DO JIGSAW WITH AND WITHOUT EDMODO NEEDED IN TEACH

INTEGRATED SKILLS (Reading and Writing)?

Advisor:

Dr. Alfan Zuhairi, M.Pd

By:

FARIDA SALIM

21702073082

English Education Department

Graduate Program

Universitas Islam Malang

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By
FARIDA SALIM
21702073082

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ABSTRACT

To get good writing skills requires a lot of practice, as well as in the process of producing a paragraph which also requires structured stages. In supporting the writing process, appropriate teaching and learning methods need to assist student's master writing skill. In his study, researcher offers alternative methods to measure the effectiveness of writing narrative text using the Jigsaw method with Edmodo and conventional Jigsaw. Its research design was quasi-experimental with a non-randomized, pre-posttest design. The study was conducted at X Grade Multimedia (MM 1 and MM 2) students of SMK PGRI 2 Kediri in the academic year 2019/2020, consist of 20 students each class. The writer uses the writing test as an instrument in collecting data; and with pre-posttest design form. The test used to classify students' writing ability in relation to the effect of the treatment. Then, an analytic scoring rubric used by two raters worked independently in scoring the students' writing.

The results showed that the mean scores of the three writing components in the experimental group were not significantly different or nearly the same. This is shown by statistical calculations using the Independent Sample of T-test with a significant value at the level of $0.145 > 0.05$. These findings indicate that there is no significant difference between students' scores in learning using Jigsaw with Edmodo and conventional Jigsaw. There was an increase in student scores, but the increase was not too significant. These findings suggest that there is insufficient evidence to reject the null hypothesis. Then the alternative hypothesis is not accepted. Students taught using Jigsaw with Edmodo did not have a significant difference in learning achievement and writing narrative text compared to students who were taught using conventional Jigsaw. Based on the research finding, the students taught using Jigsaw with Edmodo do not get a significantly better score in writing narrative text than students taught using Jigsaw conventional. Even though, there is no significant level student score improvement the application jigsaw with Edmodo and Conventional Jigsaw was suggested to English teachers to apply those methods to improve students' writing skill. The students will be nice when using a media likes Jigsaw and Edmodo in the teaching-learning process. For future research, writer recommend to fill the gaps of this research limitation as a reference in conducting research both in the same or different field.

Keywords: Jigsaw, Edmodo, Writing, Narrative Text

ABSTRAK

Salim, Farida. (2020). *Apakah Jigsaw dengan dan tanpa Edmodo Diperlukan dalam mengajarkan Keterampilan Terpadu (Membaca dan Menulis) ?*. Tesis. Pasca Sarjana. Jurusan Pendidikan Bahasa Inggris. Universitas Islam Malang. Pembimbing: Dr. Alfan Zuhairi M. Pd.

Untuk mendapatkan keterampilan menulis yang baik membutuhkan banyak latihan, begitu pula dalam proses pembuatan paragraf juga membutuhkan tahapan yang terstruktur. Dalam mendukung proses menulis, metode belajar mengajar yang tepat perlu membantu siswa menguasai keterampilan menulis. Dalam studinya, peneliti menawarkan metode alternatif untuk mengukur keefektifan penulisan teks naratif menggunakan metode Jigsaw dengan Edmodo dan Jigsaw konvensional. Desain penelitiannya adalah kuasi eksperimental dengan non-randomized, pre-posttest design. Penelitian dilakukan pada siswa kelas X Multimedia (MM 1 dan MM 2) SMK PGRI 2 Kediri tahun pelajaran 2019/2020 yang berjumlah 20 siswa per kelas. Penulis menggunakan tes menulis sebagai instrumen dalam mengumpulkan data; dan dengan bentuk desain pre-posttest. Tes digunakan untuk mengklasifikasikan kemampuan menulis siswa dalam kaitannya dengan pengaruh perlakuan. Kemudian, rubrik penilaian analitik yang digunakan oleh dua penilai bekerja secara mandiri dalam menilai tulisan siswa.

Hasil penelitian menunjukkan bahwa nilai rata-rata dari ketiga komponen menulis pada kelompok eksperimen tidak berbeda nyata atau hampir sama. Hal ini ditunjukkan dengan perhitungan statistik menggunakan Independent Sample of T-test dengan nilai signifikan pada taraf $0,145 > 0,05$. Temuan ini menunjukkan bahwa tidak ada perbedaan yang signifikan antara nilai siswa dalam pembelajaran menggunakan Jigsaw dengan Edmodo dan Jigsaw konvensional. Terjadi peningkatan nilai siswa, namun peningkatan tersebut tidak terlalu signifikan. Temuan ini menunjukkan bahwa tidak ada cukup bukti untuk menolak hipotesis nol. Maka hipotesis alternatif tidak diterima. Siswa yang diajar menggunakan Jigsaw dengan Edmodo tidak memiliki perbedaan yang signifikan dalam prestasi belajar dan menulis teks naratif dibandingkan dengan siswa yang diajar menggunakan Jigsaw konvensional. Berdasarkan hasil penelitian, siswa yang diajar menggunakan Jigsaw dengan Edmodo tidak mendapatkan nilai yang lebih baik secara signifikan dalam menulis teks naratif daripada siswa yang diajar menggunakan Jigsaw konvensional. Meskipun demikian, tidak ada peningkatan nilai siswa yang signifikan, penerapan jigsaw dengan Edmodo dan Jigsaw Konvensional disarankan kepada guru bahasa Inggris untuk menerapkan metode tersebut untuk meningkatkan keterampilan menulis siswa. Siswa akan bersikap baik jika menggunakan media seperti Jigsaw dan Edmodo dalam proses belajar mengajar. Untuk penelitian selanjutnya, penulis merekomendasikan untuk mengisi celah-celah batasan penelitian ini sebagai acuan dalam melakukan penelitian baik di bidang yang sama maupun yang berbeda.

Kata Kunci: Jigsaw, Edmodo, Penulisan, Teks Naratif

CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, statement of the problems, objectives of the study, research hypothesis, assumptions, significance of the study, scope of the study, and definition of the key terms. Each section is presented as follows:

1.1 Background of the Study

Writing is an important part of life, whether in the workplace or school, as a hobby or in personal communication. This skill helps the writer expresses feelings and thoughts to other people in a relatively permanent form.

Writing gives chances to the students to be adventurous with the language and go beyond what they have learned to say. Furthermore, writing provides opportunities for the students to express themselves through the written form. Considering the importance of writing skill stated above, the researcher focuses this study on writing skills.

It is generally argued that writing is the most difficult skill to master (Fauziati, 2015, p. 123). The difficulties are apparent both in the process of writing and skills needed in writing. Bell and Burnaby (1984, as cited in Nunan, 1989, p. 36) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a variables simultaneously.

One of the most difficult thing for students are to get started to write in English and to develop students thoughts and ideas into a good paragraph of narrative text . Students tended to spend much time to think about the content and how to organize their writing. Not only having problems with those writing aspects, they also had some problems with the other of writing

aspects, especially the vocabulary aspect. It was still a struggle to almost all students. Besides vocabulary aspect, many grammar errors were also identified into their writing. Moreover, in the classroom observation during the learning process, the students were also seen to be passive in the classroom, most of them were silent in class and rarely asked for guidance and help from teachers or classmates.

Therefore, based on this situation, the researcher decided to implement a method that is jigsaw technique with Edmodo as a media which so far has never been applied in their process of teaching and learning writing in the classroom because base on the last research the researcher find there is no researcher use the combination of Jigsaw with Edmodo. So, because of this gap the researcher tries to conduct this research.

The method provides the experience of using technology in combination with the classroom learning process. The use of technology in language learning in this era, specifically in writing, is no longer a new phenomenon.

Indeed, using Edmodo solely as teaching media is ineffective. To make Edmodo function well, teachers should complement Edmodo with appropriate approach that can provide effective teaching steps. In this context, White & Arndt (1991, as cited in Hasan & Akhan, 2010) provides a framework of process writing as follows
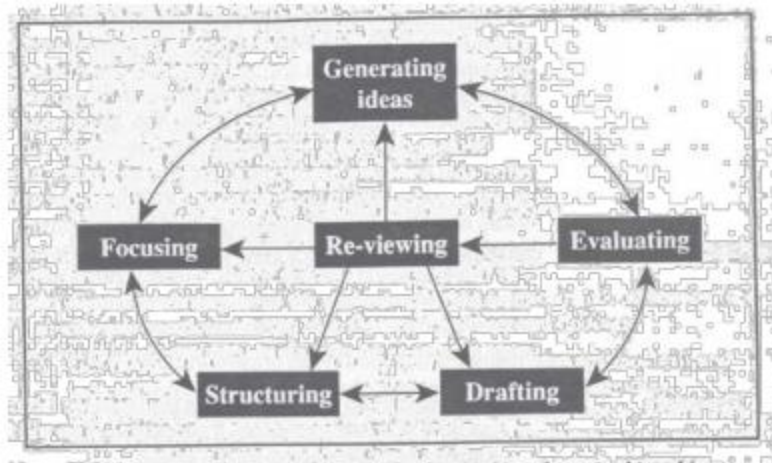
Fig. 1: Process Writing Framework

The framework depicts that in producing a piece of writing, some processes must be followed by the students. To simplify, there are four typical stages of process writing namely planning, drafting, revising, and editing (Tribbel, 1996, as cited in Badger & White, 2000). At the drafting stage students would select and structure the result of the brainstorming session. After discussion, students might revise the first draft individually or in groups. Finally, the learners would edit or proof-read the text (Badger & White, 2000).

In this study the resarcher use Edmodo as media to teach writing Narative text because Edmodo is one of application that is familiar to the students in new digital era because the contain of Edmodo not much different like Facebook. Moreover, not many teachers have used it especially with the combination of Jigsaw in writing Narrative text. Narative text is text tells a story that has happened (in the past) with the purpose of entertaining the readers. To be able to write a narrative text that is interesting and entertaining for readers, the writer must be creative in choosing ideas and stories. Nevertheless, as these students are English learners in a country that treats English as a foreign language (Sari & Yusuf, 2009).

In addition, not only Edmodo the researcher tries to conduct jigsaw as technique and combination with Edmodo as media to solve the problems in writing class. Kessler (1989) said,

"In Team Jigsaw, students form temporary " master teams" or "expert group" with different learning assignments to master. Students then return to their original or " home" teams and share new knowledge with teammates. When students work primaly within their " home" – team group, it is called within-team Jigsaw. Expert Partner Jigsaw uses expert partners instead of expert group"

From the statement above it can be concluded that when the students use Jigsaw technique otomatically they produce written language. It happens to the all of students join in Jigsaw, so there is no passive students because each student has a task or assignment.

In addition, when Jigsaw is applied in teaching learning process the students work in small heterogeneous group. It is called heterogeneous because in a group consist of different class level of student (because there are three class of Multimedia, they are Multimedia 1, Multimedia 2, and Multimedia 3) but they have the same level because they do the same task to find the solution and each student are equal because they have the same chance.

Clarke (1989) states that," There are some criteria that should be applied to classroom tasks in order to make group work effective. This list of five basic principles forms the core of Together We Learn : students work in small heterogeneous group; students work in positive interdependence; students are accountable both as individuals and as a group; students learn through ample opportunity for purposeful talk; students learn and practice cooperative skills as they study explore the subject matter together ".

It can be concluded that to make group work effective there are some criteria, they are: students work in small heterogeneous group; students work in positive interdependence; students are accountable both as individuals and as a group; students learn through ample opportunity for

purposeful talk; students learn and practice cooperative skills as they study explore the subject matter together.

The previous explanation is the basis why the researcher decides to conduct the experimental research entitles DO JIGSAW WITH AND WITHOUT EDMODO NEEDED IN TEACH INTEGRATED SKILLS (Reading and Writing)?

1.2 Statement of the Problems

Based on the background above, the problems of the study are stated as follows:

1. Do the students taught using Jigsaw technique with Edmodo get better score than students taught using jigsaw without Edmodo/Jigsaw conventional?

2. What is the students' opinion on the use of Jigsaw with Edmodo in writing narrative text?

1.3 Purpose of the Study

Based on the statement of the problems, the objectives of the study are stated to describe:

1. To find out whether there is any significant difference in the writing Narrative score between students taught using Jigsaw technique with Edmodo and without Edmodo

2. To know the students 'opinion on the use of Jigsaw with Edmodo in writing narrative text.

1.4. Research Hypothesis

Based on the topic of the study, the following hypothesis is formulated:

1. The students taught using Jigsaw technique with Edmodo get better score than students taught using jigsaw without Edmodo/Jigsaw conventional.

2. The students taught using Jigsaw technique with Edmodo do not get better score than students taught using jigsaw without Edmodo/Jigsaw conventional.

1.5. Assumptions

This study has the following assumption: first; Jigsaw technique with Edmodo can help the student more creative in writing Narrative text and motivated in writing narrative, second; the students' writing Narrative score was improve after taught using jigsaw technique with Edmodo, third; Jigsaw technique with Edmodo are more effective and efficient than Jigsaw without Edmodo in teaching Narrative text in 21st century.

1.6. Significance of the Study

The study is intended to provide both theoretical and practical contributions to the new finding of the study. The finding of this study is expected: the research can intensify the new knowledge about Jigsaw combine with Edmodo as an effective way to improve the students' writing ability.

The theoretically for the researcher in the writing areas, likes some type of writing. There are some types of writing: a note or formal letter; a formal letter; resume, summary, paraphrase; narrative; description; exposition, analysis, definition, classification; narrative, description, with evaluative comment; argument; literary; advertisement; media; journal writing (Nation:2009, p:116). In this study the researcher uses narrative text to be observed. In the other point, it can be to prove in the finding of previous studies that Jigsaw and Edmodo can be implemented and also gives the benefit of the use of writing Narrative text in teaching learning English process.

Furthermore, the finding in this study useful as practically when the teacher knowing the students' writing narrative text, the teacher will be easy to select and design the appropriate

teaching materials and techniques. Besides, by teaching narrative text, it could be expected that some valuable findings could be implemented in the process of a student's writing ability in order to be better than before.

In addition in practical level especially in pedagogical level, practical level divided into: the function in classroom practice, future researcher, material development. First, for the English teacher as classroom practice and material development: It is hoped that this research will give them more information about Edmodo as a media in 21st century; the teacher can apply Edmodo in teaching, to enrich their knowladge, media, and method especialy in teaching writing. Second, for the Readers: it is hoped that, the result of the study can help the readers to get more information about the Jigsaw: with and without Edmodo in Teaching Writing Narrative Text. Third, for the writer: by this study, it is hoped that it gives new experience in applying Edmodo in teaching writing narrative texts. Fourth: for other researchers: hopefully, this study will be useful for other researchers as an input and reference in having research with Edmodo as a media in teaching writing narrative texts.

1.7. Scope of the Study

The subject of this study is limited to the students of the class X MM (Multimedia) 1 and 2 SMK PGRI 2 Kediri. The limitation of the study focused on writing skill which the type of writing Narrative text. There are many technique and media to teach writing, but in this study the researcher focuses on Jigsaw as Technique in teaching learning process and Edmodo as Media especially in 21 st century.

In this study the researcher uses K 13 (*kurikulum* 2013) which use in Indonesian Education. *Kurikulum* 2013 have some basic competence, one of them is "*Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan*

memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai conteks"(KD.4.8). It is stated on First level Vocational school level in the second semester.

1.8. Definition of the Key Terms

In order to avoid misintepretation affected by synonymous concepts related to the study, some important terms are defined as follows:

1. Jigsaw

    Jigsaw is one of the cooperative learning models. In jigsaw technique, students work in the same four members, heterogeneous teams. The students are assigned to read certain material in which each member reads the difference material from others. Generally, there are two main groups in jigsaw techniques. There are home group and expert group.

2. Edmodo

    Today, it is a popular web-based learning site that is used as a medium of learning. and creativity in the learning process. We can upload picture, video, materials for teaching learning process as a teacher and students. We can also comment, like, share to our friends in community like face book. Moreover, teacher can upload test or assignment like multiple choice, essay, quiz, etc.

3. Jigsaw: with and without Edmodo

    Jigsaw with Edmodo means the combination of Jigsaw with Edmodo in teaching learning process. Jigsaw as Technique and Edmodo as Media, and Jigsaw without Edmodo means the conventional of Jigsaw the pure Jigsaw.

4. Teaching writing of Narrtive text.

There are four skill in teaching English: teaching reading, teaching listening, teaching speaking, and teaching writing. In this study the researcher choose teaching writing between the others skill. And there are some kinds of text but, the researcher uses Narrative text, text that tells a story that has happened (in the past) with the purpose of entertaining the readers.The generic structure of narrative text consist of orientation, complication, and resolution. Sometimes, the arrangement of narrative text can contain orientation, complication, evaluation, resolution, and reorientation. Although, the evaluation and reorientation are optional may be added or not.
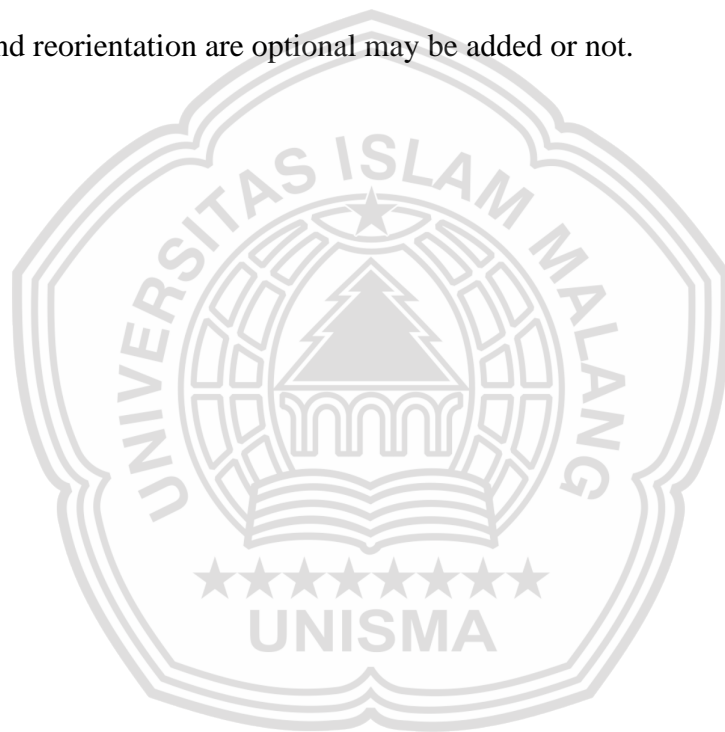
CHAPTER VI

CONCLUSION AND SUGGESTION

Based on the result of the study on the previous chapters, in this chapter the writer describe the conclusion and sugestion for the readers.

6.1 Conclusion

This research is done to examine the influence of *Jigsaw with Edmodo* and *Jigsaw conventional* in writing narrative text. It is done to examine if there is any difference score between students before and after taught by *using Jigsaw with Edmodo and Jigsaw conventional.* The result of the statistical computation using independent sample T-test revealed that the obtained F $(2,304)$ =,137 which was significant at ,145 > 05 level. This finding indicated that there is no significant different students' score in learning using Jigsaw with edmodo and Jigsaw conventional. There is improvement of students' score, but the improvement is not too significant.

6.2 Suggestions

Based on the conclusion above, the researcher would like to offer some suggestions to be considered by headmaster, English teacher, students and the next researcher. Frist headmaster should give enough facilities, so, teaching and learning English will flow smoothly. Facilities help the teacher easier to teach and help the students easier to understand. Hopfully, the students get good achievement if sufficient media which are available to use.

Second, this research is greatly recommended for the English teachers to implement media which merged with technology especially social mobile network as Edmodo in teaching English, especially teaching writing. The integration of Edmodo is proven to be effective media to

enhance the students' writing competency. Second, for the students of English Language Education study program, it is expected to enhance their knowledge about the strategy in teaching English, especially writing. Since this study explained about how Edmodo was applied for teaching English writing, it is suggested for them to implement online learning platform such as Edmodo when they face the real teaching situation. Third, for the other researchers, this is suggested that more studies connected to the integration of Edmodo to be conducted on different population such as in junior high school or senior high school.

Then, English teachers shouldbe able to create new situation during the teaching learning process in the classroom; use various visual aids like pictures, chart,board game etc;and use English as a means of communication in class, so that the students get used to hearing not get bored spelling the English words. So that the students will be intersted in learning English.

Meanwhile,students have to improve their knowledge,especially in enriching their writing ability. Such as learning grammer, the writing process, etc;and practice their english in daily conversation because it can halp them when they want to write. Then,the next researchers can make this study as their milestone to conduct other research on the same field.

Furthermore, it is also suggested to replicate this study on different language skills as well as different genre of writing. The other researchers are also recommended that every weakness of this study could be taken into account of conducting further research.

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