

CHAPTER I INTRODUCTION

A. The Background of Study

Indonesian government decision to give free VISA for some countries has shown us the expansion of globalization era. Many foreign tourists will visit Indonesia, thus a lingua franca is very needed to do communication among society and foreigners. English is one of the international languages that is used most in this world, hence mastering English is very essential in this sophisticated era.

Considering the importance of English, Indonesia's education minister has decided English as the subject that has to be learnt as a foreign language. English also includes as one of the essential subjects of study, which is examined in National examination. Four skills that should be mastered in learning English namely reading, listening, writing and speaking; but the researcher only focuses on writing.

Writing is a way of communication that cannot be separated by distance and space. Human are going to die but writing is going to live forever. Writing is thoughts or feeling that can be read even be reread by all people worldwide and whenever they want to read it. A good example is the story of Jesus from Nazareth, many people know his biography because there are people wrote about him. For thousand years ago he was alive but until now people recognize him because of letters that talk about his biography.

Carol (2001: 3) points out; writing is one of the most powerful communication tools that people use today and for the rest of people life. Writing is written messages that can be reread whenever and wherever by audience. In daily life, people cannot be separated from writing. As the evidence, nowadays most of people jot down messages through short messages service, black berry messenger, line and electronic mail (e-mail). In other hand, many families write a memo to other family members and stick the memo on the refrigerator. At school, students write the answer of a test, and write a project.

Donald grave asserts that “If students can only read and listen but cannot speak or write, they are robbed of an essential right: the freedom of expression” (as cited in Carol 1993:11). Through writing, students can express their thoughts and ideas. In writing, they transfer their ideas into a text. Therefore, teaching writing is very essential in teaching learning process.

Based on curriculum 2006-*Kurikulum Tingkat Satuan Pendidikan* (KTSP) in basic competence 1.3 Vocational High School students must learn and master writing descriptive text. Siahaan and Shinoda (2007: 89) say, description is a written English text in which the writer describes an object. Descriptive text is one of the texts that often used in human daily activities. Anthony & Metherell (2003) state, people use descriptions all time in the business and academic writing. People compose description of missing people or missing pets, write his/her characteristics in curriculum vitae.

Although people always write every day, they still get difficulties to write in academic writing. Patel & Jain (2008:125) says writing is essential features of

learning a language because it provides a very good means of fixing the vocabulary, spelling and sentence pattern. Creating some structural sentences is very difficult for students because students must comprehend some aspects of writing such as vocabulary, punctuation, sentences pattern and grammar. The fact, writing does not compose only a group of structural sentences but also meaningful sentences. Peter Knap (2005:81) says, the process of learning to write does not simply require cognition of a text's generic structure, it involves the embodiment of a complex set of knowledge and skills that then enable students to produce a meaningful text. Hence, being good in writing needs a long process and needs much exercise.

Writing is the most difficult skill to learn than other skills. As Nunan (1999:271) states, writing is something most native speakers never master. In Indonesia, learners are very weak in writing. It is shown on the mean scores of IELTS score in test taker performance 2012, the examinee got the lowest score in writing test.

Based on the researcher preliminary observation and interview with the English teacher in SMK N 1 Sidikalang, she found some problems in teaching learning of writing especially writing descriptive text. Students had difficulties in writing descriptive text and most of their writing were very poor. Teacher said, that only 35 % students who passed the minimal passing criteria scores. The researcher got the problems and she concluded that the problems were first, students were not interested in learning English. Second, teacher taught them through traditional method and asked the students to write a descriptive text

individually. Third, there was a very wide gap between high and low learners in English, because teacher applied competition goal in teaching descriptive text. As the result, low learners lost their confidence and become lazy to learn English.

Facing the problem above, an appropriate technique is needed to teach writing descriptive text. Cooperative learning is an approach that can face the students' problem. Through work cooperatively, high and low learners can share their ideas each other which can increase slow learners' confidence. Arends (2000: 315) notes: higher achievers tutor lower achievers; in the process low learners get help from peers and higher achievers gain academically.

One of the cooperative learning is Jigsaw technique. Mengduo and Xiaoling (2010: 114) define that jigsaw is a cooperative learning which each member is assigned a different part of material. Then, all students from different groups who have the same learning material gather together and create an "expert group" to discuss and communicate each other until they master the material. Later, each student return back to her/his "home group" to teach the material to other members of group.

Some researchers from State University of Medan used jigsaw technique in their research and the results were significant. According to Ridha (2013) in her thesis, entitled "Improving the Students' Ability in Writing Recount Text by Applying Jigsaw Technique" learning through jigsaw technique is able to improve students' achievement in writing recount text. The improvement of students' ability was significant as shows the mean of students' score in the first was 28, 75, in second test was 63, 88 and in the third test was 75, 83. Mailal (2013) in his

thesis, entitled “Improving Students’ Achievement in Reading Comprehension through Jigsaw Technique” shown that learning through jigsaw technique also is able to improve students’ achievement in reading comprehension. The result shows that the students’ achievement increased from the pre test until second test.

By looking on those relevant studies, the researcher is sure that Jigsaw technique affects the students’ achievement in writing descriptive text for grade X of Vocational High School. Jigsaw technique will makes students more enthusiastic and interested in learning descriptive text. Thus, the researcher chooses jigsaw technique to affect students’ writing ability in SMK N 1 Sidikalang.

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as follows: “Is there any significant effect of Jigsaw Technique on students’ achievement in writing descriptive text?”

C. The Objective of the Study

In line with this problem, the objective of the study is to investigate the significant effect of jigsaw technique on students’ achievement in writing descriptive text.

D. The Scope of the Study

There are many genres of writing. They are narrative, descriptive, recount, report, procedure and many others. This study is limited to writing descriptive

text. There are many media can use in teaching writing such as picture, puzzle, video, flashcard, etc. The researcher chooses picture as the media. This study focuses on identifying the effect of jigsaw technique on students' achievement in writing descriptive text.

E. The Significance of the Study

1. The teachers can apply this method to make teaching easier particularly teaching writing descriptive text.
2. The students can learn writing descriptive text easily
3. The result of this study is also expected to the researcher who wants to develop all information and knowledge and for those who have interest in doing research related to this study.