Chapter One

Introduction

In this chapter, the researcher presents the background of the research, statements of the problem, limitations of the problem, research questions, objectives of the problems, significances of the research, and the outline of the research.

Background of the research

Reading is one of the language skills which takes an important role in teaching and learning process because it adds information and knowledge. Students can get many vocabulary that they need as well through reading. To develop concept in learning, the students are required to learn how to read the English text while also understanding the meaning of it. As mentioned by Kusriani (2013) reading is important because it is not only about acquiring the written letter of one's spoken language, but it is also the procedures of creating the meaning of words, sentences, and linked paragraphs that can be called as comprehension.

Reading itself has been the main issues that most students still work hard on that, even the university students. Jhonson (as cited in Sari, 2017) stated that to get the idea and the destined meaning out of the text still becomes the difficulties that the students face when it comes to reading. He added that this problem still occurs because of several factors. The first is no motivation coming from the students itself. The second is the students do not know any other option of technique or strategy in

reading. The third is the lack of skills in reading aloud. The fourth is the style of teaching that being used in class. Up to this day, the teachers still are the centered on learning. Wichadee stated that the teacher-centered method taking place in classroom activity does not generate active receivers and results petrify language learning (as cited in Kusriani, 2013). It is not effective enough to stimulate the language acquisition. The reading activity still depends on the teachers' justification, causing the students have less participation. The students with high level of knowledge tend to be more active while the rest of the students tend to be passive. The students perceived it as something uninteresting and it makes them not learn reading optimally.

Reading is a complex process that needs specialized skill of the reader. As stated by Nunan, reading require identification and also interpretation processes that needs the readers' prior knowledge about the language structure used in the text and the knowledge toward the given topic (2003). These kind of complexity that makes make the students less interested in this activity. Since the students find reading as something uninteresting to be learnt, some new activities that are more fascinating and challenging should be done by the teachers (Robbani, 2017). Teachers have to use other reading strategies to make the students more enthusiast in having reading comprehension activity in the classroom. Harmer (2007) pointed that the teacher should use many kinds of techniques to teach reading for the students of elementary school up to university. In this case, cooperative learning probably considers more

effective for the students. It offers a way to manage team work to intensify learning and build up academic accomplishment of the students.

Working in a group might be the way to solve the reading's problem that occurs among the students. As stated by Wichadee (2003) that the students who do not comfort to talk and express themselves in the great class are most pleased to speak out in a small group. By working in a group it gives the students the opportunities to enhance their courage to speak in front of their friends in the bigger group, create different atmosphere and also enhances their motivation to study. Group members can accomplish their strengths and weaknesses in learning reading because every student has their own skills and background in learning English that they may carry later in the group discussion. For instance, one student who has a strong experience about grammar can be supported by the other student who have excess in vocabulary so that they both can help each other out in order to achieve the learning goals. Moreover, the student with low background will be benefited from interplay with the great one, and the greater student will feel satisfied by playing a notable part in assisting their feeble teammates. They can fill each other's shortcomings.

In reading activity, cooperative learning has been introduced to the teaching reading technique due to students more active participation. According to Kusriani (2013), the students are like teammates which each player should take part to accomplish the goals. Cooperative learning itself has many kinds of techniques. According to Inayati (2011), there are STAD (Student Team Achievement Division),

NHT (Number Head Together), TGT (Teams Games Tournaments), fundamental approach that implicates Think Pair Share (TPS), and Jigsaw Technique. Those techniques above have been expanded for years and apply in the process of teaching and learning in the classroom. Among all of the techniques listed above, the writer will focus on Jigsaw Technique for this paper because this technique is the one who has more correlation with reading comprehension.

Jigsaw Technique is known as one of the cooperative learning techniques where the students have to work together in a small group and they are charged to become a proficient toward the learning material that had been divided into several parts. There will be a different part of the material. Later, the members of the small group will meet the members of another group, called the Jigsaw group, where they have to talk about their topic and then return to their first group.

The Jigsaw technique has been applied in English Language Education Department (ELED) at one of the Islamic private universities in Yogyakarta. Based on the observation in the classroom, during the implementation of Jigsaw technique the students are quite excited and feel being challenged toward the learning process itself because they are full of curiosity. Some of them are curious whether the part that they get is easier to be understood or vice versa. While the others also feel being challenged because they should be able to share the information that they get with the other partners, whether it is the same expert groups or in the jigsaw group. When there are too many challenges that the students' faced and the teachers do not try to

solve it, it might affect the students' achievements or vice versa, when there are many benefits, the teachers should consider to apply this technique continuously in future classroom activity to help the students' improve their reading comprehension skill.

Based on the background above, the researcher is interested in conducting this research entitled "The Use of Jigsaw Technique in Improving English Students' Reading Comprehension Skill. The researcher would like to know more about the benefits, the challenges along with the strategies that the students' faced during the implementation of this technique.

Statements of the problem

Jigsaw Technique has been implemented at Language Assessment and Evaluation course at ELED at one of the Islamic Private Universities in Yogyakarta. Based on the researcher's observation, there are several problems faced by the students during the teaching and learning process itself during the implementation of this technique. Firstly, the students do not really familiar with this technique that leads them to not perform well. They do not really understand about what how to deal with this kind of technique properly because as we know there are several steps that they have to do in order to conduct it well. Secondly, too many steps in conducting this method also lead to make them feel bored toward the activity itself. Moreover, when the reading material that been given by the teachers is quite hard to be understood by the students and they have to read it in a certain amount of time, it also will steer them feel bored and demotivated to learn. Yet they have to really

understand the material so that they can explain it to the other classmates. The other problem faced by the students is that they do not really have enough confidence in sharing their opinion in front of the others. They are worried that they will make mistakes when speak out their thought.

Limitation of the research

For this research, the researcher will mainly focus on the students' perspective toward the implementation of Jigsaw, regarding the benefits and the challenges that they students faced along with the strategies that they used to solve it. There are several reasons why the researcher cannot conduct a full research from the other aspects that concluded in the reading comprehension learning. The main reason is regarding the time constraint. The researcher does not have much time to cover all the aspects of this research. Exploring more aspects that have a correlation with reading comprehension learning will give more benefits, but it will take too much time. The additional reason is because of the limitation of cost for this research. To cover all of the aspects, it will cost more as well. Therefore, the researcher only focusing on the small-scale of the reading comprehension learning for this research.

Research Questions

This research attempts to determine the students' perception on the use of Jigsaw Technique by answering these following questions:

1) What are the benefits of using Jigsaw Technique on ELED students' reading comprehension?

2) What are the challenges faced by the ELED students' during the implementation of Jigsaw Technique?

3) What are the strategies used by the ELED students' to encounter the challenges of Jigsaw Technique?

Objectives of the Research

Based on the research questions, this research has three objectives which are:

1) To identify the benefits of using Jigsaw Technique on ELED students' reading comprehension

2) To analyze the challenges of using Jigsaw Technique on ELED students' reading comprehension

3) To explore the strategies of using Jigsaw Technique on ELED students' reading comprehension.

Significances of the problem

This research aims to provide some information for other people who are concerned in the teaching and learning process which are teachers, students and other researchers.

For the teachers. The result of this research gives detail information about the importance of the Jigsaw Technique to improve students' reading comprehension

skill that could be applied in the future class activity. It can be used as guidance in deciding whether this method should be implemented continuously or not. It also provides the references about the challenges that the teachers might face when applying this method along with the strategies that can be applied as well to solve the challenges in their future classroom activity.

For the students. This research will give an additional option about the strategies in reading the English text that can make them comprehend the text easily. This result of this research will also make the students become more aware about the challenges that they might face when it comes to comprehending the English texts. It also provides some strategies that they can use to overcome the challenges.

For the other researchers. It is hoped that the result of this study could be the source of ideas or references for the other researchers to do further research with the same subject to make it deeper exploration.

Outline of the research

This research consists of five chapters. The first chapter presents the background of the research along with statements and limitation of the problem. This chapter also provided the research questions and the objectives related to the research along with the significances and the outline of the research. The second chapter discusses the literature review. It is encompass the theories related to this research to support it. The third chapter discusses the research methodology of the research. It

defines the research design and the research approach being used in this research. The fourth chapter of this research presents the finding and discussion. The finding based on the data gathering that will be elaborated further while still refers to the research questions that being proposed and the literature review that being used. The last chapter concludes and provides recommendation for the institution, teacher, students and the other researcher.