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DEVELOPING THE SKILLS OF WRITING GERMAN PARAGRAPH THROUGH THE MODEL OF COOPERATIVE LEARNING WITH JIGSAW TEHNIQUE
(Action Research in MAN 2 Kota Serang)

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Abstract

The objective of this research is developing the skills of writing paragraph through the model of cooperative learning with jigsaw technique. The objects of this study were the students of Islamic state high school 2 Kota Serang on the XI grade of language program in the second semester academic year 2015/2016 amounting to 32 students.The instrument of data collection was early test, questioner, observation, collaborator arguments and final test and the technique of data analysis were descriptive quantitative and descriptive qualitative techniques. This research was an action research with 3 cycles and each cycle consist of threemeetings. At the end of each learning cycle each student was given an individual writing test and the results of this test become the basis of the success of a research action. The results of activities in this study stated that there is an increase both in process and improvement of student learning outcome.This is evidenced by the student's writing results from average increase obtained from the first cycle to the third cycle.Teaching using cooperative learning model with jigsaw technique is an effective and appropriate learning model and it can maximize the learning outcome, one of them is improving the skill of writing German paragraph.

Key words : skills of writing paragraph, cooperative learning model, jigsaw

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[1] Pembimbing 1

[2] Pembimbing 2

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PRELIMINARY

Foreign languages in the global era now have a place for its devotees because the flow of communication, knowledge, and technology is in need of foreign language skills. In line with the development of communication, knowledge and technology of foreign language learning in Indonesia can easily be learned by all. This can be seen in lower school institutions such as kindergartens or elementary schools which have introduced English to their students.

The presence of foreign languages besides English, such as Japanese, Mandarin, German and other foreign languages commonly studied in high school / senior high school / Aliyah levels. Not only in formal institutions, had foreign languages also learned in non-formal education institutions with the purpose to support foreign language learning.

The existence of learning German language is usually found in high schools and vocational (SMA / SMK). But along with the development and the need for Foreign Language Education and Teaching, Madrasah Aliyah, which reared religious schools of several madrasah, has applied German language learning as a foreign language. As well as learning in Madrasah Aliyah Negeri (MAN) 2 kota Serang applying German as a foreign language.

German as a foreign language is newly known by MAN 2 students of kota Serang. The difference in terms of grammar, pronunciation, and vocabulary between German and Indonesian and other foreign languages does not discourage students from learning German. This can be seen from the enthusiasm of students in the classroom when learning German. However, not a few students have difficulty on this German language subjects. For that reason it is

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important to have the right supporting media performed by teachers to increased learning motivation accordance to student's characteristics.

The German school subject in MAN 2 kota Serang is implemented in Grade X with 45 minutes of duration x 6 hours in a week in the Language class. The researcher performs this research in MAN 2 kota Serang with the subject studied are students of Languages class.

Our skills in languages related to one another. Therefore, in the classroom, the forth skills is taught integrated which means each skills does not stand as it own, it is a whole which need to be learned cohesive. In every language skills must be mastered by student to succeed their learning outcomes.

In skills of listening and reading which is a receptive ability while speaking and writing are productive ability. The fourth skills must be learnt as a unity with

the aims to form a communicative student in Germany both written and orally.

In learning Germany the writing skill is one of the four skills mentioned to be learnt in German class moreover it is a productive skill aside speaking. Accordance to Leveled Education Standard Curriculum, the writing skills in German has their competence base that the students need to reach where they are able to reveal written information in a form of exposure or simple dialogue.

This writing skill is often considered a difficult skill to teach in schools because teachers are required to exert all their abilities to assists students to acquire basic writing competencies through various learning activities designed by the teacher.

In addition, writing skills is a skill rarely trained compared with other skills. Teachers usually provide homework as writing skills. This situation happened because studennts should pour ideas,

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suggestions, in written, whether in the form of words, sentences or paragraphs with the correct linguistic arrangement.

As Gagne quotes : writing is characterized by the interaction involvement with the external environment or with something in the human brain`s memory. Therefore, learning to write intensively is a thinking process. The process takes place in the human mind. In general, the results of writing can be seen with a result of changes or modifications to the individual thinking behaviours resulted on thir writing, (Robert M. Gagne, 1977: .3).

Based on the reasons above the authors focus on the study of paragraph writing skills in MAN 2 kota Serang where the German language is a foreign language learned in this school. In teaching writing in the Madrasah, students are trained to write simple sentences in German. But in practice they have difficulty in pouring their writing.

In addition, the data of the students 'appraisal results in writing shows that the student' writing skills has not been optimal. This can be seen in the results of the writing score from the students, that is 32 student in the class XI MAN 2 kota Serang. Who get the writing skills score below the minimal mastery.

It also encourages authors to provide motivation to students to be able to better understand and optimize its role by providing solutions to learning activities in the class one of them by choosing and using the appropriate model of learning for students.

The learning of writing skills seems less appealing to the students, when the lesson takes place many students feel bored and lost focus on the subject matter. Students seem less eager to follow the lesson because they are not stimulated to engage actively with various variations that the teachers create a supportive learning

atmosphere. If the lesson is about writing, many students find it difficult to make sentences in German.

They are confused to start a writing, fearful and embarrassed to make mistakes in writing due to the lack of vocabulary mastery and lack of German language structure. They prefer to have writing activities as homework which enable them finished their work with media tools such as electronic translator engine (google translate), dictionary and even ask for other to do the writing work. In the end the writing work can not be categorized into maximum results.

In the process of learning German language especially on writing skills, the writer acted also as the as the teacher of German language subjects, provides an alternative to writing by making sentences to form a paragraph. Paragraphs can be considered as a short essay so that students

can make simple sentences to form a writing work.

To motivate the students, the teacher should choose the appropriate method of learning. Often the problem immerge from the facilitator or teacher in transmitting the material, with the conventional method of learning such as lecture and dictation. Teachers convey material in front of the class, while students write down what the teacher has explained, so the teacher is the only source of learning and students just waiting passively for what is given by the teacher.

Moreover, the learning of writing skills with conventional models often makes students lazy to think creatively so many students who just follow the example given by the teacher without making any variations of the other sentence. Students sometimes just copy the sentence from the reading text. This allow the stagnant in the writing skills of the German language.

Furthermore, the success level of the teaching and learning process in the classroom will be seen when the test results are given after the process of teaching and learning activities, because learning activities will have a big effect on the high and low of student learning outcomes.

In order to make learning German language writing skills effective, it requires a learning model that is in accordance with the communicative approach. This approach of learning emphasizes language as a student-centered communication tool while the teacher acted mainly as a facilitator. One learning model that can be used is Cooperative Learning jigsaw technique, where students actively doing organized task system in small groups. This model can be implemented in mastering writing skills in foreign languages such as German.

In the Jigsaw technique, the teacher pay attention to the student background and assists them to activate their experience as a meaningful material for their works. In addition students work with other students in cooperation atmosphere and have many opportunities to improve their communication skills. Besides that students also need to be ready on providing and teaching the material to other group members.

The learning of writing skills is determined by several aspects. In order for the students' writing results both need to pay attention to the appropriate learning model, enjoyable learning, effective and communicative, correct writing in accordance with the rules and grammar.

1. The Concept Paragraph Writing Skills

   a. Understanding Writing Skills

   The Indonesian Dictionary mentioned the definition of skills is the ability to complete a task. While on the website

   http://de.wikipedia.org/wiki/Fertigkeit, it is explained that:

Skill generally refers to a learned or acquired part of the behavior. The concept of skill is different from the concept of ability, which is considered as a prerequisite for the realization of a skill.

The above quotation can be interpreted that generally the skill describes a part of the action that has been studied or learned. Thus, the definition of skills differs from the ability concept that is considered as a requirement in implementation the skills.

While the term ability in English known as "competence" means ability, skill, and strength. While Bobby De Porter and Mike Hernacki (2000: 14) state that the ability is a skill in mastering something.

Meaning, a person is capable if the person really knows what he or she is saying both verbal and in written. Dan Bloom (1977: 84) add that the functional ability is displaying action is the result of current practice.

The relation to writing is this ability is closely related to the ability to pour ideas in the form of exposure to a problem in hand. While the skill is related to the ability on completing tasks. Writing is one of the language skills. Writing skills as an active skills because the author actively process messages to conveyed to the reader.

This matter is reinforced by the opinion of Heaton (1975: 127), writing is an activity of composing words into sentences correctly in accordance with the rules of grammar and then connecting the sentence so that formed a related writing that can communicate the thoughts and ideas of a writer about a topic.

Meanwhile, Tarigan (1996: 1) says that writing has a sense of descending or depicting graphic

representations depicting a language that one understands so that others can read the graphic symbols presented. The writing process is not merely arranging letters, but also convey a message to the audience audiences.

Of course, this writing skill is also influenced by many factors, among others (1) vocabulary mastery, (2) reasoning ability, (3) motivation, (4) experience / practice. Writing can be viewed as a complex cognitive skill, (understanding, knowing, perceptioning) which requires a proper cognitive strategy, intellectual skills, verbal information, and appropriate motivation.

Beside that, writing (written composition) can be incorporated into the category of "synthesis" as a "unique production of communication", the author tries and delivers ideas, suggestions, and / or feelings to others (the reader). In writing a composition,

the writer learns to deliver a variety of cognitive processes. This cognitive process includes or encompasses the process of exercising control, which selects and reinforces other necessary cognitive strategies. In turn this writing process modifies other cognitive processes, including retrieving and retrieving information from longterm memory for processed memories, which selects and organizes their implementation.

From the above explanation it can be said that writing is a process of composing, recording, and communicating meanings in a multiple level, interactive and directed to achieve certain goals by using a conventional system of readable marks.

Writing in essence is more than writing graphic symbols to form words, and the words are rearranged into sentences, but writing is to pour the

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pieces of thought into the writing through a holistic, complete and clear sentences so that can be communicated to readers successfully.

Accordance to the opinion above Wegner in Schreiber (2002: 70) quotes: Writing is not a language skill that can be easily learned as a "by-product" of another, but is primarily acquired through writing itself. It means that teaching has to focus on the writing process. Of course, it should not be forgotten that the writing and the other skills are interrelated, partially interrelated (for example, in a lecture notes) or propped up (for example, in written notes for a lecture).

From Wegner's view on the above note we can see that: "Writing skills is not a language skill that can be considered easy or small, but it has to be a lot of practice. Therefore, teaching should be focused on the writing process. Writing skills are interconnected and mutual need with other skills ".

Based upon the above opinions, it can be concluded that writing skills is a language skills that can be mastered through several practice process in reality writing skills also involve feelings, thoughts and opinions to communicate in written, so that readers understand and comprehend what has been delivered. In writing activities there are ideas or suggestions as a foundation for someone to write, the availability of media in the form of written language also goals becomes messages or information submitted by the author to the reader. Writing skills are also associated with other language skills and not stand-alone, it is related to the skills listening, reading and speaking.

The Jigsaw model was developed by Elliot Aronson and adapted by Slavin (2005: 19). The Jigsaw model can be used in reading, writing, listening or speaking learning. This

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model incorporates all four of these language skills, and even this learning models beside acted as Language school subjects, it can also be used in the implementing other school subjects such as Natural Sciences, Social Sciences, Mathematics and Religion. Jigsaw model is suitable for all classes or grades.
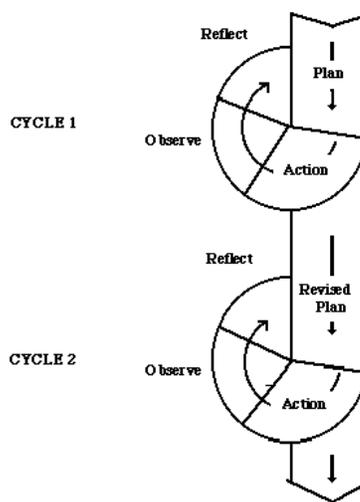
RESEARCH METHODOLOGY

This research is an action research and it is assisted by a collaborator. The subject of this research is the students of class XI language MAN 2 kota Serang which consists of 32 people in the even semester. This study uses 3 cycles which each cycle has 3 meetings with a time allocation of 2 x 45 minutes.

This research model using Kemmis model and Mc Taggart with three main components: planning, action (observing), and reflecting. Another difference with other research models, that the Kemmis research

model is the absence of cyclical restrictions depending on how successful or enhanced it is to obtain.

Kemmis in Emzir explains that this model contains four stages of each cycle that must be done namely: Planning, action, observation, and reflection (Emzir: 239). Here is the Kemmis model scheme:

Model Kemmis dan Taggart

Model Kemmis and Taggart

The first step in each cycle is the preparation of the action plan. The next step is implementation and simultaneously observing the implementation of the action reaserch. The results of the observations are

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then evaluated in the form of reflections. If the results from the first cycle indicate that the implementation of the action has not

This reaserch is conducted in 3 cycles. Each cycle consists of 1) Action Planning, 2) Action Implementation, 3) Observation, and 4) Reflection. Data collection methods used in this reaserch is assigning tasks to students by writing paragraphs.

The data collection of this research uses five techniques, namely

1) Test; The test is an instrument used to measure the ability and student learning outcomes in writing paragraphs in German. The test is divided into 2 namely a) premilanary test / pre test given at the beginning before the action, b) The final test / post test is given after the implementation of treatment of action.

2) Observation: For the observation, collaborators observed teacher

delivered the expected result, then the next is arranged again to be implemented in the next cycle.

behavior and activities during the learning process. The tool used to collect data in this study is an observation format that includes three main components of preliminary activities, core and closure.

3) The researcher's diary: In this reaserch, field notes were used by collaborators to record events during the learning execution and to interpret the cause. The field notes contain a) learning implementation b) the type of teacher and student activities c) conclusions on the implementation of the action research.

4) Questionnaire; To support the success of the action reaserch, questionnaire is used by the

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researcher to find out the student's response to the learning implementation. It consists of a pre-action questionnaire given prior to the treatment, and a questionnaire after the action is given at each end of the action in each cycle.

5) Photos. Useful as evidence in research to record important events to support data.

Learning Test Result evaluated by using the scoring form of paragraph writing skills as shown in the following table:

Tabel 1

Writing ability components	Description	Score
Content	Ability to develop plot accordance to chosen topic or theme, substantive and topic or there related.	1 - 30
Organization	Ability to organizes ideas clearly, condence and organized, logical accordance to narration	1 – 20
Vocabularies	Ability to master vocaburies effectively and master words formations.	1 – 20
Languages Usages	Ability to make sentences effectively using proper grammar	1 – 25
Mechanics	Ability to master writing components (punctuation, letter formation, word	1 – 5

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	devider and paragraph)	
	Total Score	100

DISCUSSION

The researchers observation assisted by a collaborator by observing student`s activity from initial conditions in learning activities in the classroom. Researchers also observed the classroom conditions, classroom facilities, especially the availability of LCD / Infocus as a supporting process of teaching and learning activities.

In general, students study German quite enthusiastically, this can be seen from the activeness of students in following the process of learning in the classroom. But when students are faced with writing materials, many students are less eager they want as homework to be able to write with the help of an electronic translator that is search engine translation (google). It is related to the condition of the students

related difficulties in writing skills on the components of the ability good language when beginning to pour ideas, using vocabulary, language usage, or mechanics. As a supporter of the research data, the researcher gave a closed and open questionnaire to 32 students of class XI Language related to German language learning on writing skill in making paragraph in german. Based on the questionnaire, students of 32 students 96.87% stated that the learning process of German in general interesting and fun only they ask for the addition of props to make it easier for them to understand the lesson.

The difficulties experienced by the students in learning German in the class of results of the questionnaire showed that as many as 28 (87.5%) students agreed that they are not yet familiar with the german

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vocabularies, 4 (12.5%) students expressed disagreement. For difficulties in determining article 21 (65,63%) students who express agreement, 11 (34,37%) student express disagreement, as student experience barrier in determining conjugation that is match between verb form with subject of sentence in arranging German sentence as much 25 (78.12%), 8 (25%) students expressed disagreement.

The students' writing experience in the German result of the questionnaire stated that there were 30 students (93.75%) have gained much experience writing in German, it shows that students have gained much experience writing in German. Students who stated still not skilled in writing sentence of 32 students were 28 (87,5%), but there were 4 (12,5%) students who stated skillful writing correct sentence.

There are 18 (56,25%) of writing skill into paragraphs (56,25%) very unskilled students, 8 (25%) stated unskilled and 6

(18,75%) have skilled in making essay in to paragraph.

Questionnaire`s result on effective and interesting learning process by utilizing technology 27 (84,5%) student express agreement, but there are 5 (15,62%) student express disagreement of learning by utilizing technology.

Regarding methods usage or learning model, as many as 25 students (78.12%) stated strongly agree if the learning of writing will be effective and interesting by using the method or model of learning, 4 students (12.5%) agreed, only 3 students who disagree .

From the questionnaire result, it can be concluded that most students agreed on the effective and interesting learning by using the method or model learnt. Analysis of this questionnaire results can be seen in the attachment of closed questionnaire results.

In the open questionnaire the answer

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is free, meaning there is no limitation for the answers. The results obtained in the open questionnaire including German Language in general is very fun, passionate, good, interesting and not boring. Some students claim that German teachers are very communicative, attractive and interactive in the learning process. But there are some students who want to use electronic media that is mobile phone or notebook as a means of supporting the learning process in the classroom.

The student problem are also expressed in a partially open questionnaire already expressed in a closed questionnaire. The difficulties expressed by the students in the open questionnaire are determining the exact vocabulary, and difficulties in memorizing vocabularies learnt. Some participants have difficulty in composing words into sentences and finally become paragraphs. Writing punctuation, determining conjunctions, determining dativ

and akkusativ objects, choosing the right verb is still a difficulty that need to be dealt by the students. In addition to linguistic factors there are external factors are feeling of sleepy.

Writing experiences expressed by students in an open-ended questionnaire on writing skills are helpful as exercises in writing written sentences of writing letters, making conversations in the form of dialogue in writing, making simple sentences written on the board, this is a good habit for some students to facilitate students in improving the writing skills of German in general.

Students express difficulties in writing skills which is associated with vocabulary and determining the appropriate articles from noun either about the definite article or indifinit article also placement of the word nicht, keine in the negative sentence.

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The result of an open questionnaire in the writing process to reach for effective and interesting learning is expressed by students is an outdoor classroom, more game, utilizing technology by using LCD, projector to play movies or impressions about the life of people in Germany at the time of learning . Some students expressed the constraints often encountered when writing essays when working on their own essays often lacking ideas, forgetting vocabulary and failing to focus, giving them input to make it easier to express ideas and suggestions in the form of essays so that effective and interesting learning is by learning in groups, and discussion, so that

non active students can participate in the learning process as well as students who have difficulty in learning, especially they are motivated by other students by learning together.

Observations on pra action reaserch also performed on writing skills by looking at the results of student writing skills, that show that students`s ability in writing paragraph is still low, this refers to the acquisition of test results. The results of the assessment of action reaserch in writing paragraphs of students before the action reaserch is presented in the following table:

Table 4.1: Assessment Results Student writing skill at Preparation stage

STUDENTS PRE TEST RESULT DATA

No	Student Code	Written Component					Score
		Content	Organisation	Vocabularies	Languages Usage	Mechanics	
1	S 1	17	12	10	13	2	54

2	S 2	16	11	12	15	2	56
3	S 3	16	12	12	15	2	57
4	S 4	10	8	6	10	2	36
5	S 5	10	10	6	10	2	38
6	S 6	16	12	11	13	2	54
7	S 7	15	14	11	13	3	56
8	S 8	12	10	8	10	2	42
9	S 9	7	5	5	6	1	24
10	S 10	10	10	8	12	2	42
11	S 11	12	10	8	10	2	42
12	S 12	15	10	10	12	2	49
13	S 13	16	16	8	13	2	55
14	S 14	10	6	8	10	1	35
15	S 15	10	8	6	10	1	35
16	S 16	12	10	11	12	1	46
17	S 17	0	0	0	0	0	0
18	S 18	15	12	10	12	1	50
19	S 19	12	10	8	10	1	41
20	S 20	7	8	5	6	1	27
21	S 21	10	8	8	10	1	37
22	S 22	10	8	10	8	1	37
23	S 23	7	6	5	6	1	25

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24	S 24	16	12	12	13	2	55
25	S 25	12	8	6	8	1	35
26	S 26	10	10	6	8	1	35
27	S 27	16	10	12	13	2	53
28	S 28	15	10	13	13	3	54
29	S 29	7	8	13	13	3	44
30	S 30	10	10	10	12	2	44
31	S 31	10	10	10	12	2	44
32	S 32	10	8	8	8	1	35
Total Score		371	302	276	336	52	1337
Average		11.97	9.74	8.90	10.84	1.68	43.13
Percentages		39.89	48.71	44.52	43.35	33.55	43.13

Based on data analysis of the results of pre-action and action cycles 1, 2 and 3 it appears that there is an increase of the average score available. Increased data retrieval results are derived from the exposure of the value data obtained below:
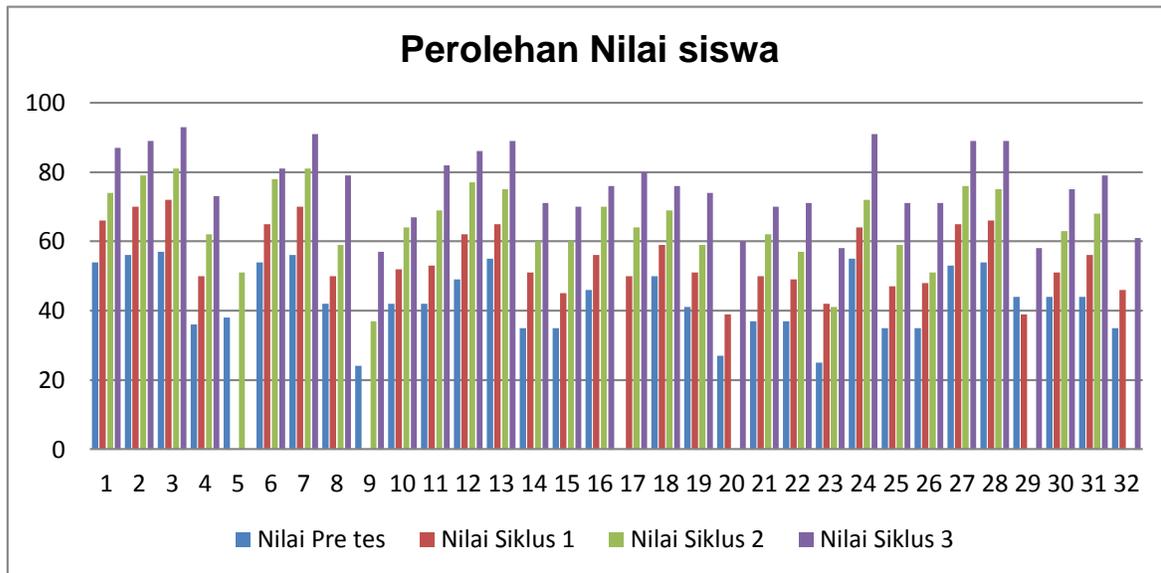
RESEARCH RESULT

Table 2: Acquisition of Students' Writing Skills Evaluation Results before and after Action Research

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No.	Student Code	Value			
		Pre test	Cycle 1	Cycle 2	Cycle 3
1	S 1	54	66	74	87
2	S 2	56	70	79	89
3	S 3	57	72	81	93
4	S 4	36	50	62	73
5	S 5	38	0	51	0
6	S 6	54	65	78	81
7	S 7	56	70	81	91
8	S 8	42	50	59	79
9	S 9	24	0	37	57
10	S 10	42	52	64	67
11	S 11	42	53	69	82
12	S 12	49	62	77	86
13	S 13	55	65	75	89
14	S 14	35	51	60	71
15	S 15	35	45	60	70
16	S 16	46	56	70	76
17	S 17	0	50	64	80
18	S 18	50	59	69	76
19	S 19	41	51	59	74
20	S 20	27	39	0	60

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21	S 21	37	50	62	70
22	S 22	37	49	57	71
23	S 23	25	42	41	58
24	S 24	55	64	72	91
25	S 25	35	47	59	71
26	S 26	35	48	51	71
27	S 27	53	65	76	89
28	S 28	54	66	79	94
29	S 29	44	39	0	58
30	S 30	44	51	63	75
31	S 31	44	56	68	79
32	S 32	35	46	0	61
Total		1337	1649	1893	2364
Average		41.78	54.97	65.28	76.26

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Student`s Graph Score Before and After The Reaserch

Perolehan Nilai siswa

Tabel 3 . Average Score Development on each Writing Paragraph Skills Aspects

No	Aspect	Pre action average score	Cycle 1 average score	Cycle 2 average score	Cycle 3 average score	Development
1	*Content*	11.97	16.27	17.97	22.56	10.59
2	*Organisation*	9.74	12.00	12.75	15.84	6.10
3	*Vocabularies*	8.90	11.67	12.19	14.78	5.88
4	*Languages Usage*	10.84	13.10	13.94	17.28	6.44
5	*Mechanics*	1.68	1.93	2.31	3.41	1.73
	Average	43.13	54.97	59.16	73.87	30.74

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	Percentages	35.21%	40.00%	41.88%	64.58%	29.37%

Student learning Result Data

Student learning result data in writing germany shown that before the action treatment, the students' writing skill is very low, it can be seen that the student test result is still low with the percentage of 35.21% with the average score on the number of aspect of writing skill of paragraph 43.13 . The value obtained by the students did not exist that appeared above the Minimum Criteria of completeness on the aspect of writing skills that is 70.Whereas writing components assessed is the content, organization, vocabulary, the use of language and mechanic. Based upon the results of the author provides treatment by applying writing learning process using jigsaw cooperative approach model in each cycle in order to improve student learning outcomes and processes especially in writing skills.

From cycle 1, the obtained score seen in the data acquisition of student scores is the average number of calculations in all aspects of writing skills 54.97 with a percentage of 40%. This changed after the treatment of action by looking at student learning outcomes of 5.21%shown an increased but the overall increase in the score of each aspect obtained is not maximum.Student face difficulty on the aspect of vocabulary mastery, and the mechanical aspect. In the aspect of language usage the ability to compile the sentence effectively by using the German language rules are still less precise, many students is still wrongly use verben, especially conjugation problem. In the mechanical aspect, some students still write Nomen / noun with lowercase letter that should be written with capital letters, moreover mistake in making changes of

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plural and dativ noun are a student common errors.

The Changes in students' assessment result on writing paragraphs from the initial conditions until the action of cycle 1 is only 13.19% and that reaches ≥ value of 70 only 3 people. Based on these conditions the author needs to continue to the next cycle.

Cycle 2 proves that the skills in writing paragraph in german has increased along with the level of action done by the researcher with the collaborator. It is obviously seen in the table score of the average score of students in cycle 2 of 65.28.Improvement on each aspect of writing skills both from content, organization, vocabulary, the use of language and mechanics in this second cycle is 41.88%. There are more students who gain score above the minimum completeness compare to the first cycle. Nevertheless, some students are still experiencing difficulties and problem pouring ideas and

suggestions into an effective and true sentence into paragraphs. The rules and writing principle also vocabulary are still the main factors of difficulty faced by the students. Some students who are still not perfect and students who have improved in the second cycle is still less satisfactory on some aspects of German paragraph writing skills therefore researchers provide an alternative to take action that is carrying out the third cycle action.

Action in the third cycle is an evaluation of previous cycle actions with collaborators, the authors carry out the necessary improvements in order to maximize student learning outcomes and processes, especially on writing skills. In general, students experienced improvement in the learning process, among others, the level of teamwork, motivation, awareness and responsibility as well as communication and interaction when the learning activities in the group. The value of mastery in the

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skill of writing German paragraph shows 25 students get the score of ≥ 70, only 7 students whose score is less than the minimum completeness. Based on the data score of students in the third cycle the average score is 76.26. Meanwhile the percentage of the average score increase of each aspect writing paragraph in the class XI is 64.58% This means there are still obstacles faced by the students. Problems that student encountered is the use of vocabulary and difficulty in mastering the german writing principle. However in the third cycle it is shown improvement of all aspects increased significantly.

CONCLUSION

Based on the reaserch results and discussion above, It can be concluded that the students of class XI Laguage MAN 2 kota Serang in general experienced an increase in the process of learning to write paragraphs of German language after using cooperative learning model jigsaw technique:

1) in general the skill of writing paragraphs through cooperative learning model of jigsaw technique has improved, this can be seen from the writing result on cycles 1, 2 and 3 which shown some development specially in the average score of each aspect in writing skill of the student paragraph, that shown improvement of content aspect 10.59, organizational aspect is 6.10, the vocabulary aspect of 5.88, the use of language aspects 6.44 and the mechanical aspects of 1.73 so the average increase amount of all aspects 30.74 or 29.37%.

2) Among the difficulties experienced by students are the lack of vocabulary mastery and inappropriate verben usage also some ways of using articles but with

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practise and group work this group of constraints can be minimized.

3) Learning with cooperative learning model of jigsaw technique becomes one of effective learning model, and precise to maximize learning result. This occured because students are active in small groups and take responsibility in their respective duties. Students tend to have courage to express ideas and writing ideas by respecting and motivating other students. Each student contributes to exchange opinions in the writing process, as for students who have constraints and difficulties in the learning process found assistanst within the group.

Concluded that the use of cooperative learning model jigsaw technique is an effective and appropriate learning model because it can encourage students to achieve maximum learning outcomes that can

improve language skills, especially writing skills.

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