



Improving the Students' Skill of Writing Narrative Text through Cooperative Learning Model with Jigsaw Technique

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Abstract

The purpose of this action research are: 1) Describe the learning process of writing narrative text through cooperative model learning with jigsaw technique, 2) Describe the improvement of writing narrative text through cooperative model learning with jigsaw technique. The research design of this research is action research which use two cycles. Data in this research are qualitative and quantitative data. Qualitative data were obtained from observation sheets, daily observation journals, as well as documentation. Quantitative data is data in the form of numbers from the results of writing tests obtained after the learning process with cooperative model learning with jigsaw technique. While the data sources in this study are sixth graders SD Negeri 01 Tugu Utara Jakarta Utara year 2018-2019. The results showed that 1) the activities of learners in the learning process increased significantly after following the learning by using cooperative model learning with jigsaw technique, the result show 82.0 in the first cycle and 89.3 in the second cycle for activities the learner in the learning process, 2) Students' skills of writing narrative increased significantly after following the learning by using cooperative model learning with jigsaw technique. The average value obtained by learners are; cycle I is 74.18, and cycle II is 83.00.

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INTRODUCTION

The best learning is learning that focuses on students, because in education every process always involves educators and students, there will be a good reciprocal relationship between teachers and students, so that student activity can be seen in the learning process. Likewise in learning good English language

learning must achieve the set learning goals so that students are able to understand and master the maximum learning will be achieved. The teacher must also be able to organize the learning process appropriately through the utilization of available facilities in the classroom. The use of instructional media needs to be supported by the availability of adequate facilities in schools.

Writing process usually begins with the emergence of ideas. An idea is something that comes to mind that is generally obtained from the results of reading, listening, experiencing and pondering something. Writing must be supported from the other three aspects of language, because writing is the expression of one's ideas, ideas and knowledge which are embodied in mutually agreed phoneme symbols in the use of language, both Indonesian and English. Students are input in the education system that needs to be developed in various dimensions and potentials in the education process so teachers must be able to understand their students well.

Language skills have four components, namely listening skills, speaking skills, reading skills, and writing skills. Each of these skills is closely related to the other three skills in a variety of ways. Tarigan (2008:6) states that in acquiring language skills, usually through a regular sequence of relationships. The four skills are basically a unity. Writing is a creative process of pouring ideas in the form of written language with the aim of, for example, telling, reassuring or entertaining. The result of this creative process is commonly referred to as essay or writing. Both terms refer to the same results even though there are opinions that say the two terms have different meanings. The term of writing often attaches itself to a scientific-like creative process. While the term concocted is often attached to the creative process of non-scientific type.

The narrative text is a text that aims to entertain the readers. But reality shows that the student's skill in writing narrative text in English is still not as expected. This can be seen from the result of writing test of student narrative text taken from archive value of English subject of class VI. It is known that the average score of the student's writing skill is still below the minimum learning completion standard which determined by the school that is 70. The result shows that from 32 students of grade VI only 5 students or 15.63% whose value reaches the Minimum Completed Learning Standard. In addition to the archived value of English subjects, researchers also conducted tests on preliminary observations, test results showed there were five students (15.63%) who scored ≥ 70 . The average value of the test

results of students is 53.3%, of the 32 students only four students who achieve the minimum learning completion standard of English subjects is 70. While the average score of learners for the aspects of the assessment of narrative text writing skills are: generic structure 10%, grammar 10%, vocabulary 11%, fluency 10% and relevance 10%

Based on observations that have been seen from the archives of values and values on the initial observation note that the students of grade VII in SD Negeri 01 Tugu Utara North Jakarta still have very low value in writing skills off narrative text, it can be seen from the low understanding of the students to the task write given. Learners still have difficulties in understanding; generic structure, grammar, vocabulary, fluency, and relevance.

THEORETICAL FRAMEWORK

Writing Narrative Text

Harmer (2004) states that writing is an important communication tool, because through writing students can express thoughts and feelings, can explain or save something important. Olstain (2001) adds that through writing someone can communicate various forms of messages to readers either through traditional methods, namely paper-pencil or in modern writing through the use of technology by using a system of language symbols written on letters.

Nurman (1998: 37) classifies that the process success in writing must involve; (1) mastering writing techniques, (2) master and obey the convention in the use of spelling and punctuation, (3) using a grammar system to convey the meaning, (4) organizing the contents of the text in full to provide an overview of the information written, (5) revising the results of the writing, and (6) selecting and adjusting to the style needs of the reader. Besides that, Harris (1969: 68-69) states that the elements of essay writing must pay attention to; (1) content (content, ideas put forward), which includes relevance, and thesis developed, (2) form (organization of contents), which includes paragraph requirements, and paragraph links, (3) grammar (grammar and sentence patterns), which includes the word formation and sentence effectiveness, (4) style (choice style and vocabulary structure), which includes word determination, and word suitability, (5) mechanics (spelling), which includes the use of letters, and the use of punctuation.

Regarding the genre of reading text, Marsilah (2014:91) states that narrative text are imaginary stories with the aim to entertain, although sometimes there are stories which built based on real experiences stories or events. The communicative purpose of narrative text is to entertain the readers. The types of narrative text are; short stories, fables, modern fantasy, folk tales, plays, legends, myth, and ballads. Features of narrative text are; 1) orientation, 2) complication, 3) resolution. The language features of narrative text are; pronoun, noun phrase, time phrase and conjunction, adverbs and adverbial phrases, action verb in the past form, and saying verb. The social function of narrative genre is to tell a story. The story commonly constituted by a number of events in which it is found that something goes wrong. The wrong side of the event leads to a stage, which is one with great suspense called a crisis or climax in the story. The story then stages a solution to the problem in the climax. A narrative ends with a solution, either with a happy or sad ending.

Furthermore, Tarigan (1983: 30) states that writing makes us aware of life, because where we put our thoughts about life in writing we will become aware of life itself. Personal writing is also a therapeutic or "science of examination and treatment" a tool for self-analysis that allows us to understand ourselves better. Sapari (2008: 18) states that Experience is things that have been experienced, lived, and borne by everyone. Everyone must have an impressive experience. An impressive experience is an experience that impresses on the heart and the experience is difficult to erase from memory.

Writing interesting experiences is a way of expressing an experience in written form. Interesting experiences can be written in narrative form. Writing interesting experiences in the form of stories from a series of events experienced is writing interesting experiences in narrative form. Narrative is telling stories. The story is a series of events or events chronologically, both facts and fiction or fiction. Like narrative essays, writing interesting experiences is writing chronological events based on events that are truly experienced.

Cooperative Learning

Cooperative learning is a general term for a set of teaching strategies designed to educate group cooperation and interaction between students Cooperative learning objectives include at least three learning objectives, namely academic learning outcomes, acceptance of diversity, and development of

social skills. This strategy is based on Vygotsky's learning theory (1978, 1986) which emphasizes social interaction as a mechanism to support cognitive development. In addition, this method is also supported by information processing learning theory and cognitive theory of learning. In the implementation of this method helps students to more easily process the information obtained, because the encoding process will be supported by interactions that occur in cooperative Learning.

Jigsaw

Jigsaw is a type of cooperative and flexible learning strategy. In Jigsaw learning, students are divided into groups whose members have heterogeneous characteristics. Each student is responsible for learning the topics assigned and teaching the group so that they can interact and help each other. Jigsaw was first developed and tested by Elliot Aronson and his friends at the University of Texas, then adapted by Slavin and his friends at Jhon Hopkins University (Arends, 2001). Jigsaw was designed to increase students' sense of responsibility for their own learning and other people's learning. . Students not only learn the material that has been given, but they must also be ready to provide and teach the material to other group members. Thus students depend on one another and must cooperate cooperatively to study the material assigned (Lie, 2008).

Cooperative learning model with jigsaw technique is used in an effort to give stimulus to learners reasoning power of a more directed event that can generate responses in the form of ideas that poured into the form of writing and also increase the motivation of learners in following the English lesson. In cooperative learning model, students learn in small groups consisting of 4-6 people heterogeneously and work together in positive interdependence and are responsible for completing the subject matter part that must be learned and convey the material to other group members (Arends, 2001). The members of different teams with the same topic meet for discussion help each other about the learning topics assigned to them. Then the students return to the original group / team to explain to other groups about the things they have learned before at the expert team meeting.

In cooperative learning model with jigsaw technique there are groups of origin and expert groups, the original group is the parent group of students with diverse abilities, origins, and family backgrounds. The original group is a combination of several experts. Expert groups, namely groups of students

consisting of top members of different origin groups who are assigned to study and explore certain topics and complete tasks related to the topic then explain to members of the original group.

RESEARCH METHODOLOGY

In this research used Action Research. Action research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class at the same time. The implementation will use the action model of Kemmis Mc Taggart, which consists of: (1) planning, (2) action implementation, (3) observation, (4) reflection.

This action research was conducted in SD Negeri 01 Tugu Utara North Jakarta, which is located on the No. 2/3 mango road, Koja sub-district, North Jakarta administrative city. Subject of the research is class VI with the number of students 32 people. The study took place of the academic year 2018/2019, from November 2018 to February 2019. The study was conducted in 2 cycles consisting of 2 meetings in each cycle.

The data in this research is divided into two types: quantitative data and qualitative data. Quantitative data sources are the results of a text writing test narrative English learners as the subject of research. Meanwhile, the source of qualitative data comes from the observation of learning process writing using cooperative learning model with jigsaw technique conducted by researchers and collaborators.

The indicators of the success of the process in this action research are as follows; (1) Aspects of the learning process, if students or students show a positive and active response during the learning process using a cooperative learning model with jigsaw techniques. (2) The product aspect emphasizes on improving narrative text writing skills. At least 80% of students get a score of 70 or more as a complete limit in student assessment. Components assessed in writing skills according to Harris (1969: 68) includes: generic structure, grammar, vocabulary, fluency, and relevance.

The research instruments used were lesson plan assessment sheet, observation sheet of student learning activities, and test of result of learning. The form of test which has given is form of writing narrative text with five aspects of assessment namely: generic structure, grammar, vocabulary, fluency, and

relevance.

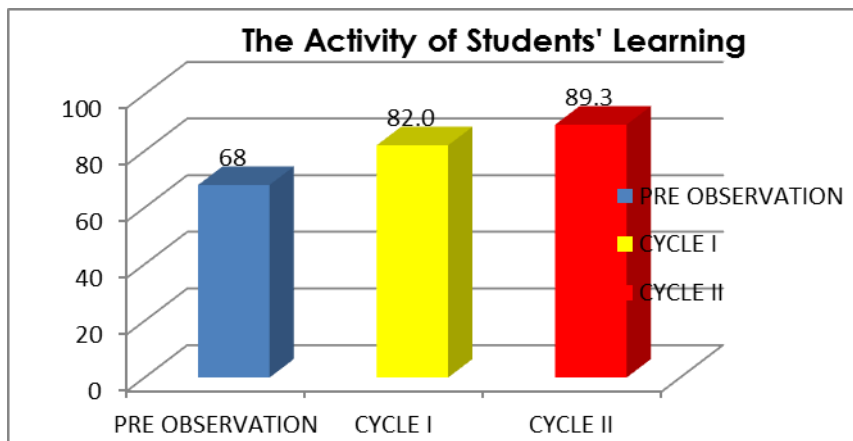
FINDINGS AND DISCUSSION

Research on the jigsaw learning model was conducted by Laheidir in 2016 with the title *Enhancing the Skills of Writing Exposition Text through Jigsaw Learning Model for Grade VIII Students of SMP Negeri 3 Parepare*, the results of the study are; (1) activity of teachers and students have increased in learning of writing exposition text using a cooperative jigsaw model with a percentage increase of 38% from cycle 1 to cycle 2, (2) students' ability of writing exposition text have increased with 87.5% completed in cycle 1, and 100% complete in cycle 2. Based on these studies it can be concluded that there is a significant effect using the jigsaw learning model and have good contribute for English learning. For this reason, researchers try to conduct research with a jigsaw cooperative learning model.

The Process of Improving Narrative Text Writing Skills through Cooperative Learning Models with Jigsaw Techniques

In the planning of learning to write narrative text with theme interesting experience on pre observation, cycle 1, and 2 the researcher develop the learning plan according to student requirement. The result of increasing student activity in the learning process in each cycle is shown in the following graph:

Graph 1 Student Learning Activities



In the graph above shows there is a significant increase for learning process activities in each cycle. The percentage of learning process at pre observation reach 68%, cycle I 82%, and cycle II, 89, 3%. The researcher conclude there is significant improvement in learning process of narrative text writing skill after using

cooperative learning model with jigsaw techniques.

Improving the Result of Narrative text Writing Skill through Cooperative Learning Model with Jigsaw Technique

The implementation of pre-cycle activities in this study was carried out by collecting data which related to strategies, methods or learning media used in English learning training in narrative writing skills in Using English. It can be seen the completeness of student learning outcomes in writing in using English is less effective so it has not reached the mastery that has been determined by the school. This can be seen from 32 students in grade VI, there are only 11 students who have achieved completion standard and 21 students who have not yet reached completion standard.

The average grade obtained by Grade VI students in English subjects 61.09, so it is still very incomplete so that there needs to be an improvement in using the jigsaw technique so that each student is able to work together and interact with one another in making a story about an interesting experience in each group, so that the maximum completeness value in English subjects will be achieved, if the predetermined standard is successful it will be complete.

Table 1 Frequency Distribution of Pre-Cycle Test Data

Interval Class	Frequency	Percentage (%)
71 – 80	2	6.25
61 – 70	9	28.13
51 – 60	11	34.37
41 – 50	10	31.25
Total	32	100

The test results showed that there were two students (6.25%) who scored ≥ 70 , nine students (28.13%) were in the 61-70 score range, as many as eleven students (34.37%) were in the 51-60 score range, and ten students (31.25%) is in the 41-50 score range. The average value of pre-test results of learners is 60.80 and there has not been a single participant who obtained the value ≥ 80 .

In addition, based on the results of the test, the researcher can see the students'

pre-cycle ability based on the average of each aspect of the assessment: generic structure = 2.50, grammar = 2.60, vocabulary = 2.90 fluency = 2.80, and relevance = 3.10. Assessment in the first cycle of narrative text writing skill has done at third meeting.

From the above data it can be seen that by cooperative learning of jigsaw types on narrative writing skill by theme interesting experiences in English subjects at SDN 01 Tugu Utara in cycle I students are clearly visible in the vocabulary and grammar understanding when writing so that the accuracy of writing and the accuracy of mastery of mechanics or punctuation can be seen clearly, in the pre-cycle mastery of grammar and vocabulary is still below average but in cycle I has reached completeness there is only a decrease in the level of relevance.

In the assessment of the narrative text writing skills that were completed there were only 18 students where the average number reached 74.18 and the highest assessment of the level of achievement was on grammar which was 82, while the lowest was the mechanics that was 78. For this reason the teacher would continue his research on cycle II to achieve minimal completion standard.

Table 2 Frequency Distribution of Cycle I

Interval Class	Frequency	Percentage (%)
81 – 90	2	6.25
71 – 80	12	37.5
61 – 70	10	31.25
51 – 60	8	25
Total	32	100

The test results showed that there were two students (6.25%) who scored ≥ 81 , twelve students (37.5%) were in the 71-80 score range, as many as ten students (31.25%) were in the 61-70 score range, and eight students (25%) is in the 51-60 score range. The average value of cycle I results of learners is 74.18 and there have two participants who obtained the value ≥ 80 .

Table 3 Result Assessment of Narrative Text Writing Skills cycle I

No.	Information	Student's Result
1	Mean	74,18
2	Highest Score	82
3	Lowest Score	55
4	The number of students who have completed	14
5	The number of students who have not completed	18
	Percentage	56.25%

Based on the research in the first cycle, it can be seen above the completeness of student learning is still far from completion standard 70. The average value obtained from the first cycle is 74.18, students who complete only 14 of 32 students and students who do not complete amounted to 18 students so that complete student presentations are 56.25%.

From the overall result of learning reflection that has been done, the researcher can conclude that the action on cycle I goes well. Learners are able to follow the learning process with enthusiasm. Nevertheless, the results of reflection indicate one indicator of the success of the action has not been achieved; at least 80% of students get a score of 70 or more as a complete limit in student assessment. Therefore it was decided that the study will continue to cycle II. The second cycle of writing skill test is done at the third meeting of cycle II.

From the data above, it can be seen by Jigsaw cooperative learning about interesting writing learning in class VI of Tugu Utara Elementary School in Cycle II obtained an average value of 83. From 32 students' only two students who did not finish because they had not achieved the expected completeness. The completeness value determined by the school is 70 so that it presents 93.75% completeness of the students, so that it can be accepted from the results of each student who increases completeness because the value obtained by students has increased completeness in accordance with the school-determined of standard completion.

Table 4 Frequency Distribution of Cycle II

Interval Class	Frequency	Percentage (%)
81 – 90	8	25
71 – 80	18	56.25
61 – 70	5	15.63
51 – 60	1	3.12
Total	32	100

The test results showed that there were eight students (25%) who scored ≥ 81 , eighteen students (56.25%) were in the 71-80 score range, as many as five students (15.63%) were in the 61-70 score range, and one student (25%) is in the 51-60 score range. The average value of cycle II results of learners is 83 and there have eight participants who obtained the value ≥ 80 .

Table 5 Result of Narrative Text Writing Skill Assessment Cycle II

No.	Information	Student's Result
1	Mean	83
2	Highest Score	90
3	Lowest Score	60
4	The number of students who have completed	30
5	the number of students who have not completed	2
	Percentage	93.75%

Based on the research in cycle II, it can be seen the average learning completeness of students has reached completion standard namely 83. The average value has increased from the first cycle as many as 8.82. The students who complete almost above the average are 30 students from 32 students and students who not complete amounted to 2 students so that the complete presentation of students was 93.75%.

From the data above can be obtained on the results of observations of teacher activities by 93.75% while the observation of student activities obtained 89.3%. This result taken from the value of each students' in narrative text writing skill

completeness in accordance with the completion standard that has been determined, namely 70, so the research carried out in this second cycle experienced success, and researcher viewed it doesn't need to conduct research into the next cycle.

CONCLUSION AND SUGGESTION

Based on action research concluded that the learning process of narrative text writing skill after using cooperative learning model with jigsaw technique can elevate the students' learning outcomes. This is accordance with the observations results cycle I and cycle II in which there is about a significant improvement of the students' score from 56.25% to 93.75%. Through a cooperative learning model with jigsaw technique students look enthusiastic about learning. Students work in groups with pleasure so they can work well together with other group friends. When making individual assignments students also look enthusiastic, they write stories of attractive experiences without burden. Because they have started to master the city of English they will write. Students are also able to present the results of the discussion; they look active in participating of learning

Based on the results of the conclusions and implications, there are several suggested efforts to be done in improving writing skills in particular and improve the quality of learning in general. These efforts include: For English subject teachers; Teachers should be able to familiarize the use of cooperative learning model with jigsaw technique in English Language subjects because it can improve students in the learning process. The use of various learning methods must continue to be improved in order to create enjoyable learning for students. With cooperative learning model students begin to get used to helping and cooperating with each other, complementing each other. So that learning becomes very enjoyable and can improve student skills in learning, especially writing skill of narrative text. For related institution; applying cooperative learning model with Jigsaw technique should be one of the efforts to develop schools towards a better direction, especially the quality of learning.

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