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THE INFLUENCE OF USING JIGSAW STRATEGY ON IMPROVING STUDENTS' WRITING NARRATIVE TEXT AT THE FIRST GRADE OF *MA ISLAMIYAH MUNDU PESISIR CIREBON*

A THESIS

Submitted to The English Education Department of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirement for the graduate degree in English Education (S.Pd.I)



By:

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2012**



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ABSTRACT

MEGA FITRIYANA : THE INFLUENCE OF USING JIGSAW STRATEGY ON IMPROVING STUDENTS' WRITING NARRATIVE TEXT AT THE FIRST GRADE OF MA ISLAMIYAH MUNDU PESISIR CIREBON

Writing is one of four skills in language learning process. It gives people many attentions. Because writing skill can improve measuring of literacy in a country, also writing can be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking. The aims of this research are to find out the students' response of the application of jigsaw strategy, to find out the students' writing narrative text, and the influence of using jigsaw strategy on improving students' writing narrative text.

The writer considers jigsaw strategy can help to develop students' writing narrative text. Jigsaw strategy is considered as effective teaching and learning strategy because the students can share their understanding others. Furthermore in jigsaw classroom, the students develop their presentation and questioning technique as the results of a strong motivation to make sure that everyone in their group gets all the information to complete or do the task.

The writer takes the data at the first grade of *MA ISLAMIYAH Mundu Pesisir Cirebon* for the research. The writer uses quantitative method. The existence of questionnaire, interview, observation, and test are very helpful for collecting data. For data analyzing, the writer uses Product Moment Correlation by Pearson and t observation (t_0).

After the data have been analyzed, the calculation of the students' response on the application of jigsaw technique in writing narrative text is 30.88. The result of the students' writing narrative tett is 70.3. Then the value of r_{xy} (0.42) is available between 0.400 – 0.600. It indicates that it is medium relation. In other hand there is significance influence of using jigsaw technique in improving writing skill at the first grade of *MA ISLAMIYAH Mundu Pesisir Cirebon*.

The writer concludes that there is significant influence of using jigsaw strategy on improving students' writing narrative text. The effect of jigsaw strategy can be calculated by using Product Moment Correlation by Person. It proved that $t_{observed}$ is higher than t_{table} . As result of this research, the writer found that the use of jigsaw strategy can improve the students' writing narrative text.



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PREFACE

Bismillahirrahmaanirrahiim.

In the name of Allah, Most Gracious, Most Merciful, All praises due to Allah and thankfulness be to Allah because of His permission the writer has been able to finish this thesis. My peace and salutation always be given to the prophet Muhammad (Peace be upon Him), his family, his companions, and his followers up to the end of the world.

This thesis is entitled **“THE INFLUENCE OF USING JIGSAW STRATEGY ON IMPROVING STUDENTS’ WRITING NARRATIVE TEXT AT THE FIRST GRADE OF MA ISLAMIYAH MUNDU PESISIR CIREBON”** presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies Cirebon in partial fulfillment of the requirements for Islamic Scholar Degree in English Education.

Grateful acknowledgements are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

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4. Dr. Saefudin Zuhri, M.Ag, as the Chairman of *Tarbiyah* Faculty.



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5. Drs. H. Effendi as the first supervisor who has given valuable guidance, motivation and helps the writer during the process of writing this thesis
6. Drs. Tohidin Masnun, M.Pd as the second supervisor who has given valuable guidance, motivation and helps the writer during the process of writing this thesis.
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8. The English teacher and all of the staff of *MA ISLAMIYAH Mundu Pesisir Cirebon*.
9. My family and friends who always give me support and motivation.

The writer realizes that this thesis is still far from being perfect and there are many mistakes both in the content and in the arrangement of this thesis. Therefore, any comment and suggestion given by the readers would be gladly welcome.

Hopefully, this thesis will be useful from the readers especially, for the writer herself and also for the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.

Cirebon, July 2012

Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Research

Now days, there is no doubt that English is important as a communication tool. It is proved by its use as an international language and a fact that English is considered as a bridge to connect with another people and other countries in the world.

English is the first foreign language in our country, which is taught from Elementary level to University level. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science, technology, art and other published issues are written in English.

In English Language, there are integrated skills to be mastered. They are listening, speaking, reading, and writing, also, English components such as: grammar, vocabulary, pronunciation, etc. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and writing language. On the other hand, speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written (Harmer, 1983: 44). Writing, which belongs to productive skills, can be described as an act of forming graphic symbols or making marks on flat surface.



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However, among the four skills above, writing is one of four skills in language learning process. It gives many people attention. Because writing skill can improve measuring of literacy a country, also writing can be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking (Harmer, 2004:33). Based on the curriculum in our country (KTSP) English is one compulsory subject that should be though in the level of elementary school until university, one of skill that students should master is writing. Writing (as one of skills that of listening, speaking, reading and writing) has always in the teaching of English. (Harmer, 2004: 33). Writing also plays an essential part in many aspects of people's life. In business world, person is demanded to make report-writing, paper, essays, etc.

Due to importance of writing language above, teaching English writing for learner is needed. According to Wingard (1981: 140), there are main aspects of the teaching writing that help students to organize the arguments or ideas well namely:

1. Writing as a channel foreign language learning; it means that in teaching writing a teacher should involve other skills including listening, speaking, and reading.
2. Writing a goal of foreign language learning; it means that writing skill is developed to meet several needs such as note taking, summarizing, narrating, reporting, and replying required for various real life situation.



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3. Writing with cohesion; it means that in writing a text, it is essential to involve various linguistic features.

In the context of education, it is also worthy to remember that most exam whether the students are testing foreign language abilities or other skills. It is often rely on the students' writing proficiency in order to measure their knowledge. Harmer (2004: 3-4) said: "the reason is being able to write is a vital skill for "speaker" of foreign language".

On the other hand, writing skill is seen as language skill which is most difficult and complex. Due to the fact that it needs demonstrating control a number of a variable simultaneously. Those variables are control of content, format, sentence structure, vocabulary, punctuation spelling, etc. especially students, most of them might agree when we say that writing is the most difficult skill for them to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The students have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on. Those problems are also faced by the students of *MA ISLAMIAH Mundu Pesisir-Cirebon*, especially in writing narrative text. It is proved that their writing's achievement is so poor. Because through not only writing is one of skill that they have to master but also more than that writing is as one of communication. Writing is a kind of expression media and a mean of



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communication. That is why writing is very essential to be learned by student to make good relationship with other people. There are many kinds of writing activity that we do, for example final paper, research paper, poetry, short or long story, passage or short message. There are various ways to organize the sentences in a piece of writing text. One of them is narrative text.

Narrative text is the form of text that aims at retelling the story for the purpose of amusing or entertaining the readers or listener about the story. This text has similar generic structure and language features such as record, anecdote, spoof, explanation text etc. generally, the structures of narrative text are orientation, complication, and resolution. Writing narrative text should be learnt continuously, so that learning narrative text is learnt from junior high school until senior high school, even until university.

In teaching writing narrative text, some experts suggested that teacher should implement cooperative learning which can be implemented in teaching learning process. A wide variety of such techniques, called cooperative learning methods, has been evaluated in the school setting.

Cooperative learning is teaching method that gives ways to organize group work to enhance learning and increase academic achievement. The group in cooperative learning should be structured and organized well. Structuring and organizing group work are aimed to make the members of group interact each other. In addition, they will be motivated to increase each other's learning since they have responsibility toward their group and their selves. Jigsaw is



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advisable technique to be applied because the purpose of jigsaw is to develop teamwork and cooperative learning will within all students.

According to Anita (2002:68), jigsaw strategy is one of cooperative learning that is considered as the most flexible of the strategy. It can be implemented to teach any skills of language learning (involves speaking, reading, writing and listening) and any kinds of subject, such as mathematics, social, and science. Furthermore, this strategy can also improve the teaching and learning process, such as the jigsaw I and jigsaw II. It also can be used extensively for the first grade of *MA ISLAMIYAH Mundu Pesisir-Cirebon*. Jigsaw is an efficient way of teaching material since it encourages listening, engagement, interaction, teaching and cooperation by giving each member of the group an essential part to play in the academic activity.

The teacher can apply jigsaw strategy in teaching writing narrative text. In applying jigsaw strategy, we can use any media. One of media is picture series. Picture series are used in this study because pictures have been considered as an effective media to express the ideas more live, natural, and more stimulated. Tinker and McCullough (1992:1) stated: "picture series is one of visual aids which can be employed at all grade level to illustrate a new meaning, story concreteness, broaden experience, and clarify concepts".

This kind of picture has a special form in which the events of the story continuously happen and draw in a picture set. Most of the students like to study something that they can imagine immediately. It makes them more



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interested and stimulated to explore and develop their ideas. Through pictures, the students can determine their vocabularies which are relevant to the pictures. The relevant vocabularies are used to describe the picture in written language appropriately and accurately.

Based on statement above, this study emphasizes on the implementation of jigsaw strategy to increase the first grade students 'writing ability in narrative text. As stated before, the first grade of *MA ISLASMIYAH Mundu Pesisir-Cirebon* is chosen as the subject of this study because most of them have difficulties in narrative text. So, the title of this research is *The Influence of Using Jigsaw Strategy on Improving Students' Writing Narrative Text at the First Grade of MA ISLAMIYAH Mundu Pesisir Cirebon..*

B. The Identification of the Problem

The identification of the problem will be classified into the following sections:

1. The Field of the Research

The field of this research is writing. Writing is one of the language skills besides of the three language skills namely, listening, speaking, and reading. The researcher uses Jigsaw strategy in carrying out the process of teaching and learning English in the classroom.

2. The kinds of the problem

There are many problems in English, especially in writing.



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The writer would like to mention the kind of the problems in this research:

- a. The students do not know the way to improve writing ability.
- b. The students have difficulties to organize or to produce paragraph or sentence
- c. The students are not given enough activities in writing.

Those are some problems in writing. Then, as an English teacher, we have to find out the way to solve those problems. The teacher should give motivation to the students in order to make students active in learning teaching process. The technique of learning that will be used in process of teaching and learning in the classroom is jigsaw strategy.

3. The Main Problem

The main problem in this research is lack of the students' ability in writing skill.

C. The Limitation of the Problem

To limit the problem, the writer divides the problem into five kinds, there are:

1. The use of jigsaw strategy as variable X
2. The students' writing narrative text as variable Y
3. The respondents of this research are 50 students at the first grade of *MA ISLAMİYAH Mundu Pesisir Cirebon*.
4. The main discussion is writing skill, especially writing narrative text of Snow White.



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D. The Questions of the Research

Based on the reason above, the writer has tried to give close attention to know:

1. How is the students' response on the application of jigsaw strategy?
2. How is the students' writing narrative text?
3. Is there any significant influence of using jigsaw strategy on the students' writing narrative text?

E. The Aims of the Research

Based on the questions above, the writer tries to arrange the aims of the research as follow:

1. To find out the students' response on the application of jigsaw strategy.
2. To find out the students' writing narrative text.
3. To find out the influence of using jigsaw strategy on the students' writing narrative text.

F. The Usefulness of the Research

The usefulness of the research in writing this thesis is hoped that it can give positive contribution either for teacher, the students or the researcher in teaching and learning English, especially writing narrative text. For the teacher can apply jigsaw strategy in teaching writing especially in writing narrative text. Jigsaw strategy can be an alternative strategy to solve the



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students' problem in writing and comprehending a narrative text well. Finally, the students' ability may increase well. And the use of picture series can motivate and stimulate the students in writing narrative. And for the students can discuss and help each other to produce a good writing. The students can express their idea with less interference from the teacher. By mastering each picture, the students will have responsibility toward their home group to tell what happened in the picture series. They can learn to improve their social skill, such as respecting each other, accepting critics and suggestion, giving opinion in good manner. And for the researcher gets larger knowledge about teaching narrative text.



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