

IMPLEMENTING JIGSAW TO IMPROVE THE ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP PLUS DARUSSALAM IN WRITING NARRATIVE

Adib Ahmada

Islamic Institute of Darussalam Banyuwangi
email: adibahmeida@gmail.com

Abstract

Based on the finding of the preliminary study held at SMP Plus Darussalam 8 students or 26.7 % got score more than 70 in writing narrative test. The researcher proposed jigsaw to solve the problem. Jigsaw is strategy in which the learners are doing activity in home group and expert group. The objective of the study is to improve the students' ability in writing narrative through jigsaw. This study was designed for collaborative classroom action research in which the researcher (acted as teacher) and the collaborator (acted as the observer) worked together on the procedures of the study, namely: planning, implementing the plan, observing the action, and reflecting the result of the action. The subjects of the study were 30 students of the eighth grade of SMP Plus Darussalam. This research was done in two cycles. Each cycle consisted of two meetings in which teaching learning using jigsaw was done. The data of this research are obtained through (1) observation checklist, to obtain information about the researcher's and the students' activities and performance during the implementation of jigsaw, (2) field notes, to note the data beyond the coverage of the observation checklist, and (3) test, to identify whether the students make progress in writing narrative. The research shows that the implementation of jigsaw in the teaching learning activity can improve the students' writing narrative. It can be identified that after the implementation of the action there is an improvement on the number of the students who got score greater than 70.

Keywords: writing ability, jigsaw

INTRODUCTION

There are many teaching methods which can be used by teachers. Among those methods which are developed nowadays, Jigsaw can be an alternative one. This method is quite well-known in Indonesia. Besides, this method is believed to enable students to do easy-learning, joyful-learning, and active learning. To increase the quality of teaching-learning process and students' learning outcomes of writing narrative, the researcher implements Jigsaw model, and use student-centered learning process. According to Roy Kellen (in Rusman, 2011, p. 132), there are two kinds of learning approach; they are teacher-centered and student-centered. By implementing student-centered approach and Jigsaw model, it is expected that it is able to increase the quality of teaching-learning process and students' result, as what has been previously set out. Classroom problems as described above can be optimally solved and at least 70 % students achieve KKM. It

means that the result of students' writing which pass the low average of KKM reaches 70% of the number of students.

Based on the problems described above, the research problem is formulated as follow: How can the implementation of jigsaw improve the ability of the eighth-grade students of SMP Plus Darussalam in writing narrative? Based on the background of the study and the statement of problems fomulated above, the objective of the study which is going to achieve is formulated as follow : To investigate how the implementation of jigsaw can improve the ability of the eighth grade students of SMP Plus Darussalam in writing narrative.

Jigsaw Learning Model

Jigsaw learning model is one of the various cooperative learning models using student-centered approach. Its implementation in teaching-learning process is that the students are divided into small groups to complete cooperative tasks. Each group consists of 5-6 students. The level of members in each group must be heterogeneous. The steps that must be performed are as follows:

- a. Students are divided into several groups (5-6 people per group)
- b. Teaching materials are provided to students in the form of text that has been divided into several sub-chapters.
- c. Each member of the group read the assigned section and is responsible to finish it.
- d. Members of other groups who have studied the same section meet in the "groups of expert" to discuss it.
- e. After each member who joined "group of expert" returns to their groups, they must teach other members in their previous group.
- f. Whenever they do discussion at their previous groups, they have to complete individual task. (Trianto, 2011, p. 57)

Before the teacher presents material to students, each group gets a similar job with another group member. The members of groups have to do the task in groups by determining one of its members to be a member of the group of expert and do the task received along with members of other groups of experts. Task is done together in the

sametime. Once the task is done with the experts on each group as designated, each member of the expert returns to their previous groups to discuss their work. Additional duty to a member of the expert who has been appointed is that they are responsible to finish the task that has been given by the teacher.

To give better understanding to the implementation of jigsaw used as an alternative learning model to improve student learning outcomes, the reserach is conducted into some stages namely cycles. In the first cycle, members of the group are kept heterogeneous (based on students' sex) and then asked one of the member of goups to be a member of th expert in order to complete the task designated and given by teacher. Each experts who gathered to do the same task still remains heterogeneous. In the second cycle, the main group members remains heterogeneous, but in accomplishing the task the members of the group of expert are set out homogeneously based on the students gender. This is done to consider with the students' psychological factors, the courage and openness among experts to run the discussion.

In the second cycle, every expert presents the result of discussion to the task assigned by the teacher in order to get a wider response from all students. Besides, it can avoid students' obviousity to the expert's explanation within group which can consequently result lack of undertanding. All students get clearer explanation from all experts in each group after the presentation is over. The teacher who roles as a facilitator can also provide additional clarity of completion to the assigned tasks.

To make the action research well-run, a research design was required. The research design used in the research is Classroom Action Research (CAR) which concerns to collaborative learning. According to Suhardjono (2010, p. 12), CAR is action research used to improve the quality of teaching learning process which was focused on things that occured in the classroom during the teaching-learning process. He also states that there is a real action in CAR which is believed to be able to conduct a better learning process. Based on the definitions, there were three important points that had to understand to run the action research optimally namely actions, reflections, and purpose.

Reflection is an action done by teachers or other people who are set to support the teaching learning process. The person is commonly known as collaborator. The role of collaborator is to help the researcher to gain accurate conclusion to the research through doing observation and analysing data. The data is going to be used as sources to do further improvement and development at the next action.

The action research is done collaboratively in order to make the process of observation and reflection was closely caught the learning objectives. This means that the quality of the teaching-learning process and the result of learning outcomes were assumed as lack of objectivity if CAR was only done by the teacher without involving other observers.

Development Center Board of Education and Human Resource of Ministry of Education (2011, p. 6) states that the main purpose of CAR was to solve the real problems that occurred in the classroom as well as to find a scientific answer to why it could be solved through the particular actions to be taken. CAR also aimed to increase the real activities for teachers in implementing professional development. The main purpose of CAR is to solve the real problems of students in order to improve and enhanced the quality of learning in the classroom.

Based on the definitions and descriptions above, it could be concluded that the design of classroom action research gave certain confidence that the implementation of teaching learning process using jigsaw which was developed based on students' sex would generate the change and better development of the teaching-learning process and could simultaneously increase the students' learning outcomes to their cognitive, affective and psychomotoric aspect Research Procedure

This classroom action research had some procedures. They were planning, implementing, observing, and reflecting. The procedures below adapted from Kemmis and Mc Taggart. The researcher did the preliminary study before the procedures were done in order to know the real problems. The problems were analyzed to find out the cause so the appropriate strategy was chosen to overcome the problems. After preliminary study was done, the plan was designed. The plan was implemented and observed. Then the reflection was carried out to identify all facts including the success and the failure.

Preliminary study

Preliminary observations to identify real problems that arose both to the learner and researcher was done before the action research was carried out in order to obtain the data about the students' problem in writing narrative. This preliminary study was conducted on April 3, 2012 by the researcher's collaborator to class VIII F of SMP Plus Darussalam in the 2011/2012 academic year by holding writing narrative preliminary test. From the test result, twenty-two students got lower than 70 and eight students got

more than 70 (See appendix 2). It meant only 26,7 % students who got score more than 70. The researcher identified the factors and the indicators causing the problem and the result of preliminary study was used to set up a planning of the first cycle.

Planning

Planning is a preparation made before doing the action. The following activities covered some steps, they were preparing the teaching strategy, designing lesson plan, preparing materials and media and determining the criteria of success.

The Teaching Strategy

The researcher decided to apply jigsaw to improve the students' ability in writing narrative. Jigsaw was used for teaching writing narrative in the drafting stage, revising stage and publishing stage. The researcher used ice-breaker to dig up the students' prior knowledge by utilizing picture series as the instructional media in generating idea. The students were expected to be active during the instructional process.

Table 1 The Procedures of Teaching Writing narrative Through Jigsaw

Writing stage	Teacher's activities	Students' activities	Time
<i>Generating Idea</i> Activating students' prior knowledge	1. Establishing groups In which each group consists of five students named home group 2. Showing pictures to the students related to the topic. 3. Asking students questions about the pictures	1. Students mentioned number 1 – 6. Students who got the same number would be in the same group 2. Giving responses toward the picture given 3. Answering the teacher's questions	10 minutes

	3.Connecting the picture with the topic by asking the student some questions 4.Introducing the	3.Responding to the teacher's questions 4.Paying attention to the insructional objective stated by the teacher	
	Instructional		
<i>Drafting</i>	1.Giving each member of home group different tasks about sentenc arranging es and the usage of V2 2.Asking member of home group obtained the same task move to the expert group 3.Asking the students to discuss the task in their expert group	1.Students read the instruction of the task 2.Students moved to the expert group 3.Students did the task	30 minutes
	4.After the tasks were done,asking the students return to their home group and inform the result to the other students	4.Every students shared the result in their home group and the students arranged all the tasks to be a story	
<i>Revising</i>	1.Guiding students to prepare their work to be presented	1.Each group presented their work	10 minutes
<i>Publishing</i>	1.Asking students to arrange the story Individuall	1.Every student arranged story	15 minutes

Lesson Plan

The lesson plan was designed based on the purpose of providing the teacher with the procedure of teaching and learning activities. The lesson plan was developed by the

researcher and the collaborator. The action was designed to be implemented in two meetings in every cycle; cycle 1 and cycle 2. In every meeting would implement generating idea, drafting, revising and publishing activity. The time allocated for each meeting was around 2 X 40 minutes (See appendix 4). The lesson plan was developed based on the syllabus of the school based curriculum therefore incorporated such elements as instructional objectives, preparing materials and media, methods/techniques(See appendix 4a and 4b). The implementation of teaching writing narrative using jigsaw was showed as follows:

cycle 1 / meeting 1

1. Generating idea activity: The researcher asked the students to make groups of five. The researcher showed the picture , asked the students some questions related to the topic and introduced the instructional objective.
 2. Drafting activity: The researcher distributed the different tasks to each member in a group and asked them to understand the instruction. Then the students who got the same task move to a new group, namely expert group. In the expert group they discussed and did their own task. After the students finished their tasks they were asked to return to their home group.
 3. Revising activity: Every student gave the result to the other students in their home group. The researcher led the students to prepare their works before they presented them. Every group presented the result of the task.
 4. Publishing activity: Each student arranged the cinderella story
- Cycle 1 / meeting 2
- Generating idea activity: The researcher asked the students to make groups of five. The researcher asked students the previous topic and The researcher wrote a word on the whiteboard and asked the students to mention some words related to the word then asked the students some questions related to the topic. The researcher introduced the instructional objective.
5. Drafting activity: The researcher distributed the different tasks to each member in a group and asked them to understand the instruction(See appendix 3b). Then the students who got the same task move to a new group, namely expert group. In the expert group they discussed and did their own task. After the students finished their tasks they were asked to return to their home group. Every student gave the result to

the other students in their home group. The researcher gave the students a chance to ask about what the other students presented.

6. Revising activity: Every student gave the result to the other students in their home group. The researcher led the students to prepare their works before they presented them. Every group presented the result of the task
7. Publishing activity: Each student arranged the tangkuban perahu story

After the researcher held the first cycle which consisted two meetings, the students were given test 1 (see appendix 8b). The result of the test was 17 students got score greater than 70 (56.7 %). It meant the result of the test 1 did not fulfill the criteria of success. So the cycle was continued to the second one.

Cycle 2 / meeting 1

1. Generating idea activity: The researcher asked students the previous topic and The researcher showed the picture of the hare and the turtle and asked the students some questions related to the topic. The researcher introduced the instructional objective.
2. Drafting activity: The researcher asked the students to make groups of five. Three groups consisted of boys and three groups consisted of girls. These groups were called home group. The researcher distributed the jumble picture series of the hare and the turtle to every group and asked them to arrange the pictures. Then the researcher distributed different pictures of the hare and the turtle to every students in home group. the students who got the same task move to a new group, namely expert group. In the expert group they decided verbs in the right form based on the pictures. After the students finished their tasks they were asked to return to their home group. Every student gave the result to the other students in their home group. So every students had verbs to make the hare and the turtle story.
3. Revising activity: Every student made the hare and the turtle story using verbs that they discussed from the expert group. They did it individually.
4. Publishing activity: Every student presented the story in home group.

Cycle 2 / meeting 2

1. Generating idea activity: The researcher asked students the previous topic and The researcher showed the picture of the lion and the mouse and asked the students some questions related to the topic. The researcher introduced the instructional objective.

2. Drafting activity: The researcher asked the students to make groups of five. Three groups consisted of boys and three groups consisted of girls. These groups were called home group. The researcher distributed the jumble picture series of the hare and the turtle to every group and asked them to arrange the pictures (See appendix 3d). Then the researcher distributed different pictures of the lion and the mouse to every students in home group. the students who got the same task move to a new group, namely expert group. In the expert group they decided verbs in the right form based on the pictures. After the students finished their tasks they were asked to return to their home group. Every student gave the result to the other students in their home group. So every students had verbs to make the lion and the hare story.
3. Revising activity: Every student made the lion and the mouse story using verbs that they discussed from the expert group. They did it individually.
4. Publishing activity: Every student presented the story in home group

Materials and Media

In teaching and learning process, instructional materials and media play an important role since they could influence the students' achievement. It was important for the teacher to select and to prepare the appropriate materials and media. The materials were three sets of jumble sentences and two sets of completing sentence using verb 2 exercises related to cinderella story for the first meeting of the first cycle; three sets of jumble sentences and two sets of completing sentence using verb 2 exercises related to tangkuban perahu story for the second meeting of the first cycle; a set of jumble pictures and five sets of picture exercises which students decided verbs from related to the hare and the turtle for the first meeting of the second cycle; a set of jumble pictures and five sets of picture exercises which students decided verbs from related to the lion and the mouse for the second meeting of the second cycle.

The Criteria of Success

The criteria was made in order to judge whether the implementation of the action was effective or not. Related to the study, the criteria was used to see whether the implementation of jigsaw in teaching writing narrative succeeded or not. A decision would be made to decide another cycle of the action. This study dealt with the improvement of students' writing narrative ability so the criteria of success should be in this concern. This study would be successful if (a) the students' writing narrative improve and (b) the students

would be actively involved in the writing activities 70 % of the total students actively do the jigsaw activity.

a. The improvement of the writing narrative ability

This study will be successful if the students get the score greater than 70. The students' writing narrative could be said to improve when the students got score greater than 70 from the writing narrative test which students did.

b. The involvement of students' activities

The researcher was assisted by the collaborator to observe the students' involvement in teaching and learning process of writing narrative within the writing narrative instructional activities. The collaborator observed the students' activities in home and expert group during the implementation of jigsaw. In this case, the researcher prepared some indicators to know whether the students were active within the instructional process. The students were considered active in the teaching and learning activities if 70% of the total students actively did the jigsaw steps. The researcher used checklist to observe the students' activities. If the students had been active, the researcher would write A in column, but if the students had not been active, the researcher would write N in column (See appendix 5). Besides, the field note was to record the information that occurred during the writing narrative instructional process.

Implementing

In the implementing stage the researcher implemented the lesson plan and the collaborator was in the classroom in the same time to observe and gather the data about the teaching and learning process. The researcher did two cycles and was carried out from May 14 to 31, 2012. The implementing of jigsaw in the teaching and learning process started with making the students in some home groups. Each student in home group was given different tasks. Each task had some jumble sentences. Then the students were grouped by moving into the expert group which consisted of the students had the same tasks. In the expert group they arranged some sentences into good paragraph. Then they returned to the home group. They reported the result to the other students. Next every students arranged the sentences.

The researcher held the teaching process of writing narrative through jigsaw on the class investigated. The researcher was assisted by the collaborator who made the observation toward the students' and teacher's activities during the teaching and learning process. The observation was carried out simultaneously with the implementation of

jigsaw. Besides, the researcher used the observation checklist and field note in observing the students' performance during the teaching and learning process.

Observing

The important aspects dealing with the study was data sources. The instrument was used to collect the data. The data was obtained from the observation checklists and the result of the writing narrative test. They were used to measure whether the criteria of success was fulfilled or not. Quantitative data was taken from the students' score through writing narrative test. That was to fulfill the first criteria of success. Meanwhile, the qualitative data was taken from observation checklist. The students' involvement during the instructional process could be read through observation checklist. That was to fulfill the second criteria of success.

The first cycle was done on May 14th, 2012 for the first meeting and on May 18th, 2012 for the second meeting. The researcher implemented jigsaw to teach the students writing narrative. The topic in the first meeting is fairy tale: Cinderella and legend: Tangkuban Perahu for the second meeting. For the both meetings students were given jumble sentences exercise and completing sentences using verb 2 exercise (See appendix 3a and 3b). During the teaching learning process the collaborator did the observation checklist. The collaborator observed the students whether they were active or not in teaching learning activities (See appendix 5a). Besides the collaborator made the field notes. The collaborator observed all activities in teaching learning process and wrote them in the field notes (See appendix 7a).

The second cycle was done on May 21st, 2012 for the first meeting and on May 28th, 2012 for the second meeting. For the second cycle the topic was fable. The researcher gave the students jumble pictures and deciding verbs exercise to make a story (See appendix 3c and 3d). During the teaching learning process the collaborator did the observation checklist. The collaborator observed the students whether they were active or not in teaching learning activities (See appendix 5b). Besides the collaborator made the field notes. The collaborator observed all activities in teaching learning process and wrote them in the field notes (See appendix 7b).

Reflecting

Reflection was to see the success or the failure of what had been done during the action. In reflecting, the researcher and the collaborator discussed the implementation and observation during the teaching and learning process in the classroom. The data from the implementation was analysed and reviewed to know whether the action was successful or not by matching the result of the observing stage with the criteria of success. When only one of the criteria of success was fulfilled the study was continued to the next cycle by revising and improving the plan. The revision and improvement was focused on the relevant criteria which was not fulfilled in the first cycle.

The result of test 1 was 17 students got score greater than 70 (56.7%)(See appendix 2). It meant the students' ability in writing narrative did not fulfill the criteria of success. Based on the observation checklist that the collaborator did there were 66 % of the students actively involved in the teaching learning process(See appendix 5a). It also did not fulfill the criteria of success. Because both of the criteria of success were not fulfilled, the study was continued to the second cycle.

The result of test 2 was 22 students got score greater than 70 (73.3%)(see appendix 2). The students' ability in writing narrative improved so the criteria of success was fulfilled. There were 85 % of the students actively involved in the teaching learning process(See appendix 5b).The result of the observation checklist fulfilled the criteria of success. It meant both of the criteria of success were fulfilled.

Research Findings and Discussion

This chapter presents the research finding and discussion of teaching writing narrative through the implementation of jigsaw. The presentation covers the data of the students' score and the data of teaching and learning process. The data are gained from observation checklist, interview guide, field notes and the students' test.

This research implements jigsaw in teaching writing narrative and hold two cycles. The findings of the research show that the implementation of jigsaw can help the students to improve their ability in writing narrative. Besides, the implementation of jigsaw makes the students become more active and motivated to involve in the learning process.

Findings of Cycle 1

Cycle 1 had two meetings and was carried out from May 14, 2012 to May 18, 2012. Every meeting needed 2 x 40 minutes. The researcher implemented jigsaw in this cycle and hold the writing narrative test at the end of every meeting. The researcher decided fairy tale as topic in the first cycle to attract the students. For the first meeting the researcher prepared picture of cinderella and picture of Tangkuban Perahu for the second meeting as the instructional media. Besides, materials consisted of three paragraphs for cinderella and three paragraphs for Tangkuban perahu and linguistic task were prepared. The researcher also prepared observation checklists and field notes as the instruments to evaluate the students' progress and participation during the teaching and learning process. The interview guide was also employed to know students comments dealing with the implementation of jigsaw in teaching writing narrative. The scoring rubric was done to know the students' achievement.

Data Dealing with the Teaching and Learning Process

The teaching and learning process were related to the students' activeness in the classroom during implementing jigsaw. It is used to know the students' activeness involved within the instructional process. The data were collected from the observation checklist, interview guide and field note.

Based on the observation checklists it was found that 20 students (66,7%) gathered ideas from the picture and 19 students (63,3) answered the questions related to the the topic in generating idea activity. It was shown by their responses in answering the questions given by the researcher. When the researcher explained the instructional objective, 30 students (100%) gave attention to the researcher. All students (100%) actively made home group (group of five), read the task' instruction that the researcher distributed and moved to their expert group. When the students were in their expert group they had to do the task and 20 students (66,7%) participated actively to arrange the sentences into paragraph. The 10 other students did not participate in the discussion. 30 students (100%) returned to their home group. But when they had to report the result to the other students, 9 students (30%) did this activity in doubt. 21 students (70%) shared the result to their friend home group. There were 6 students did the presentation. Only 19 students (63,3%) gave attention to the presentation activity (See appendix 5a

and 5b). In general , there was 66% students participated actively in the activities in the first cycle and 34% students did not.

The other data was taken from the interview guide to get the students' responses whether they were interested in the implementation of jigsaw. From the data it can be said that the implementation of jigsaw had been accepted as effective strategy to write narrative. It could be seen from the number of the students who gave positive comments related to the provided questions. There were four questions related to the ease of implementing jigsaw in learning to write narrative, the benefit of the implemented method to write narrative, the interest of implementing jigsaw and writing narrative competence. There were 16 students (53%) gave positive responses for the writing narrative competence question. It was considered to increase compared with the result of the preliminary interview which got 8 students (27%) . For the interest of implemented method question there were 19 students (63%) gave positive responses, and there were 4 students (13%) gave positive responses in preliminary interview. 20 students (67%) gave positive responses for the benefit of the implemented method to write narrative question but only 4 students (13%) gave positive responses in preliminary interview. 21 students (70%) gave positive responses for the ease of the method to write narrative question but only 3 students (10%) gave positive responses in preliminary interview. There were 15,8 % of the positive responses in preliminary interview and 55,8% of the positive responses in interview guide cycle 1. The detailed data dealing with the interview guide can be seen in appendix 6.

The following data was taken from the field notes. In the first meeting the students seemed curious when the researcher showed the picture. Some students answered the questions related to the picture voluntarily. The students gave attention when the researcher explained the instructional objective. Then the researcher made them in group of five. They looked more curiously when they were given different tasks in their group and moved to the expert group in which the students had the same tasks. However, during the teaching and learning process not all students were involved actively in the group activities.

During the teaching and learning process in the first the researcher used English but sometimes used bahasa Indonesia especially in giving instructions to make the students understand more easily. English was used for the general expressions and the

students could answer in English more easily. The students tried to speak English although part of their speaking still in bahasa Indonesia. In addition, the time arrangement for each activity should be set more strictly. However, all the activities could be covered.

Revision of Cycle 1

The stage was done in order to make the implementation of jigsaw in cycle 2 better than that in the previous one. It was also to achieve the criteria of success determined by this study. Because both of the criteria of success in cycle 1 were not fulfilled the researcher and the collaborator revised and improved the plan.

There were some aspects that influenced the students' activity in cycle 1. First, some students were not accustomed to work in group. It influenced the group activity. Second, most of the students doubted to express their ideas. Third, some students seemed ashamed to work with their group. Because of these aspects the group discussion could not run well. That was caused by wrong grouping system. The researcher made the students in groups heterogeneously. It made the students seemed ashamed and unmotivated to learn.

The researcher and the collaborator revised and improved the plan to be applied in cycle 2. The revisions were made on the basis of three aspects influenced the students' activity in cycle 1. The revisions were in term of enhancing students' activity in group, classroom management and instructional media. Concerning with enhancing students' activity in group the researcher and the collaborator gave more chance to the students to speak. The researcher should encourage students' bravery so they were willing to express their ideas. The researcher let students express their ideas without interrupting for making correction. The correction might be done at the end of the speaking section. Related to holding classroom management that create conducive learning atmosphere the researcher made new arrangement in grouping discussion. The researcher and the collaborator decided to make the students in group homogeneously. In this case the researcher separated boys and girls. Then the researcher let the boys and the girls make groups. They made their home group by themselves.

Homogeneous group encouraged students to participate more actively. They could work in both home group and expert group more freely. Dealing with the instructional media the researcher asked the students to prepare dictionary to empower their vocabularies. The researcher added the picture series to gear the students to the topic so that the students would feel easier to get the ideas. In general the preparation of the lesson plan was quite the same. The steps in implementing the action were not different although

the topic was quite different.

Findings of Cycle 2

Cycle 2 was conducted from May 21 to 31, 2012. The findings throughout cycle 2 covered the data of the students' achievement in writing narrative and learning process. The implementation of jigsaw in cycle 2 was conducted in two meeting with time allocation 2 X 40 minutes for each. The topic in cycle 2 was fable. The instructional media the researcher used were picture series. In the first meeting of cycle 2 the instructional media was picture series of the hare and the turtle and picture series of the lion and the mouse in the second meeting of cycle 2. Besides, materials consisted of jumbled picture exercise and vocabulary exercise for the first meeting and jumbled picture exercise and vocabulary exercise for the second meeting. The researcher also prepared observation checklists and field notes as the instruments to evaluate the students' progress and participation during the teaching and learning process. The interview guide was also employed to know students comments dealing with the implementation of jigsaw in teaching writing narrative. The scoring rubric was done to know the students' achievement.

Data Dealing with the Teaching and Learning Process

From the data obtained the students' participation in the learning activity in the second cycle was better than that in the first cycle. The students were more active in the two meetings in the second cycle. They were also more active in the group discussion. Most of them paid full attention to the teacher's explanation. The students could do the tasks instructed by the teacher well. Therefore, all the activities could be done.

The data from the observation checklist showed that there was better improvement of the students' participation on the writing narrative task. From the data it was found that two activities in generating idea; seeing the picture and answering the questions were done by 86.7% of the students, and answering the questions related to the pictures and topic was done by 83.3% of the students. There were two activities in drafting; doing the task in home group was done by 83.3% of the students and doing the task in expert group was done by 86.7% of the students. It was also found that in revising; sharing the results to the other students was done by 86.7 % of the students and in publishing; presentation activity was done by 83.3 % of the students. The average percentage of the students' participation was 85 %. In general the students's participation

increased 19 % from the first cycle.

The additional data was also obtained from the interview. The data showed that there were 83 % of the students gave positive responses for writing narrative competence question. For the interest of implemented method question and the benefit of the implemented method to write narrative there were 87 % of the students gave positive responses. 83 % of the students gave positive responses for the ease of the method to write narrative question. The data showed that the students' positive comments related to the implementation of jigsaw increased from 63.3 % in the first cycle to 85 % in the second cycle.

The following data was taken from the field notes. In the second cycle more students participated to answer the researcher's questions when the researcher gave a word on the whiteboard. The students seemed more motivated when the researcher asked them to make boys group and girls group of five. More students participated more actively in the group discussion, both in home group and expert group.

From the findings in the second cycle it can be concluded that the implementation of jigsaw achieved the criteria of success. The finding dealing with the students' writing narrative ability showed significant improvement. The number of students who got scores greater than 70 was 73.3 %. Dealing with the learning process, the finding showed that the percentage of the students' participation in writing narrative task achieved more than 70 %. It means that the criteria of success were achieved. Because of it the researcher and the collaborator decided to terminate the research.

Discussion

This part covers the discussion of teaching writing narrative through the implementation of jigsaw and the improvement of the students' comprehension ability.

Teaching Writing Narrative through the Implementation of Jigsaw

Based on the findings of the study the appropriate procedure of jigsaw gives beneficial contribution both in improving the students' score in writing narrative and improving students' participation during the instructional process. The implementation of the strategy for teaching writing narrative consists of four phases namely; generating idea, drafting, revising and publishing. It is recognised that in implementing jigsaw for teaching writing narrative the researcher applied appropriate model to get the better result in teaching and learning process. Particular strategies were needed in each stages of process

writing narrative including generating idea, drafting, revising and publishing.

a. Generating idea Stage

In generating idea activity the researcher employed the pictures to dig up students' background knowledge dealing with the material given. The researcher provides some questions about the pictures then related to the material. Through some questions in generating idea activity, it is expected that it would activate students' background knowledge. So the students would have the concepts about information of writing narrative material. After providing some questions, the researcher grouped students into some groups consisted of five students called home group. Although every student got the different task in one group, they discussed every tasks' instruction.

b. Drafting Stage

In drafting stage the students moved to the expert group which consisted of the students who got the same task. They read some given sentences, find some unfamiliar words and look up from their dictionary. Then they arranged the provided sentences into paragraph. Every expert group did the different tasks which had relation each other.

c. Revising Stage

In this activity the students returned to their home group. Every students had to share the result of discussion in the expert group to the other students in home group. In this stage every home group would write a whole story of narrative which the students obtained every paragraph from the members of home group.

d. Publishing stage

In this stage some students did the presentation of the result from every home group. Then the researcher and the students made conclusion and decided the right arrangement of the story of narrative.

The Improvement of the Students' Writing Narrative Ability and the Students' Participation in the Implementation of Jigsaw

The finding of the research showed that the implementation of jigsaw could improve the students' writing narrative achievement and the students' participation in the instructional process. The improvement of those two aspects can be showed as follows:

Table 2 The improvement of criteria of success

No	Criteria of Success	1st Cycle	2nd Cycle
1.	70 % of the students achieve greater than 70 for their writing narrative test	56.7 %	73.3 %
2.	70 % of the students were actively involved in the instructional process in which jigsaw was Implemented	66 %	85 %

Based on the findings of the study, there is significant improvement on the students' ability in writing narrative and the students' participation in participating in the instructional process. The findings dealing with the students' writing narrative ability showed that the students' ability in writing narrative has been increased through the implementation of jigsaw. Before the implementation of jigsaw, the students who got score greater than 70 was only 26.7 % of the total students. In the first and second cycle the students who got score greater than 70 was 56.7 % and 73.3 % of the total students.

The data obtained from the observation checklist showed that the students' participation during the learning process increased from the first cycle to the second cycle. In the first cycle the percentage of the students' participation during the implementation of jigsaw was only 66 %. Then in the second cycle the percentage of the students' participation was 85 %. It means that the criteria of success has been achieved since the finding showed that more than 70 % of the students were actively involved in the learning process.

Students' participation

Dealing with the students' motivation as another aspect in the criteria of success, the result of the interview with the students showed that almost all of the students have positive responses toward the implementation of jigsaw. There are four questions in the interview guide, namely; 1) writing narrative competence, the positive comments increase from 53 % to 83 % 2) interest of implemented method, the positive comments increase from 63 % to 87 % 3) the benefit of the implemented method to write narrative, the positive comments increase from 67 % to 87 % 4) the ease of the method to write narrative, the positive comments increase from 70 % to 83 %. Finally the findings showed that the students' writing narrative ability and their participation during the implementation of jigsaw was gradually improved. It means that jigsaw gave positive impact toward the students' ability in writing narrative as well as their motivation and participation in the instructional process.

Conclusions and Suggestions

This chapter presents the conclusions and suggestions based on the research findings and discussion as presented in the previous chapter. The conclusions deals with the results of the implementation of jigsaw for teaching writing narrative. The suggestions are used to the action to follow up the findings of the research.

Conclusions

Reffering to the research findings and discussion in previous chapter, it showed that the students' writing narrative ability and their participation during the implementation of jigsaw gradually improved. Dealing with the students' ability in writing narrative, the implementation of jigsaw can help them to improve their narrative writing. The improvement can be seen from the number of students who got score greater than 70 was 56.7 % in the first cycle from 26.7 % in the preliminary test. The improvement can also be seen in the second cycle; the number of students who got score greater than 70 was 73.3 %. Implementation of jigsaw also gives positive impact toward the students' participation and motivation in the instructional process.

It is also proved from the results of the research which shows that the percentage of the students' participation during the implementation of jigsaw increased. It is supported by the result of the interview guide and the observation checklist. For the interview guide the students gave 15.8% positive comments in the preliminary study, 63.3 % positive comments in the first cycle and 85 % positive comments in the second cycle. For the observation checklist the students gave 66 % positive comments in the first cycle and 85 % positive comments in the second cycle. Implementation of jigsaw for teaching narrative writing has some activities in home group and expert group. In home group every student has different task but in expert group all students have the same task. In teaching writing there are four steps, namely: generatingidea, drafting, revising and publishing.

This research had two cycles. In the first cycle which had two meetings the students arranged jumbled sentences and completed the sentences using verb 2. The students were divided into six group namely home group, asked some questions based on the picture, and given three jumbled sentences exercises and two completing sentences exercises. Every students in home group got different exercises. Then the students who got the same exercise moved to new group, namely expert group. After they finished the exercises they returned to their home group and shared the result. Then they arranged the

story individually.

In the second cycle which had two meetings the students arranged jumbled pictures in home group which consisted three boys or girls. After they finished it they were given vocabulary exercises. Every student got different exercises. Then the students who got the same exercise moved to expert group which consisted five boys or girls. In the expert group they decided verbs based on the provided pictures. Then they returned to their home group and shared the result. Then the students wrote story individually.

Suggestions

Some suggestions are offered to the English teachers and the future teachers to follow up the findings of the research.

a. For the teachers

Because the implementation of jigsaw gives positive impacts toward the students' ability in writing narrative and the students' motivation and participation in the instructional process the researcher suggests to the English teachers who have similar classroom problems where the students have low motivation and achievement to apply jigsaw in their writing narrative class. The researcher also suggests sharing the implementation of jigsaw in discussions, seminars and workshops.

b. For the future researchers

The recommendation delivered to the future researchers to implement jigsaw. The implementation of jigsaw can be used to teach not only narrative text but also for other types of text. To future researcher it is suggested to do the research deeply about the implementation of jigsaw in teaching writing with different setting, subjects and place to improve the students' writing ability.

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