



**IMPROVING THE ELEVENTH GRADE STUDENTS'
CONDITIONAL SENTENCE MASTERY THROUGH JIGSAW
AT SMA NEGERI 2 BONDOWOSO IN THE 2011/2012 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of
the English Language Education Study Program, Language and Arts Education
Department, The Faculty of Teacher Training and Education
Jember University

Written by:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Nanang Ramiyanto and Umi Pujiarti. Thank you very much for your guidance and your endless love.
2. My beloved aunt and little sister, Mitha and Arizky. Your supports and help will be always remembered.
3. The sunshine of my life, El Muhaimin R. Thank you for always being in my side forever and ever.
4. My close friends at 2007 level of English Education Program, Ratih, Irma and Wilda.
5. My close friends at boarding house, Cindy, Dinda, Anis, Litha, Tete and Leli.

MOTTO

**If you are patient in one moment of anger, you will escape a hundred days of
sorrow.**

(Chinese proverb)*)

**We can't always build the future for our youth, but we can build our youth for
the future.**

(Franklin D. Roosevelt)**)

CONSULTANTS APPROVAL

**IMPROVING THE ELEVENTH GRADE STUDENTS'
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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, January 2012

The Writer

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SUMMARY

Improving the Eleventh Grade Students' Conditional Sentence Mastery through Jigsaw at SMA Negeri 2 Bondowoso in the 2011/2012 Academic Year; Agnes Feryza Widiyanti; 070210491147; 2012; 55 pages; English Education Program Faculty of Teacher Training and Education Jember University.

This Classroom Action Research was intended to improve the eleventh grade students' conditional sentence mastery through jigsaw at SMA Negeri 2 Bondowoso in the 2011/2012 academic year. The research subjects were the students of class XI IPA 1 that were determined purposively by consulting to the eleventh grade English teacher. Based on the information from the teacher, this class had the lowest mean score of the English lesson among the other existing classes. However, the structure diagnostic test was given to the research subjects to know their ability of structure, especially conditional sentence type 2 and type 3. The result showed that the mean score of the students' diagnostic test was only 69.2 (fair category).

This classroom action research was done in two cycles in which each cycle covered four stages of activities, namely planning the action; implementing the action; observing and evaluating; and analyzing the data and reflecting the action. Each cycle was conducted in two meetings. The data about the students' structure achievement were collected by administering the structure test after the actions given. Observation was used to monitor the process of teaching structure through jigsaw technique and the students' participation in the classroom. The supporting data were collected by interview and documentation.

In cycle I, the results of the structure test showed that the mean score of the students' achievement test was 74.1 (good category). Then, there was only 55.6% of the total students could achieve the target score, that was at least 75. In other words, the percentage of the students' structure achievement that got score at least 75 was

below 75%. Then, based on the classroom observation it was revealed that there were two indicators that had not been fulfilled. Only 47.2% of the students raised their hands when the teacher gave oral questions and 72.2% of the students did the instruction given by the teacher. It means that the result of the observation had not achieved the requirement of the research, that was at least 75% of the students did at least four from five indicators being observed. It showed that this research result had not fulfilled the criteria of the success of the action. Therefore, the actions in cycle II were conducted in order to improve the students' conditional sentence mastery through jigsaw technique.

The actions were continued to the second cycle by revising some necessary aspects. The English teacher and the researcher collaborated in determining the members of the home groups. The students were equally grouped based on the result of the structure test in cycle I and the observation done by the observer during the actions in cycle 1. Besides, the revision was dealing with the students' opportunities in the discussion, the teacher motivated the quiet or lazy students. The teacher also gave more attention to the group in which the members didn't get the same opportunities in the discussion. The teacher also gave more explanation about the material and gave chance to the students to ask questions whether or not they had understood the materials. It was hoped that the revision could make the students improve their conditional sentence mastery.

In the second cycle, the results of structure test showed improvement. The mean score of the students' structure achievement test was 78.2 (good category). It was higher than the mean score in cycle I, that was 74.1. Then, there was improvement of the students who could achieve the target score required, that was at least 75. There were 28 students or 77.8% of the total students got scores at least 75. Regarding the students' active participation in the teaching learning process of structure, it also improved. The result of the observation had achieved the requirement of the research, that was at least 75% of the students did at least four

from five indicators being observed. These results indicated that this research had fulfilled the criteria of the success of this action research.

Based on the results, it could be concluded that the teaching of structure through jigsaw technique could improve the students' conditional sentence mastery as well as their active participation in the process of structure teaching learning. Then, it is suggested that the English teachers to use jigsaw as a technique in teaching structure since it could make the students participate actively in the teaching learning process of structure and improve their structure achievement on conditional sentence.