THE EFFECT OF JIGSAW TECHNIQUE ON STUDENTS' WRITING SKILL

Lastry Forsia

Universitas Islam Syekh-Yusuf, Tangerang

Email: lastryforsia@unis.ac.id

Abstract

This research was to understand whether there is a major effect of Jigsaw technique on improving students' writing ability to write down a narrative text at the tenth grade at SMAN 15 Tangerang. This research used quantitative method with quasi experimental design. The population of the research was the tenth grade that consisted of X.1-X.8. Both of classes were selected into two classes with purposive sampling, one class as experiment class and one class else as control class because the comparison result among both of class. They were X-8 as experiment class and X-7 as controlled class. The data was collected by the pre-test, treatment and post-test. The data was analyzed by using t-test formula. The results of the research showed that t_{count} (2,21) was above than t_{table} (1,67). It might be concluded that there was a significance effect of Jigsaw Technique in teaching writing narrative text on the students' writing ability. Then, Jigsaw technique could give assistance students to focus and elaborate their product writing.

Keywords: Jigsaw, quasi experiment research, Writing Skill

1. Introduction

Writing is productive skill in language. It has essential role in the human communication. People can express feelings, ideas, and experiences to others. Furthmore, writing is important for education and occupation purpose. For example: writing story, letter, email, article, and so on. As stated by Gelb (2003) writing could be a system of human intercommunication by means of conventional visible marks. Johnson (2008) states that writing is a vehicle used by people to deliver thought, news and feeling to others. Meanwhile, Brown (2004:391) stated that writing paragraph is the process of putting ideas down on the paper to rework in words, to sharpen the most ideas to offer them structure and coherent organization. It means that there are several aspects that ought to be learnt by students such as vocabulary, grammar, mechanical and so on. As said Hasibuan (2013) teaching writing as productive skills requires teacher to direct students to produce their experience in written form and need more elements of skill such as using appropriate words, proper sentence and correct spelling that is different from speaking.

In traditional learning setting the majority of interactions are teacher-

students. It makes students passive. They don't get facilitation for building their own knowledge. They just become followers and depend on instruction from their teacher. They do not have chance to share what they have in mind or discussion the problem with other students in the classroom. So, they only have knowledge from their teacher. Meanwhile, teacher often stimulates the students' writing creativity with several techniques or media that can be utilized for triggering it. For example: teacher only asks their students to rewrite a text in the text book. After that, students collect it and teacher never gives the feedback.

To solve the problem, teachers are considerable to know and apply several teaching techniques that can facilitate students to be active. Both the teachers and students need a significant way of teaching and learning that is innovative and interesting in order to improve students' abilities in writing. The writer proposed to use Jigsaw that will make students' writing appropriately and effectively.

In the Jigsaw technique, students work in some groups such as home group and expert group as stated by Chai-Hung Lai et al (2015). Activity uses a series of pictures which is cut into pieces and social contexts. Each member of expert group has similar pictures. They discuss the pictures and tell what they see in the pictures. Then, students are divided into another group (the home group). In this group, each member will combine the information from the pictures and write it to be a

story. The uses of picture will help students to tell something easily for triggering ideas since they can see the object clearly. Then, the group activity is believed to facilitate students to gain trust and acceptance across races and cultures and support minority students in achieving their academic success. Meanwhile, it provides opportunities for students to develop their presentation and questioning technique. It is as the impact of ensuring that everyone has responsibility to get the information. So, they have motivation to be active.

Based on the above explanation, the writer decided to carry out a research to get accurate information on the effect of Jigsaw technique for improving students' writing narrative text.

2. Research Method

This study used quantitative method with quasi experimental design. During this research, the experimental group was taught using the Jigsaw technique, while the control group was taught using conventional technique. The experimental variable of this research is Jigsaw technique and writing skills is as dependent variable. The population of the research was the tenth grade in Tangerang that consisted of X.1 –X.8. Whereas the samples were only two classes that were chose with purposive sampling. Those were x.8 as experiment group and X.7 as control group. The data would be collected by test. The writer used two kinds of test. Those were pre-test and post-test. The pre-test was given before teaching

learning process and it was without treatment. The pre-test was used to know the first ability of students' writing from two groups. The post-test was given after it with the treatment in experimental class. It was used to know whether there were any differences on students' writing skill and to know the effect of Jigsaw technique towards students' writing skill of narrative text.

The clear criteria in assessing students' works are needed so as to get valid score. The scoring rubric that was proposed by Weigl (2002) was adapted during this study. This rubric was used to evaluate students' written works during this study that covers several aspects like relevance of content, compositional organization, cohesion, vocabulary, grammar, punctuation, and spelling. The purpose of every aspect ranges from 0 to 3, in which the maximum score of seven aspects is 21. However, to urge the students' score of writing skill of narrative text is the students' gained score divided by the maximum score of mark of all criteria 21 (7 x 3). Then multiplied by 100.

3. Findings and Discussions

To prove the hypotheses, the data obtained from the experimental group and the control class was calculated by using *t-test* formula. It was found that t_{count} = 2.21 and t_{table} = 1.67 or 2.21 > 1.67 at the significant value (0.05) with degree of freedom 70.

The data above shows that t_{count} (1.67) is higher that t_{table} (2.21). Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means there is significant difference between the results of Jigsaw technique in teaching narrative text on students' writing skill of tenth grade of SMAN 15 Tangerang in academic year 2019/2020.

The teaching of writing narrative text by Jigsaw technique showed a good result and gave highest influence on students' understanding in its material. Besides,it is a way of teaching and learning technique that in involve all students in class to interact with others to do the activity given by teacher. Then, students learn using both home groups and expert groups. Each member of a group will have the different part of material (home group). Next, all students from different group who had the same learning material gathered together and formed a new group (expert group). As stated by Lai et al (2015), in jigsaw technique learners cooperatively learn using both home groups and expert groups. Both group participate by sharing and cooperatively research for information. The expert group is the temporary group. The

purpose of it is to master the part of their material. Next, students will return to home group. Then, students have the responsibility to teach the material that they have discussing in the expert group toward the home group. The material for writing, it uses a series of pictures which is into pieces. Then, it is also given the warm up activity for group such as arrange the jumbled sentence to form a story, rearrange the jumbled sentence based on the pictures into a story, fill in the blank using the phrases provided based on the picture given or describe the pictures in writing. Kressles (1992) generates the benefits of Jigsaw technique that this technique can develop students' cognitive skill of analysis, comparison, evaluation, and synthesis of information. Meanwhile, Bouchard stated the benefit of Jigsaw that it can increase tolerance and respect among students and provides an excellent opportunity orally sharing and paraphrasing text. The result of this research has confirm with Kressler and Bouchard (2005) that this approach helps student to trigger the ideas and the cognitive skill to their writing skill. It comes from analyzing and exercising several task material such as several

kinds of jumbled exercising (jumbled sentence to from a story, rearrange the jumbled sentence based on the pictures into a story, fill in the blank using the phrases provided based on the picture given or describe the a pieces of pictures in writing). From those are several activity students became easier to make the final product than before implemented this technique. Supported by Zahra (2014) that Jigsaw technique is an effective way for improving students' writing skill, advance their grammatical mastery, expand their creative thinking and improve their presentation skill as well as their confidence. In this research, students have many different kinds activities that suppose building their knowledge how to write narrative text and the media (picture) that provide the ideas. Then, by following the two kinds of groups (home and expert group), it gives more chance for discussing of their task such as looking for the answer together, getting feedback, comment, edit, revise in order their writing skill to be better and grow their confidence in presentation.

4. Conclusion

The students that taught by Jigsaw technique has a higher score than the students that teach by other technique. This effect was shown by the result of statistic calculation indicates that t_o (2.21) > t_t (1.67). Therefore, alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Based on the conclusion above, there is a significant effect of Jigsaw technique in teaching writing at the tenth grade students of SMAN 15 Tangerang in academic year 2019/2020.

Therefore, Jigsaw technique is recommended that it would be suitable to be implemented in the small or, medium class and facilitate them to gain trust and accepted across culture and races. Meanwhile, it can trigger the idea to write the narrative text since there is the pictures. Then students also have opportunities to develop their presentation and questioning technique. It is as the impact of ensuring that everyone has responsibility to get the information. So, they have motivation to be active.

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