CHAPTER 1

INTRODUCTION

This chapter presents background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, assumption, and operational definition.

1.1 Background of the study

In learning English, there are four language skills that should be mastered, namely reading, speaking, listening, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language. While speaking and writing belong to productive skills in which the language users require the ability the produce language both spoken and written (Pikulski & Templeton, 2004: 1-2).

From the four language skill, reading is not an easy skill to be mastered. It is complex process that requires specialized skill of the reader. Reading consists of two related processes: word recognition and comprehension. According to Nunan (2003: 33), reading requires identification and also the process of interpretation that requires the reader's ability to structure the language used in the text. This makes students less interested in such activities. They find it difficult to understand what is read. Because they do not know the technique that help them to read easily. In addition, some students find themselves difficult to understand English lessons. They assume because English is difficult to understand. It can be understood because English is different from Indonesia.

In reading, there are several types of texts. They are descriptive text, narrative text, report text, recount text, procedure text, review text, spoof text, announcement text, advertisement text, anecdote text, news item text, explanation text. Recount text is one of the texts is taught in junior and senior high school in Indonesia. According to Hamied (2011:74) recount text is a text which retells an activity happens in the past. Recount is a kind of text that retell the events or experiences in the past. Commonly recount text is used retell the experiences that belongs the writer. Everyone who wants to retell or rewrite about his or her experience always or must use this text. It is proper with the purpose of this text. According to department for education child development "Recounts are used to relate experiences or retell events for purpose of informing, entertaining or reflecting." Recount is text that retells events relates to the experiences of people. According to the 2006 curriculum in Anidita (2012:18) states "recount text is a text that is used to tell events which happened on the past time just like accident, activities report, etc." It recount text is a text which tells or retell about events, activities happened in past.

Solving the difficulties faced by the students in comprehending the reading text, some teaching strategies can be applied by the teacher. One of the methodology is jigsaw. Jigsaw activity is a teaching practice in which learners are responsible for learning the material and teaching it to other learners. Jigsaw activity has been a teaching activity that can be used by teachers of all grades in their classrooms. Many educators have adapted and employed the revised versions of jigsaw technique in their classes (Colosi & Zales, 1998; Doymus, Karacop &

Simsek, 2010; Hedeen, 2003; Zacharia, Xenofontos & Manoli, 2011; Zhan & Georgia. 2011). Jigsaw technique encourages the student participation in a classroom where learners have a critical role for success and this success depends on active cooperation and participation. Using jigsaw technique increases the variety of learning experiences and teaches learners course content and cooperative social skills (Perkins & Tagle, 2011)

This is why the researcher is interested in describing teaching learning process on reading using jigsaw technique, especially in teaching recount text on the eight grade students of SMP Sunan Ampel Porong. In order words, this research focuses on studying.

1.2 Statement of the problem

Relating to the fact that the jigsaw technique is assumed on one of teaching technique in teaching reading recount text to the eight grade students of SMP Sunan Ampel Porong. The researcher formulate these following research questions:

1.1.1 How is implementation of jigsaw technique in teaching reading recount text on the eight grade students of SMP Sunan Ampel Porong?

1.1.2 What is student perception about jigsaw technique in reading activities using recount text?

1.3 Objective of the study

Dealing with the two research question. They are:

1.3.1 to describe the implementation of jigsaw technique in teaching reading recount text on the eight grade students of SMP Sunan Ampel Porong.

1.3.2 to explain the perception about jigsaw technique in reading activities using recount text.

1.4 Significance of the study

The result of this study can be useful for:

1.4.1 for the teacher.

The English teacher in general and teaching technique all grade students of SMP Sunan Ampel Porong that this research is expected to be an effective way to solve the problems in instructing English and developing the students' motivation and enthusiasm.

1.4.2 for the students

This research uses jigsaw as a technique for reading recount text learning. After applying jigsaw technique in recount text reading learning students more active and more motiveted in learning and can improve their reading in recount text.

1.4.3 for the further researcher

The result of the researcher can be used as the references for those who want to conduct a research in the teaching reading recount text.

1.5 Scope and limitation

The scope of this study focuses on observation learning reading activities recount text at eight grade students' of SMP Sunan Ampel Porong. This researcher choose recount text.

The limitation of this study is using jigsaw technique to learning reading in recount text it is because jigsaw technique can make students enjoy to learn.

1.6 Assumption

Based on the statement on the problem, the following assumptions are jigsaw as a reading recount text learning technique. Reading can be implemented in SMP Sunan Ampel Porong. This can help the students feel easy to learn about recount text.

1.7 Operational definition

The researcher defines the key terms in order to avoid misunderstanding and ambiguity of the key terms used in this study. The definitions are defined as follows:

1.7.1   Teaching is guiding and facilitating the teacher learning that can make the students learn (Brown, 1994:7).

1.7.2   Reading is one of the four skill beside listening, speaking, and writing. Which is important for mastering a target language by reading a language learner not only gets the information about the text. (Harmer, 2007 : 180)

1.7.3   Recount text is a text which retells an activity happens in the past. (Hamied, 2011 : 74)

1.7.4   Defines jigsaw as a special form of information gap where each group member is given some specific information to achieve several goals. (Brown, 1994: 182)