

**THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING
WRITING DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS
OF MTs N SIDOREJO IN THE SCHOOLING YEAR OF 2011/2012**



PUBLICATION ARTICLE

Submitted as Partial Fulfillment of the Requirement

For Getting Bachelor Degree of Education

In English Department

By

Rani Nur fitrianingtyas
A320080144

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2012

ACCEPTANCE

**THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING
WRITING DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS
OF MTs N SIDOREJO IN THE SCHOOLING YEAR OF 2011/2012**



PUBLICATION ARTICLE

by

Rani Nur Fitrianingtyas
A 320080144

Accepted and Approved by Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Team of Examiner:

1. Aryati Prasetyarini, S. Pd, M. Pd. ()
(Advisor I) 
2. Dr. Anam Sutopo, S.Pd, M. Hum. ()
(Advisor II) 



**THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING WRITING
DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS OF MTs N SIDOREJO
IN THE SCHOOLING YEAR OF 2011/2012**

Rani Nur Fitrianingtyas
A 320 080 144

This research aims at describing the implementation of jigsaw technique in teaching writing descriptive text to the seventh grade student of MTs N Sidorejo in the schooling year of 2011/2012. To know how is the implementation of jigsaw technique in teaching descriptive text to the seventh grade student of MTs N Sidorejo. This research is a descriptive qualitative research. The researcher collected the data by observing the teaching learning process of reading and conducting in interview. The data including: syllabus, field note, reading materials, and interview script. The techniques of collecting data: observation, interview, document. And the techniques of analyzing data: reduction the data, display, and conclusion and verification. The result of the research: a) The implementation of jigsaw technique is appropriate with the theory. In the implementation of jigsaw technique the teacher uses three steps namely grouping, sharing, and writing b) The advantages of jigsaw techniques are the student are more active, creative, enjoyed in teaching learning process. They also fell free to express their ideas. c) There are also have some disadvantages as follows, it spends much time, the classroom activity not maximal, and the class became noisy.

Keywords: Implementation, jigsaw, advantages, disadvantages.

I. Introduction

Language is the basic skills are needed for real communication among people. By using language, we will able to convey our ideas and feeling. As international language, so all people over the world have to master an learn it, English is used to communicate with other people from different country. In Indonesia, English is learned by the students as a foreign language.

Teacher needs approaches, methods and techniques that will be used to facilitate the students in accepting the English material. Teacher uses newer and better approaches, methods and techniques as a problem clarification in teaching learning process. In teaching, approaches, methods and techniques are central. They have relationships and level in concept and organization

There are many kinds of teaching technique that can be used in teaching learning process. Jigsaw is one of the essential techniques that can be used in teaching learning process. This technique focused in group working that is able to build the student behavior

and communication ability. The jigsaw technique can be very useful, well structured Template, for carrying out effective in class group work. According to Mc Graw (1997:135), the jigsaw lesson requires group members to be dependent on each other for sharing information. That also encourages, interaction and cooperation by giving each member of the group an essential part to play in academic activity. In jigsaw technique, the group tackles an assignment that tries the individual contributions together to make complete text.

By using jigsaw, hopefully, the students get more knowledge, information, and more ideas in foreign language that is English. Teaching English using picture is an easy technique of teaching foreign language to develop the achievement in English.

Based on the explanation above, teacher has creativity to develop the English material by using various techniques one of them is jigsaw technique. The purpose of using jigsaw technique is to make the student easier to understand the English material. The various techniques that used by the teacher give good response to the students, they are more enthusiastic in learning English. So it is important to do a research with the title “The Implementation of Jigsaw Technique in Teaching Writing Descriptive Text to the Seventh Grade Students of MTsN Sidorejo in the Schooling year of 2011/2012”.

II. Method of Collecting Data

This is a descriptive qualitative research. The writer uses descriptive qualitative research to make accurate and systematic description concerning with the implementation of jigsaw technique in teaching writing descriptive text.

The research was conducted in the seventh grade student of MTs N Sidorejo. The observation was held three times in the classroom. The subject of the study is the teacher and the seventh grade students of MTs N Sidorejo. The object of the study is teaching writing descriptive text using jigsaw techniques at the seventh grade student of MTs N Sidorejo. The data and data source event, informant, and document. The techniques of collecting data: observation, interview, document. And the techniques of analyzing data: reduction the data, display, and conclusion and verification

III. Research Finding and Discussion

A. Research Finding

1. The Implementation of Jigsaw Technique in Teaching Writing Descriptive Text

a. Pre-Teaching

The teacher and the observer entered the class. The student looked enthusiastic when the teacher entered the class with the observer. The teacher let the observer sit behind the student. Pre-activity was the same with opening activity. Like usual in teaching learning process, the teacher used greeting. “*Assalamualaikum,,,*”, The teacher did such like in order to manage the class, control the students, and to get the students attention in order to make the student ready to get the lesson. After that, the teacher called the students name “*Agus, Achmad, Aldy...*” to count the number of students attending in the classroom. There were four students, who did not come to the class that day. Afterward the teacher started the teaching learning process.

Before teaching learning process started, the teacher reviewed the previous lesson. The purpose was to recall the students understanding of the material. The aim of this activity was to recall the students toward the material and to check the students understanding about the previous lesson before the teacher continue to the next material.

The teacher connected the descriptive text with daily activities. The aim of this activity was to make the students knew the material that they learned. Beside that, the student could know what the function of descriptive text in daily activity.

After that, the teacher explained to the students about the teaching purpose and the teacher explained the material about descriptive text to the students.

Then the teacher adhered picture of “Eifel Tower” on the whiteboard and gave the student descriptive text of Eifel Tower. Then the teacher explained about the generic structure of the text, so the students could

understand the material. The teacher did the activity in order to make the students understand about the material.

b. Whilst-Teaching

In this activity, the teacher deal with the grouping steps. The teacher divided the students into six groups. Every group consists of six students by giving number 1, 2, 3, 4, 5 and 6. This group called the original group. Then the teacher gave picture to the students. In the first observation, the teacher gave picture about “Sarangan Lake”. After every group had their own picture, the teacher gave each member different clue. In this case, the teacher divided the clue into identification including the location and the climates. Description one will tell about the facilities, description two will tell about the another tourist destination which is located in Sarangan Lake. Description three will describe about annual activity, description four will describe about The Tourism Market, and the last will tell about foods that people can find in there. This activity explicitly aims to gain the students participation.

The next procedure in implementation jigsaw technique in teaching descriptive text is sharing. In this steps, the students moved into the expert group. In this activity, the student enjoyed their turn in the expert groups. In the expert group, they could feel free to express their ideas about the picture based on their own clue. The student got their chance to share their opinion in order to get information that will discuss in the “original group”. By sharing, the student could make descriptive text easily. Sometime the teacher moved from one group to another group to check the students work and to help the students if they find some difficulties in doing the task.

The next step is writing. In this steps the student wrote and worked together to describe the picture in the “expert” group. After they finished discussing the picture in the “expert” group, the teacher asked the student to come back to the original group. In the “original” group, the students shared about what they have discussed in the expert group, and then they combined each story into complete story. Every part of generic structure became one unit of descriptive text. The students combined the identification and all of

description. At least one description text consists of identification and six descriptions.

c. Post-Teaching

In the post activity the teacher reviews the material. After giving some review about the material, the teacher closed the teaching learning process by saying “*hamdalah*” together and “*wassalamu’alaikum, wr, wb,*”. Then the students said it together.

2. The Advantages and Disadvantages of Jigsaw Technique

a. The Advantages of Jigsaw Technique

- 1) The students are more interested and enthusiastic. The implementation of jigsaw technique in teaching writing descriptive text is make the students more interested and enthusiastic in joining the teaching learning process of English lesson, Especially in learning writing descriptive text. It can be seen in the student whilst-activity. The students enjoy their turn in the expert group. The students have to make a text based on their turn. They are also felt free to express their idea, so it can increase the student self-confidences.
- 2) The students pay more attention and have a lot of focus. Teaching writing descriptive text using jigsaw can increase the student attention to the teacher’s explanation on the material and focus to the teaching learning process. If the student have not attention and have not focus to the teacher explanation, the student will never understand what the material, the task and the turn of every student. It showed when the teacher gives explanation about the material and the task. The students pay attention to the explanation.
- 3) The students are active, excited and fun. When the students did the assignment in-group discussion, the students was active than before. It can be seen when the students do the assignment all of the member work together. Every student gave his or her opinion. They are enjoying their turn in the expert group. Besides that, the students also felt free to express

their idea. Teaching writing descriptive text using jigsaw technique implied the student fun. It can be concluded from the activity in the class and the student interview script.

- 4) The writing ability gets better. After the jigsaw technique is applied in teaching writing descriptive text, the student ability getting better than before. It can be seen in the student value.

b. The Disadvantages of Jigsaw Technique

- 1) Waste a lot of time. It needed much time in building group. In the implementation of jigsaw in teaching writing descriptive text the student made groups at twice. First, when the student made original group and second when the student made the expert group. The activity of making group was waste much time. It showed in the teaching learning process using jigsaw technique. In addition, this made the process of teaching learning not maximal.
- 2) Noisy class. When the writer observed the teaching learning process, she saw that the class becomes noisy when the students moved from the original group to the expert group. The teacher got some difficulties in controlling the class, because the student moves to everywhere they want when the teacher asked them to move from the one group to another group.
- 3) Find difficult words. Sometime the students found the difficult words when they wrote descriptive text, so the student could not express their idea maximally. It made the teacher moved from one group to another group to help the students. In the other hand, sometime the student became noisy when did their task.

3. Discussion

Based on the research finding above, the researcher wants to discuss the finding about the implementation of jigsaw technique in teaching writing descriptive text to the seventh grade student of MTs N Sidorejo. In the pre-activity or opening section, the teacher makes sure that the student is ready to get the lesson

by asking the student about their condition that day. In the beginning of the class the teacher always ask some questions related their last material. In the pre-activity, the teacher also can get student attention before the teacher explains the material. In this section also happened the transfer knowledge between teacher and the student. The whilst-activity focused on the students tasks. In this section the students work together in the expert group. The teacher applied the jigsaw technique in three kinds of activities. There are grouping, sharing and writing. The last is post-activity, in this activity teacher make conclusion about the material. The teacher closes the teaching learning process by saying *hamdallah* together with the students.

Based on the observation, interview and document analyze, the writer could know the advantages and disadvantages in the implementation of jigsaw technique in teaching writing descriptive text. The implementation of jigsaw technique in teaching descriptive text makes the students enjoyed and motivated. It can be seen from the students doing during the lesson. They are cooperative enough with the teacher and have great spirits to follow the teaching learning process. The students active, interest, enjoy, excite and fun in doing the assignment in group. The student also enjoy get their turn in the expert group, because they get their chance to share their opinion. The student fell free to express their ideas. The students find challenging to be able to think smart in make opinion. It means that, the advantages of the implementation of jigsaw technique is students would be active, interest, enjoy and motivate in teaching learning process. The disadvantages of the implementation jigsaw technique are related to the teacher's problem. It needs much time in making group. When the students make a group they are very noisy. The process of teaching learning lack maximal, because it spends much time used to make a group. The class becomes noisy because the students exiting write down the simple sentence based on the picture. Sometime the students find the difficult words when they write descriptive text

IV. Conclusion and Suggestion

A. Conclusion

1. The implementation of jigsaw technique in teaching descriptive text consists of

three steps. There are grouping, sharing and writing. Grouping is the step when the teacher makes the original group, explain the task of every student, and divide the clue for the student. Sharing is the students' activity. In this activity, the students share their opinion in the expert group. Writing is the last step in the implementation of jigsaw technique in teaching writing descriptive text. In this step, the student writes down and combines their paragraph into one essay.

2. The advantages and disadvantages the implementation of jigsaw technique in teaching writing descriptive text to the first grade student of MTsN Sidorejo in the schooling of year of 2011 /2012.
 - a. The advantages of the implementation of jigsaw technique in teaching writing descriptive text are the students are very enthusiastic during the lesson, the students more active in teaching learning process, the students feels free to express their ideas, they are also enjoy and interest their turn in the expert group. The students more pay attention to the teacher explanation.
 - b. The weaknesses of the implementation of jigsaw technique in teaching writing descriptive text are. The implementation of jigsaw technique needs much time in make a group and move from the original group to the expert group, classroom activities are not maximal. The class become noisy when the the student make group and move from one group to another group. Sometime the students fin difficult words when they express their ideas.

B. Suggestion

Based on the conclusion, the writer proposed suggestion as follows:

1. to the English teacher of MTs N Sidorejo

The teacher should be able increase students' motivation and enthusiastic in learning English. Beside that the teacher should apply the better and newer method in teaching English.

2. to the student

It is important for the students to be active in the teaching learning process, be creative, and do the best to gain it by taking more time learning English out of

class, asking question about material which is not understand and join in English extracurricular.

3. To the other researcher

The other researcher were expected to develop this research based on their own view and their different materials or teaching aid to imply this method.

V. Bibliography

Anderson, Mark and Kathy. 2003. *Text Types in English*. South Yarra: McMillan Education Australia PTYLTD.

Azhar, Arsyad. 2004. *Media Pembelajaran*. Jakarta: PT Raja Grafinda Persada.

Brown, H. Douglas. 2000. *Principles Language Learning and Teaching*. New York: Longman

Hill, Mc Graw.1997. *Classroom Instruction and Management*. New York: McGraw-Hill Companies.

Lie, Anita. 2004. *Cooperative Learning Mempraktikan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: PT Grasindo.

Kasihani, Suyanto. 2007. *English For Young Learners*. Jakarta: PT Bumi Aksara.

Nunan, David. 2003. *Practical English Language Teaching*. NewYork: McGraw-Hill/Contemporary.

Richard and Theodore. 2004. *Approaches and Methods in Language Teaching Second Edition* .New york : Cambridge University Press.

Slavin, E. Robert. 2008. *Cooperative Learning Teori, Riset dan Praktik*. Bandung: Nusa Media.

Smaldino, E.Sharon. 2005. *Instnictional Technology and Media for Learning*. New Jersey: Pearson Merill Prentice Italia.

Trianto. 2007. *Model-Model Pembelajaran Inovatif Berorientasi Konstruktivistik Konsep , Landasan Teoritis-Praktis dan Implementasinya*. Surabaya: Prestasi Pustaka.

Urquhart and Weir. 1998. *Reading in a Second Language: Process, Product and Praticce*. London and New York: Longman.

Wallace, Catherine. 1996. *Reading*. New York: Mi Brauw Hill/ Contemporary.