

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Pre Cycle

a. Pre Cycle Analysis

Before doing cycle, the researcher collected the first data such as the students' name and the score from the first test of students. It was held on 18th November 2012. The first score was taken from test before cycle. The test score was used to measure the students' ability and then it was used to divide students into several groups.

b. The Result of Pre Cycle Test

After doing the pre cycle test, the researcher got the score and knew the ability of grammar, especially Simple Present Tense. The score from pre-test could be seen in the table below:

Table 4
Students' Score in the Pre Cycle

No	Students' Code	Score
1	S-1	50
2	S-2	80
3	S-3	60
4	S-4	30
5	S-5	90
6	S-6	60
7	S-7	60
8	S-8	60
9	S-9	50
10	S-10	60
11	S-11	60
12	S-12	60
13	S-13	60
14	S-14	60
15	S-15	50
16	S-16	60
17	S-17	50
18	S-18	60
19	S-19	70

20	S-20	80
21	S-21	60
22	S-22	60
23	S-23	70
24	S-24	60
25	S-25	80
26	S-26	50
27	S-27	40
28	S-28	70
29	S-29	80
30	S-30	100
31	S-31	40
32	S-32	80
33	S-33	70
34	S-34	50
35	S-35	70
36	S-36	60
37	S-37	60
38	S-38	90
39	S-39	50
40	S-40	80

To know the average of students score, the teacher used mean formula such as bellow: $2.530/40 = 63.25$

Based on test above, it showed that students were still difficult to learn and understand of grammar especially Simple Present Tense. They reached average score 63.25. There were 14 students reached the passing grade and 26 students didn't reached the passing grade (65). So that Jigsaw Strategy through Classroom Action Research were needed to improve students' understanding on Simple Present Tense.

2. First Cycle

The researcher did research of using Jigsaw Strategy to improve students' understanding on Simple Present Tense at class VIIB MTs N 02 Semarang at the first cycle on 23th November 2012. There were steps in this cycle such as below:

a. Planning

The researcher made lesson plan, arranged worksheet, forming several groups, made evaluation from the first cycle, arranged the observation checklist, documenting, reflecting, and evaluating.

b. Acting

Learning process was started by greeting, asked students to pray together, checking attendance, and then the teacher asked students the following questions related the material. The teacher explained Jigsaw Strategy. After that the teacher divided students randomly into 6 groups and then distributed the grammar text. Teacher asked the student expert topic 1 (positive sentence) got together at one table, all students with expert topic 2 (negative sentence) at another table, all students with expert topic 3 (interrogative sentence) at another table. The class consists of 40 students, so the teacher divided the expert group into two smaller groups, so that there would not be more than six students in each expert group; an expert group larger than six could be unwieldy.

Teacher asked students to discuss in expert-group. The students discussed about their topic seriously. While the expert-groups were working, the teachers spent time with each group in turn and emphasize to students that they had a responsibility to their teammates to be good teachers as well as good listeners. After that the teacher asked students to return from their expert-group discussion and prepared to teach their topics to their teammates. In this step, each student in turn report the results of discuss in expert-group to another friend in Jigsaw group.

Finally, the teacher distributed the quizzes or test and allow enough time for everyone to finish.

After all of the process had finished, teacher evaluated students by giving evaluation test. The evaluations were used to control learning program.

The last, teachers asked students to said hamdalah together then he closed the meeting. The result score of the first cycle were got by researcher from the evaluation test. There were 10 questions of multiple choice. The score of students in the first cycle can be seen in the table below:

Table 5
Students' Score in the First Cycle

No	Students' Code	Score
1	S-1	50
2	S-2	90
3	S-3	70
4	S-4	70

5	S-5	90
6	S-6	60
7	S-7	70
8	S-8	70
9	S-9	70
10	S-10	80
11	S-11	50
12	S-12	80
13	S-13	70
14	S-14	70
15	S-15	70
16	S-16	80
17	S-17	70
18	S-18	70
19	S-19	70
20	S-20	80
21	S-21	70
22	S-22	80
23	S-23	70
24	S-24	80
25	S-25	80
26	S-26	70
27	S-27	70
28	S-28	60
29	S-29	80
30	S-30	90
31	S-31	50
32	S-32	80
33	S-33	100
34	S-34	70
35	S-35	40
36	S-36	60
37	S-37	70
38	S-38	70
39	S-39	80
40	S-40	70

From the result of the evaluation test above, showed that they reached average $2.870/40 = 71.75$. There was an improvement from the pre cycle, there were 33 students reached the passing grade and 7 students didn't reached the passing grade (65). It was caused by some of them still confused about Simple

Present Tense especially use to be. So that, the next cycle were needed to improve students' understanding on Simple Present Tense.

c. Observing

The researcher observed students in learning process at class by using observation instrument. This observation was doing in learning process of using Jigsaw Strategy to teach Simple Present Tense.

In the first cycle, the researcher observed 5 aspects such as below:

- A) Students concerned toward teacher's explanation.
- B) Students' cooperative in group.
- C) Student's activeness in presenting the material.
- D) Students concerned toward other friends presentation.
- E) Students were active to do on the assignment given by teacher.

The criterion of scoring from the observation checklist such as below:

- (1) Score 1 if the student's participation was poor.
- (2) Score 2 if the student's participation was less.
- (3) Score 3 if the student's participation was fair.
- (4) Score 4 if the student's participation was good.
- (5) Score 5 if the student's participation was very good.

There were notes for student's participation in this research. It could be seen in the table below:

Table 6
Students' Participation Score in the Learning Process at the First Cycle

No	Students' Code	Description from the Observation					Total Activities
		A	B	C	D	E	
1	S-1	3	3	3	4	3	16
2	S-2	4	5	4	4	5	22
3	S-3	3	4	3	4	3	17
4	S-4	4	3	3	4	3	18
5	S-5	5	5	4	4	5	23
6	S-6	3	3	3	3	2	14
7	S-7	3	4	4	3	2	16
8	S-8	3	3	4	4	3	17
9	S-9	3	3	4	4	3	17

10	S-10	3	3	5	4	4	19
11	S-11	3	4	4	3	4	18
12	S-12	3	3	3	4	2	15
13	S-13	3	4	3	3	4	17
14	S-14	3	5	3	3	4	18
15	S-15	3	3	5	3	3	17
16	S-16	3	4	4	3	3	17
17	S-17	3	3	4	5	3	18
18	S-18	3	2	3	3	3	14
19	S-19	3	3	3	3	2	14
20	S-20	5	4	5	4	4	22
21	S-21	3	3	4	4	3	17
22	S-22	3	3	3	4	4	17
23	S-23	3	3	3	5	4	18
24	S-24	3	3	4	3	5	18
25	S-25	4	3	4	5	5	21
26	S-26	3	5	3	3	3	17
27	S-27	3	4	3	5	3	18
28	S-28	3	3	4	3	4	17
29	S-29	3	4	3	5	4	19
30	S-30	4	4	4	5	4	21
31	S-31	3	3	3	4	2	15
32	S-32	4	3	3	5	3	18
33	S-33	3	4	3	4	4	18
34	S-34	4	4	2	3	3	16
35	S-35	3	2	2	4	3	14
36	S-36	2	3	3	3	2	13
37	S-37	2	2	3	3	4	14
38	S-38	3	5	4	3	4	19
39	S-39	3	4	3	4	3	17
40	S-40	3	4	4	3	5	19

Table 7
The Categorization of Students' Participation Score in the Learning Process
at the First Cycle

Total of Students Activeness	Total of Students	Categorization	Percentage
21 – 25	5	Very Good	12.5%
16 – 20	27	Good	67.5%
11 – 15	8	Fair	20%
6 - 10	0	Less	0%

1 – 5	0	Poor	0 %
Total	40		100 %

From observing the students' participation, the researcher saw 5 students or amount 12.5% were very good participation, 27 students were good participation or amount 67.5%, 8 students were fair participation or amount 20%. It showed that students responded well for learning process by using Jigsaw Strategy to improve students' understanding on Simple Present Tense.

From the observation could be seen that student's activeness was well. Students focused on the discuss, they listened to friend's presentation but, there were some student still making noisy and still passive in learning process, in grouping, and working evaluation themselves.

d. Reflecting

Based on the result above, it showed that there were improvements of students' understanding on Simple Present Tense, but the teachers as researcher had to be more creative in delivering material by using Jigsaw Strategy to improve students' understanding on Simple Present Tense. One of the problems was some of students made noisy and passive in learning process. The teacher reflected and evaluated the learning activities on the first cycle. He tried to got solution on the problem by planning some action such as below:

- a. Teacher asked students to focus on study and asked students to do work by themselves.
- b. Teacher asked students to be more active in the learning process.
- c. Teacher should manage class well.
- d. Teacher made class condition well to get students be more active.
- e. Teacher noted all of activities in class in learning process.
- f. Teacher completed the evaluation sheet.

From the reflecting above, it was got solution of the problem of learning process by using Jigsaw Strategy to improve students' understanding on Simple Present tense. The result from the reflecting could be used to make improvement.

It was also used as reflecting for doing second cycle to reach maximum research and repair the first cycle.

3. Second Cycle

This cycle is held on 30th November 2012. This cycle consists of several steps such as below:

a. Planning

The researcher planned some activities to reach maximum result in the second cycle. He tried not to do same weakness such as the first cycle. The planning of the second cycles such as arranged the lesson plan, evaluation test and documentation for the second cycle.

b. Acting

The researcher did some activities such as in the first cycle. Learning process was started by greeting, asked students to pray together, and checking attendance. The teacher informed to the students about the result of previous test and reviewed the previous lesson. The next step the teacher explained Jigsaw Strategy and how to apply this method. After that the teacher divided students into 6 groups randomly, but each group consists of students who were brilliant in the classroom. The next step the teacher distributed the grammar text. Teacher asked the students expert topic 1 (positive sentence) got together at one table, all students with expert topic 2 (negative sentence) at another table, all students with expert topic 3 (interrogative sentence) at another table. The class consists of 40 students, so the teacher divided the expert group into two smaller groups, so that there would not be more than six students in each expert group; an expert group larger than six could be unwieldy.

Teacher asked students to discuss in expert-group. The students discussed about their topic seriously. While the expert-groups were working, the teachers spent time with each group in turn and emphasize to students that they had a responsibility to their teammates to be good teachers as well as good listeners.

After that the teacher asked students to return from their expert-group discussion and prepared to teach their topics to their teammates. In this step, each

student in turn report the results of discuss in expert-group to another friend in Jigsaw group.

Finally, the teacher distributed the quizzes or test and allow enough time for everyone to finish

After all of the process had finished, teacher evaluated students by giving evaluation test. The evaluations was used to control learning program.

The last, teacher asked students to say hamdalah together then he closed the meeting.

The result score in the second cycle were got by researcher from evaluation test. There are 10 multiple choice questions. The score of students could be seen in the table below:

Table 8
Students' Score in the Second Cycle

No	Students' Code	Score
1	S-1	80
2	S-2	90
3	S-3	80
4	S-4	70
5	S-5	80
6	S-6	70
7	S-7	80
8	S-8	80
9	S-9	80
10	S-10	100
11	S-11	80
12	S-12	80
13	S-13	90
14	S-14	80
15	S-15	90
16	S-16	80
17	S-17	90
18	S-18	70
19	S-19	80
20	S-20	90
21	S-21	80
22	S-22	80
23	S-23	70
24	S-24	90
25	S-25	90
26	S-26	90

27	S-27	80
28	S-28	80
29	S-29	80
30	S-30	80
31	S-31	70
32	S-32	90
33	S-33	90
34	S-34	90
35	S-35	80
36	S-36	90
37	S-37	80
38	S-38	80
39	S-39	100
40	S-40	80

From the evaluation score in the second cycle above, it showed that the students reached average score $3.310/40 = 82.75$ and there were all students reached the passing grade (65). It showed that students had good achievement in study by using Jigsaw Strategy that was reached 100% from the passing grade (65). They were understands about the form and using Simple Present Tense.

c. Observing

The researcher observed students in learning process in class by using observation instrument. This observation was doing in learning process by using Jigsaw Strategy to teach Simple Present Tense.

In the second cycle, the researcher observed 5 aspects such as below:

- A) Students concerned toward teacher's explanation.
- B) Students' cooperative in group.
- C) Student's activeness in presenting the material.
- D) Students concerned toward other friends presentation.
- E) Students were active to do on the assignment given by teacher.

The criterion of scoring from the observation checklist such as below:

- (1) Score 1 if the student's participation was poor.
- (2) Score 2 if the student's participation was less.
- (3) Score 3 if the student's participation was fair.
- (4) Score 4 if the student's participation was good.

(5) Score 5 if the student's participation was very good.

There were notes for student's participation in this research. It could be seen in the table below:

Table 9
Students' Participation Score in the Learning Process at the Second Cycle

No	Students' Code	Description from the Observation					Total Activities
		A	B	C	D	E	
1	S-1	5	4	3	5	5	22
2	S-2	4	5	4	5	5	23
3	S-3	4	5	4	4	4	21
4	S-4	5	4	4	5	4	22
5	S-5	5	4	5	4	5	23
6	S-6	4	5	3	4	4	20
7	S-7	4	5	4	4	4	21
8	S-8	3	4	3	4	4	18
9	S-9	5	4	3	5	4	21
10	S-10	5	4	4	3	4	20
11	S-11	4	5	3	4	5	21
12	S-12	5	4	5	4	4	22
13	S-13	4	4	3	4	4	19
14	S-14	4	5	4	4	5	22
15	S-15	4	5	4	5	4	22
16	S-16	3	4	3	3	4	17
17	S-17	4	5	3	5	4	21
18	S-18	4	4	4	4	3	19
19	S-19	4	4	3	5	5	21
20	S-20	5	4	5	4	4	22
21	S-21	5	4	4	5	4	22
22	S-22	5	4	5	4	5	23
23	S-23	4	4	4	4	4	20
24	S-24	5	4	4	5	4	22
25	S-25	3	5	5	4	4	21
26	S-26	4	4	4	5	4	21
27	S-27	5	4	4	4	5	22
28	S-28	5	4	4	4	4	21
29	S-29	4	4	5	5	4	33
30	S-30	4	5	4	4	4	21
31	S-31	4	5	5	4	4	22
32	S-32	5	4	3	5	4	21
33	S-33	4	4	4	5	4	21
34	S-34	4	4	3	4	4	19

35	S-35	4	5	3	4	4	20
36	S-36	5	4	4	4	4	21
37	S-37	5	4	5	4	4	22
38	S-38	4	5	4	5	4	22
39	S-39	4	5	4	4	5	22
40	S-40	4	3	4	4	4	19

Table 10
The Categorization of Students' Participation Score in the Learning Process at the Second Cycle

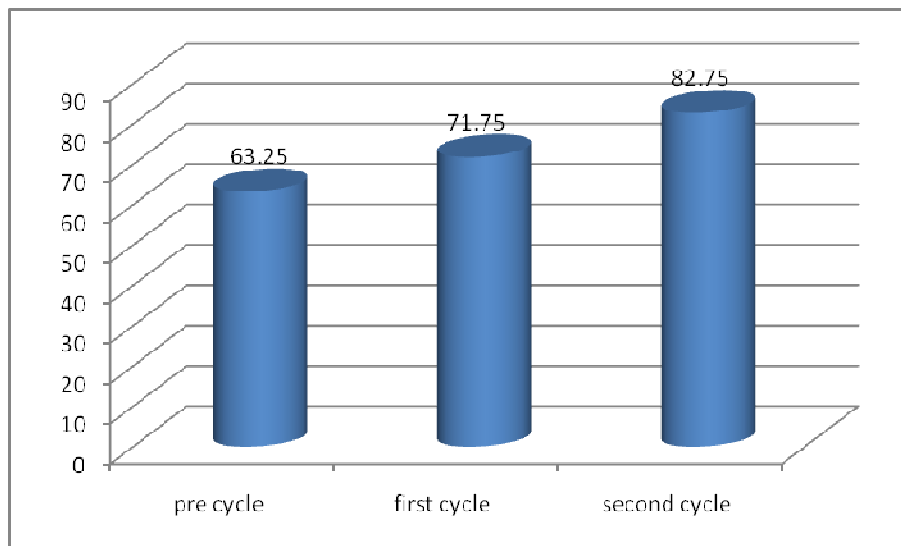
Total of Students Activeness	Total of Students	Categorization	Percentage
21-25	30	Very Good	75%
16-20	10	Good	25%
11-15	0	Fair	0%
6-10	0	Less	0%
1-5	0	Poor	0 %
Total	40		100 %

The result of the student's participation showed that there were 30 students were very good participation or amount 75% and 10 students were good participation or amount 25%. It means that the students were very good in respond the material in the second cycle well. There was no student that included of enough, little enough, and weak participation. It showed that students were active in learning process by using Jigsaw Strategy to improve students' understanding on Simple Present Tense.

From observation that researcher observed, it showed that students were more active in the second cycle. They were able to respond the teacher's explanation because if they made noisy or did not listen to another friends' explanation so teacher asked them to come forward and made the sentence related to the material. Besides that, students were more active to ask to the teacher if they did not understand about the material. They were also diligent to do work by themselves although students still did not discipline because they feel bored if the study goes over time.

d. Reflecting

Based on the result above, it showed that there were improvements of students' achievement in learning process. The result after getting all of treatment using Jigsaw Strategy, the students' average score increased in line with the increase of students score in each cycle. Students' average score from the pre cycle was 63.25, first cycle was 71.75, and second cycle was 82.75.



Picture 3. The Improvement of Students' Achievement

So, teaching Simple Present Tense by using Jigsaw Strategy was able to improve the students' achievement. By analyzing result of the research in the second cycle, this research was stopped by the researcher.

B. Discussion

The objective of the research was to describe the implementation of teaching Simple Present Tense by using Jigsaw Strategy and find out the improvement of students' understanding on Simple Present Tense. In using Jigsaw Strategy to teach Simple Present Tense, the students could discuss with another friend that had some topic in expert-group. The implementation of method in teaching Simple Present Tense was clear in appropriate with procedure for Jigsaw Strategy. Students could understand the form and using Simple Present Tense.

It showed that there were improvement in students' achievement to study Simple Present Tense. The students' achievement in study Simple Present Tense was reached 80% and the passing grade was 65.

In the students' observation, it could be concluded by seeing the table below:

Table 11
Comparative the Students' Participation Score in the Learning Process at the First Cycle and Second Cycle

Categorization	First Cycle		Second Cycle	
	Total of Student	Percentage	Total of Student	Percentage
Very Good	5	12.5%	30	75%
Good	27	67.5%	10	25%
Fair	8	20%	0	0%
Less	0	0%	0	0%
Poor	0	0%	0	0%
Total	40	100%	40	100%

It showed that the action of the researcher as teacher in learning process by using Jigsaw Strategy to improve students' understanding on Simple Present Tense helped students more active in learning process. By using Jigsaw Strategy in teaching and learning process could help students to improve the motivation to learn and discuss each others. From the observation in the first cycle, it showed that there were 5 students had very good participation or amount 12.5%, 27 students had good participation or amount 67.5%, and 8 students had enough participation or amount 20%.

In the second cycle, it showed that 30 students had very good participation or amount 75%, and 10 students had good participation or amount 25%. It showed that the students' more active in second cycle.