



APPLICATION OF JIGSAW LEARNING MODEL ON RECOUNT TEXT TO ENHANCE WRITING ABILITY

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Abstract:

This study is focused on finding out the implementation of the jigsaw learning model to enhance students' abilities in writing recount text in classroom VIII A UPT SMPN 2 Gresik. The jigsaw learning model is a cooperative activity technique with a group learning approach. The effectiveness of the jigsaw learning model is that learners can engage more actively in sharing feedback in expert groups before returning and presenting the result to the original group. From these learning activities, they get the results from their discussion. This research uses a qualitative and quantitative method obtained from a research sample of class VIII A students at UPT SMPN 2 Gresik. The collected data is qualitative use of data taken using test results for writing English recount text, while the source of qualitative data is the observation results of the jigsaw learning model with the jigsaw learning model, The process carried out by research and collaborators, The research results on applying the use of the jigsaw learning model in classroom activities show a positive response that they understand the material, From these result, it shows that the use of the jigsaw type of learning model is effective and has a very positive effect on the learning and performance of the student to improving recount text writing skills, This is following the outcome of observation a student learning in 1st cycle with the highest value range (56.25%) to (93.75%) of students and from cycle II. Students look more active and enthusiastic when working on group assignments.

Keywords: *Jigsaw, Recount text, Writing Skills*

1. INTRODUCTION

Education is important to prepare students for the next generation who have abilities that are beneficial to their interests and welfare and the skills needed to be ready to enter society. In this era of advanced and developing scientific development, of course, not only professional teachers are needed, but students also needed who can manage information and also have a pleasant environment in which there are various learning models so that effective learning activities can be created and can improve the participants' abilities. Students understand the material. One factor in the learning process that can affect the student's performance is the application of learning models. The learning model determined will influence the predetermined learning objectives which are adjusted to the needs and abilities of the student. Learning English includes the four basics of the English language, namely writing and reading, as well as listening and speaking skills. Four things students must have: the ability to read, listen, speak, and write. The more students practice writing, the more their writing expertise will improve. The application of learning activities in Indonesia is usually geared towards text writing, which is based on the text structures of the text or general design.

The Jigsaw learning model was first designed by Eliot Aronson and his colleagues at Texas University, which was then modified by Robert E. Slavin and his colleagues at Johns Hopkins University. In the jigsaw Aronson method, students are given the task of working on academic material which is broken down into several parts, consisting of teams of 6 people. Of the 6 people, they get a reading section that has different material; each member reads their section, which the teacher has planned, and then the



original group team members who get a different reading section meet with expert group discussion, and students who will study different material by listening carefully to their teammates, this has the aim of making students motivated to support each other and show interest in the results of each other's work. In accordance this research is in line with previous research carried out by Phelps (1990), that an average score obtained in classes applying a learning model of jigsaw was higher compared to using the conference model of learning, the learning model of jigsaw does not just fit for improving skills but also in writing skills, This recount text is in accordance with Aerosol (2000), who first used the jigsaw technique, stating that using the jigsaw method can help students improve their English language skills.

Writing is a form of communication that conveys and involves thinking. The more you write, the better the results will be. This is in line with Langan (2008, p 10), Writing is also a means of expressing thoughts and points of view. Writing can also express emotions; according to the statement of Harmer in Wardhani et al. (2019), To be able to learn English, you need 4 components of basic language skills, namely the ability to read, the ability to listen, to support conversations, and the ability to write thoughts. Text writing according to the educational context in Indonesian schools will be instructed to be adjusted to the structure and also the design for the whole, this is in line with the thoughts of Grabe and Kaplan (1996, p. 5), Writing is a complex skill that relates to practice, experience, purpose, instruction and also training, the results of complex writing skills will get rewarded by academics, and also thinking about ways to express them in clear statements for the reader (Herlena et al., 2019). The student will consider different factors and knowledge of the topic to adjust who will read and where their writing will be read.

A recount Text is a text that tells experiences of the past, this is in line with Harris, Ansyar, and Radjab (2014, p. 56), the definition of a recount text is a text that retells a story that relates to texts about past experiences, a retelling text that references to texts that tell experiences in the past. Recount texts contain a series of events that build relationships between speaker and listener. According to Azhar (2015, p. 26), the purpose of recounting text is to discuss or tell past events to provide information, helping in making text recount weakens the vocabulary and also in its organization or generic structure. This is in line with the explanation of Multazim (2019, p. 24), some elements that make students have difficulty in creating texts are content, organization, and reorientation, while according to Haris, Ansyar, And Radjab (2014, p.24), some of the issues that can influence this problem are the use of pronouns, and also verbs.

Jigsaw learning is a learning model that aims to motivate students to support each other and show interest in the results of discussions obtained from expert groups, from the implementation of the learning model of the jigsaw, students are expected to improve their understanding of the responsibilities of the learning and other learners' learning, students do not only learn about the material provided but they also explain and teach the material resulting from expert group discussions to their home group. This can make students dependent on each other and responsible for learning the material provided. This research was carried out at UPT SMPN 2 Gresik with the aim of finding



out the results of applying the learning jigsaw model in enhancing the skills of writing skills in class VIII A with a population of 32 people, it can be concluded that this research was conducted to determine the importance of understanding strategies to be used in effective learning activities in developing students writing skills from recount texts. Therefore, the formulation of the problem of this research is, “How does the application of the learning jigsaw model affect the improvement of students’ recount text writing ability?”

2. METHOD

The research uses qualitative and quantitative data collection techniques. The study was conducted in two meeting sessions each cycle. The collection data taken qualitative in nature was obtained from the results of the test on writing English recount text, while the qualitative data obtained is the result of observation of the learning process of the jigsaw model conducted by researchers and collaboration. The implementation of the learning process of the jigsaw model in this research hypotension research is to enhance the recount text writing skills of class VIII A UPT SMPN 2 Gresik in the 2023/2024 academic year consisting of 5 male participants and 27 female participants.

To be able to the successful application of the learning model of the jigsaw are as follows: (1) Process aspects of the learning process, that is, during the learning process, students show a positive response and are active. (2) Product aspect, which is in improving the ability to recount text at least 80% of students get the target of grade 70 or more as the standard of the student’s assessment. According to Haris (1969, p. 69), the components assessed in students’ writing skills include text structure, grammar, vocabulary, fluency, and relevance.

The steps taken by researchers include a preliminary study to identify and analyze problems to be prepared, which is then followed by planning so that action can be taken, then observing and analyzing the process in the learning outcomes of the learning, and then reflection to make improvements. The research procedures carried out by the author are in accordance with Kemmis & McTaggart's (2022) Research procedures which contain (1) planning, (2) Implementing the actions, (3) Observation, and (4) Reflection. This study was conducted during MBKM (Merdeka Belajar Kampus Merdeka) from February 21, 2024, to May 27, 2024.

3. FINDING AND DISCUSSION

The jigsaw learning model is seen from previous research conducted by Sintohang, I & Punawarman, P. (2015) with the title Effectiveness Research to Improve Students’ Skills in Writing Texts. The results of the study were significant during the learning process with the jigsaw learning model receiving treatment and running well. When applying for the first time, students tend to be confused and ask the teacher a lot, this is because students are not used to using the jigsaw learning model. After being explained by the teacher, they were seen to be able to work together and discuss independently when doing the assignment. For the next meeting, in the second session, the students can adapt to the use of the jigsaw learning model. The problem faced by the researcher



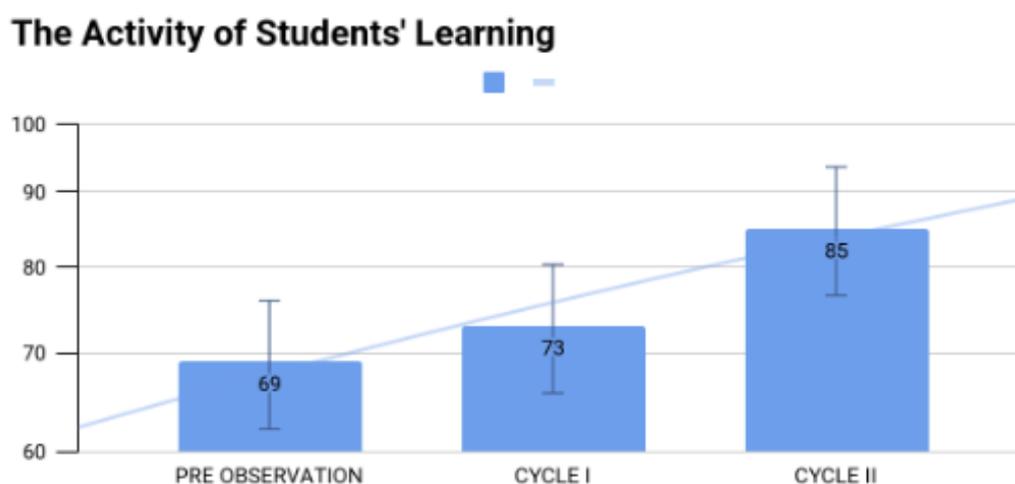
was the classroom situation that made students unmotivated to write. Therefore, the researcher used the jigsaw learning model strategy to solve this problem. This is relevant to Slavin (2009), learning the jigsaw model can make it easier for students to learn together, and each student gets their assignment explained to their group, and it can be concluded that this will have an impact on each student. From the results of the study. It also explains that the languages in the classroom use past tense and vocabulary. This can be overcome with the jigsaw learning model because students can work together, discuss, and express opinions without feeling embarrassed by their limited vocabulary. Students can also build a cooperative atmosphere between teachers and students. Each student is encouraged to contribute to the achievement of their group by being active in seeking information. This is according to (Johnson, Johnson & Holubec, 1987). According to (Slavin, 1987), Jigsaw as a cooperative learning model can be believed to have a positive influence on relationships. This can be seen from the responses of students who have positive relationships with their group members and also express their opinions freely.

Jigsaw learning model research was conducted by Siti Rodhia Harahap, Muchlas Suseno, and Riana Bagaskorowati (2019) with the title Improving Students' Narrative Text Writing Skills through the Cooperative Learning Model of the Jigsaw. This study was conducted in the 2018 academic year, November to February 2019, with the number of samples taken from class VI and totaling 32 students, the results of implementing the jigsaw learning model are those students can improve the results of their narrative text writing skills, this is based on the results from the learning process of students using the learning model of the jigsaw, namely from 56, 25%, 75% to 93. From the results of these observations, students can improve their abilities to experience significant improvements. Students appear to be more enthusiastic and happier. This makes students able to collaborate well with their group. Apart from that, students also look enthusiastic, which can be seen when writing stories about their experiences with enthusiasm, because students have begun to understand English. Not only that, but students are also active in conveying and presenting the results of discussions. Therefore, the researcher tried to conduct research with the jigsaw learning model.

A person's skills, abilities, and attitudes in completing something are the result of learning. This can be obtained if a learning activity occurs either in individual or group form. To achieve success from the results of work well done, individuals or groups need knowledge, understanding, and skills. The Jigsaw learning model affects improving learning. Jigsaw was developed to provide support to students in collecting ideas and can effectively express the construction of meaning in knowledge. Using the learning model of the jigsaw can also enhance learning in social, psychomotor learning, and cognitive areas. Apart from that, it can also increase abilities from student limitations, Practical abilities, Minimal teaching abilities, and social relationships that have an impact on students who using the learning of the jigsaw, the learning model of the jigsaw was first developed by Elliot Aronson (1975), then the second was developed by Slavin (1995), and the third was developed by Kagan (1990). The learning model of the jigsaw is a model that provides equal learning opportunities and the skills to engage

all students during the process of learning. From the results of the data analysis obtained from the recount text writing task, it can be found that the challenge faced by student in writing text it can be found that the challenge faced by students in writing a recount text is grammatical, and also especially in using past tense verbs. The respondents in the investigation study class found the use of grammar to be one of the writing challenges in writing recount text. This result of the finding is in accordance with Cyril Weir (2021). Who found that detecting grammatical errors was the first clause of challenges that became a problem in students' writing, from the planning and preparation of teaching modules, researchers have prepared them according to student needs. The data obtained came from the results of pre-observation, cycle 1, and cycle II which will be shown in the following diagram:

Figure 1. Learning Activity Result of Student



In the diagram, it can be seen that there is a significant improvement in learning process activities in the observation pro for 69% and from cycle 1 to 73% and cycle II to 85%, which that there is also a significant improvement in the result in learning process with can improve writing skills by using the learning model of the jigsaw.

Table 1. Frequency Distribution of Pre-Cycle Test Data

Interval Class	Frequency	Percentage (%)
71 - 80	6	18.75
61 - 70	4	12.50
51 - 60	9	28.13
41 - 50	13	40.62
Total	32	100

From the results of the pre-test it is known that there are students who get low scores with a percentage of students who get low scores with a percentage (40. 62%), totaling 13 students, then students who get a score range of 60 consists a total of 9



students participating and the percentage (by 28. 13%), then from other students getting score range of 70 consist of 4 students with a percentage (12. 50%) and also continued with students who get a score range of 80 consisting of people with a percentage (18. 75%) from these results it can be concluded that some students have not understood the material, however, several students have understood the material so that they get good results, this activity is carried out to determine the result of the study and abilities of students in understanding material before using the jigsaw research model.

Researchers can see students' abilities based on the results of each student having an average in each aspect of the assessment, with the aspects namely vocabulary with an average grammar of 2.70, grammar with an average of 2.60, and an average fluency of 2.80, and generic structure with an average of 3.00. From the data above it can be interpreted that students' recount text writing skills, cycle 1 research were taken during the process of learning in the classroom on the third session, from the findings in the process of learning, it seemed that students were able to understand the genetic structure of grammar and vocabulary, the student was seen to be able to correctly in the writing mechanism and punctuation, from the comparison of the results of the previous pre-cycle, which means that students have achieved completion in the assessment of recount text writing skills, from the writing skills, from assessment 26 students had completed it with an average of 79 but there were still 6 students who had not achieved completion with an average of 69, there for the teacher will continue to cycle II to reach the completion score.

Table 2. Frequency Distribution of Cycle I

Interval Class	Frequency	Percentage (%)
81 - 90	10	32.25%
71 - 80	12	37.5%
61 - 70	2	6.25%
51 - 60	8	25%
Total	32	100

The outcome obtained from the test shows that there were 10 students with a distance (32.5%) who got a score above 81-90, and there were also 12 students with a distance (37.5%) who got a score of 617, while 8 children with a range of (25%) while those who scored 51-60. The mean score obtained from the learning results of cycle 1 students was 73.

Table 3. Result Assessment of Recount Text Writing Skills Cycle 1

No.	Information	Student's Result
1	Mean	73
2	Highest Score	90
3	Lowest Score	51
4	The number of students who have completed	16
5	The number of students who have not completed	16



	Percentage	50%
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Based on the research results in the first cycle, the student's learning completion score is still far from the learning completion standard with a score of 75 or more. The results of the scores from cycle I show that the number of completed participants was 16 students out of 32 total students. The percentage obtained based on the number of students who completed was 50%.

Based on the result of the total value of the reflection on the learning that has been done, this researcher is able to summarise the cycle I action in the learning process that students can be enthusiastic and can run well, but from the result of this reflection, the average value produced by students, which means that one of the success indicators has not been achieved, with a minimum value of 75 is the limit of completeness in student research so will be continued in cycle II with a minimum of 80% of students who complete.

From the data above, from the results of the writing test of the 2nd cycle which was carried out on the third meeting of the 2nd cycle, it can be seen from the application of the learning model of the jigsaw for learning for writing recount texts in class VIII A UPT SMPN 2 GRESIK obtained a score below 85 which shows that student completeness is 95%, therefore, the result of student completeness can be accepted because each student can experience an increase in completeness according to school standards.

Table 4. Frequency Distribution of Cycle II

Interval Class	Frequency	Percentage (%)
81 - 90	18	56.25%
71 - 80	12	37.5%
61 - 70	2	6.25%
51 - 60	0	0%
Total	32	100

Based on the findings, it can be explained that students who scored above 81 were 18 people with a range (56.25%), while students who scored 71 - 80 were 12 people with a range (37.5%). While students who got a score of 61-70 were 2 people with a range (6.25%), the result of the average value of cycle II obtained in the student test is 85.



Table 5. Result of Recount Text Writing Skill Assessment Cycle II

No.	Information	Student's Result
1	Mean	85
2	Highest Score	90
3	Lowest Score	70
4	The number of students who have completed	30
5	The number of students who have not completed	2
	Percentage	95%

Based on the study results of cycle II, it shows that students' average score of completeness is 85. In contrast, the average score of the 1st cycle and 2nd cycle is increased, namely in cycle 1 (32.25%), in cycle II namely (56.25%). In comparison, the student completion value also increased from 16 students to 30 students and obtained a range of completion values (95%), data obtained from the results of teacher activities (95%), and from the results of observations of student activities (89.3%). These results are seen from the results of the completion value of each student in the skill of writing recount texts; the standard value set is 75; it can be concluded that cycle II has been successful, and there is no need to conduct research in the next cycle.

The use of the learning model of the jigsaw significantly enhances the students' writing ability in class VIII A in recount text writing skills in the classroom., From the application of the learning model of the jigsaw, the research findings show that it is able to stimulate the activities of the learners to be more active in the learning and process of understanding the material, and the result is the improvement of the student's mastery in creating the text. Students can also retell the events they write about with clarity and include several significant details for readers to know about them. The students can retell the text in the following chronological steps and sequentially. In addition, students can also use conjunctions correctly when using the recount text. it can be seen from the students' writing. from the implementation result in VIII A, Grammatical challenges were found regarding the correct use of past tense can be solved with jigsaw because the learning method of the jigsaw model can encourage the student to establish collaboration with fellow expert group mates. Students can share and discuss their knowledge easily without feeling embarrassed about the limitations of using their vocabulary. The learning model of the jigsaw can also build collaborations between the students and the teachers. the learners can be able to directly ask some questions about the lesson to the teachers in the name of the group, this means the communication becomes a two-way teacher and student communication. In addition, students get more active in finding the information they need. Because each group member has their part that must be completed, several parts must be completed and calculated as a contribution to group achievements.

Jigsaw is a technique in which each member works together and tries to get the final result. This research aims to know the effect of the implementation of the learning model of the jigsaw on students' ability in class VIII A UPT SMPN 2 GRESIK. The learning model of the jigsaw also aims to support the students to help them learning



new material by using a cooperative and group study approach, and the students can discuss and get feedback from the expert group before presenting to the original group. Based on the description above, The implementation using result is in accordance with what states that the implementation of the learning model of the jigsaw technique can influence the activities of the students in writing recount text, These results are relevant to previous research, The learning model of the jigsaw technique can obtain significant result in students' writing ability, and get a good response to an application of the learning model of the jigsaw, from using learning model of the jigsaw it can also encourage active involvement in the learning proses which can be interpreted that the learning model of jigsaw attracts students' interest in writing recount text.

4. CONCLUSION

The findings of this study are based on the result of the use of the learning model of the jigsaw, so it can make a conclusion that students' skills in writing recount text improve student learning outcomes. This is in accordance with this study's observing of student learning in cycle I with the highest value range (56.25%) to (93.75%) of students from cycle II. Students also look more active and enthusiastic in working on group assignments. Suggestions for English teachers to get used to using the jigsaw learning model to create enjoyable learning model also teaches students to get used to helping each other and complementing each other, so it helps in improving students' abilities, especially in the recount text writing skills, the application of the learning model of the jigsaw technique is also expected it can be one of the efforts to have a positive impact on the performance of learning in schools.

From the results of the application and conclusions of using the learning model of the jigsaw, there are several recommendations and suggestions for improving students' writing skills, especially for English teachers, related institutions, and subsequent researchers. English teachers can use the jigsaw learning method as an alternative to improve their abilities. Writing students, especially in the learning process, can be independent and responsible for discussions and solving problems so that learning becomes fun for them. It also ensures communication between students in a supportive environment. For related institutions, it is hoped that the application of the learning model of the jigsaw can be an alternative to improve student learning with efforts to improve the quality of learning in a better direction. For future researchers, it is hoped that they will be able to explore different contexts to be able to improve writing skills such as text. narrative, procedure text, descriptive text, and other texts or focus on aspects such as tolerance, cooperation, and communication in implementing the learning model of the jigsaw, or focus on factors that hinder or support the learning model of the jigsaw, these recommendation and suggestions are slow to become respectable for future researchers in more diverse contexts.



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