

CHAPTER I

INTRODUCTION

At the beginning of the research, this chapter contains an overview consisting of the background of the research, research questions, purposes of the research, significances of the research, rationale, and research methodology.

A. Background

Reading is a dynamic activity in which pupils generate meaning from a book in a comprehensive manner. This procedure requires both word recognition and the capacity to comprehend language (Jiang et al., 2012). It includes word identification, vocabularies, sentence complexity, and text structure, all of which impact pupils' comprehension. In addition, the comprehension of a book by pupils is impacted by the reader's sensory and perceptual abilities, cognitive abilities, reading methods, emotional factors, and reading motivation (Shaaban, 2006). Reading motivation is essential to pupils' reading achievement (Guthrie & Wigfield, 1999 cited in Taboada & Buehl, 2012).

Wigfield, Guthrie, Tonks & Perencevich, (2004) in Nevo & Vaknin-Nusbaum (2019) said that enjoyment and engagement are part of reading motivation. The students are hard to comprehend the text when they do not enjoy and engage with the text. Reading motivation is constructed by readers' perception and self-concept, a reader who has positive perception and self-concept read more than readers' who have negative perception and poor self-concept (Shaaban, 2006).

According to statistics from analytical and capacity development partnerships (ACDP), Indonesia is one of twelve nations with scores far below the international level. Over fifty percent of 15-year-old Indonesian kids have not acquired fundamental reading skills. According to the Connecticut State University, Indonesia ranks 60th out of 61 countries in terms of literacy level (2016). While reading is essential in many facets of life, it is necessary to encourage reading motivation, particularly in the school setting.

Based on the restricted researcher observation, some students of MTs Sukamaju Garut agree that a small reading club can foster their reading motivation, exactly 7/10. Based on their perspective, they declared that by conducting a small reading club they can comprehend more from the other students' comprehension and they can share what they have read with the others. Specifically, the students have more friends to share and it is more fascinating than reading alone.

Using an instructional approach in reading is essential to help students develop their reading motivation. Cooperative learning is a relevant approach because cooperative learning gives the teacher the chance for supportive circle interaction, promoting student's motivation to learn, and psychosocial adjustment (Shaaban, 2006).

There are some types of cooperative learning cited in (Shaaban, 2006); these include Learning Together, Teams Games Tournament, Group Investigation, Creative Controversy, Complex Instruction, Students Teams Achievement Division, Team Accelerated Instruction, Cooperative Structure, Curriculum Packages: CIRC, and the Jigsaw procedures amended into Jigsaw II.

This research uses the Jigsaw strategy in an activity called Small Reading Club. This small reading club is used with some procedures when teaching reading in a classroom. The club consists of three students that work together along with reading activities in the classroom.

Here are presented two previous researches on the issue of reading groups. The first is research by Miller (Miller, 2015) about A Self-Study on Increasing Students' Motivation to Read in Small Groups The research demonstrates the connection between small, diversified reading groups and the reading motivation of fourth-grade pupils.

The second is research by Kirchner & Mostert (Kirchner & Mostert, 2017) about a study of 402 urban, Nambia learners from 6 different schools, from 4th to 7th grade. In this research, only grade 7th received the instruction of medium English as a second language. The instrument of this research used

Guthrie, Wigfield, Metsal, & Cox instrument format (1999), some aspects such as reading motivation, achievement, and reading activity also gender differences were explored.

The current research is different in two aspects from the previous researches: First, (Miller, 2015) uses a small, differentiated reading group, this research use a cooperative approach. Second, while (Kirchner & Mostert, 2017) explore reading motivation, reading activity, and achievement also gender differences, current research explores only students reading motivation.

B. Research Questions

There are several research questions regarding the problem mentioned in the background:

1. How is the process of applying jigsaw strategy in small reading club to foster students' reading motivation?
2. What are students' reading motivation in the small reading club using jigsaw strategy?

C. Research Significances

Regarding the research problem above, this study aims to:

1. To know the process of applying jigsaw strategy in small reading club to foster students' reading motivation.
2. To reveal students' reading motivation in a small reading club using jigsaw strategy.

D. Research Significances

This research is expected to give some contributions based on two points:

1. Theoretical Significances

Theoretically, this research can be an advantage for information that the implementation of cooperative learning in small reading clubs gives a positive effect on students reading interest.

2. Practical Significances

This research intends to promote students' reading motivation through the small reading club. This research also can be a bridge for the teacher to find out the strategy to motivate students in the reading activity.

E. Research Framework

Motivation is a collection of interrelated perception, belief, value, interest, and action factors. (Lai, 2011). There are several theoretical frameworks of motivation, one of them comes from Ryan and Deci (2017) that have been created a motivation theory of self-determination theory (SDT). Two forms of motivation are highlighted by Ryan and Deci: internal and extrinsic motivation. Intrinsic motivation is the desire to study a book in order to obtain happiness or advantage (Schiefele et al., 2012). It indicates that a person interprets a material depending on their personal experiences or interests. While extrinsic motivation suggests a plausible rationale for why a person reads a text, intrinsic motivation shows an irrational cause (Schiefele et al., 2012), for example, to get a good score, it means they read a text to get a positive outcome to prevent the negative one.

Reading motivation is a manifestation of students' reading objectives and beliefs; it is often influenced by individual activities, interaction, and text-based learning (Guthrie & Wigfield, 1999). Schiefele et al. (2012) differentiate motivation by current and habitual (Perkun, 1993 cited in Schiefele et al., 2012) and the dimension of reading motivation (Wigfield & Guthrie, 1997b cited in Schiefele et al., 2012). Current reading motivation is the intention of a person to read a text; when this desire is repeated, it becomes habitual reading motivation. While the reading dimension has been discussed and modified on occasion, it has remained a constant. Wigfield and Guthrie (1997) defend three dimensions of reading motivation, those are: self-efficacy beliefs, reading goals and values, as well as the social aspect of reading.

Reading motivation is related to another aspect of reading. Guthrie and Wigfield (1999) state that reading motivation is connected with reading comprehension. According to Farkas and Jang (2019) students' believe is

affected to reading comprehension. However, Lee and Zentall (2017) said that reading motivation is associated with reading achievement. Conversely, Miller (2015) argued that reading motivation is not correlated with reading achievement.

Reading motivation has linked to other aspects of reading, promoting reading motivation in a school being a complex way need to do. Students may be affected by the dimension of reading motivation, as well as intrinsic and extrinsic motivation, so the teacher needs to do something to make the affected factor of students' reading motivation always on a good level. Nolen and Nicholls (1994) teachers can increase the motivation of students through cooperation, giving choice, providing stimulating tasks, giving students responsibility, encouraging students to think that success needs an effort. According to Nolen and Nicholls's research, cooperation can be a way to promote motivation. This research uses a cooperative learning approach to promote students reading motivation.

In the practice of teaching reading, the teacher needs to facilitate the students to promote students' reading motivation. Baker et. al. (2000) discuss the kinds of teaching practice focused on intrinsic and extrinsic motivation, self-efficacy, and social aspects of motivation. Those kinds of teaching practices are student choice, interesting text, and challenging tasks, extrinsic reward, and self-directed reading, grouping practices, fostering ownership, classroom goal structures, competition and social comparison, evaluation practices, self-efficacy training, and cooperative learning. From those kinds of teaching practices, this research uses a cooperative learning approach as a strategy to facilitate students increasing their motivation to read. Cooperative group learning is characterized by students engaging in conversation and enhancing the quality of social contact in the classroom to promote the concept and connect with the environment (Baker et al., 2000). It is crucial for students to discuss their aspirations and receive support in a learning community (Moje (2002) cited in Farkas & Jang, 2019). In line with Inayati (2011), cooperative learning has many kinds of techniques. Those techniques

have been developed over the years and put into practice in the classroom. There are Student Team Achievement Division (STAD), Jigsaw, Teams Games tournaments (TGT), and structural approach involves Think Pair Share (TPS) and Number Head Together (NHT). In this study, the researcher seeks to adopt the Jigsaw method. Jigsaw approach is a sort of cooperative learning and actively encourages students to help one other in the mastered subject matter to reach the greatest accomplishment. This cooperative learning strategy lowers racial conflict among schoolchildren, promotes better learning, boosts student motivation, and enhances the enjoyment of learning (Nurbianta & Dahlia, 2018).

F. Previous Studies

Some researches about the small reading club have been conducted. The first is a research by Miller (Miller, 2015) about a self-study on encouraging pupils' reading enthusiasm in small groups. The study explores small, differentiated reading groups and fifth-grade pupils' reading motivation. The data comes from two distinct administrations of the Motivations for Reading Questionnaire as well as the author's narrative diary entries, written student comments, small-group and individual interviews, and the observations of a critical friend. The findings demonstrates that the social contact and subtending choice in small, varied reading groups led students to a reading culture setting in the classroom and promoted students' reading motivation.

The second is a research by Kirchner & Mostert (2017) who talks about a study of 402 urban, Nambia learners from 6 different schools, from 4th to 7th grade. In this research, only grade 7th received the instruction of medium English as a second language. Strategic, criterion and random sampling techniques were used in this study. The links between various dimensions of reading motivation, reading activity, and accomplishment, as well as gender differences, were investigated by adapting the forms of instruments created by John T. Guthrie and his colleagues. The outcome is that students are highly motivated and read in a contemporary manner.

The third research is written by Olaya (2020) who investigates cooperative learning programs to improve reading abilities further. In this study, data from a survey, four group interviews, and the teacher's notebook are collected, coded, and then evaluated to refine the categories. The participants are public university engineering students. The findings of this study indicate that cooperative learning has a greater impact on students' reading skills and that it promotes students' leadership, decision-making, communication, and problem-solving skills. In addition, it promotes students' engagement, motivation, and goal attainment in the language learning process.

The fourth research is authored by Khorri & Ahmad (2018). The research is about enhancing pupils' reading comprehension by combining reciprocal instruction and cooperative learning. The study design is a Non-Equivalent Pre-test and Post-test Group Design with a Quasi Experimental Design. This study's sample consisted of all second-year students of SMA Nurul Falah Pekanbaru. The authors utilize the SPSS paired sample t-test formula. In conclusion, the authors assert that the partnership of two instructional techniques, reciprocal teaching and cooperative learning strategy, has a considerable impact.

The gap from this research with four previous researches is that this research specifically observes students' reading motivation while the previous researches observe the area of reading comprehension. The researcher uses a specific technique or strategy, jigsaw technique, in this research. It is different from previous researches which use cooperative group learning with jigsaw strategy. Another gap is the researcher decides to use convenience sampling technique in choosing the participants.