

CHAPTER I

INTRODUCTION

A. Background

Teachers' professional development is really important to develop the quality of teaching-learning process because it can improve teachers' practices and students' learning. Villegas-Reimers (2003) stated, "A number of studies report that the more professional knowledge teachers have, the higher the levels of student achievement" (p. 21). To support this fact, Borko and Putnam as cited in Villegas-Reimers (2003) found, "Professional development plays an important role in changing teacher's teaching methods, and that these changes have a positive impact on students' learning" (p. 21). It means, teachers' professional development as a result of gaining experiences and evaluating their teaching can lead to the improvement of teaching, so it will positively influence on students' learning.

Reflective practice is a fundamental part of continuing professional development because it provides teachers with opportunities to examine their teaching (Murray, 2010, p. 3). By doing reflective practice, teachers will collect data or evidence about their teaching, and then they reflect on this evidence to make decisions about their practice (Farrell, 2013, p. 38). Teachers who engage in reflective practice will be able to identify, analyse, and attempt to solve the problems that occur in the classroom (Zeichner and Liston as cited in Murray, 2010, p. 4). In this research, the researcher intends

to reflect the teaching of reading using jigsaw technique to know the challenges so that she can decide what she should do in the future teaching.

The relevant research was conducted by Mohammadi and Davarbina (2015) entitled, “The Effect of Cooperative Learning Technique on Reading Comprehension Ability of Iranian EFL Learners.” The research investigated about the impact of Numbered Heads Together (NHT) and jigsaw as two techniques of cooperative learning on EFL students’ reading comprehension. The results showed that both techniques of cooperative learning could improve the EFL students’ reading comprehension. The similarity of the present study with the previous study is equally focusing on implementing jigsaw in EFL reading class. Meanwhile, the difference of the present study is to observe the teacher’s challenges in implementing jigsaw in EFL reading class.

B. Formulation of the Problem

The formulation of the problem of this research is “What are the teacher’s challenges in implementing jigsaw in teaching reading?”

C. Operational Definitions

Operational definitions are used to avoid misunderstanding related to the topic of this research, as follows:

1. Teaching Reading : The process in teaching in which the teacher helps the students understand about the texts.

2. Jigsaw Technique : It is a technique used by the teacher in teaching reading which consists of origin group and expert group. Each member of the group is arranged in a different part of material, discuss with expert group, and back to origin group to inform to the other members to complete information of the text.

D. Aim of the Research

The aim of this research is to find out the teacher's challenges in implementing jigsaw in teaching reading.

E. Uses of the Research

This research has several benefits. They are distinguished in three categories, as follows:

1. Theoretical Use

This research is useful to enrich the knowledge especially in implementing jigsaw in EFL reading class.

2. Practical Use

This research can give an additional reference to the teacher to develop their teaching ability, especially in implementing jigsaw in EFL reading class.

3. Empirical Use

To give the information about the researcher's experience and provide an overview for the next researchers in the future to create the

better research about teacher's challenges in implementing jigsaw in EFL reading class.