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JIGSAW TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY AT GRADE X MAS DARUL ULUM SIPAHO PEMADU

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ABSTRACT

The purpose of this research are to describe the students' writing ability before using jigsaw technique, to describe the students' writing ability after using jigsaw technique, and to examine wether there is effect of jigsaw technique is significant or not. This research uses experimental research as the method. Two classes were chosen randomly as the sample. The sample were class X- IPA that consisted of 30 students as experimental class and X- IPS[1] that consisted of 28 students as control class. It was conducting normality and homogeinity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula. After analyzing the data, the researcher found that the mean score of experimental class after using jigsaw technique was higher than control class (71.31>57.81), and the mean score of experimental class before using jigsaw technique was lower than control class (48.12<50.04), and the score of t_{count} was bigger than t_{table} (5.037>1.67252), it means that H_a was accepted. It was concluded that there was significant effect of using Jigsaw Technique Towards Students' Writing Ability at Grade X MAS Darul Ulum Sipaho Pemadu.

Key words: *Jigsaw Technique, Writing Ability*

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INTRODUCTION

Writing is one of basic language skills should be learnt beside reading, speaking, and listening in language learning. It involves the application of grammatical knowledge which are including sentence patterns, vocabulary, diction, and cultural understanding of target language.

Writing is very important and must be attention in learning English. If students can not able to write, they will be difficult to have ability in English. By writing, someone can share his idea, concept, opinion, and also feeling. So,writing is very important to learn.

In English writing lesson, there are several types of genres such as descriptive, narrative, recount, report, procedure, hortatory, explanation, discussion text, and many more. Based on syllabus of curriculum in senior high school, one of the genres should be mastered by students which is descriptive text.

Descriptive text is a text that describes things, places, people, or events in detail explanation. The purpose of descriptive text is to describe about particular person, place, and thing. Through this text the writer can show to the reader about physical appearance of something clearly. Descriptive text usually gives details of the object being described so that the readers can create a mental picture of the person, place, or thing.

Commonly, teaching writing descriptive text has been learnt from junior high school until senior high school. From that, the students must be mastered in teaching writing, but in fact it is still become problematic. In addtion, (Lailatul Husna, Zainal, & Yenni Rozimela, 2013) stated that students have five difficulties when writing a descriptive text. First, students have problem in developing the ideas in which paragraphs that students have written is ambigous. Second, students have problem in organizing the ideas to write descriptive text clearly. Third, students have a problem in grammar which is they have difficulties in arranging the words correct patterns. Fourth, students have lack of vocabularies. Fifth, the students have problem in using punctuation, capitalization, and spelling. Beside, the problem in writing desriptive text that researcher found from journal, in MAS Darul Ulum Sipaho also have some problem in writing descriptive text.

Based on interview with the teacher of MAS Darul Ulum Sipaho Pemadu, there are many problems in mastering writing especially in writing descriptive text. The English teacher said "the students are difficult to develope their ideas into a written. It is like stuck in their mind. In fact, the students can translate English sentence into Indonesia sentence well, but they are lack into create an English sentence. Then, before starting the lesson, the teacher always gives vocabulary, but they never memorize it. So, they are still lack of vocabulary. Next, students are difficult to arrange a good sentence. It means that they have not understood about grammar. They are still lack in understanding grammar. The last is the students feel bored while they are writing.

Based on curiculum 2013, teaching and learning process uses student-centered learning approach. It means that the students should be more active than the teacher. Cooperative learning is a technique that can apply based on curriculum 2013.

Jigsaw as one of the cooperative learning help students to build the good relationship to the other group member. Students could state opinion freely without feeling that they will judge for their opinion in her/his group and also in other group. It also encourages students to be more active look for the information that are needed. It because every group's member had their own task to accomplish which was counted as a contribution for the groups' achievement. By using jigsaw technique, not only students get new knowledge from working together with their friend as a team work but also share knowledge with others.

In jigsaw technique teacher is not the sole provider of knowledge because most of the work is done by students themselves where it makes an effective and efficient to learn. Through learning by jigsaw technique, the students become active participants in the learning process and help them to build interpersonal and interactive skills among students. The use of this technique also makes teachers find it easy to learn, enjoy working with it. Then, this technique can be one of the guidelines used by teachers to deal with students who are passive in class.

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Related to the background of the problem, the researcher takes the tittle **"The Effect of Jigsaw Technique Towards Students' Writing Ability at Grade X MAS Darul Ulum Sipaho Pemadu".**

LITERATURE REVIEW

1. Writing Ability

Writing is a person's language skills in expressing an idea, concept, feeling, and thoughts of himself and others as outlined in a wrtten. According to Nunan (2003), "writing is a mental act that creating ideas and expressing the ideas into sentences even paragraphs in order to make a reader clear understanding. Furthermore Brown in Siti Aisah Ginting's (2018) stated that writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. It is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific (Rayendriyani Fahmei Lubis, 2014). It can concluded that writing is one way or it is a tool to give information through write down an ideas on the paper. It is a process of putting an ideas into a good structure and coherent organization, so it is focusing on grammatical sentences.

A writer should consider some aspect in writing. For instances, knowing the purpose of writing wether to explain something. On the other hand, the writer should has a good understanding about the content of writing. In order to be understadable to read writing, the paragraph must flow easily from one sentence to the next sentence. In addition, coherence also the important aspect in writing. Jeremy Harmer (2004), said that when the text is coherent, the reader can understand at least two things such as the writer's purpose and the writer's line or thought. Therefore, there are some aspects that should considered in writing ability. It also can concluded that writing ability is an ability that the writer has to organize the ideas into a coherent text by paying

the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across to develop a topic.

2. Descriptive Text

Descriptive text is a piece of writing that is intended to convey meaning to the reader though sensory detail and provides image to the reader. According to Wilson and Burks (1980) stated that descriptive text is a form of writing which used to describe something looks like and create visual images of a particular place, person, or unit of times. According to Hywel in Muhammad Javed & Wu Xiao Juan (2013) stated that descriptive text is description of people, places, and things. It is providing the details characteristic of people, animal, person, and place. Plogger (2000) stated that descriptive text is adding in details about the physical appearance of an object and describing the physical of the object by using sensory language, ideas, and concepts. In addition to Sri Rahmadani Siregar & Nur Sahara (2020), writing descriptive text is a process to gather our ideas, information or though become a text that describe a particular person, place or thing, it explains about a person, place or thing which can make the readers imagine what is described clearly.

From some definition above the researcher conclude that a descriptive text is a text to describe a person, thing, someone, or place. It is a text to inform the readers about the illustration of persons, places, or something in specific ways.

3. Jigsaw Technique

The jigsaw classroom originally developed by Elliot Aronson in 1971 in Austin, Texas, was considered effective in increasing positive educational outcomes. As a cooperative learning technique, it has been greatly studied abroad and has been explored in various ways by a number of researchers and teachers in classes of different levels and of different subjects (QIAO Mengduo & Jin Xiaoling, 2010).

According to Aronson in Zahra (2014), jigsaw technique is an efficient way to learn the course material in a cooperative learning style which encourages listening, writing, engagement and emphaty by giving each

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member of the group an essential part to play in the academic avtivity. The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed (Noor Hanim Rahmat, Pasir Gudang Campus, & Johor Bahru, 2015). Kagan and Kagan (2009) explain in team jigsaw, each team becomes an expert on a topic, and then individuals from that team each teach another team. The idea of jigsaw activities is not competition among learners in the classroom, rather cooperating with one another to complete assign task. Jigsaw creates cooperation by structuring student interdependency through the training task, instead of through grading system (Rifari Baron, 2019). According to Slavin in Kharisma's (2016) says that jigsaw includes a procedure whereby students share information they have gathered with their group mates and with the other group mate in the class. Students are quizzed on all topics and the quiz scores are averaged to form team scores. In addition to Hedeen in Sedat Maden (2011) the home groups break apart, like pieces of jigsaw puzzle, and the students move into jigsaw groups consisting of members from the other home groups who have been assigned the same portion of the material. While in the jigsaw group, the students discuss their particular material to ensure that they understand it. Students then return to their home groups where they teach their material to the rest of their group.

From some definition above, it can concluded that jigsaw is one type of cooperative learning. Jigsaw is one technique to build responsible and good teamwork. It is also one of active learning to make students more interest in teaching writing, because they can share what they know to the others. In jigsaw technique there are two groups will be divided, they are expert group and home group. In home group, each students has the different material. After they write down their own material, then all students from home group gathered to form an expert group who has the same material. Later, each students go back to home group and share what have they discuss from expert group.

METHOD

The type of this research is quantitative research in experimental research. This research used two classes, as an experimental class and a control class. The experimental class is the class that taught with jigsaw technique as a treatment and control class is the class that taught with conventional strategy. The researcher used true experimental design with Pretest-Posttest Control Group Design. It means that there are two classes would be chosen, then gave pre-test to know the basic condition of the two classes. Next, the both of class was given post-test. The result of the test was compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:
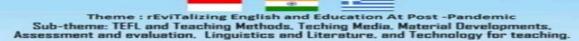
Table. 2

Research Design

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√ Jigsaw	√
Control Class	√	×	√

This model showed the experimental class is the class that thought with jigsaw technique. Meanwhile the control class is the class that taught by using conventional strategy.

The population of this research was all the grade X students of MAS Darul Ulum Sipaho Pemadu that consist of 91 students divided into three classes, X-IPA consist of 30 students, X-IPS[1] consist of 28 students, and X-IPS[2] consist of 33 students.

This research used random sampling to take the sample. This research used two classes as the sample. The researcher chooses X-IPA consist of 30 students as the experimental class and X-IPS[1] consist of 28 students as the control class.

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RESULT AND DISCUSSION

1. **Result**

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "Jigsaw Technique has effect on students' Writing Ability at Grade X MAS Darul Ulum Sipaho Pemadu", the calculation can be seen on appendix 11 and 12. The result of t-test was as follow:

Table. 13

Result of T-test from the both average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0,768	1,67252	5,037	1,67252

The hypothesis test are two criteria. They are if $t_{count} < t_{table}$, H_0 is accepted and if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, the researcher found that t_{count} -0,768 while t_{table} 1,67252 with opportunity (1-α) = 1-5% = 95% and dk = $n_1 + n_2 - 2 = 30 + 28 - 2 = 56$. Cause $t_{count} < t_{table}$ (-0,768 < 1,67252), it means that hypothesis H_a was rejected and H_0 was accepted. So in, pre-test, the two classes were same. There is no difference in the both of classes. But in post-test, the researcher found that t_{count} 5,037 while t_{table} 1,67252 with opportunity (1- α) = 1 − 5% = 95% and dk = $n_1 + n_2 - 2$ = 30 + 28 − 2 = 56. Cause $t_{count} > t_{table}$ (5,037 > 1,67252), it means that hypothesis H_a was accepted and H_0 was rejected. So, there is significant effect of jigsaw technique towards students' writing ability at grade X MAS Darul Ulum Sipaho Pemadu. In this case, the mean score of experimental class by using jigsaw technique was 71,31 and mean score of control class by using conventional strategy was 57,81. The gain score was 15,42.

2.   Discussion

Based on the related finding, the researcher discussed and compared with finding. By seeing the data analysis, the researcher found the use of jigsaw technique was effective in teaching writing descriptive text. This strategy made good effect for students' writing ability in descriptive text. The researcher found that the mean score of students' writing ability before using jigsaw technique was 48,12 and after using jigsaw technique was 71,31. It meant there was the effect of using Jigsaw Technique towards students' writing ability. The result above supported the previous research by some researchers. First, Fauzi Bafadal & Rafika, in their researcher showed the mean score of experimental group was 13.3 and the mean score of control group was 7.2. The researcher got score 2,042 for confident level 0.05 or 95% and score 2,750 for confident level 0.01 or 99%. It means that using jigsaw technique in teaching writing descriptive text is effective. Second, Nofi Herlina in her research concluded that there was the effect of jigsaw on students' writing skill. The calculation shows that t-observed (6.030) is bigger than t-table either at 5%= 2.00 or 1%= 2.65. It shows that there is significant effect of using jigsaw technique toward students' ability in writing. Third, Nita Aprianti, et.al, in their research concluded that there was the improvement of students' writing skill by using jigsaw technique. The result showed t-test result 4.690 was higher than t-value 2.042. The effect size result also showed a moderate effect based on Burns' classification($0.2 \leq ES \leq 0.8$). It was also found from three aspects of scoring, grammar, content and organization that has moderate effect on grammar and organization while in content it was highly effective. From the result of the research that is previously stated. It was proved that students who were taught writing descriptive text by using jigsaw technique got better result. As in this research, the mean score of experimental class is higher than control class (71,31 > 58,71) which means H_a was accepted, so there was significant effect of using jigsaw technique towards students' writing ability at grade X MAS Darul Ulum Sipaho Pemadu.

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CONCLUSION

Based on the result of the research, the conclusion of this research are:The score of students' writing ability before using jigsaw technique at grade X MAS Darul Ulum Sipaho Pemadu was low because in pre-test the mean score of experimental class was 48,12. After using jigsaw technique, the mean score of experimental class was higher than the mean score of control class which was taught by conventional strategy. The mean score of post-tes of experimental class was 71,31 and the mean score of control class was 57,81. There were increasing in students' scorein the both of classes if it was compared with the result of pre-test. It is found that t_{count} was higher than t_{table}5,037 > 1,67252 which means H_a was accepted and H_0 was rejected. Hence, there was significant effect using jigsaw technique towards students' writing ability at grade X MAS Darul Ulum Sipaho Pemadu.

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