

**USING JIGSAW TECHNIQUE FOR IMPROVING  
READING SKILLS OF THE TENTH GRADE STUDENTS  
OF SMAN I PARAKAN**

**A Thesis**

Presented as a partial Fulfillment of the Requirements  
for the Attainment of the *Sarjana Pendidikan* Degree  
on the English Language Education



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## RATIFICATION

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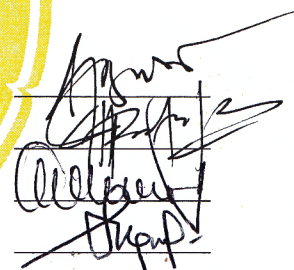
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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

Yogyakarta, January 2013

Penulis



Dian Titi Rahajeng



## **MOTTOS**

*Go make your next choice be your best choice.*  
(Jason Mraz)

*Things do not happen. Things are made to happen.*  
(John F. Kennedy)



## **DEDICATIONS**

*This thesis is dedicated to my parents, Daryana and Lucia Priastuti, for their endless love and unconditional support.*

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I hope that this writing gives contributions for the field of study, especially for the English teaching and learning. However, I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

Yogyakarta, January 2013

Dian Titi Rahajeng

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**ABSTRACT**

This action research is aimed at improving reading skills of the tenth grade students of SMAN I Parakan by using jigsaw technique. To achieve the objective, collaborative work involving me as the researcher, the English teacher and the students of class X-2 was done. The main subjects of this study were 31 students of class X-2 in the 2010/2011 academic year.

This study was conducted by the following procedures of the action research, i.e. planning, action, observation and reflection. Each cycle consisted of three meetings. The data of the study were gathered by employing various data gathering techniques such as questionnaire, field notes, observation's rating scale, interviews and tests. The collected data included opinions, feelings, preferences and the reading tests' result. The analysis of the data was done qualitatively and quantitatively.

Based on the research conducted, the use of jigsaw technique in this study successfully improved the students' reading skills. It covered several reading comprehension skills, i.e. 1) find the general idea of the text; 2) find the main idea of the text; 3) find specific information from the text; 4) recognize the communicative functions of the text; and 5) Guess meaning from the context. The improvement can be seen from the increase of the students' average reading test scores from 58.45 in the pre-test and 66.90 in the cycle I post-test to 75.69 in the cycle II post-test. The more significant improvement can be seen from the following *t*-test result. The first *t*-test (pre-test paired with cycle I post-test) showed that the *t*-test (5,376) was higher than *t*-table (2,048). The second *t*-test (pre-test paired with cycle II post test) showed that the *t*-test (9,769) was also higher than the *t*-table (2,048). Furthermore, the findings indicated that jigsaw technique was effective in enhancing the students' vocabulary mastery, motivation, involvement, interaction and cooperation. It was also effective in reducing the gap between the high-motivated students and the low-motivated students along with several accompanying actions such as applying question and answer activities, pointing the group leaders, giving time limitation to each activity and asking the students to bring dictionary.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Nowadays, people have been living in the globalization era in which the development of most aspects of life grows rapidly. As a result, they try to find information through many ways such as reading books, watching television, and listening to the news. However, the information they find is mostly in the form of written materials such as newspapers, internet articles and journals, text books, and other materials that facilitate them to access the information easily.

In daily life, reading skills play an important role in facilitating people to comprehend written materials. By reading, they can get information from various resources in order not to be left behind from others. Unfortunately, many people find problems in reading English references such as difficulties in understanding meaning of words, sentences or even texts that they read. Concerning this, reading skill is badly required in order to ease them in getting the information needed.

In Indonesia, particularly in the English teaching and learning process, reading plays significant roles for students as manifested in the basic competency and standard of competence of School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/ KTSP*) which states that students of Senior High school are expected to have some abilities in understanding some simple functional texts, monologues, and essays in

the form of recount, narrative, procedure, descriptive, and news item. It means that in the English teaching and learning process, students need to have a good reading skill in order to comprehend those materials well.

In reference to the observation which were conducted on the 22<sup>nd</sup> and 27<sup>th</sup> of January 2011, many students of SMAN I Parakan still had difficulties in understanding English texts because of some causes. One of them is that the teaching strategy focused only on the cognitive aspects (such as understanding materials, recalling information, translating, etc) without considering the affective (feelings, emotion, and behavior) and psychomotor aspects (manual and physical skills). The English teacher only focused on the knowledge. She also preferred lecturing, giving instructions, and giving tasks to the students in front of the class for facilitating the students to be autonomous learners. In addition, she never asked the students to do the tasks in groups or in pairs, or even to walk toward the class and write in the whiteboard. It made the students spend most of their time on their chairs. This teaching strategy showed that the affective and psychomotor aspects were less promoted in this class.

In addition, there were also other causes that made the students difficult to understand English text such as the materials, the teaching media, the students' involvement, peer cooperation, the teacher, and the students' language skills.

In relation with the materials, the observed school used a certain course book as the main source of learning. One source book is not

enough to fulfill the students' need of adequate English text references. It could be a problem since no matter (inappropriate content or incorrect items) what happens, they still followed that book.

The teaching media also became a problem in SMAN I Parakan. Actually, the school provided an audio-visual room in order to facilitate the teachers in extending their knowledge and giving materials to the students. The fact that the English teacher rarely used that room or any other media (e.g. picture, flash cards, charts, etc.) could delimitate students' opportunities to learn and broaden their knowledge, in this case English texts.

The students' involvement in the teaching-learning processes was also one of the problems found in the observed school. Not all students were actively involved in the teaching and learning activities. Some of them were chatting with their mates, day dreaming, sleeping or doing other things that had nothing to do with the lesson. It was because the teacher did not give the activities that demanded the students to be involved and being active. There was also one male student who never got involved in the teaching-learning activities. He spent his time to sleep in his chair during the lesson. The English teacher said that she had better let him sleep rather than ask him to stay awake during the lesson since he would just make a noise and disturb the other class members and the whole lesson. This fact should not have existed in any class, especially a language classroom.

In relation to peer cooperation, it was found that the students in the observed class were more likely to compete with each other and overthrew the cooperation. The high-achieving students competed to have their teacher's attention by showing their hands to answer the teacher's question. On the other side, the low-achieving students seemed to like hiding themselves from their teacher's attention.

SMAN I Parakan also had several problems dealing with the quality of the teachers' competences, such as pedagogical, personal, social and professional's skills. In this school, the English teacher preferred to use the classic model of teaching in her classes. She also took only a little role in her teaching. She rarely created some innovations in modifying the activity to improve the performance of the students' language skills.

The learners were also the problems in the observed class. The students were varied; they had different characteristics, abilities, and motivations. It might exist because of their social, economic and psychological backgrounds which are varied as well. On the other hand, most of the students in grade X had the same learning strategies. Most of them lacked of autonomy and still relied on their teacher.

Dealing with the students' language skills, it was found that most of the students in class X-2 had difficulties in understanding English text and answering questions related to the text. According to the interview with the teacher and the students, it was revealed that the students' vocabulary mastery was still low. They also found it hard to guess the



meanings of some unfamiliar words from their contexts. As a result, the reading section in the observed class took longer time than any other sections.

These problems showed that the classroom environment was not supporting the students' language skills development. One teaching technique that has proven for years can overcome this kind of situation is jigsaw technique. 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. Susan Ledlow (1996) proved that jigsaw technique is a great way to cover narrative in her classes. She also found that when students were teaching each other, they came to the understanding toward the materials in a way that it was far deeper than when they listened to her explanation, or when then they simply discussed it. That is why I found that by using jigsaw technique, it does not only improve the reading skills but also overcome the cooperation problem which appears in the observed class.

With regard to this condition, I was interested in conducting an action research on improving the students' reading skills in the English teaching and learning process using jigsaw technique which is one of cooperative learning techniques. In this action research, I worked in a team involving the English teacher and the students.

## **B. Identification and Limitation of the Problem**

There were many problems that arose at class X-2 of SMAN I Parakan. They include:

1. The students got difficulties in comprehending the text. They needed longer time than that was given by the teacher to read and understand the text.
2. The students lacked vocabulary mastery.
3. The students had difficulties in finding the main idea.
4. The students had difficulties in finding the specific information.
5. Not all the students were actively involved in the teaching and learning processes. Some of them had low motivation to learn; they had chats with their mates, day dreamed, slept, or did other things unrelated to the subject during the lesson.
6. There was a gap between high-motivated students and low-motivated ones.
7. The peer cooperation was less promoted in the classroom.
8. The teacher took a little role in her teaching, rarely created some innovations in modifying the activity to improve the performance of the students' language skills.
9. The interactions between the students and the English teacher and/or among the students rarely occurred.

10. The students had different characteristics, abilities, and motivation in learning. Thus, the teacher needed to create such creative learning activities to cope with those diversities.

Based on some problems in the identification of the problem above, the teacher and I agreed to focus the study on the efforts of finding ways to improve reading skills using jigsaw technique for the tenth grade students of SMAN I Parakan in the academic year of 2010/2011 through an action research.

### **C. Formulation of the Problem**

In reference to the background, identification, and limitation of the problem above, the problem is formulated as follows: “How does the jigsaw technique improve reading skills of the tenth grade students of SMAN I Parakan in the academic year of 2010/2011 through an action research?”

### **D. Objective of the Study**

With regard to the formulation of the problem above, the objective of this research was to improve reading skills using jigsaw technique for the tenth grade students of SMAN I Parakan in the academic year of 2010/2011 through an action research.

### **E. Significance of the Study**

This study gives both theoretical and practical significance. Theoretically, this study can support the current theory about the significance of jigsaw technique in language teaching and learning, especially on reading. Practically, it enables students to get new experience in improving their reading skills using jigsaw technique. Moreover, it also gives new experience and knowledge for English teachers to use a good strategy which can enhance students' learning motivation and involvement during the English teaching and learning process. This study can also be a reference for other researchers who are interested in applying jigsaw technique.

## **CHAPTER II LITERATURE REVIEW**

It has been mentioned in the previous section that the aim of the study was to improve the students' reading skills. Thus, in this section the discussion will center on the review of language skills, reading, teaching reading, problems in teaching reading, some solutions, and jigsaw technique. In addition, a review on related studies will be highlighted.

### **A. Literary Review**

#### **1. Language Skills**

According to *Longman Dictionary of Applied Linguistics*, Language skills are the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills. Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

In line with *Longman Dictionary of Applied Linguistics*, *Harmer (2007:265)* also argues that teachers tend to talk about the way we use language in terms of four skills — reading, writing, speaking and listening. These are often divided into two types. *Receptive skills* is a term used for reading and listening, skills where meaning is

extracted from the discourse. *Productive skills* is the term for speaking and writing, skills where students actually have to produce language.

*Brown* (2001:232) states that for more than six decades now, research and practice in English language teaching has identified the “four skills” —listening, speaking, reading and writing— as of paramount importance. ESL curricula and textbooks around the world tend to focus on one or two of the four skills, sometimes to the exclusion of the others. He also adds:

Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more interrelated skills. A course that deals with reading skills, then, will also deal with related listening, speaking and writing skills.

The four language skills should be taught in a very significant way. It will be better if the students learn the four language skills integratively since it is believed as an effective way. If the teaching and learning process focuses on a certain language skill, the other language skill should be emerged as well.

## **2. Reading Skills**

According to *Marry Sparrt* and friends (2005: 21), reading is one of the four language skills: reading, writing, listening and speaking. It is a receptive skill, like listening. This means that it

involves responding to text, rather than producing it. Basically, reading involves making sense of text. To do this, it is important to understand the language of the text at word level, sentence level and whole-text level. It is also important to connect the message of the text to our knowledge of the world.

*Mary Sparrt* and friends (2005:21) says, “Our reason for reading influences how we read,” They proposed four reading subskills (skills that are part of a main skill) that are usually used in reading:

a. Scanning

Scanning is also known as reading for specific information. This subskill can be used to find a specific piece or pieces of information in a text, for example: to look for a number in a telephone directory.

b. Skimming

Skimming is also called reading for gist or reading quickly through a text to get a general idea of what it is about. For example, look quickly through books in a bookshop to decide which one to be bought.

c. Reading for detail

This subskill is used to get the meaning out of every word in a text. For example, read a love letter.

d. Extensive reading

Extensive reading involves reading long pieces of text, for example a story or an article. As we read, our attention and interest vary – we may read some parts of the text in detail while we may skim through others.

On the other hand, Longman Dictionary of Applied Linguistics defines reading as follows:

(1) perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension.

(2) saying a written text aloud (oral reading). This can be done with or without an understanding of the contents.

Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used. The following are commonly referred to:

(a) Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

(b) Inferential comprehension: reading in order to find information which is not explicitly stated in the passage, using the reader's experience and intuition, and by inferring (inferencing).



(c) Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

(d) Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

### **3. Micro Skills for Reading Comprehension**

*Brown* (2001:307) lists the micro skills for reading comprehension as follows:

- a. Discriminating among the distinctive graphemes and orthographic patterns of English.
- b. Retaining chunks of language of different lengths in short-term memory.
- c. Processing writing at an efficient rate of speed to suit the purpose.

- d. Recognizing a core of words, and interpret word order patterns and their significance.
- e. Recognizing grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognizing that a particular meaning may be expressed in different grammatical forms.
- g. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- h. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- i. Recognizing the communicative functions of written texts, according to form and purpose.
- j. Interring context that is not explicit by using background knowledge.
- k. Interring links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- l. Distinguishing between literal and implied meanings.
- m. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.

- n. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

#### **4. Teaching Reading**

In teaching reading, teachers can make a major difference in students' success or failure to read literature effectively by promoting, coaching, and facilitating reading in their classroom. They also have the knowledge to provide the titles (of texts) that will bridge students' interests. They can choose those literary selections that provide a balanced reading component in their English language arts program. This balance can be achieved in a number of ways: providing several types of books and genres, allowing for both teacher-guided and self-directed reading, and including intensive and extensive reading materials.

Teachers should pay attention to balancing the intensive (careful, close reading with a focus on the author's craft and literary elements) and extensive (reading with a focus on personal enjoyment and application of previously learnt strategies) study of literature. Teachers should also ensure that there are varying degrees of difficulty in those selections chosen for reading. A balanced reading program

includes opportunities for personal response and opportunities for critical response.

In order to make the teaching of reading successful, teachers and students must know the characteristics of the written language first. *Brown* (2001:303-306) elaborates the characteristics of written language as follows:

a. Permanence

Written language is permanent and therefore the reader has an opportunity to return again and again, if necessary, to a word or phrase or sentence, or even a whole text.

b. Processing time

A corollary to the above is the processing time that the reader gains. Most reading contexts allow readers to read at their own rate.

c. Distance

The written word allows messages to be sent across two dimensions: physical distance and temporal distance.

d. Orthography

In writing we have graphemes (sometimes punctuation, pictures, or charts) and a writer can describe the aforementioned phonological cues.

e. Complexity

Writing is more complex than speech. Writing and speech represent different modes of complexity, and the most significant difference is in the nature of clauses. Spoken language tends to have shorter clauses connected by more coordinate conjunctions while writing has longer clauses and more subordination.

f. Vocabulary

Written English typically utilizes a greater variety of lexical items than spoken conversational English.

g. Formality

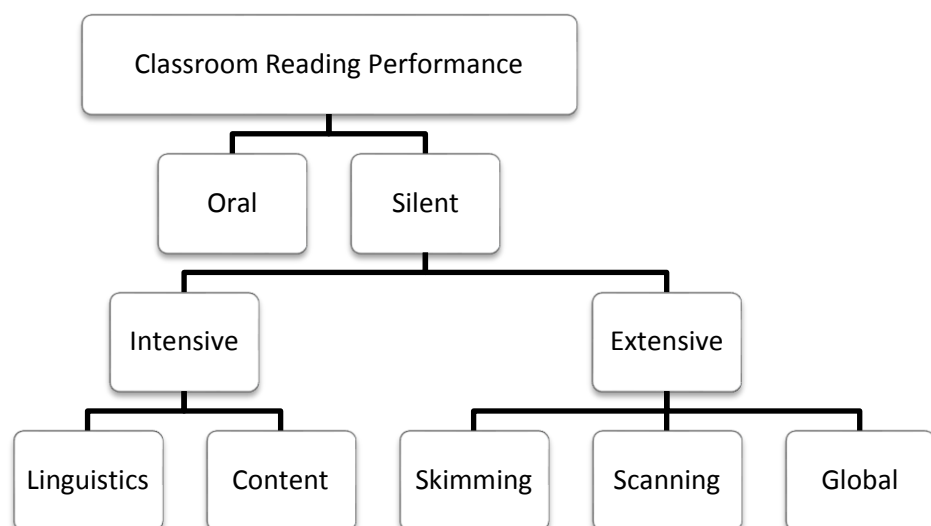
Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must adhere to.

After teachers and students have known the characteristics of written language, it is important (especially for teachers) to understand the strategies for reading comprehension. For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. *Brown* (2001: 306-311) identifies ten strategies that can be practically applied in classroom techniques.

- 1) Identifying the purpose in reading.
- 2) Using graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

- 3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
- 4) Skimming the text for main ideas.
- 5) Scanning the text for specific information.
- 6) Using semantic mapping or clustering.
- 7) Guessing when you are not certain.
- 8) Analyzing vocabulary.
- 9) Distinguishing between literal and implied meanings.
- 10) Capitalizing on discourse markers to process relationship.

Variety of reading performance in the language classroom is derived more from the variety of texts to which you can expose students than from the variety of overt types of performance. Take a look at the chart of the types of classroom reading performance below:



*Figure 2.1. Types of classroom reading performance (Brown, 2001:312)*

## 5. Problems in Teaching Reading

Reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and efficiently. In many situations, reading is considered to be the indispensable channel of communication in an ever widening world. In fact, we are living in a 'reading' world where it is difficult to manage without reading (Khand: 2004). There are several problems dealing with reading that sometimes occur in the process of language teaching and learning, such as:

- a. The existing text old and limited books, teacher-centered and less effective in learners' situation.
- b. The teaching methods are not learner-centered so students' involvement in learning is neglected.
- c. Only oral lecture method is the dominating method in class where the role of students is not as active participants.
- d. No chance is given to students to communicate or interact with teachers or among peers.
- e. Teacher's activities mainly consist of simple oral presentation throughout class time.
- f. No proper tasks or exercises for intensive reading are given in class.

- g. There is rare use of audio-visual aids like overhead projector, TV, etc.

Reading depends upon the difficulty level of the text, the unknown words in the text and background knowledge of the readers. They contribute to the reading activity which is to get the message of the writer. The difficulty level in a reading text should be adjusted to the level of the reader. *Khand* (2004) lists some factors which make reading difficult for students, they are as follows:

- Vocabulary.
- Structure of sentences
- Background knowledge of students

## 6. Some Solutions

To cope with the problems mentioned above, teachers may refer to the cooperative language learning (or simply cooperative learning) approach. This is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. *Olsen and Kagan* (1992: 8) define cooperative learning as follows:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (cited in *Richards and Rodgers*, 2001: 192).



Cooperative learning is a systematic and structural teaching strategy. As mentioned in *Olsen* and *Kagan's* definition, in cooperative learning, class members are split in small groups. *Slavin* (1995) states that variety of teaching methods, in which students work in small groups, help them learning academic content. Students need to learn to think, solve problems, and integrate and apply knowledge and skills. In cooperative learning situations, there is a positive interdependence among students' goal attainments: students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals.

Cooperative learning seeks to develop classrooms that foster cooperation rather than competition in learning. *Johnson, Johnson, and Holubec* (1994:2) as cited in *Richard and Rogers* (2001:195) elaborate the benefits of cooperative learning practice.

- raising the achievement of all students, including those who are gifted or academically handicapped
- helping the teacher build positive relationship among students
- giving students the experiences they need for healthy social, psychological, and cognitive development
- replacing the competitive organizational structure of most classrooms and schools with a team-based, high performance organizational structure.

The success of cooperative learning is dependent on the nature and organization of group work. This requires a structured program of learning carefully designed so that learners interact with each other and are motivated to increase each other's learning. According to *Slavin* (1995: 5), there are several specific models teachers can use to set up cooperative learning groups and to structure lessons:

- STAD (Student Teams Achievement Divisions)
- Teams-Games-Tournaments (TGT)
- Jigsaw Technique
- Cooperative Integrated Reading and Composition (CIRC)
- Team Accelerated Instruction (TAI)

## **7. Jigsaw Technique**

As mentioned before, jigsaw technique is one of the cooperative learning models that can be a solution dealing with the problem in teaching reading skills. 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, many researchers have implemented this technique in their communities.

### **a. Definitions of the Jigsaw Technique**

*Brown* (2001:185) defines jigsaw technique as 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. In line with *Brown, Berkeley-Wykes* as cited in *Ali* (2001:5) defines jigsaw reading techniques 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. If used as a group activity where students discuss the decisions of how to order the segments of the text, it can elicit a great deal of communicative interaction.

Jigsaw is involving two distinct groups that students will be a part of. Initially there is a heterogeneous group that the students will temporarily leave to meet with homogeneous group to learn to be an expert on a topic. After students have become “experts” they reconvene with their original heterogeneous group to take turns sharing their “expert” knowledge. Just as in a jigsaw puzzle, each piece (each student's part) is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective. As *Slavin* (1995: 122) adds:

“The key to Jigsaw is interdependence: every student depends on his or her teammates to provide the information needed to do well on the assessments.”

#### **b. The Steps of Jigsaw Technique**

There are nine steps considered to be important in the implementation of the jigsaw classroom. *Aronson* (2008) describes them as follows.

- 1) Students are divided into a 5 or 6 person jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.
- 2) The day's lesson is divided into 5-6 segments (one for each member)
- 3) Each student is assigned one segment to learn. Students should only have direct access to only their own segment.
- 4) Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
- 5) Temporary experts groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.
- 6) Students come back to their jigsaw group.
- 7) Students present his or her segment to the group. Other members are encouraged to ask question for clarification.
- 8) The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive.

- 9) A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

**c. The Advantages of Jigsaw Technique**

Compared with traditional teaching methods, the jigsaw classroom has several advantages. *Aronson* (cited in *Washington & Ross*, 2004) shows the advantages of jigsaw technique as follows:

- 1) Easy to learn (with careful organization)
- 2) Most teachers enjoy working with it
- 3) It can be used with other teaching strategies
- 4) It is effective even if only used for an hour per day

In line with *Aronson, Isjoni* (2010:77) adds that jigsaw technique encourages cooperation and active learning and promotes valuing all students' contributions.

**d. The Possible Constraints in Jigsaw Classroom and their solutions**

On the other hand, *Aronson* (cited in *Washington & Ross*, 2004) also elaborates the problems that might occur in jigsaw classroom along with the solutions:

- *A dominant student will talk too much or try to control the group.*

Many jigsaw teachers find it useful to appoint one of the students to be the discussion leader for each session, on a rotating basis. It is the leader's job to call on students in a fair manner and try to spread participation evenly.

- *Some students are poor readers or slow thinkers and have trouble creating a good report for their group.*

Teachers must make sure that students with poor study skills do not present an inferior report to the jigsaw group. To deal with this problem, the jigsaw technique relies on "expert" groups. In the expert group, students have chance to discuss their report and modify it based on the suggestions of other members of their expert group. This system works very well.

- *Some students are so gifted that they get bored working with slower students.*

Boredom can be a problem in any classroom, regardless of the learning technique being used. Research suggests, however, that there is less boredom in jigsaw classroom than in traditional classrooms. Youngsters in jigsaw classes report liking school better, and this is true for the bright students as well as the slower students. After all, being in the position of a teacher can be an exciting change of pace for all students. If bright students are encouraged to develop the mind set of "teacher", the learning experience can be transformed from a

boring task into an exciting challenge. Not only does such a challenge produce psychological benefits, but the learning is frequently more thorough.

- *Students may never have experienced cooperative learning before.*

Experience has shown that although it generally takes a bit longer, most high school students participating in jigsaw for the first time display a remarkable ability to benefit from the cooperative structure.

## **B. Review of Related Research Studies**

Some researchers have conducted studies which deal with reading English in the Senior High School. *Taqwa* (1997: 54) states that the English reading skills at the first grade students in the States Senior High School 2 Wonosobo are in the category of poor. In addition, *Sadtono*, as quoted by *Yugarningsih* (2004: 43), says that less than 5% of the senior high school graduate students are able to understand English text well. It is ironic when there are some facts that go contrary to the expectation.

Many studies have investigated the effect of various reading methods and techniques on reading comprehension (*Abdel-Rehim*, 1995; *Culver*, 1991; *Wang & Qi*, 1991 and *Purwasih*, 2010). *Purwasih* (2010) finds that the use of cooperative learning is effective in improving students' English reading comprehension ability. The increasing tendency

to make use of cooperative learning techniques in reading instruction has resulted in a number of studies adopting such techniques. Some of these studies investigated the effect of the jigsaw reading technique as one that maximizes the interactive basis of cooperative learning. *Meng* (2001) examined the efficacy of this technique and asserted the advantages of cooperative learning that this technique provides; it fosters the interest of students' English study, arouses their motivation, and improves their reading ability. Jigsaw cooperative learning also embodies a learner-centered, teacher-facilitated, and positive interdependent communication. These results were also affirmed by the studies of *Epstein* (1991), *Ali* (2001) and *Chan* (2004). This characterizes the jigsaw reading technique as a communication-based and trust-building one.

However, in spite of all the advantages attributed to this technique, its contribution to EFL reading instruction is somehow controversial, since it may lead to some sort of confusion among the readers. This confusion appears when the readers fail to restore the text to its proper order, something that overshadows what can be achieved through this technique. The researcher also questions the implementation of jigsaw technique in improving reading skills of Senior High School students in Indonesia since researches in this study are still in low amount of number.

So, it is clear that more research is needed to investigate the effect of using the jigsaw technique in improving the reading skills, especially for Senior High School students in Indonesia.



### C. Conceptual Framework

From the observations that had been done in class X-2 of SMAN I Parakan, there were some problems found. The teaching methods that were used in the class mainly consisted of oral presentation; they were teacher-centered and less effective for the students. Besides, the students in this observed class had difficulties in comprehending English text. They had low vocabularies, lacked of autonomy, and rarely had opportunity to interact with other peers regarding to the task. Their motivation toward reading activities was also low since the teacher did not check the understanding of all students. She only picked several students with high achievement who were able to answer the questions orally, which was unfair to the students with low achievement.

There are several methods of cooperative learning methods that can be implemented in class X-2 of SMAN I Parakan dealing with the problems above:

1. Student Team-Achievement Divisions (STAD)
2. Jigsaw Technique
3. Cooperative Integrated Reading and Composition (CIRC)
4. Group Investigation

After investigated all the methods above, I and the English teacher decided to use jigsaw technique as one of the best solutions to overcome the problems found.

Jigsaw is one of the cooperative learning techniques that can be used whenever the material to be studied is in written form. *Slavin* (1995:122) stated that jigsaw technique demands the interdependence of all students. It can omit the gap between the low-achieving and the high-achieving students. This technique will also help the students comprehend the English text more easily since they do not need to read all parts of the text. Moreover, the students will do the task and learn the target language without any force because jigsaw technique is fun and enjoyable to do.

That is why in this study, the jigsaw technique has been chosen by the researcher and the English teacher as the teaching technique which is believed to be able to improve the students' reading skills. Furthermore, learning to read English texts using jigsaw technique will not only improve their reading skills but also increase the cooperation among them as well. The figure below will give a brief explanation on how the research be directed.

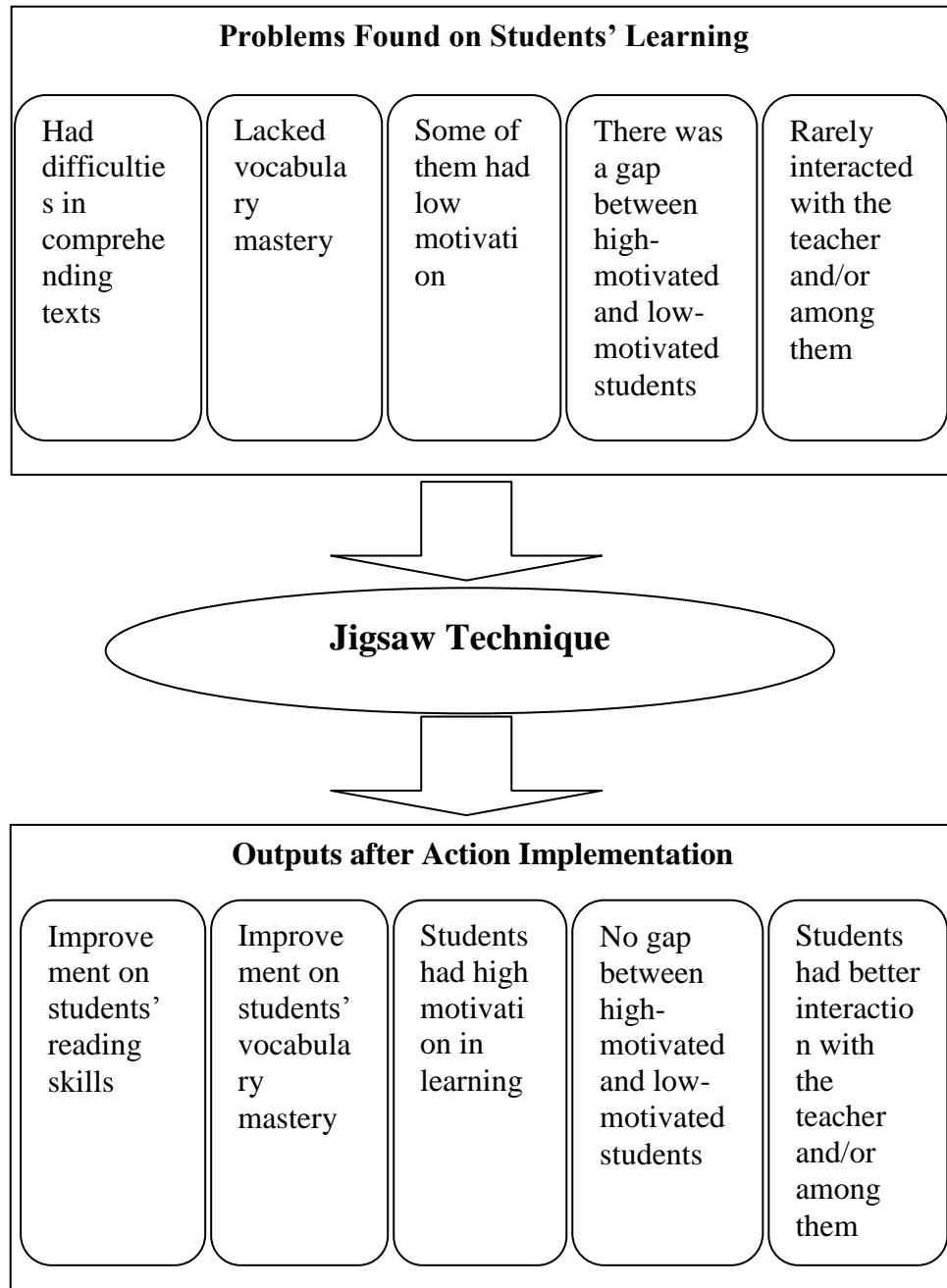


Figure 2.2. Conceptual Framework.

**D. Research Hypothesis**

According to the literature review and the relevant research studies, the finding of this study is predicted that the use of jigsaw technique will be able to improve reading skills.

### **CHAPTER III RESEARCH METHOD**

In this chapter, how the research was conducted will be explained in detail. This chapter is divided into seven parts. They are: type of the research; research setting; subjects of the research; time of the research; procedure of the research; instrument and data collection technique; data analysis; and validity and reliability of the data. Each of them will be presented in the following discussion.

#### **A. Type of the Research**

This research was action research. *Burns* (1999) defines action research as the application of fact finding to practical problem solving in social situation by involving the collaboration and cooperation of researcher, practitioners, and laymen. Based on this definition, it can be concluded that a teacher may be a researcher who collaboratively conducts an action research to change what is going on in her classroom, including the approaches, methods, techniques, materials, curriculum, media, evaluation system, classroom management, and classroom setting use in the teaching learning process.

This research tried to find and implement actual actions to improve the quality of reading learning process for the first year students of SMAN I Parakan. The English teacher and I collaborated to find obstacles and weaknesses of reading learning process, identify the existing problems,

plan and carry out the actions, and then make evaluation, reflection, and discussion of the actions implemented.

## **B. Research Setting**

The research took place at SMAN I Parakan, focused on class X-2. It was located at Jalan Ngadirejo-Parakan, Temanggung. The available rooms in this school were the headmaster's room, teacher's room, a room for guidance and counseling, an administration room, a school health unit, a mosque, two computer laboratories, a biological laboratory, a physical laboratory, a chemical laboratory, a multimedia room, three canteens, four teacher's toilets, eight students' toilets, and 21 classrooms. Each class consisted of about 30 to 34 students. Totally, there were 669 students, one headmaster, 36 teachers (three English teachers), 7 staff, three school keepers, and two security guards. In addition, this school also had managed extracurricular activities such as scout, basketball, football, culinary, Japanese, Chinese, music, and so on.

## **C. Subjects of the Research**

The research involved the school principal, the English teacher, the researcher, and the students of SMAN I Parakan; especially the students of class X-2 of SMAN I Parakan in the academic year of 2010/2011. They consisted of 31 students, 9 males and 22 females.

#### D. Time of the Research

The research was conducted in the second semester of the academic year 2010/2011. The observation began in January 2011 while the actions were conducted from March to May 2011. In conducting the actions, I followed the school's academic calendar in which the English class was taught twice a week. Each meeting covered 90 minutes but for one hour lesson it lasted for 45 minutes. The schedule of English lesson for class X-2 of SMAN I Parakan can be seen in the table 3.1 as follows.

Table 3.1. English Lesson's Schedule.

Day	Time	
	Start	Finish
Thursday	10:15 a.m.	11:45 a.m.
Saturday	10:15 a.m.	11:45 a.m.

#### E. Procedure of the Research

This used the structural steps of action research suggested by *Kemmis* and *McTaggart* in *Burns* (1999:32). They explain that action research occurs through a dynamic and complementary process, which consists of four essential 'moments': planning, action, observation and reflection.

##### 1. Planning

In this step, I prepared the lesson plans, the materials, and the research instruments. Lesson plans were used as scenarios of the

teaching and learning process. The materials planned were in the form of copied handout. While the instruments such as the interviewed guideline, the reading comprehension tests, and the questionnaire were designed by considering the kinds of data needed. The plans for each cycle are described as follows:

a. Cycle I

1) Planning

In planning the first cycle, I considered the materials which would be taught by reviewing the Basic Competency. I planned to have three meetings in this cycle. The jigsaw reading technique would be applied in each meeting. In addition, I decided the reading text used by considering the Basic Competence, and the 'narrative' texts were used in this cycle.

2) Action and Observation

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed and recorded in the form of field notes, and some changes were made in relation to the students' learning process. I noted some problems appearing during the teaching and learning process.

3) Reflection

In this stage, I and the English teacher discussed the problems and solutions in each meeting, and by the end of the



cycle, we discussed the whole stages of the cycle as a consideration to plan for the next cycle.

b. Cycle II

1) Planning

In the planning session of this cycle, I reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing on the first cycle. The reading texts used in this cycle was 'descriptive' texts.

2) Action and Observation

In this stage, I implemented the revised method decided in the planning session, and observed its progress. The mistakes, weaknesses, changes and improvements were recorded as a consideration to depict the conclusion about the whole teaching and learning process.

3) Reflection

In this stage, the implementation and observation of the cycle II were reflected in the discussion between the English teacher and me. Moreover, the entire problems, solutions, changes and improvements made in cycle I and cycle II were discussed to draw the conclusions about the overall teaching and learning process.

## **2. Action and Observation**

These research actions were carried out in two cycles. Each cycle was done in three meetings. In the action stage, the lesson plans, the materials and other teaching media were used in the classroom. In this stage, the English teacher acted as the observer (abbreviated ET), while I acted as the action taker (R), and the students acted as the subject of learning (Ss). In this research report, these abbreviations would be used in the tables, field notes and interview transcripts.

In this stage, the plans were carried out in the classroom. Besides, the researcher also made some changes and revisions in the use of jigsaw technique as the solution of the problems. The implementation of the teaching and learning process was observed by the English teacher to give feedback on my teaching technique.

## **3. Reflection**

In this stage, the English teacher and I put heads together to find the best way on how to improve the effectiveness of the teaching learning process so that the improvement expected by the English teacher and I can be achieved. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

While the evaluations were done in three ways, the first was done in every meeting, the second one was done in every cycle, and the last one was done in the end of cycle II to evaluate the whole

implemented actions. The evaluations involved me as the researcher and the English teacher.

## **F. Instruments and Data Collection Technique**

### **1. Observation**

Observation can be a very useful research tool. *Cohen* (2007: 396) says that the distinctive feature of observation as a research tool is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this research, I applied structured and unstructured observations as suggested by *Kutner* (2007: 28).

A structured observation is very systematic and enables the researcher to generate numerical data from the observations. *Cohen* (2007: 400) explains that there are five principal ways of entering data onto a structured observation schedule: event sampling, instantaneous sampling, interval recording, rating scales and duration recording. In this study, I applied a rating scale in each meeting in which the English teacher as the observer was required to make some judgements about the students' behavior during the action implemented. It consisted of six aspects: (1) Students' enthusiasm towards the lesson, (2) Students' activeness in asking question, giving comment, and responding, (3) Students' interest towards learning method, (4) Students' attitude in reading, (5) Students' activeness in group work, and (6) Students'

attitude in carrying out the test individually. After that, the observer had to enter responses into a rating scale.

On the other hand, I also applied unstructured observation, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provides general information about instructional practice and student responses, and are informative when used in conjunction with teacher interviews (*Kutner, 2007: 28*). In this case, field notes were used as one of the unstructured observation techniques to gather the information about the teaching and learning process in general.

## **2. Interview**

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal and non-verbal. Interviews enable participants – either the interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view (*Cohen, et al., 2007: 349*).

In this research, interviews were used to gather data about the students' feelings during the teaching and learning process, their reflections on learning, their observations during the lessons, their success and difficulties in learning, and their perceptions on the instructional materials.

### 3. Questionnaire

The questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (*Wilson and McLean 1994 in Cohen, et al., 2007:317*). In this research, close-ended questionnaires were used before the action implementation to gather the data about the students' need in English lesson. The open-ended questionnaires were also applied in this research after the action implementation to gather the data about the students' perceptions on the use of jigsaw technique and the improvements they made after using reading jigsaw technique.

### 4. Pre- and Post-Tests

*Henning, et al. (2009:128)* say that pre- and post-tests offer two benefits: they provide a useful approach for diagnosing strengths and weaknesses of classes, individuals, or subgroups; pre- and post- test are also more useful for identifying problems with learning than suggesting new teaching strategies. The pre-test results can identify strengths and weaknesses of students. In this research, the pre-test was applied before the action implementation while the post-tests were applied by the end of each cycle. Henning asserts that post-tests data can provide helpful insights into student learning process and the effectiveness of teaching strategies.

## **G. Data Analysis**

The first step that had been done in order to analyze the data was data presentation. In this step, the researcher collected all the data such as the questionnaire and tests result, interview transcripts, field notes and photos of the teaching and learning processes. The second step was data reduction. In this step, the researcher chose, determined the focus, simplified, summarized and changed the form of the data in the field. The third step was classification. In this step, the researcher classified all the data that had passed the data reduction process.

The analysis of data was done in two ways, qualitative and quantitative. The qualitative data were obtained from the interviews with the English teacher and the students and also from the classroom observation during the action implementation. In analyzing the qualitative data, I held a discussion with the English teacher as the collaborator. It was to see the data from different point of views. The result of the qualitative data analysis was reported in the form of description. On the other hands, the quantitative data were obtained from the tests result (pre-test, cycle I post-test, cycle II post-test). The result was analyzed using *t*-test to see the significance of differences between the pre-test result and the post-tests result. The *t*-test was calculated using SPSS 16.0 computer program.

## H. Validity and Reliability of the Data

Since I referred to *Anderson*' criteria of the fulfillment of the research validity (cited in *Burns* (1999: 161-163)), this research fulfilled the following criteria:

### 1. Outcome validity

Outcome validity was related to the notion of action leading to outcomes that are "successful" within the research context. This research was expected to be able to solve more than one problem in teaching-learning process, for example ones which are related with reading skills, motivation and involvement.

### 2. Process validity

Process validity was related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students, and having discussion with the English teacher initiated the process validity of this study.

### 3. Catalytic validity

This validity was related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting. In this case, I asked the students' responses to the changes occurring to themselves.

#### 4. Democratic validity

Democratic validity was related to the extent that parallels the process of collaborative enquiry or reflective dialog with “critical friends” or other participants. Asking the teacher to act as an observer who observe and report the students’ reaction during the teaching and learning process fulfilled this criterion.

#### 5. Dialogic validity

To fulfill dialogic validity, I always had dialogues with the teacher in reviewing what I had done in the classroom so that I could plan better lessons for the next meetings. I also had a dialogue after the whole actions were implemented. The findings were formulated to validate my findings and to evaluate what I had done.

While using those principles, the reliability of the data was gained by giving genuine data, such as the field notes, questionnaires, interview transcripts and other records. The triangulation (*Burns, 1999: 163-164*) techniques used in this research were:

##### 1. Time triangulation

In which the data were collected over a period of time to get a sense of what were involved in the processes of the changes. In this research, I gathered the data about the improvement on reading skills through having pre-test and post-tests. Furthermore, the portraits of the classroom situation were recorded in the observation rating scales and field notes which were taken in every meeting.



## 2. Investigator triangulation

In this way, more than one observer was involved in the same research setting to avoid biases. In this research the English teacher and I were in charge of observing the teaching and learning process so that both observers contributed much in the making of the current field notes and observation rating scales.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the findings of the study that are divided into three sections. The first section presents the research procedure and findings, the second section presents the report of actions and discussion, and the third section presents the research findings.

#### **A. Research Procedure and Findings**

This research was an action research study. In the previous chapter, it has been mentioned that the steps of the research were planning, action, observation, and reflection. The purpose of the research was to improve reading skill of the tenth Grade students at SMAN I Parakan. I focused on employing the jigsaw technique of cooperative learning method to improve the students' reading skills.

I began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning reading. Pre-test was also conducted to find out the students' reading comprehension ability. I also distributed questionnaires to the students to gather the information about their needs in the English classroom and to give them space to share their thoughts and hopes in the English teaching and learning activities. Besides, the researcher observed the classroom to get the descriptions of the reading

teaching and learning process. The situation before the action implementation can be seen in the vignette below.

Vignette 1

Thursday, January 27, 2011

Class X-2

ET : English teacher (Mrs. Pariyati)

R : Researcher

Ss : Students

At 10:15, ET and R entered the classroom. R took the back seat. ET started the lesson by greeting the students, but did not check the students' attendance because she had known that all the students were present. ET asked the Ss to open their student's worksheet at page 20. Some Ss sighed, complaining that they did not bring their book. ET slighted over them and continued giving instruction when she looked some Ss were ready. ET then asked the Ss to take a look at the recount text on that page. ET asked the Ss, "Do you know the function of a recount text?" The students remained silent. Then, ET gave a short explanation about the structure and the function of recount text. When ET was explaining, R saw some Ss did not give attention to ET, they were busy chatting or day dreaming.

At 10:30, ET asked Ss to read and get to know that recount text. Some Ss read the text aloud, some read in silent, and some did not care about ET's instruction by chatting with their friends or doing other things that didn't relate with the lesson. During this reading session, ET sat on the teacher's chair. There was a student who wanted to ask things she didn't understand and she had to approach ET's desk.

At 10:40, ET checked the Ss by asking, "Have you finished reading?" Some Ss didn't answer, some were still busy reading, and some answered "Not yet, ma'am." ET then decided to give extra time for Ss to finish their reading.

At 10:45, ET instructed the Ss to answer the questions based on the text on page 20 individually without asking whether Ss have understood the text or not. Some Ss sighed but kept doing the task, some seen busy chatting with their friends and didn't do the task. R found some Ss who were asking each other about the meaning of some words. There were also some Ss looked who confused with the task, but they seemed hesitant to ask to ET.

At 10:55, ET asked the Ss, "Have you finished?" Some Ss answered, "Yes." Though several Ss complained that they hadn't finished their work, ET requested one of the Ss to answer question number 1. No one raised their hands, so ET appointed one S, "Nilla, number one,

please.” Nilla then answered the question orally. ET continued pointing on Ss’ names for the next four questions. When she found incorrect answers, she gave direct correction without checking Ss’ understanding on the text first. The unseeded Ss remained silent or chat with their mate, there was also one student who slept in his desk.

At 11:10, ET instructed the Ss to do the task on page 20 to 21 on their students’ worksheet. The task was about completing the blank parts of a text with the words in the box. Ss started working; the classroom situation was noisy because the Ss did the task by asking each other. In that moment, R observed that there were some Ss who didn’t do the task; they preferred chatting with their friends or did other things unrelated to the lesson. 10 minutes later, ET let the Ss who have done their work to write down their answers in the whiteboard. Some Ss went forward the class voluntarily, but not all Ss could show their answers since there were only 10 blank parts in that text. After all answers have written down on the whiteboard, ET checked them one by one and found 3 incorrect answers, she corrected them directly. Some Ss didn’t pay attention to ET when she gave correction to the wrong answers.

At 11:30, ET gave a short explanation about past tense. After that, ET asked the Ss to learn the next material and closed the lesson at 11:45.

From the vignette above, I noted that there were some problems found during the teaching and learning process of reading in class X-2. It could be said that the interaction between the English teacher and the students rarely occurred. The students were passive during the lesson, they seemed unmotivated. When the English teacher asked them question, they kept silent. They rarely asked questions when they found difficulties. Moreover, the interaction among the students also less consisted. The discussion among the students rarely happened. The students who had difficulties preferred to cheat others’ work than discussing the task. When they had a conversation with their friends, they did not talk about the text being read but they talked about other things unrelated to the lesson.

In addition, the teacher did not pay much attention to the students. For example, when she started discussing the answers of the task some students complained that they had not finished their work but the teacher kept pointing several students to confirm their answers. Besides, when the students gave the incorrect answer on the questions related to the text, she simply gave the correct answer without explaining and making sure whether the students had understood the text or not. It showed that the English teacher did not give a chance to the students to share their knowledge.

During the reading session, the students found difficulties in comprehending the text. It could be seen when the students did the task related to the text. Almost all of them had trouble with the vocabulary. They also did not bring dictionary with them and seemed hesitant to ask the teacher about the unfamiliar words. This vocabulary problem made them hard to find the main idea and several details of information that were asked in the task.

Another fact was that there was a gap between the high-motivated students and the low-motivated students during the learning process of reading. It could be seen from the students' behavior in the classroom. Some students, who usually took the front line seats, were more active than several students in the back line seats. The front-lined students used the reading time wisely, asked their friends or the English teacher if they

found difficulty, gave attention to the teacher, and did the task as well. On the other hand, the other students were less active. They tended to keep silent when the teacher asked questions, did not pay much attention toward the teacher's explanation, and chose cheating than discussing if they found difficulties. Instead of reading the text, they were chatting with their mates or doing other things. Moreover, some of them were unwillingly volunteered themselves when the teacher asked them to show their answers.

After conducting the observation and concluding some problems above, I interviewed the English teacher and the students and also conducted a pre-test for the students. The interviews were conducted after the teaching and learning process of reading while the pre-test was conducted on March 31, 2011 and followed by 31 students of class X-2 in SMAN I Parakan. The test was in the form of multiple choice tests. It consisted of three English texts (2 narrative texts and 1 descriptive) adapted from *Interlanguage: English for Senior High School X* (Priyana, 2008:179-182) and *Developing English Competencies for Grade X* (Doddy, 2008:154-155). The questions were 20 in total and the students had to answer those questions individually.

The 20 questions in the pre-test covered five aspects in reading comprehension, they were: (1) find the general idea of the text;( 2) find the main idea of the text; (3) find specific information from the text; (4)

recognize the communicative functions of the text; and (5) Guess meaning from the context. These aspects were also used to measure the students reading comprehension after the action in cycle I and cycle II.

### 1. Determining the problems

Based on the observation, the interviews with the English teacher and the students, and the pre-test result, there were some problems in the reading teaching and learning process. The problems were presented in the following table.

**Table 4.1. Field Problems**

No.	Problems
1.	The students found difficulties in comprehending the text.
2.	The students lacked vocabulary mastery.
3.	The students had difficulties in finding the main idea.
4.	The students had difficulties in finding the specific information.
5.	Many students had low motivation in learning.
6.	There was a gap between high-motivated students and low-motivated students.
7.	The task was rarely given in the form of group work.
8.	The interactions between the students and the English teacher and/or among the students rarely occurred.
9.	The learning activities were sometimes monotonous.

Having formulated the problems that existed in class X-2 above, I had a discussion with the English teacher about the problems

that might be solved. By considering the time, funds, and energy, the researcher and the English teacher decided to solve five of the problems in the teaching learning process of reading. Those problems were as follows.

- a. The students found difficulties in comprehending the text.
- b. The students lacked vocabulary mastery.
- c. Many students had low motivation in learning.
- d. There was a gap between high-motivated students and low-motivated students.
- e. The interactions between the students and the English teacher and/or among the students rarely occurred.

## **2. Determining the actions to solve the problems**

After the English teacher and I had further discussion about the problems, they looked for the actions that were possible to do in solving the problems. We discussed the actions that could be applied in the teaching and learning process of reading to improve the students' reading skills. Based on the agreement between the English teacher and I, the actions that would be implemented were as follows.

- a. Conducting question and answer activities with the students to enhance the students' motivation towards the learning process and promoting a better interaction between the students and the English teacher.



- b. Implementing the jigsaw technique to increase the students' reading skills, improve the students' vocabulary mastery, reduce the gap between the high-motivated students and the low-motivated students, and promote a better interaction between the students and the English teacher and among the students.

## **B. The Report of the Actions and Discussion**

### **1. The Implementation of Actions in Cycle I**

#### **a. Planning**

The English teacher and I formulated the field problems and the actions to solve the problems before we made some plans to be implemented in cycle I. In reference to the problems that had been determined, the English teacher and I expected that cycle I could change the reading teaching learning process into the following conditions.

- 1) There was an improvement on the students' vocabulary mastery.
- 2) There was an improvement on the students' reading skills.
- 3) The students had high motivation in learning.
- 4) The gap between the high-motivated students and low-motivated students could be decreased.
- 5) The interactions between the students and the English teacher and/or among the students could be enhanced.

To accomplish the expected situations, the English teacher and I planned to implement some actions in cycle I. They were conducting question and answer activities with the students and implementing jigsaw technique in the reading teaching and learning process.

b. Actions and Observation in Cycle I

Based on the planning that had been agreed, the English teacher and I divided cycle I into three meetings. They were on April 2, 7, and 9, 2011. The actions were done on Thursday and Saturday at 10:15 a.m. – 11:45 a.m. During the English teaching and learning process, the English teacher observed the implementation of the actions. It was me who did the actions. The teaching and learning itself focused on reading while the reading material in cycle I was narrative text. The details of the teaching and learning process in cycle I was as follows.

1) Meeting 1

The first meeting was done on Saturday, April 2, 2011 started from 10:15 a.m. until 11:45 a.m. In this meeting, I acted as the teacher and the English teacher acted as the observer. The teacher started the class by greeting the students and checking the students' attendance list. As the warming up activity, she conducted question and answer with the students.

The objective of the activity was to improve the students' motivation towards the lesson and brainstorm the students' background knowledge by providing them some questions related to the material that they had already known, such as: "Have you learnt about narrative text before?", "What is narrative text?", "What is the purpose of narrative text?" and so on. The responses from each student were varied; some of them tried to answer slyly, some of them just agreed with their friends' answers by nodding their head, and some of them remained silent. Furthermore, the teacher led the discussion and gave the students questions in English but they mostly answered in bahasa Indonesia, sometimes Javanese or mixed the languages. It can be seen from the extract of field note 6 below.

R bertanya pada Ss, "Have you learnt about narrative text before?" Ss tampak kebingungan lalu R mengulang lagi pertanyaan yang sama dengan tempo yang lebih lambat. Beberapa Ss menjawab, "Yes, sudah bu." Ada pula yang menjawab dengan bahasa jawa, "*Sampun*. (sudah)." (R asked Ss, "Have you learnt about narrative text before?" Ss seemed confused so R repeated the question in a slower pace. Several Ss answered, "Yes, sudah bu. (Yes, I have.)" There's also S who answered in Javanese, "*Sampun* ( I have.)")

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Appendix 1: Field Note 6 (April 2, 2011)

After the question and answer activity was conducted, the teacher introduced the use of jigsaw technique in reading and elaborated the rules to the students. They seemed enthusiastic since it was new for them. In the first section, the teacher asked them to form groups of five. These groups were called as 'home groups'. There were 6 home groups formed in this meeting: 5 home groups consisted of 5 members and 1 home group consisted of 6 members.

After that, the teacher distributed two narrative texts entitled "The Tiger Who Would Be King" (3 parts) and "The Legend of Beowulf" (2 parts) to each group. Two members from home group 6 got the same part of the text since there were six members in this group. After all students had received their chunks of text, they were allowed to read and understand their chunks first. Most of the students were reading in silent, the class situation was quiet in the first five minutes. It was noisy after that; they seemed confused finding the idea of their chunks and started asking each other.

After the students finished reading, the teacher asked them to form 'expert groups' based on the chunks they get. The students seemed enthusiastic and started finding their expert group members. There were 5 expert groups formed. After all expert group had been formed, they were allowed to start the

discussion. The teacher observed that the students looked enjoy the discussion. They were asking each other and focused on their groups. The condition was different from the previous one. Before the jigsaw technique was applied, the students were bored since they always used textbook in their teaching and learning process and rarely worked in group. The following extract of field note 6 will enrich the argument above.

Sebagian besar Ss terlihat aktif dalam sesi ini; ada Ss yang sibuk menerjemahkan, ada yang mencatat, ada yang memberikan penjelasan kepada temannya dan ada pula yang sedang mendengarkan penjelasan dari teman dengan seksama. (Most of Ss were actively involved in this session; some of them were translating the text, some taking notes, some were giving elaboration to their friends and some other were listening their friends' elaboration carefully.)

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Appendix 1: Field Note 6 (April 2, 2011)

While the students were discussing in the expert group, the teacher observed and checked the students' understanding. She also answered some questions from them. Most of them asked about some vocabularies and sentences they were not able to comprehend.

On the other hand, the teacher found several students who stayed quite during the discussion, they preferred waiting to the others' idea about their chunks and writing down the translation than sharing their opinions. There were also several

students who walked around the class to borrow dictionary. It was quite bothersome since they used their discussion time for wandering around the classroom. It can be seen from the following extract of field note 6.

R juga menemukan beberapa Ss dari expert group 2, 3 dan 5 yang berjalan keluar dari kelompoknya untuk meminjam kamus dari kelompok lain. Semua Ss dari kedua kelompok tersebut tidak ada yang membawa kamus sehingga mengalami sedikit kesulitan. R mendekati kelompok-kelompok tersebut dan memberikan bantuan untuk menenangkan suasana. (R also found 2 members from expert groups 2, 3 and 5 who walked away from their group to borrow dictionary from other expert group. All members from both expert groups did not bring dictionary so they had a little difficulties. R approached those groups one by one to calm down the situation.)

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Appendix 1: Field Note 6 (April 2, 2011)

After the students finished the expert group discussion, they returned to their home group. Each member of the home group had the same task which was presented their chunk of the text to the other members in their home group so that all members in the group were able to understand the whole story of those two texts. All students were active in this session; they presented their paragraph and shared their thought each other. Almost all of them were good speakers and listeners although the conversations were mostly done in Bahasa Indonesia or Javanese. On the other hand, the teacher found that some students only read their translation to the other group members.

She reminded them to use their own words during the presentation.

The next session was quiz time. As suggested by *Aronson (2008)*, quiz on the material was given at the end so students realized that the sessions were not just for fun and games, but that they really counted. The teacher distributed the quiz to the students and asked them to do the task individually. She explained that their score for this quiz would contribute to the average score of home group even though they did the quiz individually. Some of them looked excited and some other seemed worried. Each student was required to answer 20 questions based on both texts. The classroom situation was quiet when the students were working. But in the last five minutes, the students started panicking, they confirmed their paragraph each other to find out the answer. the teacher warned them to keep calm and do the quiz with their own knowledge of both texts.

The students needed more than 10 minutes to finish the quiz because they still had difficulty in writing or composing sentences in English. Actually, according to plan, the teacher wanted to discuss the answers with the students while they did the peer assessment but unfortunately the time was up. Then she just asked the students to collect the answer sheet.

As the time was up, the teacher summarized today's material. She also reminded the students to bring dictionary in the next meeting so that they would not waste the time by borrowing and waiting for other friends. She ended the lesson by leading the students to say a prayer.

## 2) Meeting 2

The second meeting was on Thursday, April 7, 2011, started from 10:15 a.m. until 11:45 a.m. In this meeting, I acted as the teacher and Mrs. Pariyati is the observer. The teacher started the class by greeting the students and checking the students' attendance list. After that, she conducted question and answer activity with the students. She asked the students about the materials they had learnt on the previous lesson. Most of the students still memorized the materials that they had learnt before. This can be seen from the following extract of field note.

Setelah itu, R bertanya pada Ss mengenai apa saja yang mereka pelajari pada pertemuan yang lalu. Sebagian Ss menjawab, "teks narrative.", ada yang memberikan jawaban, "reading buu.", sebagian hanya diam saja. (After that, R asked Ss about what they had learnt in the previous lesson. Some Ss answered, "Narratie text." Some other replied, "Reading, ma'am", the rest remained silent.)

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Appendix 1: Field Note 7 (April 7, 2011)



The teacher also asked the students about who brought dictionary among them. From their reply, it was found that only 3 students who brought along dictionaries. Then, she asked 2 students to borrow dictionaries from the library. And they got 2 dictionaries, which they could share, from the library.

The next session was reading using jigsaw technique. The students were required to go back to their previous home group. They looked excited and immediately formed their home group. In this meeting, they were two narrative texts provided entitled “The Fox and the Crow” (divided into 2 parts) which was taken from *Developing English Competence for Grade X* (Doddy, 2008) and “Androcles and the Lion” (divided into 3 parts) taken from *Interlanguage: English for Senior High School Students XI* (Priyana, 2008). After all students had received their chunks of text, they were allowed to read and understand their part first. They took 10 minutes for this session. In this meeting, the class situation was much quieter than the previous meeting. The students seemed likely to focus on their part and more motivated to read. They were aware that they had responsibility to the other home group members’ understanding about the whole text. This finding can be inferred from the following extract of field note 7.

Setelah semua Ss mendapatkan bagiannya, sama seperti pertemuan yang lalu, Ss diberi kesempatan untuk membaca potongan teks masing-masing terlebih dahulu. R mengamati Ss lebih konsentrasi membaca pada pertemuan kali ini, mereka tampak fokus memahami potongan teks masing-masing, sehingga situasi kelas pun lebih tenang. (After all Ss had received their chunk, just like the previous meeting, they were given chance to read their chunk first. R observed that Ss' concentration were better in this meeting, they looked focused on understanding their text. It made the class situation quieter than before.)

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Appendix 1: Field Note 7 (April 7, 2011)

After the students finished reading, they were required to form expert group according to the paragraph they had got. There were 5 expert groups in this meeting. After all students had found their expert group, they started the discussion on their paragraph. The teacher kept reminding them that they really needed to comprehend the text well so that they were able to explain their part to the other members in home group clearly. During the expert group discussion, the teacher still found several students who did not actively participate. They were only writing down the translation of their chunks and listening to the other members' discussion. This situation can be seen in the following extract of field note 7.

R juga menemukan beberapa Ss yang masih pasif dalam diskusi, yaitu Rahmat Fauzi, Alfida Zulfahri dan Astri Utami. Mereka hanya menuliskan hasil terjemahan dari teman-temannya di expert group. (R also found several students who were passive in the expert group discussion, which were Rahmat Fauzi, Alfida Zulfahri and Astri

Utami. They were just writing down the translation of the text from their friends in the expert group.)

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Appendix 1: Field Note 7 (April 7, 2011)

Finishing the expert group discussion, the students returned to their home group and started the presentation. This activity run well, most of the students presented their part as clear as they could and made sure the other members got the point of his/her part. They were also actively involved in the discussion. They took 20 minutes for this session.

The next session was quiz. Students were required to go back to their own seat and prepare for the individual quiz. It consisted of 20 questions based on both texts. After they had received the question sheet they soon started working as they already knew the rules. The class situation was under control.

After 20 minutes, the teacher asked the students to exchange the answer sheet with their mates. The teacher and the students discussed the answers together. She asked the students to check and give score to other's work. In this activity, some students were active to give answers and opinions. However, the students who were brave to give answer and opinion were the same students (the high-motivated students). Other students still kept silent and some of them chatted to their friends. Finishing the discussion, the

teacher asked them to collect the answer sheets soon after they had finished checking each other's work.

Finally, the teacher and the students summarized the lesson on that day. The students were also given opportunity to ask questions. As the time was up and there was not any question again from the students, the teacher closed the lesson by greeting the students.

### 3) Meeting 3

The third meeting was on Saturday, April 9, 2011, started from 10:15 a.m. until 11:45 a.m. I as the teacher started the class by greeting the students and checking the students' attendance list. Ersyah Pratama was absent that day. Like the previous meeting, the teacher also conducted the question and answer activity to enhance the students' motivation in the teaching and learning process in this third meeting. She asked about the previous material which most of the students still remembered. The teacher asked the students' confirmation about the function and the generic structure of the narrative text, some students replied about its function but none gave reply about its generic function. There was a student (Tri Cahyono) who answered, "Opening, content, and closing." Some students laughed at him, but when the teacher asked them who laughed, they kept silent. The teacher thanked Tri

Cahyono for his attempt and then gave a short explanation about the generic structure of narrative text to the students. She also gave the students chance to ask questions.

After that, the students were asked to read and study some words in task 2. The teacher explained that those words would be useful for them in comprehending the text. She also invited them to pronounce the words together. Even though not all students were able to pronounce those words fluently, they seemed excited in pronouncing the words since most of those words were new for them. The students were active in this activity. It showed that their courage toward the lesson had increased. This finding can be inferred from the following extract of field note 8.

Pukul 10:28, setelah memastikan tidak ada Ss yang ingin bertanya lagi, R membagikan handout dan meminta Ss untuk mempelajari kata-kata yang ada di Task 2. R mengajak Ss melafalkan kata-kata tersebut secara bersama-sama. Ss tampak bersemangat saat melafalkan kata-kata tersebut walaupun masih banyak pelafalan Ss yang kurang tepat. Meskipun begitu, Ss segera mengoreksi pengucapan mereka setelah R memberikan contoh yang pelafalan yang benar. (At 10:28, after making sure there's no more question from the Ss, R distributed handout and asked Ss to study the words in Task 2. R invited Ss to pronounce those words together. Ss seemed enthusiastic in pronouncing those words even though they mispronounce some words. Nevertheless, Ss corrected their pronunciation soon after they heard the right one from R.)

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Appendix 1: Field Note 8 (April 9, 2011)

The next activity was a reading session. In this session, the students were required to return to their previous home group. After that, the teacher distributed the text entitled “Bloody Mary from Pennsylvania” taken from *Interlanguage: English for senior High School Students X* (Priyana, 2008) that had been divided into five parts. As the students had already understood the steps, they immediately read their texts before the teacher asked them to. They took 10 minutes in this session.

Finishing reading, the students had to meet their expert groups. The teacher helped them by pointing the place for expert group 1 to 5 to meet. Soon after the expert group had formed, they started the discussion on their text. Some groups had found their rhythm in conducting the expert group’s discussion. They were active and cooperated well in finding the best way to present their text to their home group. Nevertheless, there was one group whose members did not bring dictionary, one of the members was seen walking around the class to borrow dictionary from other groups. It was also found that some students still preferred silent and only wrote down the text translation during the discussion without asking one single question or helping the other member in expert group. They were the same students from the previous meeting.

After the students had finished their expert group discussion, they went back to their home group. For they had already understood the jigsaw reading technique steps, they started the discussion from the first text and so on soon after they had met their group. The class situation was similar with the previous meeting. Most of the students were actively involved in the discussion. The teacher observed that they were trying to be a good speaker as well as a good listener during the discussion. Some groups even made sure whether all of their group members had understood the whole story or not by asking each other's paragraph. This situation can be inferred from the following extract of field note 8.

Sebagian besar Ss sudah terlibat aktif dalam diskusi, mereka berusaha menjelaskan bagian mereka masing-masing juga mendengarkan penjelasan dengan seksama saat teman yang lain sedang menerangkan paragraphnya. Selain itu, mereka tidak ragu untuk saling bertanya apabila ada yang belum mereka pahami. R bahkan menemukan satu home group yang saling mengkonfirmasi kembali semua paragraph untuk memastikan semua anggota group sudah memahami keseluruhan cerita, yaitu home group 3. (Almost all of the Ss were actively involved in the discussion; they were not only trying to explain their own part but also carefully listening to other's explanation. In addition, they did not hesitate to ask questions for some parts they had not understood. R even found one home group that reconfirmed all texts (after discussion) to make sure that all group members had understood the whole story. They were home group 3.)

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Appendix 1: Field Note 8 (April 9, 2011)

In the next session, the students were given an individual quiz. They were required to go back to their original seat and make a summary of the story “Bloody Mary from Pennsylvania” in their own words. When the students were working, the teacher observed that almost all of them did not have difficulty in summarizing the story. They looked confident and excited. Even so, she found several students who looked in trouble. They were 4 students who caught cheating other’s summary even though they were not from the same home group. The teacher approached them and advised them to be confident on their own work.

After that, the teacher asked them to collect their work in the teacher’s desk. Then she took several papers and called the students’ names written there one by one. The first was Radyka Arif, the second Triyani Ririn Astuti, and third Khaedar Abdul Azis. The teacher asked them to read aloud their summary before the class. The rest of the class had to pay attention to the reader and listen carefully. They were allowed to ask questions if there was any. Despite that there was some inaccurate pronunciation, their summaries were quite good. They were able to retell the whole story in their version well. Unfortunately, not all students were able to present their summary because of the limited time.



In this meeting, the teacher found that most of the students had understood the steps of jigsaw technique well. Their understanding on reading text also improved as well as their cooperation. As the time was up, she summarized the lesson on that day after made sure that there was no more question from the students. She ended the lesson by saying a prayer.

c. Reflections of Cycle I

The implementation of jigsaw technique in the first cycle was done in three meetings (Saturday, April 2; Thursday, April 7 and Saturday, April 9, 2011). After implementing jigsaw technique in three meetings, I conducted a post-test for the students. The cycle I post-test was done on Thursday, April 14, 2011. The objective of the post-test was to measure the students' reading comprehension after the implementation of jigsaw technique in three meetings. After conducting the post-test, I did reflections. Before we go further to discuss the reflection of cycle I, it is important to take a look at the condition of the teaching and learning process of reading in the last meeting of the first cycle. It was presented in the following vignette.

## Vignette 2

Saturday, April 9, 2011

Class X-2

ET : English teacher (Mrs. Pariyati)

R : The researcher

Ss : Students

At 10:15, ET and R entered the classroom. R opened the lesson by greeting the Ss while ET observed from the backseat. R checked the Ss' attendance and Ersyah Pratama was absent that day. Then, R checked Ss' readiness toward the lesson. After making sure that all Ss were ready, R asked them about what they had learnt in the previous lesson. Some Ss answered, "Narrative, ma'am." Some of them said, "*The fox and the crow*, the arrogant crow." After that, R explained that they would learn more about narrative text.

At 10:20 R asked Ss whether they had understood about the parts of narrative text or not after learning about narrative text in two meetings. Most of them were silent, but there were also several Ss who answered shyly. R asked one of them (Tri Cahyono) to confirm his answer, he said, "Opening, content, and closing." Some Ss laughed at his answer, but R appreciated him by saying, "Good. Thank you." R asked other Ss, "Is there any other than Tri who want to give it a try?" but none of them replied. Then, R gave a short explanation about the usage of narrative text and its parts. All Ss paid attention. After that, R gave opportunity for Ss who wanted to ask question. Nilla Nur'Ainy asked, "What are the forms of narrative text?" "Good question, thanks Nilla. Narrative could be in the form of fable, like what we had in the previous lesson, folklore, and myth or legend," R answered.

At 10:28, after making sure there's no more question from the Ss, R distributed handout and asked Ss to read and study the words in Task 2. R invited Ss to pronounce those words together. Ss seemed enthusiastic in pronouncing those words even though they mispronounced some words. Nevertheless, Ss corrected their pronunciation soon after they heard the right one from R.

At 10:35, R asked Ss to go back to their previous home group. After that, R handed out the chunks of text entitled "Bloody Mary from Pennsylvania". Receiving the text, the Ss read the text immediately before R asked them to. In this third meeting, Ss had already been familiar with the jigsaw technique. They had understood what steps they had to do. The class situation was quiet because all Ss were focused on their own

chunk. R reminded them to use the words they had learnt from Task 2 if they found difficulty about the vocabulary.

At 10:45, Ss formed the expert group and started discussing their paragraph or chunk of text. In this meeting, R still found one expert group whose none of the members brought dictionary, one of the members was caught walking towards other groups to borrow dictionary. R walked through the classroom to check Ss' understanding and answer some questions from Ss, while Ss were discussing their text. The expert group discussion was run well; each expert group had been familiar with the use of jigsaw technique in the reading session. Most of the Ss also actively involved in the discussion. Nevertheless, R still found 2 Ss who were passive during the discussion and only wrote down the translation of the text they got.

At 11:00, Ss went back to their home group and started to present their paragraph one by one. The class situation was still noisy just like the two previous lessons. R did not warn them since they still talked in the proper portion. They were actively involved in the discussion, tried to explain their text to the other members as well as listened carefully to the other members' presentation. In addition, they were also not shy to ask each other if they found any unclear understanding about the text. R even found one home group that reconfirmed the entire paragraphs (after discussion) to make sure that all group members had comprehended the whole story, they were home group 3. On the other hand, several Ss who were less active in the previous meeting still did not show their involvement in this meeting. They tended to keep silent and were only listening to when other members were discussing the story. In addition, they only talked when they presented their paragraph.

At 11:20, Ss were required to go back to their own seat and made a summary of "Bloody Mary from Pennsylvania" individually. Some of them looked excited and confident; some others looked worried while confirming each other's paragraph. When Ss started to summarize the story, the class situation was quiet since all Ss were focused on their work. R observed their work; some Ss seemed had difficulty in building sentences with their own words. They kept asking to their home group's mate. Several Ss (Rahmat Fauzi, Tunggal Dewi, Alfida Zulfahri Wachyudi, and Iin Setyadani) were even caught in action while they were cheating to their friend who was sitting next to them even though they were from different home groups. R approached them and suggested them to be more confident with their own work.

At 11:35, R asked Ss whether they had finished the summary or not. Most of them replied, “Yeees.” R then asked them to collect their work. After making sure that everybody in the class had collected their summary, R randomly took 3 sheets from that paper stack. R read the name one by one, asked them to stand before the class and read their summary out loud. The first appointed S was Radyka Arif, the second was Triyani Ririn Astuti, and the third was Khaedar Abdul Azis. The rest of the class was listening carefully. Although some of their sentence structures were incorrect but R was able to catch their point. Unfortunately, there were only 3 Ss that were able to read aloud their summary because of the time limitation.

At 11:42, R asked how the Ss’ felt about today’s lesson. Ss replied variously; some Ss said it was fun and interesting, some replied it was too demanding, and some others protested the difficulty of the text. After having a conversation with Ss, R reviewed the lesson and reminded Ss to bring dictionary in the next meeting. R also explained that there would be a test in the next meeting. Most of the Ss complained. R calmed them down by saying that the test would be about narrative text and in a multiple choice form so it would not be that hard. As the time was up, R ended the lesson by saying a prayer.

The vignette above shows that there were several changes after the implementation of jigsaw technique in the reading teaching and learning activity. Before the action implementation, the students were reluctant to answer the teacher’s question during the warming up session. Moreover, they felt afraid to ask questions when they found difficulties. After the action implementation, some students started to be active in answering the questions from the teacher. Besides, they were not hesitant to call the teacher when they had difficulties during the lesson. Unfortunately not all students had showed their activeness in this cycle some of them were still shy and seemed afraid to show their answers or opinions.

From the vignette, it can also be seen that the students were able to overcome their problems (such as: finding words meaning, general idea, etc.) by guessing the word meaning from its context, asking each other or calling the teacher to guide them in guessing the meaning. It shows that they had gradually become autonomous learners. In addition, the interactions between the students and the teacher as well as among the students had been increasing after three meetings.

In observing the teaching and learning activities, as suggested by *Cohen, et al.* (2007: 400), I also applied a rating scale in each meeting in which the English teacher as the observer made some judgements about the students' behavior during the action implemented. It consisted of six aspects: (1) Students' enthusiasm towards the lesson, (2) Students' activeness in asking question, giving comment, and responding, (3) Students' interest towards learning method, (4) Students' attitude in reading, (5) Students' activeness in group work, and (6) Students' attitude in carrying out the test individually. After that, the observer entered responses into a rating scale. The result will be elaborated in the following table.

**Table 4.2. Observation Results on Cycle I**

No.	Category	Percentage (%)			
		Excel lent	Good	Fair	Poor
1.	Students' enthusiasm towards the lesson	32,2	48,4	16,2	3,2
2.	Students' activeness in asking question, giving comment, and responding	0	19,4	67,7	12,9
3.	Students' interest towards learning method	38,7	45,2	12,9	3,2
4.	Students' attitude in reading	12,9	48,4	35,5	3,2
5.	Students' activeness in group work	16,2	67,7	12,9	3,2
6.	Students' attitude in carrying out the test	9,7	64,5	25,8	0

Table 4.2 above shows the percentage of the observation rating scales result in cycle I. It is the result after the English teacher and I observed the students behaviour in three meetings of the first cycle. It can be seen that the students' enthusiasm towards the lesson was in the good category. More than 70% of the students were motivated during the lesson. Students' interest towards the learning methods was also quite high. They seemed enjoy every step of the jigsaw technique. 48,8% of the students had a good attitude when they were reading the text. They focused on their text but in a moment or two they quite annoyed the other students by playing their pen or knocking their table. The observed students who completely focused to their text and did not made

any annoying sound in this first meeting were noted as much as 12,9% from the total students. Dealing with the group work, most of the students were actively participated. 67,7% of the students were in good category. 16,2% of the students were even categorized as excellent, they were not only actively participated in the group work but also were able to create such a good atmosphere during the discussion so that the other members became active as well. On the other hand, the disappointing result came from the students' activeness in asking question, giving comment and responding. Only 19,4% of the students who were in good category, while the rests were in fair and poor category. Even though there was an improvement, most of the students still looked shy to answer the teacher's question and still afraid to share their opinions.

At the end of the first cycle, as I referred to the structural steps of action research suggested by *Kemmis* and *McTaggart* in *Burns* (1999:32), I conducted a discussion with the English teacher about the whole cycle. The results of the reflection in cycle I were presented as follows.

The question and answer activity with the students in the beginning and the end of the teaching and learning process was successful in enhancing the students' motivation towards the

teaching and learning process. The number of the students who was active in answering the teacher's questions increased. Even though they used mixed languages, they made the teaching and learning process become livelier. This activity was also improving the interaction between the students and the teacher. The students were no longer afraid to ask several questions regarding the materials. This finding can be inferred from the following extract of interview transcript.

R : Oh iya bu, di awal dan di akhir pelajaran kan saya selalu mengajak siswa untuk tanya jawab, apakah menurut Ibu ada dampak yang positif dari aktivitas ini? (Anyway, ma'am, in the beginning and the end of the lesson I always involved the students in the question and answer session, do you think this activity give such positive effect to the students?)

ET : Iya, tentu saja ada. Yang pertama, suasana kelas jadi terbangun, jadi mengajak semua siswa untuk fokus terhadap pelajaran. Kemudian, saya melihat anak-anak sudah mulai berani menjawab pertanyaan, walaupun yang menjawab hanya beberapa ya. Ada lagi, siswa yang tadinya selalu cuek dengan pelajaran jadi mau memperhatikan, ya walaupun belum berani terlibat dalam tanya jawab tapi minimal konsentrasi mereka sudah ke pelajaran gitu *mbak*. Selain itu apa, tanya jawab seperti ini juga memancing rasa penasaran siswa terhadap pelajaran sehingga anak-anak ini jadi termotivasi untuk terus mengikuti pelajaran dan instruksi dari guru. (Yes, of course. First, the class situation became alive, it stimulated the students to focus on the lesson. Then, I saw the students were brave in answering the questions, even though only a few of them who volunteered themselves. Furthermore, some students who used to irresponsive to the lesson had started to pay attention. Though they still afraid to be involved in the question and answer session, at least they gained their focus back to the lesson. Besides, this activity also increased the



students' curiosity towards the lesson. It made the students became more motivated to follow the lesson as well as the teacher's instruction.)

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Appendix 3: Interview Transcript 13 (April 9, 2011)

The use of jigsaw technique in the reading activity from the first meeting until the third meeting was successful in improving the students' vocabulary mastery. Even though some of them complaint that there were too many unfamiliar words and that the vocabularies were too difficult for them, they realized that they were able to figure out those vocabularies more easily by using jigsaw technique. This finding can be inferred from the following extracts of interview transcripts.

- R : Menurut kamu bagaimana dengan penggunaan teknik jigsaw tadi di kelas? Membantu tidak? (What do you think after we had used the jigsaw technique in the lesson? Was it helpful?)
- S : Seru kok miss. Kalau saya pribadi itu merasa terbantu, soalnya *kan* tadi ada beberapa kosakata baru yang saya belum tahu, kan jadi bisa tanya ke *temen*. Kalau tanya ke guru itu kadang ada rasa takut *gitu*. (It was fun. For me myself, it was helpful since there were some unfamiliar words but I could ask my group mates. It was kind of burdensome if I had to ask the teacher.)

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Appendix 3: Interview Transcript 8 (April 2, 2011)

- R : Ada kesulitan *nggak* tadi? (Were there any difficulties?)
- S : Ada sih *dikit*. (Yes, a little.)
- R : Bagian apa? (Which part?)
- S : Kosakatanya itu *lo*, susah *e* miss. (The vocabularies, they were difficult, miss.)

(continued)

R : Ok. *Gimana* pendapat kamu tentang penggunaan teknik jigsaw ini di kelas? (Ok. What do you think about the use of jigsaw technique in the lesson?)

S : Mm.. sangat membantu, soalnya kalau ada kesulitan itu bisa langsung tanya ke temen yang lebih pintar gitu, jadi *nggak* harus nunggu *dijelasin* sama guru. (Mm.. it was very helpful. Because when I found difficulties, I could directly ask my friend who is smarter than me instead of wait for the teacher's explanation.)

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Appendix 3: Interview Transcript 9 (April 7, 2011)

The use of jigsaw technique was successful to improve the students' reading skills. Having their vocabularies improved, the students' reading ability was also improving. From the quiz result, it was found that they were able to find the main idea of each paragraph, general idea, as well as the specific information. Moreover, the students stated that they felt less stressed when they worked in group; they were able to share their knowledge and ask each other without hesitation. Their curiosity towards the English text also increased. It can be seen from the extract of the interview transcripts below.

R : Terus apa kamu bisa lebih memahami bacaan dengan menggunakan teknik tadi? (Could you more comprehend the text using that technique?)

S : Mm.. iya, jadi lebih mudah *sih*. soalnya kalau ada kesulitan itu bisa berbagi dengan teman-teman di – (Mm... yes, it became easier since if I had difficulties I could share with the friends in –)

R : di expert group? ( in the expert group?)

S : iya di expert group itu tadi, jadi tidak merasa beban *gitu lho*, miss. (Yes, in the expert group. So I was not stressed,

miss.)

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Appendix 3: Interview Transcript 7 (April 2, 2011)

- R : Apakah ada peningkatan pada kemampuan membaca kamu setelah kita menggunakan teknik ini? (Is there any improvement on your reading skills after we used that technique?)
- S : Mm..iya..lumayan ada sepertinya. Jadi lebih mudah memahami teks. Biasanya itu kalau lihat teks bahasa inggris yang panjang-panjang pasti *udah* pusing duluan, miss. (Mm.. yes, there is a little improvement. I used to get dizzy first when I had to face long English texts.)
- R : Kalau sekarang? (And now?)
- S : Kalau sekarang ya – jadi lebih tertantang gitu sepertinya. (Now – I find it's challenging.)

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Appendix 3: Interview Transcript 8 (April 2, 2011)

- R : Ok! Menurut kamu, teknik jigsaw ini membantu *nggak* dalam hal pembelajaran reading, terutama untuk kamu pribadi? (Ok! According to you, was this jigsaw technique help you learn reading?)
- S : *Banget*. (Yes, for sure.)
- R : Terbantunya *gimana*? (How does it help you?)
- S : Ya...yang pertama karena ini dikerjain secara berkelompok, jadinya lebih mudah. Kalau untuk saya sendiri *sih*...ya..sepertinya sekarang kalau membaca teks bahasa Inggris itu jadi lebih teliti *gitu* miss soalnya lebih fokus ke bagian tertentu. Selain itu, kosakata saya juga semakin bertambah. (Ya... firstly, it was easier since we worked in group. That's for me myself, err.. It seems like I become more careful in reading because I have to focus on a certain part. Moreover, my vocabularies have been improving.)

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Appendix 3: Interview Transcript 9 (April 7, 2011)

Besides the question and answer activity, the use of jigsaw technique in reading session was also successful in increasing the students' motivation towards the lesson. Working in group made

the students aware that they did not work just for themselves. They realized that the existence and the effort of each group member had an important role for the group's success. This kind of awareness made them motivated to put their best effort for the sake of the group. It can be seen from the following interview transcript extracts.

- R : Kamu sendiri tadi aktif di kelompok karena keinginan sendiri atau orang lain? (Was it your own will or were you forced to be active in the groupwork?)
- S : Sendiri, soalnya semua *kan* harus bisa memahami isi bacaannya, jadi kalau saya *nggak* tahu nanti *temen-temen* yang lain juga jadi *nggak* tahu. (It was my own will. Everybody had to understand their own text accurately. If I could not comprehend my text, my group mates could not either.)

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Appendix 3: Interview Transcript 8 (April 2, 2011)

- R : Ya memang harus seperti itu. Kamu kerja keras seperti itu memang karena keinginan sendiri atau orang lain? (It is indeed so. Did you work hard like that because of your own will or just because you were forced?)
- S : Keinginan sendiri. Soalnya *kan* saya juga nanti harus *nerangin* ke anggota kelompok yang lain, jadi ya harus paham dengan bagian saya sendiri. (It was my own will. I realized that I had a responsibility to explain to the other members, so I had to comprehend my own part.)

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Appendix 3: Interview Transcript 9 (April 7, 2011)

- R : O, *gitu* ya. Tapi kamu sendiri aktif kan? (How about you? Were you active?)
- S : Aktif *dong* bu. (Of course, ma'am.)
- R : Ok, aktifnya karena keinginan sendiri atau karena terpaksa *nih*? (Okay, was that your own will or were you forced?)

S : O..*nggak* terpaksa kok, bu. Memang saya *pengen* sendiri, *pengen* bisa (bahasa Inggris) gitu. (Oh.. I was not forced, ma'am. It's my own will; I want to master it (English).)

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Appendix 3: Interview Transcript 12 (April 9, 2011)

The use of jigsaw technique was successful in improving the interactions between the students and the English teacher and also among the students. The students stated that they became closer after they had worked together whether in the home group or expert group. The interactions that they had during the lesson made them closer; not only in the classroom but also outside the class. The students' interaction with the teacher was increasing as well. Some of them were no longer afraid of asking questions to the teacher if they found difficulty and some of them started to volunteer themselves in answering the teacher's questions. This situation can be inferred from the extract of interview transcript below.

R : Apakah, menurut kamu, setelah kita belajar dengan jigsaw teknik ini interaksi antara kamu dengan teman-teman kamu semakin baik? Baik di dalam atau pun di luar kelas? (After we learnt using jigsaw technique, do you think that your interaction with your friends gets better whether it is inside or outside the classroom?)

S : Menurut saya iya, miss. Mungkin karena kita bekerjanya berkelompok itu, jadi lebih sering *ngobrol*, jadinya tambah akrab *gitu*. *Eggak* cuma di kelas kok, di luar juga. Yang tadinya *nggak nyambung* (komunikasinya) itu sekarang *malah* jadi sering *ngobrol*. (I think so, miss. Maybe it is because we worked in group, so we discussed and chatted a lot. It made us closer. Now I can get along

with several friends whom I was not close with previously.)

R : Kalau interaksi dengan guru *gimana*? Apakah juga ada perkembangan? (How about with the teacher? Is there any improvement as well?)

S : Iya sedikit, hehe. Ya mungkin bedanya kalau sekarang saya *nggak* takut *aja* kalau *mau* tanya, atau misalnya menjawab pertanyaan. (Yes, a little. Hehe... maybe the difference is that recently I am no longer afraid of asking or even answering a question.)

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Appendix 3: Interview Transcript 8 (April 2, 2011)

R : Menurut pendapat kamu, teknik jigsaw ini meningkatkan interaksi antara kamu dengan teman-teman tidak? (In your opinion, does jigsaw technique increase the interaction between you and your friends?)

S : Iya, soalnya kerja kelompok, jadi otomatis kita berinteraksi terus. Apalagi untuk di expert group itu *kan* berubah-ubah terus, jadi ya interaksinya *nggak cuma* sama *temen* sekelompok *aja gitu*. (Yes. Since we worked in group, we were interacting automatically. Moreover, the members of expert group are always changing, so the interactions occurred not only with my home group's mates.)

R : Kalau interaksi dengan guru, apakah juga ada perkembangan? (How about the interaction with your teacher?)

S : Iya, *kan* tadi *missnya* keliling kelas, jadi kita kalau *mau tanya* *nggak* malu-malu. (Yes, you were walking around the class so that we were not feeling shy to ask any questions.)

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Appendix 3: Interview Transcript 9 (April 7, 2011)

R : Selain itu ada keuntungan lain *nggak* dengan metode tadi? (Besides, was there any other advantage that you have got from using this method?)

S : Mm..mungkin sekarang jadi tambah akrab aja dengan temen-temen. Yang tadinya belum terlalu akrab, sekarang jadi akrab. Yang tadinya udah akrab, jadi tambah akrab lagi gitu. (Mm.. maybe now I become closer with my friends. Becoming closer with those whom I was not

really close and becoming much closer with those I am used to getting along.)

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Appendix 3: Interview Transcript 11 (April 9, 2011)

R : Kemudian apakah menurut Ibu, interaksi antar siswa saat pelajaran semakin meningkat dengan menggunakan teknik jigsaw ini? (Do you think the interaction among the students during the lesson is increasing by using this jigsaw technique?)

ET : Iya, tentu saja. Karena ada diskusi, mereka jadi tidak malu-malu berpendapat karena yang diajak berdiskusi ini temannya sendiri. Saya juga mengamati, nampaknya kerjasama anak-anak ini makin baik dari pertemuan pertama sampai yang ketiga ini. Mereka terlihat saling membantu kalau ada yang kesulitan. Anak-anak juga tidak takut bertanya ke mbak Ajeng kan kalau ada kesulitan? (Ya, of course. Because of the discussion; they did not feel hesitant to share their opinions since they discuss with their friends. In my observation, the cooperation among the students was getting better from the first until the third meeting. They also did not afraid to ask you questions when they found difficulties, didn't they?)

R : Iya bu, mereka juga mau bertanya kalau ada kesulitan. (Yes, ma'am. They asked when found difficulty.)

ET : Itu juga berarti mereka tambah ada kemajuan lagi *mbak*, biasanya jarang bertanya sekarang mau tanya. (That is also another improvement, they rarely did that formerly.)

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Appendix 3: Interview Transcript 13 (April 9, 2011)

However, the use of jigsaw technique was not really successful in decreasing the gap between the high-motivated students and the low-motivated students. Even though some students stated that they became more motivated to learn reading using jigsaw technique, several students still were not able to gain their enthusiasm towards the English lesson. According to

observation rating scales, there were 6 students that have not been involved actively in the group work (whether in the expert group or the home group or even in both groups). When they worked in the expert group, they just wrote down the translation of the text and did not give contribution to the discussion. And when they returned to their home group, they only read the translation and remained silent when it came to discussion session. One of them (especially in the first and second meeting), even simply gave his translation paper to his home group mate and ask him to read it for the rest of the home group members. The other students who were in the same group with those 6 students felt burdensome to admonish them since they felt that they did not have authority to do so. This disadvantageous situation can be inferred from the following extracts of interview transcript.

R : Mm...*gitu* ya. Tapi tadi di kelompok (expert group) kamu semuanya aktif *kan*? (Mm... Was everybody in your group (expert group) actively involved?)

S : Ada beberapa *yang cuma diem aja sih* miss. (There were one or two members that kept silent.)

R : Terus kamu menegur *nggak* tadi? (Did you warn them?)

S : Ya *nggak sih* miss, *kan* tadi juga pada sibuk dengan bagiannya masing-masing. (Nope, because we were busy doing our parts.)

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Appendix 3: Interview Transcript 8 (April 2, 2011)

R : Iya, tadi di kelompokmu aktif semua *nggak*? (Yeah, was everybody in your group involved actively?)



S : Ya ada yang *diem* bu, tapi ada yang bekerja juga. *Macem-macem*, bu. (There was one who remained silent, but the others kept working.)

R : Terus untuk anggota kelompok yang diam itu kamu tegur *nggak*, atau kamu *ajak* kerja *gitu*? (For the one who remained silent, did you warn her? Or did you ask her to work?)

S : Ya sudah bu, tapi ya memang anaknya susah *gitu*, *gimana* lagi. (Yes, I did ma'am. But I think that is just her behavior, I did not know what to do.)

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Appendix 3: Interview Transcript 12 (April 9, 2011)

Furthermore, there were problems found in the first cycle in term of time management, group management and dictionary. The details of problems are elaborated below.

#### 1) Time management

In the first meeting, the teacher failed to conduct the peer assessment as the time was over. It was because the students still adapted with new technique of learning and it took times to learn each step of the jigsaw technique. In the third meeting, there were only 3 students who got the opportunity to present their work before the class. The rest of the students were not able to present their work because there was no more time left. The students needed more time to discuss the text as well as finish the quiz.

#### 2) Group management

From the first until the third meeting, there were several groups that were not able to work well. This was usually happened

during the expert group discussion session. Some students did not get the opportunity to speak since there were too many group's members spoke at the same time. It made the class situation became noisy. On the other hand, there were also several students who remained silent but the rest of the members did not help or ask him/her to join the discussion.

### 3) Dictionary

Most of the students in class X-2 felt unwillingly to bring dictionary to school. They said that it was too heavy to bring one and only a few students brought a dictionary. During the expert group discussion (from the first to the third meeting), several students walked out from their group and went to the other group to borrow dictionary. This situation made the discussion in several groups did not run smoothly.

Therefore, for the next cycle, the teacher had to be more disciplined in time management and group management. In addition, the students had to be reminded to bring dictionary every time they had English lesson.

The reflection above were done based on the observation during teaching and learning process of reading and the interview with the English teacher and also the students of class X-2 of SMAN I Parakan. In doing the interview, everyone had equal

opportunity to express the ideas, opinions and feelings about the actions implemented.

In conclusion, the use of jigsaw technique is able to improve the students reading skills. Nevertheless, there were still a problem related to the gap between the high-motivated students and the low-motivated students during the group discussion, the time management, the group management, and also the students' willingness to bring along dictionary. Thus, the English teacher and I decided to continue the cycle to solve those problems.

## 2. The Implementations of the Actions in Cycle II

### a. Planning

After reflecting on the actions implementation in cycle I, the English teacher and I decided to continue the action in cycle II. Concerning the problems that were found in the first cycle, the English teacher and I agreed to add some actions to solve those problems.

Whereas the details of the actions planned in cycle II include the following practices.

- 1) Conducting the question and answer activity in the beginning and the end of the lesson to enhance the students' motivation towards the learning process and promote a better interaction between the students and the English teacher.

- 2) Implementing the jigsaw technique to increase the students' reading skills, improve the students' vocabulary mastery, and promote a better interaction between the students and the English teacher and among the students.
  - 3) Pointing the group leader (both in home group and expert group) in each meeting to reduce the gap between the high-motivated students and the low-motivated students and make sure that the discussion in each group run well.
  - 4) Giving time limitation for each activity so that all planned activities can be done.
  - 5) Asked the students to bring dictionary to reduce the interruption during the discussion.
- b. Actions and Observation in Cycle II

The actions were carried out on April 16, May 5 and 7, 2011. The post-test was held on May 12, 2011. Similar to cycle I, it was me who did the actions while the English teacher observed the implementations of the actions. The teaching and learning was still focusing on reading but in this cycle the reading material was descriptive text. The details of the teaching and learning process in cycle II are as follows.

1) Meeting 4

The fourth meeting was on Saturday, April 16, 2011 started from 10:15 a.m. until 11:45 a.m. In this meeting, I as

the teacher started the class by greeting the students. Unfortunately, the English teacher as the observer (Mrs. Pariyati) was not able to come to school because of sick. The teacher checked the students' readiness and attendance, no one was absent. After that, as a warm up, she invited the students to the question and answer activity. In this meeting, she asked several questions to the students about how to describe people. The students responded enthusiastically. The teacher got varied answers from them. Though the conversation was occurred in bahasa Indonesia, the teacher appreciated the students' effort in answering the questions. It proved that they started omitting their fear to show their opinions. The detailed situations can be seen in the following field note extract.

R bertanya pada Ss, "Apa yang biasanya kalian lakukan untuk mendeskripsikan atau menjelaskan seseorang kepada orang lain?" Banyak Ss yang mencoba menjawab, diantaranya: Alaika, "Dari ciri-ciri tubuhnya, tinggi, pendek, kurus." Lia Puspitasari menjawab, "Baik, cantik, tidak sombong." Nilla menambahkan, "Warna kulit, jenis rambut." Dan masih banyak lagi yang mencoba memberikan jawaban. Pada pertemuan kali ini, semakin banyak Ss yang berani menjawab pertanyaan R. R mengapresiasi jawaban dari Ss dan kembali bertanya, "Apakah kalian sudah pernah mendeskripsikan seseorang dalam bahasa Inggris?" sebagian besar Ss menjawab, "Beluum." Sebagian lagi menjawab sebaliknya. (R asked Ss, "What do you usually do to describe a person to others?" There were many Ss who answered, such as: Alaika, "From the physical characteristics, tall, short, thin." Lia Puspitasari replied, "Kind, beautiful, humble." Nilla added, "Skin colour, hair type." And plenty more answers. In this meeting, there were more Ss who took upon to say

their answers. R appreciated them and asked again, “Have you ever described somebody using English?” Most of the Ss replied, “Not yet.” And the rest answered the opposite.)

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 Appendix 1: Field Note 10 (April 16, 2011)

After that, the teacher and the students discussed several terms about physical appearances and personalities that they were able to use to describe a person. The discussion run well, there were some students who asked about the English translation of several terms in describing people. After discussion, the teacher distributed a short text entitled “The Cute Mike”, which was adapted from *Interlanguage: English for Senior High School Students X* (Priyana, 2008:124), and then invited the students to comprehend and discuss it together. Using this text, the teacher showed the use of the terms that they had learnt in the form of text. The students were able to comprehend the text without difficulty.

The next activity was reading session. Similar to the previous cycle, the students were required to reunite with their previous home group. However, the teacher pointed group leader for each home group in this cycle. *Aronson* (cited in *Washington & Ross, 2004*) emphasizes that appointing group leader is useful to cope with the group controlling problem. The home group leader remained the same for this cycle. Their responsibility were to lead the discussion so that all group

members had the same opportunity and contribution in the discussion and to make sure that everybody in the group had understood the text. After that, the teacher distributed the chunk of text to the students. There were two texts in this meeting entitled “The Rising Stars” (divided into 3 parts) which was taken from *Interlanguage: English for Senior High School Students X* (Priyana, 2008:121-122) and “Rihanna” (divided into 2 parts) which was adapted from: <http://www.wikipedia.org>. Receiving the text, the students read their text first. Considering the problem that appeared in the previous lesson, the teacher gave time limitation for every activity in this cycle. In this meeting the students had 3 minutes to read their chunks first.

After 3 minutes, the students had to stop reading and meet their expert group. Before they started the expert discussion, the teacher pointed group leader for each expert group. Their job were basically similar with the home group leader which were guided the discussion and made sure that all group members had the same understanding about the text. They also became the group’s representative if the group had difficulty and wanted to ask the teacher. In this meeting, their existence had changed the class situation became less noisy than the previous cycle. The teacher gave 7 minutes for the

expert discussion in this fourth meeting. Most of the expert group had become more organized during the discussion. The teacher did not find two or three people in the same group talk at same time anymore. However, there was one expert group leader who was not able to lead the discussion maximally. She looked hesitant in leading her mates and did not brave enough to warn the student who was passive during the expert group discussion. The situation can be seen in the field note extract below.

Setelah itu, Ss mulai mendiskusikan teks mereka masing-masing. Jalannya diskusi tampak lebih terorganisir dengan adanya group leader. Meskipun begitu, ada satu group leader yang belum bisa menjalankan perannya dengan maksimal yaitu leader dari expert group 4 (siswa no.2). Dia masih terlihat takut dalam memimpin jalannya diskusi dan tidak berani menegur anggota group yang kurang aktif, sehingga masih terlihat ada seorang siswa yang hanya diam saja dan hanya sibuk mencatat. (After that, Ss started to discuss their own text. The discussion was more organized with because of the group leader. Nevertheless, there was one group leader who had not performed her role maximally, she was the leader of expert group 4 (student number 2). She looked afraid in leading the discussion and did not brave enough to warn the member who less active. So there was a student who remained silent in expert group 4 and only busy taking note.)

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Appendix 1: Field Note 10 (April 16, 2011)

On the other hand, the number of students who brought dictionary increased a little. There were 8 students who



brought dictionary and no more students found interrupting other group to borrow one. It made the discussion run better.

Finished with the expert group discussion, the students returned to their home group. Regarding to the problems existed in the previous cycle, the teacher also gave time limitation for the home group discussion. She gave 4 minutes for each student to present their text first and 5 minutes to discuss the whole two texts. With this time limitation, the students became more discipline and did not waste their discussion time to talk about something unrelated to the text. This situation can be inferred from the following extract of field note 10.

Pukul 10:47, Ss kembali ke 'home group'. R memberi waktu untuk Ss yang mendapatkan teks pertama untuk mempresentasikan teksnya kepada anggota kelompoknya terlebih dahulu. Pukul 10:52, giliran Ss yang mendapatkan teks kedua yang melakukan presentasi. Pukul 10:56, Ss dengan teks ketiga yang presentasi. Pukul 11:00, giliran Ss dengan teks keempat. Dan pukul 11:04, R memberikan kesempatan untuk Ss dengan teks kelima untuk presentasi. Kemudian 5 menit berikutnya diberikan untuk mereka mendiskusikan keseluruhan teks. Semua home group leader tampak mampu memimpin jalannya diskusi dengan baik. Mereka juga memastikan semua anggota kelompoknya benar-benar memahami kedua teks melalui tanya jawab sesuai saran R. (At 10:47, Ss returned to their 'home group'. R gave chance to the Ss who get the first text to present their text to the other members first. At 10:52, Ss with the second text got their turn. At 10:56, it was the third text turn. The Ss with the fourth text got their presentation turn at 11:00. And at 11:04, the Ss with the fifth text received their chance to present the text. The next 5 minutes was given for the Ss to discuss the whole two

texts. All home group leaders were able to lead the discussion well. They also made sure that all the group members really comprehend both texts through conducting question and answer session as suggested by R.)

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Appendix 1: Field Note 10 (April 16, 2011)

The next activity was quiz. The students were required to return to their original seat and did the quiz individually. In this quiz, they had to complete the column about the detail information of the characters they had read. All students looked focused when they were doing the quiz and the class was all silent. They had 20 minutes to finish it.

Finishing the quiz, the students collected their works to the teacher. The teacher then conducted question and answer activity with the students. She asked them about their feeling about the lesson. In this meeting, the teacher found more students who were no longer afraid to speak out and respond the teacher's question. The teacher also gave opportunity for the students who still had question about describing people.

Finally, the teacher and the students summarized the lesson on that day. The students had understood about the descriptive text the terms they could use to describe people. As the time was up and there was not any question again from the students, the teacher reminded the students to bring along their

dictionary for the next meeting and then ended the lesson by saying a prayer.

## 2) Meeting 5

The fifth meeting was on Thursday, May 5, 2011. This meeting should have been conducted on April 20, 2011 but had to be cancelled for the final examination of the students grade XII. As the teacher, I started the class and checked the students' attendance list. Fitria Arum Sari was absent since she had to join the mathematics Olympic preparation class. Mrs. Paryati (the English teacher) sat at the back seat to observe the teaching and learning activity. Before starting the lesson, the teacher announced the previous quiz's result in which Home Group 3 received the highest score; their average score was 90,2. After that, she asked the students about the material they had learnt from the previous meeting. Most of them forgot about the previous meeting since it was done 2 weeks before that day. But then there was a student who could recall and remind other students. The teacher thanked him and then asked more questions to the class about descriptive text. The students seemed enthusiastic in answering the questions. It showed that they were excited with the lesson though they looked confused in the beginning of the lesson.

In the next activity, the teacher challenged the students to do Task 1. In this task, they worked in pair and had to match several words with their meanings. The teacher added that these words would be useful for them to do the next activity. Even though the words had already available, some students still confused with their meaning. The teacher allowed them to use dictionary but they were also asking each other (among pairs) to get the answers. When class became noisy, the teacher invited them to discuss the answer for that task. Most of the students were actively participated in the discussion.

After that, the students were required to meet their original home group again. Only for this meeting, one member of home group 6 (which had 6 members) joined with home group 3 since there was one member of home group 3 who was absent. After all students had gathered with their home group, the teacher reminded the responsibility of the home group leaders. The home group leader remained unchanged until the last meeting of cycle II. Except for home group 3, whose leader was absent, the teacher helped them chose the temporary leader. Then, she distributed the chunk of text entitled “Gua Tabuhan is a Lively Unique Cave” (which had divided into 5 parts) taken from *Developing English Competencies for Grade X* (Doddy, 2008:116-117) to each home group. The students

read the text soon after they received it. They got 3 minutes to understand it first.

In the next step, the students gathered in their expert group and do the expert discussion on their part. In this meeting, the discussion worked smoothly. The teacher did not find the disturbances that were found in the previous cycle. All students were actively participated in the discussion. They helped each other in comprehending the text and used the 10 minutes given wisely. All group leaders also performed their role well. The details of the situation can be seen in the following field note extract.

Pada pertemuan kali ini, tidak ada Ss yang mengganggu diskusi kelompok lain untuk meminjam kamus karena sebagian besar Ss sudah mau membawa atau meminjam kamus dari perpustakaan sekolah. R berkeliling ruang kelas untuk mengamati jalannya diskusi pada tiap kelompok dan memberikan bantuan bila ada kelompok yang mengalami kesulitan. R melihat banyak perkembangan yang terjadi di pertemuan kali ini, semua Ss sudah mau terlibat dalam diskusi bahkan Ss yang pada siklus pertama hanya diam saja sekarang juga sudah mulai berani bertanya dan mengutarakan pendapatnya. Semua Ss terlihat saling membantu satu sama lain dalam memahami potongan bacaan mereka. Selain itu, semua group leader juga menjalankan tugasnya dengan baik. Sesuai saran R, mereka mengkonfirmasi pemahaman tiap anggota kelompoknya sehingga semua anggota expert bisa mempresentasikan teks dengan baik kepada home group mereka masing-masing. (In this meeting, there were no more students who interrupt other group's discussion to borrow dictionary since most of the Ss had brought or borrow dictionary from the school library. R circled the classroom to observe the expert discussion in every group and give help if they found trouble. R saw a lot improvement in today's meeting; all Ss

had involved themselves in the discussion, even for them who were passive in the previous cycle. They started to omit their fear and showed up their thoughts. All Ss were helping each other in comprehending the text. Besides, all group leaders did their job well. As suggested by R, they confirmed all members' understanding so that all expert members were able to present their part perfectly to their own home group.)

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Appendix 1: Field Note 11 (May 5, 2011)

Done with the expert group discussion, the students returned to their home group. The teacher gave them 25 minutes for them to do the home group discussion, in which 4 minutes for each student's presentation and 5 minutes for further discussion. The students seemed enjoyed this time limitation, they respected each other during the discussion. They used their time wisely during the presentation and listened carefully when the others took turn. In addition, all home group leaders also gave a big contribution in led the discussion and made the classroom situation under control.

The next activity was quiz. As usual, the students were required to back to their original seat and use their understanding about the text to finish the quiz on their own. 10 minutes were given to them to answer 10 questions regarding the text they had read. All students looked confident about the quiz. When the students were busy finishing the quiz, the class

situation was all silent since they were concentrating on their work.

Finishing the quiz, the teacher asked the students to exchange their work and then discuss the answers together. They also had to do the peer correction while discussing the correct answers. In this activity, the teacher found many students were active to show their answer and opinion. After all 10 questions had discussed, the students collected the corrected papers to the teacher.

After that, the teacher invited the students to take a look at the text they had read before and discuss about the generic structure of the descriptive text. The students paid attention to the teacher when she gave explanation about it. There were also some students who were brave to ask question to the teacher.

Finally, the teacher and the students summarized the lesson on that day. The students had understood about the function or purpose, the tenses used, and the generic structure of descriptive text. As the time was up and there were no more questions from the students, the teacher reminded the students to keep bringing the dictionary for the next meeting and ended the lesson by greeting the students.

### 3) Meeting 6

The sixth meeting was done on Saturday, May 7, 2011 started from 10:15 a.m. until 11:45 a.m. I as the teacher entered the class and greeted the students. The students responded enthusiastically. Mrs. Paryati as the observer took the backseat to observe the teaching and learning activity. Unfortunately, 3 Ss were absent in this meeting, they were: Fitria Retno, Lia Puspitasari and Ersyah Pratama. Before started the lesson, the teacher announced the score of the previous meeting's quiz. The highest score was achieved by home group 4 with average score of 80. They looked happy while the other students gave them applause. In this meeting, most of the students still remembered about the previous lesson. They were also active in answering the teacher's question as well asking question to the teacher. This can be seen from the extract of field note 12 below.

Setelah itu, R menanyakan Ss tentang materi yang telah mereka pelajari pada pertemuan yang lalu. Sebagian besar Ss masih mengingat materi yang lalu dengan menjawab, "deskriptif, miss."; ada pula yang menjawab, "Gua tabuhan." Kemudian, R menjelaskan bahwa pada hari ini Ss akan mempelajari tentang penggunaan tanda penghubung yang biasa digunakan dalam descriptive text serta menjelaskan bahwa mereka akan membaca teks tentang situs-situs kuno dan bersejarah. Ss tampak bersemangat dan penasaran setelah mendengarkan penjelasan R. Sebagian dari mereka bahkan bertanya pada R, "Apa saja itu, miss? Di Indonesia atau di luar negeri?" namun R tidak memberikan jawaban supaya Ss tetap



penasaran dan bersemangat. (After that, R asked Ss about the material that they had learned in the previous meeting. Most of them were able to recall it clearly, some of them answered, “descriptive, miss,” and “Gua tabuhan.” Then, R explained that they would learn about the use of prepositions in descriptive text and read descriptive text about ancient historical sites. Ss looked excited and curious after heard R’s explanation. Few of them even asked, “What are they, miss? Are they in Indonesia or other countries? But R did not give them blunt answer so that Ss kept anxious and excited.)

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Appendix 1: Field Note 12 (May 7, 2011)

After that, the teacher invited the students to discuss the use of prepositions that were typed on the handout. She explained that those prepositions were often used in the descriptive text especially to describe places. The students listened carefully and also asked when they got opportunities. Finished with the discussion, the students were asked to complete the blank parts of a short text with the prepositions that were available. They did the task in pairs. After they were all had finish filled in the blanks, the teacher asked every pair to read one answer so that all pairs had the same opportunity to show their answer. Almost all pairs were able to complete the text correctly.

The next activity was reading session using jigsaw technique. The students were required to return to their home group. Each group received 5 different texts entitled ‘Easter Island’, ‘Great Zimbabwe’, ‘Pueblo Bonito’ (taken from

*Developing English Competencies for Grade X* by Achmad Doddy, 2008:110-111), 'Stonehenge' and 'Machu Picchu' (adapted from <http://www.wikipedia.org>.) Except for home group 3 and 5, they received 4 texts since there were only 4 members in those groups. Most of the students were excited about this reading activity since they got a new challenge. Some others complained because they felt that the text that they got was longer and more difficult than the one in the previous meeting. As usual, they had to read their text first and they were all reading in silent for 5 minutes.

Finished reading, the students gathered with their expert group according to the text. Then, they started the expert discussion after the teacher pointed the group leader for each group. In this meeting, Expert Group 4 only had 4 members but they were all still motivated in comprehending the text through discussion. As usual, the teacher walked around the classroom to monitor the discussion, helped the group who had difficulties and checked their understanding. She gave 10 minutes for this session. All groups were able to use the time maximally. Almost more than half of the class brought their dictionary in this meeting. The group leaders were also able to organize the discussion well. Moreover, the teacher did not find any student who remained silent during the expert

discussion. They were all participated actively but still gave chance to each other to share the opinion. They not only became good speakers but also good listeners. Moreover, when the group was stuck in the discussion because of some difficulties, the group leader politely raised their hand to ask the teacher's help. This situation was what expected by the teacher and the observer. The class situation became a lot less noisy than in the first cycle. This situation can be inferred from the following extract of field note 12.

Selain itu, jika ada group yang ingin bertanya, group leader menunjukkan tangan untuk meminta bantuan pada R. Beberapa group meminta bantuan pada R tetapi dengan adanya group leader ini suasana kelas menjadi lebih terkendali dan tidak gaduh. Expert Group 1 dan 4 bertanya tentang kosakata yang kurang bisa mereka pahami dalam konteks kalimat yang ada. Expert Group 3 menanyakan tentang pemahaman mereka tentang satu frasa, “Miss, *nine multi-storey buildings* itu maksudnya sembilan bangunan bertingkat atau bangunan bertingkat sembilan ya?” Sedangkan home group yang lain nampaknya masih bisa mengatasi kesulitan mereka tanpa bertanya pada R. (In addition, if there were expert groups who wanted to ask, their group leader raised their hands to ask R's help. Some expert group asked help to R, but with the existence of group leaders the class situation became under control and less noisy. Expert Group 1 and 4 asked about the meaning of vocabularies they were not able to comprehend. Expert Group 3 confirmed their understanding about one phrase in the text, “Miss, does ‘nine multi-storey buildings means nine buildings with many levels or buildings with nine levels?’” On the other hands, the other expert groups were able to overcome their problems without asking to R.)

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Appendix 1: Field Note 12 (May 7, 2011)

After that, the students returned to their home group. The teacher reminded the home group leaders about their responsibility in leading the discussion. The students started the discussion right away after the teacher told them that they had 25 minutes to comprehend all 5 texts (except for home group 3 and 5). The discussion ran as smooth as the expert discussion. The students were able to present their text well. Besides, they listened carefully when the others present the texts. All home group leaders also perform their role maximally; they lead the discussion well and made sure that their members had comprehended all texts well.

The next activity was quiz. The students had to stop discussing and then returned to their seat to do the quiz individually. In this quiz, the students had to fill in a table with some specific information from the text. Some students were confident in completing the quiz while some others looked worried and asked their friends about the information. The teacher warned them to do the quiz on their own, so they regained their focus back on their work. The students got 15 minutes to complete the table and then collected the work to the teacher after they had finished it.

By the end of the lesson, the teacher and the students summarized all the activities on this meeting. The students had

understood about the use of prepositions and had a deeper understanding on descriptive text. They felt happy using jigsaw technique in the reading session since it helped them in comprehending English text. They also stated that it was fun and interesting. They were not bored during the lesson. Finally, the teacher closed the lesson by led a prayer and greeted the students.

c. Reflections of Cycle II

The implementation of jigsaw technique in the second cycle was done in three meetings (Saturday, April 16; Thursday, May 5; and Saturday, May 7, 2011). I also conducted a post-test on Thursday, 12<sup>th</sup> May 2011. Similar to the first cycle, the cycle II post-test was aimed to measure the students' reading comprehension after the implementation of jigsaw technique in cycle II. The result of cycle II post-test was compared with the result of pre-test and cycle I post-test so that the improvement or the changes of the students' reading skills was visible.

Similar to the first cycle, I also applied structured observation as suggested by *Cohen et al. (2007: 400)* in the cycle II in the form of rating scales. The result can be seen in the following table.

**Table 4.3. Observation Results on Cycle II**

No.	Category	Percentage (%)			
		Excel lent	Good	Fair	Poor
1.	Students' enthusiasm towards the lesson	58,1	41,9	0	0
2.	Students' activeness in asking question, giving comment, and responding	22,6	51,6	25,8	0
3.	Students' interest towards learning method	51,6	48,4	0	0
4.	Students' attitude in reading	45,2	51,6	3,2	0
5.	Students' activeness in group work	48,4	51,6	0	0
6.	Students' attitude in carrying out the test	45,2	51,6	0	3,2

Table 4.3 above shows the percentage of the observation rating scales result in cycle II. It is the result after the English teacher and I observed the students behaviour in three meetings of the second cycle. Compare to the first cycle (table 4.2), the result in this cycle was significantly improved. It can be seen from all aspects of the observation. In the second cycle, the students were more familiar with the steps of jigsaw technique. They enjoyed reading using this technique and were more motivated in showing their effort. It shows that the implementation of jigsaw technique gave positive effect towards their learning.

At the end of the second cycle, I made a reflection on the action implemented in cycle II. According to the problems found

in the first cycle, the English teacher and I decided to continue the actions and add some extra actions to overcome the problems. The reflection of those actions implementation is presented as follows.

Conducting the question and answer activity in the beginning and the end of the lesson was successful in enhancing the students' motivation towards the learning process. Through this activity, the students became more focus on the lesson and prepared for the next activity. This activity was also success in promoting better interaction between the students and the teacher. It could be seen from the increasing number of the students who responded the teacher's question and asked questions enthusiastically.

Implementing the jigsaw technique was successful in increasing the students' vocabulary mastery and their reading skills. In this cycle, the students learned some new vocabularies related to how to describe people, things or places. Some students stated that having their vocabularies increase helped them in comprehending the text. Besides, they became more confident in reading so that their reading skills were improving as the result. This finding can be inferred from the following extract of interview transcripts.

R : Ok, selama belajar dengan saya selama beberapa pertemuan, dengan menggunakan metode semacam ini, apakah kamu merasa ada peningkatan? Misalnya

- vocabulary* kamu atau kemampuan bahasa inggris kamu? (Ok, after using this method in our lesson for several meetings, do you feel there was any improvement? For example in your vocabulary or your English skills?)
- S : Ya, saya rasa ada ya. (Yes, I feel so.)
- R : Apanya? (In what part?)
- S : Ya *vocabulary*nya ya kemampuan bahasa inggris saya, bu. Dua-duanya. Saya banyak menemui kosakata-kosakata baru yang menambah pengetahuan bahasa inggris saya. Dengan begitu, kemampuan saya untuk berbahasa inggris juga meningkat. (The vocabulary and my English skills as well, ma'am. Both of them. I found new vocabularies which improve my English knowledge so my skill in using English is improving as well.)
- R : Kalau untuk kemampuan reading kamu gimana? Apakah kamu juga merasa ada peningkatan? (What about your reading skill? Is there any improvement also?)
- S : Iya, *reading* terutama. Saya jadi lebih percaya diri waktu reading itu, karena saya sudah paham *oh* kata ini artinya ini, kata itu artinya begini, jadi *nggak usah* tanya-tanya lagi *gitu*. (Yes, especially reading. I became more confident during the reading session since I already understood the meaning of some words, so I did not need wondering around.)

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Appendix 3: Interview Transcript 15 (April 16, 2011)

- R : Ok! *Nah*, selama kita belajar menggunakan metode seperti tadi, kamu sudah merasa ada peningkatan belum dalam penguasaan bahasa Inggris kamu? (Ok! After we applied the method, do you feel that there was any improvement in your English skill?)
- S : Ada mbak, saya merasa lebih mudah belajarnya. Terus lebih mudah dalam memahami isi suatu bacaan, daripada hanya *suruh nerjemahin* terus *ngerjain* soal. Selain itu, jadi lebih tahu tujuannya kita belajar itu apa. Misalnya tadi descriptive text, *nah* jadi lebih *tau gitu* apa kegunaannya *gitu* mbak. (Yes, I think it helped me in learning. And I feel easier in understanding the content of a text (using jigsaw technique) than if we were asked to translate the text and given task. Besides, I understand more about the goal of my learning, for example the



descriptive text, so I know what the purpose of descriptive text is.)

R : Kalau dari kemampuan reading kamu *gimana nih*? Ada kemajuan tidak? (What about your reading skill? Is there any improvement as well?)

S : Otomatis ada mbak. Karena sekarang saya jadi lebih mudah memahami isi bacaan. Terus kosakata saya juga bertambah karena banyak dikenalkan dengan kata-kata baru sama *mbak*. Hehe.. (Yes, automatically. Since I am able to understand the text with less effort now, my vocabulary is also improving.)

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Appendix 3: Interview Transcript 16 (May 5, 2011)

R : Ok. *Nah*, kalau dari sisi penguasaan bahasa Inggris kamu *gimana*? Merasa ada peningkatan tidak? (How about your English skill? Is it improving?)

S : Mm...*Iya mbak*. Sekarang jadi lebih cepat memahami isi bacaan. Selain itu juga jadi mengenal kosakata baru. (Mm..yes, miss. Now I am able to understand a text faster. In addition, I get to know some new vocabularies.)

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Appendix 3: Interview Transcript 17 (May 7, 2011)

Implementing the jigsaw technique was also successful in promoting better interaction between the students and the teacher and among the students. In this cycle, the interaction happened more often than in the first cycle. The students were more eager to have a conversation with the teacher inside and outside the classroom. On the other hands, according to the observation during the discussion in the classroom, she did not find any student who remained silent and passive. All students were actively participated in the discussion; they were asking and helping each other without

disturbing other groups. This situation showed that the interaction among the students was getting better as well as their cooperation.

Pointing the group leader was successful in reducing the gap between the high-motivated students and the low-motivated students. The home group leaders stayed the same students for three meetings, while the expert group leaders were different in each meeting. By their help, the discussion in each group was running smoothly. Some students stated that they became more focus in the discussion since there was a superior power in the group who led the discussion. On the other side, I found that the involvement of the students in the discussion were improving, I did not found any student who kept silent and only took note to avoid being asked. This situation can be inferred from the extract of interview transcript below.

R : Hehe..ok. Tadi *kan* saya juga menunjuk group leader atau ketua ya di setiap kelompok. Membantu atau tidak itu keberadaan leader di setiap diskusi? (In this meeting, I chose leader in each group. Did the existence of group leader facilitate the discussion?)

S : Iya, membantu kok, bu. Kalau ada ketuanya *tu* jadi *nggak ribut* sendiri-sendiri *gitu*, *nggak rebutan ngomong gitu*. Terus jadi lebih tertib *aja* itu diskusinya itu. (Yes, it helped. Because there was a leader, the members were more focused, did not make noise and talked together at the same time. The discussion became well regulated.)

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Appendix 3: Interview Transcript 15 (April 16, 2011)

R : Ok, bagaimana peran ketua kelompok menurut kamu? Membantu tidak saat diskusi? (Ok, What do you think

about the group leader role? Was he/she helping during the discussion?)

S : Mm..membantu. (Yes.)

R : Dalam hal apa misalnya? (In what part?)

S : Ya..*pas* diskusi itu jadi ada yang *ngarahin gitu lho, mbak*. Kalau misalnya *nggak* ada itu *kan* bingung, kadang ada yang *rebutan ngomong*, kadang ada yang *diem aja*. Nah kalau sekarang, jadi ada yang berani *negur gitu*. (During the discussion, he/she became the one who directing the discussion. There was some confusion when we did not have leader, some members argued each other while the other remained silent. Now, there is a leader who will warn.)

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Appendix 3: Interview Transcript 16 (May 5, 2011)

R : Terus *gimana* peran ketua kelompok saat diskusi tadi? Membantu tidak? (How about the role of the group leader? Were they helping you?)

S : Membantu *kok, mbak*. Jadi ada yang *mimpin gitu* jadi *nggak* bingung. (Yes, they were. Since there was someone who led so we did not confuse about what we had to do.)

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Appendix 3: Interview Transcript 17 (May 5, 2011)

Giving time limitation for each activity was successful in smoothen the lesson. There was not any activity that had to be skipped because the time was up. All activities were done as what had been planned by the English teacher and I. On the other hand, this action also gave positive effect during the group discussion, especially in home group discussion. According to the observation, the student became more focus and used their time efficiently during the presentation in home group. They became more careful about what they had to say and what they should not say. In Cycle

II, I did not find any group who used their discussion time to chat or talked about something else unrelated to the text.

Asking the students to bring dictionary in every meeting was successful in reducing the interruption during the discussion. Even not all students obeyed the rule to bring dictionary, the number of the students who brought dictionary were increasing until the sixth meeting. In the sixth meeting, more than 50% students brought along their dictionary to class, some of them borrowed from the school library. This situation helped a lot during the discussion. I was no longer find students who wandering around the class to borrow dictionary for their group and interrupting other groups discussion. This also helped the students themselves in finding some unfamiliar words so that they were able to comprehend the whole text. As a result, there was no time that wasted and the teaching and learning activity run well.

The reflection above was done based on the observation during the teaching and learning process and the interviews with the English teacher and the students. It was in line with the concept of democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data which is in line with the concept of the research triangulation. By looking at the results in the second cycle which had shown improvements in

the students' reading skills and cooperation, the English teacher and I decided to stop the cycle.

### C. Students' Score

In this part, I discussed the result of the students' score as performed in the pre-test, cycle I post-test and cycle II post-test. The assessment of the tests covered five aspects in reading comprehension, they were: (1) find the general idea of the text; (2) find the main idea of the text; (3) find specific information from the text; (4) recognize the communicative functions of the text; and (5) Guess meaning from the context. The tests were in the form of multiple choices. And the result of those tests is presented in the table 4.4 below.

**Table 4.4. Students' Score**

No.	Name	Pre-test	Post-test Cycle I	Post-test Cycle II
1.	Alaika Chuluqun A.	65	70	75
2.	Alfida Zulfahri Wachyudi	65	70	70
3.	Arinda Sativaya	55	65	65
4.	Astri Utami Ningrum	55	70	80
5.	Ayu Damayanti	60	90	95
6.	Dewi Paramita Sari	55	55	65
7.	Dinda Tresina D.	60	75	85
8.	Dyah Fitriyani	55	70	85
9.	Fariskha Novi F.	60	55	65
10.	Fitri Arum Sari	55	80	90
11.	Fitria Retno P.	65	70	80
12.	Iin Setyadani	50	65	80
13.	Ika Astriani	55	55	60
14.	Khaedar Abdul Azis	60	65	75
15.	Lia Puspitasari	55	60	80
16.	Linda Ustafia	55	75	90

17.	Nico Binar Septian	65	70	80
18.	Nilla Nur'Ainy A.	70	90	90
19.	Nur Hanifah	60	55	60
20.	Oktania Nur'Aeni T.	55	60	70
21.	Radyka Arif A.	70	85	85
22.	Rinda Bella Seraya	55	55	65
23.	Sella Ewinda P.	50	60	70
24.	Selsanov Nivanda	65	70	80
25.	Sri Sulistiyowati	55	60	75
26.	Tri Cahyono	60	70	75
27.	Triyani Ririn Astuti	65	65	80
28.	Tunggal Dewi K.	50	55	65
29.	Wida Catur W.	50	55	60
	<b>Mean</b>	<b>58,448</b>	<b>66,897</b>	<b>75,689</b>

Actually, there were 31 students in class X-2. Since two students did not participate in the cycle II post-test, their score were not included in the calculation so that there would not be any confusion in the computation of the entire data.

To get a significant number of the students' reading score improvement, I used *t*-test in counting the final score of the pre-test and both post-tests. Since there were three tests, I did the *t*-test twice. The first was the pre-test score paired with the cycle I post-test score and the second was the pre-test score paired with the cycle II post-test score.

From the table 2 above, it can be seen that the mean score from pre-test to cycle II post-test improved significantly. After having those three means, I counted the *t*-test using *SPSS 16.0* computer program. The first *t*-test (pre-test paired with cycle I post-test) showed that the *t*-test (5,376) was higher than *t*-table (2,048) with significance level 0,05. The

second *t*-test (pre-test paired with cycle II post test) showed that the *t*-test (9,769) was also higher than the *t*-table (2.048) with the same significance level. So, it can be concluded that the implementation of the jigsaw technique were able to improve the students' reading skills in class X-2 of SMAN I Parakan.

#### **D. Research Findings**

The implementation of the actions in this research was over. Based on the actions, observation and the reflections, the findings were found as the following.

First, Jigsaw technique is believed to be effective to improve the students' vocabulary mastery. Formerly, the students were lacked of vocabularies or easily forgot the new vocabularies they had just learned. It is because they read a text to answer the questions that follow. Using this technique in reading, the students became more responsible to the text they read. This technique demanded them to be a professional on their part. They had to really work out comprehending each word and sentence on their text for the importance of the group and themselves. As a result, some new words they learned from the text will not be easily forgotten from their memory.

Second, jigsaw technique is believed to be effective to improve the students' reading skills. Previously, the students had difficulty in comprehending English text. They had problems in finding the main idea

and specific information. By using this technique, the students' reading skills is improving. They comprehended the text easier through discussion with their friends.

Third, jigsaw technique is believed to be effective to enhance the students' motivation towards learning. Formerly, the students had low motivation during the lesson. They did not focus to the lesson, some of them even were found busy chatting or doing other things unrelated to the lesson. By using this technique, the students gained their focus back to the lesson and became motivated in each activity. This technique demanded every student to be actively involved in the discussion since the contribution of each team member was counted and very important for the team's accomplishment.

Fourth, jigsaw technique is believed to be effective in reducing the gap between the high-motivated students and the low-motivated students. Before, it was found that the high-motivated students compete to have their teacher's attention by showing their hands to answer the teacher's question. On the other side, the low-motivated students seem to like hiding themselves from their teacher's attention. After learning using jigsaw technique, the students seem likely to cooperate with each other since they realized that they need each other to achieve the goal. Even though the gap still existed in the first cycle, it was completely disappeared in the second cycle by the help of the group leader who always made sure that all team members were actively participated in the discussion.



Fifth, jigsaw technique is believed to be effective to improve the interaction between the students and the English teacher. Before the action implementation, the students were shy and hesitant to ask questions when they found difficulties. They also did not want to volunteer themselves when the teacher asked them to answer her questions. This technique allowed the teacher to monitor, guide and give feedback to the students so that the teacher was able to find out directly if the students had problems in learning. By using this technique, the teacher allowed them to be accustomed to share their ideas and to be brave to ask questions when they found difficulties, especially in reading.

Sixth, jigsaw technique is believed to be effective to improve the interaction among the students. Formerly, the students usually did the activities individually. They seldom asked their friends if they got difficulties in learning. This technique allowed the students to build interaction one another as they had to work in group. It also allowed them to share knowledge, opinion and feelings which made them closer one to another.

At last, there were some factors that should be considered by the teacher to minimize the problems during the implementation. First, the teacher had to consider the time. The teacher should be able to manage the time well so the activities could all be done. Second, the group management. The teacher should choose a leader for each group (both in home and expert group) to assist the discussion and make sure that all

students were active during the discussion so that discussion run smoothly but not noisy. Third, the existence of dictionary. The teacher should always remind the students to bring their dictionary so that there would not be any interruption during the discussion caused by some students who wanted to borrow dictionary from other group.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter consists of three points. They are conclusions, implications and suggestions. The elaboration of each point is presented below.

#### **A. Conclusions**

All stages in this action research were completely done. The research began on January 21, 2011 and ended on May 12, 2011 during the second semester of the academic year of 2010/2011. In both cycles, I implemented the jigsaw technique and some accompanying actions such as implementing question and answer activities, pointing the group leaders, giving time limitation for each activity and asking the students to bring dictionary. To support the result, there were two kinds of data presented in this research, namely qualitative data and quantitative data. In terms of the qualitative data, I attained some results, outlined as follows.

In cycle I, there were some successful actions; they were conducting the question and answer activities and implementing the jigsaw technique. The implementation of the jigsaw technique is believed to be effective to improve the students' reading skills. The improvement included in the students skills in finding the general idea of the text, finding the main idea of the text, finding the specific information from the text, recognize the communicative functions of the text, and guessing

meaning from the context. On the other hand, the question and answer activities are believed to be effective to improve the students' involvement and give a view of new materials for the students and connect it with the previous ones. Unfortunately, there were some problems found during the actions implementation in cycle I. They were dealing with the group management, time management, and dictionary.

In cycle II, the implementation of jigsaw technique was combined with several accompanying actions, such as: conducting the question and answer activities in the beginning and in the end of the lesson, pointing the group leaders (both in home group and expert group), giving time limitation for each activity, and asking the students to bring dictionary. Those actions were effective in overcoming some problems found in cycle I. I also found that the jigsaw technique was still effective in improving the students' reading comprehension.

In terms of quantitative data, there was an improvement on the students' reading skills. It could be seen from the result of pre-test and post-tests. The mean of the students' scores improved from 58,45 on pre-test to 66,90 on cycle I post-test and 75,69 on cycle II post-test. It means the students' mean score increased 29,49 % from the post-test. It showed that the jigsaw technique was successful in improving the students' reading skills.

## **B. Implications**

The research findings show that the use of jigsaw technique was able to improve the students' reading skills. The students were happy and enjoyed reading using this technique. They liked to have discussions with their friends. By having discussions, the students were able to have better understanding on reading texts than before. Their cooperation was also getting better. It implies that the English teacher can use the jigsaw technique in the teaching and learning process of reading. The students should use this technique more often in order to get better understanding to comprehend the text and better cooperation with their mates.

Furthermore, conducting question and answer activities in the beginning and in the end of the lesson, pointing the group leaders, giving time limitation for each activity, and asking the students to bring dictionary was effective to improve the students' involvement, smoothen the discussion and reduce the gap between the high-motivated students and low-motivated students in the teaching and learning process. It implies that the English teacher can use those activities along with jigsaw technique to overcome some problems that might be arising during the group works. The English teacher should also be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process.

### C. Suggestions

Based on the conclusions and implications above, some suggestions will be directed toward the students, the English teacher, and other researcher

#### 1. To the Students

In relation to the development of their reading skills, it will be much better if the students can make their own opportunities in practicing their reading skills. It is recommended that the students use jigsaw technique as one of their learning strategies to practice and improve their reading skill which can be done in their extracurricular activities. Besides, they may ask their English teacher if they find difficulties in understanding the reading materials.

#### 2. To the English Teachers

It is suggested that English teachers apply the jigsaw technique since it is beneficial not only in improving the students' reading skills but also in increasing the students' cooperation. Further, it is recommended that the English teachers use another strategy of cooperative learning as a learning strategy to enhance the students' competence not only in reading but also in the three other language skills.

#### 3. To Other Researchers.

To the future researchers, particularly those who have the same problem and are interested in conducting jigsaw technique in their

research, it is suggested that they apply jigsaw technique in the same field or in the teaching of other language skills, for instance, listening. In listening for example, students can hear the different parts of a text and then exchange information with others in order to complete the task. The student can report the task orally or in a written form.

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# **APPENDICES**

1

# FIELD NOTES

## Field Note 1

Jumat, 21 Januari 2011

SMA N 1 Parakan

Pukul 09:00 R datang ke SMAN 1 Parakan untuk pertama kali. R langsung menemui guru piket dan mengutarakan tujuan R datang ke sekolah yaitu untuk menemui SP dan memohon ijin untuk melakukan observasi.

R kemudian diijinkan menemui SP. R menyampaikan keinginannya untuk melakukan observasi kelas pada mata pelajaran bahasa Inggris kelas X. setelah bercakap-cakap, SP akhirnya memberikan ijin untuk R dan meminta R untuk berkoordinasi dengan ET (Ibu Pariyati). Karena ET sedang mengajar, R menunggu beliau selesai mengajar hingga pukul 10:15.

Pukul 10:20, R bertemu dengan ET. R menyampaikan tujuannya datang ke sekolah, yaitu untuk melakukan observasi kelas, dan menanyakan beberapa hal mengenai kegiatan belajar mengajar, kurikulum, silabus, materi, dan juga mengenai siswa kelas X. Karena hari ini sudah tidak ada pelajaran bahasa Inggris kelas X, ET meminta R untuk datang lagi pada hari Sabtu (22 Januari 2011) agar bisa segera melaksanakan observasi. R berterimakasih dan kemudian meminta ijin untuk pulang.

## Field Note 2

Sabtu, 22 Januari 2011

SMA N 1 Parakan

Pukul 10:00 R datang ke sekolah dan menunggu ET di lobby karena ET masih mengajar. 10 menit kemudian, ET datang dan langsung mengajak R untuk masuk kelas karena pelajaran akan dimulai sebentar lagi.

ET masuk ke ruang kelas X-2 diikuti R. Suasana kelas mulai gaduh mengetahui ada pendatang baru di kelas mereka. ET kemudian memberi salam pada Ss dan memperkenalkan R, "Good morning, everybody. Hari ini kita kedatangan tamu dari UNY, namanya miss Ajeng dan miss Ajeng ini akan mengamati kegiatan belajar kalian hari ini." Beberapa Ss meminta R untuk melakukan perkenalan sendiri, jadi ET memberi waktu untuk R memperkenalkan diri. R kemudian memperkenalkan diri di depan kelas, setelah itu ET mempersilakan R untuk duduk di kursi belakang.

Pukul 10:25, ET memulai pelajaran dengan meminta Ss mengeluarkan PR dari pertemuan yang lalu, yaitu mengenai conjunction 'while' dan 'and'. Kelas mulai kembali gaduh, beberapa Ss mengeluh belum mengerjakan, "Wah..dereng

bu. (Wah..belum bu.)” Namun beberapa mulai membuka buku mereka. ET meminta salah satu Ss untuk menuliskan jawaban di papan tulis. Namun karena tidak ada yang mau maju, ET akhirnya menunjuk salah satu nama, “Ok. Number 1 please, Alaika.” Alaika maju dan menuliskan jawabannya di papan tulis. ET melakukan hal yang sama, yaitu menunjuk nama S untuk 7 nomor berikutnya. Ss lain yang tidak menjawab sibuk berbincang dengan teman atau hanya diam saja dan tidak fokus pada pelajaran. Setelah itu, ET mengoreksi jawaban Ss di papan tulis dan ternyata semua jawaban Ss itu benar.

Pukul 11:00, ET meminta Ss untuk mengeluarkan selembar kertas karena ET akan memberikan quiz mengenai ‘past continuous’, materi yang sudah diberikan minggu lalu. Ss kemudian mengeluarkan kertas, pada saat itu R melihat ada salah satu Ss yang tidur di mejanya dan tidak ditegur oleh ET. ET kemudian memberikan quiz dan Ss mulai mengerjakannya. Sebagian besar Ss mengerjakannya dengan cara saling bertanya kepada teman sebelah walaupun ini merupakan tugas individu, beberapa juga tampak tidak mengerjakan. ET duduk di meja guru. Ss yang ingin bertanya harus maju ke meja guru. Suasana kelas agak ramai.

Pukul 11:30, ET meminta Ss untuk berhenti mengerjakan soal dan mendiskusikan jawaban bersama-sama, “Baik, sudah selesai? Mari kita koreksi bersama-sama.” ET tidak meminta Ss untuk mengumpulkan ataupun menukar lembar jawab mereka dengan teman sebelah, jadi Ss mengoreksi pekerjaan mereka masing-masing. “ Number 1, Nila, please.” ET meminta Nila untuk menjawab soal nomor 1 dan nila pun maju ke depan untuk menuliskan jawabannya di papan tulis. “Ya benar, nomor 2? Silakan yang sudah?” ET kembali bertanya, karena tidak ada yang mau mengajukan diri, maka ET kembali menunjuk nama salah satu Ss. Begitu seterusnya hingga soal nomor 10. R melihat ada beberapa Ss yang belum selesai mengerjakan dan mereka memilih untuk diam, beberapa sibuk mengobrol dengan teman mereka. Ss yang sudah selesai mengerjakan dan tidak ditunjuk mencoba menjawab secara lisan.

Pukul 11:40, ET menutup pelajaran tanpa mereview materi hari ini. ET meminta ketua kelas untuk memimpin kelasnya untuk berdoa. Setelah itu, ET member salam dan meninggalkan kelas. R tetap berada di kelas karena sudah meminta izin ET untuk mewawancarai beberapa Ss.

### Field Note 3

Kamis, 27 Januari 2011

Ruang kelas X-2

Pukul 10:15 ET dan R memasuki ruang kelas. R pun segera menuju ke kursi belakang. ET mengawali pelajaran dengan salam namun tidak memeriksa kehadiran siswa karena sudah mengetahui bahwa semua siswa hadir di kelas.

ET kemudian meminta Ss untuk membuka LKS mereka pada halaman 20. Beberapa Ss mengeluh tidak membawa, namun ET tidak memperhatikan dan melanjutkan instruksi ketika melihat beberapa Ss sudah siap. ET meminta Ss untuk melihat sebuah text recount yang ada di halaman tersebut. ET menjelaskan secara singkat mengenai struktur dan fungsi text recount.

Pukul 10:30, ET meminta Ss untuk membaca dan memahami text recount tersebut. Beberapa Ss membaca dengan bersuara, beberapa membaca dalam hati dan ada juga yang tidak mempedulikan instruksi ET tersebut dengan berbincang dengan teman atau melakukan hal lain yang tidak berhubungan dengan pelajaran. Selama Ss membaca, ET duduk di meja guru dan Ss akan mendekati ET bila ingin menanyakan sesuatu.

Pukul 10: 40, ET bertanya kepada Ss, “Sudah selesai membacanya?” Beberapa Ss diam saja, ada yang masih sibuk dengan bacaannya dan beberapa menjawab, “Belum, buu.” ET kemudian memberikan tambahan waktu untuk membaca kepada Ss.

Pukul 10:45, ET kembali memberikan instruksi pada Ss untuk mengerjakan soal yang berkaitan dengan text tersebut di halaman 21 tanpa menanyakan apakah Ss sudah memahami isi text tersebut atau belum. Beberapa Ss mengeluh namun tetap mengerjakan, beberapa terlihat tidak mengerjakan dan sibuk berbincang dengan teman.

Pukul 10:55, ET bertanya kepada SS, “Sudah selesai?” Beberapa Ss menjawab, “Sudah.” Namun ada juga yang mengeluh belum selesai. ET meminta salah satu Ss untuk menjawab soal nomor satu. Karena tidak ada yang mau menjawab, ET kemudian menunjuk salah satu Ss, “Nilla, nomor satu ya.” Nilla menjawab soal tersebut secara lisan. ET melakukan hal yang sama untuk empat nomor berikutnya. Siswa yang tidak ditunjuk memilih diam atau berbincang dengan temannya, ada juga yang tampak tertidur di bangkunya.

Pukul 11:10, ET meminta Ss untuk mengerjakan soal latihan di LKS halaman 21. Latihan tersebut mengenai melengkapi bagian text yang rumpang dengan pilihan kata yang telah tersedia. Ss mulai mengerjakan dan kondisi kelas kembali gaduh. 10 menit kemudian, ET mempersilakan Ss yang mau menjawab soal-soal tersebut dengan cara menuliskannya di papan tulis agar bisa dikoreksi secara bersama-sama. Beberapa Ss maju untuk menuliskan jawaban mereka di papan tulis, namun tidak semua siswa bisa menunjukkan hasil pekerjaannya karena soal yang ada hanya ada 10. Setelah semua jawaban soal sudah ada di papan tulis, ET memeriksanya satu per satu, dan ternyata masih ada beberapa jawaban yang salah. Ss yang mengetahui jawaban yang benar berebut untuk memberikan jawaban mereka. Pada saat itu, R memperhatikan ada beberapa Ss yang ternyata tidak mengerjakan soal latihan tersebut dan sibuk berbincang dengan temannya atau melakukan hal lain. Mereka juga tidak memperhatikan ET saat ET mengoreksi jawaban yang salah.

Pukul 11:30, ET memberikan penjelasan singkat mengenai past tense. Setelah itu, ET meminta Ss untuk mempelajari materi selanjutnya dan menutup pelajaran dengan salam pada pukul 11:45.

## Field Note 4

Kamis, 24 Maret 2011

SMA N 1 Parakan

R datang ke sekolah pukul 08:00. Ini pertama kalinya R datang ke sekolah setelah melakukan observasi pada bulan Januari. R menemui satpam yang kemudian mengantar R ke lobby. Tujuan R datang hari ini adalah untuk memohon ijin untuk melakukan penelitian. R kemudian dipersilakan menemui SP dan mengutarakan tujuan R datang ke sekolah. R menyerahkan proposal serta surat ijin penelitian, dan setelah berbincang beberapa saat, SP menerima proposal R dan memberikan ijin kepada R untuk melakukan penelitian di SMA N 1 Parakan. Setelah itu R mohon diri dan kembali ke lobby untuk menunggu kedatangan ET. Pukul 08:35, ET menemui R di lobby. R dan ET kemudian berbincang mengenai rencana pre-test dan pengambilan data. ET mengusulkan agar R segera melaksanakan penelitian karena pada pertengahan bulan April akan dilaksanakan UTS dan UN. Setelah pertemuan itu, ET dan R sepakat untuk memulai penelitian pada tanggal 31 Maret 2011 dengan rencana 2 siklus dan terdapat tiga pertemuan pada tiap siklusnya.

## Field Note 5

Kamis, 31 Maret 2011

Ruang kelas X-2

ET dan R memasuki ruang kelas pada pukul 10:25, seharusnya pelajaran sudah dimulai pukul 10:15. Keadaan kelas agak gaduh ketika Ss mengetahui bahwa ET hadir bersama R. ET kemudian mengucapkan salam pada Ss dan memberi R kesempatan untuk menjelaskan kedatangannya kembali ke kelas X-2. R memberi salam pada Ss dan menjelaskan secara singkat tujuan R datang ke kelas, yaitu untuk menemani Ss belajar bahasa Inggris dan mengamati perkembangan pada kemampuan bahasa Inggris Ss selama beberapa minggu ke depan. Ss tampak antusias. Setelah itu, R duduk di bangku belakang.

Pukul 10:35, ET memulai pelajaran. ET menjelaskan materi mengenai passive voice. Ss tampak tenang dan memperhatikan. Setelah selesai menerangkan, ET menuliskan sepuluh kalimat aktif di papan tulis dan meminta Ss yang bisa untuk maju ke depan dan mengubahnya menjadi kalimat pasif. Beberapa Ss mulai maju untuk mencoba menjawab, beberapa hanya diam di tempatnya, dan beberapa asyik mengobrol dengan temannya. Beberapa menit kemudian, sepuluh kalimat aktif tersebut sudah diubah menjadi kalimat pasif. ET mengecek apakah semua kalimat sudah benar atau belum dengan cara mengajak semua Ss mendiskusikan kalimat-kalimat pasif tersebut. Tidak semua Ss mengikuti diskusi tersebut, hanya beberapa Ss yang memperhatikan dan mengikuti jalannya diskusi (sebagian besar adalah Ss yang telah memberikan

jawaban secara tertulis). Dari diskusi tersebut diketahui bahwa ternyata semua kalimat sudah pada strukturnya yang benar.

Pukul 11:00, ET menjelaskan pada Ss bahwa akan ada reading test yang diberikan oleh R dan meminta Ss untuk bisa bekerjasama dengan baik. ET kemudian menyerahkan kendali kelas pada R dan duduk di bangku belakang. R mengambil alih kelas, menjelaskan tujuan dari test yang diberikan, dan memberikan instruksi mengenai test tersebut. Pukul 11:10, R membagikan lembar soal dan lembar jawaban test kepada Ss serta mempersilakan Ss untuk mulai mengerjakan soal-soal tersebut. Selama 30 menit, Ss mengerjakan test secara individual. Pada saat mengerjakan test tersebut, keadaan kelas tampak tenang pada 5 menit pertama. Pukul 11:15, mulai ada 2 Ss yang mencoba menengok ke kanan kiri. Beberapa Ss juga tampak tidak tenang dengan memainkan pulpen atau mengetuk-ngetuk meja. Pukul 11:25, R melihat 3 Ss yang mencoba meminta jawaban kepada Ss yang lain, ada juga yang dengan sengaja melihat lembar jawaban dari Ss lain. ET menegur Ss agar mengerjakan test dengan kemampuan sendiri dan tidak mencotek, Ss kembali focus pada lembar jawaban masing-masing. Pukul 11:35, R mengumumkan bahwa waktu yang tersisa masih 5 menit lagi, Ss nampak gelisah. Beberapa Ss terlihat saling bertanya jawaban.

Pukul 11:40, R meminta Ss untuk berhenti mengerjakan soal dan mengumpulkan lembar soal serta jawaban ke depan. R menanyakan apakah Ss bisa mengerjakan atau tidak, dan beberapa Ss mengeluh kesulitan, beberapa nampak percaya diri. R menanyakan apa saja kesulitan yang dihadapi Ss dalam mengerjakan soal-soal tersebut dan Ss memberikan jawaban yang bervariasi; mulai dari kosakata yang belum mereka pahami, bacaan yang terlalu panjang, hingga durasi waktu yang mereka rasa kurang. R merespon seperlunya, mengucapkan terima kasih kemudian mengembalikan kendali kelas kepada ET. ET menjelaskan bahwa R akan datang lagi pada pertemuan berikutnya dan meminta Ss agar tetap bisa bekerjasama dengan baik. Setelah itu, ET menutup kelas dengan mengucapkan salam.

## Field Note 6

Sabtu, 2 April 2011

Ruang kelas X-2

ET memasuki ruang kelas pada pukul 10:15 diikuti oleh R. ET duduk di bangku belakang. R langsung memegang kendali kelas. R membuka pelajaran dengan mengucap salam dan memeriksa kehadiran Ss, seluruh Ss hadir. R kemudian menanyakan kesiapan Ss untuk pelajaran hari ini, beberapa Ss tampak bersemangat dengan menjawab, "siaap, bu." Beberapa tampak lesu dan tidak memberikan respon.

Pukul 10:20, R menjelaskan tujuan pembelajaran hari ini yang dikhususkan untuk reading dan membuka sesi tanya jawab. R bertanya pada Ss, "Have you learnt about narrative text before?" Ss tampak kebingungan lalu R



mengulang lagi pertanyaan yang sama dengan tempo yang lebih lambat. Beberapa Ss menjawab, "Yes, sudah bu." Ada pula yang menjawab dengan bahasa Jawa, "*Sampun*. (sudah)." R kemudian bertanya lagi, "What is narrative text?" Hanya beberapa Ss yang mencoba menjawab pertanyaan, "Ee..yang tentang cerita-cerita itu pokoknya." Ss yang lain hanya mengiyakan jawaban dari teman-temannya itu dan ada pula yang diam saja dan menghindari kontak mata dengan R. R terus memberikan pertanyaan mengenai teks naratif pada Ss dan hanya Ss yang itu-itu saja yang memberikan jawaban. R kemudian mengucapkan terima kasih pada Ss yang sudah mau menjawab dan memberikan penjelasan tentang teks naratif dan tenses apa yang digunakan dalam teks naratif.

Pukul 10:30 menjelaskan bahwa pada hari ini Ss akan belajar mengenai narrative teks menggunakan jigsaw technique. Beberapa Ss bertanya, "Apa itu, bu?" R lalu menjelaskan apa itu jigsaw technique dan prosedur yang harus dilakukan Ss pada saat membaca menggunakan metode tersebut. Ss menyimak penjelasan yang diberikan R. Ss tampak bersemangat karena mereka belum pernah belajar dengan metode ini sebelumnya.

Pukul 10:35, R meminta Ss untuk membentuk kelompok, 5 Ss dalam 1 kelompok, dan terbentuklah 6 kelompok awal atau home group. Setelah semua Ss sudah masuk dalam kelompok, R membagikan potongan-potongan text. Masing-masing home group diberikan 2 text utuh yang dibagi menjadi 5 bagian. Teks yang dibagikan berupa teks naratif berjudul "The Tiger Who Would Be King" (dibagi menjadi 3 bagian) dan "The Legend of Beowulf" (2 bagian). Dalam home group 6, 2 Ss mendapat bagian yang sama karena dalam kelompoknya terdapat 6 Ss. Setelah semua Ss mendapat bagian teks, R meminta Ss untuk membaca terlebih dahulu bagian mereka masing-masing. Suasana kelas tenang karena semua Ss mencoba memahami potongan teks yang mereka dapat. 5 menit kemudian, tampak ada beberapa Ss yang berbisik-bisik menanyakan arti kata kepada teman satu kelompoknya. Mereka kebingungan karena tidak membawa kamus, hanya 2 orang Ss yang membawa kamus. R tidak memberikan bantuan karena berharap mereka bisa menemukan solusi di expert group.

Pukul 10:50, R meminta Ss untuk kembali membentuk kelompok sesuai dengan paragraph yang didapat, sehingga terbentuk 5 kelompok ahli atau expert group. Kemudian, Ss dipersilakan untuk mendiskusikan paragraph mereka masing-masing sehingga mereka mendapatkan pemahaman yang sama. Ss diperbolehkan saling bertanya, menggunakan kamus, dan mencatat point-point penting. Suasana kelas agak ramai. Sebagian besar siswa terlihat aktif dalam sesi ini; ada Ss yang sibuk menerjemahkan, ada yang mencatat, ada yang memberikan penjelasan kepada temannya dan ada pula yang sedang mendengarkan penjelasan dari teman dengan seksama. Pada saat diskusi berjalan, R berkeliling kelas untuk memeriksa pemahaman siswa dan menjawab pertanyaan dari kelompok yang mengalami kesulitan. Kebanyakan Ss menanyakan tentang kosakata yang belum mereka mengerti artinya. R juga menemukan beberapa Ss dari expert group 2, 3 dan 5 yang berjalan keluar dari kelompoknya untuk meminjam kamus dari kelompok lain. Semua Ss dari kedua kelompok tersebut tidak ada yang membawa kamus sehingga mengalami sedikit kesulitan. R mendekati kelompok-kelompok tersebut dan memberikan bantuan untuk menenangkan suasana.

Pukul 11:05, R meminta Ss untuk berhenti berdiskusi dan kembali ke kelompok awal mereka dan mempresentasikan hasil diskusi mereka dengan kelompok ahli satu sama lain. Suasana kelas agak ramai karena sebagian besar Ss berbicara. R tidak menegur karena Ss berbicara dalam porsi yang wajar.

Pukul 11:30, R meminta Ss untuk berhenti berdiskusi dan kembali ke tempat duduk masing-masing. R kemudian membagikan soal dan meminta Ss mengerjakan quiz tersebut secara individu. R menjelaskan bahwa nilai dari masing-masing individu akan berkontribusi terhadap nilai rata-rata kelompok. Beberapa Ss tampak bersemangat, ada pula yang tampak khawatir. Ada 20 pertanyaan yang diberikan kepada Ss secara tertulis dalam quiz ini. Waktu yang diberikan adalah 10 menit. Suasana kelas tenang pada saat Ss mengerjakan quiz tersebut. Namun, pada menit-menit terakhir, Ss mulai bertanya satu sama lain dan membuat suasana kelas agak gaduh. R memperingatkan agar Ss mengerjakan dengan pengetahuan mereka masing-masing sesuai hasil diskusi dengan home group. Karena hampir semua Ss tampak masih sibuk mengerjakan soal, R memberikan tambahan waktu 3 menit kepada Ss.

Pukul 11:43, masih ada beberapa Ss yang belum selesai mengerjakan soal sehingga R masih mempersilakan mereka bekerja. Ss baru selesai mengerjakan soal pada saat bel tanda pulang sekolah berbunyi, jadi R tidak bisa mendiskusikan jawaban dari quiz tersebut pada hari itu. R kemudian meminta Ss mengumpulkan jawaban dari quiz tersebut. R lalu menanyakan bagaimana perasaan Ss dengan pertemuan hari ini. Ss menjawab, "Senaaaang" ada pula yang menjawab, "Sulit, bu". R mengingatkan agar Ss membawa kamus pada pertemuan yang akan datang. Setelah itu, R menutup pelajaran dengan menyimpulkan kegiatan pada hari ini dan kemudian memimpin doa dan mengucapkan salam.

## Field Note 7

Kamis, 7 April 2011

Ruang kelas X-2

ET dan R memasuki ruang kelas pada pukul 10:15. R langsung mengambil kendali kelas sementara ET mengamati KBM dari bangku belakang. R membuka pelajaran dengan mengucapkan salam. Ss merespon dengan baik. Setelah itu, R memeriksa kehadiran Ss, semua Ss hadir di kelas. Setelah itu, R bertanya pada Ss mengenai apa saja yang mereka pelajari pada pertemuan yang lalu. Sebagian Ss menjawab, "teks narrative.", ada yang memberikan jawaban, "reading buu.", sebagian hanya diam saja. R berterimakasih kepada Ss yang mau merespon dan memberikan jawaban. R menjelaskan bahwa pada pertemuan hari ini Ss masih akan mempelajari teks narrative. R kemudian kembali bertanya pada Ss, "Siapa yang tidak membawa kamus pada hari ini?" Lebih dari setengah isi kelas menjawab, "Sayaaa." Alasan yang diberikan Ss pun beragam, "Lupa, miss." ; "berat" hingga "Tidak punya kamus." Hanya ada 3 Ss yang membawa kamus. R kemudian meminta 2 orang Ss untuk meminjam kamus dari perpustakaan. Dari perpustakaan, ada 3 buah kamus yang bisa dipinjam.

Pukul 10:25, R meminta Ss untuk membentuk kelompok sesuai dengan kelompok yang terbentuk pada pertemuan sebelumnya. Ss tampak bersemangat dan segera membentuk home group masing-masing. Setelah itu, R membagikan potongan teks kepada Ss. Potongan teks yang dibagikan adalah bagian dari 2 buah teks naratif dengan judul ‘The Fox and the Crow’ (dibagi menjadi 2 bagian) dan ‘Androcles and the Lion’ (dibagi menjadi 3 bagian). Beberapa Ss terdengar mengeluh karena teks yang didapat lebih panjang daripada pertemuan sebelumnya. Setelah semua Ss mendapatkan bagiannya, sama seperti pertemuan yang lalu, Ss diberi kesempatan untuk membaca potongan teks masing-masing terlebih dahulu. R mengamati Ss lebih konsentrasi membaca pada pertemuan kali ini, mereka tampak fokus memahami potongan teks masing-masing, sehingga situasi kelas pun lebih tenang. Ss membutuhkan waktu 10 menit untuk memahami teks mereka, walaupun beberapa masih tampak belum paham.

Pukul 10:40, Ss diminta membentuk ‘expert group’ sesuai dengan paragraph yang mereka dapatkan. R membantu dengan menunjukkan lokasi untuk tiap expert group. Ss langsung bergegas membentuk expert group mereka masing-masing. Setelah expert group telah terbentuk, R mempersilakan Ss untuk memulai diskusi mengenai topik masing-masing. Ss mulai berdiskusi dan sebagian besar Ss aktif dalam diskusi. Expert group 1, 2 dan 5 sudah mulai tampak terorganisir; tidak tampak berebut berbicara. Expert group 3 dan 4 tampak kebingungan karena tidak ada yang membawa kamus dalam kelompok mereka. Tampak Alaika dan Tri Cahyono berjalan kesana kemari untuk meminjam kamus dari kelompok lain. R membantu mereka dengan meminjamkan kamus dari kelompok lain. Selama diskusi berlangsung, berkeliling ruang kelas untuk memeriksa jalannya diskusi dan membantu apabila ada Ss yang mengalami kesulitan. R mengingatkan Ss bahwa pemahaman Ss akan bagian masing-masing sangatlah penting, karena juga berpengaruh terhadap pemahaman seluruh anggota kelompok di dalam home group. R menemukan bahwa sebagian besar Ss masih kesulitan dengan kosakata. R juga menemukan beberapa Ss yang masih pasif dalam diskusi, yaitu Rahmat Fauzi, Alfida Zulfahri dan Astri Utami. Mereka hanya menuliskan hasil terjemahan dari teman-temannya di expert group.

Pukul 10:58, R meminta Ss berhenti berdiskusi untuk kemudian kembali ke home group dan saling mempresentasikan bagian mereka masing-masing. Dalam diskusi ini, semua Ss tampak aktif dan bisa mempresentasikan bagian masing-masing dengan baik, ada yang sedang menjelaskan, ada yang mendengarkan, ada pula yang sibuk mencatat. Tanya jawab yang terjadi antar Ss tampak lebih mengalir dalam pertemuan kali ini. R mengingatkan bahwa tiap siswa harus bisa memahami kedua teks tersebut karena quiz yang diberikan juga mengenai kedua buah teks seperti pertemuan yang lalu.

Pukul 11:20, R meminta Ss kembali ke tempat duduk masing-masing karena akan diberikan quiz secara individu. R membagikan handout berisikan soal latihan yang berkaitan dengan teks yang terdiri dari 20 pertanyaan (10 pertanyaan untuk tiap teks). Suasana kelas tenang pada saat Ss mengerjakan soal quiz tersebut. R memberi waktu 20 menit untuk Ss.

Pukul 11:40, R meminta Ss untuk berhenti berdiskusi karena waktu sudah habis. Ada Ss yang tampak bersemangat ada pula yang mengeluh karena belum menemukan semua jawaban. R kemudian meminta Ss menukar lembar jawaban masing-masing dengan teman sebangku dan memberikan koreksi bila ada jawaban yang kurang tepat. R mengajak Ss mendiskusikan jawaban secara bersama-sama, semua Ss aktif berpartisipasi. R membacakan soal dan Ss secara sukarela memberikan jawaban. Setelah semua pertanyaan terjawab, R meminta Ss untuk mengumpulkan lembar jawaban yang telah mereka koreksi. R kemudian mengajak Ss menyimpulkan kegiatan pada hari ini dan memberi kesempatan bagi Ss yang ingin bertanya, karena tidak ada yang bertanya, R langsung menutup pelajaran dengan salam.

#### Field Note 8

Sabtu, 9 April 2011

Ruang kelas X-2

Pukul 10:15, ET dan R memasuki ruang kelas. R membuka pelajaran dengan mengucapkan salam dan ET mengamati dari bangku belakang. R memeriksa kehadiran Ss dan ada 1 siswa yang tidak masuk yaitu Ersyah karena mendapat skors dari sekolah selama 3 hari. R lalu menanyakan kesiapan Ss terhadap pelajaran, setelah semua Ss fokus kepada R, R menanyakan apa saja yang telah mereka pelajari pada pertemuan yang lalu. Beberapa Ss menjawab, "Naratif bu." Ada pula yang menjawab, "*The fox and the crow*, gagak yang sombong." Setelah itu, R menjelaskan bahwa pada pertemuan kali ini Ss akan lebih mendalami mengenai teks naratif.

Pukul 10:20, R bertanya pada Ss apakah mereka sudah memahami bagian-bagian dari teks naratif atau belum setelah selama dua pertemuan mereka membaca dua narrative teks. Sebagian besar Ss diam saja namun ada juga yang mencoba memberikan jawaban walaupun malu-malu, R meminta konfirmasi dari jawaban tersebut dan dia (Tri Cahyono) menjawab, "pendahuluan, isi, penutup." Beberapa Ss menertawakan jawabannya, namun R mengapresiasi dengan mengucapkan, "Good. Thank you." R mencoba mendapatkan jawaban dari Ss yang lain dengan bertanya, "Ada yang mau mencoba menjawab lagi selain Tri?" namun tidak ada Ss yang mau menjawab. R kemudian memberikan penjelasan singkat mengenai penggunaan narrative teks dan bagian-bagiannya, Ss mendengarkan. Selesai menjelaskan, R memberi kesempatan bagi Ss yang ingin bertanya. Nilla Nur'Ainy bertanya, "Bentuk teks naratif itu bisa dalam apa saja, miss?" R menjawab, "Good question, thanks Nilla. Naratif bisa dalam bentuk fable, seperti 1 teks yang kita baca kemarin, folklore atau cerita rakyat, dan mitos atau legenda."

Pukul 10:28, setelah memastikan tidak ada Ss yang ingin bertanya lagi, R membagikan handout dan mengajak Ss untuk mempelajari kata-kata yang ada di Task 2. R meminta Ss melafalkan kata-kata tersebut secara bersama-sama. Ss tampak bersemangat saat melafalkan kata-kata tersebut walaupun masih banyak

pelafalan Ss yang kurang tepat. Meskipun begitu, Ss segera mengoreksi pengucapan mereka setelah R memberikan contoh yang pelafalan yang benar.

Pukul 10:35, R meminta Ss untuk membentuk kelompok sesuai kelompok yang terbentuk pada pertemuan sebelumnya. Setelah itu, R membagikan potongan teks narrative berjudul “Bloody Mary from Pennsylvania”. Setelah menerima teks, Ss langsung membaca teks mereka masing sebelum R meminta. Pada pertemuan ke tiga ini, Ss tampak sudah mulai terbiasa dengan metode jigsaw. Mereka sudah mulai memahami langkah-langkah yang harus mereka lakukan. Suasana kelas tenang karena kali ini Ss berkonsentrasi pada teks masing-masing. R mengingatkan agar Ss menggunakan kata-kata yang telah mereka pelajari pada Task 2 apabila menemukan kesulitan.

Pukul 10:45, Ss membentuk ‘expert group’ dan mulai mendiskusikan paragraph masing-masing. Pada pertemuan hari ini, masih ada 1 expert group yang tidak memiliki kamus, jadi salah satu anggotanya terlihat berjalan ke kelompok lain untuk meminjam kamus. R berkeliling kelas untuk memeriksa jalannya diskusi. Diskusi berjalan dengan lancar, tiap kelompok sudah mulai terbiasa dengan penggunaan jigsaw technique, sebagian besar Ss juga aktif dalam diskusi ini, meskipun begitu R masih menemukan Ss yang pasif dalam diskusi dan hanya mencatat terjemahan dari text yang mereka dapat.

Pukul 11:00, Ss kembali ke ‘home group’ dan mulai mempresentasikan paragraph masing-masing. Suasana kelas masih ramai seperti pada pertemuan sebelumnya. R tidak memberikan teguran karena masih dalam batas wajar. Sebagian besar Ss sudah terlibat aktif dalam diskusi, mereka berusaha menjelaskan bagian mereka masing-masing juga mendengarkan penjelasan dengan seksama saat teman yang lain sedang menerangkan paragraphnya. Selain itu, mereka tidak ragu untuk saling bertanya apabila ada yang belum mereka pahami. R bahkan menemukan satu home group yang saling mengkonfirmasi kembali semua paragraph untuk memastikan semua anggota group sudah memahami keseluruhan cerita, yaitu home group 3. Meskipun begitu, beberapa Ss yang kurang aktif pada pertemuan sebelumnya juga belum menunjukkan perkembangan pada pertemuan hari ini, mereka masih cenderung diam mendengarkan teman-temannya berdiskusi dan hanya berbicara saat mereka melakukan presentasi bagian mereka.

Pukul 11:20, R meminta Ss kembali ke tempat duduk semula dan membuat rangkuman cerita “Bloody Mary from Pennsylvania” secara individual. Beberapa Ss tampak bersemangat, beberapa lagi tampak sibuk bertanya dan saling mengkonfirmasi isi paragraph masing-masing. Saat Ss membuat rangkuman tersebut, suasana kelas tenang karena semua Ss sibuk dengan pekerjaannya masing-masing. R mengamati pekerjaan Ss, beberapa Ss nampak mengalami kesulitan untuk membuat kalimat dengan kata-kata mereka sendiri. Mereka terlihat bertanya pada teman satu groupnya. Beberapa Ss (Rahmad Fauzi, Tunggal Dewi, Alfida Zulfahri Wachyudi, dan Iin Setyadani) bahkan berusaha mencontek rangkuman dari teman sebangkunya meskipun mereka dari home group yang berbeda. R mendekati mereka dan menyarankan agar mereka lebih percaya diri dengan hasil pekerjaan sendiri.

Pukul 11:35, R bertanya pada Ss apakah mereka sudah selesai membuat rangkuman atau belum, sebagian besar Ss menjawab, “Sudaaah.” R kemudian meminta Ss untuk mengumpulkan rangkuman yang telah mereka tulis. Setelah R memastikan semua Ss sudah mengumpulkan rangkumannya, R mengambil beberapa lembar dari rangkuman tersebut dan membacakan nama penulisnya untuk kemudian membacakan hasil pekerjaan mereka di depan kelas. Yang pertama adalah Radyka Arif, kedua Triyani Ririn Astuti, dan yang ketiga Khaedar Abdul Azis. Meskipun susunan kalimat mereka belum tepat namun R dapat menangkap isi rangkuman mereka. Karena waktu yang terbatas, hanya ada 3 Ss yang mendapatkan kesempatan untuk membacakan rangkumannya di depan kelas.

Pukul 11:42, R menanyakan bagaimana perasaan Ss pada pertemuan kali ini dan R mendapatkan jawaban yang beragam; ada yang menjawab senang dan seru, ada yang merasa tertantang, ada pula yang mengeluhkan tingkat kesulitan dari kosakata dan struktur kalimat dari teks tersebut. Setelah itu, R mereview kegiatan belajar mengajar hari ini dan mengingatkan Ss untuk membawa kamus pada pertemuan yang akan datang. R juga menjelaskan bahwa pada pertemuan yang akan datang akan diadakan test. Sebagian besar Ss mengeluh. R menambahkan test yang akan diadakan pada pertemuan berikutnya adalah mengenai narrative teks dan tidak akan sulit karena dalam bentuk pilihan ganda. Setelah itu, R menutup pelajaran dengan doa dan mengucapkan salam.

## Field Note 9

Kamis, 14 April 2011

Ruang kelas X-2

R memasuki ruang kelas pada pukul 10:15. R membuka pelajaran dengan mengucapkan salam dan memeriksa kehadiran Ss. Setelah itu, R menjelaskan pada Ss bahwa pada hari ini ET tidak dapat mengajar karena harus menunggu anaknya yang sedang sakit. Sesuai janji pada pertemuan sebelumnya, pada pertemuan kali ini R akan memberikan reading test. R menanyakan kesiapan siswa dan sebagian besar Ss menjawab, “Siaap, bu.” Test yang diberikan berupa reading comprehension test dan terdiri dari 2 narrative teks dan 20 soal pilihan ganda. R kemudian meminta Ss untuk memasukkan buku-buku yang ada di meja mereka dan kemudian membagikan lembar soal dan lembar jawaban pada Ss. Waktu yang diberikan adalah 30 menit.

Pukul 10:20, Ss mulai mengerjakan test tersebut. 15 menit pertama, suasana kelas tenang dan sebagian besar Ss tampak berkonsentrasi pada lembar soal masing-masing. 15 menit berikutnya, R mendapati beberapa Ss yang mulai menengok kesana-kemari dan ada pula yang mencoba meminta jawaban dari Ss yang lain. R memberi teguran seperlunya.

Pukul 10:45, sebagian besar Ss sudah menyelesaikan soal test yang diberikan. R meminta Ss yang sudah selesai mengerjakan untuk mengumpulkan lembar jawaban dan lembar soal mereka di meja guru.

Pukul 10:50, R bertanya pada Ss mengenai test yang diadakan hari ini, sebagian besar menyatakan bahwa mereka bisa mengerjakan, ada pula yang mengeluh karena merasa tidak bisa mengerjakan dengan baik. R kemudian memberi sedikit pesan untuk pertemuan yang akan datang dan menutup pelajaran karena pada pukul 11.00 akan diadakan penyuluhan tentang 'Disiplin Lalu Lintas' dari Polres Temanggung. R memimpin doa dan mengucapkan salam.

Field Note 10

Sabtu, 16 April 2011

Ruang kelas X-2

Pukul 10:15, R memasuki ruang kelas. R membuka pelajaran dengan mengucapkan salam. ET tidak bisa hadir karena sedang sakit. R memeriksa kesiapan Ss pada pelajaran serta kehadiran Ss dan semua Ss hadir pada hari ini. Setelah itu, sebagai pemanasan, R mengajak Ss untuk tanya jawab. R bertanya pada Ss, "Apa yang biasanya kalian lakukan untuk mendeskripsikan atau menjelaskan seseorang kepada orang lain?" Banyak Ss yang mencoba menjawab, diantaranya: Alaika, "Dari ciri-ciri tubuhnya: tinggi, pendek, kurus." Lia Puspitasari menjawab, "Baik, cantik, tidak sombong." Nilla menambahkan, "Warna kulit, jenis rambut." Dan masih banyak lagi yang mencoba memberikan jawaban. Pada pertemuan kali ini, semakin banyak Ss yang berani menjawab pertanyaan R. R mengapresiasi jawaban dari Ss dan kembali bertanya, "Apakah kalian sudah pernah mendeskripsikan seseorang dalam bahasa Inggris?" sebagian besar Ss menjawab, "Beluuum." Sebagian lagi menjawab sebaliknya.

Pukul 10:20, R membagikan handout berisikan kata-kata yang dapat digunakan untuk mendeskripsikan seseorang dari ciri-ciri fisik dan kepribadiannya. R kemudian melafalkan tiap kata satu per satu dan meminta Ss untuk menirukannya. Ss tampak antusias. Setelah itu, R dan Ss mendiskusikan penggunaan kata-kata tersebut. R juga memberikan kesempatan bagi Ss yang ingin bertanya. Beberapa Ss menanyakan tentang kata-kata di luar handout yang dibagikan yang bisa digunakan untuk mendeskripsikan seseorang. Setelah memastikan tidak ada Ss yang ingin bertanya lagi, R kemudian membagikan teks deskriptif yang berjudul "The Cute Mike" dan memberikan waktu kepada Ss untuk memahami teks tersebut. R dan Ss mendiskusikan teks tersebut secara singkat. Dengan teks deskriptif tersebut, R memberikan contoh penggunaan kata-kata yang telah mereka pelajari dalam bentuk teks.

Pukul 10:30, R meminta Ss untuk membentuk kelompok sesuai dengan home group yang telah terbentuk pada pertemuan sebelumnya. Setelah semua home group terbentuk, R menunjuk group leader untuk masing-masing home group. Ss tampak antusias dan bersorak tiap kali R menyebutkan satu nama sebagai group leader. Setelah semua home group mendapatkan leadernya, R menegaskan tugas mereka. R kemudian membagikan satu buah potongan teks untuk tiap S dalam kelompok. Teks yang dibagikan adalah potongan dari teks dengan judul "The Rising Stars" (3 bagian) dan "Rihanna" (2 bagian). Setiap Ss

dalam satu home group mendapatkan bagian yang berbeda. R juga R kemudian mempersilakan Ss untuk membaca teks mereka terlebih dahulu seperti biasa. Pada pertemuan kali ini, R memberikan waktu 3 menit kepada Ss untuk membaca.

Pukul 10:37, R meminta Ss membentuk expert group dan R menunjuk 1 orang dari tiap 'expert group' untuk menjadi group leader serta memperjelas posisinya dalam kelompoknya, yaitu memimpin jalannya diskusi dan menjadi wakil dari kelompok bila ingin bertanya pada R. Setelah itu, Ss mulai mendiskusikan teks mereka masing-masing. Jalannya diskusi tampak lebih terorganisir dengan adanya group leader. Meskipun begitu, ada satu group leader yang belum bisa menjalankan perannya dengan maksimal yaitu leader dari expert group 4 (siswa no.2). Dia masih terlihat takut dalam memimpin jalannya diskusi dan tidak berani menegur anggota group yang kurang aktif, sehingga masih terlihat ada seorang siswa yang hanya diam saja dan hanya sibuk mencatat. Di sisi lain, jumlah Ss juga membawa kamus sedikit meningkat, ada 8 Ss yang membawa kamus pada hari ini. Suasana kelas sudah lebih kondusif daripada pertemuan yang lalu. R membatasi waktu diskusi selama 7 menit.

Pukul 10:47, Ss kembali ke 'home group'. R memberi waktu untuk Ss yang mendapatkan teks pertama untuk mempresentasikan teksnya kepada anggota kelompoknya terlebih dahulu. Pukul 10:52, giliran Ss yang mendapatkan teks kedua yang melakukan presentasi. Pukul 10:56, Ss dengan teks ketiga yang presentasi. Pukul 11:00, giliran Ss dengan teks keempat. Dan pukul 11:04, R memberikan kesempatan untuk Ss dengan teks kelima untuk presentasi. Kemudian 5 menit berikutnya diberikan untuk mereka mendiskusikan keseluruhan teks. Semua home group leader tampak mampu memimpin jalannya diskusi dengan baik. Mereka juga memastikan semua anggota kelompoknya benar-benar memahami kedua teks melalui tanya jawab sesuai saran R.

Pukul 11:14, R meminta Ss untuk kembali ke tempat duduk masing-masing dan mengerjakan Task 4, yaitu menuliskan deskripsi tentang karakter yang ada dalam teks secara individu. Ss tampak serius saat mengerjakan quiz tersebut. Suasana kelas tenang. R memberikan waktu 20 menit untuk Ss mengerjakan quiz ini.

Pukul 11:35, R bertanya pada Ss, "Have you finished?" dan sebagian besar Ss sudah selesai mengerjakan quiz yang diberikan. R meminta Ss untuk mengumpulkan hasil pekerjaan mereka. Setelah itu, R menanyakan perasaan Ss pada pertemuan kali ini, "Bagaimana dengan pelajaran hari ini? Senang?" Ss menjawab, "Senang." Ada pula yang menjawab, "Sulit, bu." R kembali bertanya pada S yang berkata sulit (Tri Cahyono), "Sulitnya di bagian apa?" Dia menjawab, "Waktu mengerjakan soal itu, bu. Soalnya banyak yang harus dihapalkan." R menjelaskan bahwa justru itulah tantangannya, dengan begitu Ss akan semakin cepat mengetahui kata-kata yang bisa mereka gunakan untuk mendeskripsikan seseorang. R juga memberi kesempatan pada Ss yang ingin bertanya mengenai cara mendeskripsikan seseorang. Ada beberapa Ss yang bertanya mengenai kosakata yang belum familiar bagi mereka dalam bahasa Inggris, R menjawab pertanyaan Ss.



Pukul 11:40, R membantu Ss merangkum seluruh kegiatan pada hari ini dengan menanyakan kepada Ss apa saja yang telah mereka pelajari hari ini. Ss memberikan jawaban yang beragam, ada yang menjawab, “Deskriptif” ada pula yang menjawab, “Harry Potter sama Rihanna, miss.” Ss tampak senang dan lebih bersemangat pada pertemuan kali ini. Setelah sesi tanya jawab selesai, R menutup pelajaran dengan pesan-pesan untuk pertemuan yang akan datang serta mengucapkan salam dan memimpin doa.

Field Note 11

Kamis, 5 Mei 2011

Ruang kelas X-2

Pukul 10:15, R memasuki ruang kelas dan membuka pelajaran dengan mengucapkan salam serta memeriksa kehadiran siswa. Semua Ss hadir kecuali Fitria yang sedang mengikuti persiapan olimpiade. ET duduk di bangku belakang. Sebelum memulai pelajaran, R mengumumkan hasil quiz pada pertemuan sebelumnya. Home group dengan nilai tertinggi adalah home group 3 dengan rata-rata nilai 90,2. Mereka tampak senang, Ss yang lain juga tampak bersemangat. Setelah itu, R bertanya tentang materi yang dipelajari Ss pada pertemuan sebelumnya. Sebagian besar Ss lupa karena pertemuan sebelumnya dilaksanakan 2 minggu yang lalu. Namun kemudian Radyka Arif menjawab, “Harry Potter bu, deskriptif.” Ss lain mendukung jawabannya. R mengucapkan terima kasih pada Arif dan kemudian bertanya lagi pada Ss, “Tahukah kalian apa fungsi dari teks deskriptif?” Banyak Ss yang mencoba memberikan jawaban, Nilla menjawab, “Untuk mendeskripsikan seseorang.” Dyah Fitriyani menjawab, “Untuk menjelaskan ciri-ciri seseorang,” dan masih banyak lagi jawaban-jawaban yang serupa. R senang karena walaupun pada awal pelajaran Ss terlihat bingung dan lupa pada materi yang diberikan sebelumnya, Ss tetap antusias dalam mengikuti pelajaran pada hari ini. R kemudian bertanya mengenai pola kalimat yang biasa digunakan dalam teks deskriptif, beberapa Ss sudah mengerti dan menjawab, “Present tense, bu.” namun sebagian lagi hanya diam saja dan mendengarkan percakapan yang sedang berlangsung.

Pukul 10:25, meminta Ss untuk mengerjakan Task 1, yaitu mencocokkan kata yang akan bermanfaat untuk aktivitas berikutnya dengan arti atau sinonimnya secara berpasangan. Beberapa Ss nampak kebingungan karena ada banyak kosakata baru yang belum mereka pelajari dalam latihan tersebut. R mempersilakan Ss untuk membuka kamus. Banyak pula Ss yang bertanya dengan pasangan lain untuk mendapatkan jawaban yang tepat. Saat keadaan kelas menjadi ramai, R mengajak Ss mendiskusikan jawaban dari latihan tersebut. Sebagian besar Ss ikut berpartisipasi dalam menjawabnya secara lisan.

Pukul 10:40, R meminta Ss untuk membentuk home group mereka sesuai dengan pertemuan yang lalu. Karena ada satu siswa dari home group 3 yang absent, satu orang dari home group 6 (Arinda Sativaya) untuk sementara ikut berdiskusi dengan home group 3. Setelah itu, R mengingatkan kembali tugas

home group leader untuk tiap kelompok dan membagikan potongan teks descriptive yang berjudul “Gua Tabuhan is a Lively Unique Cave” kepada Ss. R lalu mempersilakan Ss untuk membaca terlebih dahulu selama 3 menit.

Pukul 10:47, Ss membentuk ‘expert group’ dan R menunjuk expert group leader untuk tiap kelompok. R memberi Ss waktu 10 menit untuk berdiskusi. R meminta tiap group leader agar bisa menjalankan tugasnya dengan baik. Situasi kelas mulai ramai dengan adanya diskusi ini namun R tidak menegur karena hal ini wajar terjadi dalam tiap diskusi. Pada pertemuan kali ini, tidak ada Ss yang mengganggu diskusi kelompok lain untuk meminjam kamus karena sebagian besar Ss sudah mau membawa atau meminjam kamus dari perpustakaan sekolah. R berkeliling ruang kelas untuk mengamati jalannya diskusi pada tiap kelompok dan memberikan bantuan bila ada kelompok yang mengalami kesulitan. R melihat banyak perkembangan yang terjadi di pertemuan kali ini, semua Ss sudah mau terlibat dalam diskusi bahkan Ss yang pada siklus pertama hanya diam saja sekarang juga sudah mulai berani bertanya dan mengutarakan pendapatnya. Semua Ss terlihat saling membantu satu sama lain dalam memahami potongan bacaan mereka. Selain itu, semua group leader juga menjalankan tugasnya dengan baik. Sesuai saran R, mereka mengkonfirmasi pemahaman tiap anggota kelompoknya sehingga semua anggota expert bisa mempresentasikan teks dengan baik kepada home group mereka masing-masing.

Pukul 11:00, R meminta Ss untuk kembali ke ‘home group’ masing-masing. Ss bergegas kembali ke ‘home group’ mereka. Kali ini, R memberi waktu 25 menit untuk mereka berdiskusi, tiap S memiliki waktu 4 menit untuk menjelaskan bagian mereka kepada anggota kelompok yang lain dan sisa waktu bisa mereka gunakan untuk membahas kembali keseluruhan isi teks. Suasana kelas sudah lebih tertib dengan adanya ‘group leader’ yang memimpin jalannya diskusi.

Pukul 11:25, R meminta Ss untuk kembali ke tempat duduk masing-masing untuk mengerjakan quiz seperti biasa. Setiap S harus menjawab 10 pertanyaan yang berhubungan dengan teks secara individu. R memberi waktu 10 menit. Semua Ss terlihat konsentrasi saat mengerjakan quiz yang diberikan.

Pukul 11:35, sebagian besar Ss sudah selesai mengerjakan quiz tersebut. R meminta Ss untuk saling bertukar lembar jawab satu sama lain untuk dikoreksi secara bersama-sama. R dan Ss kemudian mendiskusikan jawaban dari 10 pertanyaan yang ada. Ss tampak bersemangat ikut membacakan jawaban masing-masing. Selesai berdiskusi, R meminta Ss mengumpulkan lembar jawaban yang telah dikoreksi.

Pukul 11:40, R mengajak Ss untuk berdiskusi tentang generic structure dari descriptive teks. R memberikan contoh dengan teks yang tadi telah mereka baca. R menjelaskan bahwa descriptive text memiliki dua bagian yaitu identification, pada paragraph pertama dan kedua, sedangkan paragraph berikutnya hingga akhir adalah description. R menambahkan tentang apa saja yang ada dalam identification dan juga description. Ss memperhatikan dengan seksama. R juga memberikan bagi Ss yang ingin bertanya. Setelah itu R bersama-sama dengan Ss merangkum seluruh kegiatan pada hari ini. R mengingatkan Ss

agar selalu membawa kamus dan kemudian menutup pelajaran dengan mengucapkan salam.

## Field Note 12

Sabtu, 7 Mei 2011

Ruang kelas X-2

Pukul 10:15, R memasuki ruang kelas. R membuka pelajaran dengan mengucapkan salam dan memeriksa kehadiran Ss. Hari ini, ada 3 Ss yang tidak hadir, yaitu: Fitria Retno P., Lia Puspitasari dan Ersyah Pratama. R kemudian mengumumkan home group dengan nilai tertinggi pada pertemuan sebelumnya. Nilai tertinggi diraih oleh home group 4 dengan rata-rata nilai 80. Mereka tampak senang dan Ss yang lain memberikan tepuk tangan. Setelah itu, R menanyakan Ss tentang materi yang telah mereka pelajari pada pertemuan yang lalu. Sebagian besar Ss masih mengingat materi yang lalu dengan menjawab, “deskriptif, miss.”; ada pula yang menjawab, “Gua tabuhan.” Kemudian, R menjelaskan bahwa pada hari ini Ss akan mempelajari tentang penggunaan tanda penghubung yang biasa digunakan dalam descriptive text serta menjelaskan bahwa mereka akan membaca teks tentang situs-situs kuno dan bersejarah. Ss tampak bersemangat dan penasaran setelah mendengarkan penjelasan R. Sebagian dari mereka bahkan bertanya pada R, “Apa saja itu, miss? Di Indonesia atau di luar negeri?” Namun R tidak memberikan jawaban secara langsung supaya Ss tetap penasaran dan bersemangat.

Pukul 10:20, R membagikan hand out Task 1 dan mengajak Ss mendiskusikan materi yang ada didalamnya, yaitu mengenai penggunaan Prepositions. Dalam hand out tersebut, ada 12 preposition atau kata penghubung yang bisa mereka temukan dalam teks deskriptif, terutama yang menjelaskan tentang tempat. R mengajak Ss untuk membaca dan mendiskusikan satu persatu kata penghubung tersebut, Ss memperhatikan. Setelah itu, R mempersilakan Ss yang ingin bertanya, saat itu hanya Nico yang bertanya, “Bu, bedanya at, in, sama on itu gimana ya? Saya kok masih bingung.” R kemudian menjawab pertanyaan Nico tersebut.

Pukul 10:27, R memberikan latihan kepada Ss yaitu melengkapi sebuah teks deskriptif yang rumpang dengan prepositions yang telah tersedia secara berpasangan. Suasana kelas masih terkendali. Pukul 10:37, Ss sudah selesai melengkapi bagian yang rumpang tersebut. R kemudian meminta tiap pasangan untuk membacakan satu jawaban, sehingga semua pasangan mendapatkan kesempatan untuk menjawab. Bila ada yang memberikan jawaban yang kurang tepat, R memberikan kesempatan bagi pasangan selanjutnya untuk menjawab.

Pukul 10:45, R meminta Ss untuk berkumpul kembali dengan home group mereka masing-masing. Setelah semua home group terbentuk, R membagikan 5 teks deskriptif yang berbeda, yaitu: ‘Easter Island’, ‘Great Zimbabwe’, ‘Pueblo Bonito’, ‘Stonehenge’ dan ‘Machu Picchu’. Ss tampak bersemangat karena kali

ini mereka mendapatkan tantangan baru, beberapa lagi terdengar mengeluh karena teks yang mereka dapatkan lebih panjang dari biasanya. Khusus untuk home group 3 dan 5, R hanya memberikan 4 buah teks karena kedua home group tersebut hanya beranggotakan 4 orang. R memberi waktu 5 menit untuk Ss membaca teks mereka terlebih dahulu.

Pukul 10:52, R meminta Ss untuk membentuk 'expert group' sesuai dengan text yang mereka dapatkan. Setelah R menunjuk expert group leader, Ss bergegas memulai diskusi. Karena banyak Ss yang absen, kali ini expert group 5 hanya terdiri dari 4 orang anggota, namun mereka justru terlihat lebih bersemangat dibandingkan dengan group lainnya. R membatasi waktu diskusi mereka selama 10 menit. Semua group terlihat benar-benar mampu memanfaatkan waktu yang diberikan dengan baik. Mereka saling bertanya dan beberapa dari mereka juga terlihat mencatat point-point penting dari text yang didapat. Selain itu, lebih dari setengah jumlah Ss yang mau membawa kamus. Hal ini juga mendukung kelancaran diskusi yang terjadi. Selain itu, jika ada group yang ingin bertanya, group leader menunjukkan tangan untuk meminta bantuan pada R. Beberapa group meminta bantuan pada R tetapi dengan adanya group leader ini suasana kelas menjadi lebih terkendali dan tidak gaduh. Expert Group 1 dan 4 bertanya tentang kosakata yang kurang bisa mereka pahami dalam konteks kalimat yang ada. Expert Group 3 menanyakan tentang pemahaman mereka tentang satu frasa, "Miss, *nine multi-storey buildings* itu maksudnya sembilan bangunan bertingkat atau bangunan bertingkat sembilan ya?" Sedangkan home group yang lain nampaknya masih bisa mengatasi kesulitan mereka tanpa bertanya pada R.

Pukul 11:03, Ss kembali ke 'home group' dan mulai mempresentasikan teks masing-masing pada anggota kelompok yang lain. R mengingatkan kembali tugas dari tiap home group leader yang tidak berubah dari pertemuan sebelumnya. Pada pertemuan terakhir di siklus II ini Ss sudah jauh lebih tertib dan serius. Semua Ss aktif dalam diskusi. Selain itu, kerjasama dan interaksi yang terjadi antar Ss semakin terjalin baik. Ss juga tidak ragu-ragu bertanya pada R apabila menemukan kesulitan. 25 menit adalah waktu yang bisa dimanfaatkan Ss untuk berdiskusi di dalam 'home group' masing-masing.

Pukul 11:30, R meminta Ss untuk berhenti berdiskusi dan kembali ke tempat duduk masing-masing. R juga meminta Ss untuk mengembalikan teks yang telah mereka baca pada R. Beberapa Ss tampak khawatir dengan quiz yang akan mereka dapatkan. Setelah semua Ss menempati tempat duduk masing-masing, R membagikan Task 4 berupa tabel yang harus dilengkapi sesuai dengan kelima teks yang telah Ss diskusikan. Khusus untuk home group 3 dan 5, mereka hanya mengerjakan untuk text pertama hingga ke-empat. Beberapa Ss terlihat bertanya dan saling mengkonfirmasi isi teks masing-masing, beberapa lagi tampak bersemangat karena mereka yakin sudah memahami semua teks dengan baik. R memberi waktu 15 menit untuk Ss mengisi tabel tersebut secara individu.

Pukul 11:45, R meminta Ss untuk mengumpulkan hasil pekerjaan mereka. Kemudian R mereview materi pada hari ini dan menanyakan perasaan serta tanggapan Ss mengenai pelajaran hari ini. R mendapatkan tanggapan yang

beragam, ada yang menjawab, “Senang, miss. seru!” ada pula yang menjawab, “Sulit, miss. gampang yang kemarin.” Meskipun begitu, Ss merasa sangat senang dan terbantu dengan metode pembelajaran seperti ini. R juga memberikan kesempatan bagi Ss yang ingin bertanya. Setelah itu, menutup pelajaran dengan memimpin doa dan mengucapkan salam.

## Field Note 12

Kamis, 12 Mei 2011

Ruang kelas X-2

Pukul 10:15, R dan ET memasuki ruang kelas. R membuka pelajaran dengan mengucapkan salam dan memeriksa daftar hadir siswa, ada 2 Ss yang tidak masuk: Ersyah Pratama dan Rahmad Fauzi. R menjelaskan bahwa pada hari ini akan diadakan post-test berupa reading comprehension test yang bertujuan untuk mengetahui apakah ada peningkatan kemampuan membaca siswa atau tidak setelah selama beberapa minggu Ss belajar menggunakan metode ‘jigsaw reading’ bersama R. Beberapa siswa tampak khawatir dan mengeluh, sebagian lagi terlihat percaya diri.

Pukul 10:25, R membagikan soal dan lembar jawaban. Pukul 10:30, Ss mulai mengerjakan test tersebut secara individu. R memberikan waktu 30 menit.

Pukul 11:00, R meminta Ss untuk mengumpulkan lembar jawaban dan lembar soal. R lalu bertanya pada Ss apakah mereka bisa mengerjakan soal-soal tersebut atau tidak. Banyak yang menjawab mereka bisa mengerjakannya, namun ada juga yang mengeluhkan tingkat kesulitan dari soal-soal tersebut.

Pukul 11:05, R membagikan questionnaire dan meminta Ss untuk mengisi questionnaire tersebut sesuai dengan keadaan mereka yang sebenarnya.

Pukul 11:15, semua Ss sudah mengembalikan questionnaire yang sudah terisi. Setelah itu, R mengucapkan terima kasih dan salam. R lalu mengembalikan kendali kelas pada ET.

2

# QUESTIONNAIRES

Nama :

Umur :

Berikan tanda centang (√) pada kolom yang tersedia berdasarkan pernyataan yang sesuai dengan keadaan anda. Pernyataan yang anda berikan tidak akan berpengaruh pada nilai mata pelajaran Bahasa Inggris anda.

Petunjuk:

1. Tidak pernah
2. Jarang
3. Sering
4. Selalu

No.	Pernyataan	1	2	3	4
1.	Guru saya menggunakan Bahasa Inggris sebagai pengantar pada saat mengajar di kelas.				
2.	Saya dapat menerima dan memahami materi yang disampaikan oleh guru dengan jelas.				
3.	Buku (sumber materi) yang digunakan pada saat pelajaran membantu saya dalam menguasai bahasa Inggris.				
4.	Guru menggunakan media pembelajaran yang bervariasi (gambar, flashcard, dll) untuk membantu penyampaian materi di kelas.				
5.	Kegiatan-kegiatan yang ada dalam pelajaran bahasa Inggris selama ini interaktif dan menyenangkan.				
6.	Cara yang dipakai guru dalam penyampaian materi memudahkan saya memahami materi pelajaran.				

7.	Saya sudah mengenal dan/atau memahami metode <i>Jigsaw</i> (metode pembelajaran berkelompok, dimana setiap anggota kelompok bertanggungjawab untuk setiap potongan informasi)				
8.	Guru mengajak siswa untuk fokus pada materi (pengetahuan yang harus disampaikan) pada saat pelajaran.				
9.	Guru mengajak siswa mendiskusikan materi yang sedang dibahas.				
10.	Guru menggunakan cara berceramah pada proses pembelajaran bahasa Inggris di kelas.				
11.	Guru mendengarkan pendapat atau keluhan siswa pada saat pelajaran berlangsung.				
12.	Guru memperhatikan tingkah laku dan perasaan siswa pada saat pelajaran.				
13.	Guru meminta saya maju ke depan kelas untuk presentasi hasil belajar saya.				
14.	Tugas-tugas yang diberikan di kelas merupakan tugas individu.				
15.	Tugas-tugas yang diberikan di kelas merupakan tugas berpasangan.				
16.	Tugas-tugas yang diberikan di kelas merupakan tugas kelompok (lebih dari 2 orang).				
17.	Saya mau dan mampu bekerjasama dalam kelompok.				
18.	Saya suka membaca buku berbahasa Inggris.				
19.	Ketika membaca teks bahasa Inggris, saya dapat memahami kosakata yang ada.				
20.	Ketika membaca teks bahasa Inggris, saya dapat memahami struktur kalimat yang ada.				



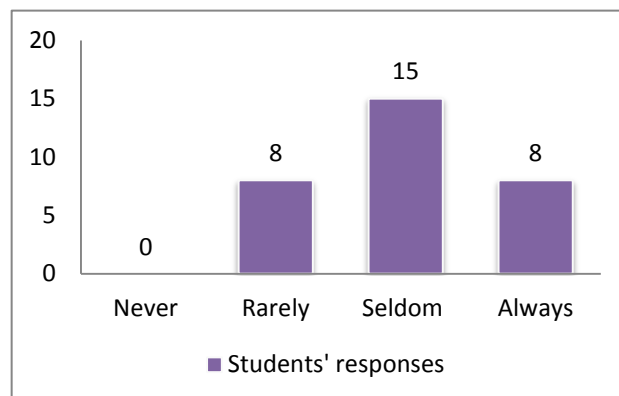
21.	Saya menggarisbawahi atau menandai setiap kosakata yang baru/sulit yang saya temukan dalam teks yang saya baca.				
22.	Saya membuat catatan, diagram, atau skema tersendiri pada saat membaca untuk memudahkan pemahaman saya.				
23.	Saya membawa (dan menggunakan) kamus bahasa Inggris pada saat pelajaran bahasa Inggris.				
24.	Kegiatan-kegiatan yang ada dalam pembelajaran <i>reading</i> di kelas selama ini menyenangkan dan efektif.				
25.	Cara guru mengajar dalam pembelajaran <i>reading</i> di kelas selama ini membantu saya dalam memahami materi lebih baik lagi.				
26.	Saran saya untuk pembelajaran <i>reading</i> di kelas:				

☺ ☺ ☺ Thank you ☺ ☺ ☺

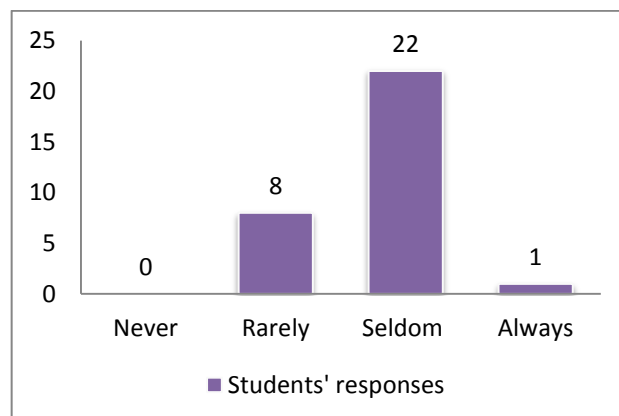
## Questionnaire Result

Date taken : January 27, 2011  
Place : SMAN 1 Parakan  
Subject : Class X-2 (31 students)  
Teacher : Pariyati  
Researcher : Dian Titi Rahajeng

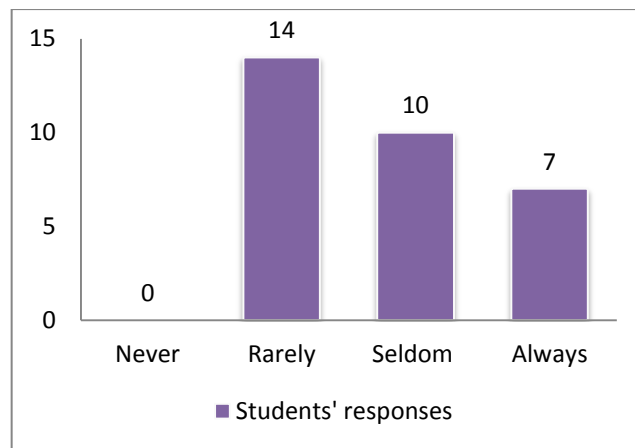
1. The English teacher uses English to deliver the materials in the classroom.



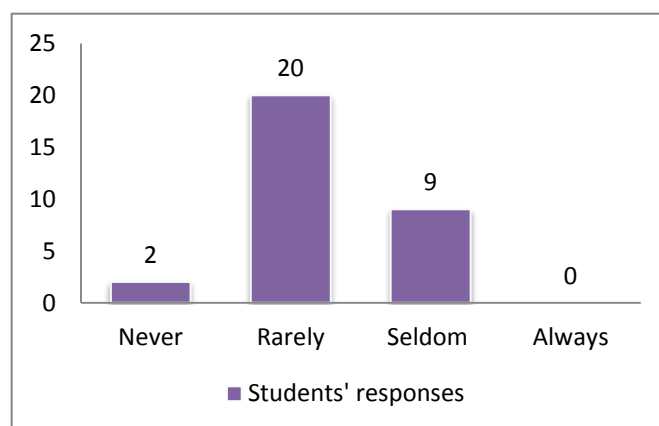
2. I can clearly catch and understand the materials that are delivered by the teacher.



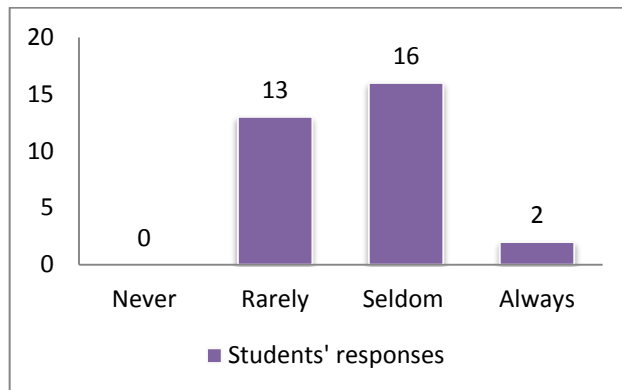
3. The course books (sources) used in the class facilitates me in comprehending the English skills.



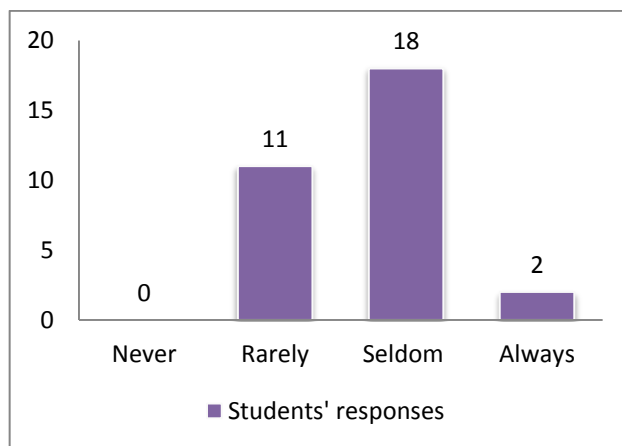
4. The teacher uses varied teaching media such as picture, flashcard, etc. in delivering the materials in the classroom.



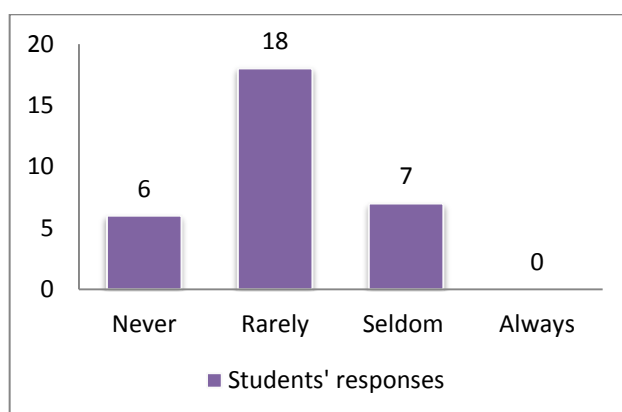
5. The activities done during the English lesson were enjoyable and effective enough.



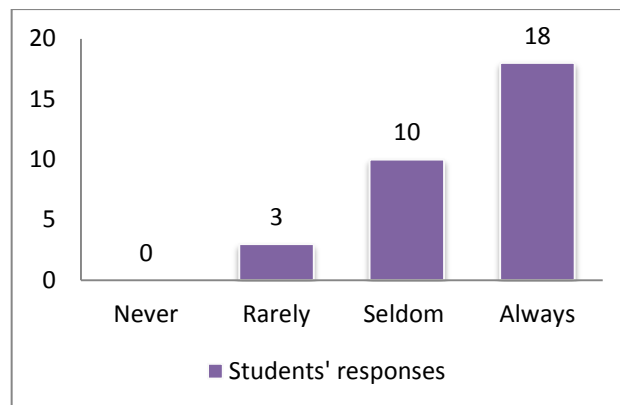
6. The teacher's teaching method in delivering the materials facilitates me in comprehending them.



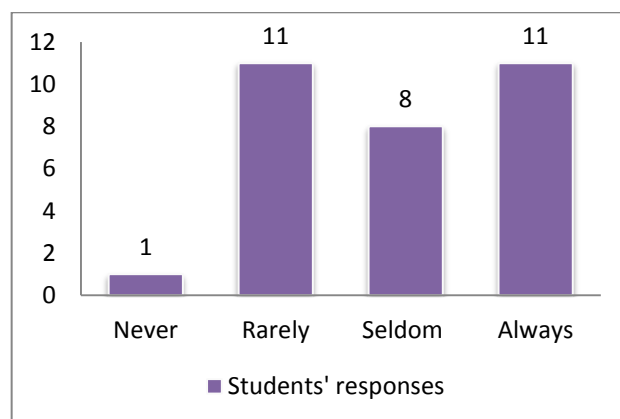
7. I have already known and/or understood about the jigsaw technique (learning method in groups where every group member has a responsibility on a chunk of information).



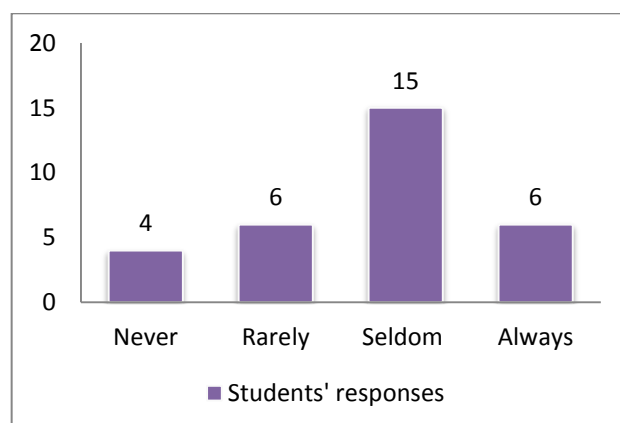
8. The English teacher asks the students to focus on the material (knowledge only) during the lesson.



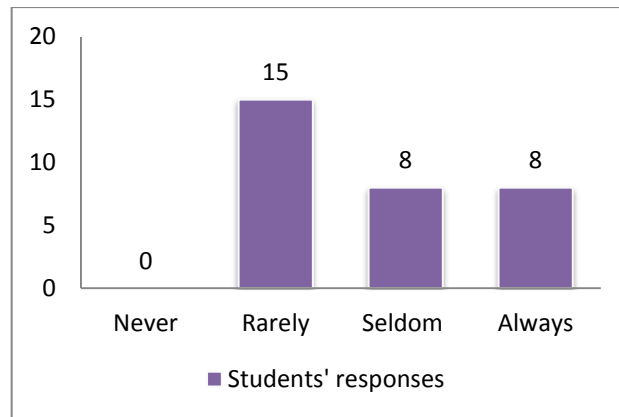
9. The English teacher asks the students to discuss the materials that would be learned.



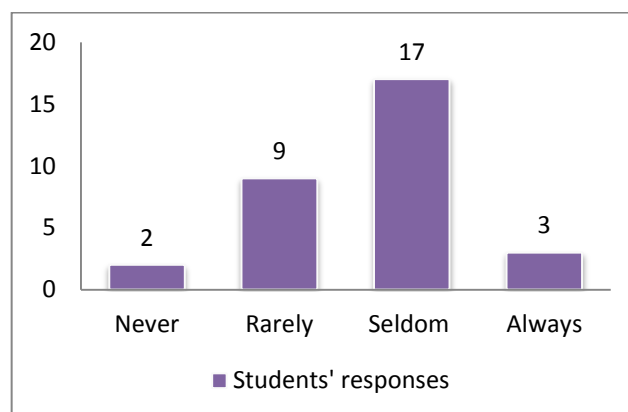
10. The English teacher uses lecturing method during the teaching process.



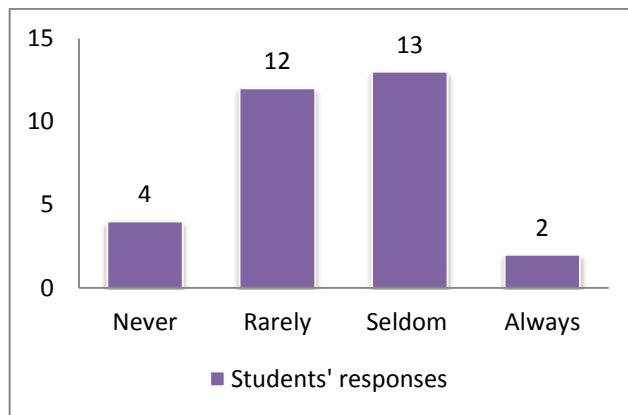
11. The English teacher listen students' opinions or complaints during the lesson.



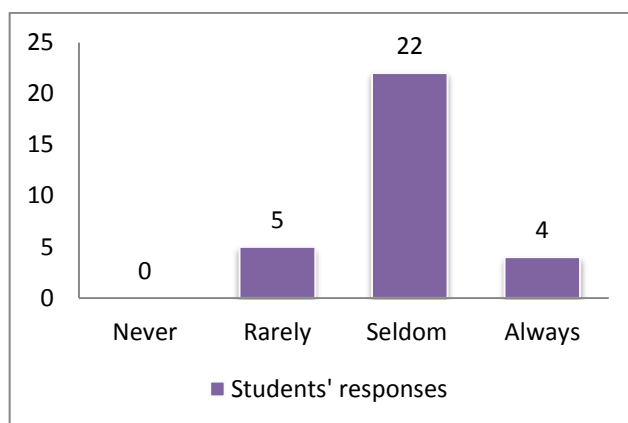
12. The English teacher gives attention to students' attitudes and feelings during the lesson.



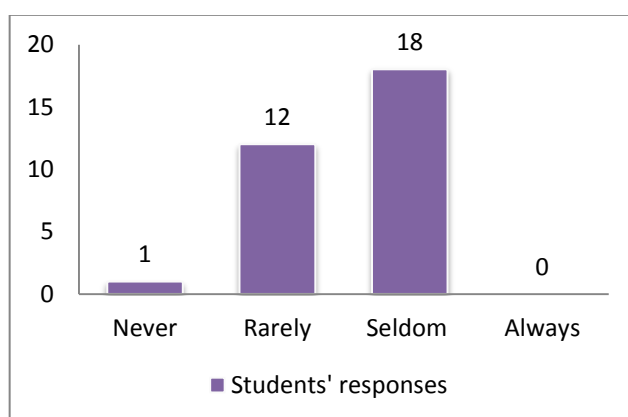
13. The English teacher asks me to present my answer before class.



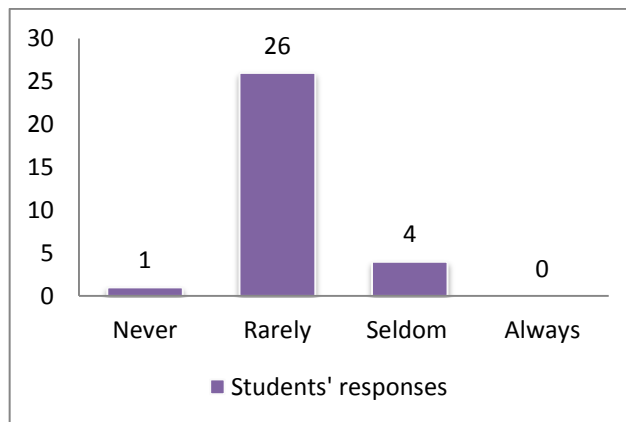
14. The tasks given are individual tasks.



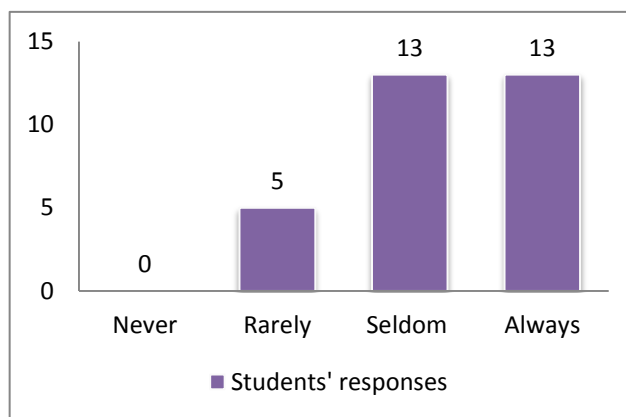
15. The tasks given must be done in pairs



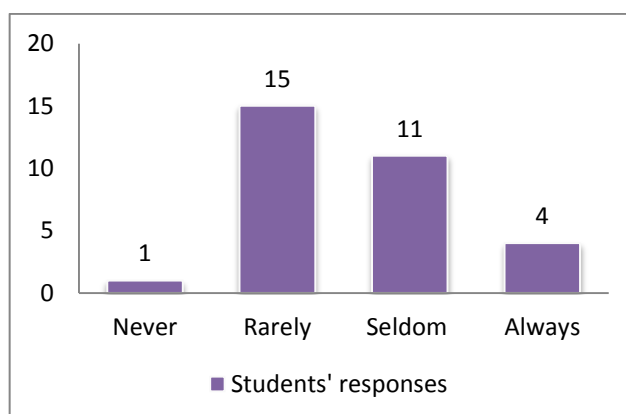
16. The tasks given must be done in group (more than 2 people in a group).



17. I shall and able to work in a group.

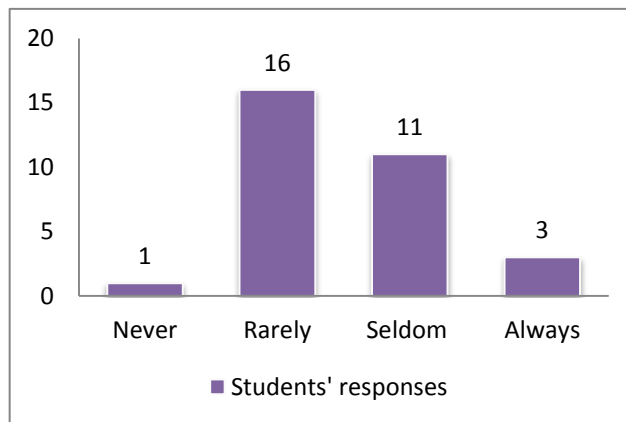


18. I like reading English book.

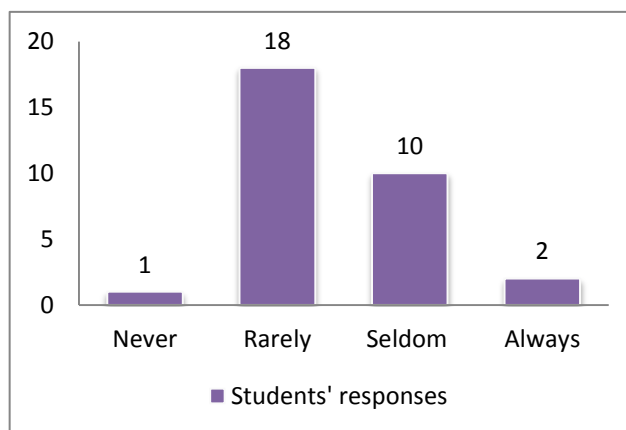




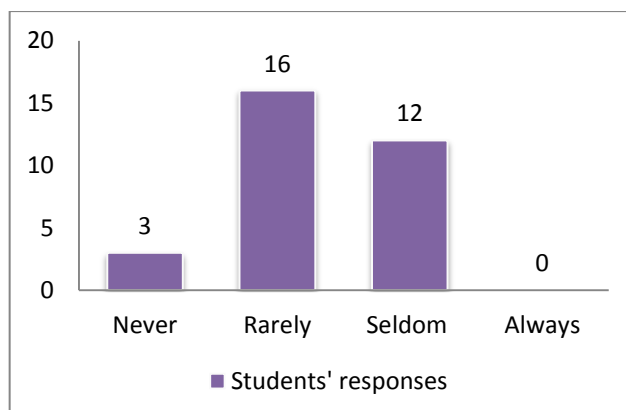
19. I can understand the vocabularies when reading English text.



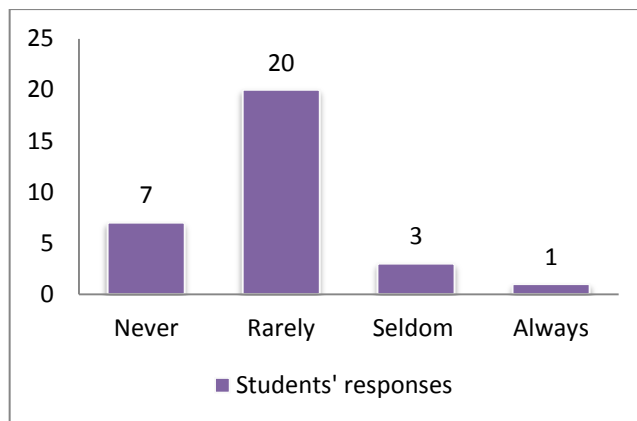
20. I can understand the sentence structures when reading English text.



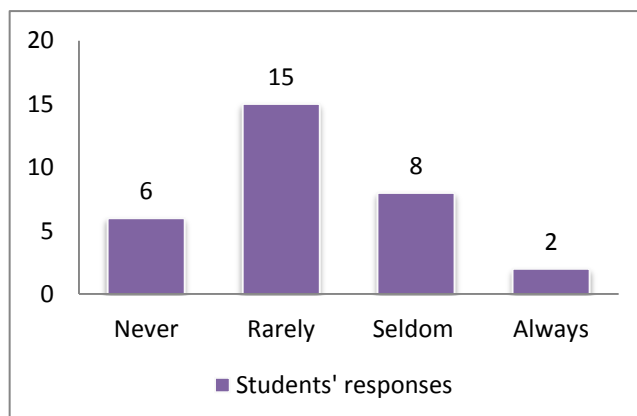
21. I underline or make a mark in each new/difficult vocabulary that I found in the English text I read.



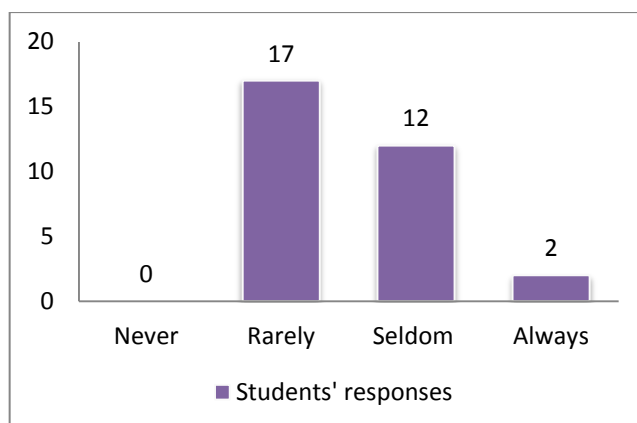
22. I make special notes, diagram or schema while reading to help me comprehend the text.



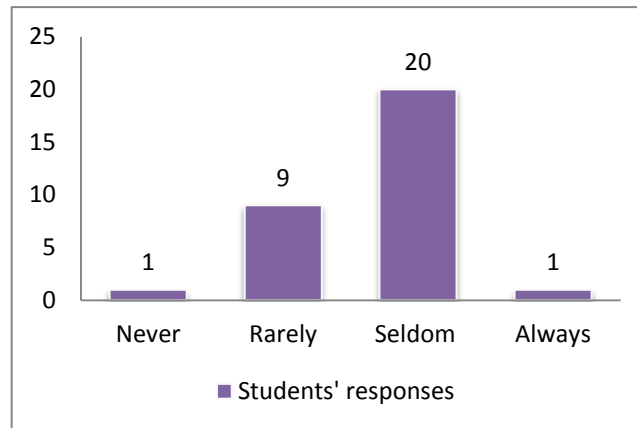
23. I bring (and use) English dictionary during the English lesson.



24. The reading session activities in the class are enjoyable and effective.



25. The English teaching method in the reading session in the class assists me in comprehending the English text in better way.



### Saran Untuk Pembelajaran Reading di Kelas

No.	Name	Saran
1.	Alaika Chuluqun A.	Guru santai disenengi muridte, dadi neg dadi guru okeh guyon, santai, tapi karo tegas neg ra tegas muridte orane ngajeni. Siji meneh neg ngekei tugas orasah ake2!! (guru santai disukai muridnya, jadi kalau jadi guru banyak bercanda, santai, tapi juga harus tegas, kalau tidak dia tidak akan disegani muridnya. Satu lagi, kalau memberi tugas jangan banyak2!!)
2.	Alfida Zulfahri Wachyudi	Diberi permainan biar tidak bosan.
3.	Arinda Sativaya	Sebaiknya guru menggunakan media pembelajaran yang bervariasi (flashcard, gambar, dll) untuk membantu penyampaian materi di kelas secara jelas dan jangan menggunakan cara berceramah pada proses pembelajaran bahasa Inggris di kelas...
4.	Astri Utami Ningrum	Menggunakan lebih banyak metode, supaya saya dan teman-teman lebih bersemangat. Dengan metode yang menarik akan membuat anak-anak jauh lebih memahami pelajaran.
5.	Ayu Damayanti	Lebih menyenangkan lagi.
6.	Dewi Paramita Sari	Guru menggunakan media pembelajaran yang bervariasi untuk memberikan materi yang lebih jelas. Dan saat menerangkan lebih baik pelan dan kosakata yang digunakan lebih ringan, agar semua siswanya dapat lebih mudah memahami.
7.	Dinda Tresina D.	Lebih sering u/ pembelajaran reading, mengadakan praktek langsung dengan orang luar negeri. Membiasakan u/ berbahasa Inggris dengan metode yang menyenangkan.
8.	Dyah Fitriyani	Lebih sering diberi latihan soal & penguasaan kosakata.
9.	Ersyah Pratama V. R.	Lebih banyak diberi pembelajaran reading daripada yang lain, karena ketika ulangan tes kenaikan atau semesteran lebih banyak readingnya.

10.	Fariskha Novi F.	Guru seharusnya dapat memahami muridnya di dalam kelas dan memberikan pembelajaran dan pemahaman bahasa Inggris.
11.	Fitri Arum Sari	Seharusnya pelajaran reading lebih ditekankan pada saat pelajaran bahasa Inggris agar siswa lebih menyukai bahasa Inggris.
12.	Fitria Retno P.	Pada saat pelajaran bahasa Inggris, setiap siswa dianjurkan untuk menggunakan bahasa Inggris sebagai sarana komunikasi agar kosakata bahasa Inggris bisa bertambah. Jika kosakata bertambah maka kemampuan reading bisa meningkat karena siswa dapat mengerti terjemahannya.
13.	Iin Setyadani	Sebaiknya guru menyuruh murid-murid untuk menerjemahkan teks bacaan yang sudah dibaca supaya dapat memahami arti setiap kalimat dan murid-murid disuruh memahami stuktur kalimatnya.
14.	Ika Astriani	Sebaiknya setiap murid disuruh membaca satu persatu, agar dapat memahaminya.
15.	Khaedar Abdul Azis	Seharusnya guru bisa memahami kemampuan muridnya dan memberikan motivasi dalam pembelajaran bahasa Inggris.
16.	Lia Puspitasari	Sebaiknya guru disaat menyampaikan pembelajaran reading lebih jelas dalam perkataan kosakatanya agar murid bisa membaca dengan benar.
17.	Linda Ustafia	Seharusnya siswa diajari membaca dalam bahasa Inggris agar siswa lebih lancar membaca.
18.	Nico Binar Septian	Sebaiknya kosakata yang sukar diberitahu agar siswa tau dan paham dengan cerita yang dibacakan.
19.	Nilla Nur'Ainy A.	Lebih banyak latihan untuk mengerjakan soal terutama pembelajaran reading dan lebih banyak bermain kosakata karena biasanya kami lemah dalam pengertian kosakata.
20.	Nur Hanifah	Sebaiknya kalau guru sedang menerangkan jangan t' lalu cepat-cepat supaya jelas.

21.	Oktania Nur'Aeni T.	Sebaiknya guru lebih jelas dalam membacakan suatu teks dan sebaiknya guru meminta murid-murid untuk membaca satu-persatu.
22.	Radyka Arif A.	Jangan sering menggunakan bahasa/kata yang tidak dimengerti siswa.
23.	Rahmad Fauzi	Membacanya jangan terlalu cepat.
24.	Rinda Bella Seraya	Pelajaran reading di kelas ditingkatkan lagi supaya siswa dapat membaca dengan lancar.
25.	Sella Ewinda P.	Sebaiknya guru menggunakan media reading yang sekiranya tidak membuat para siswa jenuh.
26.	Selsanov Nivanda	Lebih bervariasi dalam memberikan pelajaran, tidak itu-itu saja.
27.	Sri Sulistiyowati	Lebih ditingkatkan lagi supaya siswa dapat membaca lancar dan mohon dibimbing lagi.
28.	Tri Cahyono	Diulangi minimal 2x sampai siswa maksud (paham).
29.	Triyani Ririn Astuti	Lebih diberi banyak latihan tentang reading agar anak-anak menjadi lebih tau lagi tentang berbagai kosakata yang baru dan lebih mengenal bentuk-bentuk kalimat karena tu selalu dipakai dan keluar saat tes semester.
30.	Tunggal Dewi K.	Sebaiknya guru selalu mengontrol tugas2 yang diberikan (PR) kepada setiap siswa. Dan cara penyampaian pembelajaran tidak hanya di dalam kelas, melainkan praktek dengan orang asing (wisata)
31.	Wida Catur W.	Sebaknya guru menyuruh siswa untuk memahami kalimat yang sulit dengan menerjemahkan ke dalam bahasa Indonesia dan memahami struktur kalimat suatu bacaan.

### Questionnaire meeting 9

Date taken : May 12, 2011  
 Place : SMA N 1 Parakan  
 Object : Class X-2 (29 Students)  
 Teacher : Pariyati  
 Researcher : Dian Titi Rahajeng

Student: 1

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Mempelajari deskriptif, naratif.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Iya, karena dengan kerjasama kita dapat mengetahui apa yang tidak kita ketahui.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Iya, karena dengan metode *jigsaw* kita dilatih untuk membaca.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Iya, karena dengan metode *jigsaw* kita dapat mengetahui pokok-pokok bacaan.

Student: 2

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Membuat saya mendapatkan kosakata-kosakata baru.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Iya, ya karena diajak bekerja sama dengan teman lainnya.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena kalau saya gak tau artinya nanti bisa tanya sama teman lainnya.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena bekerja sama dengan teman lainnya.

Student: 3

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?

- Saya harus banyak membaca dan menghafal kosakata, karena banyak kata baru dan saya harus berkontribusi saat belajar kelompok.
- 2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, sebab kita bisa berkumpul dan sharing dengan teman yang pintar bahasa Inggris.
- 3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Belum, sebab setiap anak hanya mendapat bagian-bagian kecil dari bacaan dan hanya membaca sedikit.
- 4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, sebab semakin sedikit bacaannya pasti lebih mudah memahami bacaan itu.

Student: 4

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Ya.. saya sangat terbantu sekali dengan pelajaran selama ini karna banyak kata yang saya tidak tahu menjadi tahu.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya... karena kita bisa berkumpul dengan teman dan saling membantu dalam menyelesaikan tugas.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya... karena kita bisa dibantu teman.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya.

Student: 5

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Lumayan banyak, sehingga lebih memudahkan saya mengetahui arti kata-kata dalam Inggris.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, dengan metode ini kerjasama kelompok pun akan mulai terbangun, serta memudahkan interaksi antar teman kelas.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?



- Ya, karena dengan metode ini teman yang mempunyai kemampuan lebih di English akan meng-share pengetahuannya, sehingga yang semula tidak tau akan menjadi tau.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
    - Ya, karena antar anggota kelompok akan saling bantu-membantu sehingga menjadi lebih mudah.

Student: 6

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Narrative, description.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan metode tersebut saya dapat menambah kosakata bahasa Inggris dan menambah keakraban antar teman.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena sebelum diartikan harus membaca bacaan dahulu.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena setiap bacaan yang dibahas diartikan terlebih dahulu dan mendiskusikannya dengan teman.

Student: 7

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Meningkatkan kerjasama antar teman.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Dapat, karena bisa saling bertukar pikiran.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Iya, karena dikerjakan bersama-sama, menjadi lebih mudah.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Iya, karena menjadi lebih mudah.

Student: 8

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Kerjasama antar teman, keaktifan membuka kamus, mengasah kemampuan kita, kita bisa mengambil hikmah yang banyak.

2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Dapat meningkatkan kerjasama.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Dapat, karena kita bisa lebih aktif dalam membuka kamus. Namun kalau menemui text yang asing masih sering bingung.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Dapat, karena kita harus benar-benar memahami bacaan-bacaan bagian kita.

Student: 9

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Narrative, text descriptive.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan metode *jigsaw* saya bisa menambah kosakata dan menambah keakraban antar teman kelompok.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena sebelum mengartikan kita harus membaca bacaan terlebih dahulu.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena kita bisa berdiskusi dengan teman mengenai isi bacaan.

Student: 10

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Dapat kosakata baru.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan bekerja sama antar teman dapat memberikan memotivasi belajar supaya lebih lagi.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena dengan metode itu menjadi mudah membaca dan agak lancar.

4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
- Ya, karena kita bisa lebih memahami dan mengerti kosakata.

Student: 11

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Dapat menerima pembelajaran yang menyenangkan dengan system pembelajaran yang kreatif.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Dapat, karena dengan belajar sambil bermain kami dapat menerima pelajaran dengan pikiran tenang dan fresh.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Dapat, karena metode tersebut memberikan dampak yang bagus untuk siswa-siswa yang mungkin kurang senang dalam pelajaran tersebut.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena metode itu mengajarkan pembelajaran dengan mengartikan dan memahami bacaan yang diajarkan.

Student: 12

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Deskripsi, narrative.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan metode tersebut saya dapat lebih mudah mengerjakan soal.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena dalam metode *jigsaw* saya dituntut untuk membaca dan memahami teks.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, saya bisa cepat memahami karena dibantu oleh teman.

Student: 13

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?

- Teks deskripsi, narrative.
- 2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena saya lebih mudah memahami karena ada teman yang membantu.
- 3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena dalam metode *jigsaw* saya dituntut untuk membaca dan memahami teks yang saya terima.
- 4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, seperti no. 2 tadi saya bisa cepat memahami karena dibantu oleh teman.

Student: 14

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Mempelajari/menambah kosakata, mendapat informasi dari cerita-cerita yang dipelajari.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan adanya kerjasama, kalimat/kata-kata sulit dapat ditanyakan ke teman. Merangkai kalimat dalam menerjemahkan dapat saling bekerjasama dan lebih memudahkan.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena dengan adanya metode *jigsaw*, kosakata atau kalimat yang susah dimengerti membacanya dapat bertanya kepada teman, saling membantu.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, dengan adanya metode tersebut, kita dapat memahami dengan mudah.

Student: 15

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Berbagai macam cerita-cerita yang digunakan untuk bahan pembelajaran dan menambah kosakata yang belum kita ketahui.

2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Iya, karena lebih mudah dan nyaman apabila bekerjasama dengan teman.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena metode ini lebih meningkatkan cara berbicara dan menambah wawasan.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Iya, karena menarik sehingga lebih mudah untuk memahami.

Student: 16

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Memahami suatu bacaan secara lebih spesifik.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan metode *jigsaw* kita bisa mencari kata-kata yang belum kita ketahui dengan cara berdiskusi dengan teman-teman.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena banyak bacaan yang belum kita ketahui menjadi kita ketahui dengan metode *jigsaw*.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena dalam metode *jigsaw* kita hanya memahami 1 paragraf saja, dan paragraf yang lainnya sudah dijelaskan oleh teman.

Student: 17

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Mempelajari tentang deskriptif, narrative.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Iya, sebab kita yang sebelumnya belum tahu kalau dibicarakan secara bersama-sama menjadi tahu.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Iya, sebab dengan memperbanyak membaca segudang ilmu pengetahuan dapat kita capai dengan kemampuan usaha kita.

4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Iya, sebab dengan diskusi hal yang semula tak bisa menjadi bisa dan berat sama dipikul ringan sama dijinjing.

Student: 18

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Mempelajari tentang bacaan-bacaan bahasa Inggris secara berkelompok. Dan juga mengartikan bacaan bahasa Inggris yang membuat kita dapat mengetahui kosakata baru.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan cara seperti itu, jika kita tidak paham tentang pelajaran bahasa Inggris tersebut kita dapat bertanya dengan teman dan juga kita dapat menyelesaikan soal secara bersama-sama dan dapat memudahkan saya belajar.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena kita dapat mengetahui kosakata baru yang tidak kami mengerti sebelumnya.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena kita dapat mengetahui seluruh isi cerita dan dapat memudahkan kami untuk menjawab pertanyaan dan mengerti maksud cerita tersebut.

Student: 19

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Mempelajari suatu bacaan yang saya baca dan menjadi lebih mengerti karena adanya metode *jigsaw* dalam mengerjakannya.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena meningkatkan kerjasama dan dari yang tidak tahu menjadi lebih tahu dari semua anak kelompok.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena dapat lebih memahaminya, jika kita tidak tahu kita tanya dengan yang lain dan menjadi mengerti.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?

- Ya, karena saling kerjasama dan itu memudahkan saya untuk mengerti suatu bacaan itu!

Student: 20

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Mempelajari tentang berbagai macam/ jenis-jenis bacaan dengan cara berkelompok maupun individu, mengartikan dan menjawab pertanyaan.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan cara berkelompok saya bisa memahami berbagai macam karakter teman-teman, dan lebih mudah memahami bacaan karena saling bantu-membantu.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena saya bisa lebih banyak mengerti kosakata baru yang sebelumnya belum saya tahu, serta saya lebih bisa memahami cerita dengan mudah.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena dapat mengerti isi cerita secara keseluruhan dan lebih memudahkan saat menjawab pertanyaan yang diberikan.

Student: 21

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Tentang bacaan teks
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Iya, karena bisa bekerja sama.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Iya, karena bisa berdiskusi dengan teman yang lain.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Iya, bisa bertanya dengan teman.

Student: 22

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Banyak kosakata baru yang saya dapatkan dari belajar reading

2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena bisa bersosialisasi dengan baik.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena saya lebih banyak belajar membaca.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena saya bisa belajar atau bertanya dengan teman.

Student: 23

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Memahami suatu bacaan secara spesifik.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Yaw, karena bacaan-bacaan dan beberapa kata-kata yang kita belum jelas dapat ditanyakan dan didiskusikan dengan teman-teman.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Yaw, karena dengan *jigsaw* kita dapat dan harus menerangkan tentang bacaan yang kita dapat (potongan bacaan) agar teman-teman juga dapat mengetahui paragraph yang kita dapat. Maka dari itu sebelum kita menerangkan kepada teman-teman kita harus berusaha untuk memahaminya dulu.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Yaw, karena dengan *jigsaw* kita harus memahami semua isi bacaan untuk menyusunnya.

Student: 24

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Saya sedikit-sedikit bisa mengartikan.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?



- Ya, karena aku bisa berdiskusi ma temen-temen.

Student: 25

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Lebih memahami kosakata yang saya kurang mengerti.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena bisa bersosialisasi dengan baik.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena saya bisa lebih banyak belajar membaca mengenai kosakata yang sulit dimengerti.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena saya bisa belajar dari teman yang lebih mengerti.

Student: 26

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Kerjasama yang baik antar teman, menambah kosakata baru dan membuat belajar lebih menyenangkan.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Iya, karena sesama teman bisa saling membantu dan menambah kosakata bahasa Inggris.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Iya, karena kita lebih sering membaca dan mengerti kosakata baru.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Iya, karena kita dapat memahami isi bacaan.

Student: 27

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Cara menjawab pertanyaan pada narrative text dengan baik.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Mungkin ya, mungkin tidak karena metode ini terlalu sering dilakukan sehingga terkesan membosankan.

3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya sedikit membantu, karena saya bisa belajar banyak kosakata sehingga dapat membantu dalam reading.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena dengan metode ini saya lebih sering membaca narrative text sehingga saya jadi lebih bisa memahami bacaan.

Student: 28

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Sejauh ini saya dapat mempelajari kosakata, memahami kalimat dari cerita-cerita.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Ya, karena dengan kerjasama kata-kata/kalimat yang sulit dapat ditemukan dan kita dapat memahami suatu cerita.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, karena dengan metode *jigsaw* dapat memahami dan belajar membaca kosakata Inggris memperlancar artikulasi.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Ya, karena dengan metode *jigsaw* kita dapat bekerjasama dalam memahami kalimat dan bacaan yang diajarkan.

Student: 29

**Jawablah soal-soal di bawah ini dengan jujur dan sebenar-benarnya.**

1. Apa yang telah kamu pelajari di kelas *reading* kita sejauh ini?
  - Cara memahami suatu bacaan dan juga menjawab soal yang diberikan.
2. Apakah penggunaan metode *jigsaw* selama ini dapat meningkatkan kerjasama antar teman dan motivasi belajar kamu untuk memahami bacaan dengan baik dan benar? Mengapa?
  - Lumayan.
3. Apakah metode *jigsaw* yang kita lakukan dapat meningkatkan kemampuan *reading* kamu? Mengapa?
  - Ya, sedikit membantu, karena kita jadi mengetahui kosakata baru yang sebelumnya belum kita kenal.
4. Apakah metode *jigsaw* tersebut memudahkan kamu untuk memahami bacaan yang diajarkan? Mengapa?
  - Iya juga sih, soalnya dengan metode ini kita hanya tertuju pada 1 paragraf saja, sedangkan paragraf lain tinggal dijelaskan oleh anggota kelompok lain, jadi lebih spesifik aja!

3

INTERVIEW  
TRANSCRIPTS

### Interview Transcript 1

Day : Friday

Date : January 21, 2011

Time : 09:15

R : Selamat pagi, pak.

SP : Selamat pagi. Silakan duduk dulu mbak, sambil diisi daftar hadirnya.

R : Iya pak. (mengisi daftar hadir)

SP : Gimana? Ada yang bisa saya bantu?

R : Iya, jadi begini pak, sebelumnya perkenalkan saya Ajeng dari UNY.

SP : O..ya..ya..UNY ya. Jurusan apa mbak Ajeng?

R : Bahasa Inggris, pak.

SP : Wah..hebat dong bahasa Inggrisnya.

R : Hehe...nggak juga kok,pak. Jadi tujuan saya datang kemari adalah untuk meminta ijin untuk melakukan observasi pada kegiatan belajar mengajar yang ada di SMA N 1 Parakan ini, dalam hal ini pelajaran bahasa Inggris. Observasi ini saya lakukan untuk keperluan penelitian tugas akhir saya, pak.

SP : Baik. Surat ijinnya sudah?

R : sudah saya serahkan ke TU, pak.

SP : Ya. Silakan saja mbak Ajeng. Di sini kelas X itu ada tujuh kelas, kelas XI ada enam kelas, dan kelas XII ada enam kelas. Untuk guru bahasa Inggrisnya ada tiga, yaitu pak Rahmat, beliau mengampu kelas XI dan kelas XII, pak Hendi kelas XII juga. Untuk kelas X itu diampu bu Pariyati. Nah, monggo mbak Ajeng mau mengamati kelas berapa.

R : Iya, rencananya saya akan mengamati kelas X, pak.

SP : Baik, kalau begitu nanti bisa langsung berkoordinasi dengan bu Pariyati.

R : Iya, terima kasih banyak, pak.

SP : Sama-sama, saya malah senang kalau ada mahasiswa yang mengadakan penelitian di sini, karena mahasiswa-mahasiswa yang masih muda seperti mbak Ajeng ini cenderung lebih kreatif dan hasil penelitiannya juga bermanfaat untuk sekolah juga ya sebetulnya.

R : Iya pak. Saya juga berharap demikian, semoga bisa membantu bila ada yang bisa saya bantu, pak. Baik, saya permisi dulu kalau begitu. Terima kasih banyak, pak.

### Interview Transcript 2

Day : Friday

Date : January 21, 2011

Time : 10:20

R : Selamat pagi, bu.

ET : Selamat pagi.

R : Maaf bu, saya mengganggu waktunya sebentar.

- ET : O iya ndak apa-apa, saya sudah kosong kok ini karena ada rapat setelah ini jadi anak-anak pulang lebih awal.
- R : O ada rapat ya bu. Iya, jadi begini bu, saya Ajeng dari UNY, ingin meminta ijin untuk mengadakan observasi pada kegiatan belajar-mengajar Bahasa Inggris terutama kelas X. tadi saya sudah meminta ijin bapak kepala sekolah dan beliau mengizinkan saya untuk bertemu dengan ibu.
- ET : Ya, silakan saja miss. Tapi karena hari ini sudah tidak ada pelajaran lagi mungkin..mm.. besok sabtu saja ya mbak, besok sabtu itu ada kelas X-4 jam ke 3-4 dan jam ke 5-6 itu kelas X-2, tapi karena kelas X-4 itu besok jadwalnya ulangan jadi mungkin *jenengan* bisa masuk di kelas X-2.
- R : Iya bu. Kelas X-2 ada berapa jumlah siswanya, bu?
- ET : X-2 itu ada 31 siswa kalau ndak salah.
- R : Kalau untuk coursebooknya di sini pakai apa saja bu?
- ET : Kami ada LKS itu *Fokus* yang paling sering dipakai, tapi saya juga sering mengambil dari sumber-sumber lain.
- R : Ada kesulitan tidak bu mengajar siswa di sini?
- ET : Mm..kalau kesulitan itu jelas ada, tapi masih pada batas wajar. Misalnya masih sering ribut selama pelajaran, ya mungkin kalau yang kelas X ini kan mereka baru saja lulus dari SMP ya, jadi sifat kekanak-kanakannya masih sering keluar.
- R : Masih terbawa sifat SMPnya ya bu. Untuk kemampuan bahasa Inggris anak-anak bagaimana, bu? Skill apa yang kira-kira mereka masih lemah?
- ET : Kalau itu tiap anak berbeda-beda ya mbak. Ada yang readingnya lumayan tapi writingnya kurang, ada yang bagus di speaking tapi kurang di reading. Yang kurang semua juga ada.
- R : Ya mungkin karena mereka juga tidak terbiasa menggunakan bahasa inggris untuk berkomunikasi ya, bu.
- ET : Iya, kebanyakan murid sini itu malah lebih sering menggunakan bahasa jawa, mbak. Kadang saya bertanya pakai bahasa Indonesia aja mereka jawabnya masih pakai bahasa Jawa.
- R : Mm, begitu ya bu. Kembali ke masalah kebiasaan itu tadi ya, bu. Hehe..
- ET : He'em
- R : O iya, di sini kan ada ruang multimedia ya, bu. Apakah ibu juga sering menggunakan fasilitas yang ada di situ?
- ET : Jarang, mbak. Soalnya kalau mau pakai itu kadang ijinnya yang ribet, jadi saya juga malas.
- R : Terus kalau untuk listening bagaimana bu?
- ET : Kadang saya yang membawa tape ke kelas, atau bisa lewat speaker yang sudah terpasang di tiap kelas. Ya memang kadang anak-anak itu ngeluh suaranya nggak jelas, tapi ya gimana lagi.
- R : Mm..mungkin bisa disiasati dengan mengulang percakapan beberapa kali gitu ya, bu.
- ET : Iya, betul itu.

- R : Ya mungkin sekian dulu, bu. Maaf sudah mengganggu ini, rapatnya jam berapa, bu?
- ET : Enggak apa-apa mbak. Jam 11 ini.
- R : Baik, saya permisi dulu bu. Besok Sabtu saya ke sini lagi, terima kasih banyak sudah mau membantu, bu.
- ET : Iya, sama-sama mbak.

### Interview Transcript 3

Day : Saturday  
 Date : January 22, 2011  
 Time : 11:47

- R : Hallo! Selamat siang.
- Ss : Siang.
- R : Namanya siapa?
- S1 : Nilla.
- S2 : Alaika.
- R : Ok. Nilla dan Alaika, mau tanya-tanya nih, kalian suka bahasa Inggris nggak? Nilla dulu mungkin, gimana?
- S1 : Suka banget, bu!
- R : Kenapa?
- S1 : Ya..seru aja gitu. Soalnya bahasa Inggris itu kan Bahasa Internasional, jadi kalau bisa Bahasa Inggris tu gimana gitu..keren aja.
- R : Kalau Alaika?
- S2 : Wah..mboten nek kulo. Ha mboten saged e bu. Mboten mudeng artine. (Wah..kalau saya tidak karena tidak bisa, bu. Tidak paham artinya.)
- R : Tapi tadi saya lihat bisa mengerjakan kok.
- S2 : Hehe..kalau yang tadi itu kan mudah, kalau sudah kalimat panjang-panjang itu saya bingung.
- R : O..gitu to. Kalau dengan pelajaran bahasa Inggrisnya sendiri gimana? Kalian kan sudah belajar di SMA selama sekitar 1 semester nih ya, gimana? Sudah nyaman belum? Nilla?
- S1 : Ya..kalau saya sih sebenarnya memang suka dengan pelajarannya, tapi kadang-kadang tuh bosan juga, bu.
- R : Bosan kenapa?
- S1 : Ya mungkin karena cara mengajarnya gitu terus, kurang ada variasinya.
- R : Kalau Alaika gimana nih?
- S2 : Idem, bu...
- R : Idem gimana nih?
- S2 : Ya itu tadi,bu..dari cara mengajarnya, kadang itu suaranya kurang jelas, makanya kalau pelajaran bahasa Inggris saya pindah ke meja depan biar dong. Hehe.

- R : Ow..bagus itu berarti, kamu sudah berusaha. Hehe..Ok! Untuk buku pegangannya, kalian kan pakai LKS kan? – iya – Sudah merasa cukup dengan materi yang ada belum?
- S1 : Kalau menurut saya, masih kurang ya. Ya.. kadang memang bu Par mengambil materi dari buku lain, tapi lebih sering pakai LKS, mungkin perlu ditambah sumber-sumber lain lagi, dari internet mungkin.
- R : Mm..Alaika gimana?
- S2 : Sama, bu.
- R : Ok. Berikutnya, skill bahasa inggris kan ada 4 nih ya, speaking, listening, reading sama writing. Dari keempat skill ini, yang paling sulit kalian pelajari yang mana? Alaika dulu silakan.
- S2 : Speaking sama reading, eh listening juga ding, bu, writing juga sulit. Hehe.. ha mboten saged sedoyo e, bu. (Tidak bisa semua, bu).
- R : Kok sulit semua kenapa?
- S2 : Ya karena kurang paham artinya itu tadi, bu.
- R : Mm..ya.. Kalau Nilla gimana nih?
- S1 : Listening sama Reading.
- R : Kenapa?
- S1 : Kalau listening itu kan sering nggak jelas gitu, bu. Kadang kan ngomongnya cepet banget, jadi bingung, apalagi kalau speakernya nggak jelas, tambah nggak jelas, bu.
- R : Kalau readingnya sulitnya dimana?
- S1 : Kadang-kadang banyak kata-kata baru gitu jadi sulit memahami kalimatnya, apalagi kalau sudah masuk teks yang panjang-panjang gitu.
- R : Lha kan bisa buka kamus. Wajib bawa kamus nggak kalau pelajaran?
- S1 : Nggak wajib, bu tapi suruh bawa aja gitu.
- S2 : Abot to bu, njuk males. (Berat kan bu, jadi malas).
- R : Di perpustakaan ada kan, boleh dipinjam nggak itu kalau waktu pelajaran?
- S1 : Iya, seringnya pinjam di perpustakaan tapi ya cuma ada dikit, jadi ganti-gantian gitu pakainya.
- R : O..gitu to. Oh ya, satu lagi ya, selama diajar bu Pariyati, tugas yang diberikan biasanya dalam bentuk apa, individual, berpasangan, atau berkelompok?
- S1 : Ee..individu ya kayaknya?
- S2 : Iya, kebanyakan individu tapi kadang itu mengerjakannya ya bareng-bareng, bu. Hehe..
- R : Jarang tugas kelompok ya?
- S1 : Jarang banget.
- R : Ok. Mungkin itu dulu, makasih ya sudah meluangkan waktunya buat ngobrol-ngobrol.
- S1 : Sama-sama, bu.
- S2 : Iya.

#### Interview Transcript 4

Day : Thursday  
 Date : January 27, 2011  
 Time : 11:47

- R : Hallo! Selamat siang.  
 S : Siang.  
 R : Namanya siapa, dek?  
 S : Iin.  
 R : Ok. Iin suka bahasa inggris nggak?  
 S : Mm..Nggak terlalu suka.  
 R : Kenapa?  
 S : Soalnya sulit bu, tidak paham artinya.  
 R : Tidak paham dengan arti katanya ya?  
 S : Iya.  
 R : Selain itu, ada kesulitan lain nggak?  
 S : Ee..itu.. kadang gurunya kalau mengajar terlalu cepat, jadi kurang jelas.  
 R : Kurang jelas di bagian apa? Suaranya atau materinya?  
 S : Dua-duanya, bu. Suaranya itu kadang kurang jelas, nggak kedengeran kalau sampai belakang. Makanya kalau misalnya disuruh apa gitu, yang di belakang harus tanya sama temen yang di depan, “kon ngopo? Kon ngopo?” (“Disuruh apa? Disuruh apa?”) gitu.  
 R : Oo..tanya sama depannya gitu ya. Tadi ibu juga lihat ada beberapa anak yang tidak mengerjakan latihan, kamu mengerjakan tidak?  
 S : Mengerjakan bu, tapi memang bu Par itu tidak pernah diteliti satu-satu kalau latihan itu, nggak disuruh ngumpulin juga, jadi ada beberapa anak yang cenderung menyepelkan gitu.  
 R : O gitu, tapi sering ada PR atau tugas berkelompok gitu nggak?  
 S : Kalau PR ada bu, sering, kalau tugas-tugas itu seringnya tugas individu.  
 R : Kalau di kelas, ada tugas kelompok nggak?  
 S : Jarang bu.  
 R : Jadi lebih sering tugas individu ya. Tapi tadi kok mengerjakannya rombongan?  
 S : Hehe.. Ya kalau nggak bisa kan tanya temen bu.  
 R : Tidak pernah ditegur sama bu Par ya?  
 S : Nggak pernah kok bu, sudah biasa seperti itu.  
 R : Mm, gitu ya. Ok, kalau mengenai materi yang diberikan dan terutama yang dari buku pegangan, atau LKS, menurut kamu, sudah memenuhi kebutuhan kamu belum?  
 S : Sudah sepertinya, bu.  
 R : Ok, pelajaran hari ini kan mengenai recount text ya, kamu merasa ada kendala nggak dalam memahami isi bacaannya?  
 S : Dikit bu, ada kata-kata yang saya nggak paham artinya.  
 R : Tidak mencoba bertanya?  
 S : Iya, beberapa bu, tapi kan kadang teman-teman juga tidak tau artinya.  
 R : Tidak tanya ke bu Par?



- S : Malu bu.  
 R : Lho..kok malu, tadi bawa kamus nggak?  
 S : Nggak.  
 R : Kenapa?  
 S : Males bu, berat.  
 R : Wah, besok-besok jangan malas ya, banyak manfaatnya kok kalau bawa.  
 S : Iya bu.  
 R : Nah, bahasa inggris itu kan ada empat skills ya, ada speaking, listening, writing sama reading. Menurut kamu, yang paling sulit untuk kamu kuasai yang mana?  
 S : Wah.. sulit semua, bu.  
 R : Kamu lemahnya di mana?  
 S : Ya mungkin listening sama reading..ee..iya itu.  
 R : Listening sama reading ya..sulitnya kenapa?  
 S : Kalau listening itu nggak jelas bu, soalnya kalau percakapan-percakapan gitu kan yang bicara itu bule asli, jadi ya sering nggak paham gitu bu. Reading itu juga sulit, seperti tadi itu, saya tu pasti lama kalau memahami bacaan, harus diulang-ulang berapa kali gitu baru paham, apalagi kalau kata-katanya saya belum tau.  
 R : Ok, mungkin itu dulu ya, terimakasih buat waktunya.  
 S : Sama-sama.

### **Interview Transcript 5**

Day : Thursday  
 Date : January 27, 2011  
 Time : 11:56

- R : Siang, bu.  
 ET : Iya, silakan duduk sini mbak. Gimana? Sudah wawancaranya?  
 R : Iya, sudah. Jadi gini bu, tadi saya sempat menanyakan mengenai apa saja kesulitan yang mereka hadapi untuk menguasai bahasa Inggris, dan dari interview hari sabtu kemarin dan hari ini, mereka mengakui sulit untuk memahami text, terutama text yang panjang. Dari pengamatan saya, sepertinya mereka mengalami hal tersebut karena kurangnya penguasaan vocabulary mereka terbatas ya bu, mungkin itu salah satunya.  
 ET : Iya, sebenarnya ada beberapa yang bagus, tapi kalau diminta menjawab itu kadang nggak mau atau malu. Nggak hanya reading kok miss, kelas X-2 itu termasuk kelas yang ramai ya, semuanya itu suka ngomong, iya. Tapi kalau disuruh maju menjawab soal gitu nggak ada yang mau berinisiatif lebih dulu, jadi harus ditunjuk satu per satu seperti tadi itu.  
 R : Iya ya bu, padahal mereka juga bisa ya menjawabnya.  
 ET : Iya, kebanyakan itu Cuma malas, malas bertanya, malas menjawab juga.  
 R : Takut salah mungkin ya bu.  
 ET : He'em.

- R : Tapi saya lihat juga ada beberapa yang aktif kok, bu.
- ET : Iya, seperti Nilla itu memang aktif dan pintar anaknya, dia juga sering ikut lomba mewakili sekolah. Saya berharap siswa yang seperti ini yang akan memberikan influence yang bagus untuk teman-temannya.
- R : Iya, semoga ya bu. Oh ya, selama dua hari observasi ini saya melihat ada anak laki-laki yang selalu tidur itu, tidak ditegur, bu?
- ET : O, iya itu Rahmad Fauzi, dia itu troublemaker mbak, sudah ngulang kelas. Kalau belum masuk pelajaran itu kan kelihatan, mbak dia yang paling bikin ribut, begitu masuk materi dia memilih diam terus tidur. Makanya saya diamkan saja kalau dia tidur itu, daripada dia mengganggu teman-teman yang lain tho.
- R : Tapi apa nggak kasihan, bu, kalau misalnya besok dia nilainya jatuh di bahasa Inggris?
- ET : Ya itu sudah resiko dia, karena tidak mau mengikuti pelajaran dengan baik. Tidak hanya di pelajaran saya kok mbak, guru-guru lain juga mengeluhkan hal yang sama.
- R : O gitu ya, bu. Memang bermasalah ya.
- ET : He'em.
- R : Nah, mengenai tugas atau latihan yang diberikan kepada siswa, apakah selalu dalam bentuk individual task?
- ET : Iya, saya memang kalau memberikan latihan itu lebih sering individu saja. Soalnya kalau pairwork atau group work itu jadi gaduh kelasnya, malah jadi nggak efisien.
- R : Tapi tadi diberi latihan individu saja, mereka mengerjakannya bareng-bareng ya, bu. He..he..
- ET : Nah, itu, kalau Cuma latihan saya diamkan saja, soalnya kalau yang nggak bisa itu ya benar-benar nggak bisa. Jadi saya biarkan mereka saling bertanya. Tapi kalau sudah ulangan ya benar-benar individual.
- (Bel pergantian pelajaran berbunyi)
- R : Wah, sudah bel, bu. Mungkin sekian dulu, untuk observasi kelasnya, saya sudah mendapatkan data yang cukup untuk menyusun proposal penelitian saya. Besok saya hubungi ibu lagi kalau sudah mau mengambil data penelitian ya bu.
- ET : Kira-kira mau mulai kapan, mbak?
- R : Ya semoga kalau proposalnya cepat disetujui, bulan depan sudah bisa mulai bu, besok pasti saya hubungi ibu dulu.
- ET : Ya.
- R : Terimakasih banyak bu atas bantuannya, selamat mengajar ya, bu.
- ET : Iya sama-sama, mbak. Good luck ya.
- R : Iya bu.

### Interview Transcript 6

Day : Thursday

Date : March 31, 2011

Time : 11: 50

- R : Selamat siang.  
 S : Siang.  
 R : Namanya siapa?  
 S : Azis.  
 R : Baik Azis, sudah belajar apa saja hari ini?  
 S : Mm..itu tadi passive voice.  
 R : Ada kesulitan tidak?  
 S : Mm..belum ada, miss.  
 R : Ok, kamu suka bahasa inggris ya?  
 S : Suka, tapi kadang-kadang itu nggak paham, nggak paham artinya, tapi saya pengen bisa.  
 R : Wah bagus itu, kamu sudah belajar bahasa inggris berapa tahun? Dari kelas berapa?  
 S : Mm..dari kelas satu SMP.  
 R : Sudah hampir empat tahun ya berarti, nah selama kamu belajar itu kesulitan apa saja yang kamu hadapi?  
 S : Ya..mungkin itu tadi miss, nggak paham artinya, soalnya bahasa Inggris itu kan..ee..satu kata itu artinya bisa beda-beda, misalnya di kalimat yang ini artinya gini, di kalimat yang lain bisa berbeda lagi artinya, nah itu yang bikin bingung.  
 R : Selain itu ada lagi?  
 S : Mm..gurunya itu kadang terlalu cepat kalau menerangkan.  
 R : Kan bisa bertanya lagi kalau ada yang tidak paham.  
 S : Iya miss, tapi takut mau tanya itu.  
 R : Kok takut kenapa?  
 S : Ya...takut aja, dari dulu tu guru bahasa inggris saya itu galak-galak, jadi mungkin terbawa sampai sekarang, jadi takut kalau mau tanya-tanya itu.  
 R : O..gitu ya. Ok, tadi waktu mengerjakan reading testnya ada kesulitan tidak?  
 S : Mm...sedikit.  
 R : Sulitnya dimana?  
 S : Waktunya kurang lama, padahal itu bacaannya kan ada yang panjang.  
 R : Masalah waktu saja ya berarti, tapi soalnya mudah kan?  
 S : Sulit juga miss..hehehe... yang antonym sinonim itu bingung.  
 R : O, Ok, tenang aja, nilainya nggak masuk di raport kok. Nah, harapan kamu untuk pembelajaran bahasa inggris ke depan gimana?  
 S : Mm..maksudnya gimana?  
 R : Kamu pengen pelajaran bahasa inggris yang seperti apa supaya bisa membantu kamu belajar lebih nyaman dan efisien?  
 S : Oh...ya pengennya yang menyenangkan gitu, misalnya pakai permainan atau apa gitu yang menarik, terus ada drama-drama misalnya. Ya pokoknya yang tidak membosankan.  
 R : Berarti pelajaran yang ada sekarang ini menurut kamu membosankan ya?

- S : Ya..bukan gitu sih..tapi..ee...ya gimana ya..kurang menarik aja gitu, soalnya ya gitu-gitu aja, diterangkan terus mengerjakan latihan, kurang ada variasinya aja gitu.
- R : Ok..Ok..lebih bervariasi kegiatannya gitu ya..Ok, mungkin itu dulu ya. Terimakasih banyak buat waktunya
- S : Iya, sama-sama.

### Interview Transcript 7

Day : Saturday

Date : April 2, 2011

Time : 11:48

Source : Rekam001.amr

- R : Halo! Namanya siapa,dek?
- S : Rinda Bella
- R : Gimana tadi pelajaran hari ini?
- S : Menyenangkan
- R : Menyenangkannya di bagian apa?
- S : Ya...semuanya.
- R : Oh... tadi belajar tentang apa?
- S : Tentang itu, mm... narrative sama kalimat lampau itu..
- R : Terus gimana tadi waktu kita belajar reading?
- S : Bisa...bisa mengikuti.
- R : Seneng nggak kita belajar dengan cara seperti tadi?
- S : Seneng kok miss. Seru..
- R : Ok. Tadi kan kalian bekerja secara berkelompok ya—
- S : Ya
- R : Nah, kamu lebih nyaman belajar berkelompok atau sendiri-sendiri atau gimana?
- S : Kelompok miss.
- R : kenapa?
- S : Soalnya bisa sambil gosip-gosip...he..he..
- R : Loh? Kok gosip-gosip?
- S : Hihi..nggak miss, maksudnya tu kalau kelompok kan jadi ada yang bisa diajak berdiskusi, jadi nggak stress ngerjain sendiri. Bahasa Inggris kan sulit to, miss.
- R : O..gitu to..tapi tadi mengalami kesulitan nggak?
- S : Waktu berkelompok atau sendiri?
- R : Waktu membaca sendiri-sendiri
- S : Mm..lumayan sulit sih, soalnya tadi saya nggak bawa kamus jadi ya kalau ada kata-kata yang sulit ya nunggu pinjaman (kamus) kalau tetep enggak dapat ya saya tanya ke teman.
- R : Besok bawa kamus ya. Kalau waktu berkelompok gimana, Rinda?
- S : Iya, miss. Mm... nggak ada sih miss.

- R : Kalau waktu mengerjakan soal sendiri-sendiri?  
 S : Ya..itu miss..bingung waktu nyusun kalimatnya.  
 R : Bingung nyusun kalimatnya ya. Grammarnya atau Vocabulary-nya yang sulit?  
 S : Ya semuanya, miss. Hehe  
 R : Menurut kamu, kita belajar dengan metode seperti itu tadi, ada keuntungannya nggak?  
 S : Ada miss.  
 R : Apa?  
 S : Ya setelah diskusi itu jadi bisa lebih mengetahui artinya dan membaca satu teks itu jadi tidak terasa terlalu sulit. Selain itu, belajarnya juga jadi lebih asyik, nggak stress.  
 R : Jadi nggak takut tanya-tanya ya kalau ada kesulitan?  
 S : Iya  
 R : Ok. Terimakasih ya buat waktunya, Rinda.  
 S : Iya.

### Interview Transcript 8

Day : Saturday

Date : April 2, 2011

Time : 11:59

Source : Rekam002.amr

- R : Selamat siang. Namanya siapa dek?  
 S : Lia Puspitasari.  
 R : Tadi belajar apa, Lia?  
 S : Past tense, sama apa itu...mm...reading.  
 R : Ada kesulitan nggak tadi?  
 S : Nggak, Insya Allah nggak. He..he..  
 R : Ok. Tapi paham nggak tadi dengan materi yang diberikan?  
 S : Paham...  
 R : Nah, kalau tadi waktu kita belajar reading itu kan kita belajar berkelompok kan, kamu merasa nyaman nggak? Misalnya dibandingkan dengan bekerja secara individu.  
 S : Ee.. Kalau menurut saya sih, kelompok sama individu sama aja ya. Yang penting kan..e.. kita bisa memahami lah.  
 R : Jadi tidak ada masalah ya buat kamu?  
 S : Nggak ada.  
 R : Menurut kamu bagaimana dengan penggunaan teknik jigsaw tadi di kelas? Membantu tidak?  
 S : Seru kok miss. Kalau saya pribadi itu merasa terbantu, soalnya *kan* tadi ada beberapa kosakata baru yang saya belum tahu, kan jadi bisa tanya ke *temen*. Kalau tanya ke guru itu kadang ada rasa takut gitu.

- R : Terus apa kamu bisa lebih memahami bacaan dengan menggunakan teknik tadi?
- S : Mm.. iya, jadi lebih mudah sih. soalnya kalau ada kesulitan itu bisa berbagi dengan teman-teman di –
- R : di expert group?
- S : iya di expert group itu tadi, jadi tidak merasa beban gitu lho, miss.
- R : Mm...gitu ya. Tapi tadi di kelompok (expert group) kamu semuanya aktif kan?
- S : Ada beberapa yang cuma diem aja sih miss.
- R : Terus kamu menegur nggak tadi?
- S : Ya nggak sih miss, kan tadi juga pada sibuk dengan bagiannya masing-masing.
- R : O.. Ya nggak apa-apa. Semoga di pertemuan berikutnya bisa aktif semua ya.
- S : Iya miss.
- R : Kamu sendiri tadi aktif di kelompok karena keinginan sendiri atau orang lain?
- S : Sendiri, soalnya semua kan harus bisa memahami isi bacaannya, jadi kalau saya nggak tau nanti temen-temen yang lain juga jadi nggak tau.
- R : Apakah, menurut kamu, setelah kita belajar dengan jigsaw teknik ini interaksi antara kamu dengan teman-teman kamu semakin baik? Baik di dalam atau pun di luar kelas?
- S : Menurut saya iya, miss. Mungkin karena kita bekerjanya berkelompok itu, jadi lebih sering ngobrol, jadinya tambah akrab gitu. Enggak cuma di kelas kok, di luar juga. Yang tadinya nggak nyambung (komunikasinya) itu sekarang malah jadi sering ngobrol.
- R : Kalau interaksi dengan guru gimana? Apakah juga ada perkembangan?
- S : Iya, sedikit. Hehe... ya mungkin bedanya kalau sekarang saya nggak takut aja kalau mau tanya, atau misalnya menjawab pertanyaan.
- R : Apakah ada peningkatan pada kemampuan membaca kamu setelah kita menggunakan tehnik ini?
- S : Mm..iya..lumayan ada sepertinya. Jadi lebih mudah memahami teks. Biasanya itu kalau lihat teks bahasa inggris yang panjang-panjang pasti udah pusing duluan, miss.
- R : Kalau sekarang?
- S : Kalau sekarang ya – jadi lebih tertantang gitu sepertinya.
- R : Ok. Makasih Lia buat waktunya.
- S : Sama-sama.

### **Interview Transcript 9**

Day : Thursday

Date : April 7, 2011

Time : 11:54

Source : Rekam003.amr

- R : Selamat siang.  
 S : Siang.  
 R : Namanya siapa?  
 S : Ayu Damayanti.  
 R : Maaf ya ganggu sebentar. Mau tanya ni, Tadi sudah belajar apa saja?  
 S : Sudah belajar tentang narrative – teks narrative kayak sebuah cerita gitu.  
 R : Gimana perasaannya dengan pertemuan hari ini? Seneng nggak?  
 S : Seneng miss, apalagi waktu membaca teks narrative tadi soalnya kan belajarnya secara berkelompok, jadi kan bisa bertukar pikiran gitu lo. Kalau sendiri-sendiri kan otomatis kita harus berpikir secara -- seratus persen banget. Tapi kalau secara kelompok itu kan udah dibagi-bagi tugasnya.  
 R : Ada kesulitan nggak tadi?  
 S : Ada sih dikit.  
 R : Bagian apa?  
 S : Kosakatanya itu lo, susah e miss.  
 R : Terlalu sulit ya?  
 S : He'em miss.  
 R : Tapi bisa kan? Tadi miss lihat bisa kok.  
 S : Hehe...Iya bisa sih miss. Tapi harus kerja keras.  
 R : Ya memang harus seperti itu. Kamu kerja keras seperti itu memang karena keinginan sendiri atau orang lain?  
 S : Keinginan sendiri. Soalnya kan saya juga nanti harus nerangin ke anggota kelompok yang lain, jadi ya harus paham dengan bagian saya sendiri.  
 R : Ok. Gimana pendapat kamu tentang penggunaan teknik jigsaw ini di kelas?  
 S : Mm.. sangat membantu, soalnya kalau ada kesulitan itu bisa langsung tanya ke temen yang lebih pinter gitu, jadi nggak harus nunggu dijelaskan sama guru.  
 R : Nah, Tadi waktu di expert grup, kelompok ahli itu, semuanya aktif nggak?  
 S : Itu kan --- udah ada bagiannya masing-masing miss. Jadi nggak ada yang nganggur.  
 R : Bagian masing-masing gimana maksudnya? Kan kalian dapat paragraph yang sama?  
 S : Ya... kita bagi tugas lagi miss. Ada yang nyatet, ada yang nyari di kamus, terus nanti juga ada yang masukkan kata-katanya itu lho. Abis itu baru kita bahas isinya bareng-bareng.  
 R : Wah..bagus deh. Tapi ada kesulitan nggak tadi temennya dengan pembagian seperti itu?  
 S : Mm...nggak ada kok miss. Kalau di kelompok saya sendiri nggak ada.  
 R : Menurut pendapat kamu, teknik jigsaw ini meningkatkan interaksi antara kamu dengan teman-teman tidak?

S : Iya, soalnya kerja kelompok, jadi otomatis kita berinteraksi terus. Apalagi untuk di expert group itu kan berubah-ubah terus, jadi ya interaksinya nggak cuma sama temen sekelompok aja gitu.

R : Kalau interaksi dengan guru, apakah juga ada perkembangan?

S : Iya, kan tadi missnya keliling kelas, jadi kita kalau mau tanya nggak malu-malu.

R : Ok! Menurut kamu, tehnik jigsaw ini membantu nggak dalam hal pembelajaran reading, terutama untuk kamu pribadi?

S : Banget.

R : Terbantunya gimana?

S : Ya...yang pertama karena ini dikerjain secara berkelompok, jadinya lebih mudah. Kalau untuk saya sendiri sih...ya..sepertinya sekarang kalau membaca teks bahasa Inggris itu jadi lebih teliti gitu miss soalnya lebih fokus ke bagian tertentu. Selain itu, kosakata saya juga semakin bertambah.

R : Ok. Mungkin sekian dulu ya ngobrol-ngobrolnya. Makasih ya waktunya.

S : Sama-sama miss.

### **Interview Transcript 10**

Day : Thursday

Date : April 7, 2011

Time : 12:00

Source : Rekam004.amr

R : Selamat siang.

S : Siang.

R : Tri Cahyono ya?

S : Iya.

R : Maaf ya ganggu sebentar. Mau tanya, hari ini sudah belajar apa aja?

S : Belajar...mm...*nopo niko* (apa itu namanya)..Comparative degree and superlative degree.

R : Selain itu?

S : Belajar teks tentang the fox and the crow.

R : Ya. Seneng nggak belajar hari ini?

S : Seneng.

R : Kenapa?

S : Karena tadi bisa menjawab pertanyaan dengan baik.

R : Ada kesulitan nggak?

S : *Mboten, wong gurune sok mbantu.* (Tidak, karena gurunya sering membantu.)

R : Ok. Udah keburu mau pulang ya? Ya sudah, makasih ya Tri.

### **Interview Transcript 11**

Day : Saturday



Date : April 9, 2011  
 Time : 11:45  
 Source : Soundclip(02) & (03)

- R : Selamat siang.  
 S : Siang miss.  
 R : Maaf ganggu sebentar ya, namanya siapa dek?  
 S : Arif  
 R : Hari ini udah belajar apa aja dek?  
 S : Hari ini..mm..itu tadi cerita narrative.  
 R : Seneng nggak dengan pelajaran kita tadi?  
 S : Seneng.  
 R : Kenapa?  
 S : Soalnya tadi belajarnya berkelompok miss. Jadi seru aja. He..he..  
 R : Jadi lebih termotivasi nggak buat belajarnya?  
 S : Iya, lebih semangat gitu.  
 R : Ok. Nah waktu di grup expert—grup besar itu, semuanya aktif nggak?  
 S : Aktif semua kok miss.  
 R : Ada kesulitan nggak?  
 S : Ada sih miss.  
 R : Sulitnya di bagian apa?  
 S : Waktu nerangin ke temen-temen, soalnya saya itu agak bingung kalau harus njelasin cerita.  
 R : Tapi tadi teman-teman yang lain bisa memahami penjelasan kamu kan?  
 S : Iya, bisa sih.  
 R : Nah! Dengan metode seperti itu tadi, kamu merasa ada peningkatan nggak dalam kemampuan membaca kamu?  
 S : Ada miss. Soalnya banyak kosakata baru, jadi tambah tahu. Terus jadi lebih mudah memahami keseluruhan isi bacaan juga, karena kerjanya bareng temen-temen. Kalau sendiri kan lebih lama miss.  
 R : Selain itu ada keuntungan lain nggak dengan metode tadi?  
 S : Mm..mungkin sekarang jadi tambah akrab aja dengan temen-temen. Yang tadinya belum terlalu akrab, sekarang jadi akrab. Yang tadinya udah akrab, jadi tambah akrab lagi gitu.  
 R : Ok. Besok mau belajar kayak gini lagi nggak?  
 S : Mau miss. Tapi jangan yang sulit-sulit ya miss.  
 R : Iya..hehe..Ok, makasih ya buat waktunya.  
 S : Sama-sama miss.

### **Interview Transcript 12**

Day : Saturday  
 Date : April 9, 2011  
 Time : 11:49  
 Source : Soundclip(06)

- R : Selamat siang.  
 S : Siang.  
 R : Namanya siapa?  
 S : Nico  
 R : Ok. Bagaimana kegiatan kita hari ini?  
 S : Ya, menyenangkan bu.  
 R : Kenapa?  
 S : Ya, ada itu lho..kerja antara kelompoknya main – teamworknya itu.  
 R : Iya, tadi di kelompokmu aktif semua nggak?  
 S : Ya ada yang diem bu, tapi ada yang bekerja juga. Macem-macem, bu.  
 R : Terus untuk anggota kelompok yang diem itu kamu tegur nggak, atau kamu ajak kerja gitu?  
 S : Ya sudah bu, tapi ya memang anaknya susah gitu, gimana lagi.  
 R : O, gitu ya. Tapi kamu sendiri aktif kan?  
 S : Aktif dong bu.  
 R : Ok, aktifnya karena keinginan sendiri atau karena terpaksa nih?  
 S : O..nggak terpaksa kok, bu. Memang saya pengen sendiri, pengen bisa gitu.  
 R : Kalau kamu sendiri lebih suka bekerja kelompok atau individu?  
 S : kelompok.  
 R : Alasannya?  
 S : Soalnya asyik bu. Kalau nggak tahu, bisa tanya-tanya temen, kalau sendiri kan harus sibuk sendiri, buka kamus sendiri.  
 R : Males itu namanya. Hehe..  
 S : Hehe.. nggak juga bu. Tadi saya kok yang paling rajin buka kamus.  
 R : Ok deh. Dibawa terus ya kamusnya.  
 S : Iya bu.  
 R : Ada kesulitan nggak tadi selama bekerja dalam kelompok?  
 S : Ada sih. Rame itu bu.  
 R : Ya mungkin karena semuanya berbicara ya.  
 S : Iya sih bu.  
 R : tapi kan ramainya positif, untuk membahas teksnya.  
 S : Iya.  
 R : Ok. Dalam bahasa Inggris itu kan ada 4 skills ya, reading, writing, speaking, sama listening kan.  
 S : He'em.  
 R : Nah, selama kita belajar dengan metode seperti tadi, skill apa saja yang kamu pakai?  
 S : Mm.. apa ya. Reading sama speaking kayaknya bu.  
 R : Iya...tadi mencatat juga nggak?  
 S : Iya.  
 R : Berarti writing juga itu.  
 S : O iya ya bu.  
 R : Terus waktu temannya menjelaskan bagiannya masing-masing, kamu mendengarkan nggak?

- S : Iya. Berarti listening juga ya bu...hehe.
- R : Iya. Nah untuk kemampuan readingnya sendiri, kamu sudah merasa ada peningkatan belum?
- S : Ya lumayan kayaknya bu.
- R : Lumayan gimana?
- S : Ya kan banyak kata-kata baru yang saya dapat, terus juga lebih sering buka kamus, otomatis tambah tahu.
- R : Ok. Kalau dengan metodenya, gimana menurut kamu?
- S : Maksudnya?
- R : Dengan cara belajar yang kita pakai itu, yang berkelompok itu, kamu merasa cocok atau tidak?
- S : O..iya..menurut saya metode belajar seperti itu enak kok bu, nggak *ngebosenin*. Soalnya berkelompok, jadinya enak, kalau nggak bisa, bisa tanya. Jadi nggak sungkan gitu kalau mau tanya, kan sama temen sendiri.
- R : Mm.. menurut kamu, metode ini ada kelemahannya atau kekurangannya nggak?
- S : Ya mungkin ramenanya itu bu.
- R : selain itu?
- S : Mm...ya cuma itu kayaknya bu.
- R : Ok. Mungkin cukup itu dulu ya..makasih ya Nico buat waktunya.
- S : Sama-sama.

### **Interview Transcript 13**

Day : Saturday  
 Date : April 9, 2011  
 Time : 12:04

- R : Selamat siang, bu.
- ET : Iya, duduk sini mbak.
- R : Iya bu.
- ET : Gimana mbak?
- R : Iya, jadi hari ini kan siklus pertama sudah selesai bu. Nah, bagaimana pendapat ibu mengenai implementasi jigsaw di siklus pertama ini?
- ET : Secara keseluruhan sudah bagus ya, metodenya pas sekali dengan keadaan anak-anak terutama di kelas X-2 ya, instruksi dari mbak Ajeng juga saya lihat sudah jelas dan mudah dipahami. Metode yang diterapkan ini membuat anak-anak jadi lebih termotivasi untuk belajar terutama reading ya. Mereka jadi lebih aktif dan juga bertanggung jawab. Dalam hal ini bertanggung jawab terhadap teks mereka masing-masing, ya to? Kalau mereka tidak memahami teks masing-masing otomatis anggota kelompok yang lain juga akan kesulitan dalam memahami keseluruhan cerita. Jadi, ya menurut saya, metode ini sangat membantu siswa, dalam hal ini reading.
- R : Apakah menurut ibu siswa jadi termotivasi untuk membaca?

- ET : Iya, seperti yang saya sampaikan tadi, mereka dituntut untuk bertanggung jawab, nah ini yang membuat mereka termotivasi untuk memahami bacaan karena mereka tahu nanti setelah membaca itu manfaatnya apa. Oh ternyata gini kalau saya membaca dan memahami dengan benar itu nanti seperti ini to...
- R : Karena sudah tahu goalnya itu ya, bu?
- ET : Iya, ya mungkin kalau dengan metode biasa mereka juga sudah paham tujuan dari mereka membaca itu untuk apa, tapi mungkin dengan jigsaw ini mereka jadi lebih menyadari bahwa teman-temannya juga membutuhkan bantuan mereka agar bisa mencapai tujuan itu. Untuk itulah mereka harus benar-benar memahami bagian mereka masing-masing.
- R : Perasaan saling membutuhkan itu ya, bu?
- ET : Iya, betul itu
- R : Kemudian apakah menurut Ibu, interaksi antar siswa saat pelajaran semakin meningkat dengan menggunakan teknik jigsaw ini?
- ET : Iya, tentu saja. Karena ada diskusi, mereka jadi tidak malu-malu berpendapat karena yang diajak berdiskusi ini temannya sendiri. Saya juga mengamati, nampaknya kerjasama anak-anak ini makin baik dari pertemuan pertama sampai yang ketiga ini. Mereka terlihat saling membantu kalau ada yang kesulitan. Anak-anak juga tidak takut bertanya ke mbak Ajeng kan kalau ada kesulitan?
- R : Iya bu, mereka juga mau bertanya kalau ada kesulitan.
- ET : Itu juga berarti mereka tambah ada kemajuan lagi mbak, biasanya jarang bertanya sekarang mau tanya.
- R : Oh iya bu, di awal dan di akhir pelajaran kan saya selalu mengajak siswa untuk tanya jawab, apakah menurut Ibu ada dampak yang positif dari aktivitas ini?
- ET : Iya, tentu saja ada. Yang pertama, suasana kelas jadi terbangun, jadi mengajak semua siswa untuk fokus terhadap pelajaran. Kemudian, saya melihat anak-anak sudah mulai berani menjawab pertanyaan, walaupun yang menjawab hanya beberapa ya. Ada lagi, siswa yang tadinya selalu cuek dengan pelajaran jadi mau memperhatikan, ya walaupun belum berani terlibat dalam tanya jawab tapi minimal konsentrasi mereka sudah ke pelajaran gitu mbak. Selain itu apa, tanya jawab seperti ini juga memancing rasa penasaran siswa terhadap pelajaran sehingga anak-anak ini jadi termotivasi untuk terus mengikuti pelajaran dan instruksi dari guru.
- R : Iya. Saya juga merasa seperti itu, bu. Menurut Ibu, apakah ada kekurangan dari implementasi jigsaw ini?
- ET : Kalau menurut mbak Ajeng sendiri gimana?
- R : Kalau saya mungkin masalah manajemen kelompok dan manajemen waktu, bu. Saya mengamati di beberapa kelompok saat berdiskusi kadang semua anggotanya berbicara bersamaan, ada pula siswa yang hanya diam saja saat diskusi berjalan, mungkin karena mereka tidak mendapatkan

kesempatan berbicara. Kemudian waktu berdiskusi tiap kelompok ini kan tidak sama, bu. Ini juga menyebabkan waktu untuk sesi yang lain menjadi berkurang karena dipakai untuk diskusi saja.

ET : Yang namanya siswa itu memang macam-macam, mbak. Ada yang aktif ada pula yang pasif. Nah, di kelas X-2 ini memang menurut saya yang paling komplit, maksudnya ada yang rajin tapi ada juga yang kebangetan malasnyanya, mbak Ajeng juga sudah tahu sendiri kan.

R : Iya bu.

ET : Mungkin akan lebih baik kalau di siklus yang akan datang untuk monitoring diskusi ini diperketat lagi. Jadi jangan sampai ada anak yang tidak berpartisipasi saat teman-temannya aktif dalam diskusi.

R : Iya bu, tapi mungkin di siklus kedua besok saya akan menunjuk group leader untuk tiap group, baik di home group maupun expert group. Jadi tugas para group leader inilah untuk memimpin dan memastikan diskusi berjalan dengan lancar. Mereka juga bertanggung jawab untuk memastikan bahwa semua anggota kelompoknya sudah memahami materi sebelum menutup diskusi.

ET : Oh ya bagus kalau begitu mbak, leader ini tetap untuk tiap pertemuan ya?

R : O tidak bu, nanti ganti-ganti setiap pertemuan. Kemudian mungkin waktu berdiskusi dan waktu berbicara tiap siswa akan saya beri batasan, jadi semoga semua kegiatan yang ada di RPP dapat dilaksanakan. Bagaimana menurut Ibu?

ET : Bagus itu, saya setuju dan mendukung saja.

R : Selain itu, kamus ini juga jadi masalah, bu. Dari pertemuan pertama saya sudah selalu mengingatkan agar membawa, tapi sampai pertemuan ketiga ini siswa yang mau membawa masih sedikit sekali. Yang menjadi masalah itu kalau dalam satu kelompok tidak ada satupun yang membawa kamus, beberapa dari mereka itu selalu berjalan ke kelompok lain untuk mencari pinjaman kamus, itu agak mengganggu kelompok yang lain juga sepertinya bu.

ET : Iya, anak-anak ini memang paling sulit kalau disuruh membawa kamus. Mungkin besok diwajibkan saja mbak.

R : Iya bu. Apakah ada saran untuk siklus yang kedua besok, bu?

ET : Iya, untuk siklus kedua besok diwajibkan membawa kamus saja untuk tiap anak. Kemudian, mungkin yang seperti mbak Ajeng bilang tadi, peran group leader ini bisa dimaksimalkan jadi suasana kelas juga jadi kondusif, karena agak terlalu gaduh yang kalau menurut saya.

R : Iya bu.

ET : Pokoknya dipantau terus supaya fungsi dari group-leader ini bisa maksimal. Nah, dengan begitu jalannya diskusi akan lebih terorganisir dan otomatis bisa mengurangi suasana gaduh yang ada di kelas.

R : Iya, saya juga berpendapat seperti itu. Selain masalah kamus dan manajemen kelompok ini, menurut ibu apakah ada hal lain lagi yang harus saya perbaiki, bu?

- ET : Mm..secara keseluruhan sudah bagus kok, penyampaiannya sudah bagus, suaranya juga sudah jelas. Mungkin dari materi bacaan ya, menurut saya masih ada yang terlalu sulit untuk mereka ya, seperti yang Bloody Mary tadi itu, ada beberapa kosakata yang terlalu sulit mungkin untuk level mereka. Mungkin besok bisa diganti-ganti kosakata-kosakata yang lebih sesuai untuk level mereka.
- R : Iya bu. Untuk siklus kedua kan textnya descriptive, jadi mungkin akan lebih familiar dengan kemampuan mereka. O iya bu, tambahan lagi, anak-anak ini masih malu-malu kalau diberi pertanyaan secara lisan diminta menjawab, atau misalnya kalau diminta menjadi volunteer untuk menjawab soal. Jadi harus ditunjuk satu persatu gitu, menurut ibu bagaimana?
- ET : Iya, anak-anak ini memang sulit kalau diminta seperti itu, mungkin mereka takut salah atau malu. Ya mungkin cara satu-satunya ya itu, dipanggil atau ditunjuk satu per satu. Tapi tidak ada salahnya kalau mbak Ajeng tetap memancing anak-anak untuk mau menjawab karena kemampuan mereka sendiri, pelan-pelan semoga anak-anak termotivasi sendiri dan kepercayaan diri mereka ini yang seharusnya dilatih.
- R : Saya sependapat bu, jadi pertama sebisa mungkin tetap ditawarkan apakah ada volunteer untuk menjawab soal misalnya, tapi kalau tetap tidak ada yang mau baru ditunjuk secara acak begitu ya bu.
- ET : Ya, semoga bisa berhasil ya di siklus berikutnya. Oh iya, tanggal 18 sampai 22 itu kan sudah mulai UTS, terus minggu berikutnya itu UN, kalau misalnya mbak Ajeng kepotong dulu gitu nggak apa-apa kan?
- R : Ya nggak apa-apa bu, sudah mulai UTS ya..berarti saya bisa masuk kelas lagi sekitar awal Mei ya, bu?
- ET : Iya, semoga tanggal 1 itu sudah mulai pelajaran biasa, kalau nggak ya besok mbak Ajeng saya kabari lagi ya.
- R : Iya, Saya tunggu kabarnya, bu. Kalau gitu saya permisi dulu, terimakasih ya, bu.
- ET : Iya, sama-sama.

#### **Interview Transcript 14**

Day : Thursday  
 Date : April 14, 2011  
 Time : 11:47  
 Source : Soundclip(07)

- R : Siang.  
 S : Siang.  
 R : Maaf ya ganggu sebentar. Mau tanya-tanya sebentar ni dek. Gimana kesannya dengan pelajaran hari ini?  
 S : Seneng miss, tapi ulangannya itu sulit miss. Hehe...  
 R : Hehe... ya nggak apa-apa, semoga hasilnya maksimal ya.  
 S : he'em miss

- R : Kalau waktu belajar descriptive text tadi gimana? Mengalami kesulitan juga nggak?
- S : Mm...nggak sih miss. Soalnya tadi partner-partnernya bisa jelas neranginnya.
- R : Ok. Tapi kamu pribadi lebih suka belajar sendiri atau berkelompok?
- S : Berkelompok miss. Soalnya kalau nggak tahu kan jadi bisa tanya-tanya miss. Kalau salah juga ada temennya, jadi nggak salah sendiri gitu. Hehehe...
- R : hehe...iya juga ya. Jadi kamu lebih nyaman belajar dalam kelompok ya? Kamu sendiri aktif di dalam kelompok memang karena ingin bisa atau karena tuntutan?
- S : Ya memang karena saya pengen bisa miss, pengen tau isi dari keseluruhan bacaannya itu seperti apa, soalnya setelah membaca juga pasti ada quiznya, dan harus bisa mengerjakan sendiri-sendiri, jadi nggak asal-asalan baca sama diskusi aja.
- R : Nah. Selama belajar sama miss, merasa ada kesulitan tidak? Misalnya instruksinya atau materinya atau bahasanya kurang jelas gitu?
- S : nggak sih miss, fine-fine aja. Soalnya missnya kan juga nggak pakai Bahasa Inggris full.
- R : Ok. Untuk penguasaan bahasa Inggris kamu sendiri gimana, merasa ada peningkatan nggak?
- S : Iya miss, jadi lebih mudah menangkap, apa itu...mmm... materinya. Soalnya bekerjanya kan berkelompok. Kalau sama bu Par itu kan jarang kerja kelompok, lebih sering sendiri-sendiri. Terus Cuma nerangin di depan abis itu ngerjain latihan, kadang-kadang juga jadi pada bosan miss.
- R : O..gitu ya..kalau dengan metode yang kita gunakan tadi gimana? Kamu nyaman nggak belajar dengan cara seperti itu?
- S : Nyaman-nyaman aja sih miss. Lebih santai aja, kan berkelompok. Seru juga.
- R : O iya, tadi kan di masing-masing kelompok sudah ditunjuk ketua kelompoknya, menurut kamu membantu nggak dengan adanya ketua di tiap kelompok?
- S : Ya membantu miss, kalau ada pemimpinnya tu kan jadi lebih teratur gitu..e..ngomongnya jadi nggak rebutan, jadinya semua lebih focus gitu kalau menurut saya.
- R : Wah bagus lah..Nah, untuk kemampuan reading kamu sendiri gimana, merasa terbantu nggak dengan kita belajar menggunakan metode jigsaw seperti tadi?
- S : Terbantu. Kan membaca teksnya nggak full gitu. Dapat bagian sendiri-sendiri. Tinggal pinter-pinter yang nerangin aja, biar bisa menangkap keseluruhan isi bacaan dengan tepat.
- R : Ya. Memang itu tujuannya. (suara bel ganti pelajaran). Wah, sudah mau ganti pelajaran ya?
- S : Iya miss, ulangan lagi. Ulangan terus niki.

R : Hehe. Nggak apa-apa mumpung masih sekolah. Good luck ya!  
 S : Iya miss.

### Interview Transcript 15

Day : Thursday  
 Date : May 5, 2011  
 Time : 11:49  
 Source : Soundclip(08)

R : Hallo! Maaf ya ganggu sebentar, namanya siapa?  
 S : Sri Sulistyowati.  
 R : Bagaimana kesannya dengan pelajaran tadi?  
 S : Ya.. suka sih miss, tapi ribetnya itu lho.  
 R : Ribet gimana maksudnya?  
 S : Ya..ribet, rame gitu.  
 R : O..rame. ya mungkin karena semuanya aktif berbicara ya.  
 S : Iya ya miss.  
 R : Selain itu, ada kesulitan tidak? Terutama saat belajar reading tadi?  
 S : Mm...sepertinya nggak miss.  
 R : Bagus deh. Waktu bekerja sama dengan teman-teman dalam kelompok *expert* juga tidak ada kesulitan ya?  
 S : Nggak sih miss. Tapi sayangnya nggak bekerja semua.  
 R : O ya?  
 S : Iya miss, ada yang diem aja. Pasrah sama temen-temennya.  
 R : Mm...terus kamu tegur nggak?  
 S : Ya nggak miss. Namanya kerja kelompok kan harusnya kesadaran masing-masing.  
 R : O..gitu ya. Ya nggak apa-apa. Lain kali ditegur aja nggak apa-apa, dalam pelajaran lain misalnya, juga harus ditegur, kan demi kepentingan kelompok juga.  
 S : Iya miss. Soalnya kami juga nggak terlalu akrab, jadi mau negur juga masih sungkan.  
 R : Terus waktu kembali ke *home group* – ke kelompok awal itu gimana? Aktif semua kan?  
 S : Iya miss, aktif semua kalau itu.  
 R : Kamu sendiri, aktif di kelompok karena keinginan sendiri atau hanya untuk memenuhi tuntutan pelajaran ni kira-kira?  
 S : Keinginan sendiri, ya memang saya pengen menambah pengetahuan di bahasa Inggris ini. Saya juga pengen semua temen-temen juga bisa gitu, soalnya bahasa Inggris itu kan penting, nggak cuma di pelajaran aja.  
 R : Ok! Nah, selama kita belajar menggunakan metode seperti tadi, kamu sudah merasa ada peningkatan belum dalam penguasaan bahasa Inggris kamu?  
 S : Ada miss, saya merasa lebih mudah belajarnya. Terus lebih mudah dalam memahami isi suatu bacaan, daripada hanya suruh nerjemahin terus



ngerjain soal. Selain itu, jadi lebih tau tujuannya kita belajar itu apa. Misalnya tadi descriptive text, nah jadi lebih tau gitu apa kegunaannya gitu miss.

- R : Kalau dari kemampuan reading kamu gimana nih? Ada kemajuan tidak?  
 S : Otomatis ada miss. Karena sekarang saya jadi lebih mudah memahami isi bacaan. Terus kosakata saya juga bertambah karena banyak dikenalkan dengan kata-kata baru sama miss. Hehe..  
 R : Ok, terima kasih ya buat waktunya.  
 S : Sama-sama.

### **Interview Transcript 16**

Day : Thursday  
 Date : May 5, 2011  
 Time : 11:56  
 Source : Soundclip(09)

- R : Hallo, Arinda.  
 S : Hallo, miss.  
 R : Maaf ya saya ganggu sebentar.  
 S : Nggak apa-apa, miss.  
 R : Gimana tadi pelajarannya? Menarik tidak?  
 S : Menarik miss. Saya senang kok, soalnya tambah pengalaman dan pengetahuan saya gitu.  
 R : Tambah pengalaman gimana maksudnya? Sabtu yang lalu kan kita juga menggunakan metode yang sama.  
 S : Tapi kan anggota kelompoknya beda miss, jadi yang dulu belum begitu akrab, sekarang jadi bisa akrab.  
 R : Oh ya? Seneng dengernya. Hehe..Tapi ada kesulitan tidak selama bekerja di kelompok ahli tadi?  
 S : Nggak sih miss. Mm...sulitnya ya cuma di kata-kata yang asing itu. Hehe..  
 R : Tapi kan kita sudah bahas di awal. Kamu nggak memperhatikan ya? Hayoo..  
 S : Hehe...iya miss.  
 R : Kalau untuk kerjasama antar anggota kelompok di kelompok ahli tadi gimana? Aktif semua nggak?  
 S : Aktif semua kok. Soalnya di kelompok ahli itu, kelompok saya dibagi-bagi lagi kerjanya terus baru kita bahas bareng-bareng gitu.  
 R : Oh ya?  
 S : He'em miss.  
 R : Terus di grup awal gimana?  
 S : Kalau itu ya seperti biasanya, kita saling menerangkan bagian masing-masing.  
 R : Ok, tadi kan tiap kelompok kan sudah ada leadernya, sudah ada ketuanya nih. Menurut kamu, keberadaan group leader ini membantu nggak?

- S : O iya sangat membantu miss, soalnya kan jadi ada yang mengatur jalannya diskusi, kita jadi lebih terarah gitu sepertinya..e..terus pembagian waktunya juga jadi lebih pas. Kalau yang kemarin itu kadang-kadang nggak pas, misalnya saya nerangin bab saya lima menit, nah temen yang lain itu bisa lebih dari lima menit, padahal kan waktunya juga terbatas, nanti yang lain jadi cuma kebagian sebentar.
- R : Arinda merasa terbantu tidak dengan metode seperti itu?
- S : Iya miss, soalnya kan nggak bekerja sendiri, jadi kalau ada kesulitan bisa tanya ke teman.
- R : Ok. Nah, kalau dari sisi penguasaan bahasa Inggris kamu gimana? Merasa ada peningkatan tidak?
- S : Mm...Iya miss. Sekarang jadi lebih cepat memahami isi bacaan. Selain itu juga jadi mengenal kosakata baru.
- R : Ok. Makasih ya Arinda.
- S : Iya.

### **Interview Transcript 17**

Day : Saturday

Date : May 7, 2011

Time : 11:48

Source : CIMG0014

- R : Hallo! Sukma ya?
- S : Iya miss.
- R : Gimana kesannya dengan pelajaran hari ini, Sukma?
- S : Seneng sih.
- R : Senengnya kenapa?
- S : Soalnya bisa belajar kelompok-kelompokkan itu kan, jadi bisa tanya temen-temen kalau nggak bisa. Hehe..
- R : Ok. Kamu merasa ada kesulitan nggak?
- S : Mm...sejauh ini nggak ada sih. Masih bisa tanya-tanya juga kalau ada yang nggak bisa.
- R : Kamu nyaman nggak dengan metode belajar seperti tadi?
- S : Nyaman. Soalnya asyik bisa sama temen-temen. Biasanya kan spaneng. Hehehe..
- R : Biasanya spaneng ya? Hehe..O iya, selama tiga pertemuan terakhir ini kan di tiap kelompok sudah ditunjuk masing-masing leadernya ya, menurut kamu membantu tidak keberadaan group leader ini?
- S : Iya, soalnya kita jadi punya patokan gitu miss, kalau misalnya ada kebingungan nanti kita kembalikan ke ketuanya gitu.
- R : Misalnya kalau semuanya pengen bicara gitu ya?
- S : Iya, kelasnya juga jadi tidak terlalu ramai, soalnya setiap anak harus menunggu gilirannya kalau mau berbicara.
- R : Nah, untuk pendalaman bahasa Inggris kamu sendiri selama ini – sejauh ini, ada --- merasa ada peningkatan nggak?

- S : kayaknya..belum tau e.  
 R : Belum tau ya, mungkin untuk kosakata atau kemampuan membaca kamu gimana? Merasa ada peningkatan nggak?  
 S : Iya, lumayan sih.  
 R : Ok, kalau kamu sendiri lebih senang belajar individu atau kelompok atau berpasangan?  
 S : Kelompok.  
 R : Kenapa?  
 S : Ya itu tadi miss, bisa tanya-tanya, jadi nggak sepaneng. Terus jadi lebih fun juga sih ngerjainnya.  
 R : Ok. Makasih ya buat waktunya.  
 S : Ya.

### **Interview Transcript 18**

Day : Saturday  
 Date : May 7, 2011  
 Time : 11:55  
 Source : CIMG0015

- R : Hallo, Nila. Selamat siang.  
 S : Siang ibu.  
 R : Gimana pelajaran hari ini?  
 S : Ya..fine..  
 R : Ok  
 S : Keren.  
 R : Kerennya di mana?  
 S : Kerennya ya..di..gimana ya..jadi kayak kelompokan gitu kan jadi aktif gitu.  
 R : Ok. Jadi harus aktif semua gitu ya?  
 S : Iya.  
 R : Ada kesulitan nggak?  
 S : Ya..banyak mungkin. Jadi bingung gitu lho bu. Kan biasanya...apa..jadi males gitu kadang-kadang. Soalnya, ya maaf ya, setiap kita pertemuan itu kan mesti ada kelompok gitu terus baca kayak gini- kayak gini kadang tu kosakatanya itu yang masih sulit.  
 R : Mm..sulit ya? Berarti masalah kosakatanya ya?  
 S : Iya.  
 R : Tapi tadi sewaktu bekerja sama dengan teman-teman aktif semua nggak?  
 S : Iya.  
 R : Baik di kelompok besar maupun kelompok kecil ya?  
 S : Aktif kok.  
 R : Ok. Kamu merasa nyaman nggak dengan metode belajar kita tadi?  
 S : Kalau nyamannya sih nyaman, mungkin jangan terlalu diteter kayak gitu aja. Mungkin perlu diselingi apa gitu.

- R : Ok. Tapi merasa terbantu tidak untuk pembelajaran bahasa Inggris kamu?
- S : Iya! Sangat. Jadi sering suka baca, jadi sering pengen..ah coba aja ah, ini ada bahan baru. Jadi kayak...jadi pingin tau gitu.
- R : Suka baca juga di rumah?
- S : Ya kalau bacaannya bagus ya saya baja aja.
- R : Ok. Bagus deh. Nah, sekarang untuk kemampuan bahasa Inggris kamu sendiri gimana? Merasa ada peningkatan nggak?
- S : Ya gimana ya. Kalau peningkatan sih ada, sedikit bu..hehe.. Mungkin kalau lebih sering diskusi sama temen-temen jadi lebih bagus lagi.
- R : Lebih terasah gitu ya?
- S : He'em
- R : Kalau untuk readingnya sendiri gimana? Kan dulu kamu pernah cerita kalau agak-agak susah bab reading.
- S : Iya, mungkin sekarang jadi lebih ngerti aja. Kayak bagian-bagiannya gitu, terus jadi lebih tau isinya bacaan itu.
- R : Ok. Mungkin sekian dulu ya. Terima kasih ya sudah mau diganggu.
- S : Hehe.. sama-sama ibu.

### **Interview Transcript 19**

Day : Thursday  
 Date : May 12, 2011  
 Time : 09:00

- R : Selamat pagi, bu.
- ET : Pagi mbak, gimana?
- R : Iya, jadi kemarin siklus kedua kan sudah selesai, bu. Menurut pengamatan saya dan berdasarkan interview dengan anak-anak, mereka merasa terbantu dengan penggunaan jigsaw technique ini. Untuk readingnya juga mereka merasa jadi lebih mudah memahami isi bacaan dengan cara seperti ini.
- ET : Iya, saya juga lihat anak-anak jadi lebih antusias belajarnya. Yang tadinya pendiam juga jadi mau berpartisipasi.
- R : Iya bu. Nah, di siklus kedua ini saya kan sudah menunjuk group leader untuk masing-masing kelompok, bu. Baik di home group maupun di expert group, ternyata perubahan yang terjadi ini cukup signifikan, bu. Mereka berdiskusinya jadi lebih teratur, terus kegaduhan yang kita temukan di siklus pertama juga sudah berkurang.
- ET : Iya, di pertemuan pertama juga saya lihat kelasnya sudah tidak terlalu ramai ya, terus untuk nilainya gimana miss?
- R : O iya, nilai tes individu maupun kelompok tiap pertemuan itu yang saya lihat semakin baik, bu. Kerjasama antar individu pun semakin baik. Menurut ibu gimana? Kira-kira apakah perlu ditambah lagi treatmennya, bu?

- ET : Kalau menurut saya, dari pelaksanaan kegiatan kemarin sudah cukup memperbaiki kekurangan-kekurangan yang ada di siklus pertama. Dari time management, pembagian kelompok, sama prosesnya sudah bagus, kalau mbak Ajeng sendiri gimana?
- R : Saya pikir juga begitu, bu. Dari interview dengan anak-anak dan observasi kelas yang saya lakukan sudah ada banyak perbaikan.
- ET : Iya, dari prosesnya saya pikir teknik yang dipakai mbak Ajeng ini cukup berhasil meningkatkan pemahaman siswa, terutama motivasi membaca mereka. Selain itu, anak-anak ini jadi lebih mandiri karena mereka dituntut untuk bertanggung jawab pada bagiannya masing-masing yang mana bagian mereka ini juga penting untuk anggota kelompok yang lain.
- R : Iya, betul bu. Secara tidak langsung, siswa memang dituntun menjadi mandiri melalui jigsaw technique ini.
- ET : Iya, kalau dari perubahan yang sama-sama kita lihat ini sudah ada, mungkin sampai siklus dua saja sudah cukup. Perubahan yang kita harapkan sudah mulai muncul, dan itu yang menjadi indikator bahwa apa yang dilakukan mbak Ajeng di kelas kemarin itu sudah berhasil.
- R : Iya bu. Semuanya juga karena bantuan ibu kok.
- ET : Wah..iya saya senang kok mbak, semoga guru-guru yang lain dan saya sendiri bisa menggunakan metode ini.
- R : Iya, semoga bu. Baik, mungkin itu dulu. Saya permisi dulu bu, terima kasih banyak atas bantuannya, bu.
- ET : Iya, sama-sama mbak.

4

**OBSERVATION  
RATING SCALES**

## Observation Rating Scales

### Cycle I

Categories:

1. Students' enthusiasm towards the lesson
2. Students' activeness in asking question, giving comment, and responding
3. Students' interest towards learning method
4. Students' attitude in reading
5. Students' activeness in group work
6. Students' attitude in carrying out the test

No.	Name	Score					
		1	2	3	4	5	6
1.	Alaika Chuluqun A.	4	3	4	2	4	2
2.	Alfida Zulfahri Wachyudi	2	2	3	3	2	3
3.	Arinda Sativaya	3	2	4	3	3	3
4.	Astri Utami Ningrum	3	2	4	3	2	3
5.	Ayu Damayanti	4	3	4	4	4	4
6.	Dewi Paramita Sari	3	2	4	3	3	3
7.	Dinda Tresina D.	4	3	4	3	3	3
8.	Dyah Fitriyani	4	2	4	3	2	3
9.	Ersyah Pratama V. R.	3	2	3	4	3	4
10.	Fariskha Novi F.	3	2	3	3	3	3
11.	Fitri Arum Sari	4	2	3	3	3	3
12.	Fitria Retno P.	4	2	3	3	4	4
13.	Iin Setyadani	3	2	4	2	3	3
14.	Ika Astriani	4	2	4	3	4	3
15.	Khaedar Abdul Azis	4	2	4	4	3	3
16.	Lia Puspitasari	4	3	4	2	3	2
17.	Linda Ustafia	3	3	3	2	3	2
18.	Nico Binar Septian	2	2	2	2	3	2
19.	Nilla Nur'Ainy A.	4	3	4	4	4	3
20.	Nur Hanifah	2	2	2	2	3	3
21.	Oktania Nur'Aeni T.	3	2	3	3	3	2
22.	Radyka Arif A.	2	1	2	2	3	2
23.	Rahmad Fauzi	1	1	1	1	1	2
24.	Rinda Bella Seraya	3	1	3	2	3	3
25.	Sella Ewinda P.	3	2	3	2	3	3
26.	Selsanov Nivanda	3	2	3	3	3	3
27.	Sri Sulistiyowati	3	2	3	3	3	3
28.	Tri Cahyono	3	2	3	2	2	2
29.	Triyani Ririn Astuti	3	2	3	3	3	3
30.	Tunggal Dewi K.	3	2	3	3	3	3
31.	Wida Catur W.	2	1	2	2	3	3

Criteria → Excellent = 4; Good = 3; Fair = 2; Poor = 1

### Observation Result on Cycle I

No.	Category	Number of Students			
		Excellent	Good	Fair	Poor
1.	Students' enthusiasm towards the lesson	10	15	5	1
2.	Students' activeness in asking question, giving comment, and responding	0	6	21	4
3.	Students' interest towards learning method	12	14	4	1
4.	Students' attitude in reading	4	15	11	1
5.	Students' activeness in group work	5	21	4	1
6.	Students' attitude in carrying out the test	3	20	8	0

No.	Category	Percentage (%)			
		Excellent	Good	Fair	Poor
1.	Students' enthusiasm towards the lesson	32,2	48,4	16,2	3,2
2.	Students' activeness in asking question, giving comment, and responding	0	19,4	67,7	12,9
3.	Students' interest towards learning method	38,7	45,2	12,9	3,2
4.	Students' attitude in reading	12,9	48,4	35,5	3,2
5.	Students' activeness in group work	16,2	67,7	12,9	3,2
6.	Students' attitude in carrying out the test	9,7	64,5	25,8	0



## Observation Rating Scales

### Cycle II

Categories:

1. Students' enthusiasm towards the lesson
2. Students' activeness in asking question, giving comment, and responding
3. Students' interest towards learning method
4. Students' attitude in reading
5. Students' activeness in group work
6. Students' attitude in carrying out the test

No.	Name	Score					
		1	2	3	4	5	6
1.	Alaika Chuluqun A.	4	3	4	3	4	3
2.	Alfida Zulfahri Wachyudi	3	2	3	3	3	3
3.	Arinda Sativaya	4	3	4	3	3	4
4.	Astri Utami Ningrum	4	3	4	3	4	3
5.	Ayu Damayanti	4	3	4	4	4	4
6.	Dewi Paramita Sari	3	3	4	3	3	3
7.	Dinda Tresina D.	4	3	4	3	3	3
8.	Dyah Fitriyani	4	3	4	3	3	3
9.	Ersyah Pratama V. R.	3	4	3	4	3	4
10.	Fariskha Novi F.	4	3	3	4	3	3
11.	Fitri Arum Sari	4	3	3	3	3	4
12.	Fitria Retno P.	4	4	3	4	4	4
13.	Iin Setyadani	3	3	4	4	3	3
14.	Ika Astriani	4	2	4	4	4	3
15.	Khaedar Abdul Azis	4	4	4	4	4	4
16.	Lia Puspitasari	4	4	4	3	4	3
17.	Linda Ustafia	4	3	4	3	4	3
18.	Nico Binar Septian	4	4	4	4	4	4
19.	Nilla Nur'Ainy A.	4	4	4	4	4	4
20.	Nur Hanifah	3	2	3	3	4	3
21.	Oktania Nur'Aeni T.	3	2	3	3	3	4
22.	Radyka Arif A.	4	3	4	4	4	4
23.	Rahmad Fauzi	3	2	3	2	3	1
24.	Rinda Bella Seraya	4	3	4	3	4	3
25.	Sella Ewinda P.	3	2	3	3	3	3
26.	Selsanov Nivanda	3	3	3	4	4	4
27.	Sri Sulistiyowati	3	3	3	4	3	3
28.	Tri Cahyono	4	4	3	4	4	4
29.	Triyani Ririn Astuti	3	2	3	3	3	3
30.	Tunggal Dewi K.	3	3	3	4	3	4
31.	Wida Catur W.	3	2	3	3	3	4

Criteria → Excellent = 4; Good = 3; Fair = 2; Poor = 1

### Observation Result on Cycle II

No.	Category	Number of Students			
		Excellent	Good	Fair	Poor
1.	Students' enthusiasm towards the lesson	18	13	0	0
2.	Students' activeness in asking question, giving comment, and responding	7	16	8	0
3.	Students' interest towards learning method	16	15	0	0
4.	Students' attitude in reading	14	16	1	0
5.	Students' activeness in group work	15	16	0	0
6.	Students' attitude in carrying out the test	14	16	0	1

No.	Category	Percentage (%)			
		Excellent	Good	Fair	Poor
1.	Students' enthusiasm towards the lesson	58,1	41,9	0	0
2.	Students' activeness in asking question, giving comment, and responding	22,6	51,6	25,8	0
3.	Students' interest towards learning method	51,6	48,4	0	0
4.	Students' attitude in reading	45,2	51,6	3,2	0
5.	Students' activeness in group work	48,4	51,6	0	0
6.	Students' attitude in carrying out the test	45,2	51,6	0	3,2

5

READING  
COMPREHENSION  
TESTS

**READING COMPREHENSION  
PRE-TEST**

**All the questions are based on the texts. Choose the best answer to each question.**

**Questions 1 – 7 are based on the following text.**

**The White Butterfly**

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbours, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was engaged to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness,

swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul.”

**Taken from** *Interlanguage: English for Senior High School X* (Priyana, 2008:179)

1. The text tells you about ...
  - a. an old man with his faith
  - b. an old man with his neighbours
  - c. a mad old man
  - d. a crazy old man
  - e. dying old man
  
2. How was Takahama's character?
  - a. He was a humorous person.
  - b. He was an indolent person.
  - c. He was a pathetic person.
  - d. He was a sociable person.
  - e. He was a hilarious person.
  
3. Who was Akiko?
  - a. She was Takahama's fiancé.
  - b. She was Takahama's niece.
  - c. She was Takahama's sister in law.
  - d. She was Takahama's sister.
  - e. She was Takahama's mother.
  
4. Which statement is not true according to the text?
  - a. Takahama went every day to Akiko's grave and prayed for her happiness.
  - b. Takahama lived near Akiko's grave.
  - c. Takahama resolved not to marry after Akiko's death.
  - d. Takahama became very ill on summer day.
  - e. Takahama chased the white butterfly out into the garden.
  
5. The word "It" (paragraph 3, sentence 2) refers to ...
  - a. the garden
  - b. the cemetery
  - c. the tomb
  - d. the white butterfly

- e. the gate
6. Which of the following words is the antonym of 'resolved'?
- a. undecided
  - b. resolute
  - c. unyielding
  - d. determined
  - e. decided
7. Which of the following words is the synonym of 'engaged'?
- a. alienated
  - b. divided
  - c. separated
  - d. estranged
  - e. attached

**Questions 8-14 are based on the following text.**

### **Elephants, Dog and Mice**

I have never known a dog and an elephant make friends. Elephants will eventually become accustomed to certain dogs in camps, and dogs learn not to bark at them and always to keep out of reach of the slash of a trunk or the kick of a leg. The hatred of elephants for dogs cannot easily be explained. It is possible that they are afraid of dogs biting their trunks, though I do not think such a thing ever happened. It has occurred to me that it might be an instinctive dread of hydrophobia, which is the dread of everyone who keeps a dog in camp, Burman and European Assistant alike.

Nevertheless practically every European Assistant keeps a dog and I have almost always had one myself. The elephants hate them and one is always losing one's dog, owing to leopard, tiger, bear and snakes. The tragedies of lost dogs are often an Assistant's first experience of real grief.

It is easy to ask, why, under such conditions, do you keep a dog? But I know of no other existence where a dog is so necessary as a companion to share every moment of one's life and to drive away loneliness.

So far as I know, elephants don't worry about snakes, though the 'oozies' (drivers) believe that a number of elephants calves die of snake-bite. I have had this reported to me many times but in no instance could I find any proof. The Burmans believe that the hairs of an elephant's tail pull out very

easily after it has been bitten by a snake. But, as this has also to be proved, I was never able to accept it as conclusive evidence that an elephant had been killed by snake-bite.

There is a widespread belief that an elephant is really terrified of a mouse. The idea makes an obvious appeal to the human love of paradox. But, if it is true, I can see no reason for it. It certainly cannot be because the elephant is afraid of the mouse getting inside his trunk, since, with one snort, he could eject it like a cork from a popgun. However, most fears are imaginary and there is no reason why elephants should be immune from such terrors.

**Taken from** *Developing English Competencies for Grade X (Doddy, 2008: 154)*

8. Which of the following, according to the writer, is true about dogs and elephants?
  - a. Sometimes they make friends.
  - b. Elephants like dogs in camp.
  - c. Elephants are afraid of being bitten by a dog.
  - d. The hatred of elephants for dogs cannot be explained at all.
  - e. Dogs always bark when they see the elephants.
  
9. Why is one always losing one's dog?
  - a. They go off with other animals.
  - b. They chase other animals and get lost.
  - c. They are killed by other animals.
  - d. The elephants frighten them away.
  - e. They are eaten by the elephants.
  
10. Why do Assistants keep dogs?
  - a. The dogs can stand the difficult conditions.
  - b. They need dogs to protect them.
  - c. The Assistants are lonely.
  - d. The dogs are necessary to accompany elephants.
  - e. Dogs are stronger than any other animals.
  
11. What proof is there, according to the writer, that elephants die of snakebite?
  - a. Baby elephants die of it.

- b. The tail hairs of a bitten elephant come out very easily.
- c. There have been many reports of this happening.
- d. There's a bite mark in the dead elephant.
- e. None.

12. Which of the following would you say was true?

- a. Snakes never bite elephants.
- b. Snakes only bite baby elephants.
- c. Snakes may bite elephants.
- d. Snakes always bite elephants.
- e. None of the above.

13. What is the human love of paradox?

- a. A love of ideas that seem to contradict each other.
- b. A love of argument.
- c. A love of small creatures that frighten large ones.
- d. A love of strangeness.
- e. A love of individuality.

14. According to what the writer says of elephants and mice, which of the following is correct?

- a. Elephants are afraid of mice.
- b. Elephants may be afraid of mice.
- c. Elephants are immune from the terrors of mice.
- d. Elephants are never afraid of mice.
- e. Elephants take care the mice.

**Questions 15 – 20 are based on the following text.**

### **My Very Best Friends**

I believe that a friend is an angel who lifts us off our feet when our wings have trouble remembering how to fly. It means that our friends are people who will always be there for us any time we need them.

I'm so lucky because I have three best friends. They are Firsty, Ronald and Jonathan. We have known each other since we were four years old. We met in the kindergarten. Since then, we always go to the same school. Moreover, our houses are still in the same block. We do everything together.



Our motto is “United we stand, divided we fall”. It means “together we are stronger”. Now, let me introduce my friends one by one.

Firsty is the youngest among us because she was born in December. We call her “The Sweety Firsty”. Her father is French. She is tall and slim. She’s about 171 cm. She has long straight hair. Actually the color of her hair is blonde. However, she dyed her hair black since last year. She has beautiful blue eyes, an oval face and pointed nose. “The Sweety Firsty” is a cheerful, confident, and determined girl. However, she is a little bit careless and stubborn. She has many cats in her house. There are about nine cats. She loves them all. One of her favourite is a little orange cat. She calls her ‘Shinny’. Firsty loves to dance and sing. Nevertheless, she wants to be a model.

Ronald’s nickname is Ron. Most of girls in our school love and adore him. There’s no doubt about his good looking. We call him “The Charming Ron”. His height is 176 cm. Ron has straight hair and perfect face. He is an intelligent and introvert person. Above all, he is humble. He was crowned as The Best Student this year. He won so many prizes on Math, Chemistry and Physic competition. However, his favourite subject is Chemistry. He wants to be a chemist someday.

Jonathan is a funny person. He can always find a way to make the people around him laugh. I wonder what it is in his head for he can create jokes spontaneously. Jonathan’s nick name is Jo. He is plump. He’s about 168 cm tall. His weight is 80 kg. That’s why we call him “The Big Jo”. He has a round face with brown eyes. His spiky hairstyle makes him easily recognized. Jo is a humorous, friendly and an easy going person. He is a movie freak. He would never miss any new movie in the cinema. He dreams of becoming a famous actor one day.

About me? Well, my name is Hana. I’m the shortest one among them. I’m about 160 cm tall. I have long wavy hair with round face. My friends call me “The Chubby Hana” because I also have a chubby check. Most people, even my parents say that I’m a careful, generous and diligent person. They also say that I’m a bit sensitive. I love painting. I spend much time in my small studio just painting.

That’s all about me and friends of mine. Even though we are quite different, we love each other and will keep this relationship for good.

**Taken from** *Interlanguage: English for Senior High School X* (Priyana, 2008:181)

15. The purpose of the text is ...
  - a. to describe persons and characters

- b. to tell a sequence of events
  - c. to entertain the readers
  - d. to persuade the readers to have many friends
  - e. to teach the readers how to make friends
16. The followings are Firsty's characters, except ...
- a. cheerful, humorous, and sensitive
  - b. cheerful, confident, and strong-minded
  - c. determined, sensitive, and funny
  - d. determined, humorous, sensitive
  - e. sensitive, confident, serious
17. What is Jonathan like?
- a. He is fat, easy going, and funny.
  - b. He is fat, stubborn, and funny.
  - c. He is chubby, diligent, and sensitive.
  - d. He is plump, humble, and sensitive.
  - e. He is friendly, easy going, and slim.
18. What is Hana's favourite?
- a. She loves Chemistry.
  - b. She loves cats.
  - c. She loves watching TV.
  - d. She loves painting.
  - e. She loves singing.
19. Which statement is true according to the text?
- a. Firsty has a round face.
  - b. Jonathan wants to be a chemist.
  - c. Ron wants to be an artist.
  - d. Hana has long straight hair.
  - e. Jonathan is plump.
20. A word in the text that has the same meaning as "certain" is ...
- a. sensitive
  - b. friendly
  - c. confident
  - d. independent
  - e. cheerful

## READING COMPREHENSION TEST

### CYCLE I Post-TEST

**All the questions are based on the texts. Choose the best answer to each question.**

#### **Text 1 for questions number 1 through 6**

##### The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying. "You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it". "You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, tough man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the

earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?
  - a. The earthquakes and thunders in the sky
  - b. The condition of the volcano on one day
  - c. The condition of Kesuma's family
  - d. The voice in the sky
  - e. The couple's promise
  
2. How was Kesuma's personal characteristic?
  - a. Melancholic
  - b. Heroic
  - c. Tragic
  - d. fearful
  - e. shameful
  
3. What problem was faced by Kesuma's parents?
  - a. They had to give sacrifices for the Gods
  - b. They couldn't get a baby after getting married for a long time
  - c. They couldn't bring their children to the Gods to be sacrificed
  - d. The villagers would force them to sacrifice themselves
  - e. They couldn't save all their children from the earthquake
  
4. How was the couple's effort to get a baby?
  - a. They took another baby from other parents
  - b. They meditated and prayed to their Gods
  - c. They gave sacrifices to the God

- d. They asked other people to give them a baby
  - e. They asked other people to give sacrifices to the Gods.
5. What lesson can we get from the story?
- a. Kesuma is very brave
  - b. Kesuma's parents loved him very much
  - c. Gods want sacrifices from the people
  - d. Everyone must keep his promise
  - e. A promise must be said clearly
6. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?
- a. strong
  - b. handsome
  - c. hard
  - d. very firm
  - e. easily offended

**Text 2 for questions number 7 through 11**

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commended him. The youth, advanced to adulthood, proceeded to steal things of still greater value.

At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, "I wish to say something to my mother in her ear." She came close to him, and he quickly seized her ear with his teeth and bit it off. The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you

had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death.”

7. What is the text about?
  - a. The effect of supporting bad attitudes
  - b. What a mother must do to the children
  - c. The life experiences of a professional thief
  - d. The relationship between a son and the mother
  - e. How a boy became a thief
  
8. What did the mother do to his son when he stole in the first time?
  - a. She bit him
  - b. She bound his arms
  - c. She encouraged him
  - d. She bit his ears
  - e. She advised him
  
9. Why did the mother violently beat her breast in sorrow?
  - a. She wanted to show the people that she was sorrowful
  - b. She wanted the people to think that she had educated his son well
  - c. She wanted the people to support her as the mother
  - d. She wanted her son to be set free
  - e. She wanted to hurt herself
  
10. Why did the thief blame his mother for what happened to him?

Because....

  - a. He was actually a good man
  - b. He wanted his mother to die first
  - c. She had encouraged him to steal again and again
  - d. She had taken all the things that he stole
  - e. She was angry when he stole things.

11. "She not only abstained from beating him, ...." What is the synonym of the underlined word?
- a. gained
  - b. bound
  - c. obscure
  - d. let
  - e. resisted

**Text 3 for questions number 12 through 15**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

One day after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon chewed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

12. What problem did the little mouse have?
- a. She was trapped in a net
  - b. She chewed the ropes
  - c. The lion caught her
  - d. She was caught by hunters
  - e. She didn't have food
13. What problem did the lion have?
- a. The mouse awakened him
  - b. He was killed by some hunters
  - c. He couldn't get the mouse

- d. He was caught in a net
- e. The mouse chewed the ropes

14. What did the mouse do to help the lion?

- a. She ran up and down on his face
- b. She cried and begged the lion
- c. She cut the ropes with a knife
- d. She asked the hunters to help her
- e. She chewed the ropes

15. "...she went up to him and soon chewed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line).

What do the underlined words refer to?

- a. The lion
- b. The mouse
- c. The King
- d. The hunters
- e. The monster

#### **Text 4 for questions number 16 through 20**

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" the boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, and gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to



count while jumping from one crocodile to another, one... two... three... four... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

16. The story mainly tells us about...
- a. twenty crocodiles
  - b. the boss of the crocodile
  - c. a rabbit and twenty crocodiles
  - d. a rabbit and the boss of crocodile
  - e. the boss of the crocodile and his friends
17. What is the communicative purpose of the text?
- a. To describe rabbits
  - b. To retell what happened to a rabbit
  - c. To entertain readers
  - d. To inform readers
  - e. To explain about rabbits
18. What problem was faced by the rabbit? He actually wanted ...
- a. to cross the river
  - b. to swim across the river
  - c. to meet the boss of crocodiles
  - d. to know where the crocodiles are
  - e. to know the number of crocodiles there
19. How was the problem resolved?
- a. He swim across the river
  - b. He jumped on the backs of the crocodiles
  - c. He rode on a boat to cross the river
  - d. He walked on the bridge nearby
  - e. He counted the crocodiles in the river

20. “All of you are good, nice, gentle, and kind...” (Paragraph 2)

The underlined word is synonymous with...

- |             |              |
|-------------|--------------|
| a. wild     | d. easygoing |
| b. diligent | e. honorable |
| c. cheerful |              |

*Good Luck*

**READING COMPREHENSION TEST****CYCLE II**

**All the questions are based on the texts. Choose the best answer to each question.**

**Text 1 for questions number 1 through 10****Octopus**

The Octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word “Octopus” comes from two Greek words that mean “eight feet”.

The octopus, the squid and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8,5 metres from the tip of one tentacles to the tip of another. It can weigh as much as 45 kilograms.

Besides using its tentacles to catch small fish, sea plants, crab and lobsters; the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eat it.

The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the colour of its body to match its surroundings. It hides from its enemies by doing this.

**Adapted From:** *Target UPSR Citra Pintar Bahasa Inggris*

1. What is the text about?
  - a. How to look after an octopus.
  - b. The enemies of the octopus.
  - c. The life of the octopus.

- d. How to catch an octopus.
  - e. The origin of the octopus.
2. Which group of sea creatures belongs to the same family?
- a. Fish, octopus and crab
  - b. Squid, crab and octopus
  - c. Crab, cuttlefish and squid
  - d. Cuttlefish, octopus and squid
  - e. Fish, crab and squid
3. The second paragraph tells about....
- a. Characteristic
  - b. Habit
  - c. Habitat
  - d. Food
  - e. Behavior
4. How much a fully-grown octopus can weigh?
- a. 35 kilograms
  - b. 40 kilograms
  - c. 45 kilograms
  - d. 55 kilograms
  - e. 85 kilograms
5. How does the octopus hunt for food?
- a. It uses colours.
  - b. It uses its teeth.
  - c. It uses magic colour.
  - d. It uses its tentacles.
  - e. It uses its skin
6. Before the octopus eats its victim, it .....
- a. Changes the colour of its body
  - b. Releases a thick dark fluid

- c. Plays with
  - d. Squeezes it
  - e. Hides
7. What does the word “octopus” mean in Greek?
- a. Monster.
  - b. Fish.
  - c. Dark water.
  - d. Eight feet.
  - e. Tentacles.
8. The word *them* in paragraph 3 refers to the octopus’ .....
- a. Teeth
  - b. Enemies
  - c. Tentacles
  - d. Lobsters
  - e. Victims
9. What does the octopus do to escape from its enemy?
- a. It runs.
  - b. It gives out a thick dark fluid to darken the water.
  - c. It squeezes the enemy.
  - d. It swims.
  - e. It stings the enemy.
10. What is the purpose of the text about?
- a. To describe place
  - b. To entertain the reader
  - c. To describe something
  - d. To tell how to make something
  - e. To tell how to care for octopus

**Text 2 for questions number 11 through 15**

## Suramadu Bridge

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4 km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

11. Suramadu's bridge connects the island....
  - a. Java and Sumatra
  - b. Java and Bali
  - c. Sumatra and Kalimantan
  - d. Java and Madura
  - e. Correct all
  
12. Length of the Suramadu's bridge is....
  - a. 5.400 meters
  - b. 192 meters
  - c. 494 meters
  - d. 526 meters
  - e. none is true
  
13. The following statement is true, except ....
  - a. Suramadu's bridge is also known Surabaya-Madura bridge
  - b. the long of Suramadu's bridge is 5400 meters
  - c. suramadu's bridge connects the islands of Java and Madura
  - d. bridge was opened on March 31, 2009
  - e. car charged at 30.000 rupiahs
  
14. When the bridge was built?
  - a. March 31, 2009
  - b. August 20, 2003
  - c. July 2004
  - d. June 10, 2009
  - e. November 2005

15. Suramadu's bridge have ... tracks in one way.

- a. 2
- b. 3
- c. 4
- d. 5
- e. 6

**Text 3 for questions number 16 through 20**

**Bali**

Once you arrive in Bali, there are several ways to travel around the island. Taxis and rented cars (with or without drivers) are available through hotels and travels agents. Tour agencies and most hotels offer bus tours to major points of interest. Motorcycles and bicycles are available for rent through agencies in Denpasar, Kuta Beach and Sanur Beach. *Oplets* pass through areas and offer inexpensive rides.

Denpasar, the capital of the province, is the location of many community temples and the Bali Museum. Batubulan reached in a short drive north-east of Denpasar, is the location of many sandstone shops. Celuk is the village of Batubulan where gold and silver work for jewelry and ornaments are done. The village of Batuan specialized in traditional painting and weaving as well as decorative wooden panels and screens.

Further north is Mas, many of Bali's old master woodcarvers still live, work and exhibit their best work of art. Ubud, and hour's drive north of Denpasar, is the center of Balinese painting. The Goa Gajah (Elephant Cave) at Bedulu is an eleventh-century monastery bearing many rock carvings, statues and a bathing pool. A thousand year-old spring is still used by the Balinese in religious ceremonies and for the water's curative powers. The active volcano, Mount Batur, has a beautiful view and you can hire a boat on its lake or just enjoy the scenery.



Besakih, on the slope of Mount Agung, is the location of the largest and holiest temple in Bali which one must not miss. Northwest Denpasar is Tanah Lot, where you can see the most important sea temple. Sea snakes found at the base of the temple on this rocky island are believed to guard the temple from evil.

Adapted from *Window on the World* (1999:146)

16. Where are the gold and silver ornaments usually made?
- |              |                 |
|--------------|-----------------|
| a. Celuk     | d. Denpasar     |
| b. Ubud      | e. Tampaksiring |
| c. Batubulan |                 |
17. There are alternative when travelling around the island. If we want to be economical we can use .....
- |                |                      |
|----------------|----------------------|
| a. boats       | d. motorcycles       |
| b. oplets      | e. cars with drivers |
| c. express bus |                      |
18. Which of the following statements is not true according to the text?
- Denpasar is the location of community temples and museums.
  - There are some ways to travel around Bali.
  - Several *oplets* offer expensive rides.
  - Batubulan is the location of many sandstone shops.
  - Tourist can hire motorcycles and bicycles to travel around Bali.
19. ... work and exhibit their best (paragraph 3). The underlined word refers to ...
- |                |            |
|----------------|------------|
| a. woodcarvers | d. statues |
| b. rock carves | e. powers  |
| c. ceremonies  |            |

20. The Balinese use the old spring in religious ceremonies.

This idea is mentioned in paragraph ...

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

*Good Luck*

6

STUDENTS' TEST  
SCORE AND  
*T-TEST* RESULT

### Students' Scores

No.	Name	Pre-test (March 31,2011)	Post-test Cycle I (April 14,2011)	Post-test Cycle II (May 12, 2011)
1.	Alaika Chuluqun A.	65	70	75
2.	Alfida Zulfahri Wachyudi	65	70	70
3.	Arinda Sativaya	55	65	65
4.	Astri Utami Ningrum	55	70	80
5.	Ayu Damayanti	60	90	95
6.	Dewi Paramita Sari	55	55	65
7.	Dinda Tresina D.	60	75	85
8.	Dyah Fitriyani	55	70	85
9.	Ersyah Pratama V. R.	70	80	-
10.	Fariskha Novi F.	60	55	65
11.	Fitri Arum Sari	55	80	90
12.	Fitria Retno P.	65	70	80
13.	Iin Setyadani	50	65	80
14.	Ika Astriani	55	55	60
15.	Khaedar Abdul Azis	60	65	75
16.	Lia Puspitasari	55	60	80
17.	Linda Ustafia	55	75	90
18.	Nico Binar Septian	65	70	80
19.	Nilla Nur'Ainy A.	70	90	90
20.	Nur Hanifah	60	55	60
21.	Oktania Nur'Aeni T.	55	60	70
22.	Radyka Arif A.	70	85	85
23.	Rahmad Fauzi	65	65	-
24.	Rinda Bella Seraya	55	55	65
25.	Sella Ewinda P.	50	60	70
26.	Selsanov Nivanda	65	70	80
27.	Sri Sulistiyowati	55	60	75
28.	Tri Cahyono	60	70	75
29.	Triyani Ririn Astuti	65	65	80
30.	Tunggal Dewi K.	50	55	65
31.	Wida Catur W.	50	55	60
	<b>Average Score</b>	<b>59,0</b>	<b>67,2</b>	<b>75,7</b>
	<b>KKM Completed (65)</b>	<b>32,3 %</b>	<b>64,5 %</b>	<b>83,9 %</b>

T-TEST PAIRS=posttest WITH pretest (PAIRED)  
/CRITERIA=CI (.9500)

## T-Test

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	66.8966	29	10.30029	1.91272
	pretest	58.4483	29	5.84066	1.08458

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	posttest & pretest	29	.570	.001

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	posttest - pretest	8.44828	8.46246	1.57144	5.22933	11.66723	5.376	28	.000

DATASET NAME DataSet0 WINDOW=FRONT.  
 T-TEST PAIRS=posttest2 WITH pretest (PAIRED)  
 /CRITERIA=CI(.9500)

## T-Test

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest2	75.6897	29	9.97534	1.85237
	pretest	58.4483	29	5.84066	1.08458

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	posttest2 & pretest	29	.371	.047

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest2 - pretest	1.72414E1	9.50434	1.76491	13.62612	20.85664	9.769	28	.000

7

STUDENTS' QUIZ  
SCORE

### Students' Quiz Score in Cycle I

#### 1. Home Group 1

No.	Members	Meeting			Total Score
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
1.	Dinda Tresina D.	65	70	80	215
2.	Ayu Damayanti.	70	70	70	210
3.	Fitri Arum Sari	60	70	70	200
4.	Nur Hanifah	65	60	70	195
5.	Linda Ustafia	60	65	70	195
	Total Group Score	320	335	360	
	Average Group Score	64	67	72	67,7

#### 2. Home Group 2

No.	Members	Meeting			Total Score
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
1.	Radyka Arif A.	60	60	80	200
2.	Nico Binar Septian	60	60	70	190
3.	Alaika Chuluqun A.	60	60	80	200
4.	Tri Cahyono	55	60	60	175
5.	Rahmad Fauzi	45	60	60	165
	Total Group Score	280	300	350	
	Average Group Score	56	60	70	62

#### 3. Home Group 3

No.	Members	Meeting			Total Score
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
1.	Nilla Nur' Ainy A.	80	75	80	235
2.	Fitria Retno P.	75	70	80	225
3.	Triyani Ririn Astuti	60	65	70	195
4.	Fariskha Novi F.	50	60	70	180
5.	Tunggal Dewi K.	60	55	60	175
	Total Group Score	325	325	360	
	Average Group Score	65	65	72	67,3



## 4. Home Group 4

No.	Members	Meeting			Total Score
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
1.	Astri Utami Ningrum	50	60	70	180
2.	Dyah Fitriyani	50	60	70	180
3.	Rinda Bella Seraya	50	65	70	185
4.	Alfida Zulfahri Wachyudi	60	70	60	190
5.	Sri Sulistiyowati	50	60	70	180
	Total Group Score	260	315	340	
	Average Group Score	52	63	68	61

## 5. Home Group 5

No.	Members	Meeting			Total Score
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
1.	Sella Ewinda P.	65	75	80	220
2.	Lia Puspitasari	60	65	80	205
3.	Selsanov Nivanda	50	70	70	190
4.	Oktania Nur'Aeni T.	50	75	70	195
5.	Ika Astriani	55	70	60	185
	Total Group Score	280	355	360	
	Average Group Score	56	71	72	65,7

## 6. Home Group 6

No.	Members	Meeting			Total Score
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
1.	Ersyah Pratama V. R.	70	75	-	140
2.	Khaedar Abdul Aziz	65	70	80	215
3.	Dewi Paramita Sari	55	65	70	190
4.	Arinda Sativaya	50	60	70	180
5.	Iin Setyadani	45	55	60	160
6.	Wida Catur W.	45	60	70	175
	Total Group Score	330	385	350	
	Average Group Score	55	64,2	70	63,1

### Students' Quiz Score in Cycle II

#### 1. Home Group 1

No.	Members	Meeting			Total Score
		4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	
1.	Dinda Tresina D.	83	80	80	243
2.	Ayu Damayanti.	100	80	75	255
3.	Fitri Arum Sari	75	70	70	215
4.	Nur Hanifah	75	70	80	225
5.	Linda Ustafia	83	70	100	253
	Total Group Score	416	370	405	
	Average Group Score	83,2	74	81	79,4

#### 2. Home Group 2

No.	Members	Meeting			Total Score
		4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	
1.	Radyka Arif A.	92	80	90	262
2.	Nico Binar Septian	92	70	80	242
3.	Alaika Chuluqun A.	100	70	80	250
4.	Tri Cahyono	75	50	70	195
5.	Rahmad Fauzi	75	60	70	205
	Total Group Score	434	330	390	
	Average Group Score	86,8	66	78	76,9

#### 3. Home Group 3

No.	Members	Meeting			Total Score
		4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	
1.	Nilla Nur' Ainy A.	100	80	85	265
2.	Fitria Retno P.	92	-	-	92
3.	Triyani Ririn Astuti	92	70	80	242
4.	Fariskha Novi F.	75	80	75	230
5.	Tunggal Dewi K.	92	70	80	242
	Total Group Score	451	300	320	
	Average Group Score	90,2	75	80	81,7

## 4. Home Group 4

No.	Members	Meeting			Total Score
		4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	
1.	Astri Utami Ningrum	83	80	100	263
2.	Dyah Fitriyani	92	80	85	257
3.	Rinda Bella Seraya	83	90	75	248
4.	Alfida Zulfahri Wachyudi	67	70	80	217
5.	Sri Sulistiyowati	83	80	80	243
	Total Group Score	408	400	420	
	Average Group Score	81,6	80	84	81,9

## 5. Home Group 5

No.	Members	Meeting			Total Score
		4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	
1.	Sella Ewinda P.	83	60	65	208
2.	Lia Puspitasari	92	80	-	172
3.	Selsanov Nivanda	75	80	90	245
4.	Oktania Nur'Aeni T.	75	70	80	225
5.	Ika Astriani	75	70	65	210
	Total Group Score	400	360	300	
	Average Group Score	80	72	75	75,7

## 6. Home Group 6

No.	Members	Meeting			Total Score
		4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	
1.	Ersyah Pratama V. R.	92	80	-	172
2.	Khaedar Abdul Aziz	83	80	75	238
3.	Dewi Paramita Sari	83	70	80	233
4.	Arinda Sativaya	83	70	85	238
5.	Iin Setyadani	75	80	85	240
6.	Wida Catur W.	75	60	75	210
	Total Group Score	491	440	400	
	Average Group Score	81,8	73,3	80	78,4

8

# ATTENDANCE LIST



9

# COURSE GRID

**The Course Grid of Jigsaw Technique Implementation  
(Cycle I)**

<b>Meeting</b>	<b>Standard of Competence</b>	<b>Basic Competence</b>	<b>Goal</b>	<b>Learning Activities</b>	<b>Indicators</b>	<b>Learning Material</b>	<b>Assessment</b>	<b>Sources, Media</b>
1	11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.	11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.	At the end of the teaching and learning process a student is expected to be able to understand and identify narrative text	<ol style="list-style-type: none"> <li>1. Opening activities <ul style="list-style-type: none"> <li>• The teacher greets the students</li> <li>• The teacher asks the students' condition</li> <li>• The teacher calls the roll</li> <li>• The teacher informs the goals of teaching and learning</li> </ul> </li> <li>2. Main Activities <ul style="list-style-type: none"> <li>• Presentation <ul style="list-style-type: none"> <li>- The teacher conducts the question and answer session with the</li> </ul> </li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. The students are able to identify words meaning in the text.</li> <li>2. The students are able to identify the sentence structure of the text.</li> <li>3. The students are able to understand the use of past tense in narrative text.</li> <li>4. The students are able to use their new vocabulary to comprehend the text</li> </ol>	Narrative texts entitled "The Tiger Who Would Be King" and "The Legend of Beowulf"	The students answer 20 questions based on both stories individually	<ul style="list-style-type: none"> <li>- <i>Interlanguage: English for Senior High School Students X</i> (Priyana, 2008)</li> <li>- <i>Developing English Competencies 1: for Senior High School (SMA/MA)</i> (Doddy, 2008)</li> </ul>

				<p>students about narrative text.</p> <ul style="list-style-type: none"> <li>• Practice <ul style="list-style-type: none"> <li>- The teacher asks the students to make groups of five and then explains the rule to do Task 1 using jigsaw technique while distributing the texts.</li> <li>- The students read their text</li> <li>- The students gather in their 'expert group'.</li> <li>- The students discuss their text.</li> </ul> </li> <li>• Production <ul style="list-style-type: none"> <li>- The students return to their 'home group' and present</li> </ul> </li> </ul>	5. The students are able to identify the complication of a narrative text.			
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				<p>their text one to another.</p> <ul style="list-style-type: none"> <li>- The students discuss the whole text.</li> <li>- The students do Task 2, answer the questions based on the texts, individually.</li> </ul> <p>3. Closing Activities</p> <ul style="list-style-type: none"> <li>• The teacher checks the students' understanding by asking them some questions related to the material.</li> <li>• The teacher and the students summarize and make a reflection of the lesson.</li> <li>• The teacher closes the class by saying a prayer and greeting the students.</li> </ul>				
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2	11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.	11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.	At the end of the teaching and learning process a student is expected to be able to understand and identify narrative text.	1. Opening activities <ul style="list-style-type: none"> <li>• The teacher greets the students</li> <li>• The teacher asks the students' condition</li> <li>• The teacher calls the roll</li> <li>• The teacher informs the goals of teaching and learning</li> </ul> 2. Main Activities <ul style="list-style-type: none"> <li>• Presentation <ul style="list-style-type: none"> <li>- The teacher asks the students about the previous materials.</li> <li>- The teacher elaborates about the function of narrative text.</li> </ul> </li> <li>• Practice <ul style="list-style-type: none"> <li>- The teacher asks the students to</li> </ul> </li> </ul>	1. The students are able to identify words meaning in the text. 2. The students are able to identify the sentence structure of the text. 3. The students are able to use their new grammar to comprehend the text 4. The students are able to identify the complication of a narrative text. 5. The students are able to identify the rhetorica steps of the text.	Narrative texts entitled "The Fox and the Crow" and "Adrocles and the Lion (Greece)"	The students answer 20 questions based on both stories individually .	- <i>Interlanguage: English for Senior High School Students X</i> (Priyana, 2008) - <i>Developing English Competencies 1: for Senior High School (SMA/MA)</i> (Doddy, 2008)
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				<p>return to their original home group and distributes the text to each student.</p> <ul style="list-style-type: none"> <li>- The students read their text</li> <li>- The students gather in their 'expert group'.</li> <li>- The students discuss their text.</li> </ul> <ul style="list-style-type: none"> <li>• Production <ul style="list-style-type: none"> <li>- The students return to their 'home group' and present their text one to another.</li> <li>- The students discuss the whole text.</li> <li>- The students do Task 2, answer the questions based on the</li> </ul> </li> </ul>				
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				<p>texts, individually.</p> <ul style="list-style-type: none"> <li>- The teacher and the students discuss the answer.</li> <li>- The students do peer correction</li> </ul> <p>3. Closing Activities</p> <ul style="list-style-type: none"> <li>• The teacher checks the students' understanding by asking them some questions related to the material.</li> <li>• The teacher and the students summarize and make a reflection of the lesson.</li> <li>• The teacher closes the class by greeting the students.</li> </ul>				
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3	11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.	11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.	At the end of the teaching and learning process a student is expected to be able to understand and identify narrative text	1. Opening activities <ul style="list-style-type: none"> <li>• The teacher greets the students</li> <li>• The teacher asks the students' condition</li> <li>• The teacher calls the roll</li> <li>• The teacher informs the goals of teaching and learning</li> </ul> 2. Main Activities <ul style="list-style-type: none"> <li>• Presentation <ul style="list-style-type: none"> <li>- The teacher asks the students about the previous materials.</li> <li>- The teacher explains more about the function and the generic structure of narrative text.</li> <li>- The teacher asks the</li> </ul> </li> </ul>	1. The students understand the function and the generic structure of narrative text. 2. The students are able to use their new vocabulary to comprehend the text 3. The students are able to identify words meaning in the text. 4. The students are able to identify the sentence structure of the text. 5. The students are able to identify the complication of a narrative text. 6. The students are able to identify the rhetorical steps of the text.	Narrative text entitled 'Bloody Mary from Pennsylvania'	The students make a summary of 'Bloody Mary from Pennsylvania' in their own words individually	- <i>Interlanguage: English for Senior High School Students X</i> (Priyana, 2008) - <i>Developing English Competencies 1: for Senior High School (SMA/MA)</i> (Doddy, 2008)
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				<p>students to study the words in Task 2.</p> <ul style="list-style-type: none"> <li>- The teacher and the students discuss those words.</li> <li>• Practice <ul style="list-style-type: none"> <li>- The teacher asks the students to return to their original home group and distributes the text to each student.</li> <li>- The students read their text</li> <li>- The students gather in their 'expert group'.</li> <li>- The students discuss their text.</li> </ul> </li> </ul>	7. The students are able to produce a summary of the text they have read.			
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				<ul style="list-style-type: none"> <li>• Production <ul style="list-style-type: none"> <li>- The students return to their 'home group' and present their text one to another.</li> <li>- The students discuss the whole text.</li> <li>- The students do Task 4, make a summary of the text in their own words.</li> <li>- The students do task 5, read aloud their summary before the class.</li> </ul> </li> </ul>				
				<p>3. Closing Activities</p> <ul style="list-style-type: none"> <li>• The teacher checks the students' understanding by asking them some questions related to</li> </ul>				

				<p>the material.</p> <ul style="list-style-type: none"><li>• The teacher and the students summarize and make a reflection of the lesson.</li><li>• The teacher closes the class by leading a prayer and greeting the students.</li></ul>				
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**The Course Grid of Jigsaw Technique Implementation  
(Cycle II)**

Meeting	Standard of Competence	Basic Competence	Goal	Learning Activities	Indicators	Learning Material	Assessment	Sources, Media
4	11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.	11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.	At the end of the teaching and learning process a student is expected to understand and identify descriptive text	<ol style="list-style-type: none"> <li>1. Opening activities <ul style="list-style-type: none"> <li>• The teacher greets the students</li> <li>• The teacher asks the students' condition</li> <li>• The teacher calls the roll</li> <li>• The teacher informs the goals of teaching and learning</li> </ul> </li> <li>2. Main Activities <ul style="list-style-type: none"> <li>• Presentation <ul style="list-style-type: none"> <li>- The teacher asks the students about the previous materials.</li> </ul> </li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. The students are able to recognize how to describe a person.</li> <li>2. The students are able to identify words meaning in the text.</li> <li>3. The students are able to identify the sentence structure of the text.</li> <li>4. The students are able to identify the physical appearances of the person</li> </ol>	<ul style="list-style-type: none"> <li>- Vocabularies on how to describe a person.</li> <li>- Descriptive text entitled 'The Cute Mike'</li> <li>- Descriptive texts entitled 'The Rising Stars' and 'Rihanna</li> </ul>	The students complete a table with the details information from the texts.	<ul style="list-style-type: none"> <li>- <i>Interlanguage: English for Senior High School Students X</i> (Priyana, 2008)</li> <li>- <i>Developing English Competencies 1: for Senior High School (SMA/MA)</i> (Doddy, 2008)</li> </ul>

				<ul style="list-style-type: none"> <li>- The teacher gives the handout and asks the students to read the explanation in Task 1 about how to describe a person.</li> <li>- The teacher and the students discuss several words that are useful to describe a person</li> <li>- The teacher and the students discuss the example of descriptive text entitled “The Cute Mike”</li> <li>• Practice <ul style="list-style-type: none"> <li>- The teacher asks the</li> </ul> </li> </ul>	<p>described on the text.</p> <p>5. The students are able to identify the characteristics of the person described on the text.</p> <p>6. The students are able to describe the physical appearances and characteristics of a person.</p>			<ul style="list-style-type: none"> <li>- <i>English Grammar in Use. (Raymond, 1994)</i></li> <li>- <i><a href="http://www.wikipedia.org/">http://www.wikipedia.org/</a></i></li> </ul>
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				<p>students to return to their original home group.</p> <ul style="list-style-type: none"> <li>- The teacher points home group leaders.</li> <li>- The teacher distributes the text to each student.</li> <li>- The students read their text</li> <li>- The students gather in their 'expert group'.</li> <li>- The teacher points the expert group leaders</li> <li>- The students discuss their text.</li> </ul> <ul style="list-style-type: none"> <li>• Production <ul style="list-style-type: none"> <li>- The students return to their 'home group' and present their text one</li> </ul> </li> </ul>				
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				<p>to another.</p> <ul style="list-style-type: none"> <li>- The students discuss the whole text.</li> <li>- The students do Task 4, complete the column based on the text.</li> <li>- The students collect their work to the teacher.</li> </ul> <p>3. Closing Activities</p> <ul style="list-style-type: none"> <li>• The teacher checks the students' understanding by asking them some questions related to the material.</li> <li>• The teacher and the students summarize and make a reflection of the lesson.</li> <li>• The teacher closes the class by leading a prayer</li> </ul>				
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				and greeting the students.				
5	11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.	11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.	At the end of the teaching and learning process a student is expected to be able to understand and identify descriptive text.	<ol style="list-style-type: none"> <li>1. Opening activities <ul style="list-style-type: none"> <li>• The teacher greets the students</li> <li>• The teacher asks the students' condition</li> <li>• The teacher calls the roll</li> <li>• The teacher informs the goals of teaching and learning</li> </ul> </li> <li>2. Main Activities <ul style="list-style-type: none"> <li>• Presentation <ul style="list-style-type: none"> <li>- The teacher asks the students about the previous materials.</li> </ul> </li> <li>• Practice <ul style="list-style-type: none"> <li>- The teacher asks the students to do Task 1 in pairs, match the words with</li> </ul> </li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. The students are able to recognize the use of simple present tense in descriptive text.</li> <li>2. The students are able to identify words meaning in the text.</li> <li>3. The students are able to identify the sentence structure of the text.</li> <li>4. The students are able to use their new vocabulary to comprehend the text</li> <li>5. The students are able to identify the characteristics of a place described on the text.</li> </ol>	Descriptive text entitled 'Gua Tabuhan is a Lively Unique Cave'	The students answer 10 questions based on the text.	<ul style="list-style-type: none"> <li>- <i>Interlanguage: English for Senior High School Students X</i> (Priyana, 2008)</li> <li>- <i>Developing English Competencies 1: for Senior High School (SMA/MA)</i> (Doddy, 2008)</li> </ul>

				<p>their meanings which will be used in Task 2.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to return to their original home group.</li> <li>- The teacher distributes the text to each student.</li> <li>- The students read their text</li> <li>- The students gather in their 'expert group'.</li> <li>- The teacher points the expert group leaders</li> <li>- The students discuss their text.</li> </ul> <ul style="list-style-type: none"> <li>• Production <ul style="list-style-type: none"> <li>- The students return to their 'home group'</li> </ul> </li> </ul>	<p>6. The students are able to identify the purpose of the descriptive text.</p> <p>7. The students are able to identify the generic structure of descriptive text.</p>			
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				<p>and present their text one to another.</p> <ul style="list-style-type: none"> <li>- The students discuss the whole text.</li> <li>- The students do Task 3, answer the questions based on the text individually.</li> <li>- The students collect their work to the teacher.</li> <li>- The teacher and the students discuss the generic structure of the descriptive text.</li> </ul> <p>3. Closing Activities</p> <ul style="list-style-type: none"> <li>• The teacher checks the students' understanding by</li> </ul>				
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				<p>asking them some questions related to the material.</p> <ul style="list-style-type: none"> <li>• The teacher and the students summarize and make a reflection of the lesson.</li> <li>• The teacher closes the class by greeting the students.</li> </ul>				
6	<p>11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.</p>	<p>11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative,</p>	<p>At the end of the teaching and learning process a student is expected to be able to understand and identify descriptive text.</p>	<p>1. Opening activities</p> <ul style="list-style-type: none"> <li>• The teacher greets the students</li> <li>• The teacher asks the students' condition</li> <li>• The teacher calls the roll</li> <li>• The teacher informs the goals of teaching and learning</li> </ul> <p>2. Main Activities</p> <ul style="list-style-type: none"> <li>• Presentation <ul style="list-style-type: none"> <li>- The teacher asks the</li> </ul> </li> </ul>	<p>1. The students are able to recognize the use of prepositions in descriptive text.</p> <p>2. The students are able to identify words meaning in the text.</p> <p>3. The students are able to identify the sentence structure of the text.</p> <p>4. The students are</p>	<p>Prepositions Descriptive texts entitled 'Easter Island', 'Great Zimbabwe', 'Pueblo Bonito', 'Stonehenge' and 'Machu Picchu'</p>	<p>The students complete a table with the details information from the texts.</p>	<p>- <i>Interlanguage: English for Senior High School Students X</i> (Priyana, 2008) - <i>Developing English Competencies 1: for Senior High School</i></p>



		descriptive, and news item.		<p>students about the previous materials.</p> <ul style="list-style-type: none"> <li>- The teacher gives the handout and asks the students to read the explanation in Task 1 about the use of prepositions</li> <li>- The teacher and the students discuss the use of prepositions</li> </ul> <p>• Practice</p> <ul style="list-style-type: none"> <li>- The students do Task 2, complete the blank part of the text with prepositions in pairs.</li> <li>- The teacher and the students discuss the</li> </ul>	<p>able to identify the characteristics of a place described on the text.</p> <p>5. The students are able to identify the purpose of the descriptive text.</p>			<p>(SMA/MA) (Doddy, 2008)</p> <ul style="list-style-type: none"> <li>- <a href="http://www.wikipedia.org/">http://www.wikipedia.org/</a></li> </ul>
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				<p>answer for Task 2 together.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to return to their original home group.</li> <li>- The teacher distributes the text to each student.</li> <li>- The students read their text</li> <li>- The students gather in their 'expert group'.</li> <li>- The teacher points the expert group leaders</li> <li>- The students discuss their text.</li> </ul> <ul style="list-style-type: none"> <li>• Production <ul style="list-style-type: none"> <li>- The students return to their 'home group'</li> </ul> </li> </ul>				
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				<p>and present their text one to another.</p> <ul style="list-style-type: none"> <li>- The students discuss the whole text.</li> <li>- The students do Task 4, complete the table with the information from the texts, individually</li> <li>- The students collect their work to the teacher.</li> </ul> <p>3. Closing Activities</p> <ul style="list-style-type: none"> <li>• The teacher checks the students' understanding by asking them some questions related to the material.</li> <li>• The teacher and the students summarize and make a reflection</li> </ul>				
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				<p>of the lesson.</p> <ul style="list-style-type: none"><li>• The teacher closes the class by leading a prayer and greeting the students.</li></ul>				
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10

# LESSON PLANS

## LESSON PLAN

Senior High School	: SMA N I Parakan
Subject	: English
Grade/ Semester	: X / II
Kind of Text	: Narrative
Aspect/Skill	: Reading
Time Allocation	: 2 x 45 minutes
Meeting	: 1st (Saturday, April 2, 2011)

### A. **Standard of Competence:**

11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.

### B. **Basic Competence:**

11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.

### C. **Goal of Teaching:**

At the end of the teaching and learning process a student is expected to be able to understand and identify narrative text

### D. **Indicators:**

1. The students are able to identify words meaning in the text.
2. The students are able to identify the sentence structure of the text.
3. The students are able to understand the use of past tense in narrative text.

4. The students are able to use their new vocabulary to comprehend the text
5. The students are able to identify the complication of a narrative text.

**E. Material of Teaching and Learning:**

**Task 1** Read the following texts using jigsaw technique.

Text 1

The Tiger Who Would Be King

Part 1

One morning the tiger woke up in the jungle and told his mate that he was king of beasts.

"Leo, the lion, is king of beasts," she said.

"We need a change," said the tiger. "The creatures are crying for a change."

The tigress listened but she could hear no crying, except that of her cubs.

"I'll be king of beasts by the time the moon rises," said the tiger. "It will be a yellow moon with black stripes, in my honour."

"Oh sure," said the tigress as she went to look after her young, one of whom, a male, very like his father, had got an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion's den. "Come out," he roared, "and greet the king of beasts! The king is dead, long live the king!"

## Text 2

## The Tiger Who Would Be King

## Part 2

Inside the den, the lioness woke her mate. "The king is here to see you," she said.

"What king?" he inquired, sleepily.

"The king of beasts," she said.

"I am the king of beasts," roared Leo and he charged out of the den to defend his crown against the pretender.

It was a terrible fight and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not know which they were fighting for, and some fought for both, and some fought whoever was nearest and some fought for the sake of fighting.

## Text 3

## The Tiger Who Would Be King

## Part 3

"What are we fighting for?" someone asked the aardvark.

"The old order," said the aardvark.

"What are we dying for?" someone asked the zebra.

"The new order," said the zebra.

When the moon rose, fevered and gibbous, it shone upon a jungle in which nothing stirred except a macaw and a cockatoo, screaming in



horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

#### Text 4

### The Legend of Beowulf

#### Part 1

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

#### Text 5

### The Legend of Beowulf

#### Part 2

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the

dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.

*The procedure of Jigsaw reading:*

1. The students make a group of five.
2. The teacher will give a piece of the story to each student.
3. The students then form 'expert group' based on the number of the paragraph they get.
4. The students in 'expert group' discuss their own part; they can ask each other, or taking note.
5. The students go back to their 'home group'.
6. Each student has to elaborate their part to their group.

**Task 2** Answer the following questions based on both stories individually.

Questions number 1 to 10 are based on the narrative story entitled "The Tiger Who Would Be King".

1. How many characters are there in the story? Mention them.
2. Where did the story take place?
3. Why did the tiger tell his mate that he was king of beasts?
4. What did the tiger come to the lion's den for?
5. What did the tiger and the lion fight for?
6. Who joined in the fight?
7. Were they on tiger's side or lion's?
8. Who won the fight, the tiger or the lion?
9. Were there any beasts survive the fight?
10. What is the moral of the story?

Questions number 11 to 20 are based on the narrative story entitled “The legend of Beowulf”.

11. Who was half-man and half-monster?
12. Were the king and his men succeed in killing Grendel? Why?
13. Why did Beowulf come to Denmark?
14. What did Beowulf do to Grendel when he fought him?
15. What happened to Grendel after he fought Beowulf?
16. What did Grendel's mother do when she find out about her son's death?
17. What did Beowulf use to kill Grendel's mother?
18. How long did Beowulf become king?
19. What attacked the people in Beowulf's country?
20. What did Beowulf do about it?

**F. Method/Technique:**

Presentation, Practice, Production

**G. Teaching Procedure**

1. Pre-Teaching
  - Greeting
  - Asking the students' condition
  - Starting the class
  - Calling the roll
  - Outlining the materials
  - Explaining the goals of teaching and learning
2. Whilst-Teaching

**Presentation**

- The teacher conducts the question and answer session with the students about narrative text.

- The teacher asks the students to make groups of five and then explains the rule to do Task 1 using jigsaw technique while distributing the texts.

#### **Practice**

- The students read their text first.
- The teacher asks the students to gather in their ‘expert group’.
- The students discuss their texts.

#### **Production**

- The students return to their ‘home group’ and present their text one to another.
- The students do Task 2, answer the questions based on the texts, individually.

### 3. Post-Teaching

- Checking the students’ understanding
- Summarizing and reflecting everything that they have learned.
- Closing the lesson

## **H. References**

1. Priyana, Joko, et.al. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Doddy, Achmad, et. al. 2008. *Developing English Competencies 1: for Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
3. Buku LKS *Fokus Bahasa Inggris*.

**I. Assessment**

- Teacher's observation
- Written test with 5 score for each correct answer and 0 for incorrect answer.

Approved on  
Parakan, April 1, 2011

The English Teacher

The Researcher

Pariyati

Dian Titi Rahajeng

NIM. 06202244039

## LESSON PLAN

Senior High School : SMA N I Parakan  
 Subject : English  
 Grade/ Semester : X / II  
 Kind of Text : Narrative  
 Aspect/Skill : Reading  
 Time Allocation : 2 x 45 minutes  
 Meeting : 2<sup>nd</sup> (Thursday, April 7, 2011)

### A. **Standard of Competence:**

11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.

### B. **Basic Competence:**

11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.

### C. **Goal of Teaching:**

At the end of the teaching and learning process a student is expected to be able to understand and identify narrative text.

### D. **Indicators:**

1. The students are able to identify words meaning in the text.
2. The students are able to identify the sentence structure of the text.
3. The students are able to use their new grammar to comprehend the text

4. The students are able to identify the complication of a narrative text.
5. The students are able to identify the rhetoric steps of the text.

**E. Material of Teaching and Learning:**

**Task 1** Read the following texts using jigsaw technique.

Text 1

The Fox and the Crow

Part 1

A crow, perched in a tree with a piece of cheese in his beak, attracted the eye and nose of a fox. "If you can sing as prettily as you sit," said the fox, "then you are the prettiest singer within my scent and sight." The fox had read somewhere, and somewhere, and somewhere else, that praising the voice of a crow with a cheese in his beak would make him drop the cheese and sing. But this is not what happened to this particular crow in this particular case.

"They say you are sly and they say you are crazy," said the crow, having carefully removed the cheese from his beak with the claws of one foot, "but you must be nearsighted as well. Warblers wear gay hats and colored jackets and bright vest, and they are a dollar a hundred. I wear black and I am unique.

"I am sure you are," said the fox, who was neither crazy nor nearsighted, but sly. "I recognize you, now that I look more closely, as the most famed and talented of all birds, and I fain would hear you tell about yourself, but I am hungry and must go."

## Text 2

## The Fox and the Crow

## Part 2

"Tarry awhile," said the crow quickly, "and share my lunch with me." Whereupon he tossed the cunning fox the lion's share of the cheese, and began to tell about himself. "A ship that sails without a crow's nest sails to doom," he said. "Bars may come and bars may go, but crow bars last forever. I am the pioneer of flight, I am the map maker. Last, but never least, my flight is known to scientists and engineers, geometricians, and scholar, as the shortest distance between two points. Any two points," he concluded arrogantly.

"Oh, every two points, I am sure," said the fox. "And thank you for the lion's share of what I know you could not spare." And with this he trotted away into the woods, his appetite appeased, leaving the hungry crow perched forlornly in the tree.

## Text 3

## Androcles and the Lion (Greece)

## Part 1

This story takes place in Rome, where a Greek slave named Androcles escaped from his master and fled into the forest. There he wandered for a long time until he was weary, hungry and hopeless. Just then he heard a lion near him moaning and groaning and at times roaring terribly. Tired as he was, Androcles rose up and rushed away, as he thought, from the lion; but as he made his way through the bushes he stumbled over the root of a tree and fell down. When he tried to get up, there he saw the lion coming towards him, limping on three feet and holding his forepaw in front of him. Poor Androcles was hopeless; he had not strength to rise and run away, and there was the lion coming upon him. But when the great beast came up to him instead of attacking



him it kept on moaning and groaning and looking at Androcles, who saw that the lion was holding out his right paw, which was covered with blood and much swollen.

#### Text 4

#### Androcles and the Lion (Greece)

#### Part 2

Looking more closely at it, Androcles saw a big thorn pressed into the paw, which was the cause of all the lion's trouble. Plucking up courage he held the thorn and drew it out of the lion's paw, who roared with pain when the thorn came out, but soon after finding such relief from it that he fawned upon Androcles and showed, in every way that he knew, to whom he owed the relief. Instead of eating him up he brought him a young deer that he had killed, and Androcles managed to make a meal from it. For some time the lion continued to bring the game he had killed to Androcles, who became quite fond of the huge beast. But one day a number of soldiers came marching through the forest and found Androcles. As he could not explain what he was doing, they took him prisoner and brought him back to the town from which he had fled. Here his master soon found him and brought him before the authorities. Soon Androcles was sentenced to death for fleeing from his master. Now it used to be the custom to throw murderers and other criminals to the lions in a huge circus, so that while the criminals were punished the public could enjoy the scene of a fight between them and the wild beasts.

## Text 5

## Androcles and the Lion (Greece)

## Part 3

So Androcles was sentenced to be thrown to the lions, and on the appointed day he was led forth into the Arena and left there alone with only a spear to protect him from the lion. The Emperor was in the royal box that day and gave the signal for the lion to come out and attack Androcles. But when it came out of its cage and got near Androcles, what do you think it did? Instead of jumping into him, it fanned him and stroked him with its paw, it made no attempt to do him any harm. It was of course the lion which Androcles had met in the forest. The Emperor, surprised at seeing such a strange behavior in so cruel a beast, called Androcles to him and asked him how the lion lost all its cruelty. So Androcles told the Emperor all that had happened to him and how the lion was showing its gratitude for his having relieved it of the thorn. The Emperor pardoned Androcles and ordered his master to set him free, while the lion was taken back into the forest and let loose to enjoy liberty once more.

*The procedure of Jigsaw reading:*

1. The students return to their original home group.
2. The teacher will give a piece of the story to each student.
3. The students then form 'expert group' based on the number of the text they get.
4. The Students in 'expert group' discuss their own part; they can ask each other, or taking note.
5. The students go back to their 'home group'.
6. Each student has to elaborate their part to their group.

**Task 2** Answer the following questions based on both stories individually

Questions number 1 to 10 are based on the narrative story entitled “The Fox and the Crow”

1. How many characters are there in the story?
2. Where did the story probably take place?
3. What did the crow bring in his beak?
4. Why did the fox praise the voice of the crow?
5. Had the crow known the fox’s plan of praising him?
6. Did the fox give up trying to persuade the crow to share his lunch?
7. What did the fox do in order that the crow shared his lunch?
8. What did the crow say about himself?
9. Did the fox succeed in getting what he wanted?
10. What is the moral of the story?

Questions number 11 to 20 are based on the narrative story entitled “Androcles and the Lion (Greece)”.

11. Who is the main character in the story?
12. Who is Androcles?
13. How did he feel when he heard the lion’s roar?
14. What happened when the lion approached him?
15. Why did the lion limp?
16. What did Androcles do to the lion?
17. What did the lion do in return to Androcles’ help?
18. What happened to Androcles after he was caught by the soldiers?
19. In the arena, what did the lion do to Androcles?
20. What did the emperor do seeing the lion’s behavior?

**F. Method/Technique:**

Presentation, Practice, Production

**G. Teaching Procedure**

## a. Pre-Teaching

- Greeting
- Asking the students' condition
- Starting the class
- Calling the roll
- Outlining the materials
- Explaining the goals of teaching and learning

## b. Whilst-Teaching

**Presentation**

- The teacher asks the students about the previous materials (narrative text)
- The teacher elaborates about the function of narrative text

**Practice**

- The teacher asks the students to return to their original home group and distributes the text to each student.
- The students read their text.
- The students gather in their 'expert group' and discuss their texts.

**Production**

- The students back to their 'home group' and explain their chunks of text one to another.
- The students do Task 2, answer the questions based on the texts, individually.
- The teacher and the students discuss the answer.
- The students do peer correction.

- c. Post-Teaching
  - Checking the student's understanding
  - Summarizing and reflecting everything that they have learned.
  - Closing the lesson

## H. References

- a. Priyana, Joko, et.al. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Doddy, Achmad, et. al. 2008. *Developing English Competencies 1: for Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

## I. Assessment

- Teacher's observation
- Written test with 5 score for each correct answer and 0 for incorrect answer.

Approved on  
Parakan, April 2, 2011

The English Teacher

The Researcher

Pariyati

Dian Titi Rahajeng

NIM. 06202244039

## LESSON PLAN

Senior High School	: SMA N I Parakan
Subject	: English
Grade/ Semester	: X / II
Kind of Text	: Narrative
Aspect/Skill	: Reading
Time Allocation	: 2 x 45 minutes
Meeting	: 3 <sup>rd</sup> (Saturday, April 9, 2011)

### A. **Standard of Competence:**

11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.

### B. **Basic Competence:**

11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.

### C. **Goal of Teaching:**

At the end of the teaching and learning process a student is expected to be able to understand and identify narrative text

### D. **Indicators:**

1. The students understand the function and the generic structure of narrative text.
2. The students are able to use their new vocabulary to comprehend the text

3. The students are able to identify words meaning in the text.
4. The students are able to identify the sentence structure of the text.
5. The students are able to identify the complication of a narrative text.
6. The students are able to identify the rhetoric steps of the text.
7. The students are able to produce a summary of the text they have read.

**E. Material of Teaching and Learning:**

**Task 1** Study the following explanation.

**Narrative Text**

**A narrative text is** a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them.

**Function:** to amuse, entertain and to deal with actual or vicarious experience in different ways.

**Generic Structure**

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arises.
- Resolution : the crisis is resolved, for better or for worse.

**Task 2** Study the following words.

maiden : a girl or young woman

cottage : a small house, usually in the countryside

witch : a woman who is believed to have magical powers.

- woods : area of land covered with a thick growth of trees.
- haggard : looking ill or tired.
- proof : a fact or piece of information which shows that something exists or is true.
- miller : a person who owned or was in charge of a mill.
- frantic : almost out of control because of extreme emotion.
- enchanted : to charm or please someone greatly.
- spell : spoken words which are thought to have magical power.
- pitchfork : a tool with a long handle and two or three large curved metal points used for moving hay or straw.
- bonfire : a large fire that is made outside to burn unwanted things, or for pleasure.
- grave : a place in the ground where a dead person is buried.
- summon : to order someone to come to a particular place.
- torment : great mental suffering and unhappiness, or great physical pain.

**Task 3** Read the following texts using jigsaw technique.

Text 1

Bloody Mary from Pennsylvania

Part 1

Once upon a time, there was a maiden lived deep in the forest in a tiny cottage. She sold herbal remedies for a living. Folks living in the town nearby called her Bloody Mary, and said she was a witch. None dared cross her cottage for fear that their cows would go dry, their food-stores rot away before winter, their children take sick of fever, or any number of terrible things that an angry witch could do to her neighbours. Then the little girls in the village began to disappear, one by one. No one could find out where they had gone. Grief-stricken families searched the



woods, the local buildings, and all the houses and barns, but there was no sign of the missing girls.

#### Text 2

#### Bloody Mary from Pennsylvania

#### Part 2

A few brave souls even went to Bloody Mary's home in the woods to see if the witch had taken the girls, but she denied any knowledge of the disappearances. Still, it was noted that her haggard appearance had changed. She looked younger, more attractive. The neighbours were suspicious, but they could find no proof that the witch had taken their young ones. Then came the night when the daughter of the miller rose from her bed and walked outside, following an enchanted sound no one else could hear. The miller's wife had a toothache and was sitting up in the kitchen treating the tooth with an herbal remedy when her daughter left the house. She screamed for her husband and followed the girl out of the door.

#### Text 3

#### Bloody Mary from Pennsylvania

#### Part 3

The miller came running in his nightshirt. Together, they tried to restrain the girl, but she kept breaking away from them and heading out of town. The desperate cries of the miller and his wife woke the neighbours. They came to assist the frantic couple. Suddenly, a sharp-eyed farmer gave a shout and pointed towards a strange light at the edge of the woods. A few townsmen followed him out into the field and saw Bloody Mary standing beside a large oak tree, holding a magic stick that was pointed towards the miller's house. She was glowing with an unearthly light as she set her evil spell upon the miller's daughter.

## Text 4

## Bloody Mary from Pennsylvania

## Part 4

The townsmen grabbed their guns and their pitchforks and ran toward the witch. When she heard the commotion, Bloody Mary broke off her spell and fled back into the woods. The far-sighted farmer had loaded his gun with silver bullets in case the witch ever came after his daughter. Now he took aim and shot at her. The bullet hit Bloody Mary in the hip and she fell to the ground. The angry townsmen leapt upon her and carried her back into the field, where they built a huge bonfire and burned her at the stake. As she burned, Bloody Mary screamed a curse at the villagers. If anyone mentioned her name aloud before a mirror, she would send her spirit to revenge herself upon them for her terrible death.

## Text 5

## Bloody Mary from Pennsylvania

## Part 5

When Bloody Mary was dead, the villagers went to the house in the wood and found the unmarked graves of the little girls the evil witch had murdered. She had used their blood to make her young again. From that day to this, anyone foolish enough to chant Bloody Mary's name three times before a darkened mirror will summon the vengeful spirit of the witch. It is said that she will tear their bodies to pieces and rip their souls from their mutilated bodies. The souls of these unfortunate ones will burn in torment as Bloody Mary once was burned, and they will be trapped forever in the mirror.

*The procedure of Jigsaw reading:*

1. The students return to their original home group.

2. The teacher will give a piece of the story to each student.
3. The students then form 'expert group' based on the number of the text they get.
4. The students in 'expert group' discuss their own part; they can ask each other, or taking note.
5. The students go back to their 'home group'.
6. Each student has to elaborate their part to their group.

**Task 4** Summarize the story of "Bloody Mary from Pennsylvania" in your own words.

**Task 5** Read aloud your summary in front of the class.

**F. Method/Technique:**

Presentation, Practice, Production

**G. Teaching Procedure**

- a. Pre-Teaching
  - Greeting
  - Asking the students' condition
  - Starting the class
  - Calling the roll
  - Outlining the materials
  - Explaining the goals of teaching and learning
- b. Whilst-Teaching

**Presentation**

- The teacher explains more about the function and the generic structure of narrative text.
- The teacher asks the students to study the words in Task 2.

### Practice

- The teacher asks the students to return to their original home group and distributes the text entitled ‘Bloody Mary from Pennsylvania’.
- The students read their text first.
- The students gather in their ‘expert group’ and discuss their chunks.

### Production

- The students go back to their ‘home group’ and present their chunks of text one to another.
- The students discuss the whole text.
- The students do Task 4, make a summary of the text in their own words.
- The students do Task 5, read aloud their summary before the class.

#### c. Post-Teaching

- Checking the student’s understanding
- Summarizing and reflecting everything that they have learned.
- Closing the lesson

## H. References

- a. Priyana, Joko, et.al. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Doddy, Achmad, et. al. 2008. *Developing English Competencies 1: for Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

**I. Assessment**

- Teacher's observation

Approved on  
Parakan, April 7, 2011

The English Teacher

The Researcher

Pariyati

Dian Titi Rahajeng

NIM. 06202244039

## LESSON PLAN

Senior High School : SMA N I Parakan  
Subject : English  
Grade/ Semester : X / II  
Kind of Text : Descriptive  
Aspect/Skill : Reading  
Time Allocation : 2 x 45 minutes  
Meeting : 4<sup>th</sup> (Saturday, April 16, 2011)

### A. **Standard of Competence:**

11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.

### B. **Basic Competence:**

11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.

### C. **Goal of Teaching:**

At the end of the teaching and learning process a student is expected to be able to understand and identify descriptive text.

### D. **Indicators:**

1. The students are able to recognize how to describe a person.
2. The students are able to identify words meaning in the text.
3. The students are able to identify the sentence structure of the text.

4. The students are able to identify the physical appearances of the person described on the text.
5. The students are able to identify the characteristics of the person described on the text.
6. The students are able to describe the physical appearances and characteristics of a person.

### E. Material of Teaching and Learning:

**Task 1** Study the following explanation.

- ❖ To describe a person's physical appearance, you can use the following words.

Physical Appearances					
Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	plump	teenager	bald	square	blue
	fat	in 20s,	straight	wrinkles	brown
	skinny	30s, 40s	curly	pale	green
	muscular		wavy	bearded	slanting
			black	shaved	
			brown		

- ❖ To describe a person's characters (qualities & habitual behavior), you can use the following words.

Characters	
active	confident
cheerful	shy
energetic	extrovert
friendly	introvert
humble	diligent
humorous	lazy
sensitive	etc.

**Task 2** Study the following text.

### **The Cute Mike**



Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Mike has a beautiful smile. His body is plump. His chubby cheeks make him cute. Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him “Teddy Bear” because of his plump body and nice character.

**Taken from** *Interlanguage: English for Senior High School Students X* page 124, 2008



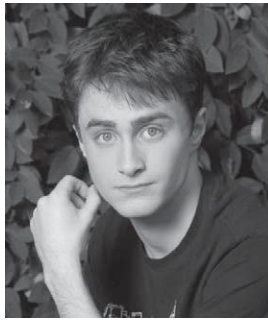
**Task 3** Read the following texts using jigsaw technique.

### Text 1

#### The Rising Stars

##### Part 1

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor.



Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

### Text 2

#### The Rising Stars

##### Part 2



Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of twelve before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is a generous, friendly, and determined person. She also

said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

### Text 3

#### The Rising Stars

##### Part 3



Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He's also very humble.

However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobic. It means that he is afraid of spiders. He likes all kinds of music, but his favourite is classic rock and roll. His favourite school subject is Chemistry.

These Hogwarts trio have been really good friends, not only on screen but also in real life. Their secret of friendship is that they always understand each other although they have different backgrounds and personalities.

### Text 4

#### Rihanna

##### Part 1



Her full name is Robin Rihanna Fenty. She is famous singer, songwriter and musician. She was born on February 20, 1988 in Saint Michael, Barbados.

Rihanna has a small family. There are 5

people in her family. They are her father, mother, and 2 siblings. Her father's name is Ronald. Her mother is Monica Fenty. Her siblings are Rorrey and Rajad.

### Text 5

### Rihanna

### Part 2

Rihanna is tall and thin. She likes modeling. She has ever won a beauty contest which was Miss Combermere. She has brown eyes. Her



hair is black but she always liked to try other colors like red. Her hair style changes quite often.

Rihanna is using her fame to help others. In January 2008, she helped in the fight against AIDS in her visit to H & M in New York to support Fashion Against AIDS by presenting her t-shirt design and sign autographs for a limited period.

### The procedure of Jigsaw reading:

1. The students go back to their original home group.
2. The teacher points the home group leaders and explains their job.
3. The teacher gives one text to each student.
4. The students then form 'expert group' based on the number of the text they get.
5. The teacher points the 'expert group' leaders
6. The students in 'expert group' discuss their own part; they can ask each other, or taking note.
7. The students go back to their 'home group'.
8. Each student has to elaborate their part to their group.

**Task 4** Complete the column below based on the texts.

Name	Date of birth	Physical Appearance	Characters
Daniel Radcliffe			
Emma Watson			
Rupert Grint			
Rihanna			

**F. Method/Technique:**

Presentation, Practice, Production

**G. Teaching Procedure**

- a. Pre-Teaching
  - Greeting
  - Asking students' condition
  - Starting the class
  - Calling the roll

- Conducting the question and answer session
- Explaining the goals of teaching and learning

b. Whilst-Teaching

**Presentation**

- The teacher gives the handout and asks the students to read the explanation in Task 1 about how to describe a person.
- The teacher and the students discuss several words that are useful to describe a person.
- The teacher and the students discuss the example of descriptive text entitled “The Cute Mike” taken from *Interlanguage: English for Senior High School Students X* (Priyana, 2008)

**Practice**

- The teacher asks the students to return to their original home group.
- The teacher points home group leader
- The teacher distributes one text for each student.
- The students read their text first.
- The students gather in their ‘expert group’.
- The teacher points the expert group leaders and the students start their discussion.

**Production**

- The students return to their ‘home group’ and explain their chunks of text one to another.
- The students do Task 4, complete the column based on the texts.

c. Post-Teaching

- Checking the student’s understanding
- Summarizing and reflecting everything that they have learned.
- Closing the lesson

## H. References

- a. Priyana, Joko, et.al. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Doddy, Achmad, et. al. 2008. *Developing English Competencies 1: for Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- c. Murphy, Raymond. 1994. *English Grammar in Use*. 2<sup>nd</sup> edition. United Kingdom: Cambridge University Press.
- d. <http://www.wikipedia.org//>

## I. Assessment

- Teacher's observation
- Individual written quiz.

Approved on  
Parakan, April 14, 2011

The English Teacher

The Researcher

Pariyati

Dian Titi Rahajeng

NIM. 06202244039

## LESSON PLAN

Senior High School	: SMAN I Parakan
Subject	: English
Grade/ Semester	: X / II
Kind of Text	: Descriptive
Aspect/Skill	: Reading
Time Allocation	: 2 x 45 minutes
Meeting	: 5 <sup>th</sup> (Thursday, May 5, 2011)

### A. **Standard of Competence:**

11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.

### B. **Basic Competence:**

11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.

### C. **Goal of Teaching:**

At the end of the teaching and learning process a student is expected to be able to understand and identify descriptive text.

### D. **Indicators:**

1. The students are able to recognize the use of simple present tense in descriptive text.
2. The students are able to identify words meaning in the text.
3. The students are able to identify the sentence structure of the text.

4. The students are able to use their new vocabulary to comprehend the text
5. The students are able to identify the characteristics of a place described on the text.
6. The students are able to identify the purpose of the descriptive text.
7. The students are able to identify the generic structure of descriptive text.

**E. Material of Teaching and Learning:**

**Task 1** Before you read the story about “Gua Tabuhan”, learn these words. Then match them with their meanings or synonyms in pairs.

Words	Meanings or synonyms
1. located	a. view
2. lime	b. white substance used in making cement
3. scenery	c. to be brave
4. peddlers	d. strike something with a hard blow
5. agates	e. situated
6. sacred	f. a hollow place in the side of hill
7. dared	g. very hard stones
8. chased	h. place on which Muslims kneel when praying
9. bump	i. goods sellers moving from place to place
10. prayer mat	j. keep apart from others
11. seclude	k. a small narrow river
12. cave	l. run after something
13. stream	m. holy



**Task 2** Read the following texts using jigsaw technique.

### **Gua Tabuhan is a Lively Unique Cave**

<b>1</b>	<p>In the cave, Nyi (Mrs) Kamiyem and Ki (Mr) Padmo sit on a big stone. Nyi Kamiyem will sing a song and Ki Padmo will beat the drum. Joining them are people called <i>wiyogo</i> which are drummers and other gamelan musicians.</p> <p style="text-align: center;">What makes this unique is that they mix gamelan with the sounds of nature. The visitors dance, forgetting all problems.</p>
<b>2</b>	<p>Many tourists go to this cave. Maybe you are interested in going there too but you don't know where it is. Gua Tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan, Wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy rice fields, coconut palms and birds.</p> <p style="text-align: center;">East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north side. People sell agates on the cave terraces. Somehow, it is like a fair.</p>
<b>3</b>	<p>It is said that the cave is the only place where nature produces sounds like the music of gamelan. Nyi Kamiyem, a well-known <i>pesinden</i> (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt anything.</p> <p style="text-align: center;">Gua Tabuhan did not use to welcome visitors. According to Kartowiryo (90), village elder, Gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside.</p>

<p><b>4</b></p>	<p>However, <i>Wedana</i> (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away.</p> <p>The cave is dark, so people need lights, and a local guide will lead the way. Sometimes visitors bump their heads against the sharp rocks on the ceiling. Inside the cave there is a plain big stone which is believed to be the prayer mat of Pangeran Diponegoro, one of the Indonesian heroes who fought against the Dutch.</p>
<p><b>5</b></p>	<p>It is said that Pangeran Diponegoro used to seclude himself in the cave. Some people now use the place for meditation.</p> <p>There is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside.</p> <p>Besides the cave, Watukarang, a beach nearby, is good to visit. By the way, do you want different souvenirs? You can find them in Donorodjo village where agate craftsman work. So, have a nice journey.</p>

**Taken from** *Developing English Competence for Grade X page 116-117, 2008*

*The procedure of Jigsaw reading:*

1. The students go back to their original home group.
2. The teacher gives a piece of the story to each student.
3. The students then form 'expert group' based on the number of the text they get.
4. The teacher points the 'expert group' leaders
5. The students in 'expert group' discuss their own part; they can ask each other, or taking note.

6. The students go back to their 'home group'.
7. Each student has to elaborate their part to their group.

**Task 3** answer the following questions based on the text.

1. What do you call people who join Nyi Kamiyem and Ki Padmo in the cave?
2. Where is Gua Tabuhan located?
3. What can you see along the road to Gua Tabuhan?
4. Where can you find peddlers selling souvenirs?
5. What is Nyi Kamiyem?
6. How old is Ki Kartowiryono?
7. What did Kertodiprojo find out inside the cave?
8. What do people need when they enter the cave?
9. What did Pangeran Diponegoro use as a prayer mat to perform prayer in the cave?
10. Can you see the stream inside the cave?

**F. Method/Technique:**

Presentation, Practice, Production

**G. Teaching Procedure**

- a. Pre-Teaching
  - Greeting
  - Asking the students' condition
  - Starting the class
  - Calling the roll
  - Outlining the materials
  - Explaining the goals of teaching and learning

**b. Whilst-Teaching****Presentation**

- The teacher and the students discuss about the previous meeting and more information about descriptive text (tense used and function)

**Practice**

- The teacher asks the students to do Task 1 in pairs, match the words with their meanings which will be used in Task 2.
- The students return to their original home group.
- The teacher distributes one text for each student.
- The students read the text entitled 'Gua Tabuhan is a Lively Unique Cave'.
- The students gather in their 'expert group'.
- The teacher points the expert group leaders and the students start their discussion.

**Production**

- The students return to their 'home group' and present their chunks of text one to another.
- The students do Task 3, answer the questions based on the text individually.
- The teacher and the students discuss the generic structure of the descriptive text.

**c. Post-Teaching**

- Checking the student's understanding
- Summarizing and reflecting everything that they have learned.
- Closing the lesson

## H. References

- a. Priyana, Joko, et.al. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Doddy, Achmad, et. al. 2008. *Developing English Competencies 1: for Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- c. Murphy, Raymond. 1994. *English Grammar in Use*. 2<sup>nd</sup> edition. United Kingdom: Cambridge University Press.

## I. Assessment

- Teacher's observation
- Written test with 10 score for each correct answer and 0 for incorrect answer.

Approved on

Parakan, April 16, 2011

The English Teacher

The Researcher

Pariyati

Dian Titi Rahajeng

NIM. 06202244039

## LESSON PLAN

Senior High School	: SMAN I Parakan
Subject	: English
Grade/ Semester	: X / II
Kind of Text	: Descriptive
Aspect/Skill	: Reading
Time Allocation	: 2 x 45 minutes
Meeting	: 6 <sup>th</sup> (Saturday, May 7, 2011)

### A. **Standard of Competence:**

11. Understanding the meaning of short functional text and simple essay in the form of narrative, descriptive, and news item in daily life context and to access the knowledge.

### B. **Basic Competence:**

11.2. Responding to the meaning and rhetorical steps in simple essay accurately, fluently and reciprocally in daily life context and to access the knowledge through texts in the form of narrative, descriptive, and news item.

### C. **Goal of Teaching:**

At the end of the teaching and learning process a student is expected to be able to understand and identify descriptive text.

### D. **Indicators:**

1. The students are able to recognize the use of prepositions in descriptive text.
2. The students are able to identify words meaning in the text.
3. The students are able to identify the sentence structure of the text.

4. The students are able to identify the characteristics of a place described on the text.
5. The students are able to identify the purpose of the descriptive text.

**E. Material of Teaching and Learning:**

**Task 1** Read and study the following explanation carefully.

**Prepositions**

1. *At* is used with times and also with places: at Niagara Falls, at midnight, at lunch, at Jln. Soka no.11.
2. *In* is used with periods of time and also with places: in October, in 2005, in the Middle Ages, in the United States, in Canada, in the park.
3. *On* is used with dates and days and also with places: on Niagara River, on June 18, on Monday, on the wall.
4. *Of* is used with nouns and also with *-ing* forms: legs of the table, glance of eye, of making.
5. *Off* is used with verbs: get off, take off, put off.
6. *After/before* is used with period of times, with pronouns and also with *-ing* forms: before winter, before June, after summer, after lunch time, after me, before him, after reading, before asking.
7. *For* is used with a period of time: for one hour, for a week, for ages. *For* is also intended to be given to or belong to a particular person: The Great Sphinx was probably built for Khafre.
8. *During* is used with a period of time: during our holiday, during the night.
9. *While* is used with subject + verb: while you went out, while she was at the bank.

Some prepositions with more than one word are  
*in front of, for the sake of, at the corner of.*

Example:

- I stand *in front of* the class.
- *For the sake of* God.
- He has to stand *at the corner of* the classroom.

**Task 2** Complete the text with appropriate prepositions given in the box.

- of	- for	- at	- for	- of
- for	- in	- of	- of	- for
- near	- to	- for	- of	- on



The pyramids 1\_\_\_\_\_ Giza (Al Jizah) stand 2\_\_\_\_\_ the west bank 3\_\_\_\_\_ the Nile River outside Cairo. There are 10 pyramids 4\_\_\_\_\_ Giza, including three 5\_\_\_\_\_ the largest and best preserved 6\_\_\_\_\_ all Egyptian pyramids. They were built 7\_\_\_\_\_ kings 8\_\_\_\_\_ about 2600 9\_\_\_\_\_ 2500 B.C. The largest was built 10\_\_\_\_\_ King Khufu. The second was built 11\_\_\_\_\_ King Khafre, and the third 12\_\_\_\_\_ King Menkaure. A huge statue 13\_\_\_\_\_ a sphinx, called the Great Sphinx, was probably built 14\_\_\_\_\_ Khafre. It stands 15\_\_\_\_\_ his pyramid.

Taken from *Developing English Competencies for Grade X*



**Task 3** Read the following texts using jigsaw technique.

Text 1

**Easter Island**



Easter Island is in the South Pacific, 3,700 kilometres from the coast of Chile. On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there. The Norwegian explorer, Thor

Heyerdahl, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru.

Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by disease or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questions about Easter Island.

*Taken from Developing English Competence for Grade X*

Text 2

**Great Zimbabwe**



In 1871 Karl Mauch, a German, discovered a huge stonewalls in Zimbabwe, Africa. The walls covered 25 hectares around what is now called 'Great Zimbabwe'.

Great Zimbabwe is the most impressive Iron Age site in Africa. On top of a hill, there is a large castle and underneath this is

the 'Great Enclosure'. The Great Enclosure has enormous walls - sometimes 11 metres high and 1.2 metres thick. Inside the Great Enclosure there are many huts, passages and rooms and a mysterious 9-metre-high stone tower that has no stairs, no windows, and no doors. Why did they build the tower? We don't know. We don't even know who built Great Zimbabwe - it is a mystery to African and foreign archaeologists. They think the Great Enclosure was built about 1,000 years ago.

*Taken from Developing English Competence for Grade X*

## Text 3

**Pueblo Bonito**

One thousand years ago, in the desert of the Chaco Canyon, the Anasazi people built nine multi-storey buildings called 'Great Houses'. They used stone for the walls and wood for the floors, doors and roofs. They transported more than 200,000 trees from forests almost

80 kilometres away. How did they move the trees? We don't know.

In some buildings there are huge circular rooms called 'kivas'—the biggest one is under ground and it is about 16 metres wide. Why did the Anasazi build circular rooms? We don't know. Perhaps they used them for religious ceremonies or for storing crops. We know the Anasazi people abandoned the Great Houses. Why did they leave? Hunger? War? We really don't know.

*Taken from Developing English Competence for Grade X*

## Text 4

**Stonehenge**

Stonehenge is a prehistoric monument located in the English country of Wiltshire. It composed of a circular setting of large standing stones set within earthworks.

Archaeologists believe the stone monument was constructed anywhere from 3000 BC to 2000

BC. The surrounding circular earth bank and ditch, which constitute the earliest phase of the monument, have been dated about 3100 BC.

The archaeological evidence indicates that Stonehenge could possibly have served as a burial ground from its earliest beginnings. The dating of cremated remains found on the side indicates that deposits contain human bone material from as early as 3000 BC. The site is a place of religious significance and pilgrimage in Neo-Duindry.

*Adapted from wikipedia.org*

## Text 4

**Machu Picchu**

Machu Picchu is a pre-Columbian 15<sup>th</sup> century Inca site located in the Cusco Region of Peru, South America. Often referred to as the “City of the Incas”, it is perhaps the most familiar icon of the Inca world.

Most archaeologists believe that Machu Picchu was built as an “estate” for the Inca emperor Pachacuti. The Incas started building the “estate” around 1400. It was built in the classical Inca style, with polished dry-stone walls. Its three primary structures are the ‘Intihuatana (Hitching post of the Sun)’, ‘the Temple of the Sun’, and ‘the Room of the three windows.’ These are located in what is known by archaeologists as the Sacred District of Machu Picchu.

*Adapted from wikipedia.org*

*The procedure of Jigsaw reading:*

1. The students return to their original home group.
2. The teacher gives a descriptive text to each student.
3. The students then form ‘expert group’ based on the number of the text they get.
4. The teacher points the ‘expert group’ leaders
5. Students in ‘expert group’ discuss their text; they can ask each other, or taking note.
6. The students back to their ‘home group’.
7. Each student has to elaborate their text to their group.

**Task 4** Complete the following box with the information from the text to show the description of those places.

Description	Easter Island	Great Zimbabwe	Pueblo Bonito	Stonehenge	Machu Picchu
Location					
Time of building (approximation)					
Physical appearance					

**F. Method/Technique:**

Presentation, Practice, Production

**G. Teaching Procedure**

a. Pre-Teaching

- Greeting
- Asking the students' condition
- Starting the class
- Calling the roll
- Conducting the question and answer session

- Explaining the goals of teaching and learning

b. Whilst-Teaching

**Presentation**

- The teacher gives the handout and asks the students to read the explanation in Task 1 (the use of prepositions) and then discuss them together.

**Practice**

- The students do Task 2, complete the blank part of the text with prepositions in pairs.
- The teacher and the students discuss the answer for Task 2 together.
- The teacher asks the students to return to their original home group and distributes one text for each student.
- The students read their text first.
- The students gather in their 'expert group'.
- The teacher points the expert group leaders.
- The students start their discussion.

**Production**

- The students return to their 'home group' and explain their text one to another.
- The students do Task 4, complete the table with the information from the texts, individually.

c. Post-Teaching

- Checking the student's understanding
- Summarizing and reflecting everything that they have learned.
- Closing the lesson

## H. References

- a. Priyana, Joko, et.al. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- b. Doddy, Achmad, et. al. 2008. *Developing English Competencies 1: for Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- c. Murphy, Raymond. 1994. *English Grammar in Use*. 2<sup>nd</sup> edition. United Kingdom: Cambridge University Press.
- d. Internet source : *www.wikipedia.org*

## I. Assessment

- Teacher's observation
- Written test with 1 score for each correct answer and 0 for incorrect answer. The score calculation:

$\text{Total Score} = \frac{\text{Total correct answer} \times 10}{\text{Total questions (15)}}$
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Approved on  
Parakan, May 5, 2011

The English Teacher

The Researcher

Pariyati

Dian Titi Rahajeng

NIM. 06202244039

11

# PHOTOGRAPHS

## PHOTOGRAPHS

1. The students in the reading session.



2. The students are working on the 'expert group'.





3. The students return to their 'home group' and teach each other text.



4. The teacher is monitoring the discussion.



12

LETTERS





PEMERINTAH KABUPATEN TEMANGGUNG  
DINAS PENDIDIKAN  
**SMA NEGERI 1 PARAKAN**  
*Jalan Ngadirejo Parakan, Kab. Temanggung Telp. 596315*  
**P A R A K A N**

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**SURAT – KETERANGAN**  
Nomor : 870 / 259 / 2011

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Parakan menerangkan bahwa :

- N a m a : DIAN TITI RAHAJENG
- N I M : 06202244039
- Jurusan : Pendidikan Bahasa Inggris
- Tempat Tgl Lahir : Temanggung, 20 April 1988
- Alamat : Brojolan Timur Rt 05 Rw 02 Temanggung I, Temanggung.

Yang bersangkutan tersebut telah melaksanakan Penelitian dengan judul “Using Jigsaw Technique for Improving The Reading Skills of The First Year Students of SMA N 1 Parakan in The Academic Year of 2010/2011” pada Bulan Maret s.d Mei 2011.

Surat Keterangan ini dikeluarkan guna persyaratan skripsi

Demikian Surat Keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Parakan, 12 Mei 2011

Kepala Sekolah

