

The Effect of Jigsaw on Students Ability in Writing a Descriptive Text at SMA Negeri 1 Silangkitang

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ABSTRACT

This study aims to determine ability in writing of students at SMA NEGERI 1 SILANGKITANG. Data collection technique used this research is direct observation and test. In this study population is entire amount 157 students in two class. This research use a instrument to collecting the data is a testin multiple choice, the result pre-test in experiment class 66.62, and at control class is 74.67. Hypothesis testing can get $t_{count} > t_{table}$ is $4,29 > 2,04$ at significant level $= 0,05$ it show that H_0 is rejected and H_a is accepted. This is show that "There is a significant realationship between The Effect of Jigsaw on Students Ability in Writing Descriptive Text At SMA NEGERI 1 SILANGKITANG On Academic Year 2019/2020 is accepted and the result is show the highest score.

Keyword: **Jigsaw, Ability Writing, Descriptive Text**

INTRODUCTION

English has been taught in Indonesia. It is from elementary schools until university level. Besides, it is also taught in informal education. The main purpose of teaching English is to enable students to communicate both oral and written forms, and to understand English text. The students can learn all language skills (listening, speaking, reading and writing) and language components (grammar, pronunciation and vocabulary) integratedly. English is one of the lessons in school that considered important for students, especially in this global era. English is one of the international languages that help people communicate with other people around the world. Teacher at school has a big role in teaching English to the students. There are some teaching strategy and technique that can be used in the process. Teacher use teaching technique or strategy in order to help student in the learning process and reach the target of the learning. Thus, it needs to be adjusted to the material for the learning. In the modern time teachers role are not as the sole source of information in the class. Back in the old ways of teaching, students are just getting information and knowledge from the teacher. English classrooms are complicated places. It is not only a place where people come together for a pedagogical purpose but it is also a social environment where people interact through learning activities and social events (Hall, 2011) Among the language skills, writing seems to be the most difficult one in the sense that it needs a long process starting from brainstorming up to final product. In addition, it involves some writing elements such as content, grammatical function, vocabulary, and the mechanics like punctuation, capitalization and spelling. Writing is a part of learning a language the requirement.

Jigsaw learning is a type of cooperative learning developed by Elliot Aronson's. This learning model is designed to increase students' sense of responsibility towards their own learning and also the learning of others. Students not only learn the material given, but they must also be prepared to give and teach the material to the group. In this jigsaw learning model student activity (student centered) is needed, with the formation of small groups of 3-5 people consisting of the original

group and expert groups. In the cooperative learning model of jigsaw, students are divided into heterogeneous study groups of 3-5 people using the original group and expert group patterns.

The home group is the initial group of students consisting of how many members of the expert group are formed by taking into account diversity and background. The teacher must be skilled and know the background of students in order to create a good atmosphere for each group member. While the expert group, which is a group of students consisting of members of other groups (origin groups) who are assigned to explore a particular topic and then explained to members of the original group.

Members from different origin groups meet with the same topic in expert groups to discuss and discuss the material assigned to each group member and help each other to learn their topic. Here, the teacher's role is to facilitate and motivate members of the expert group so that it is easy to understand the material provided. After the discussion is over, the group members then return to the original group and teach their group friends what they have got during the meeting in the expert group. The expert group must be able to share the knowledge gained when conducting discussions in the expert group, so that knowledge is received by every member in the original group.

The key to this type of Jigsaw is the interdependence of each student on the team members who provide the required information. This means that students must have the responsibility and positive cooperation and interdependence to obtain information and solve the problems given.

In the jigsaw learning model according to Rusman (2011: 217) these students have many opportunities to express their opinions, and manage information obtained and can improve communication skills, group members are responsible for the success of the group and completeness of the material being studied, and can convey to the group .

Basically in this model the teacher divides large units of information into smaller components. Then the teacher divides students into cooperative learning groups consisting of four students so that everyone is responsible for mastering each subtopic or component assigned by the teacher as well as possible.

The activities carried out on the Jigsaw cooperative learning model are as follows:

1. Read to read information. Students get topic topics to read so they get information about the problem.
2. Expert group discussion. Students who have got the same problem topic meet in a group or we call it a group of experts to discuss the problem topic.
3. Group report, the expert group returns to the original group and explains the results obtained from the expert team's discussion.
4. Quiz is done covering all the topics discussed earlier.
5. Calculate group scores and determine group awards.

The Population and The Sample of the Research

a. Population

Population is a generalization area consisting of objects / subject that have certain qualities and characteristics determined by the studied and then conclusions According to Sugiono (2012:117)". Population of this research is the students at the eleventh year of SMAN 1 SILANGKITANG. The number of population is 157 students. The sample of this research is 62 students. The writer used two classes

b. Sample

According to Sugiono(2012 : 118) " The sample is part of the number characteristics possessed by the population. Sample research can be carried out if the population is truly homogeneous. Sampling in this study using simple random sampling technique. According Ahmad Nizar Rangkuti (2014:52) " Simple random. Sample that consists of 31 students in each class. This research was assigned byusing simple random sampling. According to Cresswell, simple random sampling the researcher select participants (or unit, such as school) to choose individuals tobe sampled who will be representative of the population.In this occasion, the researcher named cards based on every eleventh class in

SMAN 1 SILANGKITANG class XI MIA I, XI MIA II mixing these cards for a moment, the researcher took two cards randomly as a sample of research. They were class XI MIA I for experimental class and class XI MIA II for control class.

Research Result

The data from students' pre-test and post-test is collected in this research as the main instrument. The pre-test was administered before the treatment is given to the experiment class and controlled class while the post-test was administered after the treatment is given to the experiment class and control class. The data that can be used in this research is 31 students' pre-test and post-test scores from experiment class and 31 students' pre-test and post-test scores from control class. It is due to one experiment class student's absence in pre-test and one controlled class student's absence in post-test. Table 4.1, 4.2, and 4.3 present the experiment class students' pre-test score, post-test score, and gained score. (see Appendix I)

It can be seen in Table 4.1 that the experimental class highest pre-test score is 83 while lowest pre-test score is 30. On the other hand, the control class highest pre-test score is 93 while lowest pre-test score is 43. Moreover, the experimental class' average/ mean score is 66.62, the mode is 73.00, and the median is 70.00. On the other hand, the controlled class' average score or mean is 74.67, the mode is 67.00, and the median is 76.00.

From the students' pre-test score mean, median, and mode; it can be assumed that the experimental class has higher ability in writing a descriptive text than the experimental class. This assumption will be tested using t-test in the next section.

It can be seen in Table 4.2 that the experimental class highest post-test score is 93 while lowest post-test score is 70. On the other hand, the control class highest post-test score is 97 while lowest post-test score is 56. Moreover, the experimental class' average score or mean is 82.77, the mode is 83.00, and the median is 83.00. On the other hand, the control class' average score or mean is 79.25, the mode is 83, and the median is 80.00

From the students' post-test score mean, median, and mode, it can be concluded that the experimental class students' Jigsaw On student Ability In writing a Descriptive text was increased due to the use of teaching. To know the significance of the improvement, t-test is conducted and reported in the data analysis.

It can be seen in Table 4.3 that highest gain score from the experimental class is 46 and the lowest score is 0. Later on, from the controlled class the highest gain score is 37 and the lowest score is -23. This calculation result indicates that some students, both in experimental class and controlled class, performed better in their post-test than in their pre-test. But, in the other hand, some students performed worst in their post-test than in their pre-test.

In addition, based on the data on the Table 4.3, the average gain score for experimental class is 16.5, while the mode is 10, and the median is 13.5. Meanwhile, the average gain score for controlled class is 4.85, while the mode is 0, and the median is 5.5.

Instrument Data Analysis Research

After trialling the test is used as a research instrument, then through the calculation result of items (questions) as follows:

a. Result validity problem

Number of student (N)=30, if significances level $\alpha=0.05$ is obtained $r_{table}=0,361$. The rule of decision is if $r_{count} > r_{table}$, then valid. If $r_{count} < r_{table}$, it is invalid.

The result is described of validity in the table 4.4

Test	
Valid	Invalid
1,3,5,7,8,10	2,4,6,9
Total = 6	Total = 4

CONCLUSION

Based on the result of research and discussion presented in chapter iv obtained the following conclusion:

1. The result of the research gives knowledge for them improve their ability in writing especially in descriptive text.
2. The learning result with the use of the effect of jigsaw on students ability in writing a descriptive text better in class eleventh at SMA NEGERI 1 SILANGKITANG After being different treatment class there is significant difference of mean value of learning result. It also proved by the result on hypothesis testing is obtained by $t_{count} > t_{table}$ is $4,29 > 2,04$ at significant level = 0,05 so experiment class that use The Effect Of Jigsaw On Students Ability In Writing A Descriptive Text At SMA NEGERI 1 SILANGKITANG

SUGGESTION

Based on the material above and make a conclusion a research so the writer give some suggestion to repair a quality result study students such as:

1. For teacher and re-teacher, hoped can try a using the effect of jigsaw on students ability in writing a descriptive text as a another alternative to improve a result study on students. Teacher are expected to further motivates students to further develop cooperative skills or cooperate, which can be used in social life students.
2. Learning the effect of jigsaw on students to use ability in writing a descriptive text need and implemented so the students are expected to be more motivated.
3. For the students, the result of the research gives knowledge for them to improve their ability in writing especially in descriptive text. It also gives motivation for students to develop their interest in writing English text.
4. For the researchers, the result of this study provide information for others who want to learn more about english learning process especially in teaching writing.
5. For humanity, this research can be alternative for the other researcher to continue this research in next day.

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