THE EFFECT OF USING JIGSAW TECHNIQUE TOWARD STUDENTS' ABILITY IN WRITING NARRATIVE ESSAY AT THE SECOND YEAR STUDENTS OF SMP NEGERI 1 BANGKINANG OF KAMPAR REGENCY

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ABSTRACT

NOFI HERLINA (2012) : This Research Entitles "The Effect of Using Jigsaw Technique toward Students' Ability in Writing Narrative Essay at the Second Year Students of SMPN 1 Bangkinang of Kampar Regency".

The research has 3 formulations of the problems that how students' ability in writing narrative essay being taught by using jigsaw technique is, how students' ability in writing narrative essay being taught by using conventional technique is and whether there is significant difference between students' ability in writing narrative essay being taught by using jigsaw technique and conventional technique.

The objective of the research is to find out the effect of using jigsaw technique toward students' ability in writing narrative essay and to find out the difference of writing ability between students who are taught by using jigsaw technique and conventional technique.

The design of research is experimental research. The population of the research is the students at the second year of SMPN 1 Bangkinang in 2010/2011. It consists of eight classes; the number of population is 277 students. The sample of this research is 62 students. The writer used two classes as sample that consist of 31 students in each class; it is class cemerlang VIII A for experimental class taught by using jigsaw technique and class irregular VIII C for control class taught by using conventional technique.

The technique of collecting data was writing test. The test was used to find out the students' ability in writing narrative essay. The technique of data analysis used t-test formula in order to find out the different mean between experimental class and control class by using SPSS. The different mean was analyzed by using T-test formula with SPSS 16 Version. To find out t-test, the formula as follows:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Based on the data analysis, the writer concluded that there is significant different between students' ability in writing narrative essay being taught by using jigsaw technique and conventional technique at the second year students of SMPN 1 Bangkinang by considering t observed= 6.030 is bigger than t- table either at 5% = 2.00 or 1% = 2.65. It means that H_a is accepted and H_o is rejected. From the research findings, it shows that there is significant effect of using jigsaw technique toward students' ability in writing narrative essay at the second year students of SMP Negeri 1 Bangkinang of Kampar regency.

ملخص

نوفي هيرلينا (٢٠١٢): أثر اسلوب النقاش الموجه إلى قدرة الطلبة على كتابة المقالة الوصفية لطلبة الصف الثاني بالمدرسة الإعدادية الحكومية ١ بانكينانغ

تتم الدراسة البحث بثلاث صيغ المشكلة وهي كيف كانت قدرة الطلاب على كتابة المقالة الوصفية الذي يدرسون بأسلوب النقاش، كيف كانت قدرة الطلاب في كتابة المقالة الوصفية الذي يدرسون بأسلوب تقليدي و هل هناك فرق دال بينهما.

الهدف من هذا البحث لمعرفة أثر اسلوب النقاش الموجه إلى قدرة الطلبة على كتابة المقالة الوصفية ولمعرفة الفرق بينهما.

أما طريقة هذا البحث هي شبه التجربة.وهم من ثمانية فصول، و الأفراد في هذا نحو هذا البحث طلبة الصف الثاني بالمدرسة الإعدادية الحكومية ١ بانكينانغ وهم من ثمانية فصول ٢٧٧ طالب. ومجموع العينات في هذا البحث ٦٢ طالبا وهم من الفصلين هما الفصل الثامن الألف للتجربة و الفصل الثامن الباء لضبط الفصل بأسلوب تقليدي. تقدم إلى الطلاب الاختبار القبلي و الاختبار البعدي قبل المعاملة.

تجمع البيانات في هذا البحث بواسطة الاختبار لتعيين قدرة الطلاب على كتابة المقالة الوصفية، وفي تحليل البيانات بواسطة ت-الاختبار مع تعيين متوسط الفرق بين الفصل التجريبي و ضبط الفصل باستخدام البرنامج الحاسوبي الإصدار السادس عشر وصيغتها كما تأتي:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{N-1}\right)^2}}$$

بناء على تحليل البيانات استنبطت الباحثة أن هناك فرقا دالا بين قدرة الطلبة على كتابة المقالة الوصفية الذي يدرسون باسلوب النقاش و قدرة الطلاب على كتابة المقالة الوصفية بأسلوب تقليدي مع حسابها to = ٦.٠٣٠ أكبر من ت-الجدول وهي ٥ في المائة = ٢.٠٠ أو ١ في المائة ٢.٦٥. ويدل أن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة. بناء على نتائج هذا البحث أن هناك فرقا هاما من أسلوب النقاش الموجه إلى قدرة الطلبة على كتابة المقالة الوصفية لطلبة الصف الثاني بالمدرسة الإعدادية الحكومية ١ بانكينانغ.

ABSTRAK

NOFI HERLINA (2012)　　　: Penelitian ini berjudul "Dampak dari Teknik Jigsaw terhadap Kemampuan Siswa dalam Menulis Narrative Essay pada Siswa Kelas Dua SMP Negeri 1 Bangkinang".

Penelitian ini mempunyai 3 rumusan permasalahan yaitu bagaimana kemampuan siswa dalam menulis narrative essay yang diajar dengan menggunakan teknik jigsaw, bagaimana kemampuan siswa dalam menulis narrative essay yang diajar dengan menggunakan teknik konvensional dan apakah ada perbedaan yang signifikan antara kemampuan siswa dalam menulis narrative essay yang diajar dengan menggunakan teknik jigsaw dan teknik konvensional.

Tujuan dari penelitian ini adalah untuk mengetahui dampak dari teknik jigsaw terhadap kemampuan siswa dalam menulis narrative essay dan untuk mengetahui perbedaan kemampuan menulis antara para siswa yang diajar menggunakan teknik jigsaw dan teknik konvensional.

Metode penelitian ini adalah penelitian eksperimental. Populasi penelitian ini adalah siswa kelas dua SMPN 1 Bangkinang. Mereka terdiri dari 8 kelas, sehingga jumlah populasi adalah 277 siswa. Sample penelitian ini adalah 62 siswa. Penulis menggunakan dua kelas sebagai sample yang terdiri dari 31 siswa tiap kelas; kelas cemerlang VIII A untuk kelas percobaan diajar dengan menggunakan teknik jigsaw dan kelas irregular VIII C untuk kelas control diajar dengan menggunakan teknik konvensional.

Teknik pengumpulan data dengan menggunakan tes menulis. Tes yang digunakan untuk mengetahui kemampuan siswa dalam menulis narrative essay pada siswa kelas dua SMP Negeri 1 Bangkinang. Teknik menganalisis data menggunakan rumusan T-test termasuk menentukan rata-rata perbedaan antara kelas experimental dan kelas control dengan menggunakan SPSS versi 16. Rumusnya sebagai beriktu:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Berdasarkan data analisis, penulis menyimpulkan bahwa adanya perbedaan yang signifikan antara kemampuan siswa dalam menulis narrative essay diajar dengan menggunakan teknik jigsaw dan teknik konvensional dengan perhitungan t hitung = 6,030 lebih tinggi daripada t table yaitu 5% = 2,00 atau 1% = 2,65. Hal ini berarti bahwa H_a diterima dan H_o ditolak. Dari penemuan penelitian, ini menunjukkan bahwa adanya dampak yang signifikan dari teknik jigsaw terhadap kemampuan siswa dalam menulis narrative essay pada siswa kelas dua SMP Negeri 1 Bangkinang

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Humans as social beings, achieve living together in asociety by their
expression of skills, thoughts andfeelings. In today's communication age, written
expressionskills are almost as important as spoken expressionskills. Written
expression or writing which is regarded asan important skill in education is tried
to be taught to thestudents in every stage of education. It is taughtaccording to
age, purpose, and individual preferences.The students who acquire writing skills
at school use it throughout their lives.One of the schools studying writing English
is SMPN 1 Bangkinang. The four English skills should be mastered by students.
They are Listening, Speaking, Writing and Reading. Furthermore, Brown states
that there are four skills where students should master them at the end of their
learning process, they are Listening, Speaking, Writing and Reading.[1]

Writing is a powerful means of thinking. Writing is an activity to express idea,
opinion, or feeling in a written form. It involves structure, vocabulary and other
aspects such as spelling, capitalization and punctuation. Students almost practice
to write, they can express opinion and feeling the something. Almost every aspect
of everyday life of students is carried out in writing forms such as doing exercise,
homework, reports, and even final exams.To support students' ability in writing,

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[1] H. Douglas, Brown.*Teaching by Principles: An Interactive Approach to Language
Pedagogy*. (Englewood Cliffs, New Jersey: Prentice Hall, 1994).p.217

students must be able to share information, to describe, to explain, to express attitude, to entertain, and to offer a more complex analysis in their writings. Besides, students must understand what component involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these components in correct form of writing.

A writer should be able to employ the grammatical form of writing in order to the readers understand what we mean. For them to find ideas are not easy things, one paragraph consists of many sentences and then one of sentences as main idea. There are many students who get difficulties to express their ideas, feeling, and opinion in essay writing even in narrative essay. In writing essay, students learn things about both themselves andlife and can convey their thoughts and feelings to others.It can give the opportunity to self-develop and has effectson the change of world. Moreover, writing is not easy thing, but it is one of the difficult language skills. It needs hard study and much practice to develop this skill. In accordance with the statement above, Syafii says that writing, particularly for academic purpose is not an easy work. It takes time to study and practice as to develop this skill.[2]

One of the primary goals of the English teaching is the students enable to write the ideas effectively.Based on the writer's observation when the students study English in Junior High School particularly SMPN 1 Bangkinang, the student's main problem is how the students' ability in learning English especially

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[2]M. Syafii S. (2007). *From Paragraphs to a Research Report: a Writing of English for Academic Purposes*. Pekanbaru:LBSI.p 6

in writing. The students are confused when they are assigned to write and they do not know how and where to start it.

In order to accomplish students' needs toward writing, the English teaching in our country has been changed from Competence Based Curriculum (Kurikulum Berbasis Kompetensi) to School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan).SBC (KTSP) recommends cooperative structure in learning because the concept of basic cooperative structure in Indonesia is to enable the students to hold the discussion or conference based on the five principle of Indonesian democracy. SMPN 1 Bangkinang is one of the public schools in Bangkinang utilizing the School Based Curriculum as mentioned as study of English in school and as their guidance in teaching and learning process. English is the main subject taught at this school. English is taught twice a week with time duration about 45 minutes.[3] According to syllabus 2009/2010[4] atthe second grade, the basic competence of writing English refers to expressing the information in short written functional essay in narrative, recount and exposition accurately, systematically which is acceptably to communicate with the closest environment and/or in academic context.

Based on preliminary observation on 25 of May 2010, in SMP Negeri 1 Bangkinang, writing has been taught by using some techniques given by teacher. Generally, teacher explains rhetorical steps in essay; they are the purpose, the

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[3]Depdiknas. 2006/2007. *Kurikulum Tingkat Satuan Pendidikan. Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTS*. Depdiknas: Jakarta.

[4]Tim Penyusun. *Silabus SMPN 1 Bangkinang 2009/2010*. (Jakarta: Unpublished, mei 2007), pp. 12-14.

organization, and the language feature. Then, teacher asked students to write a simple essay individually based on the time given. After writing simple essay, the teacher would give feedback to the students' writing. In order to increase students' writing ability, teacher also supports it by providing other programs.

In learning process, teacher must have capability to use some learning techniques in order to make students active. According to Nurhadi (2004:116) states some techniques or cooperative structures widely suggested and employed are:[5]

1. Think-Pair-Share. Students individually think about a question posed by the teacher. They pair up to discuss it and eventually they share it with other pairs, and/or with other groups.

2. Numbered-Heads. Groups of 4–5 students are formed and each is given numbers. The teacher poses a question and the students think of the answer making sure each member gets it. The teacher callsout a number (e.g. 2) and each student numbered 2 is asked to give the answer.

3. Jigsaw. Groups of 4–5 students (home teams) are formed and each group is assigned a part of the material to learn and then to teach to the other members in the group.

A technique or cooperative structure commonly in high school used is jigsaw because it is considered as the efficient way to learn the material in peers

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[5]Nurhadi.2004.*Kurikulum 2004 (Pertanyaan dan Jawaban) :* PT Gramedia WidiaSarana Indonesia,Jakarta,2004

(Aronson, 2009).[6] Jigsaw technique is effective and efficient in writing subject especially about narrative essay, because it is not necessary for the teacher to explain the whole theory about type of narrative essay. It is enough to explain the social function, then to ask the students to find themselves for further information. Because the material about narrative essay has already been served in the students' textbook, therefore, they can read themselves. Besides that, jigsaw is more interactive than traditional method explaining or lecturing in writing activities (Tamah, 2007:2).[7]

Thejigsawdesignfacilitatesstudents'interactioninthe class enabling the studentsto value eachother as contributors (Aronson, 2009).[8] The students have already had the capability to get the knowledge and ready to share or contribute the knowledge based on constructivism views. Students can get new knowledge from working together with their friend as a team work. They can share knowledge with others.

Jigsaw technique is a special form of information gap in which in each member of a group is given some specific information. Jigsaw is an easily implemented and very powerful technique that puts students in the position of becoming experts in some part of a domain and then sharing their expertise with others in the class. One excellent use of jigsaw is in peer response to writing.[9]One

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[6]Aronson, 2009. *Jigsaw Classroom*, (Online) (http://www.jigsaw.org,accesedon january, 19th 2012)

[7]Tamah, s, 2007.*Jigsaw Technique in Reading Class of Young Learner Revealing Disscusson on Expert Team* Published Thesis. Widya mandala university

[8] Ibid. Aronson

[9]MchaelF.Graves, Connie Juel and Bonnie B.Graves.(2001). *Teaching Reading in the 21st Century. Second Edition.* New York: Pearson Education Company. p.374

of the causes why the students find difficulty and do not have a good way in writing is perhaps not all the English writing teachers who use some effective techniques in teaching writing.This is the reason why the writer would like to do the research by the effect of using jigsaw technique toward students' ability in writing narrative essay.

In teaching and learning process, the teacher must know how to teach using jigsaw technique for students in writing narrative essay well.The teacher usually gives assignments about narrative text and uses jigsaw technique. Then, the researcher wants to investigate the students' interaction pattern in this school during jigsaw technique is conducted by the teacher in writing for narrative text. The researcher expects that the students understand what is taught in writing which uses jigsaw technique. The researcher finds some phenomena after conducting the observation, as follows:

1. Some of the students are not able to express ideas into narrative essay writing well.

2. Some of the students do not know how to write a narrative essay by usingjigsaw technique given by teacher.

3. Some of the students are not able to choose appropriate vocabulary in writing narrative essay.

4. Some of the students cannot write their essay based on the organization in writing English.

5. Some of the students do not know how to divide the rhetoricalsteps of narrative essay.

In the application of Jigsaw technique, students separatefrom their own groups and form new groups with theother students who are responsible for preparing thesame subjects. These groups, called "groups of experts"try to make other students understand the subject; theymake plans about how they can teach the subject to theirfriends, and prepare a report. Afterwards, they turn totheir own groups and teach their subjects to them withthe help of the reports they have prepared. In the laststage, stage of completing, teachers can perform someactivities with individuals, small groups or the whole classin order to unify students' learning.

Based on background and phenomena above, the writer is interested in carrying out a research entitled: ***"THE EFFECT OF JIGSAW TECHNIQUE TOWARD STUDENTS' ABILITY IN WRITING NARRATIVE ESSAY AT THE SECOND YEAR STUDENTS OF SMP NEGERI 1 BANGKINANG OF KAMPAR REGENCY".***

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation in writing this research, it is necessary for the writer to define the following terms:

1. Effect

   Effect is production the intended result (Hornby, 1995 p. 370)[10]. Effect is change caused by somebody sometime: result (Manser, 1995 p. 135). In

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[10] Hornby, AS.*Oxford Advance Learner's Dictionary sixth edition Oxford*. (University Press. 1995) p. 370

this research, effect is defined as the result of teaching writing by using jigsaw technique.

2. Jigsaw

    Jigsaw is an easily implemented and very powerful technique that puts students in the position of becoming experts in some part of a domain and then sharing their expertise with others in the class. In ESL classrooms jigsaws are a four-skill approach integrating reading, speaking, listening and writing. In this research, Jigsaw technique allows students to actively participatein learning process. Jigsaw technique mean in this research is a technique used by researcher to know its effect toward ability in writing narrative essay at the second year students of SMPN 1 Bangkinang.

3. Technique

    Technique is the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well. It could include any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives (Edward,Antony (1963) in Brown, D.1994 p.48)[11] .

4. Students

    A person is engaged in study; one who is devoted to learning; a learner; a pupil; a scholar; especially, one who attends a school, or who seeks knowledge from professional teachers of from books; as the students of an

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[11]Ibid. Brown (1994) p. 48

academic, a college, or a university; medical students; hard students.[12]In this research, students are persons who are studying for a formal or non-formal school at some or other place of higher education or technical training.

5. Ability

Ability is capacity or power to do something physically or mentally (Hornby, 1989 p.6)[13]. In this case, the writer focuses onstudents' capacity in descriptive essay writing.

6. Writing

Writing is one of the language skills of English, Hornby (2000:1561) says that writing is the activity or occupation.[14] Hornby says that writing the activity or occupation, example: book, stories, and article (1995: 1383)[15]

7. Narrative Essay

Narrative essay is storytelling. Whether it tells a true story or fiction, narrative essay gives an account of one or more experiences.[16]An essay is a piece of writing several paragraphs long instead of just one or two

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[12]Oxford learner's pocket dictionary. (2000). p.412

[13]Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English*. (New York University: Oxford University Press,1989)p.6

[14] Ibid. (2000).p, 1561

[15] Ibid. (1995).p. 1383

[16]M.Syafii S, M.FauzanAnsyari, and JondriKasdi. *The Effective Paragraph Developments: the Process of Writing for Classroom Settings*. (Pekanbaru:LBSI, 2007). p.53

paragraph. Writing an essay is no more difficult than writing a paragraph expects that an essay is longer (Oshima, 1999 p.100)[17].

C. The Problem

Based on background of the problem above and supported by phenomena of the problem, some of the students in SMP Negeri 1 Bangkinang of the second year still have many problems in writing English, particularly in expressing their ideas in writing narrative essay. The problems of this research can be explained in identification, limitation, and formulation the problem below:

1. The Identification of the Problem

a. Why are some of the students not able to express ideas into narrative essay writing well?

b. Why can some of the students not know to write narrative essay by using jigsaw technique given by teacher?

c. Why do some of the students not able to choose appropriate vocabulary in writing descriptive essay?

d. Why can some of the students not write their essay based on the organization in writing English?

e. What factors make some of the students not know how to divide the rhetorical steps of narrative essay?

2. The Limitation of the Problem

Based on identification of the problem stated above, it can be known clearly that there are a lot of problems that will be investigated. Because of limitation of

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[17] Alice, Oshima and Ann Hongue. *Writing Academic English*. Third Ed. (New York: Longman,1999) p.100

time, finance, and writer's ability, the researcherfocuses the research on the effect of using jigsaw technique toward students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang.

3. The Formulation of the Problem

Based on the limitation of the problem stated above, the problem in this research can be formulated in the following question:

a. How is students' ability in writing narrative essay being taught by using jigsaw technique?

b. How is students' ability in writing narrative essay being taught by using conventional technique?

c. Is there a significantdifference between students' ability to written expression course before and after taught by using jigsaw technique in experimental class and conventional technique in control class?

D. The Reason for Choosing the Title

The reason why the writer is interested in carrying out a research on topic above is based on several considerations:

1. The title is interesting because it relates to the problem faced by the students and it needs to find out the solution.

2. The writer is interested in carrying out this research in order to know the effect of using jigsaw technique toward the students' ability on writing narrative essay.

3. This research is relevant to her status as English students of English Education Department of State Islamic University SUSKA Riau.

E. The Objective and The Significance of the Research

1. The Objective of the Research

a. To find out the effect of using jigsaw technique toward students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang, Kampar regency.

b. To find out the difference between students' ability to written expression course before and after taught by using jigsaw technique in experimental class and conventional technique in control class at the second year students of SMPN 1 Bangkinang, Kampar regency.

2. The Significance of the Research

a. The researcher expects that this research can give some contribution and insights to the English lesson, especially in learning English writing. And for the researcher herself, it is to apply the better technique in the field later.

b. To give some useful information for students at the second year of SMPN 1 Bangkinang about the students' ability in writing narrative essay after being taught by using jigsaw technique.

c. The writer hopes that this research is useful for teachers who teach English to improve their proficiency in writing narrative essay in order to give chance for students to master English especially at the second year of SMPN 1 Bangkinang, Kampar regency.

d. To prove the result in writing score between experimental and control classes at the second year students of SMPN 1 Bangkinang.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Writing

Writing is one of the language skills, it is not easy work. But, it needs much study and practice to develop this skill. In writing, a writer must have the ability of who to employ the grammatical to inform of writing, and also how to organize or express idea or thought clearly. Muhimmah says writing is an activity to express ideas, opinion or feeling in a written form. It involves structure, vocabulary and other aspects such as spelling, capitalization and punctuation.[1]

Some of people say that writing is difficult. It is important for us why they think the skill is hard to do. In fact, writing is often unpredictable process. According to Pretty (1980:26; in Fuad), writing as the mental and physical act of forming letters and words, writing needs a process of expressing thought and feeling, thinking of shaping experience.[2]It is simply putting word into sentences and sentences into an essay, because the students should keep their purposes and think about the fact that they have to select words which are relevant to their writing topic.

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[1]Muhimmah. (2005). *The Students'Ability in Using Conjuction in Writing Paragraph at Second Year of SMA IT Bangkinang*. p,8.

[2] Pretty in FuadEko Hartono. (2006). *The Influence of Bubble Network Technique Use in Teaching Writing toward Students Writing Ability of the Second Year Students of SMAN 2 Benai.* p,20.

In writing, the writer has to select and organize the fact in order to carry out a specific purpose and he or she must undergo the intense mental activity involved in working out his or her own problem of selecting and organizing in writing.

Writing activity process words to become a sentence and create sentences into an essay. According to Langan, an essay is simply a paper of several paragraphs, rather than one paragraph, that supports a single point. In essay, subject can and should be treated more fully than they would be in single-paragraph paper. The main idea or point developed in an essay is a thesis statement or thesis sentences.[3] That sentence tells your audiences what to express in the essay.

a. Purpose of Writing

Joy says that there are several general purpose for writing,[4] they are:

— To explain or educate
— To entertain or amuse
— To persuade or convince

He states that one of the most frequent purposes of the writing is to explain people of something about which you either have more knowledge or know in a different or more specific way.

b. Technique of Writing

In writing ability, students have to know techniques in writing before start essay writing well. According to Langan, students must understand and be able to

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[3] John, Langan. *English Skills*. Seventh Edition. (New York: McGraw-Hill, 2001)p.293

[4] Joy, M.Reid. *The Process of Composition. Second Edition.*(Colorado State University:Prentice Hall Regents, Englewood Chiffs, 1998)p.23

process or produce the techniques in writing; the techniques of writing are as follows:[5]

1) Choose a subject that you know about.

2) Decide in the purpose of the essay.

3) Select a topic that will interest your audience.

4) State your thesis in a single clear sentence.

5) Make a list of all the steps that you are describing.

6) After making the lists and draft as you work toward the goals of unity, support, and coherence.

7) Write the essay, using the details you have listed.

There are many approaches which we can use to develop our ideas into writing. They are product approach, process approach, and genre approach. The writer focuses on using the technique of writing through the process approach in writing.

The process approach of writing is more specific in using the techniques of writing. It identifies four stages in writing. They are:[6]

1. Free-writing

Free-writing is a prewriting technique in which you write without stopping for a specific amount of time. Students can generate their ideas on the

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[5] John, Langan. *College Writing Skills with Readings* (New York: McGraw-Hill, 1985)pp.140-141

[6] MichealF.Graves, Connie Juel, and Bonnie B. Graves. *Teaching Reading in the 21st Century. Second Ed*. (Pearson Education Company,2001).

piece of paper, let their own thoughts run free, discover whatever they know. They should think their audience, the purpose, and the form they would use for their writing.

2. Drafting

Students write rough draft of their writing, try to keep their audience and purpose in mind, share with their classmates about their ideas to get feedback.

3. Revising

After getting some respond on what they had written from classmates, the students might think about their next revision. They rework their composition deleting, changing, and moving words, sentence, and even whole sections.

4. Editing

The students focus on mechanical elements such a grammar, punctuation and spelling.

c. Component of Writing Narrative Essay

Writing a narrative essay is basically writing a story connected with personal experiences. As a narrative essay is always a reflection of a personal experience of the author and that is the reason it often has the form of a story and also often becomes a personal narrative essay. If the author decides to write a narrative essay in a form of a story it is crucial to keep in mind the model of storytelling:Plot,

character, setting, climax, and ending.Narration is the telling of a story; the succession of events is given in chronological order.

Purpose The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. Although there are numerous variations of the story grammar, the typical elements are: • Setting—when and where the story occurs. • Characters—the most important people or players in the story. • Initiating event—an action or occurrence that establishes a problem and/or goal. • Conflict/goal—the focal point around which the whole story is organized. • Events—one or more attempts by the main character(s) to achieve the goal or solve the problem. • Resolution—the outcome of the attempts to achieve the goal or solve the problem. • Theme—the main idea or moral of the story.

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, legends, historical narratives, slice of life, and personal experience. When sequencing people and events in time and space, narrating typically uses action verbs, temporal connectives. Narrative is typically written in the past tense unless quoting direct speech.

The generic structure of a narrative essay:

Orientation: (sets the scene and introduces the participants) in which the characters, setting and time of the story are established. Usually answers who? When? Where?

Complication or problem: (A crisis arises) the complication usually involves the main character(s) (often mirroring the complications in real life). Simple narratives find the orientation and complication stages fairly straight forward, as they are similar to the structure and grammar. The complication stage of simple narrative needn't be a single problem or complexity. This stage can also include reflection on the problem and possible solution.

Resolution: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

2. The Context of Jigsaw Technique

Jigsaw is a technique often used by groups, but can be done alone (although this is not as effective) for generating a large number of ideas for the solution of a problem.In education, jigsaw is a teaching technique invented by social psychologist Elliot Aronson in 1971. Students of an average sized class (26 to 33 students) are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group

then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their subcategory.The jigsaw technique is a cooperative learning technique appropriate for students from 3rd to 12th grade.[7]This technique is an efficient teaching method that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. Both individual and group accountability are built into the process. In ESL classrooms jigsaws are a four-skill approach integrating reading, speaking, listening and writing.

Jigsaw technique allows students to actively participatein learning process. By being constantly subjected to thismethod, they should feel more comfortable about theirroles. Ways of evaluating the groups can enhance theeffectiveness of the jigsaw technique by making eachstudent have a sense of responsibility for their group'sperformances (Lucas, 2000: 221).[8]Jigsaw technique supports cooperative learning bygiving each student the responsibility to teach a part ofthe subject.

The teacher asks the students to think the idea that must be related to the topic. This jigsaw technique allows the students to make use of their prior knowledge or experiences. According to Brown, jigsaw techniques are each member of group is given some specific information. The goal is to all information to achieve some

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[7] Aronson, E. (2008). *Jigsaw Classroom*. Retrieved January 21, 2012, from http://www.jigsaw.org. http://en.wikipedia.org/wiki/Jigsaw.(teaching_technique)

[8]Lucas AC (2000). *Jigsaw Lesson for Operatıons of Complex Numbers'. PRIMUS (Problems, Resources, and Issues in Mathematics Undergraduate Studies)*, 10(3): 219-22. Taylor & Francis(From January 20, 2012.)

objective and for students to determine where each of their sentences belongs in the whole context of the story.[9]

There can be some obstacles when using the jigsaw method. One common problem is a dominant student. In order to reduce this problem, each jigsaw group has an appointed leader. The leader is responsible for being fair and spreading participation evenly. Students realize that the group is more effective if each student is allowed to present his or her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group.[10] A writer thinks it is important that each group member present the best possible report to the group, as it is important that individuals with poor study skills do not present inferior reports to their jigsaw group.It means that if the writer finds problems in writing the selected materials, this technique help them bring their prior knowledge to the topic which is being discussed.

Based on some definition above, we can conclude that jigsaw technique can be cooperative learning to generate the ideas to be the best solution which is way to use the jigsaw technique in classroom is by using the groups of students in learning process. And with this session (for the research) the researcher divided the students of junior high school 1 Bangkinang at second year using the jigsaw technique, students of average sized class (26 to 30 students) are divided into

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[9] Loc cit. Brown. p. 182

[10] Ibid. RiskiKinanti. p.13

competency groups of 4 or 6 students, each of material that the teacher has broken into subsection for each student to work on. Individual members of each group then work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their subcategory. The goal of the jigsaw classroom is to decrease competition and increase cooperation and so competitive students can create difficulties. Research on the jigsaw classroom suggests that it is has its strongest effect toward ability in writing narrative essay. If there is exposure to the jigsaw classroom at an early age, only an hour per a day is needed to maintain the impact of cooperative learning in later schooling.

a. Purpose of Jigsaw Technique

According to Aronson says that the purpose of jigsaw technique is for encouraging group sharing and learning of specific content. This technique can be used as an instructional activity across several days and is best to use when there is a large amount of content to teach. Jigsaw helps students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy helps to improve listening, communication, and problem-solving skills. Monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic.[11]

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[11]Aronson, E., & Goode, E. (1980). *Training teachers to implement jigsaw learning: A manual for teachers.* In S. Sharan, P. Hare, C. Webb, and R. Hertz-Lazarowitz (Eds.), *Cooperation in Education* (pp. 47-81). Provo, Utah: Brigham Young University Press.

b. Steps in Using Jigsaw Technique

According to Graves says that there is several general steps in using jigsaw technique,[12] as follow:

1. Each students in a group learns one part of the material beings studied.

2. After studying his or her section individually, the member of each group who has studied a particular subpart of the topic gets together with the four members from other teams who have studied the same subpart.

3. The five students in each of these "expert" groups discuss their subtopic, refining their knowledge about it.

4. The experts return to their own groups and teach their classmates about their sections. Because classmates afford the only opportunity for students to learn about sections other than their own, students are necessarily interested and motivated to attend to each other's presentations.

5. Students take individual exams on all the material, both the material they taught to others and what they learned from others.

According to Aronson E, says that the jigsaw technique is very simple to use. If you're a teacher, just follow these steps: [13]

1. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.

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[12]Op cit. Michael F. Graves(2001).p. 375

[13] Ibid. Aronson E. (1980).

2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.

3. Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.

4. Assign each student to learn one segment, making sure students have direct access only to their own segment.

5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

7. Bring the students back into their jigsaw groups.

8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's 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.

c. Conventional technique

Conventional technique means technique of writing which was used by the second year students in writing narrative essay. In conducting this research this technique also used by the control class in their writing class. Conventional technique that was used by teacher and control class students in writing narrative essay which the writing teacher asked students to write about certain topic within 20 or 30 minutes, and then asked them to submit their product. Though activity that was done by the control class students, they were asked to write accurately without knowing the ways and activities that will have them to write accurately to achieve the standardized writing ability. In this class students were not taught theways to collect the ideas, or to break the blocked mind and they were lack of activities that will help them to develop their ability in developing essay.

3. The Nature of Narrative Essay

Narrative is told of amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic eventsis lead to a crisis or turning point ofsome kind, which in turn finds a resolution.

An Essayis a longer piece of writing, particularly which is written by a student as part of a course of study or by a writer writing for publication which expresses

the writer's viewpoint on a topic.[14] The essay gives you an opportunity to show how effectively you can develop ideas. Just paragraph has a topic sentence, body, and conclusion. It also occurs in essay which has an introduction, body, and conclusion. An essay is usually a short piece of writing which is quite often written from an author's personal point of view. Secondary students are taught structured essay formats to improve their writing skills, and admission essays are often used by universities in selecting applicants and, in the humanities and social sciences, as a way of assessing the performance of students during finals exams.

In order to write an effective essay, Ruth Baygell[15] gives some overview. First, it has a catchy leading that includes a clear idea of your theme. Frequently, it is often found in the first paragraph, though it might also be developed over a few introductory paragraphs. Second, an effective essay contains vivid images, descriptions, and personal reflections. It may include direct quotes to add to the veracity and flow. Depending on your purpose of writing, user of the word "I" is acceptable to speak in the first person. Writing with first-hand perspective will add the personal touch readers are looking.

According to Syafii, there are four kinds of models in traditional writing (kinds of essay).[16] There are:

1. Descriptive essay

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[14] Jack C. Richard, et al. *Longman Dictionary of language Teaching and Applied Linguistics.* (London: Pearson Education Limited, 2002). p. 186

[15] Simon & Schuster. Essay Writing Step-by-Step. (New York,2003)pp.3-4

[16]M.Syafii S, M.FauzanAnsyari, and JondriKasdi. *The Effective Paragraph Developments: the Process of Writing for Classroom Settings*. (Pekanbaru:LBSI, 2007). pp.43, 53, 62, 82.

Descriptive means describes ideas and examples focused on a particular subject. Descriptive writing appeals to a reader' senses-sight, sound, smell, taste and touch. In writing descriptive essay, you should use vivid language to make whatever you are describing some alive in order to visualize the subject. Describing the subject needs specific language rather than vague language.

2. Narrative essay

Narrative essay is storytelling. Whether it tells a true story or fiction, narrative essay gives an account of one or more experiences. The narration writing can find in Novels, Short Stories, and Biographies. Typically, narrative contains action, dialogue, elaborate details, and humor.

Narrative writing tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative essay gives an account of one or more experience. A narrative typically contains action, dialogue, elaborate details and humor. The narrative is not typical of most paragraphs because it does not require the standard thesis sentence stating your main idea, not does it require the traditional introduction, body, or conclusion. Generally, all narrative essays have certain elements.

a) Chronological order

Events or experiences are listed in sequence of how they happened. Set in time and place have to be created for the reader.

b) Display emotion

A good narrative essay connects readers to some sort of emotion felt by the essay's subject. When you read the reader display emotion above, anger, sadness, pain, or joy may have come in mind.

c) Sequence of events

Narration uses the sequence to set up one or more complexities or problem. It this problem making that usually draws the reader into narrative, provided that the reader can empathize with the character. This problem part of the narrative must eventually find some way of being resolved. Good problem-solving skills are a necessary part of writing successful narrative.

The text organization of narrative as follows:

1. Orientation

In this part, the writer tries to set up the character, time and place.

2. Complication

The complication stage is a part that sets up a sequence of events in time. It does not need be a single problem or complexity. This stage can also include reflection on the problem and possible solution.[17]

3. Resolution

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[17] Peter Knapp & Megan Watkins. *Genre, Text and Grammar: Technologies for Teaching and Assessment Writing.* (Sydney: University of New South Wales Press Ltd, 2005). pp.225

In the resolution stage, the problem has to be solved and the essay normally finishes with a resolution to the problem. Simply, this stage is the end of the essay.

3. Expository essay

Expository essay means to give information, explain why or how, clarify a process or define a concept. According to Horn in Syafii (2007: p 64), expository paragraphs have certain types of organization that need to be learned, are: logical older, one topic, unity.

4. Persuasive essay

Persuasive essay is to convince the reader that a point of view is valid or that the reader should take a specific action. Persuasion is activity we practice everyday: convincing a younger brother to share a toy, persuading a shopkeeper to lower a price, convincing a friend to go to the movies.

5. Argumentative essay

Writing argument states and supports one position about the debatable topic. Support for that position depends on evidence, reasons, and example chosen for their direct relation to the point being argued. One section of the written argument might present and attempt to refute other position on the topic, but the central trust of the essay is to argue for one point of view. Taking and defending a position in a written argument is an engaging intellectual process, especially when it involves a topic of substance about which universal agreement is unlikely. The ability to think critically by analyzing, synthesizing, and assessing is challenged by the

activity of examining all sides of a topic, choosing one side to defend, and marshaling convincing support for that one side.

Based on quotation above, there are four kinds of essay, every kind of essay has different meaning, different ways in describing them and different support. Based on above, many kinds of essay writer focused on narrative essay in this research.

4. The Factor that Effect Writing Ability Essay

There are some factors that the effect writing ability; one of them is lack of practice. This is the dominant factor that can obstruct writing ability. If the students are lack of practicing their writing, they will not be able to write English well although they have good techniques and good teacher. Furthermore, lack of self confidence can also obstruct writing ability. Cause and effect essays are concerned with why things happen (causes) and what happens as a result (effects). Cause and effect is a common method of organizing and discussing ideas.

B. The Relevant Research

In order to ensure the advantages of using jigsaw technique researcher has found out a relevant research of using jigsaw technique toward student's writing ability. Aronson, (1990) conducted that jigsaw teaching technique was invented and named in 1971 in Austin, Texas.[18] By arranging the students in culturally and racially diverse groups, Aronson and his team of graduate students were able to

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[18] Aronson, E. (1990). *Applying social psychology to desegregation and energy conservation*. Personality and Social Psychology Bulletin, 16, 118–132.

reduce the divisions between students. In fact, when one Hispanic boy named Carlos was tormented by his peers for his difficulty with the language, the bullying students were not admonished for their behavior. Instead, they were reminded that the exam was in fifteen minutes, and their sole source of information on the subject was Carlos, the boy they had been harassing. Behavior improved notably and immediately. The jigsaw technique was randomly introduced into some classrooms and not introduced into other classrooms. This allowed for comparisons between students in jigsaw classes and those not in jigsaw classes. Students in the jigsaw classes expressed significantly less prejudice and negative stereotyping, more self-confident, and liked school better when tested objectively. Behavioral data supported these self-report measures. Students in jigsaw classes were absent less frequently, intermingled more in the cafeteria and in the school yard, and performed better on objective exams of curricular material—this was especially true for minority students.

The first experiment done with the jigsaw classroom was by Blaney, Stephan, Rosenfield, Aronson, and Sikes in 1977.[19] This was done after the superintendent of schools in Austin, Texas, called for help due to the problems desegregation caused. After some systematic observations, it was decided a large part of the problem was the competitive nature of the classroom. From that, they decided a more cooperative approach needed to be taken. The jigsaw technique was first introduced in ten fifth grade classes across seven different elementary schools.

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[19]Blaney, N. T., Stephen, c., Rosenfield, D., Aronson, E., & Sikes, J. (1977). *Interdependence in the classroom: A field study*. Journal of Educational Psychology, 69, 139–146.

There were three fifth grade classes from the same schools acting as a control. The teachers in the control classes using the traditional methods were rated as good teachers by their peers. The experimental classes worked in jigsaw groups for 45 minutes a day, three days a week, for six weeks. The curriculum between the control and experimental groups were similar. The jigsaw groups were balanced so that the groups contained members from all groups. Questionnaires were designed to assess student's attitudes about themselves, their attitude toward school, and their attitude toward peer teaching and cooperation in the classroom. A sociometric instrument was used in order to assess students' liking of group members and their liking of other students in the class. These measures were used as a baseline measure and a post-intervention. For self-esteem, there was significant increase seen in levels of self-esteem and a decrease in the traditional classroom.

Hanze and Berger compared use of the jigsaw classroom technique with traditional direct instruction in a 12th-grade physics class in 2007.[20] They took eight 12th-grade classes and randomly assigned them to either the jigsaw technique or direct instruction. Students were given a test of academic performance and a questionnaire looking at personality variables (goal orientation, self-concept, and uncertainty orientation). The topics (motion of electrons and electromagnetic oscillations and waves) were introduced through direct instruction in both conditions. Students were then given the learning experience

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[20]Hanze, M., & Berger, R. (2007). *Cooperative learning, motivational effects, and student characteristics: An experimental study comparing cooperative learning and direct instruction in 12th grade physics classes.* Learning & Instruction, 17, 29–41

questionnaire as a pretest measures. In the second part of the lesson the experimental group worked in the jigsaw classroom and those in the control group continued to work in traditional direct instruction. Individuals in the jigsaw class were given the learning experience questionnaire after working in the expert group and when the finished working in the jigsaw group. In the traditional classroom group, they were given the learning experience questionnaire at the end of the lesson. A post-test of academic performance was given a few days after the learning unit. The independent variable was the method of instruction (jigsaw vs. direct) and the study topic (scanning electron microscope vs. functioning of the microwave). The dependent variables were the personality questionnaire, learning experience questionnaire, and academic performance. When comparing traditional instruction and the jigsaw classroom, there were clear difference in the learning experience, but there were no difference in academic performances as measured by a test of physics knowledge. Students in the jigsaw classroom did show higher achievement scores in areas that they had been assigned the expert for, but students in the traditional classroom scored better on areas that individuals in the jigsaw class had been taught by others in their group. The jigsaw classroom students had a more favorable view of the learning experience than those in the traditional instruction condition. Students in the jigsaw classroom reported stronger intrinsic motivation, greater interest in the topic, and more cognitive activation and involvement. Students were more involved and more interested in the material when in the cooperative learning setting of the jigsaw classroom. Students in the jigsaw classroom were seen are more competent, more socially

related to other students, and more autonomous. There was an indirect effect on performance because students viewed themselves as more competent, but no direct impact on actual achievement.

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on gaining the effect of using jigsaw technique toward students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang of Kampar regency. Therefore, in analyzing the problem in this research, there are two variables used. The first is the jigsaw technique. The second is students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang. Using jigsaw technique is an independent variable and ability in writing narrative essay at the second year students of SMPN 1 Bangkinang is a dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of Jigsaw technique are as follows:

The researcher can use the following steps when developing the jigsaw strategy for a class:

1. Introduce the technique and the topic to be studied.
2. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.

3. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group

4. Assign each student to learn one segment, making sure students have direct access only to their own segment.

5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.Create "expert groups" that consist of students across "home groups" who will read the same selection.

7. Give all students a framework for managing their time on the various parts of the jigsaw task.

8. Provide key questions to help the "expert groups" gather information in their particular area.

9. Provide materials and resources necessary for all students to learn about their topics and become "experts".

10. Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned.

11. Bring the students back into their jigsaw groups.

12. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

13. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's 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.

2. Based on the limitation of the problem that the essayused by researcher is narrative essay. Because of that the indicators of students' ability in writing narrative essay are as follows:

a. The students are able to find the idea before starting their writing.

b. The students are able to write orientation clearly.

c. The students are able to write complication clearly.

d. The students are able to write resolution

e. The students are able to use action verb correctly.

f. The students are able to use simple past tense.

g. The students are able to use vocabulary appropriately.

h. The students are able to use spelling and punctuation correctly.

i. The students are able to do drafting and revising the essay.

j. The students are able to develop their ideas into narrative essay writing.

D. The Assumption and the Hypotheses

1. The Assumption

The second year students of SMP Negeri 1 Bangkinang that the researcher choose as sample of study divided into two classes: experimental class that is taught by using jigsaw technique to see their writing ability, while the other class is the control class that is treated by using conventional technique. Therefore, the writer assumes that the students are able to write narrative essay in writing English well by using jigsaw technique given by teacher. And then they get easier to express their ideas.

2. The Hypothesis

a. Null Hypothesis (H_o)

There is no significant effect of using jigsaw technique toward students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang, Kampar regency.

b. Alternative Hypothesis (H_a)

There is a significant effect ofusing jigsaw technique toward students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang, Kampar regency.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is experimental research. According to Cresswell, "experimental is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable".[1] In conducting the research, researcher uses two classes of the second year students of SMPN 1 Bangkinang. The first class is used as experimental class which is taught by using jigsaw technique and another is used as control class which is taught by using conventional technique. The experimental class was given treatment for eight times.

Table III.1
Research Design

Class	Pretest	Independent Variable (Treatment)	Post test
A	Y1		Y2
C	Y1	X	Y2

Where:

A : Experimental group

B : Control group

Y1 : The students' writing ability before getting treatment

Y1 : The students' writing ability before getting treatment

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[1] John, W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), pp. 299.

: Getting treatment of jigsaw technique

X   : learning with conventional technique

Y2 : The Students' writing ability after getting treatment

Y2 : The Students' writing ability after learning with conventional technique.

The students were given pre-test at the beginning in order to know their abilities in writing narrative essay. After that, they were given the treatment, at the end they were given post-test. In the research, the pre-test and post-test were compared in order to determine the effect of using jigsaw technique toward students' ability in writing narrative essay.

B. The Time and The Location of the Research

This research was conducted at the second year of SMP Negeri 1 Bangkinangof Kampar regency located on OlahragaStreet Bangkinang. It was held on December 2010 until February 2011.

C. The Subject and The Object of the Research

The subject of this research is the second year students of SMP Negeri 1 Bangkinang of Kampar regency in 2010/2011 academic year. And the object of this research is effect of using jigsaw technique toward students' ability in writing narrative essay.

D. The Population and The Sample of the Research

The population of this research is the students at the second year of SMPN 1 Bangkinang. They consist of eight classes; the number of population is 277

students. The sample of this research is 62 students. The writer used two classesas

sample that consists of 31 students in each class. This research was assigned by

using simple random sampling. According to Cresswell, simple random sampling,

the researcher select participants (or unit, such as school) to choose individuals to

be sampled who will be representative of the population.[2]In this occasion, the

researcher named cards based on every second year class in SMPN 1 Bangkinang:

RSBI VIII A, RSBI VIII B, RSBI VIIIC, CEMERLANG VIII A, CEMERLANG

VIII B, IRREGULAR VIII A, IRREGULAR VIII B, IRREGULAR VIIIC. After

mixing these cards for a moment, the researcher took two cards randomly as a

sample of research. They were class CEMERLANG VIII A for experimental class

and class IRREGULAR VIII C for control class.

Table III.2
THE TOTAL POPULATION OF THE SECOND YEAR STUDENTS OF
SMP NEGERI 1 BANGKINANG 2010-2011

NO	CLASS	TOTAL
1.	RSBI VIII A	38
2.	RSBI VIII B	38
3.	RSBI VIII C	36
4.	CEMERLANG VIII A	33
5.	CEMERLANG VIII B	33
6.	IRREGULAR VIII A	35
7.	IRREGULAR VIII B	33
8.	IRREGULAR VIII C	31
TOTAL		277

[2] Ibid. (2008).p.299

E. The Technique of Collecting Data

In order to get some data that are needed to support this research. The researcher applied the technique collecting data was writing test. The test is about writing English which is appropriate with their in-use curriculum. This instrument was used to collect the data in order to find out the students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang. The researcher usedwriting test by giving some topics for the students. Then, the students choose one of them to develop the topic into writing narrative essay. This technique was carried out in terms of collecting the data and information dealing with the data variable X (jigsaw technique) and variable Y (writing ability). The materials of the test were adopted from the syllabus of SMPN 1 Bangkinang.

Table III.3

ASSESSMENT ASPECT OF WRITING NARRATIVE ESSAY

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				

2	Organization
	  a. Orientation
	  b. Complication
	  c. Resolution				

3	Vocabulary				
4	Grammatical Features a. Action Verbs b. Relational Verbs c. Simple Past Tense				
5	Spelling & Punctuation				
	Total				

Explanation of score:

1 = Very Poor   3= Good to average

2 = Fair to Poor   4= Excellent to very good

F. The Technique of Data Analysis

In order to analyze the students' ability in writing descriptive essay, the researcher used Graduated Standard of English lesson at the junior high school 1 Bangkinang that was 60 for students' ability in writing narrative essay, it means for those who get score < 60, they do not pass Graduated Standard (SKL), while for those who get score   60, they pass Graduated Standard (SKL).

In order to find out whether there is a significant difference of writing ability between students who are taught by using jigsaw technique and conventional technique, the data were analyzed statistically. In analyzing the data in this research, the researcher used score of pre-test and post-test. The technique of data analysis used t-test formula in order to find out the different mean between experimental class and control class by using SPSS. The different mean was analyzed by using T-test formula with SPSS 16 Version.

To find out t-test, the formula used was as follows:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where: t_o = the value of t-obtained

Mx   = Mean score of experimental group

My   = Mean score of control group

SDx = Standard deviation of experimental group

SDy = Standard deviation of control group

N   = Number of Students

The t-test is obtained by considering the degree of freedom (df) as follow:[3]

df = (N1 + N2)-2

N = Number of cases

The significant level chosen in analyzing the score $T_{calculated}$ through using SPSS 16 Version is 5% or 0.05.

Statistically the hypotheses are:

H_o: $T_{calculated}$ < $F_{0.05}$

H_a: $T_{calculated}$ ≥ $F_{0.05}$

H_o is accepted if $T_{calculated}$ < $F_{0.05}$ or there is no significant effect of using jigsaw technique toward students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang.

H_a is accepted if $T_{calculated}$ ≥ $F_{0.05}$ or there is a significant effect of using jigsaw technique toward students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang.

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[3] Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), pp.191

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research are the students' writing score in pre-test and post-test both of classes, experimental class and control class. Before treatment, the researcher gave pre-test and post-test after that. The writing test is about writing essay (narrative essay) and is evaluated by concerning five components: content, organization, vocabulary, language use and mechanic of writing. Each component has its score. In the research, the total score of experimental class and control class was significantly different. The total score of experimental class is 2304 while the highest score is 85 and the lowest score is 61. The total score of control class is 2158 while the highest score is 78 and the lowest score is 45. In data analysis the researcher only analyzed post test. Post test was given to the students in experimental class and control class after treatment already finished, during eight meetings. The result of the test was evaluated by two raters. The collective data can be seen in the following table:

1. **Students' Writing Ability by Using Jigsaw Technique**

   Students' writing ability on experimental class can be seen in the following table:

Table IV.1

Students' Writing Score by Using Jigsaw Technique

on Experimental Class

Student Code	Rater 1	Rater 2	Final Score
S1	85	67	76
S2	84	42	63
S3	76	72	74
S4	80	72	76
S5	84	76	80
S6	81	73	77
S7	75	83	79
S8	88	78	83
S9	75	73	74
S10	69	71	70
S11	75	65	70
S12	71	73	72
S13	77	79	78
S14	83	69	76
S15	75	73	74
S16	88	78	83
S17	73	73	73
S18	73	77	75
S19	86	74	80
S20	76	78	77
S21	85	83	84
S22	74	86	80
S23	72	60	66
S24	72	50	61
S25	78	52	65
S26	72	50	61
S27	82	58	70
S28	78	62	70
S29	77	67	72
S30	84	86	85
S31	75	85	80

Final Score: $\dfrac{\text{score rater 1} + \text{score rater 2}}{2}$

Based on the table above, it can be see that result students' score in writing by using jigsaw technique from rater 1 explanation that 2 students got score 88, 1 student got score 86, 2 students got score 85, 3 students got score 84, 1 student got score 83, 1 student got score 82, 1 student got score 81, 1 student got score 80, 2 students got score 78, 2 students got score 77, 2 students got score 76, 5 students got score 75, 1 student got score 74, 2 students got score 73, 3 students got score 72, 1 student got score 71, 1 student got score 69. The highest score is 88 which is belongs to 2 students and the lowest score is 69 gotten by 1 student.

While the researcher give explanation from rater 2 that 2 students got score 86, 1 student got score 85, 2 students got score 83, 3 students got score 78, 1 student got score 79, 1 student got score 77, 1 student got score 76, 1 student got score 74, 5 students got score 73, 2 students got score 72, 1 student got score 71, 1 student got score 69, 2 students got score 67, 1 student got score 65, 1 student got score 62, 1 student got score 60, 1 student got score 58, 1 student got score 52, 2 students got score 50, 1 students got score 42. The highest score is 86 which is belongs to 2 students and the lowest score is 42 gotten only 1 student.

The final score of students' writing ability by using jigsaw technique between rater 1 and rater 2 that the highest score is 85 which is belongs to 1 student and the lowest score is 61 gotten by 2 students. The highest number of frequency is 4 at the score of 70 and 80.

2. Students' Writing Ability by Using Conventional Technique

For the students in Control class, the students' writing ability can be described in the following table:

Table IV.2

Students' Writing Score by Using Conventional Technique

on Control Class

Student Code	Rater 1	Rater 2	Final Score
S1	51	49	50
S2	39	83	61
S3	68	88	78
S4	72	76	74
S5	60	80	70
S6	64	60	62
S7	52	86	69
S8	69	71	70
S9	67	85	76
S10	63	71	67
S11	57	65	61
S12	64	56	60
S13	52	86	69
S14	72	84	78
S15	70	52	61
S16	63	39	51
S17	51	81	66
S18	73	49	61
S19	64	48	56
S20	66	42	54
S21	60	64	62
S22	69	51	60
S23	52	54	53
S24	50	60	55
S25	55	63	59
S26	48	42	45
S27	67	53	60
S28	69	59	64
S29	55	49	52
S30	69	55	62
S31	77	75	76

From the table above, it can be see that result students' score in writing by using conventional technique from rater 1 explanation that 1 student got score 77, 1 student got score 73, 2 students got score 72, 1 student got score 70, 4 students got score 69, 1 student got score 68, 2 students got score 67, 1 student got score 66, 3 students got score 64, 2 students got score 63, 2 students got score 60, 1 student got score 57, 2 students got score 55, 3 students got score 52, 2 students got score 51, 1 student got score 50, 1 student got score 48, 1 student got score 39. The highest score is 77 which is belongs to 1 student and the lowest score is 39gotten by 1 student. The total number of students is 31.

While the researcher give explanation from rater 2 that 1 student got score 88, 2 students got score 86, 1 student got score 85, 1 student got score 84, 1 student got score 83, 1 student got score 81, 1 students got score 80, 1 students got score 76, 1 student got score 75, 2 students got score 71, 1 student got score 65, 1 student got score 64, 1 student got score 63, 2 students got score 60, 1 student got score 59, 1 student got score 56, 1 student got score 55, 1 student got score 54, 1 student got score 53, 1 student got score 52, 1 student got score 51, 3 students got score 49, 1 student got score 48, 2 students got score 42, 1 student got score 39. The highest score is 88 which is belongs to 1 student and the lowest score is 39 gotten by 1 student. The total number of students is 31.

The final score of students' writing ability by using conventional technique between rater 1 and rater 2 that the highest score is 78 gotten by 2 students and the lowest score is 45 which is belongs to 1 student.The highest number of frequency is 4 at the score 61.

3. **The Difference of the Students' Ability in Writing Score between Jigsaw Technique and Conventional Technique**

Table IV.3

The Difference of the Students' Ability in Writing Score

Student Code	Score by using Jigsaw Technique	Score by using Conventional Technique
S1	76	50
S2	63	61
S3	74	78
S4	76	74
S5	80	70
S6	77	62
S7	79	69
S8	83	70
S9	74	76
S10	70	67
S11	70	61
S12	72	60
S13	78	69
S14	76	78
S15	74	61
S16	83	51
S17	73	66
S18	75	61
S19	80	56
S20	77	54
S21	84	62
S22	80	60
S23	66	53
S24	61	55
S25	65	59
S26	61	45
S27	70	60
S28	70	64
S29	72	52
S30	85	62
S31	80	76
Total	2304	1942

From the table, the researcher concludes that the difference of the students' ability in writing score between jigsaw technique and conventional technique lies

in the total score of the both classes. The total score by using jigsaw technique is 2304; meanwhile the total score by using conventional technique is 1942.

It can be seen of score by using jigsaw technique that 1 student got score 85, 1 student got score 84, 2 students got score 83, 4 students got score 80, 1 student got score 79, 1 student got score 78, 2 students got score 77, 3 students got score 76, 1 student got score 75, 3 students got score 74, 1 student got score 73, 2 students got score 72, 4 students got score 70, 1 student got score 66, 1 student got score 65, 1 student got score 63, 2 students got score 61. The highest score is 85 gotten only 1 student and the lowest score is 61 which is belongs to 2 students.

While score by using conventional technique that 2 students got score 78, 2 students got score 76, 1 student got score 74, 2 students got score 70, 2 students got score 69, 1 student got score 67, 1 student got score 66, 1 student got score 64, 3 students got score 62, 4 students got score 61, 3 students got score 60, 1 student got score 59, 1 student got score 56, 1 student got score 55, 1 student got score 54, 1 student got score 53, 1 student got score 52, 1 student got score 51, 1 student got score 50, 1 student got score 45. The highest score is 78 which is belongs to 2 students and the lowest score is 45 gotten only 1 student.

B. The Data Presentation

1. **The Description of Writing Score by Using Jigsaw Technique on Experimental Class**
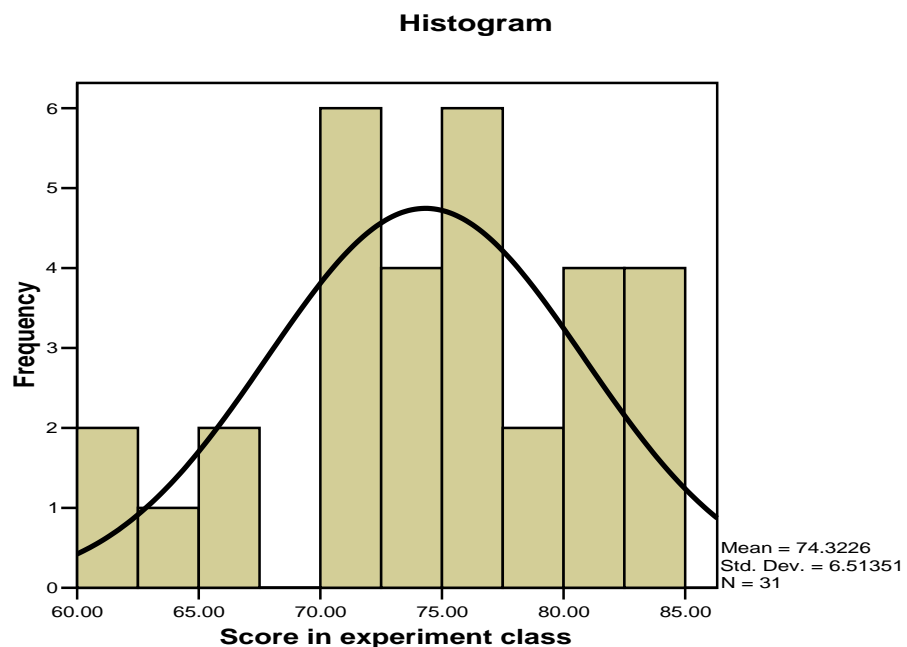
The following table is the description of the students writing score by using Jigsaw technique on experimental class.

Table IV.4
The Distribution of Frequency of the Students' Writing
Score by Using Jigsaw Technique

Score	Frequency	Percentage (%)
61	2	6.5%
63	1	3.2%
65	1	3.2%
66	1	3.2%
70	4	12.9%
72	2	6.5%
73	1	3.2%
74	3	9.7%
75	1	3.2%
76	3	9.7%
77	2	6.5%
78	1	3.2%
79	1	3.2%
80	4	12.9%
83	2	6.5%
84	1	3.2%
85	1	3.2%
Total	31	100%

Based on the table above, the researcher can give explanation that 2 students got score 61 (6.5%) , 1 student got score 63 (3.2%), 1 student got score 65 (3.2%), 1 student got score 66 (3.2%), 4 students got score 70 (12.9%), 2 students got score 72 (6.5%), 1 student got score 73 (3.2%), 3 students got score 74 (9.7%), 1 student got score 75 (3.2%), 3 students got score 76 (9.7%), 2 students got score

77 (6.5%), 1 student got score 78 (3.2%), 1 student got score 79 (3.2%), 4 students got score 80 (12.9%), 2 students got score 83 (6.5%), 1 student got score 84 (3.2%), 1 student got score 85 (3.2%). The highest score is 85 which is belongs to 1 student and the lowest score is 61 gotten by 2 students. The total number of frequency is 31. The highest number of frequency is 4 at the score of 70 and 80. It can be seen in the histogram below:

Histogram

From the data above, the mean score of the students in this class is 74.3226 but the researcher takes the mean score only 74.32. Standard deviation of the score is 6.51. The number of the students is 31.

2. The Description of The Students' Writing Score by Using Conventional Technique on Control Class

The description of the students' writing score can be seen in the following table and histogram.

Table IV.5

The Distribution of Frequency of the Students' Writing

Score by Using Conventional Technique

Score	Frequency	Percentage (%)
45	1	3.2%
50	1	3.2%
51	1	3.2%
52	1	3.2%
53	1	3.2%
54	1	3.2%
55	1	3.2%
56	1	3.2%
59	1	3.2%
60	3	9.7%
61	4	12.9%
62	3	9.7%
64	1	3.2%
66	1	3.2%
67	1	3.2%
69	2	6.5%
70	2	6.5%
74	1	3.2%
76	2	6.5%
78	2	6.5%
Total	31	100%

Based on the table above, it can be seen that there are 1 student got score 45 (3.2%), 1 student got score 50 (3.2%), 1 student got score 51 (3.2%), 1 student got score 52 (3.2%), 1 student got score 53 (3.2%), 1 student got score 54 (3.2%), 1 student got score 55 (3.2%), 1 student got score 56 (3.2%), 1 student got score

59 (3.2%), 3 students got score 60 (9.7%), 4 students got score 61 (12.9%), 3 students got score 62 (9.7%), 1 student got score 64 (3.2%), 1 student got score 66 (3.2%), 1 student got score 67 (3.2%), 2 students got score 69 (6.5%), 2 students got score 70 (6.5%), 1 student got score 74 (3.2%), 2 students got score 76 (6.5%), 2 students got score 78 (6.5%). The highest score is 78 which is belongs to 2 students and the lowest score is 45 gotten by 1 student. The highest number of frequency is 4 at the score 61. The total number of frequency is 31.

The data also can be seen in the following histogram:

Histogram

Mean = 62.6452
Std. Dev. = 8.59282
N = 31

Score in conventional class
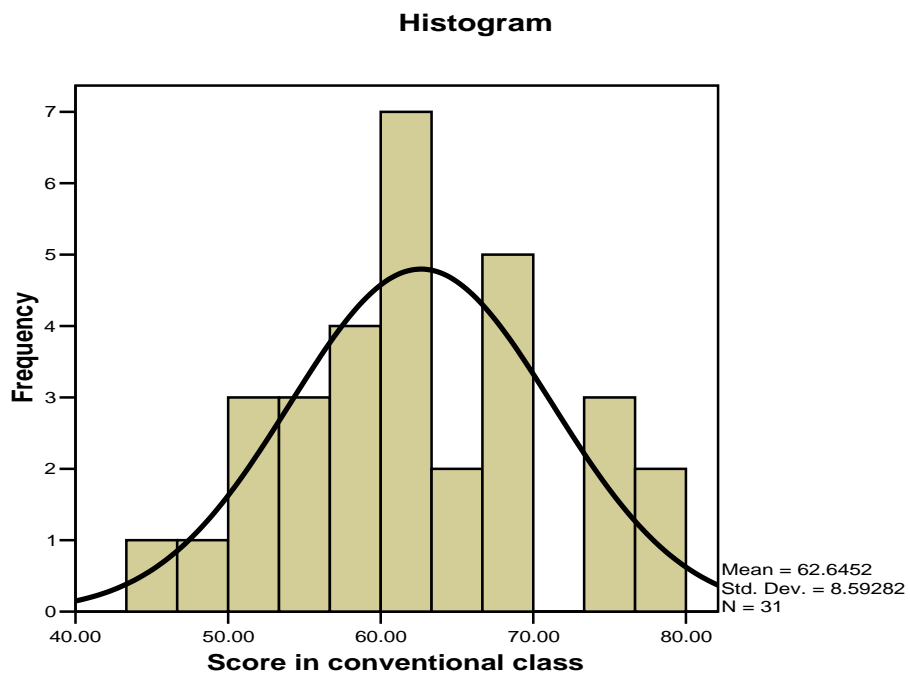
From the histogram, it can be analyzed that the histogram almost normal even though only one score over the curve is 61. The mean score of the students is 62.65 and the standard deviation of the students is 8.59. The number of the students is 31.

3. The Description of the Difference on Writing Ability of the Students by Using Jigsaw Technique and Conventional Technique

Table IV.6

The Difference on Writing Ability of the Students

Student Code	Score by usingJigsaw Technique	Score by using Conventional Technique
S1	76	50
S2	63	61
S3	74	78
S4	76	74
S5	80	70
S6	77	62
S7	79	69
S8	83	70
S9	74	76
S10	70	67
S11	70	61
S12	72	60
S13	78	69
S14	76	78
S15	74	61
S16	83	51
S17	73	66
S18	75	61
S19	80	56
S20	77	54
S21	84	62
S22	80	60
S23	66	53
S24	61	55
S25	65	59
S26	61	45
S27	70	60
S28	70	64
S29	72	52
S30	85	62
S31	80	76
Total	2304	1942

From the table, the researcher concludes that the description of the difference on writing ability of the students in experimental class and control class lies in the total score of the both classes. The total score in experimental class is 2304; meanwhile the total score in control class is 1942. The difference also can be seen on the aspect of mean, standard deviation, and the number of students. Mean score of experimental class is 74.32 and mean score of control class is 62.65. Standard deviation of experimental class is 6.51, while standard deviation of control class is 8.59. The number of the students in experimental class is 31 and the number of the students in control class is 31.

C. The Data Analysis

The research consists of three formulations, here the researcher serve it's completely, they are:

1. How is students' ability in writing narrative essay by using jigsaw technique?

2. How is students' ability in writing narrative essay by using conventional technique?

3. Is there any significant difference between students' ability to written expression course before and after taught by using jigsaw technique in experimental class and conventional technique in control class?

The researcher analyzed the data by using SPSS and described the data by using graduated standard (SKL) of English in SMP Negeri 1 Bangkinang. They must reach score 60. It means that, if the students' score   60, they pass graduated

standard. On the contrary, if the students' score< 60, it means that they do not pass the graduated standard.

1. The Students'Ability in Writing Taught by Using Jigsaw Technique

The description of the students' ability in writing being taught by using jigsaw technique can be seen in the following table:

Table IV.7

Students' Writing Score on Experimental Class

Score(x)	Frequency(f)	fx	Graduated Standard
61	2	122	Pass
64	1	64	Pass
65	1	65	Pass
66	1	66	Pass
70	4	280	Pass
72	2	144	Pass
73	1	73	Pass
74	3	222	Pass
75	1	75	Pass
76	3	228	Pass
77	2	154	Pass
78	1	78	Pass
79	1	79	Pass
80	4	320	Pass
83	2	166	Pass
84	1	84	Pass
85	1	85	Pass
Total	31	2304	

From the table above, the researcher takes conclusion that all of the students pass the graduated standard. In other words, they pass the graduated standard 100%.

2. The Students' Ability in Writing Taught by Using Conventional Technique

The description of the students' ability in writing being taught by using conventional technique can be seen in following table:

Table IV. 8

Students' Writing Score on Control Class

Score	Frequency(f)	Fx	Graduated Standard
45	1	45	No Pass
50	1	50	No Pass
51	1	51	No Pass
52	1	52	No Pass
53	1	53	No Pass
54	1	54	No Pass
55	1	55	No Pass
56	1	56	No Pass
59	1	59	No Pass
60	3	180	Pass
61	4	244	Pass
62	3	186	Pass
64	1	64	Pass
66	1	66	Pass
67	1	67	Pass
69	2	138	Pass
70	2	140	Pass
74	1	74	Pass
76	2	152	Pass
78	2	156	Pass
Total	31	1942	

Based on the data obtained, there are 10 students who do not pass the graduated standard (SKL), or the score obtained <60 while there are 21 students who pass the graduated standard (SKL), or the score obtained 60. The percentage of the students who do not pass the graduated standard as follows:

= $\frac{10}{31}$ x 100%

= 32.25 %

The percentage of students who pass the graduated standard as follows:

= $\frac{21}{31}$ x 100%

= 67.74 %

3. The Difference of the Students' Ability in Writing Score by Using Jigsaw Technique and Conventional Technique

To prove whether there is any significant difference on writing ability of the students taught by using jigsaw technique and conventional technique, the data were analyzed by using T-test formula. The result is in the following:

Table IV.9

Group Statistic

	Group	N	Mean	Std.Deviation	Std.Error Mean
Score	Experimental Group	31	74.3226	6.51351	1.16986
	Control Group	31	62.6452	8.59282	1.54332

Independent Samples Test

		Levene's Test Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig.(2-tailed)
Score	Equal variances assumed	2.024	.160	6.030	60	.000
	Equal variances not assumed			6.030	55.918	.000

If Sig.(2-tailed) < 0.05 = so that H_a is accepted

If Sig.(2-tailed) > 0.05 = so that H_o is rejected

Independent Samples Test

		t-test for Equality of Means			
				95% Confidence Interval of the Difference	
		Mean Difference	Std. Error Difference	Lower	Upper
Scores	Equal Variances assumed	11.67742	1.93659	7.80365	15.55119
	Equal variances not assumed	11.67742	1.93659	7.79783	15.55701

df= (N1+N2)-2

= (31+31)-2

= 62-2

= 60

From the table above, it can be seen that t_o = 6.030 and df is 60. The t_o obtained was compared to t-table either at 5% or 1%. At level 5%, t-table is 2.00 and at level 1%, t-table is 2.65. Based on t-table, it can be analyzed that t_o is higher than t-table either at level 5% or 1%. In other words, we can read 2.00<6.030>2.65. So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is significant difference between students' ability in writing narrative essay being taught by using jigsaw technique and conventional technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effects of jigsaw technique toward students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang of Kampar regency comes to the conclusion as follows:

1. The students' ability in writing narrative essay of experimental class is high. It can be seen in the data analysis that all students have passed the graduated standard (SKL) 100%. Mean of the score is 74.32 and standard deviation of the score is 6.51.

2. The students' ability in writing narrative essay of control class is low. It can be seen from the total number of students who passed graduated standard (SKL) is 21 students or 67.74 %. Mean of the score is 62.65 and standard deviation of the score is 8.59.

3. The students who are taught by using jigsaw technique are better than the students who are taught by using conventional technique. It can be seen from the total number of students who passed the graduated standard (SKL), mean of the score and standard deviation of the score in post-test. In jigsaw technique, the total number of students who passed the graduated standard was 100%, mean of the score is 74.32 and standard

deviation of the score is 6.51. Meanwhile, in conventional technique the total number of students who passed the graduated standard was 67.74%, and only 10 students did not pass the graduated standard. Mean of the score is 62.65 and standard deviation of the score is 8.59.

4. From analysis of t-test formula, it can be seen that t_o is 6.030. It is higher than t-table either at level 5%= 2.00 or 1%= 2.65. It can be concluded that H_o is rejected and H_a is accepted. It means that there is significant difference between the students' ability in written expression narrative essay course before and after being taught by using jigsaw technique and conventional technique. It is also supported by the result of t-test that t_o is higher than t-table either at level 5% or 1% (2.00<6.030>2.65), it shows that there is an effect of using jigsaw technique toward the students' ability in writing narrative essay at the second year students of SMPN 1 Bangkinang.

From the result of data analysis after the treatment is conducted reveals that the mean of experimental class is higher than control class. These study though the analysis of pre-test and post-test also show that the students' ability of writing improved significant when jigsaw technique is used.

There are several points which can be draw from the present study; first, jigsaw technique is effect toward students' writing ability. Second, jigsaw technique has purpose to develop teamwork and cooperative learning skill within all students, jigsaw technique required the students work together in group as they

teach one another, solved the problem, and develop appropriate social skills. Third, jigsaw technique provides the students with an interesting, challenging and enjoyable in the classroom activity.

B. Suggestion

Based on the research findings, the writer would like to give some suggestion especially to the teacher and to the school.

From the conclusion of the research above, it is known that using jigsaw technique can give significant effect toward students' ability in writing narrative essay. Because of that, jigsaw technique can be one of the choices for the English teacher in order to help the students' ability in writing narrative essay. For the

English teacher, it is important to be noted that teachers' abilities in presenting jigsaw technique to teach writing in determining the success of its learning process. The teacher should know how to teach writing by using jigsaw technique. Besides, teacher should also use many ways to encourage students in writing narrative essay like: teacher should be well-prepared before conducting the learning process. Since jigsaw technique requires well-organized material, the teachers need to be very well-organized in facing the students that may have problems working in group in order that the teaching and learning process runs effectively. The teacher should construct creative and enjoyable learning for students, teacher makes writing as habitual activities for students in the school, and teacher should support their technique by using interesting media.

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