ success in the learning of English at the junior high school. They are teachers, students, media, and techniques. However, there are also some problems arising in the teaching reading comprehension at junior high schools which relate to those factors. These problems can be presented as follows:
1. Teachers tend to apply the monotonous reading activities in the class that is by having the students read the texts and answer the questions based on the text. This kind of reading activity usually makes the students bored and sleepy.

2. Teachers have few varieties teaching methodology to make a more interactive reading activity in their class. It seems that they are satisfied with the teaching method by using reading texts and answering questions related to the texts.

3. Students do not like reading activities in the class because the reading activities are boring. They tend to discuss another topic instead of reading a text in the class.

4. The variation of the teaching media in teaching reading is very low. Most of the teachers only use the textbook as the major source of their teaching reading. Teachers only explain the materials in front of the students and ask the students just read anything written on the textbooks and do the reading tasks on the textbook.

C. Delimitation of the Problems

Based on the identification of the problem mentioned above, teaching English reading in senior high school is believed to be very complicated. As mentioned in the identification of the problem, there are some components to be considered in the realization of the jigsaw technique. Those are students, teacher, materials, and method. This research chooses the cooperative method to be investigated deeper especially the jigsaw technique.

Based on the discussion in the background of the study and the identification of the problem, the researcher limits the problem areas into a more specific one which
focuses on the jigsaw method in teaching reading that is improving reading comprehension skill by using jigsaw at the second year of SMAN 1 Kalasan in the academic year of 2011/2012.

D. Formulation of the Problems

How is the implementation of teaching reading using jigsaw to improve the students’ reading comprehension skill of the second year students of SMAN 1 Kalasan Yogyakarta?

E. The Objective of the Study

To improve the students’ reading comprehension skill by using jigsaw technique of the second year students of SMAN 1 Kalasan Yogyakarta

F. Research Significance

The writer hopes that the research has some the theoretical and practical benefits to the readers.

1. The result of this study can give information to the English teachers about the effect of jigsaw technique in teaching reading comprehension.

2. This study is expected to improve the students’ motivation in learning English, especially in Reading.
3. For the other researchers who want to investigate the similar topic, the findings of this research are expected to give more information on jigsaw technique in teaching reading comprehension.