

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research which consists of background of the research, statement of the problem, objective of the research, scope and limitation of the research, significance of the research and definition of key terms.

1.1 Background

English is one of international language in the world. English is used by almost people in the world both in terms of education, politics, social, culture and economic. Therefore learning English is needed. In Indonesia English lessons are given from kinder garden until in college. Although more than ten years English has been given, but still many students cannot mastery English well, mainly in writing.

In learning English there are four skills that must be studied by students. Those are listening, speaking, reading and writing. That four skills are very important for the students and they must be in balance. It cannot be denied that writing skill is the most difficult for students. Hence, writing is need to pour out all their inspiration, ideas, thought. Brown (2001:335) argue that writing is skill that needed thinking and generate ideas that use appropriate grammar and must be organize coherently, drafting, revising that require specialized skills. All of them that caused students feel bored, feel so difficult and uninspired.

Based on the preliminary study, the writer saw problems in learning English of VIID in SMP Muhammadiyah 2 Surabaya. The first problem was teacher only used one book for teaching. The second teacher just applied the traditional technique that is by teaching and writing on the board then the students writing and doing the task. The third, teacher did not use innovative learning media. The fourth, teacher did not apply the learning process based on the lesson

plan. The fifth, students were lack of vocabulary. The sixth students did not have any idea to write. The last, students were lack of grammar understanding.

From the problem above, the writer tries to find a solution how to improve students English in writing skill. Thus, by applying jigsaw method. Jigsaw method is types of cooperative learning technique that makes the students enjoy, motivate and reduce the problem of students in order to make the learning process is better (Aronson:2000). Furthermore, ITLI (Institute for Teaching and Learning Innovation) defines that jigsaw is a cooperative learning in a group where each student is responsible for understanding a piece of material and should be able to communicate to other friends retrieved from <http://www.uq.edu.au>. Therefore, Jigsaw is suitable to apply in teaching writing descriptive text because it make the students being expert in understanding the material.

Furthermore, learning medium is needed to support the jigsaw method in order to make the learning process more success. Selfie picture is chosen as learning medium because most of VIID students really like selfie. It can be seen from the result of questionnaire in the preliminary study (see on appendix 11). 90% students or 27 from 30 students like selfie. Therefore selfie is very suitable to be learning medium because derived from things that are liked by students.

It is supported by survey conducted by Luster Premium White in 2015 against 1.000 Americans aged 18-34 years stating that 25.676 selfie photos have been generated by the milenal generation. 95 percent claimed ever done selfie at least one time. While, In Indonesia in 2014, based on research on 400.000 photos in Instagram that put a # finger marker (tagar) # selfie, for example in Bandung, Yogyakarta, and Denpasar are include into 100 cities in the world who uploaded most photos of selfie version of Time magazine (#)". Retrieved from Putri. "Demi Tren 'Selfie' Tetap Eksis" compas.com. Thus, Selfie is the most popular activity that are liked by people in this era.

In addition, Selfie is an abbreviation of "self portrait" which has meaning photographing our self using camera such as camera digital or camera on smart phone that take it by arm length, then usually people uploaded to social media retrieved from <http://www.kbbionline.com/arti/gaul/selfie>. Likewise, selfie is including of photograph which is picture or image that produced by camera (Frosh

,2015:1607). According to S. P Lim and M. M. R. Wong (2015:62) Selfie is effective strategy to help students in generating ideas for writing.

In conclusion, By applying fun methods and interesting learning medium will make students more attractive to learn writing descriptive text. Thus, it can affect to the score of writing descriptive text also. From the background described above the writer interested in investigating Students Writing Skill of Descriptive Text using Jigsaw Method with Selfie Picture as Learning Medium of The Seventh Grade Students in SMP Muhammadiyah 2 Surabaya.

1.2 Statements of the Problem

The research are aimed to answer the questions :

- 1.2.1 Can jigsaw method using selfie picture as learning medium improve students writing skill of descriptive text of Seventh grade students in SMP Muhammadiyah 2 Surabaya?
- 1.2.2 How jigsaw method using selfie picture as learning medium improve students writing skill of descriptive text of Seventh grade students in SMP Muhammadiyah 2 Surabaya?

1.3 Objectives of the Research

Relates to the statement of problem above, the writer would like to state that objective of the research are:

- 1.3.1 To know whether or not jigsaw method using selfie picture as learning medium can improve students writing skill of descriptive text of the Seventh grade students in SMP Muhammadiyah 2 Surabaya.
- 1.3.2 To describe how jigsaw method using selfie picture as learning medium improve students writing skill of descriptive text of the Seventh grade students in SMP Muhammadiyah 2 Surabaya.

1.4 Scope and Limitation of the Research

This research will be restricted on obvious. The writer scope this research in Junior High School students from SMP Muhammadiyah 2 Surabaya on Academic year 2017/2018. The writer only take one class of five classes of the seventh grade that is Class VIID consist of 30 female students to be the subjects of this research. The limitation of this research is implementation of jigsaw method using selfie picture as learning medium to improve students writing skill of descriptive text.

1.5 Significance of the Research

The result of this study hopefully will be useful for the writer, teacher, students, and school. The findings of the research can be used for the writer as a starting point in improving the writers teaching ability, especially teaching writing. For the teachers, it gives the alternative solution in teaching writing. Hopefully, this jigsaw method and selfie picture can be learning medium to improve students' writing skill. For the students can also be used to improve and develop their abilities in English writing. Then for the institution of SMP Muhammadiyah 2 Surabaya, it can be beneficial regarding to improve the education quality.

1.6 Definition of Key Terms

To avoid misunderstanding the writer gives definition of key terms:

1.6.1 Writing

Writing is an activity to create ideas, thinking, innovations that pour in the form of words, sentences or paragraphs.

1.6.2 Descriptive Text

Descriptive Text is a type of text that purposed to describe objects in detail.

1.6.3 Jigsaw

Jigsaw is cooperative technique where the students breakdown in a group then each student learn to expert his own material then presents to the other students.

1.6.4 Selfie Picture

Selfie Picture is picture that make our self become a photo object either partly or whole body by using camera.

