

## CHAPTER IV

### RESEARCH REPORT

#### A. General Description

##### 1. Brief History of MAN 4 Marabahan

H. Basuni Idil (passed away), Masri Kasim, H. Syarkawi and Tarmidji Saleh are the teacher of MTs Nurul Huda in Nurul Huda foundation. Because the period expansion of education and the students' interest in learning, they took initiative to build an Islamic Senior High School, named MA Nurul Huda.

MAN 4 Marabahan is located in Sei Gampa Asahi, a small town in Marabahan, Barito Kuala Regency. It was built on 1984 in Sei Gampa Muara with H. Basuni Idil as headmaster. This built is cooperation with H. Nurdin as a contractor and the supporting of society in collecting of donation with *Tabligh Akbar* and other contribution.

Based on the certificate of decision from region office of Religion Department in South Kalimantan on May 5, 1997, MA Nurul Huda changed into MAN 4 Marabahan with legitimate by Regent of Marabahan, Drs. H. Raymulan with Drs. H. Basuni Alamsyah, S. Pd as a headmaster. In 2007, MAN 4 Marabahan moved to Sei Gampa Asahi with a land that was given by H. Syahrani and the other was bought with supporting society.

Since MAN 4 Marabahan was built, there were some change of the headmaster, they are:

- a. H. Basuni Idil (passed away)
- b. Drs. H. Basuni Alamsyah, S. Pd
- c. Drs. H. Asmuri. CH
- d. Drs. H. Syahrudin Hadi
- e. Drs. H. Gandi Hasan

There are some achievements of MAN 4 Marabahan's students; they are the erudition champion in National level for Islamic Senior High School, the champion of writing non-fiction story in National level and champion of writing about communication in National level.

## **2. Description of teachers and administration staff at MAN 4 Marabahan**

There are 25 teachers and administration staff at MAN 4 Marabahan year 2011/2012 with different education background (see the appendices)

Table 4.1: Condition of Teachers and Administration Staff at MAN 4 Marabahan year 2011/2012

No	Position	Sex		Total
		Boy	Girl	
1.	Headmaster	1		1
2.	Vice of headmaster	3	1	4
3.	Teachers of common study	3	10	13
4.	Teachers of religion study	3	2	5
5.	Administration Stuff	1		1
6.	Treasurer		1	1
	Total	11	14	25

### 3. Description of Students at MAN 4 Marabahan

There are 268 students at MAN 4 Marabahan Year 2011/2012 which consist 116 boys and 152 girls. See the table below:

Table 4.2: Condition of Students at MAN 4 Marabahan year 2011/2012

No	Class	Sex		Total
		Boy	Girl	
1.	XA	16	19	35
2.	XB	15	18	33
3.	XC	15	18	33
4.	XI Science	8	18	26
5.	XI Social	14	15	29
6.	XI Religion	12	19	31
7.	XII Science	13	13	24
8.	XII Social	12	17	29
9.	XII Religion	11	17	28
	Total	116	152	268

### 4. Description of facilities at MAN 4 Marabahan

MAN 4 Marabahan was built with permanent construction building and semi permanent. Since it was built, there was change and expansion especially at facilities of MAN 4 Marabahan that was not equal enough to help the teaching and learning process.

The facilities that have by MAN 4 Marabahan consist of 9 class, 1 headmaster office, 1 teachers office, 1 administration staff office, 1 Mosque, 1 library, 3 canteens, 3 toilets, 1 computer laboratory and 1 volley field.

### **5. Lesson Time Schedule**

Time of teaching and learning process was every day from Monday until Saturday. Monday until Thursday and Saturday begin at 07.45 until 14.00, Friday begins 07.45 until 11.00. Before the study begins, the students have to read Holly Qur'an for 15 minutes and they have to enter class at 07.30.

### **B. Data Presentation**

This chapter is intended to present the result of data collected by test, interview, observation and document. This part, the writer describes about the application of cooperative learning "Jigsaw" in teaching reading. There are two English teachers at MAN 4 Marabahan. The first is M. Ahdi, S. Pd who teaches two classes of eleventh grade and three classes of twelfth grade and the second is Sulastri who teaches three classes of tenth grade and one class of eleventh grade. To describe the application of cooperative learning "jigsaw" in teaching reading, the writer presents this data based on the problem formulation as follow:

### **1. The Application of Cooperative Learning “Jigsaw” in Teaching Reading to Students of Eleventh Grade at MAN 4 Marabahan year 2011/2012**

The implementation of this research is about 5 times observation. It begins since September 6 until September 20, 2011. The first is the writer came to school to interview the headmaster, English teacher and administration staff for asking some information about school and teaching English process. The second is the writer did the pre-test to know the students' achievement before they learn using cooperative learning “jigsaw”, the third is the writer observed the applying cooperative learning “jigsaw” at science study program at eleventh grade. The material is about report text. In this meeting, teacher explains about some characteristic of recount text. The fourth is the writer observed the teaching-learning process. At this time the teacher explain about some information of report text. Last, the writer did post-test to know students' achievement after using cooperative learning “jigsaw”.

The material that was learned in this research are kind of text especially report text. The main material is about the characteristic and information on the text such as what is the information about, when it was held etc. All of the materials are extended to all of research object or eleventh grade of Science Study Program students.

During this research, the teacher uses cooperative learning “Jigsaw” which divided into the following steps:

a. Apperception

The purpose of this apperception is to know the students' knowledge about the material before they learn. The teacher technique is directly asking students about the material. The first meeting the teacher asks about the characteristic of report text and the second meeting the teacher asks students' knowledge about information of text that will be learned.

b. Material Presentation

Teacher presents a little information about the material. In this case, the students ask to pay attention to the material. After the teacher finish presenting the material, the teacher asks to the students to know their understanding about the material and give them a time for question.

The first meeting, the teacher briefly explains about the characteristic of report text and the second the teacher briefly explain about a little information about the material. Because it is a report text, so the teacher some popular information so that students easy to understand.

c. Make Group

In this case, teacher separates students into five groups consist of 5-6 students for every group. In making group, the teacher do not looking to students' achievement but he just asks students to say the number from one into five. The groups are use

for every meeting. The purpose is teacher easy to calculate students' achievement or score.

The five groups are group A, group B, group C, group D and group E named with part of speech. The teacher chooses one student to be a leader for each group. The complete data of group can see on the appendices.

When making group the condition of the class is very noisy. There are the students who do not like with his/her partner because they usually choose their partner.

d. Giving material

In this part, the teacher separates the material into five parts. Every group has five part and every students have to choose one. To the easier and the secret, the teacher puts the material into the envelope. The material is about one passage of text that divided into five parts. Every student gets one paragraph. The teacher gives clue about the number of paragraph to help students looking for their partner.

e. Group Work (Study)

The teacher gives direction in study on group. During the discussing the teacher monitors every group activity and helps group that have trouble. Before the discussion, the teacher asks the students to read the material one to twice.

The first meeting teacher asks students to identify the characteristic of their material but the students also have to understand the contents of their material. The second meeting the teacher asks students to find the information of the text. The students have to understand the purpose of the text.

f. Result Discussion

After the students finish their discussion on expert group, the teacher brings the students back into jigsaw group. Teacher asks each group to present their result discussion on their expert group. The other students can ask question for clarification. After it finished, the teacher give a quiz related to the material.

g. Follow Up

After doing the teaching-learning using cooperative learning “jigsaw”, to know the students’ understanding toward the material that was learned the teacher follows up students at the end of meeting. In this time, the teacher gives some questions about the material that was learned. The students have to answer by orally. It also called as learning quiz.

h. Group Reward

After the teacher gets the score of student and calculation into their groups. The teacher gives them reward like pen, book and some food (snack) based on their improvement in understanding about the material and their score before. Giving reward is part of



cooperative learning “jigsaw” to appreciate the work result of group and motivate them to be better.

Based on the observation above, it was known that the teacher uses more ten steps of cooperative learning “jigsaw” and it suitable with the principle of cooperative learning.

**2. The teacher reason in application of cooperative learning “jigsaw” in teaching reading to students of eleventh grade at MAN 4 Marabahan year 2011/2012**

In the implementation of this research, the writer also did an interview to some elements at MAN 4 Marabahan, one of them is an English teacher of eleventh grade of Natural Science Study Program, Mr. Muhammad Ahdi, S. Pd. From his answer it can be known some reasons in applying cooperative learning “jigsaw” to students of eleventh grade at MAN 4 Marabahan year 2011/2012.

The students’ motivation in learning English especially for reading text is various. There are students who have enthusiasm and not. The background of students is one effect on their motivation. The students who have low achievement are less spirit in learning English but exactly almost all of students have enthusiasm in learning. As a supporting data, the writer asks some students about their motivation. Some of them said that the teacher can motivate them to learn.

The method is usually use by teacher is Communicative Language Teaching (CLT), as variation the teacher sometimes uses

cooperative learning. The school has less enough media in teaching English, so the teacher usually use book or laptop to practice students' listening, and the other media like pictures.

The students' achievement is various. It based on their motivation in learning English. The students who get high achieving is usually the students who more active and motivate in learning English and the students who get low achievement is the students who are less active and low motivation in learning English. So, the teacher hopes with applying cooperative learning can promote students learning and academic achievement, increase students' retention and help students to develop their skills.

The teacher knows about cooperative learning. It usually also uses in English teaching-learning process. The applying of cooperative learning "jigsaw" is sometimes done in his class. It is usually done when the material is reading, but it is not often, it just do when the teacher see that the students look like boring with the material.

The teacher knows some kinds of cooperative learning, not just for jigsaw. The teacher who graduated from Education Vocational College Banjarmasin gets the knowledge about cooperative learning in his study.

Actually not just for cooperative learning "jigsaw". The teacher also uses the other kind of cooperative learning but "jigsaw" is most uses because he thinks that it is easier in application than other kind

and the students have known about the way in teaching-learning using cooperative learning “jigsaw”. The teacher usually uses cooperative learning “jigsaw” not just for reading activity. It usually uses on listening, speaking and writing but most on reading because it easier on divided the material to the smaller component like when the writer did the research the teacher just divided a passage into five. Cooperative learning usually does as the innovation in teaching English. The purpose is to motivate students to learn again. In other hand it uses to practice of students to responsible and study together.

In the implementation the teacher has problem with facilities and media. It was very less in media, teacher just used whiteboard, marker and book. Actually it needs to improve.

Based on the explanation above, the writer can concluded that the teacher’s reason in applying cooperative learning “jigsaw” in teaching reading are to motivate students and give an innovation in teaching-learning process.

### **C. Data Analysis**

After all of obtained data are presented as the result of this research, they also need to be analyzed. It is done to know the application of cooperative learning “jigsaw” in teaching reading to students of eleventh grade at MAN 4 Marabahan. For further description, it is known in the following analysis:

### **1. The Application of Cooperative Learning “Jigsaw” in Teaching Reading to Students of Eleventh Grade at MAN 4 Marabahan year 2011/2012**

In applying cooperative learning “jigsaw” in teaching reading, the teacher pay attention to the material can deliver well. In this case, the teacher used almost all of steps in teaching by using cooperative learning “jigsaw”.

Based on the data presentation above, the writer can analyze the application of cooperative learning “jigsaw” to students of eleventh grade at MAN 4 Marabahan year 2011/2012 as follow:

The first, the teacher gives apperception to students based on the material that will be learned. It is done as reference of students’ knowledge about the material.

The second is the teacher divided the student into smaller group in 5-6 students on one group. In this case, the teacher did not use the principle of cooperative learning “jigsaw”. In cooperative learning “jigsaw”, dividing students have to heterogeneous students and it can be known with students’ achievement in previous lesson or from students’ result on previous semester. It goals are to combine the students with high achievement and low achievement, so that they can help each other.

The third is the teacher asks the student to discuss their material with the other group’s member. The group called “expert group”. During the discussion, the teacher controls the students’ activity in

their expert group. In this case, the students actually just sit in group but there are students who work alone, just some groups that work effectively in group work. There were many students who have trouble in understanding the material. Actually in this part, the students were busy to translate the text before they understand the content of text. It needed more time in teaching-learning process.

The fourth is the teacher brings the students to their jigsaw group to present the result of their discussion on their expert group. In this case, the students just read their result on their expert group. They did not explain more about their discussing, so the other students. Actually there are students still do not understand about their material and ask to the teacher.

The fifth is the teacher follows up to the student for knowing the students understanding and achievement of the material and to know is the cooperative learning “jigsaw” do well when the teaching-learning process.

The sixth is the teacher gives some reward to three groups on highest achievement in post-test. It purposes to appreciate their work in group and make the students can understand the group study. The score is accumulated of each member in group. It presented to jigsaw group. It is based on their score in post-test. The complete reward can be seen on the appendices. The result can be seen briefly on the table below:

Table 4.3: Students group score and rank of applying cooperative learning “jigsaw” to students at science study program at MAN 4 Marabahan year 2011/2012

No	Group	Score	Rank
1	A (Verb)	309.7	2
2	B (Noun)	203.1	3
3	C (Pronoun)	156.5	4
4	D (Adverb)	326.5	1
5	E (Adjective)	126.4	5

From the table above, it can be known that group D get highest score with score 326.5 and get rank 1, group A as the second rank with score 309.7, group B as the third rank with score 203.1, group C as the fourth rank with score 156.5 and group E as fifth rank with score 126.4.

To know the students’ achievement in teaching-learning using cooperative learning jigsaw, the writer gives pre-test and post-test to the students. Its purpose is to be information about the result of teaching-learning using cooperative learning “jigsaw”.

Based on the result of pre-test. It was known the students’ achievement before applying cooperative learning “Jigsaw”. The students’ point for the right answer is about 2 to 10. To know the students’ score, the writer uses the formula:

$$\text{Point} : \text{Total Point} \times 100$$

$$2/30 \times 100 = 0.06 \times 100$$

$$= 6.6$$

$$10/30 \times 100 = 0.33 \times 100$$

$$= 33.3$$

The complete data of pre-test result can be seen on the appendices. To make easier the writer shows the briefly data about the result on the table below:

Table 4.4: Pre-test result of students of eleventh grade of science study program at MAN 4 Marabahan year 2011/2012

Score	Qualification	Frequency	Percentage (%)
29.1 - ≤ 33.3	Less	1	3.84
20.1 - ≤ 29.0	Very Less	5	19.23
≤ 20.0	Bad	20	76.92
Total		26	100

Based on the table above from 26 students, there are 25 students on very less and bad qualification or 96.15 % and one student on less qualification with percentage 3.84 %.

Based on the result of post-test. The students point is about 5 to 27. To know the students' score the writer uses the formula like pre-test above.

$$5/30 \times 100 = 0.16 \times 100$$

$$= 16.6$$

$$27/30 \times 100 = 0.9 \times 100$$

$$= 90$$

The complete data of post-test result can be seen on the appendices. To make easier, the writer shows the briefly data of the post-test result on table below:

Table 4.5: Post-test result of students of eleventh grade of science study program at MAN 4 Marabahan year 2011/2012

Score	Qualification	Frequency	Percentage (%)
79.1 - $\leq$ 90.0	Very Good	4	15.38
56.1 - $\leq$ 79.0	Good	6	23.07
20.1 - $\leq$ 56.0	Enough	13	50.00
$\leq$ 20.0	Less	3	11.53
Total		26	100

From the table above, it can be seen that there are different achievements of students' score between before and after applying cooperative learning "jigsaw" in teaching reading to students of eleventh grade at MAN 4 Marabahan. Based on the table above from 26 students, there are 3 students on less qualification or 11.53%, 13 students on enough qualification or 50.00% and 10 students on good and very good qualification with percentage 38.45%.

To interpret the data of students score in pre-pest and post-test. The writer uses the mean of the data. From the pre-test, the students score is about 6.6 to 33.3. From this data the writer know the mean of data is 14.31. And from the post-test the students score is about 16.6 to 90. From the data the writer know the mean of data is 43.16. There are different achievements in students' score although it is not very significant but it can make better the students score. Almost of students get higher score in post-test than pre-test. Just one student who get same score and one student get lower. It is known that students achievement based on the interpretation is low. It can be seen on appendices.



Based on the observation. It was known that the teacher uses more than five steps (see the appendices). From the result, the writer interprets with formula above, but the maximal division is 20 because it done as long as two times with ten aspect. To know the successes of applying cooperative learning “jigsaw” the writer interprets with the following categories:

80 – 100 : Good

60 - < 80 : Average

40 - < 60 : Low

Based on the observation sheet, it was known:

$$17/20 \times 100 = 1700/20$$

$$= 85$$

Based on the analysis result from the observation and test above, it was known that English teacher uses the teacher uses more than five steps in applying cooperative learning “jigsaw”. Although it is enough appropriated with the basic ways in applying cooperative learning “jigsaw”. But it is suitable with the principle of applying cooperative learning. And the result of students’ achievement on pre-test and post-test, it can be known that the teacher succeeded in applying cooperative learning “jigsaw”. Last the writer can conclude that English teacher applies the cooperative learning “jigsaw” well.

## **2. The Benefits in Applying cooperative learning “jigsaw” in teaching reading to students of eleventh grade at MAN 4 Marabahan year 2011/2012**

Students' motivation is one of some important things in teaching-learning process. It based on their achievement when they were studied. Active students usually get higher achievement than students who are less active. In other hand, student motivation can effect to students when they were learned at class. The teacher ability in grew up student motivation is important. It can be done with warming up before begin to study or while learning process.

The availability of media is also important. It can help the teacher to explain the material easily and it is easier for students to understand. With the sufficient media, teaching-learning process will be better and make students more active and interest in learning English.

The use of cooperative learning as an innovation in teaching-learning process is one teacher's way to increase students' interest in learning. The students usually want to be found about new information. With the different ways in teaching, it will be motivate students.

Jigsaw is as a kind of cooperative learning. Actually it is not a new ways in teaching-learning process. On the higher degree, “jigsaw” is more often to use because it useful and easy to do. It teaches to students to responsible to their own. It is learned to interact with other

people. Like in this research, actually there are student who dislike with the divided students because he/she cannot with his/her close friend.

Jigsaw was emphasizing the students' responsible and group work. It works out students to more respect to the lesson and more close to their friend. As the innovation, jigsaw need more time in application. The teacher has to manage the time in teaching-learning process. It is not all of students have the ability in understanding material. They who have less understanding need more time than the other.

But cooperative learning "jigsaw" has benefits for teaching-learning process, such as it is efficient way to learn, students are active participants in the teaching-learning process and it builds interpersonal and interactive skills.

Actually, the teacher has to prepare about some problem that will be found in the teaching-learning process using cooperative learning "jigsaw". The students have different personality, they have to be given an understanding about it. For example, the teacher will find students who do anything and doing all work. In other hand, the teacher also finds students who are slow in understanding concept or have a lack of understanding. The teacher has to solve the problem by making sure that each group member has a job and their grade base on their own work.

Based on the result of interview to the English teacher above, it can be analyze that the teacher reason in applying cooperative learning “jigsaw” in teaching reading to students of eleventh grade at MAN 4 Marabahan year 2011/2012 are to motivate students in learning and as an innovation in teaching-learning process. In other hand, it also use for promote students’ learning, academic achievement, increase students’ retention and help students to develop their skills. Last, the writer can conclude that the teacher reason and the purpose of applying cooperative learning “jigsaw” are successful and bring benefits. It was known from the students’ achievement. The better of students’ achievement after the applying is be evidence, and it can be a reason to apply cooperative learning to other skill and activity.