Teaching Writing Recount Text Using Jigsaw Through Edmodo

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Abstrak

Penelitian ini dimaksudkan untuk mendeskripsikan penerapan mengajar menulis teks recount menggunakan Jigsaw melalui Edmodo dan respon siswa dalam belajar menulis teks recount menggunakan Jigsaw melalui Edmodo. Subjek penelitian adalah siswa SMAN 1 Krian. Ada 36 siswa di X Mia 6.. Penelitian ini menggunakan deksriptif kualitatif sebagai metode penelitian. Instrumen yang dgigunakan dalam penelitian ini adalah observasi lapangan dan kuesioner. Temuannya adalah penerapan mengajar menulis teks recount menggunakan Jigsaw melalui Edmodo dan respon siswa dalam belajar menulis teks recount menggunakan Jigsaw melalui Edmodo. Temuan pertama menunjukkan bahwa pelaksanaan mengajar menulis teks recount adalah guru menjelaskan tentang teks trecount, guru meminta siswa untuk membuat grup dengan instruksi menggunakan Jigsaw, guru menjelaskan Edmodo dan guru meminta siswa membuat teks recount dengan menerapkan Edmodo temuan kedua adalah tanggapan siswa dari kuesioner yang menjawab ya 62% dan yang menjawab tidak 38%. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penerapan Edmodo dapat membantu siswa untuk meningkatkan kemampuan menulis mereka terutama dalam menulis reksrecount dan siswa memberikan respon positif terhadap penerapan Jigsaw melalui Edmodo dalam mengajar menulis teks recount. Untuk penelitian lain, penelitian ini dapat menjadi referensi untuk mengembangkan penelitian mereka.

Kata Kunci: *Menulis, Teks Recount, Jigsaw, Edmodo*

Abstrack

This study is intended to describe the application of teaching recount text using Jigsaw through Edmodo and students' responses in learning to write recount text using Jigsaw through Edmodo. The research subjects were SMAN 1 Krian students. There are 36 students at X Mia 6. This study uses descriptive qualitative as a research method. The instruments used in this study were field observations and questionnaires. The findings are the application of teaching writing recount text using Jigsaw through Edmodo and the response of students in learning to write recount text using Jigsaw through Edmodo. The first finding shows that the implementation of teaching writing recount text is the teacher explaining the text transcript, the teacher asks students to create a group with instructions using Jigsaw, the teacher explains Edmodo and the teacher asks students to make recount text by applying Edmodo the second finding is the student response from the questionnaire that answers yes 62% and those who answered no 38%. Based on the results of the study, it can be concluded that the application of Edmodo can help students to improve their writing skills, especially in writing reksrecount and students give a positive response to the application of Jigsaw through Edmodo in teaching writing recount text. For other researcher, this research can be a reference for developing their research.

Keywords: *Writing, Recount Text, Jigsaw, Edmodo*

Introduction

In Indonesia, English as foreign language is important. It isconsider as a first foreign language and subject taught in high school. There are four skills to develop ability in learning English. They are writing, speaking listening, and reading. Writing is form of communicate to deliver though or express feeling, (Harmer, 2010: 79). The writer focuses on writing skills because writing needs hard thinking to produce idea, words, sentences, paragraph and composition. The teacher position can create conductive learningand as a facilitator in learning, (Hamzah and Nurdin, 2013: 10).

Based on (Curriculum, 2013: 160) in senior high school, students must be able to analys, generic structure, social function and language features of recount text. They must be able to develop recount text in form of personal experiences, history, and work report. Recount text is a text types that retells past events, (Ningsih P.A, 2015: 10). The generic structure of recount text is orientation, events, and reorientation. The language features of recount text use simple past tense, actions verbs and circumstance.

There are some students can not produce a good text because they can not construct the main and supporting idea in paragraph, they can not organize paragraph, they lack of vocabbulary to make a good paragraph, and they can not find ideas and opinions to make a sentence structure correctly (Elanneri Karani, 2008: 11). In other word, the students face many problems in writing English text. The writing class should be facilitated with activities which motivate students to learn, for example jigsaw technique where the students are working together and sharing the ideas within the groups.

There are a lot of methods and technique to get the English teaching effectively. To make the teaching process effectively, the researcher would like to propose an alternative technique which promotes cooperative and interesting activities, namely jigsaw technique. Jigsaw is one of cooperative learning strategies as one alternative strategy which engages students in learning to write (Mayrina Ina, 2011: 4). In Jigsaw technique, the students work

in the same group of four or six members and each member in a team becomes an leader on a topic.

Method

The research used a qualitative research and analyzed by the researcher. According to Sonia (2004: 1) qualitative research is a systematic observed inquiry into meaning. According to Sulistyaningsih (2014: 153) descriptive qualitative is nature describing observed phenomena in the form of word. This research observed tenth grade students of Senior High School 1 Krian. The sample of this research was X MIA 6. There were 36 students.

Accordingto Arikunto (2010: 129) the source of data is subject that the data can be obtained. The source of data was all the activities between the students and the teacher during in English teaching learning process. The data of the study took the result of observation between teacher and students in the classroom (writing, answering, asking question, and comments). The researcher took the source of data from the field note observation to implement the first objective of the study. While took the second data collection to describe the second objective of the study to from the result of questioner.

In the teaching and learning process, there are three ways. They are pre teaching, while teaching and post teaching. According to Richards (2017:15), pre-teaching refers to decisions made by the teacher prior to teaching a lesson. It is in planning translated syllabus guidelines, instructional expectations, and their own conviction and ideologies of education into guides for action in the classroom. It means that pre teaching provides the structure and purpose for what teachers and the students do in the classroom.

Findings And Discussions

First Meeting

The teacher entered the class to start the lesson at 08.30 am. The teacher introduced the researcher and the researcher set back of the class for observing the teaching learning process. The teacher was started teaching learning process. Before the teacher started teaching learning process, firstlythe teacher opened the class and explained purpose the researcher came to class. The researcher and the teacher

used full English for teaching the students.

Before the teacher taught main material, the teacher asked the students to eksploration about historical event recount text. After the teacher explore the students about historical event The Indonesia Independence Day. She asked the students about recount text.

Teacher explained about recount text

After the teacher explain about recount text and the students had understand. The teacher asked the students to make jigsaw groups with her instructions.
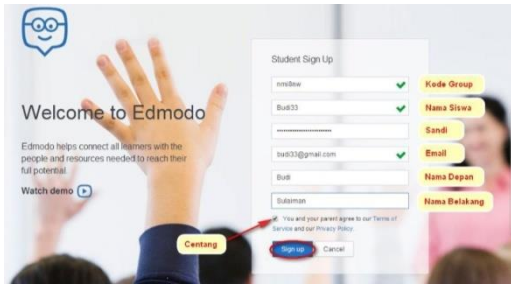

Students make original group

In the end of the first meeting, the teacher gave a quiz on the material and the students answered this question for students understanding. After that the teacher gave feed back, some motivation, and summarizer to students. Because the time was almost over the teacher closed the class. Next meeting, the teacher would used Edmodo application. Before the teacher close the class,she asked the students to download Edmodo application.

Students make expert group

Second Meeting

The second meeting was conducted on Thursday 28th February 2019. It took 2x45 minutes. When the teacher entered the class students sit at their chair and already prepared they book, the students looked ready to continue lesson using Edmodo. The teacher was prepared the LCD to taugh about Edmodo.

Students sign in Edmodo

The teacher quided the students what the students fill up. Someone asked the teacher and the teacher answered.The teacher helped the students who cannot entered the website of Edmodo.

The teacher asked to the students to try make a historycal recount and send to group. While the students were doing their work, the teacher walked around the class during the writing activity to help students who faced a problem or had any difficulties using Edmodo.

Capture from Edmodo

After teaching learning process was implemented in the class, the researcher gave 36 questionnaire students of teaching writing recount text using Jigsaw through Edmodo. The researcher distributed questionnaire about teaching writing recount text using Jigsaw through Edmodo and she asked the students filled the questionnaire wrote the name, class and their absent number. The students responses collected from the result of answer questionnaires.

Questionnaire administrated to find out the students responses for each students. The questionnaire contained responses towards the using Edmodo in the classroom. The researcher gave questionnaire from multiple choices. There were two possible answer option in each question using yes no question.
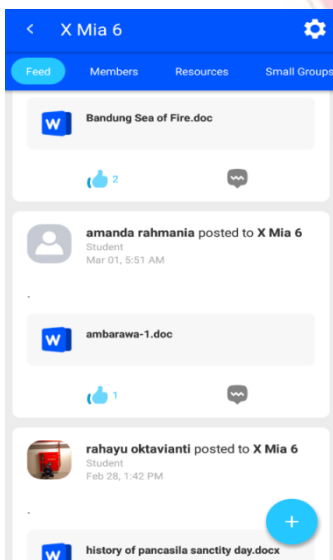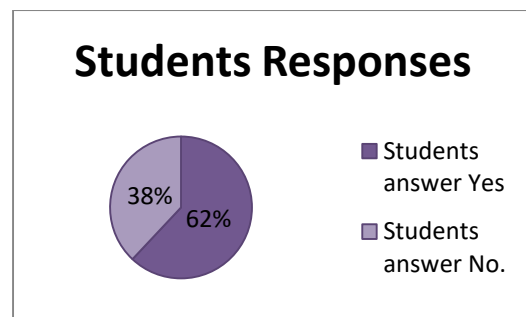
Frequency chart of students responses

At last finding sections was about students responses towards the implemented using Jigsaw through Edmodo. Based on questionnaire, the students answered yes was 62%. It meant, more half of students liked studied English using Jigsaw through Edmodo especialy for recount text lesson. The students answered No. was 38%. It means, under 50% of students did not like studied English using Jigsaw through Edmodo especialy for recount text lesson. They felt bored if studied English using Jigsaw through Edmodo.

Conclusion

The response of the students after implemention of teaching writing recount text using Jigsaw through Edmodo at SMAN 1 Krian. This study can make students interest to learn English. Based on the count percentage of students responses, the researcher counted percentage students responses from questionnaire. There were 62% students answer yes and 38% students answer no.

The researcher concluded that the research implementation of teaching writing recount text using Jigsaw through Edmodo at SMAN 1 Krian was helpful to teach writing. The teacher teaching writing recount text using Jigsaw through Edmodo made the students able to express their idea in their writing very well. The class situation was very comfortable, they look enjoy and confidence. It means the media was helpful in teaching writing recount text using Jigsaw through Edmodo. Besides, the media solve the problems and difficulties of the students. This media can be used to develop the students skill and this media can be used to solve the problems in doing exercise of writing recount text.

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