Comparative Study between Jigsaw 1 Model and Picture Composition to Enhance Students' Ability in Writing Descriptive Text

Debora Chaterin Simanjuntak & Nining Safitri
deborachaterins@gmail.com
Universitas Advent Indonesia

Abstract

This study addresses to see the significant difference between those who were taught using Jigsaw 1 model and those who were taught using picture composition to enhance the students' ability in writing descriptive writing. This cooperative study involved two groups. Sample of this research were the students of X-A using Jigsaw 1 Model and X-B using Picture Composition at SMA Negeri 1 Parongpong. This study utilized essay Anatest, Microsoft Excel and 23rd SPSS to calculate the data. From the data analysis for Jigsaw 1 Model group, the mean score of gain in pre-test and post-test is 0.4680 and for Picture Composition group, the mean score of gain in pre-test and post-test is .5381. Based on the analysis, it is concluded that there is significant difference between those who were taught using Jigsaw 1 Model and Picture Composition in enhancing High School students' ability in descriptive writing.

Keywords: *Jigsaw 1 Model, Picture Composition, Descriptive Writing*

Introduction

Writing is a form of expression; putting words on the paper is not much different from speaking words. Therefore English learners should equip themselves with essential writing skills in order for them to do better at school and work. Nowacek (2005) stated that through writing, students will learn to easily flow out some facts, inferences, and opinions without confusing their readers. Writing is the primary basis upon which the work, the learning, and the intellect will be evaluated in college, in the workplace, and in the community. Descriptive writing is one of reading types that a learner should master in improving writing skills. Theoretically, according to Spenser (2005) descriptive writing is a paragraph portrays vividly about person, place or thing in such a way that the reader will be able to visualize the topic and come up with the writer's experience. Particularly, descriptive writing is a matter of consistency. Siburian (2013) stated that 75% of students in grade VIII in a High School, Rantau Parapat, North Sumatera were unable to write a descriptive writing. Based on her observation at the time of the teaching practice program (PPL), 75% of students were unable to make a descriptive writing because some English teachers adopted a conventional method that reduced the interest and liveliness of the students in the learning process. Further, another one is writing problem in Karawang. In Indonesian schools, however, the teaching of English consists mainly of learning correct grammatical structures or forms, increasing vocabularies, working on exercises on the sentence level, and asking students to repeat over and over similar structures (Katemba, 2013). It was stated that the elementary levels of learners were lacking of vocabulary and capability to compile the English grammar. And for the upper-intermediate level, students struggle to compose unclear introductory paragraph, problematic complex sentence, and making grammatical mistakes (Wigati, 2014). On the other hand, Johnson et. al. (2010) stated that to get good scores students compete each other. Students

will be graded based on their faster and more accurate work than their classmates. In doing that, they will try to be the best or first at class.

Writing problem also exists in Malaysia, Hiew (2012) said that learners required longer period to write an essay, because they are not familiar with the topics, and have difficulty in writing academic essays. All the respondents of that research needed much time to master their writing skills and it is difficult for them to master the writing skill within a short semester. Learners have difficulties in writing descriptive text because their teachers provide few explanations about the generic structure and the method of writing descriptive text. As a result, they are unable to describe things in details (Rostami & Hoveidi, 2014). The common writing problem is generally people fear a blank sheet of paper. Learners say that they do not know what to write and if they know what they want to say, they are afraid of being wrong and sounding lousy; sometimes they do not know how to organize their sentences (Olson, 2009). Commonly the students have difficulties in spelling, organizing the content, disclosing opinions or ideas to be submitted in writing. Even some people are reluctant to write because they have no ideas what to write and make outline of writing. On the other hand, Elfira (2013) affirmed that almost all levels of education require students to write.

To minimize those writing problems, some researchers used several methods and techniques to help learners improve their writing skills. The methods and techniques that they use fall under cooperative learning. Katemba & Samuel (2017) stated that in cooperative learning the teachers not only divide students into groups and give them a task, but also encourage them to participate actively in teaching learning activities. The teachers act as facilitators and control the process of the students' activities. So, the essential keys to be successful in using cooperative learning is the students must be able to understand the objectives of lesson, how a particular task fits into the overall plan for the course and how their work will be evaluated. It will be better if the teachers explain to the students what cooperative learning is and why the teachers are using this method (Jacobs & D'Rozario, 2003).

In this study, the researchers utilized Jigsaw 1 and Picture Composition; these two techniques are part of cooperative learning. In Iran, Astane and Berimani (2014) used Jigsaw 1 with a purpose to eliminate competition in the classroom and increase cooperation among the students as the second research problem. It means that the necessary of the students to see their friend as cooperator not as competitor. Moreover the goal is not entirely to eliminate competitiveness of the students that make them cannot be successful in competitive world. In the meanwhile, the researcher wants to compare Jigsaw 1 model in descriptive writing enhancement with Picture Composition. Same as Jigsaw 1, Picture Composition will be taught by groups, so it will eliminate or reduce the competition in classroom environment. Naryskin (2013) stated that Picture Composition means composing an image by arranging elements or composing the images that is related to each other. So to make a good writing picture composition is not easy. In addition, Emily (2015) stated that there are four tips to be fluent in writing picture composition. Those tips are read widely and variedly, visualize the story, keep a journal, then write simply and clearly, but make it powerful. Ghosh (2012) stated that there are some patterns of picture composition. Those patterns are to describe the given picture, and make a story based on the given picture; then to link the content and the picture and maintain the connection and the focus on the picture as well as the content; and to express and elaborate the thoughts and feelings. The main thing here is the students should use their imaginative power and simple language in order to frame out their content in

relation to the picture. In order to respond to the problem, Latifah (2014) stated that picture may attract the learners' attention and deepen understanding of vocabulary to organize the sentences. Moreover, Picture Composition makes it easier for the students to get idea and motivate them to imagine. Since it affects learners' interest, pictures must be chosen carefully according to the needs of the learners. Therefore, Picture Composition is considered can solve problem such as inability of describing thing in detail and less of motivation to write. This study is aimed at comparing the two techniques: Jigsaw I and Picture Composition to enhance students' ability in writing descriptive text.

In cooperative learning, several things should be considered to divide students into groups. The group should be heterogeneous (gender and academic); there should be one high-level of student, two moderate level of students, and the rest are low level of students. It can be seen through their achievement or grade. Stiggins (1994) stated that in cooperative learning each member of group should be different in culture, ethnic, and gender, especially if the number of one group is more than 3 students. So they are able to contribute ideas, suggestion, or recommendation to decide and make different answers. Furthermore, categories of cooperative classroom team are relatively permanent and heterogeneously mixed. Small group of students who have been assembled to complete an activity, produce a series of projects. The spirit within the team has to be one of positive interdependence, means a successful feeling of one person is tied directly to the success of others.

In this study, two techniques under cooperative learning would be utilized. They are Jigsaw 1 Model and Picture Composition. In the application of Jigsaw model, Sahin (2010) said that students should be separated from their own groups and form new groups with the other students who are responsible for preparing the same subjects. On the other hand, according to notable studies, Jigsaw 1 model has some benefits to improve student's achievement, motivation and knowledge and expertise building (Zahra, 2013). As the advantage of Jigsaw 1 Model, Hersulastuti (2010) stated that Jigsaw 1 Model could break the 'gaps' of the students-lecturer relationship and the atmosphere of learning was much better because the students found another interesting way in their class activity. Since everyone had to exchange the information in expert groups and then present it in their home group, made them more productive, and created better interactions among the members. Such as Maden (2011) stated that Jigsaw 1 Model was able to blur between students who know and students who do not know yet, because it requires all students to be active in learning activity and helps students appreciate that one of the best way to learn is to teach others. On the other hand, Jigsaw 1 Model also has disadvantages, Tamah (2007) in her study find that noise may disturb groups that are also discussing the task. Majid (2013) also said that this model takes long time. In addition, Azzulfa (2015) mentioned that crowded class makes the students less focus on explaining the material. Again, the students who have less confidence in the discussion will be difficult to explain the materials toward their friends. So it needs extra power to handle the classroom environment. Sometimes, if the number of member's group is less; a problem will occur, such as if there is a student who is passive, he will hesitate to share and do the assignment in discussion.

Meanwhile Picture Composition speaks thousands of words. Asrifan (2015) says that picture is not only used as the basic materials for learners' composition but also it is effectively stimulates the imaginative power of learners. So, it can be very effective way of teaching and learning the writing of English Language. As the advantages, Bee (2009) said that Picture Composition can be a motivator, vocabulary building or review, and also improve integrated four skills. Then, Sari (2014) added that picture can enable students to

focus on the meaning, enliven students' language use in the classroom, and attract learner's attention. Moreover Mansourzadeh (2014) stated that teaching English through pictures has some weaknesses, such as being hard to illustrate abstract words, being time consuming to find the right pictures for specific type activity.

As what has been discussed previously, learners have difficulties in writing descriptive text because it is not easy to organize sentences (Olson, 2009). Evidently some students find difficulties in organizing the content, disclosing opinions or ideas to be submitted in writing, or even use misspelled words. Moreover some are reluctant to write because they have lack of insights of what to write.

English learners should know that descriptive writing text has five types. According to Priyana (2008), the first one is describing process means not only explaining how something was done, but also explaining why it was done. Second, describing an event means a writer should be able to memorize and remember what happened in the event all in details, so the readers can imagine the real situation and condition. Third, describing a personality; learners should recognize the individual characteristics, physical attribute, emotional, moral attributes and intellectual. Fourth, describing a place that presents something concrete or the way to describe a place, such as a home, a library, a room, and etc. Fifth, describing an object means providing the physical characteristics of the object such as the shape, size, color, nationality, and so on (Langan, 2001).

Then, according to Purnamasari (2014), two parts of generic structure are identification and description. Identification means introduce particular thing or phenomenon to be described. It gives several general information of subject matter. Then, Description means to list and to elaborate the parts or qualities of the subject. And then description of activities is to describe behaviors, functions or uses of the subject matter. Writing is not merely putting words on paper, it needs a process. A process of writing development likes harps on drawing out the learners' potential and provision of input to which learners respond (Sacha, 2015). There are four steps in writing process. They are prewriting (planning), drafting, revising, and editing.

Hiew (2012) said that learners' problem is learners need extra time to write an essay and they are not familiar with the topics. Then, the others are connecting a topic and supporting sentences, describing things in detail, composition nature of writing, and Imaginative senses.

Reaserch Methodology

This comparative study uses Jigsaw 1 model and Picture Composition to see the significant difference. So, the quantitative research method is used in this study. The design of the research is below as cited in Fraenkel and Wallen (2006):

Table 1 Research Design

Group	Treatment	Pre and Post test
K 1	X1	O
K 2	X2	O

Where: K1: Jigsaw 1 Group
          K2: Picture Composition Group

X1: Implementation of Jigsaw 1 model
X2: Implementation of Picture Composition
O : Pre test and Post test of writing Descriptive text

Participants

The participants were two classes at SMA Negeri 1, Parongpong chosen from all grade students at SMA Negeri 1 Parongpong. Then, researcher purposively chose 64 students: 37 females and 27 males to be the research sample. The sample was split into two groups. Group 1 consisted of 34 students and Group 2 consisted of 30 students.

Instruments

The instruments used in this study were pre-test and post-test which were designed into three parts: describing pictures, paragraph building and arranging sentence. Pre-test and Post-test: Pre-test is the test given prior to the treatment. Post-test is the test given after conducting the treatment in Jigsaw 1 model and Picture Composition group or after teaching of 16 hours for each.

Procedures

In the beginning phase of the study, in an attempt to have homogenous class in term of English proficiency, the students were given the pre-test. As a result of pre-test, students were randomly divided in two groups, 1 and 2 which can be defined as 1: Jigsaw 1 Model and 2: Picture Composition. To begin both classes, the researcher treated which was started on February 1 to March 31. The classes had an English subject session twice a week lasting approximately 90 minutes for each meeting. There are four steps to use Jigsaw 1 in the classroom. There are making home group consists 6 students, reading in expert group, reporting in home group, and testing. Each student was given different subtopic in each group, and then the expert group was formed based on the same subtopics. On the other hand, there are also several steps to use Picture Composition in writing descriptive text. First, making group consist 6 students; second, the students read the text in their group while giving picture for each student. Third, everybody lists the keywords   and   make   the   outline. Last is testing.

To measure the score of student's writing descriptive text, below is the scoring rubric:

Table 2 scoring rubic

Aspect Writing	Range	Score	Criterion
Content	5	Excellent	Main idea stated clearly and accurately, change of opinion very clear.
	4	Good	Main idea stated fairly clearly, and accurately, change of opinion relatively clear.
	3	Average	Main ideas somewhat unclear or inaccurate, change of opinion statement somewhat weak.

	2	Poor	Main idea not clear or accurate change of opinion statement weak.

	1	Very poor	Main idea not at all clear or accurate change of opinion statement very weak.
	4	Good	Fairly well-organized and generally coherent.
Organization	5	Excellent	Well organized and perfectly coherent.
	3	Average	Loosely organized but main ideas clear, logical but incomplete
	2	Poor	Ideas disconnected, lacks logical sequencing.
	1	Very poor	No organization, incoherent.
	5	Excellent	Very effective choice of words and use of idioms and words forms.
	4	Good	Effective choice of words and word form.
Vocabulary	3	Average	Adequate choice of words but some misuse of vocabulary, idioms and word forms.
	2	Poor	Limited range, confused use of words, idioms, and word forms.
	1	Very poor	Very limited range, very poor knowledge of words, idioms and word forms.
	5	Excellent	No errors. Full control of complex structure.
	4	Good	Almost no errors, good control of structure.
Grammar	3	Average	Some errors, fail control of structure.
	2	Poor	Many errors, fail control of structure.
	1	Very poor	Dominated by errors, no control of structure.
	5	Excellent	Mastery of spelling and punctuation.
	4	Good	Few errors of spelling and
Mechanic	3	Average	Fail number of spelling and punctuation errors.
	2	Poor	Frequent errors in spelling and punctuation.
	1	Very poor	No control over spelling and punctuation.

Adapted from Cohen (1994) as cited in Fitriana (2013)

Result

The research finding and analysis have been collected and taken from the participants that obtained from the study conducted over one month at SMA Negeri 1 Parongpong, West Java

Table 3 Result of Pre-test, Post-test, Standard Deviation and Gain

	Jigsaw 1 Model		Picture Composition	
	Mean	St. Deviation	Mean	St. Deviation
Pre-test	59.94	12.0969	63.17	11.8586
Post-test	102.42	11.8586	110.77	15.3930
Gain	0.4666	0.12308	0.5416	0.1554

Through the descriptive statistics done by 23rd SPSS, it can be seen that writing descriptive text between students who were taught using Jigsaw 1 Model and those who were taught using Picture Composition both are enhanced with moderate category. The gain mean for Jigsaw 1 Model group is 0.4666 and Picture Composition group is 0.5416. So it can be concluded that Picture Composition group is slightly better than Jigsaw 1 Model group. Standard Deviation of Jigsaw 1 Model is lesser than Picture Composition. If it is seen from the Standard Deviation, the understanding in writing descriptive text for Jigsaw 1 Model group is equal. Since the gain mean for both Jigsaw 1 Model and Picture Composition group was significantly different, it can be concluded that Jigsaw 1 Model and Picture Composition is really helpful for students, especially high school students. Lastly, in both groups the students like to study in group because if they do not understand the material they are able to share and ask to their friends.

Conclusion

To sum up, it was concluded that Jigsaw 1 Model and Picture Composition participants' writing descriptive text were enhanced through Jigsaw 1 Model and Picture Composition and the score gained by the participants showed that there significant difference between those who were taught using Jigsaw 1 model and those who were taught using picture composition to enhance the students' ability in writing descriptive text.

References

Asrifan, A. (2015). *The use of Picture Story in Improving students' Ability to Write Narrative Composition.* International Journal of Language and Linguistics. 244-251. South Sulawesi: Indonesia.

Azzulfa, Y. (2015). Kelebihan dan Kekurangan Pembelajaran Kooperatif Tipe Jigsaw. January 20, 2015. http://kumpulantugassekolahdankuliah.blogspot.co.id/2015/01/kelebihan-dan-kekurangan-pembelajaran.html

Bee, S., (2009), Warming up with pictures (Using Pictures in ESL Classroom), Web. 7 Nov 2015. usingpictures.blogspot.com/.

Fraenkel, J., & Wallen, N. E. (2006). *How to Design and Evaluate Research in Education.* (6th ed). New York: Mc-Grawhil.

Hersulastuti, (2015). Implementing Jigsaw Technique in speaking class of describing someone: A Reflection.

Hiew (2012). Learners' perception via facebook dialogue. Vol. 3. 11-19. January 2012.

Jacobs, G. and D'Rozario, V. (2003). *Cooperative Learning: Building Strong Teams For International Service-Learning Projects.* Singapore: National Institute of Education.

Johnson, David W. et. al. (2010). *COLABORATIVE LEARNING: Strategi Pembelajaran untuk Sukses Bersama.* Bandung: Nusa Media.

Katemba, C. (2013). Anxiety Level of Indonesian Students and Its Relationship To Academic Achievement In English. Journal of Education and Practice Vol.4 No.27 , 2013 http://www.iiste.org/Journals/index.php/JEP/article/view/9873/10097

Katemba, C. & Samuel (2017). *Improving Student's Reading Comprehension Ability Using Jigsaw 1 Technique.* Acuity: Journal of English Language Pedagogy, Literature and Culture. Vol. 2, No. 2 Universitas Advent Indonesia. http://jurnal.unai.edu/index.php/acuity/article/view/613/468

Langan, J. (2001). *College Writing skills with readings.* Fifth Ed. New York: Mc Graw Hill Company.

Latifah, N. (2014). Improving the students' writing descriptive text through single picture. ISSN 2337-6384. Vol. 3, No. 15. Malang: UNISMA.

Maden, S. (2011). Effect of jigsaw 1 technique on achievement in written expression skill. 911-917. October 2015.

Majid, Abdul. (2013). *Strategi Pembelajaran.* Bandung: PT Remaja Rosdakarya.

Mansourzadeh, N. (2014). *A Comparative Study of Teaching Vocabulary through Pictures and Ausio-visual Aids to Young Iranian EFL Learners.* Journal of Elementary Educattion. Vol. 24, No. 1 pp. 47-59. Iran: University of Sistan and Baluchestan

Nowacek, DR. R. What Makes Writing So Important? *The Writing Center.* Marquette University, 2005. Web. 7 Sept. 2015.

Olson, J. F. (2009). *Writing skills success in 20 minutes a day* (4th ed.). New York: Learning Express.

Priyana, Joko, et al. (2008). *Scaffolding: English for Junior High School Students.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Purnamasari, W. (2014). The Use of Project Based Learning to Improve Students' ability in Writing Descriptive Texts. Skripsi of Indonesia University of Education: Bandung. Unpublished.

Sacha, A. E. (2015). Contextualising the process-genre approach to the teaching of academic writing to the Indian classroom, English Today a Refereed Peer Reviewed International Journal: Global association of English Studies.

Sahin, A. "Effects of Jigsaw II Technique on Academic Achievem Ent and Attitudes to Written Expression Course." Educational Research and Reviews 5.12 (2010): 777-87. Web. 29 Oct. 2015.

Sari, R. M. (2014). The Use of Pictures to Improve Students' ability in Writing Descriptive Texts. Skripsi of Universitas Pendidikan Indonesia: Bandung.

Spenser, L. (2005). *A step-by-step guide to descriptive writing.* The Rosen Publishing Group.

Stiggins, R. J. (1994). *Student-centered classroom assessment.* New York: Macmilan College Publishing Company.

Tamah, S. M. (2007). *Jigsaw Technique in Reading Class of Young Learners: Revealing Students' Interaction.* Surabaya: Widya Mandala Catholic University.

Wigati, F. A. *"Kesulitan Pada Aspek-Aspek Writing Mahasiswa Dengan English Profeciency Level Yang Berbeda"* Jurnal Ilmiah Solusi Vol.1 No. 3 September - Nopember 2014: 46-61, (2014): 46-61. 2014.

Zahra, R. O. (2013). *The use of Jigsaw Technique in improving students' ability in Writing A descriptive Text.* Skripsi of Indonesia University of Education: Bandung. Unpublished.