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# BAHASTRA

Jurnal Ilmiah Bahasa dan Sastra

- ☐ Memaknai *Perempuan Bercahaya* Karya Rina Ratih Sri Sudaryani  
**Sugihastuti**
- ☐ Using Jigsaw to Make Students Active and Get Better Understanding in Learning Writing  
**Umi Rokhyati**
- ☐ Kajian Implikatur Wacana Humor Anekdot Sufi Dari Nasrudin: Kajian Pragmatik  
**A. Yumartati**
- ☐ Analisis Mikrostruktural dan Makrostruktural Novel *Para Priyayi* Karya Umar Kayam (Sebuah Analisis Wacana)  
**Roni Sulistiyono**
- ☐ Improving Students' Essay Writing Skill through Conferencing in the English Education Study Program, Faculty of Teacher Training and Education of Ahmad Dahlan University, Academic Year 2007/ 2008  
**Ani Susanti**
- ☐ What Should Listening Teachers Know and Do?  
**Sucipto**

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# Using Jigsaw to Make Students Active and Get Better Understanding in Learning Writing

*Umi Rokhyati*  
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## Abstract

I think my writing class is boring. The same activity takes place from one meeting to another. I introduce new teaching material and explain it, the students listen - sometimes one or two of them ask questions, then I will give exercises and ask the students to practice writing. That's all.

That kind of activity seems quite uninteresting, monotonous, and mechanical. The class is silent, no cheerfulness, and no communicative activity. It changes when finally I apply a learning technique which actually is not new but I have just learnt currently- jigsaw. I found my writing class alive. Every student is active, they share and discuss ideas, they communicate each other and they enjoy the writing class.

In this paper I would like to share my idea based on my experience in teaching writing using jigsaw.

Key words: Jigsaw, active, better understanding, learning writing

## Writing Skill

Writing is a complex language skill. To be able to produce a piece of writing, one must be able to generate ideas, organizing them cohesively, using grammar, vocabulary, spelling and punctuation well. Accordingly, learning to write is not easy. In general, learners consider writing difficult.

Writing is a productive skill. It means learners will have to produce something in the activity of writing. The product can be a sentence, a paragraph, a short essay, an article, etc. The product of writing is a written work.

Writing class is usually quiet. Every student is busy with himself, thinking hard to find ideas, looking up the dictionary to find the most appropriate word to write, drafting, etc. There is very limited interaction and communication in writing class.

According to Harmer (2007:112) writing can be differentiated into writing-for-learning and writing-for-writing. In writing-for-learning, writing is used as a tool to practice the language the learners learn before. While writing-for-writing is aimed at developing the learners' skill as writers. In teaching writing to the students both types of writing are given. So, the students will learn to write sentences based on the sentence patterns they learn before. They will also learn to write an application letter, an email, an announcement, a paper, a research proposal, etc.

#### Jigsaw

Jigsaw is one of learning and teaching techniques. According to Brown, it is a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective (2001:185). Thus jigsaw is conducted in a classroom in which the class is divided into some groups. Each group should have the same number of students because a student having the same number will gather as experts of a certain topic and discuss it.

##### a. Grouping

Group work characterizes the jigsaw technique. The first step in using this technique is dividing the class into groups. The number of the member of each group depends on the topic to be discussed. When there are 5 topics to be discussed, each group comprises 5 students as its member. So, if a class consists of 30 students there will be 6 groups. It means each of the topic will be discussed by 6 students.

The next step is the teacher tells each member the number he/she belongs to; number 1 till number 5 in each group. As there are 6 groups there are 6 students belong to number one, 6 students belong to number 3, 6 students to number 4 etc. The teacher asks every student to

remember his/her number. When everyone is confident, the teacher distributes the topic to be discussed, topic one to all students having number 1, topic two to all students having number 2, etc. When the six groups has got the 5 topics, the third step is informing the students that everyone is an expert. Those having number 1 are experts in topic one, those having number 2 are experts in topic two. The teacher then asks students to work in the expert group; therefore, all students with number 1 gather to discuss topic 1. They will be responsible to explain and share the information they get in the expert group to all member in the former group.

Asking the students to return to the former group (the jigsaw group) is the last step. In this group every student has to explain/share the information they get as an expert. So, the member of the group will get a complete information consisting of 5 topics discussed.

##### b. Students' Participation

When the class is divided into groups and each student is assigned as an expert who

must explain his/her expertise, no student can stay passive. Every student must be active to take part in the group discussion. This technique forces the students to be involved and take part in the activity.

##### c. Learning material

Jigsaw can be used in learning material that in nature can be broken down into some elements. If we are going to teach sentence writings, complex sentences for example, we can have some elements such as: main clause, subordinate clause, and several subordinate conjunctions. If we are going to teach paragraph writing, we will have elements like paragraph, topic sentence, supporting sentences, concluding sentences, and transition signals. If the students will learn to write an essay, the elements will include introductory paragraph, thesis statement, body paragraph, unity, coherence, and concluding paragraph. In this way, several topics can be discussed at a time. It saves the time.

That the material comprises some elements is a must in using jigsaw because each student will be given one point which is taken from the elements to discuss. Each student must be responsible for the element given. He/she must try to understand it well and explain it to his/her group.

#### d. Procedure of implementing jigsaw

There are some steps to be taken in implementing jigsaw. To make the explanation clear, learning to write complex sentences with adjective clauses is taken as an example.

1. The class is divided into some groups. Each group has the same number of member and will discuss the same topic. The number of the member depends on the topics to be discussed. These groups are called the jigsaw group consisting of some experts.

#### Illustration:

The topic that will be discussed includes 1.)the difference between simple and complex sentence, 2.)main clause, 3).Subordinate clause, 4.)adjective clause, 5).subordinate conjunction, and 6).the use of subordinate conjunction. As there are 6 topics to be discussed, each group must consist of 6 students in which each student is responsible for one out of the six topics. So, each student is an expert of a certain topic. If the class consists of 30 students, there will be 5 groups. It means there will be 5 students who are expert of topic 1, 5 students are experts of topic 2, another 5 are expert of topic 3, etc.

2. The experts will form a new group that is called expert groups. This group consists of members with the same topic. Therefore, in this group the member will discuss specific topic as deeply as possible so that they can share and give information to their previous group.

#### Illustration:

Let's take expert group 1. This expert group will discuss the difference between simple and complex sentences. The five students will discuss it so that they have a good understanding of the difference between simple and complex sentence that they will share to their previous groups. In this opportunity each student will share about his/her understanding. Some may be limited and the other may be complete. However, after discussing they will have similar understanding.

3. When the experts finish discussing in the expert group they will return to the previous group (the jigsaw group). There each member should share and explain the topic they have discussed in the expert group. Each expert should explain to the group one by one so that the group gets a complete understanding on all the topics discussed.

#### Illustration:

When the experts gather again in the jigsaw group, expert one will explain as clearly as he/she can about the difference between simple and complex sentence. Expert 2 will explain the main clause, expert 3 will explain the subordinate clause, expert 4 will explain about subordinate conjunctions, etc. till all the topics are discussed and the group get a complete understanding.

Those are the main steps in the jigsaw activity. It can be continued with another activity to check the students' understanding on the topics discussed. It can be done by giving questions to the class, asking student representing the group to give explanation, or by conducting gallery walk.

#### Jigsaw in Writing Class

Teaching and learning process is usually divided into 3 phases. One of them is presentation, practice and production. Here is how jigsaw is applied in my writing class in which the students learn to write complex sentences with adjective clauses.

##### a. Presentation

In this phase the language is presented. The examples of complex sentences with adjective clauses are displayed in ppt presentation. They are complex sentences with adjective clauses modifying things, place, person, etc. The adjective clauses with its subordinate conjunctions are coloured differently from the main clauses to focus the students' attention on the adjective clauses and the subordinators.

##### b. Practice

When the students are confident, the phase moves to practice. Here, the jigsaw technique is used. The class is divided into some groups. The seats are arranged in circle for the students will work in group. The topics to be discussed can be : 1. The difference between simple sentences and complex sentences, 2. Main clause and subordinate clause, 3. Adjective clauses, 4. Types of adjective clauses, and 5. Subordinate conjunctions in adjective clauses.

Since there are 5 topics to be discussed, each group consists of 5 students. The member of the group are numbered from 1 to 5 and each is given a topic according to their number. All students with number 1 have to discuss the difference between simple and complex sentence. All

students with number 2 must be responsible with topic 2; main clause and subordinate clause, students with number 3 for topic 3, and so forth. The students are told that everyone is an expert. Students with number 3 are experts in explaining or giving information about adjective clause, all with number 4 are experts in explaining types of adjective clauses, etc. Every expert has a responsibility to explain to the group about the information he/she has. To get a better understanding of the topic, the same experts are asked to gather, forming a new groups of expert and discuss their expertise. This is an opportunity for every student to get better understanding on the topic they are responsible for.

When the expert groups are working, the teacher is monitoring from one group to another. In this group every member interacts, communicates, listens, explains, and shares information. The teacher can also give some correction and suggestions if it is necessary and the students may also ask the teacher some questions. In this activity the teacher has to remind the student that they will return to the previous group (the jigsaw group) to share the information they get in the expert group.

### c. Production

When every expert returns to the previous group, each group will have complete information, covering 1. The difference between simple sentences and complex sentences, 2. Main clause and subordinate clause, 3. Adjective clauses, 4. Types of adjective clauses, and 5. Subordinate conjunctions in adjective clauses. Every expert will share the information they have. Therefore every one will have a complete understanding on the five topics. Each group must summarize their understanding about the 5 topics. In this production step, they must write several complex sentences with adjective clauses.

The next activity for the students is 'gallery walk'. In this activity each group must write their product on a piece of paper and display it by sticking it on the wall. Each group must visit others' group work and give some comment on their work. When the students finish doing the gallery walk, the teacher gives her feedback.

### The strengths of Jigsaw

Based on my experience in implementing jigsaw in the classroom, I can highlight its strengths as follows:

1. It is powerful to activate students.

Willingly or unwillingly each student must speak up to express his/her opinion or understanding. It is done in both types of group: original/previous group and expert group. A passive student or shy student will speak to share whatever in his/her mind.

2. It makes the students' understanding better. Jigsaw demands the students to have discussion and to share information. Through sharing and discussing the students will have a wider view and get more information. Therefore, the students' understanding will be better.

3. It boosts autonomous learning. The students will try to solve the problem by doing cooperative learning without depending on the teacher. They will try to find as many information as they can so that they can perform their best. This is the step to autonomous learning.

4. It trains the students' life skill. Through discussion students have to listen to others' opinion, respect their friends, and help each other. These kinds of activity is an important thing to build the students' life skills.

5. It creates cheerful and dynamic learning activity. Working with friends in group is like working in a small society with relaxed atmosphere. The students may have a joke, debate, defend their argument, and use their creativity. This atmosphere can create cheerful and dynamic learning activity.

### Conclusion

Jigsaw is one technique in learning that can be applied in the classroom. It can be applied in teaching writing. A writing class that is usually silent, having monotonous activity, uninteresting may change when jigsaw is applied. This is because jigsaw facilitates every student to be actively involved during the learning process. Jigsaw also demands the students responsibility to the topic learnt. It also trains the students to listen to others' opinion, to share, and to accept others' ideas. Considering the characteristics of jigsaw, a conclusion can be drawn that learning writing using jigsaw technique will make the students active and get a better understanding about the material. It will also help both students and teacher have away from daily routine.

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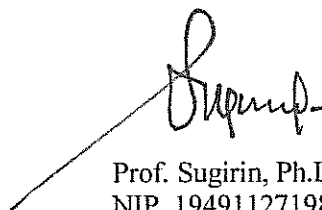
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