I. INTRODUCTION

This chapter presents background of the problem, identification of the problems, limitation of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms. All of them are clarified as following:

1.1 Background of the Problem

Language is a means of communication by which the people are able to obtain a lot of knowledge and experiences. Therefore, language is really important for human being. English is a foreign language for Indonesian which should be taught to the students from elementary school up to university. It has now become a required subject that needs to be taught to the student. The primary goal of teaching English is to make the students able to use the language to communicate and interact with others. It means that speaking (Oral Production) is a crucial part and it becomes one of the language skills which is essential to master.

Most schools in Indonesia apply School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP) as the guidance of teaching learning activities to achieve the main goals of national education. Based on the goals of learning English as stated in the 2006 School-Based Curiculum is that the students are

expected to be able to master and use the language skills for any relevant needs and situations they would encounter in real life. These language skills that have to be taught by teachers and mastered by senior high school students are listening, speaking, reading, and writing.

a. Listening skill refers to the ability to catch the message or meaning through audio or hearing.

b. Reading skill refers to the ability to understand or get the meaning of written or printed words.

c. Speaking skill demands the ability to use the language in oral form.

d. Writing skill refers to the ability of putting information or message in a piece of paper or in appropriate on a form.

Among the four language skills, speaking is the real challenge for most students as it needs paintstaking effort to use appropriate vocabularies orally in order that the message is able to be understood by other person correctly. Referring to the objectives of the 2006 School-Based Curriculum (KTSP) for SMA especially for speaking skill, the students are expected to be able to express the contextual meaning in relation to oral interpersonal and transactional dialogues. It means that the students should be able to understand and do oral communication accurately and fluently.

Speaking has important role in social life in which it is used for communication among people in society in order to keep the relationship. By speaking which is categorized as an active process, the students are able to communicate with each other. Moreover, speaking in English is a crucial skill to function in any aspects of

global transformation. Therefore, it is a communicative activity that can encourage people to speak and to interact with each other (Tarigan, 1985).

Based on the researcher's pre observation at SMAN 1 Bandar Sribhawono, it was found that almost all students still had low ability in speaking. They still got difficulty to speak in English. They could not do oral production like using and making simple expression in English. They tended to keep silent when they were asked to speak in front of the class. Besides, they were also not actively involved in the learning process. It was because they were afraid of making mistakes and failed to find a suitable words and correct grammar to express themselves well. On the other hand, based on the researcher's interview with the English teacher, the students' average score in speaking was only 55. Therefore, the teacher should be able to choose the appropriate technique of teaching which could make the students easy to receive the materials and develop their ability in speaking skill which becomes a means of communication.

Technique is a particular trick, stragenm or contrivance used to accomplish and immediate objective. There are so many techniques dealing with cooperative learning, such as: jigsaw, think-pair-share, three-step interview, round robin brain storming, three-minutes review, numbered heads, team pair solo, circle the sage, partners, etc. According to Arronson (1997), ESL classroom jigsaw is a four skill approach integrating reading, speaking, listening and writing. Therefore, the researcher chooses jigsaw as a teaching technique to improve the students' oral production ability.

Nation (1991: 29) argues that jigsaw technique ensures the participants in need of getting other information. By applying the technique, each learner has essential information. No one has the same information. In this case, the students share the information to bridge the gap. So, if each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

Slavin (2009: 237) states that in jigsaw, the students study cooperative in heterogeneity team. According to Arronson (1997), jigsaw is an efficient way for students to become enganged in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respects other students. Teacher who listens in the sharing of the jigsaw groups can quickly hear what each of the origin groups has been doing.

Therefore, the researcher believes that it is important to apply a more interesting teaching speaking by using jigsaw technique of recount text. In addition, no study applying jigsaw technique has been applied in SMAN 1 Bandar Sribhawono, especially in speaking skill. Therefore, in this research, the researcher is focusing on technique of teaching speaking ability through recount text because in this text, they can have many chances to tell their past experiences or someone's favorite biography based on their own ideas. Thus, the researcher has entitled this research paper: "The Implementation of Jigsaw Technique in Improving Students' Oral Production of Recount Text at the First Grade of SMAN 1 Bandar Sribhawono".

1.2 Identification of the Problems

a. Students had low ability in oral production.

b. Students lacked practice in speaking.

c. The frequency in learning speaking were not enough.

d. Students had low self-confidence.

e. Teacher technique in teaching speaking was not appropriate.

1.3 Limitation of the Problem

Based on the identification of the problems which limited on point *b* and *e*, this research is focused on improving students' oral production ability of recount text before and after being taught through a certain technique, that is jigsaw technique.

1.4 Formulation of the Problems

Based on the background of research above, the writer has formulated the problems as follows:

1. Is there any significant difference between the pretest and posttest scores of the students' oral production ability in recount text before and after being taught through jigsaw technique?

2. Which topic get the highest gain from the learning among the three different topics of recount?

3. Which aspect of oral production is the most improved in the students' oral production ability?

1.5 Objectives of the Research

Based on the research questions above, the objectives of the research are stated as follows:

1. To find out whether there is a significant difference between the pretest and posttest scores of the students' oral production ability in recount text before and after being taught through jigsaw technique.

2. To see which topic get the highest gain from the learning among the three different topics of recount.

3. To see which aspect of oral production is the most improved in the students' oral production ability.

1.6 Uses of the Research

The uses of the research are stated as follows:

1. Theoretically

   The results of this research are expected to confirm and clarify the previous theories about teaching speaking through jigsaw technique.

2. Practically

   This research can be useful for the students, English teacher, and also school.

   a. The students

      The implementation of jigsaw technique hopefully can motivate students in speaking recount text so that it can help the students or

reader able to share their ideas and communicate each other to improve their speaking ability.

b. The teacher

The results of this research are expected to give useful information and experience to English teacher whether or not jigsaw technique is an effective technique to improve the students' speaking ability to create a communication each other in English.

c. The school

The results of this research are expected to give consideration whether the school will implement jigsaw technique for students to improve their speaking ability and make the students interested in English and not shy to speak and to communicate with each other.

1.7 Scope of the Research

This quantitative research has been conducted at SMAN 1 Bandar Sribhawono in the first grade semester of 2012/2013 learning year of X1 class which consisted of 31 students. The class has been chosen by Purposive Random Sampling through lottery drawing and it is intended to find out whether there is a significant difference between the pretest and posttest scores of the students' oral production ability in recount text before and after being taught through jigsaw technique, to see which topic get the highest gain from the learning among the three different topics of recount, and to find out which aspect of oral production is the most improved. This research is focused on the five aspects of speaking based on the rating scale of Harris (1974): *pronunciation, grammar, vocabulary, fluency, and*

comprehension. Therefore the scores of the test isbased on them. Based on the curiculum, the types of genres for first grade students are recount, narrative, and procedure text, and the researcher focuses only on the recount text. The materials are adapted from the English book for senior high school, covering the topics: *A Study Tour to* Bali, My *Grandpa's Funeral in Toraja*, and *My Holiday... Unpredictable but Fun.* Students' improvement is found out by comparing the results of students' recorded answer of pretest and posttest.

1.8 Definition of Terms

Some terms are used in this research and to make it clearer, some definitions of term are presented as follows:

Speaking (Oral Production)

Speaking is oral communication. It is a two way process between speaker and listener and involves productive and receptive skills of understanding (Byrne: 1984).

Recount Text

Recount is a text that shares a story of what happened in the past. With this text, a writer wants to tell the readers what he or someone else experienced. The generic structure of a recount are *orientation* (tells the readers the main idea and setting of the story)*, list of events* (story develops based on the sequence of the events)*,* and *re-orientation* (summarizes the story and tells the writer's impression).

Improving

Improving means a process of becoming larger or longer or more numerous or more important. In this research, the researcher intended to make the students' oral production ability better.

Cooperative Learning (CL)

Cooperative learning is a teaching activity involving children's participation in small group learning activities that promote positive interaction (Lawrence: 1988).

Technique

Technique is a particular trick, stratagem or contrivance used to accomplish an immediate objective.

Jigsaw Technique

Jigsaw is a technique in which the teacher is involved in putting students into situations where they must rely on one another disregarding of their ability level, sex, race and religion. In this method, each group member is assigned to become an "expert" on some aspects of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups and take turns teaching their topics to their group mates (Arronson: 1997).