

## ABSTRACT

Pratiwindya, Pipiet Dhanayu 2013. *The Implementation of Jigsaw to Improve Students' Participation in English Class for Seventh Grade Students of SMP N 8 Yogyakarta*. Yogyakarta: Sanata Dharma University.

Students' participation is the important factor in teaching and learning process to achieve learning goals. The students' participation is influenced by some factors, such as teacher's way of teaching and students' condition. The students should be given enough time to practice English in the classroom. From the preliminary study result, the problem of low participation in English learning occurred in class VII.10 of SMP N 8 Yogyakarta. This class was different from the other classes because the students were passive in following English learning. From thirty students, there were more than fifteen students had low participation. Besides, the teacher used traditional method in every teaching and did not involve the students to practice English. It caused the students feel bored and do not participate in the class. Therefore, the researcher implemented jigsaw technique to improve the students' participation. This research was conducted to answer two research questions: (1) How is the implementation of jigsaw technique in the class VII.10 of SMP N 8 Yogyakarta? (2) Does the implementation of jigsaw technique improve the students' participation?

The researcher employed classroom action research based on Kemmis and McTaggart model for three cycles during three meetings. It consisted of four stages in every cycle: planning, acting, observing, and reflecting. The implementation was conducted on March 13<sup>th</sup>, 18<sup>th</sup>, and April 3<sup>th</sup>, 2013. The data was obtained from observation sheets, students' participation checklist, field notes, questionnaire, and interviews. The researcher analyzed the students' participation through three kinds of interactions proposed by Schreyer Institute for Teaching Excellence (2007). They are the interaction between students to teacher, student to students, and student to material.

In this research, the students' participation which occurred during the implementation of jigsaw technique was divided into three kinds of interaction. First, the interaction between students to teacher involved asking question related to the materials to the teacher. Second, the interaction between student to student involved three activities, such as asking questions about the text to friends, sharing and retelling the content of the text to friends. Third, the interaction between students and material was categorized into two activities, such as reading the text loudly and answering questions in the worksheet. Therefore, there were six students' participation activities which were analyzed in this research. The result showed that the implementation of jigsaw technique could improve the students' participation. The students improved their participation in each cycle from the preliminary study result. It was proved by the students' participation checklists which revealed the improvement of the students' participation.

**Keywords:** students' participation, jigsaw, students of VII.10

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Partisipasi siswa adalah faktor penting di dalam proses belajar mengajar untuk mencapaitujuan pembelajaran. Partisipasi siswa dapat dipengaruhi oleh beberapa faktor, diantaranya adalah cara guru mengajar dan kondisi siswa. Para siswa seharusnya diberikan cukup waktu untuk berlatih berbahasa Inggris di kelas. Berdasarkan pra-observasi, masalah mengenai rendahnya partisipasi siswa dalam pembelajaran bahasa Inggris terjadi di kelas VII.10 SMP N 8 Yogyakarta. Kelas tersebut berbeda dengan kelas lainnya karena siswa pasif dalam mengikuti pelajaran bahasa Inggris di dalam kelas. Dari 30 siswa, lebih dari 15 siswa mempunyai partisipasi rendah. Disamping hal itu, guru menggunakan metode tradisioanl setiap mengajar dan tidak melibatkan para siswa untuk berlatih berbahasa Inggris. Hal ini menyebabkan siswa merasa bosan dan tidak berpartisipasi di dalam kelas. Oleh karena itu, peneliti menerapkan tehnik *jigsaw* untuk meningkatkan partisipasi siswa kelas VII.10. Penelitian ini dilakukan untuk menjawab dua pertanyaan penelitian: (1) Bagaimanakah penerapan tehnik *jigsaw* di kelas VII.10 SMP N 8 Yogyakarta? (2) Apakah penerapan tehnik *jigsaw* di kelas dapat meningkatkan partisipasi siswa?

Peneliti menggunakan sebuah penelitian tindakan kelas berdasarkan model Kemmis dan McTaggart untuk tiga siklus selama tiga kali pertemuan. Penelitian ini terdiri dari empat tahap di setiap siklus: rencana, tindakan, observasi, dan refleksi. Penerapan dilakukan pada tanggal 13, 18 Maret 2013 dan 3 April 2013. Data diperoleh dari lembar observasi pengamatan aktivitas di kelas, daftar ceking partisipasi siswa, catatan lapangan, kuesioner, dan wawancara. Peneliti menganalisa partisipasi siswa melalui tiga macam interaksi yang dijelaskan oleh Schreyer Institute for Teaching Excellence (2007), yaitu interaksi antara siswa dan guru, interaksi antara siswa dan siswa, dan interaksi antara siswa dan materi.

Pada penelitian ini, partisipasi siswa yang terjadi selama penerapan tehnik *jigsaw* dibedakan ke dalam tiga macam interaksi. Pertama, interaksi antara siswa dan guru berarti siswa bertanya tentang materi kepada guru. Kedua, interaksi antara siswa dan siswa berarti siswabertanya tentang isi teks kepada teman, siswaberbagi isi teks dan menceritakan ulang isi teks kepada teman. Ketiga, interaksi antara siswa dan materi berarti siswa membaca teks dengan keras dan menjawab soal di lembar soal. Jadi, terdapat enam aktifitas partisipasi siswa yang disertakan ke dalam tiga macam interaksi di dalam kelas. Hasil dari penelitian memperlihatkan bahwa penerapan tehnik *jigsaw* dapat meningkatkan partisipasi siswa. Para siswa mengalami peningkatan partisipasi di setiap siklus dari hasil pra-observasi. Hal ini dibuktikan dari daftar ceking partisipasi siswa yang menyatakan tentang peningkatan partisipasi siswa.

**Kata kunci:** students' participation, jigsaw, students of VII.10