

**An Investigation into Teacher's Practice of Jigsaw Technique in Teaching Narrative for Eight Graders of SMPN 1 Menganti**

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**Abstract**

This study investigated the practice of Jigsaw technique in teaching English. It sought the answers to the following questions: How did the teacher implement Jigsaw technique in teaching writing narrative text for students of SMP N 1 Menganti? What obstacles did the teacher face in implementation of Jigsaw technique in teaching writing narrative text for students of SMPN 1 Menganti? Has the implementation followed the procedures of Jigsaw suggested by Aronson et al (1978)? This study was limited to one teacher who used Jigsaw technique in teaching writing narrative text in SMPN 1 Menganti following the Jigsaw procedures suggested by Aronson et al (1978). Descriptive qualitative was used in this study. Through semi-structured observation and interview with one English teacher in SMP N 1 Menganti, the data were collected and analyzed qualitatively. It was found that the teacher followed eight of the ten procedures of Jigsaw. She did not give time to students to learn over their segment to become familiar with it and did not give quiz on the material at the end. The teacher also faced some obstacles, such as the use of Bahasa Indonesia by the students and seating arrangement in two groups (home group and expert group). Her voice was so low that it could not be heard by the students clearly. It is concluded that the teacher has modified Jigsaw in teaching writing narrative text suggested by Aronson et al (1978).

**Key words** : Teacher's practice, Jigsaw, Writing, Narrative

**Abstrak**

Penelitian ini menginvestigasi penerapan dari teknik Jigsaw dalam pengajaran Bahasa Inggris. Ini mencari jawaban dari pertanyaan: Bagaimana guru menerapkan teknik Jigsaw dalam mengajar *writing narrative* untuk siswa SMPN 1 Menganti? Apa kendala yang guru hadapi dalam penerapan teknik Jigsaw dalam pengajaran *writing narrative* untuk siswa SMPN 1 Menganti? Apakah penerapan dari teknik Jigsaw mengikuti prosedur dari Jigsaw yang disarankan oleh Aronson et al (1978)? Penelitian ini dibatasi pada satu guru yang menggunakan teknik Jigsaw untuk mengajar *writing narrative* untuk siswa SMPN 1 Menganti mengikuti prosedur dari Jigsaw yang disarankan oleh Aronson et al (1978). Kualitatif deskriptif digunakan dalam penelitian ini. Melalui observasi dan interview *semi-structured* dengan satu guru Bahasa Inggris di SMPN N 1 Menganti, data diambil dan dianalisa secara kualitatif. Ditemukan bahwa guru mengikuti delapan dari sepuluh Jigsaw prosedur. Guru tersebut tidak memberi waktu untuk mempelajari tugas bagian mereka agar lebih familiar dan tidak memberi kuis dari materi pada akhir pembelajaran. Guru tersebut juga menghadapi beberapa kendala, seperti menggunakan Bahasa Indonesia dengan siswa dan penataan tempat duduk dalam dua grup (*home group* dan *expert group*). Suaranya begitu rendah sehingga tidak dapat didengar siswa dengan jelas. Ini disimpulkan bahwa guru telah memodifikasi teknik Jigsaw dalam mengajar *writing narrative* yang disarankan oleh Aronson et al (1978).

**Kata Kunci**: Praktek guru, Teknik Jigsaw, Menulis, Narrative

**INTRODUCTION**

The students in high school are expected to be able to communicate for academic purpose both in spoken and written form. The teacher has important role to help the students in English teaching and learning process, especially in writing English text. In addition to Langan (2005, p. 12), writing will also be important for career and in personal life since others will judge the thinking ability according to what they write and how they write it. Students of Junior High

School are expected to be able to write effectively and accurately for different purposes such as composing a short functional text, descriptive, procedure, recount, narrative, and report (BSNP, 2006).

Unfortunately, writing is considered the most difficult skill for the students because it is not only generating and organizing ideas, but also about translating these ideas into printed words that can be read (readable) (Richards & Renandya, 2002). Feez (2002, p. 103), also stated that as a productive skill,

writing is considered as the most difficult for the second language learners because it deals with performance. To overcome the problem, the teachers are supposed to have brilliant technique to help the students easily organize the ideas in order to pass the writing courses, especially writing Narrative text. Because narrative text considered has higher level of difficulties and confusion, there are text types which almost have similar generic structures and language features, such as recount text, spoof, etc (Rosyidah, 2009).

Using an appropriate technique is one of ways which is usually used to solve the problem by the teacher. A technique commonly used in high school is jigsaw, because it is considered as the efficient way to learn the material in peers (Aronson, 2009). Moreover, Kagan (1994) stated that Jigsaw is an effective strategy to use when the teacher wants to increase student's mastery or a topic at a hand, boost the concept development, and enhance targeted discussion among students, and foster group project participation and learning. Many teachers consider that Jigsaw is an appropriate technique to treat the students. They believe that it can encourage the students to increase their writing ability. The procedures of Jigsaw activities can help the students in writing process. This shows that the other researchers have conducted studies on the implementation Jigsaw technique to teach writing that Jigsaw is a good technique.

Sahin (2010), Maden (2010), Zahrah (2009), Purwanti (2013), and Mahmudah (2009) conducted their studies on the implementation of Jigsaw technique for teaching writing. They showed that Jigsaw can improve the students' writing ability. In other words, Jigsaw is a technique to teach writing in High School. But, is the teacher's Jigsaw technique appropriate with the theory of Jigsaw? Based on the previous studies, none had discussed this in depth as they were interested more in the effect it had on students' writing skills. Therefore, this study investigated whether the teacher implemented the Jigsaw technique in SMP N 1 Menganti following the theory of Jigsaw or not. The purpose of this study: 1) To describe the teacher's actions in implementation of Jigsaw technique in teaching writing narrative text for students of SMPN 1 Menganti; 2) To describe the obstacles that the teacher faced in implementation of Jigsaw technique in teaching writing narrative text for students of SMPN 1 Menganti; 3) To explain that the procedures followed or did not follow the one suggested by Jigsaw theorist's suggestion Aronson et al (1978).

This study was limited to one teacher who used Jigsaw technique in teaching writing narrative text in SMPN 1 Menganti following one Jigsaw procedure suggested by Aronson et al (1978). So this study would not being generalized into different contexts.

## **METHOD**

This study was qualitative. According to Ary, Jacobs and Sorensen (2010, p. 29), "Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables". The goal was a holistic picture and depth of understanding rather than a numeric analysis of data.

This study was also case study. According to Ary, Jacobs & Sorensen (2010, p. 29), "A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program". The goal was to arrive at a detailed description and understanding of the entity (the "case").

One English teacher and the students in SMP N 1 Menganti were the participants of this study. The teacher had used Jigsaw technique in teaching writing process. Class VIII F was chosen by the teacher because it was the best among three classes she taught. It consists of 31 students; 15 students were male and 16 students were female.

This study used observation and interview to collect the data. Data in the form of the teacher's actions during practice the Jigsaw technique in teaching writing narrative text were collected by observation checklist adapted from Aronson et al (1978).

Teacher's statements about obstacles were collected by interview. To analyze data, the researcher used content analysis (Cohen, Manion, & Morrison, 2007) which involves transcribing, coding, categorizing (creating meaningful categories into which the units of analysis – words, phrases, sentences etc. – can be placed), comparing (comparing categories and making links between them), and concluding (drawing theoretical conclusions from the text) the answers gotten from observation and field notes.

Teacher's oral statements were analyzed through the processes of transcribing, coding, categorizing, synthesizing then get the conclusion. After analyzing data, the researcher made data conclusion. All the data gained were analyzed and explained in descriptive form.

## **Findings**

In this study the teacher followed eight of ten procedures of Jigsaw suggested by Aronson (1978) in teaching narrative text, in this case Mouse deer and Tiger. However, there were different activities for applying Jigsaw technique. The teacher also used picture sequence to support Jigsaw in teaching writing narrative text.

The teacher conducted eight of ten procedures Jigsaw by Aronson (1978). Firstly, teacher divided the class into several groups (home group). Each group consists of 3 persons with diverse proficiency. But it consists of the same gender. The second, the teacher assigned one student in each group to be a leader. The leader had the best proficiency in the group. Third, the teacher pointed out the duty of each member (student 1 will write the draft of orientation, student 2 will write the draft of complication, student 3 will write the draft of resolution). Fourth, teacher assigned each student to one segment to learn. Student should only have direct access to only their own segment. Fifth, the teacher assigned the student from each home group join other students assigned to the same segment (aspect). These groups were expert groups (Expert Group of Orientation, Expert Group of Complication, Expert Group of Resolution). In these groups students given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group. Pictures of fable (Mouse Deer and Tiger) were provided to support the discussion). But some students just be silent and did not follow the discussion. Sixth, the students came back to their jigsaw group. Seventh, the student presented his or her segment to the group. The last, the teacher floated from group to observe the process. But she did not visit to all groups in the class.

These steps showed that the teacher just followed eight of ten procedures of Jigsaw by Aronson et al (1978). She did not follow Aronson's fifth and tenth steps. She did not give time to students to learn over their segment to become familiar with it and did not give quiz on the material at the end.

The teacher faced obstacles in the implementation of Jigsaw technique in teaching narrative text. Classroom arrangement also became an obstacle in the activity because in the implementation of Jigsaw needed moved to group up to three times. Besides, the teacher's condition at that time also was not well enough. She got flu so she could not talk aloud in the class. Her voice was so low. Some students sat on the back rows or far from where the teacher stood could not hear clearly.

## **Discussion**

In this writing class the teacher provided picture sequence to support the implementation of Jigsaw in teaching writing narrative text. Teacher's providing picture sequence helped students in writing narrative text. The pictures were included narrative-fable. Fable is a kind of fictional narrative. Fictional narrative is a story which drawn from the imagination rather than fact (BSNP, 2003). The picture sequence was about the story of Mouse Deer and Tiger. Those described the scene of each segment. The segments divided based on the generic structure of narrative text according to BSNP (2006), namely: orientation, complication, and resolution. Students had to describe the pictures into story in written form. It was expected that providing picture sequence could help students to express their ideas to write. Because writing is considered the most difficult skill for the students because it is not only generating and organizing ideas, but also about translating these ideas into printed words that can be read (readable) (Richards & Renandya, 2002).

Teacher followed eight procedures of Jigsaw. But she did not follow two of ten procedures in Jigsaw suggested by Aronson et al (1978). She left the fifth of the list, "Students should be given time to learn over their segment to become familiar with it". The teacher did not given time to the students learn over their segment to become familiar with it but just continued to made expert group, because she had stimulated the students to explain the segments in the opening activity. The teacher might consider that her students did not need to learn over about the segment in home group, moreover they discussed it more in expert group. Students move to expert group directly; they did not confuse for the teacher's instruction because this technique was applied in this class before.

The tenth procedure of Jigsaw also was not followed. It was "A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games but they really count." In this study, Jigsaw was implemented in teaching writing; the teacher might consider that the quiz was in the form of writing activity. The writing results had to be submitted to the teacher in the end of the class. Those were also needed to check students writing and to give feedback.

The four main elements in process of writing; planning, drafting, editing and final version (Harmer, 2004) had been included in this Jigsaw writing class. Before getting students to write the teacher encouraged them to think about what they are

going to write. By planning, the content and sequence of what they will put down on paper, group could draw many ideas through discussion. Moreover, it supported by picture sequence. Then process of drafting also was occurred in expert group. The students were assigned to make a draft from their discussion. Process of editing was followed when the students came back into the home group. They edited and improved the draft. And the last process was done in home group too. In this group students made a final product of writing.

However, the teacher faced obstacles in the implementation of Jigsaw technique in teaching narrative text. Relating most of students in the class had low English proficiency; especially in listening and speaking, the teacher did not use full English language in teaching learning process. Sometimes the teacher used English then repeat into Bahasa, sometimes she mixed both languages. It was one of the obstacles pursued the teaching learning efficiency.

Moreover, the classroom arrangement became an obstacle in the activity. In the implementation of Jigsaw, students moved to group up to three times. First, the students had to gather in home group consist of three members. In this section, they just sat down near to the other member in a group. But they did not need to move the chairs or tables in this section. Second, they had to move to expert group consist of ten members in each group. Students made group seats by moving the chairs and tables in order to be able to accommodate all members of the group. The last time the students had to come back to their home group. Some students moved the chairs again.

Therefore, the teacher said that the group seats became a problem pursued the teaching learning process, related the procedures of Jigsaw technique, the students had to create groups. She felt difficult to set the seats. The teacher also could not visit to all groups to observe the activity because the seats were not managed well. Those looked un-tidy or messy. Moreover, the activities to move the chairs and tables to set the group seats wasted more time. It caused there was no time to the teacher reviewed the lesson and gave feedback about the writing. Besides, the teacher's condition at that time also was not well enough. She got flu so she could not talk aloud in the class. Her voice was so low. Some students sat on the back rows or far from where the teacher stood could not listen clearly what she said. That was also pursued the teaching learning process.

## CONCLUSION

This study concluded that the teacher modified Jigsaw in teaching writing narrative text.

She used sequence pictures of narrative fable (Mouse Deer and Tiger) to support implementation of Jigsaw but she just followed eight of ten procedures in Jigsaw suggested by Aronson et al (1978). The teacher also faced obstacle that disturbed the teaching learning efficiency.

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