

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Reading has many virtues, because reading can help people to get a lot of knowledge. It is supported by Harmer (2007: 83) that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. It means that, the students must improve their reading ability in learning English. Harmer also mentioned that reading provides good models for English writing and offers opportunities to study language including vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts. Therefore, reading has important role in learning English language.

There are several factors that can affect the good and bad of a learning process, that is; interesting ways to convey materials, the ability of teachers in mastering the material, and the spirit of teachers in teaching (Harmer, 2007). It can be concluded that, the selection of appropriate teaching methods can help improve reading skills in learning English language. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Siddiqui, 2008: 136).

At the curriculum of Indonesia today, teachers and students are required to be more creative. Teachers are required to use methods that can attract students' motivation to learn, and students are required to be more creative and active in the learning process. But this phenomenon have not been seen in SMP N 1 Manisrenggo Klaten. Based on preliminary research that has been done by the researcher, through observations with teachers and students, it was found that the teachers still use the old teaching method namely, Grammar Translation Method (GTM). This method makes students feel bored and less interested in learning English.

GTM is a teaching method usually used to teach grammar with the main characteristics focus on translation and memorizing verb forms. When teach a foreign language, the teacher usually explains the material using the mother tongue. The main skill in GTM focus on reading and writing. The teacher will ask the students to read an English text, after that the teacher ask the students to translate the text into Indonesian language. The teacher also ask the students to memorize the new word that the students found. It can cause students to be uncreative, whereas in today a person's creativity is needed.

Creativity is one of the important factors affecting students in learning English. Formosa and Zamit (2016) states that creativity is creating a new findings or regenerating the old findings using a new idea. It means that creativity is making use a new idea. This new idea can be absolutely new thing or combination which is produced before.

Teachers should be more creative in choosing teaching techniques, so as to attract students to be more active and creative in learning English. There are several teaching approaches that can be used by teachers in teaching English, one of which is cooperative language learning.

Cooperative learning structures call for students' collaboration to prepare answer, to clarify instructions, to understand the material, or to develop appropriate responses (Fauziati, 2014: 114). In cooperative learning, there are some method that can be applicable in teaching reading. One of kinds of method in cooperative learning is jigsaw.

Jigsaw is one of cooperative learning model that students learn in groups consisting of 5-8 people with regard to heterogeneity, positive cooperation and each member is responsible to study the specific problem of the material given and submit the material to other group members. Jigsaw developed by Elliot Aronson's, (Aronson, Blaney, Stephen, Sikes, and SNAPP, 1978).

Based on the explanation above, the effectiveness gap of these technique in regard to students' effectiveness cannot be clearly seen. Therefore, the researcher is interested to conduct an experimental study entitled, "The Effect of Jigsaw Method on Students' Reading Comprehension Viewed From

Students' Creativity (A Quasi Experimental Design on the Eight Grade Students of SMP N 1 Manisrenggo Klaten”.

### **B. Problem Statement**

Based on the background of the study, the problems of the study will be formulated as follows:

1. Is Jigsaw method more effective than GTM to improve students' reading comprehension?
2. Do students with high creativity have better comprehension in reading than students with low creativity?
3. Is there a correlation between teaching method and students' creativity?

### **D. Objective of the Study**

In accordance with the formulation of the problems above, the main objectives of this study will be stated as follows:

1. To find out whether Jigsaw method is more effective than GTM to improve students' reading comprehension,
2. To find out whether students with high creativity have better reading comprehension than students with low creativity,
3. To find out whether there is any correlation or not between teaching method and students' creativity.

### **E. Benefit of the Study**

By conducting this study, the researcher hopes this study have two kinds of benefit:

1. Theoretical Benefit

The theoretical benefit of this research is to give information the effect of Jigsaw method on students' reading comprehension viewed from students' creativity. So, the method can be applied in teaching reading.

## 2. Practical Benefits

This study is beneficial for:

### a. English Teachers

This research is used as a reference to select the most effective methods to teach reading and to improve students' creativity.

### b. Principal

This research to motivate the students in selecting the most effective method that can help the students to improve their reading comprehension and appropriate with level of creativity.

### c. Future Researchers

This research is used as a reference to conduct research with different subject.