CHAPTER I

INTRODUCTION

1.1 Background

Since World War II, English has become the *lingua Franca*, every information and knowledge is written in English (Eldrob, 2010; Kirkpatrick, 2007, p. 3). Year by year, the number of people using English are increasing. English plays an important part in global world development.

Considered as one of important subjects for Indonesia students, English is involved as a subject in curriculum. Decree of Minister of Education and Culture No.0601/U/1993 (Murtinigrum, 2008) stated that English may be taught in elementary school as a local content and in junior and senior high school as compulsory subject. It means that English needs to be learnt by every student.

Learning English means learning four basic skills of the language: speaking, listening, reading and writing. The students should have abilities in reading and listening to support their speaking and writing. Grabe and Kaplan (1996, p. 5) stated that writing is particularly the most complex composing skill valued in the academy which involves training, instruction, practice, experience and purpose. Eventhough writing is often considered as a more difficult skill than other language skills, it still can be learned and mastered. In line with this, Langan (2008, p. 10) says that the more students practice writing, the better they will write.

Writing is a way of communication between the writer and the readers. Langan (2008) pointed out that if the writer wants to effectively communicate with readers, the writer should provide evidence to support his or her statements. Writing can help us more to consider our thoughts and analyze our feelings because it gives us time to do so. Because of writing, we are able to achieve more understanding to communicate our purposes and expressions clearly with our partner, which also helps us avoid the miscommunication which often happens in an oral communication.

In the context of Indonesian school, writing is often directed toward writing a text. Based on the text structure or overall design, there are two different written texts: report and recount text (Feez & Joyce, 2000, p. 3). They further pointed out that recount text is designed to tell a series of events which happened one after the other. It means that when writing recount text the doer who relates with the event will be known.

In telling their experiences written in a recount text, students must think about past tense and the stages of recount: orientation, record of events and reorientation (Feez & Joyce, 2000, p. 4-5). To stimulate the students' writing skill, especially writing recount text, teacher can use several sources such as student experience, book, magazine, television or movie. Teacher can also use different teaching technique for example jigsaw.

Jigsaw is one of learning techniques in cooperative learning. Previous study, for example, the study conducted by Johnson & Johnson (1994) showed that cooperative learning gives a positive effect to students' achievement, attitudes

and social relations particularly if it includes both group goals and individual accountability. In relation to this Slavin (1987) stated that cooperative learning is a philosophical and practical approach to changing classroom and school organization, classroom processes and learning activities in order to offer all learners more active learning experiences, equal opportunities, access, and a more social supportive role. Felder and Brent (2001) believe that teachers use cooperative learning as an instrument to involve learners in their own learning, and as a method of promoting social interaction skills amongst learners. Meanwhile, Nastasi and Clements (1991) view cooperative learning as a group learning process, built on the belief that students learn better when they learn together.

Elliot Aronson developed the Jigsaw in 1978 (Slavin, 2009, p. 14). Jigsaw is similar with group to group exchange with an important difference: every student tend to teach. He further suggested that jigsaw prefered use for some subjects including literature, especially in written form. In the 1990, Phelps (Slavin, 2009, p. 57) found that there is a significant differences in the student achievement using jigsaw. Mattingly & Van Sickle in the 1991 (Slavin, 2009, p. 57) also found that there is positive effect from Jigsaw strategy in student achievement. In Chinese Journal of Applied Linguistics, Mengduo & Xiaoling (2010) concluded that as far as language learners are concerned, jigsaw strategy is a useful technique to focus on the language use to accomplish learning tasks such as listening; reading, retelling, repeating, reciting; and writing in the EFL classroom.

The present research is aimed to find out whether jigsaw strategy is effective to improve students' skill of English language in writing a recount text.

1.2 Statements of the Problem

This research is carried out to find answers to the following questions:

1. What challenges do students face in writing a recount text?
2. How does Jigsaw improve students' skill in writing a recount text?

1.3 The Purposes of the Study

Specifically, the research will focus on two primary objectives:

1. To find out students challenges in writing a recount text.
2. To find out how Jigsaw strategy can improve students' skill in writing a recount text.

1.4 The Scope of the Study

The research is limited only to investigate the challenges these students encounter while they write a recount text and also how the jigsaw could improve the students' skill in writing a recount text. Jigsaw is used for the treatment in the experimental group.

1.5 Research Methods

1.5.1 Research Design

This research is quantitative in nature. The research uses quasi experimental procedures. The quasi-experimental research are often an impact evaluation that assigns members to the treatment group and control group by a method other than random assignment (National Center for Technology Innovation, 2012).

1.5.2 Population and Sample

The sample in this research is 60 students of a vocational school in Bandung. The 60 students come from two classes. The 30 students are the experimental group (EG) and other 30 students are the control group (CG). The experimental design that is applied in this study is as follows:

Table 1.

Quasi Experimental Study (Creswell, 2003, p. 169)

Sample	Pre-test	Treatment	Post-test
Experimental group	X1e	T	X2e
Control Group	X1c	0	X2c

X1e   : Students' writing skill of experimental group in pre-test

X1c   : Students' writing skill of control group in pre-test

X2e   : Students' writing skill of experimental group in post-test

X2c   : Students' writing skill of control group in post-test

T   : Treatment using Jigsaw strategy

1.5.3 Instruments

The instruments used in this research are questionnaire, pre-test and post-test in writing a recount text. The questionnaire is administered to find out students' challenges toward writing a recount text. Pre-test and post-test are aimed to obtain the data of students' writing skill before and after having treatment.

1.5.4 Data Collection Procedures

The data for the study are collected through questionnaire, pre-test and post-test result. The questionnaire result will come from both experimental and control group. It is to acquire students challenges in writing a recount text. The pre-test result is obtained before using the treatment to get preliminary information on the abilities of those two groups. The post-test result will be gathered from both groups to obtain the result of treatment.

1.5.5 Data Analysis

The collected data in the form of questionnaire result which are then transcribed in order to get a description about students challenges in writing a recount text. The data collected from pre-test and post-test result are analyzed using t-test formula. In conducting the research the following steps have been taken:

1. Administering the questionnaire result.

2. Analyzing the questionnaire result.

3. Interpreting the questionnaire result in order to answer the first research question.

4. Determining the students' scores of each group in pre-test and post-test using t-test formula to find out whether or not there is a significant improvement in students' scores.

5. Analyzing the significance of the test using computer program of Statistic Package for Social Sciences (SPSS).

6. Making conclusion.

1.6 Clarification of Terms

In order to avoid misunderstanding, some terms are clarified as follow:

1. Effectiveness: to different effect which produces better result in students skill in writing a recount text before and after treatment from the process of Jigsaw method implementation in teaching writing.

2. Cooperative Learning: learning method consist of the instructional use of small groups that students work together to maximize their own and each others' learning.

3. Jigsaw: learning technique that students work together on an academic task broken into several subtasks, depending on the number of groups (Fisher & Frey, 2008, p. 80-81).

4. Writing a recount text: in the context of genre studies, a piece of writing which talks about a sequence of events from a personal point of view (Tribble, 1996, p. 160).

5. Teaching method: the plan that teacher realize when teaching while teaching technique: teacher personal idiosyncratic strategies in order to get effective learning result (Lasantha, 2011).

1.7 Organization of the Paper

This research paper will be organized as following:

CHAPTER I: INTRODUCTION, which discusses background, statements of the problem, the purposes of the study, the scope of the study, research methods, and clarification of terms, and organization of the paper.

CHAPTER II: LITERATURE REVIEW, which concentrate to the relevant previous research and literature review from experts for investigating the research problem.

CHAPTER III: RESEARCH METHODOLOGY, which discusses the steps and procedure of the research, the instrument of the research and the reason for choosing its procedure.

CHAPTER IV: FINDINGS AND DISCUSSION, which elaborates the findings of the study and analyzes those findings in discussion.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS, which contains conclusion of the study and several suggestions for the further research.