CHAPTER I

INTRODUCTION

This chapter discusses (1) background (2) problems of the study (3) objectives of the study and (4) significance of the study.

1.1   Background

English becomes a key point in this globalization era as it is considered as an international language and widely used for communication. As stated by Lauder (2008), English is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global international language (as cited in Marzulina & Saputra, 2015). The current status of English is strengthened by its wide use in a range of fields such as education system, media, politic, sport, science, computing, business, information technology, and popular culture. Therefore, English is one of the languages that serve as an international language which is very important for communication and to get information.

In learning English, there are four components of language skills,they are: listening, speaking, reading, and writing. Harmer (2007) states that people use language in term of four skills: reading, writing, speaking and listening. And then, the four skills are divided into two types,they are receptive and productive skills. According to Harmer (2003)receptive skills are the ways how people acquire

the meaning from the discourse that they see or hear. It is called the processes of reading and listening. Moreover, Cooper (2015) argues that the productive skills are those which enable language learners to communicate meaning effectively to others. It is called speaking and writing skills. Therefore, in order to master the English language, students should be aware and they must also learn these four skills.

In relation to those four skills, reading is important to know and to understand the explicit or implicit message conveyed by the author in written language. Bond and Tinker (1970) state that the reader is not only reading the written symbols but also interpreting and comparing them with their past experience (as cited in Holandyah, 2012). It means that reading is an important part that needs to be learnt and the students can get much information and knowledge from a text they have never known before, and also the students can improve they ability in reading skill.

However, in reading, there are many problems encountered by students. According to Lynne (2004)reading disability may be characterized by difficulties in single word reading, difficulties decoding or sounding out words, difficulties reading sight words, insufficient phonological processing and difficulties with comprehension (as cited in Habibah, 2015, p. 12). In addition, Westwood (2008) also states that there are five problems that exist in reading, they are: (1) limited vocabulary knowledge, (2) lack of fluency, (3) lack of familiarity with the subject matter, (4) difficulty level of the text (readability), and (5) problem with processing information, and problems in recalling information after reading. Those problems above indicate that students have difficulties in reading English texts.

In reading English texts, there are some types of texts that should be learned by the students such as: narrative, descriptive, expository, repost, recount and procedure (as cited in Muhzinnawawi, 2013, p. 3). Therefore, it is very useful for the teachers to achieve the instructional goals of teaching learning process and create interesting teaching and learning process for students. Thus, students should learn kinds of the texts.

Narrative text is one of the texts that students' should learn. There are some reasons why narrative text is very important: First, as stated by Cihodariu (2012),narrative is the most important means of fixing the meaning of events and of the social and cultural construction of reality. Second, as stated by Meyers (2005), narrative is one of the most important ways of communicating with others. Thus, I can conclude that narrative text is an important part that needs to be learn by students.

However, narrative text is somehow complicated. Duke and Pearson (2001) proposed some problems affecting students' ability to comprehend texts include; 1) motivation, purposes, and goals; 2) vocabulary, word knowledge, and background knowledge; 3) understanding and use of strategies; 4) the nature of the text (difficulty and interest); and 5) the type or genre of text (e.g., fiction, nonfiction, poetry).Liendhart, Beck, Stainton (2009) states that, students found difficulty in identifying the main story of the text and to connecting events into causal chains (as cited in Vera, 2017, p. 12). Furthermore, the students would rather watch the visual story than the full text. Guzzetti (2002) describes that some have speculated that the roof of the problems lies in young children's lack of exposure to text, given that they

encounter primarily narrative forms in television shows and picture books (as cited in Vera, 2017, p. 12).

Based on my experience when I taught at MA YPGS Gunung Batu, there were many problems faced by students during the reading process. For example, students were difficult to find the information and the main ideas in the reading text. Then students were difficult to identify theme and summarize the text. Besides, the teacher just gave the text to the students when teaching reading. When the teacher taught them, he asked the students listen to him carefully, then the students found the meaning of the text, and the teacher also gave the example how to pronounce the words correctly.

In addition, based on the result of the interview that I conducted at MA YPGS Gunung Batu. It showed that many students had difficulties in understanding the reading text material because so many students get average score below 65 which most of students did not pass the minimum standard criteria (KKM) for English subject, which is the minimum standard criteria (KKM) for English subject 75.

There are many methods which appear to help learners in mastering the languageand help the teachers in accomplish in their instructional objectives, one of the methods whichcan be used in teaching reading is Cooperative Learning. According to Olsen and Kagan (1992), Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (as

cited in Morales and Campino, 2012, p. 12).Furthermore, Johnson (1986) argues that, In Cooperative Learning, students work together in small groups on a structured activity. They are individually accountable for their work and the work of the groups as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team. Cooperative learning is defined as students working together to attain group goals that cannot be obtained by working alone or competitively (as cited in Adams, 2013, p. 64).

One of the Cooperative Learning techniques is Jigsaw. Jigsaw technique is developed by Aronson in 1978 as one of Cooperative Learning method. Just like in a Jigsaw puzzle, the content of the lesson is subdivided into defferent parts of information and then given to groups of students who would later explain to each other their parts and results in the whole Jigsaw puzzle to be completed(as cited in Mengduo&Xiaoling, 2010, p. 2). Then, the students can often do interaction with another.The technique involves breaking the classroom into small groups; each group consists of five to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates. Furthermore, Aronson (2008) proposed that, Jigsaw is a well-established method for encouraging group sharing and learning of specific content. This technique can be used as an instructional activity across several days and is best to use when there is a large amount of content to teach. Moreover, according to Slavin (2009), this technique can be used to learn reading, writing, listening, and speaking. The students cooperate with their friends and have many opportunities to improve their communication ability. In addition, the Jigsaw

technique is appropriate for students' between 3rd and 12th grade (as cited in Adams, 2013, p. 65).

Jigsaw technique is designed for cooperative learning in small group students are provided the opportunity to become "experts" in a particular subject, and share that knowledge with their peers. This technique promotes both self and peer teaching which requires students to understand the material at a deeper level and engage in discussion, problem solving and learning, Jigsaw can help students to: 1) develop expertise in a concept, topic or principle, 2) apply the language of the discipline and, 3) practice self and peer teaching.

Another Cooperative Learning technique is Students Team Achievement Division (STAD). STAD is one of the technique of Cooperative Learning in which students learn to be formed into groups of four or five members representing the students with the skills and different genders. The teacher gives a materials and then a students work in each group to ensure that all group members have mastered the materials given. Slavin(1995) proposed that, STAD has major components such as: class presentation, teams quizzes, individual score, and team recognition (as cited in Yusuf, Natsir, and Hanum, 2015, p. 4).The STAD technique is an appropriate technique for teaching well-defined objectives with single right answer, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts (as cited in Meidi, Rismaya, &Bunau, 2014, p. 4). Slavin (1995) considered STAD is one of the most of all the Cooperative Learning methods. STAD is appropriate in grades 3th through 12th

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(as cited in Alijanian, 2012, p. 2). STAD technique can help the students in solving the problem when they have difficulty in identifying the supporting details of text because they work and share ideas with their friends. Slavin (1995) implies three benefits in implementing Cooperative Learning STAD technique in the class: 1) activate students to learn, 2) gain confidence while learning as a result of peer support and, 3) improve students achievement.

Therefore, Jigsaw and STAD Techniques are two types of Cooperative Learning activities that teacher should be encourage to use in their mixed ability classes, both activities are fun and educational that ultimately encourage students to work according to their level ability.

However, based on the theories above the writer was interested in conducting conduct a study entitled "Comparing the effectiveness of using Jigsaw techniqueand Students' Team Achievement Division (STAD) technique in enhancing the tenth grade students' narrative reading comprehension at MA YPGS GunungBatu".

1.2 Problems of the Study

The problems of this study were formulated in the following questions:

1. Is there any significance improvement in the tenth grade students' narrative reading comprehension who are taught by using Jigsaw technique before and after the treatment at MA YPGS Gunung Batu?

2. Is there any significance improvement in the tenth grade students' narrative reading comprehension who are taught by using STAD technique before and after the treatment at MA YPGS Gunung Batu?

3. Is there any significantdifference in the tenth grade students' narrative reading comprehension who are taught by using Jigsaw and STAD technique before and after the treatment at MA YPGS Gunung Batu?

1.3   Objectives of the Study

Based on problems above, the objectives of this study were to find out:

1. Whether or not there is a significant improvement on the tenth grade students' narrative reading comprehension who are taught by using Jigsaw technique before and after the treatment at MA YPGS Gunung Batu.

2. Whether or not there is a significant improvement on the tenth grade students' narrative reading comprehension who are taught by using STAD technique before and after the treatment at MA YPGS Gunung Batu.

3. Whether or not there is a significantdifference on the tenth grade students' narrative reading comprehension who are taught by using Jigsaw and STAD technique before and after the treatment at MA YPGS Gunung Batu?

1.4 **Significance of the Study**

This study is expected to be useful for MA YPGS especially in using Jigsaw and STAD technique. This study is expected to bring good effect for the students' reading comprehension, especially the narrative reading. This study is expected to be useful information for MA YPGS Gunung Batu teachers in order to offer them an alternative way to teach reading. For me as the research, this study is expected to enrich her knowledge in educational research, especially in experimental research. For the next researcher, this study is expected to be a reference for further studies.