USING JIGSAW TO IMPROVE STUDENTS’ PARTICIPATION
IN LEARNING ENGLISH IN GRADE XI IPA 1 SMAN 2 KLATEN

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Yulius Doan Parpito Adiatmojo
Student Number: 061214036

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2012
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

USING JIGSAW TO IMPROVE STUDENTS’ PARTICIPATION IN LEARNING ENGLISH IN GRADE XI IPA 1 SMAN 2 KLATEN

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Yulius Doan Parpito Adiatmojo
Student Number: 061214036

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2012
A Sarjana Pendidikan Thesis on

USING JIGSAW TO IMPROVE STUDENTS' PARTICIPATION
IN LEARNING ENGLISH IN GRADE XI IPA 1 SMAN 2 KLATEN

By
Yulius Doan Parpito Adiatmojo
Student Number: 061214036

Approved by

14 December 2011

Carla Sih Prabandari, S.Pd., M.Hum.
A Thesis on

USING JIGSAW TO IMPROVE STUDENTS’ PARTICIPATION IN LEARNING ENGLISH IN GRADE XI IPA 1 SMAN 2 KLATEN

By

Yulius Doan Parpito Adiatmojo

Student Number: 061214036

Defended before the Board of Examiners
On 9 January 2012
And Declared Acceptable

Board of Examiners

Chairperson : C. Tutyandari, S.Pd., M.Pd.
Secretary : Made Frida Yulia, S.Pd., M.Pd.
Member : Carla Sih Prabandari, S.Pd., M.Hum.
Member : Drs. Y.B. Gunawan, M.A.
Member : Drs. Barli Bram, M.Ed.

Yogyakarta, 9 January 2012
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rahandi, Ph.D.
HE WHO MAKES A BEAST
FOR HIMSELF GETS RID
OF THE PAIN OF BEING
A MAN

DR. Johnson

Dedicated with love and gratitude to:
God Almighty
My father, Padus Suparno
My mother, Cicilia Hermin
My younger sister, RR Parmawati
My younger brother, RM Hernowo Adi
Valentina Dyah AS
And all my beloved Indonesians.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 14 December 2011
The Writer,

Yulius Doan Parpito Adiatmojo
06 1214 036
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertandatangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:
Nama : Yulius Doan Parpito Adiatmojo
Nomor Mahasiswa : 06 1214 036

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Sanata Dharma karya ilmiah saya yang berjudul:

**USING JIGSAW TO IMPROVE STUDENTS’ PARTICIPATION IN LEARNING ENGLISH IN GRADE XI IPA 1 SMAN 2 KLATEN**

Beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalty kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.
Dibuat di Yogyakarta
Pada tanggal: 9 Janury 2011

Yang menyatakan

(Yulius Doan Parpito Adiatmojo)
ACKNOWLEDGEMENTS

In this page, I would like to thank those who have supported me with their affection, patience, guidance, and criticism in working on my thesis. Firstly, I would like to thank Holy Father for His love and eternal blessing in me. His guidance has never done me wrong.

My greatest respect goes to my sponsor Carla Sih Prabandari, S.Pd., M.Hum., who has guided me in writing my thesis. She has given her time to read this thesis and to give me suggestions through the making of my thesis. She also has encouraged me to finish this thesis as quick as possible. I would also like to thank all the lecturers of PBI for guiding me to be a better person, not only academically but also mentally. I would like to thank to all PBI staffs mbak Dani, mbak Tari, Marsono, Romy for the friendship, patience and services.

I would like to thank the headmaster of SMAN 2 Klaten Bapak Tantyo Hatmono S.Pd., M.Hum., for the permission to me to do my research in SMAN 2 Klaten. Ibu CH Pitoyowati S.Pd. as English Teacher, I would like to thank her for the opportunity to do my research. Thank you for the discussion and sharing so my research could be done well.

My gratitude and respect go to my beloved parents, Bapak Paulus Suparno and Ibu Caecilia, who have encouraged me in composing my thesis and given me their plentiful love and prayers. I also would like to thank my younger sister and younger brother, RR Parmawati and RM Hernawa Adi for teasing me everyday. My special thanks go to Valentina Dyah Arum Sari. I thank her for sharing the marvelous moments in this last 4 years.
I would like to thank my friends at *Kos Laknat, celeng, Yoga, Mupet, Ceper, Bendol, Doni* who always support me in every time. I would like to thank my best friends, Ryan Daniswara S.T., Willy Brordus Marindra Adi Wardana S.T., Aloysius Kris Martanto S.T., Aditya Aldilana S.T., for the brotherhood since Elementary School. Show your fist and let them down!

I would also like to thank *Sampingus Chapelus, Yoga, Duwek, Wiwit, Mupet, Kisruh, Doni, Sisak, Gondrong, Ragil Jember, Kirjo, Lambhe, Thunder, Hosana, Kang Kadali, Sedik, Jantri, Marcel* for the unbelievable moment. I would like to thank many other PBI students for the support and for every moment we spent in this lovely campus.

This page would not be enough to mention all my friends who have been helping me and supporting me. For those whose name are not mentioned on this page, I am grateful to know them all and may God give them plentiful blessing.

Yulius Doan Parpito Adiatmojo
ABSTRACT

Adiatmojo, Yulius Doan Parpito. (2012). Using Jigsaw to Improve Students’ Participation in Learning English in Grade XI IPA SMAN 2 Klaten. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

In order to fulfill the students’ need and optimize students’ potential, teacher needs to improve and adjust his teaching style. From the preliminary observation that was conducted in XI IPA1 SMAN 2 Klaten, the researcher found that there was lack of the students participation in the teaching learning process. Students tend to be silent through the learning process. That is the reason why the researcher wants to conduct a research to improve the students’ participation in learning English of XI IPA 1 SMAN 2 Klaten. Jigsaw technique is employed as a trigger to stimulate the improvement of the students’ participation.

The researcher believes that Jigsaw can improve the students participation. Jigsaw deals with student group. Jigsaw makes the interaction among the students is more than the other cooperative learning techniques.

The classroom action research was applied in this research. The cycle of classroom action research were planning, implementing, observing, and reflecting. The research was done in two cycles. Classroom action research is purposed to improve the quality of the learning process in XIIPA1 SMA 2 Klaten.

In the first cycle there were some improvements in student participation of XI IPA 1 SMA 2 Klaten but there was a side effect of the employing Jigsaw. The time allocation was not enough. The transition phase was too long, a good time management is needed. In the cycle 2, the researcher tried to make an agreement with the students to optimalize the time. As the result, Jigsaw can be applied on time. According to the data from cycle 1 and cycle 2, the researcher concluded that using Jigsaw technique can improve the students’ participation of XI IPA 1 SMA 2 Klaten.

Key words: senior high school students, students’ participation, jigsaw
ABSTRAK


Peneliti menggunakan Jigsaw sebagai tehnik untuk meningkatkan partisipasi siswa. Jigsaw dinilai lebih baik dari thenik dari pengajaran kooperatif yang lain karena Jigsaw berhubungan dengan kelompok sehingga memungkinkan siswa dapat berinteraksi secara optimal.


Kata kunci: siswa sekolah menengah atas, partisipasi siswa, jigsaw
# TABLE OF CONTENTS

TITLE PAGE .................................................................................................................. i  
APPROVAL PAGES ....................................................................................................... ii  
DEDICATION PAGE ....................................................................................................... iv  
STATEMENT OF WORK’S ORIGINALITY ................................................................. v  
ABSTRACT .................................................................................................................. vi  
ABSTRAK .................................................................................................................. vii  
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI ........................................... viii  
ACKNOWLEDGEMENTS ............................................................................................ ix  
TABLE OF CONTENTS ............................................................................................. xi  
LIST OF APPENDICES ............................................................................................. xiv  
LIST OF TABLES ....................................................................................................... xv  

CHAPTER I: INTRODUCTION ....................................................................................... 1  
   A. Background of the Study ..................................................................................... 1  
   B. Problem Formulation ....................................................................................... 9  
   C. Problem Limitation .......................................................................................... 10  
   D. Research Objectives ....................................................................................... 10  
   E. Research Benefits .......................................................................................... 10  
   F. Definition of Terms ......................................................................................... 11  

CHAPTER II: REVIEW OF RELATED LITERATURE ............................................ 13  
   A. Theoretical Description ................................................................................... 13  
      1. Jigsaw ............................................................................................................. 10  
         a. Definitions ................................................................................................. 10  
         b. The Rules .................................................................................................. 14  
         c. The Benefits ............................................................................................. 15  
      2. Students’ Participation .................................................................................. 15  
   B. Theoretical Framework ................................................................................... 20
# CHAPTER III: METHODOLOGY

A. Research Method ......................................................... 23
B. Research Participants .................................................... 26
C. Research Instrument ...................................................... 26
   1. Field notes ......................................................................... 27
   2. Observation Checklists .................................................. 27
   3. Test ................................................................................. 27
   4. Interview ......................................................................... 27
D. Data Gathering Technique .................................................. 28
   1. Conducting Observation ................................................ 28
   2. Giving Test ................................................................. 29
   3. Conducting Interview .................................................... 29
E. Data Analysis Technique ................................................... 29
   1. Assembling the Data ...................................................... 30
   2. Coding the Data ........................................................... 30
   3. Comparing the Data ...................................................... 30
   4. Building Interpretation .................................................. 30
   5. Reporting Outcomes .................................................... 30
F. Research Procedure ......................................................... 31

# CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION .......... 34

A. Cycle 1 ............................................................................. 34
   1. Planning of Cycle 1 ....................................................... 34
   2. Implementing of Cycle 1 ............................................... 35
   3. Observing of Cycle 1 .................................................... 38
   4. Reflecting of Cycle 1 ..................................................... 40
B. Cycle 2 ............................................................................. 43
   1. Planning of Cycle 2 ....................................................... 43
   2. Implementing of Cycle 2 ............................................... 44
   3. Observing of Cycle 2 .................................................... 46
   4. Reflecting of Cycle 2 ..................................................... 48
CHAPTER V: CONCLUSIONS AND SUGGESTIONS ........................................... 49
A. Conclusions ........................................................................................................... 49
B. Suggestions ............................................................................................................. 50
   1. Suggestions for the Teacher of XI IPA 1 SMAN 2 Klaten.... 50
   2. Suggestions for the Students of XI IPA 1 SMAN 2 Klaten.... 51

REFERENCES ............................................................................................................. 52
LIST OF APPENDICES

A. Appendix 1: Research Permission Letters................................................. 52
B. Appendix 2: Field Notes........................................................................... 54
C. Appendix 3: Observation Checklist and Table of Improvement ........ 56
D. Appendix 4: Transcript of Interview........................................................ 60
E. Appendix 5: Lesson plans ........................................................................ 64
F. Appendix 6: Guidelines............................................................................. 72
G. Appendix 7: Test ....................................................................................... 73
H. Appendix 8: Students’ Work Cycle 1 ....................................................... 74
I. Students’ Work Cycle 2 ........................................................................... 78
J. Appendix 9: Photos ................................................................................... 86
LIST OF TABLES

A. Table 1.1 Preliminary Observation .................................................. 5
B. Table 4.1 Cycle 1 ............................................................................. 37
C. Table 4.2 Cycle 2 ............................................................................. 44
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

LIST OF FIGURE

Table 3.1 Diagram of the Research.......................................................... 30
CHAPTER I

INTRODUCTION

This chapter presents the elaboration of the introduction to the research being conducted. In detail, this chapter contains seven sections, namely research background, problem identification, problem formulation, problem limitation, research objectives, research benefits, and the definition of terms. Further elaboration of each section mentioned above will be given in detail below.

A. Research Background

Learning style of every student is a very interesting subject of research because every student is unique. Every student has different background and character. The existence of the differences among students are not a distraction but a support of the learning process if the teacher can maintain it as well as possible. In order to fulfill the students’ need and maximize students’ potential, the teacher needs to improve and adjust his technique. As a student, they have the right to acquire the best education treatment from the teacher. The teacher should have a flexibility to transfer the materials to the student.

Nowadays, teachers are also suggested by the government to update their technique, method or strategy of teaching. Recondition of the teaching style is adjusted to meet the students’ needs and characters in the classroom. It is simply because every class has different character. It is also the reason why there is a different technique in each class.
Although having differences in the way of learning, students have to achieve the same competence. Because the techniques that are used by the teacher are different and the competences are similar, there is a possibility to have different time to achieve the competences. The teacher should prepare many plans to accommodate the time allocation because the government has decided the time allocation of each material. The teacher should have the flexibility to cover any possibility that arises in teaching learning process in order to fulfill the students’ competencies.

There is no significant difference among students in XI IPA1 of SMAN 2 Klaten regarding the students’ background because they live in the same town, Klaten. Every student also has a good information source such as library, and internet sources.

The world development today affects also the development of students. The teacher should accommodate any potencies such critical thinking and spirit of learning of the students. The teacher should not drown the students into a routine which is conservative and seems to limit their freedom of exploration. Teacher would be better to guide the student to be more critical, competent, diligent and active in the teaching learning process.

According to Ketetapan MPR no II/MPR/1988 tentang GBHN in chapter 17 line 58th it is stated that the point of the education development is placed on the increase of quality and kind of high education in every level of education and also the preparation of expanding of study obligation in high school level. In an accordance to the previous statement, the development of a teaching and learning
condition which increase the students’ self efficacy, innovation, creation and also stimulate the student to actively participate in teaching learning process is needed. The result of the national meeting of Depdiknas which transform into Kemendiknas is also supporting the statement about the importance of students’ participation in the teaching learning process.

In the past, students’ participation was promoted through CBSA (Cara Belajar Siswa Aktif). Although the curriculum is changed, the importance of the students’ participation cannot be underestimated. According to Dirawat (1987), developing students’ participation also means training the students to have a critical thinking and awareness to be more actively participate in developing the country.

According to Subroto (1984) the elements of participation are:

a. The participation of all participants in every activity that is held by the organization.

b. The willingness of the participants to initiate and to be creative in every activity that is held by the organization.(p.280)

From the preliminary observation that was conducted in XI IPA1 SMAN 2 Klaten, the researcher found that there is lack of the students’ participation in the teaching learning process. Students tend to be quiet and indifferent to the teacher’s stimulation. The student prefer to be busy with their own activities such as, chatting, texting, or playing with their cell phones. That is the reason why the researcher wants to conduct a research to improve the students’ participation in
learning English of XI IPA 1 SMAN 2 Klaten. Jigsaw technique is employed as a trigger to stimulate the improvement of the students’ participation.

In this step, the researcher conducted the first observation to collect data and to find the problem that happened in XI IPA 2 SMAN 2 Klaten. The observation was conducted during real teaching-learning processes. The observation was conducted twice on 2\textsuperscript{nd} and 9\textsuperscript{th} February. The result of the preliminary Observation was documented in form of field notes and observation checklist. The field notes and the the observation checklist were presented in the appendices.

The problem identification was done through the preliminary observation. Here, the researcher divided the preliminary observation into two steps. The first preliminary observation was conducted on 2\textsuperscript{nd} February. The purpose of the observation was gathering as much data as possible. Firstly, In the first preliminary observation, the researcher collected all data that occured in the classroom. The data was documented in a form of field notes. The data collected were interaction between the teacher and students, interaction among students, the material, the teaching style and every single event that occured in the learning process. The second, the data is specified to get the focus field of the research. Then the researcher focused in the specified data. the third, the researcher makes an observation checklist based on the specified data. The specified data was the interaction and event that occurred related to the student’s participation.

The second observation was conducted on 9\textsuperscript{th} February 2010. Here the researcher applied the observation checklist from the specified data. The researcher applies the observation checklist as instrument of data collecting. The
application of the observation checklist was to avoid the data went wider and unfocused to the wanted data.

<table>
<thead>
<tr>
<th>No</th>
<th>Interaction</th>
<th>Quantity</th>
<th>Percentage (%)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students respond the teacher’s question</td>
<td>2</td>
<td>5.5%</td>
<td>There were only 2 students who respond the teacher.</td>
</tr>
<tr>
<td>2</td>
<td>Students ask to the teacher about the material</td>
<td>0</td>
<td>0%</td>
<td>There was no student respond the teacher.</td>
</tr>
<tr>
<td>3</td>
<td>Students ask to others student about the material</td>
<td>3</td>
<td>8.3%</td>
<td>Only few of the students asked about the material</td>
</tr>
<tr>
<td>4</td>
<td>Students respond the others question</td>
<td>3</td>
<td>8.3%</td>
<td>Only few of the students respond others question!</td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td>28</td>
<td>77.7%</td>
<td>Almost all of the student did the assignment.</td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td>2</td>
<td>5.5%</td>
<td>Almost all of the students did the assignment by themselves with no interaction with other students.</td>
</tr>
</tbody>
</table>

Table 1.1 Summary of Observation Checklist, Preliminary observation

Based on the summary of the observation table and fieldnotes in the two preliminary observation, the researcher found that there were five students that significantly perform the lack of the participation. The five students sit at the corner back of the classroom. They were always chatting and doing activities unrelated to the learning process without paying attention to the teacher.

From the collected data, the researcher stated that the major problem that could be identified from the XI IPA 1 SMAN 2 Klaten was the lack of the
student’s participation during the English lesson. This problem occurred because there was a monotonous teaching-learning style. The monotonous learning process can be overcame by applying a new learning style. New learning style can increase students motivation in learning. In this research, the researcher need to have a learning style which can trigger the improvement in student participation. The researcher dicided to apply cooperative learning to accommodate the research problem. In cooperative learning, students are stimulate to work in group and help one and the other. The increase of student participation can be seen in the interaction among students.

There are some techniques in cooperative learning. The first is Students Teams Achievement Division( STAD). In STAD, students do some worksheets in a group. Every group consists of student who have high, middle and low capability. After the students did the worksheet, the teacher give the answer key. The answer key is used to check the student’s work by themself. In the end of the class, there is a quiz about the worksheet. (Slavin, 2005, p.143)

The second is Teams Games Tournaments(TGT). TGT is almost the same with STAD. In TGT students are grouped in a heterogenous group. TGT is started with a presentation from the teacher. After the presentation every group need to ensure that every member of the group have aquired the materials. After that, all of the group join in a tournament. In this tournament, student will face the other student of the other group who have the same level. Here, every student will get a score. The score will be summed in group and divided by the number of the
group member. Group which has the highest average score is the winner and deserves to get a reward. (Slavin, 2005, p.159)

The third is learning Together. Learning Together consisted of some group of student. Learning Together was started with a presentation of one of the group. After that the group who did the presentation gave a worksheet to the other students and evaluate it. The presentation was done by different group in every meeting. (Slavin, 2005, p.250)

The fourth is Teams Accelerated Introduction (TAI). TAI was different from the previous techniques. Here, students were grouped in small group in the same level. In this learning technique every student had their own level. The fifth was Jigsaw. The students were divided into small groups of five or six students each. Each student had their own concern of part to master, eventually each student will come back to her or his base group and present the material to the group. The situation was specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. After that there is a quiz about the whole material. (Slavin, 2005, p.280)

Considering the result of the observation and the time of the research, the researcher decided to use Jigsaw as a technique to overcome the problem. There are more considerations why the researcher applied Jigsaw as the cure. The first, Jigsaw deals with grouped student. In Jigsaw there are base group and master group. There will be two kinds of interaction. In the master group, students were
expected to ask questions about the material to be mastered. The interaction in the master group is focused on a specific material. In the master group there will be some interaction which will dig little deeper in the material. After coming back to the base group student will present what they have got to the other members of the group. Here, the interaction is more about answering the question about the material from the other member of the base group. The interaction is one of the indicators of the increase of the student participation.

The second, Jigsaw is a new learning technique in XI IPA 1 SMA 2 Klaten. The researcher believes that a new learning technique will motivate the student more. Students will not be bored with the learning. The vary of the learning technique will make the student more motivated in the learning.

The third, a cycle of Jigsaw learning can be done in a meeting. It will optimize the time of the research because the time of the research is very limited. According to those three considerations above, the researcher believes that Jigsaw is the most appropriate technique to overcome the problem. The researcher will apply Jigsaw technique as the action to improve the students participation.

B. Problem Formulation

Considering the research background and problem identification, the researcher is going to answer the following problem: How does the use of jigsaw improve students’ participation in learning English in XI IPA 1 SMAN 2 Klaten?
C. Problem Limitation

The research will be limited on the use of Jigsaw to encourage students’ participation in learning English in XI IPA1 of SMAN 2 Klaten. Students of eleventh grade of IPA1 of SMAN 2 Klaten are adolescence. They should have been active learners, because at their age they tend to search their identity and thus become critical students. However, in English lesson they were passive and indifferent.

Jigsaw technique is a technique that deals with students’ participation. The researcher expects that the alternative technique will increase students’ participation. Jigsaw is chosen to stimulate the student to be more active during English class.

D. Research Objective

The research objective is to answer the formulated question in the problem formulation, which is how to improve students’ participation in learning English of XI IPA 1 of SMAN 2 Klaten. The solution is employing Jigsaw as alternative technique in the learning English.

E. Research Benefits

1. For the students of XI IPA 1 SMAN 2 Klaten

The result of the research can improve the students’ participation in the classroom. The increase in the participation will also increase the critical thinking of the students.
2. For the teacher of XI IPA 1 SMAN 2 Klaten

The result of the research can be used to vary the technique of the teaching. The result of the research also becomes a good start to the teacher to conduct other research in the future.

3. For the future researchers

The research may give contributions to the method of research. This research may give a view about the action research that will be conducted in the future in order to conduct a new research or evaluate the result of this research.

F. Definition of Terms

Below are the list of the terms that are used in this research and the definitions.

1. Jigsaw

Jigsaw is a technique developed by Elliot Aronson (1997) in Texas University and then adapted by Slavin. According to Slavin (2005), Jigsaw technique is a technique that pointed in students’ participation. In this study Jigsaw means a technique which improves student participation through the interaction in the learning. At very first students were divided into 4-5 each group, it is called base team, and then every member of the group chose the different kind material to carry. Students who have the similar material join and gather. It was called as master group. After mastering the material, they come back to their own base group and share the knowledge that they have got to their teammate.
2. Students’ participation

Mikkelsen (2003) states that students’ participation is willingness of student to be active like volunteering answers, asking questions, or contributing to discussions and class sessions. In this research student participation is the indicator of the research goal. (p.76)

3. SMAN 2 Klaten

SMAN 2 Klaten is a state highschool in Klaten. SMAN 2 Klaten is a good quality school. SMAN 2 Klaten is located in suburban area but it has good facilities to support the study. The facilities are language laboratory, chemical laboratory, physic laboratory, informatics laboratory, mosque, cafetaria, basketball court, tennis court, football field and some other facilities. SMAN 2 Klaten is a favorite highschool in Klaten, it makes SMAN 2 has good input of the students.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two sections, namely the theoretical description and the theoretical framework of the research. The theoretical description section covers the elaboration of each theory related to the research topic, namely the elaboration of jigsaw (cooperative learning) and students’ participation. Other than that, this chapter provides the theoretical framework section as the elaboration of the theories which will be used in conducting the research study.

A. Theoretical Description

The theoretical description consists of two main theories related to the research topic. One of the main theories is jigsaw as the technique being observed. The next theory is about the nature of students’ participation in classroom activities.

1. Jigsaw

In this part the researcher will discuss jigsaw. The explanation is divided into is three parts. They are jigsaw definition, the rules of jigsaw and benefits of jigsaw.

a. Definition

Learning wishes student interaction becomes the principle of the learning process. Here students are gathering as a part of class element that join and
establish a statement and motion that become their foundation to develop their knowledge. One of the cooperative learning is jigsaw.

Jigsaw is a technique that was developed by Elliot Aronson (1997), jigsaw can be used whenever the material to be studied is in written narrative form. It is most appropriate in such subjects as social studies, literature, some parts of science, and related areas in which concepts rather than skills are the learning goals. The material of jigsaw should usually be a chapter, story, biography or similar narrative or description material.

b. The Rules

The students are divided into small groups of five or six students each. Each student has their own concern of part to master, eventually each student will come back to her or his base group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting.

To increase the chances that each report will be accurate, the students doing the research do not immediately take it back to their jigsaw group. Instead, they meet first with students who have the identical assignment (one from each jigsaw group). For example, students assigned to passive voice topic meet as a team of specialists, gathering information, becoming experts on their topic, and rehearsing their presentations. We call this the expert group. It is particularly
useful for students who might have initial difficulty learning or organizing their part of the assignment, for it allows them to hear and rehearse with other experts.

Every student in each group educates the whole group about her or his specialty. Students are then tested on what they have learned about grammar from their fellow group member.

c. The Benefit

According to Aronson (1997), first and foremost, jigsaw is a remarkably efficient way to learn the material. But even more important, the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

2. Student’s Participation

Student’s participation is an active learning process (Mikkelsen, 2003). It means that students initiate and use their freedom to share their thoughts. The willingness to share their thought give a good effect to their study. When students ask a question to the teacher, it shows that students are connecting with the materials given. When they are silent, the teacher cannot know wather the students know the material or not. When students ask about any further
explanation, it is also help the teacher to know which material to give more enrichment. (p.13)

Indonesia also has a curriculum that helps the student to be more active. It is CBSA. According to Mudjiono (1999), CBSA helps the student to know and enrich their learning capacity and sources of the study. Mudjiono also states six dimensions of CBSA learning process. The first is students participation in stating the purpose of the study. Second is emphasizing in the affection of learning. Third is students’ participation in the learning activity. The fourth is cohesiveness class as a learning group. The fifth is the freedom of the students to decide their decision in school. The sixth is about the time allocation to encounter the students’ private problem. Students’ private problem here a problem that faced by the student in order of learning process. (p.54)

The increasing of participation is an obvious goal in courses that include frequent discussions and small-group work, it is also important in a lecture course. In short, if only a few students participate by volunteering answers, asking questions, or contributing to discussions, class sessions become to some extent a lost opportunity to assess and promote learning. Teacher can improve students’ participation in the course by devoting time and thought to shaping the environment and planning each class session. Furthermore, the way in which the teacher interacts, both verbally and nonverbally.

Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an
environment in which all participants have the opportunity to learn and in which
the class explores issues and ideas in depth, from variety of viewpoints
(McKeachie, 2003). Some students will raise their voices more than others; this
variation is a result of differences in learning styles as well as differences in
personalities. For example, some students who do not speak often in class are
reflective learners, who typically develop ideas and questions in their minds
before speaking; others are shy students who feel uncomfortable speaking in front
of groups (at least initially). Many students who frequently volunteer to contribute
are active learners, who typically think while they speak. The instructor’s goal is
to create conditions that enable students of various learning styles and
personalities to contribute. To reach this goal, you will need to take extra steps to
encourage quiet students to speak up and occasionally ask the more verbose
students to hold back from commenting in order to give others a chance.

According to McKeachie (2003), teacher needs to make clear from the
beginning of the teacher’s expectation that students will participate. On the first
day of class, explain what the teacher sees as valuable about class participation.
The explanation is indicated that the teachers want to do all teachers can ensure
that the classroom dynamics and activities support full participation, including
calling on students who do not raise their hands and sometimes asking frequent
contributors to allow others to have a chance. The teacher should ask the students
to inform the students if the teacher can make any changes to improve the
classroom dynamics and rates of participation. On the first day of class, give students a clear idea of what to expect regarding participation.

For example, when the teacher plans to lecture each day with pauses for questions and discussion, the teacher should do it on the first day. The teacher can also plan to lead more extended discussions, and then do on the first day. By giving a good framework of the lesson, student can be easily to go through the lesson in track. The teacher will assign a grade to students’ performance in discussions so that they understand the importance of participating. For example, will the teacher evaluate the frequency and quality of their contributions, and also how effectively students respond to other students’ comments. A clear explanation will help the student to perform their best through the lesson.

Learn and use students’ names. McKeachie (2003) also says that students will be more engaged if they believe that the teacher perceive them as individuals, rather than as anonymous members of a group. Encourage students to learn one another’s names, this strategy will increase the possibility that they will address one another by name and direct their comments to one another, not just to the teacher.

This kind of teaching style will be appropriate for the student, especially the student is a high school student who is accustomed to lecture classes, where the teacher on and on and never asks the students to contribute their input. In the otherhand, for some students face that speaking up is scary. High school and college teachers rarely take the time to teach their students how to participate in
productive and respectful way. The students sometimes confuse to ask to the teacher for their contributions, because the teacher rarely explains how and when the student should contribute. When class participation is strong, students enjoy coming to class and learn more. The situation will happen if everybody does their part. If students stay silent, the students are not living up and not growing their knowledge optimally.

In conducting a high participation classroom, teacher also should consider with the bad effect. Sometimes the active classroom tend to be crowded. The teacher should keep the situation is still in conducive situation. The students should focus on the context. If the student start to out of the focus, the teacher should has the strategy to control them. According to Ewerton (1984), In the very first class the teacher can make an agreement who out of the rule will be punished. The punishment is also stated and discussed with the student. This kind of treatment can train the student to be more responsible with the rule. Because the students made their own rule, the students will have more awareness to obey the rule.

B. Theoretical Framework

Here the researcher will elaborate the theoretical framework. The theoritical description is the basis of the theoretical framework that will lead the researcher to the research so the research will be more sistematic and not deviant.
In conducting the research in SMAN 2 Klaten, the researcher uses Classroom Action Research (CAR) Cycle method. The researcher chooses CAR Cycle because CAR cycle deals with short term research and the result can be implied directly in the classroom. In order to start this research, the researcher plans what would the researcher do in the research. First observation is included in the planning phase. The first observation is proposed to gather the first data about the problem that is faced in the classroom. In the observation the researcher tries to dig the core of the problem. The core of the problem found by deep investigation by the teacher and the researcher. In the end of the investigation, the teacher state that the core problem is the lack of the students’ participation.

Seeing the lack of students participation in the classroom, the researcher tries to formulate a set of activity to overcome the problem. The cure is in a form of a set of activity in order to improve student’s participation. Here the researcher deals with cooperative learning (Jigsaw). Jigsaw is seen as the most appropriate technique to overcome the problem. There is a consideration why the researcher choose Jigsaw as the cure of the problem. In applying jigsaw technique, not only the students but also the teacher need to understand the term of the Jigsaw learning to get the optimal learning result. The good understanding of the term of jigsaw is needed because the researcher see that Jigsaw was rarely used in the classroom so its a kind of new technique to the student and the teacher. After the teacher and the researcher understand with the basic concepts of Jigsaw learning, the researcher and the teacher combine the Jigsaw technique with the exist
material. Furthermore, the success of Jigsaw implementation in this research is defined through the increasing of the students’ participation in XI IPA 1 SMAN 2 Klaten.
CHAPTER III

METHODOLOGY

This chapter presents the description of the methodology employed in conducting the research. In detail, this chapter describes the method and the steps taken in completing the research. There are elaborations on research method, research participants, research instruments, data gathering technique, data analysis technique, and also the research procedure.

A. Research Method

In conducting the research, the researcher employed Classroom Action Research (CAR). The decision to employ Classroom Action Research was due to a reason. Classroom Action Research was considered to be the most appropriate research to employ when facing several problems that happen in classroom and to increase the quality of teaching learning process in the classroom. CAR is a research which combine research procedure with some actions to comprehend what happen, and also joining the repairment process.

According to Arikunto (2006), there are three words that shapes those understanding. Those understanding can be explained as:

1. Classroom

Classroom not merely means as the building of classroom, but it has deeper meaning of classroom. Classroom is a group of students who are in the same time learn from the same person as the teacher.
2. Action

This research deals with an action which has definite purpose. The research is in form of cycles. When the first cycle is considered unsatisfying enough, the researcher can repeat the cycle without gathering data from zero. The reflection of the last research can be a powerfull data.

3. Research

This research deals with observing activity using rules and methods to find data or information which is useful for the researcher in order to increase the quality of the learning.

From those three definitions, the researcher concludes that classroom action research is an observation of learning process in form of action which arised in the classroom in order to increase the quality of the learning.

The main purpose of CAR is to increase and to repair the quality of learning process. The increasing and repairing of learning quality were done by the researcher in chain of actions. CAR implementation which is done by the teacher will increase the quality of learning, teacher’s skill in teaching, relevance and the efficiency of learning management.

The teacher needs to try and to develop their style of teaching in order to get an appropriate learning style to fulfill the class’ needs. The teacher always faces the different student’s characteristic in every year. That is why the teacher needs to apply CAR, they need to innovate their learning style in order to adjust with the student’s needs.
In the classroom curriculum development, CAR will be very useful as the input source. It happens because the process of curriculum reformation theoretically is not neutral. In the other hand, the process is influenced by some ideas which are connected to the purpose of study. CAR can help the teacher to comprehend the purpose of the study empirically, not only a theoretical comprehension.

Teacher should do some changes in his/her teaching to adapt with the classroom condition. CAR is also a tool which can be used to conceive what happen in class, then increase it into better condition professionally. As a professional teacher, teacher needs to look and assess by him/her self of the their teaching implementation. At last, they will get the autonomy as a professional teacher.

In this research, the researcher implemented a Classroom Action Research model promoted by Kemmis and McTaggart in Waters-Adam (2006). Waters-Adam describes action research as a proceeding in a spiral of steps, each of which is composed of plan, action and observation, and reflection. Through the spirals, action research creates condition where learning communities may be established. The researcher committed to learning about and understanding the problems and effects of their own actions.

The Classroom Action Research also has it’s benefits and weaknesses. The benefits of Classroom Action Research: first benefit, a problem focuses and mainly concerns with only one case in a specific situation and tries to find the solutions for the focused problem, according to Cohen and Manion (1991). The
main goal is to make improvement for what happened in classroom based on the solutions. For example if a classroom is having a problem of lacking participation, therefore the teacher will conduct a classroom action research based on the appropriate solution to solve the problem in the classroom. Finally the solution will answer the classroom problem.

The second benefit of action research is in conducting the research, the teachers or other researchers can put the idea or theory in their mind into practice. In conducting action research, the researcher is not only designing idea or solution but also implementing idea on a real situation. The idea aims to improve themselves and to increase knowledge about curriculum, teaching, and learning.

According to Cohen and Manion (1991), the weakness of action research is time consuming because after collecting the data the researcher has to process the data by categorizing, analyzing, and drawing interferences that are appropriate. To change a view that action research is time consuming, researchers have to look more on the major aim in conducting the research. It means that even the research is consuming much time, the goal of the research will lead to the better changes.

The second weakness is personal-over involvement. Personal-over involvement may distract the major goal of the research. A personal-over involvement is about the way researchers see events and situations. To overcome the problem and to avoid personal-over involvement, a good communication among the researchers is needed.
B. Research Participants

The participants of the research were the eleventh grade students of science class 1 of SMAN 2 Klaten which consists of 36 students and the English teacher who teaches in that class. The eleventh grade students of IPA 1 were chosen because they are facing a problem in the lack of participation of the student during the teaching learning process.

The students’ character tend to be silent. Some students at the corner back were busy on their own business. Some of the students were messaging. Some others were chatting with the others student with no correlation with the learning material. Basically, the students of XI IPA 1 were smart students. As an IPA students they had more than 7.0, that was included in good category.

The students were good enough in English but they have no awareness to be actively participated in the learning process. The students were enjoying themself. The participation through the lesson was very poor.

C. Research Instruments

The researcher utilized four instruments in completing the research. The instruments were field notes, observation checklist, test and interview. Further elaboration on each instrument will be discussed below.

1. Field Notes

As a way to ensure the objectivity of the research, the researcher employed field notes as one of the research instruments. Field notes were chosen because field notes has two important components. The first component, the descriptive
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

part, includes a complete description of the setting, the people and their reactions and interpersonal relationships, and accounts of events (who, when, what was done). The second component, the reflective part (also referred as observer comment or OC), includes the observer's personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis (Ary, 2002).

2. Observation Checklist

As the other research instrument, observation checklist was employed as the guideline in conducting observation with the research participants. The use of observation checklist was important because it focused the data gathering directly on the topic of the research (Yin, 2002). The observation checklist was developed as a way to gather data from the observation. Due to these reasons, observation checklist has the most advantage of supplying large volumes to indicate the improvement of the participants.

3. Test

As the others research instrument, test was used as the evaluator of the research. Test was used in the end of the research action. This test was just a kind of quiz. From this test the researcher concluded that students really achieved the competence of the lesson.

4. Interview

The researcher conducted the interview in the end of the research. The interview applied to know the participants impression about the research. The
interview also gave a view about the feeling of the participant about Jigsaw Technique.

The four instruments were relatively equal in providing the researcher with sufficient sources and data in conducting the research. The outcome of each instrument being used could not provide all data that were needed in fulfilling the research study. Therefore, rather than emphasizing one research instrument over another, the researcher combined both instruments to obtain the best results of the research so that the outcome would be more valid and reliable.

D. Data Gathering Technique

In this part the researcher will give explanation about the use of the instruments to gather the data. The data gathered during the research will be the basis of the analysis of the research. There are three techniques of gathering the data:

1. Conducting Observation

The first technique was employing field notes. The researcher employed this technique by conducting classroom observations and reporting the observation results in forms of field notes. The researcher will observe the students, the teacher and the interaction that happened in the classroom. Observation was used in order to find the real problem and also the indicator of the research progress. The researcher will do the research directly. The researcher will be joined in the classroom when the research goes on.
In addition to the field notes the researcher employed observation checklist. The result of observation checklist was the indicator of the research progress. The end of the research would be defined by the achievement of the goal through observation checklist.

2. Giving Test

The quiz will be held in the end of the measurement which is implemented. The quiz will be in form of individual assignment. The quiz is intended to measure the student's competence of the material.

3. Conducting Interview

Interview is employed to know the research participant feeling about the research. Interview will be held when the researcher find that the research is well conducted. Interview is focused to strengthen the result of the research that the research is well conducted and hit the target.

E. Data Analysis technique

In this section the researcher will discuss the technique for analyzing the data. According to Burns (2001) the phases are:

1. Gathering the Data

The very first step is to collect the data from the field notes, observator checklists, and tests. At this phase, the general patterns can be seen and then the general patterns can be compared or contrasted to find what fits together.
2. Coding the Data

Burns states that once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. Coding the data can be done by reducing the large amount of data to be more manageable categories of concepts, themes or types.

3. Comparing the Data

At this phase, the researcher will compare the data to examine whether there are any repeated or developed data or not. To know the frequencies of occurrences, behaviors or responses can be done at this phase.

4. Building Interpretations

From the three previous phases, the conclusion from the research can be formulated. At this phase the coded and compared data will be described in order to formulate meaning. Then, the researcher will interpret the meaning why particular behaviors, interactions, and events occur.

5. Reporting the result:

Finished with the interpretation, the next phase will be reporting the outcomes. This is the final phase where the report of the research will be presented to others.

F. Research Procedure

In conducting this research, the very first step is asking some permissions. The researcher asks permission from the head of PBI to BAPEDA Klaten. After that, the researcher brings the permission to the Headmaster of SMAN 2 Klaten. After getting the permission from the head master researcher is asked to meet the
vice head master of Public Relation. The next day, the researcher meets the English teacher of SMAN 2 Klaten to contact one of the teacher’s class to be the subject of the research. The teacher gives one of her class to be the subject of the research. The teacher provides XI IPA 1 as the subject of the study.

After the researcher finds the subject of the research, the researcher and the teacher try to arrange the schedule to start the research. Here the researcher starts to employ the cycle of Classroom Action Research. The first step of the cycle is observation to find the main problem happened in class. After found the main problem, the researcher tries to formulate the most appropriate solution for the problem. The problem becomes the topic of the research.

![Diagram of the research](image)

Fig.3.1 Diagram of the research

The next step is preparing what kind of measurement to be implemented, how to implement the measurement, why the measurement was chosen, when the measurement should be done and the participants. This step is called planning step. After the planning finished, the next step is the implementation. Here, everything that have been prepared by the researcher at the planning step will be
implemented in class. This step is called implementation and observation of the action. In this step the researcher is not only implementing the measurement but also observing the implemented measurement. The researcher will take a note in form of field notes. Besides writing the field notes, the researcher fills the observation checklist. In the end of the class the teacher distributes the assignment as the test. All those three instruments become the ways to collect the data. The teacher and the researcher work along in order to gather the information.

The researcher observes how the action takes effect to the interaction of the student and how effective the action affects to the student’s material mastery. The collected data becomes the description of the action that have been done. The data that have been collected in the implementation and observation step will be evaluated in this step. This step is called reflection step. Here, the researcher evaluates the effect of the action according to the data that have been gathered along the implementation. In the step the researcher also decides whether the action is complete or still needs any improvement.

At the end of the cycle the researcher will report the result and all the data gathered of the research to people who incharge with this research. They are the lecturer of the researcher, the teacher, vice headmaster of curriculum, and BAPEDA Klaten.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher discusses the research finding and the discussion. The discussion is based on the theories stated in the review of related literature section, field notes, observation checklist, test and interview. The result is presented in the implementation of the research. The findings were related to the improvement of the student’s participation of XI IPA 1 SMAN 2 Klaten using jigsaw technique.

This chapter was divided into two parts in order to simplify the organisational of the chapter. They were cycle 1 and cycle 2.

A. Cycle 1
1. Planning cycle 1

After the problem of the research was identified in the preliminary observation, the researcher tried to establish the action to overcome the problem. The researcher decided to employ Jigsaw as the technique to encounter the problem. Jigsaw was chosen to overcome the lack of student’s participation in the classroom. According to Aronson (1997), Jigsaw was good to increase the student’s participation because Jigsaw pointing in the interaction of the student to gather information. That kind of stimulation can be a trigger to the student to be more active through the lesson.

In addition to the technique the researcher also prepared the material to be done in the classroom. For the implementation, the researcher prepared a material for the students. The researcher prepared a picture guiding questions for the
students. The guiding question would be discussed in the master group. According to this question the student would make a report text.

Report text was chosen because the teacher asked the researcher that the students need to have more practice on it. Report text is one of the material that should be acquired by the student. The theory of report text had been done, so for the following week is the time to produce the text.

Because the researcher was the observer, the researcher needed to share and discuss the teaching plan for the teacher. The discussion was needed to introduce the material and the technique to the teacher. Because the teacher had their own business, the researcher needed to make an appointment to conduct the discussion. In this research, the researcher was also preparing the observation checklist. The observation checklist used to monitor the implementation phase, in addition to the field notes.

2. Implementing cycle 1

The implementation is conducted on 23rd February 2011. The implementation was based on the planning phase. The implementation employs Jigsaw as a technique to improve the students’ participation in XI IPA 1 SMAN 2 Klaten.

The implementation was done in 2x45 minutes. Here the researcher did his role as the observer. The teacher taught the class with the guideline that had been made by the researcher. Here, the researcher and the teacher needed to be unified. The teacher and the researcher needed good teamwork. Their roles were completing each others.
In the very first of the lesson, the teacher asked to the student about the last meeting material but the student did not give any respond. Then the teacher started to explain what would they do today. In this time the teacher also said that there were a participation class. The teacher explained what participation class was. The teacher also explained that the student would do Jigsaw as the technique.

The explanation spent about 15 minutes. After the explanation, the teacher divided the students into six groups. Because the class members was 36 students, there were six students in each group. This group was called as base group. After the group fixed, the teacher showed a picture. The picture was a lion picture. Then the teacher explained that they would make report text based on the picture. The teacher also said that she would distribute the questions as guideline. After the picture showed, the teacher gave the question sheet. Every member of the group chose a question. The question that was chosen by the student must be different from the other members. After the students had chosen the question then the teacher explained the next step.

The next step, the teacher asked the students to join in the master group. The master group was the student who had the same question. When the students moved from the base group to master group, they were too noisy. It also took too long time. After the students joined in the master group, they had to discuss about the question that they had chosen. Here, the class were crowded but the crowd were in order to gather information from the others master. Students joined in the master group about 20 minutes. In this phase the students were stimulated to participate. Actually some students had attracted to ask question to other masters.
Here, a good atmosphere of a highly participative classroom could be seen, but the intention of asking and answering question was not more than half of the classroom.

After the master group, the teacher asked the students go back to their base group. In the base group every student needed to report to the other members about what they had got from the master group. Here as the member of the group they needed to present their findings. In the presentation, the other group members also had a chance to ask some questions if they were still had a problem or just giving any suggestions. Here also the characteristic of an participative class. Actually the interactions among members also could be a trigger to stimulate their participation. Done with the presentation of each member of the group, the teacher asked to the students to make a report text according to the information that they had been gathered.

At the end of the lesson, the students had to collect the report text to the teacher. Before the teacher closed the lesson, the teacher asked if there was a question about the material or about the new technique. After that the teacher gave some summaries about the activity and the material.

3. Observing cycle 1

The next phase was observing. The observation conducted when the implementation did. When the action was implemented by the teacher, the researcher did his role as an observer. As an observer, the reseacher observed everything that happened in the classroom. The researcher actually observed the responses and interactions among the students and the students and teacher. The
observation was conducted in order to see how Jigsaw improve the students’ participation of XI IPA1 of SMAN 2 Klaten.

In the observation phase, the researcher saw and took notes in form of field notes. Beside taking notes, the researcher was also filling the observation checklist. The observation checklist employed as the indicator of students’ participation improvement.

The researcher was also paying more attention to the students that become the indicator of the research. In the first cycle the performance of the five person were better. They were actually improve their performance. The most significant improvement was made by one of the student. He participated actively both in the master and base group. In the master group, he asked some questions to the other master about the material. He looked highly interesting in questioning. Sometimes, he was also asked a question that actually he had known the answer. He looked like making an attempt on his friends

In the observation, the researcher noted some important points. The point was about the students responds and interaction through the implementation of the Jigsaw as the technique that implied as the encounter of the lack of the students’ participation in XI IPA 1 of SMAN 2 Klaten.

<table>
<thead>
<tr>
<th>No</th>
<th>Interaction</th>
<th>Quantity</th>
<th>Percentage(%)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students respond to the teacher’s question</td>
<td>32</td>
<td>88.9%</td>
<td>There were 32 students who respond to the teacher.</td>
</tr>
<tr>
<td>2</td>
<td>Students ask the teacher about the material</td>
<td>19</td>
<td>52.7%</td>
<td>The students started wondering about the material and to the techer about it.</td>
</tr>
<tr>
<td>No</td>
<td>Interaction</td>
<td>Quantity</td>
<td>Percentage(%)</td>
<td>Notes</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Students ask other students about the material</td>
<td>34</td>
<td>94.4%</td>
<td>Almost of the students actively asking to other students about the material both in the master or base group</td>
</tr>
<tr>
<td>4</td>
<td>Students respond to the other questions</td>
<td>36</td>
<td>100%</td>
<td>All students tried to answer their friends although they were not the one who questioned.</td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td>36</td>
<td>100%</td>
<td>all of the student did the assignment.</td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td>34</td>
<td>94.4%</td>
<td>Almost all of the students help the others students to solve the problem.</td>
</tr>
</tbody>
</table>

Table 4.1 Summary of Observation checklist cycle 1

There were 5 important points that noted by the researcher in the observation on 23rd February 2011:

a) Students spent too much time and the situation were too crowded, when the students moved to the base group.

b) Students spent too much time and the situation were too crowded, when the students moved to the master group from the base.

c) Students spent too much time and the situation were too crowded, when the students moved to the base group from master group.

d) The test were not conducted because the limited time.

e) The intensity of the question and answer action was developed but need some improvement in the number of the students who was questioning and answering.
4. Reflecting cycle 1

After completing observation on the implementation, it was the time to analyze the data gathered. This phase called as reflecting phase. In this phase, the researcher tried to evaluate the implementation that the researcher was done. The reflection did according to observation of the implementation that had been documented in form of field notes and observation checklist.

There were 5 important points that were noted by the researcher in the observation on 23rd February 2011:

a) Students spent too long time and the situation were too crowded, when the students moved to the base group.

b) Students spent too long time and the situation were too crowded, when the students moved to the master group from the base.

c) Students spent too long time and the situation were too crowded, when the students moved to the base group from master group.

d) The test were not conducted because the limited time.

e) The intensity of the question and answer action was developed but need some improvement in the number of the students who was questioning and answering.

According to 5 important points noted on the observation on 23rd February 2011, the researcher tried to analyze them and found the treatment to encounter it. From the three first points, the researcher found that the problem was in the moving phase. The students took too long time and too noisy when the students were moving to join the group.
To encounter the long of the consumed time in the movement phase, the researcher needed to find a treatment to make the students move fast. The treatment could be in form of agreement or rule. Beside the long of time, the noise when the students were moving also become a consideration. When the students move fast, there was also a possibility that the student would also make more noise. The researcher also needed to formulate a rule that could accomodate this consideration. The researcher needed to make an agreement with the students based on the those two needs.

For the fourth point, the researcher thought that the major point was still about time allocation. In the other hand, the student still needed a replacement test. The individual test could not be underestimated. This kind of test used to asses the individual thought of the material. If we did not conduct individual test the researcher couldn’t know whether the students allready comprehend about the material or not.

The researcher thought that the fifth point of the notes occured because the Jigsaw technique were still a new technique to the student. In the other words, the student still needed to adapt to the technique. The researcher also thought to find a treatment to make the students could blend with the new technique in a short time. The researcher needed to formulate the treatment to make the students accustomed to the technique in a short time because the class would finish in a short time. That was the reason why the researcher used the Classroom Action Research (CAR) as the method of the research.
As the result, the first cycle was good. There were some development in students’ participation through Jigsaw technique. On the other hand, the researcher needed to do some improvement to maximize the result. The strategy for improvement had been discussed above. The improvement would be implied in the second cycle.

**B. Cycle 2**

1. Planning cycle 2

This was the new start of the cycle but this was not a new research. This cycle was the further study of the last cycle. This cycle was the action to completing the problems that is arised in the last cycle. This cycle was based on the reflection of the last cycle. From the reflection of the last cycle, there were found five points that needed to be improved. In this phase the researcher started to formulate the cure of the problem occurred in the last cycle. From the three first points, the researcher found that the problem was the students took too long time and too noisy when the students were moving to join the group.

To anticipate the long of consumed time which needed in the students’ movement, the researcher tried to make a strategy. According to Ewerton (1984). The teacher should make an agreement in the first of the classroom and ask the students’ to participate in making the agreement. This way could make the students more respect the agreement because they made the agreement by themselves. The agreement was about limiting the time consumed in the movement phase. The strategy was asking the students to move fast, no longer
than 30 claps of the teacher. Actually the number of claps would be discussed by the teacher and students as an agreement.

To anticipate the noisy in the moving section, the teacher would also make an agreement. The agreement was about the group of which member made any noise would get some penalty. The penalty would be discussed with the students. With this strategy, the researcher thought that the other students from the same group would also ask their members not to make any noise or there was a penalty for whole members of the team.

About the fourth point, the researcher also felt that it was also because the matter of time. In the researcher’s and teachers’ point of view the individual competencies about the content of the text was good although with out any written worksheet. But to substitute the unexistence of the written worksheet, the teacher would conduct a random oral quiz about the content of the text they had made in the next meeting.

In the fifth notes, the students only improve their participation sightly because the technique were still new for them and it needed the second chance to make them comfort. The teacher also could give any stimuli such giving extra points to the student who asked question to their friends.

2. Implementing cycle 2

The next phase was implementing. In this phase the researcher would explain about the implementation of the plan on the previous section in the real classroom. The implementation was done on 2nd March 2011. The
implementation would be done by the teacher. The researcher would be the observer. The research was done in 2x45 minutes. The time allocation presented in the lesson plan in the appendices.

The first thing that the teacher did in the classroom was greeting then started to ask the students about the content of the text that was made by the students last week. The question was given randomly. All the students that had been asked by the teacher could answer the question. Teacher asked 10 different questions to 10 different students. Enough with the question and answer section, the teacher went to the next section.

The next section was grouping the students. Before grouping students, the teacher explained that last week there were too much time consumed in the transition phase and it was also very noise. After explaining the teacher asked them to make an agreement in order to minimize the time consumed and reduce the noise. The agreement stated that it would be 30 times claps for the transition. The punishment for who made noise would be reducing 2 points of every single noise.

After finishing with the agreements, the teacher asked the students to join with their group. The group was the same with the students had last week. When the student started to move the teacher also started to move. The transition ran fast and silent. When the student joined with their base group, the teacher explained what were the students going to do. Then, the students divided the materials to the member of the groups and joined to the master group. When the students moved
to the master group, the teacher counted with 30 claps. Beside counting the time the teacher also reminded the students about the punishment of making any noise.

After the students gathered in the master group the teacher asked them to be as active as possible. Active means positive actions as asking and giving explanation. For the students who were active in asking or giving explanation in the group, the teacher would give the students some extra points to them as individual assignment points. Then, the master group section started. The master group section was about 15 minutes.

After gathering the materials in the master group the student got back to their base group. In the transition phase the teacher was also counting the time. In the base group, the student were very curious to ask the other members explanation. The base group were done in 20 minutes. In the end of the base group section, the teacher asked them if there were any difficulties, then there was 3 questions from the students. Actually there were more questions but the teacher compressed the questions with the similar or like into 1 question.

After the group section, there was a worksheet section. The worksheet proposed to asses the individual competence of the topic. The students did the worksheet until the time was up. It was more than 15 minutes.

3. Observing cycle 2

The observation conducted exactly the same with the implementation on 2nd March 2011. The researcher as the observer, observed the formulation worked in the classroom. The researcher observed how jigsaw
improves the students participation and how the plan encountered the side effect of jigsaw.

<table>
<thead>
<tr>
<th>No</th>
<th>Interaction</th>
<th>Quantity</th>
<th>Percentage(%)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students respond to the teacher’s question</td>
<td>34</td>
<td>94.4%</td>
<td>There were 34 students who respond the teacher.</td>
</tr>
<tr>
<td>2</td>
<td>Students ask the teacher about the material</td>
<td>26</td>
<td>72.2%</td>
<td>The student were interested in the material and asked the teacher about it.</td>
</tr>
<tr>
<td>3</td>
<td>Students ask other students about the material</td>
<td>36</td>
<td>100%</td>
<td>All of the students actively asked other students about the material both in the master or base group</td>
</tr>
<tr>
<td>4</td>
<td>Students respond to the other questions</td>
<td>36</td>
<td>100%</td>
<td>All students tried to answer their friends although they were not the ones who questioned.</td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td>36</td>
<td>100%</td>
<td>All of the students did the assignment.</td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td>36</td>
<td>100%</td>
<td>All of the students help the other students to solve the problem.</td>
</tr>
</tbody>
</table>

Table 4.2 Summary of Observation checklist cycle 2

From the observation which were conducted by the researcher, stated that there were 5 important points.

a) Students were highly participated in making of the agreements.
b) The transition phase ran well as the researcher’s and the teacher’s plan.
c) The teacher’s role as moderator worked properly.
d) The test could be done on time.
e) The students participation was rised.

4. Reflecting cycle 2

The next phase was reflection. It was the time for the researcher to analize the findings of the observation. According to the observation that was conducted on 2nd March 2011 the researcher tried to reflect the 6 important points.
The first important point was students were highly participating in the making of the agreements. Here the teacher tried to accommodate the students’ participation by asking them to actively involve in the making of the rules. The teacher tried to simulate the sense of belonging of the students. Because the students involved in the making of the rules, the students also had more awareness to obey the rules that the students and teacher had made. In this activity the students’ participation was employed in order to make rules for the students itself. In other words, students’ participation were transformed in other activity beside asking or answering question from the teacher.

The second, the transition phases could be managed as good as possible. It was indicated by the time consumed and the silent movement. The success were simply because of the contribution of the students in the making of the agreements. When the students actively contributed in the process of the managing the agreements, the students were also had much responsibility to obey the agreements. As the observer, the researcher could see when the students treated as subject of the learning, the students became more enthusiastic and lively during the lesson.

The third, the teacher’s role as a moderator worked properly. Here, indicated by the teacher’s role which not talking too much. As the moderator the teacher was only explaining what the students should do or simple direction. According to Aronson, the teacher’s role was only as moderator or facilitator. The teacher was not allowed to talk too much. Here, the students had to be active by themselves and their member in order to find the information about the materials.
In the other hand, the teacher should make summary of the lesson. The summary was proposed to make confirmation to the students about the material, so the students would not be confused if there was a different opinion among the students. As a moderator the teacher should have a good classroom management to run the Jigsaw classroom. The good classroom management would help the teacher to maintain the classroom in a proper situation to learn. The good classroom management helped the teacher to use time as effective as possible.

The fourth, the effect of a good classroom management was an on time learning. Because the time management was good, the test could be done on time. It was a very good progress than in first cycle. In the first cycle, the worksheet section was replaced by the question and answer section in the next meeting. Because the worksheet section was done on time, the teacher also could assess the student competence on time.

The fifth, the students’ participation was rised. It was indicated by the students’ interaction during the base group and the master group was good. It was also indicated by the students’ participation in the making of the agreement. The students participation was very stimulated.

In the end of the reflection, the researcher disscused to the teacher about the research’s continuity. The researcher and the teacher had observed the improvement of the students participation using Jigsaw technique. According to the teacher, the second cycle could represent the succes of the research, so there was no need to conduct any further research. The research was end and the result would be presented in the next chapter.
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will present the conclusions and suggestion of the research. The conclusions presents the answer of the problem formulation. The suggestions present about the suggestion for the future studies on using Jigsaw to improve the student participation in learning English.

A. Conclusion

The research is aimed to answer how the use of Jigsaw improves students’ participation in learning English of XI IPA 1 of SMAN 2 Klaten. From the previous chapter which discusses the process and findings of the research, the researcher concludes that the use of jigsaw can improve the students’ participation in learning English of XI IPA 1 SMAN 2 Klaten. Jigsaw could be used as the technique to improve the students’ participation. According to the research finding, students participation in XI IPA 1 SMAN 2 Klaten was improving. It is shown in the table of improvement.

Using jigsaw, students could accommodate their curiosity. Students’ curiosity could be noticed in the base or master group. Students were active in asking and answering questions. They tried to gather as much as possible information from their friends. Students tried their best to get information in the master group to be presented in the base group. In the base group, students were also active in asking questions.
The result of the interview also gives a confirmation to the researcher that Jigsaw technique had improved the students’ participation. From the interview that was held by the researcher to the teacher and some students, the researcher states that jigsaw improved the students’ participation. For the representation four students stated that they had more chances to ask questions and the students were also able to focus on the lesson. A student stated that with Jigsaw he could be focused and had no time to do another activity during the lesson. From this statement the researcher found that Jigsaw could prevent the students from unimportant activities like daydreaming, unimportant chatting, and messaging. In conclusion, Jigsaw technique could improve the students’ participation of XI IPA 1 of SMAN 2 Klaten in learning English.

B. Suggestion

According to the research, it is proved that Jigsaw technique could improve the students’ participation of XI IPA 1 of SMAN 2 Klaten in learning English. In the other hand the teacher should manage the classroom condition in appropriate situation. Some other adjustment is allowed if there is different situations. The result of the research can also be improved as the way the students’ need.

As far as the teacher know well the new style of teaching, it is better to the teacher to applied in the real classroom. The variety of the learning style can
prevent the students from boredom. The variety of the style of teaching will improve the students spirit of learning.
REFERENCES


Slavin, R. E., Leavey, M. *Student Team Learning*. Baltimore: John Hopkins University, Center for Research on Elementary and Middle School


**Internet Source**

Appendix 1

Research Permission Letters

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mr. W. Tampaksiring Yogyakarta 55002. Telp. (0274) 513301, 516352, Fax. (0274) 562383

Nomor: 008 /Pnt/Kajur/IPBS /1 /2011

Kepada Yth. Kepala BAPEDK KLATEN

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Yudi Denny Permpat Anggraini
No. Mahasiswa: 06 Tahun 006
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: 10 (Semua)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi: SMA N 2 KLATEN
Waktu: Cermin 2011
Topik/Judul: Using Jargons to Improve Students’ Comprehension in Learning English at SMA N 2 KLATEN

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta,

Yth,

1. Kepala Sekolah SMA N 2 Klaten
2. Dekan FKIP
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH (BAPPEDA)
Jln Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314–318 Faks 328730 KLATEN 57424

Nomor : 07/50/II/09
Lampiran : -
Perhal : Permohonan Ijin Penelitian

Klaten, 11 Februari 2011
Kepada Yth.
Ka. SMA N 2 Klaten
Di –
KLATEN

Menunjuk Surat dari Dekan FKIP Universitas Sanata Dharma Yogyakarta Nomor: 008/Pnll/Kajur/JPBS/2011
Tanggal 10 Februari 2011 Perihal Ijin Penelitian, dengan hormat kami beritahukan bahwa di
Wilayah/Instansi Saudara akan dilaksanakan Penelitian

Nama : Yulius Doan Parpito Adiatomic
Alamat : Mrcan Tromol Pos 29 Yogyakarta
Pekerjaan/Mahasiswa : Universitas Sanata Dharma Yogyakarta
Penanggung Jawab : C. Tutyandari, S.Pd., M.Pd
Jenis Penelitian : Survey
Judul / topik : Using Jigsaw To Improve Student’s Participation In Learning English Of
SMAN 2 Klaten
Jangka Waktu : 3 Bulan (11 Februari 2011 s/d 11 Mei 2011)
Catatan : Menyerahkan Hasil Penelitian berupa hard copy dan soft copy ke Bidang
PEPP/litbang BAPPEDA Kabupaten Klaten

Besar harapan kami, agar Saudara berkenan memberikan bantuan seputihnya

An. BUPATI KLATEN
Kepala BAPPEDA Kabupaten Klaten
Jib Sekretaris

Hari Budiono, SH
Sembina Tingkat I
NIP. 19611008 19802 1 001

Tembusan Kepada Yth :
3. Dekan FKIP Universitas Sanata Dharma Yogyakarta
4. Yang bersangkutan
5. Arsip
Appendix 2

Field Notes

Date: 2nd February 2011

1st Preliminary Observation

- All of the students come to the class on time.
- No student is absent.
- Class begin on time.
- The class is silent.
- The teacher explain the material more than 50 minutes.
- There is no respond from the students when the teacher asked if there is any difficulties with the material.
- There is only two students that actively answer the teachers question.
- After done with the classical explanation, the teacher ask the student to do the worksheet in the work book.
- Some students play their cell phone during the lesson.
- Some student is chatting with others students with out any corelation with the material or the learning subject.
- Some students looks not so enthusiastic, daydreaming and looks sleepy.
- Almost all of the student do the worksheet.

Date: 9th February 2011

2nd Preliminary Observation

- There is no respond from the students when the teacher ask the student.
- There is only two students that actively answer the teachers question.
- Some students play their cell phone during the lesson.
Some student is chatting with others students with out any corelation with the material or the learning subject.

Some students looks not so enthusiastic, daydreaming and looks sleepy.

Almost all of the student do the worksheet.

Some students do a homework from the other subject.

Date : 23rd February 2011

1st Cycle Observation

- Students spent too long time and the situation were too crowd, when the students moved to the base group.
- Students spent too long time and the situation were too crowd, when the students moved to the master group from the base.
- Students spent too long time and the situation were too crowd, when the students moved to the base group from masster group.
- The test were not conducted because the limited time.
- The intensity of the question and and answer action was developed but need some improvement in the number of the students who was questioning and answering.

Date : 2nd March 2011

2nd Cycle Observation

- Students were highly participate in making of the agreements.
- The transition phase run well as the researcher’s and the teacher’s plan.
- The teacher’s role as moderator worked properly.
- The test could be done ontime.
- The students participation is rised.
Appendix 3

Observation Checklist and Table of Improvement

Observation checklist

Preliminary Observation

Date: 9th February 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Interaction</th>
<th>Weak</th>
<th>medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students respond to the teacher’s question</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students ask the teacher about the material</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students ask other students about the material</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students respond to the other questions</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td></td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td>V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Interaction</th>
<th>Quantity</th>
<th>Percentage(%)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students respond to the teacher’s question</td>
<td>2</td>
<td>5.5%</td>
<td>There were only 2 students who respond to the teacher.</td>
</tr>
<tr>
<td>2</td>
<td>Students ask the teacher about the material</td>
<td>0</td>
<td>0%</td>
<td>There was no student respon the teacher. They look like shy to ask.</td>
</tr>
<tr>
<td>3</td>
<td>Students ask other students about the material</td>
<td>3</td>
<td>8.3%</td>
<td>Only few of the students asked about the material</td>
</tr>
<tr>
<td>4</td>
<td>Students respond to the</td>
<td>3</td>
<td>8.3%</td>
<td>Only few of the students</td>
</tr>
<tr>
<td>No</td>
<td>Interaction</td>
<td>Quantity</td>
<td>Percentage(%)</td>
<td>Notes</td>
</tr>
<tr>
<td>----</td>
<td>-------------</td>
<td>----------</td>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td>28</td>
<td>77.7%</td>
<td>More than half of the student did the assignment.</td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td>2</td>
<td>5.5%</td>
<td>Almost all of the students did the assignment by themselves with no interaction with other students.</td>
</tr>
</tbody>
</table>

**Cycle 1**

**Date:** 23rd February 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Interaction</th>
<th>Weak</th>
<th>Medium</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students respond to the teacher’s question</td>
<td></td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>2</td>
<td>Students ask the teacher about the material</td>
<td></td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students ask other students about the material</td>
<td></td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students respond to the other questions</td>
<td></td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td></td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td></td>
<td></td>
<td>V</td>
</tr>
</tbody>
</table>
### Cycle 2

**Date : 2nd March 2011**

<table>
<thead>
<tr>
<th>No</th>
<th>Interaction</th>
<th>Weak</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students respond to the teacher’s question</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students ask to the teacher about the material</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students ask to others student about the material</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students respond to the others question</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Interaction</td>
<td>Quantity</td>
<td>Percentage (%)</td>
<td>Notes</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Students respond the teacher’s question</td>
<td>34</td>
<td>94.4</td>
<td>There were 34 students who respond the teacher.</td>
</tr>
<tr>
<td>2</td>
<td>Students ask to the teacher about the material</td>
<td>26</td>
<td>72.2</td>
<td>The student were interesting to the material and asked to the teacher about it.</td>
</tr>
<tr>
<td>3</td>
<td>Students ask to others student about the material</td>
<td>36</td>
<td>100</td>
<td>All of the student actively asking to other students about the material both in the master or base group.</td>
</tr>
<tr>
<td>4</td>
<td>Students respond the others question</td>
<td>36</td>
<td>100</td>
<td>All students tried to answer their friends although they were not the one who questioned.</td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td>36</td>
<td>100</td>
<td>All of the student did the assignment.</td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td>36</td>
<td>100</td>
<td>All of the students help the others students to solve the problem.</td>
</tr>
</tbody>
</table>

**Table of Improvement**

<table>
<thead>
<tr>
<th>No</th>
<th>Interaction</th>
<th>Preliminary (%)</th>
<th>Cycle 1 (%)</th>
<th>Cycle 2 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students respond the teacher’s question</td>
<td>5.5%</td>
<td>88.9%</td>
<td>94.4%</td>
</tr>
<tr>
<td>2</td>
<td>Students ask to the teacher about the material</td>
<td>0%</td>
<td>52.7%</td>
<td>72.2%</td>
</tr>
<tr>
<td>3</td>
<td>Students ask to others student about the material</td>
<td>8.3%</td>
<td>94.4%</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Students respond the others question</td>
<td>8.3%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>Students do the assignment from the teacher</td>
<td>77.7%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>Students help the other students to solve a problem</td>
<td>5.5%</td>
<td>94.4%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Appendix 4: Transcript of Interview

Transcript of Interview

Subjek: Guru

Pertanyaan :

1. Apa pendapat anda tentang pendekatan Jigsaw yang diterapkan di kelas XI ipa 1 SMAN 2 Klaten?

2. Menurut pendapat anda, apa kelebihan pendekatan Jigsaw yang diterapkan di kelas XI ipa 1 SMAN 2 Klaten?

3. Menurut pendapat anda, apa kekurangan pendekatan Jigsaw yang diterapkan di kelas XI ipa 1 SMAN 2 Klaten?

4. Menurut pendapat anda, apakah pendekatan Jigsaw dapat meningkatkan partisipasi siswa pada penerapannya di kelas XI ipa 1 SMAN 2 Klaten?

Jawaban:


2. Kelebihan dari pendekatan Jigsaw yang diterapkan di kelas XI ipa 1 siswa dapat belajar tanggung jawab atas dirinya sendiri dan kelompoknya, siswa melatih kemampuan berbahasa Inggris dalam hal ini berbicara secara aktif, siswa dapat berlatih bekerja dalam kelompok, siswa dapat berpartisipasi secara aktif dan ter fokus dalam pelajaran bahasa Inggris.


Subjek: Siswa

pertanyaan:

1. Apa pendapat anda tentang pendekatan Jigsaw yang diterapkan di kelas XI ipa 1 SMAN 2 Klaten?

2. Menurut pendapat anda, apa kelebihan pendekatan Jigsaw yang diterapkan di kelas XI ipa 1 SMAN 2 Klaten?

3. Menurut pendapat anda, apa kekurangan pendekatan Jigsaw yang diterapkan di kelas XI ipa 1 SMAN 2 Klaten?

4. Menurut pendapat anda, apakah pendekatan Jigsaw dapat meningkatkan partisipasi anda di dalam kelas?
Jawaban:

Siswa 1

1. Jigsaw, menyenangkan, ngga terlalu tegang; jadi bisa fun mas.

2. Bisa latian listening sama speaking, bisa tanya-tanya kalo ada yang kurang jelas.

3. Kadang, ada teman yang jelasinya kurang jelas, jadi harus tanya lagi ke guru.


Siswa 2


3. Waktunya kurang, jadi bisa lama di kelompoknya.

Siswa 3


Appendix 5
Lesson plans

Rencana Pelaksanaan Pembelajaran
Tahun 2010/2011

Mata Pelajaran : B. Inggris
Kelas/Semester : XI/2
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

1. Mengungkapkan makna dalam teks monolog/esei tulis berbentuk report secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan

Kompetensi Dasar

1. Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: report.

Indikator

1. Pada akhir pelajaran siswa mampu menyesun merespon teks monolog berbentuk report.
2. Pada akhir pelajaran siswa mampu menyesun teks monolog berbentuk report

1. Tujuan Pembelajaran
   
   - Siswa dapat merespon teks monolog sederhana berbentuk report
   - Siswa dapat menyusun teks monolog tertulis berbentuk report
2. Materi Pokok

**Picture**

**Guideline**

**Lion**

1. What kind of animal does a lion belong to?
   - Carnifores
   - Wild animal

2. Where can you find a lion?
   - In the african jungle
   - In savannah

3. How does a lion live and survive?
   - They hunt at their area.
   - They can run fast.
   - They have strong fangs
   - They have sharp claws.

4. What does a lion look like?
   - The male lion has a mane.
   - The male is bigger than the female.

5. What does a lions feed on?
   - Zebra
   - Buffalo
   - Deer

6. How does a lion reproduce their cubs?
   - They are mammals.
3. Metode Pembelajaran/Teknik: Jigsaw

4. Langkah-langkah Kegiatan
   • Kegiatan Awal (17’)
     ▪ Menyapa siswa.
     ▪ Mengulas kembali materi pertemuan lalu.
     ▪ Menjelaskan kegiatan hari ini.
   • Kegiatan Inti (53’)
     ▪ Mengelompokkan siswa kedalam base grup
     ▪ Menyebarkan guideline
     ▪ Mengelompokkan siswa kedalam master grup
     ▪ Membuat report text dalam base grup
   • Kegiatan Akhir (20’)
     ▪ Menyimpulkan materi hari ini
     ▪ Mengerjakan worksheet

7. Sumber/Bahan/Alat
   • Gambar
   • Guideline
   • Buku Look A Head 2

8. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Jenis Penilaian</th>
<th>Aspek yang dinilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kognitif</td>
<td>Kemampuan siswa membuat teks berbentuk report</td>
</tr>
<tr>
<td>2</td>
<td>Psikomotorik</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Affektif</td>
<td>Sikap dan partisipasi siswa selama kegiatan belajar mengajar berlangsung.</td>
</tr>
</tbody>
</table>

9. Soal soal
   Mengerjakan worksheet
Worksheet

Answer the questions below!
1. What kind of animal does a lion belong to?

2. Where do you can find a lion?

3. How does a lion live and survive?

4. What does a lion look like?

5. What does a lions feed on?

6. How does a lion reproduce their cubs?

Klaten, February 2011
Guru Mata Pelajaran

C. Hermin Pitoyowati S.Pd.
NIP.195607171986032004
Rencana Pelaksanaan Pembelajaran
Tahun 2010/2011

Mata Pelajaran : B. Inggris
Kelas/Semester : XI/2
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi
1. Mengungkapkan makna dalam teks monolog/esai tulis berbentuk narrative, spoof dan hortatory exposition secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan

Kompetensi Dasar
1. Mengungkapkan makna dalam teks monolog sederhana yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: narrative.
2. Mengungkapkan makna dalam teks monolog sederhana yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: spoof
3. Mengungkapkan makna dalam teks monolog sederhana yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: hortatory exposition

Indikator
1. Pada akhir pelajaran siswa mampu menyusun merespon teks monolog berbentuk narrative,
2. Pada akhir pelajaran siswa mampu menyusun teks monolog berbentuk narrative
3. Pada akhir pelajaran siswa mampu menyusun merespon teks monolog berbentuk spoof,
4. Pada akhir pelajaran siswa mampu menyusun teks monolog berbentuk spoof
5. Pada akhir pelajaran siswa mampu menyusun merespon teks monolog berbentuk Analytical exposition
6. Pada akhir pelajaran siswa mampu menyusun teks monolog berbentuk Analytical exposition
7. Pada akhir pelajaran siswa mampu menyusun merespon teks monolog berbentuk hortatory,
8. Pada akhir pelajaran siswa mampu menyusun teks monolog berbentuk *hortatory*
9. Pada akhir pelajaran siswa mampu menyerap teks monolog berbentuk *report*,
10. Pada akhir pelajaran siswa mampu menyusun teks monolog berbentuk *report*

5. **Tujuan Pembelajaran**
   - Siswa dapat menyerap teks monolog sederhana berbentuk *narrative*
   - Siswa dapat menyusun teks monolog lisan berbentuk *narrative*
   - Siswa dapat menyerap teks monolog sederhana berbentuk *spoof*
   - Siswa dapat menyusun teks monolog lisan berbentuk *spoof*
   - Siswa dapat menyerap teks monolog sederhana berbentuk *Analytical exposition*
   - Siswa dapat menyusun teks monolog lisan berbentuk *Analytical exposition*
   - Siswa dapat menyerap teks monolog sederhana berbentuk *hortatory*
   - Siswa dapat menyusun teks monolog lisan berbentuk *hortatory*
   - Siswa dapat menyerap teks monolog sederhana berbentuk *Report*
   - Siswa dapat menyusun teks monolog lisan berbentuk *Report*

6. **Materi Pokok**
   
   **Guideline cycle 2**
   Discuss the purpose, language features, text organization, and others characteristic of
   
   1. *Spoof*
   2. *Hortatory*
   3. *Narrative*
   4. *Analytical exposition*
   5. *Report*

7. **Metode Pembelajaran/Teknik:** *Jigsaw*
8. Langkah-langkah Kegiatan
   • Kegiatan Awal (25’)
     ▪ Menyapa siswa.
     ▪ Kuis materi pertemuan lalu.
     ▪ Menjelaskan kegiatan hari ini
     ▪ Membuat persetujuan dengan siswa
   • Kegiatan Inti (40’)
     ▪ Mengelompokkan siswa kedalam base grup
     ▪ Menyebarkan guideline
     ▪ Mengelompokkan siswa kedalam master grup
     ▪ Membuat rangkuman dari tiap anggota kelompok dalam base grup
   • Kegiatan Akhir (25’)
     ▪ Menyimpulkan materi hari ini
     ▪ Mengerjakan worksheet

7. Sumber/Bahan/Alat
   • Guideline
   • Buku Look A Head 2

8. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Jenis Penilaian</th>
<th>Aspek yan dinilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kognitif</td>
<td>Kemampuan siswa membuat teks berbentuk hortatory, Analytical exposition, Report, spoof, dan narrative</td>
</tr>
<tr>
<td>2</td>
<td>Psikomotorik</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Affektif</td>
<td>Sikap dan partisipasi siswa selama kegiatan belajar mengajar berlangsung.</td>
</tr>
</tbody>
</table>

9. Soal soal
   Mengerjakan worksheet
Worksheet

Answer the questions below!
1. What is the purpose of hortatory text?
2. What is the text organization of analytical exposition?
3. What are the language features of
   a. Spoof
   b. Report
4. Mention one of narrative text and write down the summary of the text.

Klaten, February 2011
Guru Mata Pelajaran

C. Hermin Pitoyowati S.Pd
NIP.19560717198603 2 004
Appendix 6

Guideline

1. What kind of animal does a lion belong to?
   - Carnifores
   - Wild animal

2. Where can you find a lion?
   - In the african jungle
   - In savannah

3. How does a lion live and survive?
   - They hunt at their area.
   - They can run fast.
   - They have strong fangs
   - They have sharp claws.

4. What does a lion look like?
   - The male lion has a mane.
   - The male is bigger than the female.

5. What does a lions feed on?
   - Zebra
   - Buffalo
   - Deer

6. How does a lion reproduce their cubs?
   - They are mammals.

Guideline cycle 2

Discuss the purpose, language features, text organization, and others characteristic of

1. Spoof
2. Hortatory
3. Narrative
4. Analytical exposition
5. Report
Appendix 7

Test

Test
Cycle 1

Answer the question below!

1. What kind of animal does a lion belong to?

2. Where can you find a lion?

3. How does a lion live and survive?

4. What does a lion look like?

5. What does a lions feed on?

6. How does a lion reproduce their cubs?

Test
Cycle 2

Answer the questions below!

1. What is the purpose of hortatory text?
2. What is the text organization of analytical exposition?
3. What are the language features of
   a. Spoof
   b. Report
4. Mention one of narrative text and write down the summary of the text.
Appendix 8 Samples of Students’ work Cycle 1

kelompok 2

The lions are carnivorous animal. As a carnivorous animal they just eat meat, and sometimes they hunt the other animal which weaker than them. Such as Zebra, antelopes, buffaloes etc besides of us a carnivorous they are as wild animal too and not strange they called by king of the jungle. Nowadays, there are several lions placed in the Zoo the lion like that aren’t as wild as the lions which still live in the jungle. The lions which live in the jungle are more wild than the lions which placed at Zoo.

Lions can be found in the African jungle. African jungle is a wet, natural and scary forest. Because it has high temperature it’s hard to live people in there except an ethnic group. There are many animals were found in the jungle. Besides of animal, we can find lion in the jungle. One of the most important animal is a lion. Lions always be found in the jungle. After rain, it can be found wandering in search of food. In their original region to explore their territory.

The lion live in the jungle with hunt. The animal which they hunt such as zebras, deer, gazelle. They hunt at their hunting area. Teamwork also enable them to defend their kills. They are more easily against other large predator. They can run as fast like a horse. They can run up to 90 km/hour. The lion have strong teeth and claws. Their legs are very strong and their claws are sharp. They have acute hearing. They can hear voices from 100 to 1,000 meters. In this time, the population of lion almost extinct. There are 5,000 lions remaining today.
The Lion

The lion resembles a cat. They have many of the same features: such as; paws, face, paws, and their physical appearance, etc. But they have many differences. Different in characteristics and habits.

The male lion has a mane. It can show authority and is protect when fight. They are more dangerous, so the enemy will more afraid with the lion.

The male is bigger than the female, because he male lion have a job to be head of colony and protect if there lion, which disturb.

Just like the other creatures, lion survive by feed on zebras. First, the lion chase the zebra from long distance. Then, in the zebra’s careless situation, the lion pounce on the zebra’s neck until the zebra become moveless. After that, the lion will eat the zebra. The lion also feed on buffalos and dikes. The lion usually feed their preys in a group. And they spend their preys together.

The lion reproduce their young cubs with are mammals/uter. The lion were generate baby with uterus, like the animal’s other example: cow, buffalo, goat etc. The lion didn’t lay eggs, but uterus because the lion included gave such animals. The lion long to be pregnant while during nine month as many the men and a mammalia animals periodical to gave such not come.
The lions are carnivores animals. As a carnivores animals, they just eat meat. And sometimes they hunt the others animal which weaker than them to eat, such as zebra, antelope, buffalo, etc.

Beside of as a small carnivores, they are an wild animal too. And not strange they called by King of Jungle. Nowadays, there are several lions placed at the zoo. The lions that aren’t as wild as the ones which still live in the jungle. Sure, the lions which live in the jungle are more wild than the ones which placed at zoo.

We can find a lion in the African jungle. African jungle is a wide natural and scary forest, because it has high temperature. So it hard to find people in there, except their group. In there we can find many animals, one of them a lion. Beside in African jungle, we can find lion in savannah. Savannah is a land with dry grass. Sometimes in there, lion rooms in forest to extend their territory.

The lion live by hunt some animal. The animal which they hunt such as zebra, deer, mouse deer. They hunt at their hunting area. Their hunting also enables them to defend their base more easily against other large predators. They are very strong. They can run fast like a horse. The lion have fangs and claws. Its fangs are very strong and it claw are sharp. They have acute hearing. They can hear voice from 100 to 120 meters. In this time, the population of lion is almost extinct. There are 3,000 lions remaining today. They can run go up to 90 km/hour.
4) the Lion

The lion resembles a cat. They have many as much resemblance such as paw, face, long moustache, etc. But they have many different differences in characteristics, and habits.

The male lion has a mane. It can show authority and as protection when fight. More and more luxurious, so the queen will mate again with the lion.

The male is bigger than the female because the male lion have a job to be a head of the colony and protect if there lion which disturb

Just like the other creatures, lion survive by feed on zebra. First, the lion catch the zebra from long distance. Then in zebra careless situation, the lion pounce on zebra's neck until the zebra become powerless. After that the lion feed the zebra. The lion also feed buffaloes and deer. They usually feed prey in group. And spend their prey together.

The lion reproduce their young (cubs) with one mammal / litter

The lion: give birth give birth in hut, like the animals other.

Examples: cow, buffalo, goat, etc. The lion not lay eggs but litter, because the lion included gave suck animals. The lion long to be pregnant with during nine month month as the non mammal animals periodical to gave suck not come.
• What is the purpose of the hortatory text?
  - The purpose of the hortatory text is to persuade the reader or listener that something should or should not be the case.

• What is the text organization of the hortatory exposition?
  - The text organization of the hortatory exposition are:
    - Thesis
    - Arguments
    - Recommendation

• What is the language feature of
  - topic: use of action verbs
    - use of connectives
    - use of transitional phrases of time and place
    - use of simple past tense
  - Report: use of gerund nouns
    - use of describing verbs
    - use of present tense
    - use of habitual verbs
    - use of technical verbs

• One day, the mouse went to the river. In the river lived a crocodile. The crocodile saw the mouse cheer. And he crept behind the mouse cheer, and then he caught the mouse cheer's leg.

  The mouse cheer was started and stamped. He had an idea. He saw a twig floating. And he dreamed the crocodile with the twig. The crocodile couldn't see very well, so the mouse cheer ran out of the water and

  • laugh with the crocodile.
1. The purpose of expository text is to persuade the reader or listener that something should or shouldn’t be the case.

2. The text organization of analytical exposition are:
   - thesis
   - arguments
   - restatement

3. a. The language features of speech are:
   - The use of action verbs
     ex: walked
   - The use of connectives
     ex: first, then
   - The use of adverbial phrases of time and place
     ex: in the garden, two days ago
   - The use of simple past tense

b. The language features of report text are:
   - The use of general nouns
     ex: compulsory, cars
   - The use of relating verbs
     ex: is, are
   - The use of present tenses
   - The use of behavioral verbs
     ex: snakes often bask in the sun
   - The use of technical terms

4. The Legendary Sword

Once upon a time, there lived a swordswoman in a little kingdom named Arthur. He trained everyday to be a legendary swordswoman. One day, his kingdom was attacked by darkness creatures. The leader of the creatures called Alucard. He was very strong even anything couldn’t slay him. Arthur heard that it was a legendary sword in the middle of darkness forest. On his way to get the sword, he met many creatures. One of them was able to be his friend. The creature called Viper. Viper helped Arthur to get that sword. After got that sword, Arthur back to his kingdom and beat Alucard with the legendary sword.
1. What is the purpose of the Expository Text?

The purpose of the Expository text is to provide information, explain concepts, and make a point. It is not meant to persuade or present an argument. It is a factual and informative text.

2. What is the text organization of Expository Text?

The text organization of Expository Text are:

- Thesis
- Arguments
- Restatements
- Text Features of expository:
  a) The language features of expository are:
    - The use of action verbs (e.g., walked, laughed, ran away)
    - The use of connectives (e.g., first, then, finally)
    - The use of adverbial phrases of time and place (e.g., in the garden, two days ago)
    - The use of the simple past tense (e.g., He walked away from the village)
  b) The language features of report are:
    - The use of general nouns (e.g., komodo, crocodile, orchid)
    - The use of relating verbs (e.g., are, has)
    - The use of present tense (e.g., komodo dragons usually weigh more than 500 lbs)
    - The use of behavioral verbs (e.g., move often run before in the run)
    - The use of technical terms (e.g., water contains oxygen and hydrogen)

4.

One day, the mouse deer went to the river. In the river lived a crocodile. The crocodile saw the mouse deer, and he crawled behind the mouse deer, and then he caught the mouse deer. Then, the crocodile was surprised and terrified. He had an idea, below a twig floating. And he showed the crocodile with the twig. The crocodile couldn't see very well. So, the mouse deer ran out of the water and he laughed with the crocodile.

Good job!
1. What is the purpose of the literary text?
   - The purpose of the literary text is to engage the reader or listener that

2. What is the text organization of a typical Analytical text?
   - Thesis
   - Arguments
   - Reiteration

3. What are the language features of a speech?
   - The language features of speech are:
     - The use of action verbs
     - The use of connectives
     - The use of adverbial phrases of time or place
     - The use of the simple past tense

   - The language features of reports are:
     - The use of general nouns
     - The use of reporting verbs
     - The use of past tense
     - The use of behavioural verbs
     - The use of technical terms

---

The Legend of Melin Kandang

Long time ago in the one village in Sumatra island, live a poor widow and her son named Melin Kandang. Melin had dream to be rich man, one day a rich sailor come to their village with his ship. Melin decide to follow the rich sailor. When Melin be a rich man, he came back to his village. His mother know Melin was come back to the village, she quickly go went to the harbour. She met Melin, but Melin didn’t know if she is his mother. His mother be sad, she pray to god to make his son be the best son.
1. The purpose of the introductory text is to persuade the reader or listener that something should or should not be the case.

2. The text organization of the analytical text are A thesis, Argument, Renunciation.

3. The language features of speech are
   - the use of actives
     e.g.: walked, laughed, ran away
   - the use of connectives
     e.g.: first, then, finally
   - the use of adverbial phrases of time and place
     e.g.: in the garden, two days ago
   - the use of the simple past tense
     e.g.: He walked away from the village.

b) The language features of report are
   - the use of general nouns
     e.g.: homesteads, computer, orbis, etc.
   - the use of linking verbs
     e.g.: is, are, have
   - the use of present tense
     e.g.: Komodo Dragons usually weigh more than 100 kg.
   - the use of behavioral verbs
     e.g.: Snakes often sunbathe in the sun.
   - the use of technical terms
     e.g.: Water contains oxygen 16% and hydrogen.

9. There was once a man who wanted to live forever. He lived in fear of dying.

   One day he was walking along and saw a Chinese Dragon.

   "Oh Dragon," he said. "I live in fear of dying. I hear that you live
generally; I wish I was you. Then, the Dragon spoke. "Here, man, you shall
have the living forever. I will show you what it feels like.

   The Dragon carried him to an island where nobody had. The man live there
and was amazed at how the people lived. After a while, he understood the people and not enjoy living forever.

   He called the Dragon, "Take me back to the land."

And now in China, when people see Dragons the saying, "we are happy as we are

Oh, Dragon!"
1) What is the purpose of the expository exposition text?

- The purpose of the expository exposition text is to persuade the reader or listener about something that should or should not be the case.

2) What is the text organization of analytical text?

- The text organization of analytical text are thesis, arguments, and substantiation.

3) What is the language features of spoof and reports?

- The language features of:
  1. Spoof:
     - The use of object verbs (ex: wanted, laughed)
     - The use of connectives (ex: first, then)
     - The use of adverbial phrases of time and place (ex: in the garden)
     - The use of simple past tense (ex: he went away)
  2. Reports:
     - The use of general nouns (ex: komodo, culprit)
     - The use of relating verbs (ex: is, are, has)
     - The use of present tense (ex: Komodo dragons usually weigh more than 160 kg)
     - The use of behavioral verbs (ex: sleeps on sunbath in the sun)
     - The use of technical terms (ex: water contains oxygen and hydrogen)

4) Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and her uncle.

One day, she heard her aunt and uncle talking about leaving Snow White in the castle because they both wanted to go America and they didn’t have enough money to take Snow White with them.

Snow White didn’t want her aunt and uncle to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up, she saw the dwarfs. The dwarfs asked, "What is your name?" Snow White said, "My name is Snow White."

"Oh, one of the dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.
1. The purpose of the text expository text is to persuade the reader or listener that something should or should not be the case.

2. The text organisation of analytical exposition is a thesis, arguments, reiteration

3. a) The language features of speech is:
   - the use of action verbs (e.g. walked, laughed, ran)
   - the use of connective (e.g. first, then, finally)
   - the use of adverbial phrases of time and place (e.g. in the garden, two days ago)
   - the use of the simple past tense (e.g. He walked away from the village)

b) The language features of report is:
   - the use of general nouns (e.g. kangaroo, computers, orchids)
   - the use of linking verbs (e.g. is, are, has)
   - the use of present tense (e.g. Komodo dragon usually weigh more than 150 kg)
   - the use of behavioural verbs (e.g. snakes often slither in the air)
   - the use of technical terms (e.g. water contains oxygen and hydrogen)

4. narrative

   Promise: Refuse

   Once there was a time when the eagle fell in love with a hen. The eagle gave the hen a golden ring. But the hen had already promised to marry a cock. So when the cock saw the ring, he became very angry. Then the hen was so frightened at the cock, that she threw a way the ring. When the eagle came the next day. The hen told him the truth. The eagle was so furious that he cursed the hen. "Why didn't you tell me earlier? Now you always be scratching the earth and I will always asking about you to catch your children." At last that vow be real.

   Punctuation: " 
1. The purpose of the hypothesis was to persuade the reader or listener that something should or should not be the case.
2. Text organization:
   - A thesis
   - Arguments
   - Reiteration
3. a. The use of action verbs
   (e.g. walked, laughed, ran away)
   - The use of adjectives
   (e.g. first, then, finally)
   - The use of adverbial phrases of time and place
   (e.g. in the garden, two days ago)
   - The use of simple past tense
   (e.g. He walked away from the village)
4. The use of general nouns
   (e.g. tomatoes, computers, orchids)
   - The use of relating verbs
   (e.g. is, are, has)
   - The use of present tense
   (e.g. Komodo dragons usually weigh more than 160 kg)
   - The use of behavioral verbs
   (e.g. Smiles often sunbathes in the sun)
   - The use of technical terms
   (e.g. Water contains oxygen and hydrogen)

   
   Girl In The Mirror

   One day, I was at a party when suddenly dared me to go to in the bedroom in the basement. Turn off the lights and close the door. I had stayed there for five minutes. After about nine minutes, the light started flickers on and off. I was scared. It was one of my friends playing a trick on me. After the third time, the light flickered, I noticed a beautiful girl in the mirror, and her hand was reaching toward me. I heard a voice but I had hard time to understand. I finally realized that the girl was uttering, "Because he's coming." I fell into my back and all of sudden, she was gone. I ran out screaming and my friends made fun of me. The next night when my family was asleep, it rained so heavily and my cat, Rosie, walked...
Appendix 9

Photos
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI