
Applied Jigsaw Technique in Increasing Narrative Writing Ability

Amrizal, Zohri Hamdani
Muhammadiyah Lampung University

ABSTRACT

This research is aimed to know the use of jigsaw technique in increasing narrative writing ability of students of grade seven at Junior High School Muhammadiyah Lampung 3 in the academic year of 2016/2017. The research population was all students of Junior High School Muhammadiyah Lampung 3 that consisted of four classes. It used random samples which consisted of thirty students in grade seven at Junior High School Muhammadiyah Lampung 3 Kec. LabuhanRatuKedaton. This research was a class action research. The data was analyzed to know the increase of students' narrative writing ability. The researcher used a technique of collecting documentation, interview, and observation. Data analysis was conducted by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. The result of research showed that the average of the result of the cycle I was 67,40 while cycle II was 78,30 and there was increasing namely 10,63.

Keywords: jigsaw technique, writing ability, narrative writing

1. INTRODUCTION

Writing is one of the most important language skills which is taught in the school formally, and most of the person used it to convey their idea, suggestion, etc, but not all the people can handle it (Davies and Eric 2002:101). Most of them find difficulties when writing something because they are bored with method or a technique which is used by their teacher. So they feel difficult in increasing their writing ability. Or they can not pour their ideas, opinion, or suggestion in the form of written language. Therefore, one of the solutions to this problem is using jigsaw technique, methods for evaluating students' ability. One such method is the jigsaw technique. In this method, an in-class assignment divided into topics. Students are then split into some groups with one member assigned to each topic. By working individually, each student learns about his or her topic and present it to his group. Next, students gather into groups divided by topic. Each member presents again to the topic group. In the same-topic group, students reconcile points of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to the presentation from each member. The final presentations provide all group members with an understanding of their own material, as well as the findings that have emerged from the topic-specific group discussion. The jigsaw technique has several advantages, namely, the technique: 1) is suitable for all levels, 2) can be used in learning reading, writing, listening or speaking; it also can be used in some subjects, 3) offers many opportunities for making information and increasing student communication skill by learning in teamwork.

1.1. Writing

Writing is the way to pour the writer's idea into a written language as media driver. Tarigan (1896:15) said that writing expresses something such as an idea, opinion or mind, and feeling to the reader. Heaton in St. Y. Selamat (2008: 141) explained that writing is a difficult and complex skill. While M. Atar Semi (2007:14) said that writing is a creative process of transferring the idea into a symbol of writing. Nurgiantoro (1988:273) expressed that writing is an active, productive activities, namely activity generates language.

Based on the statement above, writing is one of the active and productive activities to express something such as an idea, opinion or mind and feeling to the reader using a complex skill. Besides that, writing can be used as a tool of communication. In learning writing, a student develops his writing ability. One way to increase writing ability is using jigsaw technique.

1.2. Writing Ability

Slamet (2008:72) said that writing ability is language ability productively; it means that this writing ability is an ability to produce writing. Moreover, Solehan (2008:94) explained that writing ability is not an ability which is gotten automatically. And he also explained that the ability to write

someone is not brought from birth, but obtained through learning. Associated with the acquisition of writing skills, a person who has learned writing does not necessarily have the competence to write reliably without much writing practice.

Based on the statement above, it can be concluded that writing ability is an ability which is active and productive in producing writing obtained through the process of learning and training continuously.

1.3. Narrative writing

Narrative text is a text that tells a story or describes an action in the past time and uses the simple past tense in written form. The narration is the written text which aims to tell various events or occurrences as according to the time and an according to its time sequence (Wishon, 2002: 378). A narrative has a purpose to entertain, to gain readers' interest and to tell a story. So, the narrative text tells a story that can give entertains or amuses to the readers.

Some of the famous narration which ordinary conversed in relation art (kesusastraan) are romance, novel, short story, fictitious (all of them are narration), and history, biography, and autobiography are narration having the nonfictions character (Keraf, 2003: 141).

In order to the written language which is the past story is effective, the writer should have known about the narrative type and the functions of each element of narrative writing. All narrative writing has some structures, namely: 1) orientation which is the opening paragraph where the characters of the story are introduced, 2) complication where the problems in the story developed, and 3) resolution where the problems in the story are solved.

1.4. Jigsaw Technique

Aronson states that jigsaw is one of type cooperative learning and comprises in a small group who are responsible for teaching the material to other members of their group (Isjoni, 2009: 193). According to Isjoni, jigsaw technique uses heterogeneous learning terms, comparing 4-6 students. Each student is responsible for parts of the material and should be able to teach these parts to another team member. The jigsaw technique has some advantages, namely: 1) it is suitable for all levels, 2) it can be used in learning reading, writing, listening or speaking, 3) it can be used for several subjects areas, and 4) studying in teamwork has many opportunities for making information and increasing student communication skills. Some of the disadvantages of the jigsaw are that: 1) it needs over time and 2) it needs creative teacher ([Kelebihan dan Kekurangan Jigsaw](http://task-lecture.blogspot.com/2012/09/kelebihan-dan-kekurangan-method-jigsaw), dalam <http://task-lecture.blogspot.com/2012/09/kelebihan-dan-kekurangan-method-jigsaw>).

1.5. The Procedures of Jigsaw Technique to Narrative Writing

The procedures of jigsaw technique to the narrative are:

- 1) Dividing students into 1-5 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
- 2) Appointing one student from each group as the leader. Initially, this person should be the most mature students in the group.
- 3) Dividing the day's lesson into 1-5 segments.
- 4) Assigning one segment for each student to learn one segment, making sure students has direct access only to their own segment.
- 5) Giving students time to read over their segment at least twice and become familiar with it. Although no need exists for them to memorize the information.
- 6) Forming temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. The students in these expert groups are given enough time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
- 7) Bringing the students back into their jigsaw groups.
- 9) Asking each student to present her or his segment to the group and encouraging others in the group to ask questions for clarification.
- 10) Floating from group to group, observing the process. If any group is having trouble (Eg. When a member is dominating or disruptive), the teacher should make an appropriate intervention. Eventually, it is best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene until the leader gets the hang of it.
- 11) At the end of the session, giving a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count (<http://www.jigsaw.org/step.html>).

From the above discussion, applying jigsaw technique in narrative writing has several discrete steps. First, a teacher divides students into groups and gives topics for the narratives to the students. Then, the students write a paragraph based on a part of the structure of a narrative (orientation, complication, and resolution). Next, members of the groups having the same segment make groups and discuss possible solution based on what they have studied. Then students return to their first group and explain the information that they have gotten from the other group. Last is the presentation.

2. RESEARCH METHOD

This research used class action research. Action research is a form of collective self-reflective inquiry undertaken by participants in the social situation in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (Jean Whitehead 2004: 24).

The subject of the research was the students of Junior High School Muhammadiyah 3 Lampung in the academic year of 2016/2017. The class consists of 30 students; 17 are girls and 13 boys. The students of Junior High School Muhammadiyah 3 are chosen as the subjects of the research. The students of Junior High School Muhammadiyah 3 are chosen as the subjects of the research caused by the fact that their English achievement is still low though English is one of the requirements they will face both in national examination and a real job after graduating from school. According to the observation, the students still have a problem which is related to writing skill. The research will be conducted in two cycles which include the preparation, planning, action, observation, reflection, and the reporting of the result. All adopt a methodical, iterative approach embracing problem identification, action planning, implementation, evaluation, and reflection. A variety of forms of action research have evolved (Carr & Kemmis, 1986). All adopt a methodical, iterative approach embracing problem identification, action planning, implementation, evaluation, and reflection. The insights gained from the initial cycle feed into the planning of the second cycle, for which the action plan is modified and the research process repeated.

3. RESULTS AND ANALYSIS

Learning used jigsaw technique on the subject matter of narrative writing was able to direct students' attention to the lessons to be received, so the possibility to obtain and remember the content of the lessons is greater. This research had conducted for more less 3 months, the beginning February 13th 2017 to May 15th 2017. The implementation of this research consisted of two action cycles. Learning activities from each cycle in this study was divided into three activities, namely the initial, core and final activities that have been prepared by researchers in the implementation plan of learning. In the core activities, researchers used a jigsaw technique that could lead students to learn to write a narrative skillfully, so students could disturb his imagination to pour his idea in writing (essay). In the final activity, researchers directed and guided students to deduce from what he has learned. This activity was intended for students' understanding of the concept long-lasting. In the final activity, the researchers also held a test as a tool to evaluate students' understanding of the material. Based on observations was made by Colleagues (ZohriHamdani), both cycle I and Cycle II there was significantly increasing.

The increase can be seen in table 4.1 below:

Table 4.1 Increasing Activity of Researchers and Students on Cycle I and Cycle II

Cycle I		Cycle II	
Research's activity	Students' activity	Research's activity	Students' activity
84%	82%	94%	91.11%

Resource: Increasing activity of researchers and students cycle I and cycle II

Increasing activity of this research showed that the researchers were prepared and planned well, while the increase in students' activity showed that students were very enthusiastic in the learning process using jigsaw technique, so there were motivation and passion to learn. The increase also occurred on the final test results of students in each cycle prepared by the researcher who showed a positive change. This could be seen in the following table:

Table 4.2 Increasing Student Final Results on Cycle I and Cycle II

Criteria	Cycle I Test	Cycle II Test	Increasing
Student final test of average	67,40	78,03	10,63
Student learning completeness	59,25%	88,88%	29,63%

Resource: Increasing result of students' final test cycle I and cycle II

Based on the above table it could be seen that the average result of student learning has increased. The average result of student learning in the cycle test I was 67.40 while the average result of student learning in the test cycle II was 78.03 and an increase of 10.63. While students learning completeness who experience an increase so that 29.63% of students' level of completeness in the first cycle was 59.25% and student learning completeness in the cycle II was 88.88%.

4. CONCLUSION

Thus, it can be concluded that with the increased activity of researchers in applying the use of jigsaw technique from the cycle I and cycle II student activities from the cycle I to cycle II then make the ability to write a narrative in English Language lessons students have increased. This shows that the use of jigsaw technique can increase students' narrative ability of grade seven students of Junior High School Muhammadiyah 3 Bandar Lampung Kec. Labuhan Ratu Kedaton.

REFERENCES

- Burhan Nurgiantoro. (1988). *Penilaian dalam pengajaran bahasa dan sastra*. Yogyakarta : BPFE.
- Davies,P.&Pearse, E. (2002).*Success in English teaching*.New York: Oxford University Press.
- DjagoTarigan&H.G. Tarigan.(1986). *Teknik pengajaran keterampilan berbahasa*. Bandung: PenerbitAngkasa.
- Gorys Keraf. (2003).*Argumentasi dan narasi*. Jakarta: GramediaPustaka.
- Isjoni. (2009). *Cooperative learning*.Bandung: Alfabeta.
- M. Atar Semi. (2007). *Dasar-dasar keterampilan menulis*. Bandung: Angkasa.
- McNiff, J. & Whitehead, J.(2002). *Action research: principles and practice* (secondedition). London and New York: Routledge.
- Soenadi Djiwandoro. (2008).*Tes bahasa bagi pengajar bahasa*.Jakarta: Indeks.
- Solehan T.W, dkk. (2008). PendidikanBahasa Indonesia di SD. Jakarta: Universitas Terbuka.
- Wishon, G. E. & Julia M. Burks, J.M.(2002). *Let's write English*. England : American Book Company.
- St. Y. Slamet. (2008). Dasar-dasar pembelajaran bahasa dan sastra Indonesia di Sekolah Dasar.Surakarta:UNS Press
Precedure of Jigsaw". Retrieved on 11 March from <http://www.jigsaw.org/step.html>.
- Kelebihan dan Kekurangan Jigsaw". Retrieved on 11 march from<http://task-lecture.blogspot.com/2012/09/kelebihan-dan-kekurangan-method-jigsaw.html>.