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CHAPTER 1

INTRODUCTION

This chapter presents the discussion about the need for this study. It covers discussion about background of the study, statement of the problem, limitation of the problem, research questions, purpose of the study, significance of the study, rational of the study, and definition of key terms.

1.1 Background to the Study

English is an international language. People use English to communicate each other. In Indonesia, English is the first foreign language which is taught formally from the elementary school to the university level. Nowadays, English is also taught in the lower level education such as kindergarten and play groups. This means children are introduced to English earlier. There is expectation that they will learn English more naturally, in ways that are similar to how they learn their mother tongue. Besides it will be basis for the students to learn English in the higher level. There are some skills which are important in learning English: writing, reading, listening, and speaking. By reading, one will get knowledge and information.

Reading provides the learners with a source of comprehensible input and serves to facilitate communicative fluency in other language skills. Furthermore, reading ability has always been viewed as critical to academic success. Chastain



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(1988) states that reading is a receptive and decoding skill in which the reader receives the writer's message and tries to recreate the writer's message to the extent possible. The reading goal is to read for meaning or to recreate the writer's meaning. In short, reading involves comprehension, when the readers cannot comprehend, they are not reading.

Reading comprehension is one of the parts of intensive reading. Nation (2009) states that there are eight aspects in intensive reading. They are (1) Comprehension. Intensive reading can aim at understanding a particular text. (2) Regular and irregular sound-spelling relations. This can be done through the teaching of phonics, through teaching spelling rules, and through reading aloud. (3) Vocabulary. Learners' attention can be drawn to useful words, and the underlying meaning and use of these words can be explained. (4) Grammar. Difficult grammatical features can be explained and analysed. (5) Cohesion. Learner can practise interpreting what pronoun refers to in the text, the conjunction and how different words are used to refer to the same idea. (6) Information structure and genre features. (7) Strategies.

Colleges and universities award credits in English courses to the students who meet test score requirements to finish their study. For example, UIN SUSKA Riau announced the target scores for their post graduate or Master candidate must get one of the following scores before sitting for final examination, such as 65 IBT-TOEFL score, 500 IPT (Institutional Proficiency Test) TOEFL score, 550 TOIEC score and 550 TOEFL prediction score beyond Tanabe (2004) says there are a number of factors that influence test scores, namely (1) reading ability, (2)



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listening ability, (3) grammatical knowledge, (4) writing ability and (5) the vocabulary size of the learner. Beglarand Hunt (2005) states that “vocabulary acquisition is a crucial and in some senses, the central component in successful foreign language acquisition” and as educators we know that vocabulary is the heart of a language. Learners depend on vocabulary as their first resource. Huckin&Bloch (1993) and a rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform (Nation,1994). Therefore, how many words we need to know in order to do certain things is important in second language acquisition Miura (2005;Nation,2006).

Vocabulary is one of the most important language components. Learners are difficult to understand the reading text without mastering vocabulary. Wilkins (Thornbury 2002, p.13) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that grammar and vocabulary mastery are needed by the students in order to understand texts.

Based on preliminary observation on January 2015 at SMPN 1 Rumbio Jaya there are reasons why their reading achievement is low. It can be notified that some students are not able to gain minimum standart score (70). Although at school they have learned English for a long time, the result is still not satisfactory, partly due to their lack of vocabulary. There are 60 percent students whose score under the KKM (Minimum Completion Criteria). Suwarsih (2002) has noted that senior high school student graduates who have learned English for six years, with almost 900 hours of school teaching are unable to use this language for communicative purposes. This phenomenon can also be observed among the

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university graduates and even among faculty members. The teaching of English has so far not helped teacher and students achieve their declared goals despite many efforts made to improve its quality.

Teacher is very active (teacher-centered) than the students in teaching learning process. It is expected that the teacher has to find the new techniques of teaching English that are more interesting which will help students in mastering vocabulary to support their reading comprehension. In line with this phenomenon, in this study Jigsaw technique is chosen as an alternative way to create an active teaching learning process. It is a kind of comprehension strategies that promotes cooperative learning and enables students to comprehend large amounts of material. The students work in heterogeneous small group without paying attention of gender, ethnicity, religion and ability. In team work every student is forced to be active.

The phenomenon describe above indicate that it is necessary conduct a research investigating the Effect of Using Jigsaw Technique on Students' Reading Comprehension and Vocabulary Mastery at SMPN 1 Rumbio Jaya academic Year of 2015/2016.

1.2 Statement of the Problem

Most of English teacher complains that their students are unable to comprehend reading texts because they lack of vocabulary to understand the text. It is very important to attempt and examine various vocabularies teaching techniques so as to find the most effective ones which may help a lot in



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developing students' vocabulary and as a result, to improve their reading comprehension skills.

Many students are more interested in reading comprehension by cooperative learning because they are lazy and bored to open the dictionary to find the meaning of vocabulary in the text. An effective cooperative learning must meet a number of essential elements. For Sachs, Candlin, and Rose (2003), there are four elements including positive interdependence, individual accountability, equal participation and simultaneous interaction. On the other hand, Johnson and Johnson (1994) posit five elements including positive interdependence, face to face promotive interaction, individual accountability, interpersonal and small group skill and group processing.

According to Slavin (1986) Jigsaw technique is one kind of cooperative learning where there are core team and expert team. Expert team is part of core team. They make a new group base on their same topic. Than they discuss together. Next, they back are to their core team and discuss together what they discuss in their expert team before. The last one, they presented the result of their discussion in front of the class. This technique helped the student in reading comprehension, especially of narrative text. In comprehending narrative text, the student tries to find the generic structure of narrative text, such as orientation, complication and resolution.

Teaching reading is an important of learning process. Reading comprehension is about how the students can find the meaning and information from the text. In this regard, some questions need to be addressed. Is reading



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comprehension is important for the students? What factors cause their lack of vocabulary? Is the use of jigsaw techniques effective in teaching reading comprehension? How can teachers increase students' vocabulary in reading class? How to deliver the material in teaching have important role in the success in the learning process?

It is important for teachers and learners to understand the goal of language teaching and learning, as well a show to achieve it. It is pointed out that the goal of language teaching is to develop learners communicative competence Liu (2003 and Rivers, 1978). As advised in Rivers (1978), “when selecting learning activities, we must always remember that our goal is for the students to be able to interact freely with others to understand what others wish to communicate in the broadest sense and to be able to convey to others what they themselves wish to share”.

Following this point, Liu (2003) believes that the ultimate goal of language instruction is to equip learners with the ability to use the language for their communication.

1.3 Limitation of the problem

There are many problems that can influence students' reading comprehension and vocabulary mastery such as problem from students, teacher, facilities, technique, in learning process and background of the students. This study is focus on the problem in terms of technique especially, because from preliminary study it was found that the teacher is center in teaching and learning

process. Teacher is more active than students in learning process. So, the problem that do not have relationship with reading comprehension and vocabulary mastery do not explain in this research such as, teacher, students, facilities and background of the students.

1.4 Research Questions

1. Does using Jigsaw technique give effect towards students' reading comprehension at SMPN 1 Rumbio Jaya?
2. To what extent does using of Jigsaw technique give an effect on students' vocabulary Mastery?

1.5 Purpose of the Study

The main purpose of this study is to investigate whether the use of Jigsaw technique give effects toward the students' reading comprehension and vocabulary mastery at SMPN 1 Rumbio Jaya. The objectives of this study are as follows:

1. To determine the effect of jigsaw technique on students' reading comprehension at SMPN 1 Rumbio Jaya.
2. To find out to what extent Jigsaw technique gives effect to students' vocabulary mastery at SMPN 1 Rumbio Jaya.

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1.6 Significance of the Study

The study is to investigate the effect of using Jigsaw technique on student's reading comprehension and vocabulary mastery at SMPN 1 Rumbio Jaya. The results of this research increasing teachers' knowledge in teaching reading, and to provide an alternative strategy in teaching reading. Then the result of this study is useful for providing students in joyful learning. Teacher can avoid conventional technique in teaching English. After that, the result of this study can improve her skill in reading knowledge. In general, the result of this study can provide a basis for conducting research in the different area, classroom and different text.

1.7 Rational of the Study

The correlation of word knowledge with reading comprehension has been documented in studies for over 50 years Tannebaum (2006) and researcher are consistently able to demonstrate this relationship Muter, Hulme, Snowling, & Stevenson, Nation & Snowling, Poe, Burchinal, & Robert, (2004). In a study with older readers, students with stronger vocabularies were shown to have better comprehension than those with weaker word knowledge Braze, Tabor, Shankweiler, & Mencl (2007).

Wallace (2008) points out that difficulty in reading at the appropriate grade level is perhaps due to the lack of sufficient vocabulary. Boulware Gooden, R, Suzanne Carreker, S., Ann Thornhill, A., et al (2007) clarify that

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comprehension is the reason for reading and vocabulary plays a significance role in comprehension.

Crawford (2005) states the Jigsaw technique helps all of the students to study and learn all of the material. They become “expert” as they teach each other parts of the material. Each student thus has an active role in teaching and learning process and provides experiences, deep understanding and higher order thinking. It is good understanding of basic skills that is needed in order to make reading process successful (Roman, Kirby, Parila, Wade-Woolley, & Deacon, 2009; Speece, Ritchey, Cooper, Root, & Schatschneider (2004).

This research aims to assist the students in developing their reading comprehension of narrative texts. When the students read the text alone, of course they get so many difficult words, then, a group work has an important role to solve the problem. In Jigsaw technique the students divided into groups to work. First, they are in expert group to discuss their same topic. Afterward, they are back to their core group. The last one, they presented their work. So, every student is active and gives his or her opinion and no one of the students is silent. Jigsaw technique is effective to make all of the students active in the classroom.

1.8 Definition of the Terms

1. Effect

Effect refers to change or event that is produced by an action or cause, result of something. (Hornby 2000: 52). In this research, effect means

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how Jigsaw can influence the ability of students in understanding and comprehending the texts.

2. Jigsaw

Jigsaw is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve same objective (H. Douglas Brown 2001: 185).

3. Reading Comprehension

Reading is a ability to draw meaning from the printed page and interpreted this information appropriately (William Grabe 2002: 9).

Comprehension is understanding new information in light of what we already know (Gillet W and Temple C 1994: 35).

Reading Comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. (Duke 2001)

4. Narrative text

Narrative text is one kinds of text. The purpose of the text is to give entertain to the reader (BNSP 2006).

5. Vocabulary Mastery

Vocabulary mastery is defined by the ability to demonstrate sufficient knowledge of vocabulary words to be able to define and use them in sentences (Langford 1995).