

**THE USING OF JIGSAW GAME TO IMPROVE STUDENTS'  
ACADEMIC WRITING SKILL AT THE EIGHT GRADE  
STUDENTS OF JUNIOR HIGH SCHOOL 2 SENDANA**



By

**ROSMAH**

**Reg. Num: 12.1300.154**

**PAREPARE**

**ENGLISH PROGRAM  
OF TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC COLLEGE (STAIN)  
PAREPARE**

**2016**

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**Reg. Num: 12.1300.154**

Submitted to the English Program of Tarbiyah and Adab Department  
of State Islamic College of Parepare in Partial Fullfilment  
of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd.)

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**i**

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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Program**

**Submitted By**

**ROSMAH  
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**To**

**ENGLISH PROGRAM  
OF TARBİYAH AND ADAB DEPARTMENT  
STATE ISLAMIC COLLEGE (STAIN)  
PAREPARE**

**2016**

## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name : ROSMAH  
The Title of Skripsi : The Using of Jigsaw Game to Improve Students' Academic Writing Skill at the Eight Grade Students of Junior High School 2 Sendana  
Student's Reg. Number : 12.1300.154  
Department : Tarbiyah and Adab  
Study Program : English Program  
By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah and Adab  
Number Sti/19/PP.00.9/230/2015

Has been legalized by  
Consultant

Consultant : Drs. Syarifuddin Tjali, M. Ag.

NIP : 19531115 198503 1 002

Co-Consultant : Drs. Amzah, M. Pd.

NIP : 19671231 200312 1 011

Approved by:

The Chairman of Tarbiyah and Adab Department

Bahtjar, S.Ag., M.A.

NIP: 19720505 199803 1 004

**SKRIPSI**

**THE USING OF JIGSAW GAME TO IMPROVE STUDENTS' ACADEMIC WRITING SKILL AT THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 2 SENDANA**

**Submitted by**

**ROSMAH  
Reg. Num: 12.1300.154**

Had been examined on Tuesday August 25<sup>th</sup> 2016 and had been declared that it had fulfilled the requirements

Approved by  
Consultant Commissions


Consultant : Drs. Syarifuddin Tjali, M.Ag


NIP : 19531115 198503 1 002

Co-Consultant : Drs. Amzah Selle, M. Pd.

NIP : 19671231 200312 1 011

(.....)  
(.....)

Head of STAIN Parepare  
  
Dr. Ahmad S. Rustan, M.Si.  
Nip: 19640427 198703 1 002

The Chairman of Tarbiyah Department  
  
Bantiar, S.Ag., M.A.  
Nip: 19720505 199803 1 004

## ENDORSEMENT OF EXAMINER COMMISSIONS

Name : ROSMAH

The Title of Skripsi : The Using of Jigsaw Game to Improve Students' Academic Writing Skill at the Eight Grade Students of Junior High School 2 Sendana

Student's Reg Number : 12.1300.154

Department : Tarbiyah and Adab

Study Program : English Program

By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah  
Number Sti/19/PP.00.9/230/2015

Date of Graduation : Tuesday August 25<sup>th</sup>, 2016

### Approved by Examiner Commissions

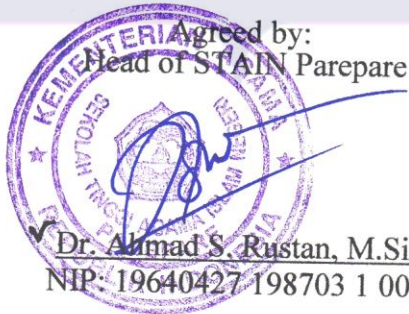
Drs. Syarifuddin Tjali, M.Ag (Chairman) (.....)

Drs. Amzah Selle, M. Pd. (Secretary) (.....)

Drs. Anwar, M. Pd. (Member) (.....)

Dr. Kaharuddin, S.Ip, M. Hum (Member) (.....)

Agreed by:  
Head of STAIN Parepare



Dr. Ahmad S. Rustan, M.Si.  
NIP- 19640427 198703 1 002

## ACKNOWLEDGMENT

لِيَسْتَمِ اللَّهُ الرَّحْمَنُ الرَّحِيمُ

Alhamdulillah Rabbil Alamin. There is no beautiful sentence to say except praying and thanks into our God Allah SWT., for His blessing, mercies, and enjoyment so that the writer could finish this skripsi completely. May shalawat and salam always be given to our Prophet Muhammad SAW., as the big leader in this world, who has guided us from the stupidity to cleverness.

The writer would like to present acknowledgment of her deepest appreciation and admiration from her heartstrings specially to her beloved parents Anwar and Jumiati, who always give endless love, immense care, sacrifice, advice, financial support, and sincere prayers for his safety and successful all time.

Her deepest gratitude is due to the first consultant Drs. Syarifuddin Tjali, M. Ag. and the second consultant Drs. Amzah, M. Pd., who have patiently guided and given their constructive suggestion, useful correction, valuable guidance and overall support from the preliminary stage of manuscript up the completion of this skripsi.

The writer also would like to express her deepest and most thanks to:

1. The Head of State Islamic College (STAIN) Parepare, Dr. Ahmad Sultra. Rustan, M.Si. and her staffs.
2. Bahtiar, S.Ag., M.A. as the Chairman of Tarbiyah and Adab Department and also Abdul Haris Sunubi, M.Pd. as the Chairman of English Program for their kind and supple management.
3. Her greatest thanks to Magdahalena, M.Hum. as the writer's academic advisor.

4. The lecturers and the staffs of State Islamic College (STAIN) Parepare for their guidance during the years of her study.
5. Her sweetest appreciation goes to her close friends and family; Yuliani, Eka Fatmawati, Jusmiati, Mardiatul Munawara, Salma, Saparuddin, Suarni as well as some others who cannot be mentioned one by one, who has given motivation, spirit and advice.

Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the writer would highly appreciate all constructive suggestions and criticisms. May the Almighty Allah SWT. always bless us now and forever, Amin.

Parepare, August 25<sup>th</sup> 2016

The Writer,



ROSMAH

Reg. Number: 12.1300.154

PAREPARE



## DECLARATION OF THE AUTENTICITY OF THE RESEARCH

The writer who signed the declaration below:

Name : ROSMAH  
Student's reg. Number : 12.1300.154  
Place, Date of Birth : Labuang , 12<sup>th</sup> Mei 1992  
Study Program : English Program  
Department : Tarbiyah and Adab  
Title of Skripsi : The Using of Jigsaw Game to Improve Students' Writing Skill at the Eight Grade Students of h School 2 Sendana  
Parepare, August 25<sup>th</sup> 2016

The Writer,



ROSMAH

Reg. Number: 12.1300.154

g and if it can be proved that it was copied,  
ple, this skripsi and the degree that has been

Parepare, August 25<sup>th</sup> 2016

The Writer,



ROSMAH

Reg. Number: 12.1300.154

## ABSTRACT

ROSMAH, 2016. *The Using of Jigsaw Game to Improve Students' Academic Writing Skill at the Eight Grade Students of Junior High School 2 Sendana* (supervised by Syarifuddin Tjali and Amzah)

This research was aimed to find out the improvement of students' skill in writing narrative text through jigsaw game at the eighth grade students of junior high school 2 Sendana.

This research applied quasi experimental method. The instrument of this research was writing narrative text. The population of this research was at the eighth grade students junior high school 2 Sendana. The sample of this research was 15 for experiment class and 15 for control class. So total sample was 30 students.

The technique of the data collection involved giving the pre-test to know the prior knowledge of the students and posttest after giving the treatment to know how the skill of the students in writing narrative text by using jigsaw game.

The result of the calculation of the students' score indicate that the mean score of the students pretest for experimental class was (49,53) and control class was (49.26) which classified as fair classification and the mean score of the students' posttest for experimental class was (67,73) and control class was (57,4) which was classified as good classification. The value of t-test for post-test was greater than t-table ( $39,7 > 2,048$ ). The researcher conclude that the comparison by using jigsaw game as model in improving writing skill especially writing narrative text is better than who were not and there was an improvement effectively in writing skill through jigsaw game at the eight grade students of junior high school 2 Sendana.

Key Word : Writing skill and jigsaw game

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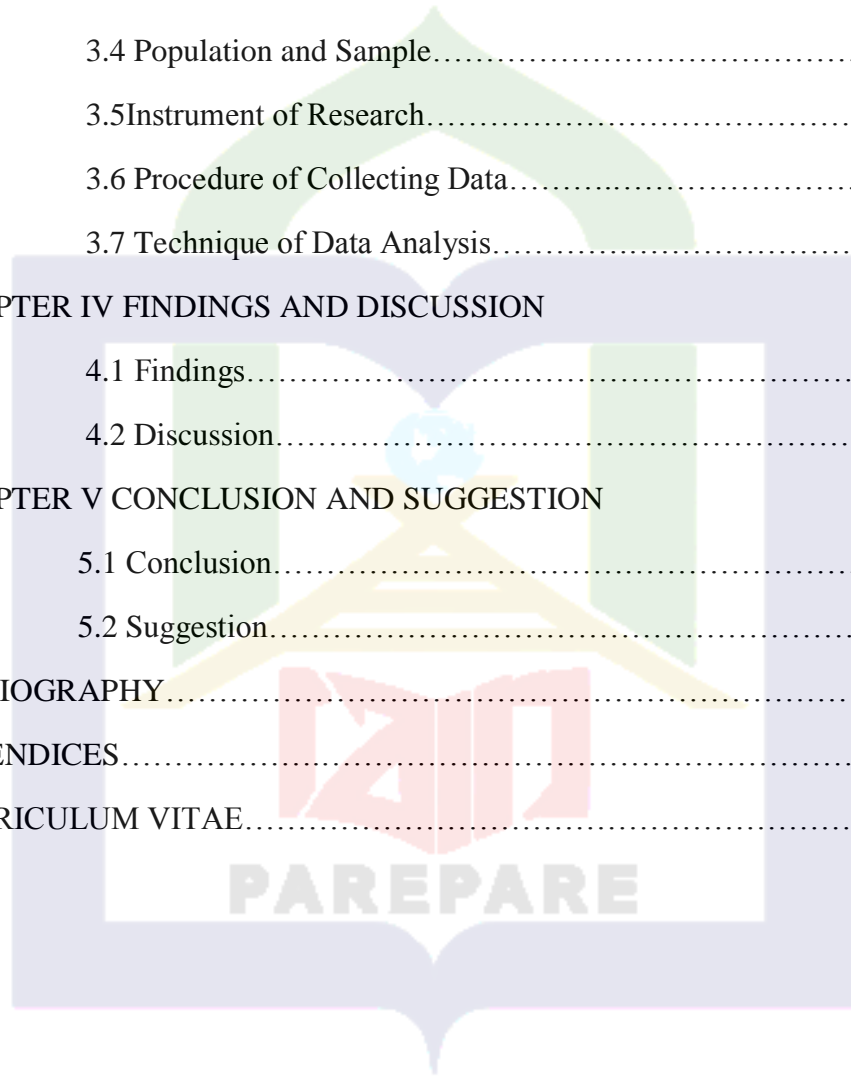
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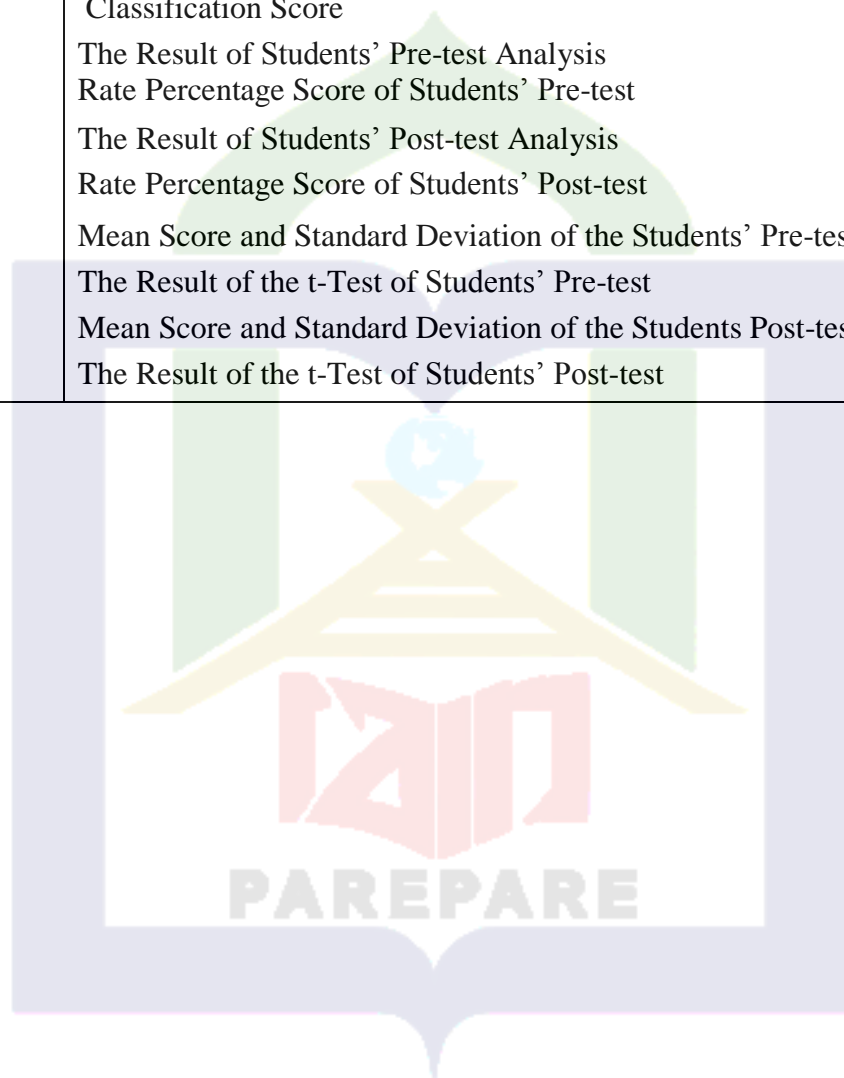
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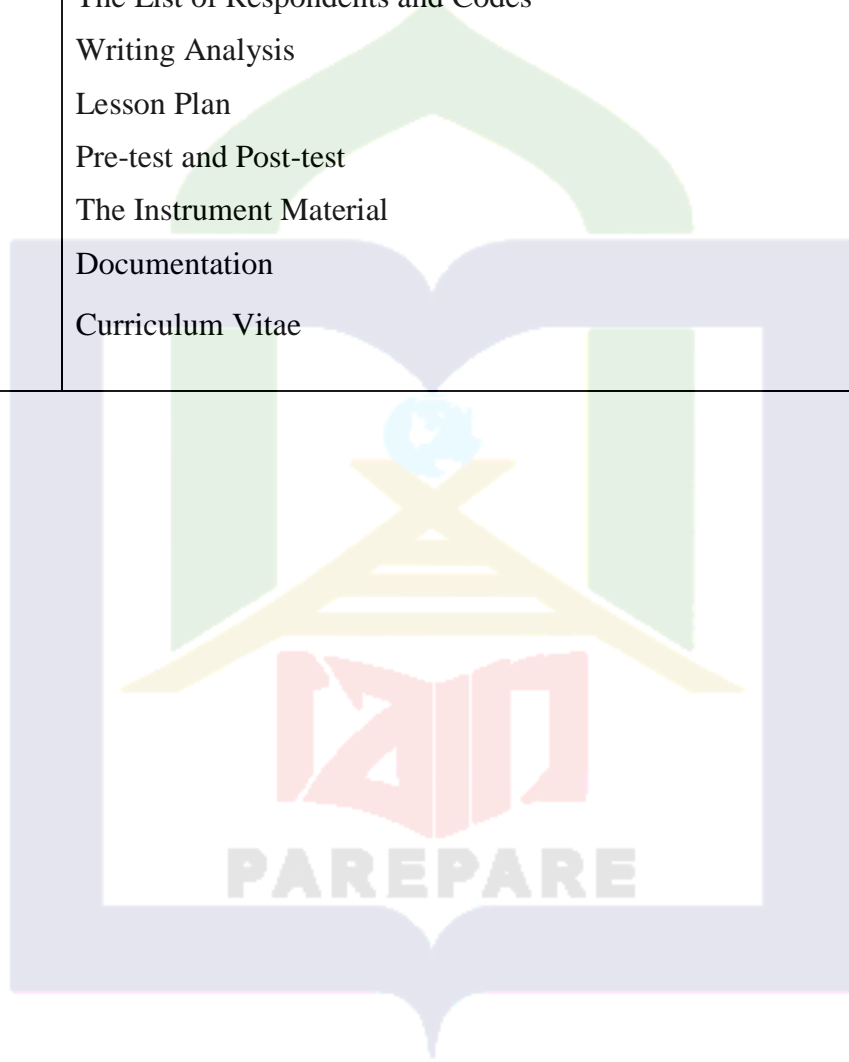
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# CHAPTER I

## INTRODUCTION

### 1.1 Background

English language as the international language becomes an important language for the school. The teacher teaches the English language from the Elementary school until in the university. It is hoped for the students to have a good quality when they are going to look for a job. Having a good ability in English language can help them to reach their achievement.

Talking about English, there are two skills that important for the students in the future, they are speaking and writing. Both speaking and writing are used in the communication. Speaking is used to express the idea or message or thought orally, whereas writing is used to express the idea by written.

Writing is one of the skills which should be learned in learning English. We have to try to do not speak English but also writing in English. The ability of writing must be process of the students. A good process of writing can be acquired not only through training of considerable amount of time supported by a teacher but also the comprehension of the way to write well should be learned by the students.

Mastering the vocabulary has the important role in writing. Enriching our vocabulary can make us easy in putting on all ideas in our writing. By having many vocabularies, the students can choose the best word to explain their ideas, But sometimes the students cannot understand the meaning of words and it is difficult to explain something in writing. The students need to be accustomed in looking that word in sentences. The teacher needs to find a method in teaching the use of the

words in writing so that students can write easily. There is one model which can be used by the researcher in teaching writing. One of the models that will be used is jigsaw game. To get best result from learning writing process the researcher must apply an interesting method so that the students are not bored in learning writing process.

From the explanation above, the researcher tries to specify her research especially teaching writing through jigsaw game. Using that game, the researcher is able to motivate the students and the researcher is interested in doing a research about “Improving Students’ writing skill through Jigsaw Game at The Eight Grade Students of Junior High School 2 Sendana.

### **1.2 Problem Statement**

Based on the background above, the researcher state the question of the problem was “the using of jigsaw game more effective to improve students’ academic writing skill than conventional way at the Eight grade students of Junior high school 2 Sendana?”

### **1.3 Objective of the Research**

The object of the research was find out whether or not that Jigsaw game more effective to improve students’academic writing skill than conventional way at the Eight grade students of Junior high school 2 Sendana.

### **1.4 Significance of the Research**

The significance of the research divided into two, theoreticallaly and practically.



#### 1.4.1 Theoretical significance:

The result of this research was expected to increase and enrich the English knowledge in particular for Junior high school at their English ability in general.

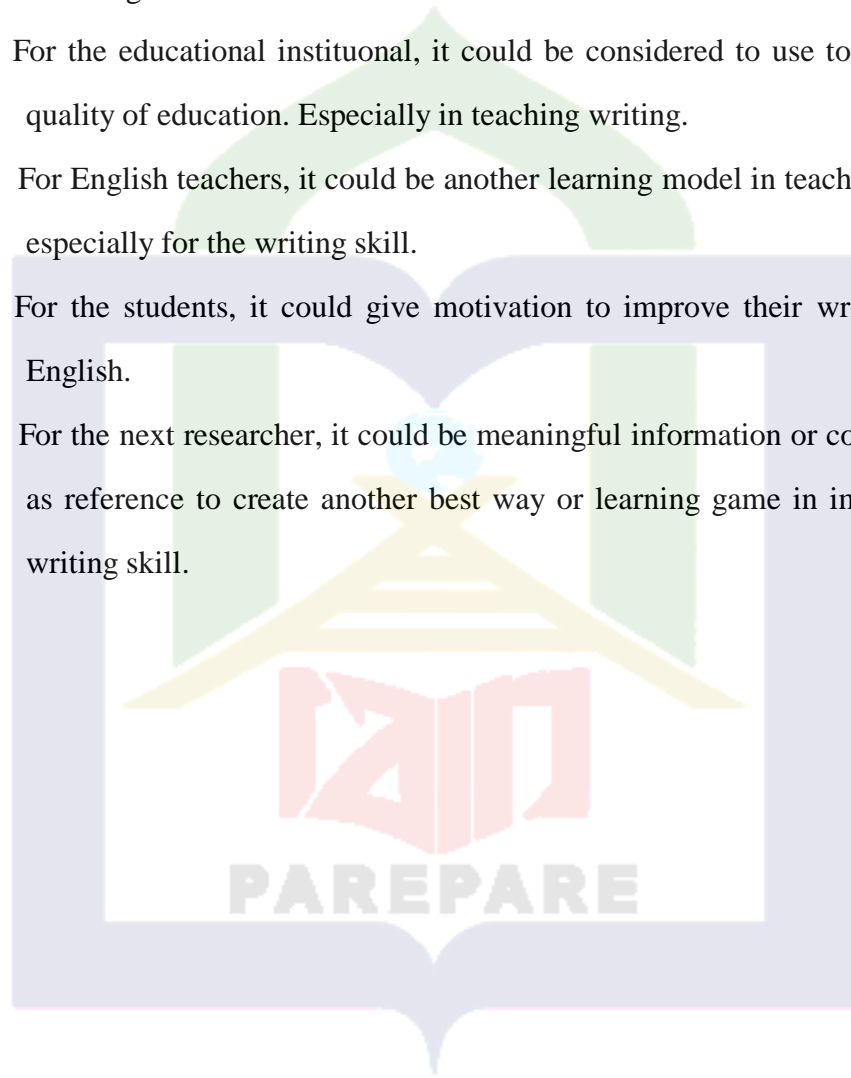
#### 1.4.2 Practical significance:

1.4.2.1 For the educational instituonal, it could be considered to use to develop the quality of education. Especially in teaching writing.

1.4.2.2 For English teachers, it could be another learning model in teaching English, especially for the writing skill.

1.4.2.3 For the students, it could give motivation to improve their writing skill in English.

1.4.2.4 For the next researcher, it could be meaningful information or could be taken as reference to create another best way or learning game in improving the writing skill.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contained about previous findings, some pertinent ideas, conceptual framework, and hypotesis.

#### 2.1 Previous Related Research Findings

There were some previuos research findings that are connected with this reseach. Moreover, the reseacher tried to present some of them as follow:

Handayani in her research entitled “*The Interest in Learning Written Composition by Using Magazine Picture of the Second Year Students of MtsN Pangkajene*”, said that in using of magazine picture is effective to improve the students written composition and they have positive interest in learning written composition by using magazine picture. It was proved by the result of pre-test (5,97) and post-test (7,40). It means that this activity is effective to be applied in teaching learning process than through conventional teaching.<sup>1</sup>

Hijrah in her research entitled “*Improving the Writing Skill by Using Repetead Exposure Technique of MtsN 2 Bonde*”, said that in using of repeated exposure technique improves the writing ability of the students who were taught by this activity than who were not. It was proved by the result of post-test’s t-Test value

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<sup>1</sup>Handayani,”The Interest in Learning Written Composition by Using Magazine Picture of the Second Year Students of MtsN Pangkajene” (Unpublished Skripsi; Tarbiyah Department: Parepare,2009), p. 32.

which is greater than t-Table, and it means that it is more effective to be applied in the teaching-learning process than through ordinary teaching.<sup>2</sup>

Marniati in her title "*Improving the Students' Writing Skill os SMPN 2 Pamboang Through Inquiry Learning*" stated that inquiry learning improved the writing ability of the students who were not. It was proved by the result of posttest's t-Test value which was greater than t Table, and it meant that it was more effective to be applied in the teaching- learning process than through ordinary teaching.<sup>3</sup>

Based on what have already been stated above, the researcher can clearly see that they were taught how to improve their writing skill with any sufficient approaches and methodologies in teaching the researchers had done various ways to lead students to re-check their writing, but they forgot to put attention to complete students to organize their writing into a good composition. Therefore, the writer suggests using appropriate strategy to write and to make students write well and organizing their ideas into a good writing.

## **2.2 Some Pertinent Ideas**

### **2.2.1 The Concept Of Writing**

#### **2.2.1.1 Defenition Of Writing**

Writing is process of discovering and shaving meaning. Experienced writers rarely gather and understand immediately all the information they need. They collect

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<sup>2</sup>Hijrah "Improving the Writing Skill by Using Repetead Exposure Technique of MtsN 2 Bonde" (Unpublished Skripsi; Tarbiyah Department: Parepare, 2010), p. 38.

<sup>3</sup>Marniati, "Improving the Students' Writing Skill of SMPN 2 Pamboang Through Inquiry Learning" (Unpublished Skripsi; Tarbiyah Department Parepare, 2014), p. 38.

miscellaneous fact and concept, starting writing, and then let the writing lead them to understanding. They know they will be making significant discoveries as they write.<sup>4</sup>

Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write. Then after and how we have finished writing, we read over what we have written and make changes and corrections.<sup>5</sup> Meanwhile, Donn Byrne defines that writing is to produce a sequence of sentences arranged in a particular order and linked together in a certain way.<sup>6</sup>

Byrne expresses that writing is the letters or combination of letters which are related to sounds we make when we speak, writing can be said to be the act of forming these symbols, the symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences.<sup>7</sup>

Elizabeth Boone defines writing as “the communication of relatively specific ideas in a conventional manner by means of permanent, visible marks”.<sup>8</sup>

The Oxford Dictionary says that writing is: (a) to make letters or other symbols on a surface, especially with pen or pencil on paper; (b) to put down (on paper) by means of words; (c) to put down the work of an author, to compose for publication.<sup>9</sup>

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<sup>4</sup>Rise B Axelrod and Charles R Cooper, *The St. Marteen's Guide Writing* (St. Marteen Press: New York, 1985), p. 4.

<sup>5</sup>Alice Oshima & Ann Hogue, *Introduction to Academic Writing, Second Edition* (New York: Longman Group, 1998), p. 2.

<sup>6</sup>Byrne Donn, *Teaching Writing Skills, New Edition* (England: Longman Group, 1990), p. 1.

<sup>7</sup>Byrne Donn, *Teaching Writing Skills*, p. 1.

<sup>8</sup>Elizabeth Boone, *Criticizing An Exclusionist Approach to Defining Writing* <http://www.suite.com/content/Elizabeth-boones-definition-of-writing>, (Accessed on 04 March 2016).

Based on definition above, the researcher concluded that writing is a kind of activity or the way where the writer put all his opinion and ideas from work to sentences, sentences to paragraph and paragraph to essay. Many people can't develop their idea orally but they can express their idea through writing. Writing is a progressive activity; this means that the first we write something down, we have already been thinking what we are going to say and how to say it. Then after we finished writing, we read over what we have written and make changes and corrections. Therefore, writing is never a one- step action; it is process that has several steps.

#### 2.2.1.2 The characteristics of writing

Kral states that there are some characteristics of good writing material they are.<sup>10</sup>

1. Material should be learning-centered rather than teaching centered. They should focus on helping students to develop their own strategies for learning.
2. Material should be creative. They should provide stimulating activities to focus to students' attention on the things to be learned.
3. Materials should be interesting. They should be related to students' interest. Moreover, there should be a variety of text types and activity types in the materials to motivate the students' interest in writing.
4. Materials should be task-based. They should use purposeful task to motivate students' learning and to make students see the usefulness of writing.

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<sup>9</sup>Horby As, *Oxford Advanced Learner's Dictionary of Current English* (Beirut: University Press, 1987), p. 996.

<sup>10</sup>Kral, *Creative Classroom Activities* (Washington, D.C.: United State Information Agency, 1995), p.155.

### 2.2.1.3 The Types of Writing

According to Wishon and Burks, there are four types of writing: narration, description, exposition, and argumentation:

#### 1. Narration

Narration is the form of writing used to relate the story of acts or events. Narrations places occurrences in time and tell what happened according to natural time sequence. Types of narration include novels and news stories, as well as a large part of our everyday social interchange in the form of the letters and conversation.

#### 2. Description

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods such as happiness, loneliness, or fear. It is used to create visual image of people, places, even of people, places, even of units of time-days, time of day, or seasons. It may be used also to describe more than out ward appearance of people. It may tell about their traits of character of personality.

#### 3. Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used a part form narrative, it stands alone or with narrative, exposition may be developed in number of ways.

#### 4. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case

or to prove a statement or preposition. Study the following paragraphs. They are basically exposition, but they use argumentation.<sup>11</sup>

#### 2.2.1.4 The Writing Process

The Writing process have several stages; planning, drafting, editing (reflecting and revising), and final version.

1. Planning is the process of the researcher plan what they are going to write before starting to write, they try and decide what it is they are going to say. For some writers this may involve making detailed notes as their structure in writing. In planning, there are three items who has to be considered by the writers; the purpose of their writing which consists of it is language whom they use, and information whom they choose, the writers have consider the audience they are writing for (how it is laid out, how the paragraphs are structured), and content structure talk about how best to sequence the facts, ideas, or arguments).
2. Drafting. It refers to the first version of a piece of writing as a draft. This first goes at a text is often done on the assumption that it will be amended later.
3. Editing (reflection and revising). In this process, the writer will revise about the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing, etc. so the reflecting and revising process are often help the by other readers (or editors) who comment and make suggestions.
4. Final version. When the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because

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<sup>11</sup>George E. Wishon, *Let's Write English* (New York: Litton Educational Publishing, 1980), p. 377-383.

things have changed in the editing process. Even when they get to what they think is their final draft they may find themselves changing their mind and preplanning, drafting, or editing.<sup>12</sup>

#### 2.2.1.5 Difficulties of Writing

To understand why writing is difficult activity for most people, both in the mother tongue and in a foreign language. The people shall look at the problems which are caused by writing under three heading psychological, linguistic and cognitive. Although these inevitable overlap to some extent.<sup>13</sup>

##### 1. Psychological Problem

Speech is the natural and normal medium of communication for the people in most circumstance and accustoms us both to having someone physically present when the people use language and to getting feedback of some kind. Writing on the other hand essentially a solitary activity and the fact that the people are required write on our own, without the possibility of interaction on the benefit of feedback in itself makes the act of writing difficult.<sup>14</sup>

##### 2. Linguistic problems

Oral communication is sustained through a process of interaction, except in special circumstance, such as lectures, the participants help to keep it going, because speech is normally spontaneous, the people have little time to pay attention either to organizing our sentence structure or to connecting our sentences: to come extent the latter is maintained through the process of interaction. The people repeat, backtrack,

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<sup>12</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p. 4.

<sup>13</sup>Byrne Donn, *Teaching Writing Skills* (FE: Longman Group. LTD, 1988), p. 3.

<sup>14</sup>Byrne Donn, *Teaching Writing Skills*, p. 4.



and expand and so on, depending on how people react to what we say. Incomplete and even ungrammatical utterances usually pass unnoticed.

The people have seen, the people also have a considerable range of devices at our disposal to help get our meaning across. In writing, the people have to compensate for the absence of these features: the people have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text people can be interpreted on its own.<sup>15</sup>

### 3. Cognitive Problem

The people grow up learning to speak and in normal circumstance spend much of our time doing it. The people also appear to speak without much conscious effort or thought and generally the people talk because they want to know about matters which are interest or relevant to the people especially the people's professionally in writing. On the other hand, in learning through a process of instruction: the students have to learn certain structures which are less used in or perhaps it is not used at all, but in which are important for effective communication in writing. The people also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

Finally, writing is a task which is often imposed on us, perhaps by circumstances. This not only has a psychological effect; it may also cause a problem

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<sup>15</sup>Byrne Donn, *Teaching Writing Skill*, p. 4.

in terms of content-what to say. Being it a loss for ideas is a familiar experience to most of us when the people are obliged to write.<sup>16</sup>

#### 2.2.1.6 The Component of Writing

Jacobs argues that there are five components writing. They are content, organization, vocabulary, language use, and mechanics.<sup>17</sup>

##### 1. Content

There are at least three things that can be measured in connection with content, the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding the topic fully.

##### 2. Organization

There process of organization material in writing involves coherence order of importance, general to specific to general, chronological order and spatial order pattern.

##### 3. Vocabulary

In order to convey though a feeling is possible, we do several things, we arrange our ideas in sentence, we construct whole essay, story, etc. we use special works, phrase, sentence and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

##### 4. Language use

Language use in writing description and the other forms of writing involves usage and point involves correct usage and point of grammar or structure.

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<sup>16</sup>Byrne Donn, *Teaching Writing Skill*, p. 5.

<sup>17</sup>Jacob, Holy L, at al. *Testing ESL, Composition: A practical Approach* (Rowley, Massahusest London: Newbury House Publisher, Inc, 1981), p. 121.

## 5. Mechanics

Mechanics of writing deals with capitalization, spelling and punctuation it also deals with paragraphing handwriting illegible and meaning conveyed.

### 2.2.2 The Concept of Jigsaw Game

#### 2.2.2.1 Defenition of Game

There are some defenition of game, as the following:

1. Game is form of play or sport with rules.<sup>18</sup>
2. In the oxford advance learner's dictionary states that " game is an activity or a sport with rules in which people ot teams compete against each other : card games, board games, a game of change/skill, ball games".<sup>19</sup>

#### 2.2.2.2 Types of Game

Game may be classified according to whether they emphasize skill, chance, reality or fantasy, as well as according to whether they strategy or shadown game.<sup>20</sup>

Games of skills the outcome depended of the players, as in chess, tennis. Game of skill reward achievement, encourage individual responsibility and initiative and discourage laziness.

In game of chance the outcome depended player capabilities, as indices, roulette and pure financial speculation. Game of chance has the educational

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<sup>18</sup>Oxford Learner's Pocket Dictionary, *Defenition of Game* (New York: Oxford University press, fourth Edition, 2008), p. 181.

<sup>19</sup>A S Hornby, *Oxford Advanced Learner's Dictionary of Current English International Student's Edition* (New York: Oxford University Press, sixth Edition, 2000), p. 553.

<sup>20</sup>Warkiyah, " *Teaching Vocabulary through Alphabet Game Technique can Make the Fifth Year Students of SDN 97 Pinrang Interest in Learning Vocabulary*" (Unpublished Skripsi; Tarbiyah Department: Parepare, 2009), p. 18.

advantages of dramatizing the limitations of effort and skill, bumbling the overachievers and encouraging the under achievers. Game of reality are essentially models or simulations of no play, as in theater, fiction, military, maneuvers and such as gameas monopoly and diplomacy.

#### 2.2.2.3 Advantages of Game

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Games have proven to have advantages and effectiveness in learning writing in various ways:

1. Games bring in relaxation and fun for students, help them learn and retain new words more easily.
2. Games usually involve friendly competition and they keep learners interested.
3. Games bring real word context into the classroom and enhance students' use of English in a flexible, communicative way.
4. Games are highly motivating and they give students' more opportunity to express their opinions and feelings.

#### 2.2.2.4 Definition of jigsaw game

Jane wangesky explained that jigsaw game is an activitiy where several small gruops of students each get only one part of a writing text. They must figure out how to explain their part to members of other groups, so that the whole story can be pieced together. It is good practice for students<sup>21</sup> Hakkarainen stated that the students did not have enough opportunity to practice in writing. In improving the Writing skill for the student. It promotes positive interdependence and also provides a simple method

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<sup>21</sup>Jane wangesky <http://.google.co.id/whyteach> Writing with the Game & source( Accessed on March 09<sup>th</sup> 2016)

but ensure individual accountability.<sup>22</sup> Jigsaw also jigsaw puzzle is picture on cardboard or wood cut into irregular shapes that has to be fitted together again.<sup>23</sup>

#### 2.2.2.5 The Steps of Jigsaw Game

1. The students practice the story in jigsaw game.
2. The teacher rewrites the story in the language English cards and cuts the stories into pieces of words.
3. The researcher then needs to split the students into several team example a team of five students.
4. After the students sit and their own team, the researcher gets each team to pick up a piece of paper small box containing one sentence from the story which is written in the students' mother tongue.
5. The team must cooperatively translate the sentence by using the words pieces written on cards in particular given time example one minute.
6. Those who are able to arrange the words in correct order, grammar, and word selection will gain score. No score for incorrect answers.
7. The winner is the team with highest score.
8. Evaluation.<sup>24</sup>

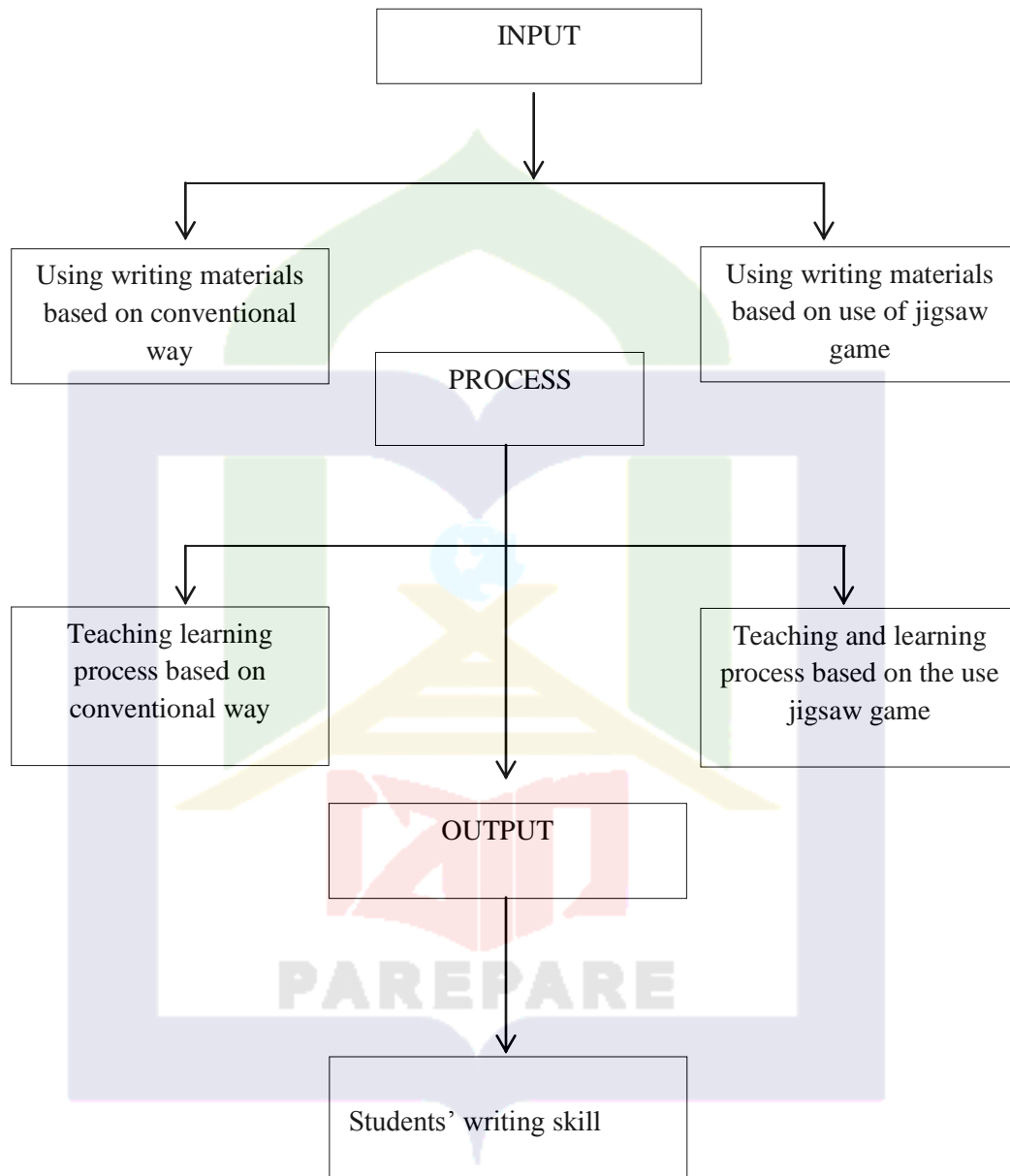
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<sup>22</sup>Hakkarainen, [www.jigsaw.org](http://www.jigsaw.org)downloaded (on March 10<sup>th</sup> 2016)

<sup>23</sup>Oxford Learner's Pocket Dictionary, *Definition of Game* (New York: Oxford University press, fourth Edition, 2008), p. 238.

<sup>24</sup>A. Kaharuddin. *The Communicative Grammar Translation Method* (Yogyakarta: Trust Media, 2013), p. 87.

### 2.3 Conceptual Framework



The three variables: input, process, and output briefly committed as follows:

1. Input: it referred to the technique applied in improving the students' academic writing skill by using jigsaw game, on the other hand threats an experimental group, a control is treated by conventional way.
2. Process: it referred to the implementation of the input variable in the classroom in this case, the students were taught by using in the input variable.
3. Output: the output was the students' writing skill.

#### **2.4 Hypothesis**

Based on the conceptual framework, the researcher formulates hypothesis as follows:

1. Null Hypothesis (Ho): the using of jigsaw game was not more effective to improve students' academic writing skill than conventional way at the Eight grade students of Junior high school 2 Sendana.
2. Alternative Hypothesis (Ha): the using of jigsaw game were more effective to improve the students' academic writing skill than conventional way at the Eight grade students of Junior high school 2 Sendana.

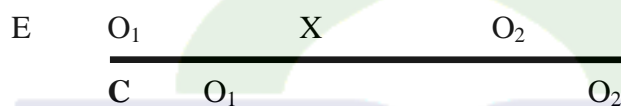
## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This method of this research was quasi experimental method (Suharsimi Arikunto).

This design was present as follows:<sup>25</sup>



Where:

E: Experimental group

C: Control group

O: Pretest

X: Treatment to experimental group

O: Post-test

This design involved two groups with pretest and post-test. In experimental class the teacher taught the students about the writing skill by using jigsaw game. While in the control class the teacher taught the writing skill to the students without using jigsaw game but teaching them in conventional way.

#### 3.2 Variable and Operational Definition

##### 3.2.1 Variable

There were two variables of this research; they are independent variable and dependent variable.

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<sup>25</sup>Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Penerbit Rineka Cipta.1995), p. 276.



#### 3.2.1.1 Independent variable

Independent variable of this research was the use of jigsaw game to improve students' writing skill

#### 3.2.1.2 Dependent variable

Dependent variable was the ability of students in writing skill that hopefully is improved by using jigsaw game.

#### 3.2.2 Operational definition of the variable

3.2.2.1 Writing ability means a way to express our opinion, ideas, and notion on the test paper

3.2.2.2 The jigsaw game meant rearrange the random sentence into a correct paragraph.

### **3.3 Location and Duration of the Research**

The location of the research was in SMPN 2 Sendana. The researcher did this research about one month.

### **3.4 Population and Sample**

#### 3.4.1 Population

The population of the research was the eight year students of SMP Negeri 2 Sendana. It is consisted of 3 classes. The total numbers of the students are 76 students.

Table: 3.1 Population at SMP Negeri 2 Sendana

No	Class	Male	Female	Total Population
1	VIII A	10	16	26
2	VIII B	13	10	23
3	VIII C	10	17	27
Total Population		33	43	76

### 3.4.2 Sample

The population number of this research was big because it consisted of two classes which each class had 26 students and 27 students. So that the researcher use sampling and chose 15 students as the experimental class and 15 students as the control class.

### 3.5 Instrument of the Research

The instrument of data collecting for this research was written test that applied in pre-test and post-test. The pretest was used to measure the basic ability of the students in writing. The post-test is used to measure the ability of the students after giving the treatment. The treatment which was use by the teacher was the jigsaw game in teaching writing skill.

### 3.6 Produce of Collecting Data

The produce of collecting data was presented in chronological order as follows:

#### 3.6.1 Pre-test

In the pre-test the researcher met the teacher and determined two classes that were test. The researcher came to both of classes and test the students. In this pretest

the researcher asked the students write the sentences about fairy story. The teacher just ask students about one topic which had to be written.

### 3.6.2 Treatment

#### 3.6.2.1 The control class

In the control class, the researcher gave treatment in fourth meeting. The treatment steps as follows:

1. The first meeting:
  - a. The researcher gave the greeting for the students.
  - b. The researcher gave motivation or information to students before teaching the material.
  - c. The researcher gave the of the students fairy story “Golden cucumber”
  - d. The researcher asked to students to write story about “Golden cucumber”.
  - e. The researcher explained about using simple past which related to Golden cucumber
2. The second meeting:
  - a. The researcher gave the greeting for the students.
  - b. The researcher gave motivation or information to students before teaching the material.
  - c. The researcher gave the of the students fairy story “Cinderella”.
  - d. The researcher asks to students to write story about “Cinderella”.
  - e. The researcher explained about using simple past which related to “Cinderella”.
3. The third meeting:
  - a. The researcher gave the greeting for the students.

- b. The researcher gave motivation or information to students before teaching the material.
  - c. The researcher gave the of the students fairy story “Snow white”.
  - d. The researcher asked to students to write story about “Snow white”.
  - e. The researcher explained about using simple past which related to “Snow white”.
4. The fourth meeting:
- a. The researcher gave the greeting for the students.
  - b. The researcher gave motivation or information to students before teaching the material.
  - c. The researcher gave the of the students fairy life story “Onion and Garlic
  - d. The researcher asked to students to write story about “Onion and Garlic”.
  - e. The researcher explained about using simple past which related to “Onion and Garlic”.

#### 3.6.2.2 The experimental class

In experimental class, the researcher used jigsaw game in teaching writing skill. The steps of the game of teaching were:

1. The first meeting:
  - a. The researcher gave the greeting for the students.
  - b. The researcher gave motivation or information to students before teaching the material.
  - c. The researcher divided the students into some groups.
  - d. The researcher gave each team a topic fairy story about “Golden cucumber”.
  - e. The researcher asked to each team to write story about “Golden cucumber”.

- f. The researcher explained about jigsaw game and the steps in learning writing through jigsaw game.
  - g. The researcher asked the students to rewrite story about “Golden cucumber” in the language English on cards and cut the stories into a pieces of sentences.
  - h. After the students sat and their own team, the researcher got each team to pick up a piece of paper small box containing one sentence from the story which is written by the students.
  - i. The team must cooperatively arranged the story by using the pieces of sentences written on cards in a particular given time example ten minute.
  - j. Those who were able to arrange the story in correct order, grammar, and sentences selection would gain score. No score for the incorrect answers.
  - k. The winner was the team with highest score.
2. The second meeting:
- a. The researcher gave the greeting for the students.
  - b. The researcher gave motivation or information to students before teaching the material.
  - c. The researcher divided the students into some groups.
  - d. The researcher gave each team a topic fairy story about “Cinderella”.
  - e. The researcher asked to each team to write story about “Cinderella”.
  - f. The researcher explained about jigsaw game and the steps in learning writing through jigsaw game.
  - g. The researcher asked the students to rewrite story about “Cinderella” in the language English on cards and cut the stories into a pieces of sentences.

- h. After the students sat and their own team, the researcher got each team to pick up a piece of paper small box containing one sentence from the story which was written by the students.
  - i. The team must cooperatively arranged the story by using the pieces of sentences written on cards in a particular given time example ten minute.
  - j. Those who were able to arrange the story in correct order, grammar, and sentences selection would gain score. No score for the incorrect answers.
  - k. The winner was the team with highest score.
3. The third meeting:
- a. The researcher gave the greeting for the students.
  - b. The researcher gave motivation or information to students before teaching the material.
  - c. The researcher divided the students into some groups.
  - d. The researcher gave each team a topic fairy story about “Maling Kundang”.
  - e. The researcher asked to each team to wrote story about “Maling Kundang”.
  - f. The researcher explained about jigsaw game and the steps in learning writing through jigsaw game.
  - g. The researcher asked the students to rewrite story about “Maling Kundang” in the language English on cards and cut the stories into a pieces of sentences.
  - h. After the students sat and their own team, the researcher got each team to pick up a piece of paper small box containing one sentence from the story which was written by the students.
  - i. The team must cooperatively arranged the story by using the pieces of sentences written on cards in a particular given time example ten minute.

- j. Those who were able to arrange the story in correct order, grammar, and sentences selection would gain score. No score for the incorrect answers.
  - k. The winner was the team with highest score.
4. The fourth meeting:
- a. The researcher gave the greeting for the students.
  - b. The researcher gave motivation or information to students before teaching the material.
  - c. The researcher divided the students into some groups.
  - d. The researcher gave each team a topic fairy story about “Onion and Garlic”.
  - e. The researcher asked to each team to wrote story about “Onion and Garlic”.
  - f. The researcher explained about jigsaw game and the steps in learning writing through jigsaw game.
  - g. The researcher asked the students to rewrite story about “Onion and Garlic”. in the language English on cards and cut the stories into a pieces of sentences.
  - h. After the students sat and their own team, the researcher got each team to pick up a piece of paper small box containing one sentence from the story which was written by the students.
  - i. The team must cooperatively arranged the story by using the pieces of sentences written on cards in a particular given time example ten minute.
  - j. Those who were able to arrange the story in correct order, grammar, and sentences selection would gain score. No score for the incorrect answers.
  - k. The winner was the team with highest score.

### 3.6.3 Post-test

After giving treatment, the researcher gave the post test. The post- test as the last test in research and it purpose to know the achievement of the students in understanding sentences through jigsaw game at Junior high school of 2 Sendana.

### 3.7 Technique of Data Analysis

The data was collected from the pre-test and post-test and is analysis.

To scoring the students' answer the researcher uses the following table.<sup>26</sup>

Table 3.2 Score and classifying the students' writing skills

Classification	Score level	Criteria
Content	30-27	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject, adequate range, limited development of topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject, the little substance, inadequate development of topic.
	16-13	Very poor: doesn't show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive

<sup>26</sup>J. B. Heaton, *Writing English Language Tests* (London and New York: Longman Group UK Limited, New Edition, 1991), p. 146.



Organization	17-14	Good to average: somewhat choppy. Loosely organized but main ideas stand out. Limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing.
	9-7	Very poor: doesn't communicate, no organization.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, meaning not confused or obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, and usage, etc.
	9-7	Very poor: essentially translation, little, knowledge of English vocabulary.
Language use	25-22	Excellent to very good: Effective complex construction, few errors agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple/complex construction, minor problems in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	Fair to poor: major problem simple/complex

	10-5	<p>constructions: frequent errors of negation, agreements, tense, number, word/function, articles, pronouns, propositions, and/or fragments, deletion, meaning confused or obscured.</p> <p>Very poor: virtually no mastery of sentence constructions rules. Dominated by errors, doesn't communicate, or not enough to evaluate.</p>
Mechanics	4	Excellent to very good: demonstrates mastery conventions. Few errors of spelling, function, capitalization, paragraphing.
	3	Good to average: occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.
	2	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	1	Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

1.7.2 To classify the data, Depdikbud standard of evaluation that was modified as follow:<sup>27</sup>

<sup>27</sup>Dekdipbuk, *Petunjuk Proses Pelaksanaan Belajar Mengajar dan Petunjuk System Pendidikan*, Jakarta: depdikbud RI.1985

Table 3.3 Classification score

96 – 100 is classified as	Excellent
86 – 95 is classified as	Very good
76 – 85 is classified as	Good
66 – 75 is classified as	Fairly good
56 – 65 is classified as	Fair
45 – 55 is classified as	Poor
38 – 44 is classified as	Very poor

Formula (Gay)<sup>28</sup>

$$\bar{X}_1 = \frac{\sum x_1}{n_1} \quad \bar{X}_2 = \frac{\sum x_2}{n_2}$$

Where:

$\bar{X}_1$  = mean score of experimental group

$\bar{X}_2$  = mean score of control group

$\sum x_1$  = mean score of experimental group

$\sum x_2$  = mean score of control group

3.7.3 Finding out the standard deviation of the students' pre-test and post-test by applying this formula:

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<sup>28</sup>Gay, L.R. *Educational Research: Competencies for Analysis and Application*, Second Edition (Columbia: Charles E. Merrill Publishing Company, 1981), p. 357

$$-SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n_1}$$

$$-SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}$$

$$s.d_1 = \sqrt{-ss_1} = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1}}{n_1 - 1}}$$

$$s.d_2 = \sqrt{-ss_2} = \sqrt{\frac{\sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_2 - 1}}$$

Where:s

$-SS_1$  = **Sum** of square of experimental group

$-SS_2$  = sum of square of control group

$\sum x_1$  = the sums of scores of experimental group

$\sum x_2$  = the sum of score of control group

$n_1$  = number of students of experimental group

$n_2$  = number of students of control group

$s.d_1$  = standard deviation of experimental group

$s.d_2$  = standard deviation of control group

3.7.4 Finding out the significant difference between the score of the pre-test and post-test by using the formula (Gay)<sup>29</sup>

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significance

$\bar{X}_1$  = the mean score of experimental class

$\bar{X}_2$  = the mean score of control group

$SS_1$  = standard deviation of experimental group

$SS_2$  = sum of square of control group

$n_1$  = number of students of experimental class

$n_2$  = number of students of control group.

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<sup>29</sup>Gay, L.R.1981 *Educational Research: Competencies for Analysis and Application*, Second Edition:Charles E, Meril Publishing Company.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consisted of two sections. The findings of the research and discussion of the findings. The researcher analysed the data consisting of the result of the pre-test and post-test either in experiment and control class.

#### 4.1 Findings

In this section would explain about the result findings of students' analysis of pre-test and post-test. It consisted of pre-test and post-test analysis, the rate percentage of students' pre-test and post-test, the analysis of students' score in five components of writing narrative text and the result of mean score and standard deviation in pre-test and post-test.

##### 4.1.1 The result of pre-test analysis

Table 4.1 The Result of Students' Pre-test Analysis

No	Category	Experiment	Control
1	Highest	59	59
2	Lowest	33	33
3	Mean	49.53	49,26
4	Median	50	57
5	Modus	53	53

*(Source of the students pre-test)*

Table 4.1 above showed that the result of experiment class and control class in pre-test. The result of highest in experiment class was 59 and in control class was 59, while the lowest in experiment was 33 and in control class was 33, mean score was 49.53 in experiment class and control was 49.26, median was 50 in experiment class and 57 in control class as well as modus was 53 in experiment class and 53 in control class.

Table 4.2 Rate Percentage Score of Students' Pre-test

No	Classification	Score	Experimental class		Control class	
			F	%	F	%
1	Excellent	86-100				
2	Good	61-85				
3	Fair	47-60	12	80%	4	26.66%
4	Very Poor	0-46	3	20%	11	73.33%
TOTAL			15	100%	15	100%

*(Source of the students pre-test)*

Table 4.2 showed the rate percentage of students' score of writing skill in experimental class with pre-test from 15 students. The table showed low score. None of the students got excellent and good score. There were 12 students (80%) got fair score, and 3 students got very poor score.

The rate percentage score of students' writing skill in control class was 15 students. This table showed lowest than experiment class score. None of students got excellent and good score, 4 students (26.66%) got fair score. as well as 11 students (73.33%) got very poor score.

The explanation above showed that the result of experiment and control class still low because, some of the students showed low score.

## 4.1.3 The result of post-test analysis

Table 4.3 The Result of Students' Post-test Analysis

No	Category	Experiment	control
1	Highest	81	82
2	Lowest	59	41
3	Mean	67.73	57.4
4	Median	67	57
5	Modus	66	57

*(Source of the students post-test)*

Table 4.3 above shows that the result of experiment class and control class in pre-test. The result of highest in experiment class was 81 and in control class was 82, while the lowest in experiment was 59 and in control class was 41, mean score was 67.73 in experiment class and control was 57.4, median was 67 in experiment class and 57 in control class as well as modus was 66 in experiment class and 57 in control class.

Table 4.4 Rate Percentage Score of Students' Post-test

No	Classification	Score	Experimental class		Control class	
			F	%	F	%
1	Excellent	86-100	-	-	-	-
2	Good	61-85	13	86.66%	4	26.66%
3	Fair	47-60	2	13.33%	9	60%
4	Very Poor	0-46	-	-	2	13.33%
TOTAL			15	100%	15	100%

*(Source of the students post-test)*

Table 4.4 showed the rate percentage of students' score of writing skill in experimental class with pre-test from 15 students. The table showed higher than pre-



test score. None of the students got excellent. But, 13 students (86.66%) got good score and 2 students (13.33%) got fair score.

The rate percentage score of students' writing skill in control class was 15 students. The table showed 4 students (26.66%) got good score. 9 students (60%) got fair score and 2 students (13.33%) got very poor score.

The explanation above showed that the result of experiment and control class in post-test was higher than pre-test. It meant that, there was improvement after using jigsaw game as model in teaching writing narrative text.

Table 4.5 Mean Score and Standard Deviation of the Students' Pre-test

Class	Mean Score	Standard Derivation
Experiment	67.73	5.67
Control	57.4	5.57

*(Source: mean score and standard deviation of the students pre-test)*

The table 4.5 above showed that the mean score of the pre-test of experimental class was 67.73 while control class was 57.4. By this analysis it seemed that the mean score obtained by the students of both classes through the test just had a small difference.

In order to see whether the mean score of both classes was statistically significant at the level of significance 0.05 with degree of freedom 30 ( $N_1 + N_2 - 2$ ). statistical t-Test for independent sample was employed. The result of the calculation is shown as follows:

Table 4.6 The Result of the t-Test of Students' Pre-test

Variable	t-Test Value	t-Table Value
Pre-test	1.22	2.048

*(Source data: the result of t test of the students pre-test)*

The table showed that t test value (1.22) was smaller than the t test value (2.048) based on the data analysis. It was found that there is significant difference between mean score of the pre-test scores of the both sample groups.

The next calculation is the mean score and standard deviation of the post-test of both classes as follows:

Table 4.7 Mean Score and Standard Deviation of the Students Post-test

Class	Mean score	Standard Derivation
Experiment	67.73	6.41
Control	57.4	9.46

*(Source: mean score and standard deviation of the students in post-test)*

The table 4.6 above showed that the mean score of the post-test of experimental class was 67.73 while control class was 57.4. By this analysis it seemed that the mean score obtained by the students of both classes through the test was different about 10.33 points.

In order to see whether the mean score of both classes was statistically significant at the level of significance 0.05 with degree of freedom 30 ( $N_1 + N_2 - 2$ ), statistical t-Test for independent sample was employed. The result of the calculation is shown as follows:

Table 4.8 The Result of the t-Test of Students' Post-test

Variable	t-Test Value	t-Table Value
Post-test	39.7	2.048

*(Source data: the result of t test of the students post-test)*

The table showed that t-Test value (39.7) was greater than the t- Table value (2.048) based on the data analysis. It was found that Alternative Hypothesis is accepted. By this result, it is concluded that there was a significance difference

between the students writing narrative text skill that were though through jigsaw game and those who were not.

#### **4.2 Discussion**

The using of jigsaw game in improving the students' writing at the eight grade students of junior high school 2 Sendana the researcher got result from the research that jigsaw game model gave influence for the students to give interested and motivated to write narrative text during learning writing. The students can be easy to improved their skill of writing because the model helped them to explore the concept ideas in writing narrative text.

Jigsaw game is one of an activity in learning writing to rearrange cards which consist of sentence from narrative story. The card use to help the students easier and interested to write narrative story. In application of jigsaw game the researcher gave motivation or information to students before teaching the material. After that the researcher divided the students into some groups, and then the researcher gave each team a topic fairy story about narrative text for example "Golden Cucumber".

After that the researcher asked to each team to write story about "Golden cucumber", and then the researcher explained about jigsaw game and the steps in learning writing through jigsaw game. After that the researcher asked the students to rewrite story about "Golden cucumber" in the language English on cards and cuts the stories into a pieces of sentences.

After the students sit and their own team, the researcher gets each team to pick up a piece of paper small box containing one sentence from the story which is written by the students, and then the team must cooperatively arrange the story by using the pieces of sentences written on cards in a particular given time example ten minute.

Those who are able to arrange the story in correct order, grammar, and sentences selection will gain score. No score for the incorrect answers. The winner is the team with highest score.

Based on the application above the researcher discussed about the interpretation of the finding derived from the result of statistical analysis through test.

4.2.1 The effectiveness of using jigsaw game in improving the students' skill in writing narrative text.

The result of the data analysis through dependent t-test showed that the t-Test value was greater significantly than t-Table value ( $39.7 > 2.048$ ). It meant that jigsaw game had effectiveness.

The model jigsaw game in teaching was able to improve the students' skill in writing narrative text than who were not. In the other research also prove that using jigsaw game have effectiveness.

4.1.2 The comparison of improvement between experiment class and control class

There were some differences of improvement between experimental class and control class. It was proved from the mean score between experiment class and control class.

The result of the mean score in experimental class of pre-test is 49.53 and in the control class is 49.26 and in post-test proved that the result of experiment class is higher than the control class. It proved by the result of experiment was 67.3 and control class was 57.4

In the pre-test of experiment class there were 0 students (0%) who excellent score, 0 students (0%) got good score, 12 students (80%) got fair score, and 3 students got very poor score, while in the control class there were 0 students (0%)

who excellent score, 0 students (0%) got good score, 4 students (26.66%) got fair score. as well as 11 students (73.33%) got very poor score. The explanation above showed that the result of experiment and control class still low because, some of the students showed low score.

After gave treatment through jigsaw game at experimental class the students got a good score than before gave treatment. The students' score in post-test of experiment class, there were 0 (0%) students who excellent. But 13 students (86%) got good score and 2 (13%) students got fair score, while in the control class the researcher teaching writing using conventional way and result post-test at control class there were 4 (26.66%) students got good score. 9 (60%) students got fair score and 2 (13.33%) students got very poor score.

The explanation above showed that the result of experiment and control class in post-test was higher than pre-test. It means that, there was improvement after using jigsaw game as model in teaching writing narrative text.

According to data analysing above, it showed that the score of writing in post-test was higher than the score in pre-test. This indicated that using jigsaw game can improve the students' writing skill and helped the students more interested and develop their ideas in writing. By this way the students can master the information the concept of text.

Based on the explanation above, the researcher could conclude that the comparison by using jigsaw game as model in improving writing skill especially writing narrative text was better.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The chapter consisted of two sections, the first section deals with the conclusion from the findings of the research. And other deals with the suggestions.

#### 5.1 Conclusion

Based on the finding and discussions of the previous chapter above. The writer concluded that jigsaw game improve the students' skill in writing narrative text of the students who were taught by this activity and who were not. It was proved by the result of post-test's t-Test value ( 39.7) which was greater than t-Table(2.048). It meant that. It is more effective to be applied in teaching- learning process. The researcher could make them interesting when we doing jigsaw game and make them spirit in doing teaching-learning process to improve the students writing skill.

#### 5.2 Suggestion

Based on the result of data analysis and conclusions, the writer had some suggestions:

5.2.1 Since the application of jigsaw game had been proven to be successful in improving the students' writing skill. It suggested that teaching strategy be continually applied in teaching writing in the class.

5.2.2 The teacher should have many kinds of strategy in teaching writing like use jigsaw game of learning. So that the students are helped and easier to understand and more enjoy in learning teaching.

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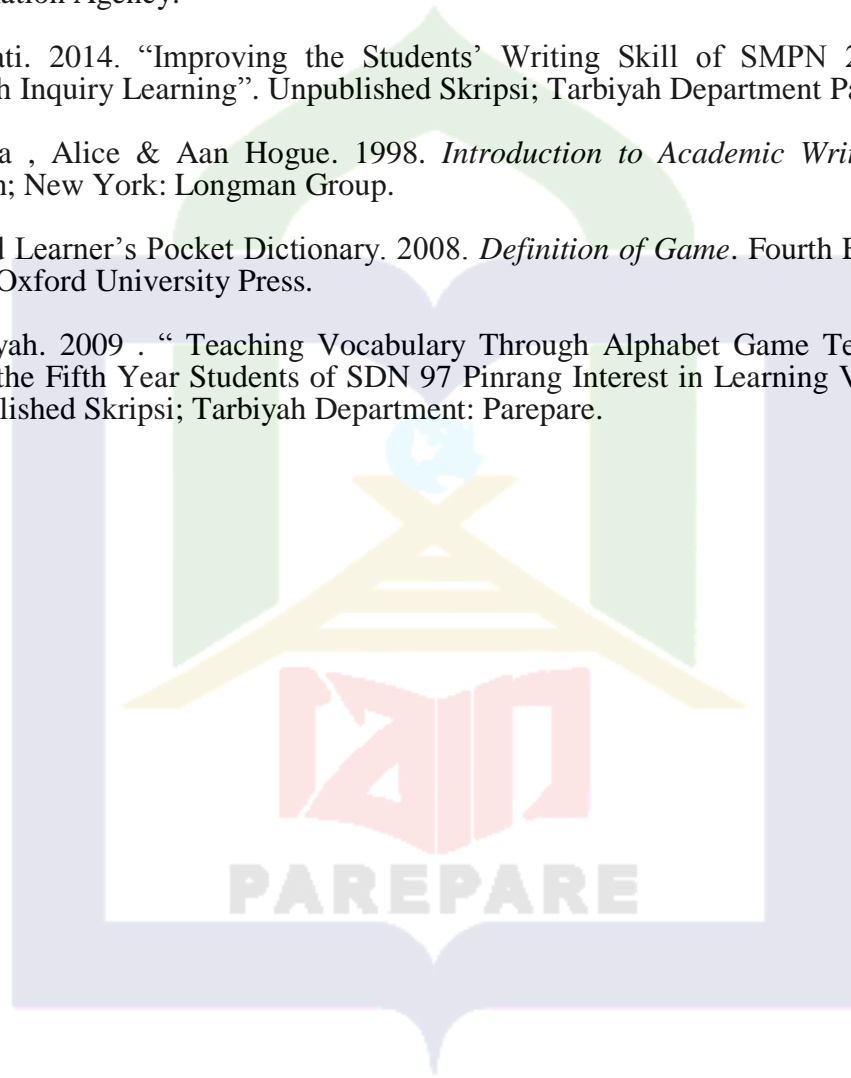
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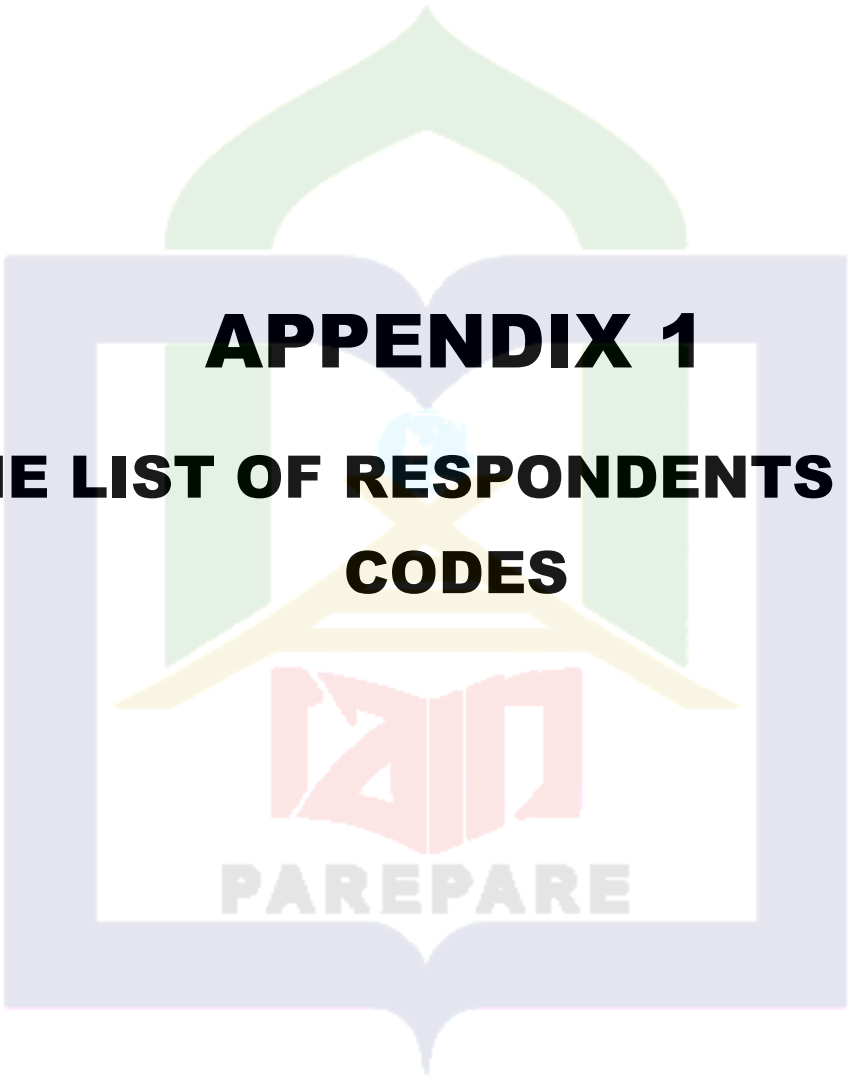




# APPENDICES

### DISTRIBUTION OF T-TABLE

<i>df</i>	<i>P</i>			
	.01	.05	.01	.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.997	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373
$\infty$	1.645	1.960	2.576	3.291



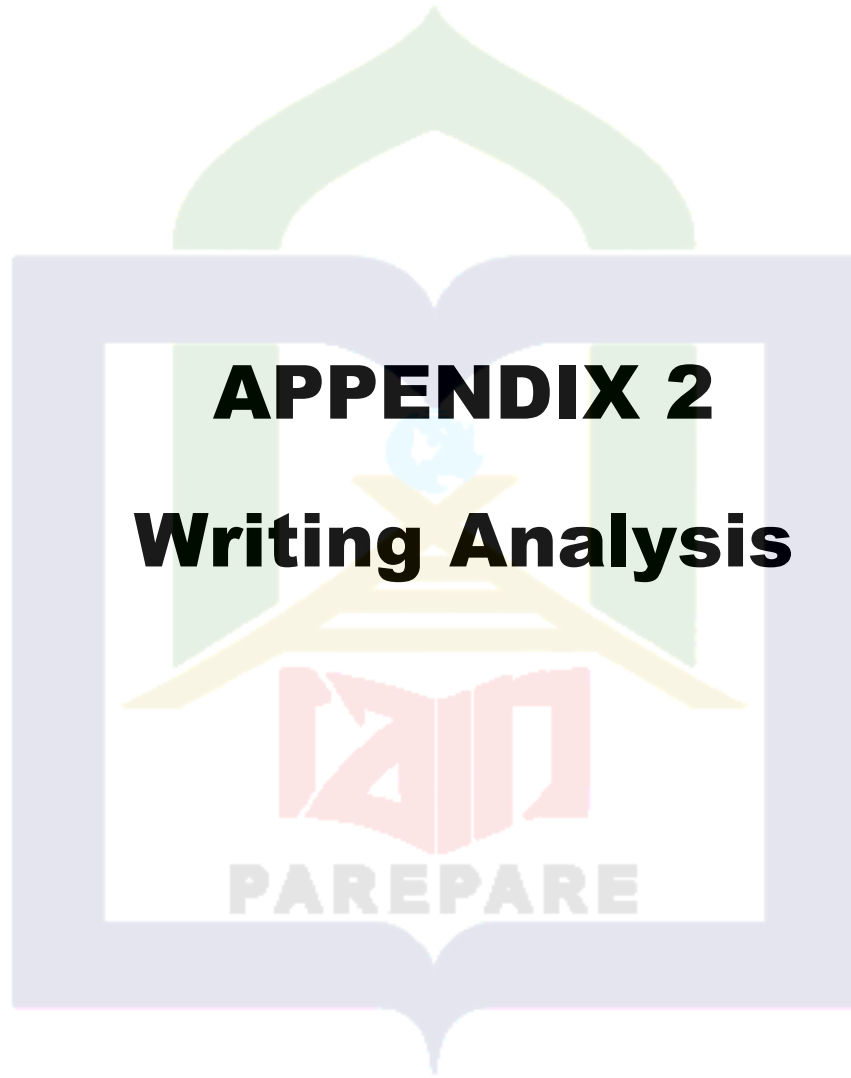
**APPENDIX 1**  
**THE LIST OF RESPONDENTS AND**  
**CODES**

**The List of Respondents and the Codes in Experiment**

<b>NO</b>	<b>Subject</b>	<b>Code</b>	<b>Class</b>	<b>Group</b>
1	Muh. Fadli	A	VIII A	<i>Experiment</i>
2	Najma Indriani	B	VIII A	<i>Experiment</i>
3	Nisa Andriani	C	VIII A	<i>Experiment</i>
4	Asliah Hamzah	D	VIII A	<i>Experiment</i>
5	Sitti Rahma	E	VIII A	<i>Experiment</i>
6	Aco Ardiansa	F	VIII A	<i>Experiment</i>
7	Ade Irmayanti	G	VIII A	<i>Experiment</i>
8	Busman	H	VIII A	<i>Experiment</i>
9	Dian Putri	I	VIII A	<i>Experiment</i>
10	Haerul Ansar	J	VIII A	<i>Experiment</i>
11	Hildayanti	K	VIII A	<i>Experiment</i>
12	Irayanti	L	VIII A	<i>Experiment</i>
13	Irmawati	M	VIII A	<i>Experiment</i>
14	Nurselfiah	N	VIII A	<i>Experiment</i>
15	Sandi	O	VIII A	<i>Experiment</i>

**List of respondents and the codes in control**

<b>NO</b>	<b>Subject</b>	<b>Code</b>	<b>Class</b>	<b>Group</b>
1	Arsyad	A	VIII C	<i>Control</i>
2	Selfiani	B	VIII C	<i>Control</i>
3	Maghfirah	C	VIII C	<i>Control</i>
4	Linda Sari	D	VIII C	<i>Control</i>
5	Risma	E	VIII C	<i>Control</i>
6	Andri hastina	F	VIII C	<i>Control</i>
7	Ardiansyah	G	VIII C	<i>Control</i>
8	Aris Munandar	H	VIII C	<i>Control</i>
9	Fenny Yuniarti	I	VIII C	<i>Control</i>
10	Fitra	J	VIII C	<i>Control</i>
11	Hasnur	K	VIII C	<i>Control</i>
12	Heriansyah	L	VIII C	<i>Control</i>
13	Lindasari	M	VIII C	<i>Control</i>
14	Yusriani	N	VIII C	<i>Control</i>
15	Nurmalisa	O	VIII C	<i>Control</i>



**List of The Sample Score Based on The Writing Components Students Pre-Test**

No	Code	Experiment Class					T	Code	Control class					T
		C	O	V	L	M			C	O	V	L	M	
		1	A	13	7	7			5	1	33	A	13	
2	B	21	14	10	7	1	53	B	13	9	9	5	1	37
3	C	18	13	11	7	1	50	C	16	9	9	8	1	43
4	D	15	13	13	15	3	59	D	13	9	7	5	1	35
5	E	17	15	12	7	2	53	E	13	8	7	5	2	35
6	F	15	14	10	7	1	47	F	14	12	10	6	1	43
7	G	16	13	10	7	2	48	G	15	13	8	7	1	44
8	H	17	14	11	7	1	50	H	13	14	7	6	2	42
9	I	15	14	10	9	2	50	I	10	8	9	5	1	33
10	J	17	16	10	8	2	53	J	14	12	9	5	2	42
11	K	18	15	11	8	1	53	K	17	14	11	7	1	50
12	L	15	12	10	8	1	46	L	12	9	8	7	2	38
13	M	15	15	9	7	1	46	M	17	14	9	7	2	49
14	N	18	16	10	8	1	52	N	16	15	9	6	2	48
15	O	15	17	9	7	2	50	O	15	16	9	6	2	48
TOTAL						743	TOTAL						739	

## Post-Test Score

No	Code	Experiment Class					T	Code	Control Class					T
		C	O	V	L	M			C	O	V	L	M	
1	A	25	14	11	11	2	63	A	14	9	9	8	1	41
2	B	24	16	17	11	3	71	B	17	14	13	11	2	57
3	C	22	14	14	11	2	63	C	25	17	16	21	3	82
4	D	27	18	14	19	3	81	D	20	13	13	12	2	60
5	E	25	15	15	19	3	77	E	15	10	11	9	1	46
6	F	20	14	13	12	2	61	F	16	12	10	10	2	50
7	G	19	15	13	10	2	59	G	17	13	13	7	1	50
8	H	20	14	19	11	2	66	H	19	10	17	10	2	58
9	I	19	17	15	14	2	67	I	18	17	15	10	2	62
10	J	21	19	14	12	2	68	J	20	19	14	9	2	64
11	K	22	18	15	12	3	70	K	20	12	13	10	2	57
12	L	19	16	16	13	2	66	L	17	15	12	12	2	58
13	M	21	20	14	16	3	74	M	18	17	12	15	3	65
14	N	22	20	13	14	2	71	N	17	16	12	10	2	57
15	O	19	17	11	10	2	59	O	19	13	11	9	2	54
TOTAL							1016							861

**The raw score of students' pre-test**

<b>Code</b>	<b>Experimental Class (X1)</b>	<b>Control Class (X2)</b>
A	33	42
B	53	46
C	50	53
D	59	44
E	53	44
F	47	52
G	48	53
H	50	51
I	50	42
J	53	51
K	53	59
L	46	47
M	46	51
N	52	53
O	50	52
	743	739

**The raw score of students' post-test**

<b>Code</b>	<b>Experimental Class (X1)</b>	<b>Control Class (X2)</b>
A	63	41
B	71	57
C	63	82
D	81	60
E	77	46
F	61	50
G	59	50
H	66	58
I	67	62
J	68	64
K	70	57
L	66	58
M	74	65
N	71	57
O	59	54
	1016	861



*Mean score of the group pre test*

$$X_1 = \frac{\sum X_1}{n_1}$$

$$X_1 = \frac{743}{15}$$

$$X_1 = 49.53$$

$$X_2 = \frac{\sum X_2}{n_2}$$

$$X_2 = \frac{739}{15}$$

$$X_2 = 49.26$$

*Mean score of the group post test*

$$X_1 = \frac{\sum X_1}{n_1}$$

$$X_1 = \frac{1016}{15}$$

$$X_1 = 67.73$$

$$X_2 = \frac{\sum X_2}{n_2}$$

$$X_2 = \frac{861}{15}$$

$$X_2 = 57.4$$

Score quadrat of pre-test and post-test in experiment class

Code	Pre-test (X1)	(X1) <sup>2</sup>	Post-test (X2)	(X2) <sup>2</sup>
A	33	1089	63	3969
B	53	2809	71	5041
C	50	2500	63	3969
D	59	3481	81	6561
E	53	2809	77	5929
F	47	2209	61	3721
G	48	2304	59	3481
H	50	2500	66	4356
I	50	2500	67	4489
J	53	2809	68	4624
K	53	2809	70	4900
L	46	2116	66	4356
M	46	2116	74	5476
N	52	2704	71	5041
O	50	2500	59	3481
	743	37255	1016	69394

Score quadrat of pre-test and post-test in control class

Code	Pre-test (X1)	(X1) <sup>2</sup>	Post test (X2)	(X2) <sup>2</sup>
A	42	1764	41	1681
B	46	2116	57	3249
C	53	2809	82	7624
D	44	1936	60	3600
E	44	1936	46	2116
F	52	2704	50	2500
G	53	2809	50	2500
H	51	2601	58	3364
I	42	1764	62	3844
J	51	2601	64	4096
K	59	3481	57	3249
L	47	2209	58	3364
M	51	2601	65	4225
N	53	2809	57	3249
O	52	2704	54	2916
	739	36844	861	50677

**THE T -TEST OF STUDENTS' PRE-TEST**

Experimental class	Control class
$X_1 = 49.53$ $\sum x_1 = 743$	$X_2 = 49.26$ $\sum x_2 = 739$
$\sum(X_1)^2 = 37255$	$\sum(X_2)^2 = 36844$
$SS_1 = \sum x_1^2 - \frac{(\sum X_1)^2}{n_1}$	$SS_2 = \sum x_2^2 - \frac{(\sum X_2)^2}{n_1}$
$= 37255 - \frac{(743)^2}{15}$	$= 36844 - \frac{(739)^2}{15}$
$= 37255 - \frac{552049}{15}$	$= 36844 - \frac{546121}{15}$
$= 37255 - 36803.26$	$= 36844 - 36408.06$
$= 451.74$	$= 435.94$
$S. d1 = \sqrt{\frac{SS_1}{n-1} - \frac{\sum x_1^2 - (x)^2}{N-1}}$	$S. d2 = \sqrt{\frac{SS_2}{n-1} - \frac{\sum x_2^2 - (x_2)^2}{N-1}}$
$S. d1 = \sqrt{\frac{451.74}{15-1}}$	$S. d2 = \sqrt{\frac{435.94}{15-1}}$
$= \sqrt{\frac{451.74}{14}}$	$= \sqrt{\frac{435.94}{14}}$
$= \sqrt{32.26}$	$= \sqrt{31.13}$
$S. d1 = 5.67$	$S. d2 = 5.57$

**THE T -TEST OF STUDENTS' POST TEST**

Experimental class	Control class
$X_1 = 67.73$ $\sum x_1 = 1016$	$X_2 = 57.4$ $\sum x_2 = 861$
$\sum(X_1)^2 = 69394$	$\sum(X_2)^2 = 50677$
$SS_1 = \sum x_1^2 - \frac{(\sum X_1)^2}{n_1}$	$SS_2 = \sum x_2^2 - \frac{(\sum X_2)^2}{n_1}$
$= 69394 - \frac{(1016)^2}{15}$	$= 50677 - \frac{(861)^2}{15}$
$= 69394 - \frac{1032256}{15}$	$= 50677 - \frac{741321}{15}$
$= 69394 - 68817.06$	$= 50677 - 49421.4$
$= 576.94$	$= 1255.6$
$S.d1 = \sqrt{\frac{SS_1}{n-1}} = \sqrt{\frac{\sum x_1^2 - \frac{(x_1)^2}{N}}{N-1}}$	$S.d2 = \sqrt{\frac{SS_2}{n-1}} = \sqrt{\frac{\sum x_2^2 - \frac{(x_2)^2}{N}}{N-1}}$
$S.d1 = \sqrt{\frac{576.94}{15-1}}$	$S.d2 = \sqrt{\frac{1255.6}{15-1}}$
$= \sqrt{\frac{576.94}{14}}$	$= \sqrt{\frac{1255.6}{14}}$
$= \sqrt{41.21}$	$= \sqrt{89.68}$
$S.d1 = 6.41$	$S.d2 = 9.46$

**T TEST FOR PRE-TEST**

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{(49.53 - 49.26)}{\sqrt{\left(\frac{5.67 + 5.57}{15 + 15 - 2}\right)\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

$$t = \frac{0.27}{\sqrt{\left(\frac{11.24}{28}\right)\left(\frac{2}{15}\right)}}$$

$$t = \frac{0.27}{\sqrt{(0.40)(0.13)}}$$

$$t = \frac{0.27}{\sqrt{0,052}}$$

$$= \frac{0.27}{0.22}$$

$$= 1.22$$

**T TEST FOR POST-TEST**

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{(67.73 - 57.4)}{\sqrt{\left(\frac{6.41 + 9.46}{15 + 15 - 2}\right)\left(\frac{1}{15} + \frac{1}{15}\right)}}$$

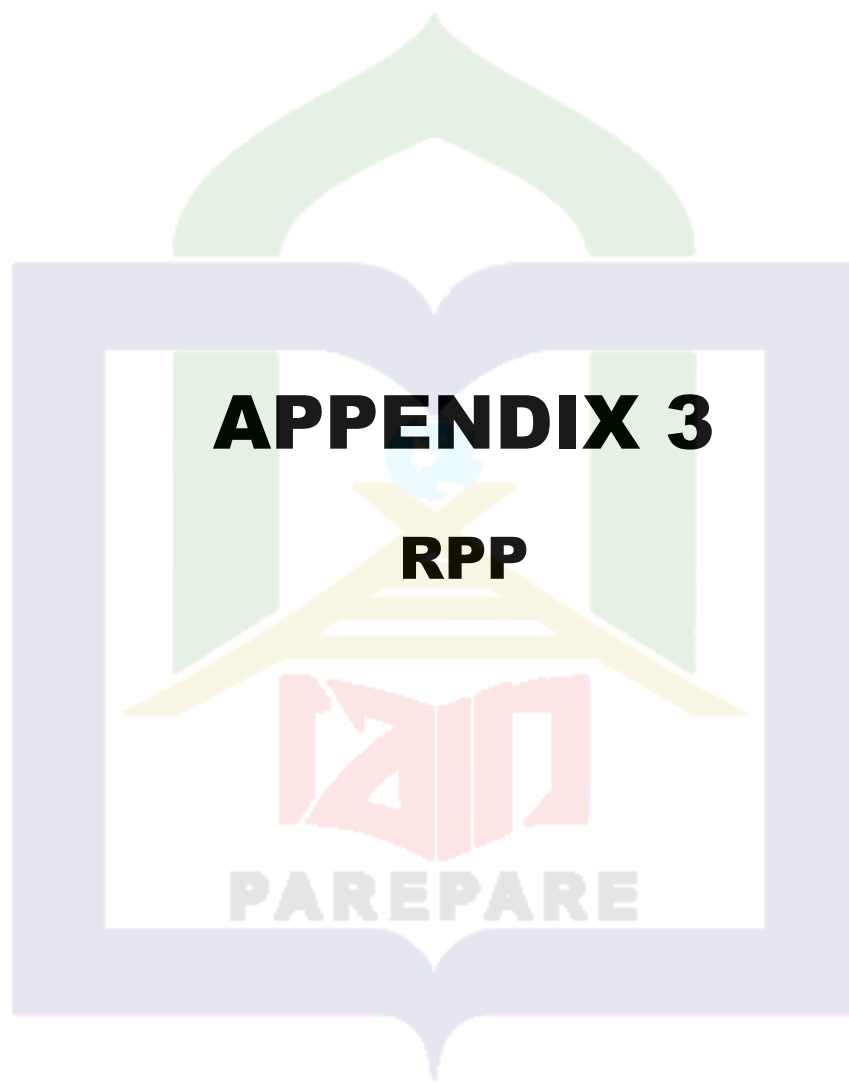
$$t = \frac{10.33}{\sqrt{\left(\frac{15.87}{28}\right)\left(\frac{2}{15}\right)}}$$

$$t = \frac{10.33}{\sqrt{(0.56)(0.13)}}$$

$$t = \frac{10.33}{\sqrt{0.07}}$$

$$= \frac{10.33}{0.26}$$

$$= 39.7$$





**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**The control class**

Sekolah : SMP 2 Sendana  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VIII C/2  
Pertemuan : Pertama  
Alokasi waktu : 2x 45menit

**A. Standar kompetensi**

Mampu memahami cerita “Golden cucumber” secara tertulis dalam bahasa Inggris.

**B. Kompetensi Dasar**

Menyimak penjelasan cerita Golden cucumber dalam bahasa Inggris

**C. Indikator**

Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

**D. Tujuan Pembelajaran**

Siswa dapat menuliskan cerita yang telah dibagikan dalam bahasa Inggris.

**E. Sumber/Media pembelajaran**

1. Buku sesuai dengan materi ajar.
2. Dictionary

**F. Materi pokok**

“Golden cucumber”

**G. Metode pembelajaran**

Ceramah dan diskusi.

**H. Langkah-langkah kegiatan**

1. Kegiatan awal (10 menit)
  - a. Peneliti memberi salam dan tegur sapa serta do'a
  - b. Peneliti mengecek kehadiran siswa.
  - c. Peneliti menyampaikan tujuan pembelajaran.
  - d. Peneliti memberikan motivasi kepada siswa.

2. Kegiatan inti 65 menit
  - a. Peneliti akan memberikan text bacaan kepada siswa tentang “Golden Cucumber”.
  - b. Peneliti akan menjelaskan tentang penggunaan simple past yang terkait dengan materi.
  - c. Peneliti memeriksa tugas yang telah dibuat siswa dan memperbaiki apabila terdapat kesalahan.
  - d. Peneliti menanyakan kesulitan siswa selama pembelajaran.
  - e. Peneliti bersama siswa menyimpulkan materi yang telah diajarkan.
  - f. Peneliti menutup pelajaran dengan salam.

### I. Penelitian

Jenis : Tertulis

Sendana, 9 Mei 2016

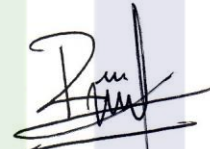
Guru bidang studi

Mahasiswa yang meneliti



**Nuralisa, S.Pd**

Nip. 197706712002122001



**Rosmah**

Nim. 12.1300.154

Mengetahui  
Kepala Sekolah



**Dra. Andri Arsiah, M.Si**

Nip. 1966123119933032055

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**The control class**

Sekolah : SMP 2 Sendana  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VIII C/2  
Pertemuan : Kedua  
Alokasi waktu : 2x 45menit

**A. Standar kompetensi**

Mampu memahami cerita “Cinderella” secara tertulis dalam bahasa Inggris.

**B. Kompetensi Dasar**

Menyimak penjelasan cerita “ Cinderella” dalam bahasa Inggris

**C. Indikator**

Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

**D. Tujuan Pembelajaran**

Siswa dapat menuliskan cerita yang telah dibagikan dalam bahasa Inggris.

**E. Sumber/Media pembelajaran**

3. Buku sesuai dengan materi ajar.
4. Dictionary

**F. Materi pokok**

“Cinderella”

**G. Metode pembelajaran**

Ceramah dan diskusi.

**H. Langkah-langkah kegiatan**

3. Kegiatan awal (10 menit)
  - e. Peneliti memberi salam dan tegur sapa serta do’a
  - f. Peneliti mengecek kehadiran siswa.
  - g. Peneliti menyampaikan tujuan pembelajaran.
  - h. Peneliti memberikan motivasi kepada siswa.

4. Kegiatan inti 65 menit
  - g. Peneliti akan memberikan text bacaan kepada siswa tentang “Cinderella”.
  - h. Peneliti akan menjelaskan tentang penggunaan simple past yang terkait dengan materi.
  - i. Peneliti memeriksa tugas yang telah dibuat siswa dan memperbaiki apabila terdapat kesalahan.
  - j. Peneliti menanyakan kesulitan siswa selama pembelajaran.
  - k. Peneliti bersama siswa menyimpulkan materi yang telah diajarkan.
  - l. Peneliti menutup pelajaran dengan salam.

#### I. Penelitian

Jenis : Tertulis

Sendana, 12 Mei 2016

Guru bidang studi



**Nuralisa, S.Pd**

Nip. 197706712002122001

Mahasiswa yang meneliti



**Rosmah**

Nim. 12.1300.154

Mengetahui  
Kepala Sekolah



**Dra. And. Arsiah, M.Si**

Nip. 1966123119933032055

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**The control class**

Sekolah : SMP 2 Sendana  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VIII C/2  
Pertemuan : Ketiga  
Alokasi waktu : 2x 45menit

**A. Standar kompetensi**

Mampu memahami cerita “Maling Kundang” secara tertulis dalam bahasa Inggris.

**B. Kompetensi Dasar**

Menyimak penjelasan cerita “ Maling Kundang” dalam bahasa Inggris

**C. Indikator**

Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

**D. Tujuan Pembelajaran**

Siswa dapat menuliskan cerita yang telah dibagikan dalam bahasa Inggris.

**E. Sumber/Media pembelajaran**

5. Buku sesuai dengan materi ajar.
6. Dictionary

**F. Materi pokok**

“Maling Kundang”

**G. Metode pembelajaran**

Ceramah dan diskusi.

**H. Langkah-langkah kegiatan**

5. Kegiatan awal (10 menit)
  - i. Peneliti memberi salam dan tegur sapa serta do'a
  - j. Peneliti mengecek kehadiran siswa.
  - k. Peneliti menyampaikan tujuan pembelajaran.
  - l. Peneliti memberikan motivasi kepada siswa.

6. Kegiatan inti 65 menit
  - m. Peneliti akan memberikan text bacaan kepada siswa tentang “Maling Kundang”.
  - n. Peneliti akan menjelaskan tentang penggunaan simple past yang terkait dengan materi.
  - o. Peneliti memeriksa tugas yang telah dibuat siswa dan memperbaiki apabila terdapat kesalahan.
  - p. Peneliti menanyakan kesulitan siswa selama pembelajaran.
  - q. Peneliti bersama siswa menyimpulkan materi yang telah diajarkan.
  - r. Peneliti menutup pelajaran dengan salam.

### I. Penelitian

Jenis : Tertulis

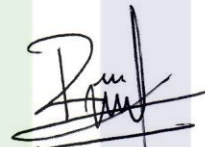
Sendana, 16 Mei 2016

Guru bidang studi

Mahasiswa yang meneliti



**Nuralisa, S.Pd**  
Nip. 197706712002122001



**Rosmah**  
Nim. 12.1300.154

Mengetahui  
Kepala Sekolah



**Dra. Andriarsiah, M.Si**  
Nip. 1966123119933032055

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**The control class**

Sekolah : SMP 2 Sendana  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VIII C/2  
Pertemuan : Keempat  
Alokasi waktu : 2x 45menit

**A. Standar kompetensi**

Mampu memahami cerita “Onion and Garlic” secara tertulis dalam bahasa Inggris.

**B. Kompetensi Dasar**

Menyimak penjelasan cerita “Onion and Garlic” dalam bahasa Inggris

**C. Indikator**

Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

**D. Tujuan Pembelajaran**

Siswa dapat menuliskan cerita yang telah dibagikan dalam bahasa Inggris.

**E. Sumber/Media pembelajaran**

7. Buku sesuai dengan materi ajar.
8. Dictionary

**F. Materi pokok**

“Onion and Garlic”.

**H. Metode pembelajaran**

Ceramah dan diskusi.

**I. Langkah-langkah kegiatan**

7. Kegiatan awal (10 menit)
  - m. Peneliti memberi salam dan tegur sapa serta do’a
  - n. Peneliti mengecek kehadiran siswa.
  - o. Peneliti menyampaikan tujuan pembelajaran.
  - p. Peneliti memberikan motivasi kepada siswa.

8. Kegiatan inti 65 menit
  - s. Peneliti akan memberikan text bacaan kepada siswa tentang “Onion and Garlic”.
  - t. Peneliti akan menjelaskan tentang penggunaan simple past yang terkait dengan materi.
  - u. Peneliti memeriksa tugas yang telah dibuat siswa dan memperbaiki apabila terdapat kesalahan.
  - v. Peneliti menanyakan kesulitan siswa selama pembelajaran.
  - w. Peneliti bersama siswa menyimpulkan materi yang telah diajarkan.
  - x. Peneliti menutup pelajaran dengan salam.


#### J. Penelitian


Jenis : Tertulis

Sendana, 19 Mei 2016

Guru bidang studi

Mahasiswa yang meneliti

  
**Nuralisa, S.Pd**  
 Nip. 197706712002122001

  
**Rosmah**  
 Nim. 12.1300.154

Mengetahui  
 Kepala Sekolah



**Dra. Andriarsiah, M.Si**  
 NIP. 1966123119933032055



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

### The Experimental class

Sekolah : SMP 2 Sendana  
 Mata pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII A/2  
 Pertemuan : Pertama  
 Alokasi waktu : 2x 45menit

**A. Standar kompetensi**

Mampu memahami cerita “Golden Cucumber” secara tertulis dalam bahasa Inggris.

**Kompetensi Dasar**

Menyimak penjelasan untuk menuliskan cerita kedalam bahasa Inggris

**B. Indikator**

C. Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

**D. Tujuan Pembelajaran**

Siswa dapat menuliskan cerita yang telah dibagikan kedalam bahasa Inggris

**E. Sumber/Media pembelajaran**

1. Buku sesuai dengan materi ajar.
2. Dictionary

**F. Materi pokok**

“Golden Cucumber”

**G. Metode pembelajaran**

Ceramah dan diskusi

**H. Model pembelajaran**

Jigsaw game

**I. Langkah-langkah kegiatan**

1. Kegiatan awal (10 menit)
  - a. Peneliti memberi salam dan tegur sapa serta do'a
  - b. Peneliti mengecek kehadiran siswa.
  - c. Peneliti menyampaikan tujuan pembelajaran.
  - d. Peneliti memberikan motivasi kepada siswa.

2. Kegiatan inti 65 menit
  - a. Peneliti akan memberikan topik cerita kepada siswa tentang “Golden Cucumber”.
  - b. Peneliti akan membagi siswa dalam beberapa keelompok.
  - c. Peneliti meminta setiap kelompok untuk menuliskan cerita “Golden cucumber”.
  - d. Peneliti akan menjelaskan tentang jigsaw game dan langkah-langkah dalam belajar menulis melalui jigsaw game
  - e. Peneliti akan meminta tiap kelompok untuk menuliskan kembali cerita tentang “Golden Cucumber” dalam bahasa Inggris pada kartu dan memotong kartu yang berisi cerita tentang “Golden Cucumber” menjadi beberapa kalimat.
  - f. Peneliti akan meminta perwakilan tiap kelompok untuk mengambil satu kertas yang berisi kalimat dari cerita yang telah ditulis siswa.
  - g. Setiap kelompok harus menyusun cerita dari potongan-potongan kalimat yang ada pada kartu dan peneliti memberikan waktu misalnya 10 menit sampai membentuk sebuah cerita.
  - h. Setiap kelompok yang bisa menyusun cerita dengan benar akan diberikan skor yang tinggi. Skor nol akan diberikan pada kelompok yang menyusun cerita dengan cara yang salah.
  - i. Pemenang akan mendapatkan score yang tinggi.
3. Kegiatan penutup
  - a. Peneliti bersama siswa menyimpulkan materi yang telah diajarkan
  - b. Guru menutup pelajaran dengan salam.

**J. Penelitian**

Jenis : Tes tertulis

Bentuk : tulisan

Sendana, 10 Mei 2016

Guru bidang studi

**Nuralisa, S.Pd**

Nip. 197706712002122001

Mahasiswa yang meneliti

**Rosmah**

Nim. 12.1300.154

Mengetahui  
Kepala Sekolah**Dra. Andi Arsiah, M.Si**

Nip. 1966123119933032055

PAREPARE

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

### The Experimental class

Sekolah : SMP 2 Sendana  
 Mata pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII A/2  
 Pertemuan : Kedua  
 Alokasi waktu : 2x 45menit

#### A. Standar kompetensi

Mampu memahami cerita “Cinderella” secara tertulis dalam bahasa Inggris.

#### Kompetensi Dasar

Menyimak penjelasan untuk menuliskan cerita kedalam bahasa Inggris

#### B. Indikator

C. Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

#### D. Tujuan Pembelajaran

Siswa dapat menuliskan cerita yang telah dibagikan kedalam bahasa Inggris

#### E. Sumber/Media pembelajaran

1. Buku sesuai dengan materi ajar.
2. Dictionary

#### F. Materi pokok

“Cinderella”

#### G. Metode pembelajaran

Ceramah dan diskusi

#### H. Model pembelajaran

Jigsaw game

#### I. Langkah-langkah kegiatan

1. Kegiatan awal (10 menit)
  - a. Peneliti memberi salam dan tegur sapa serta do'a
  - b. Peneliti mengecek kehadiran siswa.
  - c. Peneliti menyampaikan tujuan pembelajaran.
  - d. Peneliti memberikan motivasi kepada siswa.
2. Kegiatan inti 65 menit

- a. Peneliti akan memberikan topik cerita kepada siswa tentang “Cinderella”.
  - b. Peneliti akan membagi siswa dalam beberapa keelompok.
  - c. Peneliti meminta setiap kelompok untuk menuliskan cerita “Cinderella”.
  - d. Peneliti akan menjelaskan tentang jigsaw game dan langkah-langkah dalam belajar menulis melalui jigsaw game
  - e. Peneliti akan meminta tiap kelompok untuk menuliskan kembali cerita tentang “Cinderella” dalam bahasa Inggris pada kartu dan memotong kartu yang berisi cerita tentang “Cinderella” menjadi beberapa kalimat.
  - f. Peneliti akan meminta perwakilan tiap kelompok untuk mengambil satu kertas yang berisi kalimat dari cerita yang telah ditulis siswa.
  - g. Setiap kelompok harus menyusun cerita dari potongan-potongan kalimat yang ada pada kartu dan peneliti memberikan waktu misalnya 10 menit sampai membentuk sebuah cerita.
  - h. Setiap kelompok yang bisa menyusun cerita dengan benar akan diberikan skor yang tinggi. Skor nol akan diberikan pada kelompok yang menyusun cerita dengan cara yang salah.
  - i. Pemenang akan mendapatkan score yang tinggi.
3. Kegiatan penutup
    - a. Peneliti bersama siswa menyimpulkan materi yang telah diajarkan
    - b. Guru menutup pelajaran dengan salam.

**J. Penelitian**

Jenis : Tes tertulis

Bentuk : tulisan

Sendana, 13 Mei 2016

Guru bidang studi

**Nuralisa, S.Pd**

Nip. 197706712002122001

Mahasiswa yang meneliti

**Rosmah**

Nim. 12.1300.154

Mengetahui  
Kepala Sekolah**Dra. And. Arsiah, M.Si**

NIP. 1966123119933032055

PAREPARE

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**The Experimental class**

Sekolah : SMP 2 Sendana  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VIII A/2  
Pertemuan : Ketiga  
Alokasi waktu : 2x 45menit

**A. Standar kompetensi**

Mampu memahami cerita “Maling Kundang” secara tertulis dalam bahasa Inggris.

**Kompetensi Dasar**

Menyimak penjelasan untuk menuliskan cerita kedalam bahasa Inggris

**B. Indikator**

C. Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

**D. Tujuan Pembelajaran**

Siswa dapat menuliskan cerita yang telah dibagikan kedalam bahasa Inggris

**E. Sumber/Media pembelajaran**

3. Buku sesuai dengan materi ajar.
4. Dictionary

**F. Materi pokok**

“Maling Kundang”

**G. Metode pembelajaran**

Ceramah dan diskusi

**H. Model pembelajaran**

Jigsaw game

**I. Langkah-langkah kegiatan**

1. Kegiatan awal (10 menit)
  - a. Peneliti memberi salam dan tegur sapa serta do’a
  - b. Peneliti mengecek kehadiran siswa.
  - c. Peneliti menyampaikan tujuan pembelajaran.
  - d. Peneliti memberikan motivasi kepada siswa.

2. Kegiatan inti 65 menit
  - a. Peneliti akan memberikan topik cerita kepada siswa tentang “Maling Kundang”.
  - b. Peneliti akan membagi siswa dalam beberapa kelompok.
  - c. Peneliti meminta setiap kelompok untuk menuliskan cerita “Maling Kundang”.
  - d. Peneliti akan menjelaskan tentang jigsaw game dan langkah-langkah dalam belajar menulis melalui jigsaw game
  - e. Peneliti akan meminta tiap kelompok untuk menuliskan kembali cerita tentang “Maling Kundang” dalam bahasa Inggris pada kartu dan memotong kartu yang berisi cerita tentang “Maling Kundang” menjadi beberapa kalimat.
  - f. Peneliti akan meminta perwakilan tiap kelompok untuk mengambil satu kertas yang berisi kalimat dari cerita yang telah ditulis siswa.
  - g. Setiap kelompok harus menyusun cerita dari potongan-potongan kalimat yang ada pada kartu dan peneliti memberikan waktu misalnya 10 menit sampai membentuk sebuah cerita.
  - h. Setiap kelompok yang bisa menyusun cerita dengan benar akan diberikan skor yang tinggi. Skor nol akan diberikan pada kelompok yang menyusun cerita dengan cara yang salah.
  - i. Pemenang akan mendapatkan score yang tinggi.
3. Kegiatan penutup
  - a. Peneliti bersama siswa menyimpulkan materi yang telah diajarkan
  - b. Guru menutup pelajaran dengan salam.



**J. Penelitian**

Jenis : Tes tertulis

Bentuk : tulisan

Sendana, 17 Mei 2016

Guru bidang studi



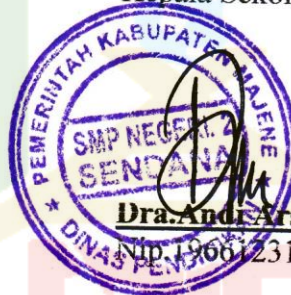
**Nuralisa, S.Pd**  
Nip. 197706712002122001

Mahasiswa yang meneliti



**Rosmah**  
Nim. 12.1300.154

Mengetahui  
Kepala Sekolah



**Dra. Andriarsiah, M.Si**  
NIP. 1966123119933032055

**PAREPARE**

**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)****The Experimental class**

Sekolah : SMP 2 Sendana

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII A/2

Pertemuan : Keempat

Alokasi waktu : 2x 45menit

**A. Standar kompetensi**

Mampu memahami cerita “Onion and Garlic” secara tertulis dalam bahasa Inggris.

**Kompetensi Dasar**

Menyimak penjelasan untuk menuliskan cerita kedalam bahasa Inggris

**B. Indikator**

C. Menuliskan teks bacaan / suatu cerita kedalam bahasa Inggris

**D. Tujuan Pembelajaran**

Siswa dapat menuliskan cerita yang telah dibagikan kedalam bahasa Inggris

**E. Sumber/Media pembelajaran**

1. Buku sesuai dengan materi ajar.
2. Dictionary

**F. Materi pokok**

“Onion and Garlic”

**G. Metode pembelajaran**

Ceramah dan diskusi

**H. Model pembelajaran**

Jigsaw game

**I. Langkah-langkah kegiatan**

1. Kegiatan awal (10 menit)
  - a. Peneliti memberi salam dan tegur sapa serta do'a
  - b. Peneliti mengecek kehadiran siswa.
  - c. Peneliti menyampaikan tujuan pembelajaran.
  - d. Peneliti memberikan motivasi kepada siswa.

2. Kegiatan inti 65 menit
  - a. Peneliti akan memberikan topik cerita kepada siswa tentang “Onion and Garlic”.
  - b. Peneliti akan membagi siswa dalam beberapa keelompok.
  - c. Peneliti meminta setiap kelompok untuk menuliskan cerita “Onion and Garlic”.
  - d. Peneliti akan menjelaskan tentang jigsaw game dan langkah-langkah dalam belajar menulis melalui jigsaw game
  - e. Peneliti akan meminta tiap kelompok untuk menuliskan kembali cerita tentang “Onion and Garlic” dalam bahasa Inggris pada kartu dan memotong kartu yang berisi cerita tentang “Onion and Garlic” menjadi beberapa kalimat.
  - f. Peneliti akan meminta perwakilan tiap kelompok untuk mengambil satu kertas yang berisi kalimat dari cerita yang telah ditulis siswa.
  - g. Setiap kelompok harus menyusun cerita dari potongan-potongan kalimat yang ada pada kartu dan peneliti memberikan waktu misalnya 10 menit sampai membentuk sebuah cerita.
  - h. Setiap kelompok yang bisa menyusun cerita dengan benar akan diberikan skor yang tinggi. Skor nol akan diberikan pada kelompok yang menyusun cerita dengan cara yang salah.
  - i. Pemenang akan mendapatkan score yang tinggi.
3. Kegiatan penutup
  - a. Peneliti bersama siswa menyimpulkan materi yang telah diajarkan
  - b. Guru menutup pelajaran dengan salam.

**J. Penelitian**

Jenis : Tes tertulis

Bentuk : tulisan

Sendana, 20 Mei 2016

Guru bidang studi

**Nuralisa, S.Pd**

Nip. 197706712002122001

Mahasiswa yang meneliti

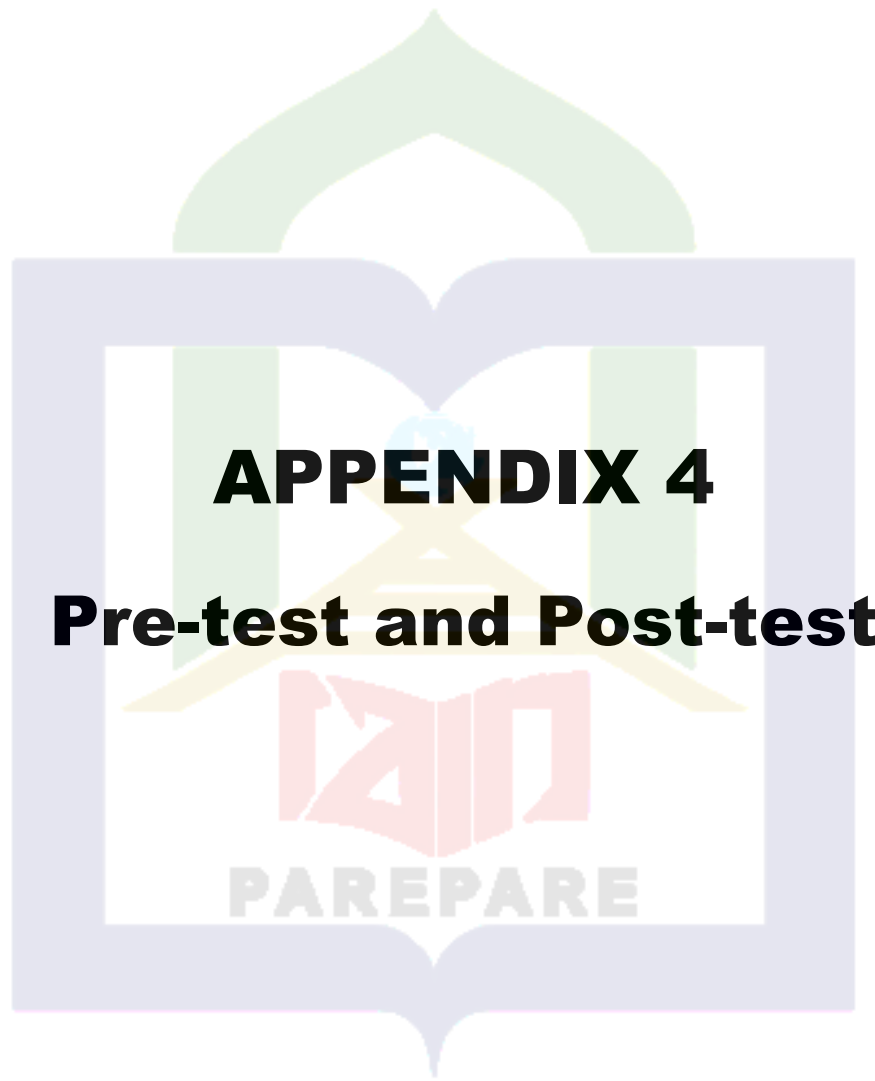
**Rosmah**

Nim. 12.1300.154

Mengetahui  
Kepala Sekolah**Dra. Andri Arsiyah, M.Si**

Nip. 1966123119933032055

**PAREPARE**



## **APPENDIX 4**

### **Pre-test and Post-test**

**PRE-TEST and POST-TEST**

Choose one of some topics which are given below and write it at least three paragraph.

1. Unforgettable experience
2. Visiting grandmother
3. On holiday



Nama: Arsyad

Kelas: VIII (C)

on Sunday, I and family go weekend to Mamuju. in dur  
trip I view my arround.  
out trip enough far. I and family take a rest few minuts  
in hear beach see beautiful view. After take a rest we  
continow out trip, arrive there we lunch. after lunch, we  
out for see Mamuju city and goto family's House, we live  
there until 2 days after weekend we go home.

C : 14

O : 9

V : 9

L : 8

M : 1

41

PAREPARE

na : Lindasari

as : VIII C

Visiting grand mother

Sunday ago and my grand mother when to garden to crop COCOA,  
 cow's food and fall banana . after that we slit many cocoa .  
 After that we went to homp with bring cocoa and banana  
 pass banana that fried pass we enjoy do together, after  
 we spread cocoa that in extreme the sun .  
 Long spread cocoa that past cocoa that dry we sell cocoa  
 with price rea sonable after wardis that my grand  
 her separo maney pass my save money that I'm very  
 py .

C : 18

O : 17

V : 12

L : 15

M : 3

65

PAREPARE



Sepiani

VIII C

Friday

on past Sunday I and family go to the garden - after than I bring coconut for go home the house.

after than I take shower I nex cooking rice we for lunch and I sleep

C = 13  
 D = 9  
 V = 4  
 L = 5  
 M = 1  


---

 37



Perpiani

VIII C

Friday

On past Sunday I and family go to the garden - after than I bring coconut for go home the house.

after than I take shower I next cooking rice we put lunch and I sleep

C : 13

D : 9

V : 9

L : 5

M : 1

---

37



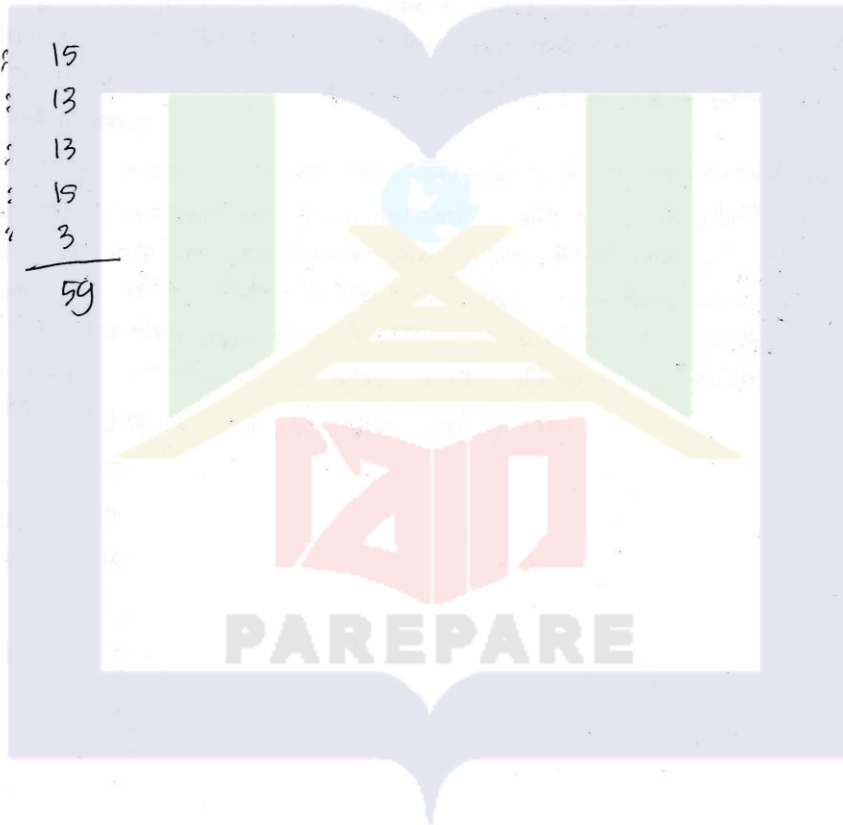
- : Astia Hamzah
- : VIII A
- : Visiting Grandmother

Last week, I and my father go to the grandmothers house. Casual grandmother is in far and we are ride motorcycle so we along time to arrive grandmother house.

Some time later, we arrive to grandmother's house. We overnight someday when we will return home. I fast well at my grandmother and we return

2.

C	:	15
O	:	13
V	:	13
L	:	15
M	:	3
		59



- : Aslia Hamzah
- : Uu A
- : Visiting GrandMother.

Several Months ago, our Family grandmother in a village will hold a Celebration Ceremony. Our whole family is planning to go to the even tomorrow morning. In the evening we brought some clothes because we were going to stay and a chance tomorrow is a holiday. Once ready, then went to bed.

The next day, we also went to the village grandmother. Because just riding motorcycle, we were a bit late to the village. But we are not to worried because the show will start tomorrow morning. And to entertain them selves in the way, we see the beautiful views albeit from a direction away.

After a few hours of riding a motorcycle we also reached the village. The atmosphere was lovely and cool. I also met with relatives and friends, especially my grandmother. And I always spend time with my friends who were there. In the evening, they return home each and the next day they went back to grandma's with me. Our family only stayed one day in the village. In the afternoon, we said goodbye to grandma and everything and go home.

C : 27

O : 18

V : 14

L : 19

M : 3

---

81

Nama : Muh. Fadli

Kelas : VIII (A)

### Unforgettable Experience

When I go to beach with my friends for search stone coral for decoration plants in the school after that I and friends,

C : 13

D : 7

U : 7

M : 1

L : 5

---

33



PAREPARE

Nama : Muh. Fadli  
 kelas : VIII (A)

Two weeks ago I and my friends went to beach to look for coral stone. We look for ~~stone~~ coral stone to decorate our plants in school. soon after that we find coral stone. After we look for coral stone we were thirsty and hungry. so we climb coconut tree because we were thirsty and hungry.

After that we went to field for play football. I make a goal and we are the winner. After play football with my friends, we go home to take a bath.

After we go home, I take a bath and after that my friends invited me to pray in mosque. so we pray together.

C: 25  
 O: 17  
 V: 18  
 L: 11  
 M: 2  
 ———  
 63

PAREPARE



**APPENDX 5**  
**The Instrument Material**

C: 23

No. \_\_\_\_\_

O: 15

Date: \_\_\_\_\_

- V: 15 : Timun mas
- L: 13 : golden cucumber
- M: 3
- once upon time, be alive somebody farmer
- with married women, they be alive happy.
- side, they not have somebody child, somebody
- grant hear prayer they, and grant mentioned
- give they seed cucumber. see grant the gibe
- condition, that is, after arrive 17 year grant
- that also will take golden cucumber mentioned.
- 
- 17 year afterwards, at moment happy
- birthday golden cucumber, grant come take
- golden cucumber mentioned. see before grant
- to house golden cucumber, father and mother
- golden cucumber older golden cucumber
- jogging forestry.
- 
- grant also pursue golden cucumber, and
- golden cucumber spray handful salt to
- grant mentioned. Long then golden cucumber,
- and golden cucumber also spray 1 seed seed
- to grant. instant tree with twig and
- thorn who sharp sharp grant. grant also
- scream transcant golden-cucumber also
- spray seed-seed cucumber. miraculous

You'll never know till you have tried





Kelompok II = Astia Hamzah, Erna Ramayanti, Imawati, M. Fadli M, ~~Siddiqul~~  
 Kelas = VIII A

No. \_\_\_\_\_  
 Date: \_\_\_\_\_

<input type="checkbox"/>	<del>And</del> Cinderella
<input type="checkbox"/>	Once upon time, bc alive a girl its beautiful her name is
<input type="checkbox"/>	Cinderella. Cinderella have a <del>stepmother</del> her name is Veronica and
<input type="checkbox"/>	two stepsister her name is Vina and Vani. In Cinderella's house,
C: 25	<del>stepmother and stepsister</del> always handle Cinderella like a <del>help</del> servant.
V: 18	One day a sorder kingdom announce a <del>western</del> <del>at</del> style dance
O: 17	party for sorder his wife a prince. With happy Cinderella and
L: 19	two <del>stepsister</del> wish go to the dance party. But <del>two</del> stepsister
M: 4	no permit Cinderella for pollaw to party. Cinderella then cry, and
<input type="checkbox"/>	later come a <del>angel</del> and order Cinderella brought some things which
<input type="checkbox"/>	acted <del>in</del> manner. Then <del>angel</del> magic some things become a cart
<input type="checkbox"/>	its beautiful and Cinderella magic become girl <del>angel</del> her beautiful
<input type="checkbox"/>	and wear dress elegant. But <del>angel</del> suggest in order that return
<input type="checkbox"/>	home before at 12.00 PM because to <del>asibe</del> the clock its magic
<input type="checkbox"/>	will lose.
<input type="checkbox"/>	Cinderella arrive to dance party. Prince like that admire and
<input type="checkbox"/>	invite Cinderella dance together. Because very happy, Cinderella forget
<input type="checkbox"/>	that hour already at 12.00 PM. Later she suddenly run and
<input type="checkbox"/>	without care one half shoes <del>is</del> which free in the middle road.
<input type="checkbox"/>	Tomorrow day, kingdom announce which can wear in the shoes will
<input type="checkbox"/>	become wife. Later all girl and stepsister Cinderella then try. But
<input type="checkbox"/>	there is not person <del>is</del> suitable in the shoes. But when Cinderella <del>is</del> try,
<input type="checkbox"/>	apparently <del>foot</del> Cinderella's foot suitable with the shoes. Later
<input type="checkbox"/>	prince brought Cinderella to kingdom and his marry later they
<input type="checkbox"/>	be alive happy.

225

C: 27 O: 18 V: 18 L: 22 M: 4 No  
Date

### Malin Kundang

Once upon time live a boy his name Malin Kundang. Malin Kundang live with his mother. One day Malin want go for ~~the~~ looking job, because he want ~~to~~ to be a rich man. after that he asked permission to his mother.

"Malin" enough, mom, lose your father, now, I don't want lose you" said his mother.

"But mom" I want change our life mom! ok... IF you excited, I will let you go for looking job, but you don't forget me! said his mother.

His mother ~~was~~ so sad loose Malin Kundang. In place his job, he meet a girl, the girls is rich and beautiful. And then they got married and they have son.

One day Malin Kundang got duty trade in his village. He want with his wife, and then his friends ~~say~~ he told to his mother that Malin Kundang go home with his wife.

His mother came to Malin Kundang.

"Oh my son" finally you back and brought a wife who so beautiful.

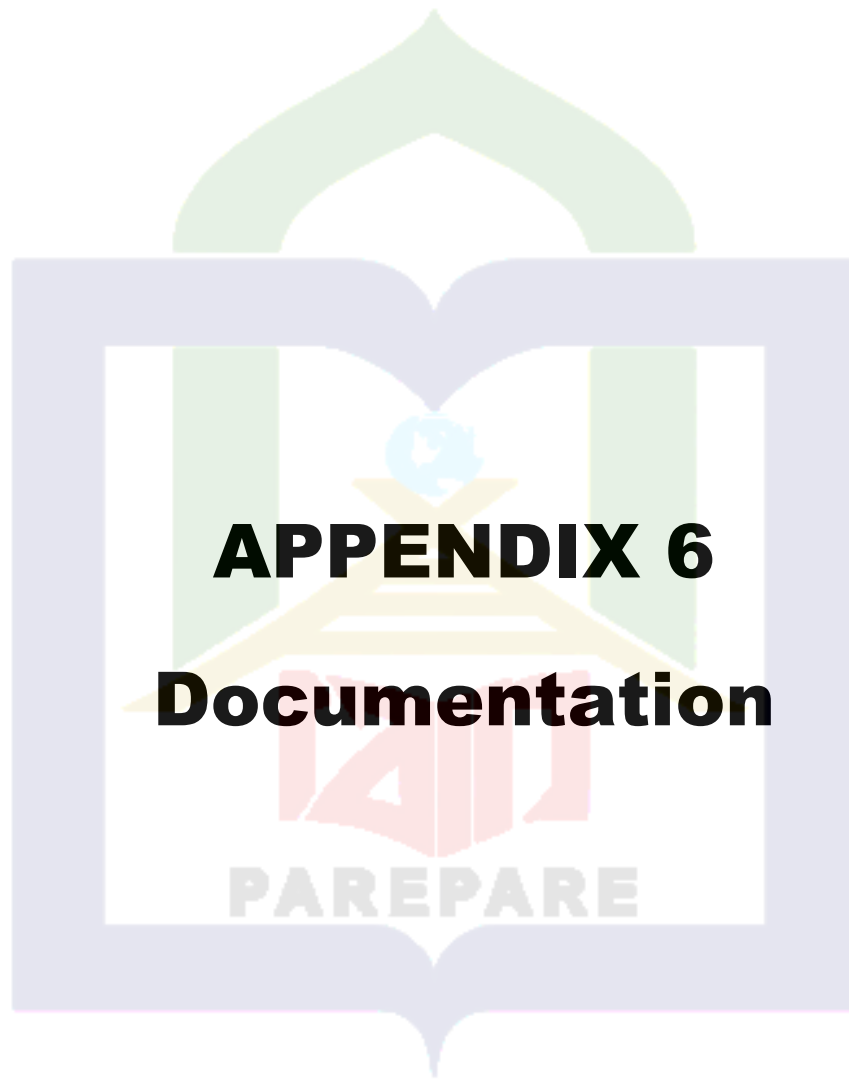
"Who are you? I ~~did~~ not know you?" said Malin

"I am your mother, ~~don't~~ not you remember me?"

"My mother pass a way, so I ~~did~~ not have my mother" said Malin Kundang.

Malin Kundang ~~then~~ left his mother.

His mother pray "Oh my God, my son rebellious, I want curse be stone, and finally Malin Kundang and his wife be stone."



**APPENDIX 6**  
**Documentation**

## DOCUMENTATION









**KEMENTERIAN AGAMA R.I.**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)**  
**PAREPARE**

Alamat : Jl. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404  
 Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : Sti.08/PP.00.9/ \003 /2016

Lampiran : -

H a l : Izin Melaksanakan Penelitian

Kepada Yth.  
 Kepala Daerah KAB. MAJENE  
 Cq. Badan Kesatuan Bangsa dan Politik  
 di  
 KAB. MAJENE

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama	: ROSMAH
Tempat/Tgl. Lahir	: LABUANG , 12 Mei 1992
NIM	: 12.1300.154
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: SOMBA KAB. MAJENE

Bermaksud akan mengadakan penelitian di wilayah **KAB. MAJENE** dalam rangka penyusunan skripsi yang berjudul :

**"IMPROVING STUDENTS' WRITING SKILL THROUGH JIGSAW GAME AT THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 2 SENDANA"**

Pelaksanaan penelitian ini direncanakan pada bulan **April** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Parepare, 28 April 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)



Drs. Mth. Djunaidi, M.Ag.

NIP. 195412311991031032



**PEMERINTAH KABUPATEN MAJENE**  
**BADAN KESATUAN BANGSA DAN POLITIK**

*Alamat : Jl. Jend. Ahmad Yani No. 105, Majene*

**REKOMENDASI PENELITIAN**

Nomor : 070 / 192 / BKBP / V / 2016

1. Dasar : 1. Undang-undang Nomor 32 Tahun 2004 tentang Pemerintah Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4337) sebagaimana telah beberapa kali diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 tentang Perubahan Kedua atas Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 59, Tambahan Lembaran Negara Republik Indonesia Nomor 4844);
2. Peraturan Menteri dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 atas perubahan peraturan Menteri dalam Negeri RI No. 64 Tahun 2011 Pedoman Penerbitan Rekomendasi/Izin Penelitian;
3. Peraturan Daerah Kabupaten Majene Nomor 6 Tahun 2013 Tentang Perubahan Kedua Atas Peraturan Daerah Kabupaten Majene Nomor 14 Tahun 2008 Tentang Pembentukan Organisasi dan Tata Kerja Lembaga Teknis Daerah Pemerintah Kabupaten Majene.
2. Menimbang : 1. Untuk Tertib administrasi pelaksanaan kegiatan penelitian dalam lingkup Badan Kesbang dan Politik Kabupaten Majene perlu adanya Rekomendasi Penelitian.
2. Surat Permohonan Izin Penelitian Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare Nomor: Sti.08/PP.00.9/1003/2016 Tanggal 28 April 2016.

Badan Kesatuan Bangsa dan Politik Kabupaten Majene, Memberikan Rekomendasi/Izin Kepada :

Nama : **ROSMAH**  
 Nomor Pokok : 12.1300.154  
 Program Studi : Tarbiyah dan Adab/Pendidikan Bahasa Inggris.  
 Pekerjaan : Mahasiswi Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare.  
 Alamat : Kelurahan Mosso Kec. Sendana Kab. Majene.

Untuk melakukan penelitian di **Sekolah Menengah Pertama Negeri 2 Sendana Kab.Majene** yang dilaksanakan selama 1 (Satu) Bulan dengan Proposal berjudul :

**“ IMPROVING STUDENTS’ WRITING SKILL THROUGH JIGSAW GAME AT THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL 2 SENDANA ”**

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui kegiatan penelitian tersebut dengan ketentuan :

1. Menjalani semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat.
2. Sesudah melaksanakan kegiatan penelitian, yang bersangkutan diharapkan melapor kepada Bupati Majene melalui Badan Kesatuan Bangsa dan Politik Kabupaten Majene dengan menyerahkan 1 (satu) eksanplar foto copy hasil penelitian.
3. Surat Rekomendasi Izin Penelitian ini dinyatakan tidak berlaku lagi setelah sampai waktu yang telah ditentukan serta dinyatakan sah apabila telah diberikan nomor register sah saat yang bersangkutan telah melapor sebagaimana ketentuan poin 2 (dua) diatas.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Majene, 02 Mei 2016

An. KEPALA BADAN KESBANG & POLITIK  
 Ub. Kabid Pengembangan nilai-nilai Kebangsaan

**Hi. NURSAM, SE, S.Sos**  
 NIP. 197312171993032005

**Tembusan disampaikan kepada Yth. :**

1. Bupati Majene (Sbg. Laporan);
2. Kepala Dinas Pendidikan Majene;
3. DanRamil Sendana;
4. Kapolsek Sendana
5. Ketua Sekolah Tinggi Agama Islam Negeri Parepare;
6. Sdri. **Rosmah**;
7. Arsip.

Nomor Register Sah :






**PEMERINTAH KABUPATEN MAJENE**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 2 SENDANA**  
**ALAMAT : PONIANG KEC. SENDANA KAB. MAJENE 91452**

**SURAT KETERANGAN PENELITIAN**  
 Nomor : 066/133.02/SMP.02/SDN/VII/2016

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 2 Sendana menerangkan bahwa :

Nama : ROSMAH  
 NIM : 12.1300.154  
 TTL : Labuang, 12 Mei 1992  
 PRODI : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dengan judul " *Improving Students' Writing Skill Through Jigsaw Game at the Eight Grade Students of Junior High School 2 Sendana* ", mulai tanggal 9 Mei sampai selesai.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

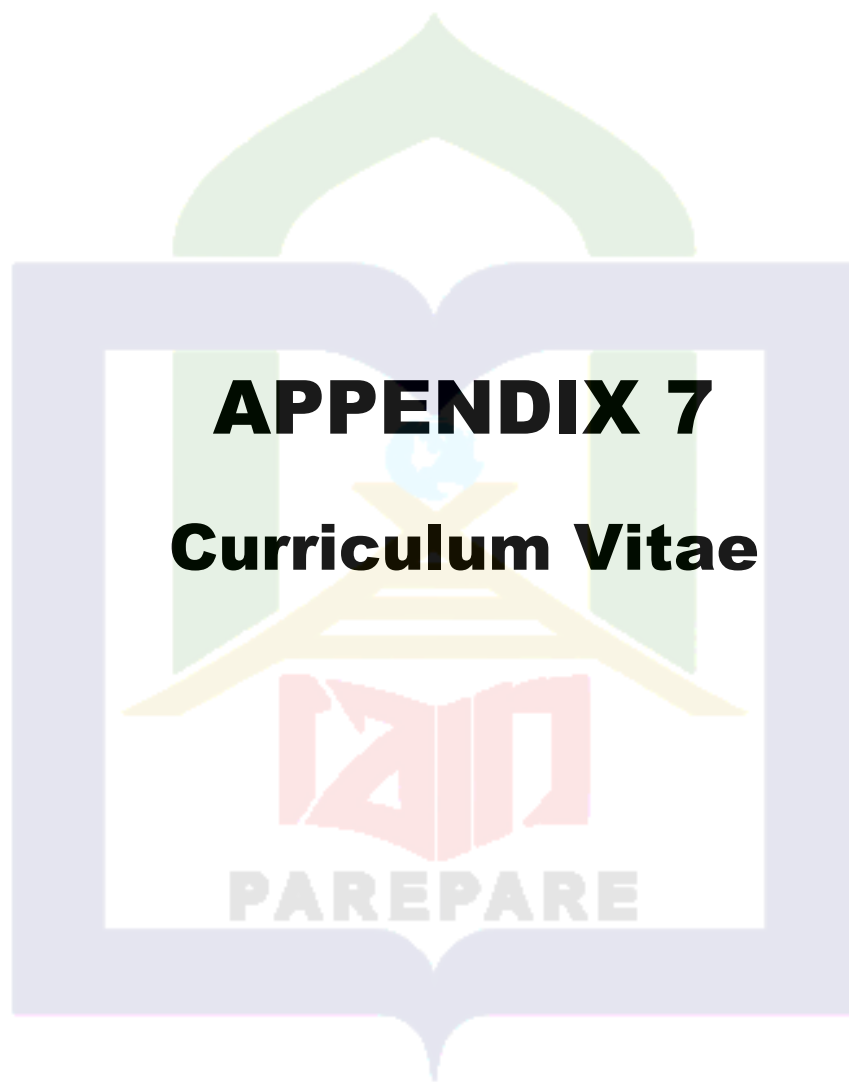
Poniang, 20 Juni 2016

Kepala sekolah



**Drs. ANDI ARSIA, M.Si**

NIP. 19661231 199303 2 055



## CURRICULUM VITAE



The writer Rosmah was born on May 12<sup>th</sup>, 1992 at Labuang, Kec. Sendana. Kab. Majene. She is the four child in her family; She has four sister and three brothers. Her father's name is Anwar and her mother's name is Jumiati. Her educational background, She began her study 2000 in SDN 47 Labuang, Kec. Sendana, Kab. Majene and graduated on 2005, at the same year she registered in Junior high school one Sendana Kab. Majene. and graduated 2008, at the same year she registered in SMA 1 Sendana Kab. Majene and finished 2011. After that, she continued her study of State Islamic Collage of Parepare (STAIN) at English program and finished her study with title of skripsi "*Improving Students' Writing skill Through Jigsaw Game at the Eight Grade Students of Junior High School 2 Sendana.*"