



**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:

**Agnes Feryza Widiyanti
NIM 070210491147**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012**



**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:

Agnes Feryza Widiyanti
NIM 070210491147

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012**

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'
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 Education Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

By:

Name : Agnes Feryza Widiyanti
Identification Number : 070210491147
Level of Class : 2007
Department : Language and Arts
Place of Birth : Bondowoso
Date of Birth : 16th February 1989

Approved by:

The First Consultant

The Second Consultant

Drs. Bambang Suharjito, M.Ed
NIP 19611023 198902 1 001

Dra. Siti Sundari, MA.
NIP 19581216 198802 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date : 1st February 2012

Place: The Faculty of Teacher Training and Education, Jember University.

The Committee

The Chairperson

The Secretary

Dr. Budi Setyono, M.A.
NIP 19630717 199002 1 001

Dra. Siti Sundari, M.A.
NIP 19581216 198802 2 001

The Members

1. Dra. Made Adi Andayani T., M.Ed. 1.
NIP 19630323 198902 2 001

2. Drs. Bambang Suharjito, M.Ed. 2.
NIP 19611023 198902 1 001

The Dean,

Faculty of Teacher Training and Education

Drs. H. Imam Muchtar, S.H., M.Hum
NIP 19540712 198003 1 005

ACKNOWLEDGEMENT

First of all, I would like to thank the almighty Allah SWT. Because of His blessing and guidance, I am able to finish the thesis entitled “Improving the Eleventh Grade Students’ Conditional Sentence Mastery through Jigsaw at SMAN 2 Bondowoso in the 2011/2012 Academic Year”.

I do realize that this thesis would not be finished without the people whom I owe a great deal of support, motivation, and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. My academic advisor, Drs. Annur Rofiq, M.A, M.Sc;
5. The first and second consultant, Drs. Bambang Suharjito, M.Ed and Dra. Siti Sundari, MA., for their guidance and suggestions in accomplishing this thesis. Their guidance and suggestions are highly appreciated;
6. The principal, the English teacher and the eleventh grade students of SMA Negeri 2 Bondowoso in the 2011/2012 academic year who helped me obtain the research data;
7. My beloved parents, sister; and
8. All of my friends of the English Education Program, especially the 2007 level.

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

LIST OF TABLES

	Page
Table 3.1 The Classification of Score Level.....	31
Table 4.1 The Students' Structure Achievement Test Scores in Cycle I.....	35
Table 4.2 The Students' Structure Achievement Test Scores in Cycle II.....	42
Table 4.3 The Improvement of the Students' Structure Achievement	48

TABLE OF CONTENTS

	Page
TITLE	i
DEDICATION	ii
MOTTO	iii
CONSULTANTS APPROVAL	iv
APPROVAL OF THE EXAMINATION COMMITTEE	v
ACKNOWLEDGEMENT	vi
LIST OF TABLES	vii
TABLE OF CONTENTS	viii
TABLE OF APPENDICES	xi
SUMMARY	xii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problems of the Research	5
1.3 Objectives of the Research	5
1.4 Operational Definitions of the Term	5
1.5 Significances of the Research	6
CHAPTER 2. REVIEW OF RELATED LITERATURE	8
2.1 The Importance of Grammar in ELT	8
2.2 The Organization of Grammar Teaching	10
2.3 Grammar Materials	11
2.3.1 Conditional Sentence Type 2	11
2.3.2 Conditional Sentence Type 3	12

2.4 Cooperative Learning	13
2.4.1 The Characteristics of Cooperative Learning	13
2.4.2 The Benefits of Cooperative Learning	15
2.4.3 Class Activities of Cooperative Learning	16
2.5 Jigsaw 1 Technique	18
2.6 The Advantages of Jigsaw 1 Technique	19
2.7 The Procedures of Teaching Grammar through Jigsaw 1 Technique	20
2.8 Research Hypotheses	21
CHAPTER 3. RESEARCH METHODS	22
3.1 Research Design	22
3.2 Area Determination Method	24
3.3 Subject Determination Method	25
3.4 Data Collection Methods	25
3.4.1 Structure test	25
3.4.2 Observation	27
3.4.3 Interview	27
3.4.4 Documentation	27
3.5 Research Procedures	27
3.5.1 The Planning of the Action	28
3.5.2 The Implementation of the Action	28
3.5.3 Observation and Evaluation	29
3.5.4 The Data Analysis and Reflection	30
CHAPTER 4. RESULTS, DATA ANALYSIS AND DISCUSSION	33
4.1 The Results of the Implementation of the Action	

in Cycle I	33
4.1.1 The Results of the Structure Test in Cycle I	35
4.1.2 The Results of Observation in Cycle I	37
4.1.3 The Results of Reflection in Cycle I	38
4.2 The Results of the Implementation of the Action	
in Cycle II	40
4.2.1 The Results of the Structure Test in Cycle II	42
4.2.2 The Results of Observation in Cycle II	44
4.2.3 The Results of Reflection in Cycle II	45
4.3 The Results of Interview	46
4.4 The Results of Documentation	47
4.5 The Result of Students' Structure Achievement	48
4.6 Discussion	50
CHAPTER 5. CONCLUSIONS AND SUGGESTIONS	53
5.1 Conclusions	53
5.2 Suggestions	54
REFERENCES	56
APPENDICES	

TABLE OF APPENDICES

	Page
A. Research Matrix	58
B. Interview Guide	60
C. Observation Guide for the Students' Participation	61
D. The Names of the Research Subjects of Class XI IPA 1 SMA Negeri 2 Bondowoso	63
E. Diagnosis Test	64
F. Lesson Plan 1 Cycle I Meeting 1	70
G. Lesson Plan 2 Cycle I Meeting 2	78
H. Structure Test (Cycle I)	86
I. Lesson Plan 3 Cycle II Meeting 1	92
J. Lesson Plan 4 Cycle II Meeting 2	101
K. Structure Test (Cycle II)	110
L. The Scores of the Students' Diagnostic Test	116
M. Observation Checklist Cycle I Meeting 1	117
N. Observation Checklist Cycle I Meeting 2	118
O. Observation Checklist Cycle II Meeting 1	119
P. Observation Checklist Cycle II Meeting 2	120
Q. The Names of the Members of Home Groups Meeting 1	121
R. The Names of the Members of Home Groups Meeting 2	122
S. Permission Letter of Conducting Research from the Faculty of Teacher Training and Education, Jember University	123
T. Statement Letter for Accomplishing the Research from SMA Negeri 2 Bondowoso	124
U. Consultant Sheets	125
V. The Samples of the Students' Structure Test Cycle 1	127
W. The Samples of the Students' Structure Test Cycle II	139

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.