

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the basic skills are needed for real communication among people. By using language, we will able to convey our ideas and feeling. As international language, so all people over the world have to master an learn it, English is used to communicate with other people from different country. In Indonesia, English is learned by the students as a foreign language.

English as foreign language is important to be studied to absorb and develop the science and technology, art of culture. Nowadays English is very important particularly in Junior High School because it can be prepare the student identity, ability and basic skill to continue their study at next stage. Hopefully that junior high school can set up the student to get ready to start living in the society by giving life skill and knowledge. For the students in junior high school, English language skills are very useful for their basic to learn English at senior high school. By learning English hopefully student are expected to achieve the information, to be able to get involved in communication with English, spoken as well as written.

The English teaching especially in Indonesia is to extend the student's English skill in reading, listening, speaking and writing. Reading and listening have connection with the term of accepting communication. Speaking and writing have correlation in the term of expressing meaning. Writing is one of four basic language skills. Writing is the productive skill in the written mode.

It is more complicated than it seems at first, and often seem to be the hardest of the skills even for native speaker of the language. Writing is not only a graphic representation of speech but also the expansion and presentation of thought in a structured way. Thus, students often get difficulties in learning English.

Teacher needs approaches, methods and techniques that will be used to facilitate the students in accepting the English material. Teacher uses newer and better approaches, methods and techniques as a problem clarification in teaching learning process. In teaching, approaches, methods and techniques are central. They have relationships and level in concept and organization.

According to Anthony (in Richard and Theodore, 2001:19)

“...approach is the level at which assumptions and beliefs about language and language learning are specified: methods is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented: technique is the level at which classroom procedures are described”.

It means approach is level at which assumption that language learning is specified, while method is level at which theory is to put practice where the content to be taught and presented and technique is level at which procedures are described in process learning. According to Richard and Rodger in Arsyad (2004: 5), technique is procedure and real practice. In other words, technique is a manner, a way or method in teaching learning process.

There are many kinds of teaching technique that can be used in teaching learning process. Jigsaw is one of the essential techniques that can

be used in teaching learning process. This technique focused in group working that is able to build the student behavior and communication ability. The jigsaw technique can be very useful, well structured Template, for carrying out effective in class group work. According to Mc Graw (1997:135), the jigsaw lesson requires group members to be dependent on each other for sharing information. That also encourages, interaction and cooperation by giving each member of the group an essential part to play in academic activity. In jigsaw technique, the group tackles an assignment that tries the individual contributions together to make complete text. Without the comparison assignment, the individual contributions remain unrelated presentations. With the comparison assignment, students in group derive the principles of igneous rock classification. In jigsaw also will built discussion between the students each other. In discussion, the student has a chance to contribute meaningfully which is difficult to achieve in large-group discussion (<http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/jigsaw.html>).

Besides, the individual is actively engaged and must explain what they have learnt to their group. Both individual and group are built in teaching learning process.

The researcher commits to decide descriptive text as the formal object of this research. Teaching writing is a difficult thing to do and it has less paid attention by the teacher because it needs a certain method and technique to do. Beside that the way of correction in writing needs a tenacity, patience and correctness of the teacher. This is cause by the differences of the student's

writing.

By using jigsaw, hopefully, the students get more knowledge, information, and more ideas in foreign language that is English. Teaching English using picture is an easy technique of teaching foreign language to develop the achievement in English.

Based on the explanation above, teacher has creativity to develop the English material by using various techniques one of them is jigsaw technique. The purpose of using jigsaw technique is to make the student easier to understand the English material. The various techniques that used by the teacher give good response to the students, they are more enthusiastic in learning English. So it is important to do a research with the title “The Implementation of Jigsaw Technique in Teaching Writing Descriptive Text to the Seventh Grade Students of MTsN Siderejo in the Schooling year of 2011/2012”.

B. Problem Statement

Based on the background of the study, the problems of this research can be formulated as follows:

1. How is the implementation of jigsaw technique in teaching writing descriptive text to the seventh grade student of MTsN Sidorejo in the schooling of year of 2011 /2012?

2. What are the advantages and disadvantages the implementations of jigsaw technique in teaching teaching descriptive text to the seventh grade student of MTsN Sidorejo in the schooling of year of 2011/2012?

C. The Objective of the Study

Based on the statement of the problem, the researcher identifies the objective of the study. As follows:

1. To describe the implementation of jigsaw technique in teaching writing descriptive to the seventh grade student of MTsN Sidorejo in the schooling of year of 2011 /2012.
2. To identify the advantages and disadvantages the implementation of jigsaw technique in teaching writing descriptive text to the first grade student of MTsN Sidorejo in the schooling of year of 2011 /2012.

D. The Significance of the Study

The results of this research are expected to be useful for:

1. Theoretical Benefit

The result of this research can be use to develop the theory about the implementation of jigsaw technique, especially in teaching writing.

2. Practical Benefit

- a. Student

The result of this research will make the students able to solve their problems in learning and mastering descriptive

text writing.

b. Teacher

The result of this study can be used as guidance in giving inspiration and varieties in teaching writing procedure text.

c. Other Researchers

The result of this study can be used as the reference for future research.

E. Research Paper Organization

The writer device this research paper into five parts. They are:

Chapter 1 is Introduction consisting Background of the Study, Problem Statement, Objective of the Study, Benefit of the Study and Research Paper Organization.

Chapter 2 is Underlying theory. It deals with Previous Study, Notion of Technique, The Nature of jigsaw, Step in implementing Jigsaw, The Benefit of Jigsaw, The Definition of Writing, Types of Writing, Kinds of Writing, Process of Writing, The Definition of Text, The Types of Text, Descriptive text.

Chapter 3 is Research Method presenting The Type of Research, Place of The Research, Time of The Research, Method and Design Research, Data Sources, Technique of Collecting Data and Data Instrumental, Technique of Analyzing Data, Procedure of the Research.

Chapter 4 is Research Finding and Discussion

Chapter 5 is Conclusion and Suggestion