

CHAPTER I

INTRODUCTION

In this chapter, the writer presents introductions that contain: background of the research, research question, objectives of the research, scope of the research, significance of the research, definition of key terms and organization of research paper.

A. Background of the Research

Reading is one of the important aspects from four language skill in the learning process. According to Chow and Chou (2000) as cited by Harland (2013) reading is the most effective way to produce large-scale vocabulary growth. According to them, reading can broaden students' background of information, thus providing them with a better knowledge base.

According to Johnson (1983) as cited by Ummah et al. (2016) comprehension is an activity where the reader must be able to interpret and alter what he reads in accordance with his prior knowledge of the text. By reading the text, the students not only can get information but also can understand as whole. According to Grellet (1998) as cited by Ummah et al. (2016) reading comprehension means understanding a written text to extract the required information from it as efficiently as possible.

In Junior High School using the 2013 Curriculum, mastery various types of functional texts in English are integrated into core competencies (KI) there are several text one of which is recount text. Recount text is retells passed events that have passed and that accordance is through short story. According to Pradiyono

(2007) as cited by Yuliaprilianti (2017) recount text has social function to retell the past event or activity and to entertain the readers.

In general students in teaching learning reading have difficulties in finding vocabulary and understanding the reading of the text. If students do not have a good reading comprehension, they may fail to do the examination. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficient. Five aspect difficulties reading comprehension are determining the main idea, finding the specific information or part of a text, finding the reference, finding inference and guessing the meaning of vocabulary. Nuttal (1982) as cited by Purba (2018).

The recount text tells about, events that have happened, to facilitate students in learning and understanding the recount material the research text chooses short stories in the learning process. Short story is to a work of fiction that is usually written in prose, usually in narrative format. According to Hornby (2000) in Ariani (2018) a story usually about imaginary characteristic and events that is short enough to be read from beginning to end without stopping.

One technique that can support recount text using short stories is the jigsaw technique. Jigsaw is developed by Aronson and his colleagues in 1978, according to Slavin (1995) as cited by Yuhananik (2018) the jigsaw technique emphasizes a way to help build a classroom as a community of learners where all students are valued. Students work together in small groups in which they must rely on each other. Each group member becomes “specialized” in

Subject matter and there by possesses critical information to contribute to classmates. Here, cooperation and mutual trust become valuable and necessary to academic achievement.

Jigsaw technique is learning technique to make students enjoyable, focus and interesting in learning. Aronson (2000) as cited by Nurlaely (2017) stated that there are some benefits of Jigsaw technique: 1) Most of teacher finds Jigsaw is easy to learn and enjoy working with it; 2) Jigsaw technique can increase students "social skill it can maximize the students" interaction and facilitate the students" contributions to each other learning; 3) The Jigsaw classroom can reduce racial conflict among school children, promotes better learning. Related explanation above, jigsaw technique is one of the good techniques to make students understand about reading comprehension, especially in reading recount text.

Based on the background above, the writer was interested to conduct a research entitled "Teaching Reading Comprehension Using Jigsaw Technique through Short Story". The title was chosen since recount text is one of materials that should be mastered by students of eight grade of junior high school.

B. Research Question

1. How are the implementation of scenario in teaching reading comprehension using jigsaw technique through short story?
2. How are the teachers and students responses toward teaching reading comprehension using jigsaw technique through short story?
3. What are students' difficulties in teaching reading comprehension using jigsaw technique through short story?

C. Objectives of the Research

According to formulation the research question, the objective of the research:

1. To identify implementation of scenario in teaching reading comprehension using jigsaw technique through short story.
2. To investigate teachers and students responses toward teaching reading comprehension using jigsaw technique through short story.
3. To find out students difficulties in teaching reading comprehension using jigsaw technique through short story.

D. Scope of the Research

This research is focused on finding out whether using jigsaw technique can facilitate students in reading comprehension and type of text that will be used is recount text. The research was conducted at one of the private schools in cimahi. Class 8A was help by 20 students, 15 female and 5 male students.

E. Significant of the Research

Benefit of the research, the researcher hope the research can give some benefit in English learning especially in reading comprehension recount text. Moreover, the result of this study can give benefit for teacher, students and for next learning process.

1. Teacher

The result of the research can help teacher in teaching activity, and make students interest the recount text.

2. Students

Make students understand about reading comprehension.

3. Other researcher

This result can be used as guide in teaching learning process and can used as the other researcher

F. Definition of Key Terms

To avoid misunderstanding, terms used in this research are defined as follow:

1. Reading

According to Chow and Chou (2000) as cited by Harland (2013) Reading is the most effective way to produce large-scale vocabulary growth, and reading can broaden students' background of information, thus providing them with a better knowledge base.

2. Reading Comprehension

Klinger in Ariani (2018) Reading comprehension is the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

3. Recount Text

Anderson (1998) stated that "recount text is a kind of text that tells about the past event. It's purposed to provide the audience with a description of what occurred and when it occurred".

4. Cooperative Learning

Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups in which each learner is held accountable for his or her

own learning and is motivated to increase the learning of others (Olsen and Kagan, 1992:8 in Purba (2018))

5. Jigsaw Technique

Jigsaw Technique is a way for students to work cooperatively and help each other to learn new material (Maria Brisk and Margaret M. Harrington, 2000:83 in Purba (2018))

6. Short Story

Short story refers a work of fiction that is usually written in prose, usually in narrative format. This format or medium tends to be pointed. According to Hornby (2000: 123) in Ariani (2018) a story usually about imaginary characteristics and events that is short enough to be read from beginning to end without stopping.

G. Organization of Research Paper

1. Chapter I: Introduction

This chapter discuss about background of the research, research question, objectives of the research, scope of the research, significance of the research of the research, definition of key terms and organization of research paper.

2. Chapter II: Literature Review

This chapter explores the fundamental literatures related to the research. it provides review on the role of reading, including definition of teaching, definition of reading comprehension, reading purposes, the process of reading, principle for teaching reading, technique of teaching reading comprehension, definition of recount text, type of recount text, generic structure of recount text, language

feature of recount text, example of recount text, teaching jigsaw technique, definition of jigsaw technique, short story definition of short story.

3. Chapter III: Research Methodology

This chapter shows the methodology that is used in this research. It consists of research design, research method, instrument, data collection technique and analysis.

4. Chapter IV: Research Findings and Discussion

In this part, the writer provides the result of research and the discussion of the result.

5. Chapter V: Conclusion and Suggestion

This chapter contains the conclusion of the study and suggestion.

