

JIGSAW AND TGT METHOD IN WRITING DESCRIPTIVE ABILITY OF HIGH SCHOOL STUDENTS

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Abstract

The researchers assume that ability of writing should be developed in a good plan and through practices. The most important duty for his effort to minimize students' difficult in writing. It was got indication that learning form was done still traditional. The using of learning strategy gives possibility to students' to relate and apply their knowledge and skill that they got at the class with real life that are in their environment. Teacher's duty is a facilitator that gives direction and graduate to the students', so the English learning contextually can be applied correctly to become more effective. It is expected the implementation of this research is through contextual teaching and learning approach can increase students' ability in writing descriptive.

Keywords: jigsaw, TGT, writing descriptive

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INTRODUCTION

Writing skill is the most difficult skill. In writing, the students should not only learn the vocabularies and structure, but they should understand the rhetoric or the way to express their idea. In writing, the reader is not faced with the researcher directly. Therefore, the researcher has to communicate the message clearly. Many students consider that writing is very difficult. Many students consider experiencing of difficulty in grammar. It is caused by lack of exercise in writing. Otherwise, the teaching writing often makes the students bored because the students obvious weakness are mostly not well, even low motivated. The problems are caused by lacking of practice.

Writing is one of abilities that should be taught to the students because writing is a language ability that used for in writing text, we can explore or express our idea, feeling and thoughts. Besides we should be able to arrange good sentences grammatically in order the reader understand about the content of our writing. Thus, structure has an important role in writing text.

English has some important skills such as listening, speaking, reading, and writing. English has many components such as, vocabulary, grammar, pronunciation and so on. Many students still confused when they must finished their English assignment, especially in writing ability. English is an international language that used as a means of communication all over the world. In Indonesia the usage of English is also very important. It has important role to attain the successful in many areas, such as: education, social, science, technology, etc. It is the first foreign language that is learned and taught at schools. Someone needs language as a tool to communicate with others. Without the tool there will be not interact in civil society, because it is considered to be a system of communicate with other people, by using sounds, symbols and words in expressing a meaning, idea or thought. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language, and all of them not useless from vocabulary.

In research done in state Senior High School 1 Seputih Surabaya there is a gap, where there are some students can write, English learning achievement is good and there is poor, but most of the achievements of English learning is poor because writing ability is poor, too. Thus, in the final test they face many difficulties in working through exam.

In fact, they sat at the class eleventh. It means that they have studied for one year in senior high school, but most of them did not mastering the writing descriptive well. It has occurred because the students have low motivation to increase their ability in English. They think that English is difficult to be mastered, especially to make descriptive text in writing ability, because the most of the students has difficult in vocabulary. And the students feel bored with the style of their teacher, so the students think learning English is not interesting. Based on the data above, we can see that the most of students feel difficult on writing. And then based on observation the researcher found that the students of difficult in writing is caused by lack of exercise in writing and the students are not interest on teaching process.

In a line of knowledge and technology, it brings a friction of teacher role in learning process. Firstly, the teacher is the one of study source for students, but now he must separate a role with other study source to optimize process and results of study. That is because the kinds of study source in students around both designed or not, is it suitable yet in learning process. During the time, there is a predilection in learning process is that to using the teacher and book as a main source study. In other side, for the next in learning process will be faced to demand of study necessary which more complex.

This statement has motivated the researcher to be able teach the writing descriptive by a strategy with method. Because the development of technology and knowledge more increasingly a reforming attempts in usage the technology result in learning process. So, in teaching learning process, the teacher also has to improve her or his teaching ability by implementing suitable method.

In this case, the researcher will choose the using of a jigsaw and TGT method as a strategy to teach writing descriptive. She has assumes that by using an jigsaw and TGT method in teaching writing descriptive, the learning process will be more effective to encourage students interest in learning English and also more interesting.

The most important duty for his effort to minimize students' difficult in writing. The using of learning strategy (CTL approach) it gives possibility to students' to relate and apply their knowledge and skill that they got at the class with real life that are in their environment. Teacher's duty is a facilitator that gives direction and graduate to the students', so the English learning contextually can be applied correctly to become more effective. It is expected the implementation of this research is through contextual teaching and learning approach can increase students' ability in writing descriptive.

The choice of technique or strategies in teaching will highly influence to the students' success in learning English. The appropriate technique or strategies I used by the teacher can help the students' difficult skill. The aim is the research is the students' have to master vocabulary and grammar. They have to be creative to express their idea in making the written for. In order words, the students' can be

motivated in learning descriptive paragraph writing by using picture. So that, by using picture, their writing descriptive paragraph will be improve.

The teacher is required to create a good situation in the instructional process in order the students can master the writing descriptive well. The students do not know the characteristic from every text types. So the writer gives more knowledge about the part of descriptive, like: orientation, description of the problematic event, resolution, and coda besides that about linguistic feature and the differenced from this research is the students low in vocabulary comprehension and still confused about the tenses in used. It will be a case chose in this research. A teacher is required to create a good situation in the instructional process in order the students can master the writing descriptive well.

Writing Descriptive Ability is skill or intelligence or quality of being able to do the activity to get a sentence, paragraph or reading until some word or more to says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The generic structure of descriptive text; descriptive text has structure as below; identification: identifying the phoneme non to bed described description; describing the phenomenon parts, qualities, or/and characteristics.

Writing is the act of one who writes a massage, idea, opinion, and argument that result of writing and this process called to write. This is concept of writing. Writing is a process of communication using conventional graphic system to convey a message to the reader. Writing skills deal with the ability to arrange the graphic system such as, letter, word, and sentences or certain language being used in written communication in order that the reader can understanding the message of information. Writing is one of communication skills writing is the whole of relevant activity and we create the context as we write. Kimberly Abels (2018) that we share common definitions of the term “writing” if we limited it to something like “putting pen to paper “or “ typing ideas in to computer”. However, if we more closely define elements of the definition comes to life.

The following paragraph might prompt your thinking about elements of the writing process. Based on Kimberly Abels (2005) he is mention that: writing is

a response, writing is linear, writing is recursive, writing is both subject and object, writing is decision making, and writing is a process. Writing ability is also important in order to make him a good writer that he or she is a writer who can understand fast what is being written.

There is nothing mysterious about good writing. As with any skill, writing requires practice and the mastery of certain basic elements and demonstrates their abilities to use them in all papers they write. Just as cake would not taste good if several key components were omitted from the paper. Instructors/ therefore, should judge students writing by the following ten criteria or standard: 1) Organization, 2) unity, 3) conciseness, 4) coherence, 5) clarity, 6) grammar, 7) usage, 8) mechanics (capitalization, italics, and abbreviations), punctuation, and spelling.

Descriptive English is important for us; because it is reading English text the students' get knowledge, information, and fun. Many experts define descriptive as the process of putting the reading in contact and communication with ideas. Therefore, descriptive is actually a conversation sort between a writer and reader. Finally, from the statements above, researcher wants to research about the comparison of instruction writing descriptive by using jigsaw method and TGT method. The researcher assumes that ability of writing should be developed in a good plan and through practices.

METHOD

Before a researcher starts to do her research, firstly she has to make the planning. The planning, itself, is named as research design. Research design is a plan or program made by a researcher, as the activity target that will be done. (Arikunto 2020: 45). Research design that will be used in this research is true experimental design. The researcher use pre test and post test control design. In quantitative research aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subject measured

before and after a treatment). A descriptive study establishes only associations between variables. An experiment establishes causality.

Research design that used in this research is experiment. It is intended to find out the effectiveness or the result of implementing the method in teaching learning. The first part of creating an experiment design is to identify the variables. The quasi-independent variable will be the x-variable, the variable that is manipulated in order to affect a dependent variable. "X" is generally a grouping variable with different levels. Grouping means two or more groups such as a treatment group and a placebo (placebos are more so used for medical or physiological experiments) or control group. The predicted outcome is the dependent variable which is the y-variable. In a time series analysis, the dependent is observed over time for any changes that may take place. Once the variables have been identified and defined, a procedure should then be implemented and group differences should be examined. It will be presented on the following design:

$$R \begin{array}{c} T_1 X_1 X_1 X_1 \dots T_2 \\ T_1 X_2 X_2 X_2 \dots T_2 \end{array}$$

Notes:

- R : class randomize
- T₁ : Pre test, it will be given before treatment
- X₁ : Treatments, it will be given after pre test of writing descriptive by using jigsaw method
- X₂ : Treatments, it will be given after pre test of writing descriptive by using TGT method
- T₂ : Post test, it will be given after the treatment.

There are two main variables of this research; they are independent and dependent variable. Independent variable is the variable which is selected, manipulated, and measured by the research. Dependent variable is the variable which the researcher observes and measures to determine the effect of independent variable. Based on the definition above, there are three variables of the research; they are instruction of vocabulary by using jigsaw method and TGT method as the independent variable, and student's writing descriptive as the dependent variable.

The description as follow:

- The dependent variable is student's writing descriptive ability (y).
- The first independent variable of the research is writing descriptive instructional by using jigsaw method (X₁).
- The second independent variable of the research is writing descriptive instructional by using TGT method (X₂).

To get the data of this research, the researcher will use test as a primer method, and interview, observation also documentation as supporter method to collect the data at SMA N 1 Seputih Surabaya academic year 2021/2022. In this research the researcher using jigsaw and TGT method. The researcher use test, the researcher will be distributed 2 items to the students'. The test is about two pictures. The students can choice one of two pictures and describe that picture. To measure the writing descriptive ability, the test must be valid. Test validity refers to the degree to which the test actually measures what it claims to measure. Gronlund (in Jazim Ahmad, 2010) stated that valid can mentioned as coincidentally of interpretation that produced from test score or instrument evaluation. In methodologist, there are four kinds of validity; content validity, construct validity, concurrent validity, and prediction validity.

Content validity is the extent to which a test measures a representative sample of the subject matter content. *Construct validity* is concerned with whether the test is actually in line with the theory of what it means to know the certain language knowledge or certain language skill. *Concurrent validity* its degree of the test score, related to other score that has done, and *prediction validity* its degree to show that the test can predict about how someone will do a planning work. Related this theory, the researcher will use the content validity. The test items given here should really measure or really test the students writing descriptive ability.

In collecting data, the researcher will use test as data collecting technique. The test covers pretest, treatment and posttest. To analysis the result of item test, the researcher will use T-test formula. So, the samples should have normal and

homogeneity distribution by testing them: Normality Test Homogeneity Test Hypothesis Test.

RESULT AND DISCUSSION

This Jigsaw cooperative method is cooperative learning techniques in which students not teachers, that have a greater responsibility in implementing the learning. The purpose of this jigsaw is to develop teamwork. Cooperative learning skills, and mastering in depth knowledge that is not obtainable when they to learn all the material by self. The implementation of jigsaw techniques are as follow the teacher divides a class into several groups, with each group consisting of 2- 4 students with different abilities. This group is called the origin. Number of member in the original group to adjust the amount of subject matter that will be studied students was given the task of studying one of part of the learning materials to study together in group expert group. In expert group, students discuss the some learning materials and formulate a plan how to convey to his/her friends when learning to the original group.

The jigsaw concept as a cooperative learning technique has applications far beyond the classroom environment. It's potential for building intergroup relationships transfers to the accomplishment of many business and social efforts. One such effort might be the establishment of an inner-city, multicultural to relieve homelessness and boost employment in the area. Unemployment has been found to be a contributor to homelessness, and by addressing the one problem, the other would be relieved at the same time ("Employment and Homelessness," 2019). Additional expected byproducts of the project would be improved relations across racial and socioeconomic boundaries, as well as improved neighborhoods.

Theory of TGT from Davis L. DeVries. Definition TGT in his journal is Team Games Tournament is a classroom management technique which uses cooperative students' teams, instructional games, and interterm tournament in a particular combination DeVries reported his research on Team Games Tournament (TGT) effect on reading skill in the elementary grade, the result indicate that TGT had a dramatic impact on the vocabulary level of these third

grade students in the brief period of three weeks. TGT is capable of producing positive outcomes on social, attitude, and academic performance dimension.

Teams-Games-Tournaments (TGT) program is an approach to alcohol prevention that combines peer support with group reward structures. The program was developed through research on games as a teaching device, small groups as classroom work units, and the task-and-reward structures used in the traditional classroom. The TGT technique stresses group rather than individual achievement. The evaluation of Teams-Games-Tournaments used an experimental design methodology. Five school systems participated in the study (one metropolitan, two semi-metropolitan, and two rural school systems). A 200-item pool of test questions was developed according to the content contained within the curriculum. In all participating schools there were two groups of students, those who received instruction according to the experimental TGT method of traditional instruction (treatment group) and those who received no instruction (the control group). The characteristics of particular school systems did not affect the outcomes. Using cooperative learning model TGT type gives writing descriptive ability of the students who has high learning is better than the student who has middle and low learning of writing ability, the student who has middle learning writing is better than the student who has low learning of writing ability.

In order to gather the data of the research, this was conducted to the second year of SMA N 01 Seputih Surabaya with the population the entire grade eleventh, and for the samples are XI IPA-1 as experiment class and XI IPA-2 as control class. The classes were taken by total sampling. By doing this research, hopefully the teacher would know that the jigsaw and TGT method can help the teacher and students to teach and study English, especially writing easy and more interesting. The implementation covered by test. Validity and reliability test will be conducted from expert especially in speaking. If expert have been agree the instrument, the instrument could be used as pre test and post test for the sample.

This research has done on February 2022. Researcher did the research by giving the treatment in experiment class by applied jigsaw method and control class by TGT method and gave the pre test for them before. By done pre test and

post test, it had known the significant both of classes. The researcher will be take validity and reliability test from expert. In this case, the researcher will be explained about the result that consists of validity, and reliability of the test.

In this research, the researcher used validation of validity construct and validity content. The instrument got the approval from expert. It means that the instrument has valid. So, the researcher used the instrument to be tested without revision. Reliability of the test was needed in order that the test could be used. The researcher used *Cohen kappa formula* to know the reliability. The result of the test was gotten from two observers. After calculate by using *Cohen kappa* formula, it was gotten 0,75. It was the KK is 0.75. It means that the result near 1. So, the test was reliable and could be used for the research.

CONCLUSION

There There are some reason of weakness of their writing ability is that students' do not know to write thoroughly although they know or to express about writing itself and it is added that of four skills of language, writing is the most frequently neglected. Realizing that facts, the researcher assumes that ability of writing should be developed in a good plan and through practices. The most important duty for his effort to minimize students' difficult in writing. By seeing the condition of English learning that happened at SMA N 1 Seputih Surabaya, it was got indication that learning form was done still traditional. The using of learning strategy it gives possibility to students' to relate and apply their knowledge and skill that they got at the class with real life that are in their environment. Teacher's duty is a facilitator that gives direction and graduate to the students', so the English learning contextually can be applied correctly to become more effective. It is expected the implementation of this research is through contextual teaching and learning approach can increase students' ability in writing descriptive.

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