ABSTRACT

THE USE OF MODIFIED JIGSAW TECHNIQUE TO IMPROVE TENTH GRADE STUDENTS’ WRITING ABILITY

By:
Rifka Arina Ruantika

This true experimental design research was conducted based on the problems faced by the tenth-grade students of SMKN 1 Natar which were identified through the results of the pre-observation that was conducted by the researcher. The objectives of this research were to find out whether the modified jigsaw technique can be used to improve students’ writing ability better than the original jigsaw technique or not, the writing aspect that improved the most after the students received the treatments and students’ perception toward the implementation of the techniques and its correlation with their writing ability. The data of this research were collected through three instruments, writing test, questionnaire, and interview. After the data were collected, the researcher used SPSS version 25 to analyze the data. From the analysis, it was found that the original and modified jigsaw techniques were able to improve the students’ writing ability significantly. Besides, the analysis proved that the modified jigsaw technique enabled the students to improve their writing ability better than the original one. Then, this research found out that after the treatment, grammar was the most improved writing aspect in both of the classes. The last finding of this research was most of the students had positive perceptions toward the techniques but there was no correlation between students’ perception and their writing ability. Based on the research findings above, it can be concluded that the modified jigsaw technique is a learning technique that left positive perception on students and improved students’ writing ability better than the original one by improving the writing aspects, especially grammar. It was suggested that further researchers to pay more attention on mechanics aspect during the correction step in applying the modified jigsaw technique. Then, since the jigsaw technique can be used to teach integrated skills, the further researchers should collect the data of all skills that were taught in the jigsaw activities. Then, it was also suggested to try to modify jigsaw technique with other technique to make greater improvement in students’ language skills.

Keywords: true experimental, modifying jigsaw, writing ability, teaching writing, students’ perception.