**CHAPTER I**

**INTRODUCTION**

In this chapter, the researcher describes the background of the study, the formulation of research problem, the purpose of the study, the significance of the study, and the definition of key terms.

1. **Background of The Study**

Language is the principle means for human to communicate, to transmit information, or to share idea. There are many languages in the world. It is because language is an arbitrary system. It means that language is developed and acknowledged by certain group of human. Among those language, English is one of the international languages. As international language, English has many important roles. One of them is used by some people to communicate with others. When there are to or more people whose language are not English, they speak to each other by using English.

Recently, English has been becoming number one topic that is being talked by scientist. It is because, almost every person in this earth needs to study English. In the 21st century like now, learning English is very important. English is essential for education advancement or career development and for interaction with people in other countries. Besides, English is also used to develop science, technology, and culture.

Looking at the importance of English, in Indonesia, English is the first foreign language that becomes a compulsory subject in mostly Indonesian level of education. Based on the national education system, there are four skills which must be acquired by students in learning English, they are reading, speaking, writing and listening. Furthermore, English also has three main components that are vocabulary, grammar, and pronunciation.

One of the skill which is mostly trained and being taught in a school is reading. The researcher said so because most books which are used as a formal learning resource in a school use reading text to teach all English skills and components in an integrated way. Study on vocabulary, grammar, pronunciation, even listening, speaking and writing can’t be separated from reading. Besides, the issue on the importance of study within context, then support the importance of improving students’ reading skill. Harmer (2010: 102), also states that by reading, it can be used to be a good model in writing for students.

Based on the important of teaching reading above, there are so many methods and technique to teach reading proposed by the experts. They try to find out the best method for reading. Among of these methods are reading puzzle, story mapping technique, following instruction technique, etc. However, the teacher must select the best one for her/his students. He/she must adjust the students’ characteristic and level toward the method they choose. It has the aim to reach the effectiveness of the chosen method.

One of the methods which nowadays become increasingly famous is the method which is using student-centered approach. Collaborative learning is one of these methods which is applying students centered approach. Collaborative learning derives from an old teaching theory proposed by Vygotsky which is well known as constructivism learning theory. This theory believes that the learner will learn better when he/she can study collaboratively with his/her friends.

Jigsaw technique is one of teaching techniques which forces the students to study collaboratively. Jigsaw promotes better learning, improves student motivation, and increases enjoyment of the learning experience. It was first developed in the early 1970 by Elliot Aronson and his students. Since then, hundreds of school have used jigsaw classroom with great success jigsaw technique, then, is considered to be a particularly valuable tool in classroom teaching.

As said above that jigsaw promote effective and enjoyment in the classroom, the writer assumes that this technique will be good also to be implemented in teaching English for young learners. Suyanto (2007:18) says that young learners have a very short concentration. That is why, the teacher has to be able to find and apply the best method and technique for his students.

Based on the background of study above, the writer wants to conduct a research in order to know how effective the use of jigsaw as technique to improve reading skill in teaching English for young learner is. The fifth grade students of SDN Slemanan 02 as chosen as the subject of the study with consideration that the students were heterogenic. It was known by the interview done with the English teacher of English subject in fifth year of SDN Slemanan Blitar. According to the interview, the teacher said that there were students who had high intelligence, but they were also students with low intelligent. Besides, the number of the students was categorized proportional. It was said so because the number was not too little or too much. By the reason above, the researcher would conduct a study entitle “The Effectiveness of Using Jigsaw Technique to Improve the Students Reading Achievement in the Fifth Year Students of SDN SLEMANAN 02 Udanawu Blitar in Academic Year 2011/2012”.

1. **Formulation of Research Problem**

Formulations of the problem of this study are:

1. How is the students’ reading achievement before being taught by jigsaw technique?
2. How is the students’ reading achievement after being taught by jigsaw technique?
3. Are there any significant differences on the students’ reading achievement taught before and after being using jigsaw technique?
4. **Purposes of study**

Based on the research problem, this study is intended to:

1. To find out the students’ reading achievement before being taught by using jigsaw technique.
2. To find out the students’ reading achievement after being taught by using jigsaw technique.
3. To find out whether there is any different on the students’ reading achievement taught before and after being using jigsaw technique.
4. **Significance of Study**

The researcher hopes that result of the study will give contribution to:

1. For the writer

This study will broaden the writer’s knowledge about the effective method used in teaching reading achievement.

1. For English teacher

This study is expected to be able to support and encourage the English teachers in creating an effective ways to teach reading achievement.

1. For the students

The research finding is expected to support the students’ motivation to study. It is also expected that studying English can be done in meaningful and enjoy full ways.

1. Future researchers

Hopefully, this study will contribute as a good reference for other researchers who conduct a study with the same topic as the writer has done.

1. **Scope and Limitation of the Study**

In this study, the writer limits the study only on the teaching of reading skill in the fifth grade students of SDN Slemanan 02 Udanawu kab.Blitar.

There are so many reading suggestions to teach reading skill in the elementary school such as; jigsaw reading, reading puzzle, story mapping, ` using newspaper, following instructions, poetry, play extract, predicting from word and pictures, different responses (Harmer : 2007 : 93). However, the scope of the study is teaching reading skill by using jigsaw technique.

1. **Definition of Key Terms**

Definition is necessary to be given in order to avoid misunderstanding of the study.

1. Jigsaw technique. According to Slavin (2008), jigsaw technique is a cooperative learning form in which individual learners become experts on subsection.
2. Reading Achievement

 According oxford learner’s pocket dictionary, reading is all the words that the person knows or uses. It also has meaning all the words in a language. While, achievement is skill refers to having ability, experience, etc to be able to do something well. In learning English, students need to be able to scan the text for particular bits of information they are researching for, and to skim a text in order to get a general idea of what the reading skill is being talked about (Harmer :2007 :100).

1. **Hypothesis**

The hypothesis of this study can be mastered alternative and null hypothesis.

1. Ha (Alternative Hypothesis)

There is significant difference of treatment with by using jigsaw technique and before using jigsaw technique of the fifth grade students at SDN Slemanan 02 Udanawu Kab. Blitar.

1. Ho (null Hypothesis)

There is no significant difference after treatment by using jigsaw technique and before using jigsaw technique of the fifth grade students at SDN Slemanan 02 Udanawu Kab. Blitar.

1. **Hypothesis Testing**

The hypothesis of this study was as follow:

* 1. If T-Test score is bigger than T-table, the alternative hypothesis (Ha) is accepted. It means that there is different score to the fifth grade before using jigsaw technique and after using jigsaw technique. The difference is significant.
	2. If T-Test score is smaller than T-table, the Null Hypothesis (Ho) is rejected. It means that there is no different score to the fifth grade before using jigsaw technique and after using jigsaw technique. The difference is not significant.