

CHAPTER 4

FINDING AND DISCUSSION

In this chapter, the researcher would like to answer the questions of the problem which has been stated in the first chapter. The questions of the problems are how the implementation of jigsaw technique is the teaching reading recount text to eight grade students of SMP Sunan Ampel Porong and what the students' perception about jigsaw technique in reading activities using jigsaw recount text. To answer those questions, the writer would like to describe the teaching learning process as the results of observation, to find out the result of students' in reading recount text using the jigsaw technique, and to find out the students' perception in the teaching reading recount text using jigsaw technique.

4.1 Findings

The findings in this research were found on observation. The observation was done by the researcher for two meetings. The researcher observed how the implementation of jigsaw technique was in teaching reading for the eight grade student in SMP Sunan Ampel Porong. The researcher also observed about how the students' perception were in teaching reading recount text using the jigsaw technique for the eight grade students in SMP Sunan Ampel Porong.

4.1.1 Teaching Reading Recount Text Using Jigsaw Technique

Teaching reading recount text using the jigsaw technique is the right way to make the students more active and fluent in reading English texts. By using the jigsaw technique, the students are happy and enjoy while

learning English in class. The researcher observed the learning to read recount text using the jigsaw technique for eight grade students in SMP Sunan Ampel Porong. The researcher also interviewed the teacher to find out what techniques was usually used when teaching before using jigsaw technique. The teacher holds the first and second meetings in learning to reading the text of recount text.

4.1.1.1 First Meeting

The first observation was done by teacher at 13th February 2019 conclude the time is 11:45 am until 13:05 am in last teaching learning activity. Total of students in the eight grade were twenty-eight persons with sixteen boys and twelve girls. In the first meeting, all of the students were coming at this class.

1. Pre Activity

The teacher entered the classroom together with the researcher and greeted to the students. The students replied the teacher and researcher greeted. The teacher stood up in front of the classroom and asked the leader in the class to lead pray. The teacher said to the students that there was an observation conducted by the researcher. The teacher asked the researcher to introduce her self and asked the students to be cooperative during the research. The teacher checked the attendance of students at the first meeting with twenty-eight students who attendance it.. The material would be explained by the teacher using of power point so the teacher prepared the LCD, laptop,

and power point. At 11.45 am the teacher started the meeting and asked to the students about the materials in the last week.

Next the teacher explained to the students in that day and they would continue to the material in the last meeting with the goal of the material. The teacher explained the materials before the class began. The teacher showed the material up in the slide. She gave information and the students paid attention about the slide of power point.

Before the students were taught about recount text using jigsaw technique, the students were given some of Ice breaking. It was the English lesson in the last period. The teacher used Ice Breaking of “Teko kecil”. The students felt very excited towards ice breaking. The students ready for the learning activity process. After that the teacher distributed sweets to the students to make them not get sleepy during the lesson.



Picture 4.1.1 The teacher greeting for the students before teaching learning process

The teacher opened the class with greetings. The teacher asked the students of how they were today using English language. The teacher checked the students who present were the students answered the teacher enthusiastically. The teacher reviewed little bit about the last lessons.

Teacher : "Good afternoon students."

Students : "Good afternoon sir."

Teacher : "How are you today?"

Students : "I'm fine Sir, and you?"

Teacher : "I'm very well, thank you." Okay students, now I will check your attendant list first. Please raise your hand.

Student : "Yes, Sir"

Teacher : "Do you know what we will learn today?"

Students : "No, Sir"

Teacher : "Well, today we will learn about experience. Before we start, I want to ask you. Do you have experience?"

Student : "Yes, Sir."

Teacher : "What is the story of experience?"

Students : "Recount text Sir."

Teacher : "Good. Do you know about recount text?"

Students : “No, Sir.”

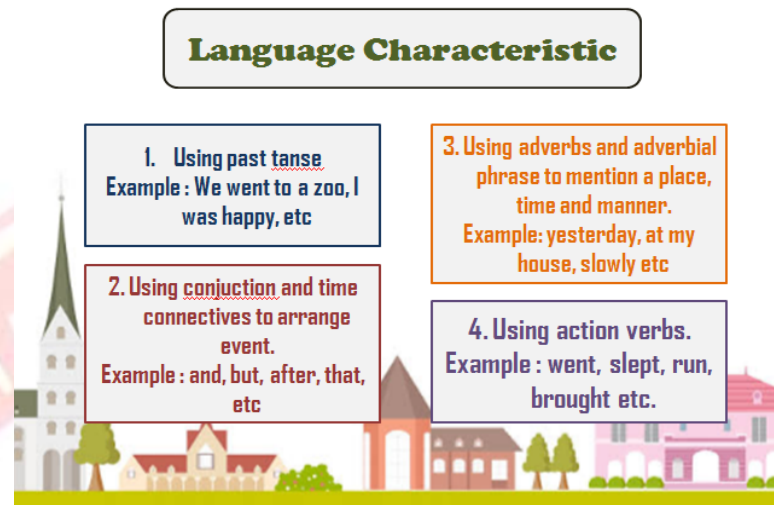


Picture 4.1.2 The students make a group heterogeneous

Before the teacher started the lesson about the recount text, the teacher asked the students to form groups. The teacher told students to count from one to six. In this case, the teacher instructed students to say the same number. After forming the groups, the teacher began the material of recount text.

2. Whilst-Activity

Next, the teacher explained to the students that in the day they would continue learning the same be continued material as the first meeting. Before starting to explain about the material, the teacher showed the material in the slide. The teacher gave information that the students paid attention about the slide of power point.



Picture 4.1.3 The language characteristics of a recount text

The teacher explained the definition of recount text. The teacher also explained the purpose of recount text to students. During the teacher explanation, the students listened well. The teacher explained recount text material with a little joke so students did not felt bored. In addition, the teacher explained the characteristics of the recount text to students.

Teacher : "OK students, I will explain about the recount text. Recount text is a text tells which about the true event that happened in the past. The purpose of the recount text is to tell a true event that happened in the past. Do you understand? "

Students : "Yes, Sir."

Teacher : “The characteristics about recount text is using past tense.

Do you know past tense? For example I went to a zoo. I as subject, and want as V₂.”

Students : “Yes, Sir. past tense make a V₂.”

Teacher : “Good. Past tense uses a V₂. For example went, ate, drank etc. Please give an example text about past tense.”

Student : “Me, Sir. I went to a zoo.”

Teacher : “Good. Any else?”

Student : “Me, Sir. I was happy.”

Teacher : “Good. Recount text also needs conjunction. For example and, but, after that etc. Recount text also uses adverbs and adverbial phrase. Example : yesterday, at my house, etc. and the last recount text using action verbs. Example : went, slept, run, etc. Do you understand?”

Student : “Yes, Sir.”

Teacher : “For now, any question?”

Students : “No, Sir.”

Teacher : “Recount text has a generic structure. Do you know generic structure in recount text?”

Students : “No, Sir.”

Teacher : “Generic structure in recount text is orientation, event, and re-orientation.

Students : “Sir, what is the orientation opening, event is content, and re-orientation is closing?”

Teacher : “Yes, The orientation is to tell about the background information about where, when it happened, or what happened. And event is what happened and tells the sequence. The last re-orientation is contains a summary or conclusion also contains the opinions. Do you understand?”

Students : “Yes, Sir.”

Teacher : “OK, Students, I have one example about recount text. We want analysis this text together. In the recount text in front of what you know?”

Visiting My Grandmother and Grandfather

Last year holiday of Lebaran I went to Surabaya visiting my grandmother and grandfather. I had to go there because the previous holiday I wasn't there.

I missed them so much because I lived with them when I was a child. At that time both of my parents had to go to another city to earn money so they left me with my grandma and grandpa. After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited them only at holiday time.

Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant. Normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad.

The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.

Picture 4.1.4 The example of a recount text

Students : "Paragraph one is orientation Sir, paragraph two and three are event, paragraph four is re-orientation. And V₂ is had, was, started, showed, lowered, etc."

Teacher : "Good, lets read together, please repeat after me."

Students : "OK, Sir."

Teacher : "Good. I will create new group for make it easier for you in learning it. I will call for the absent number 1,3,13,18,15 into one group. absent number 26,17,9,25,16 into two group. absent number 14,28,24,22,23 into three group. absent number 21,2,5,10,11 into four group. absent number 7,8,20,4,19 into five group. absent number 27,12,6 into six group."



Picture 4.1.5 The students make a group expert

Before forming groups, the teacher has choose the active students and passive students in ne group in order to facilitate the students in learning English. The teacher gave a different text recount to each group. The teacher appointed one smart student as a leader in a group to help other students. The teacher also asked students to read and analyze the recount text. The students discussion with members of their group to learn and understand the text provided by English teacher. The teacher gave 20 minutes to analyze the recount text. The teacher also monitored the students and helped students who had difficulty in discussing the recount text.

3. Post-Activity

The teacher asked the student about what difficulties the students experienced while studying? The teacher also explained and helped the students who had a problem. The teacher instructed the students to learn reading at home because there will be a reading test

for the next meeting. The teacher appointed one the students to lead the pray before going home. Then the teacher the class with greetings.

4.1.1.2 Second Meeting

The second observation was done by the teacher at 15th February 2019 starting at 07.20 am until 08.30 am. The total of students in the eight grade were twenty-eight person sixteen boys and twelve girls in the second meeting.

1. Pre Activity

The teacher entered the classroom together with the researcher and greeted to the students. The students replied the teacher and researcher's greeting. The teacher stood up in front of the classroom and asked the leader of the class to lead for the pray. The teacher checked the attendance of students at the second meeting, there were twenty-eight students who attend the second meeting. The teacher explained to the students in that day that they would continue to the material of the last meeting by explaining the goal of the material.

Teacher : "Good afternoon, Students."

Students : "Good afternoon, Sir."

Teacher : "How are you today?"

Students : "I'm fine Sir, and you?"

Teacher : "I'm very well thanks you. OK, Students now I will check your attendant list first. Please raise your hand"

Student : "Yes, Sir"

2. Whilst Activity

The teacher asked the students by asking have you already learned recount text at home? The students answer "Already". The teacher asked the material of the last meeting. The teacher reviewed it. The teacher's request the students to go back to the original group. The teacher also gave the questions and the questionnaire from the researcher to each student.

Teacher : " Today, you will continue the material of yesterday. Do you still remember that material?"

Students : "Yes, Sir, The material was recount text."

Teacher : "Do you still remember, Do you know about generic structure in recount text?"

Students : "Yes, Sir. The generic structure in recount text is orientation, events and re-orientation"

Teacher : "Good. Did you studying at home?"

Students : "Yes, Sir"



Picture 4.1.6 The students reading test about recount text

The teacher would take a reading test. The teacher asked one student to read the text which been given to the students at the last meeting and to explain about the text recount which been discussed in the group members. While other group were asked to work on the essay questions that which given. The researcher also gave a questionnaire to the students, to find out the students' perceptions of the jigsaw technique taught in reading the recount text. While waiting for their turn, the students learn to read to their friends in one group.



Picture 4.1.7 The students answer questions about recount text

The teacher gave a reading test to see whether the students are fluent in reading or not. After the students had taken a reading test, the teacher gave a guessing game using picture so that the students felt happy in learning. The teacher also gave advice to students about how to read fluently. The teacher also told the students to collect the questions and the questionnaire. In addition, the researcher asked one of the students about whether learning to use jigsaw is very interesting or not? The students answered yes. The students really liked to learn using jigsaw technique because learning recount text using jigsaw technique is very easy for them. they did not just study with their peers, but studying with other friends.

3. Post Activity

The teacher reviewed the material that which learned today. The teacher appoints one student to lead the pray, and the teacher closes the lesson using greeting.



Picture 4.1.8 The students take a picture with the researcher

Before the teacher go back to the office, the teacher asked students to take a pictures together for the memento. After taking a picture the teacher said thank you to all the students, the left the class.

Teacher : “The students can I took a picture with all?”

Students : “Yes, Sir.”

Teacher : “OK, Please come here and we take a picture together.”

4.1.1.3 The Result of Teaching Interview About The Application of Jigsaw Technique

Based on the interview on 15th February 2019 at 10.00 am, the teacher said that the teaching and learning process using the jigsaw technique was very good, because it could help underprivileged students. Jigsaw technique was divided into heterogeneous groups. It can train students to be more confident because they have to convey it in front of their group friends. not studying with their peers. The teacher said the media that is often used in the teaching and learning process. It was discovery learning. The teacher told us that he taught English since 2015 at the SMP Sunan Ampel Porong after he graduated from university. In teaching and learning, the teacher also often experience difficulties due to the lack of school facilities.

The teacher expressed the most difficult English skills is speaking, because the students did not want to read and lack of practice. The teacher also says that many students had different abilities so the teacher used many strategies in learning in order to make the students felt happy and enjoy learning English. Usually the teacher used the media fit the situation and condition of the material used in teaching. In teaching reading usually the teacher asked the students to read one by one, the teacher will justify the wrong reading such as intonation or pronunciation. According to the teacher, the steps taken by to apply the jigsaw technique are divided into the heterogeneous groups and expert groups. The teacher saw the students more easily understand the material conveyed by using the jigsaw technique. The responses of the students were also very enthusiastic in learning English in the class using the jigsaw technique. The teacher also told about how to overcome students who were desperate in learning English. Usually the teacher gives attention and more motivation to these students so that the students felt happy and wanted to learn English.

4.1.2 The Students' Perception of Jigsaw Technique for Teaching

Reading of Recount Text

In this part the researcher explained about the students' responses that had found by researcher from observation in two meeting on 13th February 2019 at 11.32 am till 13.00 and on 15th February 2019. It was started at

07.20 am till 08.30. After teaching learning process, the researcher gave ten questionnaires for twenty-eight students. The researcher calculation the questionnaire using yes and no question. The result, of questionnaires could be seen in this following table.



Table 4.2 The Result of Questionnaires

The Question's	YES	NO	Total
1. Do you like to read English?	19	9	28
2. When you read English text, are you having trouble?	24	4	28
3. Do you know about the recount text?	18	10	28
4. Do you like reading recount text?	14	14	28
5. Are you having trouble learning recount text?	22	6	28
6. Do you like learning to read recount text using jigsaw technique?	24	4	28
7. Does the jigsaw technique help you understand the recount text?	24	4	28
8. Is learning to read recount texts using jigsaw techniques fun?	24	4	28
9. Can the jigsaw technique on recount text increase your motivation in learning English style?	23	5	28
10. Does the jigsaw technique in recount text in learning improve English vocabulary?	27	1	28
Total Answer YES NO	219	61	280

Based on the result of questionnaire above the researcher changed the result in to percentage to make the data easily to be understood. The researcher used the formula as follow:

$$\frac{\text{The Sum of The Student's Response of one Question}}{\text{The Number of The students}} \times 100\%$$

(Arikunto, 2005)

Based on the table of result questionnaires above, the researcher counting percentage of students' responses in the following formula :

a. Question number 1 :

$$\text{Answer Yes} : \frac{19}{28} \times 100\% = 68\%$$

$$\text{Answer No} : \frac{9}{28} \times 100\% = 32\%$$

Question number one was Do you like to read English. Can be explained from the number one, many eight grade students in SMP Sunan Ampel Porong like to read English. The assume that reading English is very pleasant. Some students who do not like reading English because of lack of reading practice.

b. Question number 2 :

$$\text{Answer Yes} : \frac{24}{28} \times 100\% = 86\%$$

$$\text{Answer No} : \frac{4}{28} \times 100\% = 14\%$$

Question number two is When you read English text, are you having trouble. Due to lack of reading practice, many students find it difficult to read English. They say that English different from Indonesian. They have difficulty when they have to read with the correct intonation.

c. Question number 3:

$$\text{Answer Yes : } \frac{14}{28} : \times 100\% = 50 \%$$

$$\text{Answer No : } \frac{14}{28} : \times 100\% = 50 \%$$

Question number three is Do you know about the recount text. Half of eighth grade students in SMP Sunan Ampel Porong know about recount text. But they only know about definition from recount text. When the teacher asks about the characteristics of the recount text, they answer that they don't know.

d. Question number 4 :

$$\text{Answer Yes : } \frac{18}{28} : \times 100\% = 64 \%$$

$$\text{Answer No : } \frac{10}{28} : \times 100\% = 38 \%$$

Question number four is Do you like reading recount text. 64% of the students said that they like to read recount text, because the recount text retells their experiences during the holiday.

e. Question number 5 :

$$\text{Answer Yes : } \frac{22}{28} : \times 100\% = 78 \%$$

$$\text{Answer No : } \frac{6}{28} \times 100\% = 21\%$$

Question number five is Are you having trouble learning recount text. 78% students said that in learning recount text they has difficulty. However, when they learned reading recount text by using jigsaw technique they are easier to catch the material given by the teacher. Students are also more active in class.

f. Question number 6 :

$$\text{Answer Yes : } \frac{24}{28} \times 100\% = 86\%$$

$$\text{Answer No : } \frac{4}{28} \times 100\% = 14\%$$

Questioner number six is do you like learning to read recount text using jigsaw technique. Many students from SMP Sunan Ampel Porong like reading recount text learning using jigsaw technique. They feel happy when learning to using jigsaw technique. Students more easily understand what the teacher conveyed.

g. Question number 7 :

$$\text{Answer Yes : } \frac{24}{28} \times 100\% = 86\%$$

$$\text{Answer No : } \frac{4}{28} \times 100\% = 14\%$$

Question number seven is Does the jigsaw technique help you understand the recount text. Out of 100% eight grade students in SMP

Sunan Ampel Porong, 86% students said that it was very helpful for them to understand the text recount. Students feel younger in accepting the material that the teacher given. Students also really enjoy learning recount text.

h. Question number 8 :

$$\text{Answer Yes} : \frac{24}{28} : \times 100\% = 86\%$$

$$\text{Answer No} : \frac{4}{28} : \times 100\% = 14\%$$

Question number eight is learning to read recount texts using jigsaw techniques fun. Many students say that it's very fun. Jigsaw technique is very helpful for students in learning to reading recount text. Students also feel more confident in the classroom.

i. Question number 9 :

$$\text{Answer Yes} : \frac{23}{28} : \times 100\% = 82\%$$

$$\text{Answer No} : \frac{5}{28} : \times 100\% = 18\%$$

Question number nine is Can the jigsaw technique on recount text increase your motivation in learning English style. From the result of the questionnaire, 82% students said that after learning reading recount text using jigsaw techniques students were motivated to be more active in learning English. They said that they were happier reading English.

j. Question number 10 :

$$\text{Answer Yes} : \frac{27}{28} \times 100\% = 96\%$$

$$\text{Answer No} : \frac{1}{28} \times 100\% = 4\%$$

Question number ten is Does the jigsaw technique in recount text in learning improve English vocabulary. Almost all eight grade students in SMP Sunan Ampel Porong say that after learning jigsaw technique, students know more about new words in English. They also said that they knew new vocabulary in English.

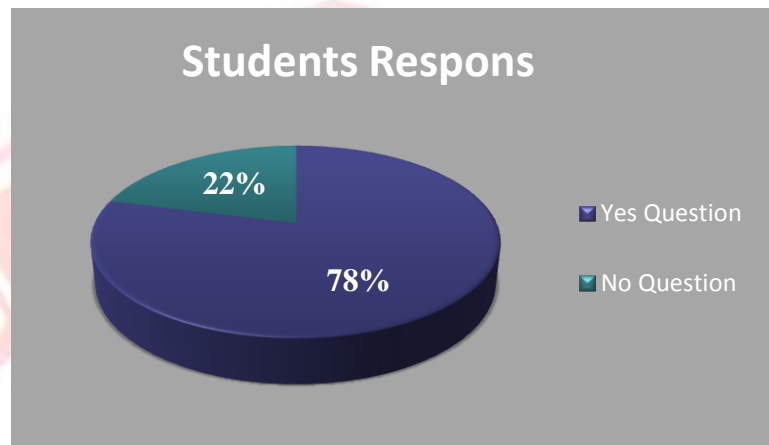
Based on the count percentage of students' responses, the counting percentage of students' responses YES NO questions in the following formula:

a. Question number 1-10 students answer YES : $\frac{219}{280} \times 100\% = 78\%$

b. Question number 1-10 students answer No : $\frac{61}{280} \times 100\% = 22\%$

The percentage of the recapitulation of the student's responses are converted into a pie chart can be describe in following figure :

Figure 4.2 Frequency Chart of Students Perception



4.1.2.1 The Result of Students Interview About the Application of Jigsaw Technique

Based on the interview on 15th February 2019 at 10.00 am, the students said that they had difficulty in English subject because of the lack of students in learning English. When asking whether the students often read English text or not. Students answered without meaning, because they assumed that learning English was very boring.

The teacher English in SMP Sunan Ampel Porong often used techniques discovery learning, so the students felt bored. The students needed new techniques that were able to make students active in class. When teacher teach using jigsaw techniques. The students are very enthusiastic. The students were more active in class. Students also more easily understood the material conveyed by the teacher. According to Dara (2012:3) all of material using by the teacher in learning activities in the classroom were important.

The researcher asked about the students' perception of the jigsaw technique. The students answered that the jigsaw technique was very pleasant. Many students like to learn the recount text using the jigsaw technique because the students are more confident at class. The students also felt helpful when they ask other students about the material that is not understood. The researcher also asked they got difficulties in learning to recount text using jigsaw technique or not. Many students said that they did not find the difficulties of learning recount text using the jigsaw technique. The students felt more easy using the jigsaw technique, because the jigsaw technique was very fun.

4.2 Discussion

In this part the researcher discussion about the finding that had found from observation field note, writing task, questionnaires and interview that have been done to the teacher and students. All of the instruments were used to found the implementation of jigsaw technique in learning recount text to the eight grade students of SMP Sunan Ampel Porong. According to Gini (2003) found that using group strategy in small groups discussion really helped the students. The students could share their knowledge and opinion in doing the exercises and discussing the answers. Therefore, jigsaw is very suitable for teaching reading recount text. The jigsaw technique was a method of organizing classroom activity that made the students dependent on each other to succeed. It broke classroom into groups and broke assignments into pieces that the group assembles to complete the jigsaw

puzzle (Lestik M, & Plous, S. 2012). This section also discussion the students' perceptions of teaching reading recount text using the jigsaw technique in the eight grade students of SMP Sunan Ampel porong.

4.2.1 Teaching Reading Recount Text Using Jigsaw Technique

Using jigsaw technique made the students more active and confident at class. At the first meeting, the teacher asked about the text of recount text to the students. Many students know about the recount text, but they only knew that the text recount was an experience at past. The students did not know the generic structure and characteristics of the recount text. The teacher explained about the recount text to the students. The teacher also formed study group to facilitate students in learning. As Nunan (1992:35) stated that by using heterogeneous learning teams, the students can be facilitated and helped each other. It meant that by cooperative learning where the students were grouped heterogeneously. It made the students helped each other. The teacher divided the students randomly so the students can harmonize with other friends.

The teacher asks students whether they knew about jigsaw technique or not. The students answered no, then the teacher explained about the jigsaw technique and also told them that they would learn recount text using jigsaw technique. After the teacher explained the recount text and also the jigsaw technique. The teacher gives an example of text recount so that the students got better understand about the recount text. The teacher also asked the students to read the sample of the recount

text together, and correct the text that was said by the students. The teacher helped the students in pronoun and intonation. The students were divided into new group had a leader who helped students who has difficulties. In groups, the students examined the recount text given to them.

In the second meeting, the teacher asked the students to go back the first group. The teacher gave the questions and asked students to work on the questions gave. The teacher asked one group to present the text recount that were obtained one by one. While other students work on the recount problem. The teacher evaluation about how the students read and how students explained their recount text. The teacher also gave a questioner which were given by the researcher to find out the students response. After completion the teacher also gives a game so that students felt happy and enjoy during the lesson.

4.2.2 Students Perception

Based on the questionnaire for question number one there are 68% students answer Yes and 32% students answer No it means students like to reading English. The students answer for question number two there are 86% student answer Yes and 14% students answer No, `students often experience difficulty in reading, due to lack of reading practice. Question number three there are 50% students answer Yes and 50% students answer No. many students in the eighth grade in SMP Sunan Ampel Porong know about recount text, but student only understanding about definition. Students do not understand the generic structure and characteristics of the

recount text. Question number four there are 64% students answer Yes and 36% students answer No, half of eighth grade students like reading recount text. According to students reading recount text is very pleasant. Question number five there are 79% student answer Yes and 21% students answer No. According to the results of the questionnaire, eight grade students at SMP Sunan Ampel Porong often have difficulty learning recount text. Question number six there are 86% students answer Yes and 14% students answer No. The students said that he really liked learning to reading recount text using jigsaw technique. Question number seven there are 86% students answer Yes and 14% students answer No. according to students using jigsaw technique is very helpful in learning to reading recount text. Question number eight there are 86% students answer Yes and 14% students answer No. according to students learning to use the jigsaw technique is very fun, because students feel more confident in class. Students also find it easy to understand students using the jigsaw technique. Question number nine there are 82% students answer Yes and 18% students answer No. student are more active in learning English because they feel motive. The last question number ten there are 96 students answer Yes and 4% students answer No. students say after learning to reading recount text using jigsaw technique students can improve vocabulary in English.

Jigsaw is a type of cooperative learning where the students worked in small group with heterogeneous ability. This argument was supported by the

result of the students' questioner. According to the results of the questionnaires, more than half of the students like learning using the jigsaw technique. They said that jigsaw techniques were very easy and fun. Some students agreed that the jigsaw technique helped to understand the text of the recount.

On the last question, it was about the jigsaw technique could increase the vocabulary in English or not. Based on the results of the questionnaires, twenty-seven students answered that the jigsaw technique improved their vocabulary in English. They heard a lot of words they did not know before. The students also read more texts in English.

