

CHAPTER I

INTRODUCTION

1.1. Background of the study

In the Education Unit Level Curriculum (KTSP) of Indonesia, every student should have competence of each subjects according to the specified standard. On the subjects of English, aspects that must be mastered by the first intermediate students include listening, speaking, reading, and writing. Listening and reading belong to receptive skills in which the language users require the ability to produce language both spoken and written (Harmer, 1983:44). Writing, which belongs to productive skills, can be described as an act of forming graphic symbols or making marks on flat surface.

However, among the four skills above, writing is one of four skills in language learning process. According to Nunan (2003), writing is physical and mental act that find out ideas, how to communicate, and develop ideas into statements and paragraphs that will be comprehensible to a reader.

Writing is classified as the most difficult skills for students, because the components are taken into consideration of the content, organization, vocabulary, language usage, and punctuation (Brown, 2004:244-245). In writing, to make a good sentence the writer should also think about the essential elements such as the audience, the tone, the goal of writing it self (Oshima, 1981:2).

Students in junior high school should be able to write or produce narrative text. It is not something attractive and fun for them to write narrative text although narrative text have purpose to entertain the reader. They know many stories

related to narrative text but when they have to produce their own narrative text, they face many difficulties. Many students cannot get and generate their own idea. Some students have idea but cannot express it in their own sentences. They also have difficulties in arranging the idea into good order to form a good narrative text. They also lack of vocabularies related to the idea that they want to write. It is supported by Kim (2011), the problems often experienced by the students in writing narration is difficult to pour or express their ideas in the form of a post. In addition, difficulties experienced by the students associated with writing is how to choose the right words, organization structure of the text to suit the topic, grammar and grammar sentence is good and right and to develop the idea.

Based on the problem above, the researcher will apply cooperative learning type jigsaw to solve the problem of writing skill. According to Elliot (2000) in Jigsaw strategy the students can work together to find the ideas that will be used to write based on the topic given by the teacher. This strategy consists of two groups. There are home group and expert group. In expert group the teacher gave the different material. After expert group receive a material from the teacher, each student return to the home group and share an information and discussed with the home group. This strategy can make the students interest in learning writing.

The first previous study related to this research was conducted by Retna Oktaviani (2013) entitled “The use of jigsaw technique in improving students’ ability in writing a descriptive text”. This research discuss about jigsaw technique give positive effect on students’s ability in writing a descriptive text and can help students more be responsibility toward their own learning.

The second is written by Iranita and Pupung (2015) “The effectiveness of Jigsaw strategy to improve students’ skill in writing a recount text”. this research discuss about that Jigsaw strategy also give some positive effect such as it can stimulate students to be more active in the learning process.

The third is written by Ridha and Siti (2012) “Improving the students’ ability in writing recount text by applying jigsaw technique”. This research discuss about jigsaw technique can improve the students’ ability in writing recounts.

The fourth is written by Sedat Maden (2011) “Effect of jigsaw technique in achievement in written expression skill”. This research discuss about jigsaw technique give positive effect on students’ ability in written expression.

From the fourth previous studies above, the writer found similarities in the form of technique that they used in research. In first study, used the jigsaw strategy in writing a descriptive text, the second study used jigsaw strategy in writing a recount text, the third study used jigsaw technique in writing a recount text, and the fourth study used jigsaw technique in writing expression. So the researcher focused on the same strategy in writing ability.

In this study, the researcher chooses the eighth grade students of SMP Muhammadiyah 7 Cerme to be the research participants. The reason why the researcher chooses the eighth grade students because several problem that faced in eighth grade such as, students feel difficult to developing idea, vocabulary and grammar. Teacher taught monotonous, it is just make student become passive. By knowing the problem Therefore the researcher want to implementing cooperative learning type jigsaw in teaching learning and teacher more be creative through

give opportunity students to assess or evaluate their own learning especially in writing skill. in teaching writing in Junior High School eighth grade, there so many various of text based their on KTSP and syllabus. those are narrative, descriptive, procedure, recount, report, but this study just focus on narrative text, because narrative text are learned by the eighth grade students at SMP Muhammadiyah 7 Cerme.

Knowing those descriptions above, the researcher believes that the cooperative learning type jigsaw is good alternative to learning process. by using this strategy the researcher hopefully that students can improve their learning ability especially in writing narrative text and this strategy can give influence positive toward writing skill.

1.2. Problem statement

Is there any significant effect of cooperative learning type jigsaw to teach students' writing narrative text at the eighth grade of SMP Muhammadiyah 7 Cerme in the academic year 2016/2017?

1.3. Purpose of the study

The study aims to compare SMP Muhammadiyah 7 Cerme students' achievement on writing narrative text skill before and after being taught by using cooperative learning type jigsaw.

1.4. Hypothesis

H_0 : There is no any effect of using cooperative learning type jigsaw to the students' writing narrative text.

H_a : There is possitive effect of using cooperative learning type jigsaw to the students' writing narrative text.

1.5. Scope and limitation of the study

This study focuses on the problem towards students' ability to write narrative text by using cooperative learning type jigsaw at the eighth grade of SMP Muhammadiyah 7 Cerme.

1.6. Significance of the study

1.6.1. English teacher

The teacher will find a new effective teaching process in using jigsaw technique for her students especially in writing narrative text.

1.6.2. Students

Students are hoped to be easier in learning and mastering writing especially in narrative text.

1.6.3. The researcher

By conducting the study, the writer knows the effectiveness of Cooperative Learning Type Jigsaw towards students' writing skill in narrative text.

1.7. Definition of key terms

1.7.1. Jigsaw

Jigsaw is a model of cooperative learning in which students learn in small groups of 4-6 people working together heterogeneously and have a positive interdependence as well as responsible for the completeness part of the subject matter to be learned and convey the learning material to the other members of the group.

1.7.2. Writing

Writing is an expression of feeling or expression that outlined in written form.

1.7.3. Narrative text

Narrative text is a literary text that tells a story to entertain the reader.