

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a language which is world-wide used. Mastering English becomes the urgent demand to take parts in the development of this globalization era. Therefore, being fluent in English is one of the requirements for young generation to prepare themselves to compete with others especially in this period.

In order to make Indonesian students skillful in English, the Education Ministry puts English as a school subject since elementary schools. The Ministry of Education also creates a new curriculum: Competency-Based Curriculum since the result of the previous curriculum namely 1994 Curriculum did not match with the expected aim.

In 1994 Curriculum, the technique used was the traditional technique. In this technique, teacher was the center of the class. She explained all the time while the students just sat and listened. Students were merely the object.

While in Competency-Based Curriculum, students are the ones who become the subject of the learning and teachers are only facilitators. Spoon-feeding technique is clearly abandoned. In this new curriculum, students are required to be active in their own learning.

One of the ways in creating situation to encourage students is applying a technique in which students are actively involved in the learning activities. In this technique students are expected to learn something by experiencing it (learning by

doing). If they are actively involved, it is much easier for them to master the material (Departemen Pendidikan Nasional, 2001: 11).

In jigsaw, students have to interact with others to comprehend a material. Each student has an accountability to master a particular part of a passage. Through discussions, they create interactions to enhance their comprehension. In this kind of activity students are the subject, the center and the source of information. In the traditional classroom these are the roles of teachers.

In this thesis, the writer chooses to implement jigsaw to young learners. For this study, the writer chose the fifth grade students of an elementary school. This was based on the consideration that they were old enough to work in discussion groups. The other reason was there were not “real” reading passages for students under fifth grade. Their reading passages were merely a paragraph consisting of a few sentences.

Jigsaw has been applied to secondary and high school students. This fact encourages the writer to implement jigsaw in lower level of education. Jigsaw is also suggested by Brewster (1994 in Brumfit, Moon & Tongue 1994: 9) as one of the best ways to teach primary EFL classroom.

1.2 Statement of the Problem

Referring to the above background of the study, the writer formulates the problem of this study as follows:

“Is there any significant difference in reading comprehension achievement between students taught by using jigsaw technique and those taught by using the traditional lecture technique?”

To measure the fifth grade elementary students’ reading comprehension, the writer uses Karim taxonomy which classifies three types of questions: factual, inference and main idea questions. Thus, the previous major problem statement is broken down into these minor problems:

- a. Is there any significant difference in reading comprehension achievement between the students taught by using jigsaw technique and those taught by using the traditional lecture technique in answering factual questions?
- b. Is there any significant difference in reading comprehension achievement between the students taught by using jigsaw technique and those taught by using the traditional lecture technique in answering inference questions?
- c. Is there any significant difference in reading comprehension achievement between the students taught by using jigsaw technique and those taught by using the traditional lecture technique in answering main idea questions?

1.3 Objectives of the Study

The main objective of this study is to see whether there is a significant difference in reading comprehension achievement between fifth grade of elementary school students taught by using jigsaw technique and those taught by using the traditional lecture technique.

In line with the major problem statements, the minor objectives of this study are to discover whether:

- a. there is a significant difference in reading comprehension achievement between the students taught by using jigsaw technique and those taught by using the traditional lecture technique in answering factual questions
- b. there is a significant difference in reading comprehension achievement between the students taught by using jigsaw technique and those taught by using the traditional lecture technique in answering inference questions
- c. there is a significant difference in reading comprehension achievement between the students taught by using jigsaw technique and those taught by using the traditional lecture technique in answering main idea questions

1.4 Significance of the Study

Through this study, the writer would like to propose one of the ways in encouraging children to be more active in their learning process in the classroom. Generally, teachers are the persons who are dominating the conversation in the classroom while their students are only listening and taking notes. This kind of classroom does not give any chance for the students to be the center of the learning process. They are only the object of their teachers' lectures.

Being the object, the students cannot explore their skills maximally. As objects, they just listen and take notes. By proposing this jigsaw technique, the writer wants to change the students' positions to be the center of the class. In addition, by proposing this jigsaw technique, the writer intends to give a variation

to the teaching technique in elementary schools particularly in reading comprehension lesson.

1.5 Theoretical Framework

This study was intended to find whether there was significant difference in reading comprehension achievement between fifth grade of elementary school students taught by using jigsaw technique and those taught by using the traditional lecture technique. This study would be based on reading process in language learning, the schemata theory, skimming and scanning, types of questions based on Karim taxonomy, cooperative learning techniques for teaching reading, jigsaw technique for teaching reading, characteristics of children, and theory of teaching reading to children. The details of these theories were elaborated in Chapter II.

1.6 Hypotheses

In conducting her study, the writer uses two hypotheses as follows:

1. The Alternative Hypothesis signifies that there is a significant difference in reading comprehension achievement between the students taught by using jigsaw technique and those taught by using the traditional lecture technique.
2. The Null Hypothesis signifies that there is no significant difference in reading comprehension achievement between the students taught by using jigsaw technique and those taught by using the traditional lecture technique.

1.7 Definition of Key Terms

In order to avoid misunderstanding, the writer finds it necessary to explain the following terms as they are used throughout this study.

Cooperative Learning

According to Coelho (1989:3), cooperation is an approach to education and a repertoire of teaching strategies based on the philosophy that students can learn effectively in small groups. The groups and learning experiences are organized so that 1) students become accountable for each other's learning, and 2) students acquire effective group skills and learning strategies. In cooperatively organized classrooms, it is to everyone's benefit to have everyone succeed. To that end, students learn how to assist each other. Cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own.

Jigsaw

In the jigsaw classroom, students in small groups are made dependent on one another for information needed to learn a topic, complete a task, or solve a problem. Each student in the group becomes an expert on a particular topic or section of a topic, and thus has a different place of the puzzle (hence the term "Jigsaw"). Although each student's information is independently comprehensible, the ultimate learning goal is for everyone in the group to have the whole set of

information. It is, therefore, each group member's task to share his or her piece of information so that all the students know all of the material. In jigsaw, students are individually accountable for learning their own material and for sharing their information effectively with other group members (Coelho, 1989: 5).

Traditional Technique

Traditional technique in this study refers to the spoon-feeding technique. The teacher is the center of the classroom. She is the source of knowledge. Students tend to be active listeners since she dominates the whole conversation. On the other words, the teacher is the subject while students are the object of the learning.

Reading Comprehension

Reading comprehension means reading with full understanding to obtain maximum comprehension of a text. To show an understanding, the readers should be able to re-express and give response to the content of the text (Smith, 1980:205).

1.8 Scope and Limitations of the Study

This study is limited to teaching reading comprehension for fifth grade students of SDK Santa Theresia II by using jigsaw technique. Based on Karim taxonomy, this study is going to measure the students' abilities in answering three

types of questions in reading comprehension. They are factual, inference and main idea questions.

1.9 Organization on the Thesis

This thesis consists of five chapters with the following organization.

Chapter I is the introduction which consists of background of the study, statement of the problems, objectives of the study, significance of the study, theoretical framework, hypothesis, definition of key terms, scope and limitations of the study and organization of the thesis.

Chapter II discusses Review of Related Literature which consists of reading process in language learning, the schemata theory, skimming and scanning, types of questions used based on Karim taxonomy, cooperative learning techniques for teaching reading, jigsaw technique for teaching reading, characteristics of children, theory of teaching reading to children and previous study.

Chapter III concerns with research design, the variable, the treatments, population and sample, research instrument, procedure of collecting data and technique of data analysis.

Chapter IV explains the findings and the discussion of the findings, while chapter V contains the conclusion and suggestion.