**AN UNDERGRADUATE THESIS**

**USING JIGSAW TECHNIQUE TO INCREASE STUDENTS'
WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHT
GRADE OF SMP NEGERI 1 KIBANG LAMPUNG TIMUR
IN ACADEMIC YEAR 2017/2018**

**By:
MUKHLISHOTUL IMTIKHANAH
Student Number. 1292657**

**Tarbiyah Faculty
English Education Study Program**
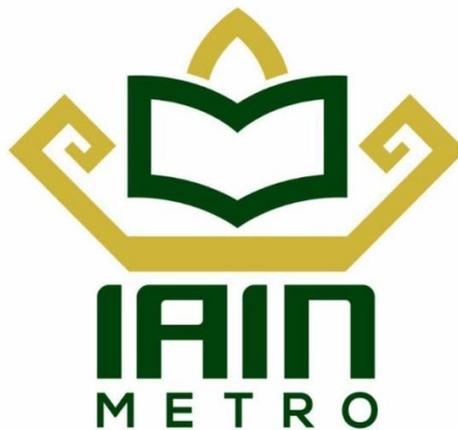
**STATE INSTITUTE ISLAMIC STUDIES OF METRO
1439 H / 2017 M**

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IN ACADEMIC YEAR 2017/2018**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

By:
Mukhlisotul Imtikhanah
Student ID: 1292657

Tarbiyah Faculty
English Education Study Program

Sponsor: Drs. Kuryani Utih, M.Pd
Co-Sponsor: Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE ISLAMIC STUDIES OF METRO
1439 H / 2017 M**

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : USING JIGSAW TECHNIQUE TO INCREASE THE STUDENTS'
WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH
GRADERS OF SMPN 1 METRO KIBANG EAST LAMPUNG IN
ACADEMIC YEAR 2017/2018

Name : Mukhlishotul Imtikhanah

Students Number : 1292657

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the tesis (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic
Studies (IAIN) of Metro.

Metro, 28 November 2017

Sponsor   Co-sponsor

Drs. Kuryani Utih, M.Pd   **Trisna Dinillah Harya, M.Pd.**
NIP. 19720923 200003 2 002   NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01

NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Skripsi**

               Saudari Mukhlishotul Imtikhanah

                         Kepada yth,

                         Dekan Fakultas Tarbiyah dan Ilmu Keguruan

                         Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

       Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Mukhlishotul Imtikhanah

Students Number   : 1292657

Judul Skripsi   : USING JIGSAW TECHNIQUE TO INCREASE THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMPN 1 METRO KIBANG EAST LAMPUNG IN ACADEMIC YEAR 2017/2018

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

                                             Metro, 28 November 2017

           Sponsor   Co-sponsor

    Drs. Kurvani Utih, M.Pd   **Trisna Dinillah Harya, M.Pd.**
    NIP. 19720923 200003 2 002   NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
              of Mukhlishotul Imtikhanah

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research tesis script which is written by:

Name   : Mukhlishotul Imtikhanah

Students Number   : 1292657

Title   : USING JIGSAW TECHNIQUE TO INCREASE THE STUDENTS'
                    WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH
                    GRADERS OF SMPN 1 METRO KIBANG EAST LAMPUNG IN
                    ACADEMIC YEAR 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Metro, 28 November 2017
Co-sponsor

Sponsor

Drs. Kuryani Utih, M.Pd
NIP. 19720923 200003 2 002

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

v

RATIFICATION PAGE

NO : B- 0165 /In.28.1/D/PP.00.9/01/2018 .

The Undergraduate Thesis entitled: Using Jigsaw Technique to Increase Students'
Writing Ability in Descriptive at the Eight Grade of SMP Negeri 1 Kibang
Lampung Timur In Acadeic Year 2017/2018. Written by: Mukhilsotul
Imtikhanah, Student Number: 1292657, Major: English Education Study Program
(PBI) Had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday,
Desember 11th 2017.

BOARD OF EXAMINER:

Chairperson	: Drs. Kuryani Utih, M.Pd	(...........)
Examiner I	: Dra. Widhiya Ninsiana, M.Hum	(...........)
Examiner II	: Trisna Dinillah Harya, M.Pd	(...........)
Secretary	: Andianto, M.Pd	(...........)

Dean of Tarbiyah and Teacher Training Faculty

Dr.Akla, M.Pd
NIP. 19691008 200003 2 005

iv

vi

USING JIGSAW TECHNIQUE TO INCREASE STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHT GRADES OF SMP NEGERI 1 KIBANG LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018

By:
MUKHLISOTUL IMTIKHANAH

The object of this research is to increase students' writing descriptive text ability after using Jigsaw Technique at the eighth grade of SMP Negeri 1 Kibang Lampung Timur. This research was classroom action research type, and it was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting. The data collection method in this research was test, observation, documentation, and field note. The observation used to know the activity of students who active on teaching learning process in the class.

Regarding to the research result which was taken from observation and test, it could be inferred that there was significant improvement from cycle I to Cycle II. The average score of post-test I was 65 with percentage of students' successfulness 59%. Next to cycle II the average score was 72 with percentage of students' successfulness 80% among the interval 65-88. It indicated that indicator of success has been achieved at least 80% students was passed the Minimum Standard Criteria (MSC) at least 70 and it is obvious that by using Jigsaw Technique could increase students writing descriptive text. It means that this research was successful.

Key Word: Writing Descriptive Text, Jigsaw Technique.

ABSTRAK

**PENGGUNAAN TEKNIK JIGSAW
UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA
DALAM MENULIS TEXT DESCRIPSI SISWA KELAS DELAPAN
SMP NEGERI 1 KIBANG LAMPUNG TIMUR
TAHUN AJARAN 2017/2018**

**Oleh:
MUKHLISOTUL IMTIKHANAH**

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis teks descriptive siswa setelah menggunakan Jigsaw Technique yang dilakukan di SMPNegeri 1 Kibang Lampung Timur. Model dari penelitian ini adalah penelitian tindakan kelas (PTK) dengan menggunakan dua siklus. Dari setiap siklus terdapat empat tahap yaitu planning, acting, observing, dan feflecting. Metode pengumpulan data dalam penelitian ini adalah test, observasi, dokumentasi dan catatan. Observasi digunakan untuk mengetahi keaktifan siswa didalam proses belajar mengajar.

Berdasarkan hasil penelitian yang diambil dari tes dan observasi, dapat diambil kesimpulan bahwa ada peningkatan yang signifikan dari siklus I ke siklus II. Nilai rata-rata yang di peroleh dari siklus I adalah 65 dengan persentase kelulusan 59%. Kemudian di siklus II nilai rata-rata yang diperoleh siswa adalah 72 dengan persentase kelulusan 80% antara interval 65-88. Dari hasil tersebut menunjukan bahwa indicator keberhasilan sudah tercapai yaitu 80% siswa lulus dengan nilai standard ketuntasan 70. Dengan menggunakan metode ini bisa meningkatkan kemampuan menulis teks descriptive siswa dan penelitian ini berhasil

Kata Kunci: Menulis Teks Descripsi, Jigsaw Technique.

ORISINILITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Mukhlisotul Imtikhanah
NPM   : 1292657
Fakultas   : Tarbiyah & Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   December 2107
Yang menyatakan

Mukhlisotul Imtikhanah
NPM. 1292657

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : Mukhlisotul Imtikhanah

ST.ID   : 1292657

Study Program   : English Education

Faculty   : Tarbiyah & Teacher Training

State that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted for the bibliographies mentioned.

Metro,   December 2017

The writer,

Mukhlisotul Imtikhanah
St.ID. 1292657

MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

"Never give up till it's over if you fall and stumble down. Truly, Allah always beside you and always listen the stance people who have a problem. Allah is the lord of the world". (Q.S. Al-Ankabut: 6)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. *My beloved parents (Bp. Imam Ghozali and Ibu. Aminatul Mustihar) for giving their endless love and protecting me since I was born and breathed for the first time in this world, thank you so much for everything.*

2. *My beloved husband who have been support me and always give me more strength in my life and to give me strength to finished my study.*

3. *My beloved sister (Dwi Lailatul Khasanah) for support me to finish my study.*

4. *My Almamater State Institute Islamic IAIN Metro.*

ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This Undergraduate Thesis entitles "Using Jigsaw Technique to Increase Students' Writing Ability in Descriptive Text at the Eight Grade of SMP Negeri 1 Metro Kibang Lampung Timur In academic year 2017/2018".

In this research the researcher focused to increase the students' Writing Descriptive Text Ability of SMP Negeri 1 Metro Kibang East Lampung. The researcher do apologizes for all mistakes in writing this Undergraduate Thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this Undergraduate Thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

<div align="right">

Metro,   November 2017
The Writer,

Mukhlishotul Imtikhanah
Student Number. 1292657

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TABLE OF CONTENTS

CHAPTER III RESEARCH METHOD

CHAPTER IV RESEARCH RESULT AND INTERPRETATION

LIST OF TABLES

LIST OF GRAPHS

LIST OF FIGURES

LIST OF PICTURES

1. Picture 1: The Researcher gives Pre-Test first before doing the treatment
2. Picture 2: The Researcher gives explanation about the material (Writing Descriptive Text) in front of all students
3. Picture 3: The students are pay attention about the Researcher explanation about the material.
4. Picture 4: The Researcher gives explanation about Jigsaw technique and allowed the students make a group discussion. Each group consists of four till five persons.
5. Picture 5: The Researcher gives the task after the treatment was done.
6. Picture 6: The Researcher guided the student to complete the task.

CHAPTER I
INTRODUCTION

A. Background of Study

English is studying as a foreign language in Indonesia. The first reason is Indonesian does not use English as a daily language. The second, English grammar, vocabulary, and pronunciation are different from Indonesian. These reasons make English difficult to be learn and memorize. English has been set by the government into the curriculum.

In Competence Based Curriculum also mentions that Standard Competence for first year student's competence of writing is to express a meaningful idea of rhetoric in the simple recount and narrative paragraphs. Every standard competence is developed in several basic competences.

English is taught as compulsory subject in the school, including Junior High School. English has four language skills which are related to each other. There are speaking, listening, reading and writing. Writing plays an essential part in many aspects of people life. In business world, person is demand to make report-writing and letter writing. In education usually required to write report, paper, essays, etc.

Moreover, writing is not only for communication each other but also for expressing ideas. It takes a longer time than learning to speak because writing requires greater accuracy and variation. Many students feel hard to learn writing. One of the writing activities is writing a descriptive paragraph. In writing a descriptive paragraph, the students also many problems especially

process of putting ideas down on paper to transform thoughts into words and coherent organization.

However, writing is one of language skills which are important but the student assumed writing is most difficult activity in learn language. The students' problems of SMP Negeri 1 Kibang East Lampung that are commonly faced in writing especially in descriptive text, such as: the students' writing is not comprehensible, lack of English grammar understanding, and lack of writing practice. Based on this problem the researcher would like to increase student Writing Descriptive Text Ability by using Jigsaw Technique.

Jigsaw technique is one of cooperative learning that considered as the most flexible of the strategy. It can be implemented to teach some skills of language learning (involves speaking, reading, writing and listening) and any kinds of subject, such as mathematics, social, and science. The teacher can apply jigsaw technique in teaching writing descriptive text. In applying jigsaw technique, we can use media. One of media is picture series. Pictureseries has a special form in which the events of the story continuously happen and draw in a picture set. Most of the students like to study something that they can imagine immediately. It makes them more interested and stimulated to explore and develop their ideas. Through pictures series, the students can determine their vocabularies which are relevant to the pictures.

Therefore, to know the student's ability in descriptive writing, the writer holds the pre-survey at SMP Negeri 1 Kibang East Lampung. which showed on the table below:

Table 1
The Data of Pre-Survey at the Eight Grade of SMP Negeri 1 Kibang Lampung Timur.

NO	Students Code	Score	Note
1	AR	85	Complete
2	AJ	70	Failed
3	AM	80	Complete
4	DL	60	Failed
5	DR	65	Failed
6	DY	65	Failed
7	DDA	80	Complete
8	EL	60	Failed
9	EYP	85	Complete
10	ERA	65	Failed
11	EA	80	Complete
12	ER	75	Complete
13	FD	65	Failed
14	FY	55	Failed
15	ID	65	Failed
16	LM	55	Failed
17	MD	80	Complete
18	MD	60	Failed
19	NAD	65	Failed
20	NA	60	Failed
21	NF	45	Failed
22	PW	55	Failed
23	RB	50	Failed
24	RW	53	Failed
25	RI	52	Failed
26	RG	40	Failed
27	RN	65	Failed
28	SR	60	Failed
29	SHR	63	Failed
30	TR	50	Failed
31	VA	50	Failed
32	WD	52	Failed
33	WN	65	Failed
34	YA	70	Complete

otal	1375	
verage	68,75	
he Highest Score	85	
he Lowest Score	40	

Source: The teacher's Grade Book of English at the Eight Grade of SMP Negeri 1 Kibang East Lampung in academic year 2017/2018

Based on the pre-survey data on August, the writer found that most of secondgrade of SMP Negeri 1 Kibang East Lampung. is categorized into low category. It can be seen from score of 13 the students' less than 75 as the Minimum Standar Criteria (MSC). To overcome the problem above, the writer decided to conduct a research focusing on using Jigsaw Technique in teaching writing descriptive text to the students of SMP Negeri 1 Kibang East Lampung.

Based on statements above, this study emphasizes on the Using Jigsaw Technique To Increase Students' Writing Ability in Descriptive Text at The Eight Grader of SMP Negeri 1 Kibang East Lampung in Academic Year 2017/2018.

B. Problem Identification

Based on the background above, the writer would like to identify the problems as follow:

1. The students have lack of grammar understanding.

2. The students have lack of writing practice

3. The students are not able to express their written ideas well in descriptive text.

4. The students writing ability in descriptive text is still low

C. Problem Limitation

Based on the problems above, the writer limits the problems in the fourth problem that the students writing ability in descriptive text is still low. So, to increase their writing ability the writer will use Jigsaw Technique in teaching to increase Writing Descriptive Text at The Eight Grader of SMP Negeri 1 Kibang East Lampung in order to develop idea to write descriptive text directly. Then, to enable the student develop their ability in writing, problems involving the teacher, students and media must be solved.

D. Problem Formulation

Concerning the problem limitation above, the writer identified the problem formulation as follows:

"Can Jigsaw Technique increase the students' Writing Ability In Descriptive Text at The Eight Grader of SMP Negeri 1 Kibang East Lampung in Academic Year 2017/2018?"

E. Objectives and Benefit of the Study

1. Objectives of The Study

a. To increase students' writing ability in descriptive text

b. To increase students' learning activity in writing descriptive

2. Benefit of The Study

The writer expects that this study can give positive contribution either for the teacher or the students in teaching and learning English, especially writing ability.

a. For the Teacher

1) As a new alternative way for the teacher in teaching descriptive text

2) To enable the teachers to help students in solving their problems in writing ability.

3) To enable the teachers to know the increase jigsaw technique toward students' ability in writing a paragraph.

b. For the Student

1) The students can discuss and help each other to produce a good writing.

2) To enable the students to understand descriptive paragraph.

3) To enable the students to make a good paragraph

c. For Headmaster

The result of this research as a positive contribution to headmaster to increase the quality of the teacher in the school and for English Instruction specially to make research about writing.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Ability

1. Writing Descriptive Text Ability

In English learning there are four skills that must be mastered by students, those are listening, speaking, writing and reading. All of skills are important to learn about English directly. In this research the writer focused on writing skill. Because, in real teaching students' got difficulties in English writing skill.

According to Harmer Jeremy said that writing is one of the four skills in English, speaking, listening, and reading has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.[1] It means that writing is an activity of using language in written consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

Moreover, Thomas S. Kane said that writing is a rational activity, and that it is a valuable activity. To say that writing is rational means

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[1] Jeremy Harmer ,*"How to teach Writing",* (New York, Longman University Press, 2004), Page 31.

7

more than that it is an exercise of mind requiring the mastery of techniques anyone can learn.[2] In addition, Swales M. John and Christine B. Feak defined that writing is a complex sociocognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers.[3] So, writing is a process to sharing meaning from the brain which create or write on the paper. It can be use for a variety of purposes, ranging from being merely of major syllabus strand in it is own right. It essential feature of learning language, because it provide that very good mean by using spelling, vocabulary, and sentence pattern.

Besides that, according to Wilson Paige and Glazier Teresa defined that think of writing as including levels of structures, beginning small with words connecting to form phrases, clauses, and sentences then sentences connect to form paragraphs and essays. To communicate clearly in writing, words must be chosen and spelled correctly. Sentences must have a subject, a verb, and a complete thought. Paragraphs must be indented and should contain a main idea supported

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[2] Thomas S. Kane ,*"The Oxford. Essential Guide to Writing"*, (New York: Oxford University Press, 1988), Page 5.

[3] John M. Swales & Christine B. Feak, *"Academic Writing"*, (New York: Oxford University Press, 1993), Page 34.

with sufficient detail.[4] Meanwhile Hyland Klan said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.[5] Besides that, according to Seikh N. Samshad writing is not an inherent quality; one needs incessant practice to acquire this skill. Positive motivation on the part of tht teachers and conscious efforts on the part of the learners can develop rural learners' writing skill which thereby can help in enhancing other language skills.[6]

Based on the statement above the researcher concludes that writing is a process to sharing meaning through hand write in the paper. This activity can help student to improve their knowledge especially in writing skill. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in form of written language. By writing, language learners can express their feelings, ideas, thoughts, emotions, attitudes, etc.

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[4] Paige Wilson & Teresa Glazier, *"The Least you should know about English Writing Skill",* (New York: Cengage Learning Press 2008), Page 206.

[5] Hyland, Klan, *"Second Language Writing",* (USA: Cambridge University Press, 2003), Page 9.

[6] Seikh N. Samshad, "Indian Streams Research Journal", *Developing English Writing Skill of Rural Learners,* Volume: 5, March 2015, Page 1.

a. Process of Writing

1) Planning

Planning is a series of strategies designed to find and produce information in writing.[7]

The planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gendering information on those subjects from different perspectives.

When planning, the writer has to think about three main issues. The first is the purpose of the writing, it includes the type of the text the writer wants to product, the language the writer use, and the information the writer choose. The second is the audience, who are the reader of the writing. So the writer must attend the choice of the language informal or formal writing. The last is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to included.[8]

2) Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing.

The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the connection among those clusters and discovers the relationship that links the connection.

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[7] Mc. Crimon, *Writing With A Purpose*, (New York, Houhton Miffin ,1983), Page. 10

[8] Jeremy harmer, *How To Teach Writing*, (England,Pearson Longman, 2007), Page. 5

3) Revising

Revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing.

After it has completed the preliminary draft, it needs to stand back of the text and decide what action would seem to be most productive. It has to begin upon global revision complete recreation of the world of the writing.

Based on the explanations above, in this research the writer focus her research on the planning of the writing which identify the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using the technique in descriptive writing.

2. Definition of Writing Ability

Writing is the activity of writing, in contrast to reading, speaking etc. or a group of particular of writing, especially by particular person or on particular subject.

According to Oxford Advanced Learner's Dictionary, ability is the fact that somebody or something is able to do something. And according to Wikipedia the ability can be defined as the quality or state of being able, power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing, sufficiency of strength, skill, resources, etc. in the plural, faculty, and talent.

Based on the quotation above, it can be inferred that ability is the level of skill to do something, especially the power to perform, whether physical, metal, financial, and intellectual to accomplish something. And from the definition above, it can be concluded that writing skills deal with the ability to arrange the graphic system such as the letter, word, and sentences of certain language being used in writing communication in order that the reader can understand the message or information.

3. **Concept of Descriptive Writing**

Descriptive is also a text. It is a paragraph in which a writer tries to picture out an object to the reader. The object can be anything. It can be a concrete object as a person, or an animal, or a plan etc. it can be an abstract object such as an opinion, or idea, or love, or hate or believe, etc.

One of the texts types used in research is descriptive text. A descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced. In addition to informing and interesting other, description adds to enjoyment of life.

Descriptive text can be presented as writer or spoken texts. In a descriptive text, the writer as authority informs something to the

unknown readers or listener. The descriptive text may come in any forms, such as text books, encyclopedia, or essay test answers. This are type of text consists of two main parts, there are identification and description:

a. Identification: it identifies a particular person, place, or thing to be described. The identification can be in the form of definition.

b. Description: it contains subtopics. They describe parts, qualities, and characteristics. [9]

It means that descriptive text is able to provide detail information about the particular thing in order to make the readers understand what the writer means. Furthermore, descriptive text is a text that is used to describe a particular thing, person, or place. It talks about one specific thing, person or place by mentioning its characters, parts, quantities, or qualities. The subject being described is explained as clearly as possible to make the reader or listener able to see or image the subject in their mind clearly as the author sees. For instance, a student wants to describe his sister to his new friend. In his mind, he has a very clear picture of his sister, including the pointed nose and the happy chuckle of her laugh. His goal, then, is to use enough carefully chosen, specific details in his description so that his friend could pick his sister out of a group of people.

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[9] Th. M. Sudarwati And Eudia Grace, *Look Ahead,* (Jakarta,Erlangga,2007), Page. 172

According to Wikipedia, descriptive writing has a goal, characteristic and uses. Here are the explanations:

a. Goal : descriptive writing clearly describes a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.

b. Characteristics: the general characteristics of descriptive writing include:

1) Focus on specific participants: a particular class or thing, person or place (e.g. The Time, SBY President, garden) rather than generalized participants (e.g. the happy family, newspaper, marketing).

2) Used of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verb).

3) Use of simple present tense.

4) Frequent use of classifier in nominal group (e.g. one of…, many of…, etc)

c. Uses : descriptive writing appears almost everywhere and is often included in other genre, such as in a descriptive introduction of a character in a narrative.

The following is the examples of descriptive text:

Text organizations

My Pet

Identification ←— I want to tell you about my pet.

Description { My pet is cat. I have many pets in my house, like chicken and cow. But I just like my cat. He is a sweet and healthy cat. He has two blue eyes and one white tail. The body hair is black and there is mustache on his noose. He is very funny.

The WALI Live Concert

Identification ←— It is the WALI concert, live from Lampung.

Descriptions {

Thousands of young people are now gathering to see the concert. They are ready to listen to the music. Now, there eyes are on the empty stage. Every lamp on the big stage and bright lamp on the stage is on. It's beautiful.

One by one the group members are walking to the stage. Apoy wears a black T-shirt and black jeans. He has an oval face. Tomy and Ovie are behind him. They wear a red polo shirt and blue jeans. And Fa'ank walks side Ovie. They wav their hands and smile. Everybody is shouting and calling their names. This is amazing.

From the explanation of the descriptive text, it can be see that the organization of the text consists of two parts; they are general classification and descriptions. General classification or sometimes called as identification, introduces the topic being described (*My Pet* and *The WALI Concert*). In order hand, descriptions tell the topics more clearly (such as parts and its characteristics).

4. The Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.[10]

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[11]

As Barbara Fine Clouse said in her book, *The Student Writer*, Description adds an important dimension to our lives because it moves our emotion and expands our experience.[12] Description expands our experience by taking us to place we might not

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[10] Linda Woodson, *From cases to composition*, (San Antonio:University of Texas, Scott, foresman and Company,1999), Page. 73

[11] George E. Wishon and Julia M. Burks, *Let's Write English,* (New York: Litton Educational Publishing, 1980), Page. 128

[12] Clouse, Barbara Fine, *The Student Writer: Editor and critic*, (New York: McGraw-Hill Companies, Inc., 2004) 6th edition, Page.142

otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

Traditionally, descriptions are divided into two categories: *objectives* and *subjective*. In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader your reaction and description can be emotional and value-loaded.

The goal when we write subjective description is to create vivid mental images. To do that, we will use *concrete sensory detail*, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch).

Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.[13]

b. Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations and people we encounter. We even use description to persuade others to think or act in particular ways, advertisers describe products to persuade us to buy them travel agents describe locales to entice us to visit them and real estate agents describe properties to stimulate a desire to

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[13] Miller, George, *The Prentice-Hall Reader* (New Jersey: Prentice-Hall, 1986) Page.105

see them. As the examples in the following chart show, description

enables us to entertain, express feelings, relate experience, inform,

and persuade.[14]

Table 2
Purpose for Description

urpose	escription
o entertain	n amusing description of a teenager's bedroom
o express feelings	description of your favorite outdoor retreat so your reader understand why you enjoy it so much
o relate experience	description of your childhood home to convey a sense of the poverty you grew up in
o inform (for a reader unfamiliar with the subject)	description of a newborn calf for a reader who has never seen one
o inform (to create a fresh appreciation for the familiar)	description of an apple to help the reader rediscover the joys of this simple fruit
o persuade (to convince the reader that some music videos degrade woman	description of a degrading music video

Although it can serve a variety of purposes, description is most

often expressive, so it most often helps writers share their perceptions.

As human beings, we have a compelling desire to connect with other

people by sharing our experiences with them.

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[14] Clouse, Barbara Fine, *The Student Writer: Editor and critic (6th edition)*, (New York: McGraw-Hill Companies, Inc., 2004), Page.143

c. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1) Description of a People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

a) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).[15]

b) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer

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[15] Adelstein, Michael E and Jean G. Pival, *The Writing Commitment*, (New York: Harcourt Brace Jovanovich, Inc., 1976) Page.149

does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits. [16]

c) **Character Sketch**

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotes.[17]

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[16] Adelstein, Michael E and Jean G. Pival, *The Writing Commitment*, (New York: Harcourt Brace Jovanovich, Inc., 1976) Page.150
[17] *Ibid,* Page. 151

2) Description of a Place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.[18]

3) Description of a Things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

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[18] Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill,* (New York: International Thompson Publishing Company,2010) 4th Edition, Page. 69

a) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things.

For example Arizona University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, the wind had chiseled deep grooves into the sides of the cliffs is more specific than "the wind had made deep grooves. The verb *chiseled* also gives the reader a more accurate picture of the wind's action than *made* does.[19]

d. The Structure and Example of Descriptive Text

The generic structures of a description are as follows:

1) Identification: identifies the phenomenon to be described

2) Description of features: describes features in order of importance:

a) Parts/things (physical appearance)

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[19] Santi V. Buscemi, *A Reader for Developing Writers,* (New York: McGraw-Hill Companies, Inc., 2002), Page. 267

b) Qualities (degree of beauty, excellence, or worth/value)

c) Other characteristics (prominent aspects that are unique).

The generic features of description are:

1) Verb in the present tense

2) Adjective to describe the features of the subject

3) Topic sentences to begin paragraphs and organize the various aspects of the description.[20]

The factual description scaffold

1) A general opening statement in the first paragraph

a) This statement introduces the subject of the description to the audience.

b) It can give the audience brief details about the when, where, who, or what of the subject.

2) A series of paragraphs about the subject

a) Each paragraph usually begins with a topic sentence.

b) The topic sentence previews the details that will be contained in the remainder of the paragraph.

c) Each paragraph should describe one feature of the subject

d) These paragraphs build the description of the subject

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[20] Mark Anderson and Kathy Anderson, *Text Type in English 3,* (Australia: MacMillan, 1998), Page. 26

3) A concluding paragraph (optional)

The concluding paragraph signals the end of the text.[21]

Example of descriptive text

Mr. Kartolo, the Farmer

Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his corps.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.[22]

e. Writing Ability at Junior High School

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000: 7) who proposes that   teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning. When teacher teach writing to students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically. Hence,

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[21] *Ibid*, Page. 27

[22] Wardiman, Artono, et. al., *English in Focus: for Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008) Page.113

teaching writing depends on the teacher's ability how to teach writing effectively which it makes students' ability being improved.

Teaching writing for students of junior high schools is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high schools level. English learning in junior high school is targeted to make the students reach the functional level, that is, to communicate written and oral in solving daily problems. One scope of English learning at junior high schools is that students can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative, and recount.

In producing the text, students of junior high schools still make some mistakes in their writing. Edge as quoted by Harmer suggests that mistakes can be divided into three broad categories. Firstly, slips is the mistakes that the students can correct by themselves when the mistakes have been pointed out to them. Secondly, "errors" means mistakes which cannot be corrected by the students themselves and need explanation. The last, attempts is when a student tries to say something but does not know yet the correct way of saying it. To respond to student's mistake, teachers can use feedback that contains specific criteria for writing task and criteria that have been taught and communicated to the learners.

Writing in junior high schools has some aims to the students. They are intended understand the meaning of short functional text to interact with their friends, parents, teachers, or people around them. Students can express their ideas in the form of short functional text using many types of language style. Students will also make some shopping lists, advertisements, announcements, greeting cards and instructions. Writing covers some aspects such as, vocabulary, grammar, spelling, punctuation, written expression, make sentences, make paragraphs, and text models. Students in the junior high school have to know some kind of texts. Some texts that the teacher uses in their lesson are narrative, explanation, exposition, procedure, and recount.

5. The Measurement of Writing Ability

Writing skill involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:[23]

Table 3
The Measurement Rubrics of Writing Essay Skill

Writing Ability	Score	Criteria	Details
Content	30-27	Excellent to Very Good	knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor	does not 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, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	somewhat choppy, loosely organized but main ideas stand out, limited

[23] Douglas H Brown, *"Language Assessment Principles and Classroom Practice",* (New York: Longman University Press, 2007), Page 244.

Organization			support, logical but incomplete sequencing.
	13-10	Fair to Poor	on-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	oes not communicate, no organization, or not enough to evaluate
Vocabulary	)-18	Excellent to Very Good	ophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	dequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	mited range, form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	irtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate.[24]
anguage	25-22	Excellent to Very Good	ffective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	ffective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions,

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[24] Douglas H Brown, *"Language Assessment Principles and Classroom Practice",* (New York: Longman University Press, 2007), Page 244.

			but meaning seldom obscured.
	17-11	Fair to Poor	ajor problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.[25]
	10-5	Very Poor	aving no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	emonstrates mastery of conventions, few errors of spelling, punctuation.
	4	Good to Average	ccasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	requent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	o mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

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[25] *Ibid.,* Page. 245

B. The Concept of Jigsaw Technique

1. Definition of Jigsaw Technique

A jigsaw classroom is not a loose, anything goes situation. It is highly structured. Interdependence is required. It is the element of required interdependence among students which makes this a unique learning method, and it is this interdependence that encourages the students to take an active part in their learning. In becoming a teacher of sorts, each student becomes a valuable resource for the others.

Learning from each other gradually diminishes the need to try to out-perform each other because one student's learning enhances the performance of the other students instead of inhibiting it, as is usually the case in most competitive, teacher-oriented classrooms.

Within this cooperative paradigm the teacher learns to be a facilitating resource person, and shares in the learning and teacher process with the students instead of being the sole resource. Rather than lecturing to the students, the teacher facilitates their mutual learning, in that each student is required to be an active participant and to be responsible for what he learns.

Jigsaw Technique is one kind of cooperative learning methods, which has been developed by Aronson in 1978. In this study, the material is divided into as many parts as group members. Each member learns one part and responsible for informing the materials to their teammates. The students are assigned chapters, short books, or

other material to read, usually social studies, biographies, or other expository material. The overview of the technique can be described as follows:
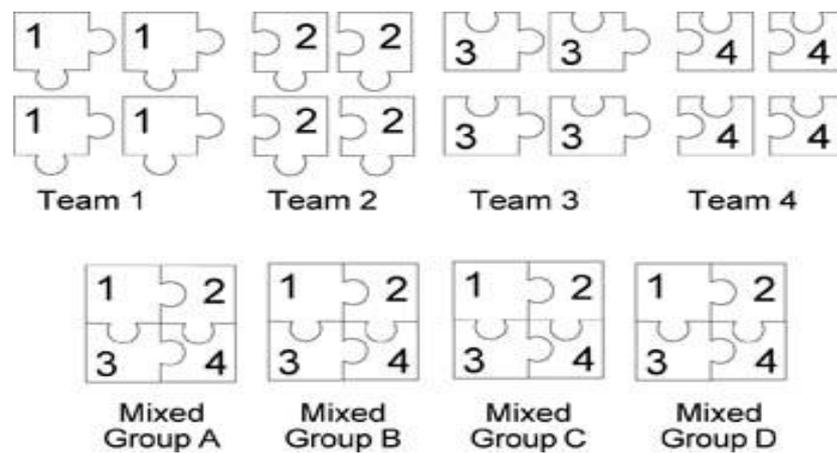
Jigsaw technique can be modified based on the teaching and learning process. Kagan identifies some varieties of jigsaw technique, they are: jigsaw I, jigsaw II, jigsaw III. Jigsaw I is the original one. It assigns different materials to the students. While in Jigsaw II, it assigns different tasks based on the same material. Jigsaw III emphasizes on social skill activities, such as wrap up processing for the students.

2. **The Procedure of Jigsaw Technique**

Here, the procedure of Jigsaw Technique in teaching learning process in the class. Then, the procedure would like to explain as follow:

a) Divide students into 5 or 6 person jigsaw groups. The group should be diverse in terms of gender, ethnicity, race, and ability.

b) Appoint one student from each group as the leader. Initially, this person should be the most mature students in the group.

c) Divide the day's lesson into 5-6 segments.

d) Assign each student to learn one segment, making sure students have direct access only to their own segment.

e) Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

f) For temporary "expert groups" by having one student from each jigsaw group join other student in these expert group time to discuss the main points of their segment and rehearse the presentations they will make to their jigsaw group.

g) Bring the students back into their jigsaw group.

h) Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

i) Float from group to group, observing the process. If any group is having trouble (e.g. a member is dominating or disruptive), make an appropriate intervention. Eventually it's best for group leader to handle this task . Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

j)   At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.[26]

From statement above, it can be inferred that the first thing that should be done is divided the students into 5-6 person of jigsaw group. It will be better if the teacher divide the member of group. The member of group should be limited in order they can work effectively because total of the member group will influence their productivity.

Furthermore, after dividing the students in a group, the next step is point one of the students from each group to be the leader of the group. Then, give each member of group different material and give them time to learn their own material. It is useful to help the expert to comprehend the information, so it will make the member of group respect to the contribution each member.[27]

For the next step, ask the students from each group that has the same material meet together called as an expert group. After that each expert back to their group and explain their material to their group mates. After all these steps, give the students quiz at the end of session. The aim is to know how far the students master the material.

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[26] Aronson Elliot,"*Prosedur of Jigsaw*", https://www.jigsaw.org/, downloaded,09 september 2016

[27] Slavin, Robert, cooperative Learning, , (Bandung:Alfabeta, 2009), p.245

3. Advantages and Disadvantages of Jigsaw Technique

Each technique or method always have advantage and disadvantage, then the advantage and disadvantage of Jigsaw Technique would like to explain as follow:

a. Advantage of Jigsaw technique

1) Suitable for all levels.

2) It can be used in learning reading, writing, listening, or speaking. It also can be used in some subjects.

3) Learning in teamwork has much opportunity for making information and increasing student communication skill.

4. Disadvantages of Jigsaw Technique

a) It needs over time.

b) It needs creative teacher.[28]

Based on explanation above, the researcher can be concluding that jigsaw technique is emphasized teamwork between students in a group. The students are trained to be able to study individually they have responsibility to their group success and brief to ask or expressing opinion in the learning process. The matter caused in jigsaw technique every students has responsible to learn the lesson that had given, therefore the lesson is accepted difference and the students have to be able to explain their part lesson to other member group.

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[28] Aronson Elliot,"*Kelebihan dan Kekurangan Jigsaw*", https://www.jigsaw.org/, downloaded 09 september 2016

The each other students' lesson mastery is very influence toward his or her score and influence toward their group score. Because, at the last lesson, the writer gives test or quiz individually that lesson had be discussed.

C. Action Hypothesis

In line with the frame of theories and assumption the researcher formulates the hypothesis "By using Jigsaw technique the students will be able to increase students writing ability at the Eight Grade of SMP NEGERI 1 KIBANG LAMPUNG TIMUR.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition Variable

Variable and operational definition of variables is the instruction to certain formulation, it does not make hesitate and confuse, and a formulation can be measured or observed. Meanwhile, variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.

From the definition above, the operational definitions of variables as follows:

1. Independent Variable

Independent variable is the major variable which is expected to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable in this research is using Jigsaw Technique Mastery. To measure this technique, the researcher order to students make a group, each group consist of 4 until 5 person. Then each group make a descriptive text about the topic, at the last, after they are finished the task one of member of group go forward in front of class and they must be present about what the group write.

2. **Dependent Variable**

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable in this research is writing descriptive text ability that is kind of writing ability that must be mastered by the students. To measure descriptive text ability, the researcher use criteria of score in writing descriptive text ability, that is content, organization, vocabulary, language, and mechanic. Then, the result of writing descriptive text reputed to be success if they are get score at least 70 as the minimum standard mastery.

B. **Research Setting**

The research setting of this research is SMP Negeri 1 Kibang Lampung Timur which is located in Jl. Harapan Margototo Kec. Metro Kibang Kab. Lampung Timur. Action research concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners.

The subject of this research is the students of SMP Negeri 1 Kibang East Lampung. They are the students on eight grade of class C of SMP Negeri 1 Kibang East Lampung. The researcher chooses the students of Eight class because of most of the students has low score in English lesson especially in Writing Description Text.

After finishing the problems, the researcher examined the problem solution. It is teaching Writing Descriptive Text by Using Jigsaw Technique.

C. Object of The Study

The object of this study is the students' writing ability. The collaborator in this research is the English teacher at the first grade of SMP Negeri 1 Kibang Lampung Timur. His name is Anton Suwardi.

D. Research Procedure

The research procedure is the steps or process to investigate the research result in learning process. This research use Classroom Action Research model. Action research is a precision about teaching and learning process in actions that is intentionally done and occurred together in the classroom. According to Mc Niff said that action research is a name given to particular way of researching us own learning.[29] It means that the teacher gives an action or instruction then the students do it. Classroom action research must concern with the effort of teachers in learning process.

In the classroom action research, the researcher would like to hold the research in two cycles. There was a relationship between one and the other. They are planning, acting, observing, and reflecting. It means that,

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[29]McNiff, Jean Whitehead, *Action Research: Principles and Practice*,(London and New York, 2002), Second Edition, P. 15

action research consists of four steps include planning, action, observation, and reflection. Here is step of classroom action research design:
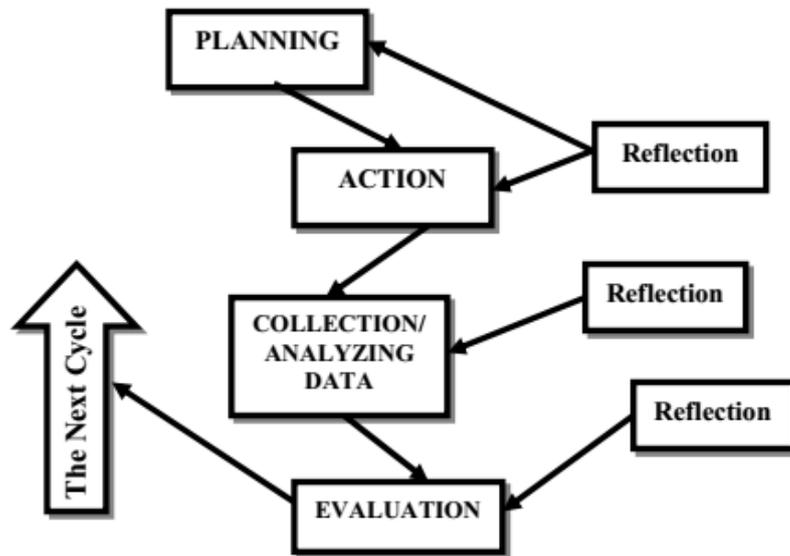
Figure 1. Design of Classroom Action Research Model (McKernan Model).[30]
Based on model design from McKernan above, there were four steps in an acting process, they are planning, acting, reflection and the last evaluation. Which was all activity have relationship with the other.

1. **Cycle I**

   a. **Planning**

   Planning is the first step in each activity, without planning the activity that the researcher does will not focus. Here is step that the researcher can make in planning:

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[30] Karen Goodnough, *"Taking Action in Science Classroom Trough Collaborative Action",* (Canada, Sense Publishers, 2011), Page 4.

1) The writer prepares the lesson plan.

   In conducting the research, the writer makes lesson plan for the activities. There are two different lesson plans, they are: first, plan is used for second meeting or first cycle. The last is lesson plan used in last meeting or second cycle. In every lesson plan there are three steps of writing activity namely; pre, whilst, and post teaching.

2) The writer prepares the material and media.

   In the research, both the researcher and her collaborative English teacher prepare the instructional material and media which are suitable for writing class. Both materials and media are taken from textbook, newspaper, internet or other sources. Those materials or media should be interesting and able to support teaching and learning process.

b. **Acting**

The second step in the action research is acting. It is the implementation of the planning. In this step the researcher acts as follows:

1) Pre Teaching

   a) The students pray and greet together.

   b) The researcher checks the attendant list.

   c) The researcher asks the students condition.

d) The researcher chooses the appropriate with the material going to be taught.

2) While Teaching

a) The teacher divides students into home and expert group.

b) The students discuss picture series that is used as media and make an outline of descriptive writing in expert group.

c) The students share it to home group.

d) The students write the whole descriptive using their own words individually. It makes students are easier to discuss and share information to their friends to home group.

e) The researcher and collaborator give the scoring to the students.

f) The researcher asks the students are there difficulties in descriptive text.

3) Post Teaching

a) The researcher summarizes the material of learning.

b) The researcher and the collaborator give motivation to the students.

c) The researcher closes the meeting.

d) The researcher greets to the students.

c. Observing

Observing is the activity of recording the event and action. Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. The observation is doing in teaching learning process. In this step, the researcher observes the process of teaching learning by using form of observation.

d. Reflecting

The reflecting is the fourth steps that researcher is doing. The researcher will try to see and amuse again something that researcher has done. It is also knowing whether there is effect to the students' learning process. By reflection, the researcher and teacher will know the strength and weakness from action that the researcher and teacher have done. The researcher decides that the next cycle focused on the weakness in preview cycle. In this step the researcher acts as follows:

1) Re-analyze the students learning outcomes toward the subject being taught.

2) Re-analyze the implementation jigsaw technique as a way to extend learning materials.

3) Give attention to barriers encountered obstacles during the action research conducted.

2. **Cycle II**

   a. **Planning**

   Planning is the first step in each activity, without planning the activity that the researcher does will not focus. Here is step that the researcher can make in planning:

   1) The researcher prepares the lesson plan.

   In conducting the research, the researcher makes lesson plan for the activities. There are two different lesson plans, they are: First lesson plan is used for second meeting or first cycle. The last is lesson plan used in last meeting or second cycle. In every lesson plan there are three steps of writing activity namely; pre, whilst, and post teaching.

   2) The researcher prepares the material.

   In the research, both the researcher and her collaborative English teacher prepare the instructional material and media which are suitable for writing class. Both materials and media are taken from textbook, newspaper, internet or other sources. Those materials or media should be interesting and able to support teaching and learning process.

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    b) The students discuss picture series that is used as media and make an outline of descriptive writing in expert group.

    c) The students share it to home group.

    d) The students write the whole descriptive using their own words individually. It makes students are easier to discuss and share information to their friends to home group.

    e) The researcher and collaborator give the scoring to the students.

    f) The researcher asks the students are there difficulties in descriptive text.

3) Post Teaching

    a) The researcher summarizes the material of learning.

    b) The researcher and the collaborator give motivation to the students.

    c) The researcher and the collaborator close the meeting.

c. Observing

Observation will be done to identify classroom activities during teaching and learning process. It is done while the action is being implemented. Observation and field note help collaborator do observation. The result of the observation can be used as input for the next meeting. Observation will be done either in first or second cycle. The researcher gives the tasks as post-test in teaching learning process. The tasks are writing descriptive text based on picture series that they have discussed. The students do the tasks individually.

d. Reflecting

In this step, the researcher will compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Technique

To collect the data, the researcher uses the data collection method as follows:

1. Observation

Observation is the election modification, recognition, and coding combination in behavior and organism situation that suitable with empires goals.

The researcher applies this method to get the students' activities like students' comprehend in answering the question, students' writing

activity, students' participant and proclivity of students' learning writing in the class.

2. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other) of information. [31]

3. The Field Note

To collect the data more accurately, the researcher uses field note to make easy when analyze the data. This is to know the student's activities during the teaching process. It is done after finishing of teaching learning process.

F. Research Instrument

The research instrument of this research is the researcher uses research instrument are follows:

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.[32] The material in pre-test and post-test are different but have same difficulties. The test is divided by two parts as follows:

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[31]*Ibid.,* P.119
[32]*Opcit*, p.105.

a. Pre-test

The pre-test is give in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test is doing in the end of meeting in class. This treatment has done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test. This step will be done after the treatment to know the influence of the jigsaw technique whether it is able to increase the students' writing ability.

G. Data Analysis Technique

The data will be analyzed step by step to take the average score of the pre-test and post-test. The formula to get the average of pre-test and post-test as follow:

$$\overline{X} = \frac{\Sigma X}{N}$$

Note:

$\overline{x}$ = Average score
Σx = The total number of student's score
N = Total of Students

Furthermore, to know the gain the researcher will compare between pre-test and post-test. The result is matched by Minimum Standard Criteria

(MSC) at the school at least 70. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 all of the students are successful. It is not continued to other cycle. Then, the formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follow:[33]

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

P : Class Percentage

F : Frequency

N : Number of Student

H. Indicator of Success

The research reputed to be success if 80 % of students got minimum score at least 70 and there is increasing students learning activity in teaching learning process after using Jigsaw Technique in teaching and the indicator of success in this research have been achieved.

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[33] Timothy C. Urdan, *"Statistics in Plain English",* (London: Lawrence Erlbaum Associate Publishers, 2015), Page 10.

CHAPTER IV

RESEARCH RESULT AND INTERPRETATION

A. Research Result

In this chapter the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMP Negeri 1 Kibang Lampung Timur especially for the Eight grade of student in class VIII E SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018.

1. The Profile of the School

a. The Brief Story of SMP Negeri 1 Kibang Lampung Timur

SMP Negeri 1 Kibang Lampung Timur is one of the State Junior High School in East Lampung which is found under the Department Education Decision. It is located on the Harapan Street, Margototo District which was accredited B by BSNP (National Standardization of Education Board).

After knowing that Margototo village headman and society's figure of Margototo (Supardi, Zainal, Kamto) when to the province purposing a proposal in order SMP Negeri 1 Kibang Lampung Timur founded in Margototo. With some considerations and strategic location so that proposal was accepted. After that the building was started to be develop, because of the restricted area, so the school was canceled to be founded.

For the sake of the reaching of the building of SMP so the village headman and society figure of Margototo purposing the proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of developing SMP Negeri 1 Kibang was agreed.

SMP Negeri 1 Kibang was founded in 1985 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP Negeri 1 Kibang began the new year of education in 2003-2004.in 2003-2004 SMP Negeri 1 Kibang is led by Drs Junaidi. Now the headmaster SMP Negeri 1 Kibang is Sri Suhartini,S.Pd.,M.M.

Besides that, SMP Negeri 1 Kibang Lampung Timur for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh grade, eighth grade, and ninth grade.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

b. Vision and Mission of SMP Negeri 1 Kibang Lampung Timur

1) Vision

    a) Having Quality

    b) Religious

    c) Populist

2) Mission

    a) Building Harmonious Relationship and Democratize

    b) Improvement Insight

    c) Optimal of Utilization

    d) Improvement of Learning Process

3) Objective

Creating a good graduation of SMP Negeri 1 Kibang Lampung Timur who have good quality of skill in religion and competent.

4) Strategy

    a) Make a discussion with another party's.

    b) Intensive development to the teacher and all of employee

    c) Added and utilization of infrastructure

    d) Guided course in intra or extra

    e) Continue and control to student's activity

2. **The Teachers Data**

SMP Negeri 1 Kibang Lampung Timur has 36 teachers. Two of them are English teachers. The data of the teachers and the staff of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 can be seen through this table as follow:

Table 4
The Teacher Data of SMP Negeri 1 Kibang Lampung Timur

No	Name	Occupation	Ladder	Subject
1	Sri Suhartini, SP.d	Headmaster	S1	Indonesia Language
2	Samsul Arifin, S.Sos	Veice	S1	Social
3	Erwanda, S.Pd	Veice	S1	Math
4	Nanang Sugandi, S.Pd	Vice	S2	Health
5	Dra. Solecha	Teacher	S1	FIQIH
6	Megaria Susanti, S.Pd	Teacher	S1	Indonesia Language
7	Sumarni, S.Pd	Teacher	S1	Hadist
8	Agus Sugiyatman	Teacher	S1	Social
9	Yudi Prasetiyo, S.Pd	Teacher	S2	Math
10	Hendra Buana, S.Pd	Vice	S1	Indonesia Language
11	Henry cahyadi, S.Pd	Teacher	S1	Social
12	Mulatsih Hasan, S.pd	Teachers	S1	Moral
13	Musirahwati, S.Si	Teachers	S1	Nation
14	Sumarti, S.Pd	Teacher	S1	Moral
15	A.Suwardi, S.Pd	Teacher	S1	Art
16	Sri Murni, S.Pd	Teacher	S1	History Muslm
17	Henri Cahyadi	Teacher	S1	Social
18	Neti Susilawati, S.Pd	Teacher	S1	Hadist
19	Solmawati, S.Pd	Teacher	S1	Math
20	Sri Hartati, S.Pd	Teacher	S1	Math
21	Suryadi, S.Pd	Teacher	S1	Social
22	Sugiyanti, S.pd	Teacher	S1	English
23	Sulistiyorini, S.Pd	Teacher	S1	Math
24	Sri Mujiyanti, S.Pd	Teacher	S1	Indonesia Language
25	Riana, S.Pd	Teacher	S1	English
26	Titik Sumiyati, S.Pd	Teacher	S1	Hadist
27	Ngadiono, S.Pd	Teacher	S1	Moral
28	Imam Safingi, S.Pd	Teacher	S1	Religion
29	Hasan Basri, S.Pd	Teacher	S1	Religion
30	Rumiyati, S.Pd	Teacher	S1	Science
31	Boyatno, S.Pd	Teacher	SI	Moral

32	m. Ngadenan, S.Pd	Teacher	S1	Math
33	Wiji Utami, S.Pd	Teacher	S1	Science
34	Ngtino, S.Pd	Teacher	SI	Counseling
35	Hendra Buana	Honorer	S1	Health
36	Ayunda Gaeta, S.Pd	Honorer	S1	Computer

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

3. The Administration Staff of SMP Negeri 1 Kibang Lampung Timur

List of administration staff of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 can be seen as follow:

Table 5
The Data of Administration Staff of SMP Negeri 1 Kibang Lampung Timur

No	Name	Class	Occupation	Ladder
1	Amelia, S.Pd.I	III/d	Leader	S1
2	Sumirah, S.Pd	III/b	Staf. TU	S1
3	Supami, S.Pd	-	Staf. TU	S1
4	A. Manurung, A.Md	-	Staf. TU	D3
5	Suparni	-	Staf. TU	SMA
6	Agus, S.Pd	-	Staf. TU	S1
7	Mulyoto, S.Pd	-	Staf. TU	S1

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

4. Number of the Students at SMP Negeri 1 Kibang Lampung Timur

Number of students of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 can be seen on the following table:

Table 6
Number of Students of SMP Negeri 1 Kibang Lampung
Timur in Academic Year 2017/2018

No	Class	Sex		Total
		Male	Female	
1	VII	93	118	211
2	VIII	69	104	173
3	IX	88	102	190
Total		250	324	574

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

5. Organization Structure of SMP Negeri 1 Kibang Lampung Timur

Organization Structure of SMP Negeri 1 Kibang Lampung Timur

can be seen as follow:

Figure 2
Organization Structure of SMP Negeri 1 Kibang Lampung Timur
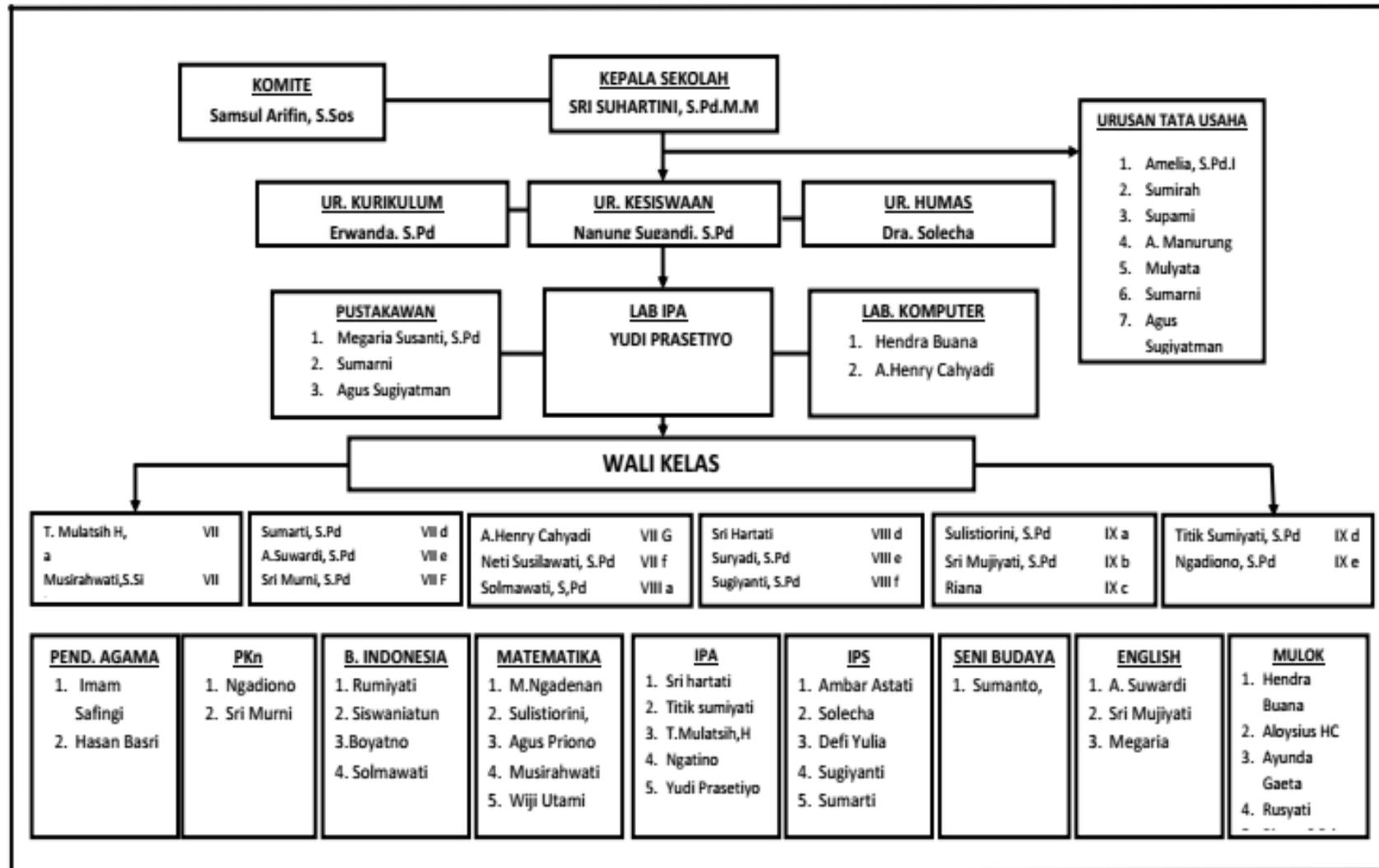
Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

6. The Infrastructure Situation of SMP Negeri 1 Kibang Lampung Timur

The infrastructure condition of SMP Negeri 1 Kibang have a good condition all of item, but some building is god enough or broken piece. These building and facilities can be seen on the following table:

Table 8
List of Infrastructure of SMP Negeri 1 Kibang Lampung Timur

No	Name of Bulding	Total	Explanation
1	Classroom	17	Available/Good
2	Headmaster Office	1	Available/Good
3	Teacher Office	1	Available/Good
4	Administration	1	Available/Good
5	Science Laboratory	1	Available/Good
6	Computer Laboratory	1	Available/Good
7	Library	1	Available/Good
8	Counseling	1	Available/Good
9	Healthy Room	1	Available/Good
10	Cooperation	1	Available/Good
11	Security	1	Available/Good
12	Warehouse	1	Available/Good
13	Mosque	1	Available/Good
14	Canteen	3	Available/Less
15	Security Pos	1	Available/Good
16	Teacher Toilet	1	Available/Good
17	Students Toilet	8	Available/Good
18	Security Toilet	2	Available/Good
19	Basketball Field	1	Available/Less
20	Volleyball Field	1	Available/Good
21	Tennis Field	2	Available/Good
22	Computer	40	Available/Good
23	Television	2	Available/Good
25	Bench Study	580	Available/Good
26	Printer Machine	2	Available/Good
27	Lcd Proyektor	4	Available/Good
28	Screenview	3	Available/Good
28	Mattress	2	Available/Good
29	Fan	6	Available/Good

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

7. The Site Sketch of SMP Negeri 1 Kibang Lampung Timur
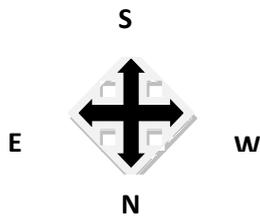
Figure 3
The Sketch of SMP Negeri 1 Kibang Lampung Timur
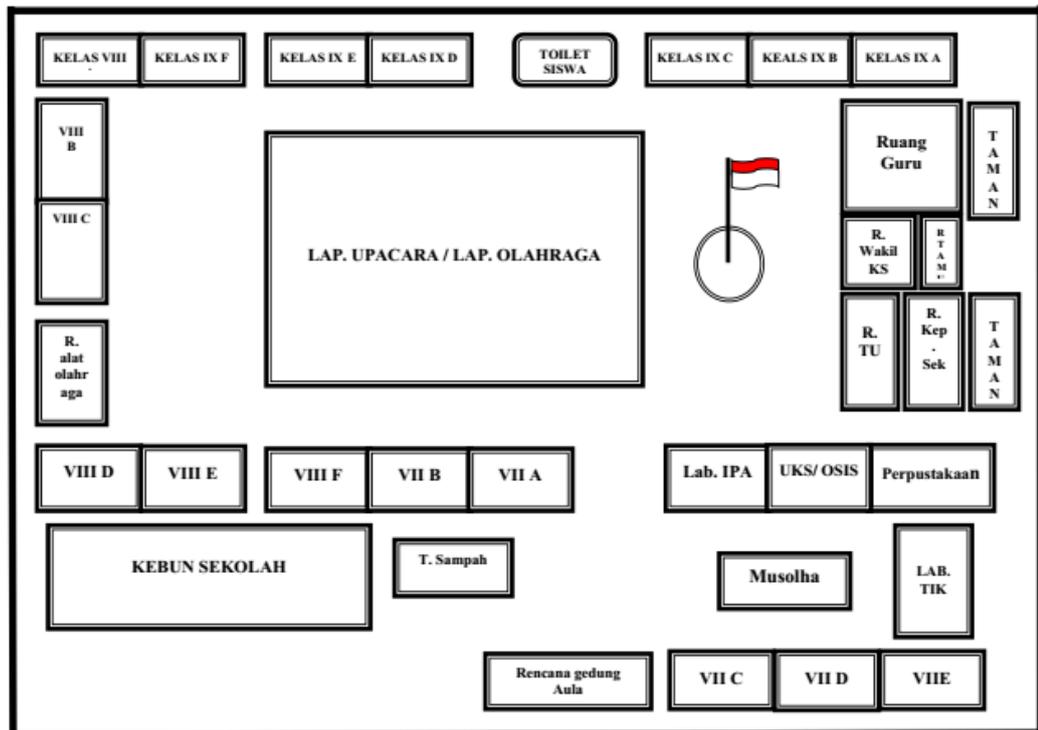
Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

B. The Description of Research Result

This research was classroom action research, and it was conducted at the Eight Grade of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018, which was located in Margototo Street Metro Kibang Lampung Timur. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting.

The students result of writing descriptive text was gained through test which consisted of pre-test and post-test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of students' learning activities

1. **Cycle 1**

   Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the researcher conducted pre-test as comparison with post-test. The sequence of those steps as follows:

   a. **Pre-Test**

   Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Thursday, August 24th, 2017 at 07.30 A.M until 09.00 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

   Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about descriptive text for 40 minutes by using explanatory method. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of essay which consisted of four topics which had to be

completed for 40 minutes. Then, the result of pre-test can be seen

on the table below:

Table 8
The Score of Pre-Test Students Writing Descriptive Text

NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LANG	MECH		
1	AR	17	7	13	11	2	50	INCOMPLETE
2	AJ	17	8	12	13	3	53	INCOMPLETE
3	AM	16	10	13	13	2	54	INCOMPLETE
4	DL	21	17	15	15	3	71	COMPLETE
5	DR	14	10	15	11	2	52	INCOMPLETE
6	DY	21	14	18	18	3	74	COMPLETE
7	DDA	14	9	10	8	2	43	INCOMPLETE
8	EL	13	8	11	12	2	46	INCOMPLETE
9	EYP	13	8	9	11	2	43	INCOMPLETE
10	ERA	13	9	8	6	2	38	INCOMPLETE
11	EA	22	17	17	11	3	70	COMPLETE
12	ER	18	15	14	13	3	63	INCOMPLETE
13	FD	13	7	9	11	2	42	INCOMPLETE
14	FY	23	18	15	18	3	77	COMPLETE
15	ID	13	7	8	6	5	39	INCOMPLETE
16	LM	15	13	8	10	3	49	INCOMPLETE
17	MD	14	10	14	11	2	51	INCOMPLETE
18	MD	13	13	10	15	3	54	INCOMPLETE
19	NAD	14	10	17	14	3	58	INCOMPLETE
20	NA	23	10	10	8	2	53	INCOMPLETE
21	NF	15	14	11	12	2	54	INCOMPLETE
22	PW	17	14	16	11	2	60	INCOMPLETE
23	RB	14	13	15	11	3	56	INCOMPLETE
24	RW	13	12	11	8	2	46	INCOMPLETE
25	RI	13	9	10	12	3	47	INCOMPLETE
26	RG	18	15	17	18	3	71	COMPLETE
27	RN	15	17	10	15	2	59	INCOMPLETE
28	SR	15	13	17	12	3	60	INCOMPLETE
29	SHR	13	7	7	8	2	37	INCOMPLETE
30	TR	15	7	9	10	2	43	INCOMPLETE
31	VA	14	10	11	9	2	46	INCOMPLETE
32	WD	22	17	19	17	3	78	COMPLETE
33	WN	14	13	9	13	2	51	INCOMPLETE

34	YA	15	14	9	11	3	52	INCOMPLETE
TOTAL								1840
HIGEST								78
LOWEST								37
AVERAGE								54

To know the interval of class students who passed the score the researcher

uses the formula 1+3,3 x log N, which will be sowing by the table below:

Table 9
Percentage of Students Writing Descriptive Text Pre-Test Score

Interval	Frequency	Percentage	Explanation
77-83	2	6%	Complete
69-76	4	12%	Complete
61-68	1	3%	Incomplete
53-60	12	35%	Incomplete
45-52	8	24%	Incomplete
37-44	7	21%	Incomplete
Total	**34**	**100%**	

Then, the graph of percentage students writing descriptive text pre-test

score could be seen as follow:

Graph 1
Percentage of Students Writing Descriptive Text Pre-Test Score
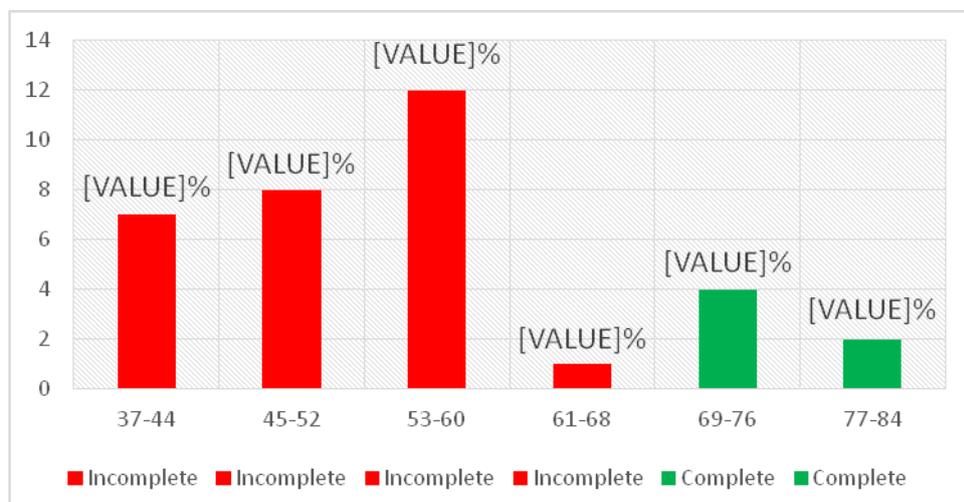
Based on the result of student's writing descriptive text pre-test score, it can be inferred that only 18% or 6 students for the score among the interval of 69-83 and who passed the Minimum Standard Criteria (MSC) at least 70, while 83 % or 28 students for the score among the interval of 37-69 did not pass the Minimum Standard Criteria (MSC) or less than 70. It indicated that the result of students writing descriptive text was still low. It was the reason why the writer used Jigsaw Technique to increase students writing descriptive text. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. **Planning**

Planning was the first step which had to be carried out by the researcher at the very first cycle in conducting the research. In this section the researcher and the collaborator prepared some plans for the action based upon the problems that faced by the students. Some plans which prepared by the researcher that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument.

c. Acting

The action in the cycle one consisted of 3 meetings. It was carried out on Monday, August 28th, 2017 at 07.30-09.10 A.M, Thursday, August 31th, 2017 at 13.00 A.M – 14.30 P.M and Monday, September 4th, 2017 at 07.30-09.10 A.M.

1) First Meeting

The first meeting was conducted on Monday, August 28th, 2017 at 07.30-09.10 A.M and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mr. Anton Suwardi, S.Pd was the collaborator as well as an observer.

This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave learning material about the definition of writing descriptive text to the students. Afterwards the researcher divided the students into five small groups for discussion. Each group consisted of four until five students which led by the leader to represent the group in the post session to conclude the result of their discussion.

2) Second Meeting

The second meeting was held on Thursday, August 31th, 2017 at 13.00 A.M – 14.30 P.M and it took about 2x45 minutes or 90 minutes. This meeting was started by praying and

greeting, checking the attendance list, and asking the students condition. Then, the researcher gave learning material about the generic structure of writing descriptive text to the students. Afterwards the researcher divided the students into five small groups for discussion same as the previous meeting.

The teacher reviews the lesson which had been taught in the previous session. The researcher gradually tried to transfer the responsibilities for the students to lead discussion but it did not fully take by students. Meaning to say, it was not only the teacher who dominated the process but also the students spoke out and shared about the text. The next session was quite same as the previous meeting. Then, before the time was up, the researcher gave a feedback to strengthen their understanding towards the material that they had learnt.

3) Third Meeting

The thrid meeting was conducted on Monday, September, 04th, 2017 this meeting used to post-test I, for 2x45 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to measure their skill. The kinds of the test are Essay which has same indicators as the previous test. Then the result of post-test one could be seen on the table below:

Table 10

The Result of Students Writing Descriptive Text Post-Test I Score

| NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LANG	MECH		
1	AR	15	10	13	13	2	53	INCOMPLETE
2	AJ	17	10	11	11	2	51	INCOMPLETE
3	AM	17	11	12	13	2	55	INCOMPLETE
4	DL	23	18	18	16	4	79	COMPLETE
5	DR	22	17	17	18	3	77	COMPLETE
6	DY	21	14	18	18	3	74	COMPLETE
7	DDA	16	13	17	17	3	66	INCOMPLETE
8	EL	16	9	10	10	2	47	INCOMPLETE
9	EYP	16	11	13	12	3	55	INCOMPLETE
10	ERA	17	13	9	9	2	50	INCOMPLETE
11	EA	22	19	17	15	3	76	COMPLETE
12	ER	19	16	14	13	3	65	INCOMPLETE
13	FD	22	13	10	14	3	62	INCOMPLETE
14	FY	22	17	15	14	3	71	COMPLETE
15	ID	18	13	10	12	2	55	INCOMPLETE
16	LM	15	13	10	10	2	50	INCOMPLETE
17	MD	23	18	19	18	4	82	COMPLETE
18	MD	13	14	13	13	2	55	INCOMPLETE
19	NAD	17	12	17	15	3	64	INCOMPLETE
20	NA	20	12	14	12	3	61	INCOMPLETE
21	NF	20	17	18	17	3	75	COMPLETE
22	PW	23	17	15	17	4	76	COMPLETE
23	RB	16	12	15	11	2	56	INCOMPLETE
24	RW	20	16	11	10	3	60	INCOMPLETE
25	RI	21	14	13	13	3	64	INCOMPLETE
26	RG	22	15	13	11	3	64	INCOMPLETE
27	RN	23	17	19	18	4	81	COMPLETE
28	SR	22	17	17	18	3	77	COMPLETE
29	SHR	14	9	7	8	2	40	INCOMPLETE
30	TR	21	15	18	15	2	71	COMPLETE
31	VA	22	17	15	15	3	72	COMPLETE
32	WD	23	17	18	18	4	80	COMPLETE
33	WN	22	16	17	15	3	73	COMPLETE
34	YA	21	14	15	14	3	67	INCOMPLETE
TOTAL							2204	
HIGHEST							82	

LOWEST	**40**
AVERAGE	**65**

To know the interval of class students who passed the score the researcher used the formula 1+3,3 X log N, that could be seen by the table below:

Table 11
Percentage of Students Writing Descriptive Text Post-Test I Score

Interval	Frequency	Percentage	Explanation
80-87	3	9%	Complete
72-79	9	26%	Complete
64-71	8	24%	Complete
56-63	4	12%	Incomplete
48-55	8	24%	Incomplete
40-47	2	6%	Incomplete
Total	**34**	**100%**	

Then, the graph of percentage students writing descriptive text post-test 1 score could be seen as follow:

Graph 2
Percentage of Students Writing Descriptive Text Post-Test 1 Score
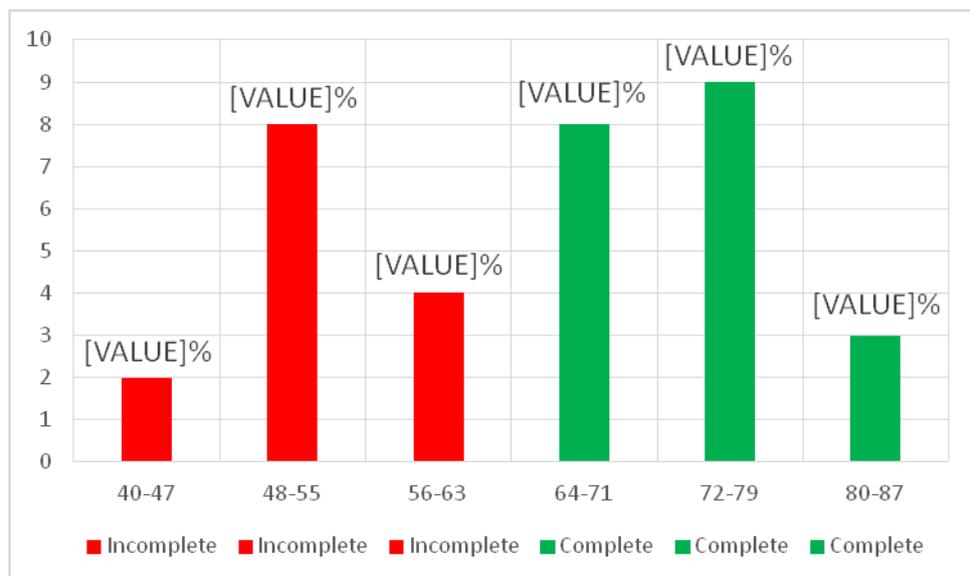
Based on the result of student's writing descriptive text post-test 1 score above, it can be concluded that there were only 42% or 14 students for the score among the interval of 40-63 did not passed the Minimum Standard Criteria (MSC) at least 70 while 59 % or 20 students for the score among the interval of 64-87 passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of Post-Test 1 was 65. It indicated that the result of students writing descriptive text was improved that the pre-test score was 11, but viewed from the indicator of success of this research that 80% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I was unsuccessful based on the indicator of success.

d. Observation

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of student activities as follows:

1) The students pay attention the teacher explanation.

2) The students ask to the teacher about the material.

3) The students give an idea in teaching learning process.

4) The students respond the teacher questions.

5) The students can present their paper (result of discussion) in front of class.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 12
Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AR	√			√	√	3
2	AJ		√				1
3	AM	√	√	√	√	√	5
4	DL	√			√	√	3
5	DR			√	√		2
6	DY	√	√		√	√	4
7	DDA		√				1
8	EL		√		√		2
9	EYP	√	√		√	√	4
10	ERA	√					1
11	EA		√				1
12	ER	√	√	√	√	√	5
13	FD	√			√		2
14	FY			√		√	2
15	ID	√		√	√	√	4
16	LM			√			1
17	MD			√	√		2
18	MD	√		√	√	√	4
19	NAD		√				1
20	NA	√	√	√	√	√	5
21	NF			√	√		2
22	PW			√	√		2
23	RB	√	√			√	3
24	RW	√	√	√	√		4
25	RI				√		1
26	RG	√	√	√	√	√	5
27	RN		√		√		2
28	SR	√			√	√	3
29	SHR	√		√	√		3
30	TR				√	√	2

No	Students Code	1	2	3	4	5	Total
31	VA		√			√	2
32	WD	√		√	√		3
33	WN		√			√	2
34	YA		√	√			2
Total		17	16	14	24	15	86
Percentage		50%	47%	41%	71%	44%	

Note :

≤ 50%   : **Not Active**

≥ 50%   : **Active**

Table 13

Student's Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AR	√			√	√	3
2	AJ		√	√			2
3	AM	√	√	√	√	√	5
4	DL	√			√	√	3
5	DR	√		√	√		3
6	DY	√	√		√	√	4
7	DDA		√				1
8	EL	√	√		√		3
9	EYP	√	√		√	√	4
10	ERA	√		√			2
11	EA		√			√	2
12	ER	√	√	√	√	√	5
13	FD	√	√		√	√	4
14	FY			√		√	2
15	ID	√		√	√	√	4
16	LM			√			1
17	MD		√	√	√		3
18	MD	√		√	√	√	4
19	NAD		√				1
20	NA	√	√	√	√	√	5
21	NF	√		√	√		3
22	PW			√	√		2
23	RB	√	√	√		√	4
24	RW	√	√	√	√		4
25	RI				√		1

No	Name						Total
26	RG	√	√	√	√	√	5
27	RN	√		√			2
28	SR	√		√	√		3
29	SHR			√	√	√	3
30	TR	√	√			√	3
31	VA	√	√				2
32	WD				√	√	2
33	WN	√			√		2
34	YA		√			√	2
	Total	**21**	**18**	**17**	**24**	**17**	
	Percentage	**62%**	**53%**	**50%**	**71%**	**50%**	**97**

Note :

≤ 50% : **Not Active**

≥ 50% : **Active**

Table 14

The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	Paying Attention from Teacher's Explanation	50%	62%	12
2	Asking question to the teacher	47%	53%	6
3	Answering teacher's question	41%	50%	9
4	Giving an idea	71%	71%	0
5	Present their result discussion	15%	50%	35
	Total	*224%*	*286%*	*62*
	Average	*51*	*57*	

Graph 3

The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1
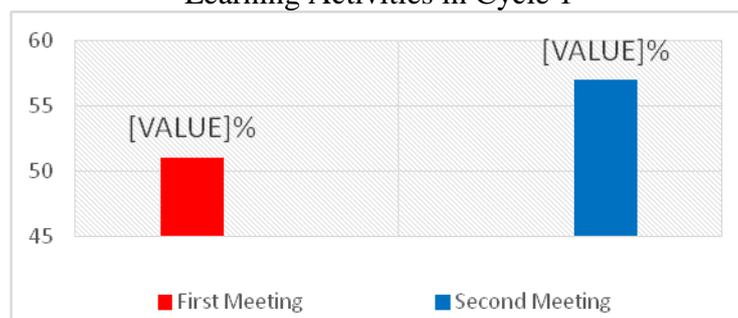
The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 51 and second meeting was 57. Based on the result above, it could be concluding that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

e. **Field Note**

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used community language learning method. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

f. **Reflection**

From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 15
The Comparison between Pre-Test and Post Test-Score

No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AR	50	53	3	Increase
2	AJ	53	51	-2	Dicrease
3	AM	54	55	1	Increase
4	DL	71	79	8	Increase
5	DR	52	77	25	Increase
6	DY	74	74	0	Constant
7	DDA	43	66	23	Increase
8	EL	46	47	1	Increase
9	EYP	43	55	12	Increase
10	ERA	38	50	12	Increase
11	EA	70	76	6	Increase
12	ER	63	65	2	Increase
13	FD	42	62	20	Increase
14	FY	77	71	-6	Dicrease
15	ID	39	55	16	Increase
16	LM	49	50	1	Increase
17	MD	51	82	31	Increase
18	MD	54	55	1	Increase
19	NAD	58	64	6	Increase
20	NA	53	61	8	Increase
21	NF	54	75	21	Increase
22	PW	60	76	16	Increase
23	RB	56	56	0	Constant
24	RW	46	60	14	Increase
25	RI	47	64	17	Increase
26	RG	71	64	-7	Dicrease
27	RN	59	81	22	Increase
28	SR	60	77	17	Increase
29	SHR	37	40	3	Increase
30	TR	43	71	28	Increase
31	VA	46	72	26	Increase
32	WD	78	80	2	Increase
33	WN	51	73	22	Increase
34	YA	52	57	5	Increase

Total	**1840**	**2194**	**354**	
Average	**54**	**65**		
Mean	**53**	**64**		

Table 16
Percentage Score of Pre-Test and Post-Test I

NO	TASK	RESULT	PERCENTAGE
1	PRE TEST	54	159
2	POST TEST I	65	191

Graph 4
Average Score of Pre-Test and Post-Test 1
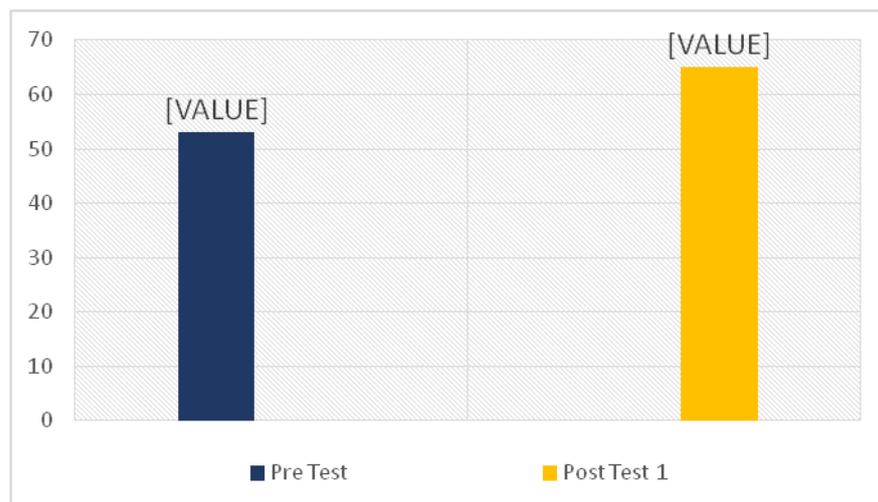
The table and the graphic above showed that the mean score of pre-test score was 53 and average score of post-test I was 65 and the mean improvement score was 12 points. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

2. **Cycle 2**

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

a. **Planning**

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repare the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing descriptive text. In this phase the researcher and collaborator made the planning that would use in teaching learning process that was preparing the

lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students' activity 2.

b. Acting

The action of cycle II consisted of three meeting that was conducted on Monday, September, 11th, 2017 at 07.30 A.M - 09.00 A.M, Thursday, September 14th, 2017 at 13.00 P.M - 15.00 P.M and Monday, September 18th, 2017 at 07.30 A.M – 09.00 A.M.

1) First Meeting

The first meeting was held on Monday, September, 11th, 2017 at 07.30 A.M - 09.00 A.M and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mr. Anton Suwardi, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the students the learning material about writing descriptive text. In section the researcher as the teacher also explained the used of simple present tense as the requirement of formula to make writing descriptive text well.

After explanation was done, the teacher ask to the students about the material, is the students are understanding or not. In this meeting condition of the class was effective. Most of

student was pay attention about the teacher explanation. Then for the next section the teacher order to the students to make a group discussion. Each group consisted of four up to five persons.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the recount text in post session. To strengthen their result discussion, the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

2) **Second Meeting**

The second meeting was conducted on Thursday, September, 14th, 2017 at 13.00 P.M - 15.00 P.M and it took about 90 minutes or 2 × 45 minutes. In this meeting the researcher was as a teacher and Mr. Anton Suwardi, S.Pd as the collaborator as well as an observer. The process of this meeting is quite similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session.

It was not only the teacher dominated in the process but also the students took the responsibility by speaking out and

sharing about the text independently. Then, before the time was
out the researcher give a motivation and feedback to strengthen
the students understanding.

3) **Third Meeting**

The thrid meeting was conducted on Monday, September
18th, 2017 at 07.30 A.M – 09.00 A.M, this meeting used to post
test 2 in the last of cycle II, for 2x45 minutes after the students
given the action, the researcher gave post test II to the students.
In this meeting, most of the students could answer well. Then
the result of post-test II could be seen as follow:

Table 17
The Result of Students Writing Descriptive Text Post-Test II Score

NO	NAME CODE	THE CRITERIA OF THE SCORE					TOTAL	NOTE
		CONT	ORG	VOC	LANG	MECH		
1	AR	21	12	11	13	2	59	INCOMPLETE
2	AJ	23	12	18	14	3	70	COMPLETE
3	AM	25	14	17	15	3	74	COMPLETE
4	DL	25	18	18	17	4	82	COMPLETE
5	DR	24	19	18	18	4	83	COMPLETE
6	DY	22	17	16	15	3	73	COMPLETE
7	DDA	23	13	18	14	4	72	COMPLETE
8	EL	16	8	8	9	2	43	INCOMPLETE
9	EYP	24	15	17	15	4	75	COMPLETE
10	ERA	20	14	13	11	2	60	INCOMPLETE
11	EA	23	18	17	18	4	80	COMPLETE
12	ER	22	16	18	14	4	74	COMPLETE
13	FD	22	13	13	15	4	67	INCOMPLETE
14	FY	21	17	17	12	3	70	COMPLETE
15	ID	22	19	17	18	3	79	COMPLETE
16	LM	23	15	18	15	4	75	COMPLETE
17	MD	23	18	21	20	4	86	COMPLETE
18	MD	22	17	17	15	3	74	COMPLETE
19	NAD	23	18	17	16	3	77	COMPLETE

20	NA	21	16	18	22	4	81	COMPLETE
21	NF	24	18	17	17	4	80	COMPLETE
22	PW	23	17	15	17	3	75	COMPLETE
23	RB	20	11	13	11	2	57	INCOMPLETE
24	RW	21	15	15	17	3	71	COMPLETE
25	RI	21	14	14	12	2	63	INCOMPLETE
26	RG	22	15	15	16	3	71	COMPLETE
27	RN	25	19	19	18	4	85	COMPLETE
28	SR	25	16	19	17	3	80	COMPLETE
29	SHR	14	9	8	8	2	41	INCOMPLETE
30	TR	22	15	18	16	3	74	COMPLETE
31	VA	21	18	17	16	3	75	COMPLETE
32	WD	22	18	19	22	4	85	COMPLETE
33	WN	22	17	18	15	4	76	COMPLETE
34	YA	23	14	17	16	3	73	COMPLETE
TOTAL							**2460**	
HIGHEST							**86**	
LOWEST							**41**	
AVERAGE							**72**	

To know the interval of class students who passed the score the researcher used the formula 1+3,3 X log N, that could be seen by the table below:

Table 18
Percentage of Students Writing Descriptive Text Post – Test II
Score

Interval	Frequency	Percentage	Explanation
81-88	6	18%	Complete
73-80	16	47%	Complete
65-72	5	15%	Complete
57-64	5	15%	Incomplete
49-56	0	0%	Incomplete
41-48	2	6%	Incomplete
Total	**34**	**100%**	

Then, the graph of percentage students writing descriptive text post-test II score could be seen as follow:

Graph 5
Percentage of Students Writing Descriptive Text Post-Test II
Score
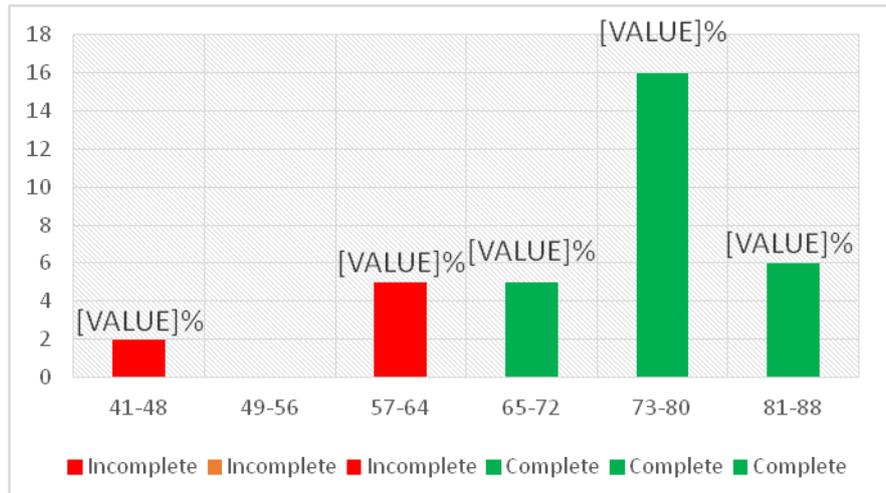
Based on the table above, it can be seen that total from 34 students who get score among the interval 81-88 was 18%, students who get interval 73-80 was 47%, interval 65-72 was 15%. Then the students who did not pass the minimum standard criteria were 21% among the interval 41-64. It could be concluding that 80% among the interval 65-88 students was passed the minimum standard criteria.

According to explanation above, it can be inferred that indicator of success was achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successfully.

c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

The observation results of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 19
Observation Result of Students Learning Activity of First Meeting at Cycle II

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	AR	√		√	√	√	4
2	AJ		√	√			2
3	AM	√	√	√	√	√	5
4	DL	√		√	√	√	4
5	DR	√		√	√		3
6	DY	√	√		√	√	4
7	DDA		√	√			2
8	EL	√	√		√	√	4
9	EYP	√	√		√	√	4
10	ERA	√		√			2
11	EA	√	√	√		√	4
12	ER	√	√	√	√	√	5
13	FD	√	√		√	√	4
14	FY	√	√	√		√	4
15	ID	√		√	√	√	4
16	LM		√		√		2
17	MD	√	√	√	√		4
18	MD	√		√	√	√	4

19	NAD		√				1
20	NA	√	√	√	√	√	5
21	NF	√		√	√		3
22	PW	√		√	√		3
23	RB	√	√	√	√	√	5
24	RW	√	√	√	√		4
25	RI		√		√		2
26	RG	√	√	√	√	√	5
27	RN	√		√	√		3
28	SR	√	√	√	√		4
29	SHR			√	√	√	3
30	TR	√	√			√	3
31	VA	√	√	√			3
32	WD	√		√	√	√	4
33	WN		√	√			2
34	YA	√	√			√	3
Total		**26**	**22**	**26**	**23**	**20**	**117**
Percentage		**76%**	**65%**	**76%**	**68%**	**59%**	

Note :

≤ 50%   : **Not Active**

≥ 50%   : **Active**

Table 20

Observation Result of Students Learning Activity at Second
Meeting in Cycle II

No	Students Code	Indicators					Total
		1	**2**	**3**	**4**	**5**	
1	AR	√		√	√	√	4
2	AJ	√	√	√		√	4
3	AM	√	√	√	√	√	5
4	DL	√	√	√	√	√	5
5	DR	√		√	√	√	4
6	DY	√	√	√	√	√	5
7	DDA		√		√		2
8	EL	√	√	√	√	√	5
9	EYP	√	√		√	√	5
10	ERA	√		√		√	3
11	EA	√	√	√		√	4
12	ER	√	√	√	√	√	5

13	FD	√	√		√	√	4
14	FY		√	√	√	√	4
15	ID	√		√	√	√	4
16	LM	√		√	√		3
17	MD	√	√	√	√		4
18	MD	√	√	√	√	√	5
19	NAD		√				1
20	NA	√	√	√	√	√	5
21	NF	√	√	√	√	√	5
22	PW	√		√	√		3
23	RB	√	√	√	√	√	5
24	RW	√	√	√	√	√	5
25	RI	√		√	√		3
26	RG	√	√	√	√	√	5
27	RN	√		√	√	√	4
28	SR	√	√	√	√	√	5
29	SHR	√	√	√	√	√	5
30	TR	√	√		√	√	4
31	VA	√	√	√	√	√	5
32	WD	√	√	√	√	√	5
33	WN		√	√		√	3
34	YA	√	√		√	√	4
Total		**23**	**19**	**22**	**23**	**20**	**145**
Percentage		**88%**	**82%**	**79%**	**91%**	**85%**	

Note :

≤ 50%　　: **Not Active**

≥ 50%　　: **Active**

Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 21
The Percentage of Students Learning Activity at Cycle II

| No | Students Activities | Cycle II | | Poin |
		Meeting 1	Meeting 2	
1	Paying Attention from Teacher's Explanation	76%	88%	12
2	Asking question to the teacher	65%	82%	17
3	Answering teacher's question	76%	79%	3
4	Giving an idea	68%	91%	23
5	Present their result discussion	59%	85%	26
	Total	*344%*	*425%*	*81*
	Average	*69*	*85*	

Then, to know the graphic of students learning activity between

meeting I and meeting II at cycle II will be sowed bellow:

Graph 6
The Comparison between First Meeting and Second Meeting of
Students Learning Activity at Cycle II
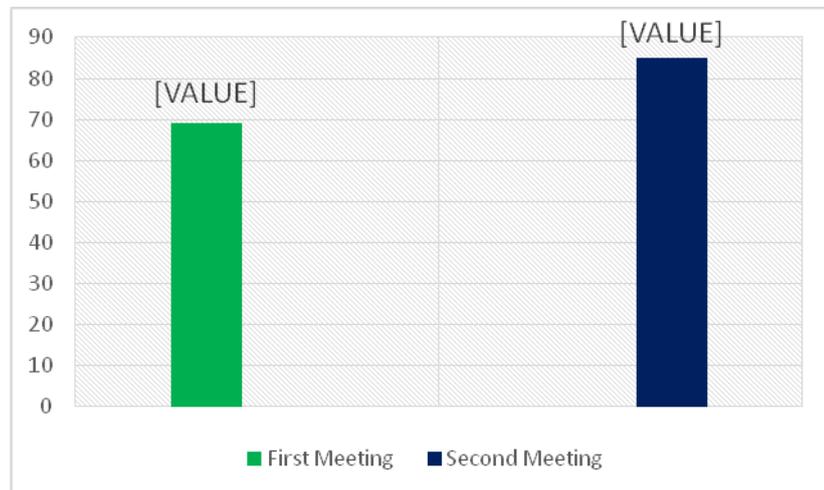
The table and the graph above showed that the students'

activity in cycle II improved significantly from the previous cycle.

It could be showed, in first meeting the mean percentage of the

entire indicators of student's activities was 69%, in second meeting the mean percentage was 85% and the mean score both meeting was 77% with the improvement percentage was 48%. It could be concluding that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least70.

d. Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

e. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between student's post-test I score and post-test II score could be compared on the following table:

Table 22
The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Post-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AR	53	59	6	Increase
2	AJ	51	70	19	Increase
3	AM	55	74	19	Increase

4	DL	79	82	3	Increase
5	DR	77	83	6	Increase
6	DY	74	73	-1	Decrease
7	DDA	66	72	6	Increase
8	EL	47	43	-4	Decrease
9	EYP	55	75	20	Increase
10	ERA	50	60	10	Increase
11	EA	76	80	4	Increase
12	ER	65	74	9	Increase
13	FD	62	67	5	Increase
14	FY	71	70	-1	Decrease
15	ID	55	79	24	Increase
16	LM	50	75	25	Increase
17	MD	82	86	4	Increase
18	MD	55	74	19	Increase
19	NAD	64	77	13	Increase
20	NA	61	81	20	Increase
21	NF	75	80	5	Increase
22	PW	76	75	-1	Decrease
23	RB	56	57	1	Increase
24	RW	60	71	11	Increase
25	RI	64	63	-1	Decrease
26	RG	64	71	7	Increase
27	RN	81	85	4	Increase
28	SR	77	80	3	Increase
29	SHR	40	41	1	Increase
30	TR	71	74	3	Increase
31	VA	72	75	3	Increase
32	WD	80	85	5	Increase
33	WN	73	76	3	Increase
34	YA	57	73	16	Increase
Total		**2194**	**2460**	**266**	
Average		**65**	**72**	**Mean (8)**	
High Score		**82**	**86**		
Low Score		**40**	**41**		

Graph 23
Graph of Comparison Between Post-Test 1 and Post-Test 2

AVERAGE SCORE

72

65

POST-TEST 1   POST-TEST 2
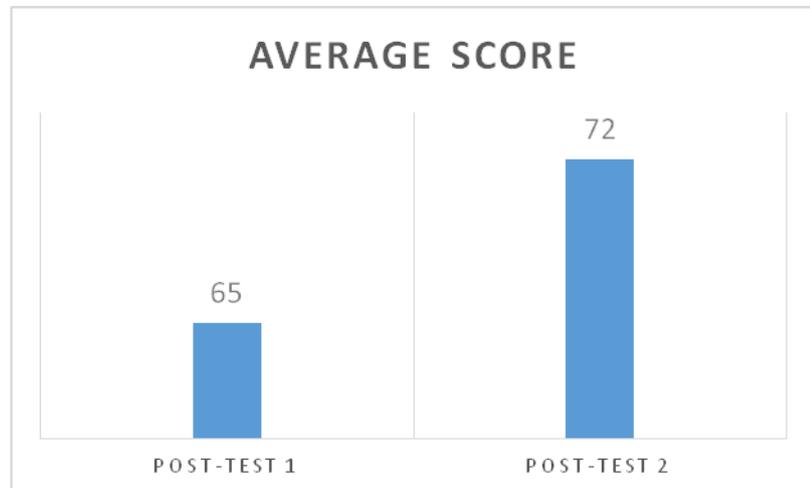
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 86 and the lowest score is 41. The average score of post-test II was 72. Besides, the percentage of students' successfulness of post-test II score was 80% or 27 students of the total students passed the minimum standard criteria and 20% or 7 students did not pass the minimum standard criteria (MSC) at least 70. It means that the indicator of success of this research had been achieved that was ≥ 70% students was gotten score 70. It indicated that the students' writing descriptive text was Increase.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success

and it means that using Jigsaw Technique could increase students writing descriptive text.

C. Discussion

Writing descriptive text would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning process. They were enthusiastic to attention from teacher explanation in learning process.

Based on the result of pre-test, post-test I and post-test II score from cycle I to cycle II, it was found out that there was a significant improvement of the students' score of teaching writing by using Jigsaw technique. It could be showed by the mean score from 54 in pre-test to 65 in post-test I became 72 in post-test II. Therefore, the writer concluded that the research was stopped at cycle 2 and assumed that the research was successful because the indicator of success in this research had been significantly achieved.

The researcher assumes that teaching by using Jigsaw Technique can increase students writing descriptive. By using group work the students learn writing descriptive easier because the students could be asking and discuss with the partner in the group. So, it has proved that Jigsaw Technique could be one the interesting method to teaching writing descriptive text.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post-test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

1. **Result of Students Learning**

   a. **Result of Students Pre-Test Score**

   In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The writer obtained the data through test in the form of essay which completed for 80 minutes. It was done on Thursday, August 24th 2017. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 9 the students' average was 54, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, only 6 students out of 34 students passed of the minimum standard criteria.

   b. **Result of Students Post-Test I Score**

   In this research, to know the students' writing descriptive text mastery after implementing the treatment the researcher conducted the post-test I. It was done on Monday, August, 28th, 2017. Based on the table 11 the students' average was 65. It shown that most of

the students have not passed yet in achieved the minimum standard criteria at least70. In this stage there are 20 students out of 34 students passed of the minimum standard criteria. It can be concluding that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post-test 1 in cycle I did not fulfilled the minimum mastery criteria yet that was only 59% passed the minimum standard criteria. The researcher presented the post-test II to measure the student's skill after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Monday, September 18th, 2017 at 07.30 A.M – 09.00 A.M. Based on the table 16 the students' average was 72, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, 27 students out of 34 or 80% students passed of the minimum standard criteria and the research was successful.

d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

Table 23
The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score

No	Name Initial	Score		
		Pre-Test	Post-Test I	Post-Test II
1	AR	50	53	59
2	AJ	53	51	70
3	AM	54	55	74
4	DL	71	79	82
5	DR	52	77	83
6	DY	74	74	73
7	DDA	43	66	72
8	EL	46	47	43
9	EYP	43	55	75
10	ERA	38	50	60
11	EA	70	76	80
12	ER	63	65	74
13	FD	42	62	67
14	FY	77	71	70
15	ID	39	55	79
16	LM	49	50	75
17	MD	51	82	86
18	MD	54	55	74
19	NAD	58	64	77
20	NA	53	61	81
21	NF	54	75	80
22	PW	60	76	75
23	RB	56	56	57
24	RW	46	60	71
25	RI	47	64	63
26	RG	71	64	71
27	RN	59	81	85
28	SR	60	77	80
29	SHR	37	40	41
30	TR	43	71	74
31	VA	46	72	75
32	WD	78	80	85
33	WN	51	73	76

34	YA	52	57	73
Total		**1840**	**2240**	**2460**
Average		**54**	**65**	**72**

Table 24
Percentage of Comparison Between Pre-Test, Post-Test 1, Post
Test 2

NO	TASK	RESULT	PERCENTAGE
1	PRE TEST	54	159
2	POST TEST I	65	191
3	POST TEST 2	72	212

Based on the table above, it can be describing in the graph as
follow:

Graph 7
The Average Score of Students Writing Descriptive Text in Pre-
Test, Post-Test I, and Post-Test II
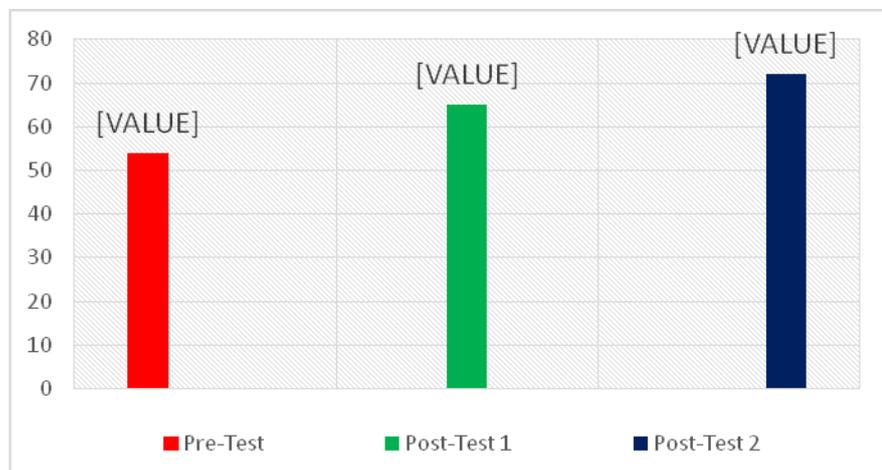
Based on the table and the graph above, in the cycle I from the
pre-test to the post-test have progress average score from 54 to 65.
There is increasing about 11 points. Then from the cycle II have
progress average score from 65 to 72, there is increasing about 7
points.

2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

Table 24
Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	Cycle I	Cycle II	Increase
1	Paying Attention from Teacher's Explanation	56%	82%	26
2	Asking question to the teacher	50%	74%	24
3	Answering teacher's question	46%	78%	32
4	Giving an idea	71%	79%	8
5	Present their result discussion	47%	72%	25
	Total	*270*	*385*	*115*
	Average	*54*	*77*	*23*

Graph 8
Percentage of Students Activities at Cycle I and Cycle II
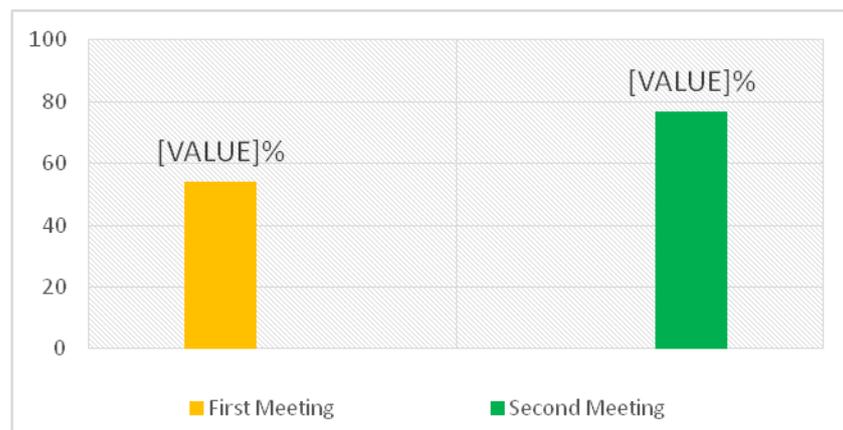
Based on the table above it could be seen that from the cycle I up to cycle II have significant increasing with the average score of students' activities at cycle I was 54% become 77% at cycle II. The

students' activity to pay attention towards teacher's explanation from cycle I to cycle II improved by the percentage at least 56 % in cycle I become 82% in cycle II and the increase percentage was 26%.

Then the students' participation to ask the teacher increase from the cycle I up to cycle II. The percentage of this activity in cycle I was 50% and in cycle II 74% by the improvement percentage was 24%. The percentage of students' answer the teacher questions in cycle I was 46% and in cycle II was 78% by the increase percentage was 32%. It would be concluding that this activity was improved also.

After that the student's participation to give their idea during the discussion improved significantly. The percentage of this activity in cycle I was 71 % and at cycle II was 79% by the improvement percentage was 8%. In the students' present their result discussion also improved. It could be seen in cycle I in which the percentage of this activity was 47% and in cycle II was 72% by the improvement percentage was 25%.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant increase by applying Jigsaw Technique to teach writing descriptive text from cycle I to cycle II by the mean percentage consecutively from 54% to 77% in which the mean percentage was 23%.

Based on the above discussion, it can be concluded that the Jigsaw Technique can increase the students' writing descriptive text at the

eighth grade of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 80% from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusions as follow:

1. Jigsaw Technique can be effective Technique to improve writing descriptive text skill. The process in this Technique made the students become more active and enthusiastic during teaching learning process. In order word made the students easier to comprehend the learning material so it could improve students writing descriptive text skill.

2. Then, there was significant improvement of student's learning product from pre-test up to post-test II. It could be seen in pre-test in which the average score was 54 by the percentage of success was 16%, in post-test I the average score was 65 by the percentage of success was 42% and in post-test II the average score was 72 by the percentage of success was 80%.

3. This Classroom Action Research was successful viewed from indicator of success because of 80% or 34 of the total students already passed the criteria by the minimum standard criteria (MSC) score at least 70. As a result, the cycle could not be conducted in the next cycle.

B. Suggestion

Regarding on the research finding and conclusion in the previous chapter, the researcher would like to deliver some suggestions as follows:

1. For Students

The writer expects that the result of this research as the positive contribution for the students to improve their writing skill, especially to make writing descriptive text skill. In order word made the students easier to comprehend the learning material so it could improve students writing descriptive text skill.

2. For English Teacher

As the learning model in teaching English specially to improve student's writing skill and can give more motivation to the students to be more active in teaching and learning process. The English teacher can create fun and easy way in English learning by using this Method in order to the students feel enjoy in teaching and learning process.

3. For Headmaster

The result of this research as a positive contribution to headmaster to increase the quality of the teacher in the school and for English Instruction especially to make research about writing.

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SYLLABUS PEMBELAJARAN

Sekolah : ....

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Aspek/Skill : Menulis (writing)

Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian				Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen			
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima	1. Teks fungsional pendek berupa : • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa • Kalimat sederha	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis	Tes tulis	Melengkapi rumpang Menyusun kata acak	1. *Compl ete the following senten-ce / text using suitable word / words* 2. *Arrang e the word into good senten-ces.* 3. *Write*		4x40 Menit	Buku LKS siswa yg relevan, contoh undangan, pesan SMS Gambar yg relvan

Kompetensi Dasar	Materi	Kegiatan / Indikator	Indikator Pencapaian	Teknik	Bentuk	Contoh Instrumen	Sumber Belajar
untuk berinteraksi dengan lingkungan sekitar	na - mengundang - - mengumumkan - - menyampaikan pesan 3.Kosa kata - Kata terkait tema dan jenis teks 4.Tanda baca 5. Spelling	terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	teks fungsional pendek	Tes tulis	Essay	simple sentences based on the situation given 4. Write an invitation/ an announcement / message based on the situation given.	Buku LKS siswa yg relvan
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam	1. Teks rumpang berbentuk - descriptive - recount 2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense	1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount. 2. Menulis kalimat yang berdasarkan yang terkait jenis teks descriptive	1. Melengkapi rumpang teks essai pendek berbentuk descriptive 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive dan recount.	Tes tulis Tes tulis	1. Completion 2. Jumbled sentences	1. Complete the paragraph using the suitable words. 2.Rearrange the Following sentences correctly.	Gambar terkait tema/topik

| teks berbentuk *descriptive* dan *recount* | 3. Kosa kata
- kata terkait tema dan jenis teks
- kata penghubung and, then, after that, before dsb
4. Tanda Baca, Spelling | dan recount gambar/re alia.
3. Melengkapi rumpang dalam teks descriptif dan recount dengan kata yang tepat.
4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu.
5. Membuat draft teks descriptive dan recount secara mandiri.
6. Mengekspos teks descriptive dan | 3. Menulis teks essai dalam bentuk
a. *descriptive dan recount* . | 3. *Essay* | 3. *Write an essay*
a. describing something or a certain place.
b. Telling what you did last Sunday | Benda-benda dilinngkung an sekitar

Buku LKS siswa |

	recount yang ditulis di kelas.					

Karakter Siswa yang diharapkan: Dapat dipercaya, Rasa Hormat, Perhatian dan Tekun

................., ...20......

Guru Mapel Bahasa Inggris,

(ANTON ISUWARDI, S.Pd.)

NIP /NIK : ; 196407.12. 198012.1 002

Mengetahui;
Kepala Sekolah SMP N 1 KIBANG

(SRI SUHARTINI, S.Pd. MM)

NIP /NIK : ; 196406... 198203. 2006

PRE-TEST
OF WRITING DESCRIPTIVE TEXT

Subject	: English (Writing)	Name	: NOVAL ANDRIANSYAH
Class	: VIII E	Class	: VIII ^{E}
Time Allocation	: 60 Minutes	Date	: 26-08-2017

Direction:

➢ Please write your name and class on answer sheet.
➢ Please use your own hand writing.
➢ Please write down carefully.

Question:

Please write down of writing descriptive text about your family. You have to write at least 5 sentences.

THE ANSWER SHEET

Ibuku
my mother

S 3

- Ibuku adalah seorang perenpuan.
- my mother is a woman

- Ibuku yg telah melahirkanku.
my mother which already my extranal.

- Ibuku pahlawanku
my mother is my hero

- Ibuku bagai pelita di hidupku
my mother like light my live

- Tanpa Ibuku aku hampa.
without my mother I am empty.

POST-TEST I
OF WRITING DESCRIPTIVE TEXT

Subject	: English (Writing)	Name :DIKA YOGI PRATAMA
Class	: VIII E	Class : VIII E
Time Allocation	: 60 Minutes	Date : 28 – 08 – 2017

Direction:

- ➢ Please write your name and class on answer sheet.
- ➢ Please use your own hand writing.
- ➢ Please write down carefully.

Question:

Please write down of writing descriptive text about your hobby. You have to write at least 5 sentences.

THE ANSWER SHEET

Fishing

74

Fishing is My hobby

My Fishing In Afternoon day

My Quality Fishing In the Pool

My happy Fishing Fish

My happy Fishing

POST-TEST II NAMA Kelompok : Lumut (lucu dan imut)
OF WRITING DESCRIPTIVE TEXT MOSS (Funny and cute)

Subject	: English (Writing)	Name : WAHYU DINDA PRATIWI
Class	: VIII E	Class : VIIIE (8E)
Time Allocation	: 60 Minutes	Date : 31 - 08 - 2017

Direction:

> Please write your name and class on answer sheet.
> Please use your own hand writing.
> Please write down carefully.

Question:

Please write down of writing descriptive text about your English Teacher. You have to write at least 5 sentences.

THE ANSWER SHEET

85

eNglish teacher

teacher that english FavoRite is mis lisa
mis lisa teach me about descRiptive

mis lisa very patient teach me from Beginning
meet up to finish meet up

we FRIst probably meet with mis lisa no very Happy
Becouse at last to learn with MR. Anton

we sad becouse day this is das meet up the last
we with mis lisa

I love you mis lisa

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan   100

c. Rubrik Penilaian

Element	Score
Grammar	25
Vocabulary	25
Spelling	25
Handwriting	25

Kibang,   July 2017
Researcher

Collaborator

ANTON   SUWARDI. S.Pd
NIP. 19641.0712.199012 1 002

Mukhlisotul Imtikhanah
NPM 1292657

Mengetahui,
Kepala Sekolah SMP Negeri 1 Kibang Lampung Timur

SRI SUHARTINI, S.Pd.,M.M.
NIP. 19640915 199203 2 006

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

Day/Date : Monday, August 28th 2017

School : SMP Negeri 1 Metro Kibang Lampung Timur

Class : VIII E

Meeting : 1 (One)

Directions:

➤ Tick (√) for activity students.

➤ The Indicators of students' activities that observed are:

1. The students pay attention the teacher explanation.

2. The students asking to the teacher.

3. The students answer the teacher question.

4. The students' active to give an idea.

5. The students can present their paper (result of discussion) in front of class.

No	Students Code	Indicators					Total
		1	2	3	4	5	
1	Ahmad Rifai	✓			✓	✓	3
2	Adi Juli Anggaro		✓				1
3	Arif Munandar	✓	✓		✓	✓	4
4	Desta Liona Sari	✓			✓	✓	3
5	Dewi Reulfasari			✓	✓		2
6	Dika Yagi Pratama	✓	✓		✓	✓	4
7	Diyo Dwi Arwindo		✓				1
8	Edi Laksano		✓		✓		2
9	Elisa yulia Puspitasari	✓	✓		✓	✓	4
10	ERIK Rizki Adi Setiawan	✓					1
11	Ericha	✓	✓	✓	✓	✓	5

No	Name	1	2	3	4	5	Total
12	EURYAN RACHMAD SAPUTRA	✓			✓		2
13	FEMAS DWI SAPUTRA			✓		✓	2
14	FERZA YUSUF	✓		✓	✓	✓	4
15	IFA DIANA SARI	✓		✓	✓	✓	4
16	LULUK MUFIDAH				✓		1
17	MEI LINDA WATI			✓	✓		2
18	MUHAMAD DENI SETIAWN	✓		✓	✓	✓	4
19	NANDA ADITIA		✓				1
20	NOVAL ARDIANSYAH	✓	✓	✓	✓	✓	5
21	NURUL FADILAH			✓	✓		2
22	ANDO VALENTINO			✓	✓		2
23	RENDI BAYU SAPUTRA	✓	✓			✓	3
24	RESTIKE WIRANATA PUTRI	✓	✓	✓	✓		4
25	RINO				✓		1
26	RIZKI GHALIL YUDA	✓	✓		✓		3
27	RIZKI NURGAZELA	✓		✓			2
28	SHEVAN RESIANA	✓		✓		✓	3
29	SINDI HERVIANA SARI	✓		✓	✓		3
30	TRIAS RAHMADANI				✓	✓	2
31	VINA ANJARWATI		✓		✓	✓	3
32	WAHYU DINDA PRATIWI		✓	✓		✓	3
33	WAHYU NINGSIH		✓			✓	2
34	YOGA FIZI ANANDA		✓	✓			2

<table>
<tr><td>Collaborator</td><td>Researcher</td></tr>
</table>

Collaborator

Anton Suwardi, S.Pd
NIP. 19640712 199012 1 002

Researcher

Mukhlishotul Imtikhanah
S.t.Number: 1292657

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

Day/Date   : Thursday, August 31st 2017

School   : SMP Negeri 1 Metro Kibang Lampung Timur

Class   : VIII E

Meeting   : 2 (Two)

Directions:

➢ Tick (√) for activity students.

➢ The Indicators of students' activities that observed are:

    1. The students pay attention the teacher explanation.

    2. The students asking to the teacher.

    3. The students answer the teacher question.

    4. The students' active to give an idea.

    5. The students can present their paper (result of discussion) in front of class.

No	Name	Indicators					Total
		1	2	3	4	5	
1	AHMAD RIFAI	✓			✓	✓	3
2	ARDI JULI ANGGARA		✓	✓			2
3	ARIF MUNANDAR	✓	✓	✓	✓	✓	5
4	DESTA LIANA SARI	✓			✓	✓	3
5	DEWI REVITASARI	✓		✓	✓		3
6	DIKA YOGI PRATAMA	✓	✓		✓	✓	4
7	DIYO DWI ARWINDO		✓				1
8	EDI LAKSONO	✓	✓		✓		3
9	ELISA YULIA PUSPITA SARI	✓	✓		✓	✓	4
10	ERIK RIZKI ADI SETIAWAN	✓			✓		2
11	ERISHA		✓			✓	2.

12	EURIYAN RAHMAD	✓	✓	✓	✓	✓	5
13	FERZA YUSUF	✓	✓		✓	✓	4
14	IPA DIANA SARI	✓		✓	✓	✓	3
15	LULUK MUFIDAH				✓		1
16	MEI LINDA WATI		✓	✓	✓		3
17	MUHAMMAD DENI.S	✓		✓	✓	✓	4
18	NANDA ADITYA SAPUTRA		✓				1
19	NOVAL ARDIYANSAH	✓	✓	✓	✓	✓	5
20	NURUL FADILAH	✓		✓	✓		3
21	PINDO VALENTINO			✓	✓		2.
22	RENDY BAYU SAPUTRA	✓	✓		✓	✓	3
23	RESTIKE WIRANATA PUTRI	✓	✓	✓	✓		4
24	RINO				✓	✓	2.
25	RIZKI GHALIL YUDHA		✓		✓		2.
26	RIZKI NURGAZELA		✓		✓		2
27	SHEVANI RESSIANA	✓		✓	✓		3
28	FEMAS DWI SAPUTRA	✓	✓		✓	✓	4
29	SINDI HERLIANA SARI			✓	✓	✓	3
30	TRIAS RAHMADAI	✓	✓			✓	3
31	VINA ANJARWATI	✓	✓				2.
32	WAHYU DINDA				✓	✓	2.
33	WAHYU NININGSIH	✓			✓		2
34	YOGA FIRZI ANANDA		✓		✓		2.

<table>
<tr><td style="text-align:center">Collaborator

<u>Anton Suwardi, S.Pd</u>
NIP. 19640712 199012 1 002</td><td style="text-align:center">Researcher

<u>Mukhlishotul Imtikhanah</u>
S.t.Number: 1292657</td></tr>
</table>

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

Day/Date : Monday, September, 11th, 2017

School : SMP Negeri 1 Metro Kibang Lampung Timur

Class : VIII E

Meeting : 1(One)

Directions:

➢ Tick (√) for activity students.

➢ The Indicators of students' activities that observed are:

1. The students pay attention the teacher explanation.

2. The students asking to the teacher.

3. The students answer the teacher question.

4. The students' active to give an idea.

5. The students can present their paper (result of discussion) in front of class.

No	Name	Indicators					Total
		1	2	3	4	5	
1	AHMAD RIFAI	✓		✓	✓	✓	4
2	ARDI JULI ANGGARA		✓	✓			2
3	ARIF MUNANDAR	✓	✓	✓	✓	✓	5
4	DESTA LIANA SARI	✓		✓	✓	✓	4
5	DEWI REVITA SARI	✓		✓	✓		3
6	DIKA YOEL PRATAMA	✓		✓	✓	✓	4
7	DIYO DWI ARWINDO		✓	✓			2
8	EDI LAKSONO		✓		✓		2
9	ELISA YULIA PUSPITASARI	✓	✓		✓	✓	4
10	ERIK RIZKI ADI SETIAWAN	✓		✓			2
11	ERISHA	✓	✓	✓		✓	4

No	Name						Total
12	EURYAN RACHMAD SAPUTRA	✓	✓	✓	✓	✓	5
13	PEMAS DWI SAPUTRA	✓	✓		✓	✓	4
14	FERZA YUSUF	✓	✓	✓		✓	5
15	IPA DIANASARI	✓		✓	✓	✓	4
16	LULUK MUAFIDAH		✓	✓			2
17	MEI LINDA WANTI	✓	✓	✓	✓		4
18	M. DENI SETIAWAN	✓		✓	✓	✓	4
19	NANDA ADITIA SAPUTRA		✓	✓		✓	3
20	NOVAL ANDRIANSYAH	✓	✓	✓	✓	✓	5
21	NURUL FADILAH	✓		✓	✓		3
22	PINDO VALENTINO	✓		✓	✓		3
23	RENDI BAYU SAPUTRA	✓	✓	✓	✓	✓	5
24	RESTIKE WIRANATA PUTRI	✓	✓	✓	✓	✓	5
25	RINO		✓		✓		4
26	RIZKI GALIL YUDHA P.	✓	✓			✓	3
27	RIZKI NUR GASELA	✓		✓	✓		3
28	SHEVANI REBIANA	✓	✓	✓	✓		4
29	SINOI HERLIANASARI			✓	✓	✓	3
30	TRIAS RAHMADANI	✓	✓			✓	3
31	VINA ANJARWATI	✓	✓	✓			3
32	WAHYU DINDA PRATIWI	✓		✓	✓	✓	4
33	WAHYU NINGSIH		✓	✓			2
34	YOGA FIRZI ANANDA	✓	✓			✓	3

Collaborator

Anton Suwardi, S.Pd
NIP. 19640712 199012 1 002

Researcher

Mukhlishotul Imtikhanah
S.t.Number: 1292657

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

Day/Date   : Thursday, September, 14th, 2017

School   : SMP Negeri 1 Metro Kibang Lampung Timur

Class   : VIII E

Meeting   : 2 (Two)

Directions:

➤ Tick (√) for activity students.

➤ The Indicators of students' activities that observed are:

1. The students pay attention the teacher explanation.

2. The students asking to the teacher.

3. The students answer the teacher question.

4. The students' active to give an idea.

5. The students can present their paper (result of discussion) in front of class.

No	Name	Indicators					Total
		1	2	3	4	5	
1	AHMAD RIFAI	✓		✓	✓	✓	4
2	AFDI JUU ANGGARA	✓	✓	✓		✓	4
3	ARIF MUMANDAR	✓	✓	✓	✓	✓	5
4	DESTA LIANA SARI	✓	✓	✓	✓	✓	5
5	DEWI REVITA SARI	✓	✓	✓	✓	✓	5
6	DIKA YOEI PRATAMA	✓	✓	✓	✓	✓	5
7	DNYO DWI ARWINOD		✓		✓	✓	3
8	EDI LAKSONO		✓		✓		2
9	ELISA YULIA P.	✓	✓	✓	✓	✓	5
10	ERIK RIZIKI ADI S.	✓		✓		✓	3

No	Name						Score
11	ERISHA	✓	✓	✓	✓	✓	5
12	IVRYAN RACHMAD S.	✓	✓	✓	✓	✓	5
13	FEMAS OWI SAPUTRA	✓	✓		✓	✓	4
14	FERZA YUSUF		✓	✓	✓	✓	4
15	IPA DIANASARI	✓	✓	✓	✓	✓	5
16	LULUK MUAFIDAH	✓	✓	✓	✓		4
17	MELADA WANDI	✓	✓	✓	✓		4
18	M-DENI SETIAWAN	✓	✓	✓	✓	✓	5
19	NANDA ADITIA SAPUTRA	✓	✓		✓	✓	4
20	NOVAL ANDRIANSYAH	✓	✓	✓	✓	✓	5
21	NURUL FADILAH	✓	✓	✓	✓	✓	5
22	PINDO VALENTINO	✓		✓	✓		3
23	RENDI BAYU SAPUTRA	✓	✓	✓	✓	✓	5
24	RESTIKE WIRANATA P.	✓	✓	✓	✓	✓	5
25	RINO	✓		✓	✓		3
26	RIZKI GALIL YUDHA P.	✓		✓	✓		3
27	RIZKI NUR FASELA	✓		✓	✓	✓	4
28	SHEVANI RESIANA	✓	✓	✓	✓	✓	5
29	SINDI HERLIANASARI	✓	✓	✓	✓	✓	5
30	TRIAS RAHMADANI	✓	✓		✓	✓	4
31	VINA ANJARWATI	✓	✓	✓	✓	✓	5
32	WAHYU DINDA PRATIWI	✓	✓	✓	✓	✓	5
33	WAHYU NINGSIH		✓	✓		✓	3
34	YDTA FIRZI ANANDA	✓	✓		✓	✓	4

Collaborator

Anton Suwardi, S.Pd
NIP. 19640712 199012 1 002

Researcher

Mukhlishotul Imtikhanah
S.t.Number: 1292657

FIELD NOTE CYCLE I

Thursday, August 24th, 2017

1. Give pre-test for the students.
2. Most of the students still confuse with the material was given.
3. Some of the students are noisy with their friends.
4. Most of the students did the test confusedly.

Monday, August 28th, 2017

1. The teacher gives the material about the topic.
2. So many students who were noisy didn't give pay attention by the teacher explanation.
3. Some students didn't understand about the material.
4. The teacher divided students in the group discussion.
5. The teacher dominated in giving question and answer

Thursday, August 31st, 2017

1. Give post-test I to the students with the kinds of test was essay.
2. Some students passed the minimum standard criteria. But so many students did not pass the score.
3. Make reflection to students and made evaluation for the teaching learning process.

Kibang, September, 2017
Collaborator

Anton Suwardi, S.Pd
NIP. 19640712 199012 1 002

FIELD NOTE CYCLE II

Monday, September, 04th, 2017

1. Explain the material clearly.
2. Some students were still confused about the material.
3. The students enthusiastic and interest about the material.

Thursday, September, 14th, 2017

1. Students' gives pay attention more about the teacher explanation.
2. The condition of this meeting was more enthusiastic than before.
3. The students' gives more attention for the teacher explanation.
4. The students able to make writing descriptive text.

Monday, September, 18th, 2017

1. The teacher gives post-test II after giving treatment.
2. Most of students doing the task correctly.
3. Most of students passed the minimum standard criteria.

Kibang, September, 2017
Collaborator
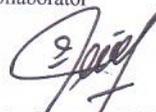
Anton Suwardi, S.Pd
NIP. 19640712 199012 1 002

Nomor : P.1250/In.28/FTIK/PP.00.9/05/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Drs. Kuryani Utih, M.Pd.
2. Sdri. Trisna Dinillah Harya, M.Pd.
Dosen Pembimbing Skripsi
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Mukhlishotul Imtikhanah
NPM : 1292657
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara/i kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan
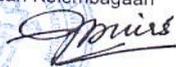
Dra. Isti Fatonah, MA
NIP. 196705311993032003

Nomor	: Sti.06/JST/PP.00.9/1670/2016	Metro, 25 Agustus 2016
Lamp	: -	
Hal	: **IZIN *PRA SURVEY***	

Kepada Yth.,
Kepala Sekolah SMPN 1 Kibang
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	: Mukhlishotul Imtikhanah	
NPM	: 1292657	
Jurusan	: Tarbiyah	
Prodi	: TBI	
Judul	: Using Jigsaw Technique To Increase The Students' Writing Ability In Descriptive Text At The Eight Graders Of SMPN 1 Kibang East Lampung Academic Year 2016/2017	

Untuk melakuan *PRA SURVEY* di SMPN 1 Kibang.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan,

Dr. Hj. Enika, M.Pd
NIP. 19691008 200003 2005

Nomor : 420/**342**/11/SMP.1/2016

Lamp. : -

Hal : Izin Pelaksanaan PRA SURVEY

Kepada

Yth : Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro

     Di

     Tempat

Berdasarkan surat yang kami terima bernomor Sti.06/JST/PP.00.9/1671/2016 tertanggal 25 Agustus 2016 tentang Izin Pelaksanaan Pra Survei Program Study Bahasa Inggris , kami selaku pihak SMP Negeri 1 Kibang dan bertindak selaku Kepala Sekolah memberikan Izin kepada :

Nama	: **MUKHLISHOTUL IMTIKHANAH**
NPM	: 1292657
Judul Skripsi	: **"USING JIGSAWTECHNIQUE TO INCREASE THE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT EIGHT GRADERS OF SMPN 1 KIBANG EAST LAMPUNG ACADEMIC YEAR 2016/ 2017"**

Waktu Pelaksanaan : 05 September 2016

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Kibang, 07 September 2016

Kepala Sekolah

Drs. Hi. M. NGADENAN, M.MPd

NIP.19620602 199103 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2812/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	**MUKHLISHOTUL IMTI KHANAH**
NPM	:	1292657
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP NEGERI 1 KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING JIGSAW TECHNIQUE TO INCREASE STUDENTS` WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHT GRADE OF SMP NEGERI 1 KIBANG EAST LAMPUNG IN ACADEMIC YEAR 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 05 Juni 2017

Mengetahui,
Pejabat Setempat
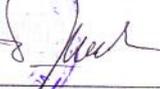
NIP. 197306200903 1001

an. Rektor
Wakil Rektor Bidang Akademik,
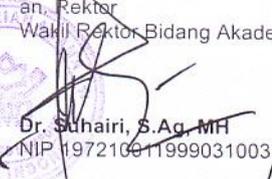
Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

SURAT KETERANGAN
Nomor: 420/674/11/SMP.1/2017

Yang bertanda tangan di bawah ini :

Nama	:	**SRI SUHARTINI, S.Pd. MM.**
NIP	:	19640915 199203 2 006
Pangkat / Gol. Ruang	:	Pembina Tk I / IV b
Jabatan	:	Kepala SMP Negeri 1 Kibang
Unit Kerja	:	SMP Negeri 1 Kibang Kab. Lampung Timur

Menerangkan bahwa :

Nama	:	**MUKLISHOTUL IMTI KHANAH**
NPM	:	1292657
fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**USING JIGSAW TECHNIQUE TO INCREASE STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHT GRADE OF SMP NEGERI 1 KIBANG EAST LAMPUNG IN ACADEMIC YEAR 2017 / 2018**

Nama tersebut diatas telah melaksanakan peneliatian di SMP Negeri 1 Kibang Kab. Lampung Timur pada tanggal 21 Agustus sampai dengan 20 September 2017 sebagai salah satu syarat penyelesaian tugas akhir / skripsi.

Demikian surat keterangan ini di buat dengan sebenar -benarnya, agar dapat dipergunkan sebagaimana mestinya

Metro Kibang, 05 September 2017
Kepala Sekolah

SRI SUHARTINI, S.Pd. MM.
NIP.19640915 199203 2 006

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-715/In.28/S/OT.01/06/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama   : MUKHLISHOTUL IMTIKHANAH
NPM   : 1292657
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 1292657.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195908311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama   : Mukhlishotul Imtikhanah
NPM   : 1292657
Fakultas   : Tarbiyah dan ilmu keguruan
Jurusan   : TBI
Angkatan   : 2012
Telah menyerahkan buku berjudul SCIENTIFIC RESEARCH IN
EDUCATION

Metro,   2017
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**
NIP. 19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mukhlishotul Imtikhanah   Jurusan : TBI
NPM : 1292657   Semester : XI

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			$\vee$	Revise ch. IV. Perbaiki bahasa / Pemakaian kosakata.	
			$\vee$	Acc ch. IV & V.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
**IAIN METRO**

Nama : Mukhlishotul Imtikhanah
NPM   : 1292657

Jurusan : TBI
Semester : XI

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 16/10 2017	✓		Revise Chapte IVaV	
2	Senin 6/11 2017	✓		Acc Munaqosyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

CURICULUM VITAE

Mukhlisotul Imtikhanah was born in East Lampung on June 09th, 1994 and spent his childhood in Pulosari Pasir Sakti East Lampung. Ethically speaking his comes from Javanese family descent. She is the first girl of the late Imam Ghozali and Aminatul Mustihar. She lives in Bandar Negri Labuhan Maringgai East Lampung.

She took his elementary school at SD Negeri 3 Muara Gading Mas, and then she took his junior high school at SMP PGRI 1 Labuhan Maringgai East Lampung for three years. Having graduated from junior high school he continued his study on Senior high school level at MAN 1 Metro and was finished in 2012. After graduating from senior high school, she continued her study at State Islamic Institute IAIN Metro. She was registered as the student of English Education Study Program up to now.