

CHAPTER I

INTRODUCTION

A. Background

English is the language used by the most countries among languages in the world. It can be denied that English language has become increasingly important as a medium language which people from a range of culture can share their knowledge. Improvement of using English cannot be separated from the mastering of English because it has many roles in our life, such as in technology, economy, education science, information and many other.

From some reasons above Indonesia's National Education Department has decided that English, as foreign language has to be taught at every level of school from elementary school to university. But the writer will focus on teaching English at Senior High School level.

English is taught as the foreign language in Indonesia and its aim is to enable students to master the four English skills. It is listening, speaking, reading and writing. All of the skill should be mastered by students to communicate with another people, understand them, talk to them, read what they have written and write to them. By communication the students can express their ideas, thoughts and feelings to others in oral or written form.

Writing unlike speaking is not a natural skill. We argue that reading and writing are social inventions that have to be thought and learned, practiced and mastered. It means writing as one of the four language skills. It is not an ability the

learners acquire naturally. The students need to get formal instruction in order to be able to write and have to learn consciously. Among the skills, writing is considered the most difficult and complicated language skills to be learned compared to other language skills. It can be seen that the students unlike make seriously problems when they try to translate a native language sentence word by word in to a good writer foreign language. And it is known, writing is not easy, the difficult lies not only in organizing and generating ideas, but also is translating these ideas into readable text. The students have to pay attentive on planning and organizing as well as spelling, punctuation, word choice and so on. However learning how to write is important, people who lives in today's growth world need to learn how to write for every reasons Newcamers to a country soon have to start communicating through writing.

They have to take down telephone message. They have to fill out job application and application for health insurance. Students in a school at all stages need to express themselves in writing to do well in school. Therefore, it should be obvius that writing helps fultillsour need to communicate.

Considering the complexity of writing, especially in narrative writing, an English teacher should be an effective teacher, who can use variety of teaching methods and strategies to improve the students writing skills. The writing etass should be facilitated with activities which motivated students to learn, for example the jigsaw technique where the students are working together and sharing the ideas within the groups.

There are a lot of methods and technique to get the English teaching effectively. To make the teaching learning process alternative technique skills which promotes cooperative and interesting evectives, namely “Jigsaw Technique”. Jigsaw is on of the cooperative learning strategies as one alternative strategy which engages students in learning to write. In jigsaw technique, the students worn in the same group of four to six member and each member in a team becomes an expert on a topic. This technique not only helped the students in generating ideas but they also feel enjoyed during the teaching and learning writing process.

Related to the benefits of jigsaw technique the writer involves the students to jigsaw technique. The writer takes a title of this thesis “Improving the students writing Ability Through Jigsaw at the First Year Students of SMAN 1 Bangkala Barat”.

B. Problem of the Study

Refferingto the background the problem of study is formulated as follow:
How does jigsaw technique improve the students’ writing ability?

C. Objective of the Study

In line with to research problem, the objective of research are to know how jigsaw technique improve writing ability for the first year students of SMAN 1 Bangkala Barat.

D. Significant of the Study

The findings of this study can be useful for the English teachers, impartial as students, and other researcher teachers.

1. The findings of this study are useful for this English teachers at senior high school level to get an alternative way of technique in teaching students to write narrative texts.
2. For the school principal as a decision maker at senior high school level, he or she observe to the teaching learning strategies which are used in the teaching learning activities directly. Also, they can send the English teachers to join up grading with the aim to improve the teachers competencies.
3. The findings of this study are also useful for the students. They will learn a strategy expected to increase their motivation and improve their writing ability by working together and sharing ideas within the groups.
4. For other researcher especially for those who have the same problem and the interested in carrying out a research in a similar field, this study can be implemented.

E. Scope of the Study

This research is focused on the teaching and learning process by involving the first year students of SMAN 1 Bangkala Barat in Jigsaw Technique to improve their writing ability in narrative texts. The improvement is focused on two components of writing namely vocabulary(verb) and grammar (conjunction, preposition and nouns).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous related Research Findings

In this part, the researcher writes down previous related research findings found by some researchers which relate to writing as follow:

Awalia, (2010) in her thesis, “Improving the Students Writing Ability Through Jigsaw at the Second Years Student of SMA 1 Pagiri”, She found that 99% of the students were effectively in writing.

Kurnianingsih, (2008) in her thesis, “Improving English Writing Ability Through Retelling Short Story at SMAN 1 Bajeng Kab. Gowa”, She found that retelling short story can improve the writing accuracy, fluency and comprehensibility. It is proved by mean score of the research data that writing for post-test was 4.25 while pre-test .71, writing fluency for post-test 4.43 while pre-test .84 and writing comprehensibility for post test was 9.06 while pre test was 2.84.

Hasriati, (2004) on her thesis, “Improving the Students Writing Skill Through Situational Language Learning at SMPN 2 Kajuru Kab. Bone”, She found that situational language is effective in improving that students writing skill for pre-test was (XI-5,2) and post test (X2-7.35).

Jumahida, (2008) in her thesis, “Improving the Students Writing Performance Through Tema Game Tournament Method Type at SMAN 3 Takalar”, She found that 95% of the students were improving in writing

through team game tournament method type and 90% of the students were improved in writing through team game tournament method type.

Naysah, (2009) in her thesis, “Improving the Students’ Writing Ability Through English Outbound Activities at SMPN 1 Pallangga Kab. Gowa”, She found that 95% of the students were effectively in writing.

Based on the previous findings above the researcher can explain that her research is different from Kurnianingih, Hasriati and Jumahida because Kurnianingsi’s and Hasriati’s research focused on improving the students grammar, pronunciation and fluency, and Jumahida’s research focused on grammar and comprehensibility and similar to Jumiarti, Awaliah and St. Nasyah namely: to improve students writing ability but different from his attention because Jusmiati and Awaliah focused on fluency and accuracy, and ST. Nasyah focused on pronunciation grammar and vocabulary.

B. Some Pertinent Ideas

1. Writing

a. Nature of Writing

Writing like speaking is a way of communication, but writing makes it is own special demands on the communicator. Hedge in Mayrina put it this way:

“Compared with speech, writing requires a number of things, a high degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for focus and emphasis and a careful choice of

vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.”

b. Process of Writing

The writing process starts by:

1) Planning

According to Braine and May in Mayrino, (1978:11) the first step in the writing process is to plan what kind of theme or topic of the paper. First, the writer needs to select a subject and then narrow the subject to a topic. At the same time, the writer thinks about the purpose of the theme of the paper, who it is reader will be, and the research that the writer do to gather information.

It can be stated that a careful planning is very important step in the writing process. It is a very crucial step which can determine whether the writing is a good or not. In a good writing, the writer should analyze the purpose of the paper as well as the readers knowledge and their interest about the paper.

2) Drafting

According to Langan in Mayrino, (2006:11) drafting is the stage where the writer focused on the fluency of writing and not worries yet about grammar, punctuation, or spelling. The writers goal is juts to state the main idea clearly and develop the content of the paper with plenty of specific details. At this stage, the writer just write down the information on the paper. Moreover, Hedge said that the drafting process focuses

primarily on what the writer wants to say. It means that the content that's important for a draft to produce the final writing.

3) Revising

After drafting the paper, the next step in the writing process is revising. Revising means rewrite the paper, building upon what has already been done, in order to make it stronger. Stronger means the paper needs to be successful not only in the grammatical structure, but also in the content of the writing, so the writers purpose fulfills the readers expectation. So, it can be stated that revising a paper to correct any weaknesses is an important part of the writing process (Langan in Mayrina(2006:12).

4) Editing

The last major stage in writing process is editing. At this stage, the writer checking a paper for mistakes in grammar, punctuation, usage and spelling, Richards also states that in the editing stage, the students engaged it tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peers work for grammar, spelling, punctuation, diction and sentence structure (Langan in Mayrina(2006:12).

Based on the definition above, editing within process writing is meaningful because the students can see their ideas on the paper during the writing process has been written as clear as possible to the reader.

c. Purpose of Writing

Jacobson in Mayrina provide the writer have to consider the purpose of their writing since their will influence, not only to the type pf text they wish to produce, but including the language they use, and the information that they choose.

d. Problem of Writing

According to Rozakis (2008), the most common errors in writing are:

- 1) Grammar and usage
- 2) Sentences (Fragments and run-ons)
- 3) Spelling
- 4) Punctuation
- 5) Proofreading (Missing word)

e. Vocabulary

Vocabulary is commonly defined as "all the words known and used by a particular person".*Knowing* a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge.

f. Grammar

Grammar is:

- 1) The systematic study and description of a language. (Compare with usage.)
- 2) A set of rules and examples dealing with the syntax and word structures (morphology) of a language. Adjective: *grammatical*.

2. Jigsaw Technique

a. Definition of Jigsaw Technique

The jigsaw classroom was first used in 1971 in Austin, Texas by social psychologist Prof. Elliot Aronson. According to Aronson in Awalia, (1990:118) the jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed, it breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (Jigsaw) puzzle. It was designed to help weaken racial cliques in forcibly integrated schools.

b. Procedure in Jigsaw Technique

According to Aronson (2008), there are ten steps of Jigsaw classroom, they are:

- 1) Divide student into 5 or 6 person.
- 2) Appoint one student from each group as the leader.
- 3) Divide the day lesson into 5 – 6 segment.
- 4) Assign each student to learn one segment.
- 5) Give students time to read over their segment at least twice and become familiar with it.
- 6) Form temporary “Expert Group” by having one student from each Jigsaw group join other students assigned to the same segment.
- 7) Bring the students back into their jigsaw group.

- 8) Ask each student to present his or her segment to the group.
Encourage other in group to ask questions for clarifications.
- 9) Float from to group observing the process.
- 10) At the end session, give a quiz on the material so that students quickly came to realize that these sessions are not just fun and games but really count.

c. Advantages of Jigsaw Technique

According to Kessler (2008), there are several benefits of applying Jigsaw teaching and learning activities. First the Jigsaw strategy supports the communicative approach in language teaching because it offers a highly interactive learning experience.

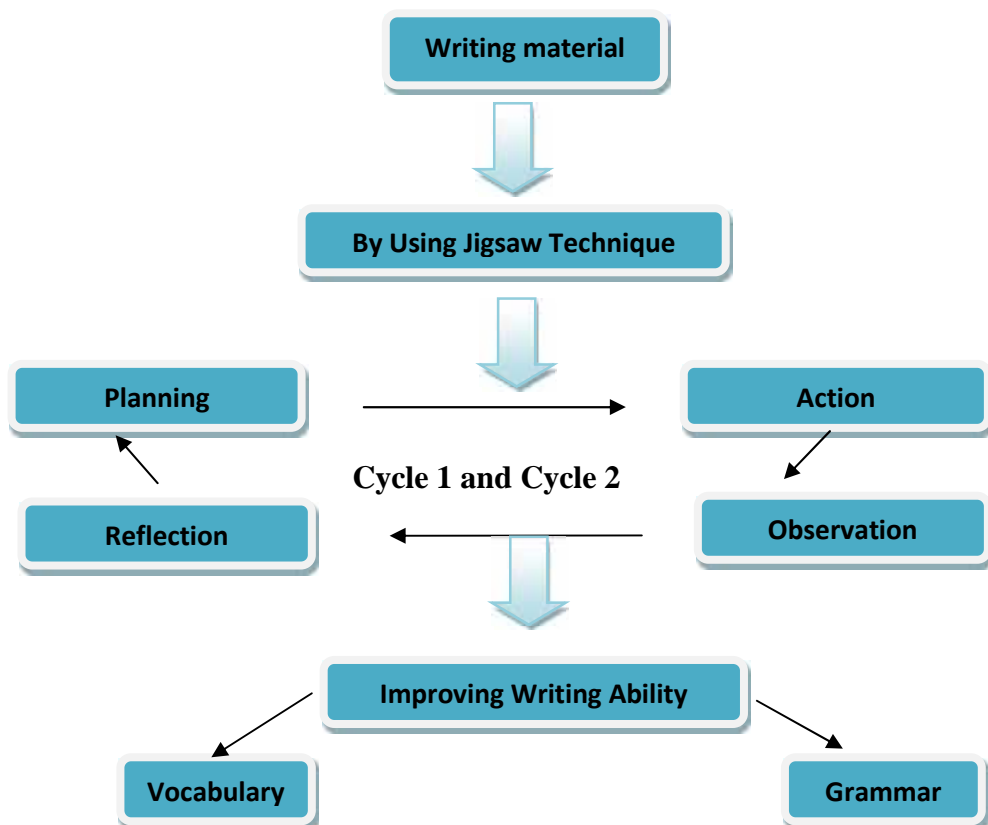
Second, it improve students motivation. Related the techniques, the students achieve success as a consequence of paying attention to their peers, asking questions, helping each other to teach in small group work.

Third, it increasing enjoyment of the learning experience. There is less boredom in jigsaw classroom than in traditional classroom.

C. Conceptual Framework

In this part the research illustrates a scheme about the application of the jigsaw technique in conceptual framework as follows:

The theoretical framework underlying the research is given in the following diagrams.



The three variables briefly classified as follows:

1. Input refers to writing material by using jigsaw technique.
2. Teaching and learning refers to the used to teaching writing namely talking stick method.
3. Output refers to the students' achievement on writing ability especially writing accuracy.

CHAPTER III

RESEARCH METHOD

A. Research Design

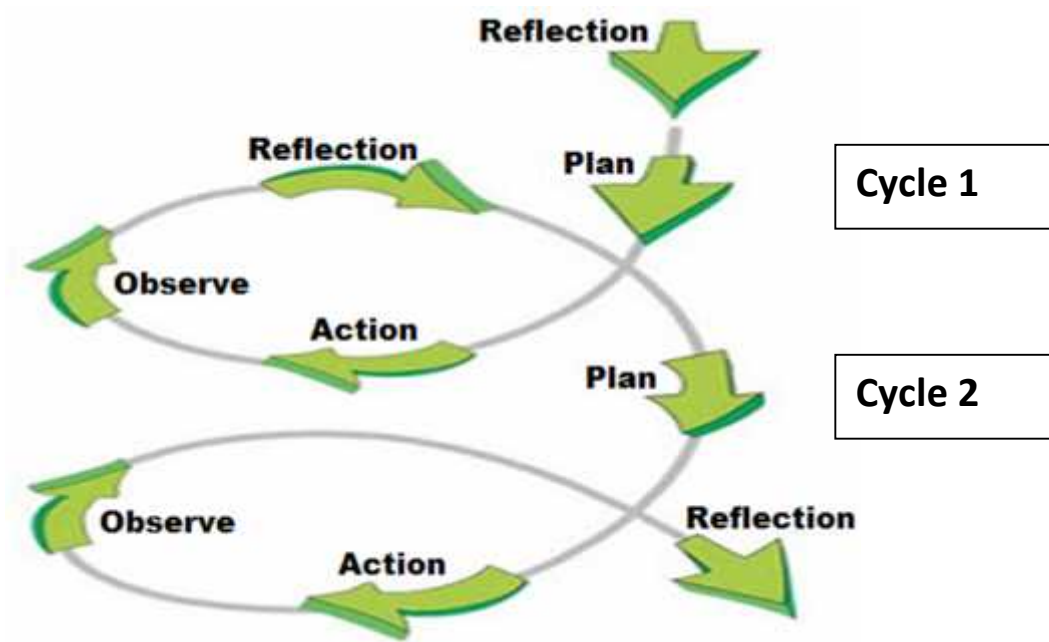
This research is Classroom Action Research (CAR). That is to say a research done by a researcher in a class in order to improve students' ability as well as learning quality. This research is done firstly by taking beginner observation interview toward students or teachers who teach in a class. This stage is done by a research in order to understand or know students problem in learning English before formulating the title which will be used in the research based on the problem.

Obviously, Classroom Action Research is conducted in four stages namely: planning, action, observation and reflection. The four stages would be applied in a unit which is called a "cycle". After finishing on cycle (reflection) the research find any problem appeared again. So the research takes the text cycle to overcome the problem. The cycle can be taken more than twice in order to improve students' ability and learning quality.

The research would be conducted in four stagers namely:

1. Planning
2. Action
3. Observation
4. Reflection

For further explanation, look at the cycle scheme below:



Carr and Kemmis's Action Research Model (1986)

Cycle I

In this research, the researcher needs four meetings to finish cycle 1. The cycle must consist of four stages. Every stage will be explained clearly as follows:

1. Planning

- a. Identifying problem
- b. Analyzing and formulating the problem
- c. Preparing lesson planning for teaching
- d. Preparing instruments.

2. Action

- a. Opening the class according to the procedure of teaching
- b. Applying lesson planning in teaching involves

- c. What jigsaw means
- d. Explaining the way to acquire language through jigsaw
- e. Teaching English through jigsaw
- f. Asking students to write naturally. Through interview technique
- g. Taking final test.

3. Observation

- a. Taking discussion with the teacher in SMAN 1 Bangkala Barat for beginners observation in formulating a title.
- b. Taking toward the application of jigsaw
- c. Getting the students suggestion toward the application of jigsaw

4. Reflection

- a. Analyzing findings when taking observation
- b. Analyzing disadvantages and advantages when applying the application of jigsaw all at one considering the next steps
- c. Taking reflection toward the application of jigsaw
- d. Taking reflection toward the students result achievement

After finishing the cycle I and the result of learning process is not according to what the research expect so the cycle (cycle II) can be taken again for improvement of the next 1 result achievement.

Cycle II

1. Planning

- a. Evaluating reflection result, discussing and finding improvement to be applied for the next learning process.
- b. Noting problem faced when the learning process goes
- c. Designing the next lesson planning based on cycle I

2. Action

- a. Taking analyzing to overcome the previous problem
- b. Taking the next action to improve the problem appeared in the cycle I based on jigsaw

3. Observation

- a. Taking observation toward the application of jigsaw
- b. Noting change happened
- c. Discussing the problem faced and giving reflection

4. Reflection

- a. Reflection the learning process of jigsaw
- b. Reflection the students achievement toward the application of jigsaw.

From the cycle above, the result expected is the students are able to write English naturally (like native writer) and the teachers are able to design suitable lesson planning in improving students writing naturally.

B. Research Subject

The research subject is the first year students (class X) of SMAN 1 Bangkala Barat 2013/2014.

C. Research Instrument

In collecting the data the researcher would use three kinds of instrument namely:

1. Observation

Observation is a sort of guidelines used to obtain information concerning the activities done by the students during the teaching and learning process in the class. Observation is use to check wheter the students do the scenario they were supposed to do in the jigsaw technique plannet and whether they were enthusiastic, a sign of being highly motivated, in doing activities. The observation is give to the collaborator who observe and tick the students' involvement during the teaching and learning process.

2. Interview

Before implementing CAR the writer would ask the teacher to know students' difficulties in writing skill, students' condition involving in writing activity, and the method or kinds of strategies usially adopted by the teacher in teaching writing. The interview also will be carried out after accomplishing CAR to know the teacher's response toward the idea of jigsaw technique.

3. Test

The used in this study is pre-test and post-test. The pre-test is done before implementing jigsaw technique. It is to measure student's ability in writing naratie text at first. Meanwhile, the post-test is implemented after using jigsaw technique. The test is held on every second action of each cycle. It aims findings out students' ability in learning English writing.

Analytic Scoring Rubric Writing.

Component s of Writing	Score	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
Organizatio n	4	Most of the sentences are related to main idea
	3	Some sentences are related to the main idea
	2	Few sentences related to the main ideas
	1	The sentences are unrelated to each other
Vocabulary	4	Some errors in words choice
	3	Few errors in words choice
	2	Occasional errors in words choice
	1	Frequent errors in words choice
Grammar and Mechanics	4	Few errors in past tense Few errors of spelling, punctuation, and capotalization
	3	Some errors in past tense Occasional errors of spelling, punctuation, and capitalization
	2	Numerous errors in past tense Frequent errors of spelling, punctuation, and capitalization
	1	Frequent errors in past tense No mastery of conventions, dominated by errors of spelling, punctuation, and capotalization

(Layman in Awalia, 2004:21)

D. Research Variable and Indicator

1. The Variables

In the research, the researcher would use two research variables namely; Independent variable is the use of the Jigsaw Technique as teaching strategy in learning writing English. Dependent variable is improvement students about writing English that would taught to the first year students of SMAN 1 Bangkala Barat.

2. The Indicator

The students understood about accuracy in writing English. It means that they know the way to write and used them in sentences or their conversation and is answering the test as dependent variable.

E. Technique of Data Analysis

The techniques of data analysis consists of data from observation, data from interview, data from distributing questionnaire, and data from the test (pre-test and post-test). The analysis qualitative data is used to measure data from observation and interview, while the analysis quantitative data is used to measure data from questionnaire and tests.

In analysing numerical data, the writer finds out the average of students' writing score per action within one cycle. It uses the formula:

$$\bar{X} = \frac{\sum x_i}{n}$$

\bar{X} : mean

X_i : individual score

N : number of students (Gay in Nasyah, 1981:24)

Next, to know the class percentage which pass the minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 70, the writer uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students(Sudjana in Hasriati, 1999:25)

The formula used to analyze data from the percentage of questionnaire results:

$$\% = \frac{n}{N} \times 100$$

n : number of students who answered the option

N : number of all students in the class

For assessing students' writing the research used analytical scoring to get students purpose in scoring. It was used a scale to reflect the instructional focus.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion of the research. The findings of the research of the study is presented and discussed by the researcher and related to the actions that have been applied.

A. Findings

The findings of classroom action research describe the answer of the problem statement which is aim improve students' ability in writing. The findings consisted of students' ability in writing observation result. The data of writing ability consists of two items, namely vocabulary and grammar in **Cycle I** and **Cycle II**.

1. Vocabulary

a. The Students's Mean Score

Table 1:*The Mean Score of Vocabulary Component*

Indicator	D-Test	Cycle	Mean Score	Improvement
Vocabulary	5.67	I	6.51	0.84
		II	7.14	1.47

The data above can also be show from the graphic below:

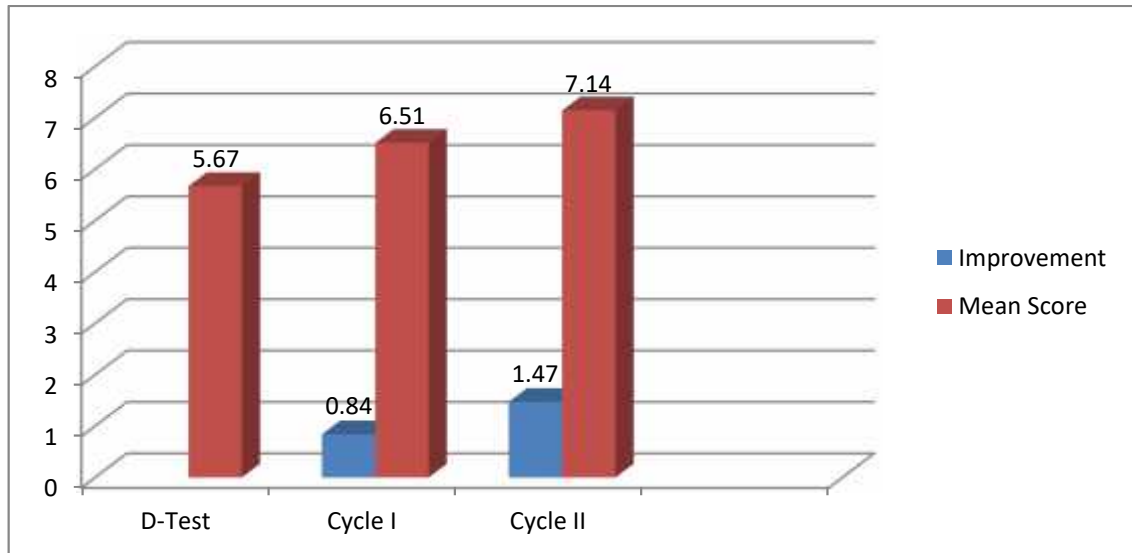


Figure 1: The Improvement od the Students' Writing in Vocabulary

The table 1 and chart 1 above show the improvement of the students' writing in vocabulary and the mean score of the students'. In the students' writing D-test, the mean score is 5.67. then in cycle I shows that the students' improvement in vocabulary from data source to cycle I is 0.84 and the mean score is 6.51. In cycle II shows the students' improvement in vocabulary from cycle I to cycle II is 1.47 and the mean score is 7.14.

The research findings from the table and chart above indicate that there is improvement of the students' score vocabulary from cycle I to cycle II, where in cycle I the improvement of students' score is 0.84. After analyzed the difficulties that the students faced in writing process and repair the weakness in cycle I then applying the Jigsaw Technique and then giving them evaluation in the end of cycle II the improvement of students' mean score becomes 1.47.

b. The Percentage of the Students' Writing in Vocabulary

Based on the data analysis the students' in vocabulary are got from the result of D-test, cycle I and cycle II in the following table and graphic is presented:

Table 2: The Percentage of the Students' Writing in Vocabulary

No	Classification	Range	Non Jigsaw Method		The Application of Jigsaw Technique			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0
2	Very good	8.6 – 9.5	0	0	0	0	2	7.69
3	Good	7.6 – 8.5	1	3.84	6	23.07	4	15.38
4	Fair	5.6 – 7.5	10	38.46	17	65.38	20	76.92
5	Poor	3.6 – 5.5	15	57.69	3	11.53	0	0
6	Very Poor	0 – 3.5	0	0	0	0	0	
TOTAL			26	100	26	100	26	100

Based on the table 2 above show that in the percentage of the students' writing in vocabulary in Diagnostic Test indicates that 1 student (3.84%) gets good, 10 students (38.46%) get fair and 15 students (57.69%) get poor.

After taking an action in the cycle I by using the Jigsaw Technique the percentage of students' writing in vocabulary is 6 students (23.07%) get good, 2 students (7.69%) get fair and 3 students (11.53%) get poor.

In cycle II, the percentage of the students' writing in vocabulary is 2 students (7.69%) get very good, 4 students (15.38%) get good and 20 students (76.92%) get fair.

(76.9%) get fair. The result above also proves that the use of the Jigsaw Technique is able to improve the students' writing in vocabulary the whete result of Cycle II is higher than cycle I and Diagnostic test.

To know the percentage of the sudents' writing in vocabulary clearly following chart is presented:

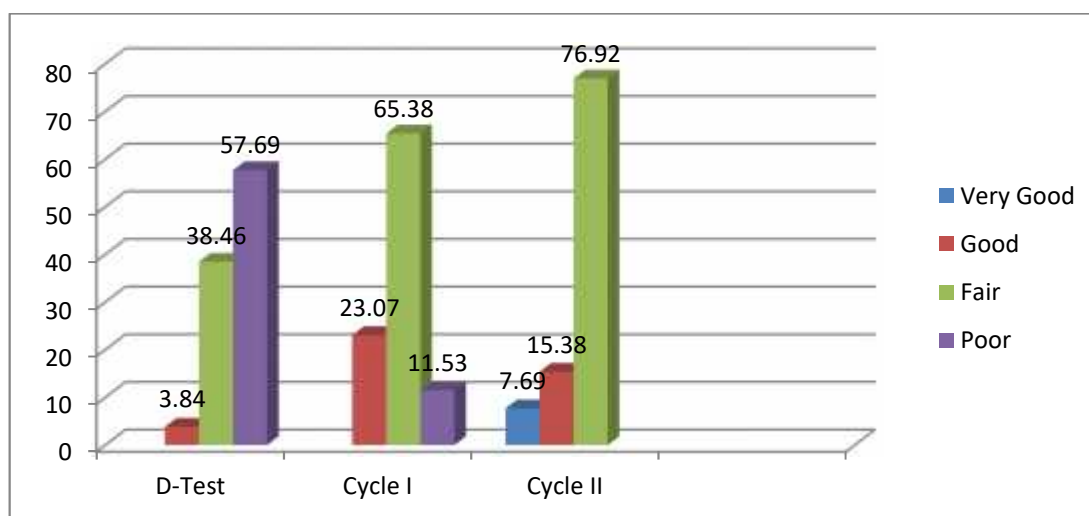


Figure 2: The Improvement of the Students' Writing in Vocabulary

The chart above shows that the result of the students' writing after applying the Jigsaw Technique in cycle I and cycle II in terms of writing in vocabulary achievement, improve significantly where Cycle II is higher than D-test and cycle I. The students' writing in vocabulary achievement in cycle II is 7.69% categorized as very good, 15.38% categorized as good and 76.92% as fair, while in cycle I is lower than cycle II where the students' writing vocabulary improvement in cycle I is 11.53% categorized as good, 65.38% categorized as fair and 23.07% categorized as poor. The D-test is the lowest where the students' writing in vocabulary achievement is 3.84% categorized as good, 38.46% categorized as fair and 57.99% categorized as poor.

2. Grammar

a. The Students' Mean Score

Table 3: The Means Score of the Students Writing in grammar

Indicator	D-Test	Cycle	Mean Score	Improvement
Grammar	5.76	I	6.52	0.76
		II	7.10	1.34

The data above can also be shown in the graphic below:

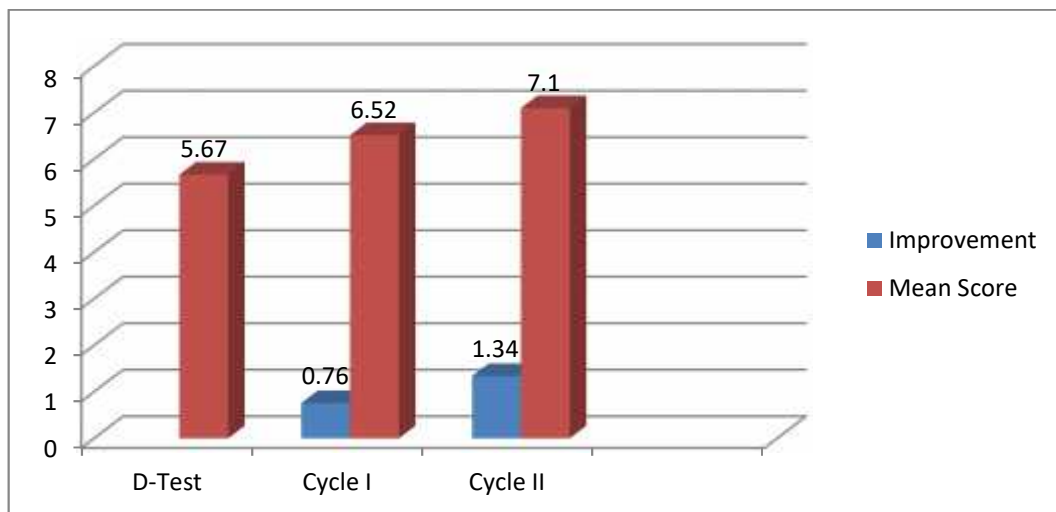


Figure 3: The Improvement of the Students' Writing in Grammar

The table 3 and chart 2 above show the improvement of the students' writing in grammar and the mean score of the students'. In the students' writing D-test, the mean score is 5.76. then in cycle I shows that the students'

improvement in grammar from data source to cycle I is 0.76, and the mean score is 6.52. In cycle II shows the students' improvement in grammar from cycle I to cycle II is 1.34 and the mean score is 7.10.

The researcher findings from the table and chart above indicate that there is the improvement of the students' score in grammar from cycle I to cycle II, where in cycle I the improvement of students' score is 0.76. After applying the Jigsaw Technique and giving evaluation in the end of cycle II the improvement of the students' score become 1.34.

b. The Percentage of the Students' Writing in Grammar

Based on the data analysis the students' score in grammar are got from the result of D-test, cycle I and cycle II in the following table and graphic is presented:

Table 4: The Percentage of the Students' Writing in Grammar

No	Classification	Range	Non Jigsaw Method		The Application of Jigsaw Technique			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0
2	Very good	8.6 – 9.5	0	0	0	0	3	11.53
3	Good	7.6 – 8.5	0	0	5	19.23	3	11.53
4	Fair	5.6 – 7.5	15	57.69	18	69.23	20	76.92
5	Poor	3.6 – 5.5	11	42.30	3	11.53	0	0
6	Very Poor	0 – 3.5	0	0	0	0	0	
TOTAL			26	100	26	100	26	100

Based on the table 2 above show that in the percentage of the students' writing in grammar in diagnostic Test indicates that 15 students (57.69%) get fair and 11 students (42.30%) get poor.

After taking an action in the cycle I by using Jigsaw Technique the percentage of the students' writing in grammar is 5 students (19.23%) get good, 18 students (69.23%) get fair, and 3 students (11.53%) get poor.

In cycle II, the percentage of the students' writing in grammar is 3 students (11.53%) get very good, 3 students (11.53%) get good and 20 students (76.92%) get fair. The result above also proves that the use of the Jigsaw Technique is able to improve the students' writing in grammar where the result of Cycle II is higher than cycle I and Diagnostic test.

The data above can also be shown from the graphic below:

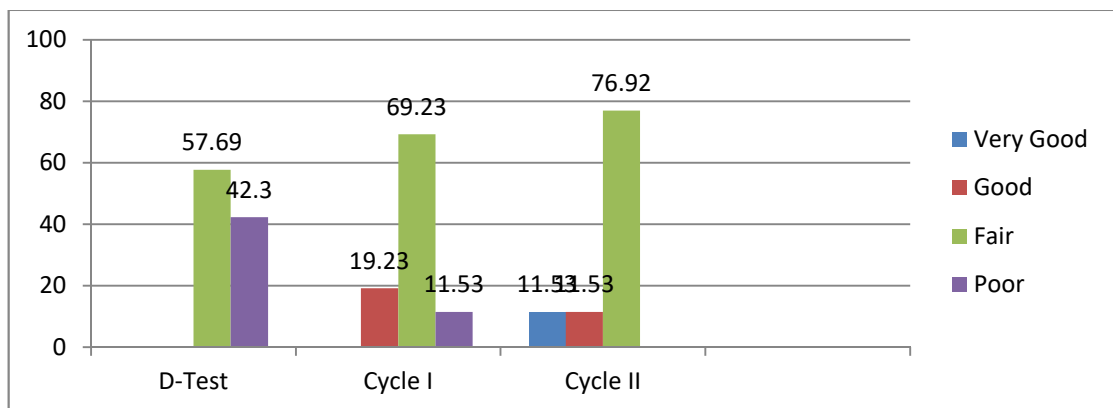


Figure 4: The Improvement of the students' Writing in grammar

The chart above that the result of the students' writing in grammar after applying Jigsaw Technique in cycle I and cycle II in terms of writing in grammar improved significantly where cycle II is higher than D-test and cycle I. The students' writing in grammar achievement in cycle II is 11.53% categorized as

very good, 11.53% categorized as good and 76.92% as fair, while in cycle I is lower than cycle II where the students' writing in grammar improvement in cycle I is 19.23% categorized as poor. The D-test is the lower where the students' writing in grammar improvement is 57.69% categorized as fair and 42.30% categorized as poor.

3. Writing Result

a. The Students' Mean Score in Writing Result

Table 5. The Students' Mean Score in Writing Result

Indicator	D-Test	Cycle	Mean Score	Improvement
Writing Result	5.84	I	6.50	0.66
		II	7.90	2.06

The data above can also be shown in the graphic below:

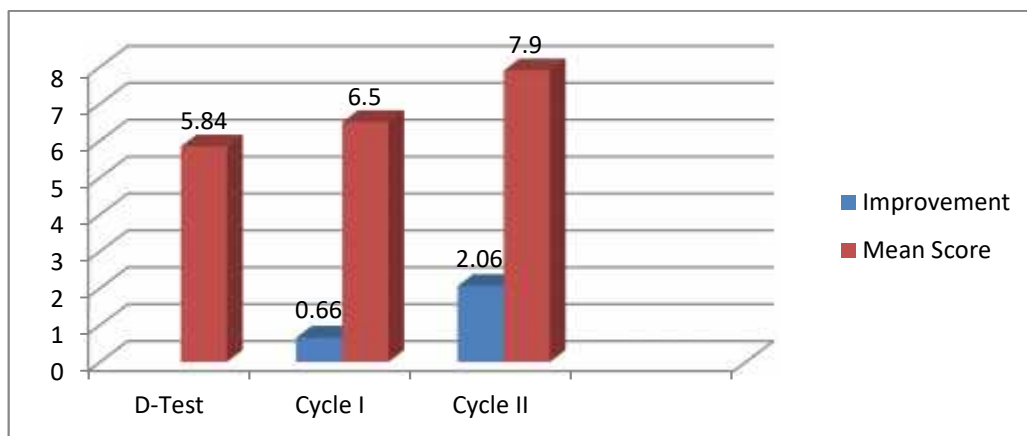


Figure 5: The Improvement of the Students' Writing Result

The table 5 and chart 5 show improvement of the students' writing result and the mean score of the students. In the students' writing result D-test, the mean

score is 5.84. Then in cycle I that the students' improvement in writing result from the data source to cycle is 0.66 and the mean score is 6.50. In cycle II shows the students' improvement in writing result from cycle I to cycle II is 2.06, and the mean score is 7.9.

The research findings from the table and graphic above, indicate that there is a significant improvement of the students' score in writing result from D-Test to cycle II, where cycle I the improvement of students' score is 0.66, after applying the Jigsaw technique and giving evaluation in the end of cycle II the improvement of the students' score become 2.06.

b. The Students' Tabulation of Frequency in Writing Result

Based on the data analysis the students' score in writing result are got from the result of D-test, cycle I and cycle II in the following table and graphic is presented:

Table 6: The Percentage of the Students' Writing Result.

No	Classification	Range	Non Jigsaw Method		The Application of Jigsaw Technique			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0
2	Verry good	8.6 – 9.5	0	0	0	0	2	7.69
3	Good	7.6 – 8.5	1	3.84	7	26.9	4	15.3
4	Fair	5.6 – 7.5	13	50	14	53.8	20	76.9
5	Poor	3.6 – 5.5	12	46	5	19.2	0	0
6	Very Poor	0 – 3.5	0	0	0	0	0	
TOTAL			26	100	26	100	26	100

Based on the table above shows that the percentage of the students' writing result Diagnostic Test indicates is 1 student (3.84%) get good, 13 students (50%) get fair and 12 students (46%) get poor.

After taking an action in cycle I by using the Jigsaw Technique, the percentage of the students' writing is 7 students (26.92%) get good, 14 students (53.84%) get fair and 5 students (19.23%) get poor.

In cycle II, the percentage of the students' in writing is 1 students (7.69%) get very good, 4 students (15.38%) get good and 20 students (76.92%) get fair. The result above also proves that the use of the Jigsaw Technique is able to improve the students' writing where the result of cycle II is higher than cycle I and Diagnostic Test.

The data above can also shown in the graphic below:

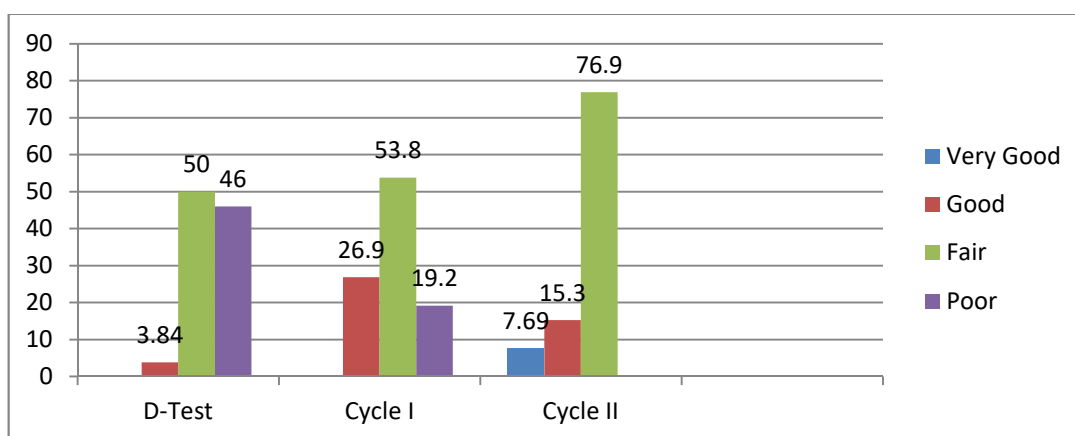


Figure 6: The Percentage of the Students' Writing Result

The graphic above shows that the result of the students' writing after applying the Jigsaw Technique in cycle I and cycle II improve significantly where Cycle II is higher than D-test and cycle I. The students' writing in cycle II is 7.69% categorized as very good, 15.28% categorized as good and 76.92% categorized

fair. While in cycle I is lower than cycle II where the students' writing in cycle I is 26.92% categorized as good, 53.84% as fair and 19.23% categorized as poor. D-test is lowest where the students' writing is 3.84% categorized as good, 50% categorized fair and 46% categorized as poor.

4. The Students' Improvement of Writing Result

The students' improvement in writing ability can be shown in the mean score from the D-test to cycle II below:

Table 7. The Students' Improvement from D-Test to Cycle II

Mean Score		
D-Test	Cycle	Mean Score
5.84	6.50	7.90

The students' improvement in their writing result can be shown through the graphic below:

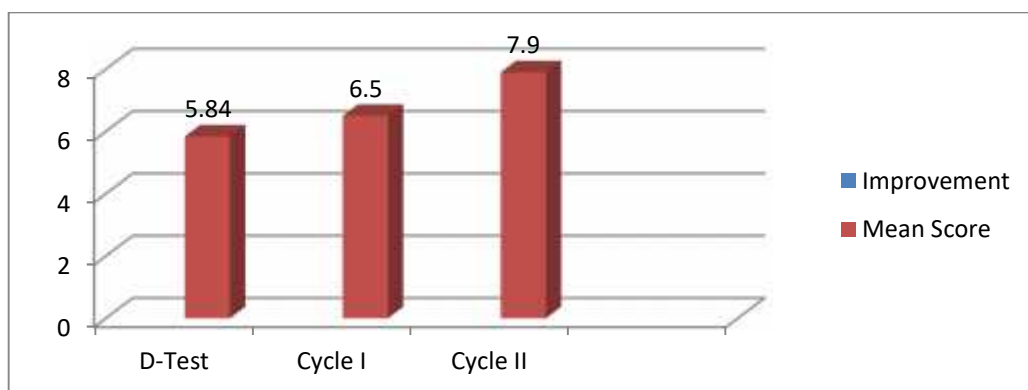


Figure 7: The Students' Mean Score in Writing Result

The table 7 and graphic 7 above show that students' mean score in the D-test is 5.84, in cycle I is 6.50 and cycle II is 7.90. Its mean that the students' mean score from D-test to cycle II get improvement in their writing result significantly, where the mean score of D-test is 5.84. after applying the Jigsaw Technique and giving evaluation in the end of cycle II the students' mean score become 7.90.

5. Observation Result

The following table and graphic show the observation result of the students' activeness in learning writing from cycle I to cycle II.

Table 8. The Students' Observation Result during Teaching and Learning Process

Cycles	Activeness			
	1 st Meeting (%)	2 nd Meeting (%)	3 rd Meeting (%)	4 th Meeting (%)
Cycle I	58	63	64	69
Cycle II	69	73	75	80

The students' observation can be shown through the graphic below:

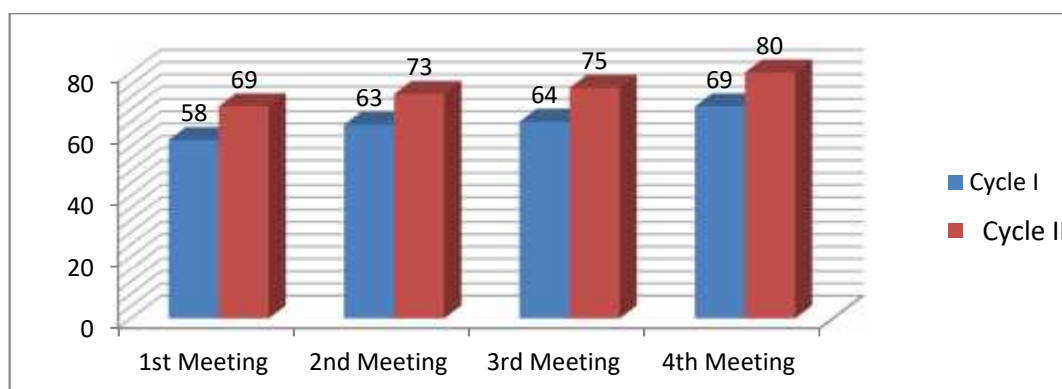


Figure 8: The Improvement of the Students' Activeness during Teaching and Learning Process

Table 8 and chart 8 above show that in cycle I the students' activeness in the 1st meeting is 58% and 2nd meeting is 63%, the 3rd meeting is 64% and the 4th meeting is 69%. In cycle II students' activeness in the 1st meeting is 69%, the 2nd meeting is 73%, the 3rd meeting 75% and the 4th meeting is 80%. Base on the interpretation of the table and graphic above indicate that there is a significant improvement of the students' activeness during teaching and learning process from the first meeting in cycle I until the last meeting in cycle II.

B. Discussion

In the beginning of cycle I, the students' seemed unfamiliar and little confused about Jigsaw Technique which the researcher was going to applied in teaching writing. Most of the students also had the low interest and motivation in learning English because they found it difficult to be learned understood well. The students' writing D-test score was still very low before the researcher applying Jigsaw Technique as an interesting and useful technique but the students' score in cycle I could be improved significantly after applying the method. Even though the rest scores in cycle I was better than cycle II, the researcher found some difficulties of the students in saying and pronouncing the vocabulary of the story correctly. It became the reflection for the researcher to improve and revised the planning and actions in cycle II in order to get much better progress which is expected in this research.

The researcher though to mastery the story had needed much time. So the researcher found that some of the students' have not be able to use the time as good possible, so, the researcher gave more for the students.

The improving of the students' writing ability through Jigsaw was effective because before implemented this method, the researcher found that the students' mean score in diagnostic test of vocabulary just could get score 5.67. it classified as fair. Then grammar could get score 5.76, it also classified as fair. The means that it was far from the target. After implemented, the students mean score was 6.51 and classified as fair of vocabulary, while the mean score of the grammar was 6.53 and classified as fair in cycle I. And then 7.14 mean score of grammar, and classified as good at the cycle II.

The observation result of the students' activeness im cycle I to cycle II got increase too. The students' activeness in the first meeting of cycle I just got 58%, it means the that low effectiveness it influenced because some of the students didn't understand and didn't have interested to learn. Afrer repair the weakness that faced during she teaching and learning process, the students join until the end of cycle II, the students' effectiveness in the last meeting became 80%. The students was joining the teaching and learning process seriously. It mean that the application of the Jigsaw Technique to improve the students' activeness during teaching and learning process is succesful.

Based on the discussion above, we can know that there was different reslut between cycle I and cycle II in teaching writing by using the Jigsaw Technique. The researcher may say that teaching writing by using Jigsaw Technique is a good way to improving the students' writing ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion in the previous chapter, it can be concluded that:

1. Jigsaw Technique is one of affective technique in teaching writing. It is significant to improve the students' writing especially writing accuracy.
2. Based on the findings, the mean score of vocabulary improved. It can be seen from the cycle I which is 6.51 and the cycle II is 7.14.
3. Based on the findings, the mean score of grammar also improved. It is proved by the cycle I which is 6.52 while the cycle II is 7.10.

B. Suggestion

Based on the conclusion above of the classroom action research, some suggestion can be made for the English as follows:

1. It is suggested that the English teacher apply the Jigsaw Technique as one alternative ways in teaching writing.
2. In the future, after researcher are suggested that they develop research to investigate how teaching writing issue in any level of students. Moreover, the use of classroom action research secures the issues or problem in improving students' writing.

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**IMPROVING THE STUDENTS' WRITING ABILITY THROUGH
JIGSAW TECHNIQUE AT THE FIRST YEAR STUDENTS OF
SMAN 1 BANGKALA BARAT**

(Classroom Action Research)



A THESIS

By

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2015**

Cycle I

In this research, the researcher needs four meetings to finish cycle 1. The cycle must consist of four stages. Every stage will be explained clearly as follows:

1. Planning

- a. Identifying problem
- b. Analyzing and formulating the problem
- c. Preparing lesson planning for teaching
- d. Preparing instruments.

2. Action

- a. Opening the class according to the procedure of teaching
- b. Applying lesson planning in teaching involves
- c. What jigsaw means
- d. Explaining the way to acquire language through jigsaw
- e. Teaching English through jigsaw
- f. Asking students to write naturally. Through interview technique
- g. Taking final test.

3. Observation

- a. Taking discussion with the teacher in SMAN 1 Bangkala Barat for beginners observation in formulating a title.
- b. Taking toward the application of jigsaw

- c. Getting the students suggestion toward the application of jigsaw

4. Reflection

- a. Analyzing findings when taking observation
- b. Analyzing disadvantages and advantages when applying the application of jigsaw all at one considering the next steps
- c. Taking reflection toward the application of jigsaw
- d. Taking reflection toward the students result achievement

After finishing the cycle I and the result of learning process is not according to what the research expect so the cycle (cycle II) can be taken again for improvement of the next 1 result achievement.

Cycle II

1. Planning

- a. Evaluating reflection result, discussing and finding improvement to be applied for the next learning process.
- b. Noting problem faced when the learning process goes
- c. Designing the next lesson planning based on cycle I

2. Action

- a. Taking analyzing to overcome the previous problem
- b. Taking the next action to improve the problem appeared in the cycle I based on jigsaw

3. Observation

- a. Taking observation toward the application of jigsaw
- b. Noting change happened
- c. Discussing the problem faced and giving reflection

4. Reflection

- a. Reflection the learning process of jigsaw
- b. Reflection the students achievement toward the application of jigsaw.

From the cycle above, the result expected is the students are able to write English naturally (like native writer) and the teachers are able to design suitable lesson planning in improving students writing naturally.

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Makassar, November 2015

Muh.AlwiHamka

CURRUCULUM VITAE



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