

CHAPTER I

INTRODUCTION

1.1 Background of Study

In this globalized era, English is taken as an important language to communicate with people around the world. Therefore, people need to learn the language to be able to understand and use it. In learning language itself, there are four skills and three components that should be mastered. These skills are listening, speaking, reading and writing

Among the four, the skill that can develop other skills is reading. By reading, writing and speaking skills can be improved. Also through reading students can develop their mastery of language components. As stated by Graves (2002), students also benefit reading passage in new vocabulary. They even find the use of grammar in reading passage. Therefore, reading is a very important skill.

The ways of teaching reading have been improved from time to time. The old technique is 'traditional competitive classroom' (Slavin, 1985) – refering to the teacher-centered classroom instruction in which students are placed in the same instructional pace and content by, among others, being explained a grammar point or asked question. Syahril (2007) states that teacher-centered instruction means that a teacher controls what is taught, when and under what conditions within a classroom. However, the current trends in teaching have implicitly required modifications of the

existing methods and techniques which have traditionally been employed in language classrooms (Tamah, 2011). The emphasis of student-centered is on working together, in pairs, in groups, and as a whole class (Jones, 2007).

Strong reasons why group work is good to be done are stated by Tamah (2011). There are two reasons to do group work, first is pedagogical and second is psycholinguistic. Referring to Long & Porter (1985), Tamah (2011:2) writes:

The recent instructional classroom techniques which are basically 'group work' in orientation have been argued both for pedagogical as well as psycholinguistic reasons. The pedagogical reasons, pointed out by Long & Porter (1985) and later similarly argued by Brown (2001), concern at least the following four potentials of group work: (1) it increases the quantity of language practice opportunities, (2) it improves the quality of student talk, (3) it maintains individualized instruction, and (4) it creates a positive affective climate in the classroom. Another one claimed by Long & Porter (1985) is that group work enhances student motivation. Meanwhile, the psycholinguistic reason, Long & Porter (1985) further put forward, covers the potentials of group work related to the existence of comprehensible input and negotiation work which are considered favorable for students' language learning.

There are other reasons for using group work in the classroom. Group work in the classroom can be an effective strategy because it encourages students' involvement, provides a balance to classroom activities and increases lesson effectiveness (Fehrenbacher, 2002). According to Al-Sheedi (2006), group work also allows students to learn from each other and to benefit from

activities that require them to articulate their knowledge. The group work aim is that students can develop their own understanding of the knowledge without the teacher simply give it to them. To make group work succesful, teachers should use cooperative learning as one way as suggested by Ross and Smyth (1995).

Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Students have to cooperate to find the reading passage idea. By doing cooperative learning, students support each other understanding.

Nurhadi (2004) as cited in Rusmawan (2011) states some techniques or cooperative structures widely suggested and employed as follows:

1. Think-Pair-Share.
2. Numbered-Heads.
3. Jigsaw.

One of the most promising cooperative learning techniques widely considered is Jigsaw (Aronson, 2005). The reasons the writer choose Jigsaw are The writer assumes that jigsaw technique is suitable way to motivate students in reading text. By using jigsaw technique, they acquire basic knowledge. Then, they apply that knowledge in their expert groups to discuss the guiding questions. It is also good to gives every student a chance to be an expert.

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Teachers use this technique to assign students to

reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

However, from the observation in the high school, the writer found two issues during the implementation of jigsaw technique in reading class. The first one is when applying Jigsaw technique, the teachers cannot control the students one by one when they are interacting in groups. The teacher does not know exactly how students interact in the discussion. The second one is the teacher does not know the students' frequency of talking. He only predicts that high achievers students speak more frequently than the low ones. Meanwhile, it is important to know students interaction in their process of learning language. As best as possible, all members in each group should be actively taking parts in the discussion.

Therefore, an effort must be made to help teachers to know what the students do or how they interact in each group and furthermore, how often the high achieving students and low achieving students speak during the discussion. To meet the need, the writer saw it important to conduct this study.

A common practice in classroom discourse is the IRF sequence (teacher initiation–student response–teacher feedback; Sinclair & Coulthard, 1975; cf. IRE in Mehan, 1979). Therefore, in this study both feedback and evaluation moves are used. In this study, the Initiation-Response-Feedback moves are done by students. More about Initiation-Response-Feedback is presented on Chapter II.

1.2 Statement of Problem

This study was done in order to answer the following research questions:

1. What are the ways of doing Initiation-Response-Feedback that are done by high and low achievers occurring in the expert team?
2. What are the ways of doing Initiation-Response-Feedback that are done by high and low achievers occurring in the home team?
3. Do high-achieving students initiate, respond and give feedback more frequently than low achieving student in the expert team?
4. Do high-achieving students initiate, respond and give feedback more frequently than low achieving students in the home team?

1.3 Objective of Study

Based on the statement of the problem above, the purpose of this study are:

1. to identify the ways of doing Initiation-Response-Feedback that are done by high and low achievers occurring in the expert team
2. to identify the ways of doing Initiation-Response-Feedback that are done by high and low achievers occurring in the home team

3. to see whether high-achieving students initiate, respond and give feedback more frequently than low achieving students in the expert team
4. to see whether high-achieving students initiate, respond and give feedback more frequently than low achieving students in the home team

1.4 Significance of the Study

This study can hopefully give contribution to English teachers about the way students interact in group discussions. It is expected that teachers will know the students' capability to receive input from their interaction with their friends, and their ability to share or contribute knowledge each other.

1.5 Limitation of the Study

In order to achieve the purpose of this study, the writer conducted an observation to second grade students of a senior high school in Tulungagung in the school year of 2012-2013. There are eight classes of second grade. The writer only took seven students of science class. The data were collected when the English teacher was teaching so that it would not interrupt the class itself. Thus, data were collected in a natural setting. The data were taken in the reading class in April 2013. In this study, the non-verbal response moves were excluded from the data analysis.

1.6 Definition of the Key Terms

1. Reading

is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. (Anderson et al., 1985 as cited in Waring, 2009).

2. Cooperative Learning

is derived from the principle that students work together to induce learning and that each student is responsible for both his or her own learning as well as that of his or her classmates' learning (Johnson, Johnson & Holubec, 1998 in Gallardo et al., 2003 as cited in Rusmawan, 2011).

3. Jigsaw technique

is one of cooperative structures that facilitates the students to contribute or share the knowledge to each other. It is like a puzzle of which parts fit each other (Crist, 2012).

1.7 Organization of the Thesis

This thesis consists of five chapters. Chapter I deals with the introduction of the study that includes background of the study, statement of the problem, the objective of the study, significance of the study, limitation of the study, assumptions, definition of key terms, and organization of the thesis. Chapter II deals with review of related literature. The methodology of the study is in the chapter III.

The data analysis and findings are described in chapter IV. Finally, a summary of what have been discussed in previous chapters is presented in chapter V which also includes some suggestions to be paid attention by the readers.