**APPLIED JIGSAW TECHNIQUE IN INCREASING**

 **NARRATIVE WRITING ABILITY**

**By**

**Amrizal, M.Pd.** (NIDN. 0208029101**)**  *(Email :* *iyeck.izal@gmail.com* *)English lecturer in Muhammadiyah Lampung University*

**Zohri Hamdani , M.Pd** ( Email : *zohrihamdani703@gmail.com* *)*  *English Lecturer in Muhammadiyah Lampung University .*

**Abstract**

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

**Keyword**: Jigsaw technique. writing ability, narrative writing

1. Introduction

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

B. Review of Literature

1. Writing

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

Based on statement above, writing is one of active and productive activities to express something in writing such as idea, opinion or mind and feeling to the reader using complex skill. Beside that writing can use as a tool of communication. In learning writing a student develops his writing ability. One ways to increase writing ability is using jigsaw technigue.

1. Writing Ability

According to Slamet (2008:72) expressed that writing ability is language ability productively , it means that this writing ability is ability to produce writing. Moreover, Solehan ( 2008:94) explained that writing ability is not an ability which is got automatically. And he also explained that the ability to write someone is not brought from birth, but obtained through learning. Associated with the acquisition of writing skills, a person who has learned writing does not necessarily have the competence to write reliably without much writing practice.

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

1. Narrative writing

Narrative text is a text that tells story or describe an action in the past time and use the simple past tense in written form. Narration is the written text which aims to tell various event or occurrence as according to the time and a according to its time sequence (Wishon and M. Burks, 2002:378). Narrative has purpose to entertain, to gain readers’ interest and to tell story. So, narrative text tells story that can give entertain or amuse to the readers’.

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

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

1. Jigsaw Technique

Aronson States that jigsaw is one of type cooperative learning and compries in a small group who are responsible for teaching material to other members in thier group. (Isjoni , 2009: 193). According to Isjoni jigsaw tehnique uses heterogeneous learning terms, comparising 4-6 students. Each student is responseble for parts of the material and should be able to teach these parts to another team member.[[1]](#footnote-1) The jigsaw technique has Some advantages namely . 1. Suitable for all levels. 2. can be used in learning reading, writing, listening or speaking. 3.can be used for several subjects areas, and 4. Studying in teamwork has much opportunity for making information and increasing student communication skills. Some of s Disadvantages of jigsaw are that :1.) It needs over time. 2.) It needs creative teacher (Kelebihan dan Kekurangan Jigsaw”, dalam http:task-lecture.blogsport.com/2012/09/kelebihan-dan-kekurangan-method-jigsaw ).

5. The Procedures of Jigsaw Technique to Narrative Writing

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

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

**C. Methodology**

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

The subject of the research was the seventh grade students of Junior High School Muhammadiyah 3 Lampung for the academic year 2016/2017. The class consists of 30 students, 17 are girls and 13 boys. The seventh grade students of Junior High School Muhammadiyah 3 are chosen as the subjects of the research. The seventh grade students of Junior High School Muhammadiyah 3 are chosen as the subjects of the research caused by the fact that their English achievement is still low though English is one of the requirements they will face both in national examination and a real job after graduating from school. According to the observation, the students still have problem which is related to writing skill. The research will be conducted in two cycles which include the preparation, planning, action, observation, reflection, and the reporting of the result. the researcher used technique of collecting documentation, interview and observation .A variety of forms of action research have evolved ([Carr & Kemmis, 1986](file:///E%3A%5C%5Caction%20research%20cycle1.html%22%20%5Cl%20%22carrw)). All adopt a methodical, iterative approach embracing problem identification, action planning, implementation, evaluation, and reflection. The insights gained from the initial cycle feed into planning of the second cycle, for which the action plan is modified and the research process repeated.

**DISCUSSION**

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

The increase can be seen in table 4.1 below:

|  |  |
| --- | --- |
| **Cycle I** | **Cycle II** |
| Research’s activity  | Students’ activity  | Research’s activity  | Students’ activity |
| 84% | 82% | 94% | 91.11% |

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

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

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

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

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

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

Thus it can be concluded that with the increase activity of researchers in applying the use of jigsaw technique from cycle I and cycle II student activities from cycle I to cycle II then make the ability to write narrative in English Language lessons students have increased. This shows that the use of jigsaw technique can increase students’ narrative ability of grade 7 students of Junior High School MUhammadiyah 3 Bandar Lampung Kec. Labuhan Ratu Kedaton

**References**

Burhan Nurgiantoro. 1988. Penilaian Dalam Pengajaran Bahasa dan Sastra. Yogyakarta : BPFE

Djago Tarigan, H.G. Tarigan. 1986. Teknik Pengajaran Keterampilan Berbahasa. Bandung: Penerbit Angkasa

 George E. Wishon and Julia M. Burks. 2002. *Let's Write English*, (England : American Book Company)

Gorys Keraf.2003. *Argumentasi dan Narasi*, (Jakarta : Gramedia Pustaka)

Isjoni,2009. *Cooperative Learning*, (Bandung: Alfabeta)

M. Atar Semi. 2007. Dasar-Dasar Keterampilan Menulis. Bandung: Angkasa

McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002

Paul Davies and Eric Pearse.2002. *Success in English Teaching,* (New York: Oxford University Press)

 Soenadi Djiwandoro.2008 *Tes bahasa bagi pengajar bahasa Indeks* Jakarta

 Solehan T.W, dkk. 2008. Pendidikan Bahasa Indonesia di SD. Jakarta: Universitas Terbuka

St. Y. Slamet.2008. Dasar-dasar Pembelajaran Bahasa dan Sastra Indonesia di Sekolah Dasar. Surakarta:UNS Press

 Precedure of Jigsaw”. Retrieved on 11 March from <http://www.jigsaw.org/step.html.>

Kelebihan dan Kekurangan Jigsaw”.retrieved on 11 march from http:task-lecture.blogsport.com/2012/09/kelebihan-dan-kekurangan-method-jigsaw.html.

**About The Authors**

**Amrizal** was born on Teluk Betung, February 8th, 1991. He comes from Muara Jaya, East Lampung, Lampung Province, Indonesia. He graduated of bachelor of Teacher Training and Education Major in the year 2013 in STAIN Jurai Siwo Metro state Islamic College in Metro City. He continues his study at University of Ahmad Dahlan and enrolls Master of education major in English.

**Zohri Hamdani** was born on Santong North Lombok, February 11th, 1992. Bachelor of English Education in IKIP Mataram . EnglishEducational Magister Program of UAD (In Progress). Next, they took short student exchange program and following writing thesis program for two and half months in University of Saint Anthony, Iriga City, Philippines. Now they are lecturers in Muhammadiyah Lampung University.

1. [↑](#footnote-ref-1)