IMPROVING THE STUDENTS' ABILITY
IN WRITING RECOUNT TEXT BY APPLYING
JIGSAW TECHNIQUE

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ABSTRACT

This study concerns on improving the students' ability in writing recount text by applying jigsaw technique. The underlying objective of this study is to investigate whether teaching recount by applying Jigsaw Technique potentially improves students' skill. The research was conducted by using Classroom Action Research (CAR). The population was the 2011-2012 eight grade students of SMP Negeri 1 H.Perak. The number of students was 36, consisting of females and males. The procedure of the research was administrated into two cycles where each cycle consisted of four meetings. Each meeting included four steps namely: planning, action, observation, and reflection. There were two kinds of data collected during the study, qualitative and quantitative data. The instrument for collecting the quantitative data was the writing of recount test while the qualitative data were gathered by using interview, diary notes and observation sheet. Based on the data analysis, the mean of students' score in Test I was 28.75; for the Test II was 63.88, and for the Test III was 75.83. The qualitative data showed that the students were interested in the applying of Jigsaw Technique. The conclusion is that the application of Jigsaw Technique in writing recount text improves the students' ability in writing recounts.

Key words: jigsaw technique, writing recounts, eight grade students

INTRODUCTION

Writing is one of language skills which is important for students in learning English. It becomes very important because it is one of communication tools. Through writing, students are able to express their feelings and ideas.

Meanwhile, Byrne (1979:1) explains that writing can be said to be act of forming these symbols : making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. It is by the organisation of our sentences into a text, into a coherent whole which is as explicit as possible and complete in itself,

that we are able to communicate successfully with our reader through the medium of writing. Based on the third definitions, the writer concludes that writing is an important language skill which is the organisation of our sentences into a coherent text in order to communication with reader run well.

As Harmer in Onozawa (2010 : 153) points out, the writing skill has finally been recognized as an important skill for language learning. It is one of language skills which are important students in learning English. It becomes very important because with writing the teacher is able to know all of English skills of student including speaking, reading, and listening. One of the different forms in writing is recount text as a kind of genre which is learned by students in junior high school. Thus, this study elaborates the applying of jigsaw technique in writing recounts which uses the jigsaw as technique for facilitating students in the task based project in the classroom and creating a recount.

Kurikulum Tingkat Satuan Pendidikan (KTSP- Educational Level Unit Curriculum) as the educational orientation for most of the schools in Indonesia expect the students are able to write some types of genres. Based on KTSP for Junior High School, students are expected to be able to write at least five genres: narrative, recount, descriptive, report, and procedure in the daily life context.

There are many media can be used in teaching writing such as picture, puzzle, realia, flashcard, etc. In this research the writer chooses flashcard as the media. And this study focuses on improving students' writing through the application of Jigsaw technique in eight grade of Junior High School.

Jigsaw technique is an excellent structure for combining learning partnership into groups or teams of four (Kagan in Walker, 1998:382). Jigsaw relies on highly structuring the interaction among students, both in their teams and in their expert groups, to create interdependence and instrically interesting learning tasks (Kagan, 1992 : 17). It can be used in the development of cooperative learning. Jigsaw is said to be able to increase students' learning since "a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher's dominance in the classroom (Mengduo, 2010 : 114).

The problem is formulated as follows: "Is the students' ability in writing recount text significantly improved if is taught by Applying Jigsaw Technique?"

The History of Jigsaw Technique

According to Kagan, Elliot Aronson was the first to apply the Jigsaw concept to the classroom. Working in a desegregated school, in an attempt to improve ethnic relations, they created racially integrated teams and then rewrote the curriculum so each student on the team had access to only one part of the curriculum, but each would be tested on the whole. The students had to cooperate

to be successful. Working together, the students came to like each other and ethnic relations improved. (Kagan, 1992 : 17).

The Steps for Using the Jigsaw Technique .

According to Huda (2011 : 120), there are some steps that used in Jigsaw Technique.
Step 1 : divide the class into teams of five people
Step 2 : give each team information which examines one of topics from material that they are learning
Step 3 : from information is given, each member should learn different segment of the information
Step 4 : after they finish to learn the information in their group, each member who learn same segment discuss it together. This group is named "expert group"
Step 5 : in expert group, each student discuss and look for the best way how to explain the information for their beginning group
Step 6 : after discussing finished, all students in expert group return to their beginning group, and each of them start to explain the information to their friends in their group

The Benefits of Jigsaw Technique

Based on *www.mwsu.edu/tlrc/.../jigsaw.doc* the Jigsaw Technique has some benefits , they are :
a) Students have the opportunity to teach themselves, instead of having material presented to them. The technique fosters depth of understanding.
b) Each student has practice in self teaching, which is the most valuable of all the skills we can help them learn.
c) Students have practice in peer teaching, which requires that they understand the material at a deeper level than students typically do when simply asked to produce on an exam.
d) Students "talk geology" and become more fluent in use of geological terminology.
e) Each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large group discussion. Each student develops an expertise and has something important to contribute.
f) Asking each group to discuss a follow up question after individual presentations fosters real discussion.

Definition of Flashcard

Flashcard is a sort of card which had been developed for the purpose of storing the information. The information which is of greater importance can be easily stored on the flash card as its primary purpose is to store the information for the ease of the people. Most of the flashcards are used by the students and in those flash card students are gathering the study related information. This had provided a lot of benefit to the people of all age group. The flashcards can not only bear the information in them but they are also responsible for the storage of the vocabulary items in them too.(*www.freetechexams.com › ... ›).*

The Steps of Using Flashcard (*www.howcast.com/.../421416-How-to-Make-*

Effective...).

a. Write with consistent, clear handwriting on blank cards made out of study paper.
b. Create categories for your flash cards, such as verbs and nouns, and write a number for the category in the corner of each card. Labeling the cards by category will help you reorganize your flash cards into sets if they get mixed up.
c. Stick to one question, key term, or equation on the front of each card and place its corresponding answer on the back. Don't try to cram more information on one card than you can reasonably recall later.
d. Make the wording on each card as succinct as possible -- for instance, write "Capital of Brazil?" instead of "What is the capital of Brazil?"
e. Paste a picture that is representative of vocabulary words on the cards. This provides a visual clue for your brain to associate with the correct answer.
f. Practice studying with your flash cards by reading the front of each card and trying to remember the answer on the back. As you go, set aside the cards you already know well so you can concentrate on your weaker areas the next time. Your brain will thank you for it.

The Benefits of Using Flashcard

Flashcards have several advantages, most of which are quite self evident based on www.ipfw.edu/.../Flash%20Cards%20In%20P...

a. They are portable
b. They help you practice retrieval skills. By using flashcards, you not only will be learning new information, you will be practicing retrieval as well.
c. Flashcards help to inform you about what you know and where trouble spots may be.

METHOD

The Subject of Research

The population of this research was the students of Junior High School, Negeri 1 Hamparan Perak grade VIII. There were six parallel classes . VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6. In this study, the sample was the students of class VIII 1.

Instrument for Collecting Data

The data of this research were quantitative and qualitative data. The quantitative data was collected by using writing test which was organised by the teacher. The students were asked to write a recount text. Qualitative data was collected through diary notes, observation sheet, and interview. Diary notes were written in every meeting during the research is done. It was used to know the students' improvement in writing recount text, and helped the writer to solve the students' problem in writing recount text. The observation sheet was written by the collaborator. It was used to know the condition of class as a whole. And interview was used to know students' comment about students' problem in writing and their comment after Jigsaw technique was implied.

The Procedure of Collecting Data

The procedure of collecting data was conducted in two cycles. They were cycle I and cycle II. Each cycle contained the process of planning, action, observation, and reflection. Each cycle was carried out in four meetings. There was the first test before conducting the cycle in order to know the students' prior knowledge about recount text. At the end of the teaching- learning process in each cycle, the writer conducted a test to see the students' ability in writing recount.

The Technique of Analyzing the Data

Because of this research conducted qualitative and quantitative data. So the instrument also divided into two. The qualitative data is analyzed by using diary notes, observation sheet, and interview report. The quantitative data is analyzed by calculating the score of writing test.

To find out the class mean score in each cycle, the following formula is applied:

$$X = \frac{\sum x}{n} X\,100\%$$

X = the mean of the students
$\sum$X = the total score
n = the number of the students

To categorize the number of master students, the following formula is applied:

$$P = \frac{R}{T} X\,100\%$$

Where :
P = Percentage of students who get the point 75
R = the number of the students who get the point above 75
T = the total number of students who do the test

RESULT AND DISCUSSION

The students' score increased from the Test 1 until Test III as had been described in the table. From the entire test and the teaching process conducted, there was found that the students' score kept improving from cycle 1 to cycle II. The students' score in the Test I was lower than the Test II, and the Test II was lower than the test III. A student is categorized master if he/ she gets score up to 75.
The improvement of master students' percentage from Test I to Test II; Test II to Test III, and from Test I to Test III can be seen as follow:

The Percentage of Master students

Test	Percentage
Test oriented – Post Test I	11,11%
Post Test I – Post Test II	36,12%
Test oriented – Post Test II	47,22%

In the first test, there was no student who got point up to 75. However, the percentage of students' score increased when the jigsaw technique was applied. In test cycle I, there was 11.11% (4 students) who got up to 75 point. In test cycle II,

there was 47.22% (17 students) who got up to 75 point. The result above showed that from the first implementation of the jigsaw technique, students who got good score increased from 11.11% to 47.22%. The improvement from Test I to the Test II was 11.11%. The improvement from Test II to the Test III was 36.12%. The improvement from Test I to the Test III was 47.22%. In the second cycle, there were 19 students who didn't get good mark but most of their score increased from the oriented test until the test in the second cycle. Based on this data, it was concluded that the applying of jigsaw technique worked effectively in assistancing students to improve their writing achievement in recount text.

CONCLUSION AND DISCUSSION

Students' ability in writing reports are improved from the cycle I to the cycle II. It is shown from the mean of the students' score continuously improved from the first test (28.75) to the post test of cycle I (63.88) and finally to the post test of the cycle II (75.83)

The qualitative data were taken from diary note, observation sheet and interview sheet. From the diary note, the writer noted that the students were more interested, enthusiastic, and enjoyable while teaching learning process. From the interview, the writer got good opinion about jigsaw technique. From the observation sheet, the writer could manage the class well and master more the material.

CONCLUSION AND DISCUSSION

After analyzing the data, conclusions are drawn as following :

1) Students' ability in writing recounts is improved from the cycle I to the cycle II. It is shown from the mean of the students' score continuously improved from the first test (28.75) to the post test of cycle I (63.88) and finally to the post test of the cycle II (75.83).

2) The students felt more enthusiastic and interested in learning recount text by applying Jigsaw Technique . It is showed by their enthusiasm in doing group project in Jigsaw Technique to make an essay of recount text and their participations to express their opinion.

Related to the conclusions above, some points are suggested for English teachers, and students or readers.

1) The teachers are suggested to use the Jigsaw Technique as the technique in teaching recount text to the students because it can improve the students' ability in writing.

2) To the students, it is suggested to be more active when they were learning by applying Jigsaw Technique because they were in group work in order to share and solve the problem based on topic given

3) For the readers, this research has many knowledge about how to improve the students' ability in writing recount text by applying Jigsaw Technique

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