

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, problem statement, objective, and the significance of the study both theoretical and practical significances.

1.1 Background of the Study

English is an important language to be mastered in the 21st century because it is a symbol of globalization. English also is known as a global language because it is spoken by most people around the world and easy to be recognized in every country (Crystal, 2003). It is easy to be recognized because English is used in many fields, such as in government, entertainment, economy and education around the world. In some countries, English has a specific place and spoken as a second language or foreign language.

In Indonesia, English is learned as a foreign language after Bahasa Indonesia as a second language and local language as the first language (Irianti, 2011). Students in Indonesia are required to be able to communicate in English written and spoken because they are facing a globalization era. This becomes a strong reason why every school involves English into their educational curriculum, starting from elementary school to senior high school.

The students in elementary school, junior high school, and senior high school are required to master the four skills in learning English, namely reading, speaking,

listening, and writing. The students are expected to master the skills through many learning activities. One of them is by reading a book, magazine, news, article, and other media that can be a source of reading. By reading from many sources that written in English, the students are helped in improving their reading skill because reading is part of the receptive skill. From the reading activity, students can gain more information to be learned because it involves receiving a message (Harmer, 2007).

Reading is not a simple process of getting meaning. According to Millrood (2001), reading is a process to attain meaning by comprehending written text, process the information of text, and associate it to real experience. In the reading activity, the students are expected to comprehend the content of text so that they can gain the information and can learn from it, especially from the English text. Besides, they can build other skills through reading because each skill is related. There are a lot of benefits and the importance of reading English, such as (1) better vocabulary can be conducted through reading activity, (2) students will learn to think more in new language, (3) students become accustomed and comfortable with written English, and (4) through reading students will enable to use better English in writing (Mikulecky and Jeffries, 1998).

As one of the purposes of reading, comprehension is needed to enable students to get the point of the text. Comprehend the content of the text is the purpose of reading because comprehend is how we fully understand the content (Hornby, 2010). Moreover, Cushenberry (1985) stated that comprehension is a process of gaining meaning from text. Comprehension is about conceiving the meaning of

words, putting the words into a group of complexes of thought, also conceiving of words in a sentence, sentences in a paragraph, and paragraph as unitary of the whole text (Tinker and Mecullough, 1975). In conclusion, deep comprehension can lead students in gaining more information they intended to know.

Hence, reading comprehension is not as simple as it sounds because it needs a deep understanding of the content. In the process of comprehending the text, some general obstacles faced by students, especially senior high school students, such as students still difficult in comprehending some vocabulary they found on their books or other written sources. Students will discover a lot of vocabulary from the text they read. If the amount of unfamiliar the words they found is more than the familiar ones, it will be harder for students to get the point of the text because there is a strong relationship between students' vocabulary knowledge with reading comprehension (Stahl, 2003). Kurnia (2013) also adds that when students are not able to comprehend the context of words, they will difficult in determining the ideas and the purpose of the text. Besides, there are still a lot of teachers that still using conventional technique and they are less utilizing today's technology media.

Based on the preliminary observation in SMA Negeri 2 Amlapura, the students still have difficulties in reading comprehension. The first is a lack of vocabulary. The amount of difficult vocabulary in a text can influence students' understanding of the text. They will avoid reading the text when they find a lot of unfamiliar vocabulary. This also makes students are difficult in comprehending the content of the text. Another problem is the preferred topic in reading. As teenagers, the students will get pleasure when they read from sources they preferred, for

example like a comic, fiction story, magazine, etc. This condition can be influenced by many factors, like the strategy or technique of teaching and media used by the teacher in teaching reading comprehension. The English teachers in SMA Negeri 2 Amlapura still use conventional techniques and the same media in teaching reading comprehension. Conventional technique and usage of the same media can make the students easy to get bored and less motivated.

Regarding the phenomenon above, one of the techniques that can be used as an alternative solution is Jigsaw. Jigsaw is one of the Cooperative Learning technique that required students to work in a group (Jolliffe, 2007). Jigsaw requires students to work in a group and complete the task. In completing the task, they should work together and help others to achieve the shared goal by understanding their segment of the text. In this technique, the students are not only read their segment but also try to comprehend it by finding out the difficult vocabulary, the main idea, and do discussion both in the jigsaw group and expert group. According to Orlich et al (1998), jigsaw technique can be applied in teaching reading comprehension because it can help students to improve their reading comprehension. Aronson et al (2012) stated that students who work in Jigsaw classrooms performed better because they learn cooperatively.

After choosing the technique, the teacher can ask students to use media like a laptop, mobile phone, and tablet during the learning process to make the technique be more fun to be applied. The English teachers in SMA Negeri 2 Amlapura are already using technology as media such as laptops and LCD in the teaching process. However, those media are only operated by teachers. There is no utilization of media

that own by the students, for example like laptop, mobile phone and tablet in learning English. To make jigsaw more fun to be applied, the teacher can ask students to bring their mobile phone as long as it used to support the learning process. Moreover, the teacher also can use applications to make jigsaw is easier and interesting to be applied. There are a lot of applications that can be used in applying the jigsaw technique, one of them is Wattpad. Wattpad is an application that provides a platform to write or read a story. In this research, Wattpad is chosen as the application for teaching reading comprehension. The use of Wattpad is expected to be helpful for the teacher in teaching reading comprehension.

Regarding the use of Wattpad, there are several advantages of using Wattpad in this research. According to Korobkova (in Tirocchi, 2018), Wattpad can help both authors and readers can enrich their vocabulary. The students as readers will read the material through Wattpad, get the new vocabulary and search for the meaning of difficult words in one gadget. Wattpad also has a platform that suitable in the application of Jigsaw because it allows the author to divide one story into several segments. Besides, the most of the students are familiar with this platform.

The utilization of media applications is not limited to Wattpad only, but it can be combined with a game-based online platform that more efficient during the implementation Jigsaw technique especially in giving individual tests, such as Kahoot, Quizizz, and Google Form. In this research, Quizizz is used as a quiz-based platform during the individual test of the Jigsaw technique. Quizizz is one of game-based online platform that used by all ages of users in or out of classroom activity. The use of Quizizz can help students to participate and answer the questions in a fun

way and paperless. Besides, the use of Quizizz for individual tests make the time more efficient because they no need to write down their answer on paper. So the students can fully use their mobile phone during the implementation of the Jigsaw technique.

Moreover, several previous studies have been conducted by experts. One of the studies was done by Perwitasari, Setiyadi, and Putrawan in 2018. The purpose of this study was to find out the obstacles that face by students during the implementation of Jigsaw technique and Student Team Achievement Division (STAD). In this study, the researchers conducted interviews, observation, and triangulation design in collecting the data. As the result, the researchers found that five obstacles faced by students during the treatment, such as problems in expressing opinion during the discussion, the lack of background knowledge of materials, difficulties to comprehend the material, the activeness of the students is hard to control, and the lack of vocabulary. Another related study from Ameiratrini, Nurweni, Supriadi (2017) found out that jigsaw strategy is appropriate to be applied because there was a significant increase in students' achievement in reading comprehension. Besides the achievement, students' participation and responses also increased during the implementation.

Based on the statements above, this study aims to find the significant effect of jigsaw technique on students' reading comprehension by using Wattpad application combined with Quizizz

1.2 Problem Identification

Based on the explanation from the background of the study, here is the problem identification of this research.

1. The students' reading comprehension is still low.
2. The lack of use of teaching techniques and interesting media in teaching reading comprehension.

1.3 Problem Limitation

This study was limited to investigating the effect of jigsaw technique on students' reading comprehension by using Wattpad application combined with Quizizz at tenth grade of senior high school in SMA Negeri 2 Amlapura that is located in Karangasem, Bali.

1.4 Problem Statement

Based on the background of the study above, the problem statement of this study: is there any significant effect of jigsaw technique on students' reading comprehension by using Wattpad application combined with Quizizz?

1.5 The Objective of the Study

Based on the statement of the problems above, the purpose of the study is to find out the significant effect of jigsaw technique on students' reading comprehension by using Wattpad application combined with Quizizz?

1.6 Significance of the Study

1.6.1 Theoretical significance

The result of this study is expected to give information about the effect of jigsaw technique by using Wattpad on students' reading comprehension.

1.6.2 Practical significance

a. For Students

The result of this study is expected to be beneficial for students in the class where the research is conducted. They can learn about how they can improve their reading comprehension in a fun way and use nowadays media application such as Wattpad and Quizizz.

b. For Parents

The result of this study is expected to give more information about how the students can learn in a fun way and improve their reading comprehension.

c. For Teacher

The result of this study is expected to be able to give more information for teacher about kinds of technique can use in the class especially on reading class.

d. For Other Researcher

The result of this study is expected to be used as valuable references for other researchers who want to conduct a similar study.

1.7 Definition of Key Terms

1.7.1 Reading

Reading refers to a process of obtaining meaning through printed text by understanding the simple part of the text to the complex part as a whole.

1.7.2 Reading Comprehension

Reading comprehension is one of reading activity which involved deeper understanding to gain the information or message from the printed text.

1.7.3 Jigsaw Technique

Jigsaw technique is one on Cooperative Learning model which is done through several steps include working in a team that require students to achieve their goal together. Each student is responsible to comprehend their segment because it will be discussed later in the expert and jigsaw group. Jigsaw technique helps students to be more comfortable to work in a group, be more active, and be more responsible.

1.7.4 Wattpad

Wattpad is an online platform used by Wattpader to read or share their work in the form of a story with several genres.

1.7.5 Quizizz

Quizizz is a game-based online platform that allows the user to play some quizzes with different subjects, make quizzes and conduct a classroom for educational purposes.