

CHAPTER 1

INTRODUCTION

This chapter describes some point including the background of the study, statement of the problem, objectives of the study, significances of the study, the scope and limitation, assumption and operational definition.

1.1. Background of The Study

In Indonesia, English as foreign language is important. It is consider as a first foreign language and subject taught in high school. There are four skills to develop ability in learning English. They are writing, speaking listening, and reading. Writing is form of communicate to deliver though or express feeling, (Harmer, 2010: 79). The writer focuses on writing skills because writing needs hard thinking to produce idea, words, sentences, paragraph and composition. The teacher position can create conductive learning and as a facilitator in learning, (Hamzah and Nurdin, 2013: 10).

Based on (Curriculum, 2013: 160) in senior high school, students must be able to analys, generic structure, social function and language features of recount text. They must be able to develop recount text in form of personal experiences, history, and work report. Recount text is a text types that retells past events, (Ningsih P.A, 2015: 10). The generic structure of recount text is orientation, events, and reorientation. The language features of recount text use simple past tense, actions verbs and circumstance.

There are some students can not produce a good text because they can not construct the main and supporting idea in paragraph, they can not organize paragraph, they lack of vocabulary to make a good paragraph, and they can not find ideas and opinions to make a sentence structure correctly (Elanneri Karani, 2008: 11). In other word, the students face many problems in writing English text. The writing class should be facilitated with activities which motivate students to learn, for example jigsaw technique where the students are working together and sharing the ideas within the groups.

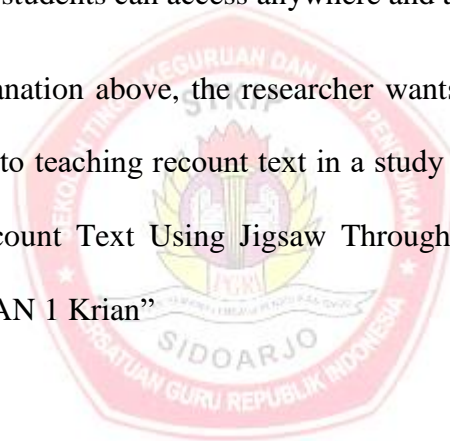
There are a lot of methods and technique to get the English teaching effectively. To make the teaching process effectively, the researcher would like to propose an alternative technique which promotes cooperative and interesting activities, namely jigsaw technique. Jigsaw is one of cooperative learning strategies as one alternative strategy which engages students in learning to write (Mayrina Ina, 2011: 4). In Jigsaw technique, the students work in the same group of four or six members and each member in a team becomes an leader on a topic. This technique not only helped the students in generating ideas but they also feel enjoyed during the teaching and learning writing recount text process.

In this case, the problems comes from technique of teaching used by the teacher. Sometimes, the teacher used one technique in teaching writing recount text. The students can not make writing recount text because the teacher just explain what is in the textbook. The teacher must be creative in choosing the teaching writing technique or media to help the students overcome their problems in writing English recount text. The teacher can use technique, media or digital

technology to support teaching and learning process and make students more interesting. There are many kind media or digital technology such as Edmodo.

Edmodo is online social networking website and a smartphone application that is designed for teachers, students and parents, (Is'haq Al-NAIBI, 2018: 130). The main purpose is to find out if use Edmodo can affect students writing ability. Another purpose is to measure students perceptions using Edmodo had challenges and barriers they are face using Edmodo. As an educator, it provide a feature to share tasks, link, files, and ect. So, it can cover up the less of time studying in the classroom because the students can access anywhere and anytime.

From the explanation above, the researcher wants to investigate Edmodo as the alternative way to teaching recount text in a study “The Implementation of Teaching Writing Recount Text Using Jigsaw Through Edmodo to The Tenth Grade Students at SMAN 1 Krian”



1.2. Statements of The Problem

The problem statement implies some questions of the research will be answering. Based on the background of the study above, the statement of the problems are:

1. How is the implementation of teaching writing recount text using Jigsaw through Edmodo?
2. How are the students' responses in learning writing recount text using Jigsaw through Edmodo?

1.3. Objectives of The Study

The objectives the researcher describes the research expect to achieve in this study. Based on the statement of the problems above, the objectives of the study are:

- 1.3.1. To describe the implementation of Jigsaw through Edmodo in teaching writing recount text
- 1.3.2. To describe the students responses in writing recount text using Jigsaw through Edmodo.

1.4. Significants of The Study

The significants of the study is the researcher wants to convince audience that this research is worth doing. The result of this study will be great benefits to the following:

1.4.1. For The Students

This study can train their writing skill, they can more confident and active in class so that the learning teaching process will be active, effective and fun.

1.4.2. For The Teacher

This study can be used for all English teachers for their teaching also the media can be references for teaching. This research also can be inspired the English teachers to apply various learning teaching method.

1.4.3. For The Researcher

The researcher can analyzed about using Jigsaw through Edmodo as a result of the students achivement in studying English especially for understanding in writing skill.

1.4.4. For The Further Researcher

The researcher hoped that the further researcher can use this study to get more knowledge, benefits as a new experience to use this technique and this media in learning teaching recount text.

1.5. Scope and Limitation

To specify the study, the writer has scop and limitation of the study as follow: The scope of the study is focusses on teaching writing recount text using Jigsaw through Edmodo. The limitation of this study is SMAN 1 Krian in X MIA

1.6. Assumptions

Based on the explain above, the researcher assumes that the teacher can implement Jigsaw through Edmodo in teaching writing recount text to train writing skill for tenth grade students. The students can train their writing skill in teaching writing recount text using Jigsaw through Edmodo.

1.7. Operational Definition

The following points are given to make the readers have the same perception for some term used in this study to avoid misunderstanding, so the terms here are to be defined as follows:

1.7.1. Writing

Writing may be defined as a form of communicate to express feeling. The authors not only organize their ideas or knowledge into written but the writer must be able explore the ideas into good sentences, (Harmer, 2010: 79).

1.7.2. Recount text

Recount text may be defined as a text types that retells past events (Ningsih P.A, 2015:10).

1.7.3. Jigsaw

Jigsaw means one of cooperative learning strategies as one alternative strategy which engages students in learning to write (Mayrina Ina, 2011: 4).

1.7.4. Edmodo

Edmodo means an application that is designed for both teachers and students and their parents. It is different than other social network because it has built in assessment tools, such as grade book, assignment, quiz, and other tools that assist teachers in assessing students, (Is'haq ALLL-NAIBI, 2018: 130).

