

CHAPTER I

INTRODUCTION

This chapter discusses about background of study, statement of problem, purpose of study, significance of study, scope and limitation, and definition of key terms.

1.1 Background of the study

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Communication can happen if we have something to send orally and written. Language is the ways to communicate, when we find the other people from different country. In addition, people can also change some experiences and improve their culture, language, technology and their knowledge using a language among one another.

The linguists describe language as means of communication. This is something fundamental about language. At least there are three theoretical views of language. The first is the view that language is a system of structurally related elements for the coding of meaning. The second is the functional view, i.e. language viewed as a vehicle for the expression of functional meaning. The third is interactional view, i.e. language viewed as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. This emphasizes the fundamental function of language universally, i.e. language as means of communication (Richards and Rodger in Pandiya, 2013: 43)

For teaching purposes language is divided into four skills that are speaking, writing, listening, and reading. At the same time, these skills are placed in two subcategories, receptive and productive. Speaking and writing, which is the language produced by learners, are considered to be productive skills, and listening and reading are the skills which lead the learner to get to comprehend the language are considered as receptive skills (Rojas and Rodriguez, 2008: 2).

As productive skill, writing is the thinking process which involves the sharpness of memorizing and imagination ability. Writing is the way to pour down the ideas of what one's experienced, saw, and felt into the form of text. "writing is the form of thinking" (Tarigan in Wuzaro, 2012: 113). The skills must be paid attention, because many students have many problems to write something, especially in various type of writing, such as diary, letter, sentence and paragraph.

Writing is a skill that is often neglected, because its relevance is not always clear. The teachers do not always know the best way to approach (Riddell, 1990:138), so teaching writing is very important because, it can help the students improve their ability to understand and produce kind of texts in English.

Writing is one of language skills which are important for students in learning English. It becomes very important because it is one of communication tools. Sabilah reports that the students' ability in English writing skill was still far from the target and they did not have ability to express their idea in written form (Ariningsih, 2010: 18). So the student cannot write any word, because they are afraid to write wrong words.

Similar problems also happen in SMAN 1 Badegan Ponorogo. Based on the observation at the tenth grade students of SMAN 1 Badegan Ponorogo, the observer found that many students have difficulties in learning writing. The problems are the students have lack vocabulary, limited in grammar understanding, and also students have low motivation to write something. It is showed when the researcher observed the students in teaching and learning process.

The problems are caused by the students. They have lack practicing, afraid of making mistakes and they experience the difficulty organizing ideas, choosing correct words and structuring ideas in correct sentences, and paragraph.

The fact above really becomes the biggest challenge for the researcher, how to teach our students' writing skill as effective and interesting as possible. Learning language especially for Indonesian students is learning the role of the language.

From the problems above, the researcher tries to give the solution for the teacher to apply the teaching method. One of cooperative teaching methods which is interesting, innovative and it can improve the students' writing skills, namely jigsaw learning model.

Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. It makes the students can use the target language communicatively, so they can increase their knowledge to be master of the material.

Lie in Yamin (2009:92) said that Jigsaw is a learning strategy design for exercise of learners to be responsible not only own material, but also material from other people, and they must be ready to deliver and teach the material to the other groups

Based on the explanations above, the researcher conducts the research at the tenth grade because students' writing skills in this class needs to be improved. So, the researcher would like to carry out the research entitled "the use of jigsaw learning model to increase students' writing a recount text at the tenth grade of SMAN 1 Badegan Ponorogo in the academic year of 2015/2016."

1.2 Statement of problem

Based on the background of study above the problem of the research can be formulated as follow:

How can the implementation of jigsaw learning model to increase students' writing a recount text at the tenth grade of SMAN 1 Badegan Ponorogo in the academic year of 2015/2016?

1.3 Purpose of Study

The purpose of this study that the researcher wants to present is as follows: To know the implementation of jigsaw learning model to increase students' writing a recount text at the tenth grade of SMAN 1 Badegan Ponorogo in the academic year of 2015/2016.

1.4 Significances of The Study

The research is expected to give some advantages and contributions in teaching and learning process as follows:

- 1) The students
 - a. The result of this research is expected to be able to help students reduce their problems, especially in learning their writing skill. It can also make students interested in increase their writing skill.
 - b. This method is expected to be able to help the students more active and make the students more responsibility to increase their knowledge.
 - c. To get more practice in writing skills
- 2) The English Teachers
 - a. This research can be used by the teachers as one of the references in teaching Writing English.
 - b. This method is expected to be able to help the teachers more creative, and innovative to create creative and active learning
- 3) The researcher
 - a. This research is expected to be able to help her to increase her teaching skill by applying this learning model in teaching writing.
 - b. This research gives experiences how to teach writing using jigsaw learning models.
 - c. To share the researcher's knowledge for useful purpose.
 - d. To learn about students' class behaviors during teaching and learning activities.
- 4) The Next Researcher
 - a. It is hoped that the result of this study will contribute the next researcher to conduct other research in similar study.

1.5 Scope and Limitation

This research is focused on the implementation of jigsaw method. There are many methods that can be implemented in teaching writing like, paragraphs, essays and stories etc, but the researcher uses jigsaw method because this method is easy to learn and enjoyable.

The scope of this study is limited in discussing about increasing students' writing skill using jigsaw learning model. The subject of this research focuses at the tenth grade of SMAN 1 Badegan Ponorogo in the academic year of 2015/2016

1.6 Definition of Key Terms

The writer defines the key terms used in this research in order to avoid misunderstanding. The key terms are as follows

Writing : is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others (Troyka in Ariningsih, 2010: 24)

Jigsaw : is one type of cooperative learning encourage students to be active and help each other and master of the subject matter to achieve maximum performance (Isjoni, 2009: 77)