

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

Based on the theoretical review presented in chapter II, this chapter presents findings and discussion of the research. In this chapter, the researcher describes all about the findings during doing the research and the result of research. It contains the data which are expected to be able to answer the statements of the problem of the research, how is the implementation of cooperative learning techniques for eleventh grade students at SMA GEMA 45 Surabaya and how is the student's response after the teacher teaching reading for eleventh grade students at SMA GEMA 45 Surabaya.

The researcher took the data through observation. In this research, the researcher was done observation when the teacher taught reading novel in cooperative learning techniques. The researcher observed the implementation of the techniques used by the teacher and the student's responses in teaching reading. During two meeting, the researcher observed on Wednesday and Thursday because English lesson was taught two times a week in Senior High School.

4.2 The Result of Observation

In this section, the researcher would describe the result of the observation during the teacher teaches. The researcher found that the teacher taught reading used "*Silas Marner*" novel by George Eliot.

The teacher used jigsaw technique in first meeting and in the second meeting, the teacher applied number heads together to teach reading. Most of students in SMA GEMA 45 Surabaya have a less motivation to study English especially eleventh grade students. Reading becomes uninteresting and hard activity for them. The students still difficult to comprehend text fully so that they unable to find main idea of the text. In the other side, they did not read text correctly. Those condition shows that most of eleventh grade students have a less motivation. So it could influence their English skills, especially in reading skill.

4.3 Pre-Teaching Activities

The teacher should do some activities as preparing before teaching. First activity is making lesson plan based on learning purpose. Making lesson plan is the first step before doing next activity because lesson plan as a guide point in teaching learning. It means that the teacher prepared the lesson plan which was needed before the teacher teaching at class. The lesson plan was designed to make teaching learning process run well and regularly appropriate teaching purpose.

The second is preparing the copy of "*Silas Marner*" novel. In implementing cooperative learning techniques, the teacher has to prepare materials which are used to teach reading. The material is English novel entitled "*Silas Marner*" novel. The teacher gave one copy of "*Silas Marner*" novel to one student. In applying jigsaw and number heads together techniques, the teacher makes question and answer cards and ID cards. Those cards made from cartoon paper and it was designing and coloring by the researcher. Each card has different color, red color for the question card and green card for the answer card.

4.4 The Procedure of Teaching Reading

The English teachers in SMA GEMA 45 Surabaya applied various procedures in teaching reading. All of them do the three stages of reading activity; they are the pre-reading, the whilst-reading, and the post reading stages. The qualitative description of the findings on the procedures of teaching reading divided into three stages of reading activities; (1) pre-reading, (2) whilst-reading, and (3) post-reading.

4.5 The Implementation of Jigsaw as a Technique To Teach Reading “*Silas Marner*” novel

4.5.1 The First Meeting

The first meeting was held on March 19th, 2014. The teacher taught reading novel used the jigsaw technique during ninety minutes. In the first meeting on March 19th, 2014, the teacher taught reading novel at 7 o'clock in the first time. Lesson's schedule of eleventh grade students is appropriate received English lesson every Thursday and Wednesday in a week.

In the first day, the teacher applied jigsaw technique to teach reading “*Silas Marner*” novel. Firstly, the teacher said Salam, checked condition and check the attendant list of her students one by one. Secondly, before she went further to explain the material, she explained the objective of the study and gave brainstorming by giving question about the novel. When the teacher asked the students, they looked enthusiastic. It could be seen when some of students mentioned kind of novels and their understanding about intrinsic elements were good, they capable to mention intrinsic elements such as character, setting, plot, etc.

4.5.1.1 Pre-reading Activity

In pre-reading activity, the teacher gave one the copy of reading text entitled "*Silas Marner*" for one student. After giving the copy of reading text, the teacher gave pre instructional that the students must read the text entitled "*Silas Marner*" novel individually then they must find some information of the novel. Situation in the class was quite enough until the students finished reading a text. Sometimes one until three students asked about the meaning of the difficult vocabularies to the teacher and she answered it clearly.

4.5.1.2 Whilst-reading Activity

After doing pre-reading activity, the teacher continued to give motivation that hopefully the student can be motivated to study English. After motivating their students, the teacher gave an instruction, giving some rules then divided all students into four groups, in each group containing four members. They had different characteristics and capability. Not only made a group but also the teacher gave a name to each group. The teacher gave a chance to the students; they chose one of popular singer by themselves. So that, each group has different name, as follows;

group 1 as a rihanna group

group 2 as a westlife group

group 3 as a bryan adams group

group 4 as a avril lavigne group

Giving the name of each group has certain purpose; the purposes were building motivation all of students so that they looked enthusiastic to study. By the name of group, they will remember another name's of group easily and they had to call the other groups with the name of popular singer. So, it could make the students felt enjoy during teaching learning process.

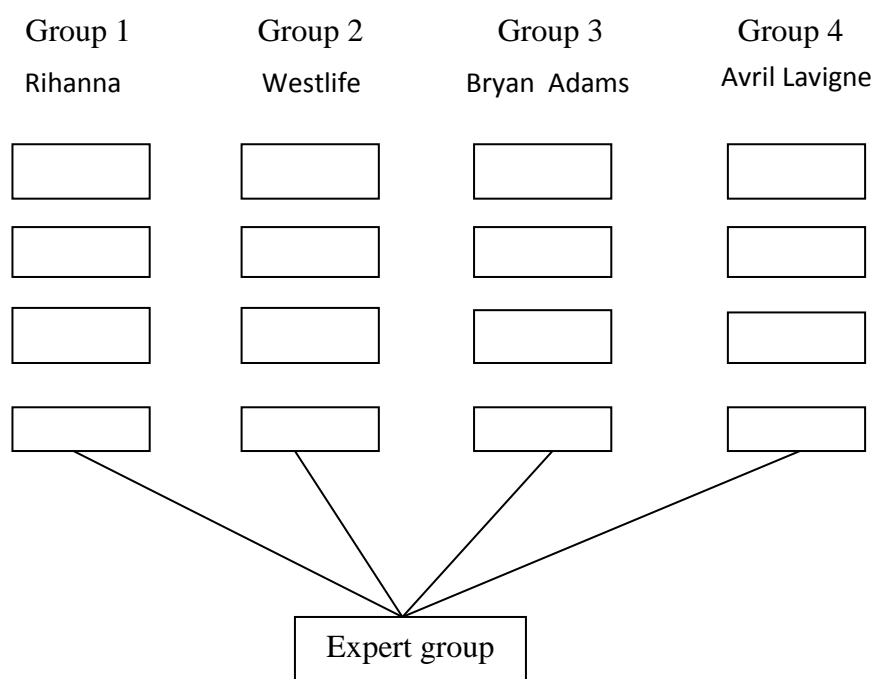


Figure 1. The figure of jigsaw structure at class

There were four groups appropriate amount of the students at the class. Amount of students were sixteen students. In this activity, all of students followed the lesson until the lesson was finished. The teacher explained that the students should read the text carefully and find some information of the novel. After that, they should discuss and write intrinsic elements of “*Silas Marner*” novel.

However, in jigsaw technique, there were experts from each group when applying jigsaw technique. All of the experts from fourth groups met and established an “expert group” in one table. The expert group must discuss and identify about intrinsic elements of those novel. If the time is up, an expert could back to their group. The students understood with the teacher’s explanation then doing it.

After distributing reading text entitled ”*Silas Marner*” novel, the teacher applied jigsaw technique as a technique to teach reading novel in the first meeting. In the first meeting, the students discussed about intrinsic elements of “*Silas Marner*” novel together with their group. Then the students expressed their opinion or ideas to their friends. If they had different answer, they could discuss together with their group until they found a final answer about intrinsic elements related to the novel. Then, each group prepared to share their answer. They had to share their answer in front of the class. When the students were discussed and presented their answer in front of the class, the teacher made an assessment to each student and group. Later, the teacher gave a chance to ask some questions or give comment for the students. After finishing presentation, all of groups had to submit their exercise.

4.5.1.3 Post-reading Activity

In the end of the first meeting, the teacher gave comment to all groups then said greeting to close the lesson. The teacher did not make a conclusion in the first meeting because the teacher will apply second technique in the next day. Moreover, the teacher was still teaching reading using “*Silas Marner*” novel for the next meeting.

4.6 The Implementation of Number Heads Together as a Technique to Teach Reading”*Silas Marner*” novel

4.6.1 The Second Meeting

The second meeting of this research was done on March 20th, 2014. In this meeting, the teacher used different technique from the previous meeting. The teacher used number heads together and still used “*Silas Marner*” novel as a topic in the second meeting but the teacher emphasized to find main idea of each chapter in “*Silas Marner*” novel. The students only search about main idea of chapter one until chapter four.

4.6.1.1 Pre-reading Activity

In this activity, the teacher reviewed the lesson in the previous meeting. As usual, the teacher gave opening questions. She asked about “*Silas Marner*” novel, especially about intrinsic elements which they learn in previous meeting. When the teacher asked, the students should raise their hands before they answered the question. The students looked enthusiastic to answer some questions. It looked different from the first meeting. Later, the teacher told about the rules of number heads together in this meeting.

4.6.1.2 Whilst-reading Activity

After pre-reading activity, the teacher was done another activity. First, the teacher explained about the rules of new technique, it was number heads together technique. This technique still done in group and the groups and members of group were same as in group in the previous meeting. According to the name of this technique, number refers to numbering; the teacher gave number to each student. Then heads together has meaning that the students should discuss together in their group to find out information of the text. Secondly, the teacher

prepared two cards to support this technique. Then, the teacher giving two cards for each group; the cards included question and answer card. Both of the cards have different color; it used to make the students interested in this learning process. In the other hand, the function of question and answer cards were used by the students to fill their question and answer. After giving the cards, the teacher gave clue for each group to write question as follows:

Group 1 : discuss and identify main idea of chapter 1

Group 2 : discuss and identify main idea of chapter 2

Group 3 : discuss and identify main idea of chapter 3

Group 4 : discuss and identify main idea of chapter 4

In addition, the teacher gave pre instructional before she made a question for all groups. One group wrote one question in the question card then exchanged their question card to another group. So, all of the students could discuss together to find out the answer and wrote their answer in answer card. During discussing, the teacher found something as follows; “Bryan adams” looked most serious than the other group and their member was consisted of all boys’ students but they did not make any noise. They were interested to answer the question. On the other hand, “Avril lavigne” group and “Westlife” group had three members in this meeting. It caused their friends were sick, so they did not to follow the lesson in this meeting. Although their friends did not follow the lesson, they still compact to discuss in group working. The last, in “Rihanna group”, the teacher observed that there were two students were serious in discussing but two students looked not serious. By seeing this condition, the teacher gave motivation to them directly.

After finishing discussion, the teacher told that all of groups must combine into two groups. Group 1 as a rihanna group combined with group 2 (westlife group), group 3 (bryan adams group) combined with group 4 (avril lavigne group). After combining the group, all of students should start discussing together again with their group. This activity could make same perception and opinion in group. During the students' activities at class, the teacher observed then made assessment of the student's activities. She assessed for individual and group assessment during teaching learning process.

After finishing identified the main idea of each chapter, the next activity was done by the teacher; she called one number of each group to present their answer. Moreover, there were two students who have same number present in front of the class. When two students presented, the other students had a chance to ask a question or gave comments.

4.6.1.3 Post-reading Activity

In this section, the teacher asked the students to retell content of "*Silas Marner*" novel. Then the teacher added their answer and did not give conclusion at this time.

4.7 Discussion

4.7.1 Discussion of Applying Jigsaw Technique

In this section, the researcher described all about findings in the first meeting. The teacher implemented jigsaw as a technique to teach reading "*Silas Marner*" novel for eleventh grade students. Here, the teacher had done jigsaw appropriate jigsaw's procedure. As Slavin (2005:237) defines that in jigsaw,

students are assigned in teams which consist of heterogeneous students such as in another cooperative learning techniques. There was an expert group in jigsaw technique. As cooperative learning, implementation of jigsaw technique is in group working. So, the teacher divided the students into four groups in first meeting.

In implementing the jigsaw, the teacher gave an explanation to the students clearly. First, the teacher explained about a job of the expert group and another groups in this meeting. Starting from the expert group, when they discussed about intrinsic elements of "*Silas Marner*" novel, they looked different from another group. One of the students in the expert group looked less excited when he discussed with the expert group. He told that he felt afraid in the expert group; he taught that he had no confidence and his job in expert group is a hard job. By knowing the problem, the teacher gave motivation and she guided the expert group. The teacher gave the definition of new vocabularies of difficult words in Indonesian language. Then the teacher monitored another groups while they were discussing with their members.

The teacher monitored the students during discussing process. As usual, the teacher observed and monitored student's activities orally. And the teacher made an assessment for every students and group. During implementing of jigsaw, the students have been serious to study in group working, although some of students were noisy but the teacher could handle the students. In doing activity, the students have to work cooperatively in group to find some information of the text, to discuss the answer and to share their answer.

After all of group discussing, they had to share their answer in front of class. This process was used by teacher to check their answer correct or wrong. In the first meeting, all groups were presented their answer one by one. Then they explained intrinsic elements of the “*Silas Marner*” novel. In this case, the students not only mentioned some characters but also they explained the character specifically. When they were presenting, the pronunciation used by them were mostly wrong. In this case, the teacher trained the students until they could pronounce the word correctly. After all of students could pronounce the words appropriate the teacher says, the teacher tried to remember the students whether they memorized the pronunciation of the words or not.

All of groups were capable to mention and describe the intrinsic elements, especially the character. But “westlife” group did not describe the character clearly, they only described each character. In findings another element, “rihanna” group and “westlife” group could find the setting and theme was good enough. It was different with “bryan adams” group, they were not told the theme in details, “bryan adams” group explained with short answer. They answered that the theme of “*Silas Marner*” novel about the sadness of Silas Marner in Raveloe. It could be seen that “bryan adams” group did not read whole of the text. In the other case, “avril lavigne” was good enough when they mentioned and explained about the intrinsic elements. From the description above, it must be noted that every group had different capability to arrange the words in making a sentence with another groups. Although, they have discussed it twice, they were in the expert group and their original groups.

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4.7.2 Discussion of Applying Number Heads Together Technique

In this part, the teacher described all about findings in the second meeting. The teacher implemented number heads together as a technique to teach reading “*Silas Marner*” novel for eleventh grade students. Here, the teacher had done implemented number heads together regularly based on the procedure. Actually, there were sixteen students who were followed this class and two students were absent because they were sick. Furthermore, there were only fourteen students who were followed this lesson. But it was not problem to apply number heads together as a technique in this meeting.

In the second meeting, the students could receive this technique and had spirit in studying English. So they could follow the lesson until the last activity. They were only found main idea of each chapter; they used an answer cards and question cards to fill their findings in each chapter. It could help the student easier do the task. In doing activity, the students have to work cooperatively in group to discuss main idea of each chapter and one of the other students shared their answer in class. It has an objective to check whether their answer correct or wrong.

In addition, they focused to find main idea of each chapter. Most of students still felt difficult to find main idea of each chapter. They probably did not read the whole of the text and did not concentrate reading a text. Because the copy material of “*Silas Marner*” novel probably difficult to understand by the students. The teacher has a limited time, she only allowed teaching reading novel used jigsaw and number heads together along two meeting or two days. Furthermore,

the teacher emphasized to find out the main idea of each chapter; from chapter one until chapter four.

4.8 The Student's Response Through Applying Jigsaw and Number Heads Together as a Technique

No. of Question	The answer of students								Total of student
	A	percent age	B	percent age	C	percent age	D	percent age	
1	2	12,5%	10	62,5%	4	25%	-		16
2	9	56,3%	7	43,7%	-		-		16
3	3	18,7%	5	31,2%	2	12,5%	6	37,5%	16
4	2	12,5%	2	12,5%	2	12,5%	10	62,5%	16
5	2	12,5%	11	68,7%	1	6,3%	2	12,5%	16
6	10	62,5%	6	37,5%	-		-		16
7	12	75%	4	25%	-		-		16
8	13	81,3%	3	18,7%	-		-		16
9	10	62,5%	6	37,5%	-		-		16
10	13	81,3%	3	18,7%	-		-		16

Table 1. Table of the questionnaire's result

From the table above, for the question number 1, 62,5% of students choose the answer “B” and 25% the students choose the answer “C”. The other choose “A”.

The question number 2, for the question, 56,3% of students choose the answer “A” and 43,7% of students choose the answer “B”. the answer for *B is jelas*.

And for the question number 3, 37,5% of students choose the answer “D”, the answer for *D is ceritanya menarik*, and 31,2% of the students choose the answer “B”, the answer for *B is kalimatnya sulit dipahami*. Another students choose “A” and “C”.

Next is for question number 4, 62,5 % of students choose the answer “D”, the answer for *D is lebih mengerti cara membaca, menulis dan berbicara bahasa inggris* and 12,5% of the students choose “A”, “B” and “D”.

The analysis of question number 5 from the table above, the question is *apa kesulitan yang kamu hadapi ketika belajar reading?* for the question, 68,7% of the students choose the answer “B”, the answer for *B is maksud isi bacaan* and another students choose the answer “A”, “C” and “D”.

And for the question number 6 from the table above, for the question, 62,5% of the students choose the answer “A” and another choose “B” is about 37,5%.

The next is question number 7, the question is *apakah teknik yang digunakan guru dalam mengajar di kelas mudah diterapkan?*. For the question,

the students only choose the answer “A” and “B”. 75% of students choose “A” and 25% choose “B”.

The question number 8 is *bagaimana teknik yang diterapkan guru dalam pengajaran membaca novel*. 81,3% of the students choose the answer “A”. The answer “A” is *sangat menarik* and 18,7% of the students choose “B” with the answer *menarik*.

Next is question number 9, *Apakah teknik dalam cooperative learning dapat memudahkan dalam menjawab pertanyaan?*. For the question 62,5% of the students choose the answer “A”, the answer is *sangat memudahkan* and 37,5% choose the answer “B” with the answer *mudah*.

The last analysis for question number 10 And the question is *Menurut kamu bagaimana proses belajar yang berlangsung di dalam kelas?* and for the question, 81,3% of the students choose the answer “A”, *sangat menyenangkan*, and 18,7% of the students choose the answer “B”, the answer for B is *menyenangkan*.

Based on the analysis above, it can be concluded if the response of the students after the teacher teaching reading novel using jigsaw and number heads together is appropriate with expected by the teacher. The fact is from the student’s answer through questionnaire, they understanding and interesting when their teacher teaching reading “*Silas Marner*” novel using jigsaw and number heads together techniques in reading class. Moreover, it can be concluded if teaching reading novel using jigsaw and number heads together can make the student more interesting and more understanding to read the English text.

In finding, the implementation in teaching reading, the researcher knew the student's responses during teaching learning process. By knowing the fact during teaching learning process, the way of the teacher to teach reading could support the students to improve other English skills especially in writing and speaking. One skill between other skills has relation each other. After finishing teaching, it could be concluded that through applying jigsaw and number heads together, the students have some achievement in different aspect.

In speaking aspect, most of students could pronounce some vocabularies with correct pronunciation that could be seen after the teacher implemented jigsaw and number heads together techniques. Besides that, some students have been speaking English confidently.

In the first meeting, there were four students had asked question around "*Silas Marner*" novel when the other groups present. The other hand, only one student had asked in the second meeting. It was shown that most of the students were really like when discussed about intrinsic elements. They have been good comprehended about intrinsic elements so that, the level of their activities in asking are increasing. They always wanted to know about what they have learned because it is easy and interesting when studying intrinsic elements of novel. It showed that most of students interested to know the content of "*Silas Marner*" novel.

In writing aspect, the teacher observed the whole situation along teaching learning process. The teacher found a lot of improvements along first meeting until second meeting. In the first meeting, the students could answer about intrinsic elements; they wrote their answer used appropriate vocabulary in context.

And at the time they worked in group, they could arrange the words to make a sentence looked more structural than they worked individually as in pre-test.

In fact, during implementing jigsaw and number heads together, the students felt enjoy studying in group working. They could work cooperatively and it made them easier to find information in reading a text. On the other hand, the students looked more enthusiastic in the second meeting than in the first meeting. It caused they have strong self-confident than before, and they have higher motivation to study English after they followed the class in the first meeting.