

**USING JIGSAW TECHNIQUE TO IMPROVE THE READING
COMPREHENSION OF CLASS VII C STUDENTS OF SMP N 2 DEPOK
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



Yunus Purwowibowo

10202244031

**ENGLISH EDUCATION DEPARTMENT
LANGUAGES AND ARTS FACULTY
YOGYAKARTA STATE UNIVERSITY**

2015

APPROVAL

**USING JIGSAW TECHNIQUE TO IMPROVE THE READING
COMPREHENSION OF CLASS VII C STUDENTS OF SMP N 2 DEPOK
IN THE ACADEMIC YEAR OF 2013/2014**

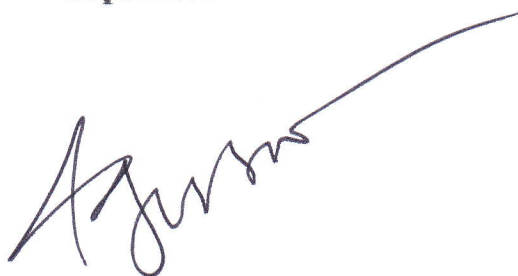
A THESIS

Yunus Purwowibowo

10202244031

Approved on December 16, 2014

Supervisor

A handwritten signature in dark ink, appearing to read 'Agus', with a long, sweeping horizontal line extending to the right.

Dr. Agus Widyanoro, M.Pd.

NIP. 19600308 198502 1 001

RATIFICATION

USING JIGSAW TECHNIQUE TO IMPROVE THE READING COMPREHENSION OF CLASS VII C STUDENTS OF SMP N 2 DEPOK IN THE ACADEMIC YEAR OF 2013/2014

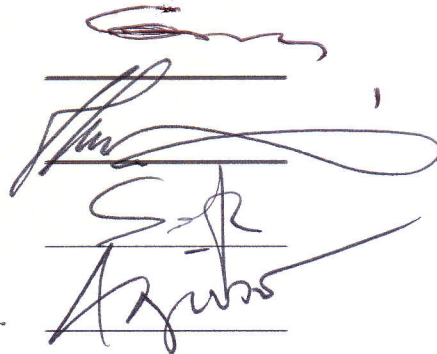
A THESIS

Yunus Purwowibowo
10202244031

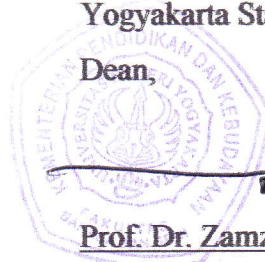
Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on January 13, 2015 and declared to have fulfilled one of the requirements to attain *Sarjana Pendidikan* Degree in English Education.

Board of Examiners

Chairperson : Drs. Samsul Ma'arif, M.A.
Secretary : Sukarno, S.Pd., M.Hum.
Examiner 1 : Siti Sudartini, S.Pd., M.A.
Examiner 2 : Dr. Agus Widyantoro, M.Pd.

The block contains four handwritten signatures in black ink, each written over a horizontal line. The signatures are for the Chairperson, Secretary, Examiner 1, and Examiner 2.

Yogyakarta, January 13, 2015
Faculty of Languages and Arts
Yogyakarta State University



Dean,

Prof. Dr. Zamzani, M.Pd.

NIP 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Yunus Purwowibowo
NIM : 10202244031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi: : USING JIGSAW TECHNIQUE TO IMPROVE THE
READING COMPREHENSION OF CLASS VII C
STUDENTS OF SMP N 2 DEPOK IN THE ACADEMIC
YEAR OF 2013/2014

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 13 Januari 2015

Penulis,



Yunus Purwowibowo

DEDICATION

I dedicate this thesis for:

**My beloved parents,
(Nasiyun and Sutarni)**

**My beloved Brother,
(Nur Aji Prasetyo)**

My Lovely friends who have helped and supported me

MOTTOS

**Remember ALLAH's blessing so that, hopefully, you will be
Successful
(QS. Al A'raaf 7:69)**

**There is an ease behind a difficulty
(Qs. Al Insyiroh 94:6)**

**Seek help in patience and prayer
(Qs. Al Baqarah 2:45)**

ACKNOWLEDGMENTS

Alhamdulillah Hirobbil 'Alamin, praise be to Allah SWT, the Almighty, the Most Merciful, and the Most Beneficent who has given me strength to finish my thesis.

I would like to express my greatest gratitude to my supervisor, Dr. Agus Widyanoro, M.Pd. who has given valuable time, correction, advice, and suggestions in guiding me to finish my thesis.

Many thanks and appreciations go to my beloved mother and father who have given me motivation and mental support to finish my thesis.

I would also like to thank to the big family of SMP N 2 Depok , Mr. Murdiwiyono, S.Pd. (the principal), Mr. Septian and Mrs. Kartinah (the English teachers), and the students of class VII C for their participation, support and help during the research implementation.

Last but not least, I would like to thank to my friends; Ganis, Kurniadi, Ikba, Kunto, Destra, Boris, Riski, Adi and all my classmates of class H 2010. I say many thanks for everything we have been through.

I hope that this thesis is useful for the readers. However, I realize that this thesis is far from being perfect ; therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, January 13, 2015

The Writer



Yunus Purwowibowo

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION	iii
<i>PERNYATAAN</i>	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES AND FIGURES	xi
ABSTRACT	xii

CHAPTER I: INTRODUCTION

A. Background of the Study	1
B. Identification of the Problems	4
C. Delimitation of the Problems	5
D. Formulation of the Problem	6
E. The Objective of the Study	6
F. The Significances of the Study	6

CHAPTER II: LITERATURE REVIEW

A. Literature review	
1. Reading	
a. The Nature of Reading	8
b. Reading sub skills	10
c. Reading Process	11
d. Reading Comprehension	12
e. Causes of Poor Reading Comprehension	13

2. Theory of Teaching Reading	
a. The Nature of Teaching and Learning	16
b. Theory of Language Teaching Classroom	17
c. Theory of Teacher's Role	18
d. Stages of the Teaching and Learning Cycle	19
e. Principles of Teaching Reading	22
3. Theory of Jigsaw	
a. Definition of Jigsaw	25
b. Implementation of Jigsaw	26
c. Advantages of Jigsaw	28
B. Related Studies	28
C. Conceptual Framework	30

CHAPTER III: RESEARCH METHOD

A. Research Type	32
B. Research Setting	32
C. Subject of the Research	33
D. Time of the Research	33
E. Data Collection Technique	34
F. Data Analysis Technique	34
G. Validity and Reliability of Data	35
H. Procedure of the Research	37

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance	
1. Identification of the Problems	39
2. Determining the Actions to Overcome the Problems	46
B. Report of Cycle I	
1. Planning the Actions	47
2. Action and Observation	50
3. Reflection	58

C. Report of Cycle II	
1. Planning the Actions	61
2. Action and Observation	64
3. Reflection	69
D. Findings and Discussion	72
 CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusions	78
B. Implications	80
C. Suggestions	81
 REFERENCES	82
APPENDICES	84
A. Course Grid	
B. Lesson Plans	
C. Pre-test and Post-test	
D. Observation Sheets and Field Notes	
E. Interview Guidelines and Transcripts	
F. Attendance List	
G. The Students' Reading Score	
H. The Students' Work	
I. Photographs	
J. Permit Letters	

LIST OF TABLES AND FIGURE

Table 1: The Students' Reading Score in Pre-Test	42
Table 2: The Arising Problems Found in the Field	43
Table 3: The Problems Related to the Teaching and Learning process in Reading	45
Table 4: Relationship between the Field Problems and the Causes	46
Table 5: The Actions Implemented to Solve the Problems	46
Table 6: The Comparison between the Pre-Test and Post-Test Score ..	74
Table 7: The Result of Quantitative Data from T-Test Analysis	74
Table 8: The Summary of the Situation both in Cycle 1 and Cycle 2 ..	75
 Figure 1: Implementation of Jigsaw Technique	 28

**USING JIGSAW TECHNIQUE TO IMPROVE THE READING
COMPREHENSION OF CLASS VII C STUDENTS OF SMP N 2 DEPOK
IN THE ACADEMIC YEAR OF 2013/2014**

Yunus Purwowibowo

10202244031

ABSTRACT

The aim of this research was to improve reading comprehension of class VII C students of SMP N 2 Depok in the academic year of 2013/2014 through jigsaw technique. This research was classified as action research.

The steps of this research were reconnaissance, planning, conducting action and observation, and having reflection. In conducting the research, the researcher involved the English teacher, the school principal and the students of class VII C. This research was conducted in two cycles with five meetings in Cycle 1 and four meetings in Cycle 2. There were two forms of data in this study. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing the students, and the English teacher, making field notes, and holding the discussion with the English teacher as the collaborator. Meanwhile, the quantitative data were obtained from the students' reading score of pre-test and post-test which they were analyzed by using t-test statistics in SPSS 20 program. There were five validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Furthermore, to get the trustworthiness of the data three triangulation principles were implemented: time triangulation, space triangulation, and investigator triangulation. The actions implemented in this research were implementing the jigsaw technique in the reading class, employing the stages of the Genre-Based Approach in teaching-learning process, providing more input texts in the form of handouts, and giving the students an opportunity to be more active through group discussion and group sharing section.

The results of the research showed that jigsaw technique was believed to be effective to improve the students' reading comprehension and students' participation in reading class. The students' understanding toward descriptive and procedure texts was improved. The mean value of the pre-test is 71.5 while the mean value of the post-test is 80. The gain score is 8.5. According to t-test analysis, $t_{\text{value}} = -4.073$; $\text{sig.} = 0.000$, it means that the score difference is significance because $\text{sig.} < 0.05$. In addition, they became actively engaged in reading class, they were not reluctant to share their ideas and there were no students that became too dominant in the class since they had the equal role in the class.

CHAPTER I

INTRODUCTION

A. Background of the Study

The purpose of English teaching for the students is to have awareness about the essence of English in improving the human competence in facing the globalization (BSNP, 2006). There are four skills in English teaching that should be mastered by the students. Those skills are listening, speaking, reading, and writing. Those skills are integrated and related each other. As a receptive skill, reading can improve the vocabulary mastery, knowledge, and ideas so it is believed that it can assist the learners to develop other skills like speaking and writing. In addition, reading is the most important skill in constructing the meaning from the written language and giving the background knowledge for producing oral language. In relation to the importance of reading, “reading arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability” (Brown, 2004: 185). It means that reading is the most valuable skill in determining the success of the teaching-learning process. Furthermore, Richards and Renandya (2002: 273) state that reading is a skill which is highly valued by students and teachers alike. Reading is an activity that involves an understanding and comprehending the text to get the intended information. In addition, reading is one of the ways for people to access the world and to get any information in the written works. Thus, there are three reasons why reading is viewed as essential

language skill. Firstly, reading is one of the ways to know all the printed language since it is a skill to construct the meaning. Secondly, reading can improve the students' vocabulary as indirectly can help the students getting easier to master English. Lastly, reading will enhance the students to be more active in learning especially for independent learning.

Reading activities should be fun and challenging. In this regard, the students are expected willingly to read and have awareness about the importance of reading. Unfortunately, it was found that the reading activities were boring and wasting time for the class VII C students of SMP N 2 Depok. Based on the researcher's observation and interview with the teacher and some of the students, there were some problems that were found on reading comprehension of class VII C at SMP N 2 DEPOK.

The first problem was that the students' reading comprehension was low. Based on the interview with the teacher, it was found that the mean score of the students' reading test was still under the KKM which was 75. Many students gained the score under 75. It was because the students found some difficulties in understanding a text since they did not pay attention to the teacher when the teacher explained the material. They would pay attention to the teacher if the teacher asked them to read the text or answer the question given by the teacher. It was captured by the researcher when the researcher did the observation. Some of the students had difficulties to deal with vocabulary in the text. Yet many of them did not bring dictionary. Then, some of the students had difficulties in understanding the generic structure and language features of the text.

Secondly, the students felt bored when they were faced with an English text that they should read. In doing observation, the researcher found that many students yawned and some others were busy with their own business such as talking to their friend and making such a joke in the class. They were reluctant to understand the text in understanding the unfamiliar word, interpreting the content, and finding the main idea. In this case, it could be said that they were less motivated to respond to the reading activity. Furthermore, when the teacher gave tasks to the students, only some of the students who sat down in the front did the task while the rest just copied them.

Lastly, the teacher used the teacher-centered approach which caused the learning process dominated by the students who have better competency than others. The teacher rarely applied the cooperative learning such as dividing group work in the class. It made the class monotonous so some students were not active and tended to be passive. They were depended on the teacher with the information about the text so it made the students to be lazy to explore the text by themselves. Also based on the researcher's observation, the teaching-learning process was not effective because it took the whole meeting to discuss only two short advertisement texts. In this regard, the time management of the class was not good.

Based on the problems identified at SMP N 2 DEPOK, the researcher intended to improve the students' reading comprehension by using the jigsaw technique. It is because the jigsaw technique is one of the cooperative learning strategies that can encourage the students to be more active in sharing and

expressing their idea to each other in the group. Additionally, the jigsaw technique provides challenging activities in the learning activities so that the students' reading comprehension will achieve the better result through the discussion in the group. Therefore, this study is important for SMP N 2 DEPOK in order to improve the students' reading comprehension in the teaching-learning process.

B. Identification of the Problems

Reading is a must for students since it can determine the success of the students' learning. Meanwhile, not all students can be successful in reading comprehension. There are many factors that can cause the students having low ability in comprehending the text. Westwood (2008: 34-37) says that there are eight most frequently causal factors. Those factors are limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems in recalling information after reading.

As stated in the background of the study, the students' reading comprehension was low. There were some factors related to the students' reading comprehension which encompassed problems related to the students, the teacher and the learning activity.

The first problem was related to the students. The class VII C students of SMP N 2 Depok did not have high motivation and interest in learning English especially in the reading activity. They did not pay attention to the teacher when the teacher explained the material. They were busy with their business to talk with

their friends. Also, they often made jokes in the class that caused some chaos in the class. It disturbed the students who were serious in the class. Furthermore, they lacked knowledge about components of a text such as the grammatical features, vocabulary, and the generic structure of the text.

The next problem was related to the teacher. Although the teacher had a good competence in pedagogical competence, he could not control the condition in the class well. There was a gap between the active and the passive students in the class. As a result, the active students were dominant and the passive students were not covered by the teacher well in the teaching-learning process. Also, the teacher was rarely using a meaningful activity so the learning activity was boring. He just translated the text word by word in teaching reading.

The last problem was related to the learning activity. The learning activity was monotonous which will drive the students to be bored. It was because the learning activity still used the teacher-centered approach. The students were not given more opportunities to explore the knowledge by themselves. The learning activity was based on the teacher-centered approach without involving the students to participate in the learning activity. In short, the teacher-centered approach will lead the students to be passive in the class.

C. Delimitation of the Problems

It is impossible to solve all the problems identified in the SMP N 2 Depok especially those related to the teacher, so the researcher limited the problems related to the students and the learning activity. This limitation is based on the researcher's observation and interview with the teacher. The students' reading

comprehension was low because they were less motivated and they tended to be passive because of monotonous activities in the reading class. That is why the class VII C students of SMP N 2 Depok need a teaching technique, the jigsaw technique, that can make the students engaged in teaching-learning process and they become more active in the class. Thus, from the discussion in the background of the study and the identification of the problems, the researcher chose the jigsaw technique to improve the students' low reading comprehension. It is because the jigsaw technique can solve the problems related to students and the learning activity.

D. Formulation of the Problem

Based on the background of the study above as well as the identification of the problems, the research problem was formulated as follows: "How can the reading comprehension of class VII C students of SMP N 2 Depok in the academic year of 2013/2014 be improved through the use of the jigsaw technique?"

E. Objective of the Study

The objective of this research is to improve the students' reading comprehension of class VII C students of SMP N 2 Depok by using the jigsaw technique.

F. Significance of the Study

Considering the important the study, it is expected that some advantages can be acquired from the study as presented below:

1. For the class VII C students of SMP N 2 DEPOK, it can be an effort for them to improve their reading comprehension through the jigsaw technique.
2. For the teacher, the teacher can use the research findings to improve the success of teaching-learning process.
3. For the readers, hopefully this research can give more information about how to improve the students' reading comprehension by using jigsaw technique.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories that are related to the study. This chapter is divided into three subchapters which are literature review, relevant research study, and conceptual framework. Each of them is presented below.

A. Literature Review

1. Reading

a. Nature of Reading

According to the School-Based Curriculum, reading is one of the four language skills that should be mastered by students of SMP. There are many studies about the importance of reading and many experts define what reading is. According to Richards and Renandya (2002: 273), reading has the important concern both in the second and foreign language teaching situations. There are two reasons why reading has to take into account in the language teaching. First, many foreign language students have a goal in reading such as reading for information and pleasure, reading for their career, and reading for study purposes. Second, good reading texts provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion, and to study language features. Thus, reading is a skill which is highly valued by students and teachers alike.

Additionally, Mikulecky and Jeffries (1996: 1) say that “reading is one important way to improve students’ general language skills in English. It is because reading help students learn to think English, reading can enlarge students’

vocabulary, reading help students to improve their writing, reading may be a good way to practice English if students live in a non-English speaking country, reading can help students prepare for study in an English-speaking country, and reading is a good way to find out about new ideas, facts, and experiences”. In this regard, they emphasize the essence of reading which is really useful for the students to improve not only the English proficiency mastery but also the knowledge and insight.

Reading is a receptive skill which is to receive any information as the input data. Many experts have defined what reading is. According to Spratt, Pulverness, and Williams (2005: 21), reading is one of the four language skills which it is a receptive skill as same as listening. It deals with making sense of the text that encompasses understand the language of the text at word level, sentence level, and whole-text level. In addition, Johnson (2008: 3-4) defines that “reading is the practice of using text to create meaning, reading is a constantly developing skill, reading integrates visual and non visual information, and reading is the act of linking one idea to another”. From his four definitions, He explains that reading is not only just sounding out words but also catching the meaning, to be a good reader is to be more practice reading, the visual information and non visual information are related each other to create meaning, and reading also link one idea to another to make comprehension about the text.

From the definitions above, it can be concluded that reading is a valuable skill in order to get information by inferring and comprehending any written works which involve a text, a reader, and a social context.

b. Reading Sub Skills

In reading, there are some ways in order to achieve the intended goal. The intended goal in reading will influence the ways of how we read. In this regard, the reading sub skill also determines the success of reading. Spratt, Pulverness, and Williams (2005: 22) state that there are five sub skills of reading. Those are reading for specific information or scanning, reading for gist or skimming, reading for detail, extensive reading, and intensive reading. Firstly, scanning is used when the reader want to find a piece information in the text which the reader does not read the whole text. The reader just read the intended topic or information that is interested in. Secondly, skimming is reading quickly through a text to get a general idea of what text is about.

Next, reading for detail is reading deeply the text to get the meaning of the text in detail. Then, extensive reading is reading long pieces of text such as a story or an article. According to Brown (2001: 313), extensive reading is done to get the general understanding of usually longer text such as book, long article, and essays. Usually, extensive reading is done in the outside of class time for example reading for pleasure. Lastly, intensive reading is used to make aware how language is used. In addition, Brown (2001: 312) states that “intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of the passage”. The intensive reading has the specific purpose like knowing the grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, and rhetorical relationships.

In line with Spratt, Pulverness, and Williams, Harmer (1998: 69) also mentions that there are at least three reading skills that should be acquired by the students. Those are presented below:

1. Scanning

The students need to be able to scan the text for the particular bits of information they are searching for. It means that they do not have to read every word and line.

2. Skimming

The students need to be able to skim a text as if they were casting their eyes over its surface to get the general idea of what it is about.

3. Reading for detailed information

This reading skill is different with scanning and skimming. In reading for detailed information, the students are expected to concentrate on the minutiae of what they are reading.

From the definitions above, it can be concluded that reading has the sub skill used to read the text depend on the reader's need. The sub skill of reading are scanning, skimming, reading for detail, and as the addition extensive reading and intensive reading are also categorized in the reading sub skill.

c. Reading Process

There are some models in the reading process. Brown (2001: 298-299) proposes that the models of the reading process can be divided into three models. They are:

- 1) Bottom-up model**

In the bottom-up model, the readers must first recognize a multiplicity of linguistic signal (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers and use their linguistic data-processing mechanism to impose some sort of order on these signals. From all the perceived data, the reader selects the signals that make some sense, that cohere, that "mean".

- 2) Top-down model**

The second model is top-down model. In the top-down model, readers draw their knowledge and experience to understand a text. It is because the readers must, through a puzzle-solving process, infer meanings, decide of what to retain and not to retain, and move on.

3) Interactive model

The last is called interactive model. The interactive model is the combination of both bottom-up and top-down models. Those models are important for the success of teaching methodology.

d. Reading Comprehension

Reading comprehension is the main part of reading. It is because reading comprehension can determine the success of reading itself. “Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002: 11). He claims that comprehension entails three elements:

- The *reader* who is doing the comprehending
- The *text* that is to be comprehended
- The *activity* in which comprehension is a part.

They say that in considering the reader, they include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, they include the purposes, processes, and consequences associated with the act of reading. Furthermore, Anderson, Hiebert, Scott, and Wilkinson; Jenkins, Larson, and Fleischer; O’Shea, Sindelar, and O’Shea; in Klingner, Vaughn and Boardman (2007: 2) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Based on the definitions above, reading comprehension can be said as the process of comprehending the text through interpreting and constructing the text to get the content or information of the text.

e. Causes of Poor Reading Comprehension

Students often face problems when they try to comprehend the text. They get difficulties in understanding text. According to Westwood (2008: 33), the problem in comprehension can be caused by a variety of different factors. Those can be intrinsic to the individual and others are related to insufficient instruction or to inappropriate materials. He states that there are eight most frequently mentioned causal factors of poor reading comprehension. Those can be explained below.

1. Limited vocabulary knowledge

According to Westwood (2008: 34), a student who has difficulty understanding what he or she is reading, has a serious mismatch between the his/her own knowledge of word meanings (expressive and listening vocabulary) and the words used in the text. He gives an example in the sentence 'The farmer inspected his crops growing in the next field'. He gives the opinion that the child who has never meet the word 'crop' before, may think it is a particular type of vegetable or fruit. It is important for the teacher to pre-teach new vocabulary of the text that will be read in order to enhance comprehension.

2. Lack of fluency

Westwood (2008: 34) says that students who read either very slowly – or much too fast often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low-level processing of letters and words rather than allowing full

attention to be devoted to higher-order ideas and concepts within the text. But very fast reading may result in inaccurate word recognition, and important details being overlooked.

3. Lack of familiarity with the subject matter

It is much easier to read with understanding if the reader already possesses some prior knowledge of the topic (Westwood, 2008: 34). He states that using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. It is better to provide information first by other means (e.g. video, posters, mini-lecture, discussion) to build firm background knowledge before students are expected to read about that theme in printed texts. This is particularly important for weaker readers.

4. Difficulty level of the text (readability)

The difficulty level of the text is a major factor influencing whether or not material can be read with understanding (Westwood, 2008: 35). Westwood (2008:35) explains that the text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. The difficulty level of the text should be compatible with the students' reading ability. Books that are too difficult for the students will make the students frustrated which they will make many errors yet books that are easier for the weaker students can not guarantee the success of reading.

5. Inadequate use of effective reading strategies

Weaker readers compared with skilled readers do not have strategic approach to interpret the text (Westwood, 2008: 36). It is because they tend not to know of, or use, strategies that would help them visualize, make connections, reflect, infer, predict, question and summarize (Westwood, 2008: 36). Here, strategies in reading are important in order to enhance the students' reading comprehension.

6. Weak verbal reasoning

The ability to reason is determined by an individual's level of intelligence; but guided reading activities in which a teacher uses effective questioning to challenge students to think more deeply about the text they are reading are helpful in developing their ability to reason from the information given (Westwood, 2008: 36). Deliberately guiding students to make connections between new information in text and their existing bank of knowledge is beneficial.

7. Problems with processing information

Westwood (2008: 37) states that limited working memory is sometimes suggested as a causal factor in poor comprehension. It is known that individuals differ in their working-memory capacity, with some able to process and accommodate much more information than others. Working-memory capacity is significantly reduced if an individual is stressed or anxious, or is preoccupied and distracted by other issues. But it is also clear that slow word-by-word reading places unreasonable demands on working-memory span and makes it almost impossible to store information long enough for meaning to be maintained.

8. Problems in recalling information after reading

Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details. The use of graphic organizers to summarize and consolidate key points before, during and after reading can also help to strengthen recall of information (Westwood, 2008: 37).

2. Theory of Teaching Reading

a. The Nature of Teaching and Learning

Teaching and learning are something inseparable in the education system. In the teaching and learning process, there is a process of transferring knowledge and values. In addition, Brown (2000: 7) says that “teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning”. Meanwhile Brown (2007: 7) says that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction”. According to SKKD for SMP in Indonesia, English is a tool in communication both in spoken and written forms. To communicate is to understand and to express the information, the mind, the feeling, the development of science and technology, and culture by using that language. The communication ability in a whole understanding is discourse ability. Discourse ability is the ability to understand and to produce oral or written texts, which are realized into four language skills:

listening, speaking, reading, and writing. It is the four language skills, which are used to perceive or to produce a discourse in society.

Based on *Kurikulum SMP Mata Pelajaran Bahasa Inggris oleh Departemen Pendidikan Nasional 2006*, the goals of teaching English at SMP are to make the learners have ability of:

- a) Improving communicative competence in written and oral form to reach the informational literacy level,
- b) Having awareness that English is important to improve nation competitive ability in global community, and
- c) Developing understanding feedback of the learners between language and culture.

From the definition above, it can be said that teaching and learning is one unity and there is a process of taking and giving in there.

b. Theory of Language Teaching Classroom

It is important for the teacher to have knowledge about the appropriate language and method used to teach the students. There should be an effective way to design fun and challenging activities in order to raise the students' motivation. Then, the material must be appropriate and authentic for the students' age level so the material will be meaningful for them. Richards (2006: 22) states that "effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange". The role of the teacher in the language classroom is that a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

According to Spratt, Pulverness, and Williams (2005: 135), “the language used by the teacher in the classroom must be appropriate for the classroom function and for the level and age of the learners”.

It can be drawn in conclusion that teaching English in the Junior High School requires some principles. The teacher should suit the appropriate material to be taught and the teacher should choose the best method to design a fun, meaningful, and challenging activities.

c. Theory of Teacher’s Role

It is believed that to be a teacher is to be an actor/actress because teaching is an art. It means that teacher should act as the actor to be. Also, a teacher can be said as a professional as if he/she must have four competences. Those are pedagogical competence, personal competence, social competence, and professional competence. As a professional teacher, the teacher plays some important roles in the teaching- learning process. Harmer (2002: 57-62) states that the roles of teacher are as controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Those are explained as follow:

1) Controller

As controller, it means that the teacher responsible to class about the activity that is happen in the class to handle the situation in a good condition. In this regard, the teacher tells the student things, organize drills, and read aloud.

2) Organizer

This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

3) Assessor

As assessor, the teacher task is offering feedback and correction on the student performance, handing out grades, saying whether students can pass to the next level.

- 4) Prompter
Students can have difficulties in expressing their ideas, as a prompter, teacher can give nudge or hint by offering words or phrases in order to encourage the student to think creatively.
- 5) Participant
The traditional picture of teachers during student discussions, role-play, or group decision-making activities, is of people who stand back from the activity, letting students get on with it and only intervening later to offer feedback and correct mistakes.
- 6) Resource
When teacher acts as a resource, a teacher will want to be helpful and available.
- 7) Tutor
When students are working on longer projects, such as pieces of writing or preparation for a talk or a debate, teacher can act as a tutor.
- 8) Observer
Teacher can observe what the students do in order to give them useful group and individual feedback.

d. **Stages of the Teaching and Learning Cycle**

The government developed a curriculum called School-Based Curriculum (KTSP). The School-Based Curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is used as the guidance for the teacher all levels of educational institution including in junior high school related to what to teach and how to teach. This curriculum is still believed suitable to be implemented in the teaching-learning proces. Now, there are so many ways and methods that can be used by teachers in teaching learning process since in KTSP teachers can freely select the appropriate teaching method according to the students' characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate teaching methods, that is going to be used in delivering the teaching material. One of the methods that can be used is genre based approach. It consists

of five stages which are BKOF, MOT, JCOT, ICOT, and linking related text. Those can be explained below.

1) Building Knowledge of the Field (BKOF)

Feez and Joyce (1998: 28) state that in building of the context; first, the students are introduced to the social context of an authentic model of the text-type being studied. Then second, the students explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves. And the last, the students explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

2) Modeling of Text (MOT)

According to Feez and Joyce (1998: 29), in this modeling stage students can learn the structural pattern and language features of the model. They also can compare the model with other examples of the text type. In this stage, the activities are presented in relation to the text type being studied, the social purpose being achieved, and the meanings being made.

3) Joint Construction of Text (JCOT)

In this stage, students begin to contribute to the construction of whole examples of the text-type. Then, the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text type independently. The activities can be

teacher questioning, discussing, and editing whole class construction, then scribing onto board or projector, skeleton texts, jigsaw and information gap activities, small group construction of the texts, dictogloss, and self assessment and peer assessment activities (Feez and Joyce :1998: 30).

4) Independent Construction of Text (ICOT)

ICOT tasks require students' independence in constructing the text. In this stage students work independently with the text and the learner performances are used for achievement assessment. Feez and Joyce (1998: 31) state that independent construction in reading activities including performing a task, sequencing pictures, numbering, tricking or underlining material on a worksheet and answering questions.

5) Linking Related Texts

Feez and Joyce (1998: 31) state that in this stage, students investigate about what they have learnt. In this teaching or learning cycle can be related to:

1. Other texts in the same or similar contexts.
2. Future or past cycles of teaching and learning.

Feez and Joyce (1998: 31) state that activities which link the text type to related texts include:

1. Comparing the use of the text type across different fields.

2. Researching other text types used in the same field.
3. Role-playing what happens if the same text type is used by people with different roles and relationships
4. Comparing spoken and written models of the same text type
5. Researching how a key language feature used in this text type is used in other text types

Thus, the teacher should make sure that the task in the previous stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the students are able to do the Independent tasks.

e. Principles of Teaching Reading

Harmer (1998: 70) explains that there are principles behind the teaching of reading. Each of them can be explained as follows.

a) Reading is not a passive skill

Reading is a receptive skill nonetheless it does not mean that in reading, the reader is just passive in the reading activities. The reader has to comprehend the text through understanding the words mean, relating the picture in the text with the words, and understanding the argument. If the reader-the students do not do these things, it means that they are just touching the surface of the text and they will easily forget it.

b) Students need to be engaged with what they are reading

Students who are not engaged with reading text will not actively interested in what they are reading. They will be engaged and get much more in their reading when they are faced with interesting topics or the topic they like and challenging tasks.

c) Students should be encouraged to respond to the content of a reading text, not just the language

It is important to study the generic structure and the grammatical aspect of the reading texts like the way they use language, the number of the paragraphs they contain, and how many times they use relative clause. Though, it is important to know the content of the text. The students should be given opportunity to respond the message of the text so they will be engaged to express their feeling about the topic.

d) Prediction is a major factor in reading

When the readers read the book or article, usually they have an idea of the content even they have not read before. It is because they have a hint through the book cover in the book and the photograph and headlines in the article. In so doing, the teacher should give students hints so they can predict what is coming too. It will make them to be more engaged readers.

e) Match the task to the topic

The teacher should choose good reading tasks such as the right kind of question, engaging, and useful puzzles. The most commonplace passage can be designed with imaginative and challenging task.

f) Good teachers exploit reading texts to the full

A reading text consists of words, sentences, ideas, and descriptions. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks using the language for study and later activation.

Additionally, Nation (2009: 6-8) proposes that there are four principles in teaching reading. Those are presented as follows.

1. Meaning-focused Input

There are three points that should be considered in the meaning-focused input. Those are the reading course should have the purpose of reading such as (reading for information, reading for fun, reading to write, reading integrate information, and reading to critique texts), the learners should be given the material which is appropriate and suitable in their proficiency level, and reading should be used as a way to develop language proficiency.

2. Meaning-focused Output

In the meaning focused-output, reading should be related to other language skills like listening, speaking, and writing in doing reading activity like using ask and answer technique.

3. Language-focused Learning

Reading should focus on the target language that the students have to be achieved. In this regard, learners should be helped to develop the skills and knowledge by giving the course deal with the reading sub skills

and language features. Then, learners should be given training and practice in a range of reading strategies.

4. Fluency Development

The activities that can develop reading fluency are like speed reading, repeated reading, paired reading, scanning, and skimming. Next, learners should be given interesting text and various activities to motivate them in reading. Lastly, learners should read a lot that can be monitored and encourage through the use of extensive reading and issue logs.

In addition, Klingner, Vaughn, and Boardman (2007: 104) state that there are several activities prior to reading:

- 1) Set a purpose for reading.
- 2) Motivate students to read.
- 3) Pre teach key vocabulary and concepts.
- 4) Link students' background knowledge and experiences with the reading.
- 5) Relate the reading to students' lives (making connections).
- 6) Build students' knowledge of the text features.

3. Theory of Jigsaw

a. Definition of Jigsaw

Jigsaw is one of the techniques that can be used in the teaching-learning activity. It is categorized as cooperative learning that makes the students more active in the group work. Aronson (2014) states that jigsaw is a cooperative

learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience. The jigsaw technique was first developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Since then, hundreds of schools have used the jigsaw classroom with great success. “Jigsaw activity is based on the information-gap principle which the class is divided into groups and each group has part of the information needed to complete an activity” (Richards, 2006: 19). The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. In jigsaw technique, the students are expected to be more challenged so they will actively participate in the course. In addition, Brown (2001: 185) defines that jigsaw techniques are a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective. Berkeley-Wykes (cited in Ali, 2001) defines the jigsaw reading technique as the technique in which a reading text is cut into segments and the task of the students is to restore it to its proper order - to make sense of the text.

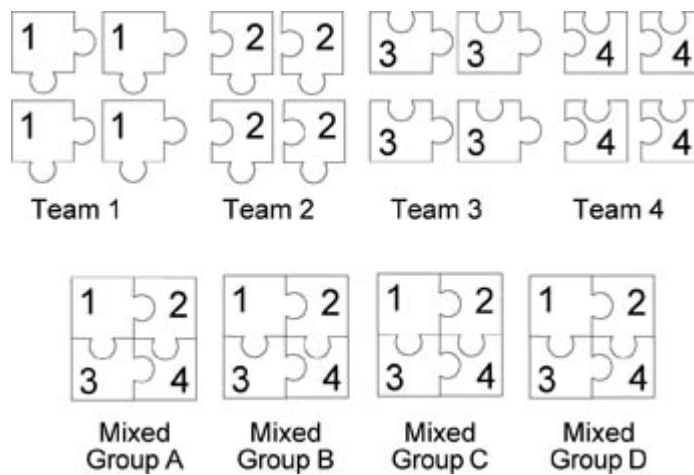
b. Implementation of Jigsaw

According to Aronson (2014) the implementation of jigsaw in classroom is very simple use.

These are the steps of using jigsaw:

- 1) Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
- 2) Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
- 3) Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.
- 4) Assign each student to learn one segment, making sure students have direct access only to their own segment.
- 5) Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
- 6) Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
- 7) Bring the students back into their jigsaw groups.
- 8) Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
- 9) Float from group to group, to observe the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
- 10) At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

Here is the figure of the implementation of jigsaw:



Taken from

<http://serc.carleton.edu/NAGTWorkshops/coursedesign/tutorial/jigsaw.html>

FIGURE 1: Implementation of Jigsaw Technique

c. Advantages of Jigsaw

Aronson (2014) states that there are several advantages of jigsaw compared with other teaching methods:

- 1) Most teachers find jigsaw easy to learn.
- 2) Most teachers enjoy working with it.
- 3) It can be used with other teaching strategies.
- 4) It works even if only used for an hour per day.
- 5) It is free for the taking.

B. Relevant Research Studies

There are many studies about the implementation of the jigsaw technique in the teaching reading. Many researchers have written about the effect of the jigsaw technique in improving students reading skills as they use different methods, subjects, and materials in conducting the study. They find that the

jigsaw technique succeed to improve the students achievement in reading. One of them is conducted by Dararat Pom-D entitled “The Effect of Jigsaw Technique II on Reading Comprehension of Mattayom Suksa 1 Students”. This thesis is classified into experimental research which is to examine whether the jigsaw technique has an effect or not on students’ reading comprehension. He conducted the research at Witlaemsuwannaram Municipality School whose the subject is the students of Mattayom Suksa 1. Prom-D (2012:35) reported that the results revealed that Mattayom Suksa 1 students’ achievement reading comprehension was higher after being taught by using the jigsaw II technique. This study shows that the mean on the post test was 3.76 higher than the pre-test (from 21.32 to 25.08).

Another researcher is Jing Meng who tried to combine jigsaw cooperative learning with the teaching of English reading. He wanted to confirm that jigsaw as cooperative learning is more effective in teaching English reading in Colleges. This study is classified into experimental study with the pre-test and post-test as the instrument. The subject of this study is 146 freshman students majoring in Arts. He divided into experimental group who was taught by using jigsaw and control group who was taught by using traditional method. Meng (2010:503) states that the mean of experimental class in pre-test is 10.96, in post-test 13.10. The progress is significant, while in control class, no rapid progress has been made. The result of this study shows that jigsaw cooperative learning is one of the most effective ways of teaching English reading in college.

In addition, Novianto (2012) writes thesis about effort to improve the students' reading comprehension using jigsaw technique. This study tries to find out whether the jigsaw technique can improve the students' reading comprehension or not. This study is classified into action research. The subject of the research is the second year students of SMAN 1 Kalasan Yogyakarta. In conclusion of the study, Novianto (2012:173-174) says that all students were enthusiastic in joining the reading class, they all were active in sharing and discussing their texts in their expert group and they all presented their texts to their jigsaw group mates and the students dared to share and ask their friends when they got the problems or when they did not know about the texts they read after the jigsaw technique was implemented in the class.

Thus, those studies find that the implementation of the jigsaw technique is believed to be effective to improve the students' reading comprehension. The differences between those studies and this study are the use of the methods, the materials, the time of the research and the subject of the research.

C. Conceptual Framework

The concepts of the jigsaw technique to improve the students' reading comprehension have been explored in the previous section. In this section the conceptual framework will be explained in detail. The English teaching can not be separated from teaching reading. Considering the importance of teaching reading in terms of reading comprehension, it is important to find the suitable technique since the students were less motivated and felt bored in facing the English text.

There should be a technique that can promote the language learning. The jigsaw technique can be used to improve the students' reading comprehension since it can bring the meaningful activity to the students. The jigsaw technique can be used as one of the methods to teach reading in order to make the learning activity not too monotonous. In the jigsaw technique, the students are divided into several groups where each group is given different parts of the text. To get all the information, the students will actively find the information from all groups. All students will have the contribution in the teaching learning process so they will be more motivated. In addition, the students will be challenged to know the information that they do not know. That is why in this research, the jigsaw technique has been chosen by the researcher to improve the class VII C students' reading comprehension at SMP N 2 Depok.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses how the research will be conducted in detail. This chapter is divided into eight subchapters. They are research type, research setting, subjects of the research, time of the research, data collection technique, data analysis technique, validity and reliability of data, and procedure of the research. Each of them is discussed below.

A. Research Type

This research uses the principles of action research. It is used to carry out actions to improve the students' reading comprehension of class VII C of SMP N 2 Depok. Kemmis and McTaggart in Koshy (2005: 4) state that action research involves a spiral of self-reflective spirals of planning a change, acting and observing the process, reflecting, acting and observing, reflecting, and so on. In addition, Burns (2010: 2) claims that the central idea of the *action* part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. The researcher collaborated with the teacher and the research team members in identifying the problems, planning and carrying out the actions, and evaluating the actions implemented.

B. Research Setting

This research was conducted at SMP N 2 Depok focusing on class VII C. The school is located at Street Dahlia Depok, Sleman, Yogyakarta. The available rooms in this school are the headmaster's room, teacher's room, a room for guidance and counseling, an administration room, a school health unit, a kitchen,

a mosque, two teacher's toilets, five students' toilets, fifteenth classrooms. One class consists of about 30 to 34 students. Totally, there are 384 students, one headmaster, eighteen teachers, one school guard, and two English teachers. The researcher decided to choose this location because the researcher did PPL in this school and found some problems related to the students' reading comprehension so that the researcher intended to solve the problems using jigsaw technique.

C. Subjects of the Research

The research involved the school principal, the English teachers, the students of SMP N 2 Depok; especially the students of class VII C of SMP N 2 Depok in the academic year of 2013/2014. The researcher chose the students of class VII C based on the observation in the class and interview with the teacher in which it was found that the students had problems in reading comprehension.

D. Time of the Research

The researcher conducted the action research in the second semester in the academic year of 2013/2014. The observation was done on January 2014 and the researcher conducted the action from April until July 2014. The researcher discussed the schedule with the teacher to implement the action research. The researcher took to take two meetings from total three meetings of the English subject schedule of class VII C. The researcher chose the schedule on the Monday and Wednesday. It was because the English teacher used the third meeting that was on Thursday to teach the class. The schedule is presented as follows.

Monday : 10.35-11.15

Wednesday : 11.45-13.05

E. Data Collection Technique

The data of this research were in the form of qualitative data and quantitative data. The qualitative data were collected through two techniques. Those data were obtained through observation and interview techniques. The instruments that were used to collect the data were an observation sheet, interview guidelines, a camera and a pre-test and a post-test. The observation was done in the teaching-learning process which was collecting data in the form of field notes. To get more valid data, the researcher interviewed some of the students and the teacher. The data of interview were in the form of interview transcripts. Meanwhile, the quantitative data were collected through scoring the students' work. The researcher used a pre-test and a post-test to take the students' score.

F. Data analysis Technique

To analyze the qualitative data, Miles and Huberman (1994: 10) state that there are three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification that should be done. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the written-up field notes or transcriptions (Miles and Huberman, 1994: 10). In this regard, the researcher collected all data in the form of field notes of observation and interview transcripts during the teaching learning process. Next, the researcher reduced the data in order to simplify and summarize the form of data that is in the field. Data display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994: 11). In this stage, the researcher decided to choose the data from the

selected data reduction to understand and to look for what happen in the data displays to be analyzed and reported. The third step is drawing the conclusion. In drawing the conclusion, the researcher held the discussion with the teacher and the students of class VII C which is to avoid subjectivity to analyze the finding. For the quantitative data, the researcher used the SPSS software version 20 to analyze the data. It is used in order to know whether there were any changes or not after implementing the action.

G. Validity and Reliability of Data

Anderson in Burns (1999: 161-162) proposes five validity that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

a. Democratic validity

Democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the stakeholders of SMP N 2 Depok such as the teacher and the students. In the interview, the teacher and the students were given a chance to give their opinion, idea, and comment to find out the problem that they are faced with.

b. Outcome validity

Outcome validity was related to the outcome achieved by the researcher. The achievement of the outcome involved not only problem solving but also appearing new questions in the related research. To get the outcome validity, the researcher did the reflection about the result of the study.

c. Process validity

Process validity meant that actions that are done in the research were believable. To get the process validity, the researcher collected the data by doing observation, and noted the events during the implementation of the action research. The researcher took note and recorded anything that happened in the teaching learning process of the class VIIC students at SMP N 2 Depok.

d. Catalytic validity

Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In order to fulfill this validity the researcher interviewed the English teacher and the students by asking about their responses to the changes occurring to themselves.

e. Dialogic validity

Dialogic validity means that the stakeholders could participate in the process of the research. To get the dialogic validity, the researcher did peer review in action research. It would mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with 'critical friends' or other practitioner researchers who can act as 'devil's advocates'.

To get the trustworthiness of the data and to avoid subjectivity in analyzing the data, the researcher uses triangulation. Furthermore, Burns (1999: 164) proposes four forms of triangulation namely time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. The researcher used three of them as follows:

a. Time triangulation

Time triangulation means that data were collected at one point in time or over a period of time to get a sense of what factors were involved in the change process. In this regard, the researcher conducted the action in two cycles which one cycle consisted of three-five meetings.

b. Space triangulation

The data were collected across different subgroups of people involving the students with various backgrounds of knowledge and different levels of English proficiency.

c. Investigator triangulation

In this way, more than one observer was involved in the same research setting to avoid the biased interpretation. The research collaborated with English teacher to act as observer.

H. Procedure of the Research

a. Reconnaissance

Reconnaissance was the first step in this research. The researcher did this step to find out the information concerning on the students' reading comprehension. Then, the researcher tried to identify the existing problems by doing class observation, interviewing the English teacher and the students, and conducting a pre-test. The problems came from the students, the teacher, and the learning activity involved in the teaching-learning process. All of the data collected were presented in the form of identified field problems.

b. Planning

After the problems have been identified, the researcher concerned on the existing problems. The researcher tried to look for the technique that can solve the problems. In planning the actions, the researcher collaborated with the English teacher to discuss the plan. The actions were implementing the jigsaw technique in the reading class, employing the stages of Genre-Based Approach in the teaching-learning process, providing more input texts in the form of handouts, and giving the students an opportunity to be more active through group discussion and group sharing section.

c. Action and Observation

After the action plans have been designed, the researcher had to implement the plan. The researcher used the jigsaw technique to solve the problems related to the students' reading comprehension and the students' participation in the reading class. The actions were implemented in two cycles. The qualitative data were collected through two techniques which were doing observation and interviews.

d. Reflection

In this step, the researcher had a reflection in each of the cycles that have been implemented. The researcher discussed the result of the actions with the teacher based on the observation in the class, interviews with the students, and took the result of the students' score from the post-test. It was used to find out whether the actions were successful or not. If the actions carried out were successful, the researcher would continue to implement it. If the actions were unsuccessful, it would be revised in the next cycle.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the report from the procedures of research that have been planned in the previous chapter. It describes the reconnaissance step and the report of the action in Cycle 1 and 2 which includes planning, action, and observation and reflection. The findings and the discussion of the research were presented from the result of the research.

A. Reconnaissance

1. Identification of the Problems

In this step, researcher did the reconnaissance step to identify the existing problems. The researcher did some activities such as did classroom observation, interviews, and a pre-test .The classroom observation and the interviews were done on 28 January 2014. The first activity was the classroom observation which was done in the language laboratory. The classroom observation was conducted to record any event that happened during the English teaching and learning process in the classroom. It was used to gather any important information that causes some problems. In the second activity, the researcher interviewed the students and the teacher. It was done after the English class was ended. The interview aimed to collect information about the students' and teacher's perspective and opinion about the teaching-learning process. The last activity was the pre-test that was used to measure the students' competence before implementing the actions. The

observation of the teaching-learning process in this stage was presented in the form of vignette below:

Vignette

At class VII C of SMP N 2 Depok

The teaching-learning process was in the language laboratory. The teacher asked the students outside to come into the laboratory. The teacher waited in laboratory while preparing the materials in the computer. Few minutes later, the students came in the laboratory and they took a seat based on their presence number. The students seemed that they were not ready to join the class. Most of them were busy with their business and they talked to their friend without focusing the teacher's instruction. Meanwhile, the teacher tried to control the class by greeting the class "good morning" and the students responded it "good morning". Then, the teacher asked the students "Who was absent today?" and the students answered "no one Sir". Meanwhile, there were many students missing in the class and the teacher had not start the lesson yet. Some students told the teacher that they were in the canteen. Then, there are six students came late and they argued to the teacher that they had been returned books to the library. Next, the class started at 08.50 a.m. which was 10 minutes was running out for nothing. The teacher asked the student to have a look at the computer in front of them. He used the e-book as the material entitled "English in Focus for Grade VII" in which the material was advertisement. He asked the students to read the text in page 65 but the students were still not focus. The teacher pointed out a student named Faiz to read a loud the text but he seemed afraid and read the text with low voice. Then, the teacher discussed the text by translating the text word by word and some students were yawned. The teacher also asked the students to open their dictionary yet some students did not bring it. After that, the teacher gave a task about True/False task and he asked them to do the task quickly. Some students did not know about the True/False task. It was seen that the learning activity was inefficient because some students in the back did not do the task. It was happen because the teacher did not check the students in the back. Some students were not enthusiastic and they often made jokes in doing the task. The teacher asked the students to answer the task to be discussed one by one. Then, the bell rang at 09.15 a.m. that signed the break of the lesson. The class started again at 09.30 a.m. in which the students were not readily yet. Some students joked around with their friend in the class. The second text was discussed then and the teacher explained the text. Then, the teacher asked the students to do another task. The task was matching the word with the meaning of the word. The teacher explained how they should do the task. Some students were noisy in the class and the teacher asked them to open the dictionary to help them to do the task. The teacher then walked around to control the students who were too active in the class. Some students also were sleepy when they did the task. The teacher gave the students ten minutes to do the task. After that, they discussed the text together and the teacher asked some students to tell the answer. Finally, the class was ended at 10.10 a.m. and the teacher closed the lesson.

Tuesday, January 28 2014

From the vignette above the researcher noticed some problems in the teaching-learning process. It could be said the students had low attention to the learning activity. They were bored and not enthusiastic in joining the class. Moreover, the researcher interviewed the students and the teacher to get deeper information in identifying the problems. For the interview activity, it was presented as follow:

R: *Tadi pelajaran bahasa Inggrisnya gimana mudah apa sulit?*

(How was the English lesson? Was it easy or difficult?)

I: *Banyak sulitnya sih mas.*

(I found many problems)

R: *Kamu tadi aku perhatikan ngobrol terus si sama temenmu ya jadi gak dong to yang dijelaskan Pak Ian tadi.*

(I noticed that you were talking to your friend while Mr. Ian explained the material)

I: *Kog mas tahu, hehe. Habis bosen mas, Pelajarannya cuma gitu-gitu aja.*

Didn't you? I was bored because the learning was monotonous.

R: *Maksudnya?*

(What do you mean?)

I: *Ya paling membaca teks terus ngerjain soal begitu diulang-ulang terus. Paling yang disuruh menjawab soal juga anak yang duduk di depan doang.*

Yeah. It was just reading text and did the task which were repeated again and again. Moreover, one who asked to answer the question just students sat in front of the class.

R: *Emang jarang kerja kelompok ya?*

Did you rarely apply group work?

I: *Iya mas. Paling kalau ada PR kerja kelompoknya kalau disini jarang sekali.*

Yes of course. It was just for doing the homework not in the class.

(Interview transcript 6)

Further, the researcher interviewed the teacher. The interview transcript was described below:

R: *Terus masalah yang biasanya dialami siswa apa Pak?*

(What were the problems that usually undergone by the students?)

ET: *Biasanya masalah vocabulary, grammar, terus teks yang panjang dan membosankan. Kalau sudah gitu saya putarkan musik di laboratorium untuk mengurangi rasa jenuhnya.*

(It was vocabulary, grammar, and long and boring text. That is why I played the music in the laboratory to break the ice.

R: *Kemarin waktu saya observasi di kelas waktunya ada 2 jam pelajaran ya pak tapi kog teks yang dibahas 2 teks iklan yang pendek.*

Yesterday, when I observed the class, the providing time was two hours but it was just enough to discuss two short advertisement texts.

ET: *Nah itu mas, karena mangkondisikan situasi kelas agar kondusif itu sulit mas. Siswanya itu sulit diatur ada yang ngobrol sendiri.*

(It was because I had to make the class conducive which was difficult. The students were not under control because they talked too much.

(Interview transcript 9)

From the interview transcript above, the researcher concluded that the teacher rarely applied group work in the class and he used teacher-centered approach which made the class monotonous. Furthermore, the students had problems related to vocabulary, grammar, and text. To ensure this study in identifying the problems, the researcher also conducted a pre-test. The researcher conducted a pre-test on 14 April 2014 in which the researcher waited until the students getting material about descriptive and procedure text explained by their teacher. It was because the pre-test involved descriptive and procedure text. The result of the pre-test was used for obtaining the genuine data to know the students' competence. It was described in the descriptive analyses result below:

Table 1: The Students' Reading Score in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	43.00	96.00	71.5313	12.92655
Valid N (listwise)	32				

From the result of descriptive analysis above, it could be seen that many students did not achieve the minimal requirement of competency which is 75. The scores also indicated that there were a huge gap between the fast learners and the slow learners.

After conducting those three activities, all information about problems was obtained. To know more specific problems found in the field, the researcher made a list of those problems. There were 24 problems noted by the researcher when conducting an observation, interviews, and a pre-test. The problems found in the field were presented in the table below.

Table 2: The Arising Problems Found in the Field

No.	Problems	Codes
1.	The students were not ready when the class was started.	S
2.	Some students did not bring a dictionary.	S
3.	The students had low attention to the classroom activity.	S
4.	The students had low interest in answering the teacher's questions.	S
5.	The students gave low attention to the teacher's explanation.	S
6.	The students were easily bored in the class.	S
7.	The students were lazy to understand unfamiliar words.	S
8.	The students had difficulties in understanding texts.	S
9.	The students were lacked of grammar competence.	S
10.	Some students were lack of vocabulary.	S
11.	Some students walked around the class during the class.	S
12.	Some students pronounced some words wrongly.	S
13.	The teacher rarely guided the students in doing the task.	T

(continued)

(continued)

No.	Problems	Codes
14.	The teacher only stood in the front of the class.	T
15.	The students were afraid if they were pointed by the teacher.	S
16.	The teacher rarely applied cooperative learning.	T
17.	The students were not confident to answer teacher's question.	S
18.	The active and clever students were dominant in the class.	S
19.	The passive students were reluctant to share their ideas.	S
20.	The passive students were afraid to ask questions.	S
21.	The time management was not so efficient,	T
22.	The teacher treated students differently.	T
23.	The teacher did not give warning to the students who made chaos.	T
24.	The students had difficulties in translating English word to Indonesian word.	S

The codes' meaning:

S means the students' problem.

T means the teacher's problem.

After the arising problems were found, the researcher and the English teacher as the collaborator discussed and analyzed those arising problems to specify the problems that were related to reading. The problems found in the teaching and learning process of reading are presented in the following table.

Table 3: The Problems Related to the Teaching and Learning Process of Reading

No.	Problems	Codes
1.	The active and clever students were dominant in the class.	T
2.	The passive students were reluctant to share their ideas.	S
3.	The teacher rarely guided the students in doing the task.	T
4.	The students had low attention to the classroom activity.	S
5.	The students had difficulties in understanding texts.	S
6.	The students were easily bored in the class.	S

Based on the problems arising in the reading class, the teacher and the researcher tried to look for the causes of the problems. Of course, those arising problems were related each other both from the students and the teacher. That is why those problems also made some obstacles in the teaching and learning process especially for the reading class since the main focus of this study was improving the students' reading comprehension. Soon after the researcher held a discussion with the teacher, the main causes were identified. The relationship between the field problem and the causes were presented below.

Table 4: Relationship between the Field Problems and the Causes

No.	Field Problems	Causes
1.	The active and clever students were dominant in the class.	The teacher rarely applied group discussion and group work.
2.	The passive students were reluctant to share their ideas.	
3.	The teacher rarely guided the students in doing the task.	The teacher only stood in front of the class and rarely checked the students' understanding.
4.	The students had difficulties in understanding text especially the vocabulary item.	
5.	The students had low attention to the classroom activity.	The monotonous class made the students not enthusiastic joining the class.
6.	The students were easily bored in the class.	

2. Determining the Actions to Overcome the Problems

Based on the field problems and their causes, it was needed to determine the action to solve the problems. In this regard, the researcher discussed with the teacher as the collaborator and they agreed to propose some actions. The relationship between the problems and the actions were formulated as follows:

Table 5: The Actions Implemented to Solve the Problems

No.	Field Problems	Actions
1.	The students had low attention to the classroom activity.	Implementing the jigsaw technique to make the students eager to understand texts by themselves
2.	The students were easily bored in the class.	

(continued)

(continued)

No.	Field Problems	Actions
3.	The teacher rarely guided the students in doing the task.	Employing the stages of Genre-Based Approach in the teaching-learning process
4.	The students had difficulties in understanding text especially the vocabulary item.	Providing more input texts and its exercises in the form of handout
5.	The active and clever students were dominant in the class.	Giving the students opportunities to be active in the class through the group discussion in the expert group and presentation and sharing session in the jigsaw group
6.	The passive students were reluctant to share their ideas The students were easily bored in the class.	

Besides, some preparations also have been done by the researcher collaborating with the English teacher to support the implementation of the action. The preparation involved designing the course grid, developing activities, developing learning materials, and formulating the lesson plan.

B. Report of Cycle 1

1. Planning

After deciding the problems to be solved, the researcher together with the English teacher discussed the possible action that can be carried out to solve the problem. The actions focused on the implementation of the jigsaw technique in the reading class. The researcher planned Cycle 1 six meetings but it took five

meetings in the implementation. The material that was delivered was the descriptive text. The actions were formulated of below:

a. Implementing the Jigsaw Technique in the Reading Class

The first action was implementing the jigsaw technique in the reading class. This action was approved by the English teacher in which he agreed to implement the jigsaw technique. This action was carried out to make the students eager both in understanding the text and enjoying the reading class. To implement this action, first of all, the researcher asked the students to make the jigsaw group consisting 6-8 members in each of the groups. After that, the researcher divided students in the jigsaw group into 5 different expert groups. The way of making the expert group was done through asking the students to count from one until five in the jigsaw group. The students who said number one became the first expert group, the students who said number two became the second expert group. The researcher decided the topic or segment in which the topic containing a piece of information or description from the text that should be found by each expert groups. Topic 1 were for the first expert group, topic 2 were for the second expert group, topic 3 were for the third expert group, topic 4 were for the fourth expert group, and topic 5 for the fifth expert group. Next, there was a discussion process in the expert group since they had to find the information or information they searched for. After the information or description was obtained, they had to go back to their jigsaw group to share the information that they got from the expert group. In this regard, there was presentation section because each member had responsibility to share the information to other members.

b. Employing the stages of Genre-Based Approach in the Teaching-Learning Process.

The second action was employing the stages of the Genre-Based Approach in the teaching-learning process. The researcher planned employing the stages of Genre-Based Approach which consisted of BKOF, MOT, JCOT, and ICOT. In the BKOF stage, the researcher had to lead the students to brainstorm and explore the material. Next, the researcher explained the material in detail like explaining the generic structure and language features of the text. After that, the researcher would guide the students in doing the task in the JCOT stage in which the jigsaw technique was applied in this stage. Lastly, In order to evaluate the teaching-learning process, the researcher asked the students to do the task independently in the ICOT stage.

c. Providing More Input Texts in the Form of Handouts

The third action was providing more input texts in the form of handouts. In formulating the content, the researcher did not do it alone since the English teacher also contributed in giving advice and suggestions. Through this action, it was expected that it would improve the students' understanding about the descriptive text. Also, it was expected that it could enrich their vocabulary indirectly. They would not write the text explained by the researcher because it was provided in the handout. The students would identify the generic structure and the language features of the text in the handout and explored the vocabulary that they did not know.

d. Giving the Students an Opportunity to be More Active Through Group Discussion and Group Sharing Section

The last action was giving the students an opportunity to be more active through group discussion and group sharing section. The researcher planned to overcome the passive students through this action. Furthermore, the active students would not too dominant in this stage so other students would be given opportunities to share their ideas. In the discussion session, it was expected that would show their effort to know the information (the main idea of the text or the specific information of the text) of the topic they got in the expert group. In another word, they would not be lazy and bored because of the activity that forced them to be active indirectly. After that, they had responsibility to share the information they got from the expert group to be presented to another member in the jigsaw group.

2. Action and Observation

The actions were conducted in five meetings which held on 16th, 21st, 28th, 30th April 2014, and 12nd May 2014. In this regard, the researcher acted as the teacher who taught the class and the English teacher became the collaborator who acted as the observer and also helped the researcher if there were any obstacles in the class.

a. Meeting 1

In the first meeting, the researcher applied the jigsaw technique for the first time. Soon after entering the class, the researcher greeted the students and introduced himself to students. Meanwhile, the English teacher sat in the back corner in order to observe the teaching-learning process. First of all, the researcher

introduced himself to the students and he checked the students' attendance by calling their name one by one in order to know the students in class VII C. Before entering the main activity, the researcher explained to the students that they would be taught using the jigsaw technique. He explained what the jigsaw technique is and how to deal with it. It can be seen from the field notes below:

R menjelaskan kalau jigsaw terdiri dari 2 kelompok yaitu kelompok jigsaw atau kelompok asal dan kelompok ahli. R menambahkan bahwa nanti akan dibagi kelompok jigsaw dulu 1 kelompok 6-7 orang dan nanti anggota kelompok tersebut akan diberi 5 topik yang berbeda. Setelah itu setiap anak akan berkumpul dengan topik yang mereka dapat yang mana itu akan menjadi kelompok ahli. Lalu mereka akan diberikan tugas untuk dipecahkan dan didiskusikan dalam kelompok ahli. Setelah selesai, mereka akan kembali ke kelompok asal untuk membagikan informasi yang mereka dapat.

The researcher explained that the jigsaw technique consists of 2 groups which are jigsaw group (home group) and expert group. He added that later he divided the jigsaw group consisting 6-7 students and each member in the group would be given five different topics in which the students would gather based on their topic to be the expert group. Then, they were given task to be solved and discussed in the expert group. Finally, they were back to the jigsaw group to share the information they got.

F.N. 5-16/04/2014

After explaining the procedure of the jigsaw technique, the researcher started the lesson. The material was a descriptive text with the animal as the theme. He then distributed handouts containing the text and its exercises to the students. In this BKOF stage, the researcher tried to attract the students' attention by asking them "Do you have a pet at home? Can you describe it? or What is your favorite animal?" In short, the students were engaged with that questions, there were many responses from the students. When the researcher called on one of the students to explain the description of his pet, he seemed still shy and confused to answer.

Then, the researcher explained to the students about the generic structure and the language features of the descriptive text. It can be seen from the field notes below.

R menjelaskan fungsi teks tersebut adalah memberikan deskripsi secara khusus tentang orang, barang, hewan, dan tempat dan teks tersebut menggunakan present tense yang biasanya memuat fakta dan kebenaran. Dan ciri khas teks tersebut adalah penggunaan present tense and kata sifat. Secara umum formula present tense adalah S+V1/Vs/Ves dan untuk kata sifat adalah yang bisa dibandingkan dan dapat diketahui dengan indra manusia.

The researcher explained the function of descriptive text was to give a description about particular person, things, animal, and place. This text uses present tense which presents fact and truth. It usually had a special features which the use of present tense and adjective. Commonly, the formula of the present tense was S+V1/Vs/Ves and adjective was anything that could be compared and knew through the human sense.

F.N. 5-16/04/2014

When the researcher explained the material, some students in the back talked each other so he walked closer to warn them and asked them to read the text entitled “*My Dog, Brownie*”. Next, the researcher asked them to make jigsaw groups and there were 5 jigsaw groups (Teams A,B,C,D,and E). The researcher used group name board to set each of the groups in their place. It took them quite a long time to make jigsaw groups. After that, he asked the students to take a look at the text entitled “*My Sphinx Cat*”. He divided the topic into 5 topics. The students who got the same topic gathered in the expert group. The expert groups were divided into five different topics those were group 1: fur, group 2: body, group 3: tail, group 4: characteristics, group 5: habitual. The researcher asked them with spoken instruction to find description about the topic they got. The students discussed to

find the information they needed. In the group discussion, the students were still confused about the instruction given by the researcher. Thus, he guided the students in the discussion process and walked around to check other groups. After all students had finished with the discussion, the researcher asked them to go back to the jigsaw group to share their information. A few minute later, the bell rang and the researcher ended the class.

b. Meeting 2

In the meeting 2, soon after opening the class and checking the students' attendance, the researcher continued the previous materials that had not been finished yet. Since in this meeting there was just one hour for the allocated time. The researcher asked them to gather in their jigsaw group. The researcher faced the problem in this meeting. Those were summarized as follows

Tapi, banyak Ss yang lupa dengan anggota kelompok jigsaw mereka dan beberapa S tidak membawa handout yang telah dibagikan R dengan alasan ketinggalan di rumah.

However, Many students forgot with the member of their jigsaw group and some students did not bring the handout given by the researcher and argued that it was left in the home.

F.N. 6-21-04/2014

Since then, the English teacher as the collaborator suggested the researcher to remake the jigsaw group. He added that the jigsaw group should consist of students who get different expert group. After that the researcher discussed the exercises in text “*My Sphinx Cat*”. He asked each jigsaw group to answer the question and most of them answered the correct answer. It could be seen from the field notes below.

R meminta salah satu anggota tim B yang bernama Meyta untuk menjawab pertanyaan no.1. yaitu “the writer cat’s tail look like..... tail. Dia menjawab “ A sir , mouse”. Lalu R melanjutkan pertanyaan berikutnya dengan menunjuk faiz sebagai wakil tim E “How about number 2 Faiz? What is the answer? He answered “D Sir”. Begitu seterusnya sampai kelima soal dibahas.

The researcher asked one of the students in team B named Meyta to answer number 1 in which “the writer cat’s tail look like..... tail” and she answered “A Si, mouse”. Then, he continued to ask the next question to Faiz to represent team E ““How about number 2 Faiz? What is the answer? He answered “D Sir. It was continued until all the questions were answered.

F.N. 6-21/04/2014

For the independent task, he asked the students to do the task in text “*African Giraffe*”. The tasks were choosing the right verb and multiple choices. The researcher gave the students 15 minutes to do it independently. Lastly, the researcher checked the students work and discussed it together.

c. Meeting 3

On Wednesday 23rd April 2014, the researcher could not implement the action because of the evaluation program from the school. In third meeting on Wednesday 30th April 2014 the researcher continued the action again. After greeting the class, the researcher checked the students’ attendance and one student named Avista could not join the class cause of she was sick. The researcher started the lesson by building their background knowledge by asking one of the students.

R memulai pelajaran dengan bertanya pada salah satu S untuk mendeskripsikan teman sebangkunya “Can you describe how faiz is?” Siswa tersebut menjawab dengan bercanda ”he is thin and black Sir”. Para SS pun tertawa.

The researcher started the lesson to describe his chair mates “Can you describe how Faiz is?” the student responded it with a joke ”he is thin and black Sir”. Some students were laugh then.

F.N. 7-28/04/2014

The first text to be discussed was a description text about *Anto*. Then, the researcher asked them to find the identification and description of the text. They showed the identification and the description by underlining them in the text. Then, the researcher asked them to make the jigsaw group again but at that time the researcher decided to make the jigsaw group by choosing the students who sat in the same row from front to back to be a jigsaw group. After the group was formed, they were given four different topics in each jigsaw group. Students who got topic 1 had to find the description about the appearance, topic 2 had to find the description about character, topic 3 had to find the description about background, and topic 4 had to find the description about hobby from one text entitled "*My favourite artist, Nikita Willy*". They then gathered in their expert group to discuss the topic. They seemed serious in the discussion process and a few minutes later they had found the information they searched for. Next, they went back to their jigsaw group to present their ideas and information. When the researcher asked them to answer the question, the bell rang that signing the class was end.

d. Meeting 4

In meeting 4, the researcher continued the previous material yet there were still some students who did not bring the handout. Soon after opening the class, the researcher checked the students' attendance. There were 2 students who did not join the class. They were Meyta with permit letter, and Raihan without any clear information. Then, the researcher straightly discussed the task given in the previous meeting. He wrote the key answer in the white

board and the students checked their work. It was done in order to know the result of their discussion in the expert group. The next task was answering the WH-question related to descriptive text about Dina. There were 7 question and they had to submit their work in 10 minutes. To short the time, the researcher moved to the next material which was about descriptive text with theme places. He asked the students “Where usually they spend their holiday? Can you describe it?” and the students respond to it with various answer. Since then, he asked the student to take a look at text entitled “Dream Food Restaurant”. It seemed that the students had understood the content of the text. It was proved from the field notes below.

R kemudian bertanya pada Ss “what is the text about?”. Ss menjawab “itu restoran baru yang ada di dekat rumah penulis pak”. R merespon “good, and what kind of food does it provide?” Ss menjawab “Indonesian and Japanese food pak”.

He asked to them “what is the text about?” Some students answered “ it was a new restaurant which was close to the writer’s house , He praised the students “good” and what kind of food does it provide?” Some students answered “it provides Indonesian and Japanese food.”

F.N. 8- 30/04/2014

As usual, the researcher asked them to go back to their expert group to discuss the topic they got from text entitled “*Sidney Opera House*”. The expert group was divided into group 1: background, group 2: physical features, group 3: purpose, group 4: features, group 5: use. It seemed that some students were exhausted because they moved around to gather both in the jigsaw technique and the expert group. In the discussion process, there were groups that had finished

the discussion meanwhile there were also groups that had not finished yet. The researcher closed the class as the bell rang.

e. Meeting 5

After there was national examination on 5th-8th May 2014, the researcher continued to implement the action again. This meeting was the last meeting in cycle 1 to deliver material about descriptive text. Also, the researcher accompanied by another English teacher (Mrs. Kartinah) to substitute Mr. Ian as the collaborator since he was accepted as civil servant. In this meeting the researcher asked the students to gather in their jigsaw yet some students forgot to whose group they were. Luckily, some students reminded them to their jigsaw group since they had written their member previously. The students then did the task and it was discussed together then.

R langsung membahas soal tersebut. R meminta tim A untuk menjawab nomor 2, tim B nomor 3, tim C nomor 4, tim D nomor 5, dan tim E nomor 6 karena nomor satu sudah dijawab oleh R. R kemudian membahas satu per satu jawabannya dan menunjukkan bukti informasi yang ada di text kepada agar mereka tahu.

The researcher then discussed the exercises and asked team A to answer number 2, team B for number 3, team C for number 4, team D for number 5, and team E for number 6 since number 1 had been answered by the researcher. Next, the researcher discussed the answer one by one and showed the information in the text so they would know later.

F.N. 9-12/05/2014

They did the last task independently. They had to fill the blank space with the correct word provided in the box and after that they did the true or false task. The researcher gave 15 minutes to do it. After they finished it, they submitted

their work. The researcher used the remaining time to review about descriptive texts. Finally, he closed the class a few minutes later.

3. Reflection

After conducting the actions, the researcher did a reflection in order to evaluate the action. In the reflection, the researcher analyzed the data such as field notes and interview transcripts from the action implemented in Cycle 1. The researcher found some obstacles in implementing the actions. The reflections of actions were explained below.

a. Implementing the Jigsaw Technique in the Reading Class

The first action was implementing the jigsaw technique in the reading class. From this action, several aspects were achieved such as the students' attention in the classroom activity and the students' enthusiasm increased. Though, in the implementation, this action was not applied perfectly. It was the students whose made the grouping both jigsaw and expert group took quite long time and felt confused. It was supported by the interview transcript below.

R: Sini pak Yunus mau ngobrol sebentar. Tadi gimana pelajaran bahasa Inggrisnya? Mudeng gak?

(Come here please. Mr. Yunus would like to talk to you for a while. How was about the English lesson? Did you understand?)

I: Ya mudeng dong pak. Tentang teks deskripsi kan, fungsinya yang mendeskripsikan sesuatu dan pakai present tense.

(Yes of course Sir. It was about a descriptive text which the function is to describe something and it uses present tense)

R: Ya pinter, tadi bingung gak pas kelompokan?

(You were good, were you confused in the grouping process?)

I: Agak bingung sih pak, soalnya kelompoknya ganti-ganti.

(I was rather confused since the grouping was changed to some time)

R: oh begitu tapi tadi diskusi gak pas di kelompok ahli

(Oh I see, didn't discuss with your friend in the expert group.)

I: Iya dong pak.
(Surely Sir)

(Interview Transcript 12)

Also the students were still confused about the procedure of jigsaw. They did not realize their role in the expert group and in the jigsaw group. Then, some students forgot to the group they were belonging to before. It was because in the implementation of jigsaw, the researcher could not deliver all materials in one meeting so the remains of the material were continued in the next meeting. Lastly, they were also still childish in deciding the group since they were still selective in making the group.

b. Employing the Stages of the Genre-Based Approach in the Teaching –

Learning process

The second action was employing the stages of the Genre-Based Approach in the teaching-learning process. This action ran well in Cycle 1 because it could be combined with the implementation of jigsaw. Besides, it made the class not too monotonous. There was a guided process for the researcher in the JCOT steps which the jigsaw technique was applied. The researcher guided the students both in discussing the topic and doing the task. It could be seen in the following field notes.

R langsung membahas soal tersebut. R meminta tim A untuk menjawab nomor 2, tim B nomor 3, tim C nomor 4, tim D nomor 5, dan tim E nomor 6 karena nomor satu sudah dijawab oleh R. R kemudian membahas satu per satu jawabannya dan menunjukkan bukti informasi yang ada di text kepada agar mereka tahu.

The researcher then discussed the exercises and asked team A to answer number 2, team B for number 3, team C for number 4, team D for number 5, and team E for number 6 since number 1 had been answered by the researcher. Next, the researcher discussed the answer one by one and showed the information in the text so they would know later.

F.N. 9-12/05/2014

c. Providing More Input Texts in the Form of Handouts

The third action was providing more input text in the form of handouts. In the implementation, some aspects were achieved such as the students could understand the text and the students were willing to identify the generic structure through underlining the sentence and difficult vocabulary through checking the dictionary as the students' vocabulary was increased. However, some problems were found. The students did not bring the handouts when they still needed them in the next meeting. It could be proved from a part of field notes below.

Tapi, banyak Ss yang lupa dengan anggota kelompok jigsaw mereka dan beberapa S tidak membawa handout yang telah dibagikan R dengan alasan ketinggalan di rumah.

However, Many students forgot with the member of their jigsaw group and some students did not bring the handout given by the researcher and argued that it was left in the home.

F.N. 6-21-04/2014

Furthermore, the task given by the researcher was too easy for them. It would make the students bored and not challenged anymore.

d. Giving the Students an Opportunity to be More Active Through Group Discussion and Group Sharing Section

The last action was giving the students opportunity to be more active through group discussion and group sharing section. In the discussion process, the students could identify the main idea of the text easily yet there were significant different for the group containing the slow students and the group containing fast students. The fast students could discuss the given topic quickly and the slow

students were vice versa. Then, in the presentation process, they were still shy to deliver their information.

C. Report Cycle 2

1. Planning

Based on the reflection in Cycle 1, there were still obstacles in the implementation the researcher planned to implement the actions in Cycle 2 with the revised actions. The researcher together with the English teacher formulated some additional actions to solve the problem in the Cycle1. In the Cycle 2, there were four meetings. The plans in Cycle 2 were:

a. Implementing the Jigsaw Technique in the Reading Class

The first action was implementing the jigsaw technique in the reading class. In reference with Cycle 1, the researcher designed the new format in the jigsaw procedure since in Cycle 2 the text be taught would be procedure text. In this action, the researcher decided to make the jigsaw group and the expert group permanently.

For the procedure of the implementation, it was still similar with the first Cycle. They would gather in the expert group to discuss the given topic by the researcher. In Cycle 2, the topic would be in the form of incorrect or invalid text so they had to fix the text before they came in the jigsaw group to share the correct texts. In the jigsaw group, they would answer the question related to the texts.

b. Employing the Stages of the Genre-Based Approach in the Teaching-Learning Process

This action was the same in action as well as in Cycle 1 but in Cycle 2 the researcher applied group discussion in the expert group in the JCOT stage. Meanwhile, the group presentation in the jigsaw group was applied in the ICOT stages. It would adapt the design of the jigsaw technique in Cycle 2. In addition, the researcher would give the clear instruction in telling the given topic. If in Cycle 1 the researcher told the students orally, in Cycle 2 the researcher would write the given topic on the white board so that the students would get clear instruction. It was done because of the teacher suggestion. It was presented from the interview transcript below.

R: *Iya pak. Kalau perkembangan murid-muridnya bagaimana pak?*

(Yes Sir. How was the students progress so far?)

ET: *Tadi yang saya amati memang mereka jadi lebih aktif, mereka berdiskusi di kelompok ahli. Dan mungkin yang perlu saya sarankan mengenai pembagian topiknya sebaiknya ditulis di papan tulis aja karena kalau ngomong mungkin siswanya akan kurang jelas.*

(I observed them in that time that they became more active; they discussed in the expert group. It might be necessary for you that I suggested you to write the given topic in the white board if you instructed them orally, they would get clear instruction.)

R: *Iya pak. Terima kasih atas sarannya.*

(Okay Sir. Thanks for the advice)

(Interview Transcript 13)

c. Providing More Input Texts in the Form of Handouts

The third action was providing more input texts in the form of handouts. There were some changes in implementing this action. Firstly, the researcher would ask the students to collect their handout as it was still needed for the next meeting.

Next, the researcher designed the scaffolding task in the handout. The first task would be jumbled sentences or filling the blank spaces and the next task could be a true-false task or WH-Question. It was because the given task in Cycle 1 seemed too easy for them so they were not challenged in doing the task.

d. Giving the Students an Opportunity to be More Active Through Group Discussion and Group Sharing Section.

The last action was giving the students opportunity to be more active through group discussion and group sharing section. In Cycle 2, the researcher divided the clever students into each expert group; it was expected that they would be as controller in the group discussion. It would make the process of discussion running fluently. It was planned based on the teacher's advice as shown in the interview transcript below.

R: Ini kan saya sudah selesai cycle 1, dari pengamatan saya ada masalah yang muncul selama saya mengajar. Saya lihat kog kayaknya selama pembentukan kelompok jigsaw maupun ahli kurang efektif karena sering ada murid yang lupa dan juga kurang merata dalam pembagian kelompoknya.

(I had done the Cycle 1, from my observation, there were some problems in the teaching-learning process. I noticed that in grouping both jigsaw and expert group was still ineffective because the students forgot the group and not balanced in dividing the group)

ET: Sepertinya memang begitu mas, apalagi di proses diskusi di kelompok ahli kayaknya harus ada 1 siswa yang pintar sehingga menjadi kontrol di kelompok ahli. Sehingga mereka diskusi dengan cepat dan tepat. Kalau kelompoknya dibuat secara permanen aja bagaimana mas? Caranya dengan mencamtumkan nama anggota kelompoknya di papan nama kelompok baik jigsaw maupun ahli.

(I think so especially in the expert group should be one clever student as the controller in there so the discussion would be quick fast and right. How about making the group permanently? The way was by writing their name in the board name group both jigsaw and expert.)

(Interview Transcript 16)

2. Action and Observation

The researcher implemented the revised plan in Cycle 2. There were four meetings in Cycle 2. The action was held on 19th, 21st, 26th, and 28th May 2014. The actions were reported below.

a. Meeting 1

In this meeting, the researcher implemented actions in Cycle 2 which the researcher started to teach procedure texts with “*Technology*” as the theme. The researcher explained the goal that should be achieved after opening the class. The researcher asked one of the students about the definition of the procedure text and he responded to it “It dealt with how to make something” since the procedure text had been learnt by him from the English teacher. Then, the researcher discussed the text entitled “*How to turn on a computer*” and he explained the function of the text, the generic structure, and the language features like a word order and imperative sentences. The next activity, of course, was the group discussion in the expert group. They did not have to make the jigsaw group first to determine the expert group to apply the jigsaw technique. It was because the researcher had formed both jigsaw and expert groups permanently. The expert group was divided into 5 with each of groups discussing different texts. The expert groups were group 1: *How to charge a hand phone battery*, group 2: *How to send an email*, group 3: *Printing a file*, group 4: *How to clean a refrigerator*, group 5: *How to operate a washing machine*. They had to revise the texts to have the right sequence steps. In this process, they were challenged to fix the text. Along the

discussion process, the researcher and the English teacher also guided the students as shown in the field notes below.

R dan ET juga turut serta untuk mengecek dan membimbing siswa sehingga mereka tidak salah dalam membetulkan langkah-langkah dari teks-teks tersebut.

The researcher and the English teacher took part in the discussion to check and guide the students so they would not get wrong to rearrange the steps of the texts.

FN 10-19-05-2014

Some of them asked the researcher to confirm whether they have the right answer or not. While they were serious in discussing the task, the bell rang and the class was ended.

b. Meeting 2

Soon after opening the class, the researcher continued the previous meeting in the discussion step. In that meeting, the researcher was not accompanied by the English as the collaborator. It was explained in the following field notes.

ET tidak bisa menemani R untuk mengobservasi jalannya kegiatan kelas dikarenakan ada urusan keluarga. Sehingga R mengajak teman R yang bernama Ikba untuk membantu R untuk mencatat segala sesuatu yang terjadi dan mendokumentasikan.

The English teacher could not join the class to observe the teaching-learning activity because she had another business with her family. So that, researcher asked his friend named Ikba to be a collaborator to write and document any events in the class.

FN 11-21-05-2014

The students gathered to the expert group quickly since the researcher had put each of groups with the group name board to set the place and their names were written in that board. They continued to discuss the text they got to be fixed. After that, the researcher checked each group whether they were correct in revising the text. He then asked them to go back to the jigsaw group after the texts were revised. They shared the revised text to each other and they had to answer the question about all the texts. They seemed cooperative to do the task. The researcher gave 15 minutes to do it. Then, they submitted their work and the researcher discussed the answer of the texts. He wrote the answer in the white board while the students checked and evaluated their answer. After that, the researcher moved to discuss the next material about “*Food and Drink*” as the theme. He distributed the handouts to the students and asked them to learn the texts. The text to be discussed in the MOT was “*How to make a glass of tea*”. The researcher just gave a short explanation and asked the students to identify the word order and action verbs in order to check their understanding. The next activity dealt with the discussion again and the groups were group 1: *How to make a cup of coffee*, group 2: *How to make instant noodle*, group 3: *How to make a tomato juice*, group 4: *How to make kunyit asam*, group 5: *How to make cheese omelets*. They were enthusiastic in discussing the text. The students had a good progress since they were dare and not shy anymore to ask what they do not know about the task. The researcher told the students which they should pay attention to word order and reasonable sequence of the steps. They had to relate one step to

another step to find the right sequence. Finally, the researcher closed the class because the class was over a few minutes later.

c. Meeting 3

At that meeting, the allocated time was only 30 minutes because it was used for the teachers meeting. The researcher and the English teacher came in the class and some students were still outside eating their snacks. After they all came in the class, the researcher opened the class and checked the students' attendance. A student named Wilda was absent at that day because she got sick. Then, the researcher asked the students to gather in the jigsaw group because they had been done and fixed the text. After getting explanation about the right steps of each of texts, it became the students' task to comprehend the content of the text since the researcher did not explain the content of the text. Indeed, they would cooperate in the jigsaw group to understand the texts. Like the previous meeting, they had to answer the questions related to text in the jigsaw groups. The researcher asked the students to present and share their texts to another teammate to pool all information of the texts to answer the question from the text. In this meeting, the researcher gave the reward (snacks) to any group achieving the highest score and be cooperative in the group. They did the task with the high motivation and they tended to be in hurry in doing the task since the researcher just gave 10 minutes time. In the jigsaw groups, each of the students took a role in the group. There were no passive students in each jigsaw group since everyone was responsible to do the given-task. It could be seen from the following field notes.

Masing-masing Ss berbagi peran di kelompok dengan cara mengerjakan soal teks yang menjadi bagiannya di grup ahli.

Each of the students took a part in their jigsaw group by doing the task of the text that became their master or topic in the expert group.

FN 12-26-05-2014

After that, the researcher discussed the task and wrote the answer in the board. The group that got the reward was Team D. The researcher used the remaining time to discuss the answer and the content of those five texts.

d. Meeting 4

In the last meeting, the researcher continued to teach procedure texts with *food and health* as the theme. He opened the class by greeting “Assalamualaikum, WR.WB.” and asked their condition. At that day, 2 students could not join the class because they got permission from the principle to prepare the *MTQ* competition. Next, the researcher asked the students “Do you still remember what a procedure text is?” The students responded him fluently “Yes Sir, it was a text which was to give instruction to do or make something”. Then, he gave the handouts to the students and explained the text entitled “*How to make oriental fried rice*”. He explained the materials that were needed and explained the steps how to make it. After that, the researcher asked the students to form expert group. For the expert group, it was divided into group 1: *Keeping fit*, group 2: *How to make instant noodle*, group 3: *How to make tomato juice*, group 4: *How to make kunyit asam*, group 5: *How to make cheese omelets*. In the discussion session, each of the groups had to fill the blank spaces of the text with key word provided in the box. In this process, the researcher guided the students by giving feedback

to the students but the researcher did not explain the correct answer like doing the jumbled sentence. They did not find any significant problem in doing the task since the answer was provided in the box. The students were challenged and eager in doing the tasks. It could be described from the field notes below.

Mereka sibuk menggunakan kamus untuk mencari kata yang mereka tidak tahu untuk melengkapi dan memahami teks tersebut.

They were busy to find out the correct answer by looking up and checking the difficult words in dictionary to complete and understand the text.

FN 13-28-052014

After that, they went back to the jigsaw group to tell their teammates in order to fix the text with the complete texts. Then, they did the true-false task from each of the texts. To do the task, they should have the right and complete texts which were fixed in the expert group. The researcher asked the students in each groups to answer the task one by one. After discussing the task, the remaining time was used by the researcher to explain again about procedure text. Lastly, before going home, the researcher told the students that that meeting was the last meeting for the researcher to teach them. The researcher said many thanks and said farewell to the students.

3. Reflection

In Cycle 2, it could be said that the plan was successfully implemented. With the revised actions after Cycle 1, some improvements were achieved. The reflections of actions were explained below.

a. Implementing the Jigsaw Technique in the Reading Class

The students did not spend the time to make the group. They were not confused anymore with the procedure of the jigsaw technique. It made the better teaching-learning process. Through this action, the students became more active and enthusiastic to be engaged in the teaching-learning process. Those can be proved through the interview transcript below.

R: *Menurut ibu, bagaimana perkembangan murid-murid setelah diajar menggunakan teknik jigsaw?*

(What do you think about the students' progress after being taught with the jigsaw technique?)

ET: *Banyak sih mas, mereka jadi lebih aktif dari sebelumnya terutama saat proses diskusi dan presentasi, terus mereka juga gak ramai sendiri karena mereka tampak antusias dan tidak mengantuk lagi saat pelajaran.*

(There were many progresses actually, they become more active than before especially in the discussion and presentation process, and then they were not noisy like before because they were enthusiastic and they were not yawning again in the learning activity.)

(Interview Transcript 23)

b. Employing the Stages of the Genre-Based Approach in the Teaching-Learning Process

After the revised plan of actions in Cycle 1, the students were not shy anymore to ask questions in group the discussion so their understanding toward the generic structure and language features of the text was improved. It could be seen from the field note below.

Hampir semua siswa di kelompok ahli mulai aktif dan berani untuk bertanya pada R tentang apa yang tidak mereka ketahui tentang teks yang mereka bahas.

Almost all of the students in the expert groups started to be active and dare to ask to the researcher about what they did not know about the discussed- text.

FN 11-21-05-2014

The students were also not confused again with the teacher's instruction in telling the topic since he wrote the topic in the white board. Applying the presentation session of the jigsaw group in the ICOT stage also gave a good effect for the students. They became more serious and confident in sharing their ideas since the presentation process was also scored in Cycle 2.

c. Providing More Input Texts in the Form of Handouts

With the revision of the handout, the students became challenged in doing the task. Their understanding toward the text was improved because the various models of the text were presented in the handout. They were willing to understand the text and identify the components of the text by underlining those parts.

d. Giving the Students an Opportunity to be More Active Through Group Discussion and Group Sharing Section.

The last action was giving the students an opportunity to be more active through a group discussion and a group sharing section. In the discussion process, each group could undergo it well so they could find the specific information of the text easily. Each of the students was active to discuss the text and they had responsibility to the jigsaw group so each of the students was contributed in the class. It could be seen from the field note below.

Masing-masing Ss berbagi peran di kelompok dengan cara mengerjakan soal teks yang menjadi bagiannya di grup ahli.

Each of the students took part in their jigsaw group by doing the task of the text that became their master or topic in the expert group.

FN 12-26-05-2014

They were not reluctant to share their ideas because they enjoyed with their friend and they dared to deliver their opinion to the teacher.

D. Finding and Discussion

The research consisted of two cycles in the implementation. Cycle 1 was conducted in five meetings and Cycle 2 was conducted in four meetings. The action of the research began from 16 April 2014 and ended on 28 May 2014. The aim of this research was to improve the students' reading comprehension of class VII C. The summary and the result of both Cycle 1 and Cycle 2 were reported below.

1. The Result of Cycle 1

In Cycle 1, the actions were not totally success because of some obstacles faced by the researcher in the field. Meanwhile some aspects were improved and some weaknesses were found. They are presented below.

a. The Improvements of Cycle 1

The improvements found in Cycle 1 are reported below.

- 1) The students' attention to the classroom activity was improved.
- 2) The students showed enthusiasm.
- 3) The students could find the main idea of the text easily through group discussion.
- 4) The students' vocabulary was increased through the use of handouts

b. The Weaknesses of Cycle 1

The weaknesses found in Cycle 1 are reported below.

- 1) The students took a quite long time to make both the jigsaw group and the expert group.
- 2) The students were still confused with the procedure of the jigsaw technique.
- 3) The students forgot about their jigsaw group and forgot to bring the handout.
- 4) The task designed by the researcher was too easy for them.

2. The Result of Cycle 2

In this Cycle 2 the researcher revised the actions in Cycle 1 in order to overcome the weaknesses obtained in Cycle 1. The results of Cycle 2 are presented below.

a. The Improvements in Cycle 2

The improvements found in Cycle 2 are reported below.

- 1) The students can fluently apply the jigsaw technique.
- 2) The students were more active and motivated in jigsaw and expert groups.
- 3) Their understanding towards descriptive and procedure texts was increased.
- 4) They could find specific information of the texts easily through discussion

b. The Weaknesses of Cycle 2

The weaknesses found in Cycle 2 are reported below.

- 1) Some students may get little bored because they stayed in the permanent group.
- 2) Another class may be disturbed by the noisy voice caused by the activity in the implementation of the jigsaw technique.

For the result of quantitative data, it is taken from the pre-test and post-test. It was presented below.

Table 6: The Comparison between Pre-Test and Post-Test Score

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	71.5313	32	12.92655	2.28511
Posttest	80.0938	32	8.21627	1.45244

Table 7: The Result of Quantitative Data from T-Test Analysis

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-8.56250	11.89182	2.10220	-12.84996	-4.27504	-4.073	31	.000

From the result above, it can be seen that the pre-test mean is 71.5 with a standard deviation of 12.9, while the post test mean is 80 with a standard deviation of 8.2. The gain score is 8.5. According to the t statistic from the result of t-test, tvalue = -4.073; sig. = 0.000, it means that the score difference is significance because sig. < 0.05. From the data above, it can be concluded that the students' reading comprehension is significantly improved. Thus, it can be said that the jigsaw technique can improve the students' reading comprehension.

The following table presents the summary of the implemented actions both Cycle 1 and Cycle 2, and then it was continued with the discussion of the implemented actions.

Table 8: The Summary of the Situation both in Cycle 1 and Cycle 2

No.	The Actions	Cycle 1	Cycle 2
1.	Implementing the jigsaw technique in the reading class	Basically, through this action students were expected to be enthusiastic in the class. In Cycle 1, this action was not quite successful implemented. The students were still confused about the procedure of the jigsaw technique. They were still confused about their role in the expert and jigsaw group. Besides, the students took quite long time in forming the jigsaw group and they forgot their jigsaw groups as they were asked to gather in their jigsaw group.	In Cycle 2, the revised actions made this action running fluently. With permanent group both for the expert and the jigsaw groups, the students could apply jigsaw technique faster. There were no reasons for the students to forget their group since their names were written in the group name board.
2.	Employing the stages of the Genre-Based Approach in the teaching-learning process	Employing the stages of Genre-Based Approach made the class not too monotonous. Also, it could be combined with the jigsaw technique in which the group discussion and group presentation were applied in the JCOT stages. In this stage, the researcher can guide the students in discussing texts and doing the tasks.	In Cycle 2, the group discussion in the expert was applied in the JCOT stage and the group presentation in the jigsaw group was applied in the ICOT stage. It was to adapt the designed activities in Cycle 2 which the material was procedure text. Besides, it could maximize the allocated time since in the ICOT stage, the students did the task together.

(Continued)

(Continued)

No.	The Actions	Cycle 1	Cycle 2
3.	Providing more input texts in the form of handouts	Through this action, it was expected the students could understand the descriptive texts as indirectly it could enrich their vocabulary. The problems were some students did not bring the handout when it was still needed and the given task seemed too easy for them.	In Cycle 2, the students were asked to collect their handouts to the researcher to anticipate the problem in Cycle 1. The tasks were designed the scaffolding task in the handout. The first task would be jumbled sentences or filling the blank spaces and the next task could be a true-false task or WH-Question. They became challenged in doing the tasks.
4.	Giving the students an opportunity to be more active through group discussion and group sharing section.	In this action, the passive students were given an opportunity to share their ideas and opinion in the expert and jigsaw groups. Automatically, the students would be active to discuss their topic and deliver the information they got in the jigsaw group. However, some students were still shy in presentation session. Also, In the discussion process, there were significant different for the group containing the slow students and the group containing fast students. The fast students could discuss the given topic quickly and the slow students were vice versa.	After some considerations, the expert group should have at least one clever student that could lead or control the discussion process. He or she was expected to help the slow students in the discussion process. Thus, the group discussion in the expert group could run fluently. The students were not reluctant to share their ideas in the jigsaw group.

Implementing the jigsaw technique in the reading class made the student eager to understand the text by themselves. Through this action, the students were not easily getting bored and they showed enthusiasm in joining the class. Their

attention in the reading activity was increased. Next, employing the stages of Genre-Based approach made the class not too monotonous. Furthermore, the students were guided by the researcher in doing the task in the JCOT stages so the students could understand the descriptive and procedure texts better as they could identify generic structure and the language features of the texts. Providing more input texts in the form of handouts also could make the students understanding the texts easily as indirectly their vocabulary was increased through reading various texts in the handout. They were challenged in doing the given task in the handout. Lastly, through group discussion in the expert group and group sharing section in the jigsaw group, the students could discuss and identify the main idea of the text easily. In addition, the passive students became more active in the class and they were not reluctant to share ideas to other students. The clever students were not too dominant since all of the students had contribution to share the discussed topic in the expert to be delivered to their teammates in the jigsaw group.

Generally, the use of the jigsaw technique is believed to be effective to improve the students' reading comprehension. It could be seen from the result of pre-test and post-test mean score in the Table 6 which the students' mean score was improved from 71.5 to 80. Then, through the jigsaw technique the students became more active and enthusiastic in joining the reading class. Therefore, the researcher and the English teacher agreed to discontinue the research because the objective of the research was achieved.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions of the research, the implications, and suggestions for the English teacher and the other researchers. The discussion of each of sections will be presented as follows.

A. Conclusion

Based on the data in the research findings in CHAPTER IV, some conclusions are made in this chapter. Before the researcher implementing the actions, the teacher of class VII C used the Teacher-Centered Approach in explaining the materials to the students. It made the class monotonous and drove the students to be bored and lazy. Many students who sat in the back row did not pay attention to the teacher's explanation and class activity so it made the students getting difficulties in understanding the text. Some students did not do the task when the teacher asked them to do it. It was because the teacher rarely checked and guided the students in doing the task. Some students did not contribute well in the class since the class was dominated by the clever and active students. In relation to the problems, the researcher together with the English teacher as the collaborator planned some actions to overcome the problem. The actions were implementing the jigsaw technique in the reading class, employing the stages of the Genre-Based Approach in the teaching-learning process, providing more input texts in the form of handouts, and giving the students an opportunity to be more active in the group discussion and the group sharing

session. The plan was not quite successful in implementation because of some obstacles. Those were the students took quite a long time in forming the groups, the students forgot their jigsaw group and forgot to bring the handout when it was still needed, the given-task was too easy, and there was a problem in making expert group. There should be a leader in each of the discussion groups so the discussion session would run fluently. Also, the students often forgot to gather in their groups as if the material was not finished in one meeting. Therefore the researcher revised the actions in Cycle 1 and the researcher did action in Cycle 2 fluently without any significant obstacles. The researcher decided to make both the jigsaw and the expert groups permanently with the balanced member. He also designed the new format for implementing the jigsaw which applied group discussion in the JCOT and group presentation in the ICOT. The last action was providing challenging tasks in the form of jumbled sentences, filling the blank spaces and deciding true-false task. From those actions, the results were achieved. The students' understanding toward descriptive and procedure texts was improved as they could identify the generic structure, language features, specific information and the main idea of the text. The students were enthusiastic in joining the reading class. They all were active in sharing and discussing their texts in their expert group and they all presented their texts to their jigsaw group mates. They were not bored and passive anymore and they were challenged in doing the task.

For the qualitative data, it presents that the pre-test mean is 71.5 with a standard deviation of 12.9 while the post test mean is 80 with a standard deviation

of 8.2. The gain score is 8.5. According to the t statistic from the result of t-test, $t_{\text{value}} = -4.073$; $\text{sig.} = 0.000$, it means that the score difference is significant because $\text{sig.} < 0.05$. From the data above, it can be concluded that the students' reading comprehension is significantly improved. Thus, it can be said that the jigsaw technique can improve the students' reading comprehension.

B. Implications

Based on the conclusion above, it implies that the implementing of the jigsaw technique is effective to improve the students' reading comprehension. In addition, it helps the students to understand the text easily through the discussion process and the presentation session. It facilitates the students to make them eager to read the text by themselves. To enhance the implementation of the jigsaw technique, it can be combined with the Genre-Based Approach in the teaching procedure. Through this approach, the teaching-learning process is done in step by step so it will not drive the students to be bored and yawned in the class. Moreover, the teacher can guide the students in the JCOT stage so it will give the students an opportunity to ask to the teacher if they find a problem so they can understand the generic structure, language features, and the main idea of the text. Providing handouts with the scaffolding task is also able to make the students challenged in doing the tasks as directly it can enrich the students' vocabulary. To conclude, the actions implemented in the class VII C can be said successful to improve the students' reading comprehension. The jigsaw technique can be used by the English teacher of class VII C as one of the techniques to teach reading in the class.

C. Suggestions

The researcher also gives the suggestions to the English teacher and other researcher. The suggestions are described as follows:

1. For the English Teacher

- a. The teacher can use the jigsaw technique in the reading class since it is proved that it is able to improve the students' reading comprehension.
- b. The teacher should give the passive students an opportunity to contribute in the class.
- c. The teacher should provide various activities in the class in order to make them not bored.

2. For other researchers

For the other researchers who want to do the similar research, they should prepare the research well considering the knowledge of the jigsaw technique and the research procedure. In addition, they need enough space like in open area to implement jigsaw technique since it requires space to implement it.

REFERENCES

- Ali, Mohammed. F. A. E. 2001. *The Effect of Using the Jigsaw Reading Technique on the EFL Pre-service Teachers' Reading Anxiety and Comprehension*. Journal of Education College No: 3. Cairo: Helwan University.
- Aronson, E. 2014. *Jigsaw Classroom*. <http://www.jigsaw.org/>. Retrieved on October 30, 2014.
- Badan Standar Nasional Pendidikan (BSNP). 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
- Brown, H. D. 2007. *Principles of Language Learning and Teaching*. New York: Longman.
- _____. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- _____. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- _____. 2000. *Principles of Language Learning and Teaching (4th Ed)*. New York: Addison Wesley Longman Inc.
- Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
- _____. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Feez, S. and Joyce, H. 1998. *Text-Based Syllabus Design*. Sydney: Macquarie University.
- Harmer, J. 2002. *The Practice of English Language Teaching*. (3th Ed.). London: Addison Wesley Longman.
- _____. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. London: Pearson Education Limited.
- Johnson, A. P. 2008. *Teaching Reading and Writing A: Guidebook for Tutoring and Remediating Students*. Lanham, Maryland: Rowman & Littlefield Education.

- Klingner, J. K., Vaughn, S., Boardman, A. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: Guilford Press.
- Koshy, V. 2005. *Action Research for Improving Practitioners: A Practical Guide*. London: Paul Chapman Publishing.
- Meng, J. 2010. *Jigsaw Cooperative Learning in English Reading*. Journal of Language Teaching and Research, Vol. 1, No. 4, pp. 501-504, July 2010. Qingdao University of Science and Technology.
- Mikulecky, Beatrice S. and Jeffries, Linda. 1996. *More Reading Power*. London: Addison-Wesley Publishing Company.
- Miles, Matthew B. and Huberman, A. Michael. 1994. *Qualitative Data Analysis*. (2nd Ed.). London: SAGE Publication.
- Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Novianto, B. 2012. *Improving Reading Comprehension Skills by Using Jigsaw Technique at the Second Year of SMAN 1 Kalasan Yogyakarta in the Academic Year of 2011/2012*. Thesis. Yogyakarta: English Language Education Department. Yogyakarta State University.
- Prom-D, D. 2012. *"The Effect of Jigsaw II Technique on Reading Comprehension of Mattayom Suksa 1 Students"*. Thesis. Bangkok: Srinakharinwirot University.
- Richards, J. C. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Richards, Jack C. and Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Snow, C. E. 2002. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Pittsburgh: RAND.
- Spatt, M., Pulverness, A., Williams, M. 2005. *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.
- Westwood, P. S. 2008. *What Teachers Need to Know about: Reading and Writing Difficulties*. Victoria: ACER Press.

APPENDICES

APPENDIX A:

COURSE GRID

Course Grid

School : SMP N 2 Depok
 Subject : English
 Class/Grade : VII
 Semester : 2

Course Grid Cycle 1

Standard of Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
11. Understanding the meaning of the short functional texts and the simple essays in the form of descriptive and procedure which is related in the daily life context	11.1. Responding to the meaning of short functional text accurately, fluently, and appropriately related to daily life.	<ul style="list-style-type: none"> • Descriptive text • Adjective • Simple present tense 	<p>BKOF:</p> <ul style="list-style-type: none"> -Introducing the text to the students -Asking the students to explore the text with their experience -Asking the students what they know about the text is <p>MOT</p> <ul style="list-style-type: none"> -Giving the models of the text to the students -Explaining the students about the structural patterns, language features, and the content of the text in detail 	<ul style="list-style-type: none"> -Identifying the structural pattern of the text -Identifying the main idea of the text -Identifying adjective and present tense -Finding the specific information of the text 	<ul style="list-style-type: none"> -Multiple choice -Filling the blank space -True-false statement -WH- Question 	<ul style="list-style-type: none"> -KTSP -English in Focus for Grade VII -Scaffolding for Grade VIII -Materials from internet which is relevant: www.englishindo.com, http://www.sekolahoke.com/2011/08/descriptiv e-text-nikita-willy.html 	<ul style="list-style-type: none"> -Books: BSE -Laptop -Paper

			<p>JCOT</p> <ul style="list-style-type: none"> -Dividing the students into 5 jigsaw groups -Dividing the experts group to 4/5 segment/topic -Asking the student who has the same topic to gather in the expert group -Asking the student to find the information and discuss it based on the topic they got. -Asking the student to go back to their jigsaw group to share the information they have <p>ICOT</p> <ul style="list-style-type: none"> -Giving the students task or quizzes -Asking the students to do it independently 				
--	--	--	---	--	--	--	--

Course Grid

School : SMP N 2 Depok
 Subject : English
 Class/Grade : VII
 Semester : 2

Course Grid Cycle 2

Standard of Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
11. Understanding the meaning of the short functional texts and the simple essays in the form of descriptive and procedure which is related in the daily life context	11.1. Responding to the meaning of short functional text accurately, fluently, and appropriately related to daily life.	<ul style="list-style-type: none"> • Procedure text • Imperative sentence • Word Order • Action Verb 	<p>BKOF:</p> <ul style="list-style-type: none"> -Introducing the text to the students -Asking the students to explore the text with their experience -Asking the students what they know about the text is <p>MOT</p> <ul style="list-style-type: none"> -Giving the models of the text to the students -Explaining the students about the structural patterns, language features, and the content of the text in detail 	<ul style="list-style-type: none"> -Identifying the structural pattern of the text -Identifying the main idea of the text -Identifying imperative sentence -Finding the specific information of the text 	<ul style="list-style-type: none"> -Filling the blank space -True-false statement -Jumbled sentence -WH- Question 	<ul style="list-style-type: none"> -KTSP -English in Focus for Grade VII -Materials from internet which is relevant: www.englishindo.com, www.sekolahoke.com, www.kursusmudahbahasalnggris.com, www.myrecipe.com 	<ul style="list-style-type: none"> -Books: BSE -Laptop -Paper

			<p>JCOT</p> <ul style="list-style-type: none"> -Dividing the students into 5 jigsaw groups -Dividing the experts group to 4/5 segment/topic -Asking the student who has the same topic to gather in the expert group -Asking the student to justify the invalid texts in the form of jumbled sentence and blank space. <p>ICOT</p> <ul style="list-style-type: none"> -Asking the student to go back to their jigsaw group to share the information in the form of the correct text to the jigsaw group. -Asking each of jigsaw groups to do the exercises from the texts in the form of WH-Question and T/F statement. 				
--	--	--	---	--	--	--	--

APPENDIX B:

LESSON PLANS

Lesson Plan 1 (Cycle 1)

School	: SMP N 2 DEPOK
Subject	: English
Grade/Semester	: VII/2
Language Skill	: Reading
Text	: Descriptive
Time Allocation	: 3 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of the short functional text and short essays in the form of descriptive and procedure related to daily life.

B. Basic Competence

11.1. Responding to the meaning of short functional text accurately, fluently, and appropriately related to daily life.

C. Indicator

- a. Identifying the main idea of the text
- b. Identifying adjective and present tense
- c. Finding the specific information of the text

D. Goal

Students are able to identify and understand descriptive text.

E. Material

- a. Text types in English

My Dog, Brownie

I have a pet. I call him Brownie. He is small, and cute. He has thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday he eats soft food like steamed rice, fish or bread. Every morning I give him milk and bread. When I am at school,

Brownie plays with my cat. They never fight because Brownie does not bark a lot. He treats the other animals in our house gently.

b. Function of the text:

Descriptive text is used to describe a particular person, place, animal, or thing. It tells about the subject by describing its features without including personal opinions.

Examples of descriptive texts:

- Descriptions of a particular building
- Descriptions of a specific animal
- Description of a particular place
- Description of a specific person

c. Generic structures of the text:

Identification: I have a pet. I call it Brownie.

Descriptions: It is small, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give it milk and bread. When I am at school, Brownie plays with my cat. They never fight because Brownie does not bark a lot. It treats the other animals in our house gently.

F. Method

Genre-based approach (four stages).

G. Teaching and learning process

Opening:

1. Greeting and asking students' condition
2. Checking students' attendance list
3. Explain the goal of learning
4. Giving lead-in activity

Main activities:

a. BKOF

1. Asking the students whether they have a pet or not
2. Asking the students to describe what their pet look like
3. Explaining to the students that today they are going to learn descriptive text

b. MOT

1. Giving the students the example of descriptive text (My dog, Brownie)
2. Explaining to the students about the generic structure of the text
3. Explaining to the students the language features in text such as adjective and present tense
4. Explaining to the students about jigsaw method
5. Explaining the procedures of jigsaw method to the students

c. JCOT

1. Dividing the students into 5 jigsaw groups (Team A,B,C,D,E) and 5 expert/topic groups
2. Asking the students to gather in their expert/topic groups
3. Giving the text and its' task to identify their segment in each expert groups (group 1: fur, group 2: body, group 3: tail, group 4: characteristics, group 5: habitual)
4. Checking the group work of each expert group by asking one of the students for each expert groups to tell their work
5. Asking the students to gather with their jigsaw group
6. Asking the students to share the information based on the topic they got from their expert group
7. Giving quizzes to the jigsaw group

d. ICOT

1. Giving the students about the text which is still in the form of false verb to be corrected by the students
2. Giving the students task in the form of multiple choice.

Closing:

- Reviewing the material.
- Giving the students opportunity to ask if they have difficulties.
- Greeting.

H. Source of learning:

- Internet:
www.englishindo.com

I. Assessment:

Total correct answer x 10= 100

Maximum score: 100

Acknowledge by:

Depok, April 2014

Teacher

Researcher

Septyan Angga
NIP.

Yunus Purwowibowo
NIM. 10202244031

Appendix

MOT

My Dog, Brownie

I have a pet. I call him Brownie. He is small, and cute. He has thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday he eats soft food like steamed rice, fish or bread. Every morning I give him milk and bread. When I am at school, Brownie plays with my cat. They never fight because Brownie does not bark a lot. He treats the other animals in our house gently.

Identification: I have a pet. I call it Brownie.

Descriptions: It is small, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give it milk and bread. When I am at school, Brownie plays with my cat. They never fight because Brownie does not bark a lot. It treats the other animals in our house gently.

Adjective: small, cute, thick, brown, and soft.

JCOT

My Sphynx Cat

Sphynx is the only pet I have. He is a cute cat. He has very soft fur colored brown. His fur is thick and clean because I always bath him twice a day. My Sphynx' body is not too fat or too thin. He has a beautiful body and he looks strong with his body.

I like his tail although my mom says that it is like a rat's tail. He looks funny when he flicks his tail. He is really an amazing cat. Believe it or not, he is very intelligent cat he can respond my voice to do what I say. Also, he is a brave cat because he is never afraid with outsiders. Someone will catch him easily since he is a tame cat.

He is really funny cat. He has a unique habit. He is always meowing when he feels hungry. Then, he will sleep when I hold his body. I love him so much because he always makes me laughed.

1. The writer cat's tail looks like a ... one.
 - a. mouse
 - b. lion
 - c. pig
 - d. tiger
2. Spynx is a ... cat.
 - a. big
 - b. huge
 - c. slim
 - d. proportional
3. According to the writer, Spinx is a ... cat.
 - a. lazy
 - b. smart
 - c. naughty
 - d. responsive
4. The word 'he' in the text refers to
 - a. the writer
 - b. the peach
 - c. the cat
 - d. the rat

5. What is the main purpose of the text above?

- a. to amuse the reader.
- b. to describe cat in general.
- c. to tell his experience with his cat
- d. to describe his favourite cat

ICOT (penilaian)

- a. Find and correct the wrong verb in this text.

African giraffe is/are(1) one of the world's tallest mammals. It is well known for its long necks, long legs, and brown spotted patterns. African giraffe has/have(2) two small "horns" on top of its heads that grow to be about five inches long. These horns are used to protect the head in fights.

Male giraffe is bigger than females. Male's weight is/are(3) between 2,400 and 3,000 pounds and stand up to 19 feet tall. Female's weight is/are(4) between 1,600 and 2,600 pounds and grow/grows(5) to be 16 feet tall. African giraffe populations are relatively stable. African giraffe can live about 25 years in the wild.

African giraffe can be found in central, eastern and southern Africa. African giraffe live/lives(6) in the savannas of Africa, where it roams freely among the tall trees, arid land, dense forests and open plains. It eats leaves in the top of the tree.

- b. Answer the question below by choosing a, b, c, or d.

1. What is the best title for the text above?

- a. A tallest mammal
- b. African giraffes
- c. Male giraffes
- d. An African animal

2. What is the synonym of the phrase “well known”?
 - a. Famous
 - b. Wild
 - c. Tame
 - d. Rare

3. What is the giraffe’s food?
 - a. Meat
 - b. Tree
 - c. Fish
 - d. leaves

4. Which is the body part of giraffe used to protect its head in fights?
 - a. Leg
 - b. Skin
 - c. Horn
 - d. neck

Lesson Plan 2 (Cycle 1)

School	: SMP N 2 DEPOK
Subject	: English
Grade/Semester	: VII/2
LanguageSkill	: Reading
Text	: Descriptive
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of the short functional text and short essays in the form of descriptive and procedure related to daily life.

B. Basic Competence

11.1. Responding to the meaning of short functional text accurately, fluently, and appropriately related to daily life.

C. Indicator

- a. Identifying the main idea
- b. Finding the specific information of the text
- c. Guessing the meaning of the words from the text

D. Goal

In the end of the course, students can understand a descriptive text about the description of a person well.

E. Material

Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

F. Method

Genre-based approach (four stages).

G. Teaching and learning process

Opening:

1. Greeting and asking students' condition
2. Checking students' attendance list
3. Explain the goal of learning
4. Giving lead-in activity

Main activities:

a. BKOF

1. Asking the students to describe one of their classmates
2. Explaining to the students that today they are going to learn descriptive text

b. MOT

1. Giving the students the example of descriptive text "Anto"
2. Explaining the contents of the text to the students
3. Explaining to the students the language features in text such as adjective and present tense

c. JCOT

1. Dividing the students into 5 jigsaw groups (Team A,B,C,D,E) and 4 expert/topic groups
2. Asking the students to gather in their expert/topic groups

3. Giving the text and its' task to identify their segment/topic in each expert groups (group 1: appearance, group 2: character, group 3: background, group 4: hobby,)
4. Checking the group work of each expert group by asking one of the students for each expert groups to tell their work
5. Asking the students to gather with their jigsaw group
6. Asking the students to share the information based on the topic they got to their jigsaw group
7. Giving quizzes to the jigsaw group

d. ICOT

1. Giving the students task in the form of WH-Questions.

Closing:

- Reviewing the material.
- Giving the students opportunity to ask if they have difficulties.
- Greeting.

H. Source of learning:

- Internet:
www.englishindo.com
- *English in Focus: for Grade VII*
- <http://www.sekolahoke.com/2011/08/descriptive-text-nikita-willy.html>

I. Assessment:

Total correct answer +30= 100

Maximum score: 100

Acknowledge by:

Depok, April 2014

Teacher

Researcher

Septyan Angga
NIP.

Yunus Purwowibowo
NIM. 10202244031

Appendix

MOT

Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.

JCOT

My favourite artist, Nikita Willy

I have a favourite artist. Her name is Nikita Purnama Willy. She was born on 29 June 1994 in Jakarta. She is very talented actress in Indonesia. Nikita Willy has straight hair, pointed nose, brown eyes, and white skin. She is not tall enough; her height is 162 cm only. She will smile to everyone when she meets people. It is because she is a good person and friendly. More over, she is a generous person because she has involved in many charity activities. Nikita has one sister who is named Winona. Nikita has so many hobbies. She likes travelling and shopping in her spare time. Nikita Willy has acted in many sinetron in the TV e.g. Doa Membawa Berkah, Bidadari. She also plays in some movies e.g. MBA (Married By Accident), Bestfriend. There are many achievements that Nikita has got. One of them is Panasonic Global Award.

Quizzes

1. What is the text about?
2. Who is Nikita Willy?
3. How does Nikita Willy look like?
4. How is the character of Nikita Willy?
5. What does she do in spare time?
6. What is the achievement that she got?

ICOT

Dina is my classmate. She is thirteen years old. She is tall. Her hair is long. She is not fat. She is very helpful to her friends. Her friends often ask for her helps to solve math problems. All her friends and teachers like her. She likes reading stories, cycling and playing badminton.

Questions.

1. Who is Dina? _____
2. Do her friends like her? _____
3. How old is she? _____
4. How does she look? _____
5. What colour is her hair? _____
6. Is her hair long? _____
7. Is she fat? _____

Lesson Plan 3 (Cycle 1)

School	: SMP N 2 DEPOK
Subject	: English
Grade/Semester	: VII/2
Language Skill	: Reading
Text	: Descriptive
Time Allocation	: 2x 40 minutes

A. Standard of Competence

11. Understanding the meaning of the short functional text and short essays in the form of descriptive and procedure related to daily life.

B. Basic Competence

11.1. Responding to the meaning of short functional text accurately, fluently, and appropriately related to daily life.

C. Indicator

- a. Identifying the main idea of the text
- b. Finding the specific information of the text
- c. Identifying the implicit information

D. Goal

Students are able to identify and understand descriptive text.

E. Material

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should

try its oxtail soup and dorayaki cake, th taste are so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier.

F. Method

Genre-based approach (four stages).

G. Teaching and learning process

Opening:

1. Greeting and asking students' condition
2. Checking students' attendance list
3. Explain the goal of learning
4. Giving lead-in activity

Main activities:

a. BKOF

1. Asking the students where usually they spend their holiday
2. Asking the students to describe the place that they have visited
3. Explaining to the students that today they are going to learn descriptive text

b. MOT

1. Giving the students the example of descriptive text 'Dream Food Restaurant'
2. Explaining to the students about the generic structure of the text
3. Explaining to the students the language features in text such as adjective and present tense
4. Explaining the main idea of the text.

c. JCOT

1. Dividing the students into 5 jigsaw groups (Team A,B,C,D,E) and 5 expert/topic groups
2. Asking the students to gather in their expert/topic groups
3. Giving the text and its' task to identify their segment in each expert groups (group 1: background, group 2: physical features, group 3: purpose, group 4: features, group 5: use)
4. Checking the group work of each expert group by asking one of the students for each expert groups to tell their work
5. Asking the students to gather with their jigsaw group
6. Asking the students to share the information based on the topic they got to their jigsaw group
7. Giving quizzes to the jigsaw group

d. ICOT

1. Giving the students about the text which is still blank space to be filled
2. Giving the students task in the form of true-false statement

Closing:

- Reviewing the material.
- Giving the students opportunity to ask if they have difficulties.
- Greeting.

H. Source of learning:

- Internet:
- <http://aushaf-fahri.blogspot.com/2012/09/contoh-description-text-of-yogyakarta.html>
- Scaffolding for grade VIII

I. Assessment:

Total correct answer x 10= 100

Maximum score: 100

Acknowledge by:

Depok, April 2014

Teacher

Researcher

Septyan Angga
NIP.

Yunus Purwowibowo
NIM. 10202244031

Appendix

MOT

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and dorayaki cake, th taste are so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier.

JCOT

Sydney Opera House

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.

The Sydney Opera House covers 1.8 hectare of land. It is 183 m long and about 12 m wide. The building can load 25,000 people.

The Opera House is a place for large theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company, and the Sydney Symphony.

There are five theatres in Sidney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenirs shops. The design of the Opera House is very unique. The roof looks like giant shells.

Besides, for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.

Quizzes

1. When was Sydney Opera House built?

2. Where is Sydney Opera House located?
3. How many theatres are there in Sydney Opera House?
4. How does the roof of Sydney Opera House look like?
5. What are the other functions of the Opera House?
6. What makes the Opera House Unique?

ICOT (penilaian)

- a. Fill in the blank space in the text below with provided answer in the box.**

Yogyakarta

Yogyakarta is one of the nice places in Indonesia. Yogyakarta city is located in south of Java island. It is a popular 1)..... resort for people who like cultural and historical sites.

Yogyakarta is a small city but there are many places where we can visit them. There are many 2)..... in the Yogyakarta, such as Prambanan, Kalasan and Sambi Sari. There are also two 3)..... that we must visit them: Hamengkubuwono and Pakualam Palace. Yogyakarta is a tropical city. There are palm trees and other tropical fruit trees. There are also beautiful 4) such as Parangtritis, Krakal, Kukup, and Glagah. It is not difficult to go around the Yogyakarta city because there is a bus called trans Jogja that the route is surrounding the city. The traffic in Yogyakarta is very good because there is no 5)..... like in Jakarta. The people in Yogyakarta are also very 6)..... and friendly. Yogyakarta is also called the city of students since many people want to study in the Yogyakarta's universities.

Adapted from: <http://aushaf-fahri.blogspot.com/2012/09/contoh-description-text-of-yogyakarta.html>

beaches	traffic jam
palaces	polite
temples	tourism

- b. After you complete the blank space of the Yogyakarta text, read the following statements and decide whether the statements below are true or false. Write T if the statement is true and F if the statement is false. Then, correct the false statement. Look at the example.

No.	Statement	T/F	Correction
1.	Yogyakarta lies in the north java island.	F	Yogyakarta lies in south of java
2.	Yogyakarta does not have temples.		
3.	Parangtritis is one of the beaches in Yogyakarta.		
4.	There is no university in Yogyakarta.		
5.	The people of Yogyakarta are very arrogant.		

Lesson Plan 4 (Cycle 2)

School	: SMP N 2 DEPOK
Subject	: English
Grade/Semester	: VII/2
LanguageSkill	: Reading
Text	: Procedure
Time Allocation	: 3 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of the short functional text and short essays in the form of descriptive and procedure related to daily life

B. Basic Competence

11.2. Responding to the meaning and rhetorical steps in short essays in the form of descriptive and procedure text accurately, fluently, and appropriately related to daily life

C. Indicator

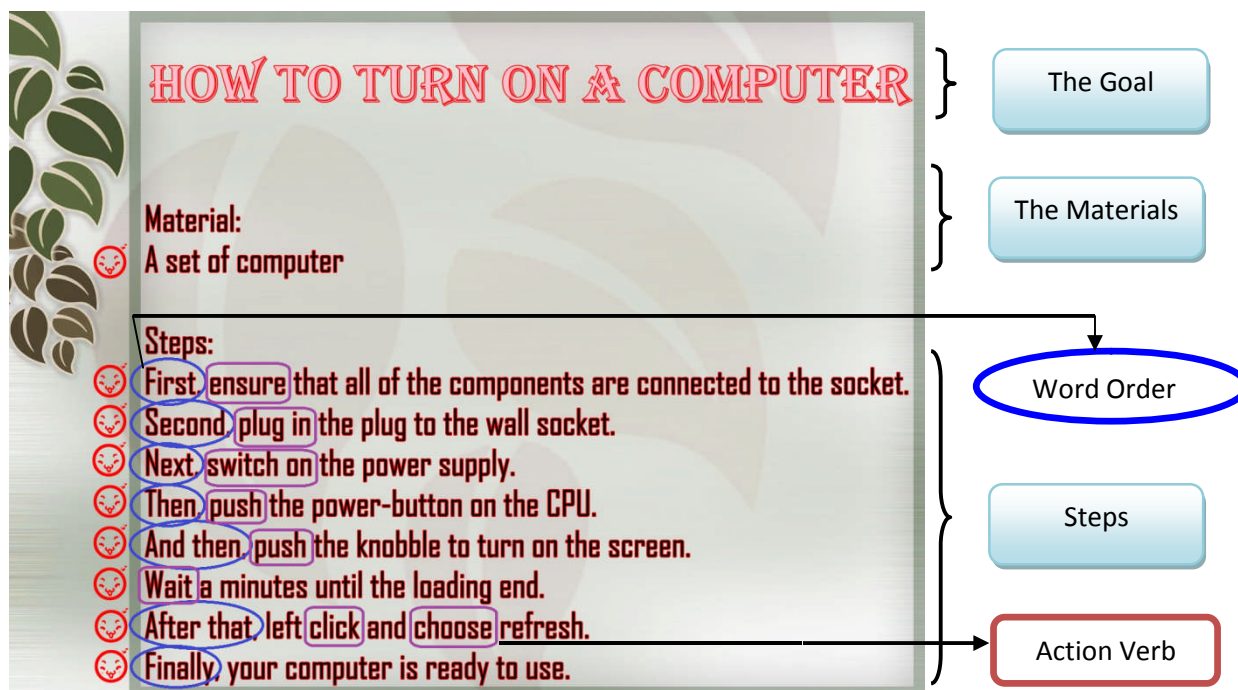
- a. Identifying the definition and the function of procedure text
- b. Identifying the goal, materials and the steps of the text
- c. Finding the specific information of the text

D. Goal

Students are able to identify and understand procedure text.

E. Material

- d. Text types in English



A procedural text is a text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

❏ The features of a procedural text:

a. The Goal

It is an introductory statement giving the aim or goal. This may be the title of the text or an introductory paragraph.

b. The Materials

They are materials needed for completing the procedure. This may be a list or a paragraph.

c. The Step

It is a sequence of steps in the correct order. Numbers can be used to show: first, second, third, and so on. The order is usually important. Words order such as now, next, and after this can be used. The steps usually begin with an action word such as add, stir, or push.

❏ Grammatical features of a procedural text:

a. Sentence that begins with verbs are stated as commands

- b. Time words or numbers that show the order for carrying out the procedures
- c. Adverbs to describe how the action should be performed

F. Method

Genre-based approach (four stages).

G. Teaching and learning process

Opening:

1. Greeting and asking students' condition
2. Checking students' attendance list
3. Explain the goal of learning
4. Giving lead-in activity

Main activities:

a. BKOF

1. Asking the students whether they know how turn on a computer
2. Asking the students to mention the steps
3. Explaining to the students that today they are going to learn procedure text

b. MOT

1. Giving the students the example of procedure text 'How to turn on a computer'
2. Explaining to the students about the generic structure of the text
3. Explaining to the students the language features in text such as word order and imperative sentence

c. JCOT

1. Dividing the students into 5 jigsaw groups (Team A,B,C,D,E) and 5 expert/topic groups
2. Dividing 5 texts into each expert group which one group discusses one text/topic they got.
3. Asking the students to gather in their expert/topic groups
4. Giving the text and its' task (jumbled sentence) to identify their text/segment in each expert group (group 1: How to charge hand phone battery, group 2: How to Send an Email, group 3: Printing a File , group 4: How to clean a refrigerator, group 5: How to operate washing machine.)
5. Checking the group work of each experts group by asking one of the students for each expert groups to tell their work
6. Asking the students to gather with their jigsaw group

d. ICOT

1. Asking the students to share their information about the text they have discussed
2. Giving the jigsaw group quizzes from all the 5 texts in the form of WH-question

Closing:

- Reviewing the material.
- Giving the students opportunity to ask if they have difficulties.
- Greeting.

H. Source of learning:

- Internet:
www.englishindo.com
www.sekolahoke.com
www.kursusmudahbahasainggris.com

I. Assessment:

Total correct answer x 5 = 100

Maximum score: 100

Acknowledge by:

Depok, April 2014

Teacher

Researcher

Y. Sukartinah, S.Pd.

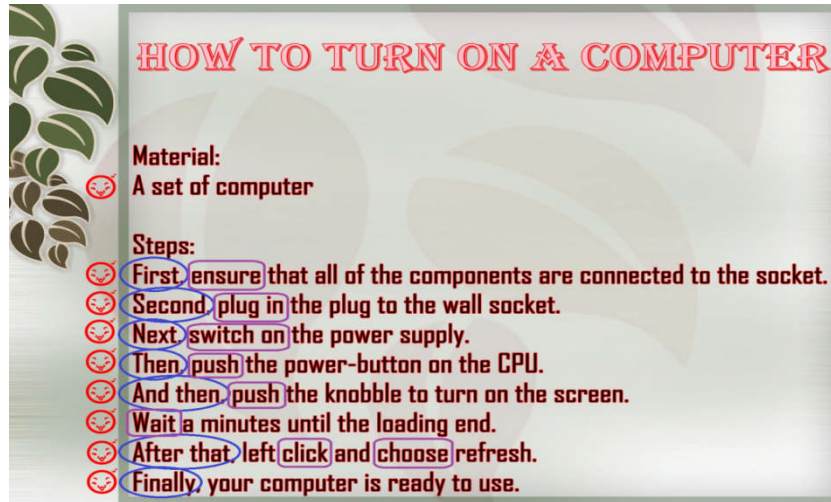
NIP. 196407061984122005

Yunus Purwowibowo

NIM. 10202244031

Appendix

MOT



JCOT

Text 1

Arrange the steps of the text to make the correct procedures

How to charge hand phone battery

prepare your:

- hand phone
- battery charger

Steps:

1. Second, wait until the battery icon appears on the screen.
2. First, connect the charger to your hand phone; the flash symbol on the charger plug must face upward.
3. Finally, remove the charger by pulling out from your hand phone.

4. Then, charge the battery approximately 3 hours or until the battery icon indicates that the battery is fully charged.

Text 2

Arrange the steps of the text to make the correct procedures

How to Send an Email

You need:

- Sets of computer
- Internet access
- An Email Account

Steps:

- a. After that, include a subject. This is what the email is about or concerning.
- b. Then, type in the email address of the person you want to send an email to.
- c. First, find the "Compose" button once logged in to your email account. It shouldn't be too hard to find; often it's a different-colored button.
- d. Finally, after double-checking for errors, click "Send."
- e. Next, type the message, or body, of your email. This is your communication or what you want to explain to the other person.

Text 3

Arrange the steps of the text to make the correct procedures

Printing a File

1. Click "File". And then click "print".
2. After the printer is on, open the file that you want to print.
3. The last step is click "OK"
4. Then, click "pages" and then type the pages that you want to print.
5. The first step is Turn on the printer
6. After click the pages, select the number of copies that you want to print by clicking on the arrows beside it.

Text 4

Arrange the steps of the text to make the correct procedures

How to clean a refrigerator

1. Fourth, put a flat pan under the freezer to catch the drips or put a large towel in the bottom of the refrigerator.
2. Second, turn the temperature control "defrost" or unplug the electricity to the refrigerator (or both).
3. Third, let the ice melt. Do not scrape or jab at the ice with a sharp instrument. You may cause serious damage to the freezing unit.
4. First, remove all frozen food and ice cube trays. Place them in the cardboard or somewhere else.

Text 5

Arrange the steps of the text to make the correct procedures

How to operate washing machine.

1. After the process of washing has finished, let the clothes drain through the drain hose.
2. Then, put them in the washing machine, turn the machine on, set it to the wash selection and pour the detergent powder in.
3. First, separate the colored clothes from others. After pouring the detergent, wait for the tub to fill with water.
4. Finally, put the wet clothes into the spin compartment, set the knob and wait until the spin processing shuts off.
5. Next, see the knob of the wash timer again, this time to rinse for three minutes. Do this twice for a good rinsing.
6. After pouring the detergent, wait for the tub to fill with water.

ICOT

Text 1

How to charge hand phone battery

prepare your:

- hand phone
- battery charger

Steps:

1. Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.
2. Wait until the battery icon appears on the screen.
3. Charge the battery approximately 3 hours or until the battery icon indicates that the battery is fully charged.
4. Remove the charger by pulling out from your hand phone.

Question:

1. What is the text about?
2. What is the first step to charge hand phone?
3. How long does charging hand phone approximately take?
4. What is the indicator that the battery is fully charged?
5. What should you do after the battery is fully charged?

Text 2

How to Send an Email

You need:

- Sets of computer
- Internet access
- An Email Account

Steps:

1. First, find the "Compose" button once logged into your email account. It shouldn't be too hard to find; often it's a different-colored button.
2. Then, type in the email address of the person you want to send an email to.
3. After that, include a subject. This is what the email is about or concerning.
4. Next, type the message, or body, of your email. This is your communication or what you want to explain to the other person.
5. Finally, after double-checking for errors, click "Send."

Question:

1. What is the text about?
2. What are the materials needed to send an email?
3. What is the next step after you have logged in your email account?
4. Which step does show the step of typing the message?

Text 3**Printing file**

1. The first step is Turn on the printer.
2. After the printer is on, open the file that you want to print.
3. Click "File". And then click "print".
4. Then, click "pages" and then type the pages that you want to print.
5. After click the pages, select the number of copies that you want to print by clicking on the arrows beside it.
6. The last step is click "OK".

Question:

1. What is the text about?
2. What is the next step after turn on the printer?
3. According to the text, what is the fourth step of printing file?

Text 4

How to clean a refrigerator

1. First, remove all frozen food and ice cube trays. Place them in the cardboard or somewhere else.
2. Second, turn the temperature control "defrost" or unplug the electricity to the refrigerator (or both).
3. Third, let the ice melt. Do not scrape or jab at the ice with a sharp instrument. You may cause serious damage to the freezing unit.
4. Fourth, put a flat pan under the freezer to catch the drips or put a large towel in the bottom of the refrigerator.

Question:

1. According to the text how many steps are needed to clean a refrigerator
2. What is the beginning step to clean a refrigerator?
3. What is the Indonesian meaning of the word 'melt'?
4. Why should not sharp instrument be used to scrape or jab the ice?

Text 5

How to operate washing machine.

1. First, separate the colored clothes from others.
2. Then, put them in the washing machine, turn the machine on, set it to the wash selection and pour the detergent powder in.
3. After pouring the detergent, wait for the tub to fill with water.
4. After the process of washing has finished, let the clothes drain through the drain hose.
5. Next, see the knob of the wash timer again, this time to rinse for three minutes. Do this twice for a good rinsing.
6. Finally, put the wet clothes into the spin compartment, set the knob and wait until the spin processing shuts off.

Question:

1. What is the text about?
2. What is the first step to operate washing machine?
3. What is the next process after draining the clothes in drain hose?
4. What is the last step to operate washing machine

Lesson Plan 5 (Cycle 2)

School	: SMP N 2 DEPOK
Subject	: English
Grade/Semester	: VII/2
Language Skill	: Reading
Text	: Procedure
Time Allocation	: 3 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of the short functional text and short essays in the form of descriptive and procedure related to daily life

B. Basic Competence

11.2. Responding to the meaning and rhetorical steps in short essays in the form of descriptive and procedure text accurately, fluently, and appropriately related to daily life

C. Indicator

- a. Identifying the goal, materials and the steps of the text
- b. Finding the specific information of the text
- c. Identifying the implicit information

D. Goal

Students are able to identify and understand procedure text.

E. Material

How to make a glass of tea

Materials:

1. A glass

2. A spoon
3. Instant tea or a teaspoon of tea powder
4. Sugar
5. Hot water

Steps:

First, put instant tea or tea powder into a glass

Next, add some sugar

Then, pour hot water into the glass

After that, stir it

Finally, a glass of tea is ready to serve

A procedural text is a text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

❏ The features of a procedural text:

❏ The Goal

It is an introductory statement giving the aim or goal. This may be the title of the text or an introductory paragraph.

❏ The Materials

They are materials needed for completing the procedure. This may be a list or a paragraph.

❏ The Step

It is a sequence of steps in the correct order. Numbers can be used to show: first, second, third, and so on. The order is usually important. Words order such as now, next, and after this can be used. The steps usually begin with an action word such as add, stir, or push.

❏ Grammatical features of a procedural text:

- Sentence that begins with verbs and are stated as commands
- Time words or numbers that show the order for carrying out the procedures
- Adverbs to describe how the action should be performed

F. Method

Genre-based approach (four stages).

G. Teaching and learning process

Opening:

1. Greeting and asking students' condition
2. Checking students' attendance list
3. Explain the goal of learning
4. Giving lead-in activity

Main activities:

a. BKOF

1. Asking the students whether they ever make a tea by themselves
2. Asking the students to mention the steps
3. Explaining to the students that today they are going to continue learning procedure text

b. MOT

1. Giving the students the example of procedure text 'How to make a glass of tea'
2. Explaining to the students about the generic structure of the text
3. Explaining to the students the language features in text such as word order and imperative sentence

c. JCOT

1. Dividing the students into 5 jigsaw groups (Team A,B,C,D,E) and 5 expert/topic groups
2. Dividing 5 texts into each expert group which one group discusses one text/topic they got.

3. Asking the students to gather in their expert/topic groups
4. Giving the text and its' task (jumbled sentence) to identify their text/segment in each expert group (group 1: How make a cup of coffee , group 2: How to make instant noodle , group 3: How to make tomatoes juice, group 4: Kunyit Asam, group 5: How to make cheese omelets)
5. Checking the group work of each experts group by asking one of the students for each expert groups to tell their work
6. Asking the students to gather with their jigsaw group

d. ICOT

1. Asking the students to share their information about the text they have discussed
2. Giving the jigsaw group quizzes from all the 5 texts in the form of WH-question

Closing:

- Reviewing the material.
- Giving the students opportunity to ask if they have difficulties.
- Greeting.

H. Source of learning:

- Internet:
www.englishindo.com
www.sekolahoke.com
www.kursusmudahbahasainggris.com

I. Assessment:

Total correct answer x 5= 100

Maximum score: 100

Acknowledge by:

Depok, April 2014

Teacher

Researcher

Y. Sukartinah, S.Pd.

Yunus Purwowibowo

NIP. 196407061984122005

NIM. 10202244031

Appendix

MOT

How to make a glass of tea

Materials:

1. A glass
2. A spoon
3. Instant tea or a teaspoon of tea powder
4. Sugar
5. Hot water

Steps:

First, put instant tea or tea powder into a glass

Next, add some sugar

Then, pour hot water into the glass

After that, stir it

Finally, a glass of tea is ready to serve

JCOT

Text 1

Arrange the steps of the text to make the correct procedures

HOW TO MAKE A CUP OF COFFEE

MATERIALS AND INGREDIENTS :

- 2 spoons of sugar
- one spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURE :

1. Put one spoon of coffee powder into the cup.
2. Stir it well and the hot coffee is ready to drink.
3. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
4. Add 2 spoons of sugar into a cup of coffee.
5. Pour some hot water into the cup.

Text 2

Arrange the steps of the text to make the correct procedures

How to Make Instant Noodle

Ingredient: Instant noodle

Utensils: pan, bowl, spoon

Instructions:

1. Sprinkle fried crispy onion. The noodle is ready to be served
2. Add noodle, stir slowly for 3 minutes.
3. Put the cooked noodle into the bowl with seasoning, sweet soy sauce and chili sauce, mix them well.
4. When noodle is being cooked, put the seasoning, sweet soy sauce and chili sauce in a bowl.
5. Boil 400ml (2 glasses) of water in a pan.
6. Take the cooked noodle from the boiling water and drain it.

Text 3

Arrange the steps of the text to make the correct procedures

How to Make Tomato Juice

Ingredients: 2 Tomatoes 2 Spoon of sugar Some ice Some milk A glass of water

Steps:

1. Switch the blender on around 1-2 minutes.

2. Put tomatoes, sugar, ice, and water into a blender.
3. Pour some milk into the juice.
4. Pour the tomato juice into a glass.

Text 4

Arrange the steps of the text to make the correct procedures

Kunyit Asam

Ingredients:

1 kg turmeric

1 kg palm sugar

250 g black tamarind

salt as much as needed

3 l of water

Instructions:

1. Then, slice it.
2. First, peel turmeric and wash it.
3. After that, use a grinder or blender to grind the sliced turmeric.
4. Next, pour the ground turmeric into a deep pan and add the rest of the ingredients.
5. Finally, let it cool off and serve it with some ice cubes.
6. Bring it to boil and stir it occasionally.

Text 5

Arrange the steps of the text to make the correct procedures

How to Make Cheese Omelets

Ingredients :

1 egg, 50 g cheese, 1 cup milk, 3 table spoons cooking oil,

a pinch of salt and pepper.

Utensils you need :

Frying pan, fork, spatula, cheese grater, bowl, plate.

How to make it :

1. Crack an egg into a bowl.
2. When it has already smooth, Add milk and whisk well.
3. After crack an egg, whisk the egg with a fork until it is smooth.
4. Next, grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelette with a spatula when it browns.
8. Eat while warm.
9. Cook both sides.
10. Place on a plate, spread salt and pepper.

ICOT

Text 1

HOW TO MAKE A CUP OF COFFEE

MATERIALS AND INGREDIENTS :

- 2 spoons of sugar
- one spoon of coffee powder
- hot water
- a cup
- a spoon

PROCEDURE :

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.
2. Put one spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Add 2 spoons of sugar into a cup of coffee
5. Stir it well and the hot coffee is ready to drink

Question:

1. What is the text about?
2. How much sugar is needed to make a cup of coffee?
3. How much coffee powder is needed to make a cup of coffee?
4. According to the text, what is the next step after pour some water?

Text 2

How to Make Instant Noodle

Ingredient: Instant noodle

Utensils: pan, bowl, spoon

Instructions:

- Boil 400ml (2 glasses) of water in a pan.
- Add noodle, stir slowly for 3 minutes.
- When noodle is being cooked, put the seasoning, sweet soy sauce and chili sauce in a bowl.
- Take the cooked noodle from the boiling water and drain it.
- Put the cooked noodle into the bowl with seasoning, sweet soy sauce and chili sauce, mix them well.
- Sprinkle fried crispy onion. The noodle is ready to be served.

Question:

1. What is the text about?

2. What utensils are needed?
3. How many water do we need?
4. How long do we have to boil the noodle?

Text 3

How to Make Tomato Juice

Ingredients: 2 Tomatoes, 2 Spoon of sugar, Some ice, Some milk, a glass of water

Steps:

1. Put tomatoes, sugar, ice, and water into a blender.
2. Switch the blender on around 1-2 minutes.
3. Pour the tomato juice into a glass.
4. Pour some milk into the juice.

Question:

1. What is the text about?
2. What are the ingredients to make tomato juice?
3. According to the text, what is the second step to make tomatoes juice?

Text 4

Kunyit Asam

Ingredients:

1 kg turmeric

1 kg palm sugar

250 g black tamarind

salt as much as needed

3 l of water

Instructions:

First, peel turmeric and wash it.

Then, slice it.

After that, use a grinder or blender to grind the sliced turmeric.

Next, pour the ground turmeric into a deep pan and add the rest of the ingredients.

Bring it to boil and stir it occasionally.

Finally, let it cool off and serve it with some ice cubes

Question:

1. According to the text, how many steps are needed to make kunyit asam?
2. According to the text, how many water is needed to make kunyit asam?
3. 'First, peel turmeric and wash it.' What does the word 'it' refer to?
4. What is used to grind the sliced turmeric?

Text 5

How to Make Cheese Omelets

Ingredients :

1 egg, 50 g cheese, 1 cup milk, 3 table spoons cooking oil,
a pinch of salt and pepper.

Utensils you need :

Frying pan, fork, spatula, cheese grater, bowl, plate.

How to make it :

1. Crack an egg into a bowl.
2. After crack an egg, whisk the egg with a fork until it is smooth.
3. When it has already smooth, add milk and whisk well.
4. Grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelette with a spatula when it browns.
8. Cook both sides.
9. Place on a plate, spread salt and pepper.

10. Eat while warm.

Question:

1. What is the text about?
2. What are the ingredients to make cheese omelets?
3. What are the utensils need to make cheese omelets?
4. What is the next step after heat the oil in the frying pan?
5. Turn the omelette with a spatula when it browns. What does 'it' refer to?

Lesson Plan 6 (Cycle 2)

School	: SMP N 2 DEPOK
Subject	: English
Grade/Semester	: VII/2
Language Skill	: Reading
Text	: Procedure
Time Allocation	: 3 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of the short functional text and short essays in the form of descriptive and procedure related to daily life

B. Basic Competence

11.2. Responding to the meaning and rhetorical steps in short essays in the form of descriptive and procedure text accurately, fluently, and appropriately related to daily life

C. Indicator

- a. Finding the specific information of the text
- b. Identifying the implicit information
- c. Identifying the action verb

D. Goal

Students are able to identify and understand procedure text.

E. Material

How to make oriental fried rice

Preparations:

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper and salt.
3. Break in and stir in one or two eggs.
4. To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster sauce.

5. Chop up the leeks into very small pieces.

How to make it:

- a. Then, pour the eggs and green peas.
- b. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Put the leeks into the mixture and a plate of rice.
- c. First of all, fry the chicken fillet and meatballs. Stir the mixture well.
- d. Finally, serve oriental fried rice on a plate with hot sauce, if you like.

A procedural text is a text that tells how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

❏ The features of a procedural text:

❏ The Goal

It is an introductory statement giving the aim or goal. This may be the title of the text or an introductory paragraph.

❏ The Materials

They are materials needed for completing the procedure. This may be a list or a paragraph.

❏ The Step

It is a sequence of steps in the correct order. Numbers can be used to show: first, second, third, and so on. The order is usually important. Words order such as now, next, and after this can be used. The steps usually begin with an action word such as add, stir, or push.

❏ Grammatical features of a procedural text:

- Sentence that begins with verbs and are stated as commands
- Time words or numbers that show the order for carrying out the procedures
- Adverbs to describe how the action should be performed

F. Method

Genre-based approach (four stages).

G. Teaching and learning process

Opening:

1. Greeting and asking students' condition
2. Checking students' attendance list
3. Explain the goal of learning
4. Giving lead-in activity

Main activities:

a. BKOF

1. Asking the students whether they ever make some food by themselves
2. Asking the students to mention the steps
3. Explaining to the students that today they are going to continue learning procedure text

b. MOT

1. Giving the students the example of procedure text 'How to make oriental fried rice'
2. Explaining to the students about the generic structure of the text
3. Explaining to the students the language features in text such as word order and imperative sentence

c. JCOT

1. Dividing the students into 5 jigsaw groups (Team A,B,C,D,E) and 5 expert/topic groups
2. Dividing 5 texts into each expert group which one group discusses one text/topic they got.
3. Asking the students to gather in their expert/topic groups
4. Giving the text and its' task (filling the blank spaces) to identify their text/segment in each expert group (group 1: Keeping fit , group 2: How to make instant noodle , group 3: How to make tomatoes juice, group 4: Kunyit Asam, group 5: How to make cheese omelets)
5. Checking the group work of each expert group by asking one of the students for each expert groups to tell their work
6. Asking the students to gather with their jigsaw group

d. ICOT

1. Asking the students to share their information about the text they have discussed
2. Giving the jigsaw group quizzes from all the 5 texts in the form of WH-question

Closing:

- Reviewing the material.
- Giving the students opportunity to ask if they have difficulties.
- Greeting.

H. Source of learning:

- Internet:

www.myrecipe.com

English in Focus For Grade VII

I. Assessment:

Total correct answer x 5= 100

Maximum score: 100

Acknowledge by:

Teacher

Depok, April 2014

Researcher

Y. Sukartinah, S.Pd.
NIP. 196407061984122005

Yunus Purwowibowo
NIM. 10202244031

Appendix

MOT

How to make oriental fried rice

Preparations:

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper and salt.
3. Break in and stir in one or two eggs.
4. To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster sauce.
5. Chop up the leeks into very small pieces.

How to make it:

- a. Then, pour the eggs and green peas.
- b. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Put the leeks into the mixture and a plate of rice.
- c. First of all, fry the chicken fillet and meatballs. Stir the mixture well.
- d. Finally, serve oriental fried rice on a plate with hot sauce, if you like.

JCOT

Text 1

Fill the blank spaces with words provided in the box below.

Keeping Fit

Wati Safitri cares about keeping fit. ..., she joins health club where she usually exercises after work. Next, she is always careful about her diet. She neverfast food with lot of fat and sugar. Then, she nevercigarettes. Finally, Wati sometimes multivitamins to supply energy because she is a very busy woman.

She does a lot of activities

all day long. That's Wati, she tries to keep in shape and stay.....

- eats	- First of all	- smokes
- healthy	- consumes	

Text 2

Fill the blank spaces with words provided in the box below.

Putu ayu

"Putu ayu" is a traditional cake from Jepara. To make "Putu ayu" cake wesimple material, such as 150 grams Wheat flour, 200 grams Granulated sugar,

2 Chicken eggs, 200 ml Coconut milk, 1 teaspoon SP, Green dye, 100 grams Grated young coconut and Salt.

There are some steps to“Putu ayu” cake. Firstly, shake egg, sugar and SP until fluffy and white. Then,the flour in to the bowl. Next, stir the mixture. After mixed well, pour coconut milk gradually while stirring until blended. Moreover, to make it looks good, put the green dye. Then, stir well. After that, mix coconut and salt until blended. Then, put coconut at the base of the mold with a slight pressure to a solid. Furthermore, Pour batter “Putu ayu” until mold is full. Then,the pan steamers and steamed until cooked dough. Lastly, serve it.

- heat	- need
- put	- make

Text 3

Fill the blank spaces with words provided in the box below.

How to Make Chicken Soup

Chicken soup is a healthy and recommended food which is easy to be cooked. To make a bowl of chicken soup, you need to prepare...., parsley, cold water, salt, pepper, chopped onion, celery, carrot, and bay leaf.

The first step that you should do is to rinse chicken thoroughly and trim off the excess fat. Then, cut chicken into quarters and place in a large stock pot. Next,..... the water (or broth) and 2 teaspoons salt, pepper, and bay leaf. After that, cover the pot and bring to boil. ..., uncover and add the onions, [celery](#), [carrots](#) and parsley. Finally, place cooked [noodles](#) or [rice](#) inand pour soup.

- Then	- add
- bowl	- chicken

Text 4

Fill the blank spaces with words provided in the box below.

Planting chili

.....is a nice activity in our spare time. The following is guided information on how to plant a chili-plant easily. Here are the steps. Firstly, dry a handful seeding under the sunlight. Secondly,the seeding on the soil. It should be in open area. Next, wait it. There will come out the sprout after that let it be bigger., put it

in another big pot so it will soonbigger and bigger and yield us some fresh chilies soon.

- put	- Planting
- grow	-Finally

Text 5

Fill the blank spaces with words provided in the box below.

How to make pineapple juice

First, cut a piece of pineapple

Then,... the pineapple into a blender

... a half glass of water into a blender

... spoonful of sugar

Put some ice cubes into blender

... for several minutes

Now, your juice is ready to be served

-blend	- add
- put	-pour

ICOT

Text 1

Read the text below and decide whether the statements below are true or false by put a tick in the box.

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

No.	Statements	True	False	Correction
1.	Wati does not care about her health			
2.	She likes eating fast food			
3.	She never smokes cigarettes			
4.	She does exercises after work			

Text 2

Read the text below and decide whether the statements below are true or false by put a tick in the box.

Putu ayu

“Putu ayu” is a traditional cake from Jepara. To make “Putu ayu” cake we need simple material, such as 150 grams Wheat flour, 200 grams Granulated sugar, 2 Chicken eggs, 200 ml Coconut milk, 1 teaspoon SP, Green dye, 100 grams Grated young coconut and Salt.

There are some steps to make “Putu ayu” cake. Firstly, shake egg, sugar and SP until fluffy and white. Then, put the flour in to the bowl. Next, stir the mixture. After mixed well, pour coconut milk gradually while stirring until blended. Moreover, to make it looks good, put the green dye. Then, stir well. After that, mix coconut and salt until blended. Then, put coconut at the base of the mold with a slight pressure to a solid. Furthermore, Pour batter “Putu ayu” until mold is full. Then, heat the pan steamers and steamed until cooked dough. Lastly, serve it.

No.	Statements	True	False	Correction
1.	Putu ayu is traditional cake from Surabaya			
2.	It needs 4 chicken eggs			
3.	Green dye does not have function			
4.	After mix coconut and salt, put it to the mold			

Text 3

Read the text below and decide whether the statements below are true or false by put a tick in the box.

How to Make Chicken Soup

Chicken soup is a healthy and recommended food which is easy to be cooked. To make a bowl of chicken soup, you need to prepare chicken, parsley, cold water, salt, pepper, chopped onion, celery, carrot, and bay leaf.

The first step that you should do is to rinse chicken thoroughly and trim off the excess fat. Then, cut chicken into quarters and place in a large stock pot. Next, add the water (or broth) and 2 teaspoons salt, pepper, and bay leaf. After that, cover the pot and bring to boil. Then, uncover and add the onions, [celery](#), [carrots](#) and parsley. Finally, place cooked [noodles](#) or [rice](#) in bowl and pour soup.

No.	Statements	True	False	Correction
1.	Chicken is not healthy food.			
2.	The first step is to rinse chicken.			
3.	It is not needed to add water.			
4.	Placed cooked noodles in bowl is the last step			

Text 4

Read the text below and decide whether the statements below are true or false by put a tick in the box.

Planting chili

Planting is a nice activity in our spare time. The following is guided information on how to plant a chili-plant easily. Here are the steps. Firstly, dry a handful seeding under the sunlight. Secondly, put the seeding on the soil. It should be in open area. Next, wait it. There will come out the sprout after that let it be bigger. Finally, put it in another big pot so it will soon grow bigger and bigger and yield us some fresh chilies soon.

No.	Statements	True	False	Correction
1.	The text is about how to plant chili			
2.	The first step is putting the seeding on the ground			
3.	The seeding should be put in open area			
4.	The chili should not put in the pot when it is bigger			

Text 5

Read the text below and decide whether the statements below are true or false by put a tick in the box.

How to make pineapple juice

First, cut a piece of pineapple

Then, put the pineapple into a blender

Pour a half glass of water into a blender

Add spoonful of sugar

Put some ice cubes into blender

Blend for several minutes

Now, your juice is ready to be served

No.	Statements	True	False	Correction
1.	The text is a recount text			
2.	The first step is to cut a half of pineapple			
3.	Then, pour a glass of water			
4.	The last step is to put some ice cubes into blender			

APPENDIX C:

PRE-TEST AND POST- TEST

ENGLISH Pre-test

School	: SMP N 2 Depok
Grade / Semester	: VII / 2
Subject	: English
Time allocation	: 40 minutes
Type	: Closed book

DIRECTIONS:

1. Pray before starting doing this examination.
2. Read each directions of each section carefully.
3. Choose the best answer by giving a mark (X) on a, b, c, or d on your answer sheet.

The text below is for questions number 1 - 5.

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brwonie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brwonie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs everyday.

Taken from: <http://arigorez.blogspot.com/>

1. What kind of text is the text above?

a. Recount	c. Narrative
b. Descriptive	d. Report
2. The generic structure of the text is ...

a. Description – Identification
b. Identification – Description
c. Orientation – Events – Reorientation
d. Reorientation – Events – Orientation
3. 'They are Casper, Midas, Brownie and Dottie'. The sentence is the of the text.

a. Description	c. Identification
b. Orientation	d. Events
4. 'He's short with long body and four strong legs'. The sentence is one of the of the text.

a. Events	c. Descriptions
b. Orientations	d. Identifications

5. How many dogs does the writer have?

- a. 1
- b. 2
- c. 3
- d. 4

The text below is for questions number 6 - 10.

Nabila is the youngest girl in our family. She is fourteen years old and she is four years younger than me. She has long, straight hair, bright eyes, and a sweet smile. Sometimes, she is rather naughty at home, but I really love her.

Nabila is interested in drawing very much. She likes to draw some kind of flowers. Everyday she draws flowers and coloring well. She often takes parts in drawing competition.

Taken from: <http://www.slideshare.net/05041988/soal-descriptivetext>

6. From the text we know that Nabila is ...

- a. The writer's youngest sister
- b. The writer's elder sister
- c. The writer's daughter
- d. The writer's mother

7. Based on the text, we know that the writer is...years old.

- a. Fourteen
- b. Sixteen
- c. Eighteen
- d. Nineteen

8. "Nabila is interested in drawing very much."

The underlined phrase can be replaced with...

- a. Dislike drawing
- b. Really likes drawing
- c. Hates drawing very much
- d. Finds drawing not really entertaining

9. "She is rather **naughty** at home." What is the antonym of the word naughty in this sentence ...?

- a. Arrogant
- b. Disobey
- c. Kind
- d. Cruel

10. What is the main idea of the second paragraph...?

- a. Nabila has sister
- b. Nabila likes to join drawing competition
- c. Nabila dislikes drawing
- d. Nabila likes drawing

Fill in the blank space of the text below with the suitable answer

How to make pineapple juice

First, cut a piece of pineapple

Then, (11)... the pineapple into a blender

(12)... a half glass of water into a blender

(13)... spoonful of sugar

Put some ice cubes into blender

(14)... for several minutes

Now, your juice is ready to be served

Adapted from: <http://kerjaonline-aisah.blogspot.com>

- | | | | |
|--------------|----------|----------|----------|
| 11. a. Cut | b. Put | c. Chop | d. Slice |
| 12. a. Break | b. Sauté | c. Pour | d. Grate |
| 13. a. Grill | b. Bake | c. Add | d. Clean |
| 14. a. Play | b. Push | c. Press | d. Blend |
15. Arrange these jumbled sentences into the correct paragraph.
1. Add a spoonful of sugar
 2. Then, put a teaspoon of coffee into a cup
 3. First, boil some water in the kettle
 4. Next, stir the mixture for a few moment
 5. Fill in the cup with boiling water
 6. Finally the coffee is ready to be served
- | | |
|----------------|----------------|
| a. 1-2-3-4-5-6 | c. 3-2-1-4-6-5 |
| b. 2-3-5-6-1-4 | d. 3-2-1-5-4-6 |

The text below is for questions number 16-20

THE JACKSON FAMILY

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson's house is made of wood. It has five rooms, a kitchen, a bathroom, a living room and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

Taken from: English in Focus: For Grade VII Junior High School

16. What does the text mostly about?
- | | |
|-----------------------|-----------------------|
| a. Mr. Jackson's wife | c. Mr. Jackson's work |
| b. The Jackson family | d. Mr. Jackson's maid |

17. What is the purpose of the text?
- To persuade the reader about Jackson family
 - To describe the reader about Jackson family
 - To retell the reader about Jackson family
 - To entertain the reader about Jackson family
18. Where does the Jackson Family stay?
- Denpasar
 - Bantul
 - Medan
 - America
19. “She comes from Medan” (line 3). The underlined Word refer to Mr. Jackson’s.....
- Teacher
 - Daughter
 - Wife
 - Maid
20. Mr. Jackson’ house has....
- A kitchen an a private room
 - A living room and a garage room
 - A living room and a bathroom
 - A bedroom and a prayer room

The text below is for questions number 21-25

How to Make an Instant Noodle

Ingredient: Instant noodle

Utensils: pan, bowl, spoon

Instructions:

- Boil 400ml (2 glasses) of water in a pan.
- Add noodle, stir slowly for 3 minutes.
- When noodle is being cooked, put the seasoning, sweet soy sauce and chili sauce in a bowl.
- Take the cooked noodle from the boiling water and drain it.
- Put the cooked noodle into the bowl with seasoning, sweet soy sauce and chili sauce, mix them well.
- Sprinkle fried crispy onion. The noodle is ready to be served.

Adapted from: <http://al-ayasy.blogspot.com/2012/02/procedure-text.html>

21. What is the type of the text above?
- Narrative
 - Procedure
 - Report
 - Descriptive
22. What is the purpose of the text above?
- To persuade the reader to eat instant noodle
 - To inform the reader how to make instant noodle
 - To tell the reader about instant noodle
 - To tell the reader how to boil the water
23. What do we need first to make instant noodle?

- a. Boil the water
- b. Add noodle to the boiling water
- c. Put the noodle into a bowl
- d. Stir the noodle

24. “Take the cooked noodle from the boiling water and drain **it**”. The word “it” in this sentence refers to...

- a. Bowl
- b. Boiling water
- c. Water
- d. Cooked noodle

25. “The noodle is ready to be served”. What does the underlined phrase mean?

- a. The instant noodle has not cooked yet
- b. The instant noodle need more flavor
- c. The instant noodle is ready to be enjoyed
- d. The instant noodle should be added some water

The text below is for questions number 26-30

Tomato Soup

Ingredients:

- 4 large tomatoes
- 1 small onion
- 8 cups water
- small clove garlic
- spices
- ½ teaspoon salt
- ¼ teaspoon pepper
- ¼ teaspoon butter

Steps:

1. Fry tomatoes, onion, and garlic in a pan with butter for five minutes.
2. Add water, spices, salt, and pepper.
3. Heat until the water boils.
4. Turn down the heat and cover the lid.
5. Cook for one hour.

Taken from: English in Focus: For Grade VII Junior High School

26. What is kind of the text above?

- a. Narrative.
- b. Recount.
- c. Monologue.
- d. Procedure.

27. How many tomatoes are needed for tomato soup?

- a. 4 large tomatoes

- b. 4 small tomatoes
 - c. 1 large tomato
 - d. 1 small tomato
28. How much water is needed for tomato soup?
- a. 1 cup of water
 - b. 8 cups of water
 - c. 5 cups of water
 - d. 2 cups of water
29. After frying the ingredients in a pan, what is the next step?
- a. Turn down the heat.
 - b. Heat until the water boils.
 - c. Add water, spices, salt, and pepper.
 - d. Cook for one hour.
30. What is the last step when making tomato soup?
- a. Cook for one hour.
 - b. Fry the ingredients in a pan.
 - c. Heat until the water boils.
 - d. Put stock into a pan.

Key answer

1. B
2. B
3. C
4. C
5. D
6. A
7. C
8. B
9. C
10. D
11. B
12. C
13. C
14. D
15. D
16. B
17. B
18. A
19. C
20. C
21. B
22. B
23. A
24. D
25. C
26. D
27. A
28. B
29. C
30. A

ENGLISH Post-test

School	: SMP N 2 Depok
Grade / Semester	: VII / 2
Subject	: English
Time allocation	: 40 minutes
Type	: Closed book

DIRECTIONS:

1. Pray before starting doing this examination.
2. Read each directions of each section carefully.
3. Choose the best answer by giving a mark (X) on a, b, c, or d on your answer sheet

The text below is for questions number 1 - 5.

My Family

My name is Randi. I am an SMP student. I live on Jalan Suryakanta. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher.

My parents have three children. Ely, the eldest, works as a programmer in a private company. Then, Wulan is my sister. We are students. We always go to school together. She goes to SMA 3 Yogyakarta and I go to SMP 3 Yogyakarta.

Taken from: English in Focus: For Grade VII Junior High School

1. Who is Randi?
 - a. He is an SMA student.
 - b. He is a teacher.
 - c. He is a doctor.
 - d. He is an SMP student.
2. How many people are there in Mr. Rahman's family?
 - a. Five
 - b. Four
 - c. Three
 - d. Two
3. What is Randi's mother?
 - a. She is a programmer.
 - b. She is a teacher.
 - c. She is a student.
 - d. She is a doctor.
4. How many children does Mr. Rahman have?
 - a. Two
 - b. Three

- c. Four
- d. Five

5. What is the main idea of the second paragraph?
- a. The writer is a student
 - b. The writer's sister is a programmer
 - c. The writer has two sisters
 - d. The writer's parent has a job

The text below is for questions number 6-10

I have a friend named Indra. He is a very fat person. His hobby is eating. He likes all kinds of foods. He eats everything in front of him. His weight is 95 kilograms. He has a very chubby cheek. His family and friends like him very much.

Taken From: English in Focus: For Grade VII Junior High School

6. Who is the writer's friend name?
- a. Indra
 - b. Andri
 - c. Liza
 - d. Anto
7. What is his hobby?
- a. Swimming.
 - b. Eating.
 - c. Travelling.
 - d. Playing.
8. How much does he weigh?
- a. 70 kg.
 - b. 95 kg.
 - c. 60 kg.
 - d. 50 kg.
9. How does he look like?
- a. He has beautiful face
 - b. He has chubby cheek
 - c. He has nice attitude
 - d. He is handsome
10. He is a very fat person. What is the antonym of the underlined word?
- a. Big
 - b. Ideal
 - c. Thin
 - d. Handsome

The text below is for question number 11-15

Pineapple Stew

Ingredients:

- 1 pineapple cut into dices
- 3 glasses of water
- 1 glass of granulated sugar

Directions:

- 1. Boil water until boiled.
- 2. Then add sugar, cinnamon, and clovers.
- 3. Bring it to boil and add the pineapples.

4. Wait until you can smell the pineapple.
5. Remove from heat and serve cold.

Taken from: Scaffolding English for Grade IX Students

11. The recipe tells you how to make
 - a. Ingredients
 - b. Dice
 - c. Granulated sugar
 - d. Pineapple stew
12. What ingredients are needed to make pineapple stew?
 - a. Dice, glass, sugar
 - b. Pineapples, water, sugar
 - c. Glass, water, sugar
 - d. Pineapples, dice, water
13. How much sugar do we need?
 - a. 1 glass
 - b. 3 glasses
 - c. 1 cup
 - d. 3 spoons
14. When do we have to stop boiling the pineapple?
 - a. When the water is boiled
 - b. After sugar, cinamon, and clovers are added
 - c. When we smell the pineapple
 - d. After we remove the stew from heat
15. How should you serve the pineapple stew?
 - a. It is served cold
 - b. It is served hot
 - c. It is served raw
 - d. It is served uncooked

The text below is for question number 16-20

I am Kenny. I am in year 1 SMP Puring. I go to school on foot. I wear a uniform to school. I wear a white shirt and a pair of blue shorts. I wear a badge too. I like to wear a T-shirt and a pair of shorts at home. I like to wear slippers,too.

Taken from: English in Focus: For Grade VII Junior High School

16. What does Kenny wear to school?
 - a. A uniform
 - b. Slippers
 - c. A T-shirt
 - d. Sandals
17. What does Kenny like to wear at home?
 - a. Shoes
 - b. Slippers
 - c. A hat
 - d. A tie
18. Where is the Kenny's school?
 - a. SMA Puring.
 - b. SMP Puring.
 - c. Puring University.
 - d. Hospital.

19. Why does Kenny wear a badge?
- To look smart.
 - To be neat and tidy.
 - To show which school he is studying in.
 - To seem cute.
20. How does Kenny go to school?
- By bus
 - By bicycle
 - By motorcycle
 - On foot

The text below is for question number 21-25

How to operate a blender

- Make sure the switch is off.
- Place ingredients into the blender container. Add some water if needed.
- Put the lid on.
- Place the container on the motor housing.
- Plug in the cable.
- Select one of two speed buttons as required. Use PULSE switch for precision blending.
- When adding ingredients or seasonings, remove the small lid for adding things in the middle of the blender lid.
- After grinding, press the switch off.
- Unplug the cable.

Taken from: <http://englishforum789.blogspot.com/2012/03/procedure-texts.html>

21. What does the manual tell you?
- How to grind something.
 - How to use a blender.
 - How to make use a refrigerator.
 - How to operate a mixer.
22. What do we press when we want a very smooth result?
- Off switch.
 - On switch.
 - One switch.
 - Pulse switch.
23. How many speed buttons are there?
- One.
 - Two.
 - Three.
 - Four.
24. What is the purpose of the text?
- To describe something.
 - To instruct something.
 - To narrate a story.
 - To argue on something.
25. What do we do when we want to add something in the blender?
- Open the lid.
 - Open the small closure on the lid.
 - Plug in the cable.

- d. Place the container on the motor housing.

The text below is for question number 26-30

How to Install CD-ROM

1. Turn off your computer and unplug power cord from power outlet.
2. Carefully remove the computer cover.
3. Set the Master/Slave jumper on the rear panel of drive.
(To get best results, we strongly suggest that you connect your device to the Secondary IDE port as the MASTER device.)
4. Connect the IDE cable to the drive.
5. Connect the 4-pole power cable to the drive.
6. Connect the audio cable (if applicable).
7. Carefully slide the drive into the empty bay and mount it. Then replace the computer cover.
8. Plug your computer back to power outlet and then turn the power on.

Taken from: Scaffolding English for Grade IX Students

26. The text above shows us how to
 - a. Unpack CD-ROM
 - b. Install the CD-ROM
 - c. Uninstall CD-ROM
 - d. Remove CD-ROM from our computer
27. What is the purpose of the text?
 - a. To explain how to install CD-ROM
 - b. To tell the readers how to connect computers using CD-ROM.
 - c. To discuss the influence of CD-ROM on the computer work.
 - d. To measure the effectiveness of computer working with CD-ROM installed.
28. What should be done first before installing the CD-ROM?
 - a. Remove the computer cover
 - b. Unplug all other devices first
 - c. Turn off the computer and unplug the power cable
 - d. Turn the computer on before installing CD-ROM
29. What does the writer strongly recommend in order to get the best result of the CD-ROM installation?
 - a. That we remove the computer cover first.
 - b. That the computer should be turned off before installing CD-ROM.
 - c. That the CD-ROM is set as Master device in the Secondary IDE.
 - d. That CD-ROM is set as Master device in Primary IDE.
30. We have to connect the CD-ROM to the following types of cable EXCEPT
 - a. Power cable
 - b. Audio cable

- c. IDE cable
- d. Monitor cable

Key answer

- 1. D
- 2. A
- 3. B
- 4. B
- 5. C
- 6. A
- 7. B
- 8. B
- 9. B
- 10. C
- 11. D
- 12. B
- 13. A
- 14. C
- 15. A
- 16. A
- 17. B
- 18. B
- 19. C
- 20. D
- 21. B
- 22. D
- 23. B
- 24. B
- 25. B
- 26. B
- 27. A
- 28. C
- 29. C
- 30. D

APPENDIX D: OBSERVATION SHEETS AND FIELD NOTES

OBSERVATION SHEET

Date : 16 April 2014

Meeting : 1

Observer : Septyan

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of the class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		
B.	Whilst-teaching			
	6. The students prepare their book and ready to study.	√		
	7. The teacher gives the explanation about the material.	√		
	8. The teacher distributes handouts about the text.	√		
	9. The teacher and the students discuss the text in the handout.	√		
	10. The teacher gives the students opportunity to ask question.	√		
	11. The teacher checks the students' understanding.	√		
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into jigsaw group or home group and expert group.	√		The students were still confused
	14. The students gather in their expert group.	√		
	15. The teacher gives tasks for each of groups.	√		
	16. The teacher guides the students in doing the task.	√		
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.		√	
	20. The students share their information and ideas.	√		
C.	Post-teaching			In the ends of the class needs some further question.
	21. The teacher summarizes the lesson.	√		

	22. The teacher reflects the lesson.	√		
D.	Class Situation			Some times needs jokes to attract them.
	23. The students are active.	√		
	24. The students show enthusiasm.	√		

OBSERVATION SHEET

Date : 21 April 2014

Meeting : 2

Observer : Septyan

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		
B.	Whilst-teaching			
	6. The students prepare their book and ready to study.	√		Some students did not bring the handout
	7. The teacher gives the explanation about the material.	√		
	8. The teacher distributes handouts about the text.		√	
	9. The teacher and the students discuss the text in the handout.	√		
	10. The teacher gives the students opportunity to ask question.	√		The students were still shy to ask question
	11. The teacher checks the students' understanding.	√		
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into jigsaw group or home group and expert group.	√		Gave clear instruction
	14. The students gather in their expert group.		√	
	15. The teacher gives tasks for each of groups.		√	

	16. The teacher guides the students in doing the task.	√		
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.	√		
	20. The students share their information and ideas.		√	
C.	Post-teaching			
	21. The teacher summarizes the lesson.	√		
	22. The teacher reflects the lesson.	√		
D.	Class Situation			
	23. The students are active.	√		
	24. The students show enthusiasm.	√		

OBSERVATION SHEET

Date : 28 April 2014

Meeting : 3

Observer : Septyan

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		
B.	Whilst-teaching			
	6. The students prepare their book and ready to study.	√		
	7. The teacher gives the explanation about the material.	√		Teacher just reviews the previous material
	8. The teacher distributes handouts about the text.	√		
	9. The teacher and the students discuss the text in the handout.	√		

	10. The teacher gives the students opportunity to ask question.	√		
	11. The teacher checks the students' understanding.	√		The students underlined the important information
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into jigsaw group or home group and expert group.	√		
	14. The students gather in their expert group.	√		The students discussed the text seriously
	15. The teacher gives tasks for each of groups.	√		
	16. The teacher guides the students in doing the task.	√		
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.	√		
	20. The students share their information and ideas.	√		
C.	Post-teaching			
	21. The teacher summarizes the lesson.		√	
	22. The teacher reflects the lesson.	√		
D.	Class Situation			
	23. The students are active.	√		
	24. The students show enthusiasm.	√		

OBSERVATION SHEET

Date : 30 April 2014

Meeting : 4

Observer : Septyan

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		

B.	Whilst-teaching			
	6. The students prepare their book and ready to study.	√		
	7. The teacher gives the explanation about the material	√		
	8. The teacher distributes handouts about the text.	√		
	9. The teacher and the students discuss the text. in the handout.	√		
	10. The teacher gives the students opportunity to ask question.	√		
	11. The teacher checks the students' understanding.		√	
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into expert jigsaw group or home group and expert group.	√		
	14. The students gather in their expert group.	√		
	15. The teacher gives tasks for each of groups.	√		Some groups could do the task fluently and some need more time.
	16. The teacher guides the students in doing the task.	√		
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.	√		
	20. The students share their information and ideas.			
C.	Post-teaching			
	21. The teacher summarizes the lesson.	√		
	22. The teacher reflects the lesson.	√		
D.	Class Situation			
	23. The students are active.	√		
	24. The students show enthusiasm.		√	Some students seemed tired.

OBSERVATION SHEET

Date : 12 May 2014

Meeting : 5

Observer : Kartinah

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		
B.	Whilst-teaching			
	6. The students prepare their book and ready to study.	√		
	7. The teacher gives the explanation about the material.	√		
	8. The teacher distributes handouts about the text.	√		
	9. The teacher and the students discuss the text in the handout.	√		
	10. The teacher gives the students opportunity to ask question.	√		
	11. The teacher checks the students' understanding.	√		
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into expert jigsaw group or home group and expert group.		√	The students were not confused anymore.
	14. The students gather in their expert group.		√	
	15. The teacher gives tasks for each of groups.		√	
	16. The teacher guides the students in doing the task.	√		
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.	√		
	20. The students share their information and ideas.	√		Gave feedback to them
C.	Post-teaching			
	21. The teacher summarizes the lesson.	√		

	22. The teacher reflects the lesson.	√		
D.	Class Situation			
	23. The students are active.	√		
	24. The students show enthusiasm.	√		

OBSERVATION SHEET

Date : 19 May 2014

Meeting : 6

Observer : Kartinah

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		
B.	Whilst-teaching			
	6. The students prepare their book and ready to study.	√		
	7. The teacher gives the explanation about the material.	√		
	8. The teacher distributes handouts about the text.	√		
	9. The teacher and the students discuss the text in the handout.	√		
	10. The teacher gives the students opportunity to ask question.	√		
	11. The teacher checks the students' understanding.	√		
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into expert jigsaw group or home group and expert group.	√		
	14. The students gather in their expert group.	√		
	15. The teacher gives tasks for each of groups.	√		
	16. The teacher guides the students in doing the	√		

	task.			
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.		√	
	20. The students share their information and ideas.	√		Asked each student to present their idea in the group
C.	Post-teaching			
	21. The teacher summarizes the lesson.	√		
	22. The teacher reflects the lesson.	√		
D.	Class Situation			
	23. The students are active	√		
	24. The students show enthusiasm.	√		

OBSERVATION SHEET

Date : 21 May 2014

Meeting : 7

Observer : Ikba

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		
B.	Whilst-teaching			
	6. The students prepare their book and ready to study.	√		
	7. The teacher gives the explanation about the Material.	√		
	8. The teacher distributes handouts about the text.	√		
	9. The teacher and the students discuss the text. in the handout.	√		

	10. The teacher gives the students opportunity to ask question.	√		
	11. The teacher checks the students' understanding.	√		
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into expert jigsaw group or home group and expert group.	√		
	14. The students gather in their expert group.	√		
	15. The teacher gives tasks for each of groups.	√		
	16. The teacher guides the students in doing the task.	√		
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.	√		
	20. The students share their information and ideas.	√		
C.	Post-teaching			
	21. The teacher summarizes the lesson.	√		
	22. The teacher reflects the lesson.	√		
D.	Class Situation			
	23. The students are active.	√		
	24. The students show enthusiasm.	√		

OBSERVATION SHEET

Date : 26 May 2014

Meeting : 8

Observer : Kartinah

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		
B.	Whilst-teaching			
	6. The students prepare their book and ready to	√		

	study.			
	7. The teacher gives the explanation about the material.	√		
	8. The teacher distributes handouts about the text.	√		
	9. The teacher and the students discuss the text in the handout.	√		
	10. The teacher gives the students opportunity to ask question.	√		
	11. The teacher checks the students' understanding.	√		
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into expert jigsaw group or home group and expert group.	√		
	14. The students gather in their expert group.		√	
	15. The teacher gives tasks for each of groups.		√	
	16. The teacher guides the students in doing the task.	√		
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.	√		
	20. The students share their information and ideas.	√		
C.	Post-teaching			
	21. The teacher summarizes the lesson.	√		
	22. The teacher reflects the lesson.	√		
D.	Class Situation			
	23. The students are active.	√		
	24. The students show enthusiasm.	√		

OBSERVATION SHEET

Date : 28 May 2014

Meeting : 9

Observer : Kartinah

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		

	2. The students respond to the teacher greeting.	√		
	3. The teacher checks the attendance of class.	√		
	4. The teacher gives lead-in questions for the new materials.	√		
	5. The teacher explains the goal of teaching.	√		
B.	Whilst-teaching			
	6. The students prepare their book and ready to study.	√		
	7. The teacher gives the explanation about the material.	√		
	8. The teacher distributes handouts about the text.	√		
	9. The teacher and the students discuss the text. in the handout.	√		
	10. The teacher gives the students opportunity to ask question.	√		
	11. The teacher checks the students' understanding.	√		
	12. The teacher and the students discuss the task.	√		
	13. The teacher divides the students into expert jigsaw group or home group and expert group.	√		
	14. The students gather in their expert group.	√		
	15. The teacher gives tasks for each of groups.	√		
	16. The teacher guides the students in doing the task.	√		
	17. The students discuss their topic.	√		
	18. The students do the task enthusiastically.	√		
	19. The teacher asks the students to gather in their Home group.	√		
	20. The students share their information and ideas.	√		Asked the students to submit their work if there was not enough time to discuss
C.	Post-teaching			
	21. The teacher summarizes the lesson.	√		
	22. The teacher reflects the lesson.	√		
D.	Class Situation			
	23. The students are active.	√		
	24. The students show enthusiasm.	√		

FIELD NOTES

Nomor: FN I

Tanggal: 18 Januari 2014

Tempat: Ruang kepala sekolah

Kegiatan: Meminta ijin untuk penelitian secara lisan

Keterangan: R: Researcher, KS: kepala sekolah

Di hari tersebut R ke sekolah bermaksud untuk meminta ijin sekaligus mengkonfirmasi apakah bisa R melakukan penelitian di sekolah tersebut. R tiba di sekolah sekitar jam 9 dan langsung bertemu satpam sekolah untuk meminta ijin ke KS. Sebelumnya R melakukan KKN-PPL di sekolah ini sehingga R sudah akrab dengan beberapa guru dan KS. R pun kemudian ditanya oleh salah satu guru piket yang duduk di sebelah satpam tentang maksud kedatangannya. R pun menjelaskan maksud kedatangannya. R pun disuruh menunggu sebentar karena KS sedang kedatangan tamu. Setelah setengah jam menunggu, R dipersilahkan untuk langsung masuk ke ruang kepala sekolah. Setiba di ruang kepala sekolah, R pun disambut dengan baik karena KS pun sudah mengenal R pada waktu masa KKN-PPL. KS pun mempersilahkan R untuk duduk. Setelah itu KS menanyakan kepada R tentang maksud kedatangannya. R pun menjawab bahwa dia datang kesini untuk meminta izin kepada KS untuk melakukan penelitian di sekolah ini dan mengkonfirmasi hal tersebut apakah diijinkan atau tidak. Kemudian KS membolehkan pada R untuk melakukan penelitian dan menyuruh membawa surat ijin untuk observasi dan sekaligus penelitian sebagai persyaratan administrasi. R pun menyanggupi hal tersebut. Kemudian KS dan R berbincang bincang mengenai KBM khususnya bahasa Inggris di sekolah ini dan mengenai guru bahasa Inggris mengajar di sekolah ini. Setelah beberapa lama kemudian R mohon pamit untuk pulang kepada KS.

Nomor: FN 2

Tanggal: 25 Januari 2014

Tempat: Ruang kepala sekolah

Kegiatan: Meminta ijin untuk penelitian dan observasi

R: Researcher

Keterangan: KS: kepala sekolah, ET: English teacher

Hari ini R datang lagi ke sekolah untuk yang kedua kalinya. R tiba di sekolah sekitar jam 10. Hari ini R datang ke sekolah untuk menyerahkan surat observasi dari kampus ke kantor kepala sekolah dan menemui ET guna membahas masalah masalah yang dihadapi dalam KBM bahasa Inggris sekaligus mengkonfirmasi untuk observasi di kelas. R langsung ke ruang KS untuk meminta ijin dan KS menyuruh R untuk menyerahkan surat ijin observasi ke kantor TU. Kemudian KS menyuruh R untuk menemui ET yang akan membimbing R selama penelitian. R lantas langsung ke ruang guru untuk menemui ET yaitu Pak Ian. R kemudian

dipersilahkan duduk oleh ET dan R menjelaskan kepada ET untuk meminta ijin untuk observasi sekaligus meminta arahan untuk kelas mana yang bisa dipakai untuk penelitian. Setelah cukup lama berdiskusi, R dan ET sepakat untuk memilih kelas VII C sebagai subyek penelitian. Itu karena menurut ET kelas tersebut sesuai dengan jenis penelitian dan masalah yang sesuai dengan judul penelitian yang akan dilakukan R. ET menawarkan bagaimana kalau observasi dilakukan hari senin jam 10.35. R pun setuju karena hari itu R tidak ada kuliah. Kemudian R meminta pamit untuk pulang.

Nomor: FN 3

Tanggal: 28 Januari 2014

Tempat: Laboratorium bahasa

Kegiatan: Melakukan observasi kegiatan belajar mengajar di kelas

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Pada saat itu R tiba sekolah pukul 08.30 dan langsung menunggu di lobi sekolah dimana ada guru piket yang berjaga. R pun bertanya pada guru piket apakah ET yaitu pak Ian masih mengajar atau tidak. Salah satu guru piket pun menjawab kalau ET masih mengajar dan menyuruh R untuk menunggu sekitar 20 menit lagi. Kemudian setelah 20 menit berlalu, ET pun datang menghampiri R di lobi dan langsung mengajak R ke laboratorium bahasa karena pada saat itu ET menghendaki Ss agar menggunakan fasilitas laboratorium untuk belajar. Letak laboratorium bahasa berada di lantai 2 yang kebetulan berada disamping kelas VII C. R dan ET pun langsung menuju ke laboratorium dan menunggu Ss untuk datang ke laboratorium. ET meminta salah satu siswa kelas VII C yang di luar kelas untuk menyuruh Ss yang lain untuk segera masuk ke laboratorium bahasa. Sambil menunggu Ss datang, ET menyiapkan materi yang ada di komputer dan R duduk di belakang untuk mengamati kegiatan belajar mengajar. Beberapa menit kemudian, Ss berdatangan dan langsung duduk berdasarkan nomor presensi mereka. Ss sesekali melihat R dan terasa asing bagi mereka karena mereka belum kenal R. Sesekali beberapa S bertanya pada ET tentang siapa R dan kenapa R kesini. ET lalu menjelaskan siapa R dan maksud kedatangannya. Ss tampak belum siap untuk mengikuti pelajaran karena mereka masih berbicara dengan teman sebangku mereka dan tidak mendengarkan instruksi dari ET. Kemudian, ET menyapa Ss “*good morning*” untuk mengontrol kelas. Ss menjawab “*good morning Sir*”. ET lantas bertanya “*who is absent today?*”. Ss pun menjawab nihil Sir, tetapi kenyataannya banyak siswa yang belum masuk. ET kemudian mengecek kehadiran siswa dan beberapaS belum masuk kelas. Salah satu S memberitahu ke ET kalau mereka sedang di kantin. Lalu 6 S masuk kelas dan melapor ke ET kalau mereka baru saja mengembalikan buku di perpustakaan. Selanjutnya kelas dimulai pukul 08.50 dimana waktu 10 menit terbuang sia-sia.

ET langsung meminta siswa untuk melihat ke computer di depannya untuk mengikuti pelajaran. ET menggunakan buku elektronik yang berjudul "*English in Focus for Grade VII*" dan yang dibahas adalah halaman 65 dengan materi teks iklan. Tetapi masih ada beberapa S yang belum fokus. ET meminta S bernama Faiz untuk membaca bacaannya tetapi dia terlihat belum siap dan kurang percaya diri dengan membacanya sangat lirih. Kemudian ET membahas teks dengan menerjemahkan kata per kata dan menyuruh Ss untuk membuka kamus untuk mengetahui kosa kata yang sulit tetapi beberapa S tidak membawa kamus dan mereka terlihat menguak dan mengantuk. Setelah itu, ET meminta Ss untuk mengerjakan tugas yang ada dibawah bacaannya yaitu berbentuk pernyataan benar atau salah. Terlihat Ss yang duduk di belakang tidak mengerjakan tugas karena ET tidak membimbing dan mengecek pekerjaan siswa. Beberapa S terlihat tidak antusias dan malah bergurau dengan S yang lain. ET meminta Ss untuk menjawab dan membahas tugas bersama-sama. Kemudian bel istirahat berbunyi dan Ss berhamburan keluar untuk membeli jajan. Kelas dimulai lagi pukul 09.30 dan Ss juga terlihat belum siap. ET langsung membahas teks yang kedua dan setelah menjelaskan teks tersebut ET meminta Ss mengerjakan tugas yang berikutnya. Tugasnya yaitu mencocokkan kata bahasa Inggris dengan Indonesianya tapi beberapa S tidak paham dengan tugas tersebut. ET pun menjelaskan lagi tentang tugas tersebut. ET menyuruh Ss untuk membuka kamus tetapi salah seorang S membuat suara bising dan ET pun langsung berjalan ke arahnya dan menegur untuk segera mengerjakan tugas. ET memberikan waktu 10 menit. Kemudian ET dan Ss membahas tugas tersebut dan ET memberitahu jawabannya. Kelas pun berakhir dan ET memberikan penjelasan tentang pekerjaan yang mereka kerjakan. Et menutup kelas dengan salam dan Ss pun menjawab salam.

Nomor: FN 4

Tanggal: 14 April 2014

Tempat: Ruang kelas VII C

Kegiatan: Melakukan observasi pre-test

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Pada hari itu, R datang ke sekolah guna mengadakan pre-test untuk mengambil nilai siswa kelas VII C sebagai data penelitian. Sebelumnya R sudah berdiskusi dan konsultasi dengan R tentang soal yang dijadikan pre-test dan jadwal untuk pelaksanaan pre-test tersebut. Alasan R memilih hari itu untuk pelaksanaan pre-test supaya benar-benar mengukur kemampuan siswa sesuai dengan materi yang diajarkan ET. Hal itu karena soal pre-test dibuat R memuat teks deskriptif dan prosedur sehingga R perlu menunggu sampai ET sudah menyampaikan kedua materi tersebut. R pun memilih membuat 30 butir soal pilihan ganda atas saran dari ET karena disesuaikan dengan jam pelajaran yang hanya 1 jam pelajaran untuk hari senin. R datang jam 10.15 di sekolah karena pelajarannya dimulai jam 10.30. R pun seperti biasa menunggu ET di lobi sambil menyiapkan dan mengecek handout soal pre-test. Lalu, setelah 15 menit menanti, bel berbunyi menandakan pergantian jam pelajaran. R pun langsung menuju ke kelas karena R menerima SMS dari ET untuk langsung ke kelas VII C. Di sana ET sudah menunggu dan langsung mempersilahkan R masuk. ET tidak memberitahu Ss bahwa hari ini ada pre-test dari R sehingga Ss terlihat sedikit khawatir. ET pun langsung meminta Ss untuk memasukkan semua buku ke laci dan kemudian ET dan R membagikan soal tersebut ke Ss. Setelah semua soal dibagikan, R pun menjelaskan kalau soal tersebut berisi 30 butir soal pilihan ganda dan soal tersebut tentang teks deskriptif dan prosedur. R meminta Ss untuk mengerjakan sendiri dan dikerjakan sebisanya. R pun duduk di belakang guna mengawasi Ss selama mengerjakan soal sementara ET menitipkan kelas pada R dan pergi ke ruang guru untuk beristirahat. Selama mengerjakan soal, beberapa S terlihat berdiskusi dengan teman sebangkunya dan melirik kesana-kemari. R pun mengantisipasi hal serupa dengan berjalan mengelilingi kelas. Berdasarkan pengamatan R, ada beberapa S yang sudah selesai mengerjakan dalam waktu 15 menit dan ada juga beberapa S yang masih mengerjakan 5 soal. Setelah 40 menit berlalu, R pun meminta Ss untuk mengumpulkan pekerjaan mereka namun beberapa S meminta pada R dan berkata “bentar-bentar mas, tinggal dua nomor ni, tanggung”. R pun menunggu sebentar S yang belum selesai. Setelah semua terkumpul, R pun bertanya pada Ss “Gimana tadi gampang kan?” Ss menjawab “sulit mas”. R pun menjelaskan akan mengoreksi pekerjaan mereka dan akan mengumumkan hasilnya secepatnya. R pun pamit pada Ss dan mengatakan kalau hari Rabu bertemu lagi. R mengucapkan salam dan Ss pun menjawabnya.

Nomor: FN 5

Tanggal: 16 April 2014

Tempat: Ruang kelas VII C

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 1 (cycle 1)

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Ini hari pertama R mengajar di kelas VII C untuk mengimplementasikan teknik jigsaw untuk mengajar skil reading. R datang ke sekolah sekitar jam 11.30 dan pelajaran bahasa Inggris di kelas VII C dimulai jam 11.45 dimana ada 2 jam pelajaran untuk hari Rabu. R menunggu ET di lobi sekolah karena ET akan bertindak sebagai kolaborator R dan juga mengamati proses pembelajaran di kelas nantinya. R masuk ke kelas bersama dengan ET tapi Ss terlihat masih ramai. Lalu R membuka pelajaran mengucapkan salam. R bertanya *“good morning class” and how are you today?* Ss pun menjawab *“Good Morning mas, I am fine, and you?”*. R membalas *“I am very well thanks, and who is absent today?”* Ss menjawab nihil mas. R kemudian memperkenalkan diri dan menjelaskan dalam beberapa pertemuan R akan mengajar kelas ini. R memberitahu Ss mereka dapat memanggil R Mr. Yunus atau pak Yunus. Sebelum menyampaikan materi, R menerangkan dulu sistem belajar yang akan diimplementasikan ke kelas ini. R menjelaskan dulu apa itu teknik jigsaw dan bagaimana cara kerjanya. Ketika menerangkan teknik jigsaw terlihat Ss masih bingung mengenai apa itu jigsaw. Kemudian ET mencoba membantu R untuk menjelaskan kepada Ss. Kalau jigsaw intinya kerja sama untuk saling mengisi dan melengkapi. R menjelaskan kalau jigsaw terdiri dari 2 kelompok yaitu kelompok jigsaw atau kelompok asal dan kelompok ahli atau kelompok khusus. R menambahkan bahwa nanti akan dibagi kelompok jigsaw dulu 1 kelompok 6-7 orang dan nanti kelompok tersebut akan diberi 5 topik yang berbeda. Setelah itu setiap anak akan berkumpul dengan topik yang mereka dapat yang mana itu akan menjadi kelompok ahli. Lalu mereka akan diberikan tugas untuk dipecahkan dan didiskusikan dalam kelompok ahli. Setelah selesai, mereka akan kembali ke kelompok asal untuk membagikan informasi yang mereka dapat. Setelah R selesai menjelaskan, R memulai pelajaran dengan materi teks deskriptif bertema binatang. R membagikan handout yang berisi materi dan tugas kepada Ss. Di tahap BKOF, R memancing S dengan pertanyaan *“ Do you have a pet at home?, Can you describe it? or What is your favorite animal?”*. Terlihat Ss menjawab dengan berbagai macam jawaban seperti kucing, burung, anjing, dll. Sewaktu R menanyakan deskripsinya pada beberapa S, mereka terlihat bingung dan malu untuk menjawab. Kemudian, R menjelaskan materi dengan menjelaskan pola struktur teks deskriptif yaitu identification yang biasanya digunakan untuk memperkenalkan hal yang akan dideskripsikan dan

description berisi deskripsinya, lalu ciri kebahasaannya seperti kata sifat dan penggunaan present tense. Dan ciri khas teks tersebut adalah penggunaan present tense and kata sifat. Secara umum formula present tense adalah S+V1/Vs/Ves dan untuk kata sifat adalah yang bisa dibandingkan dan dapat diketahui dengan indra manusia. R menjelaskan teks berjudul “*My Dog, Brownie*” dan Ss menyimak teks tersebut. R menjelaskan fungsi teks tersebut adalah memberikan deskripsi secara khusus tentang orang, barang, hewan, dan tempat dan teks tersebut menggunakan present tense yang biasanya memuat fakta dan kebenaran. Ketika R menjelaskan, ada beberapa S yang asik mengobrol sendiri dengan teman sebangkunya lalu R pun menegurnya. R lalu berjalan menghampirinya dan meminta S tadi membaca teks tersebut. Lalu R menjelaskan tentang present tense dan memberikan contoh present tense yang ada di dalam teks. Setelah menjelaskan R menginstruksikan Ss untuk membuat kelompok jigsaw. Kelompok jigsaw ini dibagi menjadi 5 tim yaitu tim A,B,C,D,dan E dimana masing-masing tim akan duduk di tempat yang telah di beri papan nama tim masing-masing. Nampaknya sifat keanak-anakan Ss masih terlihat karena masih ribut dalam memilih kelompok yang mereka inginkan. ET berusaha membantu R untuk mengkoordinasi Ss untuk membuat kelompok. Itu cukup menyita waktu cukup lama sekitar 15 menit untuk membentuk kelompok. Setelah terbentuk, R meminta Ss untuk melihat teks berjudul “*My Sphynx Cat*” dan menjelaskan nanti akan dibagi lagi kelompok ahli dengan 5 kelompok berdasarkan topik yang berbeda. Kelompok tersebut dibagi menjadi *group 1: fur, group 2: body, group 3: tail, group 4: characteristics, group 5: habitual*. Setelah selesai membagi kelompok, R meminta masing-masing kelompok untuk menemukan deskripsi dari topik mereka dan mendiskusikan topik yang mereka dapat dalam kelompok ahli. Di dalam kelompok ahli masih terlihat Ss masih bingung dan pasif dalam berdiskusi. R pun menghampiri dan menanyakan “coba sudah ketemu belum bulunya si Sphynx?” beberapa S dalam grup 1 menunjukkannya dengan menggaris bawahi deskripsi bulu tersebut. Lalu R berputar dan mengecek grup yang lain. Memasuki tahap JCOT ini, R berusaha untuk membimbing kelompok ahli untuk menemukan deskripsi dari topik yang mereka dapat. Lalu R meminta Ss untuk kembali ke kelompok jigsaw dan membagi informasi yang mereka dapat dari kelompok ahli dan mengerjakan kuis yang ada di handout. Belum selesai mengecek semua kelompok jigsaw bel sudah berbunyi dan Ss terlihat gembira dan berkata “Hore, pulang!”. R kemudian mereview sedikit pelajaran tadi dan menutup kelas dengan salam dan berdoa. Ss keluar ruangan sambil bersalaman dengan R dan ET. R juga pamit pada ET dan pulang jam 13.05.

Nomor: FN 6

Tanggal: 21 April 2014

Tempat: Ruang kelas VII C

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 2 (Cycle 1)

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Di pertemuan kedua ini R melanjutkan pelajaran yang sebelumnya karena belum selesai. Setelah mengucapkan salam, R mengecek kehadiran Ss dan yang tidak ikut ada satu siswi yaitu Meyta minta izin untuk mengikuti latihan persiapan lomba. R memulai pelajaran jam 10.35 dan masuk ke kelas ditemani ET langsung meminta siswa untuk berkumpul dengan kelompok jigsaw yang kemarin. Hal itu mengingat di hari Senin hanya ada 1 jam pelajaran saja. Tapi, banyak Ss yang lupa dengan anggota kelompok jigsaw mereka dan beberapa S tidak membawa handout yang telah dibagikan R dengan alasan ketinggalan di rumah. Ini menjadi kendala bagi R dan membuat penelitian tidak sesuai dengan rencana. ET sebagai kolaborator R kemudian mencoba membantu R dengan mengarahkan siswa untuk membentuk kelompok jigsaw lagi. ET memberitahu kepada R yang terpenting di setiap kelompok jigsaw tersebut terdiri 5 kelompok ahli yang berbeda. Setelah kelompoknya terbentuk R melanjutkan materi yang kemarin yaitu membahas soal pilihan ganda pada teks "*My Sphinx Cat*". R kemudian bertanya secara bergantian pada masing-masing kelompok dan R melihat masing-masing kelompok kebanyakan menjawab benar. R meminta salah satu anggota tim B yang bernama Meyta untuk menjawab pertanyaan no.1. yaitu "the writer cat's tail look like..... tail. Dia menjawab " A sir , mouse". Lalu R melanjutkan pertanyaan berikutnya dengan menunjuk faiz sebagai wakil tim E "How about number 2 Faiz? What is the answer? He answered "D Sir". Begitu seterusnya sampai kelima soal dibahas. Di saat membahas soal tersebut R juga meminta pada Ss alasan mengapa mereka memilih jawaban tersebut beserta buktinya dan R juga membahas jawaban yang benar. Lalu, R meminta Ss untuk mengerjakan tugas selanjutnya pada teks "*African Giraffe*" yaitu memilih kata kerja present tense yang benar dan dilanjutkan soal pilihan ganda. Kali ini R meminta Ss untuk mengerjakan secara individu guna mengevaluasi proses pembelajaran. R memberikan waktu 10 menit untuk mengerjakan. Kemudian Ss pun kemudian membubarkan diri dari kelompok jigsaw dan mengerjakan tugas. Kebanyakan Ss bertanya pada R, "Pak, ini tugasnya disuruh ngapain si?" "R meresponnya dengan berkata itu kalian disuruh memilih kata kerja yang benar, kalian harus cermat dengan subyek tunggal atau jamak. "R bertanya kalian masih ingatkan rumus present tense?" "Ss menjawab iya! S+V1/Ves/s". Setelahnya, R pun kemudian membahas tugas tersebut secara lisan dan mengambil nilai Ss. Dari hasil nilai yang didapat, terlihat belum ada efek yang signifikan dari penggunaan teknik jigsaw. Beberapa dari S

masih mendapat nilai yang kurang memuaskan. Akhirnya bel pun berbunyi menandakan istirahat. R pun menyudahi pelajaran dengan salam dan Ss pun meresponnya.

Nomor: FN 7

Tanggal: 28 April 2014

Tempat: Ruang kelas VII C

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 3

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Setelah hari Rabu seminggu yang lalu R tidak dapat mengajar di kelas VII C karena jam terakhir di sekolah tersebut dipakai untuk kegiatan evaluasi pembelajaran yaitu siswa mengerjakan semacam tes. R tiba di sekolah pukul 10.30 dan langsung menuju kelas VII C dan menunggu di luar kelas karena belum waktunya pergantian jam pelajaran. Kemudian ET pun datang menghampiri di saat R sedang menunggu di luar kelas. R dan ET pun lalu masuk ke kelas setelah bel berbunyi sambil menunggu guru yang baru saja mengajar meninggalkan kelas. R pun langsung menyapa kelas dengan *“good morning class”*. Ss menjawab *“good morning pak”*. R mengecek kehadiran Ss dahulu dengan memanggil namanya satu per satu dan yang tidak masuk adalah Avista karena sakit. Sebelum memulai pelajaran R bertanya *“do you have any homework?”* Ss merespon *“no, Sir!”*. R pun lantas mereview sedikit pelajaran sebelumnya dengan bertanya *“what did you learn a week ago?”* beberapa S pun ada yang merespon *“belajar teks deskriptif dan present tense pak”*. R pun lalu langsung membagikan handout dan meminta salah satu S untuk membantunya. Kemudian, R menjelaskan kalau kita masih akan belajar teks deskriptif namun kali ini tentang deskripsi orang. R memulai pelajaran dengan bertanya pada salah satu S untuk mendeskripsikan teman sebangkunya. R bertanya *“can you describe how faiz is?”* S tersebut menjawab dengan bercanda *“he is thin and black Sir”* para Ss lalu tertawa. R lalu membahas teks yang pertama yaitu “Anto” R mengambil teks tersebut dari buku *“English in Focus: for Grade VII”*. Tanpa panjang lebar R bersama-sama Ss langsung membahas dan mencari tahu isi bacaan tersebut. Dalam hal ini R tidak menjelaskan lagi teks deskriptif dan present tense secara mendetail karena sudah dibahas di pertemuan sebelumnya. R hanya mereview sedikit dengan bertanya pada Ss untuk menunjukkan mana yang dikatakan bagian identification dan description. Ss kemudian menunjukkan kedua bagian tersebut dengan menggaris bawahi bacaan di handout mereka. R pun kemudian meminta siswa kembali

membentuk kelompok jigsaw lagi, kali ini R memilih untuk menentukan sendiri kelompok mereka dengan memilih kelompok satu baris kebelakan sebagai kelompok jigsaw. Kemudian setelah terbentuk, Ss kembali di berikan topik yang berbeda-beda lagi untuk membentuk kelompok ahli. R membagi 4 topik berbeda dimana untuk yang mendapat topik 1 menemukan deskripsi kenampakan fisik, topik 2 menemukan deskripsi sifat, topik 3 menemukan deskripsi tentang latar belakangnya dan topik 4 menemukan deskripsi tentang hobinya dari teks “*My favourite artist, Nikita Willy*”. Kemudian Ss pun berkumpul dengan kelompok ahli masing-masing. Mereka terlihat berdiskusi dengan kelompoknya dengan serius. Tak butuh waktu lama mereka sudah menemukan yang mereka cari. Kemudian R menyuruh Ss untuk kembali ke kelompok jigsaw dan meminta Ss untuk membagi informasi yang mereka dapat dengan mempresentasikan ke kelompok jigsaw. Lalu meminta masing-masing kelompok untuk menjawab pertanyaan di bawah teks tersebut. Sewaktu mereka masih mengerjakan, bel pun berbunyi. R pun mengatakan pada Ss untuk meneruskannya hari Rabu. R pun mengakhiri kelas dan mengucapkan salam.

Nomor: FN 8

Tanggal: 30 April 2014

Tempat: Ruang kelas VII C

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 4

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Di pertemuan ini R akan meneruskan materi sebelumnya yang mana masih membahas teks deskriptif. Seperti biasa, R terlebih dahulu datang menemui ET untuk bersama-sama masuk ke kelas. R masuk ke kelas lalu menyapa Ss dan langsung menanyakan pada Ss siapa yang tidak masuk hari ini. Yang tidak masuk ada 2 anak yaitu Meyta minta ijin dan Raihan tidak masuk tanpa keterangan. R meminta Ss untuk berkumpul ke kelompok jigsaw yang kemarin dan Ss pun langsung berkumpul ke kelompoknya. Kemudian R langsung membahas tugas yang diberikan kemarin dengan menulis jawabannya di papan tulis. R meminta Ss untuk mengecek pekerjaan grup mereka guna mengetahui hasil pemahaman mereka setelah mereka berdiskusi di kelompok ahli. Setelah itu, R meminta Ss untuk mengerjakan tugas selanjutnya secara individu pada teks deskriptif tentang Dina. Soalnya berjumlah 7 dan R memberikan waktu pada Ss untuk mengerjakan secara individu. R meminta Ss untuk mengumpulkan tugas tersebut di kertas saja untuk dikoreksi R karena untuk mempersingkat waktu. R melanjutkan materi teks deskriptif selanjutnya dengan tema deskripsi tentang tempat. R memulai pelajaran dengan bertanya pada Ss “*where usually they spend their holiday? Can you describe it?*”. Ss merespon R dengan berbagai jawaban ada yang ke rumah nenek, ada yang ke pantai, dll. R meminta S untuk membaca teks “*Dream Food Restaurant*” kemudian mengajak Ss untuk menyimak teks yang dibaca S tersebut.

R kemudian bertanya pada Ss “*what is the text about*”. Ss menjawab “itu restoran baru yang ada di dekat rumah penulis pak”. R merespon “*good, and what kind of food does it provide?*” Ss menjawab “*Indonesian and Japanese food pak*”. Setelah membahas teks tersebut R meminta Ss untuk langsung ke kelompok ahli mereka. Terlihat Ss sedikit kelelahan karena sering berpindah-pindah tempat dari kelompok jigsaw ke kelompok ahli dan sebaliknya. Ss terlihat tidak terlalu antusias seperti hari-hari sebelumnya mungkin dikarenakan kecapekan. Seperti biasa R meminta mereka untuk berdiskusi berdasarkan topic mereka. Kali ini teks yang akan didiskusikan adalah teks berjudul “*Sidney Opera House*” yang diambil dari buku *Scaffolding for Grade VIII* dengan pembagian tugas mencari deskripsinya *group 1: background, group 2: physical features, group 3: purpose, group 4: features, group 5: use*. Lalu mereka mulai berdiskusi, sementara itu R mengamati beberapa S terlihat mengantuk. Dalam proses diskusi R melihat ada kelompok yang cepat dalam menemukan informasi yang mereka cari dan ada juga yang lambat hal ini dikarenakan tidak meratanya kemampuan Ss di kelompok ahli. Sebagai contoh Ss yang tergolong pintar ada di kelompok ahli yang sama dan Ss yang tergolong sedikit lambat berada dalam satu kelompok. Setelah beberapa menit berjalan mereka sudah mendapatkan informasi yang mereka cari di kelompok ahli masing-masing. R kemudian mengakhiri pelajaran karena sudah waktunya untuk istirahat. R mengingatkan pada Ss tentang teks apa saja yang mereka pelajari. Lalu R pun menutup kelas dengan salam.

Nomor: FN 9

Tanggal: 12 Mei 2014

Tempat: Ruang kelas VII C

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 5

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Setelah seminggu ada UN untuk siswa SMP akibatnya R baru bisa melanjutkan penelitiannya hari ini. R tiba di sekolah jam 10.30 lalu masuk ke kelas dan kali ini R melanjutkan materi untuk teks deskriptif yang terakhir karena pertemuan selanjutnya akan membahas teks prosedur. Seperti biasa R masuk ke kelas di damping ET sebagai kolaborator R namun mulai pertemuan ini R ditemani ET pengganti pak Ian yang pindah ke lampung karena diterima sebagai PNS disana. ET tersebut bernama bu Kartinah. Di pertemuan ini R kembali meminta Ss untuk berkumpul dengan kelompok jigsaw lagi karena di pertemuan sebelumnya mereka telah berdiskusi di kelompok ahli dan kali ini mereka bergegas ke kelompok mereka masing-masing untuk membagi informasi dari hasil diskusi mereka ke kelompok jigsaw tapi ada beberapa S yang tidak ingat anggota kelompoknya. Untung saja anggota kelompok yang lain ingat dan memberitahu anggota yang tidak ingat dengan kelompoknya. Selanjutnya R langsung meminta masing-masing kelompok untuk mengerjakan soal yang ada dibawahnya berjumlah 6. R langsung membahas soal tersebut. R meminta tim A untuk

menjawab nomor 2, tim B nomor 3, tim C nomor 4, tim D nomor 5, dan tim E nomor 6 karena nomor satu sudah dijawab oleh R. R kemudian membahas satu per satu jawabannya dan menunjukkan bukti informasi yang ada di text kepada agar mereka tahu. Ss terlihat tidak punya banyak kesulitan ketika mengerjakan karena memang Ss sudah bisa memahami teks tersebut secara detail dan cepat lewat proses diskusi dikelompok ahli dan presentasi. Sehingga R dengan cepat dapat membahas teks tersebut beserta soal latihannya. Lalu aktivitas yang selanjutnya adalah mengerjakan tugas secara individu sebagai evaluasi pembelajaran di pertemuan kelima ini. Tugasnya adalah melengkapi blank space dalam teks Yogyakarta dengan kosa kata yang tersedia di bawahnya. Kemudian setelah melengkapi teks tersebut, Ss mengerjakan soal berikutnya berupa pernyataan benar atau salah. R memberikan waktu 15 menit untuk mengerjakannya dan meminta mengumpulkan hasil pekerjaannya. Setelah Ss selesai mengerjakan, R sedikit mereview lagi teks dekriptif yaitu fungsi bahasanya, struktur bahasanya, tense yang digunakan serta kata sifat yang hampir selalu ada di teks deskriptif. R pun mengakhiri pelajaran pukul 11.15.

Nomor: FN 10

Tanggal: 19 Mei 2014

Tempat: Ruang kelas VII C

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 1 (Cycle 2)

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Di pertemuan ini R mengimplementasikan cycle yang ke 2 dimana R mulai mengajar teks prosedur dengan tema seputar teknologi. R membuka pelajaran dengan salam “AssalmualaikumWr.Wb. dan menanyakan keadaan mereka lalu mengecek kehadiran Ss. R pun menjelaskan kalau hari ini kita akan belajar tentang teks prosedur. Lalu R bertanya pada salah satu S “*Do you know about procedure text?*”. S tersebut pun merespon “kalau gak salah yang tentang how to itu kan pak”. S yang lain menambahkan “iya pak, itu tentang cara membuat sesuatu”. R lantas merespon “*O.K. good, kog udah pada tau, udah diajarin ya?*”. Ss menjawab “iya pak tapi baru dijelasin sedikit sama bu Kartinah kemarin. R kemudian melanjutkan pelajaran dengan memancing Ss dengan pertanyaan “*Do you know how to turn on computer?*”. R mendengar jawaban yang bermacam-macam dari Ss yang kebanyakan sudah tahu benar menghidupkan computer. Lalu R membahas teks berjudul “*how to turn on computer*” dan menjelaskan fungsi bahasanya yaitu memberikan informasi dan instruksi tentang bagaimana membuat sesuatu dan melakukan sesuatu. R juga menjelaskan tentang “*word order dan imperative sentence* yang di dalamnya ada *action verb*”. Aktivitas selanjutnya adalah pembagian kelompok jigsaw dimana R sudah mencantumkan nama di papan nama kelompok jigsaw sehingga mempercepat dalam pembentukan kelompok dan juga di kelompok ahli juga sudah tercantum nama-nama di masing-masing papan nama kelompok ahli. R pun dapat dengan mudah mengatur proses jalannya proses pembelajaran dengan sudah terbentuknya kelompok ini secara permanen sehingga Ss sudah tidak lagi banyak menemui kesulitan untuk

membentuk kelompok setiap ganti materi pelajaran. R pun langsung membagi beberapa topik pada Ss. Kelompok tersebut terbagi menjadi *group 1: How to charge hand phone battery*, *group 2: How to Send an Email*, *group 3: Printing a File*, *group 4: How to clean a refrigerator*, *group 5: How to operate washing machine*. Masing-masing kelompok tersebut harus terlebih dahulu membetulkan urutan langkah yang benar dari kelima teks tersebut. Sehingga proses diskusi mereka akan lebih memancing Ss untuk lebih aktif untuk membetulkan teks tersebut. Di proses ini R dan ET juga turut serta untuk mengecek dan membimbing siswa sehingga mereka tidak salah dalam membetulkan langkah-langkah dari teks-teks tersebut. Tak lama berselang bel sudah berbunyi sehingga R menyudahi pertemuan kali ini.

Nomor: FN 11

Tanggal: 21 Mei 2014

Tempat: Ruang kelas VII C

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 2 (Cycle 2)

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Di hari Rabu ini R melanjutkan materi dari pertemuan selanjutnya ke proses presentasi dan membagi informasi di dalam kelompok jigsaw. ET tidak bisa menemani R untuk mengobservasi jalannya kegiatan kelas dikarenakan ada urusan keluarga. Sehingga R mengajak teman R yang bernama Ikba untuk membantu R untuk mencatat segala sesuatu yang terjadi dan mendokumentasikan. R dan temannya masuk ke kelas bersama. R terlebih dahulu menyapa Ss “*good morning class*” Ss pun merespon “*good morning, Sir*”. Lalu R mengecek kehadiran Ss “*who is absent today?*”. R menjelaskan pada Ss bahwa hari ini masih melanjutkan materi sebelumnya dan mengkonfirmasi Ss apakah masing-masing kelompok ahli sudah membenarkan langkah-langkah dalam teks tersebut. Ss memberitahu R kalau mereka sudah membenarkannya di pertemuan sebelumnya. R meminta Ss untuk kembali ke kelompok jigsaw untuk berbagi informasi pada anggota yang lain untuk membetulkan kelima teks tersebut. Kemudian R meminta masing-masing kelompok untuk mengerjakan soal-soal dari kelima teks tersebut. Ss terlihat saling komunikasi dan berbagi peran untuk memahami dan mengerjakan soal tersebut. R memberi waktu 15 menit untuk mengerjakannya. Lalu R pun meminta masing-masing kelompok untuk mengumpulkan pekerjaannya dan R pun membahas jawabannya sekaligus membahas isi kelima teks tersebut. R menulis jawabannya di papan tulis sementara Ss mengevaluasi pekerjaan mereka. R melanjutkan untuk membahas materi selanjutnya masih teks prosedur dengan tema makanan dan minuman. R langsung membagi handout dan membahas teks yang pertama yaitu “*how to make a glass of tea*”. Setelah R menjelaskan, R meminta Ss untuk mengidentifikasi word order dan action verb dari teks tersebut guna mengecek pemahaman siswa. Lalu R langsung meminta Ss untuk ke kelompok ahli untuk mendiskusikan teks yang salah dalam urutan langkah-langkahnya untuk dibetulkan terlebih dahulu. Kelompok tersebut terbagi menjadi *group 1: How make a cup of coffee*, *group 2: How to make instant noodle*, *group 3: How to make tomatoes juice*, *group 4: Kunyit Asam*, *group 5:*

How to make cheese omelets. R pun berkeliling untuk mengecek pekerjaan mereka dan menghampiri satu per satu kelompok untuk memastikan kalau mereka benar-benar bekerjasama dalam berdiskusi. Selama proses diskusi berjalan R mencatat kalau mereka terlihat lebih antusias dan serius dalam memahami teks tersebut. Hampir semua siswa di kelompok mulai aktif dan berani untuk bertanya pada R tentang apa yang tidak mereka ketahui tentang teks yang mereka bahas. Masing-masing kelompok selalu mengkonfirmasi pada R apakah mereka sudah benar dalam membenarkan teks tersebut. R pun mengarahkan Ss untuk mencermati teks tersebut dengan teliti seperti dilihat penggunaan word ordernya dan nyambung tidaknya urutan langkah yang satu dengan yang lain. R mengakhiri pertemuan kali ini karena jamnya sudah berakhir. Kelas pun berakhir selagi proses diskusi.

Nomor: FN 12

Tanggal: 26 Mei 2014

Tempat: Ruang kelas VII C

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 3 (Cycle 2)

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Di pertemuan kali ini R meneruskan materi pertemuan sebelumnya karena belum selesai. Tapi di hari Senin ini jam pelajarannya di kurangi 10 menit sehingga satu jam pelajaran hanya 30 menit. Hal itu dikarenakan adanya rapat para guru sehabis upacara. Saat itu R langsung masuk ke kelas bersama ET dan R langsung membuka kelas dengan salam dan langsung mengecek presensi Ss dimana satu S tidak masuk yaitu Wilda karena sakit. Kemudian R langsung meminta Ss untuk berkumpul dengan kelompok jigsaw mereka karena di pertemuan sebelumnya sudah berdiskusi dan membenarkan kelima teks tersebut teks. Dengan demikian R memberikan penjelasan pada Ss tentang urutan langkah-langkah yang benar dari kelima teks tersebut tetapi R tidak menjelaskan isi dari teks tersebut. Sehingga itu akan menjadi tugas Ss untuk bekerja sama memahami teks-teks tersebut di kelompok jigsaw. Setelah mereka semua berkumpul dengan kelompoknya, R meminta Ss untuk mempresentasikan atau membagikan informasi yang mereka dapat ke kelompoknya sehingga mereka dapat memahami kelima teks tersebut dengan cepat. Lalu R meminta Ss untuk mengerjakan soalnya yang berjumlah 20 butir soal banyaknya. R pun memberitahu Ss bahwa kelompok yang paling baik nilainya dan kompak akan diberi hadiah berupa snack oleh R. Sehingga Ss pun bergegas untuk mengerjakannya dan saling bekerja sama untuk menjawab pertanyaan-pertanyaan tersebut. Ss terlihat bersemangat ketika mengerjakan dan mereka tampak saling membantu untuk bekerja sama menjawab pertanyaan-pertanyaan tersebut. Masing-masing Ss berbagi peran di kelompok dengan cara mengerjakan soal teks yang menjadi bagiannya di grup ahli. 10 menit berlalu, R pun meminta masing-masing kelompok untuk berhenti mengerjakan karena akan segera dikoreksi. R pun menulis jawabannya di papan tulis dan membahas satu per satu pertanyaan tersebut. Setelah di koreksi ada 2 kelompok mendapat nilai

terbaik yaitu team A dan team D tapi kalau dilihat dari segi kerjasama dan keaktifan anggotanya, R memutuskan team D sebagai team yang terbaik sehingga berhak mendapat snack dari R. Dan kelas pun berakhir tak berselang lama kemudian karena sudah 30 menit berlalu. R pun mengakhiri kelas dengan salam dan R lalu keluar beserta ET.

Nomor: FN 13

Tanggal: 28 Mei 2014

Kegiatan: Mengajar dan mengobservasi kelas VII C pertemuan 4 (Cycle 2)

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Ini adalah hari terakhir R mengimplementasikan cycle yang ke 2 dimana R membahas teks prosedur dengan tema seputar makanan dan kesehatan. R membuka pelajaran dengan salam “AssalmualaikumWr.Wb.” dan menanyakan keadaan mereka lalu mengecek kehadiran Ss. Di hari itu ada 2 yang tidak mengikuti pelajaran dikarenakan ijin untuk persiapan lomba MTQ R pun menjelaskan kalau hari ini kita masih akan belajar tentang teks prosedur. Lalu R bertanya pada salah satu S “*Do you still remember what procedure text is?*” . S tersebut pun merespon “teks yang berfungsi untuk memberi instruksi untuk melakukan atau membuat sesuatu”. R lantas merespon “ O.K. good. R kemudian melanjutkan pelajaran dengan memancing Ss dengan pertanyaan “*Have you ever made some food?*”. Ss merespon “No” R pun membalasnya dengan bercanda “hu dasar kalian, bisanya makan doang, hehe sama berarti”. Ss pun tertawa untuk beberapa saat. Lalu R membahas teks berjudul “how to make oriental fried rice” R pun langsung membagi beberapa topik pada Ss. Kelompok tersebut terbagi menjadi *group 1: Keeping fit* , *group 2: How to make instant noodle* , *group 3: How to make tomatoes juice*, *group 4: Kunyit Asam*, *group 5: How to make cheese omelets*. Masing-masing kelompok tersebut harus terlebih dahulu membetulkan teks tersebut dengan cara mengisi tempat yang kosong di teks tersebut dengan pilihan kata yang tersedia dengan benar dan tepat. Di proses ini R dan ET juga membimbing masing-masing kelompok dan memberikan umpan balik ketika Ss punya kesulitan. Tidak seperti biasanya kali ini R tidak memberitahu jawabannya seperti ketika menyusun jumbled sentence karena diproses diskusi ini berupa melengkapi blank space yang ada di teks. Sehingga Ss dapat dengan mudah untuk mengerjakannya. Mereka sibuk menggunakan kamus untuk mencari kata yang mereka tidak tahu untuk melengkapi dan memahami teks tersebut. Kemudian R meminta Ss untuk kembali ke kelompok jigsaw untuk berbagi informasi pada anggota yang lain untuk membetulkan kelima teks tersebut. Setelah itu R meminta masing-masing kelompok untuk mengerjakan soal-soal dari kelima teks tersebut. Soal tersebut berupa menentukan pernyataan benar atau salah disertai dengan pembearannya. Ss terlihat saling komunikasi dan berbagi peran untuk memahami dan mengerjakan soal tersebut. R memberi waktu 15 menit untuk mengerjakannya dan Ss pun menyamnggupinya. Lalu R pun meminta masing-masing kelompok berhenti mengerjakan setelah 15 menit berlalu

dan R pun membahas jawabannya sekaligus membahas isi kelima teks tersebut. R bertanya secara bergantian pada masing-masing kelompok untuk menjawab pertanyaan-pertanyaan tersebut. Setelah selesai membahas, waktu yang tersisa digunakan R untuk kembali mengulangi lagi penjelasan tentang teks prosedur agar mereka benar-benar paham. Terakhir sebelum pulang R memberitahu Ss kalau ini pertemuan terakhir R mengajar dan berterima kasih pada Ss yang telah banyak berjasa pada R. R juga memberitahu Ss kalau minggu depan akan post test untuk mengevaluasi dari hasil penelitian yang dilaksanakan. R dan pun pamit pulang pada Ss.

Nomor: FN 14

Tanggal: 2 Juni 2014

Tempat: Ruang kelas VII C

Kegiatan: Melakukan observasi *post-test*

Keterangan: R: Researcher, ET: English teacher, S: Student, Ss: Students

Pada tanggal 2 Juni 2014, R mengadakan *post-test* guna mengevaluasi siswa kelas VII C setelah diajar dengan menggunakan teknik jigsaw. R dan ET masuk kelas tepat jam 10.45 lalu kemudian menyapa Ss sebentar dan mengecek kehadiran Ss yang kesemuanya masuk. Kemudian R bertanya pada Ss “*are you ready for the test?*” Ss pun menjawab “*ready!*”. R dan ET pun kemudian membagikan *paper* berisikan 30 nomor soal pilihan ganda kepada Ss. R pun mengingatkan untuk tidak lupa memberi identitas pada kertasnya. R juga meminta seluruh buku dimasukkan di tas dan dikumpulkan di depan. Ss pun mulai mengerjakan soal-soal tersebut. Mereka terlihat lebih percaya diri karena mereka mengerjakannya sendiri-sendiri. Sementara R dan ET mengawasi Ss dengan duduk di belakang. Terlihat beberapa dari Ss sudah selesai mengerjakan dalam kurun waktu 20 menit. R pun meminta Ss untuk meneliti hasil pekerjaan mereka sebelum mengumpulkannya. Setelah 30 menit berlalu, mereka semua sudah selesai mengerjakan dan R meminta mengumpulkannya. Kemudian R pun menanyakan pada Ss “bagaimana soalnya tadi?” Ss pun menjawab “kayaknya gampang-gampang pak”. Lalu R pun memuji Ss “sekarang berarti tambah pintar ya”. R dan ET pun lalu berpamitan pada Ss dengan mengucapkan salam. R dan ET keluar dari kelas menuju ke ruang guru untuk mengoreksi hasilnya.

APPENDIX E:
INTERVIEW
GUIDELINES AND
INTERVIEW
TRANSCRIPTS

Interview guidelines

A. Before implementation

Interview for students:

1. Apa pendapat siswa tentang pelajaran bahasa Inggris?
2. Apakah pembelajaran dikelas sudah menyenangkan?
3. Kesulitan apa yang ditemukan saat membaca teks bahasa Inggris?
4. Aktivitas apa saja yang biasa dilakukan saat kelas membaca dalam pelajaran bahasa Inggris?
5. Proses pembelajaran yang bagaimana yang siswa inginkan?
6. Media apa saja yang biasa digunakan oleh guru?
7. Apakah siswa sering belajar secara berkelompok di kelas?

Interview for teacher:

1. Bagaimana respon siswa terhadap pembelajaran di kelas membaca?
2. Kendala apa saja yang guru dan siswa alami saat mengajar skil membaca?
3. Bagaimana guru mengatasi masalah pada kemampuan membaca siswa?
4. Teknik apa yang biasa digunakan untuk mengajar skil membaca?
5. Sudah efektifkah waktu yang digunakan untuk pembelajaran di kelas?
6. Aktivitas apa yang biasa guru terapkan di kelas?
7. Dari manakah materi yang digunakan untuk mengajar berasal?

B. After implementation

Interview for students:

1. Bagaimana pendapat siswa tentang penerapan teknik jigsaw di kelas membaca?
2. Bagaimana respon siswa terhadap penerapan teknik jigsaw di kelas membaca?
3. Adakah kendala yang dihadapi siswa selama penerapan teknik jigsaw?
4. Apakah teknik jigsaw membantu kemampuan membaca siswa?
5. Bagaimana keterlibatan siswa dalam penerapan teknik jigsaw?
6. Apakah ada perbedaan bagi siswa sebelum dan sesudah penerapan teknik jigsaw di kelas membaca?
7. Apakah teknik jigsaw dapat meningkatkan motivasi dan keterlibatan siswa dalam kelas membaca?

Interview for teacher:

1. Secara garis besar, bagaimana pandangan guru terhadap penerapan teknik jigsaw di kelas membaca?
2. Bagaimana kondisi kelas dan siswa dalam penerapan teknik jigsaw berdasarkan pengamatan guru?
3. Bagaimana perkembangan siswa setelah diajar menggunakan teknik jigsaw?
4. Menurut guru, apakah ada peningkatan dalam kelas membaca yang dialami oleh siswa?
5. Jika iya, peningkatan apa saja yang dialami siswa?
6. Secara umum, apakah teknik jigsaw dapat dikatakan efektif untuk meningkatkan kemampuan membaca siswa?

Interview Transcripts

Interview I

Waktu : Sabtu, 18 Januari 2014

Tempat : Ruang Kepsek

R: Research

P: Principle (Pak Murdiyono)

R : Pagi Pak Murdi, boleh saya minta waktu sebentar?

P : Pagi Mas, oh boleh aja, silahkan duduk. Ada perlu apa ya?

R : Maaf ya pak mengganggu sebentar, jadi begini pak, saya sudah ambil skripsi dan rencananya saya mau melakukan penelitian di sekolah ini. Kira-kira bapak mengizinkan apa tidak?

P: Lha waktunya mau kapan mas ? dan yang akan jadi subyek penelitian kelas berapa mas? Jangan anak kelas IX lho ya! kan mau ujian

R : InsyaAllah nanti mulai bulan April sampai selesai pak. Untuk subyeknya saya mau pakai kelas VII aja pak.

P : Oh ya dah, boleh-boleh saja. Untuk jenis penelitiannya apa mas?

R : Saya memakai PTK pak, dengan penekanan pada kemampuan membaca.

P : Kalau begitu, nanti kamu harus melengkapi administrasi dahulu seperti surat ijin penelitian dari BAPPEDA dan juga nanti silahkan berkomunikasi dengan bagian kurikulum untuk pelaksanaan penelitian.

R: Oh ya pak. Boleh Tanya-tanya sedikit gak pak?

P: Mengenai apa mas?

R: Kalau menurut bapak perkembangan pelajaran bahasa Inggris di sini gimana pak?

P: Ya karena bahasa Inggris merupakan pelajaran wajib dan juga diujikan di UN. Tentunya mendapat porsi perhatian yang lebih banyak. Seperti pelajaran tambahan untuk kelas IX.

R: Kalau guru-gurunya gimana pak?

P: Ya guru-gurunya cukup kompeten walaupun masih 2 yang masih mengabdikan. Terbukti rerata nilai UN bahasa Inggris 7-8 mas.

R: Untuk kegiatan ektranya ada untuk bahasa Inggris gak pak?

P: Oh sejauh ini belum ada mas.

R : Ya dah pak terima kasih infonya.

P : Ya semoga cepet selesai skripsinya ya mas.

R : Ya pak, terima kasih. Saya pamit pulang ya pak.

Interview 2

Waktu : Senin, 20 Januari 2014

Tempat : Ruang Guru

R: Researcher

CT: Curriculum Teacher (Pak suharno)

R : Selamat pagi pak, maaf mengganggu waktu pak Harno, bisa bicara sebentar?

CT: Ya silahkan duduk dulu. Ada apa ya mas?

R: Kemarin kan saya baru saja minta ijin secara lisan pada Kepala sekolah untuk melakukan penelitian di sini. Lalu disuruh beliau untuk berkomunikasi terlebih dengan guru kurikulum. Tapi kemarin Sabtu mau menghadap bapak tapi pak Harno tidak datang ke sekolah karena ada acara. Jadinya baru bisa menemui bapak sekarang, hehe.

CT: Iya mas, maaf ya kemarin saya memang lagi ada acara penataran. Rencananya mau penelitian kapan mas?

R: Kalau mulai bulan April bisa gak pak? Soalnya saya juga masih ada kuliah.

CT: Bulan April bisa sih mas, kalau menurut kalender pendidikan mungkin bulan Mei yang akan ke potong untuk UN. La mas mau ngambil berapa lama penelitiannya dan mau pakai kelas berapa?

R: Karena saya menggunakan metode penelitian PTK mungkin akan menggunakan satu bulan lebih. Untuk kelas yang dipakai kelas VII.

CT: Oh begitu. Yang mengajar gurunya atau mas sendiri?

R: Saya pak.

CT : Untuk kelas VII yang mengajar adalah pak Septian. Mau pilih kelas VII apa mas?

R : Belum saya putuskan pak, saya komunikasikan dengan pak Ian dulu.

CT: Ya sudah, tapi pak Ian sekitar akhir bulan April sudah tidak mengajar disini karena pak ian ikut cpns di lampung dan diterima disana jadi bulan April sudah kesana tinggal menunggu SK. Nanti penggantinya sementara mungkin bu Kartinah.

R: Oh begitu pak. Ya sudah tidak apa-apa pak.

CT: Kamu silahkan bertemu dengan pak Ian dulu ya untuk konfirmasi dan komunikasi masalah penelitian kamu seperti kelas dan jadwalnya.

R: Oh ya pak. Terima kasih banyak pak.

CT: Ya sama-sama mas.

Interview 3

Waktu : Senin, 20 Januari 2014

Tempat : Ruang Guru

R: Researcher

ET: English Teacher (Pak Septian)

R: Selamat pagi pak Ian.

ET: Selamat pagi mas, nyari siapa mas?

R: Mau bicara sama pak Ian bisa gak?

ET: Oh sama saya to, ada yang bisa saya bantu mas?

R: Begini pak, saya kan mau penelitian disini dan rencananya mau pakai kelas VII.

ET: Oh begitu, mau pakai yang kelas A,B,C, atau D mas?

R: Nah itu pak, saya mau konsultasi sama pak Ian dulu. Enaknya kelas yang mana?

ET: Lha kamu pakai PTK atau eksperimen?

R: Saya PTK pak.

ET: Judulnya apa kalau boleh tau?

R: Using jigsaw technique to improve the students' reading comprehension.

ET: Fokus pada membaca ya. Kalau boleh saya saranin ngambil kelas VII C aja mas karena bisa dibilang kemampuan membaca mereka masih perlu ditingkatkan.

R: Boleh saja pak, tapi anak-anaknya pada nakal-nakal gak pak.

ET: Ya kalau dibilang nakal ya nakalnya anak seusia merekalah. Ya besok kamu bisa lihat sendiri waktu observasi.

R: Oh ya sudah pak. Kalau untuk jadwal kelas tersebut hari apa saja.

ET: Kebetulan hari Senin jam 10.35, Selasa jam 09.00, dan Rabu jam 11.45. Bagaimana?

R: waduh, kalau hari Senin dan Rabu saya bisa tapi hari Selasa kayaknya gak bisa pak, karena ada kuliah 'practicum of tefl'.

ET: Padahal yang hari Senin itu cuma 1 jam pelajaran saja lho.

R: Tidak apa-apa pak. Ya gimana lagi, yang penting saya jalani saja dulu aja pak.

ET: Ya sudah, ngomong-ngomong mau observasi kapan?

R: Hari Selasa gimana pak.

ET: Hari Selasa tapi tempatnya di laboratorium bahasa.

R: Tidak masalah pak, nanti habis observasi, saya konsultasi lagi ya pak. Oh ya pak ini *course grid* sama rpp yang saya gunakan untuk mengajar.

ET: Saya lihat dulu ya. Ya sudah, secara keseluruhan nggak ada masalah tapi teksnya kalau bisa cari yang sedikit lebih pendek ya, karena mereka kan terbilang baru aja lulus dari SD.

R: Ya pak, nanti akan saya perbaiki

ET: Sip mas.

R: Ya dah pak. Saya pamit pulang dulu.

ET: Oh ya, hati-hati di jalan ya.

Interview 4

Waktu : Selasa, 28 Januari 2014

Tempat : Ruang Kelas VII C

R: Researcher

W: Wahyu

R: Selamat pagi adek-adek

W: Pagi mas.

R: Ganggu nggak ni?

W: Tidak kok mas, emang ada apa mas?
 R: Kenalan dulu ya, saya Yunus, adek siapa namanya?
 W: Namaku Wahyu pak.
 R: Gini dek Wahyu, saya mau tanya-tanya seputar pelajaran bahasa Inggris.
 W: Waduh jangan sulit-sulit lho mas.
 R: Enggak, lagian gak ngaruh nilai kog.
 W: Oke deh.
 R: Wahyu suka bahasa Inggris gak?
 W: Nggak terlalu sih mas, nggak dong masalahnya.
 R: Emang yang gak dong apanya?
 W: Ya arti dari kata bahasa Inggris tersebut
 R: Lho kan kamu bisa pakai kamus, hayo
 W: Iya sih mas, tapi tetep aja males apalagi kalau membaca bacaan bahasa Inggris.
 R: Oh gitu, lha biar ga males menurutmu gimana caranya?
 W: Ya kasih aktivitas yang gak ngebosenin mas.
 R: Oh ya dah, terima kasih ya wahyu.

Interview 5

Waktu : Selasa, 28 Januari 2014

Tempat : Ruang Kelas VII C

R: Researcher

N: Naufal

R: Halo, dengan dek siapa namanya ni?
 N: Saya Naufal mas.
 R: Kog enggak jajan?
 N: Iya mas, belum lapar, hehe.
 R: Naufal suka nggak pelajaran bahasa Inggris.
 N: Biasa aja sih, nggak terlalu suka tapi ya nggak terlalu benci juga.
 R: Tadi saya amatin dari belakang kamu kog diam aja di kelas waktu Pak Ian memberikan pertanyaan tentang teks iklan tadi.
 N: Ya saya gak berani mas, nanti kalau menjawab tapi jawabannya salah kan malu.
 R: Ya gak sah malu, namanya juga belajar ya pasti pernah buat salah dong.
 N: Iya sih. Tapi kalau tanya atau ngomong sama temen saya gak malu kalau sama guru malu mas.
 R: Oh begitu, terus apa kesulitan yang dialami Naufal waktu membaca teks bacaan Inggris?
 N: Tidak mudeng arti sama isi bacaannya mas. Kadang maksud pertanyaannya juga nggak dong.
 R: Gitu ya, ya dah terima kasih ya naufal.
 N: Iya mas.

Interview 6

Waktu : Selasa, 28 Januari 2014

Tempat : Ruang Kelas VII C

R: Researcher

I: Intan

R: Pagi dek. Lagi apa ni?

I: Eh masnya yang duduk di belakang tadi ya, lagi mainan HP

R: Nama saya Yunus dek, kamu siapa?

I: Panggil saja Intan.

R: Tadi pelajaran bahasa Inggrisnya gimana mudah apa sulit?

I: Banyak sulitnya sih mas.

R: Kamu tadi aku perhatikan ngobrol terus si sama temenmu ya jadi gak dong to yang dijelasin pak Ian tadi.

I: Kog mas tahu, hehe. Habis bosan mas, Pelajarannya Cuma gitu-gitu aja.

R: Maksudnya?

I: Ya paling membaca teks terus ngerjain soal begitu diulang-ulang terus. Paling yang disuruh menjawab soal juga anak yang duduk di depan doang.

R: Emang jarang kerja kelompok ya?

I: Iya mas. Paling kalau ada PR kerja kelompoknya kalau disini jarang sekali.

R: Emm begitu, ya udah dilanjut mainannya. Terima kasih ya

I: Oke mas.

Interview 7

Waktu : Selasa, 28 Januari 2014

Tempat : Ruang Kelas VII C

R: Researcher

T: Thoriq

R: Pagi dek. Lagi apa ni?

T: Lagi ngerjain tugas bahasa Indonesia.

R: Oh, boleh ngobrol gak ni? Saya Yunus dek, kamu siapa?

T: Namaku Thoriq.

R: Tadi aku perhatikan kamu paling aktif di kelas. Kamu aktif menjawab pertanyaan dari pak Ian terus. Kamu juga sering bertanya dikelas beda sama yang lain.

T: Habis yang lain juga pada diam, ya aku pede aja kalau ada pertanyaan dari pak Ian ya aku jawab.

R: Kamu pintar deh, kalau ada temen yang kesulitan kamu pasti bantu dong.

T: Hehe,aku jarang kerjasama sama temen mas lha aku dah dong kog pelajarannya.

R: Emang gak pernah ada kerja kelompok di kelas ya.

T: Iya mas, kalau ngerjain soal sendiri terus paling pol dengan teman sebangku.

R: Ya dah, maaf ya dah mengganggu belajarnya. Terima kasih ya dek atas waktunya.

T: Iya sama-sama mas.

Interview 8

Waktu : Selasa, 28 Januari 2014

Tempat : Ruang Kelas VII C

R: Researcher

S: Surya

R: Dek Surya ya?

S: Iya, masnya tadi yang sama pak Ian ya.

R: Iya, namaku Yunus dek, tadi itu habis observasi kelasmu. Lha ini mau wawancara kamu, bisa to.

S: Wawancara itu gimana mas?

R: Iya kayak ngobrol-ngobrol biasa. Tadi aku lihat kamu kog ngantuk waktu pelajaran. Hayo ngaku? Tadi malam begadang po?

S: Eggak mas, lha saya bosen je mas di kelas.

R: Bosen kenapa? Kamu juga gak bawa kamus kan.

S: Ya aktivitasnya monoton, kalau kamus saya gak bawa karena berat mas males bawa dari rumah..

R: Emang aktivitas yang gak monoton itu gimana menurutmu?

S: Iya yang bervariasi mas.

R: Oh ya udah, lain kali ngobrol lagi ya.

S: Sip mas.

Interview 9

Waktu : Rabu, 29 Januari 2014

Tempat : Ruang Guru

R: Researcher

ET: English Teacher (pak Ian)

R: Pak Ian, boleh tanya-tanya sebentar?

ET: Iya, ada apa mas.

R: Selama bapak mengajar, kendala apa yang sering bapak alami khususnya waktu mengajar skil membaca?

ET: Kebanyakan ya masalah vocabulary dan cari materi yang relevan.

R: Kalau respon siswa ketika pelajaran membaca pak?

ET: Itu macem-macem mas, ada yang aktif, ada yang hiperaktif, ada yang pasif, ada yang bosen dan ada juga yang males. Kalau saya mengatasinya dengan pendekatan personal jadi lebih seperti kaya temen aja bagi mereka.

R: Oh begitu pak, biasanya pak Ian kalau mengajar reading gimana pak?

ET: Kalau saya biasanya membaca teks, nanti saya tunjuk salah satu siswa untu reading aloud terus disimak kalau ada salah saya benerin. Terus bahas latihan soal bersama mas. Biasanya pertanyaannya berbentuk True/False dan WH- question.

R: Berarti pak Ian jarang meminta siswa untuk kerja kelompok ya?

ET: Iya mas. Ya karena terbatasnya waktu dan tempat. Kadang siswanya juga sulit diatur.

R: Terus masalah yang biasanya dialami siswa apa pak?

ET: Biasanya masalah vocabulary, grammar, terus teks yang panjang dan membosankan. Kalau sudah gitu saya putarkan musik di laboratorium untuk mengurangi rasa jenuhnya.

R: Kemarin waktu saya observasi di kelas waktunya ada 2 jam pelajaran ya pak tapi kog teks yang dibahas 2 teks iklan yang pendek.

ET: Nah itu mas, karena mangkondisikan situasi kelas agar kondusif itu sulit mas. Siswanya itu sulit diatur ada yang ngobrol sendiri. Terus waktu ngerjain soal juga memakan waktu lama.

R: Oh gitu pak, kalau materi yang digunakan biasanya dari mana?

ET: Saya pakai Lks dan buku BSE English in Focus.

R: Ya sudah pak, terima kasih dah mau ngobrol sama saya. Besok kita sambung lagi pak.

ET: Iya mas, kalau butuh bantuan jangan sungkan-sungkan ya.

R: Ya pak.

Interview 10

Waktu : Selasa, 15 Februari 2014

Tempat : Ruang Guru

R: Researcher

ET: English Teacher

R: Pagi pak, mau konsultasi, pak Ian ada waktu nggak?

ET: Oh iya silahkan mas.

R: Mengenai teknik jigsaw yang akan saya implementasikan di kelas.

ET: Oh iya. Teknik jigsaw itu kan yang dibagi menjadi grup asal dan grup ahli itu kan.

R: Iya pak bener itu pak tapi saya bingung mengaplikasikannya ke teks deskriptif dan procedure.

ET: Ya tinggal dibagi aja bagian per bagian mas.

R: Iya rencana mau gitu pak. Jadi nanti dalam 1 teks akan di pecah-pecah menjadi beberapa segmen terus siswanya nanti akan saya minta membentuk 5 kelompok jigsaw yaitu Team A,B,C,D, dan E terus nanti di masing-masing kelompok tersebut akan saya bentuk kelompok ahli dengan undian nomor 1,2,3,4, dan 5. Jadi nanti siswa yang dapat nomor 1 akan bergabung sesama siswa yang dapat nomor 1 semua dan itu akan menjadi kelompok 1 yang bernama topik 1, siswa yang dapet nomor 2 juga akan bergabung dengan kelompoknya yang semuanya dapat nomor 2 dan kan menjadi kelompok 2 yang bernama topik 2. Dan seterusnya pak, Nanti masing-masing kelompok ahli akan mendapat topik yang berbeda dan mereka nanti akan berdiskusi mencari informasi yang harus mereka cari.

ET: Oh ya udah bener to. Yang bingung apanya?

R: Membagi topik/ segmen itu yang susah, secara teks deskriptif untuk SMP kan biasanya pendek-pendek.

ET: Gini aja, misalnya teks deskriptif dengan temanya hewan peliharaan, kamu bisa membagi siswanya untuk mencari deskripsi tentang badannya, bulunya, kebiasaannya, makanan kesukaannya dan mungkin bisa juga sifatnya.

R: Oh gitu ya pak. Terima kasih nasehatnya pak nanti akan saya aplikasikan. Oh ya pak, nanti pak Ian jadi kolaborator saya ya waktu penelitian. Nanti saya kasih *observation sheet* dan pak Ian juga bisa membantu saya kalau ada hambatan di kelas.

ET: Oke mas, saya siap membantu.

R: Terima kasih banyak pak atas ketersediannya.

ET: Ya mas, semangat ya.

Interview 11

Waktu : Rabu, 16 April 2014

Tempat : Ruang Kelas VII C

R: Researcher

E: Elsa

R: Namanya siapa dek?

E: Elsa pak,

R: Boleh nanya nggak?

E: Iya boleh

R: Menurut kamu tadi pelajaran bahasa Inggris pakai teknik jigsaw gimana?

E: Hehe, asik si pak, tapi kog saya belum begitu paham, masih bingung.

R: Oh gitu, tadi dapet team yang mana?

E: Team A pak

R: Terus kamu dapat topik nomor berapa?

E: Topik 3 yang di suruh nyari deskripsi ekornya.

R: Bisa to, terus tadi bisa memahami teks secara keseluruhan gak.

E: Bisa pak, soalnya tadi saya juga diberitahu teman-teman di kelompok jigsaw tentang bagian teks yang lain.

R: Ya udah, belajar yang giat ya?

E: Oke pak.

Interview 12

Waktu : Rabu, 16 April 2014

Tempat : Ruang Kelas VII C

R: Researcher

I: Irvanto

R: Namamu Irvanto kan?

I: Iya pak.

R: Sini pak Yunus mau ngobrol sebentar. Tadi gimana pelajaran bahasa Inggrisnya? Mudeng gak?

I: Ya mudeng dong pak. Tentang teks deskripsi kan, fungsinya yang mendeskripsikan sesuatu dan pakai present tense.

R: Ya pinter, tadi bingung gak pas kelompokan?

I: Agak bingung sih pak, soalnya kelompoknya ganti-ganti.

R: oh begitu tapi tadi diskusi gak pas di kelompok ahli

I: Iya dong pak.

R: Yang bener, diskusi atau ngobrol hal yang lain?

I: Hehe, dua-duanya sih pak.

R: Pas saya jelasin materi, kamu juga ngobrol terus dengan teman sebangkumu kan? Yang diobrolin apa hayo?

I: Enggak apa-apa kog pak, cuma bercanda.

R: Nanti kalau nggak paham yang rugi siapa coba?

I: Maafkan saya ya pak, saya nggak akan ulangi lagi deh, suwer.

R: Nah gitu dong, belajar yang semangat ya.

Interview 13

Waktu : Rabu, 16 April 2014

Tempat : Ruang Guru

R: Researcher

ET: English Teacher

R: Pak Ian, bisa minta waktu sebentar nggak pak?

ET: Iya gimana mas?

R: Mengenai kelas tadi pak, menurut pak Ian gimana? Apa saya sudah benar mengimplementasikan teknik jigsaw?

ET: Kalau menurut saya sudah sesuai mas, tapi tadi saya lihat pembentukan kelompoknya yang agak terhamabat.

R: Iya sih pak, itu memakan waktu lebih lama.

ET: Mungkin lain kali bisa diatur agar lebih cepat.

R: Iya pak. Kalau perkembangan murid-muridnya bagaimana pak?

ET: Tadi yang saya amati memang mereka jadi lebih aktif, mereka berdiskusi di kelompok ahli. Dan mungkin yang perlu saya sarankan mengenai pembagian topiknya sebaiknya ditulis di papan tulis aja karena kalau ngomong mungkin siswanya akan kurang jelas.

R: Iya pak. Terima kasih atas sarannya.

Interview 14

Waktu : Rabu, 30 April 2014

Tempat : Lobi sekolah

R: Researcher

E: Elsa

R: Kog Elsa belum pulang?

E: Iya pak, nanti mau ikut ekstra sekalian.

R: Kebenaran nih, kita ngobrol sebentar ya? Tadi gimana kelompokannya? Masih bingung kah?

E: Sekarang udah enggak pak, intinya kita berdiskusi di kelompok ahli untuk mencari informasi yang kita inginkan.

R: Terus yang di kelompok jigsaw ngapain?

E: Ya kita saling tukar informasi pak biar bisa memahami teks secara keseluruhan.

R: Bagus. Sekarang bagaimana rasanya membaca teks dengan teknik jigsaw tersebut?

E: Enak pak, saya jadi mudah dan cepat memahami teks karena teknik tersebut.

R: Syukurlah kalau membantu kamu. Ya sudah, saya pulang dulu ya. Terima kasih ya Elsa.

E: Ya pak sama-sama.

Interview 15

Waktu : Rabu, 20 April 2014

Tempat : Teras Kelas VII C

R: Researcher

S: Shino

R: Dek Shino to?

S: Iya pak.

R: Tadi gimana pelajaran bahasa Inggrisnya? Mudeng/mubeng?

S: Mudeng pak, kan saya tadi sudah berdiskusi di kelompok ahli.

R: Oh ya tadi berdiskusi tentang apa?

S: Kebetulan saya dapat bagian mencari deskripsi kegunaan dari *Sydney Opera House*.

R: Bagus. Sekarang sudah terbiasa kan membaca teks dengan teknik jigsaw tersebut?

S: Sudah pak. Saya jadi terbantu memahami teks pak karena tugasnya dibagi-bagi untuk mencari isi teks tersebut jadi saya tidak pusing sendiri.

R: Kalau biasanya saya amati, kamu cenderung pasif tapi kalau pas di kelompok jigsaw sekarang gimana?

S: Ya sekarang lumayan aktif pak, karena mau gak mau saya harus berbagi informasi kepada teman-teman yang lain menurut topik yang saya dapat begitu juga teman yang lainnya.

R: Oke sip kalau begitu, kapan-kapan kita sambung lagi ya. Terima kasih Shino.

S: Iya pak sama-sama.

Interview 16

Waktu : Rabu, 12 Mei 2014

Tempat : Ruang Guru

R: Researcher

ET: English Teacher

R: Maaf pak Ian, bisa minta waktu sebentar nggak pak?

ET: Iya gimana mas?

R: Ini kan saya sudah selesai cycle 1, dari pengamatan saya ada masalah yang muncul selama saya mengajar. Saya lihat kog kayaknya selama pembentukan kelompok jigsaw maupun ahli kurang efektif karena sering ada murid yang lupa dan juga kurang merata dalam pembagian kelompoknya.

ET: Sepertinya memang begitu mas, apalagi di proses diskusi di kelompok ahli kayaknya harus ada 1 siswa yang pintar sehingga menjadi kontrol di kelompok ahli. Sehingga diskusi mereka lebih cepat dan tepat. Kalau kelompoknya dibuat secara permanen aja bagaimana mas? Caranya dengan mencamtumkan nama anggota kelompoknya di papan nama kelompok baik jigsaw maupun ahli.

R: Iya sih pak, bener juga pak, jadi tak perlu ganti-ganti kelompok lagi dan siswanya gak bakal lupa lagi. Terus kalau untuk teks prosedur gimana pak cara mengaplikasikan teknik jigsaw di dalamnya.

ET: Iya ya. Teks prosedur kan Cuma terdiri dari dari material sama step doang ya. Bagaimana cara membaginya?

R: Makanya itu pak, kalau cuma dibagi berdasarkan langkah 1, 2, 3 dst maka kelihatannya terlau mudah nggak ada tantangan. Apa begini saja pak, kalau nanti kelompok ahli disuruh mengerjakan teks yang masih belum benar entah dalam bentuk jumbled atau blank space. Sehingga mereka akan berdiskusi untuk melengkapinya dan kalau sudah lengkap mereka akan mempresentasikan hasilnya untuk dibagikan ke anggota kelompok jigsaw.

ET: Begitu juga boleh, berarti nanti 1 teks untuk 1 kelompok ahli?

R: Iya pak, tapi nanti pas di tahap ICOT, mereka tinggal mengerjakan pertanyaan-pertanyaan tentang kelima teks tersebut. Kalau mereka sudah berdiskusi di kelompok ahli, mereka akan dengan mudah mengerjakan pertanyaannya karena di kelompok jigsaw mereka sudah saling berbagi informasi tentang kelima teks tersebut.

ET: Ya bisa dicoba tu mas. Oh iya mas, sekalian mau memberitahu kalau minggu depan saya sudah pergi ke Lampung jadi nanti sama bu Kartinah ya, penelitiannya.

R: Bu Kartinah yang mana ya pak? Saya belum pernah ketemu sebelumnya.

ET: Ya nanti tahu sendiri orangnya . Maaf ya nggak bisa mendampingi terus.

R: Ya pak, terima kasih banyak atas bantuannya selama ini.

ET: Iya sama-sama.

Interview 17

Waktu : Sabtu, 17 Mei 2014

Tempat : Ruang Kelas VII C

R: Researcher

ET: English Teacher (Bu Kartinah)

R: Selamat pagi bu.

ET: Pagi mas, oh masnya yang penelitian di kelas VII C itu ya. Pak Ian sudah cerita semuanya.

R: Iya bu. Saya Yunus bu. Kebetulan saya pakai teknik jigsaw untuk penelitian saya.

ET: Oh ya saya sudah tahu kog. Kamu fokus pada reading kan, jadi gimana?

R: Betul bu, cuma mau konfirmasi pada ibu nanti jadi kolaborator saya di kelas.

ET: Oh ya mas. Saya jadi observer gitu ya dan membantumu di kelas. Ya bisa.

R: Iya bu, nanti tolong bantu amati proses belajarnya ya bu. Ini sekalian nyerahin rppnya bu.

ET: Iya mas nanti saya bantu.

R: Terima kasih banyak bu.

Interview 18

Waktu : Rabu, 21 Mei 2014

Tempat : Ruang Kelas VII C

R: Researcher

T: Thoriq

R: Lagi apa Riq? Sibuk nggak?

T: Enggak ngapa-ngapain cuma *facebook*-an

R: Oh gitu, aku bisa interview kamu sebentar nggak? Ya hitung-hitung bantu saya biar cepet selesai skripsinya.

T: Ya pak. Ada apa?

R: Gimana menurut kamu proses belajar menggunakan jigsaw dalam teks prosedur hari Senin dan Rabu ini?

T: Ya lebih efektif yang sekarang pak, terutama dalam pembentukan kelompok karena kelompoknya sudah ditentukan secara permanen jadi nggak ribet lagi kalau membuat kelompok.

R: Terus waktu mengurutkan *jumbled sentence* itu kamu bisa nggak?

T: Bisa pak, kan tinggal diidentifikasi *word order*nya saja dan dibantu temen-temen waktu diskusi sehingga mengerjakannya jadi lebih mudah.

R: Pas diskusi itu kamu memberi tahu temanmu yang gak mudeng gak, karena kamu saya lihat termasuk anak yang pintar.

T: Iya pak, teman-teman yang belum paham saya jelasin.

R: Oh ya sudah kalau begitu, terima kasih ya Riq waktunya.

T: Iya pak sama-sama.

Interview 19

Waktu : Rabu, 21 Mei 2014

Tempat : Ruang Kelas VII C

R: Researcher

W: Wilda

R: Namamu Wilda to?

W: Iya pak, ada apa pak?

R: Nggak apa-apa, cuma mau interview kamu sebentar?

W: Oke pak, boleh silahkan.

R: Menurut Wilda, bagaimana perasaan kamu sekarang membaca menggunakan teknik jigsaw?

W: Semangat aja pak dan enggak bosen dengan membaca teks.

R: Menurut kamu itu membantumu nggak dalam memahami bacaan teks.

W: Membantu pak, saya jadi lebih mudah dalam memahami teks. Jadi lebih mudah memahami isi teks dan ciri kebahasaannya seperti *action verb* dan *word order*

R: Terus apa lagi yang menurutmu membantu kamu?

W: Saya jadi lebih percaya sendiri pak, yang tadinya saya di kelas cuma diam mendengarkan penjelasan guru sekarang saya jadi aktif dalam berdiskusi dan mengeluarkan pendapat saya.

R: Oh begitu ya. Terima kasih atas interviewnya ya.

W: Oke pak, sama-sama.

Interview 21

Waktu : Rabu, 21 Mei 2014

Tempat : Ruang Kelas VII C

R: Researcher

ET: English Teacher (bu Kartinah)

R: Maaf mengganggu bu, bisa interview sebentar?

ET: Ya mas, silahkan.

R: Menurut pendapat ibu bagaimana kondisi kelas saat saya mengajar?

ET: Kondusif kog mas, masnya dah cocok jadi guru. Kelasnya juga aktif dan bersemangat.

R: Amin bu, gitu ya bu. Menurut pengamatan ibu masih ada siswa yang malas-malas nggak bu waktu proses diskusi?

ET: Enggak ada kog mas semua terlihat *have fun*.

R: Ya sudah terima kasih atas waktunya.

ET: Sama-sama mas.

Interview 22

Waktu : Senin, 26 Mei 2014

Tempat : Ruang Kelas VII C

R: Researcher

D: Dimas

R: Enggak jajan Dimas?

D: Enggak pak lagi bokek. Traktir dong pak

R: Oh kasihan banget, kapan-kapan ya hehe.

D: Ya pelit.

R: Aku boleh Tanya-tanya nggak nih?

D: Boleh pak, silahkan.

R: Menurut kamu teknik jigsaw membantu kamu nggak dalam memahami teks?

D: Iya membantu pak, apalagi ada proses kerja samanya jadi saya senang kalau belajar secara kelompok gini. Kan, kalau saya enggak mudeng saya bisa minta bantuan teman.

R: Tapi kamu tambah mudeng gak?

D: Iya pak, kan selama proses diskusi saya ikut serta membenarkan teks tersebut dan mengidentifikasi unsur grammarnya. Lagian pak Yunus juga membantu kami pas diskusi kan.

R: O gitu ya. Saya pergi dulu ya, kamu masuk kelas sana dah bel itu.

D: Iya pak

Interview 23

Waktu : Rabu, 2 Juni 2014

Tempat : Ruang Guru

R: Researcher

ET: English Teacher (bu Kartinah)

R: Permissi bu, bisa interview sebentar?

ET: Bisa mas, silahkan, mumpung saya belum pulang.

R: Menurut ibu, bagaimana perkembangan murid-murid setelah diajar menggunakan teknik jigsaw?

ET: Banyak sih mas, mereka jadi lebih aktif dari sebelumnya terutama saat proses diskusi dan presentasi, terus mereka juga gak ramai sendiri karena mereka tampak antusias dan tidak mengantuk lagi saat pelajaran.

R: Terus kalau segi keefektifan belajar, efektif nggak bu?

ET: Dari penilaian saya, itu sangat efektif digunakan untuk memahami suatu teks. Bisa dilihat dari waktu yang digunakan, para siswa jadi lebih cepat dan mudah memahami teks karena ada proses bagi tugas disana. Dengan adanya teknik ini memberikan kesempatan siswa yang pasif untuk berperan serta selama proses belajar. Sehingga tidak ada ketimpangan yang terlalu jauh antara siswa aktif dan pasif.

R: Kalau dari segi pemahaman ada peningkatan gak bu?

ET: Ada mas. Mereka jadi mengerti isi teks secara menyeluruh. Dan mereka juga mengerti tentang *generic structure* dari teks deskriptif dan prosedur beserta ciri kebahasaannya. Itu terbukti dari latihan-latihan soal dan soal post-test yang mereka kerjakan, mereka bisa menjawabnya. Mereka juga dapat merespon feedback yang diberikan mas ketika ditanyai tentang isi teks tersebut.

R: Syukurlah kalau begitu bu. Terima kasih ya bu atas waktunya.

ET: Iya mas, sama-sama.

APPENDIX F:

ATTENDANCE LIST

APPENDIX G:

STUDENTS' READING

SCORE

The Students' Reading Score

No.	Nama	Nilai Tugas Reading						Nilai	
		1	2	3	4	5	6	Pre-test	Post-test
1.	Aden Putera Ichlasul Amal	8	9	8	9	8,5	7,5	56	76
2.	Arifqi Eka Saputra	-	9	7	9	8	7,5	53	80
3.	Armellya Nurma Sari	8	9	9	8,5	8	-	60	90
4.	Avista Bela Berliana	7	9	8	9,5	7,5	-	70	83
5.	Dhea Aulia Risti Putri	7	8	7	9,5	7,5	8,5	76	70
6.	Diah Kumalasari	8	10	9	9	9	8,5	70	83
7.	Dimas Shidiq Permana	8	8	10	8,5	8	8,5	76	66
8.	Dwi Winta Nur Insani	6	7	9	9	8,5	7,5	63	76
9.	Elsa Ghitahasya Sabrina	7	9	-	9	8,5	7,5	83	70
10.	Erika Yuli Puspitasari	8	9	9	9,5	7,5	8,5	70	83
11.	Faiz Azhilal	9	-	8	9	8	7,5	86	90
12.	Ferdya Bayu Nugroho	8	9	9	9	9	8,5	46	70
13.	Galuh Dian Puspita	7	8	10	9	8	7,5	73	80
14.	Intan Silvia	8	8	8	9,5	7,5	8,5	80	80
15.	Isnani Fatimah	8	8	9	9	9	8,5	73	93
16.	Lirih Laras Wulan	8	7	8	8,5	8	8,5	73	80
17.	Luluk Ariyanti	8	9	9	9	9	8,5	76	76
18.	Luthviana Dewi Listiarini	7	7	10	9	8	7,5	76	70
19.	Melita Puteri Yulianti	8	9	10	9	8	7,5	83	86
20.	Meyta Andira	-	8	-	8,5	8	8,5	93	80
21.	Misty Anggraini Arum Sari	7	8	9	9	9	8,5	56	73
22.	Muhammad Bangkit Nur'aziz	5	8	10	9,5	7,5	8,5	73	76
23.	Muhammad Irsyam Totti P.	9	9	8	9	8,5	7,5	86	90
24.	Muhammad irvanto	5	8	5	9,5	7,5	8,5	43	70
25.	Nathania Devara Cherryl P.	-	9	10	9	9	8,5	90	80
26.	Raihan Ananda Putra	8	8	-	8,5	8	8,5	70	86
27.	Shino Bagus Nur Pamungkas	7	8	8	8,5	8	8,5	60	76
28.	Surya Hananto Setya G.K.	7	8	8	8,5	8	8,5	60	80
29.	Thoriq Rizqi Azhar	9	9	10	9,5	8	8,5	96	100
30.	Thufail Naufal Zanwa	8	8	9	9	8	7,5	63	70
31.	Wahyu Novianto Bagus W.	8	9	10	9	9	8,5	76	90
32.	Wilda Choirunnisa Fathani	8	9	9	9	-	7,5	80	90

APPENDIX H:

STUDENTS' WORK

The tasks

Text 1

Read the text below and decide whether the statements below are true or false by put a tick in the box.

Keeping Fit

Wati Safitri cares about keeping fit. First of all, she joins health club where she usually exercises after work. Next, she is always careful about her diet. She never eats fast food with lot of fat and sugar. Then, she never smokes cigarettes. Finally, Wati sometimes consumes multivitamins to supply energy because she is a very busy woman. She does a lot of activities all day long. That's Wati, she tries to keep in shape and stay healthy.

No.	Statements	True	False	Correction
1.	Wati does not care about her health			
2.	She likes eating fast food			
3.	She never smokes cigarettes			
4.	She does exercises after work			

Text 2

Read the text below and decide whether the statements below are true or false by put a tick in the box.

Putu ayu

“Putu ayu” is a traditional cake from Jepara. To make “Putu ayu” cake we need simple material, such as 150 grams Wheat flour, 200 grams Granulated sugar, 2 Chicken eggs, 200 ml Coconut milk, 1 teaspoon SP, Green dye, 100 grams Grated young coconut and Salt.

There are some steps to make “Putu ayu” cake. Firstly, shake egg, sugar and SP until fluffy and white. Then, put the flour in to the bowl. Next, stir the mixture. After mixed well, pour coconut milk gradually while stirring until blended. Moreover, to make it looks good, put the green dye. Then, stir well. After that, mix coconut and salt until blended. Then, put coconut at the base of the mold with a slight pressure to a solid. Furthermore, Pour batter “Putu ayu” until mold is full. Then, heat the pan steamers and steamed until cooked dough. Lastly, serve it

No.	Statements	True	False	Correction
1.	Putu ayu is traditional cake from Surabaya			
2.	It needs 4 chicken eggs			
3.	Green dye does not have function			
4.	After mix coconut and salt, put it to the mold			

Text 3

Read the text below and decide whether the statements below are true or false by put a tick in the box.

How to Make Chicken Soup

Chicken soup is a healthy and recommended food which is easy to be cooked. To make a bowl of chicken soup, you need to prepare chicken, parsley, cold water, salt, pepper, chopped onion, celery, carrot, and bay leaf.

The first step that you should do is to rinse chicken thoroughly and trim off the excess fat. Then, cut chicken into quarters and place in a large stock pot. Next, add the water (or broth) and 2 teaspoons salt, pepper, and bay leaf. After that, cover the pot and bring to boil. Then, uncover and add the onions, [celery](#), [carrots](#) and parsley. Finally, place cooked [noodles](#) or [rice](#) in bowl and pour soup.

No.	Statements	True	False	Correction
1.	Chicken is not healthy food.			
2.	The first step is to rinse chicken.			
3.	It is not needed to add water.			
4.	Placed cooked noodles in bowl is the last step			

Text 4

Read the text below and decide whether the statements below are true or false by put a tick in the box.

Planting chili

Planting is a nice activity in our spare time. The following is guided information on how to plant a chili-plant easily. Here are the steps. Firstly, dry a handful seeding under the sunlight. Secondly, put the seeding on the soil. It should be in open area. Next, wait it. There will come out the sprout after that let it be bigger. Finally, put it in another big pot so it will soon grow bigger and bigger and yield us some fresh chilies soon.

No.	Statements	True	False	Correction
1.	The text is about how to plant chili			
2.	The first step is putting the seeding on the ground			
3.	The seeding should be put in open area			
4.	The chili should not put in the pot when it is bigger			

Text 5

Read the text below and decide whether the statements below are true or false by put a tick in the box.

How to make pineapple juice

First, cut a piece of pineapple

Then, put the pineapple into a blender

Pour a half glass of water into a blender

Add spoonful of sugar

Put some ice cubes into blender

Blend for several minutes

Now, your juice is ready to be served

No.	Statements	True	False	Correction
1.	The text is a recount text			
2.	The first step is to cut a half of pineapple			
3.	Then, pour a glass of water			
4.	The last step is to put some ice cubes into blender			

Team C
anggota kelompok: - Nurma - Meyta
- Dimas - Raihan
- Hanan
- Laras

Text 1

- 1 False
- 2 False
- 3 True
- 4 True

Text 5

1. False
2. false
3. true
4. True

Text 2

- 1 False
- 2 False
- 3 False
- 4 ~~false~~ True

17

Text 3

- 1 ~~false~~
- 2 True
- 3 false
- 4 True

85

Text 4

- 1 True

TEAM D

Anggota :

- Dhea

- Intan

- Erika

- Thania

- Bongka

- Irvana

- Anisa

85

Text 1

1. False

2. False

3. True

4. True

Text 4

1. True

2. False

3. True

4. False

Text 2

1. False

2. False

3. False

4. True

Text 5

1. True

2. False

3. False

4. True

Text 3

1. False

2. True

3. False

4. True

The tasks

Text 1

1. What is the text about?
2. How much sugar is needed to make a cup of coffee?
3. How much coffee powder is needed to make a cup of coffee?
4. According to the text, what is the next step after pour some water?

Text 2

1. What is the text about?
2. What utensils are needed?
3. How many water do we need?
4. How long do we have to boil the noodle?

Text 3

1. What is the text about?
2. What are the ingredients to make tomato juice?
3. According to the text, what is the second step to make tomatoes juice?

Text 4

1. According to the text, how many steps are needed to make kunyit asam?
2. According to the text, how many water is needed to make kunyit asam?
3. 'First, peel turmeric and wash it.' What does the word 'it' refer to?
4. What is used to grind the sliced turmeric?

Text 5

1. What is the text about?
2. What are the ingredients to make cheese omelets?
3. What are the utensils need to make cheese omelets?
4. What is the next step after heat the oil in the frying pan?
5. Turn the omelette with a spatula when it browns. What does 'it' refer to?

Team E

- Luluk Arianti (17)
- Misty Angrani. A (21)
- Diah Kumalasari (6)
- Nathania Devara C.P (25)
- Isnaini Fatimah (18)
- Wahyu Novianto. B.W (21)
- Ferdya Bayu Nugroho (12)

go

Text 1

1. How to make a cup of coffee.
2. 2 spoons.
2. 1 spoon.
4. Add 2 spoons of sugar into a cup of coffee.

Text 2

1. How to make instant noodle.
2. • Pan
- Bowl
- Spoon
3. 400 ml / 2 glasses
4. 3 minutes

Text 3

1. How to make tomato juice.
2. • 2 tomatoes • Some milk
- 2 spoons of sugar • a glass of water
- some ice
3. Pour some milk into the juice.

Team A: Elsa (09)

☐ Aden (01)

☐ Wilda (34)

☐ Dwi (08)

☐ Shino (22)

☐ Irsyam (23)

☐ Text 1

☒ 1. How to make cup coffee

☒ 2. 2 spoons

☒ 3. 1 spoon

☒ 4. Add 2 spoons of sugar into a cup of coffee

☒ 5.

☐ Text 2

☒ 1. How to make instant noodle

☒ 2. Panibowl and spoon

☒ 3. 2 glasses / 400 ml

☒ 4. 3 minutes

☐

☐ Text 3

☒ 1. How to make tomato juice

☒ 2. 2 tomatoes, 2 spoons of sugar, a glass of water, some ice, some milk.

☒ 3. Pour some milk into the juice

☐

☐ Text 4

85

APPENDIX I:

DOCUMENTATIONS

Documentations

The pictures before the actions implemented



Some students in the back were sleepy and bored in the reading class.

The pictures after the actions implemented

Activities in Expert Group



The students enjoyed the activity and they were more active to discuss the texts while the researcher guided the discussion process.

Activities in the Jigsaw Group



The students were actively involved in the reading class. They presented their ideas and information to their group mates in the jigsaw group.

The English teacher as the collaborator



Mrs. Kartinah as the collaborator observed and wrote any events in the teaching-learning process and she helped the researcher to guide the students in the class.

APPENDIX J:

PERMIT LETTERS



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax: (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0389h/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

28 Maret 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**USING JIGSAW TECHNIQUE TO IMPROVE THE READING COMPREHENSION OF GRADE VII C
STUDENTS OF SMP N 2 DEPOK IN THE ACADEMIC YEAR OF 2013/2014**

Mahasiswa dimaksud adalah :

Nama : YUNUS PURWOWIBOWO
NIM : 10202244031
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2014
Lokasi Penelitian : SMP N 2 Depok

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Bag. Pendidikan FBS,

Dita Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:
1. Kepala SMP N 2 Depok



PEMERINTAH KABUPATEN SLEMAN
KANTOR KESATUAN BANGSA

Beran, Tridadi, Sleman, Yogyakarta, 55511
Telepon (0274) 864650, Faksimile (0274) 864650
Website: www.slemankab.go.id, E-mail: kesbang.sleman@yahoo.com

Sleman, 1 April 2014

Nomor : 070 /Kesbang/ 1173 /2014
Hal : Rekomendasi
Penelitian

Kepada
Yth. Kepala Bappeda
Kabupaten Sleman
di Sleman

REKOMENDASI

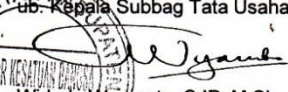
Memperhatikan surat :
Dari : Kasubbag Pendidikan FBS UNY
Nomor : 0389h/UN.34.12/DT/III/2014
Tanggal : 28 Maret 2014
Perihal : Permohonan Ijin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan rekomendasi dan tidak keberatan untuk melaksanakan penelitian dengan judul "

USING JIGSAW TECHNIQUE TO IMPROVE THE READING COMPREHENSION OF GRADE VII C STUDENTS OF SMP N 2 DEPOK IN THE ACADEMIC YEAR OF 2013/2014" kepada:

Nama : Yunus Purwowibowo
Alamat Rumah : Karangmalang Caturtunggal Depok Sleman
No. Telepon : 085740217969
Universitas / Fakultas : UNY
NIM : 10202244031
Program Studi : S1
Alamat Universitas : Karangmalang Yogyakarta
Lokasi Penelitian : SMP N 2 Depok
Waktu : 1 April - 1 Juli 2014

Yang bersangkutan berkewajiban menghormati dan menaati peraturan serta tata tertib yang berlaku di wilayah penelitian. Demikian untuk dipergunakan sebagaimana mestinya.

di Kepala Kantor Kesatuan Bangsa
dan Kepala Subbag Tata Usaha

Widodo Wuryanto, S.IP, M.Si
Penata Tingkat I, III/d
NIP. 19701204 199009 1 001





PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1220 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan.
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/1173/2014
 Hal : Rekomendasi Penelitian

Tanggal : 01 April 2014

MENGIZINKAN :

Kepada :
 Nama : YUNUS PURWOWIBOWO
 No.Mhs/NIM/NIP/NIK : 10202244031
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
 Alamat Rumah : Karangmalang Caturtunggal Depok Sleman
 No. Telp / HP : 085740217969
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**USING JIGSAW TECHNIQUE TO IMPROVE THE READING
 COMPREHENSION OF GRADE VII C STUDENTS OF SMP N 2 DEPOK IN
 THE ACADEMIC YEAR OF 2013/2014**
 Lokasi : SMP N 2 Depok Sleman
 Waktu : Selama 3 bulan mulai tanggal: 01 April 2014 s/d 01 Juli 2014

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 1 April 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
 Pembina, IV/a
 NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Depok
5. Ka. SMP N 2 Depok Sleman
6. Dekan FBS - UNY
7. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA
SMP NEGERI 2 DEPOK

Alamat : Jalan Dahlia Perumnas Condongcatur, Depok, Sleman 55283 (0274) 882171
Website : <http://www.smp2depok.sch.id> E-mail : info@smp2depok.sch.id



SURAT KETERANGAN

Nomor : 423 / 075 / 2014

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Depok Sleman menerangkan bahwa :

N a m a	: YUNUS PURWOWIBOWO
Nomor Induk Mahasiswa	: 10202244031
Program Studi	: S1
Instansi / Perguruan Tinggi	: Universitas Negeri Yogyakarta
Alamat Instansi	: Karangmalang, Yogyakarta
Alamat Rumah	: Karangmalang, Caturtunggal Depok Sleman
No. Telp / HP	: 085740217969

Telah melakukan penelitian / Pra Survey / Uji Validitas / PKL dengan judul :

USING JIGSAW TECHNIQUE TO IMPROVE THE READING COMPREHENSION OF GRADE VII C STUDENTS OF SMP N 2 DEPOK IN THE ACADEMIC YEAR OF 2013/2014

Yang dilaksanakan pada bulan 01 April sampai dengan 01 Juli 2014.

Demikian surat keterangan ini kami buat agar dipergunakan sebagaimana mestinya.



Depok, 10 Juni 2014
Kepala Sekolah

MURDIWIYONO, S.Pd.
Pembina, IV/a

NIP. 19610102 198412 1 001