

The Effect of Jigsaw Methods on Student's Writing Narrative Text in Eleventh Grade at SMA Negeri 3 Rantau Utara

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ABSTRACT

This research aims to know the influence of Jigsaw Methods On Student's Writing Narrative Text In Eleventh Grade At SmaNegeri 3 North region, both SecaraValiditas and partial, validity test number Sisiwa (N) = 19, if significant level @ = 0.05 obtained r table = 0.456. While the data is Proleh (validity) of each item whereas the realisation determination coefficient of reusability with (N) = 19and the equivalent significance @ = 0.05 is 0.456 while r count = 0532. Criteria Assessment If R count > R table is said that the whole material becomes the flagship item. Based on the results of the analysis using the test T then obtained a value of t count = 11,23 and known value on t table at the level of $\alpha = 0.05$ ie by 1.688. Next by comparing T count with T table to determine the acceptance criteria and rejection of Ho, it is known that the value of T coefficients > T table. Under the previous provisions, it refused Ho and received Ha.

Keywords :JigsawMethods,Writing Narrative Text.

INTRODUCTION

Language is the most effective communication tool, with languages we can interact with the world, can develop themselves, add insight and knowledge. English as an international language that has been spoken by more than half of the world's inhabitants has a very important role in the world's associations. The Era of globalization, free trade, and increasingly sophisticated technological developments require us to speak English. For that, English subjects have been given since elementary school with the expectation of learners early on to know, understand, train writing so that it will facilitate the mastery of English in the next level.

To make learning English fun and easy for students to understand, teachers can apply learning methods. The purpose of implementing learning methods in the English language is to facilitate the presentation of teachers in delivering the subject matter, overcoming the active attitudes of the students and overcoming the limitation of space so that learning becomes more Effective. If the application of learning methods in writing is able to overcome the problem in the learning process especially in terms of message delivery (material), then students who will feel the positive impact and finally can improve learning performance. Writing on English language subjects.

Jigsaw model is one of the learning models that give students full responsibility to their assigned work, because by using cooperative model in learning Essay writing skills Students narrative text are required to be more active in discussions by collaborating well, so that each individual in each group requires participating in the learning phase by issuing their ideas and opinions For the results of group discussions and none of them does not work in groups. So that students can play an active role in learning and participating in planning, implementing and assessing learning activities and students can devote opinions and work together in groups.

Based On The Explanation And The Problem Experienced By The Students Above, The Research Is Interested In Conducting A Research Entitled: “ The Effect Of Jigsaw Methods On Student’s Writing Narrative Text In Eleventh Grade At SmaNegeri 3 Rantau Utara”.

Cooperatif Learning is a learning model where students learn and work in small, collaborative groups whose members consist of 4 to 6 people. With its

heterogeneous group structure. Furthermore, the success of learning from the group depends on the ability and activities of group members, both individually and in groups.

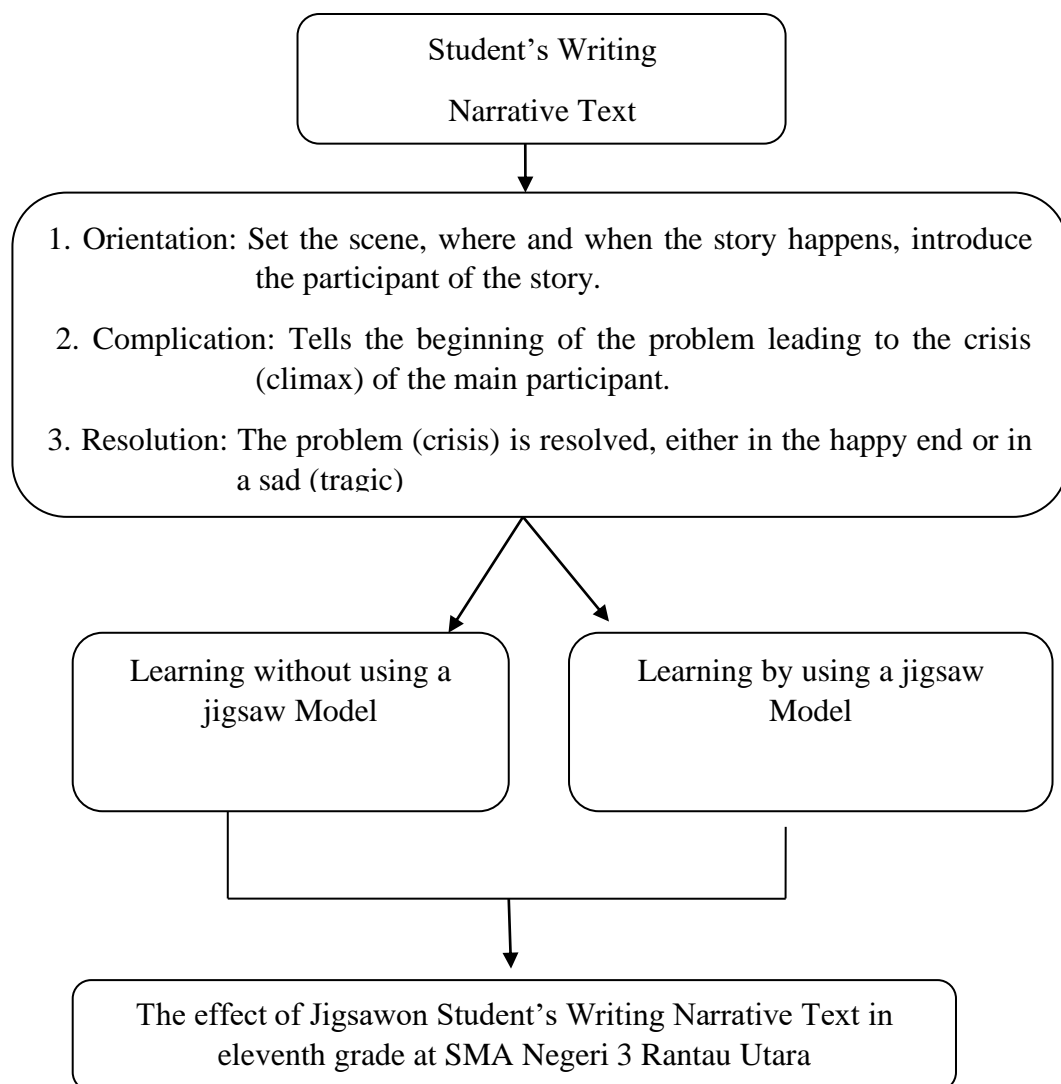
Sudrajat (2008, Hal. 1) explains that the type of cooperative learning of Jigsaw is a cooperative learning type consisting of several members in a group responsible for the mastery of the learning materials and being able to teach The material to other members of the group.

According to Dalman (2014, p. 3) Writing is an activity to communicate in the form of conveying messages (information) in writing to other parties by using writing language as a tool or medium. According to Tarigan (2008, p. 3) explained that writing is a language skill used to communicate with the absence of face-to-face directly with other parties.

Based on Alice Savage and Patricia Mayer, a narrative is a story. It has an introduction involving readers ' interests, giving the body details about the main events or actions in the story, and the conclusion that illustrates the outcome. (Rinastuty. 2005.)

CONCEPTUAL FRAMEWORK

Chart 1. Conceptual framework



From the pictures above it can be concluded that Components of teaching and learning activities include a curriculum with the materials contained therein, methods that are learning media, students as subjects learners, and teachers as educators. Please note that learning activities are an active activity of students to build meaning or understanding of an object or an event. While teaching activities are an effort to create

RESEARCH HYPOTHESIS.

According to Sugiono, (2015:50) hypotheses is a temporary formulation of a matter made to explain it and can also lead/direct subsequent investigations. The hypothesis that the author pointed out in this study, allegedly that based on previous research, theoretical descriptions and thought frameworks, this hypothesis would be accepted if true, and would be rejected if wrong. In this research the author draws a hypothesis as follows:

Ha. The jigsaw strategy affects the skills of writing students of Class XI SMA Negeri 3 Rantau Utara 2019/2020 school year.

Ho. The jigsaw strategy has no effect on the students ' writing skills XI SMA Negeri 3 North District school year 2019/2020.

RESEARCH METHODS

The location in this study is in class XI SMA Negeri 3 Rantau Utara LabuhanBatu which is located at Jln. WR. SupratmanRantauPrapat and the process of this research was held for the longest approximately 6 months from July – December 2019.

The method used in this research is the experimental method. Sugiyono (2018:107), suggests an experimental research method can be interpreted as a research method used to find the effect of certain treatment on the other under controlled conditions. This type of experiment is an experimental quasi.

the population is the class of XI SMA Negeri 3 North region, amounting to 112 population,The samples used are purposive sampling techniques, i.e. taking pre-defined samples that is total 38 samples. The sample is a class of XI SMA N 3

students of two classes, namely XI Ips Class 1 with a total of 19 students and XI Ips Class 2 with a total of 19 students. The class is chosen because the number of dominant samples is greater and the number of students The dominant males alike.

RESULT AND DISCUSSION

a. Validity Test

Total students (N) = 19, if the level is significant @ = 0.05 is obtained r table = 0.493 Whereas the data is retrieved (validity) of each item of attachment 1. Evaluation criteria if $r_{xy} > r_{table}$ is currently said about a valid product.

Tabel 1 HasilValiditas

No	1	2	3	4	5	6	7	8	9	10
R hitung	-222	0,532	0,532	0,572	0,747	0,059	0,570	0,869	0,732	0,869
R tabel	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456
Kriteria	IV	V	V	V	V	IV	V	V	V	V

- Problem No. 1 r count Value (-222) < r table (0.493) = So the question item is said to be invalid.
- Problem number 2 value r count (0,532) > r table (0.493) = So the question item is said to be valid.
- Problem number 3 value r count (0.532) > r table (0.493) = So the question item is said to be valid.
- Problem number 4 value r count (0.572) < r table (0.493) = So the question item is said to be invalid.
- Problem Number 5 r count value (0.747) >r table (0.493) = So the question item is said to be valid.
- Problem number 6 value r count (0.059) < r table (0.493) = So the question item is said to be invalid.

- Problem number 7 value r count (0.570) > r table (0.493) = So the question item is said to be valid.
- Problem number 8 r count value (0.869) > r table (0.493) = So the question item is said to be valid.
- Problem number 9 Value r count (0.732) > r table (0.493) = So the question item is said to be valid.
- Problem Number 10 Value r count (0.869) > r table (0.493) = So the question item is said to be valid.

The results of the analysis of the test data there are 10 essay tests expressed valid from 7 tests, 3 tests were declared so that the actual data retrieval using 7 essay tests.

b. Reliability Test

Using the formula determination of reusability in chapter III was obtained the coefficient of reusability with $(N) = 19$ and the level of significance $\alpha = 0.05$ of 0.456 whereas r count = 0,532. Criteria Assessment If r count > r table is said that the whole material becomes intermediate goods (attached)

c. Test Data normality.

The data normality test is done to determine whether the data is normal distribution or not. The data ujinormality is done with the Liliefors test. Based on the tests conducted in the group Experimenpre test class., obtained l count = 0.035, and the L count on the control class is = 0.035, while on the table $L = 0.195$ at signifikansi 0.05 for $n = 19$. Based on the above data, it was concluded that the data is normal distribution at a significant level 0, 05for $n = 19$ as L count is smaller than L table..

2. Similarly, the Post test group based on the normality test done on the group post Test., obtained L count = 0,116 in the class of experiment and L count = 0,116 pada kelas control, whereas on L table = 0,195 at the level of significance 0.05 for n = 19. Based on the above data, it was concluded that the data was a normal distribution at a significant level of 0, 05 for n = 19 as L count was smaller than L

d. **Test Data homogenization**

Testing of data homogeneity is intended to know whether the samples used in the study are derived from the population that are homogeneity or can represent other populations. For testing Homogenyitas used the similarity test both variances IE test F in posttest data on both samples.

By comparing the count of F values with the F value of the table, the F count is derived $< F$ tabelie $3,50 < 4,35$ pada taraf $= 0.05$. Based on the results of the calculations, it can be concluded that the equivalent of experimentation or control class comes from a homogeneous population.

HYPOTHESIS TESTING

Once it is known that data for the writing skills of Narrative Text students both samples have a spread of normal and homogeneous distributions, subsequent hypothesis testing is carried out. Hypothesis testing is performed on *posttest* data using Test T.

Based on the results of the analysis by using the test T then obtained a value of t count = 11,23 and known value on t table at the level of $\alpha = 0.05$ ie 1.688. Next by comparing T count with T table to determine the acceptance criteria and

rejection of H_0 , it is known that the value of T coefficients $>$ T table. Under the previous provisions, it refused H_0 and received H_a .

From the results of the above calculations can be concluded that the Jigsaw strategy learning Model has significant effect on the narrative text writing system that is a full planning calculation that is likely to be taken in implementation and detailed with conscious and careful in the Jigsaw method of writing skills narrative text students in class XI SMA Negeri 3 Rantau Utara 2019/2020.

DISCUSSION

In the results of tests conducted earlier can be concluded that there is a significant influence of the jigsaw method to the skills of writing narrative text students in class XI SMA Negeri 3 Rantau Utara 2019/2020. This shows that student learning outcomes applied by Jigsaw method are quite satisfactory when compared with learners ' outcomes using conventional learning without the application of the Jigsaw method. It is also evidenced by the average value gained at the end of its treatment, i.e. 92,84 for the experimental class (giving the Jigsaw method) and 78,57 for the control class (conventional learning) on manual calculations, because the learning outcomes and the average value of the class experiment with the giving of the jigsaw

Therefore, by using the Jigsaw method in the skills to write narrative text students in class XI SMA Negeri 3 Rantau Utara, which corresponds to students 'characteristics, this can improve higher learning outcomes, one of them by applying learning methods by giving jigsaw method so that students are motivated

to learn and improve their study results in education with greater influence especially in the field of English language studies.

CONCLUSION

Based on the results of the analysis in the previous chapter, it can be symbolising as follows:

1. Jigsaw Strategy Learning Model to help each other learn the material to practice the academic task.
2. The Jigsaw Strategy Learning Model works best when students from writing narrative text students.
3. The Jigsaw strategy Learning Model is a type of author strategy where students are taught good learning strategies, trained and supervised by class teachers.
4. The Jigsaw strategy Learning Model is a powerful way to improve academic, social, and student attitudes.
5. Jigsaw Strategy Learning Model is a thorough approach to the learning and teaching process in the instructional system is a full planning calculation that is likely

The possibility of activities that will be taken in the implementation and detailed with conscious and careful.

SUGGESTIONS

Based on the results of the research obtained, there are some suggestions that researchers can convey as follows:

1. Teachers should adapt the material to be taught using the Jigsaw learning model with an existing lesson hour. This is because the Jigsaw strategy learning model takes longer time.
2. In the learning process should the teacher convey the problem as possible, so that it can lead to the motivation of students in solving problems.
3. For further researchers, researchers who want to research more about student problem solving skills with the JIGSAW strategy model, in order to focus on the abstract things of the material and to do with experiments and demonstrations.
4. This research can be used as a decline or comparison for research related to the model Jigsaw strategy in terms of improving the quality and quality of education.

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