

**THE EFFECT OF JIGSAW TECHNIQUE ON  
STUDENTS' NARRATIVE WRITING  
AT SMPN 1 SANGALLA**

**SKRIPSI**

By

**HERPIN PATY MANGANDE  
NIM 4511101073**

UNIVERSITAS

**BOSOWA**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA "45" UNIVERSITY MAKASSAR  
2015**



## ABSTRACT

Herpin Pati Mangande' 2015. *The Effect of Jigsaw Technique on Students' Narrative Writings at the Second Year of SMP Negeri 1 Sangalla at Tana Toraja*, Skripsi, Department English Education. Dibimbing Oleh Hj. Nurfaisah Sahib dan Rampeng.

This study was designed to improve students' writing skills narrative text by using technique of Jigsaw. The purpose of this study was to determine how the Jigsaw technique can be used to enhance the students' ability to write narrative text in the second year at SMPN 1 Sangalla Kab. Tana Toraja.

This study uses a pre-experimental methods and apply the total sampling technique. The author serves as a students' while English teacher became collaborators writer to observe the Jigsaw technique. The research data were collected through an instrument that tests were given to students. The subjects were 25 ninth grade students of SMPN 1 Sangalla in the academic year 2014/2015. All the students became the subject of this study.

The results of the analysis of the data shows that by using the techniques of the jigsaw in the process of learning English students can affect students' ability to write text narrative. It is without that jigsaw technique had a positive impact on learning writing. Narrative text is a story based on the events and having the sequence of events that occur in the conflict and resolution, while jigsaw technique is a process students can work together to work on narrative text and produce stories that approached perfection. This research can be quite successful as it can affect the ability of students to write a paragraph narrative especially SMP Negeri 1 Sangalla because with this jigsaw technique will improve student learning spirit in doing the task.

**Key words:** Jigsaw technique, and writing.

## ABSTRAK

Herpin Pati Mangande' 2015. *The Effect of Jigsaw Technique on Students' Narrative Writings at the Second Year of SMP Negeri 1 Sangalla at Tana Toraja*, Skripsi, Pendidikan Bahasa Inggris. Dibimbing Oleh Hj. Nurfaisah Sahib dan Rampeng.

Penelitian ini dirancang untuk meningkatkan keterampilan menulis teks narasi siswa dengan menggunakan teknik Jigsaw. Tujuan penelitian ini adalah untuk mengetahui bagaimana teknik Jigsaw dapat digunakan untuk meningkatkan kemampuan menulis teks narasi siswa pada tahun kedua di SMPN 1 Sangalla Kab. Tana Toraja.

Penelitian ini menggunakan metode pre-experimental dan menerapkan teknik total sampling. Penulis berperan sebagai siswa sedangkan guru bahasa Inggris menjadi kolaborator penulis untuk mengobservasi pelaksanaan teknik Jigsaw. Data penelitian dikumpulkan melalui instrumen yaitu tes yang diberikan pada siswa. Subjek penelitian ini adalah 25 siswa kelas sembilan SMPN 1 Sangalla pada tahun ajaran 2014/2015. Semua siswa menjadi subyek penelitian ini.

Hasil analisis data menunjukkan bahwa dengan menggunakan teknik jigsaw pada proses belajar mengajar bahasa Inggris siswa dapat mempengaruhi kemampuan siswa dalam menulis teks narasi. Hal ini tanpa bahwa teknik jigsaw membawa dampak positif pada pembelajaran writing. Teks narasi merupakan sebuah cerita berdasarkan kejadian dan memiliki urutan kejadian yang terjadi pada konflik dan penyelesaian, sedangkan teknik jigsaw adalah proses siswa untuk dapat bekerja sama mengerjakan teks narasi dan menghasilkan cerita yang mendekati kesempurnaan. Penelitian ini dapat dikatakan cukup berhasil karena dapat mempengaruhi kemampuan siswa dalam menulis paragraf narasi khususnya SMP Negeri 1 Sangalla karena dengan teknik jigsaw ini akan meningkatkan semangat belajar siswa dalam mengerjakan tugas.

**Kata Kunci :** Teknik jigsaw, and Menulis.

## ACKNOWLEDGMENT

Thanks to Jesus, the writer expresses her gratitude to the almighty God that has given his blessing, peace and mercy for her in completing the writing of this "skripsi". Therefore the writer would like to express her great gratitude and appreciation, especially to:

Prof. Dr. Muhammad Yunus, M.Pd. the Dean of Faculty of Teachership and Educational Science University 45 Makassar.

Hj. Nurfaizah Sahib, S.Pd.I., M.Pd as the first supervisor for all the help so far and advice and Rampeng S.Pd., M.Pd as the second Supervisor for all the help so far, advice, comments on, and correcting her "skripsi", as well as for their encouragement toward the completion of her study.

Yosafat S. Mangalik, S.Pd, the Head master of SMP Negeri 1 Sangalla, the staffs for their help during the writer conducted the research and the entire students on SMP Negeri 1 Sangalla who have done on the English test.

The writer would like to express the unlimited love to her big family especially her beloved parents, Marten T. Mangande dan Yuliana L. who always prepare and give a lot of sacrifices and pray for their successful. Mom and Dad, the writer could never be repaying for all you have done for her, your love and a supports is priceless. The writer really appreciate all of your help and and may God avenge all the good that has been given. And also writer like to express thanks to Brother and Sister for all help, encouragement and prayers.

The writer also expressed her special thanks to all best friends Novi Atakani, Yunitha Ollang, Katrina Randa, Englin Rante Limbong, Milka Pamara', Dewi, Monalisa, Amelia Pirrin, Cyka, and all friends especially in class 2011 for their togetherness, love help and support.

As human being, the writer realizes that what she presents in this skripsi is still far from perfection. Therefore, criticisms and suggestion will surely be appreciated. Finally, the writer prays may the almighty God Bless You all of them. Amin

Makassar, 19 Agustus 2015

Herpin Party Mangande'

## TABLE OF CONTENTS

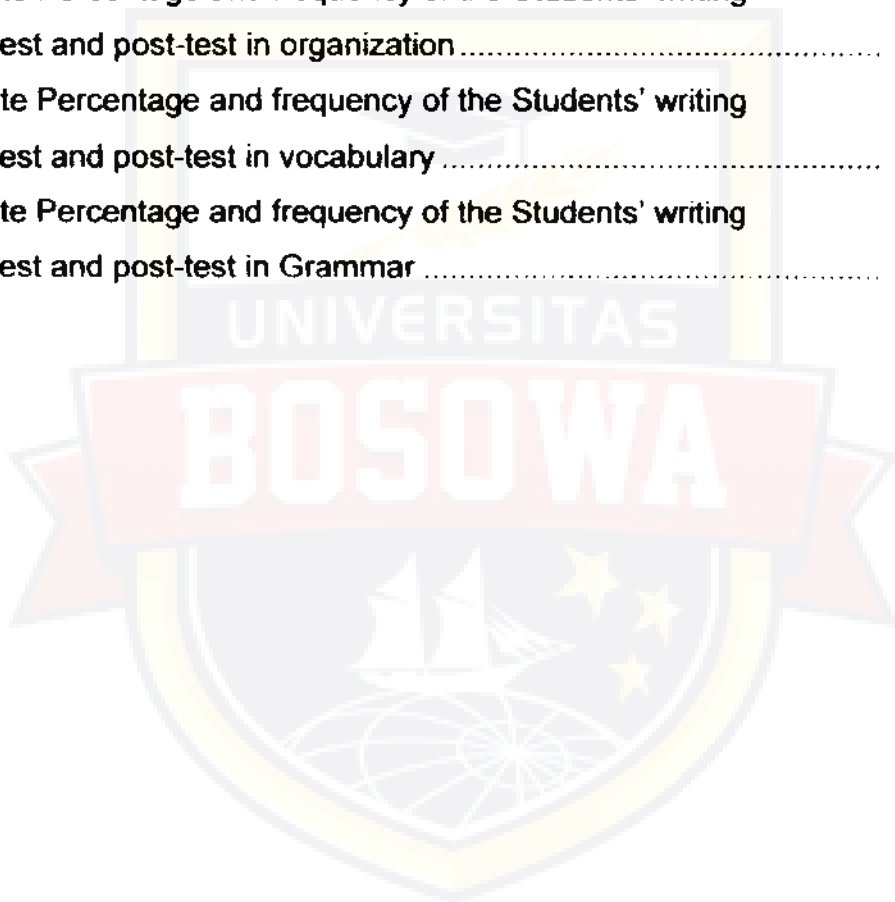
	Page
PERNYATAAN .....	iii
ABSTRAK .....	iv
ABSTRACT .....	v
ACKNOWLEDGMENT .....	vi
TABLE OF CONTENT .....	vii
LIST OF TABLE .....	ix
LIST OF APPENDIX .....	x
<b>CHAPTER I : INTRODUCTION</b> .....	<b>1</b>
A. Background .....	1
B. Problem Statement.....	4
C. Objective of the Research .....	5
D. Significant of the Research.....	5
E. Scope of the Research .....	5
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>
A. Previous Related Studies .....	6
B. Definition of Writing .....	12
C. Definition of Narrative Text .....	17
D. Jigsaw Technique.....	18
E. Teaching Narrative Text by Using Jigsaw Technique.....	21
F. Conceptual Framework .....	22
G. Hypothesis.....	22
<b>CHAPTER III : RESEARCH METHOD</b> .....	<b>23</b>
A. Location of the Research.....	23
B. Research Method and Design .....	23
C. Population and Sample .....	24
D. Research Instrument .....	24
E. Procedures of Collecting Data .....	24
F. Technique of Data Analysis .....	26
<b>CHAPTER IV : FINDINGS AND DISCUSSION</b> .....	<b>32</b>
A. Findings.....	32
B. Discussion .....	40

<b>CHAPTER V : CONCLUSIONS AND SUGGESTIONS</b> .....	<b>43</b>
A. Conclusions.....	<b>43</b>
B. Suggestions.....	<b>44</b>
<b>BIBLIOGRAPHY</b> .....	<b>46</b>
<b>APPENDICES</b> .....	<b>49</b>



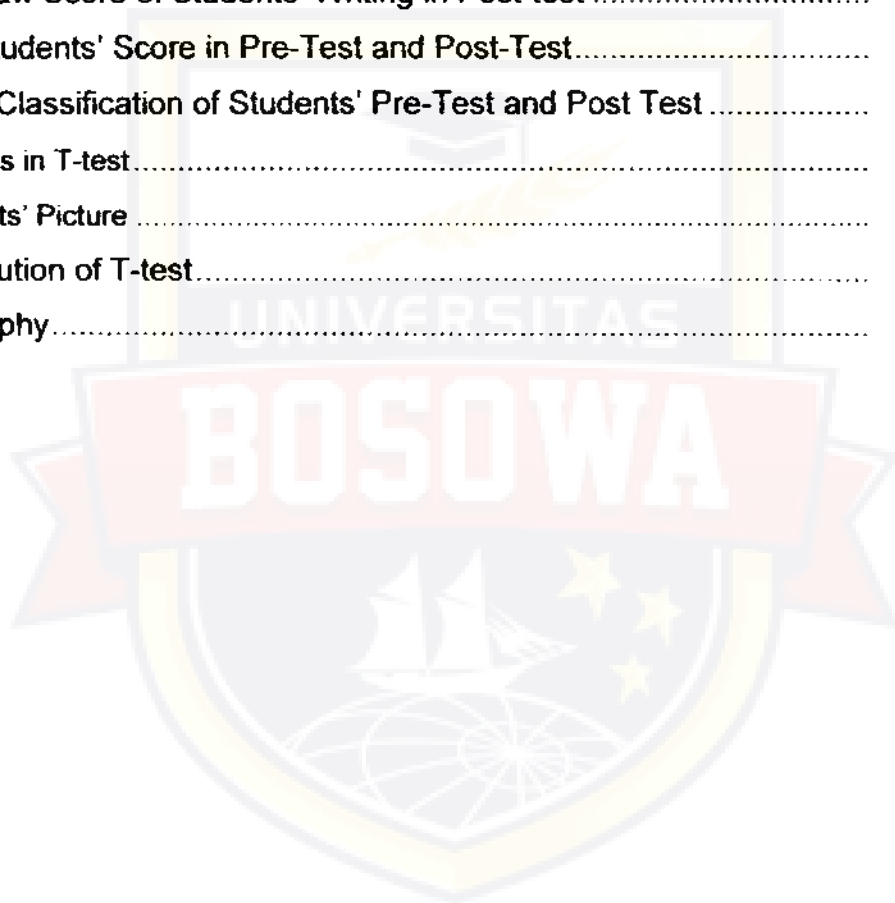
## LIST OF TABLE

	Page
1. The Students' Data for in Pre-test and Post Test .....	33
2. The Rate Percentage and frequency of the Students' writing In pre-test and post-test in content.....	34
3. The Rate Percentage and frequency of the Students' writing In pre-test and post-test in organization.....	35
4. The Rate Percentage and frequency of the Students' writing In pre-test and post-test in vocabulary .....	36
5. The Rate Percentage and frequency of the Students' writing In pre-test and post-test in Grammar .....	37



## LIST OF APPENDICES

	Page
1. Lesson Plan .....	50
2. The Instrument of the Research.....	54
3. The Raw Score of Students' Writing in Pre-test.....	63
4. The Raw Score of Students' Writing in Post-test .....	64
5. The Students' Score in Pre-Test and Post-Test.....	65
6. Mean Classification of Students' Pre-Test and Post Test.....	66
7. Analysis in T-test.....	67
8. Students' Picture .....	68
9. Distribution of T-test.....	71
10. Biography.....	72





## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, problems statement, objectives of the research, the significance of the research, and the scope research.

#### A. Background

English is one of widely-used languages and it is an important means of communication in the global community. English is the language used by most countries among languages in the world. As Richards and Rodgers contend (1996: 3), "Latin was most widely studied as foreign language five hundred years ago. English has become the most widely studied foreign language today".

The improvement of using English can't be separated from the mastering of English because it has many roles in our life, such as in technology, economy, education, science, information, and many others. S.K. Gill in Galuh Nur Rahmah's book *Facing the Complexities of Writing* said, "There are now over 100,000 scientific journals in the world which are published in English" (2011:8).

From some reasons above, Indonesia's National Education Department has decided that English, as foreign language, has to be taught

at every level of school, from elementary school to university. But the writer will focus on teaching English at junior high school level.

English is taught as a foreign language in Indonesia and its aim is to enable students to master the four English skills, i.e. listening, speaking, reading, and writing. All of the skills should be mastered by students to communicate with other people, understand them, talk to them, read what they have research to them. By communication, the students can express their ideas, thought, or feelings to others in an oral or research form.

Writing, unlike speaking is not a natural skill. Hess (2001 : 10) argues that reading and writing are social inventions that have to be taught and learned, practiced and mastered. It means writing as one of the four language skills, is not an ability the learners acquire naturally. The students need to get formal instruction in order to be able to research and have to learn consciously. Among the skills, writing is considered the most difficult and complicated language skill to be learned compared to other language skills. It can be seen that the students make some serious problems when they try to translate a native language sentence word by word into good written foreign language.

As it is known, writing is not easy. The difficulty lies not only in organizing and generating ideas, but also in translating these ideas into readable texts. The students have to pay attention on planning and organizing as well as spelling, punctuation, word choice, and so on.

activities, namely "Jigsaw Technique". Jigsaw is one of the cooperative learning strategies as one alternative strategy which engages students in learning to research. In jigsaw technique, the students work in the same group of four to six members and each member in a team becomes an expert on a topic. This technique not only helped the students in generating ideas but they also feel enjoyed during the teaching and learning writing process.

One of text types that Junior High School students learn and should be able to produce is narrative text. It has been obviously stated in the current curriculum KTSP 2006. Narrative text is a kind of text which tells a story based on a real or imagined event. It consists of orientation, complication, and resolution. This research will focus on narratives, one of the text types or genre introduced to SMP students.

Based on the explanation above the writer is interest to conduct the research entitles "The effect of Jigsaw Technique on students' narrative writings at SMP Negeri 1 Sangalla'.

## **B. Problem Statement**

Based on the previous statements, the writer formulated problem statement "Is there any significant effect of jigsaw technique on students of narrative writing?"

### **C. Objective of the Research**

The objective of this research is to find out if there is a significant effect of Jigsaw technique on the ability of students in writing narrative text at the second grade of SMPN 1 Sangalla.

### **D. Significance of Research**

The result of this research is expected to give contribution to the educational field, especially for the English Department students of Bosowa 45 University Makassar who want to do the similar research about jigsaw technique in teaching as the reference for their own research. The result of this study can also be used as the alternative way for gradated students of Bosowa 45 University Makassar who become teachers as one of the teaching techniques in teaching writing.

### **E. Scope of the Research**

The research focused on the effect of jigsaw technique and to effectiveness students writing ability, especially in writing narrative texts. It also focuses on the students attitude to the three grade of SMPN 1 sangalla South-Sulawesi in effect the writing ability through jigsaw technique, the research emphasizes in responding. This research more help their students to created their ideas especially in narrative texts paragraph without this effect may be the students more difficult to learning English writing ability especially in narrative text. This effect is very good to given motivation.

## **CHAPTER II**

### **RELATED OF LITERATURE**

This chapter work through the previous related studies, some pertinent ideas, theoretical framework, and hypothesis.

#### **A. Previous Related Studies**

According Careen (1997:22) that although all groups showed improvements in oral performance and aural comprehension, CL benefited weaker and average ability students' more than higher ability students. This study compared CL and traditional classroom methods. Her study also showed that students of all levels in the cooperative learning groups acquired significantly more vocabulary than that of the traditional method .More importantly, the use of the language increased in the cooperative learning situation .

According Al-Zu'bi, (2007:23) conducted a study to investigate the impact of a Cooperative Integrated Reading and Composition Strategy (CIRC) on the Jordanian Basic Stage Students' Reading Comprehension, Writing and Attitudes towards English. It attempted to answer if there is any difference between the mean scores of the experimental group following the CIRC and those of the control group following the conventional instruction in the reading comprehension, writing, and attitudes towards learning English.

To answer the questions of the study, the researcher prepared a program based on the CIRC strategy. Forty eight male students in the ninth grade were purposefully chosen from Nahlah Basic School for boys in the academic year 2006/2007. The participants of the study consisted of two assigned sections. The experimental group was taught according to (CIRC strategy); while the control group was taught according to traditional way. Six unites were chosen by the researcher from the ninth grade English textbook-PETRA .5 This material was redesigned by the researcher according to the CIRC strategy. To establish the validity for this redesigned material, it was given to a jury of seven specialists. The instruments were used in this study , namely, the reading and writing achievement test, and attitudes scale towards English. To establish the validity for the test and the questionnaire, the method of content validity was used. The test and the questionnaire were given to a jury of seven specialists. ANCOVA was used to examine the significance of the treatment on the dependent variables. Results showed that there were statistically significant differences at (a (0.05 =between the mean scores of the experimental group and that of the control group on the reading comprehension and writing in the post test in favor of the experimental group which was taught by CIRC strategy .

Wilson (1991:21) examined the difference between the reading comprehension of students involved in cooperative learning strategies and those students not involved. The findings of the study indicated that there was

a significant difference in the reading comprehension of those students involved and those not involved in cooperative learning strategies. The results indicated that more students involved in the use of cooperative learning strategies demonstrated reading comprehension achievement gains than those students not using cooperative learning strategies. Other findings indicated that there was no significant difference between the reading comprehension of boys and girls in either group .

According to Slavin (1991:2), of forty-three studies of cooperative learning methods, thirty two found positive effects on achievement .Studies of methods that used group goals based on a single group product or provided no group rewards found few positive effect.

Jigsaw is useful in a second language classroom for a reading selection. In their expert groups ,students could discuss new vocabulary in addition to important ideas in the reading before reporting back to their groups. This would be very conducive to discussion and negotiation in the target language due to the explanation of new material that other group members have not seen .As seen in research by Pica (1994: 19), negotiation has been shown to improve student comprehension. However, it is important that the teachers prepare their students to read, to ensure good comprehension of the material.

By respecting to the social cohesion perspective, achievement outcomes are unclear. Research on the jigsaw has not generally found

positive effects on achievement (Slavin 1991:24). However, studies of forms of jigsaw that have added some type of group rewards have found positive achievement outcomes.

Chin (2004:18) investigated the effectiveness of cooperative learning strategies in teaching English as a foreign language to a group of college freshmen in Taiwan. 110 freshmen (34 males and 76 females) who participated in this quasi-experimental study for three months. Two cooperative learning strategies, Jigsaw and Student Teams-Achievement Divisions (STAD), were implemented in the experimental group. In contrast, the control group was instructed using the traditional Grammar-Translation Method. The instruments for data collection were two Tests of English for International Communication (TOEIC). One was used as the pretest and the other as the posttest. Statistical analysis was done with SPSS 10.00 for Windows. Multiple linear regression and Analysis of Covariance (ANCOVA) were used to analyze all the collected data. The results of this study show that after statistically adjusting for pretest scores, gender, motivation scores, and personality types, the experimental group outperformed the control group on the TOEIC reading scale ( $P < 0.01$ ) and total scores ( $P < 0.05$ ). After statistically adjusting for pretest scores, gender, motivation scores, and personality types, the experimental group has made more progress than the control group on the TOEIC reading scale with the p-value less than .01. In addition, an examination of the TOEIC total results and gender by method of



instruction revealed that the presence of statistically significant differences between males and females ( $P < .05$ ). Male subjects of the experimental group performed better than those of the control group ( $P < .05$ ). However, according to the findings in this study, males perform better in a cooperative structure than in the traditional competitive structure. Finally, pedagogical implications for the application of cooperative learning and suggestions for future studies were proposed.

Marinak and Barbara (2004:6) investigated the effects of reward proximity and choice of reward on the reading motivation of third-grade average readers. Seventy-five students participated in the study. Participants were randomly assigned to one of four treatment groups) book/choice, book/no choice, token/choice, token/no choice (and a control group that received no reward. All students who participated in this study were invited to read from one of six trade books that were being considered for purchase in the school library. After making his or her recommendation about the book, each student received a reward or no reward based on treatment condition. The student was then invited to remain in the experimental room and was observed during a 10-minute free-choice period. During the free-choice period, the child could choose to continue reading from the library book array or choose a jigsaw puzzle or a math game. The findings from this study indicate that the proximity of the reward to the desired behavior is a particularly salient factor in enhancing motivation.

Widman, Kuhlman and Guenther (1996:7) examined differences in achievement between preservice teachers who learned word recognition content and pedagogy in expert-jigsaw groups and those who learned in a traditionally taught reading methods course. Participants in the jigsaw group (n=27) and the traditional classroom (n=26) worked to learn the same content from the reading methods textbook. Achievement was measured using a variety of essays, multiple-choice tests, and open-ended questions which were administered as pre and posttests. Analysis included computing t test, percentages, and applying rubrics. Results indicated that both groups learned the jigsaw groups' essay posttest indicated significantly different achievement results. The general conclusion drawn is that jigsaw teams appear to be an effective alternative to the lecture/demonstration method for teaching reading method courses.

Ghaith (2003:8) conducted a study to investigate the effects of the Learning Together cooperative learning model in improving English as a Foreign Language (EFL) reading achievement and academic self-esteem and in decreasing feelings of school alienation. Fifty-six Lebanese high school learners of EFL participated in the study, and a pretest-posttest control group experimental design was employed. The results indicated no statistically significant differences between the control and experimental groups on the dependent variables of academic self-esteem and feelings of school

alienation. However, the results revealed a statistically significant difference in favor of the experimental group on the variable of EFL reading achievement.

So the conclusion is to use the method of grouping in the classroom will be easier to attract students to study hard and improve the morale of students in cooperation with the Friends group

### **B. Definition of writing**

Writing, like speaking, is a way of communication, but writing makes its own special demands on the communicator. According to Hedge (1998:4), it can be said that writing is a complex process that moves through a number of stages. On the other hand, speech is a spontaneous action which requires very little preparation. We open our mouths and out flow the words.

Another idea about writing is expressed by Raimes (1983:2). Learning to research is not- natural extension of learning to speak a language. It means that we do not need systematic instruction when we learn to speak our first language at home, while most of us had to be taught in school to research that same language by using systematic instruction.

Moreover Harmer states that speaking is acquired naturally as a result of being exposed; the students do not need to get formal instruction, whereas in order to able to research, students have to have special instruction and have to learn consciously?

After the explanation of definition of writing above, it can be stated that writing as a medium of communication is not a natural activity. All physically and mentally normal people start to speak from the very beginning of their life in natural way. On the other hand, all people have to be taught how to research in formal setting.

Writing also is a way of remembering and a way of thinking as well. Ryan stated that thinking occurs at every stage in writing process. In addition brown argues that research products are often the result of thinking, drafting, and revising. When we research, we think from the topic to the final draft of the writing.

Beside these definition, Nunan stated that two different views on nature of writing which have merged namely product approach and process approach. It means that, in recent years, the teacher sometimes applies the product and process approach on nature of writing. A product approach focuses on the end result of the learning process, while process approach focuses on the various classroom activities which are believed to promote the development of language skills.

### **1. Process of Writing**

In some ways writing a paper is like building a house. There are some steps to follow in building a house. At the beginning, it starts by planning the kind of house a pleasure to live in. So, writing a paper, like building a house is a process. Both of them are done in some stages. As Richards and

Renandya mention the four stages of the process of writing: prewriting, drafting, revising, and editing.

The research at any point in the preparation of a text, they can return to see which is need to preplan or revise stages they had completed.

a. Planning ( prewriting )

The first step in the writing process is to plan what kind of theme or topic of the paper. First, the research needs to select a subject and then narrow the subject to a topic. At the same time, the research thinks about the purpose of the theme of the paper, who it's reader will be, and the research that the research do to gather information.

It can be stated that a careful planning is very important step in the writing process. It's a very crucial step which can determine whether the writing is good or not. In a good writing, the research should analyze the purpose of the papers as well as the readers' knowledge and their interest about the paper.

Prewriting in Richard's opinion is any activity in the classroom that encourages students to research. Group brainstorming, clustering, rapid free writing, and wh-questions are several variety activities provide the learning experiences for students. It is not only stimulates thoughts for getting started, but also motivates the students to research for gathering information during prewriting.

#### b. Drafting

Drafting is the stage where the research focused on the fluency of writing and not worries yet about grammar, punctuation, or spelling. The research goal is just to state the main idea clearly and develop the content of the paper with plenty of specific details. At this stage, the research just research down the information on the paper. Moreover, Hedge said that the drafting process focuses primarily on what the research wants to say. It means that the content that's important for a draft to produce the final writing.

#### c. Revising

After drafting the paper, the next step in the writing process is revising. Revising means research the paper, building upon what has already been done, in order to make it stronger. Stronger means the paper needs to be successful not only in the grammatical structure, but also in the content of the writing, so the research purpose fulfills the reader's expectation. So, it can be stated that revising a paper to correct any weaknesses is an important part of the writing process.

#### d. Editing

The last major stage in the writing process is editing. At this stage, the research checking a paper for mistakes in grammar, punctuation, usage, and spelling. Richards also states that in the editing stage, the students engaged in tidying up their texts as they prepare the final draft for evaluations by the

teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, and sentence structure.

## **2. Purpose of Writing**

When the research does their writing, they certainly have some purpose. They have to consider the purpose of their writing since this will influence, not only to the type of text they wish to produce, but including the language they use, and the information that they choose.

## **3. Problems of Writing**

There are many problems of teaching learning writing skill. The problems appear not only from the students, but also from teacher. The problems come from the students' side because writing is a complex process which requires number of things, such as in using grammar correctly. This problem usually can cause some difficulties for the students in learning writing. According Rozakis, the most common writing errors are.

- a. Grammar and usage (such as wrong verb tense, and subject-verb agreement),
- b. Sentences (fragments and run-ons),
- c. Spelling,
- d. Punctuation,
- e. Capitalization, and
- f. Proofreading (missing work).

### **C. Definition of Narrative Text**

A narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. While Woodson states narrating is when you tell a story, when you describe actual or fictional events. Also, narrative whose purpose is mainly to inform often contain large passages arranging the events in a story strictly in chronological order.

Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventures stories, myths and legends). Anderson and Anderson describe many different types of narrative namely humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science, fiction, diary-novel, and adventure.

#### **1. Purpose of Narrative Text**

People research narrative text might be basically for pleasure, to gain and hold the reader's interest in a story. It means that they like to research any kinds of stories to entertain or even to teach the readers about the research reflection on experience. This is equal to Anderson's explanation that narrative is used to present a view of the world that entertains or informs the reader or listener.

#### **2. Schematic Structures of Narrative Text**

The generic structures of narrative texts are orientation, complication, resolution, and re-orientation. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson who argue that a



narrative text includes (a) orientation that sets the scene (when & where) and introduces participants/character (who), (b) complication where a crisis arises and something happened unexpectedly, (c) resolution when the crisis is resolved in which the characters finally sort out the complication, and (d) a coda which is closing to the narrative (an optional step).

### 3. Linguistic Features of Narrative Text

The language features usually found in a narrative are (a) specific characters, (b) time words that connect events to tell when they occur, (c) verb to show the action that occurs in the story, and (d) descriptive words to portray the characters and setting.

### D. Jigsaw Technique

There are many developed learning techniques that can be applied to help the students learn effectively and more quickly in language teaching and learning. One of those techniques is jigsaw.

#### 1. Definition of Jigsaw Technique

Jigsaw is one of the alternative strategies which engage students in learning to research. The strategy is an efficient teaching method that also encourages listening, encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the classroom activity.



The purposes of jigsaw are to develop teamwork and cooperative learning skills within all students, to help the students develop a depth of knowledge which is not possible if students were to try and learn all of the material on their own, and to expose students' own understanding of a concept as well as reveal any misunderstandings because students are required to present their findings to the group in jigsaw learning.

## 2. Procedure in Jigsaw Technique

The general procedure to follow when using the jigsaw technique in the teaching of writing includes the following steps: (1) Divide students into 5 or 6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability. (2) Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.

Procedure in implementing the jigsaw technique according to Parker is:

- a. Students are divided up into groups. The number in each group depends on the number of subtopics.
- b. Each member of the group is assigned a section or portion of the material.

## 3. Advantages of Jigsaw Technique

There are several benefits of applying Jigsaw technique in language teaching and learning activities. First, the Jigsaw strategy supports the communicative approach in language teaching because it offers a highly interactive learning experience. But even more important, the jigsaw process encourages students work cooperatively by giving each member of the group

an essential part to play in the activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. Also it is a remarkably efficient way to learn the material.

Second, it improves students' motivation. Related to the technique, the students achieve success as a consequence of paying attention to their peers, asking questions, helping each other, teaching each other, and helping each other to teach in a small-group work. The affective benefit of small-group work is an increase in students' motivation. For instance, if group and individual performances are components of the final assessment, individuals are motivated not only to learn the material but also to encourage all group members to understand the basic of the knowledge. No student can succeed completely unless everyone works well together as a team. Being motivated, students will participate actively during the lesson.

Third, it increases enjoyment of the learning experience. There is less boredom in Jigsaw classroom than in traditional classroom. Students in Jigsaw classes report better while being in the position of the teacher and it can be an exciting change of place for all students. If smart students are encouraged to develop-the intellect teacher, the learning experience can be transformed from boring task into an exciting challenge.

#### **4. Disadvantages of Jigsaw Technique**

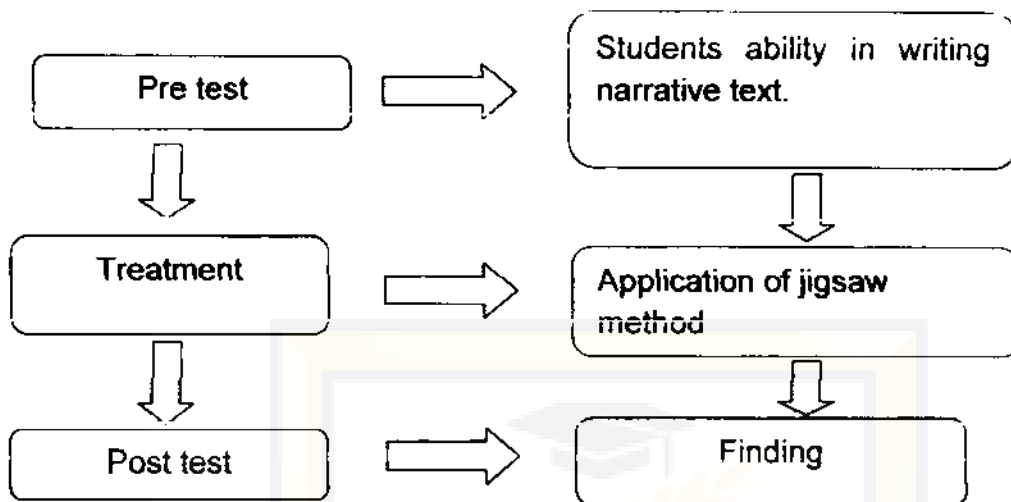
Many researchers demonstrate numerous advantages of Jigsaw technique; this does not mean that implementing Jigsaw is problem free. The problems are considered as the disadvantages for carrying out the technique. According to Aronson, there are several disadvantages of using Jigsaw technique;

- a. The problem of the slow student.
- b. The problem may be dominated by smart students.
- c. The problem of bright students becoming bored.
- d. The last problem of the jigsaw classroom is noisy.

#### **E. Teaching Narrative Text by Using Jigsaw Technique**

Before involving students in Jigsaw technique, first of all the teachers introduces the concept of jigsaw technique together with the benefits students get. Then, the teachers explain to the students that jigsaw technique would be helpful to develop their writing ability of a story. Then explain the basic rules in applying jigsaw technique in writing narrative text. Next, explain that narrative texts, as one of the text types learned through four stages starts from the building knowledge of the field on the characteristics of narrative text followed by the model of narrative texts with its features.

## F. Theoretical Framework



In Pre-test their students ability in writing narrative. In this research the writer focuses in writing to apply jigsaw technique. After applying of jigsaw technique the writer want to know the effectiveness of jigsaw technique to find out the main idea.

## 5. Hypothesis

*The hypothesis of the study can be related as follows:*

1. Null hypothesis ( $H_0$ ) : The effect of jigsaw technique on students' narrative text writing at SMPN 1 Sangalla can't give effect.
2. Alternative hypothesis ( $H_1$ ) : The jigsaw technique can give effect on students' narrative text writing ability at SMPN 1 Sangalla .

## CHAPTER III

### RESEARCH METHOD

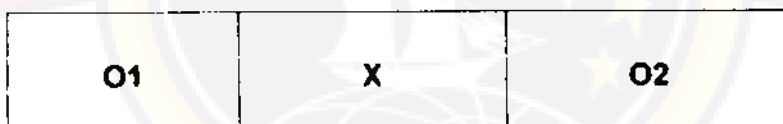
This chapter will explain the research method and design, population and sample, research variables, research instrumentation, procedures of collecting data, and technique of analyzing data.

#### A. Location of The Research

The location of this research was conducted on the second year Students of SMPN 1 Sangalla on jln. Kamiri. Batualu.

#### B. Research Method and Design

The method in this research was pre-experimental which entails of pre-test, treatment, and post-test. The research design was five group pre-test, treatment and post-test can be seeing the following:



Notes:

O1 = pre-test

X = treatment

O2 = post-test

(Arikunto, 2007:45)

## **C. Population and Sample**

### **1. Population**

The population of this research with all members of VIII class B, of SMPN 1 Sangalla, the member of population is 25 of which 10 males and 15 females.

### **2. Sample**

The research used sampling technique, because the research only from class B of Second Semester which consisting of 25 students,

### **3. Research Variables**

This research with take two variables, namely independent variable and dependent variable are:

- a. The independent variable of the research was the used of environmental Media in writing
- b. The dependent variable of the research was the ability of students to writing of environmental media.

## **D. Research Instrument**

The instrument would used to collect data was Writing. The test was used in pre-test and post-test. The test deal with writing by using jigsaw technique method.

## **E. Procedures of Collecting Data**

In collecting data, the researcher took two meetings based on the following procedures:

### 1. Pre-test

The pre-test would be conducted in the first meeting. The research with gave students the topic and the students must research a story based on the topic (the topic is about rabbit) for 15 to 20 minutes. It used to find out the knowledge of the students in writing ability.

### 2. Treatment

After giving pre-test, the research would give the students' treatment in the next meeting:

a. The first, the students asked how the way of writing easily in groups.

Then the research will explain and give some way to writing English easily.

b. The second, the students asked how to make narrative text in writing well.

c. The Third, The research would ask the students to research a story about animal in narrative text writing. The research will guide students in writing narrative text hopefully it can make students more excited.

### 3. Post-test

After giving the treatment, the research would give the students post-test to find out their progress and see the students' ability after giving treatment of developing in writing ability. (the procedure is the same as the pre-test) The research would give an opportunity to students for writing with the theme is their own school environment. The students must



research their own school environment would the time about 15 until 20 minutes.

### F. Technique of Data Analysis

The data on the students' writing ability analyses by using the following procedures:

1. Scoring the students' test results.
2. Tabulating the students' scores.
3. Classifying the students' scores.

No.	Classification	Range of Score
1.	Excellent	9.0 - 10
2.	good	7.5 - 8.9
3.	fair	6.0 - 7.4
4.	poor	5.0 - 5.9
5.	very poor	0.0 - 4.9

(Depdikbud, 1985:6)

4. Calculating the mean score of the students' writing ability score using the following formula :

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  : Mean score.

$\sum X$  : the sum of all score.

N : the number of students.

(Gay, 1987: 361)

## 1. The rating score for the students' writing ability

### a. Content

Classification (1)	Score (2)	Criteria (3)
Excellent	17-20	The topic is complete, clear and the details are relating to the topic.
Good	12-16	The topic is complete, clear but the details are relating to the topic.
Average	8-11	The topic is complete, clear but the details are not relating to the topic.
Poor	3-7	The topic is not clear and the details are not relating to the topic.
Very poor	0-3	does not show knowledge of the topic. Non-substantive Non pertinent.

### b. Organization

Classification (1)	Score (2)	Criteria (3)
Excellent	30-40	Identification is complete and descriptions are arranged with proper connectives.
Good	23-29	Identification is complete and descriptions are arranged with almost proper connectives.
Average	16-22	Identification is not complete and descriptions are arranged with few misuses of connectives.
Poor	8-15	Identification is not complete and descriptions are arranged with misuse of connectives.
Very poor	0-7	Identification is not complete. No organization.

## c. Vocabulary

Classification (1)	Score (2)	Criteria (3)
Excellent	17-20	Effective choice of words and word forms.
Good	12-16	Few misuse of vocabularies, word form but not change the meaning.
Average	8-11	Much misuse of vocabularies, word form but not change the meaning.
Poor	3-7	Limited range confusing words and word form obscured.
Very poor	0-3	Very poor knowledge of words, word forms and not understandable.

## d. Grammar

Classification (1)	Score (2)	Criteria (3)
Excellent	17-20	Effective complex constructions.
Good	12-16	Effective complex constructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
Average	8-11	Effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
Poor	3-7	major problems in simple/complex constructions. Requent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured
Very poor	0-3	virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate.

Brown (2004: 244)

5. Calculating the rate percentage of the writing' score by using following formula :

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : The Cumulative Frequency

N : Total number of subject

(Ridwan, 2003: 41)

6. In analyzing the data that are collected though pre-test and post-test, the writer used the procedure as follows:

a. Scoring the students' answer by using formula

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

(Mustainah, 2013 : 32)

b. classifying the student's answer into the following measurement scale:

1. 9.6 to 10 are classified as excellent.
2. 7.6 to 9.5 are classified as good
3. 6.6 to 7.5 are classified as fairly good
4. 5.6 to 6.5 are classified as fair
5. 3.6 to 5.55 are classified as poor
6. 0 to 3.5 are classified very poor.

c. Found out the mean score of the students' answer by using the

Formula:

1. Mean Score

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = mean

$\sum X$  = the sum of all score

$N$  = the total number of students

(Mustainah, 2013:33)

2. Found out a significant difference between the students' pre-test and pre-post by using formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$t$  = Test of significant

$D$  = The mean of score

$\sum D$  = The sum of total score

$\sum D^2$  = The square of sum of difference

$N$  = The total number of students.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consists of two parts, namely research finding and discussion. Each part was described as follows:

#### **A. Findings**

The findings of the research will used the answer of the problem statement which it aimed to found out the effect of the students' writing ability through Narrative text. The result of data analysis found that teaching writing skill through writing group experience can effective the students' writing ability in content, organization, vocabulary, and grammar through Narrative text at the second year students of SMPN 1 Sangalla. Therefore, for the clear explanation about the students' effect based on the table, it indicated that the effect of the students' writing ability through writing Narrative text was successful.

The result of this research showed that the use of jigsaw technique teaching technique can convey the positive change toward students' writing ability at the second year of SMPN 1 Sangalla. The result of data could be seen based on the students' score in pre-test and post-test, rate percentage, and students' mean score of pre-test and post-test as follows:

## 1. Students' Writing Score

Table 1. The Students' Data in Pre-test and Post Test

Students' Name	Pre-test (X1)	Post-test (X2)
Agnes Enjelina	40	75
Andarias Mellolo	60	70
Alpius Paluin	50	75
Aswin .P.	50	85
Andrin Septin .T.	50	60
Densi Natan	50	75
George .M.	40	60
Ibrani Dulang	60	85
Ines Massoang	60	95
Jemy Nura' B.	50	60
Kriskal	30	75
Lesri	40	60
Melda Palimbong	50	85
Medianus Tandisau	30	75
Oriyundi Pasu	40	75
Rianti Bungin	30	75
Rianti Ramme	40	75
Rensi Sauran	50	95
Risno Uppa	40	60
Senna	40	85
Suprianto	30	70
Yiska Belopadang	60	85
Yanci	30	70
Yoas	60	70
Yulianti Suwitu Agan	50	85
Total	1130	1880

Source: The second year of SMPN 1 Sangalla

Table 1 above shows that there was a significant different of students' score in pre-test and post test. It is indicated that the use of Jigsaw technique

method was effective to make a positive jigsaw technique in students' writing at the second year of SMPN 1 Sangalla.

## 2. The Score and Classification of students' in pre-test and post-test

To obtain the information the students' writing achievements the writer described it through six table of rate percentage and frequency of the students' score in pre-test and post-test in content, organization, vocabulary, grammar, and all components observed.

Table 2. The Rate Percentage and Frequency of the students Score in pre-test and post-test in content.

No	Classification	Score	Pret-test		Post-test	
			Freq.	%	Freq.	%
1	Excellent	17-20	2	8	17	68
2	Good	12-16	9	36	8	32
3	Fair	8-11	11	44	0	0
4	Poor	3-7	3	12	0	0
5	Very Poor	0-3	0	0	0	0
Total			25	100	25	100

Source: The second year of SMPN 1 Sangalla

Table 2. above show that, In pre-test the table indicates that 2 students (8%) got excellent classification, 9 students (36%) got good classification, 11 students (44%) got fair classification, 3 students (12%) got poor classification and none of the students got very poor classification.



In the post-test, 17 students (68%) got excellent classification, 8 students (32%) got good classification, none of the students got fair classification, none of the students got poor classification and none of the students got very poor classification.

The writer found that before in pre-test the students had difficult to make a relevant paragraph each other, but after application the mind Jigsaw technique in writing lesson, in post-test the students easier to make a relevant paragraph. This results show that there is an effectiveness of the students' writing ability content.

Table 3. The Rate Percentage and Frequency of the students Score in pre-test and post-test in organization.

No	Classification	Score	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Excellent	30-40	0	0	9	36
2	Good	23-29	2	8	8	32
3	Fair	16-22	5	20	7	28
4	Poor	8-15	18	72	1	4
5	Very Poor	0-7	0	0	0	0
Total			25	100	25	100

Source: The second year of SMPN 1 Sangalla

Table 3. above show that, In pre-test the table indicates that none of the students got excellent classification, 2 students (8%) got good classification, 5 students (20%) got fair classification, 18 students (72%) got poor classification and none of the students got very poor classification.

In the post-test, 9 students (36%) got excellent classification, 8 students (32%) got good classification, 7 students (28%) got fair classification, 1 students (4%) got poor classification and none of the got very poor classification.

The writer found that in pre-test, most of students had difficult in organizing their idea into readable paragraph. This result show that there is an effectiveness of the students' writing ability in organization.

Table 4. The Rate Percentage and Frequency of the students Score in pre-test and post-test in vocabulary.

No	Classification	Score	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Excellent	17-20	0	0	13	52
2	Good	12-16	6	24	10	40
3	Fair	8-11	10	40	2	8
4	Poor	3-7	9	36	0	0
5	Very Poor	0-3	0	0	0	0
Total			25	100	25	100

Source: The second year of SMPN 1 Sangalla

Table 4. above show that, In pre-test the table indicates that none of teh students got excellent classification, 6 students (24%) got good classification, 10 students (40%) got fair classification, 9 students (36%) got poor classification and none of the students got very poor classification.

In the post-test, 13 students (52%) got excellent classification, 10 students (40%) got good classification, 2 students (8%) got fair classification,

none of the students (got poor classification and none of the got very poor classification.

The writer found that in the pre-test, the students still had difficult in choosing vocabulary, so that the students were difficult to make a good paragraph, but in the post-test the students easier to choosing a vocabulary, so that the students were easier to make a good paragraph. This result show that there is an effectiveness of the students' writing ability in vocabulary.

Table 5. The Rate Percentage and Frequency of the students Score in pre-test and post-test in grammar.

No	Classification	Score	Pre-test		Post-test	
			Freq.	%	Freq.	%
1	Excellent	17-20	0	0	4	16
2	Good	12-16	4	16	13	52
3	Fair	8-11	11	44	8	32
4	Poor	3-7	10	40	0	0
5	Very Poor	0-3	0	0	0	0
Total			25	100	25	100

Source: The second year of SMPN 1 Sangalla

Table 4. above show that, in pre-test the table indicates that none of the students got excellent classification, 4 students (16%) got good classification, 11 students (44%) got fair classification, 10 students (40%) got poor classification and none of the students got very poor classification.

In post-test, 4 students (16%) got excellent classification, 13 students (52%) got good classification, 8 students (32%) got fair classification, none of

the students got poor classification and none of the got very poor classification.

The writer found in the pre-test, most of students no mastery of sentences construction rule, so that the students difficult to make a good paragraph. But in post-test, some of the students can mastery of sentence construction rule, so that the students can make a good paragraph. This result show that there is an effectiveness of the students' writing ability in grammar.

### 3. The Result of Analysis of Students' in Writing Ability

The mean score and standard deviation of the students is used to know the significance difference of students' writing achievement in pre-test and post-test

#### a. The mean score of students in pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1130}{25} \\ &= 45,2\end{aligned}$$

#### b. The mean score of students in post-test

$$\begin{aligned}X &= \frac{\sum X}{N} \\ &= \frac{1880}{25} \\ &= 75\end{aligned}$$

Above shows the mean classification of students' pre-test in fluency is 46,8 on the contrary the mean classification of post-test is 81. So the result of the mean classification indicates that jigsaw technique can affect students' writing ability at the second year of SMPN 1 Sangalla.

#### 4. T-test value of students writing achievement

$$df = N - 1$$

$$df = 25 - 1$$

$$df = 24$$

$$D = \frac{\sum D^2}{N}$$

$$D = \frac{\sum 750^2}{25}$$

$$D = 30$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{N}\right)}{N(N-1)}}$$

$$t = \frac{30}{\sqrt{\frac{\sum 750^2 - \left(\frac{\sum 750^2}{25}\right)}{25(24)}}$$

$$t = \frac{30}{\sqrt{\frac{\sum 26000 - \left(\frac{562500}{25}\right)}{600}}$$

$$t = \frac{30}{\sqrt{\frac{\sum 26000 - 22500}{600}}$$

$$t = \frac{30}{\sqrt{\frac{3500}{600}}}$$

$$t = \frac{30}{\sqrt{5,8}}$$

$$t = \frac{30}{2,40}$$

$$t = 12,5$$

## **B. Discussion**

After presented the findings of the research, thus the writer presented the discussion deals with the interpretation of the findings from the statistical analysis.

The role of education especially of the teacher is one day to overcome the problem found in jigsaw technique. In teaching a teacher has to choose a writing model jigsaw technique because that can influence the students learning result. Teaching is always looking for ways to substitute role repetition with more effective technique to make writing easiest and more pleasant. It is very important to develop motivation in writing.

At this time, the writer offers a jigsaw technique method in learning English especially in writing. Jigsaw technique can help students to identify the main idea in narrative writing. The technique in teaching writing has very important role because it has good jigsaw technique to provide the good result.

After doing the research using jigsaw technique, the writer found more information about the writing ability of the second year students of SMPN 1 Sangalla. The description of the data collected through the writing has explained in the findings section shows that students' writing has effect. It was supported by frequency and the role percentage of the result of the students' score in pre-test and post-test. The students' score after presenting the material by using jigsaw technique in teaching reading was better than before treatment.

In the component of content in pre-test, only 2 student's (8%) to excellent score and 9 students (36%) got good score, and most of them in fair and poor score. While in the post-test, the data shows all students be in excellent score, and good score. In the component of organization, only 2 students (8%) to good score and most of the students got fair score and poor score in pre-test, while in post-test the data shows there were 9 students (36%) got excellent score. In the component of vocabulary in pre-test only 6 students (24%) to good score, most of the students got fair score and poor score in pre-test, While the data of post-test shows that 13 students (52%) got excellent score and small of them got good score and fair score. In the component of grammar, only 4 students (16%) got good and most of them students fair score and poor score, while the data of post-test 4 students (16%) got excellent score and most of them students good score and fair score.

The result of the t-test analysis show that there was a significant between the result of pre-test and post-test. The total mean score at the pre-test is 45.2 and classified as poor. While, the total mean score at post-test is 75 and classified as good means that the students' writing ability in writing narrative text was effect significantly after being taught by using jigsaw technique method.

From the t-test analysis, it can be seen that t-test value (12.5). For the degree of freedom (24%). It means that there was a significant difference between the pre-test and pos-test of the students writing ability after being jigsaw technique.

Therefore, in addition to other technique, the use of jigsaw technique is an alternative of teaching strategy in effect the students' writing narrative text ability.

From the result of data analysis was found there that was a significant effectiveness of the students writing ability after being teaching using jigsaw technique. Therefore, the writer states that jigsaw technique is an effective technique in students' writing narrative text.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts, namely research conclusion and suggestion. Each part was described as follows:

#### A. Conclusions

It can be concluded that the implementation of Jigsaw technique in the teaching of writing has successfully effectiveness the second year students' writing ability in narrative text at SMPN 1 Sangalla. The effective could be seen from the increase of students' mean writing score from 56.3 in the preliminary study, and 65.2 in the first cycle, to 77.2 in the second cycle. Besides, the finding indicated that Jigsaw technique was effective in motivating and encouraging the students to participate actively in writing a narrative text. It was found that there were 79.3% students participated actively in the first cycle and 89.3% students participated enthusiastically in the second cycle.

It was also supported by the result of the questionnaire given to the students in the end of the second cycle. After using Jigsaw technique in teaching writing, the students gave positive responses toward that action. Jigsaw technique could overcome their difficulty in term of generating and organizing ideas. They can share their ideas in writing a narrative text in both the expert groups and home groups. It can be concluded that Jigsaw technique could make the classroom atmosphere more interesting and make students easist to write.

Finally, the teacher's response about the implementation of Jigsaw technique was positive and it would be a strategy in teaching writing. Therefore, Jigsaw technique could effect the students' writing ability in narrative text.

## **B. Suggestions**

There are some suggestions to offer to the English teachers and the other researchers based on the research findings, they are:

1. Based on the effectiveness of the implementation of the Jigsaw technique in the teaching and learning of writing narrative texts and effect student's motivation, particularly in sharing ideas and describing the events in the picture, it is suggested that the English teachers implement the strategy as a strategy in teaching English language. Yet, in applying this technique, the teacher should be active in monitoring the students' activities in group discussion and the teacher should be creative in making the teaching and learning proces alive so that students will never feel bored.
2. It is also recommended that the students use Jigsaw technique as one of their learning strategies to practice and effectiveness their writing ability in narrative texts which can be done in their extracurricular activities.
3. To the future researcher teachers, particularly those who have the same problem and are interested in conducting research, it is suggested that they apply Jigsaw activity in the same field in their research or on the

teaching of three other language skills, for instance listening. In listening, for example, students can hear the different parts of text, and then exchange information with others in order to complete a task.

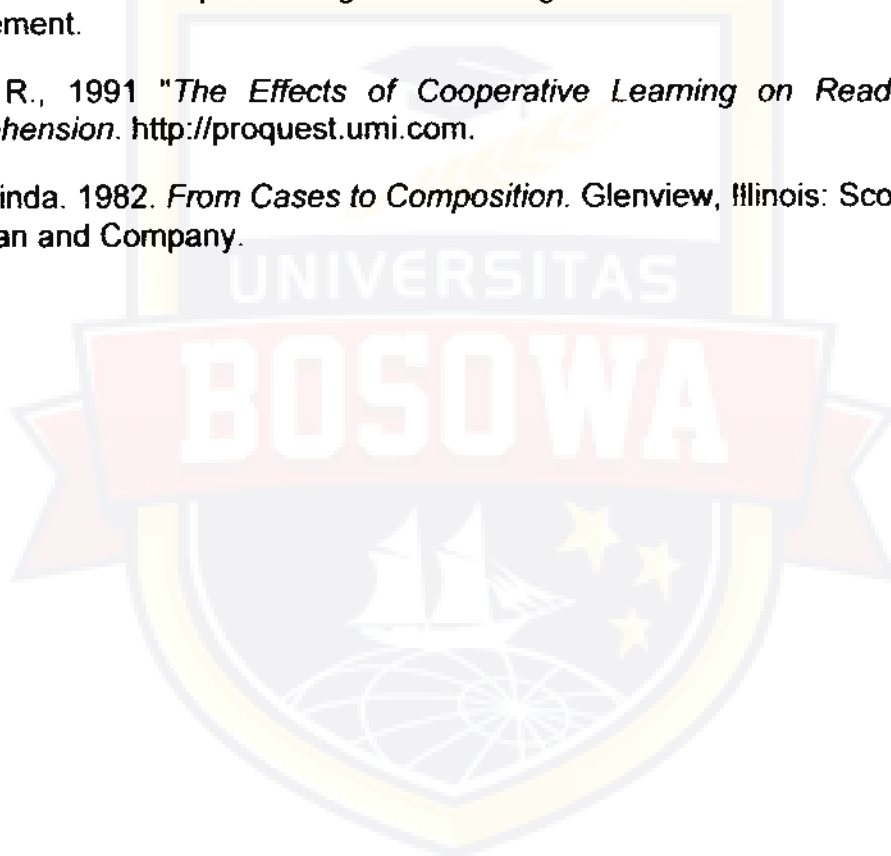


## BIBLIOGRAPHY

- Al-Zu'bi, M.A. 2007. *The Impact of a Cooperative Integrated Reading and Composition Strategy on the Jordanian Basic Stage Students' Reading Comprehension, Writing and Attitudes towards English*. Amman University for Graduate Studies. Unpublished Ph Dissertation,
- Anderson, Mark and Kathy Anderson. 1997. *Text Type in English 2*. South Yarra: Mcmillan.
- Aronson, E., Blaney, N., Stephan, S., Sikes, J., and Snapp, M. (1978). *The Jigsaw Classroom*. Beverly Hills , California : Sage Publication.
- Careen, K. 1997. *A Study of the Effect of Cooperative Learning Activities on the Aural Comprehension and Oral Proficiency of Grade 6 Core French Students*. St. John's : Mun. Unpublished project report.
- Chin's 2004. *A Study of the Effects of Cooperative Learning Strategies on Student Achievement in English as a Foreign Language in a Taiwan college. (online)*.
- Flotamar L. Theresia. 2013. *The Use of Mind Mapping Technique in Improving Students' ability in writing Narrative Text*. University "45" Makassar. Unpublished
- Ghaith, G. 2003. *Effects of the Learning Together Model of Cooperative Learning on English as a Foreign Language Reading Achievement, Academic Self-Esteem, and Feelings of School Alienation*. Bilingual Research Journal, .27, 3, p451-474.
- Hess, Natalie. 2001. *Teaching Large Multiple Classes*. United Kingdom: Cambridge University Press.
- Hedge, Tricia. 1990. *Writing*. Oxford: Oxford University Press.
- Hismanoglu, M. 2000. *Language Learning Strategies in Foreign Language Learning and Teaching*. The Internet TESL journal, 6, .8, pp.73-82
- Johnson, D., Johnson, R., and Holubec, E. 1994. *Cooperative Learning in the Classroom*. Virginia : Association for Supervision and Curriculum Development

- Kaddoumi, N. A. 1995. *The Reading Comprehension Strategies of Low Achievers in EFL Reading in the Second Secondary Literary Stream in Jordan*. Unpublished MA thesis, University of Jordan.
- Mayrina, Ina. 2011. *Using Jigsaw Technique to Improve Students' Narrative Writing*. Jakarta. PersonEducation.
- Marinak, Barbara Ann. 2004. *The Effects of Reward Proximity and Choice of Reward on the Reading Motivation of Third-Grade Students*. <http://proquest.umi.com>.
- Mustainah. 2013. *Improving Students' ability in Writing Narrative Text Through Brainstorming Metho*. University "45" Makassar. Unpublished
- Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Parker, Jill. —Jigsaw—. ([Jill\\_parker@ce.cudenver.edu](mailto:Jill_parker@ce.cudenver.edu), retrieved on October 23, 2010).
- Pica, T. 1994. Research on Negotiation: What does it Reveal About Second-Language Learning Conditions, Processes, and Outcomes? **Language Learning**,
- Rahmah, Galuh Nur. 2008. *Facing the Complexities of Writing: As a Learner and Teacher of EFL Writing*. Malang: UIN Malang Press
- Raimes, A. 1983. *Technique in Teaching Writing*. New York: Oxford University Press.
- Richards, Jack C. & Theodore S. Rodgers. 1986. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Rozakis, Laurie. 2003. *English Grammar for the Utterly Confused*. New York: McGraw Hill.
- Ryan, Vincent. 1981. *The Art of Writing*. Unites States of America: Alfres Publishing.
- Sharan, Y., and Sharan, S.1992. *Expanding Cooperative Learning Through Group Investigation*. New York : Teachers College Press.

- Slavin, R. E. 1991. *Group Rewards Make Group Work*. Educational Leadership,
- Stevens R.J. and Slavin, R. E. 1994. *The Cooperative Elementary School : Effects on Students' Achievement, Attitudes, and Social Relations*. Baltimore : The Johns Hopkins University , Center for Research on Effective Schooling.
- Weidman, J, Kuhlman, W and Guenther, S. 1996. *The Effect Of Jigsaw Teams on Preserve Teachers' Knowledge of Reading Pedagogy And Concerns about Group Learning in a Reading Method Course*. Reading Improvement.
- Wilson, S. R., 1991 "The Effects of Cooperative Learning on Reading Comprehension. <http://proquest.umi.com>.
- Woodson, Linda. 1982. *From Cases to Composition*. Glenview, Illinois: Scott, Foresman and Company.





# APPENDICES

## Appendix 1: Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMPN 1 Sangalla
Topik	: Narrative Texts
Kelas/Semester	: X/2
Ketrampilan	: Writing
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 2 X 45' (dua x pertemuan)

#### A. Standar Kompetensi

- Mengungkapkan makna dalam teks tulis fungsional pendek dan monolog berbentuk *recount*, *narrative* dan *procedure* sederhana dalam konteks kehidupan sehari-hari

#### B. Kompetensi Dasar

- Mengungkapkan makna dalam teks tulis monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

#### C. Indikator

- Menuliskan kembali teks *narrative* yang mereka dengar.
- Menciptakan teks *narrative* tulis sendiri.

#### D. Tujuan Pembelajaran

Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator di atas.



## E. Materi Ajar: Teks Narrative



Source: [www.carabelajarbahasainggrisoke.com](http://www.carabelajarbahasainggrisoke.com)

### The Apple Tree And A Boy

Once upon a time, there was a huge apple tree which gave tasty apples to the people around it. There was also a little boy who became a close friend to the apple tree. The boy used to play with apple tree, climb its branches, sleep under its shadow, pluck its apples, etc. Every day he visited the apple tree, and ate some apples. The apple tree was kind to the boy and enjoying spending time together.

One day, the boy joined in school and didn't have a time to spend with apple tree. After several days, the boy came to the tree. The apple tree was so happy to see the boy. It asked the boy to play.

Unfortunately, the boy said he was not a child anymore. He didn't want to play with the tree. But he asked another request to the apple tree.

The tree asked what the boy wanted. The boy said he needed toys, but his parents didn't have money to buy it for him.

The tree said, "Dear my boy, i don't have any money to buy it for you, but you can pick my apples, then sell them, get money and buy the toys you want."

The boy went happily to his home after plucking apples. The tree was waiting to see the boy return. But he never came back for many years.

The apple tree was sad and it didn't produce any apples anymore.

**F. Alokasi Waktu: 2 X 45 menit (dua pertemuan)**

**G. Metode, sumber dan Alat Pembelajaran:**

- |                               |                                 |
|-------------------------------|---------------------------------|
| -Metode                       | : Jigsaw technique              |
| -Sumber dan alat pembelajaran | : Buku Paket<br>LKS<br>Hand out |

**H. Kegiatan Pembelajaran**

**1. Kegiatan Pendahuluan (5 menit)**

- a. memotivasi siswa
- b. menyampaikan tujuan pembelajaran
- c. menyampaikan cakupan materi dan uraian kegiatan

**2. Kegiatan Inti (40 menit)**

a. Eksplorasi

Siswa membuat daftar kata-kata dan tujuan komunikatif suatu teks narrative.

b. Elaborasi

- 1 Siswa bekerja secara kolaboratif menyusun kalimat-kalimat acak dari sebuah teks narrative
- 2 Siswa bekerja kolaboratif untuk menciptakan teks narrative lisan berdasarkan "grup" yang telah dibentuk oleh guru
- 3 Siswa bekerja secara kolaboratif menyusun kembali teks narrative tulis yang kalimatnya seperti yang sudah mereka rancang di dalam kelompok
- 4 Siswa menulis kembali teks narrative yang sudah disusun menjadi sebuah teks yang bermakna.
- 5 Siswa dan guru membahas susunan teks yang benar menurut kaidah generic structure dari teks narrative.
- 6 Guru membimbing siswa untuk membuat sebuah teks narrative tertulis bersama-sama di kelas sekaligus untuk mengecek letak kekurangan siswa dalam menyusun kalimat.

c. Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks

## Appendix 2: The Instrument of the Research

**TITTLE : "THE EFFECT OF JIGSAW TECHNIQUE ON STUDENTS' NARATIVE WRITINGS AT SMPN 1 SANGALLA"**



### Keterangan :

1. Maksud pengisian tes ini adalah sebagai bahan penyusunan skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa "45" Makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.
2. Peneliti mengharapkan kiranya siswa menjawab soal ini

Name : \_\_\_\_\_

Nim : \_\_\_\_\_

Class : \_\_\_\_\_

### Petunjuk Pengisian :

1. Dengarkan text ini dengan seksama sebelum anda menjawabnya!
2. Tulis kembali cerita yang telah dibacakan ke dalam bahasa Inggris sesuai petunjuk pada soal!

3. Soal dibacakan hanya sekali kemudian siswa menulis cerita kembali dalam bahasa

A. Rewrite the story below into English !

### kelinci dan kura-kura



Pada suatu hari, seekor kura-kura bertemu dengan seekor kelinci yang mengejeknya. "He... lambat benar langkah mu, kamu tidak dapat berjalan jauh!"

Karena gusar dengan ejekan kelinci itu, kura-kura itu pun menjawab, "marilah kita melakukan lomba berlari, siapa yang lebih cepat!"

Kelinci pun tertawa dan berkata "kamu bergurau! tetapi baiklah, akan kita lihat, siapakah yang lebih cepat sampai di bukit." Kemudian kelinci itu pun berhenti untuk menunggu kedatangan kura-kura. Kelinci itu menunggu lama hingga merasa mengantuk. "Sebaiknya aku tidur barang sebentar," ia berpikir. "Meskipun kura-kura itu telah tiba, toh aku dengan mudah bisa memenangkan pertandingan." Maka kelinci itu berbaring di bawah pohon yang teduh dan menutup mata.

Ketika kura-kura itu telah tiba dan melihat kelinci itu sedang tidur, kura-kura pun berjalan lambat tetapi pasti. Pada saat kelinci itu bangun, kura-kura hampir mencapai garis finish. Kelinci itu pun berlari secepatnya, tetapi tidak mampu mengejar kura-kura.

---

---

---

---

---

---



**Pre-test and Post-test**

## Students' Work in Pre-test

No. \_\_\_\_\_

Date : \_\_\_\_\_

Enough a certain day there  
 a rabbit meet tortoise. Rabbit mocked  
 tortoise extremely lamby tortoise to essay  
 rabbit ~~offer~~ a race.

Rabbit accept bargain tortoise and they  
 start a race. Because rabbit already  
 to wait. And take rest under the tree.

50

Name : Resni Suman

No. : 1x<sup>B</sup>

Date : Bahasa Indonesia

1321 0000

17

Rabbit and tortoise

Rabbit and tortoise meet

tortoise, but Rabbit mocked

say "He" slowly entirely  
round.

write b rabbit the race

the mountain rabbit the receiver

the

60

Animal

NAME: ALDIAS PRATIY

Rabbit and Tortoise

One day Rabbit and tortoise went  
 the tortoise Rabbit mocked the tortoise  
 say to slowly <sup>enough</sup> you could  
 tortoise invite Rabbit the a race  
 say a race mountain - Rabbit the receiver

50

UNIVERSITAE

BOSOWA





## Students' Work on Post-test

No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Resni Saurani

Kelas : IX<sup>B</sup> (Sembilan)<sup>B</sup> SMP Hidayat

Alamat : Rankealung kec Sangalla' Sias

Without realize rabbit, tortoise near pass  
line finish. moment that rabbit return run  
after tortoise, but the rabbit don't could tired  
tortoise.

Rabbit also laugh and to you take. Are right  
who the most earlier to arrive after word they  
also raced. that Rabbit wait for long and sleep.  
then rabbit that stepping in under the tree and  
closed eye the tortoise looked rabbit a talk asleep  
the tortoise to street with. Slowly, but certain  
rabbit that also run after fast but now  
in Precede the tortoise.

95

# THE RABBIT AND THE TORTOISE

## Rabbit and tortoise

One day rabbit meet the tortoise

and mooked the tortoise say "Hi"

entirely you road tortoise

rabbit the a race say a the

rabbit the race to

rabbit the for a run

the tired and wait a

minute free a rabbit sleepy

the to arrive

the run

the rabbit

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the



THE TORTOISE

meat the Tortoise

the Tortoise say Hi

you Road Tortoise

the face say to the

Rabbit the Receiver

the start a Hum

then and wait a

the a Rabbit sleep

the to alive

the Tortoise

75

**Appendix 3: The Raw Score of Students' Writing in pre-tes**

Students' Initial	Score of Each Component				Total Score
	Cont	Org	Vocab	Gram	
AE	10	10	10	10	40
AM	15	15	15	15	60
AP	15	10	15	10	50
AW	15	15	10	10	50
AS	20	10	10	10	50
DN	10	10	15	15	50
GM	10	10	10	10	40
ID	15	25	10	10	60
IM	15	15	15	15	60
JNB	15	15	10	10	50
KL	10	10	5	5	30
LS	10	20	5	5	40
MP	15	25	5	5	50
MT	5	15	5	5	30
OP	10	20	5	5	40
RB	5	15	5	5	30
RR	10	10	10	10	40
RS	15	15	10	10	50
RU	10	20	5	5	40
SN	10	10	10	10	40
SP	5	15	5	5	30
YB	15	15	15	15	60
YN	10	10	5	5	30
YS	20	20	15	5	60
YSA	10	20	10	10	50
Total	300	375	235	220	1130

Source: The second year of SMPN 1 Sangalla

**Appendix 4: The Raw Score of Students' Writing in Post-test .**

Students' Initial	Score of Each Component				Total Score
	Cont	Org	Vocab	Gram	
AE	20	20	20	15	75
AM	20	25	15	10	70
AP	20	20	20	15	75
AW	20	25	20	20	85
AS	15	20	15	10	60
DN	20	25	15	15	75
GM	20	15	10	15	60
ID	20	30	20	15	85
IM	20	35	20	20	95
JNB	15	25	10	10	60
KL	20	25	15	15	75
LS	15	20	15	10	60
MP	20	30	20	15	85
MT	15	20	20	20	75
OP	20	25	15	15	75
RB	20	30	15	10	75
RR	15	25	20	15	75
RS	20	35	20	20	95
RU	15	20	15	10	60
SN	20	30	20	15	85
SP	15	25	20	10	70
YB	20	35	20	10	85
YN	20	20	20	10	70
YS	15	25	15	15	70
YSA	20	30	20	15	85
Total	460	635	435	350	1880

Source: The second year of SMPN 1 Sangalla

### Appendix 5: The Students' Data in Pre-test and Post Test

Students' Initial	Pre-test (X1)	$\Sigma X^2$	Post-test (X2)	$\Sigma X^2$	Gain D (X2-X1)	D <sup>2</sup>
AE	40	1600	75	5625	35	1225
AM	60	3600	70	4900	10	100
AP	50	2500	75	5625	25	625
AW	50	2500	85	7225	35	1225
AS	50	2500	60	3600	10	100
DN	50	2500	75	5625	25	625
GM	40	1600	60	3600	20	400
ID	60	3600	85	7225	25	625
IM	60	3600	95	9025	35	1225
JNB	50	2500	60	3600	10	100
KL	30	900	75	5625	45	2025
LS	40	1600	60	3600	20	400
MP	50	2500	85	7225	35	1225
MT	30	900	75	5625	45	2025
OP	40	1600	75	5625	35	1225
RB	30	900	75	5625	45	2025
RR	40	1600	75	5625	35	1225
RS	50	2500	95	9025	45	2025
RU	40	1600	60	3600	20	400
SN	40	1600	85	7225	45	2025
SP	30	900	70	4900	40	1600
YB	60	3600	85	9025	25	625
YN	30	900	70	4900	40	1600
YS	60	3600	70	4900	10	100
YSA	50	2500	85	7225	35	1225
Total	1130	53700	1880	145800	750	26000

Source: The second year of SMPN 1 Sangalla

**Appendix 6: Mean Classification of Students' Pre-Test And Post Test in Accuracy.**

**a. The mean score of students in pre-tets**

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{1130}{25} \\ &= 45,2\end{aligned}$$

**b. The mean score of students in post-test**

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{1880}{25} \\ &= 75,\end{aligned}$$

**c. Mean classification of gain (D):**

$$\begin{aligned}D &= \frac{\Sigma D^2}{N} \\ &= \frac{\Sigma 750^2}{25} \\ &= 30\end{aligned}$$

### Appendix 7: Analysis in T-test.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{N}\right)}{N(N-1)}}$$

$$t = \frac{30}{\sqrt{\frac{\sum 750^2 - \left(\frac{\sum 750^2}{25}\right)}{25(24)}}$$

$$t = \frac{30}{\sqrt{\frac{\sum 26000 - \left(\frac{\sum 562500}{25}\right)}{600}}$$

$$t = \frac{30}{\sqrt{\frac{\sum 26000 - 22500}{600}}$$

$$t = \frac{30}{\sqrt{\frac{3500}{600}}}$$

$$t = \frac{30}{\sqrt{5,8}}$$

$$t = \frac{30}{2,40}$$

$$t = 12,5$$



**Appendix 8: Students' Picture.**

**Picture 1: The writer was giving directions to students about today's lesson**



**Picture 2: the students were working on the pre-test.**



**Picture 3: The students were working on the pre-test.**



**Picture 4: The writer was giving treatment to the students**



**Picture 5: The students were doing the post-test**



**Picture 6: the students were doing the post-test.**

## Appendix 9: Distribution of t-table

t Distribution						
$\alpha$						
Degrees of freedom	.005	.01	.025	.05	.10	.25
	(one tail) .01 (two tails)	(one tail) .02 (two tails)	(one tail) .05 (two tails)	(one tail) .10 (two tails)	(one tail) .20 (two tails)	(one tail) .50 (two tails)
1	63.657	31.821	12.706	6.314	3.078	1.000
2	9.925	6.965	4.303	2.920	1.886	.816
3	5.841	4.541	3.182	2.353	1.638	.765
4	4.604	3.747	2.776	2.132	1.533	.741
5	4.032	3.365	2.571	2.015	1.476	.727
6	3.707	3.143	2.447	1.943	1.440	.718
7	3.500	2.998	2.365	1.895	1.415	.711
8	3.355	2.896	2.306	1.860	1.397	.706
9	3.250	2.821	2.262	1.833	1.383	.703
10	3.169	2.764	2.228	1.812	1.372	.700
11	3.106	2.718	2.201	1.796	1.363	.697
12	3.054	2.681	2.179	1.782	1.356	.696
13	3.012	2.650	2.160	1.771	1.350	.694
14	2.977	2.625	2.145	1.764	1.345	.692
15	2.947	2.602	2.132	1.753	1.341	.691
16	2.921	2.584	2.120	1.746	1.337	.690
17	2.898	2.567	2.110	1.740	1.333	.689
18	2.878	2.552	2.104	1.734	1.330	.688
19	2.861	2.540	2.098	1.729	1.328	.688
20	2.845	2.528	2.094	1.725	1.325	.687
21	2.831	2.518	2.090	1.721	1.323	.686
22	2.819	2.508	2.074	1.717	1.321	.686
23	2.807	2.500	2.069	1.714	1.320	.685
24	2.797	2.492	2.064	1.711	1.318	.685
25	2.787	2.485	2.060	1.708	1.316	.684
26	2.779	2.479	2.056	1.706	1.315	.684
27	2.771	2.473	2.052	1.703	1.314	.684
28	2.763	2.467	2.048	1.701	1.313	.683
29	2.756	2.462	2.045	1.699	1.311	.683
Large ( $\infty$ )	2.575	2.327	1.960	1.645	1.282	.675



A. 161/FKIP/U-45/II/2015

Makassar, 12 Februari 2015

Permohonan Izin Penelitian

Kepala SMP Negeri 1 Sangalla

Di –

Tempat

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S-1.

Nama : Herpin P. Mangande  
NIM : 4511101073  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan Universitas "45" Makassar

Judul Penelitian :

**The Effect of Jigsaw Technique on Students' Narrative Writing at SMP Negeri 1 Sangalla.**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.



**Prof. Dr. Muhammad Yunus, M.Pd.**  
NIP. 196212311989031030

Direktur Universitas "45" Makassar.  
Sip.

**PEMERINTAH KABUPATEN TANA TORAJA  
DINAS PENDIDIKAN**

**SEKOLAH MENENGAH PERTAMA ( SMP ) NEGERI 1 SANGALLA**

**Alamat: Rantealang, Kec. Sangalla Selatan, Kab. Tana Toraja**



**SURAT KETERANGAN PENELITIAN**

**NO. 063/I06.18/SMP.11/PD/2015**

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Sangalla, Kecamatan Sangalla Kabupaten Tana Toraja, Propinsi Sulawesi Selatan menerangkan bahwa :

Nama : HERPIN PATI MANGANDE'  
Nim : 4511101073  
Kelas : LX B  
Fakultas : Universitas "45" Bosowa Makassar  
Alamat : Jln. Perintis Kemerdekaan 4

adalah benar telah melaksanakan penelitian di SMP Negeri 1 Sangalla, Kecamatan Sangalla Kabupaten Tana Toraja pada tanggal 23-25 Februari 2015. Judul Penelitian "EFFECT OF V TECHNIQUE ON STUDENTS' NARRATIVE WRITING OF SMPN 1 SANGALLA"

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Rantealang, 5 Juni 2015

Kepala Sekolah



**Yosafat S. Mangalik, S.Pd**

**NIP. 19641229 198703 1 012**

## BIOGRAPHY



Herpin P.M. was born in Palopo, on May 2nd 1992, the from marriage of her parents Marten Tepu Mangande and Yuliana Lomo. She began her first education at Christian kindergarten in 1997 and finished in 1998. Then, she continued her study to SDN 123 Cendrana and in grade four she moved to SDN 236. Inpres Songgo and finished in 2005. After that, she continued her study to SMP Negeri 1 Sangalla in 2005 and graduated in 2008. In the same year she continued her study to SMAN 1 Sangalla and graduated in 2011. After graduating from senior school, she decided to enter to University of Bosowa 45 Makassar and chosed English Education Department and graduated in 2015.