

# **CHAPTER I**

## **INTRODUCTION**

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

In this era of globalization, English as a foreign language has played an important role in Indonesia. This is mostly because of Indonesia's position as a developing country. It makes Indonesian people try hard to improve the development of Indonesia, not only improving the inside part of Indonesia itself but also the outside part. One of the ways that has been done by the government is building good co-operations with other foreign countries. The realization of these co-operations can be seen from the increasing number of foreign companies in Indonesia. Some foreign countries even have become main investors in Indonesia. These conditions offer many new job fields, and one of the main qualifications is English competence. In this case, English competence holds the main power that can influence the distribution of job positions and the salary. The higher English competence people have, the higher job positions and the salary they get. In order to increase their economic life, people in Indonesia are forced to master English.

Realizing the importance of English, Indonesia has tried to implement English in its educational curriculum. The government is aware that learning English will be much easier if it is started as early as possible. As the consequences, English has become a compulsory subject that is taught starting from elementary school. According to the development stages of Erikson's theory

(in Santrock, 1999:36), as children move into the elementary school years, they direct their energy toward mastering knowledge and intellectual skill. This includes the knowledge of language. It is the basic knowledge that must be possessed by the children before they can master the other skills. In this elementary school age, the children will absorb new language more easily and quickly. It is one of the children's innate abilities. This ability makes the children able to learn language well.

In order to improve Indonesia's education and produce higher competence of Indonesia's human resources, especially in English competence, the government has made a new curriculum, namely "Competence Based Curriculum" (CBC) or in Indonesia "Kurikulum Berbasis Kompetensi" (KBK). This curriculum is the substitute of the 1994 curriculum, which was based on "Meaningfulness Approach". This kind of curriculum is not suitable enough for the students' characteristics, especially for the children. The reason is that this curriculum still uses the teacher-centered and spoon-feeding techniques. It is not appropriate for the children because they are active learners. Goleman, Kaufman and Ray (in Santrock, 1999:198) state that young children are excited about exploring and creating. Therefore the teacher must let the children try to explore the knowledge and create their own hypotheses related to the knowledge by themselves. The teacher has to be the facilitator for the students. CBC is implemented to, as stated in "Competence Based Curriculum for English lesson" (2001:6), produce students who have competitive and comparative qualities based on National and International standard. This means that the students must be able

to master English communicatively, both in written and spoken. Indonesian people can hopefully compete with people from foreign countries and make Indonesia proud.

One of the theories that underlie CBC is constructivism. Bruner (1990) explains that based on the view of constructivism, learning means an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given". Kaplan (2002) states that constructivism proposes that learning environment should support multiple interpretations of reality, knowledge construction as well as context-rich and experience based activities. This makes the teachers believe that learners are engaged in doing something as learning is an active process of which meaning is constructed out, and that learners learn by interaction with their fellow students, teachers and families.

Based on the constructivism theory, a new method of teaching is formed, that is Cooperative Learning. It is defined as "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" (Olsen and Kagan, 1992:8). This kind of activities make the class become students centered.

In teaching-learning English, the four basic skills: listening, speaking, reading and writing, are taught and learnt. One of the basic skills that can make the students become active in exploring and constructing the new knowledge is reading. Santrock (1999:290) says that when children read, they process and interpret the information. The information processing is concerned with how children analyze the many different sources of information available to them in the environment and how they make sense of those experiences. They can broaden their knowledge and then use it in their life.

In reality, however, many children find difficulties in comprehending a reading passage. Most of them complain that the passage is so difficult that they cannot grab the meaning of the reading passage. This condition is not supported with the limited time allotment for English classes. The time allotment for each session is only for 40 minutes.

Besides the limited time, most teachers still deal with the traditional reading techniques. Students are told to read the passage, do the exercises and check the answer together. The teacher holds the main role and thus reducing students' opportunity to participate actively. Jacobs (1996:2) strengthens that in such a teacher-fronted class, teacher speaks about 80% of the time that leaves the students only a very limited time. This condition makes the children bored; even they often do not pay attention to the teacher. They are busy with themselves. The teacher should attract and let the children participate in the reading lesson communicatively, so that they will be interested and enjoy the reading lesson.

To overcome the problem above, the teacher can use one of the cooperative learning methods that is Jigsaw technique in young learner's reading class. Aronson (2005) says that just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective. It is a remarkably efficient way to learn the material. However, even more important, the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

In fact, studies related to the implementation of jigsaw technique in reading class have been carried out. However, most of them have focused on high school setting. More studies need to be conducted to find out the effect of implementing Jigsaw in other settings. In this case, the writer chooses elementary school setting as the subject for conducting her research about Jigsaw's implementation in reading class.

## **1.2 Statement of the Problem**

In line with the background of the study, the problem to be solved in this thesis is formulated as follows “Do the fifth year elementary school students who are taught using Jigsaw technique have higher reading comprehension achievement than those who are taught using traditional techniques?”

## **1.3 Objective of the Study**

Based on the statements of the problems above, the objective of the study is to see whether there is a significant difference between the reading comprehension achievement of the fifth year elementary school students taught using Jigsaw technique and the one of those taught using traditional technique.

## **1.4 Significance of the Study**

This study is expected to give contribution both to the teaching of reading to the elementary school students, especially the fifth grade ones and to the readers as reference.

The writer hopes that the use of Jigsaw technique in the teaching learning process can add the variety of techniques used in teaching reading skill. It is expected to be persuasive to encourage classroom teachers to create their own student-fronted classrooms. While for the students, the use of Jigsaw technique may introduce them to the new teaching reading technique using one of the techniques in cooperative learning method that is Jigsaw technique.

## **1.5 Hypotheses**

The major problem is formulated into two hypotheses as follows:

1. The alternative hypothesis:

- There is a significant difference between the reading comprehension achievement of the fifth year elementary school students who are taught using Jigsaw technique and that of those who are taught using traditional technique.

$H_a$  is accepted if  $p < .05$ , where  $p$ =significance value and  $.05$ =level of significance determined.

2. The null hypothesis:

- There is no significant difference between the reading comprehension achievement of the fifth year elementary school students who are taught using Jigsaw technique and that of those who are taught using traditional technique.

$H_o$  is accepted if  $p > .05$ , where  $p$ =significance value and  $.05$ =level of significance determined.

## **1.6 Scope and Limitation of the Study**

This study is about teaching reading comprehension based on the Competence Based Curriculum for English lesson for elementary school students using Cooperative Learning that is Jigsaw technique. It is expected to reveal the implementation of Jigsaw technique.

The subject of the study is limited to the fifth year students of SDK Yohannes Gabriel Surabaya belonging to the year 2006-2007. The subjects of this study have the same level of English competence. The writer considers that the fifth year students have already had experience in reading independently. They are also old enough to work in groups.

### **1.7 Theoretical Framework**

This study suggests in order to make the students able to comprehend the English as second language reader by exploring and constructing the new knowledge. Furthermore, this study will be based on the reading theory, the schemata theory, the teaching of reading, teaching young learners, the theory of constructivism and cooperative learning using Jigsaw technique.

### **1.8 Definition of Key Terms**

In order to avoid misinterpretation and misunderstanding, the writer finds it necessary to define the following key terms:

a. Young Learners

They are children between the ages of 2-12 years old, approximately corresponding to the elementary school years (Santrock, 1999:18). In this study, they are children between the ages of 10-12 years old. They are students who study at Indonesia Elementary schools more particularly in grade 5.

b. Reading

Reading is a cognitive process, which is needed to comprehend the passage (Nuttal, 1996:10). It means that in reading readers not only do the linguistic exercises but also getting the meaning from the passage. The meaning has to be understood through an active “interrogation of the passage” by the reader. In other words, the reader has to work hard to find out the meaning by examining the information contained in the passage.

c. Schemata

Schemata are the background knowledge. These are mental representations of typical situations, and they are used in discourse processing to predict the contents of the particular situation, which the discourse describes (Cook, 1990:69).

d. Constructivism

It is a widely held view of learning that has particular relevance to the teaching of mathematics, science, reading, and many other subjects that children formally study in the elementary and middle schools. This view argues that children must integrate new knowledge into existing internal structures, or schemata (Troutman and Lichtenberg, 1995:25)

e. Cooperative Learning

Cooperative Learning is a method that shares the idea that students work together to learn and is responsible for their teammates’ learning as well as their own (Slavin, 1990:3).

f. Jigsaw technique

Jigsaw technique is a step-by-step way to provide an excellent learning environment for the acquisition of language through relevant content, the development of academic skills through carefully structured reading activities, and the exploration of relevant content through use of purposeful talk in the classroom (Aronson et al., 1978)

### **1.9 Organization of the Study**

This study is a part of umbrella research, which is a combination of four related studies. The writer conducts this study to reveal the effect of Jigsaw technique in SDK St. Yohannes Gabriel Surabaya students' reading comprehension achievement. The other study, which is conducted by Mrs. Siti Mina Tamah, concerns about students' interaction on the expert team discussion. Ellisa Yani Widjaja conducts the study about the effect of Jigsaw technique in SDK St. Theresia 2 Surabaya students' reading comprehension achievement. Linda Anggraeani conducts the study to reveal SDK St. Yohannes Gabriel and SDK St. Theresia 2 students' perception on the implementation of Jigsaw technique in their reading class.

This thesis consists of five chapters. Chapter 1 deals with the introduction of the thesis. It contains background of the study, statement of the problem, objective of the study, significance of the study, hypotheses, scope and limitation of the study, theoretical framework, definition of key terms and organization of the study. Chapter 2 deals with the review of the related literature. It covers theory

of reading, types of reading, schemata theory, teaching of reading, teaching English to young learners, traditional technique, constructivism, cooperative learning, the organization of cooperative learning by using jigsaw technique in reading class and related previous study. Chapter 3 is about research method. It discusses about research design, variables, treatments, population and sample, research instrument, data collection procedure and data analysis procedure. Chapter 4 is about data analysis and findings. It is concerned with obtained data, data analysis, findings and interpretation of the findings. The last chapter, Chapter 5 deals with conclusion. It contains the summary and recommendations.