THE USE OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

(An Experimental Research of the Eighth Year of SMP N 2 Batang in the

Academic Year 2017/2018)

a final project

submitted in partial fulfillment of the requirements

for the degree of *sarjana pendidikan*

in English Education

by

Ulfa Safitri Rizkiani

2201413059

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
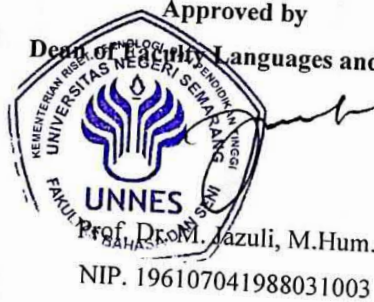# UNIVERSITAS NEGERI SEMARANG
2019

APPROVAL

This final project entitled The Use of Jigsaw Technique to Improve The Students' Ability in Writing Descriptive Text written by Ulfa Safitri Rizkiani (NIM 2201413059) was defended in the final project examination on 23 April 2019, has been has been approved by a board of examiners.

Board of Examiners

1. **Chairman**

   Dr. Hendi Pratama S.Pd., M.A,

   NIP. 198505282010121006

2. **Secretary**

   Galuh Kirana Dwi Areni,S.,M.Pd

   NIP. 197411042006042001

3. **First Examiner**

   Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.

   NIP. 197510262005012001

4. **Second Examiner**

   Sri Wahyuni, S.Pd., M.Pd.,

   NIP. 197104082006042001

5. **Third Examiner**

   Puji Astuti, S.Pd., M.Pd., Ph.D.

   NIP. 197806252008122001

Approved by

Dean of Faculty Languages and Arts

Prof. Dr.M. Jazuli, M.Hum.

NIP. 196107041988031003

ii

ii

DECLARATION OF ORIGINALITY

Hereby, I

Name   : Ulfa Safitri Rizkiani
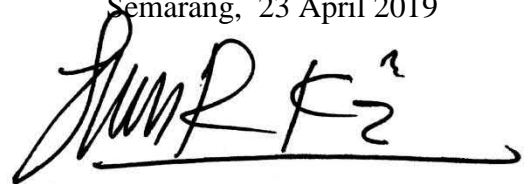
NIM   : 2201413059

Department/major   : English Language and Literature/ English Education

Faculty   : Languages and Arts

declare that the final project entitled "The Use of Jigsaw Technique to Improve The Students' Ability in Writing Descriptive Text" is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text and a list of references is given in the bibliography.

Semarang, 23 April 2019

Ulfa Safitri Rizkiani
NIM 2201413059

iii

MOTTO AND DEDICATION

❖ Set your mind "I can" and trust yourself, anything will be possible.

❖ Never give in, never give up (Carlana Stone Lawson)

With the name of love, I dedicate this

final project to:

my beloved mother and father,

Moch. Afrondi and Rojipah

my beloved sister and brother,

Lia Rizkiana, Dwi Asmaraning

M, and M.Salman Zidan

my lovely almamater,

Universitas Negeri Semarang

ACKNOWLEDGEMENTS

First of all, I would like to praise my highest gratitude to Allah SWT the Almighty, the Lord of the universe, for the superb blessing, health, strength, and inspiration endlessly that are given to me during my study in UNNES especially during the accomplishment of this final project, so that I could finish it.

I would like to express my sincere gratitude to Puji Astuti, S.Pd., M.Pd., Ph.D., my first advisor, who has led and provided invaluable and continuous guidance, advice, as well as encouragement in completing this final project. My sincere gratitude is also addressed to Sri Wahyuni, S.Pd., M.Pd., my second advisor who also always gives me guidance and advice in completing this final project.

My deep gratitude is extended to Dr. Hendi Pratama S.Pd., M.A, and Galuh Kirana Dwi Areni,S.,M.Pd as the chairperson and the secretary of the board examination, as well as the first examiner, Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.who has given me criticisms, comments, and supporting advice for the improvement of this final project.

My honor goes to the Dean of Language and Arts Faculty of Universitas Negeri Semarang, the Head of English Department, and all my lecturers at the English Department who have taught and guided me during my study at the English Department since 2013.

My warmest thanks are addressed to the Headmaster of SMPN 2 Batang who has given me a permission to conduct this research in SMPN 2 Batang and the teachers especially for the English teacher, Sri Iswahyuni,S.Pd. On this occasion, I also thank for the seventh grade students of SMPN 2 Batang for the cooperation during carrying of my research.

I would like to devote my deepest appreciation to my parents Moch. Afrondi and Rojipah, my sister Lia Rizkiana, and my brothers Dwi Asmaraning M and M. Salman Zidan for their endless love, supports, and prayers.

Special thanks are also devote to my best friends Candra Dewi, Viqi Aliya, Tri Ayu Wilis A, Audi, and Risyda, all friends at the English Department especially English Department 2013, boarding house friends, and Imake Unnes friends, who always give support, share happiness and togetherness. I also thank to everyone who has helped me in completing my final project but I could not mention one by one.

Semarang, 23 April 2019

Ulfa Safitri Rizkiani
NIM 2201413059

ABSTRACT

Rizkiani, Ulfa Safitri. 2019. *The Use of Jigsaw Technique to Improve The Students' Ability in Writing Descriptive Text.* Final Project, English Department, Faculty of Language and Arts, Universitas Negeri Semarang. Advisors: Puji Astuti, S.Pd., M.Pd., Ph.D. Sri Wahyuni, S.Pd., M.Pd.,

Keywords: Jigsaw technique, writing ability, descriptive text.

Writing is one of the important skills in English. It is the most complicated skill that must be developed by language students.Therefore, in teaching writing teachers should have a creative way in order to make students learn writing easily. This final project is concerned with the implementation of Jigsaw Technique in teaching writing of descriptive text. The aim of this study was to find out whether Jigsaw Technique can improve the students' ability in writing descriptive text. This study used a quasi-experimental design in the form of pre-test and post-test control group design. The subjects of this study were the eighth grade students of SMPN 2 Batang in the academic year of 2016/2017. The data collection techniques used interview as preliminary study, tests and questionnaire. Having analysed the data, it was found out that the mean score of pre-test in experimental group was 59.55, while the control group was 58.66. The mean score of post-test in experimental group was 70.00, while the control one is 62.77. It showed significant improvement of both group students' achievement in writing skill. The calculation of t-test post-test showed that Sig. (2-tailed) was 0.003 and t-test was 7.22. It indicated that there were significant differences between control and experimental groups in the post-test. Moreover, from the observation result, there were only some students in the experimental group who taught using Jigsaw Technique got difficulties in writing descriptive text and most students were interested in learning process. Meanwhile, many students in the control group who taught using conventional method got difficulties and most students were not interested in the learning process. It can be concluded that Jigsaw technique can improve the students' ability in writing descriptive text.

TABLE OF CONTENTS

CHAPTER

I. INTRODUCTION

II. REVIEW OF RELATED LITERATURE

III. RESEARCH METHODOLOGY

IV. RESULTS AND DISCUSSION

V. CONCLUSIONS, SUGGESTIONS AND WEAKNESSES

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research problem, objective of the study, hypothesis of the study, significance of the study, scope of the study, and outline of the report.

1.1. Background of the Study

English is an international language that plays an important role for people communication. It is needed by many people in the entire world and they use it to gain relationship and cooperation. In line with the fact, Indonesian students are supposed to master English due its benefits. Considering the importance of English, Indonesian government has included it into education curriculum as a foreign language that should be learnt by students in junior high schools and senior high schools even it becomes the subject that is tested in National Examination.

In English, there are four skills, they are listening, speaking, reading and writing. In learning English one skill cannot be separated from other skills, for example if we teach writing, it cannot be separated from speaking, reading. Here, writing is one of the language skills which is given emphasis in second language learning and it is put in the curriculum.

Based on curriculum 2013, teaching and learning process employs scientific approach consisting of observing, questioning, experimenting, associating and communicating. According to the syllabus for the eighth grade of junior high

school for English, the students will learn several texts and in the last step of scientific approach, they have to compose a text for each genre of the text. It shows that writing is one of the important skills. Therefore, it must be developed in Junior High School. On the other hand, writing is the most complicated skill than other language skills because when the learners want to write something, they express their idea clearly in writing form. It was supported by Tangpermoon (2008) who stated that writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon which they want to deliver to the readers.

According to *Permendikbud RI Nomor 22 Tahun 2016* learning process in education unit should be pleasant, interactive, inspiring, challenging and motivating organized to the learners. The learners should participate actively and the teacher should provide enough space for innovation, creativity and independence in accordance with the learners' talent, interest, physical and psychological development.

In curriculum 2013, teaching and learning process uses students-centered learning approach. It means that the students should be more active than the teacher in learning process. In addition, in curriculum 2013 based on the prescribed syllabus of the Ministry of Education, Junior High School students have to master different kind of the texts such as descriptive, narrative, procedure, and report. All of those texts are difficult for them if the teacher teaches only using conventional method in teaching and learning activity.

Before I conducted the research, I did interview with the English teacher of eighth grade in that school to know the initial condition regarding the teaching and learning. From the interview, I knew that problems arise in the teaching and learning process of eighth grade. From the four English skills, the students feel that writing is the most difficult skill because in the teaching and learning process the teacher mostly uses conventional method; consequently it causes lack of understanding due to the lack of attention of the students during the learning process.

From those reasons, teachers also have important role in the process of teaching writing. Methods and media that used by teachers in teaching writing also influence the result of writing. Nowdays, learning media develops rapidly, but based on an observation and experiences during I did teaching practice or *Praktik Pengalaman Lapangan (PPL)*, these developments sometimes make them tend to use the easiest way to explain the materials. At first, I still tended to use lecturing technique by explaining the material using media such as only showing materials using power point or other media. The condition in that class was not lively and it brought boredom some. The students were passive and lack of enthusiasm. Moreover, most teachers ask their students to work individually. With such kind of teaching technique, many students feel difficult to understand the materials because they do not have chance to discuss with their friend about the materials.

Based on the problem above, the teachers should choose and apply an appropriate technique in their teaching and learning process, especially in teaching writing. It will help the students learn the texts better. In this study, I offer the teacher to use cooperative learning as an alternative of teaching writing because in cooperative learning, the learners work in team.

According to Astuti (2016), cooperative learning is a mandated teaching method both in the 2006 and 2013 Indonesian curriculum, and is under the umbrella of Communicative Language Teaching approach that has been adopted by English instruction in Indonesia since 1980s. This approach stresses interaction between language learners and the use of the target language in this interaction. Cooperative learning provides some ways in order to make the process of teaching and learning more interesting and effective since the students work together with their friends in a group. Gunter et .al. (2007, p 263) explains that "Cooperative learning requires that pupils work together to accomplish a task or procedure a product in a particular way."

Jigsaw is one of the cooperative learning methods that are invented by Elliot Aronson. The Jigsaw Technique facilitates students to interact in the class which enables them to value each other as contributors (Aronson, 2000). By using Jigsaw method, not only do the students get new knowledge from working together with their friends as a team work but also share knowledge with others.

By using Jigsaw Technique, it helps and encourages many learners to sustain their interest and work. It also helps the teacher to create contexts in which the language is useful and meaning. As we know that the characteristics of junior

high school students are adolescent learners. In this period, teenagers like to spend their time for hanging around with friends, peeers and they often do disruptive behavior in class. By using this technique, It can be able to break their boredom and it is possible to learn a language as well as enjoy oneself at the same time. Here, the Jigsaw Technique is used to deliver the materials in order to be more fun for students in the process of teaching learning, so they will be enthusiastic in joining the activity. It is important to use a method as an alternative way in teaching writing. As I explained before above that the more students interested, the more the material they get.

Based on the background above, the researcher decided to conduct a research about writing descriptive text using Jigsaw Technique entitled The Use of Jigsaw Technique to Improve The Students' Ability in Writing. It is because writing is one of the important skills in English that must be developed,. Besides,descriptive text is one of the genres that are difficult enough to learn or even to compose because it aims at giving vivid details of how something or someone looks. In other words, students as the writers have to transfer images, the feeling that the writers experienced to the readers. In addition, Harmenita, et al quoting Keraf (2000) that the description should be so unique, that a description of one thing should be different from a description of other things. Jigsaw technique is chosen by the writer because when the students feel difficult to write something or to compose a text by their own will be easier to write together with their group. In this study, I focused on teaching writing descriptive text using

Jigsaw Technique, so the results of this study will give new knowledge and perspective in teaching writing.

1.2. Reasons For Choosing The Topic

In this research, I focused on how to use the Jigsaw Technique to improve the students' ability in writing descriptive text. There are two reasons why I choose the topic:

In Jigsaw technique, not only do the students get new knowledge and ideas from working together with their friends as a team work but also can share their knowledge and ideas to others.

Writing is a difficult skill to master by the students of junior high school. In writing, the students need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon which they want to deliver to the reader (Tangpermoon, 2008).

According to curriculum 2013, junior high school students are demanded to be able to write descriptive text. Although it is a simple text, the students of junior high school still have difficulties in mastering it because in this text they have to transfer images, the feeling that the writer experienced to the reader.

1.3. Research Question

Based on the background of this study, I sought to answer the following question : Can Jigsaw technique improve the students' ability in teaching writing descriptive texts to the eighth grade students of Junior High School?

1.4. Objective of the Study

Based on the research questions, purposes of the study can be stated as follows to find out whether the Jigsaw technique can improve the students' ability in writing descriptive texts.

1.5. Hypothesis of the Study

Based on Saleh (2012), hypothesis is the temporary answer to the research problem. There are two ways to formulate hypotheses, namely one way to affirm and another way to deny. The hypothesis which affirms is called a working hypothesis or alternative hypothesis, while the one which denies is called a null hypothesis (Saleh, 2012).

In formulating the hypothesis the researcher uses those two ways.

a.   Alternative hypotheses (H_a)

There is an improvement in the students' ability in writing descriptive text using jigsaw technique.

b.   Null hypotheses (H_0)

There is no improvement to the students' ability in writing descriptive text using jigsaw technique, to the eighth year student of SMP N 2 Batang in the academic year 2017/2018.

1.6. Significance of The Study

The result of this research is expected to give the following advantages:

Theoretically, it is hoped that the use of the Jigsaw Technique to improve the students' ability in writing descriptive text can be used as a reference in

teaching descriptive text to the students, especially when they want to help students to find out the way to solve students' challenges in practice writing.

Practically, the Jigsaw Technique can improve the students' ability in writing, and make the writing activity more attractive.

Paedagogically, hopefully this study can give an inspiration for them and can be used as a reference to conduct a research with the same topic.

1.7. Scope of the Study

In this research, the researcher limits the scope of the study in the application of Jigsaw Technique in teaching writing of descriptive text.

1.8. Outline of the Report

This report is arranged systematically as follows:

Chapter I is an introduction. It presents background of the study, reasons for choosing the topic, research questions, purposes of the study, hypothesis of the study, significance of the study, limitation of the study, and outline of the report.

Chapter II is review of related literature. It consists of review of previews studies, review of theoretical background, and theoretical framework.

Chapter III is method of investigation. It consists of research design, subject of the study, instrument for collecting data, procedure of collecting data, and procedure of analyzing the data.

Chapter IV describes the results of the study followed by the discussion of the findings. It presents the results of pre-test, post-test, t-test and also the questionnaire, and the discussion of how they relate to previous studies' findings.

Chapter V presents the conclusions and suggestions. It contains the conclusion of the study and the suggestion in upgrading students' ability in writing descriptive text, teacher in teaching descriptive text, and the researcher in conducting the research about teaching writing of descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed the review of the previous studies, gaps identification, theoretical studies containing the definition of writing, writing process, descriptive text, cooperative learning, Jigsaw Technique, and the theoretical framework.

2.1. Review of Previous Studies

This chapter contains of the previous researches related to the topic. They are about Jigsaw technique that has been applied for language's skills like speaking, reading, writing, and its positive effects .

2.1.1 Studies on Jigsaw Technique in Teaching Speaking

In this area, there have been some researches applying Jigsaw Technique. One of the studies was conducted by Alamri (2018). His research was an attempt to investigate whether the jigsaw CL technique had any significant effect on Saudi EFL female students' speaking skills and on the following speaking competencies: vocabulary, accuracy, fluency, and pronunciation. The results revealed that the EFL students who were taught using the jigsaw CL technique showed better achievement in their overall speaking ability and performance than those taught using the conventional teaching method. In addition, it was recommended that further research to be carried out to provide Saudi EFL teachers and students with successful procedures for implementing the jigsaw CL

technique to intensify students' English oral proficiency to be used in real-world situations.

Dyna's study (2013) was to improve the students' speaking skills of Science Students Grade XI-1 of SMA N 2 Yogyakarta in the academic year of 2011/ 2012 by using Jigsaw technique. In this research, the researcher implemented Jigsaw technique. The actions were designed to improve the students' speaking skills and the students' motivation to learn and to speak in English. The research results showed that Jigsaw technique was effective to improve the students' speaking skills of Science Students Grade XI-1 of SMA N 2 Yogyakarta in the academic year of 2011/ 2012 during the process of the action. The observation showed that it was very time consuming. Despite its weakness in practice, Jigsaw made students more motivated and active during the teaching and learning process. The students produced more oral language, more negotiation in meaning and better pronunciation. In summary, Jigsaw helped students improve some skills in speaking English.

Similarly, Jannah (2017) investigated whether the lesson plans designed by the teacher matched the principles and methods of the CLT approach and how the teacher implemented the CLT approach for teaching speaking skills. Moreover, she found about what learning performances resulted from using CLT. The results from this study showed that there were several main procedures of the techniques suggested by the experts which were not completely written into the lesson plan. There were also several activities written into the lesson plans that were not performed well in the classroom. Furthermore, from the speaking performances

produced by the students many of them did not reach the minimum passing criteria (KKM) of 70, although they had been treated with the CLT approach with role play, jigsaw, group discussions, picture series, and storytelling technique in their speaking classes. Lastly, based on several limitations of this research, further research was suggested to conduct experimental studies regarding the best practice for CLT to improve the speaking of senior high school students.

Jigsaw Technique is effective for improving presenting skill. It has been found on Kaptiningrum's study (2011). The aim of her study was to find out the effectiveness of Jigsaw method to improve the students' show presenting skill. From her observation, she concluded that jigsaw technique is effective to improve the show presentation skill of the students. The students were mastering the show presenting skill during the teaching and learning process used the jigsaw method. It was supported by the significant difference between the mean of the pre-test (45) and the mean of speaking test 1 (65), and post-test (70). She also added that the jigsaw method can be used in other lesson.

Jigsaw was also used to enhance oral profiency as conducted by Nazila (2013). Her study was made to determine the effect of using jigsaw to enhance female Iranian intermediate EFL learners' oral proficiency. The findings of the study showed there was a statistically significant difference between the means of scores obtained by the subjects of the treatment group and those of the control group in speaking ability in favor of the treatment group. That was to say, the experimental group outperformed the control group and obtained a higher

average. The sequel of the present study might lead to the conclusion that teaching speaking through jigsaw technique was quite successful.

Differently from Nazila, Nurmiyati and Suyata (2014) conducted a reseach that aimed at knowing (1) whether there was a difference of effectiveness among paired storytelling, jigsaw, and conventional techniques in improving the students' speaking competence, (2) the most effective speaking learning technique among those three techniques in improving the students' speaking competence at eighth grade in SMP N 3 Sleman. The results of the study showed that: (1) There was a difference of effectiveness among the paired storytelling, jigsaw, and conventional techniques in improving the students' speaking competence with F value 3.532 and significance with $P < 0.05$, that was 0.033, and (2) the paired storytelling technique was the most effective technique among those three techniques in improving the students' speaking competence at eighth grade in SMP N 3 Sleman with the highest mean 74.3492. For future research, the writer really expected to apply jigsaw technique in other language skills.

In addition, Syukur (2013) focused to describe about whether or not the use of Jigsaw Technique significantly builds up the speaking achievement and interests the participants of PIBA of UIN Allauddin Makassar. The result of data analysis indicated that the Jigsaw Technique built up significantly the students speaking achievement of advance levels after the treatment. Jigsaw Technique was effective in improving English speaking achievement of the students better that conventional activity. It also classified very high interested the students.

Yuhardi's study (2015) has conducted to see the effects of jigsaw technique in the teaching and learning process of speaking. Three parallel classes of Undergraduate English students in English Tadris were the subjects of this experiment. Two classes were determined as samples after a series of normality and homogenity tests. After several treatments, the two groups were tested. It was found that the mean score of experimental class was 76.37 (Sd 7.280), higher than the control class (mean 63.37; Sd 12.15). Statistical analysis showed that the t*calculate* (5.416) was higher than t*table* for 5% (1.990), indicating that Jigsaw technique improved students' speaking skill. The major improvement was found in pronunciation (E=3.81), and (C=3.156) with differences 0.65, vocabulary (E=3.91), and (C=3.406) with differences 0.504, grammar (E=3.9) and (C=3.438) with differences in 0.462, fluency (E=3.66), and (C=3) with differences 0.66, comprehension (E=3.84), and (C=2.81) with differences 1.03. Therefore, it could be concluded that Jigsaw Technique improved students' speaking skill especially in vocabulary and comprehension. He also gave some suggestions, first was that English teacher was suggested to apply this technique in teaching and learning process of speaking because this process helped the students to increase their ability or skill in understanding speaking information and passage. Then, it was expected that the students especially in Junior High School used this process for speaking since this technique make a special interesting for the student because they gave a description and asked to draw it, should be continued to be researched.

Moreover, Zanwar (2014) conducted a research to help students in improving their ability in speaking English and make them more interested in learning speaking. From his observation, he concluded that there was an improvement in students' ability in speaking English. It was proved by the improving mean score from the pre-test into the post-test test. It improved from 1.3 to 3.5. It showed that this technique helped the students to improve their ability in speaking English.

2.1.2   Studies on Jigsaw Technique in Teaching Reading

Teaching reading using Jigsaw Technique is effective. It was done by several researchers. One of them was Ambar (2008). The objective of her research was to find out the effectiveness of Jigsaw Technique to teach reading. According to this research, she mentioned that jigsaw technique was effective as a technique to teach reading because there was a significant difference of students' reading achievement between those who were taught by using jigsaw technique and those who were taught by using regular technique.

Similarly with Ambar, Ali has conducted a study (2012) that aimed at identifying the effect of using the Jigsaw Reading technique on the EFL pre-service teachers' English language reading anxiety and comprehension. The findings of the study showed there was a statistically significant difference between the means of scores obtained by the subjects of the treatment group and those of the control group in foreign language reading anxiety in favor of the treatment group. This indicates that the use of the Jigsaw Reading technique resulted in lowering the foreign language reading anxiety of the treatment group

subjects. The findings also showed that the subjects of the treatment group outperformed those of the control group in reading comprehension; something which could be considered as an outcome of reading anxiety reduction.

The significant results regarding teaching reading using Jigsaw Technique was found out by Dirgantara (2013). The purposes of this study were to find out whether there were any significant difference of students' reading comprehension achievement before and after being taught through Jigsaw technique and to find out whether there was a significant increase of students' reading comprehension before and after pre test and post test. The result of the computation showed that the value of the two tailed significance was 0.000. Since the sign $< \alpha$ (0.000<0.05), the value indicated that the numbers represents the significance. It meant that there was a significant difference of students' achievement in listening ability before and after being taught through Jigsaw technique. Therefore, dictation technique was recommended to be used by teachers to improve the students' reading ability. For future research, the writer really expected to apply jigsaw technique in other language skills. Combination of students' culture, learning strategies or personality could be related to their reading achievement in order to enrich a research in reading.

Moreover, Hoerunnisa and Suherdi's study (2017) aimed to investigate the effectiveness of Jigsaw in teaching reading comprehension, and it also aimed to investigate the students' responses toward the Jigsaw technique. The results of the research indicated that using Jigsaw to teach reading comprehension made students tend to be active during the teaching and learning process, and it

improved their comprehension about the descriptive texts. According to the result of the research, teaching reading by using jigsaw technique could improve the students' reading comprehension.

Jigsaw technique is also efficient to teach reading. It was proved by Kardaleska (2013). His study aimed at identifying the effects of using the Jigsaw approach on reading comprehension, and in particular in an ESP classroom. Indirectly, it served as a useful feedback for us in terms of design of Reading comprehension lessons and the related exercises. The results of the exercise showed that for lengthier reading passages or demanding topics which is the case with the ESP material, jigsaw approach is far more efficient method.

The similar study was also done by Kazemi (2012). It attempted to provide a comprehensive examination of the effects off the jigsaw teaching method on the success of Iranian EFL learners in terms of their reading comprehension achievement. To this end, an experimental group was exposed to the effects of the jigsaw instruction type and the quantitative analyses of the data gathered after the treatment showed positive effects associated with the use of cooperative teaching method, namely the jigsaw method. Results of the present study were illuminating in the field because they encouraged the teachers to adopt more interactive, group-oriented activities with their students. As it was mentioned above, teachers could use the cooperatively oriented methods with learners of all ages and at all levels of proficiency.

Participation in the class while the teaching learning is important. That was why Meilia (2009) conducted a research which aimed to improve students'

participation in reading class using Jigsaw. Based on her observation, she concluded that the students improved their reading comprehension efficiently and effectively by using jigsaw technique.

Furthermore, Meng (2010), by her study stated that in order to reform traditional reading teaching approaches, she tried to combine jigsaw cooperative learning with the teaching of English reading for the purpose of confirming that cooperative learning was more effective in teaching English reading in Colleges. The results were through Jigsaw cooperative learning of this term, the students in the experimental class benefited from the cooperative learning approach. Limited by time and energy, she only gained the stage result in the study. There were many practical problems which call for teachers' and researchers' attention and endeavor for further study. For example, does jigsaw cooperative learning approach have any effects on the English teaching of listening? does jigsaw cooperative learning approach have any effects on the English teaching of writing? A teacher was supposed to be familiar with advanced teaching methods and strategies. Therefore, more and more efforts should be given to explore more effective ways of teaching.

In order to ovoid boredom, Nazila (2013) applied Jigsaw Technique in teaching reading. It purposed to describe the extent of the effectiveness of the application of jigsaw technique in teaching reading hortatory exposition text and to discuss the students' response in reading hortatory exposition text by using jigsaw technique.From her observation, she concluded that jigsaw technique is effective to be applied as an alternative fun learning in teaching reading hortatory

exposition text, for that reason, the English teachers should apply the application of the jigsaw technique as an alternative fun learning in their reading class.

The great significant result after applied Jigsaw Technique in teaching and learning could be found at Sabbah's study (2016). It used a quasi-experimental pre-posttest design to investigate the effect of using jigsaw cooperative strategy on ELS students' achievement in reading comprehension. The results showed significant differences in favor of the experimental group. The statistical analysis on the obtained data showed a great significance of the effect of jigsaw strategy on ESL students' reading achievement. This might be due to the merits of the jigsaw strategy as it empowered students to take charge of their learning and it enhanced their learning autonomy. It also encouraged peer tutoring and makes learning fun. It increased retention and retrieval of concepts. It worked for application, knowledge or critical thinking types of questions. It developed communication skills. Most importantly, it decreased stress, tension and absentmindedness. Recommendations are suggested that qualitative studies should be conducted where students' attitudes towards using cooperative teaching strategies in teaching English language skills in general and reading in particular. Furthermore, the researcher of the current study felt that studying the correlation between cooperative learning and students' motivation to learn.

Furthermore, Sugianti's study (2016) described teaching and learning poetry meaning activities of Buya Hamka by using jigsaw technique in STKIP PGRI Pasuruan. The results of the observation showed that the teaching and learning activities by using jigsaw technique ran effectively and efficiently. It enabled the

students to get a lot of knowledge and perspective of Buya Hamka poem from their interaction process. They discussed, shared, and contributed knowledge each other with the teacher's facilitations. As the result, they got a lot of information of Buya Hamka poem meaning from their home and expert groups.

In addition, Zuo (2011) conducted a research which discussed three main methods of cooperative learning and how to implement cooperative learning in college English reading class, one of them was Jigsaw Technique. Finally, it gave positive influences, the jigsaw groups reconvene, and each student in each group acted as a tutor to the group on his or her specialty topic. Group members must work together as a team to accomplish a common goal; each person depended on all the others. Group goals and individual goals complemented and supported each other. However, in order to bring this new approach into full play in teaching English, teachers should further make theoretical and empirical studies and make great effort in designing more suitable and effective classroom activities so as to improve their reading competence as well as their language skills.

2.1.3   Studies on Jigsaw Technique in Teaching Writing

There are several researchers who conducted studied regarding teaching writing using Jigsaw Technique. One of them is Arslan (2016). The purpose of his study was to find out the effect of Jigsaw I technique on students' academic success and attitude towards the course in teaching Turkish grammar. At the end of the study, it was discovered that there was no difference between the success scores of the students in experimental and control groups and their attitudes towards the course, in other words, the academic success of both group where

Jigsaw I technique was applied and the group where conventional teacher centered teaching was applied after the experiment and their attitudes towards Turkish course were similar. In order to find out the effectiveness of Jigsaw I technique in Turkish course, various studies could be made in connection with both various topics of grammar and speaking, writing, reading and listening skills. Furthermore, not only on conducting studies in Jigsaw I technique of cooperative learning but also other cooperative learning techniques led to more reliable results.

Jigsaw Technique could also applied to teach literary genre as done by Göçer (2010). His study focused on the use of cooperative method and jigsaw technique in teaching literary genres, an attempt was made to assess their effectivity. Making use of both quantitative and qualitative research, this study was preceded over a work group, which comprised 60 students. In accordance with the qualitative and quantitative findings attained, therefore, cooperative learning and jigsaw technique were found to be more effective than conventional teaching methods. From the point of view of the students, they mentioned that they never felt bored, maintained in-class communication and learned the lessons happily during the process, which were important aspects, revealing the positive sides of the applied technique. The students' research group being academically superior to the students' control group in the achievement test applied (post-test), suggested that the jigsaw technique is effective in teaching literary genres. Jigsaw technique should be applied in grammar and literature teaching.

Different thing was done by Jing (2016). She tried to compare students'
English reading ability before and after learning through jigsaw reading and
semantic mapping activities and study students' English writing ability after
learning through jigsaw reading and semantic mapping activities. The findings of
the study were as follows: 1) The students' English reading ability increased from
the passed level to the good level after learning through jigsaw reading and
semantic mapping activities; 2) The students' English writing ability passed the
pre-set criteria at the good level after learning through jigsaw reading and
semantic mapping activities. The further study should be conducted to explore
whether jigsaw reading and semantic mapping activities were effective to improve
English reading and writing abilities with students in a longer instructional plan,
and the further study might try to apply jigsaw reading and semantic mapping
activities into other English skills like listening and speaking or other subjects like
Chinese, French, Japanese and Thai.

Furthermore, Kardaşi's study (2016) investigated the effect of Jigsaw I
instruction technique on verbal and writing skills of students. Empirical
applications demonstrated that Jigsaw I technique was statistically more
successful in improving Turkish verbal skills of the students when compared to
the activities conducted based on Turkish Curriculum (p: .001 < 0.05; t: 3.427).
Similarly, Jigsaw I technique was statistically more successful in improving
Turkish writing skills of the students when compared to the activities conducted
based on Turkish Curriculum (p: .000 < 0.05; t: 4.790). Similar studies that would

investigate the effects of Jigsaw I technique on other communication skills of students could be conducted.

In addition, Maden (2011) tried to compare the effects of Jigsaw I technique from the cooperative learning methods and traditional teaching method on academic achievement and retrieval of Turkish teacher candidates in the matter of written expression. According to the findings relating to the students' views about the Jigsaw I technique obtained at the end of the experimental process, it was seen that most of the students stated that Jigsaw technique increases success, encourages self-confidence, develops cooperation and interaction, makes students more active and encourage them to research. It may be recommended that Jigsaw I technique was also used in other studies intended for other language skills.

One of ways to master in making simple English sentences could be achieved by applying Jigsaw Word as a game. Puspa's study (2008) aimed to improve the students' mastery of simple English Sentences using Jigsaw Word game as a medium. Based on the result of the study, she found that the use of jigsaw words game as a technique in teaching writing for arranging simple English sentences is very beneficial for the students.

Recount text would be much easier made by applying Jigsaw Techniques as conducted by Sitohan (2015). She tried to find out the effectiveness of Jigsaw Strategy to improve students' skill in writing a recount text. According to her observation, she concluded that jigsaw technique is effective to improve students' skill in writing a recount text. It succeeded in making the good result because students in the home group gave support and shared their knowledge to their

member in order to get the higher score. It could be concluded that teaching recount text by using Jigsaw is an effective way to solve the challenges faced by students in term of building and developing their knowledge of writing a recount text. Jigsaw could also be effective to increase students' knowledge of recount text schematic structure. Students helped one to another by sharing and getting detail information about their part in the expert group, so that each student got the lesson specifically during the writing class. Future researchers were suggested to conduct the research on the use of Jigsaw in teaching writing in other kinds of texts genre or in teaching other language skills.

Furthermore, Sendana's study (2016) aimed (1) to find out the effects of jigsaw technique on students' ability in writing the paragraph elements at the fourth semester students of UKI-Toraja, (2) to find out whether the students are interested in the teaching of paragraph elements using jigsaw technique. The results of the research revealed that (1) using Jigsaw Technique affects the ability of the fourth semester students of UKIToraja in writing the elements of a good paragraph. (2) The interest of class B as experimental group of the fourth semester students of UKI-Toraja in writing the elements of a good paragraph showed a great positive.

Moreover, Tayeb (2016) found out the effect of using Jigsaw Technique in writing tasks on the development of Iranian intermediate EFL learner's willingness to communicate. According to his research, he concluded that Jigsaw had a great effect on the learners' willingness to communicate.

2.1.4   Studies on Positive Effect of Jigsaw Technique

There are many positive effects of Jigsaw Technique. Adams 's study (2013), focused on improving upon cooperative learning with the use of Jigsaw technique in Basic six of Holy Child Practice Primary School. The study showed that jigsaw is a very useful technique. Through the use of the technique, pupils naturally developed the interest of working with their colleagues and through that they learnt from each other and hence learnt better. They also cultivated good attitudes from each other. The observation conducted by the researcher after the intervention also confirmed that most of the pupils were able to take active part in the lesson by answering questions during and after the lesson. It is recommended that teachers should avoid merely using lecture method in teaching lessons at the lower levels (Basic level) because it leads to poor participation of pupils in the lessons and poor understanding of concepts. Teachers should rather concentrate on teaching techniques or teaching methods like the activity method which will enable pupils to properly understand the concepts taught in class.

Better performance of the students after learning using Jigsaw Technique was showed by Azmin (2016). He focused on investigating the effect of the jigsaw cooperative learning method on student performance in psychology and their views towards it. In a nutshell, findings from the present study support the use of jigsaw-based cooperative learning in classrooms. The procedure helped students to perform better. Furthermore, students benefit from the technique by developing social skills. Despite the positive findings gained from the study, it should be noted that the jigsaw method is only one of the many types of

cooperative learning methods and it is not a completely infallible teaching tool. Moreover, this method is still novel in the Brunei education system and requires frequent in-depth theoretical and practical appraisals.

Jigsaw Technique was effective to be applied in large class as conducted by Carpenter (2006). It had a primary purpose to identify effective teaching methods for the large class environment. This finding suggested that moderately-active learning methods such as the jigsaw method are more effective than the lecture, lecture/discussion, and case study methods. Future research should investigate the effectiveness of additional active and collaborative teaching methods in the large class environment. Future studies should also incorporate measures of learning outcomes in addition to examination scores. Measuring improvement in higher level comprehension, critical thinking, and problem solving skills could provide more insight into the value of the teaching methods. Based on enrollment projections, large classes are going to become a way of life for most faculties at least during the short term. Therefore, further investigation of large class issues is paramount.

Jigsaw could also be combined with collaborative learning. Killic's study (2008) was conducted to study the effect of Jigsaw Technique used in collaborative learning and that of classical learning method on the academic performance of the students, on the learning of the concept in Principal and Methods of Teaching course. From the finding of this study performed to measure the effects of the Jigsaw Technique used in collaborative learning. It was found that this technique has more favorable and gives positive influence findings on the

academic performance. Jigsaw Technique should be used in all phrases education. The work of students using Jigsaw Technique should be monitored carefully and the faculty should intervene only when necessary. Using "Collaborative Learning" in one of the courses of the package programmers of the Education Faculties would give efficiency and ease of teaching to teacher candidates.

The great improving after appliying Jigsaw Technique could be seen in Marhamah and Mulyadi's study (2013). It focused on investigating the effect of jigsaw cooperative learning instruction on the second-year undergraduates' achievement of Teaching Learning Strategy. Undergraduates' opinions about jigsaw cooperative learning instruction were also investigated. The results showed that students in the experimental group, who perceived their instruction as more cooperative and more student-centered, had significantly greater improvement on achievement measures than did the students in the control group. In addition, individual interviews reflected that undergraduates had positive opinion about jigsaw, and they believed jigsaw is an effective cooperative learning technique that promotes positive attitudes and interest develop inter-personal skills. The major findings of this study supported the effectiveness of jigsaw learning for students in Indonesia higher education institutions.

In addition, Mengdou and Xiaoling's research (2010) aimed to find out whether the Jigsaw Technique could be successfully used to fulfill the intended task in the college English class, integrating all four skills in the process. The conclusion of this study showed that jigsaw technique is an effective way to

promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning tasks in the EFL classroom.

According to Mangolio and Xiaoling (2010), Jigsaw classroom reduces student's reluctance and anxiety to participate in the classroom activities while increasing self-esteem and self-confidence. Researchers have come to conclude that not only the Jigsaw method increased the self-esteem and confidence of students but has also improved performance and increase their likening for school and their enthusiasm about learning. This co-operative learning/teaching strategy (Jigsaw), naturally would enable the students develop the interest of working with their colleagues and through this learn from each other. They were also able to cultivate good attitudes from each other and for themselves. The study, though not empirical showed the fact that students achievements and attitudes towards studies was strengthened.

Moreover, Tamah's paper (2008) presented a typical reality of a current Asian classroom by highlighting the perception on role assigning in Jigsaw class. It had initially reviewed three issues namely Cooperative Learning, Jigsaw and Positive Interdependence as the underlying theories of the primary discussion. The paper had eventually revealed one particular reality in the classroom where Jigsaw was applied. The classroom reality revealed was restricted to three issues: the students' perception concerning their own role, the students' perception concerning their own role related to the other roles in their expert team, and the overall perception on all roles assigned. It was interestingly found out that the students held consistent positive perception on how useful the role assigned to

them was for their discussion. Besides, the students also held consistent positive perception on how useful the other roles assigned to their friends. The majority agreed to say that their own role was positively influenced by the other roles in the group. In general the students perceived role assigning positively. Role assigning as a sort of positive interdependence was not without its value to maintain smooth functioning groups. This study was limited to the student interaction in expert team. Further studies could be conducted to see the interaction happening in the home team or home group. Quantitative studies could also be carried out to examine the short-term effect of jigsaw technique on young students' academic achievement in English.

2.1.5. Gaps Identification

Considering all of the studies above, I intended to observe similar method in teaching writing using Jigsaw because based on the previous researchers suggestions', some of them suggested to conduct a research in other language skills, especially writing. I viewed that the researchers mainly emphasized their study on the improvement of students' achievement shown through the teaching technique applied, but the improvement of students' achievement in learning was influenced by a good process of teaching and learning activities. From the review above, I was inspired from one previous researcher to on the use of Jigsaw in teaching writing in other kinds of texts genre or in teaching other language skills, so I decided to conduct a study about the improvement of using Jigsaw technique for teaching writing, especially in writing descriptive text, whether the Jigsaw Technique can improve the students' ability in writing descriptive text or not.

2.2. Theoretical Studies

In this sub-chapter, some theories are mentioned to support the study. The theories are explained as follows.

2.2.1. Writing

There are two sub-chapter discussed about writing. They are definition of writing and writing process.

2.2.1.1. Definition of Writing

There are some definitions of writing. The first is from Yule (2015), he defines that writing as the symbolic representation of language through the use of graphic signs. She also claims that unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort. It means that if the reader wants to get message from someone's writing, the reader should the writing.

According to Zinsser (1988) as cited in Jossey (2005),

Writing is a tool that enables people in every discipline to wrestle with facts and ideas. It's a physical activity, unlike reading. Writing requires us to operate some kind of mechanism- pencil, pen, typewriter, word processor- for getting our thoughts on paper. It compels us by the repeated effort of language to go after those thoughts and to organize them and present them clearly. It forces us to keep asking, "Am I saying what I want to say? " Very often, the answer is "No, It's a useful piece of information. (p.49)

In addition, Raimes (1983) asserted in Jossey (1992) stated that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. In line with Raimes, Imelda et al quoted Tarigan (1987) that writing is a language skill that is used for indirect

communication. The students can communicate their ideas and thoughts to others through written form such as letter, message, or invitation for communication

While Hyland (2009) stated that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views of topic. He also stated learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive device that comprise the essential building blocks of text. From these statements, the writer concluded that writing is an activities of expressing someone ideas, feeling, and thoughts which arranged in words, sentences and paragraph.

2.2.1.2. Writing Process

Hedge in Ahlsen states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: "produce whole pieces of communication, to link and developing information, ideas, or arguments for a particular reader or a group of readers…"(2005).

Therefore, effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text (2005, p.7).

In writing a text, we usually do some steps in order to make a good writing. There are some steps in writing process. Writing involves planning what we are

going to write, drafting it, reviewing, and editing what we have written and then producing a final (and satisfactory) version (Harmer, 2004).

According to White and Arndt (1991) which stated in Brown mention that process writing is an interrelated set of recursive stages which include:

1. Drafting
2. Structuring: ordering information, experimenting with arrangements, etc.
3. Reviewing: checking out context, connections, assessing impact, editing.
4. Focusing: that is making sure the writer is getting the message across he/she wants to get across.
5. Generating ideas and evaluation: assessing the draft and/ or subsequent drafts.

Below is the model of writing process according to White and Arndt as cited in Brown:

Figure 1. The writing process (White and Arndt, 1991).
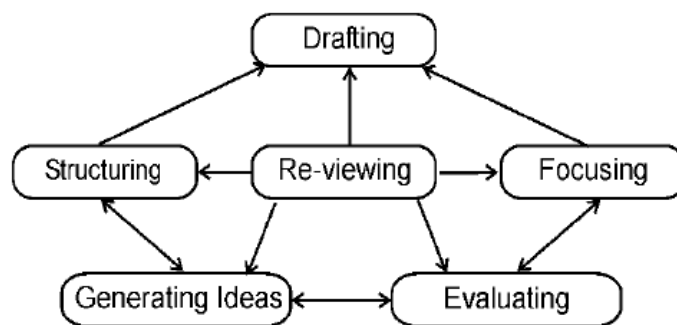

Figure 2.1 model of writing process according to White and Arnd

2.2.2 Cooperative Learning

2.2.2.1 General Definition of Cooperative Learning

In this research, cooperative learning is used by researcher in supporting the classroom activity. Based on Johnson & Johnson, and Stanne (2000), Cooperative learning is one of the most remarkable and fertile areas of theory, research, and

practice in education. It means that cooperative learning is not new in education area and has been practiced before.

Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999). Each student can achieve his or her learning goal if and only if the other group members achieve theirs (Deutsch, 1962). In Oxford (1997) noted that, cooperative not only working together but also involving acting together with another or others for common purpose. Richards (2001, p. 192) in accordance with those statements argued that, "cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of students in the classroom." In line with Richards, Jollilife (2007), said that cooperative learning requires pupils to work together in small group to support each other to improve their own learning and that of others.

Based on those statements above, cooperative learning is an instructional method in which students act or work together in small groups of the students in the classroom to achieve common purpose or other instructional goal.

2.2.2.2 Benefits of Cooperative Learning

Cooperative learning is one of the most heavily researched areas of education. Based on Jollilife (2007), he said there are three main categories of advantages: achievement, interpersonal relationships, and psychological health and social competence.

At first, Improvement in learning have been shown through a greater productivity, higher process gain (that is, more higher-level reasoning, more

frequent generation of new ideas and solutions), greater transfer of learning from one situation to another, more time on task, and greater problem-solving. The second is improvement in interpersonal relationships; they have been shown through promoting the development of caring and committed relationships, establishing and maintaining friendships between peers, a greater sense of belonging and mutual support and also improved morale. The last is improvement in psychological health and social competence have included higher self-esteem, improved self-worth, increased self-confidence, greater independence, supporting sharing of problems, increased resilience and ability to cope with adversity and stress.

Mandal (2009) has different opinion about the advantages of cooperative learning. Here are the advantages of cooperative learning according to him.

1) Cooperative learning develops higher level thinking skills.
2) Skill building and practice can be enhanced and made less tedious though cooperative learning activities in and out the classroom.
3) It creates an environment for active, involved and exploratory learning.
4) It improves the performance of the weaker students when grouped with higher achieving students.
5) It addresses learning style differences among students.

According to Kagan (1999) there are some keys to successful cooperative learning:

1) How to form teams (Teams)
2) How to create the will among students to work together (Will)
3) How to manage the cooperative classroom (Manage)
4) How to foster social skills (Social Skills)
5) How to make sure there is Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction (PIES), and
6) How to structure the social interaction within groups to maximize different types of positive outcomes (Structures).

Based on the explanation above, it can be said that there are a lot of benefits that teachers and students get by applying cooperative learning in teaching and learning process. Not only from students' achievement aspect, but also from many aspects such as the students' character building and social skills.

2.2.3 Jigsaw

2.2.3.1 General Introductory of the Jigsaw Technique

Jigsaw or Jigsaw grouping is well known and frequently used in one form or another. Jigsaw grouping was introduced by Elliott Aronson for the purpose of encouraging active participation in group settings by students from different ethnic, cultural, and racial backgrounds (Aronson et al., 1975, 1978).

Coffey (2008) stated that Jigsaw is one of the cooperative learning techniques; it was created with the goals of reducing conflict and enhancing positive educational outcomes. By using this technique, it can make the students realize that they are essential components of a whole and encourages cooperation in a learning environment. Based on the definition above, I concluded that jigsaw technique is used to help the students in order to be used to work together as a team so that they realize that they are the essential components of learning process.

2.2.3.2 Jigsaw Method

Based on Wiley & Son (2005, p. 415) to do Jigsaw Grouping, the teacher should establish mixed-ability groups of four to five students and assigns one-fourth or one-fifth of the unit of study to each student. Students read their own part and meet with members from other groups who were assigned the same part;

this new group meets to discuss and clarify their understanding of the materials read and they become the expert group on that section of the unit. After that, the members return to their original groups to teach the group the important information from their part. The group then works to incorporate these interlocking parts into a construction of the whole unit. Following this initial shared teaching, the group may go back to any or all parts of the material to gather additional information.

Based on the explanation above, the researcher concludes that jigsaw method has two groups, expert group and learning groups, where students should complete and compose on those groups. The writer concludes the steps of jigsaw techniques to teach writing are like this:

1. Course members form groups of 7 (home team/group)

2. Each person has a different number/label; 1 – 5.

3. Each person receives the material in picture form.

4. Each person learns the picture, how to describe the picture.

5. Each person leaves their home team and forms a group with people who have the same picture. (expert team/group).

   The expert team's task has two parts:

   a. Try to write the description of the picture.

   b. To be ready to teach their group members when they return to their home team (15 minutes).

6. People return to their home teams.

7. Person A has 3-4 minutes to describe their picture to the other members of their home team; while he/she describe the picture, others may take a note.

2.2.4 Descriptive Text

Descriptive text is one of the genre of the texts. According to Emilia and Christie in Atmono,et al (2015), descriptive text refers to a text which focuses on describing particular things. Items or individuals and it specifies some of their characteristics.

Based on Keraf in Harmenita and Tiarina (2013), in writing a descriptive, the writer transfers the images, the feeling that writer experienced to the reader. The writer tries to convey the image, feeling and experience to readers in order that readers can imagine or as if, they are also engaged on it. However, students make clear description in order to make the reader can imagine the object that being described such as students describe about their class.

In addition, Kane as sited in Harmenita and Tiarina (2013) stated that descriptive text is description about sensory experience—how something looks, sounds, tastes. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail.

According to Gerot and Wignell (1994), descriptive text has features as mentioned below:

1. The social function of descriptive

   The social function of descriptive text is to describe a particular person, place, or thing.

2. The generic structure of descriptive text

   The generic structures of descriptive text are:

   a) Identification: identifies phenomenon to be described.

   b) Description: describe parts, qualities, characteristics.

3. The significant lexicogrammatical features of descriptive text.

   The lexicogrammatical features of descriptive text are: focus on specific participants, use of attributive and identifying process, frequent use of epithets and classifiers in nominal group, and use of simple present tense.

2.3 Theoretical Framework

Writing skill is one of the language skills which is needed to be mastered by students, including of Junior High School. This study is drawn from the theory of Raimes (1983, p.76) as a reference about writing skill. Raimes stated that "Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand." In line with Raimes, Tarigan (1987, p.7) states "Writing is a language skill that is used for indirect communication. Writing skill has significances in determining the students' communicative competence in the target language. Also, having good abilities in writing will help the students to explore ideas and write them into readable texts orderly and grammatically.

The explanation above makes the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies. During the writing process, I used White and Arndt's model (1991), they are: drafting, structuring, reviewing, focusing and generating ideas and evaluation to make the students easier in composing a paragraph. The model is also can use as a guide during writing activity.

On the teaching and learning of writing skill, there are obstacles faced by both teachers and students. As for example, the students face difficulties in expressing ideas because of their less writing practice, or even they do not have ideas or thoughts to express because of their less reading habit. On the other hand, technique that used by the teachers are monotonous. As a result, the students cannot develop their writing skill optimally.

Refering to the problems above, the teacher should apply an appropriate technique in teaching writing. The technique should give the effect of spoken and written communication as the input. As a result, the researcher uses one of the cooperative learning techniques, that is Jigsaw Technique as a technique to teach writing in order to improve the students' ability in writing.

Cooperative learning is an approach that is in line with Communicate Approach to Language Teaching. Jigsaw, one of the techniques introduced by Elliott Aronson (1975) can be one of the solution for writing problem. It was proven by many researchers as the writer has explained before in the review of previous studies. This structure will be beneficial for students for promoting better learning, improving student motivation, and increasing enjoyment of the learning

experience often used to describe the concept of peer tutoring and working partners.

The theoretical review presented above leads me to assume that writing is a tool that enables people to express thoughts and ideas to communicate with others. Unfortunately, since many students still find it difficult to master writing competency, perhaps the implementation of cooperative learning method will help to solve the problem. The use of Jigsaw technique is expecting that the students will improve their ability in writing. The success of this implementation will be reached if the teachers play their role as effective as it should be.

In brief, I used a figure to make explanation above simple. Here was the following figure :

Concepts of Writing	
Raimes (1983)	Taringan (1987)

Process of Writing
White and Arndt's model (1991)

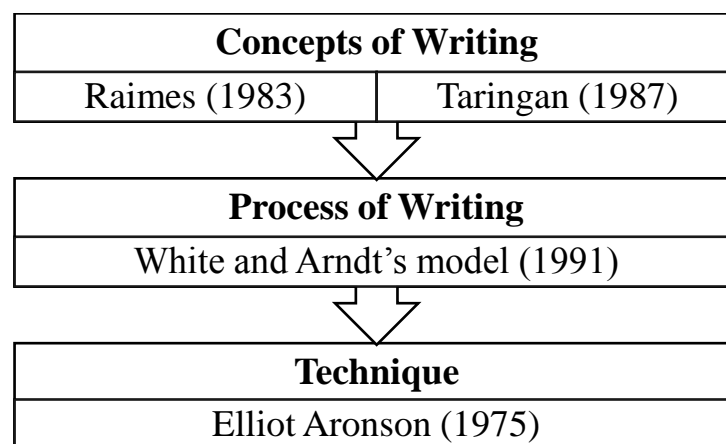| Technique |
|---|
| Elliot Aronson (1975) |

Figure 2. 2 Theoretical framework of the study

From the figure above, I used the theory of Raimes (1983) and Taringan (1987) to explain the concepts of witing. The process of writing used the theory of White and Arndt (1991), then I used the theory from Elliot Aronson (1975) to explain Jigsaw Technique.

CHAPTER V

CONCLUSIONS, SUGGESTIONS AND WEAKNESSES

This chapter presents the conclusions, suggestions, and weaknesess. It contains the conclusion of the study followed by suggestion for students in improving their writing ability of descriptive text, for teachers in teaching descriptive text, and for next researchers in conducting the research about teaching writing of descriptive text.

5.1 Conclusions

According to the result and discussion, firstly I conclude that both groups were homogenous because the result of pre-test in the control experiment was slightly different from the control group so both groups have equal achievement level in writing descriptive text.

Secondly, I summarized that the alternative hypothesis of this study is accepted and the null hypothesis is rejected. There is a significant difference between the result of Jigsaw Technique to teach descriptive text for seventh grade students of SMP N 2 Batang in the academic year 2016/2017 since the t-test of post-test shows that there is a significant different of achievement in writing descriptive text of the students who were taught using Jigsaw Technique and those who were taught using conventional method.

Thirdly, I concluded that Jigsaw technique can improve students' achievement in writing descriptive text. It can be seen from the results of the

means score of experimental group, it score was higher than the mean score from the control group.

5.2 Suggestions

Based on the conclusion above, I give some suggestions for students, English teacher, and next researchers. For students, they are expected to improve their English especially in writing because as stated by Tangpermoon (2008) writing is considered as the most difficult for language learners because they need to have a certain amount of L2 background knowledge about theoretical organizations, appropriate language use or specific lexicon which they want to deliver to the reader. Relating to this study, the researcher suggests them to practice a lot in writing descriptive text. They have to know the generic structure and the language feature of descriptive text. They are also have to improve their grammar, vocabulary, and punctuation. If they get difficulties in writing, they can ask to the teachers and look for references.

This study has several weaknesses because of the writer's limitation. The first is the limitation of time. The time was too short, only around two weeks to implement the technique, so the result was less maximal, so it is suggested for the teacher to be able to manage the time wisely in using the Jigsaw Technique. The second is that the classes were included in big class, and the last is the member of the class was above 30 students, so it was quite long and difficult to control and manage class. It hoped that the teacher can manage the classroom in order to make the students interested in learning English lesson because the teacher has the capability to understand the situation of the class and how to organize the students

understanding about the materials given, so they should be creative in developing their teaching and learning process to create good atmosphere and make English lesson more exciting. Therefore, it can avoid students' boredom in teaching learning process. Hence, Jigsaw Technique can be used in teaching writing because those can help students improve their writing ability. However, the teachers should choose the most appropriate technique for their own students in the class. Moreover, the teacher in the new technique should give more motivation and direction to the low-motivated students in the class.

For the other researhcers, it is expected to use this study as their reference to conduct other research in the same field. They also can use this technique to conduct research for teaching another material. I also expect that this study can be developed and improved by next reseachers, considering it still has some weakneses.

BIBLIOGRAPHY

Adams,F,H.(2013). *Using Jigsaw Technique as An Effective Way of Promoting Co-Operative Learning Among Primary Six Pupils In Fijai.* International Journal of Education and Practice, 1(6):64-74

Ahlsen, E. Nathalie Lundh. (2007). *Teaching Writing in Theory and Practice.* Stockholm Institute of Education Department of Curiiculum Studies and Communication

Alamri, H,R,H. (2018). *The Effect of Using the Jigsaw Cooperative Learning Technique on Saudi EFL Students' Speaking Skills.* Journal of Education and Practice, Vol.9, No.6

Ali, M,F.A,E.(2012). *The Effect of Using the Jigsaw Reading Technique on the EFL Preservice Teachers' Reading Anxiety and Comprehension.* Cairo University

Arikunto, S. 2006. *Prosedur Penelitian:Suatu Pendekatan Praktik.* Jakarta: PT Rineka Cipta.

Aronson, E. (2000). *Social Psychology Network.* Online at www.wcer.wisc.edu/archive/cl1/CL/doingcl/jigsaw.htm.[accessed 02/02/2017].

Arslan,A.(2016). *Effect of Jigsaw I technique on teaching Turkish Grammar.* Educational Research and Reviews: Vol. 11(8), pp. 635-641

Astuti, P. (2016). Practitioner of Cooperative Learning As Part of Novice Teachers' Professional Identity. *TEFLIN Journal, Vol 27, No 2, 1*

Azmin, H,N.(2016). *Effect of the Jigsaw-Based Cooperative Learning Method on Student Performance in the General Certificate of Education Advanced-Level Psychology: An Exploratory Brunei Case Study.* International Education Studies; Vol. 9, No. 1

Brown, H, D. (2004). Language Assessment *Principles and Classroom Practice.* United States: San Francisco State University

Brown, H, D. (2000). *Teaching by Primciples.* Longman: San Francisco, California.

Carpenter, J, M.(2006). *Effective Teaching Methods for Large Classes.* Journal of Family & Consumer Sciences Education, Vol. 24, No. 2

Coffey, H. (2008). *Cooperative Learning.* Online at www.definition/of/jigsaw.htm. [accessed 03/ 02/ 2017].

Department of Education and Culture. (2016). *Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.* Retrivied from *bsnp-indonesia.org/wp.../06/Permendikbud_Tahun2016_Nomor022_Lampiran.pdf*

Dirgantara.(2013). *Teaching Reading of Descriptive Text through Jigsaw at Seventh Grade of Smpn 1 Kedondong.* Lampung University

Dwi Atmono.Haryadi.Ummi Rasyidah1, and Evi Kasyulita.(2015).*An Analysis of Students' Writing Skill in Descriptive Text of The Second Year Students at SMPN 2 Bangun Purba.* University of Pasir Pangaraian.

Dyna ,WS.(2013). *Using Jigsaw Technique to Improve Speaking Skill for The Science Students of Grade Xi-1. Thesis.* Yogyakarta State University

Gunter, A. Mary. Et al. (2007). *Instruction a Models Approach.* New York: Pearson.

Göçer, A. (2010). *A Comparative Research on The Affectivity of Cooperative Learning Method and Jigsaw Technique on Teaching Literary Genres.* Educational Research and Reviews Vol. 5(8), pp. 439-445

Hartoyo. (2014). *Statistics.* Course Material English Department FBS Unnes.

Heaton, J.B. (1975). *Writing English Language Test.* London : Longman Group Ltd

Hoerunnisa and Suherdi. (2017). *The Effectiveness of Jigsaw in Improving Students' Reading Comprehension.* Journal of English and Education:Vol. 5 No. 1, pp. 1 – 12

Jannah,dkk.(2017). *Communicative Language Teaching (Clt) For Teaching Speaking.* English Education Journal (Eej): Vol. 8(3),pp 322-337

John,Willey&Sons.(2005). *Teaching Content Reading and Writing.* United States of America: Hermitage Publishing Service.

Jollilife, Wendy.(2007). *Cooperative Learning in The Classroom.*London: A SAGE Publications Company.

Johnson, David W, Roger T. Johnson, and Mary Beth Stanne.2000.*Cooperative Learning Methods: A Meta-Analysis.* Pillsbury: University of Minnesota.

Ambar. (2008). *The Effectiveness of Jigsaw Technique to Teach Reading (An Experimental Research on the Fifth Graders of SD N Ngadirgo 03 Mijen, Semarang in the Academic Year of 2007/2008).* Final Project. Semarang State University: Unpublished.

Kaptiningrum, Pindha. (2011). *The Effectiveness of Jigsaw Method to Improve the Students' Show Presenting Skill* (*An Action Research at the Eleventh Year of SMA N 12 Semarangin the Academic Year of 2010/2011)*. Final Project English Department.Semarang State University: Unpublished.

Kardaleska,L.(2013), *The Impact Of Jigsaw Approach On Reading Comprehension In An Esp Classroom*. The Journal of Teaching English for Specific And Academic Purposes Vol. 1, No 1, 2013, Pp. 53-58

Kardaşi, M,N. (2016). *The Effect Of Jigsaw I Instruction Technique on Verbal and Writing Skills of Students*. Europian Journal of Education Studies. Volume 2, Issue 5

Kazemi, M. (2012). *The Effect of Jigsaw Technique on the Learners' Reading Achievement: The Case of English as L2*. University of Guilan, Iran

Killic, D.(2008). *The Effect of Jigsaw Technique on Learning The Concepts of the Principals and Methods of Teaching.* World Applied Sciences Journal, Vol.4(Supple 1), Page 109-114

Liyana,Farida.(2010). *The Use of Basic Questioning to Improve The students' Mastery of Writing Descriptive Texts (An Experimental Research to the Seventh Year Students of SMP N 1 Tlgomulyo Temanggung in the Academic Year of 2009/2010)*. Final Project English Department.Semarang State University

Maden, S.(2011)*. Effect of Jigsaw I Technique on Achievement in Written Expression Skill*. Journal of Educational Sciences: Theory & Practice, Vol.11, No,2

Marhamah and Mulyadi.(2013). *Jigsaw Cooperative Learning: A Viable Teaching-Learning Strategy?*. Journal of Educational and Social Research Vol. 3 No. 7

Masruroh,Yulfah.(2009).*The Effectiveness of Pre, Whilst, and Post Strategy and Small Group Discussion on Improving Students' Reading Descriptive Text (An Experimental Research of the Tenth Year Students of SMA N 1 Bobohari in the Academic Year 2008/2009*. Final Project. English Department.Semarang State University

Meilia, E. (2009). *The Use of Jigsaw to Improve Students' Participation in Reading Class (A Case of Eleventh Language Students of SMA Islam Sultan Agung Academic Year 2009/2010)*. Final Project. Semarang State University: Unpublished

Meng,J.(2010), *Jigsaw Cooperative Learning in English Reading*. Journal of Language Teaching and Research, Vol. 1, No. 4, pp. 501-504

Mengduo, Q and Xiaoling. (2010). *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Languge Learners*. Chinese. Harbin Institute of Technology.

Mangolio and Xiaoling.(2010). *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners*. Chinese Journal of Applied Linguistics (Bimonthly), Vol.33, Page.4

Sayed. (2016). *The Effect Of Using Jigsaw Technique In Writing Tasks On The Development Of Iranian Intermediate EFL Learner's Willingness To Communicate*. Iran. Department of English, Gachsaran Branch, University of Applied Sciences.

Nadzifa,Rizka.(2013). *"Applying Jigsaw Technique as an Alternative Fun Learning in Teaching Reading Hortatory Exposition Text" (A Classroom Action Research of the Eleventh Graders of Science Program of SMA N 15 Semarang)*.Final Project. English Department.Semarang State University.

Natanael, Yonathan. (2014). *Belajar Otodidak SPSS Pasti Bisa*. Jakarta:Gramedia.

Nazila, dkk.(2013).*The Effect of Using Jigsaw to Enhance Female Iranian Intermediate EFL Learners' Oral Proficiency*. Australian Journal of Basic and Applied Sciences, 7(9): 315-326

Nurmiyati and Suyata .(2014). *The Effectiveness of Paired Story Telling and Jigsaw Use in Improvement Students' Speaking Competence in Second Grade Smpn 3 Sleman*. LingTera Journal:Volume 1 – Nomor 2

Nurgiyantoro, B. (2010). *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BFFE

Puspa. (2008). *The Use of Jigsaw Words Game as a Medium to Improve the Students' Mastery of Simple English Sentences (The Case of the Fourth Grade Students of SD N Boom Lama 02 Semarang in the Academic Year of 2008/2009)*. Final project. English Department.Semarang State University: Unpublished.

Sabbah, S,S. (2016). *The Effect of Jigsaw Strategy on ESL Students' Reading Achievement*. Arab World English Journal (AWEJ): Volume.7 Number.1

Sitohang, Iranita. (2015).*"The Effectiveness of Jigsaw Strategy to Improve Students' Skill In Writing A Recount Text"*.Final Project. Department of English Education, Faculty of Language and Literature Education. Indonesia University of Education

Saleh.M.(2012).*Beginning Research in English LanguagTeaching*.Semarang: Widya Karya

Sendana,A,K.(2016). *Using Jigsaw Technique to Identify and Develop Paragraph Elements at The Fourth Semester Students of UKI-Toraja*.Tefl Overseas Journal Christian University of Indonesia Toraja

Sugianti.(2016). *The Implementation of Jigsaw Technique to Teach Poetry of Buya Hamka*.IOSR Journal of Research & Method in Education: Volume 6, PP 65-68

Syukur, H.(2013).*Building Up The Students' Speaking Achievement Through Jigsaw Technique. Abadiyah Journal Vol.16,No.*2

Tamah, M, S. (2008). *Role Assigning in Jigsaw Classroom: An Asian Classroom Reality Revealed.* The Journal Of Asia Tefl: Vol. 5, No. 4, pp. 107-140

Tangpermoon,T.(2008). Integrated Approaches to Improve Students Writing Skill for English Major Students. *ABAC Journal Vol 28 No.2, 1-9*

Thompson and Blake.(2010). *Using a Jigsaw Task to Develop Japanese Learners' Oral Communicative Skills: A teachers' and students' perspective.* Polyglossia:Vol. 18, February 2010

Wardani, Imelda ,Hasan Basri, and Abdul Waris.(2014). *Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique.e-Journal of English Language Teaching Society (ELTS).*

Y, Reszy, Harmenita and Yuli Tiarina.(2013). *Teaching Writing A Descriptive Text By Using Environmental Observation Strategy. Journal of English Language Teaching.*

Yuhardi.(2015). *The Implementation of Jigsaw Technique in Improving Undergraduate English Students' Speaking Skill.* Padang. Volume 1, Number 1, Page 49-61

Zanwar, Saeful.(2014). *"The Use of Jigsaw Technique to Improve Student's Speaking Ability in Junior High School (The Case of the Eighth Grade Students of "SMP N" 1 Tembarak in the academic year of 2013/ 2014).* Final project. English Department.Semarang State University: Unpublished.

Zhu,J. (2016). *Using Jigsaw Reading and Semantic Mapping Activities to Develop English Reading and Writing Abilities among Mathayom Suksa 4 Students.* International (Humanities, Social Sciences and Arts): Volume 9 Number 5

Zuo,W.(2011). *The Effects of Cooperative Learning on Improving College Students' Reading Comprehension.* Theory and Practice in Language Studies, Vol. 1, No. 8, pp. 986-989