

THE EFFECT OF JIGSAW TECHNIQUE ON STUDENTS' WRITING SKILL AT EEVENTH GRADE OF SMA NEGERI 5 PEMATANG SIANTAR

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Abstrak

Peneitian ini dilakukan untuk mengetahui ada atau tidaknya pengaruh teknik Jigsaw terhadap keterampilan menulis siswa dalam Teks Eksposisi Analitik di keas sebesar SMA Negeri 5 Pematang Siantar. Metodooigi peneitian yang digunakan dalam peneitian ini adalah peneitian eksperimen semu. Ada dua keas yang diambil sebagai sampe peneitian ini, yaitu keas XI IPS 2 sebagai keas eksperimen dan keas XI IPS 4 sebagai keas kontro. Nilai rata-rata keas eksperimen dari pre-test hingga post-test adalah 51,66 dan 72,22. Nilai rata-rata keas kontro dari pre-test hingga post-test adalah 54,44 dan 61,66. Peningkatan yang diperoeh keas eksperimen pada post-test sebesar 20,56 dan keas kontro yang memperoeh post-test sebesar 7,22. Jumlah simpangan baku pada keas eksperimen sebesar 2037,50 dan pada keas kontro sebesar 3271,88. Pengumpulan data dilakukan dengan meakukan pre-test dan post-test. Temuan peneitian menunjukkan bahwa terdapat pengaruh yang signifikan dengan menggunakan teknik Jigsaw terhadap keterampilan menulis siswa. Hal ini terlihat dari pengujian hipotesis menunjukkan bahwa nilai t-hitung (6,51) lebih tinggi dari nilai t-tabe (1,98) pada taraf signifikansi 5% dengan derajat kebebasan (df) sebesar 70. Hal ini berdasarkan nilai post-test pada kedua keas. Dapat disimpulkan bahwa terdapat perbedaan yang signifikan dalam keterampilan menulis antara siswa yang diajar dengan menggunakan teknik Jigsaw pada keterampilan menulis Siswa dalam Teks Eksposisi Analitik dan siswa yang diajar tanpa menggunakannya.

Kata kunci: Jigsaw; Teknik Mengajar; Keterampilan Menulis Siswa

Abstract

This research was carried out to find whether or not the effect of Jigsaw technique on students' writing skill in Analytical Exposition Text at eeventh grade of SMA Negeri 5 Pematang Siantar. The research methodoogy used in this research was a quasi-experimental research. There were two classes taken as the samples of this research, class XI IPS 2 as the experimental class and class XI IPS 4 as the contro class. The mean score in experimental class from pre-test to post-test was 51,66 and 72,22. The mean score in contro class from pre-test to post-test was 54,44 and 61,66. The improvement as the experimental class got in post-test was 20,56 and as the contro class got in post-test was 7,22. The sum of standard deviation in experimental class was 2037,50 and in contro class was 3271,88. The data were colected by administering pre-test and post-test. The research findings showed that there was significant effect by using Jigsaw technique on students' writing skill. It can be seen from the testing hypothesis, it showed that the t-test value (6,51) was higher than the t-table value (1,98) at leve of significance 5% with degree of freedom (df) was 70. This are by the score of post-test in both classes. The average post-test score in experimental class was 72,22 was higher than the average post-test score in contro class which was 51,66. It can be concluded that there is a significant difference in the writing skill between the students who are taught by using Jigsaw technique on Students' writing skill in Analytical Exposition Texts and those who are taught without using it.

Keywords: Jigsaw; Teachnique; Students' Writing Skill

INTRODUCTION

According to Cole and Feng (2015:4) writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing as more difficult than listening and reading. Furthermore, writing is the skill that most students are least proficient in when acquiring a new language (Alkaromi, 2022).

This research aimed to determine students' difficulties and the causes of students' difficulties in writing Analytical Exposition Texts at Eleventh grade of SMA Negeri 5 Pematang Siantar. This research uses quantitative method (Lubis, 2021). Writing is an ability. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way. The research finds the difficulty of students at Eleventh grade of SMA Negeri 5 Pematang Siantar, namely writing. Students do not understand how to write examples of Analytical Exposition Texts (Simaremare, 2022).

Lack of writing practice, lack of confidence, lack of interest in learning English, think badly that writing and learning English is difficult, lack of motivation, language problems, and poor learning media are psychological problems that cause students to have difficulty in writing of Analytical Exposition Texts (Urwati, Ernita, & Yahdi, 2019).

Based on the researcher's experience when conducting an internship program and observed a teacher when teaching at Eleventh grade of SMA Negeri 5 Pematang Siantar, there are still many students at Eleventh grade who get difficulty to share ideas to make texts. The achievement of the students in writing skill from SMA Negeri 5 Pematang Siantar is not yet fulfilling the minimum skill criteria or KKM score for English subject is 70. In the 2022 there are 44,5% of students that qualify from KKM and the minimum skill criteria score are 54,4% of them not yet optimally. In the 2021 there are 31,4% of students that qualify from KKM and the minimum skill criteria score are 69,6% of them. In the 2020 there are 43,65% of students that qualify from the KKM and the minimum skill criteria score are 56,35% of them (Megawati, Leksono, & Harwanto, 2021). Some of the problems in writing skill of: students do not have an interest in learning, students don't care about English lessons, and students don't know how to understand of grammar in Analytical Exposition Text. According to Richards and Schmidt, grammar is a part from the other aspects such as expression and texts, are periodically given to students with several parts of test or exercise. Students learn a number of structures or rules which is called the grammar (Kissi, Nat, & Armah, 2018). The structure in English language involves a number of grammatical rules including the Analytical Exposition Texts where students are expected to understand but unfortunately, they find it an uneasy thing to do. One of the examples is when they feel quite difficult in distinguishing the Analytical Exposition Texts. Analytical Exposition Texts is that the writer elaborates ideas about a certain issue (FITRI, 2022). The writer presents his or her own opinion about the issue and tries to persuade readers that his or her idea is important. The purpose of Analytical Exposition Texts is to persuade the reader to agree with the writer's opinion. And Analytical Exposition Texts using three generic structures, there are: Thesis (introduction), Arguments (body), and Reiteration (conclusion).

However, from these problems, the teacher chooses different technique to solve the problem of students who was weak in writing skill (Altinyelken & Le Mat, 2018). The technique chose by the teacher is a Jigsaw. After reading some theories teacher interest in using this technique in writing skill problems at Eleventh grade especially at SMA Negeri 5 Pematang Siantar, where this technique would attract the attention of students to be enthusiastic in learning and give attention to English lessons. With this technique, the researcher expects the students able to write the Analytical Exposition Texts well (Wexler et al., 2018).

Based on the explanation above, the researcher formulates the title of research namely “The Effect of Jigsaw Technique on Students’ Writing Skill at Eleventh grade of SMA Negeri 5 Pematang Siantar”.

METHOD

This researcher find students’ difficulties in studying Analytical Exposition Texts in writing, especially grammar. Based on the experience of researcher when conducting internship program in class eleventh of SMA Negeri 5 Pematang Siantar, there are students who had difficulty understanding the grammar of Analytical Exposition Texts. Researcher used quantitative methods based on a quasi-experimental research design (Stewart & Ivala, 2017). According to Ary, et al (2011), quasi-experimental research is similar to random experimental design because it involves manipulation of independent variables but is different because subjects are not randomly assigned to treatment groups. The samples of this research are two classes, namely the experimental class and the control class. Class XI IPS 2 is the experimental group whose learning used the Jigsaw technique and class XI IPS 4 is the control group whose learning used the Skimming technique. The experimental class is a group that receives treatment using group learning in teaching Analytical Exposition Texts. Meanwhile, the control class is the class that receives treatment using the skimming technique teaching method. The quasi-experimental research design will be divided into two main categories, namely pre-test and post-test. In conducting experimental research, the sample is divided into two groups (Alpin, 2022).

From the table above, it could be seen that the pre-test is given to both of the groups before the treatment given. The control group and the experimental group got different teaching treatments. The difference is at the use of Jigsaw technique on the teaching of writing skill. The experimental group is taught by using Jigsaw technique on the teaching of writing skill. Meanwhile, the control group is taught without using it. This research take place at Eleventh grade of SMA Negeri 5 Pematang Siantar and it lead by head master that Mr. Rahmat Nasution, S.Pd, M.Pd. and the teacher is Mrs. Zulhidjah, S.Pd. in SMA Negeri 5 Pematang Siantar. There are all 81 teachers, there are 5 English teachers and all students are 1296 students. The researcher focuses at eleventh grade especially XI IPS of students. The research is aim at teaching in writing skill by using Jigsaw technique at Eleventh grade of SMA Negeri 5 Pematang Siantar in academic year 2023/2024. And this research will be conducted from October 2023 to completion. The researcher begin to conduct an observation to know the real condition which happen in the class. When conducting the

observation, the researcher discovers that most of the students in XI IPS 2 and XI IPS 4 are classes face difficulties in doing an exercise and a test relate to the use of the writing skill. The students are face difficulties in the completing an exercise of Analytical Exposition Texts (Sudarmaji, Mulyana, & Karsiyah, 2020).

According to (Lind et al., 2017) Population is all the amount of individual or object that have similar characteristic. The population of this research is at eleventh grade students of SMA Negeri 5 PematangSiantar. The researcher teaching of three class. Each class consisted of 36 students the students. The population of this research is at eleventh grade of SMA Negeri 5 Pematang Siantar in academic year 2023/2024. According to (Etikan et al., 2016), Sample is part of the elements on population. The research applies the purposive sampling technique in which at eleventh grade students of SMA Negeri 5 Pematang Siantar. The researcher will take two class to represent all the population. The class XI IPS 2 and XI IPS 4 are selected as the sample. It consists of 72 students.

This study is a quasi-experimental research, nonequivalent control groups design. It is conducted at eleventh grade of SMA Negeri 5 Pematang Siantar. In Academic Year 2023/2024. The eleventh grade of SMA Negeri 5 Pematang Siantar consist of five classes. They were XI IPS 1 consist of of 36 students, XI IPS 2 consist of 36 students, XI IPS 3 consist of 36 students, XI IPS 4 consist of 36 students, and XI IPS 5 consist of 36 students. The total population of the students are 180 students. The researcher took two classes namely XI IPS 2 as experimental as experimental group which consist of 36 students and XI IPS 4 as control group which consist of 36 students as the samples. The total numbers of samples were 72 students (Fitria, Revita, & Asri, 2019). To obtain research data, pre-test and post-test are utilized. The test required the students to write Analytical Exposition Texts. Between the pre-test and post-test, some treatments are implemented differently into two classes, experimental group and control group (Fogarty et al., 2017).

RESUT AND DISCUSSION

This chapter presents the activities of the research, the data analysis in this research used quasi-experimental design explained in the previous chapter. This data analysis consisted of the results of the data, including pre-test and post-test, mean score of pre-test in experimental and control class, mean score of post-test in experimental and control, standard deviation, and hypothesis testing (Muslimah, 2018). This research was conducted at eleventh grade in SMA Negeri 5 Pematang Siantar.

Data Analysis in Experimental Class

In this research, the experimental group was the students of XI IPS 2. The researcher took 36 students as the sample of the experimental class. In the experimental class, the students were given treatments by teaching them using Jigsaw technique. The main data of the experimental class were collected from pre-test and post-test.

Raw Score of Pre-test in Experimental Class

After scoring all the students test, the result of pre-test in experimental class can be seen in the table below. The scores of pre-test were described into five aspects in writing ability, including Content (C), Organization (O), Vocabulary (V), Grammar (G), Mechanic (M).

Table 1. Results of Pre-test in Experimental Class

No.	Students	Pre-Test Score
1	AT	40
2	AL	40
3	BT	60
4	CR	60
5	CY	40
6	DS	40
7	DA	60
8	DP	50
9	EP	40
10	EM	40
11	FP	40
12	GZ	20
13	JN	60
14	JH	40
15	KM	60
16	MS	60
17	OA	40
18	PF	60
19	RS	40
20	RR	60
21	RC	60
22	RG	80
23	SL	40
24	SP	60
25	SLP	70
26	TA	20
27	TR	60
28	TRM	60
29	VW	60
30	VR	40
31	WS	60
32	WR	80
33	YP	50
34	YMS	50
35	ZS	60
36	ZA	60
Mean		1.860/36 = 51,66

Based on the table, it could seen that the lowest pre-test score in experimental class was 20 and highest score was 80. There was two students who got 20. There was twelve students who got 40. There was three students who got 50. There was sixteen students who got 60. There was one

student who got 70. There was two students who got 80. There average of pre-test score in experimental class was 51,66 (Hikmahwati, Utomo, & Evenddy, 2021).

Research Findings

The researcher found that the effect of Jigsaw technique on students' writing skill at eleventh grade of SMA Negeri 5 Pematang Siantar in Academic Year of 2023/2024. This was see from the researcher findings below.

1. The mean score in Experimental class from pre-test to post-test to post-test was 51,66 and 72,22
2. The mean score in control class from pre-test to post test was 54,44 and 61,66
3. The improvement as the experimental class got in post-test was 20,56 and as the control class got in post-test was 7,22
4. The sum of standard deviation in experimental class was 2037,50 and in control class was 3271,88
5. The degree of freedom (df) is 70 and the t-table at level of significant 25% for two tailed test was 17,5.

Testing hypothesis shows that t-test (10,56) was higher that t-table (17,5) at 25% of level significance. Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was refused.

Discussion

The research was conducted to know whether there was a significant effect of Jigsaw technique at eleventh grade students writing skill of SMA Negeri 5 Pematang Siantar or not. The researcher administered the post-test in order to get data about Jigsaw technique on students writing skill. The researcher used quantitative method based on quasi-experimental research. In terms of quantitative researcher, the effectiveness of Jigsaw technique on students' writing skill was supported by students' achievement in writing scores as performed in the test given by the researcher (Nashruddin & Al-Obaydi, 2021). From the result of the preliminary based on the researcher experience when doing teacher training practice and observation for 5 days ago. The researcher starting from October 18th 2023 until October 23th. There were some problems found related to teaching of writing. Their problems were students' difficulty to share idea to make a text, do not have an interest in learning, don't care about English lesson, and don't know how to understand of grammar in Analytical Exposition Texts. Jigsaw technique is a cooperative learning strategy in which groups of students. So, the researcher hopes with using Jigsaw technique, students more active in the class.

After analyzing the data results, the researcher discovered that the mean score of students' writing post-test in experimental class was higher than the mean score students' writing post-test in control group. The mean score of post-test in experimental class was 72,22, which higher than the mean score of post-test in control class which was 61,66. The highest score of post-test in experimental class was 90 with two students and the lowest score of post-test 40 with one student.

Whereas the highest score of post-test in control class was 100 with four students and the lowest score of post-test control class was 20 with three students. It was that the students in experimental class have higher score of writing skill test than the students in control class (Tenriuji, Maca, & Abeng, 2021).

The research finding with expert opinions (Eshreteh & Draweesh, 2018). Mengduo (2010:113) that Jigsaw is an effective way to teach writing skill for language learners to accomplish the learning task in the EFL classroom. In addition, Mengduo notes that Jigsaw technique can help the students to comprehend the writing text cooperatively because in Jigsaw activity, the students do not need to comprehend all the writing text by themselves at once. Further, the effect of Jigsaw technique of the present research supported the previous research findings which had proven that Jigsaw had a significant effect on the students' writing skill achievement (Obidovna, 2022).

Furthermore, the students who were taught writing skill by Jigsaw technique had better achievement compared to the students who were taught writing skill by using post-test and pre-test. The hypothesis testing results showed that the t-test value was 10,56 while t-table value at level of significant 25% was 17,5. It was that the preview, Jigsaw technique does affects on students' writing skill at SMA Negeri 5 Pematang Siantar (Jewad, Ghapanchi, & Ghazanfari, 2020).

In conclusion, Jigsaw could be an alternative technique for teaching writing skill. Above all, the result of this research proved that the use of Jigsaw had a significant effect on the eleventh grade students' writing skill.

CONCLUSION

After collecting and analyzing the data, the researcher got some conclusion as follows: By using Jigsaw technique, the effect Of Jigsaw can improve the writing skill students' at eleventh grade Of SMA Negeri 5 Pematang Siantar. The data showed that significant Of the Jigsaw technique On students' writing skill. The t-test (10,56) was higher than t-table at the level Of significant Of 0,25 (8,11). It can be seen from the score table of students who learn writing skill using Jigsaw technique. It could concluded that there is a significant of Jigsaw technique on stuent's' writing skill.

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