

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Teaching English as a foreign language in Indonesia aims to enable students in mastering the four English skills, i. e. speaking, listening, reading, and writing. All of these skills should be mastered by the students in order to achieve the goal in learning a language. The goal is being able to communicate. It means we can communicate with others by understanding them, talking to them, reading what they have written, and writing to them. In other words, we can convey our thought, feelings, and ideas to others verbally or orally.

Writing as one of the four language skills plays an important role in English language education. Brown (2007:335) defines written language is merely a graphical representation of spoken language. Since English is an international language, it is rapidly becoming the most widely studied language in the world. Having good writing skill in English is a must for global citizen, because writing skill will give some benefits in the work field. Due to this reason, the students in EFL context should be able to write fluently in the target language they studied.

However, learners of English, particularly in EFL context consider writing as the most challenging course to deal with. In fact, writing skill requires a series of multifaceted and complex stages leading the students to concentrate on “how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise

text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product” (Brown, 2007:391).

Writing skills are applicable to most areas of our life and career. This is in line with Browker (2007) as cited in Hidayati (2018:21) who states that writing is a skill that is required in many contexts throughout life. People who live in today’s globalized business environment need to learn how to write for every reasons. Writing email, fill out job application, writing formal letter, and writing essay are some tasks that need a good writing skills.

Taking into account the importance of writing in people’s life, particularly in educational sphere, Indonesian government has incorporated writing in English syllabus as indicated in Competence Standard and Basic Competence. Based on 2013 curriculum, students learn about five genres in Junior High School. They are narrative, recount, descriptive, procedures, and report. The students are supposed to be able to write all of those texts with the correct text structure. As a result of this requirement, students must master the writing skill. In fact, there are still several problems that students faced when learning to write.

The students still faced some difficulties in learning English, particularly learning writing skill. Inadequate achievement of vocabulary, difficulties in generating ideas and organizing thought into paper, and confusion in using the right sentence and appropriate grammar are some difficulties they faced in learning writing. All of those difficulties lead them to feel boredom and unmotivated in writing class.

In order to solve the problems, English teachers need to use certain strategies to make teaching and learning process run effectively. Learning

strategies are required to bridge the student's difficulties in order to support students get ease in accomplishing writing process. This is in line with Ghani (2003, as cited in Hardan, 2013:3) who states that learning strategies are procedures that are employed by the learners to maximize the success of their language learning.

There are a lot of techniques to achieve successful teaching. Jigsaw is a cooperative learning strategy in which the material of a lesson is separated into different parts of information and then given to groups of students who explain their parts to other members, resulting in the whole jigsaw puzzle being completed (Aronson & Patnoe, 1997 as cited in Azmin, 2016).

Many studies also claimed that Jigsaw can give positive feedback for students, one of them was written by Aprianti et al (2017) which entitled "*The Effective Use of Jigsaw in Teaching Descriptive Text Writing*". Jigsaw is an effective tool for teaching descriptive text writing, according to the findings of the study. It was also discovered from the three components of scoring, grammar, content, and organization have a modest effect, however content has a significant effect. In other words, the result of the study indicated that Jigsaw technique can bring positive effect on the successful of teaching learning process. Therefore, the jigsaw strategy is thought to be useful in increasing student's interest and involvement.

In regard to the core competence and basic competence of 2013 curriculum, the students of the grade VII in junior high must have the ability to create short and simple spoken and written text about things such as person, animal, and place by notice on the right social function, structure of the text and

language features as per the specific circumstance. Thus, the students are expected to be able to understand the meaning of descriptive text and can write it well.

Based on the interview and observation with an English teacher in SMP Negeri 1 Panyabungan, it was found that the teacher had tried some teaching methods to teach writing, one of them is cooperative learning model to avoid boredom of students during the teaching and learning process. In fact, Jigsaw technique as the part of cooperative learning that has been used by the teacher did not bring good result. However, the objective of the learning is not successful as expected because the students still have difficulties in expressing their idea into written text.

For all of those reasons, the writer was interested to conduct a research about how the teaching writing descriptive text by using Jigsaw technique to seventh grade of SMP Negeri 1 Panyabungan year of academic 2020/2021. The researcher wanted to know further how the implementation of jigsaw technique that is used by the teacher to teach writing descriptive text, that she failed to enable the learners to write well, unlike the other researchers above said. In addition, this kind of the text was chosen in accordance with the demand of the curriculum that written in syllabus used by the school. This research aimed to find out the teacher's problems during the implementation of Jigsaw technique in teaching descriptive text and discuss possible solutions to minimize the problems. Therefore, this research hopefully can facilitate the teachers to improve the teaching practice and give contribution for English education in general.

## **B. Problems of the Study**

Referring to the background of the study, the research question is formulated as follows:

1. How is the implementation of Jigsaw technique in the teaching of writing descriptive text to grade VII of Junior High School students?
2. What are the problems faced by the teacher of using Jigsaw technique in teaching learning process of writing descriptive text?

## **C. Objective of the Study**

Concerning the research problems, this study is intended to achieve some objectives:

1. to investigate the way Jigsaw technique is used by the teacher in teaching writing descriptive text to grade VII of Junior High School students.
2. to investigate the problems faced by the teacher of using Jigsaw technique in teaching learning process of writing descriptive text.

## **D. The Scope of the Study**

In line with the identification of the problems, the researcher only focused on investigating the implementation of jigsaw technique that was implemented by the English teacher in the teaching of writing descriptive text to grade VII students and the problems of using it. This study was took place in SMP Negeri 1 Panyabungan and choosed an English teacher as source of data. By conducting this research, the researcher would know exactly how is the application of Jigsaw techniques, then can figure out what were the problems during teaching and learning activities of using Jigsaw technique.

## E. Significances of the Study

The findings of this study can be useful for English teachers, impartial as students, and other researchers. The significances of the study were classified into two, theoretically and practically, as follows:

### 1. Theoretically

- a. The English teachers can get knowledge about teaching English by using Jigsaw technique and use the result of this study to enhance their teaching strategy and motivating the students to be active in the process of teaching and learning.
- b. The findings of this study are also useful for those who have the same problem and interested in carrying out a research in a similar field, this study can be used as a reference.
- c. To increase the reader's knowledge about Jigsaw and descriptive text.

### 2. Practically

- a. For the English teachers

This research can be helpful for the teachers to evaluate themselves on how to be a good teacher in implementation of teaching technique, particularly in teaching writing skill by using Jigsaw technique to grade VII students of junior high school.

- b. For the students

The result of this study can give motivation for students to be more enthusiastic in learning English. The researcher hoped the students

can be more obedient to follow the instructions of the teacher so that the teaching and learning process run effectively.

c. For the institution of education

The findings of this study are useful for the English education students as teachers want to be to get an alternative way or method in teaching students to write a descriptive text.



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