

THE EFFECTIVE USE OF JIGSAW IN TEACHING DESCRIPTIVE TEXT WRITING

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Abstract

Task Based Language Teaching is an approach in which task as its main course. Jigsaw is one of the techniques in the umbrella of TBLT which allows students and teacher to make a cooperative learning environment in the classroom. Teaching a descriptive text using Jigsaw is considered effective for the students in the classroom. The research was conducted to the 8th grade students of SMPN 5 Pontianak in academic year 2016/2017 and the subject were the eighth grade students from class C. This research was conducted through pre- experimental research. The result of the research showed that Jigsaw is effective to be used in teaching descriptive text writing. The result showed the t-test result (4.690) was higher than the t-value (2.042). The effect size result also showed a moderate effect based on Burns' classification ($0.2 \leq ES \leq 0.8$). It was also found from three aspects of scoring, grammar, content and organization that has moderate effect on grammar and organization while in content it was highly effective.

Keyword: *Jigsaw, Descriptive Text, Writing*

English is one of the lessons in school that considered important for students, especially in this global era. English is one of the international languages that help people communicate with other people around the world. Teacher at school has a big role in teaching English to the students. There are some teaching strategy and technique that can be used in the process. Teacher use teaching technique or strategy in order to help student in the learning process and reach the target of the learning. Thus, it needs to be adjusted to the material for the learning.

In the modern time teachers role are not as the sole source of information in the class. Back in the old ways of teaching, students are just getting information and knowledge from the teacher. English classrooms are complicated places. It is not only a place

where people come together for a pedagogical purpose but it is also a social environment where people interact through learning activities and social events (Hall, 2011)

According to the new curriculum student of junior high school should master several types of text, one of them is descriptive text. Oshima and Hogue cited in (Utami, 2014) said that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes or sounds. The common definition of descriptive text is a text that describes things, places, people, or events in a detail explanation. Gerrot and Wignell cited in Liza & Refnaldi (2013) define descriptive text as the text that gives information and describes a particular person, place or thing. In addition, they also tell about the generic

structure of descriptive text as follows: 1) **Identification**, This part is to identify the phenomenon to be described. This part gives the introduction of the things, person, or place that the writer wished to be described. 2) **Description**, This part is the main part of the text. This part gives the description of the qualities, characteristics, appearances of the object being described.

In teaching descriptive text teacher need to use techniques that can make students do the task and also communicate using the language in the classroom. Harmer (2004) said that writing used in wide variety of purposes and produce many different forms of writing. Announcement or even an ID card is also a part of writing. Teaching writing is usually neglected in language learning. Many people paid more attention on the communicative aspects like speaking without realizing that writing is also important for a language learner to be able to produce an understandable and correct sentence when speaking or understanding a reading. Sheen (2003) cited from Ellis (2014) claimed that there is no 'grammar syllabus' in TBLT. In fact nowadays, grammar is not taught as a separate entity. Grammar is taught along with the writing. Parrot (2004) also said that words and grammar are often thought of as being separate entities. In fact, in learning any words we are also learning something about its grammar. According to Blanchard and Root (2003: 41) cited in Utami (2014), there are at least three steps involved in a writing process. 1) **Step one: Prewriting**, thinking about your topic and organizing your ideas. 2) **Step two: Writing**, using your ideas to write a first draft. 3) **Step Three: Revising**, improving what you have written.

Task based language teaching is one of the approaches in language teaching and learning that used task as the core of the approach. Ellis (2014) stated that task can be classified in a number of ways. First, according to Nunan task can be real world and pedagogic. The second is favored by Skehan which is the task is design to elicit production from the learners or only requires them to process input. However, Ellis argued

that input based task has an important role in TBLT.

There are several tasks under the umbrella of Task Based Language teaching, one of them is Jigsaw. Nunan (2004) stated that Jigsaw is one of the four typology of pedagogical task proposed by Richard. Nunan (2004) also stated pedagogical tasks as work-plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. On the other hand, Aronson (2000) state that Jigsaw is a technique used in cooperative learning classroom. This technique is used in a classroom that has diversity in terms of students' ethnicity or skin color etc. this technique is used to make students to more cooperative and communicate through the lesson. Aronson (2000) also define ten easy steps of jigsaw: 1) **Step One**, *divide students into 5- or 6-person jigsaw groups*. The groups should be diverse in terms of gender, ethnicity, race, and ability. 2) **Step Two**, *appoint one student from each group as the leader*. Initially, this person should be the most mature student in the group. 3) **Step Three**, *divide the day's lesson into 5-6 segments*. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (a) Her childhood, (b) Her family life with Franklin and their children, (c) Her life after Franklin contracted polio, (d) Her work in the White House as First Lady, and (e) Her life and work after Franklin's death. 4) **Step Four**, *assign each student to learn one segment*. Make sure students have direct access only to their own segment. 5) **Step Five**, *give students time to read over their segment at least twice and become familiar with it*. There is no need for them to memorize it. 6) **Step Six**, *form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment*. Give students in these expert groups time to discuss the main points of their segment and to rehearse the

presentations they will make to their jigsaw group. 7) **Step Seven**, bring the students back into their jigsaw groups. 8) **Step Eight**, ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification. 9) **Step Nine**, float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it. 10) **Step Ten**, at the end of the session, give a quiz on the material. Students quickly come to realize that these sessions are not just fun and games but really count.

Furthermore, there are four benefits of Jigsaw technique according to Kessler cited in Zahra (2013). First, it allows students to work in groups which have different races and cultures. Second, it supports the communicative approach in language teaching. Third, it demands students to develop their cognitive skills. Fourth, it provides opportunities for students to develop their presentation skills as a result of a strong motivation to ensure everyone in the group gets all the information to complete the task.

METHODOLOGY

The research conducted to find out whether Jigsaw is effective to used in teaching descriptive text or not. There are several methods in doing this research and the research use pre-experimental research of one group pre-test post-test group design. This method is considered suitable for this research with one group pre-test post-test design to find out whether the chosen technique effective or not.

The procedures of the pre-experimental study in this research were described in the following steps: 1) **Pre test**: in the pre-test process students were given a worksheet for them to write descriptive text according to their prior knowledge. 2) **Treatment**: in the treatment process the researcher as start giving treatment on to the

students regarding the material and the task that has been chosen before for the treatment. The treatment was divided onto several phase. 3) **Post-test**: the post-test phase is the last process in the experiment. In this process students were given the same worksheet as the pre-test and also asked to write descriptive text according to the knowledge they get throughout the treatment process.

Furthermore, in the treatment process the researcher will use Jigsaw that has been modified in to meet the students need and adjust it with teaching writing, in this case descriptive text writing and make it into 7 steps out of 10 steps as follows: 1) The first and second steps are combined together to become the first steps which is "grouping the students into groups consist of 5 to 6 students and chose a leader from each group". 2) After that jump to step six which is forming and new group and form an "expert group" which consist of students from the jigsaw group by using number from. This is done to make the students aware of the groups they work in during the lesson in the beginning of the lesson. 3) Then, back to step three where the topic divided into several segments. The students will be given a short introduction of the topic for the days' lesson and give them time to get familiar with the topic and divide the topic into 5 segments. 4) Next, step four and five are combined to become one step. Teacher asked students to sit within the expert group and assigned each group with one sub topic. Then, discuss the topic within the group member in 30 minutes. 5) Then go to step seven to bring back the students from the expert group to their original group/jigsaw group. 6) The next is step eight where the students present the result of their discussion to the Jigsaw group and start to arrange the information to form a descriptive text. 7) The last is step ten where the students and teacher has review from the whole class discussion regarding the text.

The sample in this research was taken through cluster random sampling from the eighth grade students of SMP N 5 Pontianak. The sample was class C which consists of 35 students.

The data was collected through students' written text from the pre-test and the post-test. Then the score was measured using the formula to find the t-test result as follow:

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

T-test Formula (1)

- T = the t-test score
- \bar{D} = the mean difference
- $\sum d$ = the sum of students different score
- N = the number of student

The effect size from the pre-test and post-test result as follow

$$ES = t \sqrt{\frac{1}{N}}$$

Effect Size Formula (2)

- ES = the effect size
- t = the t-test result
- N = the number of students

The result of the measurement then will be classified according to the following classification by Burns (2000) cited from Indrayani (2012).

Table 1. Burns Classification of Effect Size

Effect Size	Classification
$ES \leq 0.2$	Low
$0.2 \leq ES \leq 0.8$	Moderate
$ES \geq 0.8$	High

Table 2. Table of Specification of Descriptive Text Writing

Component of Writing	Specification
Content	The content of Descriptive text must be in logical order.
- Identification	<ul style="list-style-type: none"> • The identification is the first part of the text which tells the reader about the topic in general.
- Description	<ul style="list-style-type: none"> • The description part provides the reader with factual data and more specific information to describe the topic.
Grammar	Linguistic features of Descriptive Text:
- Use of Present Tense	<ul style="list-style-type: none"> • The correct use of present tense in Descriptive text based on the context.
- Adjectives	<ul style="list-style-type: none"> • The correct use of adjective to describe the noun from the text
- Adverbial	<ul style="list-style-type: none"> • The correct use of adverbial in giving more explanation of noun.
Organization	Organization refers to :
- Text Arrangements	<ul style="list-style-type: none"> • The text must be organized in logical order (Introduction – Description). • The text consists of minimum 100 words in 1-2 paragraphs.

FINDINGS AND DISCUSSION

Findings

From the result of the measurement from pre-test it can be seen that students' ability in writing a descriptive text is not

really good. There are three students who passed the passing grade of 70 in the pre-test and there are four students who passed the post test. The table showed the score of students from pre-test and post-test.

Table. 2 The result of student's Pre-test and Post-test from the Experimental group

No	Students	Post-test	Pre-test
1	8D1	54	32
2	8D2	54	26
3	8D3	56	66
4	8D4	70	66
5	8D5	56	66
6	8D6	56	58
7	8D7	56	64
8	8D8	74	74
9	8D9	64	20
10	8D10	60	32
11	8D11	66	58
12	8D12	54	32
13	8D13	68	70
14	8D14	56	32
15	8D15	56	32
16	8D16	64	32
17	8D17	70	52
18	8D18	60	34
19	8D19	64	62
20	8D20	62	38
21	8D21	66	66
22	8D22	58	66
23	8D23	68	32
24	8D24	64	66
25	8D25	78	78
26	8D26	34	20
27	8D27	46	20
28	8D28	46	26
29	8D29	40	26
30	8D30	66	66
31	8D31	68	58
32	8D32	54	32
33	8D33	34	20
34	8D34	46	38
35	8D35	46	60
>>	Total	2034	1620

Furthermore, the measurement on the mean score of students pre-test and post-test is shown in the following table.

Table. 3 Pre-test and Post-test result

	Mean Score	Highest Score	Lowest Score
Pre-test	46.28	78	20
Post-Test	58,11	78	34

Referring to the *Kriteria Ketuntasan minimum(KKM)* there are 3 students who pass the from the pre-test and there are 4 students who pass from the score of post-test. From the result of the t-test computation the t-test result was (4.690) considering the degree of freedom 34 and the level of significant 0.05 the t-test was higher than the t-value of (2.042). Furthermore, the effect size result was 0.79 which is categorized as “moderate effect” according to Burns’

classification ($0.2 \leq ES \leq 0.8$). The result showed that teaching descriptive text writing through TBLT (Jigsaw) is statistically effective.

Furthermore, the results of the measurement of the three aspect of scoring which are content, grammar and organization showed a positive result. The result of all the three category of showed that the t-test of content were higher that the t-value = 2.042 at significant level = 0.05 and $df = 30$.

Table. 4 Result of Three Scoring Aspects

	T-test	Effect Size
Content	5.020	0.84
Grammar	2.502	0.42
Organization	2.065	0.34

Discussion

The research was conducted during the teaching learning process which taken only one classroom as the experimental object. The experiment has three phases, pre-test – treatment – post-test. The first is the pre-test and after that the treatment was given to the students in the classroom the treatment was conducted in three meetings. After the three meetings in treatment the students were given the post-test.

The data from the post-test was intended to analyze student’s mastery of writing descriptive text after the teaching learning process. The result of the data analysis

showed that Task Based Language Teaching (Jigsaw) is effective to be used in teaching writing descriptive text and considered as “moderate effect” with the effect size 0.79 and the t-test computation is significant with 5.020 which is higher at the significant level of 0.05. Thus, it is statistically effective to be used in teaching descriptive text writing.

Furthermore, the measurement on each three aspects showed a various result. The measurement of the content of the text showed the effect size of 0.84 with the t-test computation of 5.0201 which is higher than the t-table of 2.042. The result shows a “high effect” based on Burns’ classification table ($0.2 \leq ES \leq 0.8$). The measurement of the

grammar and the organization showed the effect size of 0.42 and 0.34 with the t-test computation of 2.5026 and 2.0658 which are higher than the t-table of 2.042. The result shows a “moderate effect” on both aspects based on Burns’ classification table ($0.2 \leq ES \leq 0.8$).

According to Aronson (2000), Jigsaw plays an important part in cooperative learning. This is shown during the teaching learning process in which the students were divided into 5 small groups. The students from each group then will be divided again to discuss with the expert group. On the discussion each individual’s task is to grasp all of the information from the discussion in the expert group. In this process the students in each expert group was given a different topic of discussion about a certain historical/famous place and every student in the expert group are expected to grasp all of the information they gather from the discussion. After the discussion each student from the expert group will be back to their original group and gather their information to form one complete text. Thus, the task requires students to be able to cooperate with their peer in the group to complete the task. Paul J. Veermette (1998) cited in Jing Meng (2010) define cooperative learning as a team which is permanent, heterogeneously mixed, small group of students who have been assembled to complete an activity, produce a series of project or have been asked to individually master a body of knowledge. In other words, the class is a heterogeneous group which is organized to complete a learning task based on the interaction among the members of the group. Thus, the group activities that will make students interact with teammates to complete the task. It supports the learning and also student’s communication ability through the use of the language.

The result of the three aspects shows that among the three aspects student has more attention on the content of text in the discussion. It showed that the student paid more attention more on the content of the text.

Nevertheless, the aspects are all increasing from the pre-test score.

CONCLUSION AND SUGGESTION

Conclusion

According to the findings and discussion it is proven that Jigsaw is effective to be used in teaching descriptive text writing to the eighth grade students of SMP N 5 Pontianak. The result showed differences between students score from pre-test to post-test. Student scores are increasing and the mean score also increasing even if it is not significant. It has a moderate effect according to Burn’s Classification.

The use of this technique also has a positive result regarding the three aspects of scoring content, grammar and organization. The result showed that in both grammar and organization the effect is moderate whilst in content it has a high effect.

Suggestion

Based on the result of the research, the writer would like to suggest some things regarding the result. First, jigsaw (TBLT) can be applied to teach descriptive text writing by English teachers in Junior High School to help students not just to teach writing but also to create a good learning atmosphere in the classroom. and the second, jigsaw (TBLT) can be used in other learning material and it is suggested to be modified according to the needs and the material to meet student’s need in the learning process.

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