



Journal of English Teaching and Applied Linguistic
<http://jurnal.stkippgribl.ac.id/index.php/jeta>

IMPROVING STUDENTS' WRITING ABILITY THROUGH COOPERATIVE LEARNING TYPE JIGSAW

Purna Wiratno
STKIP PGRI Bandar Lampung
purnawiratno@gmail.com

Abstract: The object of this research is to find the improving students writing ability through cooperative learning type jigsaw at SMP level. The research was conducted in SMP N 3 Katibung, Lampung selatan in 2018/2019. The research was conducted at the second semester in the academic year of 2018-2019. The subject of research was students at the second semester of the eight B class of SMP N 3 Katibung, Lampung Selatan in the academic year of 2018/2019. It consists 25 students. In conducting this research, the writer used classroom action research method. This method used to improve student writing ability through cooperative learning type jigsaw. The writer used one class in this research. The data analysis research finding, the writer concludes that students' writing ability of the eighth class of SMP N 03 Katibung Lampung Selatan increased. It can be seen from the result of the second cycle which has mean score 74.8, it was better than in cycle I which has mean score 68.64. Teaching learning process using cooperative learning type jigsaw became active and Cooperative learning type jigsaw is one of the suitable techniques in teaching writing. By applying this technique, the students can improve their writing skill. This technique helps the students in making composition about narrative text with good structural.

Keywords: Cooperative Learning, Type Jigsaw, Writing.

INTRODUCTION

To master the language we have to understand and learn about the four skills of language. They are speaking, reading, listening and writing. They are important and have relation each other. Writing is one of the important skill that students have to learn, because writing is the primary basis upon which your work, your learning, and your intellect will be judged—in college, in the workplace, and in the community.

Writing is an essential job skill, because writing is very used especially in working. Writing out our ideas permits we

to evaluate the adequacy of our argument. In writing we also can share opinion and helps us move easily among facts, inferences, and opinions without getting confused and without confusing the reader. Those are the reason writing so important.

Writing ability is the students' ability in expressing their ideas in written form. It is indicated by the series of the text. Writing is the ability of sending the message or information in written language from the writer to the reader. Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most

languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology that developed as tools developed with human society.

Writing helps to refine our ideas when we give others feedback. As we write, we constantly rewrite. Sometimes we do this unconsciously, as we juggle words, then choose, delete, and choose again. Sometimes we do this rewriting very consciously and conscientiously as we reread a paragraph or page for clarity, coherence, or simply to see what we've just said and decide whether we like it. Having read, we rewrite the same phrases or ideas to make a closer match to our intentions or to refine our discoveries through language. The process of writing and then reviewing, changing, and rewriting is a natural and important part of shaping expression for an anticipated audience. So while we are trying to put our words and ideas into a logical line, we are also circling round and back and over again.

Writing is not only an activity of arranging words into form of sentence, but also when people write, they should organize some interesting stuffs, which experiences or ideas in writing form. Because to write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. Writing is said successful if the reader can understand what the purpose of the story. However, many students say writing is difficult. The reason is they find difficulties in expressing their ideas into correct sentences.

The successful of teaching learning process is influenced by many factors, those are environment, teachers, students, teaching learning process in the class room, tools and situation of the evaluation. Many ways can be used by teacher to make learning and teaching process effective. Many methods and techniques can be used by teacher. The teacher should apply appropriate methods or ways to increase students' interests in learning writing. Therefore the writer will try to apply

cooperative learning type jigsaw in learning and teaching process, especially in writing.

Based on the preliminary research at SMPN 3 Katibung Lampung Selatan, the writer found that students' writing ability need to be improved. They found difficulties in expressing their ideas in writing and they found difficulties in organizing the words into correct sentences.

Based on background of the problem above, the writer is interested to improve students' writing ability by applying Cooperative Learning Type Jigsaw in teaching writing. Cooperative learning type jigsaw is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups which students work in heterogeneous teams. Therefore, the writer proposes a research entitles: *Improving Students' Writing ability through Cooperative Learning Type Jigsaw at the Eighth Class of SMP N 3 Katibung Lampung Selatan in 2018/2019.*

THEORIES

Language is a human system of communication or symbol to interact with others. Language is used by peoples in particular country. Language is used to express emotion or feeling to the other people. Without language we cannot understand the intended message of someone easily.

Every time we use language to communicate. Every human in this world needs language. It is impossible if there is someone who does not need language, because language is used to transfer our mind, to express our feelings, messages, opinions or ideas. Language can make people know and understand what we mean. Meanwhile, with language we can interact each other and get friends in our environment to make a good relationship. So language has important role in our life. It is supported by Teresa Walter (2004:18) states that "Language has use and function in real-world interactions. Language purpose and function and is acquired through meaningful use and intention".

According to Richards and Rodgers (2001:20-21) "At least three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching.

- The first is structural view, the view that language is a system of structurally related elements for the coding of meaning.
- The second is functional view, the view that language is a vehicle for the expression of functional meaning.
- The third is interactional view, it sees language as a vehicle for the realization of interpersonal relation and for the performance of social transactions between individuals.

Referring to the statement above, it can be concluded that language is used to deliver messages or ideas from the speaker to the listener, from the writer to the reader in interaction among themselves. Without language, we can not convey anything. Language and human can not be separated, language is necessary for human.

Based on the explanation above, it is clear that language has important role in our life. Through language we can communicate with other people, even though we have different culture and language. Without language, it is impossible for everyone to make interaction to each other.

According to Murcia (2001:359) "A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted". It means that foreign language is not the first language used to communicate in their daily life, but it is only used when the students have an English class. Based on the situation in Indonesia, the first language is their mother tongue, the second language is Indonesian and English as the foreign language for the students.

Paul (2003:1) states that "English as a Foreign language refers to the learning of English by students in a country where

English is not the native language". "It means that, English is learned as foreign language by student in a country where English is not the native speaker. It is different and more difficult than learn in a country use English as the first language, because their environments don't support to speak English everyday as we know that environment gives more influence toward language ability. According to Gebhard (2000:3) "The goals of teaching English as a foreign language and teaching English as second language are often quite different. In many countries where English is a foreign language, the primary goal for children studying in the educational system is to pass English entrance to enter good high school and universities".

According to Cameron (2001: 241) "Learning a foreign language is different from the first language, even for children at the young end of our age range. It is different because the first language is already a huge system that a child has in place because in comparison, the child will encounter such a small amount of the foreign language". It means that students more difficult to learn English, except if the students learn English since child or when they start to learn language, because the first language in their country has not become a huge system in their mind. Therefore, teacher should be creative and students should be put into situation that they can use English for communication both in spoken and written. In English, the most important things are students are able to speak and write.

"Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statement and paragraphs that will be clear to a reader" (Nunan 2003:88). It means that writing is a skill needs development of idea and how to make them into correct sentence that will be read by reader easily. So the good writing must cohesive and coherent in paragraph and text.

Brown (2001:337) states that "Writing is in fact a transaction with words where by you free yourself from what you presently think, feel and perceive". It

means that writing is the way to send message to readers, the writer can share knowledge or suggestion to readers in written form, in other word writing is tool of communication in written form. It is also supported by Murcia (2001:207) which states that "Via writing that a person can communicate a variety of messages to a close or distant, know or unknown reader or readers". Murcia (2001:207) also adds that "viewing writing as an act of communication suggest an interactive process which takes place between the writer and the reader via text". Writing is the way to send message to readers, the writer can share knowledge or suggestion to readers in written form.

Harmer (2004:31) states that "When writing, students frequently have more time to think than they do in oral activities". It means that if students often write, students will improve their mistakes in writing. Because students will organize the content, language use, vocabulary, organization, and mechanics well. According to Gebhard (2000:238) "Writing is often hard work, and that the point of writing is to express our ideas". So, in writing students cannot once write, but students need steps to develop their ideas to be good written. There are four steps to make good writing here;

Harmer (2004: 4-5) the writing process that is the stages a writer goes through in order to produce something in its final written form. The process has four main elements:

- Planning : experienced writers plan what they are going to write
- Drafting : we can refer to the first version of a piece of writing as a draft
- Editing : revising and reflecting are often helped by others readers (or editor) who comment and make suggestion
- Final version : once writers have edited their draft, making the changes they consider to be necessary they produce their final version

Based on the explanation above, the writer found that in writing we have to focus and have a good strategy to increase their ability in writing process because in writing is about expressing of ideas well. In other words, writing is the ability of sending the message or information in written language from the writer to the reader, if the writer cannot express their ideas well, especially into correct sentences, so the readers also cannot get the message well.

Teaching writing is teaching the students how to express the ideas or imagination in written form. In process of writing, the students should use language structure and diction. Harmer (2004:11) states that "Before getting students to write we can encourage them to think about what they are going to write." It means that the teacher should guide students what the topic about and write their ideas through brainstorming. The teacher should give instruction clearly, in order that students are not confused what the students have to do. Before writing the students know what the topic and how the writing squence is going to progress. It is supported by Harmer (2004:62) that "Students need to have the necessary information to complet the task".

According to Murcia (2001:207) "Writing as communicative activity needs to be encouraged and nurtured during the langage learner's course of study". So in writing process the teacher should make sense of situations in order to make students focus and can organize the word into correct sentences well. It is also supported by Harmer (2004:86) states that, "Writing is a process and that we write is often heavily influenced by constraints of genres. Then these elements have to be present in learning activities."

From explanation above the purpose of teaching writing is to help the students to express, organize and develop their ideas well in written form. Here, the role of the teacher is needed to guide and help them to express, organize and develop their ideas to make good written.

According to Olsen and Kagan in Richards and Rodgers (2001:192) cooperative learning is group learning

activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Menduo and Xiaoling (2010:113) explain that the jigsaw classroom, originally developed by Elliot Aronson in 1971 in Austin, Texas, was considered effective in increasing positive educational outcomes. As cooperative learning technique, it has been greatly studied abroad and has been explored in various ways by a number of researcher in classes of different subjects. According to Aronson in Zahra (2014:66) Jigsaw technique is an efficient way to learn the course material in a cooperative learning style which encourages listening, writing, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.

Kagan and Kagan (2009:17.3) explain in Team Jigsaw, each team becomes an expert on a topic, and then individuals from that team each teach another team. "In jigsaw, each member of the group has unique information (helping to promote equal status) that they must share with group mates in order for the group to achieve its common goal (Richards 2006:9).

Based on statement above the writer assumes that cooperative learning type jigsaw technique is a effective teaching and learning technique, because students work together and rechange the group to discuss about the topic. It means that students are more easy to finish the assignment then the teacher gives feedback or need for solving problems that have not finished. This teaching technique also has been used long time ago as technique in teaching and learning process.

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the jigsaw.

Based on Hedge (2005:40) for managing classroom just follow these steps:

1. Put your students into groups of three.
2. Give each group or individual in a group one of the topic, so everyone in the group has the group has the same picture to discuss and write about. The diagram below shows the arrangement of the groups.
3. Working together within their group, students write a paragraph describing events in their picture. In order to ensure coherence. It is wise to suggest that everyone works in the past tense. When the paragraph is agreed and completed, each student writes down his or her own copy.
4. Collect the pictures/topic. Then reorganize that class into groups of five. Each student having a description of one picture/part of the story.
5. Ask the students to assemble the arts into a paragraph, making necessary modifications to procedure a logical story with appropriate cohesive devices, tense sequences, etc.
6. A final stage could be reading the completed versions aloud to compare and assess them.

The benefits of the jigsaw approach include:

1. It is efficient.
2. Encouraging students to learning writing.
3. Working as a team and having a social engagement.
4. All students' read all material, which may make unified concepts easier to understand.

(<http://macartneyjigsaw.blogspot.com//>)

The result research which appropriate with this reasearch is research has been done by Ridha Ardila and Siti Aisah Ginting (State University of Medan - 2012) the title is "Improving Students' Ability In Writing Recount Text By

Applying Jigsaw Technique. The result describe that the application of jigsaw technique in writing recount text improves the students' writing ability in recount and the students score increased from the test I until test III. The students felt more enthusiastic and interested in learning recount text by applying jigsaw technique.

There is other research that have been conducted by Retna Oktaviani Zahra from English Education Study Program of Indonesia University of education in 2013. The title is "The Use of Jigsaw Technique In Improving Students' Ability In Writing A Descriptive Text", The result of the research is the jigsaw technique is effective in improving students' writing scores and the jigsaw technique is found to be potential to provide better learning when compare with the conventional method. Nearly all of students agree that Jigsaw technique is able to improve their writing skill, advance their grammatical mastery, increase their vocabulary mastery, expand their creative thinking, and improve their presentation skill as well as their confidence.

Based on the theories and assumption above, the writer made the hypothesis as a follows:

1. Cooperative learning type jigsaw can improve students' writing ability
2. The teaching learning process will be active when cooperative learning type jigsaw is applied in writing class.

RESEARCH METHODOLOGY

The research was conducted in SMP N 3 Katibung, Lampung selatan in 2018/2019. The research was conducted at the second semester in the academic year of 2018-2019. The subject of research was students at the second semester of the eight B class of SMP N 3 Katibung, Lampung Selatan in the academic year of 2018/2019. It consists 26 students. In conducting this research, the writer used classroom action research method. This method used to improve student writing ability through cooperative learning type jigsaw. The writer used one class in this research.

Action research occurs through a dynamic and complementary process,

which consists of four essential 'moments': of planning, action, observation and reflection.

These moments are the fundamental step in a spiralling rocess through which participants in an action research group undertake to:

- Develop a plan of critically informed action to improve what is already happening,
- Act to implement the plan,
- Observe the effects of the critically informed action in the context in which it occurs, and
- Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Syllabus is sets of plans and management of interactional activities and the evaluation of learning activities. The writer used eight grade syllabus at the second semester in the academic year of 2018-2019.

Lesson Planning is a set of guidance in conducting interactional activities and it is constructed in every session. Lesson planning consists of basic competency, indicator of learning outcome, specific learning objectives, and interactional activities. Lesson plans are made based on eight grade syllabus at the second semester in the academic year of 2018-2019. Students' worksheets consist of learning tasks that should be done by students.

The tests were designed based on the learning objectives. The tests were used to measure students' ability in writing as result of using cooperative learning type jigsaw when teaching learning process. The test was given in every the end of cycles. Observation was done to observe classroom interactions and events. The interactional activities and classroom events were documented through observation sheets. Documents were used to get the data of students' sheets of written work, lesson plans, classroom materials or syllabuss, or result of examination.

To know students' ability on writing by using cooperative learning type jigsaw technique. The writer gave a test, firstly the writer gave three topics, then asked students to make a composition which consist at 100 words based on the topics choosen and the writer gave 70 minutes to finish it. To know of the objectivity of score in writing test, the witer used Heaton's idea. According to him, there are four components, those are:

A. The score of content
30-27

EXCELENT TO VERY GOOD,
knowledge-substantive
26-22

GOOD TO AVERAGE,
some knowledge of subject-educate range
21-17

FAIR TO POOR,
non fluent-ideas confused disconnected
16-13

VERY POOR,
does not knowledge of subject-non
substansive

B. The score of organization
20-18

EXCELENT TO VERY GOOD,
fluent expression-ideas clearly stated
17-14

GOOD TO AVERAGE,
somewhat choopy-loosely organized but
main ideas stand out
13-10

FAIR TO POOR,
non fluent-ideas confused disconnected
9-7

VERY POOR,
does not communicate-no organization

C. The score of vocabulary
20-18

EXCELENT TO VERY GOOD,
sophisticated range-effective word/idiom
choise and usage
17-14

GOOD TO AVERAGE,
adequate range-occasional errors of
word/idiom form, choice usage but
meaning not obscured

13-10

FAIR TO POOR,
limited range-frequent errors of
word/idiom form, choice, usage
9-7

VERY POOR,
essentially translation-little knowledge of
English vocabulary

D. The score of language use
25-22

EXCELENT TO VERY GOOD,
effective complex constructions
21-19

GOOD TO AVERAGE,
effective but simple constrauctions
17-11

FAIR TO POOR,
major problems in simple/complex
constructions
10-5

VERY POOR,
virtually no matery of sentence
construction rules

E. The score of mechanics
5

EXCELENT TO VERY GOOD,
demonstrates mastery of convention
4

GOOD TO AVERAGE,
occasional errors of spelling, capitalization
3

FAIR TO POOR,
frequent errors of spelling, punctuation,
and capitalization
2

VERY POOR,
non mastery of conventions, dominated by
errors of spelling, punctuation,
capitalization, and paragraphing
(Heaton, 1985:146)

In this research there were two types of data that were collected, namely quantitative data and qualitative data. Quantitative data were analyzed by using mean statistical formula, while qualitative data were analyzed by using descriptive qualitative method.

The formula that was used to know the mean score on cycle I and cycle II is:

$$\bar{X} = \frac{\sum x}{n}$$

In which:

- \bar{X} = Mean of test score
- n = Number of score
- $\sum x$ = Sum of test score

To know the percentage of the classical Achievement, the writer used the following formula:

$$P = \frac{\sum P}{\sum N} \times 100\%$$

- P = The presentage of the students who have passed
- $\sum P$ = The total Students who have passed
- $\sum N$ = The total of the entire students

To know the effectiveness of learning outcome, the writer used the criteria proposed by Aqib (in Gumilar, 2013) as follows:

The Criteria of Learning Outcome

Learning Outcome	Criteriaia
$\geq 80\%$	Excellent
60% - 79%	High
40% - 59%	Mid
20% - 39%	Low
$\leq 20\%$	Very Low

The method that will be used to analyze qualitative data is Descriptive Qualitative method. Descriptive Qualitative method identifies and provides evidence to support the data collected by the researcher to make sense of the human behaviour within the research context.

Qualitative-descriptive method is a necessary precursor to quantitative research. The ultimate goal of Descriptive Qualitative research is to improve practice. This presupposes a cause/effect relationship between behaviour and outcome, focuses on the processes as well as the outcomes of the research. Analysis procedure as follow:

- Analyse the situation during learning teaching process.
- Make a note about the situation.
- Analyse the problems, weakness, and strengths during learning teaching process and give solution to improve the problems to make better planning to next cycle.
- Describe all of learning teaching activities and result of the research.
- Give conclusion.

DISCUSSION

From the observation in learning teaching process in the first cycle, there were several weakness could be identified during the implementation of cooperative learning type jigsaw which there were a few students made the class situation became noisy, some of the students still busy with themselves and did not work in a group, just relied to other members. Many times expelled in forming a group, because students looked confused when forming group, may be because they have not understood about the instruction. Because of the problems on cycle I, the teacher made a better plan for cycle II. The plan gave significant influence in improving students writing ability. The students more focus on their task in making composition. They became more active than in the first cycle.

Instead of weakness, there were also some strengths that could be found in the first and second cycle. In the first cycle they helped and shared each other, it looked when they worked in one team to make the best composition. It means that they looked spirit in learning English, especially writing. From the strength, the teacher should make them more active and focus in making composition. In the first cycle they also enjoyed the lesson. They looked so happy and had motivation in writing narrative text. In the second cycle, they had a much better progression in learning teaching process. They seemed to be so active and enthusiastic. They worked together, help one another and be cooperative. Based on the analysis of class situation in learning teaching process, there were low group and high group in finishing their task.

For the high scores in the first cycle, because in the groups which there were some diligent students, they had high motivation and realize the important of English. There students became spirit and anthusistic on learning teaching process. For the low scores group, because many factors. They were lazy to exercise their writing ability and also lazy to study, it was different with the studets had high score because they tried and tried. The other factor also because of students motivation on theirselves were low, although the teacher has given motivations and understanding. And for the clever students had low score because bilittled the task, they did not get significant score improvement, they felt enough about what they have, they did not think that this is very important because writing is one of skill in English.

Cooperative learning type jigsaw is one of teaching or learning technique that appropriate to learn writing. They can interact with others. The students change their composition with their partner. After that, the students can express their ideas to make a paragraph become a good composition. After that they check and revise their composition to make their composition error-free and they finish. It looked from the learning teaching process by using cooperative learning type jigsaw in the first and second cycle became active. Students work together, they can collaborate their written with their friends. They are active to express their ideas, explain to their friend, and help each other.

Based on the data the percentages of the students who have passed in the first cycle were 20%. According to the criteria proposed by Aqib (in Gumilar, 2013), It means that the effectiveness of learning outcome in the first cycle is low. The percentages of the students who have passed in the second cycle were 48%. It means that the effectiveness of learning outcome in second cycle is mid. The result of the students writing ability achievement test showed that implementation of cooperative learning type jigsaw can improve students writing ability.

From the result of the test which conducted in the end of cycle, it shows that cooperative learning type jigsaw can improve students writing ability. The mean score on cycle I was 68,64. The mean score of the

cycle II was 74,8 which increase from the mean score on cycle I. The students writing ability that increased because the students were diligent, active, and focus on their writing task, they also paid attention to the teacher explanation. The students writing ability that could not increase or low increased, because they did not pay attention and did not focus, they were just busy with themselves. The writer can conclude that implementation of cooperative learning type jigsaw in teaching writing can improve students writing ability on the eighth class of SMPN 03 Katibung, Lampung Selatan.

CONCLUSION

Based on objective and the result of the research, the data analysis research finding, the writer concludes as follows:

1. Students' writing ability of the eighth class of SMP N 03 Katibung Lampung Selatan increased. It can be seen from the result of the second cycle which has mean score 74.8, it was beter than in cycle I which has mean score 68.64.
2. Teaching learning process using cooperative learning type jigsaw became active.
3. Cooperative learning type jigsawis one of the suitable techniques in teaching writing. By applying this technique, the students can improve their writing skill.. This technique helps the students in making composition about narrative text with good structural.

REFERENCES

- Ardila, R. and Ginting. S.A. (2012). *Improving The Students' Ability in Writing Recount Text by Applying Jigsaw Technique. (Online)*. Available at [http://jurnal.unimed.ac.id/2012/index.php/jet/article/download/908/716\(february](http://jurnal.unimed.ac.id/2012/index.php/jet/article/download/908/716(february) 5th, 2019)
- Brown, H. D. (2001). *Teaching by Principle: and Interactive Approach to Language Pedagogy*. Longman.
- Bridgetmacartney. (2010) Jigsaw. (Online). Available at: <http://macartneyjigsaw.blogspot.com/> (March 7th 2019).
- Burns, A., (1999). *Collaburative Action Research for English Language Teacher*. New York: Cambridge University Press.
- Cameron, L, Lee. J. (2001). *Teaching English to Young Lerner*. New York: Cambridge University Press.
- Gebhard, Jerry G. (2000). *Teaching English As a Foreign or Second Language*. USA: University of Michigan Press.
- Harmer, J. (2004). *How to Teach Writing*. Enland: Longman.
- Heaton, J. B. (1988). *Writing English Language Test (new education)*. New York: Longman Inc.
- Hedge, T. (2005). *Second Edition. Writing*. New York: Oxford University Press.
- Kagan, S. and Kagan M. (2009). *Kagan Cooperaive Learning*. Kagan Publishing.
- Maximilian, A. (2020). Translation ability, reading habit, and reading skill in vocational school students in Indonesia: A correlation. *Journal of English Teaching and Applied Linguistic*, 1(1), 19-27.
- Mengduo, Q. and Xialing, J. (2010). Jigsaw Strategy as a Cooperative Learning Technique: Focussing On The Language Learner. *Chinese Journal of Applied Linguistics (Bimontly)*, Vol. 33 (4). (Online). Available at: <http://www.celea.org.cn/teic/92/10120608.pdf> (February 19th, 2018)
- Murcia, Cecle M. (2001). *Teaching English as the Second Language*. University of California.
- Nunan, D. (2003). *Practical English Language Teacing*. America: Mcgaw-Hill.
- Paul, D. (2003). *Teaching English to Childen in Asia*. Longman: Asia in ELT. *Learning Vocabulary In Another Language*. Cambridge University Press.
- _____ (2003). *Partical English Language Teaching*. First edition. Singapore.
- Richard, Jack C. (2006) *Cooperative Learning and Second Language Teachig*. New York: Cambridge University Press.
- _____ and Rodgers, Theodore S. (2001). *Approach and Methods in Language Teaching*. Second edition. Cambridge University Press.
- Sudjana. (2005). *Metode Statistika*. Bandung: Tarsita.
- Sugiyono. (2010). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Walter, T. (2004). *Teaching English Language Learners*. USA: Pearson Education.
- Zahra, R. O. (2014). The Use of Jigsaw Technique in Improving Students Ability in Writing a Descriptive Text. *Journal of English and Education*. (Online). Available at: <http://ejournal.upi.edu/indx.php/LE/ARTICLE/DOWNLOAD/748/544>. (February 11th 2018).

