CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is a means of communication. People use it to share ideas with others. It is important for us to learn language, especially English, since it is used as a means of communication among nations in the world.

In Indonesia English becomes one of the main subjects for Junior High School up to College students. Even kindergarten and primary school students have to learn the four English skills; such as listening, reading, speaking and writing (Nuttal, 2000: 2). Among these four skills, reading plays an important role in learning process because it gives knowledge, information, and idea to be applied in the speaking and writing. Through reading, students can learn ideas, concepts, and attitudes. Then, by reading, students can get many vocabularies that they need to be applied in speaking and writing. 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 school.

According 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 teacher is still the center of learning. As argued by Wichadee (2003: 3) 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. So many students are less motivated and feel bored in learning reading English in the classroom.

Since students often feel bored in doing the reading activity above, 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.

Working in group, therefore, 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 a small group. Group member can complete their 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 may have strength in vocabulary that can supply to the students with a solid background grammar. Furthermore, slow student will be benefit from interaction with better one, and good student will feel proud they play an important role in helping their weaker classmates.

One problem of working in group method is the students are responsible to learn only their own subtopic or subtask and they do not learn their friend's subtopic or subtask. For example, if one student has one topic of the reading text while his group must present all the topics to the class and also must answer all the topics from the teacher and other students, it will become dangerous for him and for his group. Jigsaw is one of the activities of cooperative methods which can solve this problem. Slavin (1995: 111) says that in Jigsaw, most of working group 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 researcher is interested in conducting a research to improve the reading comprehension skill by using jigsaw into the title **"The Use of Jigsaw Technique to Improve Reading Ability of the Eighth Grade Students of SMPK St. Theresia Kupang in the School Year 2016/2017".**

1.2 Statement of Problem

Based on the background of the study, the writer formulates the problems into specific question to be answered:

1. Is using Jigsaw Technique effective to improve reading ability of the eighth grade students of SMPK St. Theresia Kupang?

2. What is the ability level on reading of the eighth grade students after being taught using jigsaw technique?

1.3 Objective of the Study

Based on the problem statement above, the objectives of the study are as follows.

1. To find out whether or not the use of jigsaw technique is effective to improve the reading ability of the eighth grade students of SMPK St. Theresia Kupang.

2. To find out the ability level on reading of the eighth grade students after being taught using jigsaw technique.

1.4 Significance of the Study

The significance of the study is actually the usefulness and the benefit of the study for human beings. Just as it has significance for people this study is done. So the result of this study might give benefit for the following persons:

1. For Teachers

   The result of this study is expected to help the English teacher to practice jigsaw technique in teaching reading comprehension as one of the ways to develop students reading skills.

2. For the Students

   By reading the result of this study, student will improve their reading comprehension skill by cooperative learning method that is jigsaw.

3. For other Researcher

   To increase other reseacher's knowledge about reading comprehension skills and the effectiveness of using jigsaw technique in teaching reading.

1.5 Scope and Limitation

The scope of this study is teaching method. There are various kinds of methods of teaching language skills such as information gaps, jigsaw, opinion exchange, and role play. This writing is limited to find out whether or not using jigsaw technique is effective in improving reading ability of eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017.

1.6 Definition of Terms

There are some terms that are necessary to be clarified to avoid misunderstanding from the readers.

1. Ability

   It is a pontential or power to do something physically or mentally (Hornby, 1974: 2). Here, the ability means the power of the eighth grade students of St. Theresia Kupang to comprehend reading text.

2. Jigsaw

   Jigsaw is a type of cooperative learning model. In Jigsaw technique, the class is divided into some groups, which consists of four or six members with heterogeneous characteristics. These group named "Home Teams". One member of each group (home teams) form a new group is called "Expert group". The expert group works together on the same assignment (Slavin, 2002: 236). In this study, jigsaw technique is one of the types of cooperative learning model which used to develop the skills and expertise needed to participate effectively in group activities.

3. Reading Comprehension

   Reading Comprehension is a process of making sense of written ideas through meaning interoretation and interaction with language (Thorndike in Heilman. et al, 1981: 242). Dealing with this study, reading comprehension means the capacity of understanding a reading text of the eighth grade students of SMPK St. Theresia Kupang.

4. SMPK St. Theresia Kupang

   It is one of the private high schools located on Jenderal Achmad Yani Street No. 52 A Kupang, East Nusa Tenggara Province. In this study, SMPK St. Theresia Kupang is a school where this research will be conducted.