

CHAPTER I

INTRODUCTION

A. Background of the Study

In the teaching and learning process, there are some important aspects such as learning methods, approaches, and strategies. Teacher plays an important role in determining the right methods, approaches, and strategies so that the learning process can run well and effectively. The right methods, approaches, and strategies will also greatly affect student learning outcomes. According to Ahundjanova (2020) The teaching method refers to structured ways of actions designed by teacher to facilitate practical learning processes that refer to information and ensure that students absorb the educational content. Deak & Santoso (2021), Strategy is a well-defined plan that identifies and applies methods to optimize the use of learning methods and activities that the teacher has planned to increase the effectiveness and efficiency of the learning process. Hasanova (2021) The teaching approach refers to a variety of concepts or methods that are then applied in the classroom setting. Therefore, it can be understood that methods, approaches, and strategies are very important in the teaching and learning process, especially learning methods which are " the ways" of teaching and learning process.

According to Suaad (2021) Teaching methods are defined as a very crucial set in the teaching process, methods are used by teachers to improve behavior and knowledge that is useful for students. Teaching methods are also the most

important component of a curriculum. In terms of determining methods, teacher must fully understood the needs of students emotionally and cognitively but also still have to follow the curriculum. The curriculum used by Kemendikbud is now an independent curriculum (Kurikulum Merdeka) that aims to develop quality student independent learning. Makrufi in Khoirurrijal (2022) stated that Independent Curriculum is an intra-curricular learning curriculum that is diverse and optimized in terms of content to provide sufficient time for students to explore concepts and strengthen their competencies. The most important core of independent thinking is addressed to the teacher. If the teacher could not apply appropriate methods to prioritize independence in teaching, of course, students are also not independent in thinking.

In the independent curriculum (Kurikulum Merdeka), in phase D of English, grade seven has two focus genres which are descriptive text and procedure text. According to Anderson (2000) Descriptive or identifying applies to an item, location, or person. Its purpose is to provide information about the subject. In another sense, descriptive text is a type of text that explains and describes a person, an object, a place, or an activity in detail and following the facts. This genre is not an easy genre for students, but teaching can be effective if the teacher can apply the right teaching method and also apply it correctly.

Based on preliminary observations on November 1st, 2023. The researcher has done by interviewing the VII grade English teacher at MTs.N 2 Deli Serdang, several methods following the independent curriculum applied by the teacher at MTsN 2 Deli Serdang grade 7 in English subjects such as the Jigsaw

method, think pair, and share and peer teaching. Then, the standard score (KKM) used for English lessons in class VII is 75. There was a fact that despite applying this method several times in the classroom in teaching writing, there were still students who have not passed the standard score. Then, another fact showed that there were still some students who have not shown interest in English lessons, especially in writing.

According to the teacher whom the researcher interviewed, students tend to showed laziness and passivity if assigned to learn writing. students were still lacking in composing words, lacking a lot of new vocabulary, there were only a few students who were smart enough and stand out in the learning process. Since writing is a more difficult skill even when compared to speaking skills. (Harmer, 2004) good writing is more complex than producing speaking. In the teaching process, teachers should include technology to support the efficiency of the teaching and learning process in the 21st century. In writing, the teacher uses a pro writing aid to help students practice their writing skills.

The seventh-grade English teacher at MTs.N 2 Deli Serdang applies a cooperative learning approach using the Jigsaw method in the classroom, so by applying the jigsaw method correctly, it is hoped that students will gain new knowledge, get a new learning atmosphere that can motivate students to be more enthusiastic in learning to write descriptive texts. Although the jigsaw method aims to establish students' independence in learning, Aronson (1978) stated that, the jigsaw classroom is far from a situation that is too free for students; the jigsaw method is carefully structured, demanding interdependence among

students. This necessary interdependence distinguishes it as a distinctive learning method, which encourages active engagement among students. The jigsaw method, a cooperative approach, involves a sequential exchange of learning among students, designed to reduce the pressure to outperform peers commonly found in competitive, teacher-centered classrooms. The aim is not to inhibit, but rather to improve performance collectively, promoting a collaborative rather than competitive learning atmosphere.

The collaborative learning process reduces students' drive to compete with each other, as with this method, students will thrive in contributing to their teams, not inhibiting them, as is common in competitive teacher-centered classrooms, Aronson (1997). In the teaching and learning process of the self-contained curriculum, jigsaw is one of the important methods the teacher uses. Teachers also use this method in teaching English in the classroom, the Jigsaw method is one type of cooperative learning; In this cooperative framework. The teacher shifts to the role of facilitator, becoming a shared resource with students in the learning process, rather than a sole authority instead of lecturing, the teacher guides shared learning, where each student is actively involved and responsible for their learning.

The goal is not to take away the child's ability to compete; competition is still fun and can improve performance without causing negative consequences in most situations. This method aims to teach cooperation as a skill. However, it still involves the independence of each student to seek information from each other to solve a problem or topic given by the teacher.

Several studies have researched the jigsaw method applied in the process of learning speaking skills. Saputri (2020) has researched "Improving Students' Speaking Skill by Using Jigsaw Method at the Tenth Year of SMAN 6 Palopo", finding the fact that the use of the jigsaw method is effective in English class to teach speaking skills. The research that has been done is based on the K13 curriculum, therefore the researcher aims to research the application of the jigsaw method in the independent curriculum. Based on the interview with the teacher in MTsN 2 Deli Serdang, the researcher found that there is a difference between this method in the K13 curriculum and the Independent Curriculum; in k13 students are asked to focus only on one sub-theme which is distributed, and then discussed in groups and tested in group abilities, whereas in the independent curriculum, students are asked to master the overall material but still have one focus then the test is individual.

B. Problem of the Study

1. How was the implementation of the Jigsaw method by the teacher in writing descriptive texts for seventh-grade students at MTs.N 2 Deli Serdang?

C. Objective of the Study

The objective of this study was to investigate the teacher's implementation of the Jigsaw method in writing descriptive texts for seventh-grade students at MTsN 2 Deli Serdang.

D. Scope of the Study

Based on the background of the study, the scope of this research was to find out how teachers implemented the Jigsaw method to teach writing descriptive text well in Indonesia's latest curriculum, namely the independent curriculum.

E. Significances of the Study

1. Theoretically

The theoretical significance of this study was that it could contribute to analyzing significant methods used by English teachers in the teaching process to support learning to improve the quality of English learning for students focusing on writing skills with descriptive text topics. Furthermore, this study is expected to provide further information and theory for the process of the Jigsaw method applied by the teacher for teaching descriptive text for writing skills.

2. Practically

- a) For teachers, this research provided appropriate references and additional references in the jigsaw method process which help the teaching process be more active and creative for students so they could explore the teaching process more actively by utilizing the collaborative process but remaining independent.
- b) For students, it hoped that the application of this method that had been carried out by the teacher could increase learning motivation and help them deepen their understanding of descriptive texts more enjoyably.