

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents general account of the present study. It covers background of the study which is the reason why the writer does his research, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of the term.

### **1.1. Background of the Study**

As a social creature, human is given languages for communication. Language is a basic need for human communication to express ideas, thoughts and feelings. Most human knowledge and culture are also stored and transmitted in language, written and oral. It is proven that language is very necessary among many different cultures. Through language people can develop their personality, intelligence, skill and attitude to communicate with others. In this world, there are so many languages used by people. One of the most famous languages is English.

Why do people want to learn foreign languages, especially English? Some people want to study English because they think it offers a change for progress in their personal lives. With two languages, they would probably get a better job than if they only know their mother tongue. However, every language has its own rules and uniqueness and so does English.

In learning English, just like learning any other languages, there are four skills that should be mastered. They are listening, speaking, reading and writing. Speaking and writing involve language production, so they are regarded as productive skills. Listening and reading, on the other hand, involve receiving messages, so they are regarded as receptive skills.

As one of language skills, reading plays more important role. By reading various printed materials such as newspapers, magazines, novels, academic books and so on, we are able to get a lot of information, knowledge, enjoyment and even problem solutions. According to Nuttal (2005:30), "Reading is a highly effective means of extending our command of language". Therefore in learning process students also need to develop their master English skill especially in reading because reading plays an important role in the classroom where language learning is the central purpose.

However, reading English text is not as easy as most people think. Some students of Ninth Grade of SMPK Giovanni Kupang believe that reading is not their favorite activity, especially reading in a foreign language, like English. Based on the interview with some students of Ninth Grade of SMPK Giovanni Kupang, they argued that reading an English text especially a narrative text is very difficult. Sometimes students get confused in comprehending a narrative text they are reading. It is proven by the low reading score. Based on the description of the problems above, English teachers should find strategies to improve students' interest in reading, particularly when reading narrative text. English teachers are expected to find appropriate technique to make students understand narrative text and enjoy reading it.

One of the methods used to improve students' understanding narrative text is cooperative learning. According to Slavin (2005:4), cooperative learning is a method when students work in groups to achieve the material. It is more than just a small group activity. It can contribute to create a community of learners willing to work collaboratively on goals important into groups (Isjoni, 2009:16). The idea is simple, class members are organized into five or six or groups after receiving information from the teacher. Then, they work through the assignment until all group members successfully understand and complete it.

In cooperative learning method, there are many kinds of techniques. One of the cooperative learning techniques is Jigsaw. Jigsaw was developed by Aronson (1978) and his colleagues from University of Texas. In Jigsaw, each group consists of five to six heterogeneous members. The materials are given to students and each student has to understand what is read. Students who have the same task gather together and work together. After they have deep comprehension, they come back to their Jigsaw group and share it to the other members of the jigsaw group. By using jigsaw, the teacher probably can motivate the students to understand narrative reading text.

Based on the descriptions above, the writer wants to conduct a research entitled **“Improving Students’ Understanding of Narrative Reading Text by Using Jigsaw” (A Classroom Action Research at the Ninth Grade Students of SMPK Giovanni Kupang in the school year 2014/2015).**

## **1.2. Statement of the Problem**

According to the background of the study above, the problems to be answered are as follows:

1. Is jigsaw technique effective in improving the understanding of narrative reading text at ninth grade students of SMPK Giovanni Kupang in the school year 2014/2015?
2. What is students' level of understanding narrative reading text after using jigsaw technique?

## **1.3. Objective of the Study**

Based on the statement of the problem above:

1. To find out whether jigsaw technique is effective in improving the understanding of narrative reading text at ninth grade students of SMPK Giovanni Kupang in the school year 2014/2015 or not.
2. To find out the students' level of understanding narrative reading text after using jigsaw technique.

## **1.4. Significance of the Study**

The writer expects that this study will be useful for the teachers, students, and the writer.

- a) To the Teacher

The study will contribute many advantages to the English teachers in implementing the teaching language skills especially reading through jigsaw technique and they will develop their teaching continuously by using a good or

appropriate way to improve their teaching quality as well as motivating the students in learning narrative reading text.

b) To the Students

This technique is expected to make the students enjoy when they are reading and they do not feel bored. It makes the students have reading addiction. .

c) To the writer

It can help the writer to know how to use the jigsaw technique in teaching narrative reading text.

### **1.5. Scope and Limitation of the Study**

Cooperative Learning shows the complexity of the problem which is nearly impossible for the writer to handle. The kinds of techniques of cooperative learning method in teaching reading such as think/pair/share, jigsaw, number head together, and group investigation (Arnold;1999). In this study, the writer just focuses on using jigsaw technique to improve students' understanding of narrative reading text at SMPK Giovanni Kupang. The writer limits the study only on jigsaw technique in teaching narrative reading text to the Ninth Grade Students of SMPK Giovanni Kupang.

## **1.6. Definition of Term**

### **a) Narrative Text**

Narrative text is a story to entertain the audience or the readers (Anderson 1997:3). Narrative can be presented as written or spoken texts.

### **b) Cooperative learning**

Cooperative learning is method of teaching that makes maximum use of cooperative activities involving pairs or small groups of learners in the classroom (Richards and Rodgers (2001:19). In this study, it means that in cooperative learning, the students are in a small group and they share about the material being taught.

### **c) Jigsaw**

Jigsaw is a cooperative learning lesson designed that takes the place of a lecture. Each student within a team has a piece of the information to be learned by all students, and each student is responsible for teaching their section to the other students on the team. When all the pieces are put together, the students should have the whole picture-hence the name jigsaw (Ariyanto, 2011). In this study, jigsaw is used by the writer with the purpose of improving students' understanding of narrative text.

### **d) SMPK Giovanni**

It is one of the private junior high schools located in Ahmad Yani Street, Kupang- NTT.