**USING COMMERCIAL FOOD WRAPS (CFW) MEDIA TO ENHANCE STUDENTS’ WRITING SKILLS THROUGH JIGSAW TECHNIQUE**

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**ABSTRACT**

The objectives of this research were: (1) to find out whether or not the use of Commercial Food Wraps significantly enhance the students’ writing skill. (2) to find out whether or not the students interested in attending the writing class through Jigsaw technique.

This research applied *Quasi Experimental design*. The sample consisted of 30 students of third grade of Vocational High School 6 of Makassar from Cooking Department and Pastry, in academic year 2015/2016. The data were collected through two kinds of instruments: writing test for the students’ writing skill and questionnaire for students’ interest. Data on the students’ writing skill were analyzed using descriptive and inferential statistics and data on the students’ interest were analyzed using Likert scale.

The results of the research were: (1) the use of commercial Food wraps in teaching writing enhance the students writing skill; (2) the use of commercial food wraps through jigsaw increased the students’ interest in joining the writing class. It can be concluded that the use of Commercial Food Wraps through Jigsaw technique is effective to improve the students’ interest in writing skills in terms of content, organization, vocabulary, language use, and mechanics.

Key words: Writing Skill, Commercial Food Wraps, Jigsaw, Interest

**INTRODUCTION**

Writing can be used to establish and maintain contact with others, transmit information, express thoughts, feelings and reactions, entertain and persuade. As a personal or private activity it can be a powerful tool for learning and remembering (Brown, 1999).

Additionally, the writing skill can be used by students for getting a job after completing their study. Every profession nowadays requires effective communication including good writing skill. In short, writing skill is important because it is used extremely in education and workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with others especially in certain occasion. Furthermore, it is now widely recognized that writing plays a vital role not only in conveying information, but also in transforming knowledge to create knowledge. (Weigle, in Hernawati, 2012).

Many students get difficulties in expressing whether their ideas or their thoughts through writing. It is caused by some elements that must be concerned by students in writing. Harmer (2004) mentions that students’ unwillingness to write may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs.

In line with Harmer, Heaton (1988) argues that writing skills are the English skill which sometimes difficult to be taught to the pupils, it requires not only grammatical and theoretical devices but also conceptual and judgmental. In order to get a success students with good achievement in their lessons. In order to provide a convenience in their class, the teachers must have a good performance and a well-prepared materials in teaching. It can be reached, only by using a unique strategy and unique media in students’ classroom. In line with that, the students were suggested to provide a natural environment into their classroom.

Lightbown and Spada (1999) mention that providing a natural environment in classroom for the learners is really important in order to make the learning process more effective. Teachers have roles not only to guide the students to a natural learning environment during the teaching and learning process in schools, but also to lead them to have learning atmosphere anywhere and anytime. It means that the student will get chances to gain more information about the language continuously and naturally. This kind of learning condition will directly go to the development of students’ knowledge and create an enjoyable and applicable learning process, which is believed to be essential for learning a language. In line with that, the writer consider that writing as a complex skill that must be taught to the students not only by using grammatical concept but also essential features and elements which include in writing skill, in this case the teacher should concern their authenticity in teaching writing, they need to provide a media in their classroom.

Based on these conditions, teachers have to come up with many kinds of ideas to provide the learning facilities as the natural as possible. This is important because writing skill is not such an easy item to be reach by the student. The students need to have relax, interesting, and enjoyable learning situations in order to help them acquire the learning materials easily and directly which can be applied in their daily life. In other words, by having this kind of learning condition, the students may have natural and enjoyable changes to apply the language. Moreover, they will be able to use the language components either by reading, speaking, writing, or listening.

In order to fulfill the students’ needs in four English skills. Teachers can use many kinds of alternative media to teach them. Based on the reality in educational world today especially for senior/vocational high schools shows that there is still lack of student well to write in English. Especially for students in Vocational High School. Some of them thought that mastering English writing is a difficult. In fact, their English teacher admit that the students always found it difficult while doing a writing task. The approach and the method that provide by the teacher couldn’t satisfy their needs in acquiring the learning materials and also their English skills particularly in writing.

Recently, there are many teaching writing media that have been created in order to fulfill the students’ needs. Harmer (2008) mentions several types of media that can be used to teach writing, such as word circles, word maps and vocabulary games. However, all of those kinds of media cannot be used by the learners to learn vocabulary as a basic components of producing the writing skills anywhere and anytime. Let us see the phenomenon that occurs in our society. There are many kinds of instant food products which are produced manufactured to fulfill the people’s needs. These food products are wrapped not only for safety and health reasons, but also for attractiveness.

Many of the food wraps use English in the information of ingredients, serving procedures, or even in the brand. This strategy is not only good to give information about anything those consumers need in the products, but also to get the market field in all levels community. As Herbawati (2008) says, the increasing number of instant food and snacks in Indonesia in recent year is one of the factors that stimulate the government to put food, snacks, and instant food industries as one of the national development industry priorities. This stands to reason as children of 5 to 18 years of age are the most potential markets for the products such as chocolates, candies, bread, instant noodles, soft drinks, or snacks. It means students will play important roles as the main consumers of commercial food products which also use English. Thus, food wraps can be applied as authentic media that can be used as media to learn English.

In line with Herbawati, the writer choose the Commercial Food Wraps media which being introduced by Wahyunengsih in Cahyono and Mukminatien (2011). Learning strategies that presented here was being expected as a solution to remove all of the assumption that enhancing the students writing skill in shorter time is difficult. This technique is beneficial for students to develop interest in learning and study about English more attractive and interest without inclination to be boring.

The Commercial Food Wraps media start from the premise that food wraps can be applied as an authentic media that can be used as media to learn English. Commercial Food Wraps media is conceived as an alternative media to guide students while enriching their vocabulary size as a component of learning process and progress in writing skill.

**LITERATURE REVIEW**

**Previous Related Research Findings**

Nilawati (2008) reveals that by using an authentic media in classroom it will creates the students' interest to the lesson and the students will be motivated to be active in the class, they will be easy to understand the material because the students see the object of learning directly.

Cahyono and Mukminatien (2011) state that commercial food products which packaged in many kinds of wrapping system mostly use English. Thus, food wraps can be applied as an authentic media that can be used as media to learn English.

Wahyunengsih (cited in Cahyono, 2011) explains that in the process of using commercial food wraps media. There are several stages that should be followed by the teachers. The steps include: preparing the media, adjusting the media to the materials, using the media in the teaching and learning process, and conducting an evaluation.

Jigsaw technique is an excellent structure for combining learning partnership into groups or teams of four (Kagan in Walker, 1998:382). Jigsaw relies on highly structuring the interaction among students, both in their teams and in their expert groups, to create interdependence and intricacy interesting learning tasks (Kagan, 1992). It can be used in the development of cooperative learning. Jigsaw is said to be able to increase students’ learning since “a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher’s dominance in the classroom (Mengduo, 2010).

By applying CFW media and the Jigsaw Technique into the classroom the students were active and interested in learning, this is in line with what Ardilla and Ginting (2012) explain through their research that the students felt more enthusiastic and interested in learning by applying media such as Flash Card and Jigsaw Technique. It is showed by their enthusiasm in doing group project in Jigsaw Technique to make an essay of recount text and their participations to express their opinion.

The students gained more information and concepts by this strategy than if they would have gotten it from direct teaching.

There is value in Jigsaw teaching technique. Each student has something to contribute and they must do so. Every student receives attention from the group. Not one student complained about their group. It does take preparation, practice and patience, but it is worth it. (Parker, 2015).

**Some Pertinent Ideas**

**Commercial Food Wraps**

Wahyunegsih in Cahyono and Mukminatien (2011) explains that commercial food wraps was a recycle media that use to represent the products such as chocolates, candles, bread, instant noodles, soft drink, or snacks. As the main consumers of commercial food products students will play important roles. Mostly of Commercial Food Wraps were packaged in many kinds of wrapping system which also used English. It is clear that everybody could use the Commercial Food Wraps as an authentic media that can be used as media to learn or to teach English.

**The Advantages of Using Commercial Food Wraps**

Deciding appropriate media is very important, in order that teachers should know the advantages that can be gotten. However, it is not easy to choose media in learning which actively involve students in the class. A wise and careful consideration should be put in any decision before using a certain component in the field of education.

Wahyunengsih in Cahyono and Mukminatien (2011) explains that there are many kinds and various commercial food wraps produced every year. This means that there will be much easier for teachers and students to get various kinds authentic media which are new and available along the years. The fact that commercial food wraps such as noodles, chocolates, snacks and other kinds of food are daily consumed by students anytime, anyplace, and with anybody make these media easy to be implemented.

Since the development of Industries commercial food wraps always competes and keeps innovating their products, the performances, practicality and service in the form of language as the medium of promotion will be always renewed so that the principle of renewal, enjoyment and availability will always be developed and keep the students' curiosity growing up and finally will lead the students gain many vocabularies from time to time.

The use of English in commercial food wraps instead of as the branded jargon gives information about the content and nutrition of the products. In other words the students will indirectly lead to acquire both scientific and daily life vocabularies. By providing and asking the students to read those kinds commercial food wraps from the class, it will trigger and raise their curiosity outside of the classroom interaction. This activity not only can reach the goal of using this authentic media in teaching vocabulary but also indirectly can provide the students to build their life awareness about being healthy by knowing the content of the nutrition and other things that exist in certain kinds of product.

**Procedure Text**

**Definition of Procedure Text**

According to Nystrrand and Ilimley in Hidayati (2010) procedure text is a piece of text that gives us instructions for doing something. Thus, from the explanation above, the researcher concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

**Social Function of Procedure Text**

Especially, the social function of Procedure Text is to tell someone how to do something or how to make something and how to operate something (Hidayati, 2010).

**Generic Structure of Procedure Text**

According to Swales (1990), structure of texts is a device that supports communicative purpose. Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

In line with Swales, Hidayati (2010) explains that the generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb construct´, which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are *an introductory statement that gives the aim or goal, list of the materials that will be needed for completing the procedure, sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.*

**Significant Lexicogrammatical Features**

Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text. They are:

***Simple Present Tense and Imperative Form***

Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

***Connective of sequence***

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

***Numbering***

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

**Jigsaw Technique**

**Definition of Jigsaw**

According to Eggen and Kauchack in Arifin (2010) they state that, Jigsaw is the name of a collection of teaching strategies that use by the students to help each other to learn. In line with that, Slavin (1991) explains that, Jigsaw technique refers to instructional method in which students work together in a small groups to help each other learn. Related to above theory, Johnson and Johnson (1991) reveals that, Jigsaw is the instructional use of small groups so that work together to maximize their own and each other’s learning.

Aronson (1976) defines that Jigsaw learning is a group learning process based on the understanding that people learn better when they are together. It provides an alternative to the traditional classroom in which teacher is up front teaching the class as a whole or supervising individualized seat work. It also provides an alternative to competition among students for attention, approval and achievement.

Johnson et.al, (1991) explain that the application of Jigsaw in teaching and learning process will engage students participation in the learning process, not only participate but also bring nearer among the students this is in line with what they state in the Cooperative learning book that:

*Jigsaw learning is as a successful alternative to ability grouping, and as a method for closing the achievement gap between minority students and their white classmates.*

**Jigsaw as a Cooperative Learning Strategy**

According to Mengduo and Xiaolin (2010) Jigsaw is a cooperative learning technique that has been studied in various ways by a number of researchers and teachers in classes of different levels and subjects, they emphasized that jigsaw technique could be successfully used to fulfill the intended task in the college English class, integrating all four skills in the process. By Implementing jigsaw technique in the EFL classroom the teacher can made their students focus on language learners and thereby language learning became interdependent. As a conclusion, jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning tasks in the EFL classroom.

**Benefits of Using Jigsaw**

According to Ardilla and Ginting (2012), the Jigsaw Technique has some benefits for example; students have the opportunity to teach themselves, instead of having material presented to them. Furthermore each student has practice in self-teaching, which is the most valuable of all the skills that can help students to learn. Students also will practice in peer teaching, in order that the students will understand the material at a deeper level. In the other hand students become more fluent in the use of geological terminology, they also have a chance to contribute meaningfully to a discussion which is difficult to achieve in large group discussion.

**METHOD**

**Design and Sample**

This research applied quasi-experimental design by using two groups in non-equivalent design. Arifin (2012) reveal that the aim of using quasi experimental design was to predict a condition that could be reach in future through the real research environment, however there is no control and/or manipulative action toward all the relevant variable. According to Gay (2006) non-equivalent design applied the pre-test, treatment and post-test design for the selected group namely experimental and control. The difference between group that experimental group use commercial food wraps while the control group was taught by using booklet or online recipes.

**Instruments and Procedure**

In this study there were two instruments, writing test and questionnaire. The writing test instrument consisted of an instruction for students to write a procedure text. The writing test consisted of pre-test and post-test. Pre-test was administered to the students before giving the treatment. The aim was to measure the students’ prior skill in writing a procedure text. On the contrary, the post-test was administered to students at the end of the treatment to measure the students’ enhancement in writing skill.

In 1st meeting both of group (control and experimental) were given the same instruction and same topics of the test. They also had the same length of time to finish the writing test, it’s about 60 minutes. There were three topics given to the students: how to make fried rice, omelet, and friend banana nugget. In this study, the writer assessing students writing result toward ESL composition profile which taken from Jacobs *et.al* in Weigle (2009). The components consists of content, organization, vocabulary, language use and mechanics.

The treatment was conducted in five meetings in experimental group. In the 2nd meeting teacher involved the media and introduced the CFW into the class, then, students were asked to describe and write the process of making jelly pudding referred to the process that contained in the media given. The 3rd – 6th meetings students were asked to make a small group discussion consisted of 5 students in a group, one students lead their teammates. Then, the students were asked to make the expert group, the expert group consisted of the delegation of each group, after the expert group get the material and media (CFW) then, they re-group again back to their origins explaining the instructions, ordering the picture, and composing a procedure text referred to the CFW given. The 5th meetings is a final project. The students were asked to cook in real situations. Before done with the cooking the teacher had selected 3 topics that related to the instrument. The topic selected were: Omelet, fried rice, and fried banana nugget. Finally after the students done with their cooking, the teacher gave the worksheet to each group, then, the students were asked to report their cooking into a report paper, these including the kitchen utensils, the ingredients, and the cooking process.

The 7th – 8th meetings was post-test and scaling process of the students’ interest through the application of CFW.

Questionnaire was assembled by using Likert Scale to measure the students’ interest in application of CFW and Jigsaw. Supported by Farmana (2014) Likert scale was aimed to ask the sample to respond to a series of statements by indicating whether one strongly agree (SA), agree (A), neutral (N), disagree (D), or strongly disagree (SD) with the statements given. Each response associated with a point value and an individual score was determined by summing the point values for each statements. The point values was assigned to response to the positive statements. For the negative statements, the point values were reversed. Where SA = 5, A = 4, N = 3, D = 2, and SD = 1 for positive statement.

**Data Analysis**

Inspecting the use of Commercial Food Wraps in enhancing the students’ writing skill through the application of Jigsaw, four statistical analysis were involved in analyzing the data: (1) Descriptive Statistics including statistical frequency (2) Required analysis, including normality test (*Shapiro-Wilk*) and reliability (*Cohen-Kappa Coefficient*), (3) Inferential Statistics including independent *t-test* (*p-*value), and the last was (4) r *product-moment correlation* from Pearson Product moment which aimed to find out the correlation between students’ interest and the students’ writing skill.

**RESULT AND DISCUSSION**

**The Improvement of Students’ Writing Skill**

After conducting treatment for both group, posttest was given to the students to find out the students writing skill’s improvement. Table 4.4 presents the students’ posttest score and percentage for experimental and control group.

***Table 1***

***Frequency and Percentage of Students’ Score***

|  |  |  |  |
| --- | --- | --- | --- |
| Classification | Score | Experimental Group | Control Group |
| Pre-Test | Post-Test | Pre-Test | Post-Test |
| F | % | F | % | F | % | F | % |
| Excellent | 96 - 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Very Good | 86 - 95 | 0 | 0 | 1 | 6,5 | 0 | 0 | 0 | 0 |
| Good | 76 - 85 | 1 | 6,5 | 6 | 40 | 1 | 6,5 | 2 | 13,5 |
| Fairly Good | 66 - 75 | 6 | 40 | 7 | 47 | 6 | 40 | 7 | 47 |
| Fair | 56 - 65 | 6 | 40 | 1 | 6,5 | 7 | 47 | 5 | 33 |
| Poor | 36 - 55 | 2 | 13,5 | 0 | 0 | 1 | 6,5 | 1 | 6,5 |
| Very Poor | 0 - 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 100 | 15 | 100 | 15 | 15 | 100 | 100 | 15 |

The comparison between experimental and control group in the pre-test result showed that most of students in control group (13 or 87%) attained the fair and fairly good classification. It closely similar in experimental group which less than control group (12 or 80%) attained the fair and fairly good classification. Concluding the table 1, the students were assumed to have similar prior knowledge in writing a procedure text.

According to the table, the post-test result illustrated that there was significant difference between control and experimental group in post-test. 6 students or 40% reach good classification. However in control group only 2 students or 13,5% reach the good classification, lower than in experimental group. Students’ in both group mostly dominated the fairly good classification where it was 14 or 94% students reach fairly good classification.

***Table 2***

***Mean Score and Standard Deviation of Students’ Pretest and Posttest***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Group | Mean | Standard deviation |
| Pre test | Experimental Group | 63.80 | 8.00 |
| Control Group | 63.87 | 9.12 |
| Posttest | Experimental Group | 75.67 | 6.67 |
| Control Group | 68.60 | 7.60 |

From the data showed in table 2 the mean score of experimental group and control group was mostly in the same score before getting the treatment. After getting the treatment, the posttest score of both of the groups; experimental and control group showed the different score of mean score. It was assumed that there was an improvement after getting the treatment. The table also showed that the main score of the students’ pretest of experimental group was 63.80 and standard deviation was 8.00; and control group was 63.87 and standard deviation was 9.12. The main score of both groups were different after the treatment executed. The mean score after the treatment was 75.67 for experimental group with standard deviation was 6.67. In the other hand control group obtained 68.60 for mean score, and its standard deviation was 7.60. It means that the main score of experimental group was higher than control group (75.67 > 68.60).

**Inferential Statistics**

***Test of Significance (T-test)***

***Table 3***

***Probability Value of t-Test of the Students’ Achievement in***

***Control and Experimental Group***

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **P-Value** | **(α)** | **Remarks** |
| Pretest and Posttest in Control Group | 0.13 | 0.05 | Not Significantly Different |
| Pretest and Posttest in Experimental Group | 0.00 | 0.05 | Significantly Different |

Based on the result of data analysis as summarized in table 4.8 on pretest of experimental and control group, the writer found that the Probability value in pretest and posttest in control group was 0.13, higher than the level of significance at t-table (0.05) and the degree of freedom 28. On the contrary the Probability value in pretest and posttest in experimental group was 0.00, higher than the level of significance at t-table (0.05) and the degree of freedom was 28.

In control group H0 was accepted and H1 was rejected. In the other words, there is no significant difference before and after the treatment conducted. Oppositely with the control group, the Experimental group accepted H1 and rejected H0 because the Sig. (2-tailed) on the IBM SPSS showed that if the Experimental group obtain *p*-Value which lower than the alpha (*p* < α). It is supported by Gay in Farmana (2014) states that when variables have equal or less than the interval of alpha, it is assumed that the difference between close score is essentially the same.

While the data on posttest of experimental group showed that the probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that Commercial Food Wraps (CFW) media significantly increased the students’ writing skill in Experimental Group.

***Table 4***

***Frequency and Percentage of Students’ Interest***

|  |  |  |
| --- | --- | --- |
| **Interval Score** | **Category** | **Media** |
| **Commercial Food Wraps** | **Booklet/ Online Recipes** |
| Experimental  | Control |
| **F** | **%** | **F** | **%** |
| 81-100 | Very high | 6 | 40 | 3 | 20 |
| 61-80 | High | 8 | 53 | 10 | 67 |
| 41-60 | Moderate | 1 | 7 | 2 | 13 |
| 21-40 | Low | 0 | 0 | 0 | 0 |
| 0-20 | Very low | 0 | 0 | 0 | 0 |
| Total | 15 | 100 | 15 | 100 |

The data in table 4 illustrated the students’ interest in both groups. Commercial Food wraps were conducted into an experimental groups where students’ interval score indicated that 6 students (40%) showed very high interest, 8 students (53%) of the students were assumed as high interest, and 1 students (7%) assumed as Moderate interest for using commercial food wraps media.

In contrast, the students’ who attend control group applied Booklet/Online recipes. In this group Students’ interval score indicated that 3 students (20%) showed very high interest, 10 (67%) students were categorized as high interest, and 2 students (13%) were categorized as moderate.

***The Correlation between Students’ Interest and Writing Ability.***

Correlation Measure how variables are related, in this case the writer measured the variables of students' interest and students' writing ability by using bivariate Correlation with Pearson product moment. The Results were shown in table 4 below:

***Table 5***

***Correlation between Writing Skill and Students Interest***

|  |  |  |
| --- | --- | --- |
| **Group** | **Pearson Correlation** | **Sig. (2-tailed)** |
| Students Score (Writing Skill) | 0.697 | 0.004 |
| Students’ Interest | 0.697 | 0.004 |

Alpha (α) = 0.05

The table above shows that the Pearson (r) for correlation between students' interest and students' writing ability is 0.697. This number were very close to 0.70. Beyond this reason, the writer conclude that there is strong relationship between interest and writing ability variables. The sig. (2 tailed) value is less than 0,05 indicated that there is a statistically significant correlation between two variables. The Pearson (r) value of 0.004 was positive, it can be stated that when the interest of students increases (the 1st variable), the students writing ability (2nd variable) also increases. Overall, there was a strong, significant and positive correlation between interest and writing ability.