

**DESCRIPTIVE STUDY OF TEACHING READING COMPREHENSION
USING JIGSAW TO THE SECOND YEAR STUDENTS OF SMP N 2
SIMO BOYOLALI ACADEMIC YEAR'S 2009/2010
(A Classroom Action Research)**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language and as a compulsory subject to be learnt in Indonesia and it is included in national tests as a reflection on students' English mastery. Thus the teaching learning activity must achieve the target of educational goal.

The goals of teaching English in different levels of education are different and the materials are also different. In Junior High School, the main goal of teaching English is to introduce English as a foreign language. The students are expected to have the skill of the second language at least in simple communication. The students are generally beginners in learning English. But some of them have been learning English for some time. What the beginners need firstly in learning English is to know vocabulary and to understand the meaning of words.

English as a subject matter in school covers the four basic language skills: listening, speaking, reading, and writing. Nearly all the subjects of the students' learning activities involve reading. Reading is one of the complex ways in learning English. It is a kind of activity to make comprehend the writer's ideas or the writer's way communicates with the readers by way of the writer or printed words (www.if.ia.org). Besides, reading is important for

every body in order to cope with new knowledge in the changing world of technological age.

Teaching reading as one of the aspects in English language skill must be taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because usually most of the students in conventional classes only hang up on the information transferred by the teacher.

The conventional method of English language teaching that is still only transferring knowledge from the teacher to the students or teacher centered was felt ineffective any more. Because of that the students will feel bored and have no chance to improve their skills. So, the experts begin to look for a model of teaching learning process that can meet the need of a meaningful teaching learning process that also dig the students' ability to master the knowledge. Wichadee (2003:3) states that teacher centered approach talking place in traditional classrooms do not produce active recipients and result in fossilized language learning.

The problem faced by teacher of SMP N 2 Simo Boyolali in teaching reading to the second year students are that the student feels bored in learning English, because they have problems in vocabulary, students get difficulties in English learning process, and students are still passive in the class. Based on the observation the teacher just used conventional method, the teacher only reads the material and never uses any media during the teaching learning process. To solved the problems that the

teacher should have a plan as accurate as possible to get an effective way in the teaching learning process. Especially, to reach a good development in teaching reading, the teacher should create various teaching method to increase motivation of the children. There are some methods of teaching learning which is interesting and can improve students' ability. One of the ways to make the teaching reading effective, make the students active that they enjoy learning and they can improve their reading skill.

Based on those problems above, it must be carried out a model that can solve the problems. Moreover, here the writer suggests a method namely Jigsaw. Jigsaw as a model in Cooperative Learning was developed by Elliot Aronson at the University of Texas and the University of California. Jigsaw is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece-each student's part is essential for the completion and full understanding of the final product. If each student's part is essential, then student is essential; and that is precisely what makes this strategy so effective. (<http://www.jigsaw.org/steps.htm>)

The writer chooses jigsaw because it is more interesting technique as a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience. It is the way to give stimulus for the students to be motivated to learn so that they will be active learners and getting better achievement. Compared with traditional teaching methods,

jigsaw classroom has several advantages. Most teachers find jigsaw easy to learn. They enjoy working with Jigsaw and can be used with other teaching strategies. It works even if only used for an hour per day, and it is free for the taking. Based on the statement above, teaching reading put the emphasis on raising student's motivation so that the teaching learning process of reading will result in better student's achievement of reading.

The implementation of Jigsaw will not only give the students an academic content but also build the students' social relationship, because they will work together in a group with different capabilities that they can help each other. Based on the explanation above the writer is interested in conducting a research entitled: **DESCRIPTIVE STUDY OF TEACHING READING COMPREHENSION USING JIGSAW TO THE SECOND YEAR STUDENTS OF SMP N 2 SIMO BOYOLALI ACADEMIC YEAR'S 2009/2010.**

B. Previous Study

In order to make this research paper valid, the writer takes some previous researchers to the writer's study. The first research has been conducted by Yatun (UMS, 2004) who conducted a research entitled *Penerapan Metode Pembelajaran Kooperatif Tipe Jigsaw Pada Siswa Kelas I Semester I SMP Negeri 1 Nguter Kabupaten Sukoharjo*. She draws conclusion that jigsaw type makes the students active. It can be seen that students were active in asking and answering questions.

The second is Anggraeni (UMS, 2007) entitled *Analysis of Reading Comprehension of English Narration of the English Students of Muhammadiyah University of Surakarta in the Academic Years 2006/2007*. She concludes that the students have comprehended literary work especially narration text. She also stated that although reading comprehension of literary work especially narration text is quite difficult. The students can solve some main areas of comprehension gaps of English narration. It means that they have good comprehension.

There are differences between the previous study and this research. The previous study put emphasize on the method, but this study put emphasize on technique of the teaching reading through jigsaw model. The object of the study is also different. The writer applies “Descriptive Study of Teaching Reading Comprehension Using Jigsaw to the Second Year Students of SMPN 2 Simo Boyolali Academic Year’s 2009/2010”.

C. Problem Statement

Based on the background of the study above, the writer formulates the problems as follows:

1. How is the implementation of teaching reading using jigsaw to the second year students of SMP N 2 Simo Boyolali?
2. How is the result of teaching reading using jigsaw to the second year students of SMP N 2 Simo Boyolali?

D. Objective of Study

Based on the problem statements, the objectives of the study in the research are:

1. To describe the implementation of teaching reading using jigsaw to the second year students of SMP N 2 Simo Boyolali.
2. To know the result of teaching reading using jigsaw to the second year students of SMP N 2 Simo Boyolali.

E. Benefit of the Study

After analyzing the problems, the researcher would like to get practical and the theoretical benefits as follows:

1. Practical Benefit

- a. The finding of this research will be useful to the readers who are interested in analyzing teaching reading at the secondary school.
- b. It will give an experience and clear understanding about the process of teaching reading using cooperative method especially jigsaw to the readers.

2. Theoretical Benefit

The finding of this research will support the method of jigsaw in teaching English to the elementary school students.

E. Research Paper Organization

The organization of the research paper is given to make readers understand the content of the paper. Chapter I is introduction dealing with background of the study, previous study, limitation of the study, problem statement, objectives of the study, and benefits of the study and research paper organization.

Chapter II is underlying theory. It concerns with the teaching reading, review of cooperative method, and review of jigsaw.

Chapter III is the research method. It presents the type of the study, subject of the study, object of the study, method of collecting data and method of analyzing data.

Chapter IV is research finding and discussion. It focuses on the research finding and the discussion of research finding.

Chapter V is conclusion and suggestion.