

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The expansion of communication, information, and technologies lead people to join the global era where there are many necessities of high qualification and skill related to the ability in using some foreign languages. One of the international languages is English. English plays an important role in this era. Nowadays Indonesia also lives in a world that is nearly using English in many aspects of life.

In learning English, there are at least four skills which are important to be learnt. They are listening, speaking, reading, and writing. All those skills are supported by some components such as vocabulary, grammar, pronunciation, etc. Reading skill is one thing that should be mastered by the students in nearly all levels of school. In general the purposes of reading can be reading to search for simple information, for skimming quickly, learning from texts, integrating information, writing, critique texts, and general comprehension (Grabe and Stoller, 2002: 16). The other purposes can be reading for pleasure such as reading a novel, reading for getting information such as reading newspaper, reading for getting knowledge such as reading secondary book or journal, and the last reading for curiosity such as reading a guide book (Cross, 1995: 255).

In Junior High School especially, the students' reading skill is very crucial thing. There are many materials that are presented in the form of many texts. The teacher can use the texts to teach many topics that should be discussed such as teaching grammar through text, teaching vocabulary through text, writing integrated with reading text, etc.

Reading skill is also important to help the students to understand many tests that are usually used to measure their ability such as mid-test and final test in which most of the questions are in the form of reading text. Besides, by reading the students can get some informations and knowledge. Through reading the students can meet and become familiar with the new grammar structures and in the same time they can widen their vocabularies.

Besides, reading is essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content subjects in where reading is required. In short, with the strengthened reading skill, learners will make greater progress and development in all other areas of learning (Nunan, 2003: 69).

The fact shows that many students do not like to read English text. It is because of their lacks of vocabularies that they have which give obstacles for them to understand the text or to get meaning of the text. In this case, there are probably three explanations that can be used to explain this condition. First, the students probably know the word but they do not know the meaning. Second, the students probably know the word orally but not in the written

form, and the last the students know the word but they do not care about the meaning. That's why the lack of vocabularies will give a big influence in understanding the message from the text. Recent research emphasizes the importance of vocabulary to successful reading (Nunan, 2003: 74).

The teacher's models to teach reading are also other factors that arise in this case. Any given model/ techniques, practices, or procedure are likely to work better, hence, the teacher of reading must have a variety of approaches (Heilman, 1961: 9). Many teachers still use "Direct Instruction Model" to teach reading to the students. This model makes the teacher as the center of the teaching and learning process. The teacher usually asks the students to read by heart, asks the difficult words, and then asks them to open their dictionary. The teacher discusses the text by translating word by word. All the activities in class are under the teacher's direction and are usually done individually. These activities make the students get bored in joining the teaching learning process.

The other things that can influence the students to learn come from other factors besides lacks of vocabularies and teacher's model. Suryabrata states that there are many factors that can influence the students in learning process. The factors influencing learning can be classified into two kinds. They are external factors and internal factors (Suryabrata, 2002: 233).

External factors can be classified into two groups: social and non-social factors. Social factors can come from the students themselves and non-

social factors can be the place or location, the weather, and time when the learning process happens.

Internal factors can also be classified into two groups. They are physiological factors and psychological factors. The physiological factors include the function of certain organs that students have. The psychological factors can be the students' motivation and interest.

Besides, there are some factors that can also influence someone's reading comprehension. First, it can come from inside the reader. It can be linguistics competence, interest, and motivation. Second, the factors can come from outside the reader. It can be classified into two kinds, they are the elements of the text and their reading environment (Johnson and Pearson in Darmiyati, 2007: 16).

Researchers have also demonstrated that interest affects the type of learning that occurs and it also seems to have a substantial effect on the quality of the learners. Interest leads to more elaboration and deeper processing of text. The factors that can influence the students' interest can be the relationship between new information in texts and their prior knowledge that increase their interest. Interest is undoubtedly has strong emotional component (<http://www.answers.com/topic/reading-interest>). By having high level interest to learn something, students will have a big curiosity to learn and they also want to learn harder. In the other words, the students who have high interest will be more successful than those who have low interest.

The students of SMP Negeri 3 Kartasura have problem related to their reading competence. Many students do not like to read and find difficulties to get the message of the text when they join the teaching learning process. They are passive in joining the reading class. They have low vocabularies that influence their interest in reading text. Therefore, their reading test result is poor

To respond this condition, the writer tries to use jigsaw model to teach reading. Jigsaw model is under the cooperative learning method. She also considers students' interest (high or low) to know whether Jigsaw model is suitable for students who have high interest or low interest.

The jigsaw model is chosen to teach reading because it can be used to teach reading, writing, listening and speaking. The teacher only becomes the facilitator in the class where the students will be more active. This model makes the students as the center of the teaching learning process rather than teacher-centered.

Interest is needed to support students in joining the teaching learning process, it makes them more interested in learning and makes them pay more attention in joining the class. The high level of interest will determine students' success. Interest provides a strong motivation to learn (Hurlock, 1956: 403).

## **B. Identification of the Problem**

Based on the background of the study, there are many problems that arise. The problems can be identified as follows:

1. Why do the students have low reading competence?
2. What factors cause low reading competence?
3. Are the students interested in learning English?
4. Are the students interested in learning reading?
5. Is jigsaw model effective to teach reading?
6. Does the students' interest influence their reading competence?
7. Does jigsaw model make the students interested in learning reading?

## **C. Problem Limitation**

The writer realizes that it is impossible to answer all the problems, therefore, the writer only limits the problems of the research which are supposed to influence the students' reading competence namely: the model used by the teacher and the students' interest.

## **D. Problem Statement**

From the background of the study, problem identification, and problem limitation above, the writer formulates the problem of the study as follows:

1. Is there any difference in students' reading competence between the students who are taught by using jigsaw model and those who are taught by direct instruction model?

2. Is there any difference in students' reading competence between the students who are taught by using jigsaw model and those who are taught by direct instruction model for those who have high interest?
3. Is there any difference in students' reading competence between the students who are taught by using Jigsaw model and those who are taught by direct instruction model for those who have low interest?
4. Is there any interaction between teaching model and students' interest?

#### **E. The Objective of the Study**

This research is aimed to know the influence of teaching model and the students' interest on the students' reading competence. This research is particularly proposed to know whether or not (1) there is any difference in students' reading competence between the students who are taught by jigsaw model and those who are taught by direct instruction model; (2) there is any difference in students' reading competence between the students who are taught by jigsaw model and those who are taught by direct instruction model for those who have high interest; (3) there is any difference in students' reading competence between the students who are taught by jigsaw model and those who are taught by direct instruction model for those who have low interest; and (4) there is any interaction between teaching model and the students' interest in terms of students' reading competence.

## **F. The Benefits of the Study**

After the research is done, the writer hopes that the teaching model is used in this research can improve the students' reading competence. If interest also plays important role for the students' reading competence, it becomes crucial thing and it cannot be neglected during the teaching learning process to support the students' competence, especially in their reading competence. At last, the result of the research can inform the interaction between teaching model and students' interest in terms of reading competence. If there is an interaction, it is necessary to consider the use of jigsaw model, which is suitable for the students who have high learning interest or those who have low learning interest.