

The Effectiveness of Jigsaw Techniques in Teaching Writing Analytical Exposition

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Abstrak

Tujuan penelitian ini adalah untuk menguji keefektifan teknik Jigsaw dalam pengajaran menulis eksposisi analitis pada siswa kelas II MA YUPPI Soreang. Metode penelitian yang digunakan adalah quasi eksperimental dengan menggunakan desain kelompok kontrol setara. Hasil penelitian menunjukkan bahwa rata-rata skor kelompok eksperimen adalah 70,80 sedangkan rata-rata skor kelompok kontrol adalah 60,00. Standar deviasi kelompok eksperimen adalah 6,581 dan standar deviasi kelompok kontrol adalah 9,434 setelah analisis data. Dari sampel 30 siswa diperoleh derajat kebebasan (df) sebesar $N_x + N_y - 2 = 28$. Dan t-hitung persamaan sebesar 3,636. Peneliti menerima perbedaan yang signifikan sebelum dan sesudah perlakuan, setelah perhitungan data selesai. Artinya, penggunaan teknik Jigsaw untuk mengajar menulis teks eksposisi analitis bermanfaat

Kata Kunci: *Jigsaw, Menulis, eksposisi analitis,*

Abstract

The purpose of this study was to test the effectiveness of the Jigsaw technique in teaching writing analytical exposition to second grade students at MA YUPPI Soreang. The research method was quasi experimental using an equivalent control group design. The results showed that the experimental group's mean score was 70.80 while the control group's mean score was 60.00. The standard deviation for experimental group is 6.581 and standard deviation for control group is 9.434 after data analysis. From a sample of 30 students, the degree of freedom (df) was $N_x + N_y - 2 = 28$. And t-test for equality is 3.636. The researcher received a significance difference before and after treatment, after computation of data has completed. It means that employing the Jigsaw technique to teach writing analytical exposition text is beneficial

Keywords: *Jigsaw, Writing, analytical exposition*

Introduction

Writing is one of the four language skills that must be learned since it allows us to express our feelings, experiences, ideas, and thoughts to others. According to (Harmer, 2008), the reasons for teaching writing to English as a foreign language students include reinforcement, language growth, learning style, and, most crucially, writing as a skill in its own right. Of course, the most important reason for teaching writing is that it is a fundamental language ability, just like speaking, listening, and reading. One of the core abilities in English for second-year junior high school pupils is "to express meaning and generic structures in simple short essays using written language that is accurate, fluent, and acceptable to interact with the circumstances in descriptive genre" (Depdiknas. 2006). Furthermore, (Harmer, 2006) claims that writing motivates children to focus on correct

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language use and may even stimulate language growth as they overcome difficulties that the writing has brought to their attention.

In fact, there are numerous difficulties in writing, particularly in composing analytical exposition texts. To begin with, the kids' motivation is minimal. Second, the students lacked vocabulary. Third, pupils are frequently bored when writing. Fourth, it was challenging to come up with new concepts for the pupils. Teachers must have solid approaches in order to be successful in increasing their pupils' writing abilities. Writing instruction should be presented and taught to pupils in a methodical and ongoing manner. As a result, teachers must be able to pick and execute the appropriate strategy for teaching writing while keeping the students' abilities in mind. Teachers must also provide opportunity for children to compose a large number of paragraphs. Thus, making writing an attractive activity is a vital component of the language learning process and can help students improve their writing.

The researcher attempted to provide a remedy to the teacher by using the teaching style based on the problems stated above. There are numerous ways that can be utilized to teach writing. The teacher should be innovative in order to determine the best way for assisting students in mastering certain challenges. The jigsaw technique is one of them.

According to (Frangenheim, 2005), Jigsaw is an effective method that allows a group of learners to cover multiple topics at the same time and in less time. Jigsaw is an appropriate strategy that requires pupils to divide into 4- 6 groups and name their home teams. Suprijono (2009: 89) states that jigsaw is a simple strategy that can be used to boost the enjoyment of learning. Jigsaw is an ideal strategy that requires pupils to divide into 4-6 groups and name their home teams. Next, jigsaw as a cooperative learning approach can be applied well across most disciplines and grade levels. It not only improves students' enthusiasm and performance, but it also improves their social skills for group work (Kam-Wing, 2004).

Jigsaw, on the other hand, is a cooperative learning technique in which each student "home" group specializes in one aspect of a topic. This technique requires students from the "Original Group" to describe one aspect of a topic. What are the main aspects of the material, and how can they communicate what they learn with other students? And each group will be analyzing a different topic (Gregory, 2003:21 in Julita). Because each student has a unique contribution to make, the Jigsaw technique boosts status and self-esteem--each student is an expert in their own right. Teammates push each other to do their best since they require information from each student. Teammates develop and strengthen their sense of interdependence--no one can achieve without the assistance of all of their teammates (Kagan & Kagan, 1994).

Previously, there are some studies about jigsaw technique. The first, the study was undertaken by Ardila (2012) entitled Improving the Students' Ability in Writing Recount Text By Applying Jigsaw Technique at the Eighth Grade Students of SMP Negeri 1H.Perak. 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). Each meeting included four steps namely: planning, action, observation, and reflection. The conclusion is that the application of Jigsaw Technique in writing recount text improves the students' ability in writing recounts.

The second was conducted by (Zahrah, 2009) entitled Using Jigsaw Technique to Improve the Writing Ability at the Second Year Students' of MTs Negeri 2 Medan. This study was designed to improve the students' writing ability by using Jigsaw technique. The objective of the study was to find out how Jigsaw technique can be used to improve the writing ability of the second year students' of MTs Negeri 2 Medan. The finding of the study indicated that Jigsaw technique was successful in improving students' writing narrative text. Based on the findings, it is suggested that English teachers apply the Jigsaw technique since it

is beneficial not only in improving the writing narrative text but also in motivating students to write and work together to describe the event in the picture.

Based on the explanation above, the researcher was interested in finding out “Is the use jigsaw technique effective in writing analytical exposition text at the second year students of MA YUPPI Soreang in academic year 2015/2016?”

Literature Review

Jigsaw Technique Concept

This section discusses the definition of jigsaw technique, the steps of jigsaw technique, the benefits and drawbacks of jigsaw technique, and the obstacles of jigsaw technique.

Definition Of Jigsaw Technique

Cox and Johanson (2008:7) points out that jigsaw is an effective collaborative learning activity designed to increase personal responsibility for learning. It is also an efficient strategy for extending the breadth and depth of learning as students can “teach one another” multiple concepts simultaneously during the same class session. Whereas, jigsaw is a strategy of the learning method which demands the students to learn in group with 4-6 members’ students who have heterogeneous ability. Each group members meet in expert groups to study the material assigned to each group member. After discussion, they go back into their group members and explain their discussion to his/her group members.

The jigsaw technique is a type of information gap in which each member of a group is given specialized knowledge and the purpose is to pool all information to achieve some goal (Brown & Lee, 2015) in Anonymous, 2010:17). Students can actively participate in the learning process when they use the jigsaw approach. Students should feel more at ease in their roles after several exposures to this strategy. Some form of evaluation of the cooperative group could boost its efficacy by holding each participant accountable for the group's performance (Maden, 2011).

Jigsaw technique is a cooperative learning technique appropriate for students from 3rd to 12th grade. This technique is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic act. Jigsaw can be employed whenever the material is in written descriptive form, for example. It is best appropriate in topics such as social studies, literature, certain science, and allied fields where concepts rather than skills are the learning objectives (Slavin, 2009 in (Mauludi, 2011).

To summarize, Jigsaw is a highly effective approach to learn the content. Even more importantly, the Jigsaw method promotes listening, participation, and collaboration, and empathy by giving each member of the group an essential part to play in the academic activity.

Technique Procedures

The Jigsaw approach is quite simple to apply. The kids are placed into groups of five or six. Each team member is accountable for learning the assigned content.

According to Aronson (2008), Jigsaw's teaching processes in the English classroom may be sequenced as follows:

1. Students are divided into Jigsaw groups of 5 or 6 people. In terms of ethnicity, gender, aptitude, and race, the group should be diverse.
2. A group leader should be chosen from among the students. This person should be the most mature pupil in the group at first.

3. The lecture for the day is broken into 5-6 segments (one for each member).
4. Each pupil is given one segment to study. Only students should have direct access to their own portion.
5. Allow students time to read over their piece at least twice to become acquainted with it. It is not necessary for students to memorize it.
6. Form temporary expert groups, with one student from each Jigsaw group joining other students assigned to the same segment. Students in this expert group should be given opportunity to discuss the main elements of their segment and practice their presentation to their Jigsaw group.
7. Students return to their Jigsaw groups.
8. Each student presents his or her portion to the class. Other members are welcome to ask clarifying questions.
9. The teacher must observe the process as it moves from group to group. Intervene if any group is having difficulties, such as a member who is domineering or disruptive. This assignment will eventually be assigned to the group leader. The teacher can whisper to the group leader on how to interfere until the group leader is able to do so effectively on their own.
10. At the end, an exam on the topic should be offered so that students understand that the sessions are not just for fun and games, but that they are important.

The Advantage and Disadvantage of Jigsaw Technique

According to Adams (2013:65), the jigsaw strategy has various advantages in the classroom. The teacher is not the only source of knowledge because the majority of the work is done by the students themselves, making it an effective way to learn. Students take ownership of their work and accomplishments, and as a result, they are held accountable by their peers. Jigsaw technique is effective in teaching since learning centres around interaction with peers, students are active participants in the learning process, and this helps students develop interpersonal and interactive skills. The implementation of this technique also makes it easier for teachers to learn and love their jobs. It can be used in conjunction with other teaching tactics and can be effective even if utilized for only one hour every day.

When employing the jigsaw technique, there may be certain difficulties. A dominant student is a regular issue. To alleviate this issue, each jigsaw group has a designated leader. Students recognize that allowing each student to present his or her own topic before asking questions and making comments makes the group more productive. Dominance gradually fades as pupils learn it is not in their best interests (Adams 2013:65).

Another issue is a slow student in the class. It is critical that each member offer the best report possible to the group, just as it is critical that those with weak study skills do not present worse reports to their jigsaw group. The jigsaw technique relies on "expert" groups to alleviate this issue. Students collaborate with members of other groups on the same section of the report. They are given the opportunity to discuss their findings and solicit feedback from other students in this "expert" group (Adams, 2013).

The Challenges of Jigsaw Technique According to Adams (2013:72) Challenges Involved in Using Jigsaw Respondents gave various challenges involved in using jigsaw technique in teaching. A summary of their challenges are provided below: 1) It is time consuming. 2) Some students tend to dominate during the activities. 3) Time and limited source of information for pupils. 4) The jigsaw helped most of the pupils to understand what the research her was teaching but few of them did not get the concept. 5) Because pupils have their groups, they will not have a cordial relationship with other student in that class. 6) Number of students in that class. High number of students in the group can affect

participation. 7) Not all students will have the courage to be involved. The nature of the time table does not allow enough time for pupils to do their presentation. That is time constraint. 8) Students who are academically good will give problems for the weaker students. With these challenges it implies that the use of jigsaw technique has not only benefits to the student but it has some problems as well. This view given by the respondents on the challenges in using jigsaw technique agrees with that of (Aronson, 2008). According to him, the dominant student is an obstacle to a successful Jigsaw activity. To reduce this each jigsaw group is given an appointed leader. Another obstacle in using the jigsaw technique in teaching is that of the slow student in the group as it is important that individuals. With poor study skills do not present inferior reports to their group. In order to reduce this problem the technique relies on “experts” groups. Students work with other individuals from other groups working on the same segment of the report which affect the time making the time given limited.

Method

This study was a quasi-experimental research design. It was conducted at the second grade students of MA YUPPI Soreang in Academic Year 2015/2016. The second years of MA YUPPI Soreang consist of two classes. They were XI A consist of 20 students, XI B consist of 20 students. The total population of the students are 30 students. The researcher took two classes namely XI A as experimental group which consist of 15 students and XI B as control group which consist of 15 students as the samples. The total numbers of the samples were 30 students. To obtain research data, pretest and posttest were utilized. The tests required the students writing analytical exposition. Between the pretest and posttest, some treatments were implemented differently into the two classes, experimental group and control group. To evaluate the students’ writing score, the researcher adopted scoring rubric from Hughes (2003:133). Then, the mean scores of both experimental and control group were calculated by SPSS 17.

Result and Discussion

First test was validity referred to precise measurement of the test. The result of validity instruments used SPSS 17 with pearson correlation is more than 0.05, it means the instruments are valid

Second test was reliability referred to measure with relatively the similar result. The computation with SPSS 17 with Cronbach Alpha of the test is 0.871. when the probability is greater than 0.05, it means that instruments are reliable.

Third test was data analysis result, the mean of pretest and posttest scores are 59.20 and 70.80. the gain of the posttest minus pretest is 11.6. it means there is significant, then the standard deviation of the pretest is 6.464 and posttest is 6.581, and standard error mean of pretest and posttest 1.71 and 1.699. all of them showed that the scores of pretest and posttest are different and there is coherent between pretest and posttest.

Fourth, pre-test result: normality of experimental group: the test was computed by SPSS 17 using table One-Sample Kolmogorov-Smirnov Test, the null hypothesis is accepted, the score of control group and experimental group are normally distributed, cause the asymptotic significance (2-tailed) value 0.820 is greater than 0.05.

normality of control group: the test was computed by SPSS 17 using table One-Sample Kolmogorov-Smirnov Test, the null hypothesis is accepted, the score of control group and experimental group are normally distributed, cause the asymptotic significance (2-tailed) value 0.949 is greater than 0.05.

Fifth, Homogeneity variance test: the test was computed by SPSS 17, the value of significant is 0.489 it means the null hypothesis is accepted, because 0.489 is greater than

0.05. so, the variance of control group and experimental group are homogenous

Sixth, Independent T-Test (pretest): the test was computed by SPSS 17, after analyzing mean scores of experimental and control group are 59.20 and 58.13. it showed that experimental score is higher than control group and the value of significant 0.732 is greater than 0.05. So, null hypothesis is rejected. There is significant difference between pretest of experimental and control group.

Seventh, post-test result: normality of experimental group: the test was computed by SPSS 17 using table One-Sample Kolmogorov-Smirnov Test, the null hypothesis is accepted, the score of control group and experimental group are normally distributed, cause the asymptotic significance (2-tailed) value 0.914 is greater than 0.05.

normality of control group: the test was computed by SPSS 17 using table One-Sample Kolmogorov-Smirnov Test, the null hypothesis is accepted, the score of control group and experimental group are normally distributed, cause the asymptotic significance (2-tailed) value 0.644 is greater than 0.05.

Eighth, Independent T-Test (posttest): the test was computed by SPSS 17, after analyzing mean scores of experimental and control group are 70.80 and 60.00. it showed that experimental score is higher than control group and the value of significant 0.670 is greater than 0.05. So, null hypothesis is accepted. The two groups are equivalent.

After the computation of pretest and posttest scores have done by SPSS 17, the result shows that the scores of pretest and posttest are significance different. It can be proved by the result of the T-Test is 0.670.

Conlusion

From the result above, researcher conclude that there is significance difference after the treatments have done by researcher. It means the use of jigsaw technique as strategy in treatment is effective to improve students' writing ability on analytical exposition text. So the conclusion of the study is, after computation data has done by researcher, the result showed that there was significance difference before and after treatment. It means that students will understand and comprehend easily in writing analytical exposition through jigsaw technique. It was showed by students' activity and spirit during teaching and learning process was improved using Jigsaw technique.

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