

# **CHAPTER I**

## **INTRODUCTION**

In this chapter the writer will introduce the study by explaining the background of the study, the research questions in the study, the main objective of the study, the theories that underline the study, the assumptions of the study, the scope and limitation of the study, the significance of the study and the definition of the key terms used in the study.

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

Reading is one of the essential skills in teaching and learning activities. According to Aebershold and Field (1997), “Reading is what happens when people look at a text and assign meaning to the written symbol in the text.” It means reading is the process of seeking meaning through written symbol. Reading helps the students to obtain more knowledge and vocabulary. Thus, mastery reading helps the students to perform well during the learning activity.

However, these days, learning reading becomes more difficult for the students due to the large number of students in class (Larasati, 2009). Therefore, it is important for a teacher to find the easiest way to teach reading so that learning reading becomes more enjoyable and interesting. There are various kinds of methods that can be used to teach reading. One of them is Cooperative Learning.

Throughout the years, CL has been widely implemented in various schools to teach different subjects including reading. CL is seen to be the most effective way to teach reading since it promotes higher achievement compared to other methods. According to Alghamdi and Gillies (2013, p. 19), previous studies have shown that students who are taught using CL obtain better results than students who are taught

using conservative way. It means that students who are taught using CL perform better academic performance since they can learn effectively and actively during the discussion in group. CL can also help students to enhance their motivation and self-esteem toward the learning activity. According to Johnson & Johnson (1994) as quoted by Alghamdi and Gillies (2013, p. 19), “Cooperative learning helps enhance thinking acquisition of information, communication and interpersonal skills, and most importantly, self-confidence.”

Furthermore, there are various techniques of CL and one of the simplest techniques is Jigsaw. It has been used by many teachers to teach reading since the steps are easy to follow and there are more sources for students to learn. In Jigsaw, students can learn not only from the teacher but also from their group mates and each student is essential since they are the experts of their parts and the teacher for the other teammates who is also responsible for their teammates learning as well as their own.

However, less people know the perceptions of the students toward the learning using Jigsaw since most of the studies usually only focus on the effect of Jigsaw in students’ achievement. Therefore, this present study investigates the student’s perception towards the use of Jigsaw in learning reading. How the students’ feel and think about Jigsaw will be thoroughly discussed in this present study. In addition, it is important to know the students’ perception towards the new technique implemented since the teacher can know the right technique that helps students in improving their reading skills and achievement.

## **1.2 Statement of the Problem**

This present study attempts to answer these following questions:

1. What are the overall students' perceptions of learning reading using Jigsaw?
2. What are students' perceptions of learning reading using Jigsaw according to their learning style?
3. Do the students' perceptions really match with the concept of their learning style?

## **1.3 Objective of the Study**

The objective of this present study is to find out the student's perception related to the use of Jigsaw in learning reading. Students' perceptions of different learning styles will be analyzed to see whether their learning style really match with their perception towards Jigsaw.

## **1.4 Theoretical Framework**

There are several theories that underline this present study:

1. Five dimensions of learning by Robert J. Marzano (1997)

According to Robert J. Marzano (1997), "The students' perceptions and attitudes influence the learning. The learning activity will be influenced by students' positive and negative perceptions toward the teacher, peers, and the technique of the teaching."

2. Constructivism theory

Vygotsky considered that the roles of culture and society, language, and interaction are important in understanding how humans learn. It is stated in this theory the interaction that happens in the social environment help human learn,

develop, and grow. This theory also stated that social environment is an important tool for children to learn new knowledge available in their culture. Adults, parents, teachers, and peers play important roles in the process of learning new knowledge. (Li M.P & Lam, B. H, 2013)

3. Social Interdependence theory

Social Interdependence theory believes that students should help each other to learn the materials because they care about the group and each member of the group is essential due to their parts in contributing to the learning activity (Johnson and Johnson, 2005). It means that the interaction between the group members plays important part in the success of learning. Good interaction between the group members in which each member can work cooperatively to accomplish the shared goal will result in higher achievement.

4. Cooperative learning principles that enhance the effectiveness of learning.

The principles of the CL such as positive interdependence, individual accountability, equal opportunities for success, heterogeneous grouping, and collaborative learning can enhance the effectiveness of the learning activity and can help the students to feel the enjoyment and usefulness during the learning activity.

5. Learning style theory by Grasha and Reichmann

“This theory mainly focuses on students’ attitudes toward learning, classroom activities, teachers, and peers rather than studying the relationships among methods, student style, and achievement.” (Grasha and Reichman, retrieved: <http://web.cortland.edu/andersmd/learning/Grasha.htm>)

## **1.5 Assumptions of the Study**

This study is based on the following assumptions:

- 1 The teacher who presented the Jigsaw technique was considered capable and qualified in the field.
- 2 The students had different opinions and emotions towards the learning experience that they had experienced.
- 3 The material used for this study was appropriate for the students.

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

This present study mainly dealt with 10<sup>th</sup> grade students' emotions and opinions toward the use of Jigsaw in learning reading. How the students' felt and thought about the learning activity was thoroughly discussed in this study. In addition, the students' perceptions of the learning experience they got could help the teacher to determine the right technique in teaching reading. However, due to the availability of the material given from the school, this present study used the Jigsaw reading. In this study, the home team was given a passage consisting eight paragraphs in which later on each student in home team was assigned one paragraph. Those who shared the similar paragraph formed new group called expert team and discussed the problem together.

This present study also dealt with the students' perceptions of different learning styles. Grasha and Reichmann learning style was used to compare whether there were different perception between each learning style. However, this present study only focused on three learning styles which are collaborative, competitive, and participative. This was due to the reason that results of some previous studies shown that the classes mostly consisted of collaborative, competitive and participative students.

## **1.7 The Significance of the Study**

The result of this present study showed how the students felt the effectiveness and the enjoyment of the use of Jigsaw in learning reading. The result was useful for teacher to determine the right technique in teaching reading. Furthermore, students' perceptions and preferences towards the technique implemented played important roles in gaining the success of the learning activities.

## **1.8 Definition of Key Terms**

### **1. Cooperative Learning**

Cooperative Learning is a teaching method that focuses on group work in which students work together to learn and are responsible for their teammates' learning as well as their own. (Slavin, 1990: p. 3)

### **2. Jigsaw**

According to Professor Elliot Aronson (2008), "Jigsaw is a CL technique which provides each student to have an essential part for the completion of the full understanding of the final product."

### **3. Student's Perception**

Student's perception refers to the emotion and opinion that a student has towards the learning experience. So, how the students feel and think about the learning reading using Jigsaw is considered under this term.

### **4. Reading**

According to Aebbershold and Field (1997), "Reading is what happens when people look at a text and assign meaning to the written symbol in the text."

## 5. Learning Style

The term learning style refers to the way in which an individual concentrates on, processes, internalizes, and retains new and difficult information and knowledge

(Dunn et al., 2009 quoted by Stacey M. Meyer)

### **1.9 Organization of Thesis**

This present study is divided into five chapters. Chapter 1 introduces the study by underlying the background of the study, the problem occurs related to the study, the main objective of the study, the theories that underline the study, the assumptions of the study, the scope and limitation of the study, the significance of the study and the definition of the key terms used in the study. While, chapter 2 mainly focuses on the review related literature and the previous studies. In chapter 3, the writer discusses the research methodology of the present study by underlying the research design of the study, the population and subjects of the study, the instruments used during the study, the procedure of data collection and the technique of the data analysis. In the chapter 4, the writer analyzes and discusses the result of the data obtained from the instruments of the present study. In the last chapter, the writer will give the overall conclusion of the study and give some suggestions for both English teachers and further research.