CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter, presents the research findings and discussion that will answer the questions of the research question in chapter one. The data was analyzed from the classroom action research activities. The objective of the analysis is to measure the improvement of student's writing ability in descriptive text through jigsaw method using selfie picture as media.

4.1 Research Findings
4.1.1 Preliminary Study

Preliminary study was conducted on 03 April 2018 at SMP Muhammadiyah 2 Surabaya. In this preliminary study the reality condition data was gotten. The data was obtained by using interview, observation, questionnaire and gave pre test. The first, interviewed the English teacher and one sample student of VIID. According to the interview, there were some problems. The problems were lack of vocabulary, grammar understanding and the difficulty in generating idea.

The second, observed the learning process in the classroom. It appeared some problems. Those were teacher did not use any medium, applied traditional technique by writing in the white board. Those makes students bored. The third, distributed questionnaire about likert scale of students in doing selfie. The result was 90% of students like to do selfie. It means that selfie picture can be the interest learning medium to improve students writing skill. The last, gave the students pre-test. Based on the result of pre-test, students did not understand well about grammar, such as the use of singular and plural. Hence students just wrote one until two sentences. It caused of they did not have any ideas.

In sum up, All the difficulties or problems faced by students and teacher were identified. The first problem was teacher only used one book for teaching. The second, teacher just applied the traditional technique that is by teaching and

writing on the board then the students writing and doing the task. The third, teacher did not use innovative learning media. The fourth, teacher did not apply the learning process based on the lesson plan. The fifth, students were lack of vocabulary. The sixth students did not have any idea to write. The last, students were lack of grammar understanding.

4.1.2 The Implementation of Jigsaw method using selfie pictures as leaning medium in improving Students' writing skill of descriptive text.

This sub chapter presents the implementation result of jigsaw method using selfie picture as learning medium. It was conducted in one cycle which consist of three stages, Namely, plan, action and observation, and reflection. Below is the more explanation.

4.1.2.1 Report of Cycle 1

4.1.2.1.1 Plan

Planning was held on Wednesday, April 25, 2018. The plan was attended by two participants, English teacher as a model teacher and writer as an observer. Teacher and writer discussed the preparation of treatment. The first, discussed lesson plan together. This lesson plan were made based on the problems that arise during the preliminary study. It aimed to made sure that it was appropriate and suitable to be applied in the research.

The lesson plan contained of indicators, learning objectives, designing steps of learning activities, assessment instruments, and the learning material. The learning materials used in accordance with the syllabus of the government for junior high school. It is about the descriptive text of person, animal and thing. The method also explained to the teacher so that teacher can easily in teaching students.

The second was preparing the learning instrument and teaching aid such as LCD, laptop, and selfie picture. Selfie picture that prepared were selfie pictures for the group assessment. There

were six kinds of selfie pictures. Those were two pictures of people, two pictures of animals, and two pictures of things.

Then the third, prepared observation sheet namely structured and unstructured observation sheet. After that listed the name of students in VII D. Finally, there was agreement with all the planning and ready to be applied.

4.1.2.1.2 Action and Observation

The action and observation phase consists of two meetings. One meeting took 2x 40 minutes, so the time required (in the action) was 4x 40 minutes. The first meeting held on Friday 27 April 2018 in the class of VIID at 08.30-09.50.The first meeting divided into three activities that is pre activity, main activity and post activity.

In the pre activity, teacher entered the class by giving greeting to the students. Then checked the attendance list. There were two students absent. The writer as observer was sat behind of class to observe the incident during the learning process. Occasionally, writer walked around to observe the students. Teacher also introduced the writer to the students and conveyed the purpose and objectives of the learning on that day. Students did not look so awkward because they already known the observer. They felt confused because there was something new that will be happen. Then teacher explained the outlines of the material and what the student will do.

After that teacher went to the main activity. The first time the teacher tested their understanding of descriptive text. Some of them ever heard descriptive text while others did not understand. Soon, teacher explained descriptive text material by using power point in front of class. Students seemed interested because there were animation picture which can move in power point. It made them more enthusiastic to follow the lesson.

The teacher explained the meaning of descriptive text and its functions, generic structure, language features and gave examples of descriptive text. Then to provoke the spirit of the students, teacher asked if were they like selfie? they answered unanimously said that they were like selfie. The students looked very interested. Then teacher gave directions how to create descriptive text by using selfie picture. He showed some examples. One of example of the selfie is seen artist annisa chery bell held a cat. Students immediately shouted annisa annisa and their faces looked very cheerful.

After the teacher explained, He asked to the students do you understand? then there is one student who raised her hand and asked about the generic structure of descriptive text. She felt a little confused. Then the teacher repeated again about the generic structure to make her understand. After that the teacher asked again if is there any question again? But at this time no students raised their hands.

Finally, the teacher checked the students' understanding by asking some questions related to the descriptive text material that has been explained. Teacher pointed one student and asked her about language features of descriptive text. then the student answered. It was 70 percent of her answer was correctly. Then the teacher corrected the student's answer. After the teacher ensured that students has already understood. Teacher applied jigsaw method. Teacher divided the students into six groups. It called jigsaw group. One group consists of 5 students. Immediately the students moved directly to the seats and gathered with their groups.

Then the teacher distributed the assessment. One group got one assessment. in the assessment there were selfie pictures with the object, such as person, animal, and thing. One group got a different object. The first group got animal object that was cat. the second group got the object thing that was doraemon doll. The third group

got the object person. The fourth group got animal object that was elephant, the fifth group got object person, the last group got thing object that was laptop.

Students were given 20 minutes to do the assessment. Students looked so serious in doing the task. There were some groups that looked less compact. only a few members who did the assessment, while the other members were busy talked each other. In directly, the teacher came to the student and gave warning. Teacher asked them to help their group. After the time was over, all groups have finished. The representative from the group collected the assessment to the teacher.

Then the teacher divided the students into expert group. Where one by one of the jigsaw group are taken and grouped into expert group. It means that in a expert group consisting of different members from jigsaw group. The class looked rather crowded when made an expert group. Fortunately, the teacher controlled the class situation well. So the class can be stabled again. After all the group was formed, teacher asked the students to discuss about how made descriptive text with objects of people, animals, and things. Teacher gave an assessment where the group must be distinguished the descriptive text between people, animals and things.

The teacher gave 15 minutes to complete the assessment. Students appeared more compact in this expert group because they came from a group that got different objects. They exchanged their opinions. The observer walked around to observe the students one by one. Sometimes students asked teacher and observer about vocabulary which they did not know. The teacher answered and told them to reminded it again. After finishing, the representative student collected the assessment to the teacher. Then the teacher asked the students to sat back in their jigsaw group. Students checked and discussion again about the assessment. Finally, after the group believed with the assessment, they collected to the teacher.

The last activity was post activity. Teacher asked students to review again about the material that has been learned on that day. Then the teacher gave instructions about their homework at home. They asked to bring selfie pictures with one object. It can be people, animals or things. Then teacher asked about today's lesson is it fun?.students answer yes fun. Finally, teacher close the lessons by greeting.

The second meeting was held on Friday 04 May 2018 at 10.20-11.30 in the class VIID. In this second meeting there were also three activities namely pre activity, main activity, and post activity. In the pre activity the teacher entered the class by greeting and asked the student's condition. There was one student who did not come. She was sick. Then the teacher asked questions about the material that was learned last week. Teacher pointed one student and asked her. Apparently, the student forgot. Then teacher appointed another student and she answered it correctly.

The next activity was main activity. In main activity the teacher asked students whether they brought the selfie picture which assigned yesterday? students answered that they brought it, but there were five children who did not bring because leaved at home. Finally the five children were told to brought the picture tomorrow.

After that the teacher distributed the assessment individually or it called post test. In the assessment there was a command to describe the object that contained in the selfie picture. Before did the assessment students attached the selfie picture at the top of the assessment. After that they described it according to their object.

The teacher gave 25 minutes to complete the assessment. Students looked serious and imagined to find ideas to write. There were also some children who always asked the teacher and observer about vocabulary because they did not know the English. The

teacher instructed them to remind it again. After all students finished, they collected to the teacher. then the teacher called some students as representatives to present the results of his writing in front of the class.

The last activity was post activity. Teacher asked students reflected to the learning activities today. Teacher asked if there were any questions. No students raised their hands. It was assumed that they already understood. Then at the last time the teacher reviewed the lesson that have been learned. Finally, He closed the class.

4.1.2.1.3 Reflection

After doing the action and observation simultaneously, teacher and observer did reflection on Monday, 07 May 2018. They analyzed and evaluated the learning process that has been done. Based on, observation, interview with representative student and teacher, the implementation of jigsaw method using selfie picture can give improvement to the students.

The first improvement was the enthusiastic and participant of students in following the lesson. It can be seen from the field notes and the results of interview student and teacher in appendix 12. The second was the improvement of students' ability in writing descriptive text. This can be seen from the score of students who can reach the passing grade score of school that was 80.

Moreover, All the learning process through jigsaw method using selfie picture run well. Although there were also few students who were still dependent on the dictionary because they did not have enough vocabulary. Beside that, there was a little grammatical error but it can be overcome. Over all, the observer and the teacher did not find the significant problem.

Teacher gave feedback and suggestions for the future. He said that learning through jigsaw method using selfie picture is very helpful for students in learning writing descriptive text and can

improve their motivation although there was little obstacles because there were five students who did not bring selfie picture.

In sum up, it can be concluded that the implementation of jigsaw method using selfie picture as learning medium can improve students' ability in writing descriptive text of VII D in SMP Muhammadiyah 2 Surabaya

4.1.3 The students improvement in writing descriptive text by implementing jigsaw method using selfie pictures as learning medium.

In this stage the writer showed the improvement of student's writing ability in descriptive text through jigsaw method using selfie picture as media. It used some steps. The first, the mean score of pre-test and post-test were calculated. Then, they were compared. The second, the percentage of students score were calculated.

Table 4.1 The score of students' pre-test and post-test in cycle 1

No	Name	Pre-Test	Post-Test
1	Aida Al Izzah	65	80*
2	Aida Hidayah	65	80*
3	Alivia Putri Anjani	55	60
4	Allya Agustinia Ratmeysya	72	95*
5	Alya Fitri Nuraini	85*	90*
6	AlyaThalita Attallah	56	80*
7	Amara Reva Aurelia	67	90*
8	Dewi Ayu Masitha Putri Pertiwi	67	90*
9	Dzakirah Nasywa Salsabila	60	85*
10	Galuh Alya Kinanthi	57	80*
11	Ike Rizky Olifia	56	60
12	Inas Aulia Fauziyyah	58	90*
13	Inaya Rizky Anandya	72	90*
14	Jasmine Tsurayya	52	80*
15	Kadek Carissa Andjani Sotya wardani	45	60
16	Kariza Alika Faladina Satrio Putri	30	40
17	Levina PastikaAzura	60	80*
18	Mauidhotul Hasanah	62	80*
19	Naa'ilah Afkaar Faa'izah	80*	85*
20	NabilahTalitha Safa	58	80*
21	Nandya Kurnia Aurelia Putri	58	80*
22	Nasjhwa Aulia Hakiki	60	80*
23	Nuha Naziha Rahmawati	83*	90*
24	Puji Rahayu Az-Zahra Arvianti	60	90*
25	R.A Anindya Firza Rakhma Putri	72	90*
26	Rahma Putriaelani	57	80*

27	Safira Meiko Putri	60	90*
28	Shevira Vida Ramadani	60	80*
29	Tery Ariyanti Putri	58	80*
30	ZahroKurniawati Sahri	51	80*

*) :Students who achieve KKM (passing grade) 80 or > 80

The calculation of mean :

a. Mean of Pre-test

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1841}{30}$$

M= 61.4

b. Mean of Post-test

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{2415}{30}$$

M= 80.5

Mean of Pre-test = 61.4

Mean of post-test=80.5

Mean of pre-test < than mean of post-test

From the calculation above, the mean score of pre-test was 61.4 while the mean score of post-test was 80.5. It means that post test mean's score was bigger than pre test mean's score. It showed that there was an improvement of the students writing ability through jigsaw method using selfie picture as learning medium in writing descriptive text between pre-test (before the action) and post test (after did the action).

Here is the calculation of the improvement percentage students' pre-test and post-test score can be seen in following formula :

$$P = \frac{M1-y}{y} x 100\%$$

$$P = \frac{80.5-61.4}{61.4} x 100\%$$

$P = \frac{19.1}{61.4} x 100\%$

$P = 31.1\%$

From the formula above it shows that the improvement percentage of students' pre-test and post-test score was 31.1%.

The second step is the calculation which passed the KKM (the minimum of passing criteria) shows in the following below:

$P = \frac{F}{N} x 100\%$

$P = \frac{26}{30} x 100\%$

$P = 86.6\%$

From the calculation above, It shows that 86.6% or 26 of students could passed the passing grade score. While the rest was just 4 students who could not passed the KKM. It can be conclude that there was an significant improvement in students writing ability in descriptive by applied jigsaw method using selfie picture as learning medium.

From all the result above, there found an improvement in writing students ability in descriptive text using jigsaw method and selfie as media. It means that the classroom action research was success.

4.1.4 Students' response towards the implementation of Jigsaw method using selfie picture in teaching writing descriptive text.

To know the student's response in implementation jigsaw method using selfie picture, then at the end of the action research process each student is given a questionnaire containing 10 questions. Students did it in the classroom and immediately collected. The results of the questionnaire and its percentage can be seen in this table below :

Table 4.2 The result of students' response

Questionnaire Number	Number of Answer and Percentage									
	A	%	B	%	C	%	D	%	E	%
1	12	40%	11	36.6%	5	16.6%	2	6.7%	-	-
2	3	10%	12	40%	15	50%	-	-	-	-
3	6	20%	1	3.3%	4	13.3%	8	26.7%	11	36.6%
4	10	33.3%	13	43.3%	7	23.3%	-	-	-	-
5	12	40%	12	40%	6	20%	-	-	-	-
6	8	26.7%	16	53.3%	6	20%	-	-	-	-
7	9	30%	13	43.3%	7	23.3%	1	3.3%	-	-
8	15	50%	14	46.7%	1	3.3%	-	-	-	-
9	12	40%	16	53.3%	2	6.7%	-	-	-	-
10	11	36.6%	7	23.3%	12	40%	-	-	-	-

From the table above we can find out in detail how many students chose the answer a / b / c / d / e in one question. For the first question is about general opinion of english lesson. there were 40% (12 students) who answered that the english lesson is very fun, 36.6% (11 students) answered english is fun, 16.6% (5 students) answered that english lesson is quite fun. while the rest 6.7% (2 students) agreed that english is less fun.

The second question is a statement about their perception. Is english easy or difficult. From the results of their answers. It indicated that there was 10% (3 students) who mentioned english lesson is very easy. 40% (12 students) answered that english is easy. 50% (15 students) as the rest answered that english is difficult. It can concluded that majority of them felt difficult in studying english.

The third question is about the problems and difficulties faced by students in learning writing descriptive text. There are 20% (6 students) who have problem in lack of vocabulary. 3.3% (1 student) has problem about understanding grammar and vocabulary. 13.3% (4 students) have problem on understanding grammar, vocabulary and descriptive text writing techniques. 26.7% (8 students) have problem in understanding grammar, vocabulary, descriptive text writing technique and developing ideas for writing. The rest 36.6% (11 students) mentioned that they have problems on less vocabulary, understanding grammar, developing idea and technique of writing descriptive text and motivation.

The fourth question is their opinion about the way of teacher in teaching descriptive texts. there are 33.3% (10 students) who argue that teacher is very clear in teaching descriptive text. 43.3% (13 students) stated that teacher is clear

in teaching descriptive texts. The rest is 23.3% (7 students) stated that the teacher is quite clear in teaching descriptive texts.

The fifth question is about students' responses in descriptive text learning using jigsaw technique with selfie picture media. 40% (12 students) felt that the learning process became very fun. 40% (12 students) claimed that the learning process become fun. The rest 20% (6 students) answered quite fun.

The sixth question is about the level of students' understanding when learning descriptive text using jigsaw method with selfie picture media. The result is 26.7% (8 students) felt very understand when taught to write descriptive text used jigsaw method with selfie picture media. 53.3% (16 students) understand. and the rest 20% (6 students) felt quite able to understand.

The seventh question is about student's motivation after learning used jigsaw method with selfie picture media. 30% (9 students) feel very motivated. 43.3% (13 students) are motivated. 23.3% (7 students) are quite motivated. The rest 3.3% (1 student) feel unmotivated. based on these results can be concluded that the majority of students said that jigsaw method with selfie picture media can motivate students in learning writing descriptive text.

The eighth question is statement about the use of jigsaw technique with selfie picture can help the students to develop their idea in writing. 40% (12 students) answered that jigsaw technique with selfie picture media is very helpful for students in developing their idea to write descriptive text. 53.3% (16 students) stated it can help the students. The rest 6.7% (2 students) said quite helpful.

The ninth question is about the improvement of students' ability in writing descriptive text. 50% (15 children) answered that learning descriptive text used jigsaw method with selfie picture media is very helpful. 46.7% (14 students) claimed it help to improve students ability. The rest is 3.3% (1 student) said it was quite helpful.

The last question is whether the use of jigsaw technique can solve the obstacles of students in writing descriptive text 36.6% (11 students) stated that the use of jigsaw technique with selfie picture media can greatly help student to solve obstacles in writing descriptive text. while 23.3% (7students) can help the students , while the rest 40% (12 students) answered quite helpful.

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Above all, It can be concluded that majority of students are interested and motivated to learn English using jigsaw method with selfie picture as the learning medium. There were significant improvement of students ability in writing descriptive text. Moreover it can solves their problem in writing descriptive text.

4.2 Discussion

This section presents a discussion of the findings. This discussion focuses on two research questions in this research. Can jigsaw method using selfie picture as medium learning improve students writing skill of descriptive text of the seventh grade students in SMP Muhammadiyah 2 Surabaya? And How jigsaw method using selfie picture as learning medium improve students writing skill of descriptive text of the Seventh grade students in SMP Muhammadiyah 2 Surabaya? These research question are based on the problem that found in the preliminary study. It were analyzed through some phases in a one cycle.

The first phase was preliminary study. By looking the reality of students, teacher, class and condition. There found seven problem that faced by students and teacher. The first, Teacher only used one book for teaching. The second teacher just applied the traditional technique. The third teacher did not use innovative learning media. Those three problem are solved by applying the jigsaw method using selfie picture as learning medium. Teacher became initiative to find the source of learning from other sources than the english book only. Teacher would use the innovative learning media and fun method. It proven on interview results after did the research. The teacher said (see on appendix 12).

"I am inspired to find learning resources from anywhere, I do not think from a trivial thing like selfie can also be used as a learning media, then I will search in internet and other sources for learning process in the class. I will look for innovative media and methods. I am ashamed teach students which is just write, do the assessment. Hopefully for the future can be better". From the results of the interview showed that after doing this research, it can change the way of teacher's thinking to be better.

The fourth problem is teacher did not apply the learning process based on the lesson plan. After did the research, there is a change in the teacher's thinking about the importance of implementing the learning process accordance with the lesson plan. It presented at the reflection phase (see on appendix 12). The teacher said that "It turns out that I understand how importance we are as a teacher, implement the learning process accordance with the lesson plan. Today I taught 95% according to the lesson plan. That is very influential on the learning outcomes of students. In the future I will try to teach according to the lesson plan".

The fifth problem, students were lack of vocabulary. Students often asked about the vocabulary to the teacher. It showed in the students score on vocabulary aspect (see on appendix 10). There was 3% of students got 5, It included on very bad score category, 53.3% of students obtained 8-11 (categorized poor score), 30% of students acquired 12-14 (fair score), 6.7% got 15-17 (good score) and the rest 6.7% obtained 18 including on very good score category. Moreover, The mean score in a pre test was 11.7. It means that still many students who did not have enough vocabulary.

It solved by implementing jigsaw method using selfie picture as learning medium. It proven on the result of post test score (see on appendix 10). 36.7% got 18-20, it categorized very good score, 50% of students categorized good score with 15-17 score, 6.7 % of students got 12-13 (fair score), and the rest 6.7% got 9-11 (poor score). In addition, the mean of post test score was 16.4. From those result, there was improvement on students vocabulary score. Students were able to write with rich vocabulary.

The sixth problem was students did not have any idea to write. They upset what should they wrote. After that students were given pre test. The result shown 3.3% of student got score 5, it categorized on very bad score, 50% of students obtained 8-11 (poor score), 33.3% acquired 12-14 (fair) and the rest 13.3% got 15-18 (good score). Then, the mean score was 11.6. After treatment the mean score became 15.6. The details were 3.3% of students obtained score 6, it included on poor score category, 10% got 12-13 (fair score), 63.3% got 15-17 (good score) and the rest 23.3% got 18-19 (very good score). There was significance

improvement of the students developing idea. It is supported by Sudarwati, Emi (2016:40) agree that selfie picture can improve the imagination and idea of students in writing. It was clear that students felt helpful using selfie picture.

The last problem, students were lack of grammar understanding. It obvious on   the pre test score. 3.3% of students obtained 4(poor score), 60% of students got 6-11 (poor score), 23.3% got 12-14 (fair score), 10% were good that was 15-17, while the rest 3.3 % of students acquired 18 (very good score). The mean score in a pre test of Language Used (syntax and grammar) was 10.9. Students felt difficult in a grammar used. They could not distinguish between plural and singular, subject he or she and the other grammar. After learned used jigsaw method they felt more understand. It looked on the mean score of post test was 15.9. The detail were 26.7% student acquired 18-19, it categorized on very good score, 60% got score 15-17 which categorized good score. Then 6.7% obtained 11-12 score (fair score), the rest 6.7% got 8 (poor score).

There was improvement in a students grammar understanding. It caused of they discussed with all group used jigsaw method. It influenced their understanding. According to Aronson (2000) stated that jigsaw is effective cooperative learning that help students easier in understanding learning material. Implementation jigsaw method was success help students to solve their problem in a grammar understanding. Over all, the seven problems are solved by implementation jigsaw method using selfie picture as learning medium.

The second phase, teacher and writer discussed the lesson plan that will be taught. It contained of indicator, the learning material, observation sheet, and did other preparation. Here students were successful reached the indicator of lesson plan. It proven in the reality of the students ability. The first, students could think out related to the person's name, animals and things in daily life, grouping people's names, animals and things in daily life. The second, distinguish the use of social functions, text structures, and elements of linguistics of some descriptive texts related persons, animals and the facts. The third, reasoning the meaning contextually relates to the nature, function, characteristic of persons, animals, and things. The fourth, Writing short descriptive text related people, animals, and things according to social function, text structure and language element correctly.

The last, present the results of the descriptive text related people, animals and things in front of class.

The third phase were the observation and action. From the observation shows that teachers successfully teach well using jigsaw method with selfie picture as learning medium. Students can also receive well. They looked enjoy implemented it. There was good cooperative among them. Students were given post test to measured their ability. There was not some serious problem shown. It indicated that the implementation of jigsaw method using selfie picture as learning medium was run well.

The last phase was reflection. Here teacher and writer discussed and evaluated all activity that have been done. According to the result of students score, there was significant improvement of the mean score in a pre-test was 61.4 while the mean score of post-test was 80.5. There was 31.1% improvement. It means that there was 86.6% who passed the KKM. Besides that, there was improvement on students motivation, interested, sprit, enthusiasm in learning English mainly writing descriptive text learning material. It proven on the result of students questionnaire.

From the discussion above, it was proven that the implementation of jigsaw method using selfie picture as learning medium had successfully improved student's ability in writing descriptive text of seventh grade students in SMP Muhammadiyah 2 Surabaya.