

CHAPTER I

INTRODUCTION

This part presents the general outline of this study. It consists of the description of research background, the formulation of the research question and hypothesis, objective of the research, limitation of the research, benefit of the research, definition of key terms and organization of the research paper.

A. Background of the Research

In Indonesia, English becomes one of the compulsory subject lessons, starting from the junior high school level up to the university level. Referring to the *Kompetensi* mentioned in (Menteri Pendidikan & Kebudayaan Indonesia, 2013), students of junior high school should have the abilities in mastering the basic skills of learning English (listening, speaking, reading and writing). It means that English is seriously considered by government of this country because English is very important.

Reading is one of several skills in language learning that students should be skilled at. Reading becomes a main concern in the development of education in Indonesia. The Indonesia government demands the whole schools in Indonesia to support the school literacy movement by requiring the students and the teachers to read before they begin the learning process in the class. This movement is conducted due to the mission of the Indonesia government which has the objective to make Indonesian

students more aware of the importance of reading. This movement is the specific form from the national literacy movement which is initiated by the government to improve the interest in reading among Indonesian people.

Reading is not an easy skill to be mastered. It is a complex process that requires specialized skill of the reader (Nunan,2003). Reading need identification and also interpretation processes which require the reader knowledge about the language structure used in the text and his knowledge about a given topic. It is the complexity that makes some students less interested in this kind of activity. They find it difficult to understand what is on the reading passage since they do not know the technique which can help them to read more effectively and efficiently. This phenomenon happens in almost every language class. Moreover, some students find themselves difficult to understand the material of the English subject. Some of them consider that the materials are too difficult to master. It is understandable since English is different from Indonesian. The various reading materials can make teaching and learning English reading more creative, interesting, challenging and beneficial.

Reading comprehension is completely important since it enables students to obtain a number of information from more sophisticated text. In line with this, The Reading Study Group (RAND, 2002) states that comprehension is the process of instantaneously extracting and creating meaning which is contained in written language. Moreover, Ur (1997) argues that reading comprehension is one of skill in language which

should be trained to the students in order to facilitate them dealing with more complex text efficiently, quickly, and appropriately.

Teaching reading usually requires students to find the meaning of new vocabularies contained in the text or complete the questions on what is stated in the text. Moreover, teaching reading sometimes does not facilitate students to link their prior knowledge they have before reading the text and the knowledge they obtain. In exploring the students' prior knowledge, of course, it is needed a method or technique. One technique that can raise the students' prior knowledge is Jigsaw technique. Jigsaw is a technique which is very simple to apply. It demands the students to learn in group of 4-6 students who have heterogeneous ability. Each home group member meets in expert groups to study the material assigned to each group member. After they discuss with the other experts, they must come back to the original group and teach the other. Jigsaw Technique is beneficial in teaching reading. It gives the students more chance to think creatively and critically. In a Jigsaw Technique the students should be a master to understand the text.

In this research, the researcher chooses Jigsaw technique in the topic because: 1. Jigsaw technique is the interesting technique of English learning to activate the students in learning process. 2. Jigsaw technique can improve the students' responsibility in teaching learning process. 3. Jigsaw technique gives the opportunity for the students in

cooperating with the other students. 4. Jigsaw technique gives a chance to contribute meaningfully to a discussion for the students, something that is difficult to achieve in large-group discussion. Each student develops their skill and has something important to contribute. 5. Jigsaw technique can create the class atmosphere in such a way that the students cooperate with each other, it is line with Aronson (2000).

According to English syllabus, genres of the text that are taught in seventh grade of junior high school are descriptive and narrative. The researcher focused on descriptive text. Descriptive text is used to describe a particular person, place, animal, or thing. It tells about the subject by describing its features without including personal opinions. The purpose is to describe, represent or reveal a person or an object, either abstract or concrete. Generic Structure: a) Identification: (contains about the introduction of a person, place, animal or object will be described). b) Description: contains a description of something such as animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer describe.

Based on the explanation above, the researcher is interested in conducting a research entitled “Teaching Reading Comprehension by using Collaborative Approach and Scientific Approach”. (A Quasi-experimental study at the 7th grade of SMPN 01 Sindangkerta).

B. Research Questions and Hypothesis

Based on the background of the research, the research question can be formulated as follows:

1. Is there any difference between teaching reading comprehension by using collaborative approach and scientific approach?
2. How is the implementation of teaching reading comprehension by using collaborative approach and scientific approach?
3. What the students' problem in learning reading comprehension?

Since this research is aimed to find out whether or not the use of jigsaw technique can improve students' reading comprehension of descriptive texts, null hypothesis is used. Null hypothesis is as follow:

H_0 : There is no significant different between reading comprehension of student who are taught by using collaborative approach and scientific approach.

C. Objective of the Research

The objectives of the research are:

1. To know whether differences of teaching reading comprehension by using collaborative approach is better than scientific approach.
2. To describe the implementation collaborative approach and scientific approach

3. To investigate student difficulties learning on reading comprehension through collaborative approach and scientific approach.

D. Limitation of the Research

This research is limited to investigate a comparative study between collaborative approach and scientific approach in teaching reading comprehension of a junior high school grade seventh in one junior high school in Bandung Barat. There are two groups chosen from two different classes, one for control group and the one for experimental group. The control group was taught in conventional teaching while experiment group was taught using jigsaw technique. This study employed pre-test and post-test for both experimental and control group.

E. Benefit of the Research

The result of this research were hoped to give some significances, not only theoretically but also practically and pedagogically.

1. Theoretically, this research is expected to be significance as an input in English teaching learning process. Besides, this research will give an interesting technique of teaching learning process especially in teaching English. This research is also expected to give a profitable description for any further researcher who wants to study the same case. This study becomes helpful information and useful references to the next study.

2. Hopefully this research gives information to the teachers about the importance of teaching techniques in reading. Jigsaw can be an alternative teaching technique to teach reading. For student can serve them more comfortable and supporting situations inside the classrooms so that they will be more interested in joining the class. Dealing with their English reading comprehension in learning English, they will get easier to master it by using Jigsaw so they will be able to increase their English achievement and reading comprehension. The last for other researchers hoped that the result of this research can help other researchers who conduct further research at the same subject and can be reference.
3. Pedagogically, the results of this research are expected to become the guidance for teachers to teach their students in the class especially to teach reading comprehension. They can use cooperative learning technique in order to make students happier and more comfort in learning process.

F. Definition of Key Term

In order to clarify the key terms used in this research, some definitions are put forward:

1. Reading comprehension is the process of making meaning from text in which the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley, 2011).

2. Collaborative Approach (Jigsaw technique)

Collaborative Approach is a situation in which two or more people or attempt to learn something together (Dillenbourg P., 1999).

Jigsaw technique is one of cooperative learning method in which students learn together in a group and responsible in understanding the materials for each other (Aronson, 1971).

3. Scientific Approach

Scientific approach is a scientific process to systematically acquire knowledge based on physical evidence.

Five steps of scientific approach:

a. Observing :

- 1) Teacher observed the students by using the text book in learning activity

b. Questioning :

- 1) Teacher giving some questions to the students' opinion about the lesson.
- 2) Students active to respond teacher's question

c. Associating :

- 1) Teacher guided the students to speak up, critical thinking about the material.

d. Experimenting :

- 1) Teacher divided students into the groups

- 2) Teacher asking students in each groups to share their ideas about the lesson.

e. Communicating :

- 1) Teacher asking the students to share their ideas individually in front of the class.

G. Organization of the Research Paper

This paper is divided into five chapters. The chapters are subdivided into subtopics which then discuss the topic given.

1. Chapter I is introduction. It consists of the description of research background, the formulation of the research question and objective of the research, the limitation of the research, the benefit of the research, the limitation of the research and organization of the paper.
2. Chapter II is theoretical framework which presents the theoretical foundation of the topic that relates to the present study.
3. Chapter III is the research methodology. This chapter presents the method of the research, the data collection, and the data analysis.
4. Chapter IV is findings and discussion. This chapter consists of the result of data collection, data presentation, and explanation of the result of the data analysis.
5. Chapter V is conclusions and suggestions.