

DO JIGSAW WITH AND WITHOUT EDMODO NEEDED IN TEACH INTEGRATED SKILLS (Reading and Writing)?

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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 students 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

INTRODUCTION

Writing is a skill which gives students chances to have adventure language learning and reach further than what they have learned in speaking. Furthermore, it 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.

Most researchers gave opinion that writing is not an easy skill to master (Fauziati, 2015, p. 123). The challenges are outward both in the process of writing and skills required in writing. Bell and Burnaby (1984, as cited in Nunan, 1989, p. 36) indicate that writing is an enormously intricate cognitive activity which requires the writer to validate control of variables simultaneously.

In this research, one of the students was identified having problem in developing concepts into a sophisticated paragraph of narrative text. They also face difficulty in other aspects of writing. Moreover, students was not too active during the class.

Therefore, the researcher decided to apply the jigsaw technique with Edmodo media, which has never been used in classroom writing because based on the latest research, the researcher found that no researcher has used a combination of Jigsaw and Edmodo. Because of this difference, the researcher tried to do this research.

Besides, in using Edmodo, researchers try to do Jigsaw as a technique and in combination with Edmodo as a medium for solving problems in the writing class. Kessler (1989) said that using Team Jigsaw, students form temporary "master teams" or "expert groups" with different learning tasks to be mastered. Students then return to their original team or "home" and share new knowledge with teammates. When students work primarily in their "home" - team groups, it is called Jigsaw in teams. Jigsaw Expert Partners use expert partners, not expert groups

From this statement, it can be assumed that students who use the Jigsaw technique automatically produce written language. Moreover, students participate in Jigsaw, so there are no passive students because each student has an assignment or assignment.

Also, when Jigsaw is applied, students work in small heterogeneous groups. Heterogeneous groups are groups consisting of various levels of students (because there are three classes). On this occasion, this research took place in the Multimedia class, namely Multimedia 1, Multimedia 2, and Multimedia 3. In each class, each class has the same level of assignment which aims to make it easier for students to find solutions and each student is the same because they have the same opportunity. in this case Clarke (1989) states that "There are several criteria that need to be applied to class assignments to make group work effective. There are five basic principles of Together

We learn: students in varied groups; students study in positive interdependence; students are responsible both as individuals and as groups; students learn through many opportunities for purposeful speech; students learn and practice skills cooperatively as they learn to explore subject matter together.

The researcher concluded that to make group work effective there are several criteria, namely: students work in small, heterogeneous groups; students work in positive interdependence; students are responsible both as individuals and as groups; students learn through many opportunities for purposeful speech; students learn and practice cooperative skills as they learn to explore subject.

The findings of this study aims to intensify the use of Jigsaw combined with edmodo as an effective way to improve students' writing skills.

There are several types of writing that students need to study including: official notes or letters; official letter; resume, summary, paraphrase; story; description; exposition, analysis, definition, classification; narrative, description, with evaluative comments; argument; literature; advertisement; media; journal writing (Nation: 2009: 116). In this study, researchers used narrative text as the scope that was observed. On the other hand, it can be proven in previous research findings that Jigsaw and Edmodo can benefit the use of narrative text writing in the English learning process.

Besides, the findings in this study are useful because in practice when the teacher knows the narrative text of students' writing, the teacher will easily select and design appropriate teaching materials and techniques. Also, by teaching narrative text, it is hoped that some valuable findings can be implemented in the process of students' writing skills becoming better than before.

Likewise at the practical level, especially at the pedagogic level, the practice level is divided into: functions in classroom practice, future researchers, material development. First, for English teachers as classroom practice and material development: It is hoped that this research can provide them with more information about Edmodo as a medium in the 21st century; Teachers can apply Edmodo in learning, to enrich their knowledge, media, and methods, especially in learning to write. Second, For Readers: Hopefully, the results of this study can help readers get more information about Jigsaw: with and without Edmodo in Teaching Narrative Text Writing. Third, for the author: this research is expected to provide new experiences in applying Edmodo in learning to write narrative text. Fourth: for other researchers: hopefully this research can be useful for other researchers as input and reference in researching with Edmodo as a medium in learning to write narrative text.

It's drive was to describe: whether there was a noteworthy variance in writing narrative grades between students who were taught using the Jigsaw technique

through Edmodo and without Edmodo and to find out students' opinions Jigsaw usage and Edmodo in narrative text writing.

METHOD

In line with the objective of this research, the writer used experimental research based on quantitative approach. In this research, the writer is allowed to choose the control group and experimental group freely without considering the students' achievement. So, this study is classified as quasi-experimental method with factorial design.

Moreover, this research has two types of variables: the independent variable and dependent variable. The independent variable in this research is the implementation of using jigsaw technique combination with Edmodo to teach writing skill. While for the dependent variable in this research is the students' writing skill. The design of this research can be seen at the table below:

Table 1 The Procedure of Doing Research

Group	Pre test	Treatment		Post test
		Jigsaw with Edmodo	Jigsaw conventional	
Experiment Group	√	√	-	√
Control Group	√	-	√	√

From the table 1., the Experimental Group received pre – test, then it was given treatment by using Jigsaw with Edmodo and the last was given post – test. Control Group received pre–test, then was given treatment using Jigsaw conventional, the last they also were given post – test. Here, the difference writing skill on narrative text between students taught by using Jigsaw with Edmodo and Jigsaw conventional could be seen from the post – test result of both groups.

And the population of this research includes all the first-grade students of Multimedia 1 and 2 in SMK PGRI 2 Kediri in the academic year 2019-2020 which consists of 20 students each class. About the sample, to determine the class to be used as an experimental group and control group, the researcher conducted nonrandom sampling. The researcher uses X MM 1 AND X MM 2 to be observed because she was taught in these classes, so she was directly chose these classes.

This research conducted as a quasi-experimental research which involved two groups of students of tenth-grade students of SMK PGRI 2 Kediri in academic year 2019-2020. X-MM 2 will become the experimental group in this research and X-MM 1

will become control group. The Jigsaw with Edmodo will be used to the experimental group. There are nine meetings for the research. One meeting for Try out, one meeting for pre – test, six meeting for treatment and one meeting for post – test. Moreover, the materials are based on curriculum 2013 (K-13) and the syllabus of tenth-grade students which has been determined by the school. The researcher gives treatment for six meetings in the sample class. Furthermore, it takes 2 x 45 minutes to complete the learning activity.

The pretest was given to the students in the first meeting. It aims to measure the students' capability in writing narrative text. In this process, the students asked to write a narrative text using a topic which was not used anymore as a topic for posttest to avoid the threat of testing effect.

The experimental group and control group will be taught same material and teaching strategy but with different media. The experimental group will be taught by using a jigsaw with Edmodo while the control group will be taught by using Jigsaw conventional. Moreover, the teacher implemented a writing process based on Harmer (2004) in the teaching and learning process to both experimental and control group.

The pre-test material was given to investigate the basic competence for all students and to know their earlier knowledge before they got treatment, especially the students' basic ability in writing narrative text. In the pre-test, the students were required to make a narrative text. the students need to choose one of the topics which have been given by the researcher on the paper sheet for the control group and in Edmodo for experiment group. Then, they had to write at least 100 words. They did the test in 60 minutes.

After finishing the pre-test students doing the treatment. After conducting the treatment, the researcher administers posttest to the students. The posttest used to see the effect of using picture series on the students' writing achievements. Besides that, the researcher also distributed the questionnaire to the students of the experimental group. The function of the questionnaire is to know the student's interest in Jigsaw with Edmodo. The whole schedule for the research is depicted.

Table 2 Time Schedule

MEETING	SCHEDULE	
	Experimental Group	Control Group
1.	Try out	Try out
2.	Pretest	Pretest
3.	Using Picture Series	Conventional strategy
4.	Using Picture Series	Conventional strategy
5.	Using Picture Series	Conventional strategy
6.	Using Picture Series	Conventional strategy
7.	Using Picture Series	Conventional strategy

8.	Using Picture Series	Conventional strategy
9.	Posttest	Posttest

In this study, research instruments which used by the researcher were writing test and questionnaire. The researcher uses as the instrument to know the effectiveness of using a jigsaw with Edmodo and without Edmodo on writing narrative text. The test in this research used writing test; pre-test and post-test. Pre-test and post-test are given to the sample group. In the pre-test, the researcher gives an essay test for the beginning of the study or before implementing treatment to measure students' writing skill. The students have to make a narrative text based on the picture in a jigsaw game with at least 100 words. The researcher gave the students the post-test after implementing treatment. In the post-test, the researcher gives a picture series about some title to the students as the media. Same with pre-test, they have to make a narrative text in three paragraphs with at least 100 words. The purpose of giving the posttest is to see whether or not there was any improvement in students writing narrative text score after receiving the treatment. The main instrument of this study is two writing tests. Those writing tests are conducted twice, before and after the treatment, to understand the students' writing achievement in terms of pretest and posttest. To construct the main instrument, the researcher conducts some steps. Those steps are developing the writing test, validating the test to the expert, trying the test out and assembling the final form.

After determining the objective of the test, the researcher divided the components of the writing test based on the ESL composition Profile (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981:30). According to them, in scoring an essay of writing there are five components that must be analyzed, namely content, organization, vocabulary, grammar, and mechanics.

The scoring rubric used in this study used analytic scoring rubric. Analytic scoring rubric is appropriate for classroom evaluation since analytic scoring clearly breaks the students' writing product into a number of subcategories of components (Brown, 2004:241). The analytic scoring provides teacher or rater a valuable tool for giving good feedback. Thus, this study evaluated the students writing based on the elements on writing; contents (30 Points), Organization (20 Points), vocabulary (20 points), grammar (25 points), and mechanics (5 points) which was adapted from Jacob et. Al's (1981) analytical rubric. The range score for this research is 34 to 100. The writing components are divided into 4 qualities from very poor, poor to average, average to good, and very good to excellent.

Table 3. The rubric of assessment students' task

Aspect	Score	Level / criteria
	30-27	Excellent to very good : the ideas address the assigned topic, are developed

Content	26-22	Good to average : the ideas address the assigned topic, are developed completely but misses some points and are interesting
	21-17	Fair to poor : the ideas address the assigned topic are developed incompletely and are not interesting
	16-13	Very poor : The idea do not address the assigned topic: are develop incompletely and are not interesting
Organization	20-18	Excellent to very good : the orientation, events and reorientation are complete and well arranged
	17-14	Good to average : the orientation, events and reorientation are complete but do not well arranged
	13-10	Fair to poor : the orientation, events and reorientation are complete but not well arranged all
	9-7	Very poor : the orientation, events and reorientation are not complete and do not well arranged
Vocabulary	20-18	Excellent to very good : very effective choice of word related to the topic given
	17-14	Good to average : effective choice of word related to the topic given
	13-10	Fair to poor : less effective choice of word related to the topic given
	9-7	Very poor : not effective choice of word related to the topic given
Grammar	22-25	Excellent to very good : most of grammatical features such as simple past specific participant, action of verb and temporal sequences are used accurately
	21-18	Good to average : many of grammatical features such as simple past specific participant, action of verb and temporal sequences are used accurately
	17-11	Fair to poor : some of grammatical features such as simple past specific participant, action of verb and temporal sequences are used accurately
	10-5	Very poor : few of grammatical features such as simple past specific participant, action of verb and temporal sequences are used accurately
Mechanic	5	Excellent to very good : most spelling, punctuation, and capitalization are used correctly
	4	Good to average : many spelling, punctuation, and capitalization are used correctly
	3	Fair to poor : some spelling, punctuation, and capitalization are used correctly
	2	Very poor : few spelling, punctuation, and capitalization are used correctly

After the researcher finished drafting the instruments, the researcher checks the quality instruments to qualify validator. This process aim is to assure, the scoring rubric and the writing test has validity evidence. After a while, the researcher gets some feedbacks and comments from the validators, she revises the research instrument draft. Moreover, the researcher conducts try out the instrument to the students. This tries out halt before the administrating the real test. The trying out of the test was conducted on 11 June 2020 to the students of X TB 1 and X TB 2 that was not the sample of this study. The trying out of pretest conducted to X TB 1 on 11 June 2020 and the tryout of

posttest conducted to X TB 2 on 12 June 2020. The students need 60 minutes to finish the tryout. The result of try out in pre – test and post – test score are showing on the table below:

Table. 4. The result of try out in pre – post test score

Score	The result of Try out (Pre – Test)	The result of Try out (Post – Test)
Average	66,6	67,1
Minimum	62,5	62,5
Maximum	74	77,5

From those table shows the pre-test to post-test score gets the maximum score of about 4 points. With this, it can assume that there is a low increase.

After conducting the trial, the researcher analyzes the test results. In conducting the analysis, the researcher can decide whether the instrument is easy or too difficult.

After the trial was complete, the researcher conducted a pre-test and post-test treatment. Independent t-test uses to evaluate the data, and a questionnaire uses to figure out students perceptions about the use of jigsaw and Edmodo in writing narrative text. The following questions:

1. Please give opinion on the use of Jigsaw with Edmodo in teaching narrative text?
2. If the use of Jigsaw with Edmodo continues, do you agree? Please explain the reason?

In order to analyze the data from the questionnaire, Hand coding and computer coding were used. it needs to find a code sheet containing some questions and their answers (Riffe, Lacy & Fico, 2005). Microsoft Excel was sued to process the data while the responses were categorized to control the most to the fewest responses from students. The categories are Attractive (I), Quite Interesting (Q), Regular (O) and Unattractive (N) for the first question, and Agree (A), Disagree (D) and Partially (P) for the second question. Finally, the categories are calculated to get the percentage for each categories of student responses. The simple percentage formula uses to do this (Chambliss & Schutt, 2013).

Tabel 5. Students' responses toward the first questionnaire item

Students' codes	Responses to the question:"What do you think about the combination of Jigsaw and the use of Edmodo in writing narrative texts?	Category
SHA	Interesting, due to different learning process	interesting

RA	I don't get the point because of the new method	ordinary
AL	Studying with the internet make it more Interesting	interesting
IR	Now we have a group on the internet for studying	interesting
IN	Complicated, because it's the new thing for me	Uninteresting
SHI	Mastering writing was fun	interesting
ANGG	Mrs. Farida is the first teacher who use this way of learning, cool mrs.	interesting
YN	Learning with Edmodo is like using Facebook	interesting
SIN	it would be great if all teachers using internet during the class,	interesting
SU	Several friends are a bit inactive in the group, so, everyone should actively involved	quite interesting
OK	Learning online is great. the teacher can share comments on it	interesting
SER	Very interesting, because it can be accessed everywhere using edmodo	quite interesting
AF	the problem is doing the task on a friend's computer	quite interesting
DV	if I don't understand about something, I can ask directly to the Edmodo group	interesting
ER	Learning writing was never like this, this is fun	interesting
SUL	learning is cool because of using the internet	interesting
MIF	Exciting, but must have an Internet network	quite interesting
JAS	must go to the someplace to get internet access	Uninteresting
DIN	initially difficult, but after I understand, it become exciting	interesting
QUD	exciting unlike the usual	interesting

Tabel 5 Students' responses to the first questionnaire item in perc

No.	Category	frequency	percentage (%)
1	Interesting	13	65

2	Quit interesting	4	20
3	Ordinary/ Neutral	1	5
4	Not interesting	2	10
	TOTAL	20	100

Tabel 6. Students' responses in the second questionnaire item

Students ' codes	if the use of Jigsaw with Edmodo continues, do you agree?	Category
SHA	Agree, Mrs. Farida, for a better learning system	A
RA	I always want to learn English using this way	A
AL	Bothersome because I have to have internet when I want to open	D
IR	It is different from previous methods, so I want it to be continued	A
IN	I agree if I don't have to go to English Laboratory	P
SHI	Agree Mrs. , learning is not boring	A
ANGG	If the Internet network is smooth, I agree	P
YN	Agree, because it is interesting	A
SIN	Disagree, because always need the internet	D
SU	its uses my internet quota, it is costly, disagree	D
OK	Agree Mrs., If the school gives free Internet connection	P
SER	Hopefully this continues	A
AF	I want this to continue	A
DV	Agree, it is fun	A
ER	Hopefully we can learn like this again later	A
SUL	Continue, so we can be more active in learning	A
MIF	Agree Mrs. , as long as we can study in group through the website	A
JAS	Agree, it is fun	A
DIN	Agree, if we use school computers	P

QUD	Agree, if the school provide the internet and computers	P
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Tabel 7. students' responses to the second questionnaire item in percentage

No.	Categor y	Frequenc y	percenta ge (%)
1	Agree	12	60
2	Disagree	3	15
3	Partially	5	25
TOTAL		20	100

Before test the research hypothesis the data of students' writing were processed statistically normality and homogeneity test. Furthermore, she does whole of statistical process with attempting SPSS 24 program.

RESULTS AND DISCUSSION

To answer the research problem, the data analyzed quantitatively. First, descriptive statistic of data was checked. The descriptive statistic of the data was displayed below:

Table 8 . Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
Pre test Eksperiment group	20	61,50	79,50	67,6500	5,09928
Post test Eksperiment group	20	69,50	85,00	76,8750	5,52476
Pre test Control group	20	62,00	77,50	67,4000	4,40872
Post test Control group	20	67,50	82,50	74,4750	4,64666

Valid N (listwise)	20				
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Table 8. Above appeared that in the pre – test, the number of sample in experimental class is 20, min and max score is 61 and 79, mean 67, and the standard deviation 5, 09928. Whereas, in the control class, number of sample is 20, min score is 62, max score 77 in the mean score 67 and 4, 40872 in standard deviation. Further, for post – test, the number of sample for experimental class is 20, the min score is 69, max score is 85, the mean score is 76, and the standard deviation is 5, 52476. While in the control class, the sample is 20, min and max score is 67 and 82, the mean is 74 and 4, 64666 in standard deviation.

Table 9. Test of Normality

	Technique	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Students' score						
	Pre Test Eksperiment	,148	20	,200*	,927	20	,133
	Post Test Eksperiment	,266	20	,001	,843	20	,004
	Pre test Control	,207	20	,025	,904	20	,048
	Post test Control	,183	20	,077	,915	20	,081
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Table 8. Above appeared the value of significance for the experimental and control group in the Kolmogorov – Smirnov test in pre-test was 0,200 and 0,025. Further, sig. values of post-test for the experimental group is 0,001 and 0,077 in the control group. Therefore, refers to the significant value above, outlined that the data for pre-test experiment and control, and post-test control has a significance score more than 0,05. Meanwhile, the score of post-test has a significance value less than 0,05. from those result can be noted that data in pre – post-test control was normally distributed while in the post-test experiment was turned out to be normally different. Thus, refers to analysis result score obtained by the students in the treatment group has increased significant after students give treatment.

Table .10 Test of Homogeneity of Variances Levene's for experimental group

Students' score			
Levene Statistic	df1	df2	Sig.
1,071	1	38	,307

Table 11. Test of Homogeneity of Variances Levene's for control group

students' score			
Levene Statistic	df1	df2	Sig.
,155	1	38	,696

Referring to the table 10 illustrates the sig. value for experimental group homogeneity is 0,0307 and the sig. value for control group is 0,696. From these sig value, we can conclude that the value bigger than $> 0,05$ so the data is homogeny.

Questionnaire Analysis.

Here are the students' Responses toward Questionnaire. The two questions were asked to know the opinions of students from the application of Jigsaw with Edmodo in the teaching and learning process of writing narrative text. Table 10. Presents the responses of the students to the first question. Table 10. Students' responses toward the first questionnaire item you can see above in method.

From Table 10, the categories were calculated for percentage, which is by dividing the frequency of cases in a particular category by the total number of cases and multiplying by 100. The result is as shown in Table 12.

Table 12. Students' responses to the first questionnaire item in percentage.

.No.	Category	frequency	percentage (%)
1	Interesting	13	65
2	Quit interesting	4	20
3	Ordinary/ Neutral	1	5
4	Not interesting	2	10
	TOTAL	20	100

Based on Table 65 % of students say that Jigsaw with Edmodo learning media is interesting, 20% find it quite interesting, 5% find it ordinary or neutral and another 10% say that it is not interesting (the diagram of the table you can see on appendix). This indicates that a majority of students responded positively to the use of Jigsaw with Edmodo in the teaching and learning process because it is something new to them, so

it is interesting and exciting, provides a platform for discussion with all of their classmates and teacher, and the teacher can also respond to all of their inquiries through this platform before the meet up for the face-to-face meeting in the classroom. Nevertheless, those who do not find this method to be interesting is because the Internet connection is essential to use Edmodo and either a laptop, mobile phone or computer is needed to perform all tasks through this website.

Furthermore, Table 12. Displays the responses of the students towards the second question. The table you can see above on method. the categories were calculated for percentage, and the results are shown in Table 4.students' responses to the second questionnaire item in percentage.

Table 13. Students' responses to the second questionnaire item in percentage

No.	Category	frequency	percentage (%)
1	Agree	12	60
2	Disagree	3	15
3	Partially	5	25
TOTAL		20	100

From Table 13, it shows that 60 % of students said they agree if Jigsaw with Edmodo is continued in the future, 15 % partially agree to its continuation and 25 % say they disagree. Again, those students who agree alleged that this media is fun, interesting and made all of the students active in the process or learning through Edmodo. Similarly, a student who partially agrees or disagrees to its continuation is largely caused by the use of the Internet and media to operate it (e.g. laptop, computer, mobile phones, etc.). For students who partially agree, they also recommend that the school provides them with free Internet connection and computers to ease them in using Jigsaw with Edmodo for learning

Hypothesis Testing

The null hypothesis of this research was students taught by using Jigsaw with Edmodo do not get better achievement than students taught by Jigsaw conventional. The SPSS data computation showed that the significant value for independent t-test was .145. Was bigger than 05 (significant value $>.05$) and t-score gotten, 1.487. So the null hypothesis was rejected, and the alternative hypothesis which stated that students taught by Jigsaw with Edmodo get better than students taught Jigsaw conventional in writing achievement is accepted. In conclusion, students who are taught by Jigsaw with Edmodo improved the students writing score than the students taught by Jigsaw conventional. In other words, Jigsaw with Edmodo gives more effect to the students'

							Mean Differen ce		Lower	Upper
students' score	Equal variances assumed	2,304	,137	1,487	38	,145	2,40000	1,61423	-,86783	5,66783
	Equal variances not assumed			1,487	36,91 6	,146	2,40000	1,61423	-,87098	5,67098

The descriptive statistic of students' pre – test both experimental group taught Jigsaw with Edmodo and control group taught Jigsaw conventional. The overall score presented in table 5

Table 16. The Description of Pre – test Score

Descriptive Statistic	Teaching Method	N	Minimum	Maximum	Mean	Std. Deviation
Pre – Test	Jigsaw with Edmodo (eksp)	20	61,5	79,5	67,6	5,0
	Jigsaw conventional (cont)	20	62	77,5	67,4	4,4

Based on the result of pretest, the lowest score achieved by the students of the experiment group in the pretest was 20 and the highest was 79, 5. The lowest score achieved by the students' score of the control group in the pretest was 62 and highest was 77, 5. The mean score for raw score in experimental group is 67, 6 while in control group score is 67,4. It means that the ability of students in both groups is not almost different. It can be called that they have similar ability in writing.

The descriptive statistics of students post – test both experimental group taught by using Jigsaw Edmodo and control group taught by jigsaw conventional. The overall score presented in table 16.

Table 17.The description of post-test score

Descriptive Statistic	Teaching Method	N	Minimum	Maximum	Mean	Std. Deviation
Post – Test	Jigsaw with Edmodo (eksp)	20	69.5	85	76,8	5,5
	Jigsaw conventional (cont)	20	67.5	82.5	74,4	4,6

The table 17 showed that the mean score of experimental group taught by Jigsaw with edmodo was 76,8 (std.deviation=5,5). The mean score from post – test of experimental group increases 0.92. While the mean score of control group taught by Jigsaw conventional was 74,4 (std.deviated=4,6). The mean score of control group from post – test increases 0.7. The increase of mean score of teaching writing using Jigsaw with Edmodo is higher than Jigsaw conventional.

From the result above, the mean score of score of post-test was different. The post – test mean score of control group was lower than Experimental group. But the researcher could not say that the technique used in experimental group is more effective that technique used in control group, because they had difference mean score in pre-test although they almost same, but they still have different. Therefore the research used independent sample.

T-test in testing hypothesis at the end of the study similar to the control group, the students to perform better writing quality in the post test which was indicated by the higher mean score for each components of writing than in the pretest.

In terms of the writing component (content, organization, vocabulary, grammar, mechanics). Table 6 reveals that the students mean score of the experimental group was improved (0.92 points of improvement after the treatment), higher than control group's improvement (0.7 point of improvement). The students mean score in the pretest was 67,4; while in the posttest were 74,4.

From table 5 and 6 the result of homogeneity testing showed homogeneous. It proven by calculating the score of pretest both the classes with formula of independence sample T test. The result of the data can be seen above, we could know that there was no significant difference between the score of pretest between experimental group and control group. T score sig (two tailed) was. ,869. It was higher than 05 significant levels. It means that the basic competence between the two groups were similar or homogeneous.

From the output above, it can be seen that significant value for independent t-test was .145, the t-score was 1,487 obtain revealed $F(0.0137) = 2,304$, mean difference was 2, 40000, and standard deviation was 1, 61423.

CONCLUSION

This research 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

learninAg using Jigsaw with Edmodo and Jigsaw conventional. There is improvement of students' score, but the improvement is not too significant.

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