

CHAPTER I

INTRODUCTION

This chapter provides background of the research, research questions, aims of the study, scope of the study, significance of the study, clarification of the key terms, and organization of the research.

1.1 Background

Many people know that writing plays the important role in English language education. Moreover, Raimes (1983) stated that learners of foreign language have to communicate with each other in writing. It is clearly explained that writing is also very important in social life.

As stated in school based curriculum (KTSP), teaching English in High School is aimed at developing students' communication skill both in oral or written skill in order to achieve the level of informational. In another word, the high school students are expected to comprehend and create the various functional text, monologue, and essay in form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

Based on the observation that the writer has done at one Senior High School in Bandung, the English teacher only explained the materials in the exercise book and asked the students to do the exercises. Those methods do not give more chances for the students to explore their knowledge in teaching and learning process, because the center of teaching and learning process itself was the teacher or commonly said as teacher-centered. The technique that the teacher implemented in the class somehow contributes to the students' less motivation in learning English especially in writing skill. This kind of phenomenon also turns to be one of those obstacles that make the students are difficult in mastering writing skill. The argument was also supported by Silva (1993) as cited in Brown (2007) that the L2 writers do less planning, are less fluent (use fewer words), less accurate (make more errors), and less effective in stating goals than L1 writers.

Considering the difficulties and the complexities in writing, learning writing is the most avoided skill among other skill subjects in English. Writing is the most complicated than other language skills because learners are expected to express their ideas clearly and efficiently in writing form. It was also supported by Tangpermpoon (2008) which stated that writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon which they want to communicate with their readers. In fact, learning writing has been proved to give advantages for students in term of enhancing their language learning strategies that currently has become a great concern of many experts in the movement of combining reading-writing instructions. Furthermore, the students' ability in writing the text need to be improved since in the higher educational program, the ability of writing is really needed. Foong (1999) claimed that learning to write is important and useful for language and rhetorical practice for communication, and as a discovery as well as cognitive process.

Teaching writing skill to non-native students is a very challenging task for the teachers, because developing this skill takes a long time to see the improvement. It is the teachers' duty to help their students in coping with the obstacles in the learning process. This study is one of the efforts that the researcher made to solve the problem of learning writing discovered in her short teaching experience and her observation. Hence, the writer considers that the Jigsaw technique is appropriate to use in improving students' writing ability especially in writing descriptive text. According to Aronson (2000), technique or cooperative structure commonly used in high school is Jigsaw technique, because it is considered as the efficient way to learn the material in peers. The technique essentially consists of breaking down a large topic into a number of small topics, with the production of an 'expert sheet' prepared by the teacher. Each student is instructed to read an expert sheet, then those who have the same expert sheet move from their home group into a separate expert group where they then discuss their topic in detail. Once the discussion in a new group is complete, they return to

their home group, and teach all their home group members about the topic that they are now expert in. Finally the groups are assessed, and individual grades are given.

The Jigsaw technique facilitates students' interaction in the class which enables the students to value each other as contributors (Aronson, 2000). The students have already had the capability to get the knowledge and ready to share. The students are able to get new knowledge from working together with their friend as a team work. They can share knowledge with others. Thus, this technique is also less threatening for many students, and it can increase the amount of students' participation in the classroom.

The research was done by Agustina (2001) with the title "The Role of Jigsaw Technique in Improving Students' Reading Comprehension Skill at SMPN 3 Pasuruan" showed a good result. There was not a significant difference between the pretest and post-test in the control group. According to the result, the Jigsaw technique was able to improve students' reading comprehension skill. Agustina also suggested the other researchers to do the similar research using Jigsaw technique, but with different skill like writing and speaking. Therefore, this research will experiment Jigsaw technique in improving students' writing skill at one High School in West Bandung.

1.2 Research Questions of Study

This study was carried out to answer the following questions.

1. Does the implementation of Jigsaw technique improve students' writing skill in writing a descriptive text?
2. What are the students' responses to the use of Jigsaw technique in teaching writing a descriptive text?

1.3 The Aims of the Study

The aims of the study were,

1. to find out whether the implementation of Jigsaw technique improves students' writing skill in writing a descriptive text or not.

2. to describe the students' responses to the use of Jigsaw technique in teaching writing a descriptive text.

1.4 Scope of the Study

The study focused on the implementation of Jigsaw technique in teaching writing a descriptive text in order to improve students' writing skill in the first grade at one Senior High School in west Bandung and discovered students' responses toward the use of the implementation of Jigsaw technique in teaching writing a descriptive text. Two classes were taken as the samples; one of them has the function as the experimental group and the other one as the control group.

1.5 Significance of the Study

Besides for the researcher's own purpose, this study was intended to give some contributions for the teachers, the students, and further researcher. This research is expected to be very useful for the teachers in helping them to teach writing descriptive text. Hopefully, this study also is able to stimulate teachers' creativity in creating the material for teaching English writing. Meanwhile, for the students, the technique and the media used hopefully are able to contribute in enhancing their motivation in learning writing a descriptive text and making them are easier in comprehending the materials, hence they were motivated to improve their English writing skill. For the other researchers, this study is expected to be used as an additional source especially for those who conduct a research in term of teaching descriptive text to improve students' writing skill.

1.6 Clarification of Key Terms

This research consists of several related terms that will be very helpful for the readers to comprehend the general purposes of the research. In order to avoid unnecessary misunderstanding, there are some terms that need to be clarified in this study as follow:

1. Jigsaw technique is an efficient way to learn the course material in a cooperative learning style in which encourages listening, writing, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work

together as a team to accomplish a common goal. The successful of a team depends on the cooperation among each of members. There is no student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task where its strategy places great emphasis on cooperation and shared responsibility within groups (Aronson, 2000). This means the Jigsaw strategy effectively increases the involvement of each student in the activity.

2. Writing is the product of thinking, drafting, and revising procedures that requires specialized skills (Brown, 2001). Writing is a tool for expressing critical thinking, reasoning, discovering, creating, and sharing of ideas and knowledge, and it allows writers to present those ideas, feelings, and cultural knowledge through various kinds of writing strategies (Smith, 1990, Villimil, 1991, and Wells, 1986 cited in Gooden Jones & Carrasquillo, 1998).
3. Descriptive text is a kind of text that describes a particular person, place, or thing (Gerot, 1995 p. 208). It also has the generic structure which is summarized as follows:
 - (1) Identification which identifies phenomenon to be described
 - (2) Description that describes parts, qualities, characteristics.
 - (3) The linguistic feature occurs in this text is focused on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, and the use of simple present tense.

1.7 Organization of Paper

The organization of paper consists of five chapters. Chapter one is introduction to this study of the use of Jigsaw technique in improving students' ability in writing a descriptive text. This chapter provides the background of the

study, purpose of research, research questions, clarification of terms, literature review, research methodology, and organization of paper.

Chapter two is theoretical foundation, which provides the theories of writing especially descriptive text and the media from the experts and the findings of previous studies in relevant to the study.

Chapter three is research methodology that describes source of the research, technique of data collections, and data analysis.

Chapter four is finding and discussion; this chapter describes the result of instrument analysis, such as pretest data analysis, post-test data analysis, and the data from the interview, and the interpretation of the finding from the research.

And the last chapter is conclusion which describes the result of the study and suggestion for further better study.