

Chapter 1: Introduction

This chapter consists of basic consideration, research question, the reason for choosing the topic, the objective of the study, delimitation of the study, the significance of the study, and the organization of study that is related to this research.

Basic Consideration

Writing is one of four skills in learning English, and it is different from the other skills, mainly speaking skills. Therefore, writing is an important thing to be learned because communication is not only orally but, people also make communication through written or text. In writing, students not only convey their ideas, but also how to arrange the sentences that can make the reader understand about what they are talking in writing form. It is essential to develop the students' critical thinking ability that the students should master. Blanchard and Root (2004, p. 1) said that every student could master writing skill. Not everyone was born to be a writer, but writing skill can be practiced and mastered by everyone. Thus, to be good writers the students need to practice as often as possible learn how to write quickly and introduce to strategies that will help them develop their skills.

Furthermore, there are five kinds of text in writing, they are: descriptive, recount, narrative, procedure, and report text. From those texts, the researcher chose the narrative text because that is the common problem that occurs in the

students' narrative text. There are some generic structures that the students should master in the narrative text (Anderson, 1998, p. 3). It is about orientation (introducing the story), complication (problem arise), and resolution (the resolution of the problem). In orientation, the student tells about what the topic itself, while in complication, the student will be talking about the content of the story. The last, resolution is about the conclusion of the story.

From the experience of the researcher in teaching English at SMPN 13 Gorontalo, it was found that some problems occur when the students in writing narrative text. The students usually do not know how to compare the generic structure in narative text and to arrange the sentence into a paragraph. Therefore, in this case, the researcher has a solution to resolve the problem, which is using the jigsaw technique. This technique has been applied by the researcher based on the situation in class, because the students felt bored with the monotonous learning process. In jigsaw technique, the students are easier to understand the material, because their friends in the same group share the idea. According to Aronson & Goode (1980, p. 2) jigsaw technique is a technique that encourages groups to work together and to share their idea in learning of the specific content in narrative text.

There are previous research that conducted in writing ability of narrative text by different kinds of technique, such as: Story Sequencing Cards and Round Table Technique by Joseph (2015), Dialogue Journals by Smith (2016), and Four Square Technique by Calla (2018). In their studies, the students felt comfortable in the teaching learning process in the classroom and they understand about the

material well. But, they do not know how to express their idea into a good writing, because their vocabulary is lack. Therefore, in this study the researcher used another technique based on the students' need in learning process of writing especially in narrative text, that is jigsaw technique. This technique can make the students active in the classroom, make the students responsible for explaining the material that they got into a group, and make the students critical to thing about what they got to each material. Then, this technique also makes the students have motivation to learn, it is based on my experience in practice learning process in Junior High School. In other hands, jigsaw technique in particular has been proved not only to improve intergroup relations, but also to increase students' achievement (Zahra, 2014, p. 67).

Beside that, the study of the jigsaw technique has been previously conducted by some researchers. The first study was conducted by Rees (2012), entitled "The Effect of Using Jigsaw Technique Toward Students' Ability in Writing Narrative Essay". As Rees's research, she used classroom action research in her research. She used Kemmis' cyclical process there are, action planning, plan to implement, observing, and reflecting. In their result it was showed that the use of the Jigsaw Technique help the students learn for better.

Another researcher, Milly (2015), with the title "Improving the Students' Ability in Writing Recount Text by Applying Jigsaw Technique". She conducted classroom action research and used Kemmis' cyclical process; there are, action planning, plan to implement, observing, and reflecting. The result show that students' score increase after the treatment of this method. She stated that students

were interested, motivated, confident, and cooperative with their classmates and can improve their ability in recount text.

Compered to previous study, this research has similarities and differences. The similarity with the previous research is to observed the effectiveness of jigsaw technique in teaching and learning process. Howefer, the difference between this research and previous research are purpose and the subject. The first previous study is purpose to examine the effect of jigsaw technique in writing narrative essay and the purpose of the second previous study is to examine the students' ability in writing recount text, with the subject of senior high school. Hence, this research purpose to see the effect of jigsaw technique in English towards their skill in writing, with the subject of junior high school.

Thus, to solve the problem above, this study is aimed to find out "*The Use of jigsaw Technique to Improve Students' Writing Ability through Narrative Text*". The study will be conducted at the second grade of SMPN 13 Gorontalo in the academic year 2019/2020.

Research question

Based on the background of the study, the research is aimed to answer the question: Can the implementation of jigsaw technique improve the students' writing ability in narrative text ?

Objective of the Study

The objective of this study is to know how jigsaw technique can improve students writing ability in narrative text for the second grade in SMPN 13 Gorontalo.

Significance of the Study

The significance of this research is to give contribution on teaching and learning process especially in narrative text, because this research has implemented the jigsaw technique to improve students' writing ability in narrative text. This research also can be useful for students in writing or increasing knowledge of students about narrative text.

Delimitation of Study

The researcher focused in teaching and learning process by using jigsaw technique in narrative text at the second grade of SMPN 13 Gorontalo. That is focused on five components of writing, there are: content, main idea, plot, organization and sentence.