USING JIGSAW TECHNIQUE TO INCREASE THE SECOND GRADE STUDENTS' WRITING COMPETENCE IN NARRATIVE TEXT AT SMP BINA BANGSA SURABAYA

THESIS

Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

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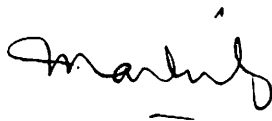This thesis by :

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Surabaya, 26 th July 2011

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ABSTRACT

Nurhidayati. Uji. 2011. *Using Jigsaw Technique to Increase the Second Grade Students' Writing Competence in Narrative Text at SMP Bina Bangsa Surabaya.* A Thesis. English Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisors: Masdar Hilmy, M.A.PhD and Fitriah, MA.

Key Words: Jigsaw Technique, Increase, Writing Competence, Narrative Text.

This study tries to analyze the use of jigsaw technique to increase the second grade students' writing competence in narrative text at SMP Bina Bangsa Surabaya. The use of jigsaw technique is the effort of the writer to solve the problems of VIII D students in writing narrative text. This thesis is the result of the application of jigsaw technique in teaching writing narrative text to answer the research questions.

In this study, three research questions are investigated. First, how is the application of jigsaw technique in teaching writing. Second, can jigsaw technique increase the second grade students' writing competence in narrative text, the last is how students' responses toward the implementation of jigsaw technique. The researcher uses some instruments such as observation checklist, field note, assessment form of the student's writing result, ESL Composition Profile, Tests, and questionnaire.

This study is classroom action research which takes two cycles. Each cycle of this study contains four steps. First step is planning the action; in this stage the researcher prepares the form of lesson plan. The second is implementing the action; researcher implements jigsaw technique based on lesson plan. Third is observing, the real English teacher acts observer and observes the classroom activities using jigsaw technique in the class. The last step is reflecting, the researcher evaluated the action and what should be revised for the next cycle.

After conducting the research in two cycles, it can be found out that using jigsaw technique to increase the second grade students' writing competence in narrative text at SMP Bina Bangsa Surabaya is successful because the success criteria used in this research is achieved well. It can be known by checking the result the students' score in every cycle. It can reach the minimum standard of mastery (KKM) score namely 75. In addition, the mean of students' score in first cycle is 79, 2 and in second cycle is 85, 2.The percentage of students who success in second cycle is 94 %. It is greater than 75 % which has been set by the researcher up in this study. The last is the result of questionnaire shows that 94 % students like jigsaw technique to be implemented in their school.

TABLE OF CONTENT

LIST OF TABLES

LIST OF GRAPHICS

LIST 0F APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays English is taught and studied as a foreign language in Indonesia. The first reason is Indonesian does not use English as a daily language. Second, English grammar, vocabulary, and pronunciation are different from Indonesian. These reasons make English difficult to be learnt and memorized. In addition, English also makes the students lazy to learn English. Some of them are bored if they have English class. On the contrary, English has been set by the government into the curriculum. It is stated in the Competence-Based Curriculum and the School-Based Curriculum (KTSP), the teaching and learning purpose of English as a Foreign Language (EFL) is to develop the students' skill in listening, reading, speaking, and writing. The students are expected to achieve competencies in understanding oral and writing texts and are able to express their thoughts and ideas either in oral or written form, especially in the form of narrative, recount, descriptive, procedure, and report texts.[1]

In Competence Based Curriculum also mentions that Standard Competence for second year student's competence of writing is to express a meaningful idea of rhetoric in the simple recount and narrative paragraphs. Every standard

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[1] Bambang Yudi Cahyono, *Techniques in Teaching EFL Writing*, (Malang: University of Malang Press, 2009), 1.

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competence is developed in several basic competences. One of the basic competences is that the students can make a simple narrative paragraph.[2] In the Content Standard 2006, also states that the teaching of English in Junior High School is aimed to help students understand and create various kinds of short functional texts, monologs, and essays in the form of procedure, descriptive, narrative, recount, and report texts.[3]

English is taught as compulsory subject in the school, including Junior High School. English has four language skills which are really related to each other. Those are speaking, listening, reading and writing. Writing plays an essential part in many aspects of people's life. In business world, person is demanded to make report-writing and letter writing while in education field, one is usually required to write report, paper, essays, etc. Halliday states that written language serves a range of functions in daily life. The first function is for action, such as public signs, traffic symbols, product labels, television, and radio guides and some instructions. The second function is for information such as in newspaper, magazine, non-fiction, scientific paper, advertisement, politic pamphlets, etc. The last function is for entertainment; for example fiction books, comic strips, poetry, drama, newspaper features, etc.

Due to the importance of written language above, teaching English writing for English learner is needed. Wingard states that there are three main aspects of

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[2] Bambang Yudi Cahyono, *Techniques* ..... 90.
[3] Bambang Yudi Cahyono, *Techniques* ....95.

the teaching learning of writing namely: First, writing as a channel foreign language learning; it means that in teaching writing a teacher should involve other skills including listening, speaking, and reading. Second, writing as a goal of foreign language learning; it means that writing skill is developed to meet several needs such as note taking, summarizing, narrating, reporting, and replying required for various real-life situation. Third, writing with cohesion; it means that in writing a text, it is essential to involve various linguistic features. This helps students to organize the arguments or ideas well. [4]

In the context of education, it is also worthy to remember that most exam, whether the students are testing foreign language abilities or other skills. It is often rely on the student's writing proficiency in order to measure their knowledge. Jeremy Harmer said that the reason is being able to write is a vital skill for "speaker" of foreign language. [5]

On the other hand, writing is one of language skills which are assumed difficult by the students. Writing is considered as difficult activity because most of the students are not accustomed to write .Most of the difficulties are developing ideas and structuring the sentences. In writing, the students have to understand and practice three key dimensions of text type, namely rhetorical purpose, register and text structure.

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[4] Wingard, Abbot, G,Ed, *The Teaching of English as an International Language*, (London: Collins, 1981), 140.
[5] Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), 3 – 4.

Writing is considered as the most difficult and complicated language skill compared to other skills. It requires more efforts to be able to write. This is because it involves several components such as content, rhetoric, vocabularies, grammatical structures, and writing mechanics such as punctuation and capitalization. The students' problems that are commonly faced in writing, such as: lack of vocabulary, lack of English grammar understanding, and lack of practice. Those problems are also faced by the students of SMP Bina Bangsa Surabaya.

The researcher knows the problems based on the informations of English teacher in that school. The English teacher is also my partner teacher when I was in teaching practice in SMK ANTARTIKA SURABAYA. He told that there are many problems faced by the second year students, especially VIII D class, especially in writing narrative text.[6] First, what the student writing is not comprehensible because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. Second, there are many errors in vocabulary, grammar, and spelling. Third, the students have low motivation and are not interested in doing the task since the writing activities are not interesting. The last is the students also are not able to express their written ideas well. The students usually are asked to write sentences and paragraphs without being given some clues so that it is difficult for

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[6] Interview to Teacher , Riyadi Maryanto BA. S.S as English teacher of SMP Bina Bangsa Surabaya on 09 May, 2011.

them to express their idea on a piece of paper. Besides, the students have difficulty at telling their experience. For example: they cannot write such simple composition in writing class.

Moreover, most of the students in that school just got score 65. This score is not satisfying because it is still under the standard. In fact, the minimum standard of mastery (KKM) score of writing in this school is 75. Therefore, to overcome this problem, the researcher suggests the teacher to use cooperative learning method which focused on using jigsaw technique in teaching writing narrative text. Finally, the researcher decides to conduct a research focusing on implementing jigsaw technique in teaching writing narrative text to the students of VIII D class of SMP Bina Bangsa Surabaya.

Writing narrative text in Junior High school should also be learnt continuously. Narrative text is not only learnt in Junior High but also in High School. This text has similar generic structure and language features such as record, anecdote, spoof, explanation text etc. The function of narrative text is to entertain or amuse the readers. Generally, the structures of narrative text are orientation, complication, and resolution.

In teaching writing narrative text, some experts suggested that teacher should implement cooperative learning which can be implemented in teaching

learning process. A wide variety of such techniques, called *cooperative learning methods,* has been evaluated in the school settings.[7]

Cooperative learning is teaching method that gives ways to organize group work to enhance learning and increase academic achievement. The group in cooperative learning should be structured and organized well. Structuring and organizing group work are aimed to make the members of group interact each other. In addition, they will be motivated to increase each other's learning since they have responsibility toward their group and their selves. Jigsaw is advisable technique to be applied because the purpose of jigsaw is to develop teamwork and cooperative learning skill within all students.

Jigsaw technique is one of cooperative learning that considered as the most flexible of the strategy. It can be implemented to teach any skills of language learning (involves speaking, reading, writing and listening) and any kinds of subject, such as mathematics, social, and science.[8] Furthermore, this technique can also be modified on the needs of the teaching and learning process, such as the jigsaw I and jigsaw II. It can also be used extensively for second grade students in junior high school, particularly the second grade students of SMP BINA BANGSA SURABAYA. Jigsaw is an efficient way of teaching material since it encourages listening, engagement, interaction, teaching and cooperation

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[7] Slavin, R.E, *Psychological Bulletin* 1983, Vol. 94, No. 3, 431.
[8] Anita Lie, *Cooperative Learning, Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas* (Jakarta: Grasindo, 2002), 68.

by giving each member of the group an essential part to play in the academic activity.[9]

The teacher can apply jigsaw technique in teaching writing narrative text. In applying jigsaw technique, we can use any media. One of media is picture series. Picture series is used in this study because pictures have been considered as an effective media to express the ideas more live, natural, and more stimulated.[10] It is stated by Tinker and McCullough as quoted by Indrawati; they state that picture series is one of visual aids which can be employed at all grade level to illustrate a new meaning, story concreteness, broaden experience, and clarify concepts.

This kind of picture has a special form in which the events of the story continuously happen and draw in a picture set. Most of the students like to study something that they can imagine immediately. It makes them more interested and stimulated to explore and develop their ideas. Through pictures, the students can determine their vocabularies which are relevant to the pictures. The relevant vocabularies are used to describe the picture in written language appropriately and accurately.

Hopefully, the students of VIII D class can be motivated to write narrative text. Based on statements above, this study emphasizes on the implementation of jigsaw technique to increase the second grade students' writing competences in

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[9] (http//www.jigsaw.org/overview. Accessed on April 12, 2011)

[10] H, Puchta and G. Gerngross, *Pictures in Action* (Hertford Shire: Prentice Hall, 1992), 1.

narrative text. As stated before, the students of VIII D class of SMP BINA BANGSA SURABAYA are chosen as the subject of the study because most of them have difficulties in writing narrative text. So, the title of this study is **USING JIGSAW TECHNIQUE TO INCREASE THE SECOND GRADE STUDENTS' WRITING COMPETENCE IN NARRATIVE TEXT AT SMP BINA BANGSA SURABAYA**

B. Statement of the Problems

Based on the background above, this study is conducted to implement jigsaw technique in writing class which has purpose to increase the students' writing competences in narrative text, the problems of this study can be formulated as follows:

1. How is the implementation of jigsaw technique in teaching writing at SMP Bina Bangsa Surabaya?

2. How can jigsaw technique increase the second grade students' writing competences in narrative text?

3. How are the students' responses toward the implementation of jigsaw technique?

C. Objectives of the Study

1. To describe the implementation of jigsaw technique in teaching writing at SMP Bina Bangsa Surabaya.

2. To know jigsaw technique can increase students' writing competence in narrative text.

3. To know the students' responses toward the implementation of jigsaw technique.

D. Significance of the Study

The writer expects that this study can give positive contribution either for the teacher or the students in teaching and learning English, especially writing skill.

1. For the teacher

The teachers can apply jigsaw technique in teaching writing especially in writing a narrative text. Jigsaw technique can be an alternative technique to solve students' problem in writing and comprehending a narrative text well. Finally, the students' competence may increase well, and the use of picture series can motivate and stimulate the students in writing narrative.

2. For the students

The students can discuss and help each other to produce a good writing. The students can express their idea with less interference from the teacher. By mastering each picture, the students will have responsibility toward their home groups to tell what happen in the picture series. They can learn to improve their social skill, such as respecting each other, accepting critics and suggestion, giving opinion in good manner.

E. Scope and Limitation of the Study

This study is just limited to the implementation of jigsaw technique to increase students' writing competence in narrative text. This study is conducted in VIII D class of SMP BINA BANGSA SURABAYA. English teacher in that school says that this class is better than others; however they have difficulties, particularly in writing narrative text.

F. Definition of Key Terms

To avoid the ambiguity, the researcher would like to present the definition of key terms as follows:

1. **Jigsaw Technique** : An efficient way of teaching materials as it encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity.[11]

2. **Writing** : The activity of writing, in contrast to reading, speaking, etc.[12]

3. **Competence** : Ability to do something well. [13]

4. **Narrative** : A description of events, especially in a novel[14]

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[11] Bambang Yudi Cahyono, *Techniques in Teaching EFL Writing* (Malang: University of Malang Press, 2009), 107-108.

[12] A S Hornby, *Oxford Advanced Learner's Dictionary,* (New York: Oxford University Press, 2000),1500.

[13] A S Hornby, *Oxford Advanced* ....246.

[14] A S Hornby, *Oxford Advanced* .... 846.

5. **Increase**   : To become or to make something greater in amount, number, value, etc.[15]

6. **Picture series**   : Pictures which show some actions or events in a chronological order.[16]

G. Thesis Organization

This thesis is organized into five chapters; the first chapter is about introduction including background, problems, objectives and significance of the study, scope and limitation, definition of key terms, and the thesis organization.

The second chapter is review of related literature. It discusses writing skill, and its components, cooperative learning, jigsaw technique, and review of previous study.

In chapter three, the writer discusses about research design, subject, setting, research instrument, research procedure, data collection technique, and data analysis technique. In chapter four, the writer discusses the finding and discussion about the result of the study that was conducted. In the last chapter, the researcher discuses the suggestion and conclusion based on the result of the research.

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[15] A S Hornby, *Oxford Advanced* .... 658.
[16] Bambang Yudi Cahyono, *Techniques in Teaching EFL Writing* (Malang: University of Malang Press, 2009), 28.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Writing

Writing is one of four language skills (reading, listening, speaking, and writing) which have to be mastered in learning English. In academic, learners are required not only able to speak, listen, and read but also able to write. Writing is important for them to express their knowledge in the form of essay, paper, and job application.

There are two kinds for getting students to write, that is inside and outside the class. First, writing spends more time than speaking activity. This gives them more opportunity to use language which includes thinking and activating their prior knowledge.[1]

Second, everyone knows that writing is different from speaking. Speaking tends to be informal, spontaneous, and interactive with the speakers face to face. On the other hand, writing tends to be formal, edited, and non interactive. In addition, the writer and reader are separated. Laver states that writing is the most compelling way, because it produces visible language.[2] It is permanent record of thought and feeling. It means that, the words are produced

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[1] Jeremy Harmer, *How to Teach English* (England: Longman, 2007), 112.
[2] JM, Laver et al , *Four Worlds of Writing* (New York: Harper and Row Publisher Inc, 1981), 1.

in writing should carry the entire message because the writer cannot just add the words briefly to avoid misunderstanding.

Furthermore, there are two kinds of teaching writing namely writing for learning, and writing for writing.[3] Teaching writing for learning describes clearly writing as one of four skills of listening, speaking, reading, and writing which is always as part of the syllabus in the teaching of English. Writing also can be used for a variety of purposes.

Teaching writing for writing is entirely different since our objective here is to help the students become better writers and learn how to write in various genres using different registers. There are three reasons why writing is important. First, writing encourages the grammatical structures, idioms, and vocabulary. Second, when our students write, they have a chance to be adventurous with the language, and go beyond what they have just learned. Third, when they write they become very involved with the new language and they effort to express ideas.

In teaching writing is different from teaching other skills because the nature of writing process and the need for student in writing is different than spoken communication. In writing, students frequently need more time to think than they do in oral activities. They can go through what they know in their mind, even consult to dictionaries, grammar books, or other reference materials

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[3] Jeremy Harmer, *How to Teach Writing* (England: Longman, 2004), 31.

to help them. Writing encourages students to focus on language use and think as they write.

Writing is a creative act in expressing ideas. The writers move the pen across the pages, creates, discovers, and forms meaning of words they wrote. According to some experts, writing is considered as solitary activity. It is because the writers have own way to produce the ideas. White states that the writers have highly varied ways of composing and any writing task involves a highly creative use of composing process. It means that the writers have freedom to explore their creativity. The writers can clarify its meaning gradually; experiment the early draft; try out ideas, organizations, and others to find the most effective ones.[4] Moreover, Wingard states that writing is a self-dependence activity. The writers can check and correct their composition.

Although writing is considered as solitary activity, writing can also be regarded as social activity. The writer can collaborate or share the thought with others to solve the problems or difficulties. Hedgecok and Lekowitz state that collaboration can give many advantages for both writers. First, apprentice writer needs to have rapid response from readers if they are developing social awareness as a writer. Second, feedback is an important part of skill development. The reader who read a draft can provide this. Third, collaboration can be a significant way of enhancing effective learning. On the other word, the

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[4] Charles Bazerman, *The Informed Writer, using sources in The Disciplines,* (Boston: Houghton Miftin Company, 1985), Second Edition, 437.

writer can contribute each other to make the writing better by doing collaboration.

However, there are some obstacles that make writing seems to be difficult. Sometimes, the writers have universal problem to put appropriate words on the page and revise them. Bazerman states that for that reason, the writers need to get more input.[5] The input can be taken from reading and feedback from the reader, because reading and writing are related. [6] The importance of reading and writing is what the writers have read can be an example or model for their writing. The writers will get much information by reading. It needs to be added into their composition besides their own knowledge about the topic.

B. The Teaching and Learning of Writing

As stated by many experts, writing is needed in almost all aspects of human life. It means that writing has important function in the teaching and learning process. It can empower students outside the classroom. In the past, writing was emphasized on exercising the ability of grammar and vocabulary. Now, it is not only emphasizing on grammar and vocabulary but also on developing the ideas because they should consider the context of their writing.

In the past, writing was used to show that students have mastered a particular grammatical rule rather than develop a good idea of the subject

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[5] Charles Bazerman, *The Informed Writer* ....437.
[6] Wingard, Abbot .G Ed, *The Teaching of English as an International Language. A Practice Guide* (London: Collins, 1981), 102.

matter.[7] In fact, correct grammar spelling and overall organization are important evidences of second language proficiency. Furthermore, good writing in English is not only emphasizing on grammar but also on the writers' way in organizing and expressing their ideas. Good writing requires the writer to organize his thought in ways that are familiar for native speaker.[8]

Unfortunately, sometimes writing is neglected. The learners focus more on their performance in oral language. It makes the time given for writing practice is limited. In fact, when they are provided much time to practice, immediately they will get bored because they do not know how to start their writing and what should be written. Therefore, to overcome this problem and reach the goal of writing, the teacher should create a particular classroom atmosphere that can motivate the students to write and make the teaching learning process more interesting.[9]

Sokolik says that in maximizing the teaching learning process of writing; teacher should consider the principles for teaching writing which includes: understanding the students' reason for writing, providing many opportunities for students to write, and making helpful and meaningful feedback[10].

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[7] M. Sokolik,. Nunan, D. Ed. *Practical English Language Teaching* (New York: Mc. Grew Hill. Inc, 2003), 89.

[8] Ann, Hongue, *The Essential of English. A Writer's Handbook* (New York : Longman, 2003), 254.

[9] JM, Reid, *English for Academic Purpose (EAP) and Integrated Skills Activities, teaching ESL Writing* (USA: University of Wyoming, 1993), 150.

[10] M. Sokolik,. Nunan, D. Ed, *Practical English Language Teaching* (New York: Mc. Grew Hill. Inc, 2003) , 92.

There are three steps to be considered by the teachers in teaching writing. First, before conducting a writing class, the teacher should understand the students' reason to write. Most of them feel dissatisfied when their goal to write does not match with the teacher's goal. As a result, giving clear instructions and conveying goals are very important.

Second, the teachers should provide many opportunities for students to write. Writing is a physical skill as like basketball that should be practiced and trained continually. The teachers need to motivate and explain them that writing needs a habit, if the students get bored with the writing process. The teachers should create a new atmosphere to make teaching and learning more fun by implementing appropriate strategy and using proper media. On the other hand, they can practice the different types of writing such as short responses, a letter, writing summaries or poetry to lessen their boredom.

Third, the teacher should give helpful and meaningful feedback. The ways of giving feedback will depend on the kind of writing task the students have undertaken, and the effect we wish to create.[11]The students may make mistakes in their attempt to master writing. It needs an effort for teacher to avoid fossilized errors and feedback from others whether from their teacher and their friends. Besides correcting the writing, feedback can be given in form of comment.

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[11] Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 2004).Third Edition, 109.

The teachers can manage the class by putting the students in larger group as well in writing. As a result, the students can write a group story or role-play a situation which involves five people. They can prepare a presentation or discuss an issue, and come to a group decision. It is one of teachers' efforts to manage the class. Besides, the teachers can also use collaborative learning particularly in teaching writing.

The effectiveness of this method was proven in the past time. Reid says that over the past time over the decade, the use of collaborative teaching and group work in ESL writing classroom have been the most influential composition teaching strategy[12]. Collaborative and group work language classroom provide non-threatening situation to develop students' communicative skill. The students can share their information for their extended written composition.

Besides sharing information, the students can also take the steps of writing process for their extended composition of writing. The students can collaborate to gather information, generate and support opinion, and response to ideas. They can evaluate and solve the problem and make decisions. The students can participate in simulation activities in the process of discovery; collaborate in reader response activities involves annotating, analyzing and evaluating other compositions.

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[12] JM Reid, *English for Academic Purpose (EAP) and Integrated Skills Activities, Teaching ESL Writing,* (USA: University of Wyoming, 1993), 155.

In addition, social communities of cooperative work provide students to real audience because they often alienate from their audience and find difficulties to remember what the readers know. As a result, they can explore their idea and discover what they know and understand.

C. The Objectives of Teaching Writing

In order to get better result, the teachers should know the objectivity of the lessons they will be taught to the students. According to the 2006 Curriculum, English in Junior High School is oriented to enhance the student's ability to understand and create various kinds of short functional texts namely, procedure, descriptive, recount, narrative, and report texts.

The social purpose of text types which are learnt by either Junior High School or Islamic Junior High School students namely *Madrasah Tsanawiyah* (MTS) is able to fulfill what they need to write in their daily lives. In writing, what students need to write in their daily lives are they are able to tell a story to other people (narrative), tell the series of events which happening one after the other (recount), describe things, people, and places (descriptive), record a procedure in conducting something (procedure), and give information about an entity.

D. The Process of Writing

1. Pre writing

Pre writing is an activity in classroom that is used to encourage the students to write. It stimulates thoughts for getting started. Hedge says that before putting pen to paper, the expert writer in real life considers two important questions, namely what the purpose of this piece of writing is and for whom this writing for. These tow questions are related closely to the importance of understanding of the context and content of a text. Hedge also says that some pieces of writing require a great deal of preparation and that others can be written more or less spontaneously.[13] Unfortunately most of the students get difficulties in writing because they are unaccustomed to write. In addition, they lack of practice in writing. It is why they should be given a lot of time to practice.

However, the teacher can use many methods to generate ideas and gather information, for example group brain clustering, rapid free writing, and WH-question.

2. Organizing

The next step is writing process is organizing ideas. The students can arrange their ideas by using an outline. Outline is a plan which is made to make sure that the idea is fit. Oshima and Hongue state that outline is very

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[13] Christoper Tribble, *Writing* (New York: Oxford University Press, 1992), 103.

useful for the writer (students). [14] It will help the students to organize the ideas and focus on their purpose of writing. It means that, it prevents them include any irrelevant ideas. It will lead them to put their ideas in logical order and avoid the repetition ideas.

Moreover, making outline gives benefit for students to write quickly because they can still focus on their purpose. Even, Oshima and Hogue affirm that making an outline is finishing 75 % of work because they have poured and organized ideas. They are not worried about losing out ideas. [15]

According to Hogue, an outline can be informal and formal. [16] Informal outline just consist of main ideas, supporting ideas (supporting sentence) and conclusion. On the other hand, formal outline is more complete because it has main ideas, supporting ideas and conclusion. It also completed by details in each supporting ideas.

3. Writing/ Composing

This stage can also be called drafting, because it is the first time for the students to complete their writing. Drafting is done when the students finish collecting ideas and organizing them into logical order.

The students are suggested to write the first draft quickly without being afraid in making mistakes. They should not worry about the grammar,

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[14] Alice Oshima and Hongue Ann, *Writing Academic English* (Wesley: Longman, 1991), Third Edition, 21.

[15] Alice Oshima and Hongue Ann, *Writing Academic* *20*

[16] Ann, Hongue, *The Essential of English. A Writer's Handbook* (New York: Longman, 2003), 261.

punctuation or spelling because they can revise it later. The students can

enjoy in their first writing because they already have an outline or plan to be

followed.[17]

4. Polishing

Polishing stage can be divided into two steps namely revising and

editing. Polishing stage will be more success when the writer or students do

two stages namely revising and editing.

Revising stage is related to the content and organization of writing.

The students can check their first draft and look for some ways to improve

the paragraph as a whole. Sometimes, they need to change the order of some

sentences or even more entire paragraphs. Hogue states that the students

may need to add more details or delete sentence that are off the topic, state

the thesis more clearly, add the transition signals, and add a conclusion.

Then, they can check the format.[18] In other word, revising involves

rethinking and changing the text to make writing clearer.

Editing stage is related to the grammar and punctuation. Editing is

the last step in writing process. Sometimes, the writer or students know what

their own weaknesses, for example; if they often use wrong tense, they can

check the correct one. Thus, they can emphasize on their writing to check it

carefully. It can be done by the students individually or in pair work.

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[17] Ann, Hongue, *The Essential of English*............264
[18] Ann, Hongue, *The Essential of English*............266

Furthermore, editing within process writing is meaningful because the students can see the correction is not done for its own sake but as a part of the process of making communication as clear as possible.

Meanwhile, Mayben says that the writing process approach and the genre based approach to teach writing can be used as complement than opposition. [19] There is a need to build motivation and learning opportunities into the process of writing and to ensure the students that they understand and can work with the linguistic structures which are needed for specific genres.

E. The Important Elements in Writing

Every written text has different situation. It depends on several elements. There are three elements of affective writing; those are writing purpose (the writer reason for writing), the topic, and the audience.

A text of writing needs these three elements. Before planning to write, the writer should consider the purpose and audience. Then, the writer chooses topic in the planning stage. Those three components are:

1. Writing purpose

Every written text or essay must have a purpose, which has been defined clearly and communicated effectively. The purpose focuses on the

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[19] Janet Mayben, and Brindley, *Teaching Writing Process or Genre* (London : Routledge, 1994), 194.

meaning of the writing text. The purposes are related to the need, interests and expectations of the reader that should also be considered. The writers have their own ideas to be written in their writing. Those purposes are commonly considered as messages or information that the writers want the readers know. Writing without having a clear purpose is like life without destination. When the writers want to write, they have to decide what they want to accomplish before they start their writing.

There are many writing purposes. They are usually to inform and to persuade the readers. The purpose of informative writing is to present and explain ideas. The writers present fact in their ways without introducing practical point of view. The fact is most articles on newspaper except on the opinion and editorial, business proposals, books, and magazine articles with point of view.[20]

2. The topic

Choosing a topic or a theme for writing is an important initial step. Sometimes teachers have different topics in each meeting. Based on the topic, the learners determine things they wish to talk about and messages they wish to communicate. Sometimes the learners write their writing based on the topic. Through narrowing the general topic into certain topic

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[20] Rini Meganingtyas, *Descriptive Text in Think Pair Share Writing Technique to The First Grade Students of SMAN Driyorejo* (Undergraduate thesis Surabaya: UNESA. 2008) , 14.

sentences, the students will keep the text unified and control each paragraph well.

Topic helps the writer to stay focus on what they want to write. The general topic gives several coverage of information. There are two activities that should be done by the writers before they write. They are deciding a topic and choosing the title. The purposes of those activities are attracting readers to read, inquiring, knowing, and answering their curiosity about title. Finally, the readers will know what the content of written text about.

3. **The audience**

In writing process, the writer and audience are partners. The writers can communicate successfully when they know their audiences. The goal of writing process is the readers can follow the ideas. It means that it is important to know the audiences' characteristics because the writers can find the way to present their writing or convey the message easily. In addition, an audience is a group of readers who reads a particular piece of writing. As a writer, we should anticipate the needs or expectation of our audience in order to convey information or state a particular claim. Our audience might be our instructor, classmate, the president of an organization, the staff of a management company, etc.

F. The Assessment of Writing

Assessment is one of essential components in teaching learning process. [21] Generally, there are two basic approaches to assess student's writing ability; they are holistic scoring and analytic scoring.

Holistic scoring assesses overall competence of writing. In holistic scoring, the teacher reads the composition without marking anything. Then, the teacher rates the composition as a whole (holistically) and assigns single score within giving range for example 1- 4, 1- 6, and 1-10.

Analytical scoring separates various factors and skills. The teachers assess the students' composition based on some categories such as content, organization, vocabulary, language use, and mechanics. Those categories are the five components of effective writing. The weight of content is 13 to 30 points possible. The weight of organization is 7 to 20 points possible. The weight of vocabulary is 7 to 20 points possible. The weight of language use is 5 to 25 points possible. The weight of mechanics is 2 to 5 points possible. Finally, an analytic scoring can be used by the teachers and students to identify the strength and weakness of writing composition.[22]

This study uses analytic scoring. It is ESL Composition Profile which provided by Jacob as score guide in scoring students' writing. ESL Composition

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[21] H.D Brown *Language Assessment, Principles and Classroom Practices* (New York; Longman, 2004), 208.

[22] JM Reid, *English for Academic Purpose (EAP) and Integrated Skills Activities, Teaching ESL Writing* (USA: University of Wyoming, 1993), .235.

Profile has analytic approaches of assessing the writing of ESL students. It also can provide the learners a feedback about their writing. The feedback is used to capture its closer association with classroom language institution than formal writing.[23] In order to make the scoring guide more suitable with the condition of most students in Indonesia and the text that assessed, the researcher adapts ESL composition profile by Jacob, and narrative writing scoring guide of Pattonville Scholl district to assess students' writing

G. The Importance of Teaching Writing

The process of teaching a foreign language is complex one.[24] Learning a language is grammatical form. There are productive skills and receptive skills in learning language that we should master. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. In addition, receptive skills are the ability to understand listening and reading while productive skills involve speaking and writing.

Writing is a productive skill that must be taught in teaching and learning process. The real goal of language learning is communication. Teaching writing should give special attention to the development on writing ability. Both teachers and students should realize that the powerful role of writing ability is important

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[23] H.D Brown *Language Assessment, Principles and Classroom Practices* (New York ; Longman,2004) , 243.

[24] Ur Penny, *A course in language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), 10.

for their success in language learning. Writing is different from other skills. In language teaching process, writing is an effort to increase student's language ability.

Writing can offer more opportunities to learn English. It can offer students considerable opportunities to increase their vocabularies, refine their knowledge of the grammar, and develop their understanding of how things are best expressed and how well their message is understood.[25]

Learning to write foreign language is learning to put down at a greater speed than draw the conventional symbols of the writing symbols that represent the utterances that everyone has in mind. [26]

Writing is a tool to develop student's general abilities in English. There are some reasons for bringing writing into a more control position in class room because the aspects in writing include the use of vocabulary, structure of sentences, spelling, and punctuation. These aspects are very important to master in order to able to write well.

Teacher's role in teaching will affect student's progress in writing. Teacher should implement an interesting technique in teaching and learning process, so they steadily have great enthusiastic and creativity to write and throw away their boredom or nervous when they are writing. It means that teachers also should characterize everything that is used in teaching and learning process,

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[25] John Little Andrew, *Writing Student's Book* (Cambridge: Cambridge University Press, 1996), 10.

[26] Robert Lado, *Language Teaching* (Bombay: MC Grow-Hill Publishing, 1964), 143.

particularly in teaching writing both material and strategy. These two things should be practical, interesting, and creative.

H. The Definition of Jigsaw Technique

Jigsaw Technique is one kind of cooperative learning methods, which has been developed by Aronson in 1978. In this study, the material is divided into as many parts as group members. Each member learns one part and responsible for informing the materials to their teammates. The students are assigned chapters, short books, or other material to read, usually social studies, biographies, or other expository material.[27]

The overview of the technique can be described as follows:

1 1	2 2	3 3	4 4
1 1	2 2	3 3	4 4
Team 1	Team 2	Team 3	Team 4

1 2	1 2	1 2	1 2
3 4	3 4	3 4	3 4
Mixed Group A	Mixed Group B	Mixed Group C	Mixed Group D

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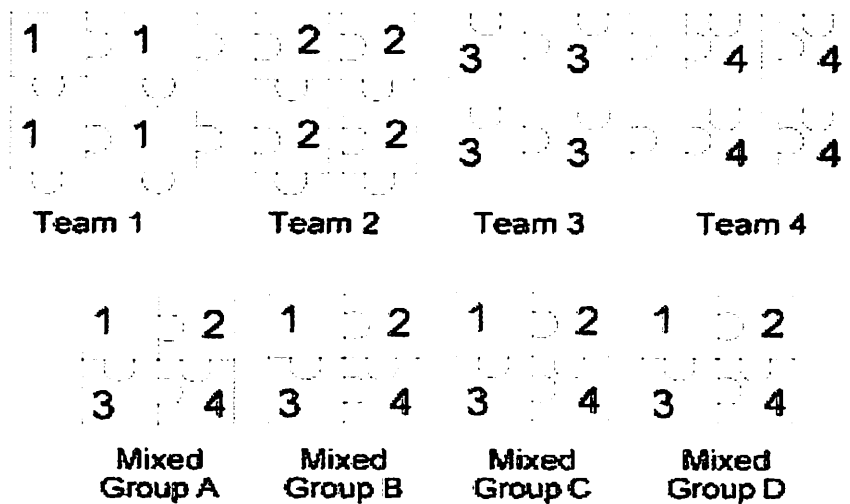
[27] Kagan, et al, *Cooperative Learning,* 6

Jigsaw technique can be modified based on the teaching and learning process. Kagan identifies some varieties of jigsaw technique, they are: jigsaw I, jigsaw II, jigsaw III. Jigsaw I is the original one. It assigns different materials to the students. While in Jigsaw II, it assigns different tasks based on the same material. Jigsaw III emphasizes on social skill activities, such as wrap up processing for the students.

I. The Benefits of Jigsaw Technique

Jigsaw technique has a lot of benefits for language learning. It has been adopted and adapted in many curriculum areas. It provides environment for the acquisition of language through relevant content, the development of academic skills through carefully structured reading and writing activities, and the exploration of relevant content through the use of purposeful talk in the classroom.

Jigsaw technique offers an interactive experience that supports communicative approach. The students in a group are dependent each other to gain information they need. The information is very important for them to learn a topic or complete a task. Each student studies the material in order to be able to tell others in their group about the main points and important details of their own information. Then, the groups work to complete the task together.

Jigsaw technique is considered as effective teaching and learning strategy because the students can share their understanding others. While in conventional

classroom, the students are the audience for the teacher. As a result, it makes the teaching and learning process boring.

Furthermore in jigsaw classroom, the students develop their presentation and questioning technique as the results of a strong motivation to make sure that everyone in their group gets all the information to complete or do the task.

In implementing jigsaw technique, picture series can be used as media. It is a series of three to nine pictures normally depicting logical or continuous actions, situations, thought or scenes in the forms of sketches or drawings. These pictures have same direction; Webster defines pictures as a likeness of person, scene, and object produced by drawing painting. In teaching writing, we can use the pictures to encourage students to write; particularly in writing narrative text. In selecting picture; there are five principles, namely; easy to prepare, easy to organize, interesting, meaningful and authentic and sufficient amount of language.[28]

Cross and Cypher say that there are some advantages of using picture series as follows[29]:

1. It can motivate the viewer because it presents a visualization which in turn stimulates the viewer to consider and discuss the content.

2. The pictures can represent an object, place and person.

3. It gives concrete evidence because in the process of study the pictures.

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[28] Andrew Wright, *Picture for language Learning* (England: Cambridge University Press, 2005), 3.

[29] AJ Cross, Cypher JF, *Audio Visual Education,* (New York: TY Crowell, 1981), 101.

4. Properly selected and adapted picture can help writers to understand and remember the content of verbal materials.

J.Genre

A genre is a type of writing that the use of it is recognized by the members of discourse community.[30]The genre of text is determined by the culture where the text is used. That is why, nowadays teaching methodology use a genre based approach. It helps students to understand how to produce effective and appropriate writing through the genre.[31]

K. Narrative Text

Narrative text is a kind of text that tells a story. There are some arguments are stated by some experts about narrative text. First, Alice says that narration is story writing; it is a kind of writing which report events chronologically.[32] Narrative is conversation or writing telling about action or human experience based on the sequence of time. Second, Keraf states that "Narrative is a story tells an action in the past clearly, so narrative tries to answer the question that had happened?"[33]

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[30] Jeremy Harmer, *How to Teach English*, (England: Longman), 1.
[31] Randy Rappen, *Genre Based Approach Content Writing Instruction* (Mac. Millan Heinemann : Oxford, 1995), 322.
[32] Alice Oshima, and Ann Hogue, *Introduction to Academic Writing* (New York: Longman, 1997), 2911.
[33] Gorys Keraf, *Argumentasi dan Narasi*, (Jakarta: PT Gramedia, 1987), 136.

Narrative text is different from recount text; it focuses on the highlight of complication in the sequence of events. On the other hand, recount text only focuses on the series of events. Narrative can become more complex if there are more than one complication included in the story.

In addition, the complication that is resolved usually carries a social message. Sometimes, the message can be quite obvious and obscure. The obscure message can cause the students from different cultures have difficulties find it difficult to see a point to the story. Meanwhile, the final purpose of curriculum is to develop their interpersonal relationship with others.

L. Generic Structure of Narrative Text

Narrative deals with problematic events which lead to crisis or turning points of some kinds of solution. Generic structures of narrative texts are described as follows:[34]

1) Orientation

It is the stage where the writer or narrator introduces to tell the character in the story, their names, and the place where they live, when, their ages, their condition, and their dream.

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[34] Depdiknas, *Pembelajaran Text Naratif* (Jakarta : Depdiknas, 2002), 3.

jigsaw technique be implemented. The researcher uses collaborative classroom action research. In obtaining the information concerning to the student's speaking competence, the data is from the result of observation checklist, questionnaire, and the student's score in every meeting. From the data, she concludes that jigsaw technique can improve the student's speaking competence in SMA HANG TUAH 2 SIDOARJO.

From all the studies above, the researcher intends to choose writing skill to implement jigsaw technique, but she implements it using picture series as the media in teaching writing narrative text. The researcher chooses VIII D of SMP BINA BANGSA SURABAYA as the object of this study, she gets the information from their English teacher that their vocabularies are quite good, but they have problems in writing, especially in writing narrative text. Therefore the researcher wants to conduct a study focuses on using jigsaw technique to increase the students' writing competence in VIII D class. The researcher uses some instruments, such as observation checklist, field note, assessment form for the student's writing results, tests and questionnaire.

CHAPTER III

RESEARCH METHODOLOGY

This chapter intends to describe seven important things dealing with the method used in this study. They are research design, subject, setting, research instrument, research procedure, data collection technique, and data analysis technique. Those components are discussed as follows:

A. Research Design

The research design of this study is classroom action research (CAR). In this study, the researcher collaborates with English teacher at the VIII D students of SMP BINA BANGSA SURABAYA. This study deals with the implementation of jigsaw technique in teaching writing narrative text.

In this study, the researcher acts as the teacher who teaches writing narrative text using jigsaw technique as strategy and picture series as the media in teaching learning process. The English teacher is the researcher's collaborator who acts as the observer who observes the teacher and students in the class. It deals with classroom setting and teaching strategy to find out the solution for classroom's problem in teaching writing.

The design of classroom action research used in this study shows a cyclical process which consists of four steps adapted from Kurt Lewin, as mentioned below:[1]

(1) Planning the action

(2) Implementing the action

(3) Observing the action

(4) Reflection

Considering the purpose of this study, the research design belongs to a descriptive methodology. The use of jigsaw technique in the classroom is described in the form of words rather than in numbers.

B. Subject of The Study

Subject of this study is the students of VIII D class in SMP Bina Bangsa Surabaya. The number of the students in the class is 33 students; they are 15 males and 18 females. The researcher chooses the students of VIII D after getting information from the teacher that the students' vocabularies are quite good, but they have difficulties in writing, especially in writing narrative text.

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[1] Iskandar, *Penelitian Tindakan Kelas*, (Ciputat: Gaung Persada, 2009), 28.

C. Setting of The Study

The data of this study are taken from second grade students of SMP BINA BANGSA SURABAYA, which is located on Jl. Siwalankerto Utara II/7. It is one of school which has not been implemented jigsaw technique yet.

D. Research Instruments

In collecting data, researcher uses some instruments involving observation checklist, field note, assessment forms, ESL composition profile, tests and questionnaire.

1. Observation Checklist

Observation checklist is used to gather all the information concerning the implementation of jigsaw technique, the teaching and learning process, the teacher's activity and the student's activity.

2. Field Note

Field Note is note which is made by the researcher or the collaborator who is conducting a research or observation toward the subject and object of classroom action research.[2] It is used to gather all the information concerning with the implementation of jigsaw technique, teaching and learning process, and classroom activities.

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[2] Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Jakarta: PT, Rajawali Press, 2001).,Edition 6 , 197.

3. ESL Composition Profile

The researcher uses ESL Composition Profile to know the student's writing ability after implementing the jigsaw technique. The study adapts the ESL composition profile and narrative writing score guide from Pattonville School District. It is used as consideration method to assess the writing of ESL students. It can provide learners with feedback about their writing. In other word, it can be used to diagnose writing strengths and weakness of ESL students.

The teacher categorizes every level of criterion on ESL composite profile to score the student's writing which involves: very good (100-90), good (89-72), fair (71-51), and poor (50-34).[3]

Table 1: The ESL Composition Profile

Aspect	Level	Criteria
Content	30-26	EXCELLENT TO VERY GOOD. ➤ The content of the story support the theme ➤ The content contains the original features and compelling character ➤ The content contains believable conflicts and a meaningful theme

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[3](http://mrbrainman.home.att.net/wp2.htm), accessed on April 15, 2011)

	26-22	GOOD TO AVERAGE. ➤ Most of the content supports the theme ➤ The content contains all or part of the elements of an effective story namely; plot, characters, and conflicts, though some may not be fully realized or developed.
	21-17	FAIR TO POOR. ➤ The content of the story namely; plot, characters and conflicts or theme are lack developed.
	16-13	VERY POOR. ➤ The content of the story namely; plot, characters, and conflicts or theme are not developed.
Organization	20-18	EXCELLENT TO VERY GOOD. ➤ The main ideas are organized well. ➤ The organization contains complete generic structure (orientation, complication, resolution, re-orientation (optional).
	17-14	GOOD TO AVERAGE. ➤ The main ideas are loosely organized.

	13-10	➢ The organization contains completes generic structure (orientation, complication, resolution, re-orientation (optional). FAIR TO POOR. ➢ The main ideas are confused and disconnected ➢ The organization contains some generic structure.
	9-7	VERY POOR. ➢ The main ideas are confused and disconnected. ➢ The organization does not contain generic structure
Vocabulary	20-18	EXCELLENT TO VERY GOOD. ➢ Use appropriate language features (Nouns, pronouns, noun phrase, time connectives, conjunctions, adverb, adverbial phrase, actions verb and saying verbs). ➢ Use effective words/idiom/phrase form, choice, and usage. ➢ The meaning is understandable.

	17-14	GOOD TO AVERAGE.
		➢ Use appropriate language features (Nouns, pronouns, noun phrase, time connectives conjunctions, adverb, adverbial phrase, actions verb and saying verbs).
		➢ Contains occasional errors of words/idiom/phrase form, choice, and usage.
		➢ The meaning is understandable.
	13-10	FAIR TO POOR.
		➢ Use inappropriate language features (Nouns, pronouns, noun phrase, time connectives, conjunctions, adverb, adverbial phrase, actions verb and saying verbs).
		➢ Frequent errors of words/idiom/phrase form, *choice, and usage often confuse the reader.*
	9-7	VERY POOR.
		➢ Use inappropriate language features (Nouns, pronouns, noun phrase, time connectives, conjunctions, adverb, adverbial phrase, actions verb and saying verbs).
		➢ The vocabulary is limited.

		➤ The words/idiom/phrase form, choice, and usage confuse the reader particularly in translation.
Language Use	25-22	EXCELLENT TO VERY GOOD. ➤ Use appropriate language features (Nouns, pronouns, noun phrase, time connectives, conjunctions, adverb, adverbial phrase, actions verb and saying verbs). ➤ Show excellent ability in using grammar correctly.
	21-18	GOOD TO AVERAGE. ➤ Use appropriate language features (Nouns, pronouns, noun phrase, time connectives, conjunctions, adverb, adverbial phrase, actions verb and saying verbs). ➤ Show good ability in using grammar correctly.
	17-11	FAIR TO POOR. ➤ Use inappropriate language features (Nouns, pronouns, noun phrase, time connectives, conjunctions, adverb, adverbial phrase,

		actions verb and saying verbs). ➤ Show average ability in using grammar correctly. ➤ The amount of errors that made affects the readability of the story.
	10-5	VERY POOR. ➤ Use inappropriate language features (Nouns, pronouns, noun phrase, time connectives, conjunctions, adverb and adverbial phrase, actions verb and saying verbs). ➤ Show little ability in using grammar correctly.
Mechanics	5	EXCELLENT TO VERY GOOD. ➤ Demonstrates mastery of conventions namely spelling, punctuation, capitalization, but meaning not obscured.
	4	GOOD TO AVERAGE. ➤ Demonstrate occasional errors of spelling, punctuation, capitalization, but meaning not obscured.
	3	FAIR TO POOR.

	2	➢ Use general writing conventions.
		➢ Frequent errors of spelling, punctuation, capitalization, but meaning not obscured.
		VERY POOR.
		➢ No mastery of conventions.
		➢ There are errors of spelling, punctuation, and capitalization.

Adapted from Jacob (1981) in Reid (1993: 236) and the narrative scoring guide of Pattonville School District.

4. Assessment form of the student's writing result

The assessment form of the student's writing result is used to show the student's ability in writing. The scores are measured by ESL composition profile.

5. Set of tests

A test can be defined as a method of measuring an individual's ability, skill, or knowledge in some areas.[4] This instrument is used to see the students' achievement after the implementation of action. In this study, the researcher conducts two types of test. They are pre test in the first meeting and two tests are conducted at the end of each cycle as post test.

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[4] Renzo Titone and Marcel Danesi, *Applied Psycholinguistics: An Introduction the Psychology of Language Learning and Teaching*, (Toronto: University of Toronto Press, 1985), 154.

The researcher conducts pre test in the first meeting to know the students' competence in writing narrative text before implementing jigsaw technique. Next, the researcher as the teacher conducts a post test both in first and second cycle. The type of test is chosen under the objective that the students can develop their ideas to write a logical narrative text.

6. **Questionnaire**

Questionnaire is an instrument that contains some written questions including attitudes, opinion, preference, and information.[5]

The researcher uses questionnaire to gather all the information to find out what students exactly felt after implementing jigsaw technique .The researcher gives questionnaire to the students at the last meeting. The questionnaire is 20 questions .Questionnaire also is used to know the student's response of the implementation of jigsaw technique in teaching narrative writing. It is expected that through the questionnaire is multiple choice. It makes the students easier to state their responses.

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[5] Richard I. Arends, *Learning to Teach: Belajar untuk Mengajar*, (Yogyakarta: Pustaka Pelajar, 2008), Edition 7, 217.

E. Research Procedure

In this study, the writer does some procedures such as; preliminary study, planning, acting, observing, and reflection.[6] The procedures of the research can be described as follows:

1. Preliminary Study

A preliminary study is carried out to get information about the model of teaching and learning English at SMP Bina Bangsa Surabaya. First preliminary study is held on 5 th May, 2011. The researcher meets the headmaster of SMP BINA BANGSA SURABAYA to talk about the plan research in that school. In the second preliminary study, it is held on 7 th May, 2011. The researcher meets the English teacher to do interview and does the direct observation in teaching and learning process of writing class. The analysis is carried out. From the analysis, the researcher finds out the students' writing competences. The data which obtained from the analysis are used to set up an action plan.

In this research, there are four basic components applied, those are planning, acting, observing, and reflecting. From those components are formed a cycle. The cycle of research cannot be stopped if there is no satisfaction result to answer research questions. From the statement above; the satisfactory result of this study is based on the minimum standard of mastery

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[6] Suharsimi Arikunto *Prosedur Penelitian* (Jakarta: Rineka Cipta: 2006), Edition 13, 92.

(KKM) of the school, which namely 75. The model of classroom action research used in this study adapted from Dr. Iskandar M.pd. [7]

Table 2: The Model of Classroom Action Research

1st Cycle	1.Planning the Action	Preparing lesson plan, instructional material and media, some instruments, and criteria of success.
	2.Implementing the action	Applying first implementation based on lesson plan
	3.Observing the action	Conducting observation and assessing the result of implementation
	4. Reflection	Evaluating first implementation and learning result and revising first implementation based on the evaluation result
2nd Cycle	1. Planning the Action	Identifying problem, determining problem solving and developing second implementation
	2.Implementing the action	Applying second implementation
	3. Observing the action	Data collection of second implementation
	4. Reflection	Evaluating second implementation
	The next cycles	
	Conclusion, suggestion, recommendation	

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[7] Iskandar, *Penelitian Tindakan Kelas*, (Ciputat: Gaung Persada, 2009), 70.

The explanations from the table above are described as follows:

2. Planning

In relation to the application of action research, the researcher makes a prior preparation to the implementation of jigsaw technique based on preliminary study. In this case, the researcher prepares a suitable model of jigsaw technique, design a lesson plan; prepare instructional material and media, criteria of success, and test.

This study is conducted for three meetings. The researcher is not implemented jigsaw technique in the first meeting, because it is used for pre test. It means that the researcher teaches the students writing without using jigsaw technique. The researcher implements jigsaw technique for the next two meetings as stated in lesson plan. The design of CAR (classroom action research) consists of four steps namely planning, implementing the action, observing and reflecting. The researcher does two steps. First, the researcher does preliminary study in teaching writing at VIII D class of SMP BINA BANGSA SURABAYA. Second, the researcher does some steps of classroom action research namely; planning, action, observing, and reflection.

In classroom action research, the researcher and her collaborator (The English teacher) make a preparation to be implemented based on the result of preliminary study. At this stage, both of them prepare a suitable model of lesson plan, instructional material, media and the instruments that are used in teaching.

a. Lesson plan

In conducting the research, the researcher makes lesson plan for the activities. There are three different lesson plans, they are: First lesson plan is used for first meeting or pre test (see appendix 1). Second lesson plan is used for second meeting or first cycle (see appendix 2). The last is lesson plan used in last meeting or second cycle (see appendix 3). In every lesson plan there are three steps of writing activity namely; pre, whilst, and post teaching.

b. Instructional Material and Media

In the research, both the researcher and her collaborative English teacher prepare the instructional material and media which are suitable for writing class. Both materials and media are taken from textbook, news paper, internet or other sources. Those materials or media should be interesting and able to support teaching and learning process.

c. The Criteria of Success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. It also used to see whether the implementation of jigsaw technique in the teaching of writing success or fails. The criterion used in this research to measure the success of the action is:

1) 75 percent of the students got writing score is greater or equal to the minimum standard of mastery (KKM) score namely 75.

d. The Instruments

In this study, the researcher uses some instruments to collect the data. The first is observation checklist (see appendix 4 and 5). It is used to gather all the information concerning the implementation of jigsaw technique and the activities in the classroom. The second instrument is field note (see appendix 6 and 7). It is used to gather all the information concerning the implementation of jigsaw technique. All the activities should be noted during teaching and learning process.

The third is test. A test can be defined as a method to measure individual's ability, skill, or knowledge in some areas.[8] It is used to see the students' achievement after the implementation of action. In this study, the researcher conducts two types of test. The first test is pre test. Second is two tests are conducted at the end of each cycle as post test. The researcher uses picture series as materials to write narrative text in each of tests (see appendix 10, 11 and 12).

The fourth is ESL Composition Profile (see appendix 9). It is used to know the student's writing ability after implementing jigsaw technique. The study adapts the ESL composition profile and narrative writing score guide from Pattonville School District as score guide. The fifth is the assessment form of the student's writing result. It is used to show the student's ability in

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[8] Renzo Titone and Marcel Danesi, *Applied Psycholinguistics: An Introduction the Psychology of Language Learning and Teaching,* (Toronto: University of Toronto Press, 1985), 154.

writing in the classroom. The scores of the student are measured using ESL composition profiles which have been discussed by the researcher (see appendix 16 and 17).

The sixth is Questionnaire. It is used to gather all the information of what students exactly felt after implementing of jigsaw technique, and it is given at the last meeting (see appendix 8). It is expected that through the questionnaire, the students can give their response honestly. The details questions of the questionnaire as described below:

Table 3: The Details Questions in the Questionnaire

NO	Indicator	Number
1.	Teachers' strategies and role in teaching writing narrative text	1, 4,5, 6
2.	Students' responses toward the implementation of jigsaw technique in the class	2,3, 9,10,11,12,13
3.	Students' responses toward the use of picture series as media while jigsaw technique is implementing in the class	14,15,16,17,18,19
4.	Students' role when they are in either home or expert group discussion	7,8

3. Acting

After making the plan, the researcher implements the jigsaw technique to the VIII D students of SMP BINA BANGSA SURABAYA. The researcher implements jigsaw technique in teaching writing narrative text.

4. Observing

Observation is done to identify classroom activities during teaching and learning process. It is done while the action is being implemented. Observation checklist and field note help collaborator do observation. The result of the observation can be used as input for the next meeting. Observation is done either in first or second cycle. The researcher gives the tasks as post test in teaching learning process. The tasks are writing narrative text based on picture series that they have discussed. The students do the tasks individually.

5. Reflecting Stage

Reflection includes analysis and feedback. The result of reflection can be used as input for the next cycle.

F. Data Collection Technique

In this study, the researcher collects the data through observation checklist, field note, students' writing result which is scored by ESL composition profile, tests and questionnaire.

The first is observation. It is an evaluation by observing to the objects directly accurately and systematically. This observation is about the situation of teaching and learning process when the teacher implements jigsaw technique in teaching writing. This activity is completed by giving thick sign (V) to the observation checklist and making note to the objects which were observed. In this technique (observation) the researcher made form of observation and then gave checklist to every item.

The collaborator observes about the situation in the classroom (the teacher and the student's activities in the classroom) and the material used in the jigsaw technique. The form of observation may comprise whether student can give to teacher's explanation or not. The form of observation to the material comprised whether the materials are interesting or not etc.

The second step to collect the data is analyzing questionnaire. The questionnaires are some questions which are used to get opinion of the students about the implementation jigsaw technique.

The students answer the question based on what they get after the teacher applies the jigsaw technique in teaching writing. Questionnaire can be open and close question. It can be open if the students are given freedom to answer based on what they belief. It can be close if the answer is prepared.[9]

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[9] Burhan Nurgiyanto, *Penilaian dalam Pengajaran Bahasa dan Sastra* (Yogyakarta : PT BFE.2001), 57.

G. Data Analysis Technique

In data analysis the researcher analyzes the result of teaching and learning process which using jigsaw technique. The data are gotten in two cycles.

There are some kinds of data that must be analyzed. First, the data concerning with the result of students' activity in the classroom. In this research, the researcher analyzes the data from observation checklist to the student in teaching learning process during two cycles. The observation checklist is needed to know whether the implementation is good or not. It could be known from the students' performance in teaching learning process when the teacher implemented jigsaw technique.

Second, the data concerning with the result of teachers' activities during the teaching and learning process. In this research, the researcher also analyzes the data from field note from the teacher in teaching learning process during two cycles.

Third, the data concerning with the students' response during the teaching and learning process. In this research, the researcher collects the data using questionnaire in teaching learning process. The questionnaire is needed to know the students' response toward the process of teaching learning using jigsaw technique. Then the results of questionnaire are analyzed by using presentation technique:

$$P = \frac{f}{N} \times 100\,\%$$

Note :

P   : Total Score (Percentage)

ƒ   : Total of the student's responses

N   : Total of all students VIII D

The fourth, the data concerning with the result of student's score after the students finish study in every cycle. The researcher analyzes it to know the mean of score and successes of students in every cycle. There are two cycles, so the teacher gives two post tests. The results of the tests are collected and sum. Between first and second cycle can be counted from the averages of the scores. The pattern is[10]:

$$M = \frac{\Sigma fx}{N} \times 100\,\%$$

Note :

M   : Mean of score.

Σƒx   : Total of whole student's score of writing .

N   : Total of all students VIII D..

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[10] J. B. Heaton, *Writing English Language Tests*, (New York : Longman, 1975), 176.

The researcher analyzes the students' score by counting the number of students who get the score 75, up and under 75 to know the success of this study. The criterion of success in this study is 75 percent of the students got writing score is greater or equal to the minimum standard of mastery (KKM) score namely 75. The pattern is[11]:

$$P = \frac{f}{N} \times 100\,\%$$

Note :

P   : Percentage

$f1$: Total of the students were able to mastery the lesson

$f2$: Total of the students were not able to mastery the lesson

N   : Total of all students VIII D

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[11] Sudjana, *Evaluasi Hasil Belajar*. (Bandung : Pustaka martina, 1988), 131.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter mainly discusses the findings of the research and the interpretations of the data to answer research questions.

To answer research question number 1, the writer needs to describe the teaching and learning process of using jigsaw technique. The data are from observation checklist and field note. The process includes teacher's activities, student's activities and materials used in teaching.

In answering research question number 2, the writer needs to measure students' score in writing narrative text before and after using jigsaw technique. In this study, the researcher conducted two types of test. The first was pre test in the first meeting. The second was post test in the second and third meetings. The tests were conducted at the end of each cycle as post test. It was about writing narrative text based on the picture series used as media in the implementation of jigsaw technique. The writer analyzed students' score of these tests based on ESL Composition Profile.

The description of students' responses toward jigsaw technique helps to answer research question number 3. The responses could be described based on the result of the questionnaire which was given in the last meeting. The data were described using percentage.

A. THE GLANCE DESCRIPTION OF RESEARCH OBJECT

1. The Profile of SMP BINA BANGSA Surabaya

SMP Bina Bangsa Surabaya is located on Jl. Siwalankerto Utara II/7 Surabaya. The location of the school is not so far from the main road. This school is accessed easily by all citizens around Surabaya.

SMP Bina Bangsa Surabaya was built in 1975. For the first year, this school had no specific place for teaching and learning activities. At that time, Suyatno who was the key figure of society gave land which was located on Jl. Siwalankerto Utara II/7.

The first headmaster of SMP Bina Bangsa Surabaya was Nur Ali, the second was Karba'i and the third was Suyatno, the fourth was Saifudin Alim and the last was Drs Ahmad Muji up to now.[1]

The vision of the school is to create smart, talent, and independent students. This school has four missions. First, give students religious knowledge as guide in their life. Second, help students to develop their talent. Third, increase students' belief to Alloh SWT. Fourth, guide students to have good attitude and moral.

All students of SMP Bina Bangsa Surabaya are considered as selected students who have many achievements. They often win some competitions.

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[1] Interview to teacher Sofwan Hasan as *vice of headmaster* at SMP Bina Bangsa Surabaya

All the teachers of SMP Bina Bangsa Surabaya are very competent in their fields. Not only teachers but also staffs in school have top priority to be discipline and responsible in performing their duties.

B. DATA PRESENTATION AND DATA ANALYSIS

1. Data Presentation

The research findings contained the data collected during the research. The data were from the instruments of the research. Observation checklists and the field notes were used to collect the data about the classroom activities. The questionnaire was used to collect the data about students' responses toward the implementation of jigsaw technique. The criterion of success of this study was 75 % of students who got writing score more or equal 75.

In this study, jigsaw technique conducted in two meetings, namely; two cycles in the second and third meetings, but it was not in first meeting because it was for pre test. The descriptions of teaching and learning process in first meeting used as pre test described below:

a. The First Meeting (Pre Test)

In the first meeting, the researcher as (English teacher) did not use jigsaw technique. The teacher used discussion technique in teaching writing narrative text. The material was about picture of Jack and Bean Stalk since the topic had been taught. Pre test was about writing narrative text based on picture given. It was done after they discussed it.

We could found that there were 16 students who got score under the minimum standard of mastery (KKM) in the school namely 75. In this study, students who got score under the minimum standard, they considered as unsuccessful students. On the contrary, there were 17 students who could achieve the minimum standard of mastery. They considered as the successful students. (See appendix 20). From the students' score of pre test we could assumed that the students' writing competence in narrative text still low. In fact, it was problems as stated in chapter I. This study focused jigsaw technique to increase students' score in writing narrative text.

As stated in chapter III, the researcher conducted this study for two cycles. First cycle was in second meeting, while second cycle was in last meeting.

b. The Implementation of Jigsaw Technique in First Cycle

1) Planning Stage

The researcher and English teacher planned, discussed, and prepared everything that needed to do an action after indentifying the problems. The steps in this stage as described below:

First, revision of previous lesson plan is implemented in the first cycle involving jigsaw technique.

Second, the researcher prepared instruments and materials. The instruments were observation checklist and field note form used in

acting and observing stage. The material was picture series used in implementing jigsaw technique.

Third, the researcher would teach writing narrative text based on the revision of lesson plan.

The last, the researcher taught writing narrative text using jigsaw technique.

2) Acting Stage

The classroom activities were held on 16 th May 2011 for about 90 minutes. Teacher taught narrative text using jigsaw technique. Teacher did all procedures of jigsaw technique. The detail actions of this stage could be seen in appendix 18.

3) Observing Stage

Observation was done using observation checklist and field note, the result of observation checklist and field note can be seen in appendix 4, 5, 6 and 7. This observation was useful to collect the data concerning on jigsaw technique implementation in teaching writing narrative text.

In observing, group works' discussions were monitored to know their writing during the process of discussion. Students were interested in picture series of Cinderella as the topic. It made students became more active to explore and share their ideas to their friends

either in home or expert groups. The topic about Cinderella seemed to be useful to engage students in the activity because they were familiar with its story or topic. From the observation, it was proved that they were involved actively in every activity. It was also proved from students' score.

The students asked and helped each other when they got difficulties. There were only few students who still felt that they were difficult to develop their idea and most of them made some errors in punctuation and spelling.

The teacher explained effectively in developing ideas by enriching their knowledge about the story. The students could succeed in teaching and learning if they understood picture series and paid attention to their friends when they were in discussion section both in home and expert group. That was the key of jigsaw technique.

4) Reflecting Stage

Based on the result of observation, the researcher and collaborator considered that the students' problems were laid on punctuation and spelling, but they felt that the topic was interesting. The teacher thought the topic was interesting. As a result, teacher wanted to use another fairy tale, namely Snow White in second cycle. English teacher as collaborator agreed and supported researcher.

In addition, researcher should remind students to be more active in exploring their ideas and be careful with their mechanics.

The implementation of first cycle was rather success. It could be known from students' score in first cycle in appendix 20 was better than in pre test (See appendix 19).

There were 9 students who got score under the minimum standard of mastery (KKM), namely 75; the detail information about the list of students who got score under KKM could be seen in appendix 20. They considered as unsuccessful students. On the other hand, there were 24 students who got score up to the minimum standard of mastery (KKM). They considered as successful students. The number of students who did not succeed decreased from 16 to 9 students in first cycle. It decreased 5 students who did not succeed in pre test (see appendix 20).

The number of students who succeed increased from 17 up to 24 students. There were 7 students who succeed in first cycle than in pre test. There were significant improvements of students' writing competence in first cycle compare to students' writing competence in pre test.

The researcher analyzed students' score to know whether the study in first cycle achieved the criterion of success or not.

From the table above, we knew that the percentage of students who success in first cycle was only 72, 8 % while the satisfying result of this study was 75 % of the students got writing score is greater or equal to 75. As a result the researcher conducted second cycle to achieve the satisfying result of this study.

c. **The Implementation of Jigsaw Technique in Second Cycle**

1) Planning Stage

In this stage, the researcher used reflection of the first cycle as a guideline to prepare lesson plan for second cycle. First, the teacher reviewed previous lesson plan and evaluated the students the students' writing result. Second, the researcher prepared picture series of snow white as new topic. Third, teacher would teach narrative text based on lesson plan made before.

2) Acting Stage

Classroom activities were held on 19 [th] May 2011 for about 90 minutes. It started from 06.45-08.15 am. Teacher implemented jigsaw technique in this stage. The researcher described the details action in this stage clearly (see appendix 21).

3) Observing Stage

In this stage, Mr. Riyadi Maryanto as collaborative teacher observed classroom activities which using jigsaw like in the first cycle

by using observation checklist and field notes. He ticked the observation checklist in term yes, and no. He also noted down some aspects of the teaching and learning process which had not been covered yet in the observation checklist by using field note form.

The collaborator and teacher came to each home group to look at their writing and monitored discussion process. The students were interested in picture series of snow white as the topic. Snow white was a popular narrative story. The students were more active to express their ideas and were interested to share and discuss the topic to their friends since they knew the story well. The collaborator saw the students really expressed and told their ideas and thought with their friends in home groups. The students writing result was better than in the first cycle.

4) Reflecting Stage

Based on the result of observation, the researcher and collaborator knew the result of implementing jigsaw technique was good. Researcher checked the students' score of writing before and after using jigsaw technique.

She found that there was significant improvement in students' score in writing narrative text. She also compared students' scores in

pre test, first and second cycle. From students' scores of second cycle, there were two students who did not succeed (see appendix 22).

From students' score, most of students succeed in second cycle although two students did not succeed. Then, the researcher analyzed students' score to know whether the study in second cycle achieved the criterion of success or not.

The pattern to measure the percentage of students who are successful and unsuccessful in second cycle was stated in chapter III.

The percentage of students who are successful in second cycle was:

$$P = \frac{31}{33} X\ 100\ \% = 94\ \%$$

The percentage of students who are unsuccessful in second cycle was:

$$P = \frac{2}{33}\ X\ 100\ \% = 6\ \%$$

Table 5: The Recapitulation of The Result in Second Cycle

No	Description	The result of 2 nd cycle
1.	The mean of score in second cycle	85, 2
2.	The number of students who are successful	31
3.	The number of students who unsuccessful	2

4.	The percentage of students who are success	94 %
5.	The percentage of students who are unsuccessful	6 %

From table above, we could know that the percentage of students who successful was 94 %. It achieved the satisfying result of this study namely 75 % of the students got writing score is greater or equal to 75. As a result, it could be concluded that using jigsaw technique was success to increase VIII D students' writing competence in narrative text.

2. Data Analysis

a. The Result of Observation Checklist and Field Notes

When the teacher implemented jigsaw in the classroom, the observer monitored the teaching and learning activities by making notes on some important discussion in the reflection stage. The result of the field notes was useful to add some information that might not be covered by the items in the observation checklist. In the reflection stage, the result of the field notes was considered for the next cycle of the research. The result of field note could be seen in appendix 6 and 7 while the result of observation checklist could be seen in appendix 4 and 5.

b. Students' Score

Students' score were gotten from three times tests. First, from pre test in first meeting, second from post test in first cycle, and the last from post test in second cycle. Those scores were the scores of the students' writing competence in narrative text. It was presented in table below:

Table 6: Comparisons of Pre Test, 1 st and 2 nd Cycle Scores

NO	NIS	NAMES OF STUDENTS	Pre Test	1st Cycle	2nd Cycle
1.	4714	ADITYA PRISMA	75	80	84
2.	4715	AGUINARDI LUKIWA	79	80	85
3.	4719	AHMAD FAHRIZAL	68	70	81
4.	4721	ALI ZAINAL ABIDIN	76	80	96
5.	4744	AYUNAVA RATU	68	70	85
6.	4754	DEWI	75	80	85
7.	4755	DEWI MEGAWATI	75	80	85
8.	4758	DIAH EKANTHI PRANA	75	80	88
9.	4762	DONI ARDI	72	75	80
10.	4764	DWI LASTYAH RINI	69	70	92
11.	4771	EDO DWI PRASETYO	72	75	80
12.	4774	EKA WAHYUNING	67	72	81

13.	4786	FEBRIANA TIKA	75	80	95
14.	4788	FERNALDI ANGGADA	63	73	85
15.	4799	GUSTI AYU YASINTHA	75	80	85
16.	4804	HENDI PRADUA PUTRA	64	73	75
17.	4808	IKA SURYA NINGARUM	75	80	85
18.	4812	IMROATUR ROSYIDAH	75	80	85
19.	4814	INDAH SETIOWATI	75	80	91
20.	4816	INTAN WIDYANINGSIH	66	75	95
21.	4821	KHUSNUL KHOTIMAH	75	80	92
22.	4823	KRIS WIDYA .W	68	75	85
23.	4831	MARDILA SANTICA	75	80	95
24.	4838	MAIVI CAHYANTI	75	80	96
25.	4846	M. YASER ABDILLAH	61	70	70
26.	4858	M. NAJIB LUQMAN	60	70	75
27.	4859	M. NUR RAMADHANI	75	85	90
28.	4890	SABIT ALNI DIYANJALI	61	75	80
29.	4900	SIGIT JAYA PERMANA	75	75	80
30.	4915	WAHYU BUDI	75	75	80
31.	4917	WHENY RISFATUL.H	75	80	91
32.	4923	YULI DWI SETYAWAN	75	85	90
33.	4929	ZULFIKAR NUR	66	70	70

	Mean	**73, 6**	**79,2**	**85, 2**
	Max Score	**79**	**85**	**96**
	Min Score	**60**	**70**	**70**

From the table above, we could know that the students were able to accomplish their narrative writing from pre test up to second cycle because their writing score improved in every cycle. Their average score also improved from 73, 6 in pre test up to 85, 2 in second cycles.

It could found that most students' scores in second cycle had met the minimum standard of mastery (KKM) which set as the criterion of success in this study although there were two students who got score under 75.

c. **The Result of Questionnaire**

To know about the students' responses, the researcher gave questionnaire to the students and analyzed it. In the questionnaire, the researcher used 20 questions. Below were the results of questionnaire which was given to the students in the last meeting.

To make them clear, the researcher analyzed every number of the question one by one. To measure about the students' responses, the researcher used pattern:

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

Note :

P : Total Score (percentage)

f : Total of the students' response

N : Total of all students VIII D

The detail questions in questionnaire could be seen in appendix 8. The results of questionnaire were presented below:

Table 7: The teacher's strategies in teaching writing narrative text are easy to be understood by the students. The results are:

NO	Criteria	Total
1.	Sangat Setuju	36,4 %
2.	Setuju	60,6 %
3.	Tidak Setuju	3 %
4.	Sangat Tidak Setuju	0 %

Table 8: The students understand the materials that were explained by the teacher about the implementation of jigsaw technique in the teaching and learning process. The results are:

NO	Criteria	Total
1.	Sangat Setuju	30, 4%
2.	Setuju	66,6 %
3.	Tidak Setuju	3 %
4.	Sangat Tidak Setuju	0 %

Table 9: The students understand the materials that the teacher explained how to make an outline. The results are:

NO	Criteria	Total
1.	Sangat Setuju	21, 3 %
2.	Setuju	69,7 %
3.	Tidak Setuju	9 %
4.	Sangat Tidak Setuju	0 %

Table 10: The teacher always explains more clearly when the students do

not understand the materials. The results are:

NO	Criteria	Total
1.	Sangat Setuju	27,3 %
2.	Setuju	69,7 %
3.	Tidak Setuju	3 %
4.	Sangat Tidak Setuju	0 %

Table 11: The teacher always motivates the students to be more active to

discuss in their expert groups. The results are:

NO	Criteria	Total
1.	Sangat Setuju	45,5 %
2.	Setuju	54,5 %
3.	Tidak Setuju	0 %
4.	Sangat Tidak Setuju	0 %

Table 12: The teacher always motivates the students to be more active to discuss in their home groups. The results are:

NO	Criteria	Total
1.	Sangat Setuju	24,2 %
2.	Setuju	72,8 %
3.	Tidak Setuju	0 %
4.	Sangat Tidak Setuju	3 %

Table 13: The students have to respect their groups in discussions either in expert or home groups. The results are:

NO	Criteria	Total
1.	Sangat Setuju	27,3 %
2.	Setuju	66,7 %
3.	Tidak Setuju	6 %
4.	Sangat Tidak Setuju	0 %

Table 14: The students want to help their friends when they get difficulties in discussing. The results are:

NO	Criteria	Total
1.	Sangat Setuju	21,2 %
2.	Setuju	78,8 %
3.	Tidak Setuju	0 %
4.	Sangat Tidak Setuju	0 %

Table 15: The students are interested to join the lesson about writing narrative text by using jigsaw technique. The results are:

NO	Criteria	Total
1.	Sangat Setuju	21,2%
2.	Setuju	63,7 %
3.	Tidak Setuju	12,1 %
4.	Sangat Tidak Setuju	3%

Table 16: The cooperative learning type jigsaw in English teaching and learning especially in narrative text is very interesting. The results are:

NO	Criteria	Total
1.	Sangat Setuju	24,2 %
2.	Setuju	60,6 %
3.	Tidak Setuju	15,2 %
4.	Sangat Tidak Setuju	0 %

Table 17: The cooperative learning type jigsaw helps the students to develop their ideas in writing narrative text. The results are:

NO	Criteria	Total
1.	Sangat Setuju	18,2 %
2.	Setuju	78,8 %
3.	Tidak Setuju	3 %
4.	Sangat Tidak Setuju	0 %

Table 18: The students' score in writing narrative text are better after the implementation of jigsaw technique compare to their score before. The results are:

NO	Criteria	Total
1.	Sangat Setuju	9,1%
2.	Setuju	78,8%
3.	Tidak Setuju	12,1%
4.	Sangat Tidak Setuju	0 %

Table 19: Jigsaw technique can increase the students' writing competence in writing narrative text. The results are:

NO	Criteria	Total
1.	Sangat Setuju	15,2%
2.	Setuju	78,8%
3.	Tidak Setuju	6 %
4.	Sangat Tidak Setuju	0 %

Table 20: The students understand picture series that were given by the teacher. The results are:

NO	Criteria	Total
1.	Sangat Setuju	15,2%
2.	Setuju	78,8%
3.	Tidak Setuju	6 %
4.	Sangat Tidak Setuju	0 %

Table 21: Picture series make the students interested to write narrative text. The results are:

NO	Criteria	Total
1.	Sangat Setuju	27,3%
2.	Setuju	63,7%
3.	Tidak Setuju	9%
4.	Sangat Tidak Setuju	0 %

Table 22: Story theme in picture series makes the students more interested to write narrative text. The results are:

NO	Criteria	Total
1.	Sangat Setuju	18,2%
2.	Setuju	69,7%
3.	Tidak Setuju	9 %
4.	Sangat Tidak Setuju	3 %

Table 23: Picture series as the media in teaching and learning process help the students in writing narrative text. The results are:

NO	Criteria	Total
1.	Sangat Setuju	18,2%
2.	Setuju	60,6%
3.	Tidak Setuju	21,2%
4.	Sangat Tidak Setuju	0 %

Table 24: Picture series as the media that are used in teaching and learning process can increase the students' competence in writing narrative text. The results are:

NO	Criteria	Total
1.	Sangat Setuju	18,2%
2.	Setuju	69,7%
3.	Tidak Setuju	12,1%
4.	Sangat Tidak Setuju	0 %

Table 25: The topics that are given in teaching and learning using jigsaw technique are interesting. The results are:

NO	Criteria	Total
1.	Sangat Setuju	27,3%
2.	Setuju	66,7%
3.	Tidak Setuju	6%
4.	Sangat Tidak Setuju	0 %

Table 26: Jigsaw technique needs to be implemented in the school. The results are:

NO	Criteria	Total
1.	Sangat Setuju	33,4%
2.	Setuju	60,6%
3.	Tidak Setuju	3 %
4.	Sangat Tidak Setuju	3 %

The researcher analyzed the result of questionnaire number by number. For question number 1, it could be known that: 97 % of students were easy to understand the teachers' strategies in teaching writing narrative text and 3 % of students were not.

For question number 2, it could be known that: 97 % of students understood the materials that were explained by the teacher about the implementation of jigsaw technique in the teaching and learning process, and 3 % of students did not understand.

For question number 3, it could be known that: 91 % of students understood the materials that were explained by the teacher about the ways to make an outline, and 9 % of students did not understand.

For question number 4, it could be known that 97 % of students agreed that their teacher explained more clearly if they did not understand the materials and 3% of students did not agree.

For question number 5, it could be known that: 100 % of students agreed that their teacher motivated them to be more active to discuss in their expert group.

For question number 6, it could be known that: 100 % of students agreed that their teacher motivated them to be more active to discuss in their home groups.

For question number 7, could be known that: 94 % of students were evaluable to help their in discussion and 6 % of students were not.

For question number 8, could be known that: 100 % of students wanted to help their friends when they got difficulties.

For question number 9, could be known that: 84, 9 % of students were interested to join the lesson about writing narrative text by using jigsaw technique and 15, 1 % of students were not.

For question number 10, could be known that: 84, 8 % of students agreed that the cooperative learning type jigsaw in English teaching and learning especially in narrative text was very easy and fun and 15, 2 % of students did not agree.

For question number 11, it could be known that 97 % of students agreed that the cooperative learning type jigsaw helped them to state their ideas in writing narrative text more easily, and 3% of students did not agree.

For question number 12, it could be known that 87, 9 % of students agreed that their scores in writing narrative text were better after the implementation of jigsaw technique compared the scores before and 12, 1 % of students did not agree.

For question number 13, it could be known that 94 % of students agreed that jigsaw technique could increase their writing competence in narrative text and 6 % of students did not agree.

For question number 14, it could be known that: 84, 9 % of students understood the picture series that were given by the teacher and 12, 1 % of students did not understand.

For question number 15, it could be known that: 91 % of students agreed that picture series made them were interested to write narrative text and 9 % of students did not agree.

For question number 16, it could be known that: 88 % of students agreed that the story theme in picture series made the students interested to write narrative text and 12 % of students did not agree.

For question number17, it could be known that: 78, 8 % of students agreed that picture series as the media in teaching and learning process helped the students in writing narrative text and 21, 2 % of students did not agree.

For question number 18, it could be known that: 87, 9 % of students agreed that picture series as the media that were used in teaching and learning process could increase the students' competence in writing narrative text and 12, 1 % of students did not agree.

For question number 19, it could be known that: 94 % of students agreed that the topics were given in teaching and learning using jigsaw technique was interesting and 6 % of students did not agree.

For question number 20, it could be known that: 94 % of students agreed that jigsaw technique need to be implemented in the school and 6 % of students did not agree.

C. DISSCUSSION

In this section, discussion divided into three parts, namely the implementation of jigsaw in teaching writing narrative text, the result of writing narrative text as post test after using jigsaw technique, and students' responses toward the implementation of jigsaw were gotten from questionnaire. The explanations of each discussion described as follows:

1. Jigsaw Implementation in First and Second Cycle

The researcher prepared and used observation checklist and field note form to collect data concerning the implementation of jigsaw technique. The collaborator as observer completed observation checklist and field note form when jigsaw technique was implemented both in first and second cycle.

a. First Cycle

The researcher implemented jigsaw technique during the research although it was considered as complicated technique. However both teacher and students could do the steps of jigsaw technique in teaching and learning process.

Learning using jigsaw started when teacher divided students into a group of eight based on their seats. It purposed to make home groups. Teacher gave picture series to students in home groups. Teacher asked students to pay attention on picture series for a minute. This activity aimed to give them a depiction about the story. It was suitable with the first steps

in writing process, namely pre, whilst and post writing. Seow stated that

teacher could gather many ways to generate ideas and gather information.2

Students who got the first picture moved to expert group 1. They

were asked to make informal outline. They asked to make representative

sentences based on situation of picture series. Hogue stated that an outline

could be formal and informal.3 An outline helped students to organize the

ideas and focused them on their purpose in writing.

After making an outline, the students came back to their home

group. They told each other what they got in expert group. They discussed

and shared information. They had developed the outline into writing

composition. Those activities were suitable with second and third basic

principle of cooperative learning. In addition, Lie stated jigsaw is one of

flexible cooperative learning.4   In the home group, students composed

their writing. They were asked to correct their writing before submitted it.

Furthermore in jigsaw classroom, the students developed their

presentation and questioning technique as the results of a strong

motivation to make sure that everyone in their group gets all information

to complete or do the task. As stated in chapter II that jigsaw technique

offers an interactive experience that supports communicative approach.

2 Seow A, *The Writing Process and Process Writing,* (MacMillan Heinemann : Oxford, 1995), 316.
3 Ann, Hogue, *The Essential of English,* (New York: Longman, 2003), 261.
4 Rusman, *Model – Model Pembelajaran, Mengembangkan Profesionalisme Guru,* (Jakarta: Rajawali Pers, 2001), 218.

Lie also stated that in cooperative learning type jigsaw, students worked in small heterogeneous group and got positive interdependence. It made students discussed and cooperated to complete the task together.

As a result, students' writing result was better than before teaching and learning using jigsaw technique in pre test.

b. Second Cycle

Learning using jigsaw started when students were divided into a group of eight based on their seats. Teacher distributed picture series of snow white to each home group. The teacher instructed to the students who got the same picture to move and gather to their expert group.

Group compositions were discussed and corrected like in the first cycle. Each student of each home group just needed to correct some errors in mechanics. Teacher asked students to presents their composition and discussed briefly like in first cycle. The researcher hoped it reduce the errors in mechanics that students made in the first cycle. Sixth, teacher asked students to rewrite the story using their own words individually. In post writing, teacher and students concluded lesson after students submitted their writing result. It was the task that considered as the post test to know and measure the students' writing competence in narrative text in second cycle.

The students were interested in picture series of snow white as the topic. Snow white was a popular narrative story. The students were more

active to express their ideas and were interested to share and discuss the topic to their friends since they knew the story well. The collaborator saw the students really expressed and told their ideas and thought with their friends in home groups. The students writing result was better than in the first cycle.

2. The Result of Writing Narrative Text as Post Test

The researcher analyzed the results of post test. In this analysis, the researcher presented the result of students' writing in narrative text in the form of percentage. This analysis purposed to know whether jigsaw can increase students' writing competence in narrative text after using jigsaw technique. This analysis was divided into two kinds, namely the achievement of minimum standard of mastery (criteria of success) and recapitulation of increasing score between first and second cycle. Students' score of every meeting can be completely seen in table 5.

a. The Criteria of Success

This study could be considered success if the results of post test in first and second cycle showed that 75 percent of the students got writing score is greater or equal to the minimum standard of mastery (KKM) score namely 75. The percentage of students who succeed in first cycle was 72, 8 %. It concluded that first cycle did not achieve the criterion of success. As a result, researcher conducted second cycle.

In this research, researcher considered second cycle was success because most of students had achieved the minimum standard of mastery that was 75. The percentage of students who succeed in second cycle was 94 %. The detail description of students who succeed in first and second cycle was described in graphic 1.

b. The Recapitulation of Student's Mean Score

Jigsaw technique implemented during the research. The result of implementing jigsaw technique was good. It could be proved by checking the students' score of writing before and after using jigsaw technique.

The students' score in second cycle was better than first cycle and pre test scores. The students' score improved well in every meeting. In addition, their average score increased in every meeting. In pre test (first meeting) was 73, 6 while the mean of score in first cycle (second meeting) was 79, 2 and the mean of score in second cycle (third meeting) was 85, 2.

The percentage of students who got score greater or equal 75 in second cycle was 94 % while the criterion of the success in this study was 75 % of students who got score 75. In conclusion, the goal of this research was achieved. Those detail description was described in graphic 1 and 2 below:

Graphic 1: The Percentage of Students Who Success
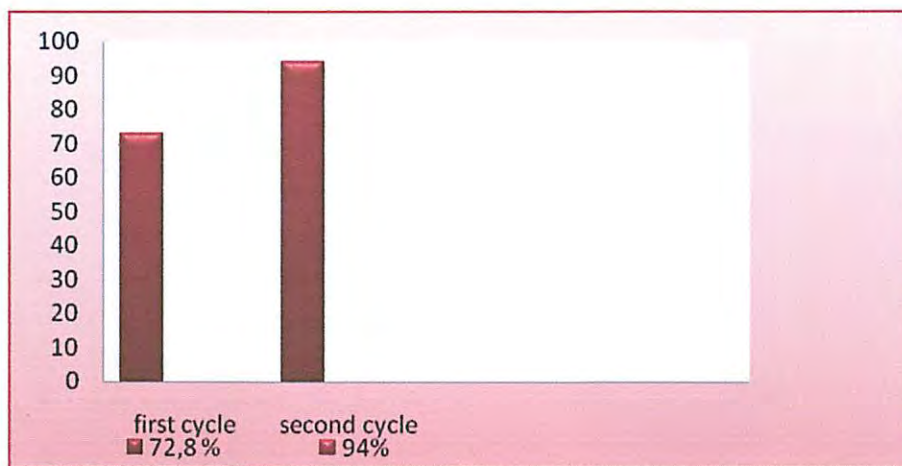
Graphic 2: The Mean of Students' Score
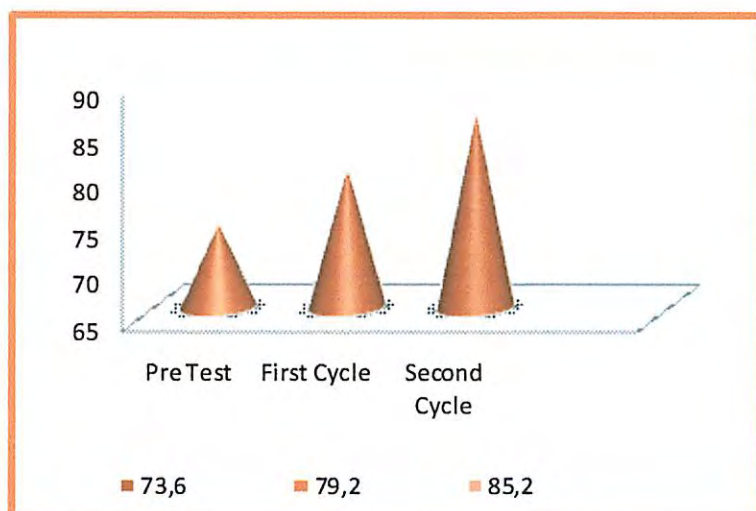
3. The Result of Questionnaire

We could analyze that VIII D class in SMP BINA BANGSA SURABAYA as an object of this study responded the implementation of jigsaw technique in their class well. In fact, they liked the implementation of jigsaw technique; therefore they were motivated to write narrative. In conclusion, students' response toward the implementation of jigsaw technique was good.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter mainly presents the conclusion and the suggestions which are derived from the research findings and discussion in the previous chapter.

A. Conclusions

Based on the findings and discussion in the chapter IV, the writer draws the conclusions as follows:

1. The implementation of jigsaw technique to teach writing in VIII D class at SMP Bina Bangsa Surabaya is good. It can be proved by seen the result of observation checklist and field note used in teaching and learning process. In addition, the teacher and students do all the procedures of jigsaw technique that is set up in lesson plan. First, teacher divides students into home and expert group. Second, students discuss picture series that is used as media and make an outline of narrative writing in expert group. Third, students share it to home group. The last, students write the whole narrative using their own words individually. It make students are easier to discuss and share information to their friends to home group. As a result, they increase their writing competence in narrative text.

2. Jigsaw technique can increase the second grade students writing competence in narrative text. It can be proved by seen the mean of students' writing score in every cycle. The mean of score in first cycle is 79, 2 and second cycle is 85, 2.

3. The students' response toward the implementation of jigsaw technique are good. The result of questionnaire shows that there are 94 % the students agree that jigsaw technique need to be implemented in the school and 6 % the students did not agree. In conclusion, the use of jigsaw technique to increase students' writing competence in narrative text is successful.

B. Suggestions

Based on the conclusion, the researcher suggests the following items:

1. For the teacher

   a. Process of teaching writing narrative text is not easy but it needs suitable learning model. Therefore, teacher should implement good learning model and media that are appropriate to student's grade.

   b. Applying jigsaw technique in teaching writing especially in writing a narrative text can be an alternative learning model. It can help to solve students' problem in writing and comprehending a narrative text well. Finally, the students' writing competence increase well.

c. The teacher should create fun situation and activity in the classroom. It means that it can stimulate students' interest during teaching and learning process particularly in teaching and learning of writing narrative text.

2. For the students

a. The students should learn English actively particularly in writing narrative text, because narrative text is not only learnt in Junior High School but also in High School.

b. The students should spend their more time for writing activity to make them accustomed in writing.

c. The students should never give up when they find something difficult especially in studying English; they have to be active to ask to their teacher.

3. For further researcher

The next researcher can improve the result of this research by doing further implementation of jigsaw technique not only in writing but also in other skills namely speaking, listening and reading.

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