

ABSTRACT

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Writing in particular, is important for language learning but often poses challenges for students. Many high school students find writing difficult, especially in English, due to its status as a foreign language in Indonesia. Innovative teaching methods such as the Jigsaw Method have been developed to overcome these challenges. This study aims to evaluate the effectiveness of the Jigsaw Method in improving secondary school students' writing skills, comparing it with traditional teaching methods to provide insight into effective educational strategies.

This research uses a quasi-experimental design with two groups: a control group that received no treatment, and an experimental group that used the Jigsaw method. The design involved a pre-test and post-test for both groups. The population is class XI students at SMK Negeri 1 Lamongan, with a sample of students from class XI Culinary 2 and Data collection involved writing tests administered before and after treatment to measure changes in writing skills.

Research show that the Jigsaw method significantly improves writing skills in students in class XI KL 2 and XI DKV 1 at SMK Negeri 1 Lamongan With 32 students in each class, the control group experienced an increase in score of 19.63%, while the experimental group that used the Jigsaw method experienced an increase in score of 30.47% Hypothesis testing confirms the effectiveness of the Jigsaw method, with a significance value of less than 0.05 indicating higher student learning achievement after using the Jigsaw method.