

# **CHAPTER 1**

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

English is the second most used language worldwide after Chinese. In order to be able to communicate internationally and adapt with the globalized era, people need to have the ability to use English. In fact, English is also important in Indonesia. With the existence of a lot of foreign companies in Indonesia lately, people need to master English to be able to compete with other strong competitors that may defeat them just any time. Besides, to survive in this modern era, people need to have much knowledge which they can get from many sources, such as news, books, television, internet and even movies which are mostly in English. All these reasons are strong proof that learning English is really important for people nowadays. Therefore, students starting from the earliest school age have been taught English as a compulsory subject in their schools.

As Ismail (2012) also pointed out in his article, many people are aware that English teaching is really substantial at the moment and thus, require more attention. He also added that there are four basic language skills in learning English, such as listening, speaking, reading, and writing. To support the development of those four skills, some language components, namely: grammar, pronunciation and vocabulary are needed. However, English in Indonesia is taught as a foreign language. Therefore, a language component like pronunciation is not the main concentration since

Indonesian do not use English for their daily communication. This is one of the reasons why schools tend to focus more in improving students' grammar and reading skills. The students are taught grammar to make them understand the rules and patterns while they learn and practice more on reading in order to make them understand texts written in English.

Reading comprehension according to Richard, Platt and Weber (as cited in Ali, 2001) is the ability to understand, apprehend and comprehend a written text fully. After graduating from Senior High School, students are expected to be at least, able to read English texts and to communicate using English to share their ideas, whether orally or written (Setiawati, 1999). However, to be able to read and understand a whole text written in English is not easy for many students in Senior High School in Indonesia. They still have many difficulties in understanding English reading texts as they have quite limited vocabularies and they sometimes still feel confused in using the grammar rules. These situations make teaching English to students in Senior High School just as difficult as teaching English to young learners. Therefore, English teachers in Senior High School need to work harder to help the students in learning reading. However, teachers mostly find difficulties in choosing the best methods in teaching English, especially teaching Reading. Since they have more responsibilities in improving the students' English reading skills, the teachers need to smartly choose the most appropriate and suitable technique to be used and applied in Reading classes.

Teachers have used the same method they have known for a long time, which is called the Traditional Approach. In Indonesia, most teachers, especially the senior teachers, have the tendency to apply Traditional Approaches (for example: Grammar Translation Method or GTM) in teaching reading to their students. One of the reasons is because Traditional Approach is more common and more convenient for them to be used in class. Moreover, since the teacher can guide and correct the students directly, the teacher can avoid students' confusion and the students can also have a better understanding automatically. However, in this modern time, the implementation of Grammar Translation Method begins to be discussed, whether it is still suitable or not. Moreover, the students can easily get bored with the lesson since the teaching-learning activities using GTM do not have a lot of variation. The students have the same routines all the time, like: reading the passage, translating some difficult words, doing the exercise given and discussing the answers. These models of teaching make the students tend to be passive and be bored easily since the teacher takes a more active role in the teaching-learning process.

Nowadays, people start to take Cooperative Learning, a more modern method, into consideration. There is one technique in Cooperative Learning called Jigsaw II which has commonly been known as a great technique to teach reading. In fact, Jigsaw II technique was an adaptation of the prior original form, called Jigsaw I. In Jigsaw II, some features of STAD which were not part of the original Jigsaw are incorporated and the use of existing curriculum materials is allowed (Kagan, 1994). This technique enables the

students to have more various and interesting activities in learning reading. Moreover, a natural environment for redundant communication can be created in Cooperative Learning structures (Orr, 1999). Therefore, the students can be more active as they can participate and have more roles in the discussion.

There are many studies explaining the advantages of Teaching Reading using Jigsaw II and Grammar Translation Method. However, most teachers still do not have any idea which technique is more effective and they begin to think more seriously about it. In order to deal with this kind of situation, this study is conducted and expected to solve the situation that the teachers faced by finding out the effectiveness of Jigsaw II and Grammar Translation Method (GTM) in Teaching Reading for Senior High School students.

## **1.2 Statement of the Problem**

Based on the background of the study stated above, the writer would like to compare Jigsaw II and Grammar Translation Techniques in teaching reading and find out the effect on the students' reading achievement. Thus, the problem in this study is as follows:

***“Do Senior High School students who are taught Reading Comprehension using Jigsaw II get higher reading achievement than those who are taught using GTM?”***

### **1.3 Objective of the Study**

In accordance with the statement of the problem above, the purpose of this study is to find out the effect of Jigsaw II and Grammar Translation Method in teaching reading to Senior High School students.

### **1.4 Theoretical Framework**

The theories that support this experimental study is the theory of Translation, Grammar Translation Method and Cooperative Learning.

The theory of Translation described by Koller (as cited in As-Safi, 2011) is the result of a text processing activity which highlights the significance of ‘equivalence’ simultaneously. According to Meetham and Hudson as cited in As-Safi (1972), Translation is the replacement of a text in one language with another equivalent text in a second language. Chellapan (as cited in Chang, 2011) further stated that through translation, the students can get a “closer grips” to the target language.

Zainuddin et al. (2011) further explained about the theory of Grammar Translation Method that from the name, Grammar Translation, it has already illustrated that the main emphasize is both in the study of grammatical language aspects and in the use of translation as a means of ascertaining comprehension.

On the other hand, according to Açığöz (as cited in Bolukbas, Keskin, & Polat, 2011), the theory of Cooperative Learning is a teaching method where the students study by helping each other within their small

groups in their teaching-learning activities. The aim of these activities is to achieve a certain shared objective assigned by the teacher.

## 1.5 Hypotheses

There are two kinds of hypotheses used in this study, called the Alternative Hypothesis and the Null Hypothesis.

### *a. Research Hypothesis / Alternative Hypothesis (HA) :*

“There is a significant difference between the Reading Achievement of the first year students of Senior High School students who are taught using Jigsaw II and those taught using GTM.”

However, the Alternative Hypothesis stated above is only the prediction that the writer made before the data are collected, therefore the Null Hypothesis which is the opposite of it is presented.

### *b. Null Hypothesis (HO) :*

“There is no significant difference between the Reading Achievement of the first year students of Senior High School Students who are taught using Jigsaw II and those taught using GTM.”

## 1.6 Significance of the Study

The results of this study are expected to give some contributions both to the teachers and the students.

### *a. For the teachers :*

By doing this research, the two methods that are usually used in teaching reading are compared to each other. The result of this research will

help in deciding which method is more effective in teaching Reading Comprehension. Thus, the writer hopes that Senior High School teachers will be able to apply and implement the most appropriate teaching methods in their teaching-learning activities, especially in teaching reading to their students. Moreover, in teaching, teachers will be able to use more varied teaching techniques.

***b. For Senior High School students :***

The students will be able to learn reading in an easier way and in a better classroom atmosphere. Not only will they find learning English, especially reading, easy but also interesting. Hence, they can have a better understanding in comprehending reading texts as well.

### **1.7 Assumption**

The teacher is good and qualified enough to teach at their level (Senior High School level). Furthermore, the writer who is also the teacher in this experimental study is assumed not to be bias in teaching since the teacher follows all the steps and procedures as written in the Lesson Plan. The students' English teacher was always present in the classroom each time the writer was teaching to ensure that the writer followed all the steps.

### **1.8 Scope and Limitation**

The writer realizes that it is important to set a limitation to this study due to the broad coverage of the topic.



The subjects of this experiment were the first year students of a private Senior High School in Surabaya, of the school year 2013-2014. The school was where the writer did the Teaching Practice Program. The writer used to study in this school as well. Based on the writer's experience and the result of interviewing the students, the English teacher has never applied Jigsaw II. For this reason, the writer wanted to try to implement this new technique and find out whether this technique could be more effective compared to the traditional teaching technique. Grade X students of this school were chosen because the writer felt that the students in grade X have already had enough knowledge in English and she wanted to find out their reading skills and abilities they have so far, realizing that they have studied the 4 skills of English (such as: listening, speaking, reading and writing) since they were in Elementary or even in Kindergarten level.

The time in conducting the experiment in this study was limited from October to November, 2013. There were two classes which were used. The first class was used for the Control Group while the second one was for the Experimental Group. In these two groups, the classes received two different treatments. The treatments were administered three times for each group. In each meeting, the lesson was held for about 45 minutes. They discussed one reading text and some reading comprehension exercises.

The skill which became the writer's main concentration is Reading. There are many techniques that can be used in teaching Reading. Therefore, the techniques used for the treatments in this study were limited into two; they are Jigsaw II and GTM (especially Translation of a Literary Passage).

There are different types of reading texts and the writer limited this experimental study to two types of reading passages for the Reading Tests, i.e. Narrative and Recount Texts. Then, these reading types are narrowed into some sub-topics. First, the sub-topics of the Narrative Text are Short Stories and Myths; while Biography is the subtopic of the Recount.

## **1.9 Definition of Key Terms**

For the sake of clarity, accuracy, and to avoid misinterpretation, the following terms are defined. The definition of each key term is described as follows:

### **a. *Reading***

Reading is interacting with language that has been coded into print. (Heilman, Blair, & Rupley, 1981)

### **b. *Reading Comprehension***

According to Richard, Platt and Weber (as cited in Ali, 2001), Reading Comprehension is the understanding of a certain context as the result of apprehending and comprehending a written text.

### **c. *Schemata***

According to Gipe (2002), all background knowledge which is organized into units is called schema (pl. schemata). Along with these Schemata, or units of knowledge, some information is also stored.

### **d. *Grammar Translation Method (GTM)***

Grammar Translation Method is defined as one of the most traditional method which requires the students to translate a whole text in the target language, word by word, into their native language (Vasatova, 2009).

*e. Cooperative Learning*

Cooperative learning is an approach of which the main concentration is on the discussion with the groups. Within these small groups, the students maximize the teaching-learning process to achieve the objectives of the study (Nurhadi, 2004).

*f. Jigsaw II*

The definition of Jigsaw II technique based on Faust and Paulson (1998) is one of teaching reading techniques in which a reading text is divided into some parts and the students' task is to master a different parts of the text's content.

### **1.10 Organizational Patterns of the Study**

This study consists of five chapters altogether. Chapter 1 deals with the introduction of the study. Chapter 2 presents the review of related literature. Chapter 3 deals with the research methods. The data analysis, interpretation and discussion of the findings are presented in Chapter 4. Finally, Chapter 5 deals with the conclusion and suggestions for teachers and further research.