

CHAPTER I

INTRODUCTION

A. General Background of the Study

Language plays important role in communication. Human can communicate their ideas, meanings and feelings to others using language. Therefore, language is a means for people to do communication in this world.

As an international language in the world, English is spoken in the most international events and is used as the medium of information flows on science, technology, and culture as well. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Indonesia, for example, treats English as the first foreign language. Nevertheless, in order to make the English teaching successful, we have to consider some factors such as quality of the teacher, school buildings, library and books.

English teaching is aimed to develop spoken and written communication capability which is reflected in four skills. There are skills enable students to take part in information exchange, to establish interpersonal relationship and to obtain knowledge as to enjoy study language of English. English is the most popular foreign language in Indonesia, it is the first foreign language learnt by Indonesian students at school, especially because it is one of the compulsory subject.

There are four skills in English, they are listening, reading, speaking, and writing. Those skills are important to be mastered without ignoring each other. For many students, reading is the most important of the four skills in second language. As a skill, reading is clearly one of the most important language skill that where students have to read English material for their subject. The student often thought to be easier to obtain information from written text by reading.¹

¹ Jo Mc Donough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide* (UK: Blackwell Publishing, 2003), 2nd ed, p. 89.

The most important in the actualization of the teaching and learning process are the teacher and learner. Therefore, in order to make the teaching learning process effective, the teacher must have a good classroom management which can stimulate the students to be active in following the system of the teaching and learning process. And one way to realize it is by making the teacher know and understand the techniques of teaching English. The teacher should be able to choose the appropriate technique of teaching English for the students.

Language learners should be given insight into the place and function of various language items and skills in listening, speaking, reading and writing activities; that is, in real communication situations. Hence, the four major skills in communicating through language are often broadly defined as listening, speaking, reading and writing. For many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language².

In addition, as stated by Ramelan describes English as a communication language:

As an international means of communication, English is the world widely spoken language all over the world including Indonesia as result, modern sciences technology utilization, which is important for national development, uses English as the one of the instrument. This fact, consequently led Indonesia government to a realization that English must be taught in school as the first foreign language³.

Realizing these facts, Indonesia has tried many endeavors such as charging and making the curriculum perfect and also introducing new techniques of teaching to English teachers in order to improve the qualities of the teaching of English in Indonesia. The success of the teaching-learning process depends on several factors. And the most important things in the actualization of the teaching and learning process are the teacher and learner.

² Mary Finochiaro. *English as A Second Language*, (Ohio: Regents Publishing Company, Inc, 1975), p. 10.

³ Heny Dwi Asti Ika, "*The effectiveness of using mind-mapping approach to improve students ability in writing a recount text (the case of the eight year students of state junior high school 2 Comal in the academic year of 2008)*", (Semarang: UNNES, 2008) "Unpublished".

Therefore, in order to make the teaching learning process effective, the teacher must have a good classroom management which can stimulate the students to be active in following the system of the teaching and learning process. And one way to realize it is by making the teacher know and understand the techniques of teaching English. The teacher should be able to choose the appropriate technique of teaching English for the students.

There are types that should be mastered by Junior High School students. Those are recount, procedure, narrative and description. One of them is English narrative text. English teacher should provide appropriate materials and suitable media in teaching and learning process in order to enable students to master narrative text.

Based on the writer experiences as a practicum teacher in the SMP N 23 Semarang, the writer found that not all of the students were interested in learning reading. Most of them just sat and listened as if they were understand the lesson and doing the work. So, it was very difficult for me to know who really understood the lesson and who didn't. Then, the writer initiated to divide the class into small group discussion and every student was responsible for one assignment. Consequently, their role in learning reading was better than before. So, classroom management can stimulate students' interest and role in learning process.

Thus, in this study the writer choose Jigsaw technique as an alternative way to create an active teaching-learning process of reading. Jigsaw is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion and ability then in this team work format every student is forced to be active. So, the writer decides to the use of Jigsaw technique to improve students' reading skill on narrative text (An Action Research at the Second Grade of SMP N 23 Semarang in the Academic Year of 2009-2010).

B. Reasons for Choosing the Topic

There are some reasons for choosing the topic:

1. The writer wants to know the implementation of Jigsaw Technique to improve students' reading skill on narrative text.
2. The writer wants to know the improvement of students' narrative text of reading skill being taught through using Jigsaw Technique.
3. The writer wants to make the reading class relax and more enjoyable.

C. Definition of Key Terms

There are some key terms of this study, as follows:

1. Jigsaw

Jigsaw is an efficient way for students to become engaged on their learning, learn a lot of material quickly, share information with other group, and be individually accountable for their learning⁴.

2. Technique

In the teaching learning process, methods and technique take the biggest part of how teaching process take place, because it gives link between the thought and action of teaching. As stated by harmer technique is the rule of activity in the class which is used to describe the sets of procedure⁵.

3. Reading Skill

Reading is one the linguistic skill that people should have in order to communicate in English fluently. According to Mc Donough and Shaw, reading is one of the most important skills. Reading is the ability to draw meaning from the printed page and interpret this information appropriately⁶.

Skill is ability to do something well⁷.

⁴ <http://www.teachervision.fen.com/group-work/cooperative-learning/48532>.

⁵ Jeremy Harmer, *The Practice of English Teaching* (Malaysia: Longman, 2002) 3rd Ed. p.78.

⁶ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p. 9.

⁷ Oxford English, *Oxford Learner's Pocket Dictionary* (UK: Oxford University Press, 2003), p. 403.

4. Narrative Text

Narrative text is a literary text that tells a story to entertain or give a view of life⁸.

D. Scope of the study

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective, the limitations of this study are:

- a. The research subjects of this research are the students of grade VIII C of SMP N 23 Semarang in the academic year of 2009 - 2010.
- b. The instruments of the study which are the instructional program and the achievement test will be developed by the researcher herself.
- c. The problems that might come up during the use of jigsaw technique.

E. Research Questions

Based on the explanation above, the research question will be about;

1. How is the implementation of Jigsaw Technique to improve students' reading skill on narrative text?
2. How is the improvement of students' reading skill on narrative text of for being taught through using Jigsaw Technique?

F. Objectives of Study

In line with research question, this study has purposes as follows:

1. To describe the implementation of Jigsaw Technique to improve students' reading skill on narrative text.
2. To find out the improvement of students' narrative text of reading skill being taught through using Jigsaw Technique.

⁸ Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 1997), p.168.

G. Pedagogical Significance

The significance of the study can be started as follows;

1. For the writer.

The writer will get some experiences and knowledge directly how to implementation of Jigsaw Technique to improve students' reading skill on narrative text.

2. For the teacher

By doing this research, it is as motivation to improve reading skills in choosing appropriate and variation learning strategy and the writer hopes the teacher can use Jigsaw Technique to improve students' reading skill on narrative text. So, the students will get better achievement.

3. For the student

The use of Jigsaw Technique as media an alternative in teaching narrative text, the writer hopes the students will improve their reading skill in teaching narrative text.