ABSTRACT

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This study aims to determined the effectiveness of the jigsaw learning model media write analytical exposition in increasing achievement and motivation or learning activities of students. This research were need for increase in the management of creativity teaching researchers learning process objectives to increased activity and learning ability of students. This study uses qualitative and quantitative data to obtained the data and analysis through studies reflective. The development program are based on the data and information of students', researchers and social class naturally through two stages of action. This research was conducted on a class XI students' majoring in social sciences in high school Dharma Patra Pangkalan Berandan. In the first cycle, there are still weaknesses in the students, the students did not familiar with the condition learn to used a jigsaw model, and the used of analytical exposition in writing in the form of a few paragraphs as a medium of learning did not maximized. Activities of students' in the learning process was low with an mean score value of percentage of 43.88%. On the other hand, the activities of researchers in the learning process by using jigsaw model in writing analytical exposition which 86.08% were already good. In addition, to the activity of students and researchers in teaching and learning, the students' mastery of the learning materials are still lacking. Percentages of ideal score of 100%, the percentage rate at 50%. In the second cycle, the activity of teaching and learning processes run better. The implementation of this second cycle starting from the problem at this stage I. Results measures the mean score value of the ability of students' to mastery of the material obtained in act II was 84.05, with a graduation rate of 100%. The mean score value of students' activity in the learning process are 87.50%. Meanwhile, the activities of researchers in the study also experienced increase, with a percentage of 90.82%.

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In the name of Allah, The Most Gracious and The Most Merciful.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

As one of the english skills, writing place important role to the students. True writing the students are able to communicate with others, enrich their knowledge and experience and also express their idea and feeling. However, having a good mastery in writing skill is not easy as many people think. When a students wants to start writing, he or she is not able to express what in his or her thought into a written form. It is caused by some factors, such as: the lack of knowledge of how to write, the lack of vocabularies and the motivation on the students itself.

Harmer (2004: 4) states that writing is the expression of language that is used to convey and explain idea in the form of letter, symbol and word to the reader. It used as a communication tool between the writer and the reader. It is important for the writer to make sure that the information in the text is accepted well and it is able to comprehended by the reader.

Writing is a process of discovery and organizing the ideas, developing the ideas, conveying them into paper, reshaping and revising them (Coffin et al, 2003: 34). It means the students should be able to express their idea that they discovered into paper in a text form that will be clear to be a reader. Furthermore, writing is a skill to express the ideas in an effective and organized way. Actually most of the students find some difficulties in learning writing. They think that writing text is a

difficult task to do. This assumption is wrong because writing is an activity that has a lot of fun and makes the students more effective.

Based on the researcher observation at the Senior High School (SMA Dharma Patra Pangkalan Berandan), many students had difficulties in writing. They did not give much attention and enthusiasm on writing task because they do not have appropriate direct means in getting in touch with the ideas. The underlying problem is productivity of the students, not the lack of the ideas but the lack of direct means of getting in touch with the ideas. In other words, having ideas is not a problem for a students, but how to develop and proceed the ideas into a writing product is a problem. In order to help the students engage with the ideas, a good model should be used.

Writing plays the important role in English language education. Foong (1999) claimed that learning to write is important and useful for language and rhetorical practice for communication, and as a discovery as well as cognitive process. As stated in school based curriculum (KTSP), teaching English in High School is aimed at developing students' communication skill both in oral or written skill in order to achieve the level of informational. In other word, the high school students are expected to comprehend and create the various functional text, such as analytical exposition.

According to Boucard (2004) Jigsaw is one of a good and effective model that is useful to help the students to get in touch with the ideas. Jigsaw is the cooperative model gives students the responsibility for purpose setting, generaton

of questions, and comprehension monitoring. It means jigsaw is a good way to make students easier to write a text.

The previous research by Retna (2013) proved that Jigsaw model can significantly affect the students at One Senior High School in West Bandung. This research suggested that the Jigsaw technique was effective in increasing students' writing scores. Nearly all of students agreed that Jigsaw model is able to increase their writing skill, advance their grammatical mastery, increase their vocabulary mastery, expand their creative thinking, and improve their presentation skill as well as their confidence.

Thus, in order to make the students write easily, the researcher is very interested in conducting a study to increase students' achievement in analytical exposition text by applying jigsaw model. The implementation of jigsaw model in writing analytical exposition can give choice for students to interact and cooperate with their friends, increasing teacher and student's interaction to write an analytical exposition text.

B. The Identification of Problems

The problem of this research are identified as follows :

1. Students have problem in writing Analytical Exposition Text.
2. Students' achievement in writing Analytical Exposition was still low.

C. The Scope and Limitation

In this study, a researcher only discussed about Jigsaw Model. The research is encouraged to be able to increase the students' mastery in writing analytical exposition by giving jigsaw model. Jigsaw Model is designed to help the teacher teach the students about the writing lesson. The target of this study is investigating the implementation of Jigsaw Model for second Grade students' of SMA Dharma Patra Pangkalan Berandan.

D. The Formulation of Problems

The formulation of the problems are given as follows:

1. How is the Implementation of Jigsaw Model in Writing Analytical Exposition?

2. Is there any Increasing of the students' in Writing Analytical Exposition by using Jigsaw Model?

E. The Objective of the Study

1. Based on the research problem, the study is to investigate whether the students' increased if they are taught by implementation of jigsaw model.

2. The study is to increase the students' ability in writing Analytical Exposition by using Jigsaw Model.

F. The Significance of the Study

The result of this study has two aspects, theoretically and practically.

1. Theoretically

    Theoretically, the finding of the study is expected to enhance the theories of writing skill

2. Practically

a. English teacher. The finding of this study given information to teacher about how to increase students' achievement in writing analytical exposition text by using Jigsaw Model.

b. Students. The finding of this study gives them information in selecting the interesting and effective model to improve their writing.

It is also intended to be useful as a reference in other researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

Theories are necessary in conducting a research. Ary (2010: 45) states that a theory may be defined as a set of interrelated statements, principles and propositions that specify the relationships among. This theoretical framework which is presented in order to give some clearer concepts applied in this study is the application of clustering technique on students achievement in writing an analytical exposition text. These concepts lead to a much better understanding and analysis of the variables chosen because they help the researcher to limit the scope of the problem. Besides, the discussion should start from the theoretical concepts so as to avoid misinterpretation of the terms used in the discussion.

1. Writing

Writing is one of the basic language skills. According to Brown (2001: 336), writing is indeed a thinking process. It is a process of discovery and organize the ideas, develop the ideas, convey them into paper and reshape and revise them.

Discovery is a process of thinking about idea, and the idea can be explored. In discovery, the writer can try to discover their idea from their experience (Coffin et al, 2003: 34). Discovery is generating idea to plan what he is going to write (Harmer, 2004: 87). After discovering the idea, the writer can

organize the idea. Organizing the idea is an arrangement of ideas in some way to make a sense. The Writer should organize his idea in a logical organization. It means that the writer should arrange effectively what idea has to come first, what idea has to go last, and what ideas ends up in the middle. The ideas from the first until the end must be in logical sequence so that the readers will be interested and want to find out more.

In developing the ideas, the writer should develop the topic by narrowing down a broad focus, removing or adding the ideas where appropriate. The writer can begin to convey their ideas into paper. When the writer writes, he or she can ask some suggestions from his peer reviewers to reshape and revise his writing. Reshape means to polish the structure and the linguistic choices of writing. Coffin et al, (2003: 34) state that the revision will be done if there is an error spelling.

Oshima and Hogue (1998: 2) say that writing is a progressive activity. This means that when someone first writes something down, he has already been thinking about what he is going to say and how he is going to say it. The writer also have to write with anxiety-free to encourage the willingness to explore the writer's thinking and express the ideas (Lio and Wong, 2007: 141). Then after he has finished writing, he reads over what he has written and makes changes and corrections. Therefore, writing is never a one – step action; it is a process that has several steps.

In addition, writing is a process which is influenced by genre. (Harmer, 2004: 86). Furthermore, according to Pardiyono (2007: 2), writing basically is not only conveying the information, messages or ideas grammatically but also

packaging them into a specific purpose and into a specific genre of text. It means, when we write we will pass the process of writing and the writing has a purpose to the readers. From the explanations above, writing can be elaborate as a thinking process to discover, organize and develop the ideas then put them together for a specific purpose and specific genre of text genre. It means, the good writers should think critically and creatively to make a better sense to their writing.

2. Process of Writing

The writing process is the stage a writer goes through in order to produce something in the final written form (Harmer, 2004: 4). The process of writing is focusing on the written product that students are meant to produce, and focusing on the creative processes of writing, the role of the individual in the act of writing, and the social aspects of writing, including students' identities, disciplinary conventions, and the larger social context (Galbraith and Rijlaarsdam in Coffin et al, 2003: 33). Tangpermpoon, (2008: 5) says that the process-writing activity in the class is able to help students develop their critical thinking and learn not to depend only on the teachers feedback. In fact, the writing process is more complex than this of course, and the various stages of drafting, reviewing, redrafting and writing are done in a recursive way: we loop backwards and move forwards between these various stages (Tribble in Hammer, 2003: 258). According to Coffin et al (2003: 34), stages of the writing process can happen in various orders at different points. The stages of the writing process help the lectures clarify students misconceptions about writing.

The first stage is prewriting. In this stage, the writer is generating the ideas, understanding the ideas of others, and collecting the information. There are some techniques in collecting the information. Prewriting is the first step in the writing process in which this step the writer gather the idea to write about by discussing a topic with others (Oshima and Hogue, 1998: 2). In addition, McDonald and McDonald (2002: 7) say that prewriting is the stage of discovery. The second stage is planning. Planning focuses onorganising and focusing ideas. Harmer (2004: 4) states that experienced writers plan what they are going to write. He also states the writers should think three main issues : (1) the purposes of their writing, (2) the audience they are writing for, and (3) the content structure of the piece. The next stage is drafting. Drafting focuses on the development, organisation, and elaboration of ideas. Draft is the first version of a piece of writing. As the writing process proceeds into editing, a number of drafts maybe produced on the way to the final version (Harmer, 2004: 5). Students who write and re-draft their work have less opportunity to present plagiarised work as their own. Drafting will be narrowing the topic, removing or adding informations where appropriate. After drafting stage, the writers do the reflection. Reflection refers to letting work sit. The writers also need a peer/tutor review to get feedback from others to make a good piece of writing. Shin (2006: 327) states that the advantages of being tutored are increased sense of accomplishment and self esteem, better mastery of academic skills, increased ability to apply and integrate knowledge taught in different courses and a broader, more realistic outlook on the process of teaching and learning. A key aspect of writing process approaches is

the importance of seeking and responding to the feedback of others while a text is under development. Feedback is the drive which steers the writer through the process of writing on to the product (Villalon and Calvo, 2011: 17). Feedback may take the form of oral or written comments by peers. Students have considered reasonable suggestions in making their writing (Coffin et al, 2003: 40) Then, the writers do the next stage called revision. In this stage, the writers are further developing and clarifying ideas and also the structure of the text. In this stage, we can add research or any idea generation. Reflecting and revising are often helped by other readers (editors) who comment and make suggestions. The final stage, are editing and proof reading. The final stage of writing consists of editing, Proof reading, and polishing a text (p.41). Teacher should teach the process of writing to clarify the students' misconceptions in writing. It can be concluded that in the process of writing, the first thing to do is prewriting which is followed by planning. We can try to elaborate our ideas we have planned in drafting. Revision will be needed to make a good piece of writing. After that, the final stage, editing and proofreading can be done.

3. Objectives of Writing

Like doing other activities, the writers also have some purposes in doing writing. According to Coffin (2003: 20), the purposes of writing are classified into; (1) writing as assessment; (2) writing as an aid to critical thinking, understanding, and memory; (3) writing to extend students' learning beyond lectures and other formal meetings; (4) writing to improve students'

communication skills; (5) and writing to train; students as future professionals in particular discipliners. In addition Javed, et al (2013: 130) say that writing helps the students to reinforce the grammatical structure, enhance the students vocabulary, and assist other language skills such as reading, listening, and speaking. Furthermore, Wong (2004: 282) says the contributions of writing are to let us communicate with others who are removed by distance or time and provide a flexible tool for persuading others. Wong (2004: 283) also states that another goal of writing in school is to provide students with the opportunity for self–exploration. It means that students are encouraged to examine their interests, feelings, and experiences through writing. Activities like journal writing, autobiographies, and personal analytical expositions are used to promote such self reflection.

4. The Components of Writing

Heaton (1990: 146) classifies the scoring of written test into five components such as following: (1) Content. Content is the ability to write ideas, information in the logical sentences; (2) Organization. The organization serves to the students ability to write the ideas in a good logical order. The topic and supporting sentences are clearly stated; (3) Vocabulary. Vocabulary refers to the students ability in using words or diction to express idea logically; (4) Language use. Language use refers to the capability to use arrangement in the sentences and some other words such as nouns, adjectives, and time signal; (5) Mechanical skill.

Mechanics refers to the students ability in using punctuation, capitalization, and paragraphing correctly.

5. Genre

Gerot and Wignell (1994: 92) state that different genre deploys the resources for meaning making through the grammar in different ways. These genres arose in social interaction to fulfill humans' social purposes.

Based on generic structure and language feature dominantly used, texts are divided into several types. Pardiyono (2007) classify genre into some types, as the following below: (a) Analytical Exposition, the purpose is to argue that something is the case, (b) Hortatory Exposition, the purpose is to argue that something should be or ought to be, (c) Description, the purpose is to describe something in detail, (d) Recount, the purpose is to inform the event in the past, (e) Narration, the purpose is to entertain or amuse the reader, (f) Procedure, the purpose is to give instructions of the process, (g) Explanation, the purpose is to give explanation in detail about natural or social phenomenon, (h) Discussion the purpose is to give argument about the phenomenon, (i) News Item, the purpose is to give events of the day that important and newsworthy, (j) Report, the purpose is to inform something phenomenon or to give knowledge for the readers, (k) Anecdote, the purpose is to information about ridiculous or funny event, (l) Review, which has purpose to to give suggestion, critics, or evaluation about something in an article, a book or a movie.

6. Analytical Exposition Text

Analytical exposition text is one of the genre texts that should be achieved by students in teaching learning process (Pardiyono, 2007: 215). In writing analytical exposition, a writer makes a thesis, a controversial statement contains of a hot topic and a writer's position in text. In the correlation to the analytical exposition text–making, there are three aspects that should be made in writing analytical exposition text. It will be explained below:

a. Communicative purpose of Analytical Exposition Text

According to Pardiyono (2007: 216), the communicative purpose of analytical exposition text is to argue that something is the case. It is a type of oral or written discourse that is used to explain, describe, give information or inform on what is being discussed. One essential point to keep in mind for the author is to try to use words that clearly show what they are talking about rather than blatantly telling the reader a hot issue.

b. Rhetorical Structure of Analytical Exposition Text

Pardiyono (2007: 96) says that there are three elements in writing analytical exposition text, they are: (1) Thesis: Thesis is a controversial statement which contains a hot topic and a brief statement of the writer's position related to the topic; (2) Arguments: Arguments contain a number of arguments or opinions which describe the reality according to the writer's opinions. The function of arguments is to support the writer's statement in the thesis; and (3) Writer's reiteration: Writer's reiteration contains of a brief conclusion or resume related to

the writer's description to convince that what is stated in the thesis is acceptable, or correct reasonably.

c. Grammatical Patterns

In writing, the grammatical patterns of the text are very important to indicate the students achievement to make a good writing. There are four grammatical patterns in analytical exposition text which the writer quoted from Pardiyono (2007: 220): 1) The using of predicate with the forms of verbs: past tense and present tense, 2) The using of *verbs of being, verbs of having, and verbs of doing* or predicate, 3) The using of *declarative sentence (positive or negative)* in *present tense,* 4) The using of *conjunction* which is relevant to show a causal connection.

d. The Example of Analytical Exposition

Cars should be banned in the city

Thesis
> Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Arguments
> Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.
> Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.
> Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

Reiteration
> In conclusion, cars should be banned from the city for the reason listed.

7. Jigsaw Model

Elliot Aronson (1970) The jigsaw classroom is a research-based cooperative learning model invented and developed in the early and his students at the University of Texas and the University of California. Since 1971, thousands of classrooms have used jigsaw with great success. Jigsaw is one of the alternative models which engage students in learning to write. The model is an efficient teaching method that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the classroom activity.

The purposes of Jigsaw are to develop teamwork and cooperative learning skills within all students, to help the students develop a depth of knowledge which is not possible if students were to try and learn all of the material on their own, and to expose students' own understanding of a concept as well as reveal any misunderstandings because students are required to present their findings to the group in Jigsaw learning. In jigsaw model, grouping is very essential. It means that the application of student groups is one of the keys to successful cooperative learning. Successful Jigsaw model also needs effective implementation of student groups. Boucard (2005) state Jigsaw is cooperative model gives students the responsibility for purpose setting, generations of questions, and comprehension monitoring. With this model, students become information "experts" and take responsibility for each other's learning.

7.1 The Steps of Jigsaw Model

a. Divide students into groups. Assign a number to each student in the group: 1. 2. 3. and so on.

b. The numbr of members in a group home match the amount of material students are learning lessons that will suit the learning objectives to be achieved. In this type of Jigsaw, each students is given the taskof studying one part of learning material.

c. All students with similar learning materials to learn together in groups called expert groups (counterpart Group).

d. In the expert groups, students discuss the same learning materials, and making plans how to tell if returned to his home group.

e. The original groups reconvene and share their information with one another. Each member is an "expert", responsible for reporting his or her part of the information, and answering questions that may be posed by other members of the group.

f. To follow up, the whole class can have a discussion or the individual groups can write a report in analytical exposition text.

7.2 The Advantages and Disadvantages of Jigsaw Model

Jigsaw model is a part of cooperative learning, which has some advantages and disadvantages. There are several benefits of applying Jigsaw model in language teaching and learning activities. According to Aronson, there are several advantages and disadvantages of using Jigsaw model.

The advantages of jigsaw model are: First, The Jigsaw model supports the communicative approach in language teaching because it offers a highly interactive learning experience. Second, it improves students' motivation. Related to the model, the students achieve success as a consequence of paying attention to their peers, asking questions, helping each other, teaching each other, and helping each other to teach in a small-group work. The affective benefit of small-group work is an increase in students' motivation. For instance, if group and individual performances are components of the final assessment, individuals are motivated not only to learn the material but also to encourage all group members to understand the basic of the knowledge. No student can succeed completely unless everyone works well together as a team. Being motivated, students will participate actively during the lesson. Third, it increases enjoyment of the learning experience. There is less boredom in Jigsaw classroom than in traditional classroom. Students in Jigsaw classes report better while being in the position of the teacher and it can be an exciting change of place for all students. If smart students are encouraged to develop ― the intellect teacher, the learning experience can be transformed from boring task into an exciting challenge. In the Jigsaw classroom, an additional benefit to teacher and students is availability of study materials at different levels of difficulty.

Disadvantages of jigsaw model are: Many researchers demonstrate numerous advantages of Jigsaw model this does not mean that implementing Jigsaw is problem free. The problems are considered as the disadvantages for carrying out the model. (a) The problem of the slow student. The slow student

need more time than others to understand and absorb the information. The problem for the poor students are that they need to catch up which may cause tension because others are pulled back or delayed, (b) The problem may be dominated by smart students. Not everyone has an equal voice in a group. One person may dominate the group while others feel left out. Some students do not trust the abilities of others in the group which results tension and refusal to cooperate, (c) The problem of bright students becoming bored. It usually happens to the bright students in jigsaw situation. They become impatient, bored, or resentful of the slower students. Moreover, because their minds are so quick, the bright students tend to be among the most easily bored if the activities are moving too slowly for them, (d) The last problem of the jigsaw classroom is noisy. The students are scattered around the room. Everybody is talking at the same time. A non-jigsaw teacher might be thought that the jigsaw teacher must be an undisciplined person, unskilled, and ineffective for overcoming such as how students learn in such noisy atmosphere. In addition, to reduce the noisy class, the jigsaw teacher should maximally acts as a facilitator, moves around the class, from Jigsaw group to Jigsaw group, listening, observing, and keeping alert for many problems arise.

B. Conceptual Framework

Writing can be elaborated as a thinking process to discover, organize and develop the ideas then put them together for a specific purpose and specific genre of text genre. It means, the good writers should think critically and creatively to make a better sense to their writing.

Jigsaw is cooperative model gives students the responsibility for purpose setting, generations of questions, and comprehension monitoring. With this model, students become information "experts" and take responsibility for each other's learning.

Analytical exposition text is one of the genre texts that should be achieved by students in teaching learning process. In writing analytical exposition, a writer makes a thesis, a controversial statement contains of a hot topic and a writer's position in text. In the correlation to the analytical exposition text–making, there are three aspects that should be made in writing analytical exposition text.

In fact, many students can not write a text easily, they difficult to pour their idea become a text. They feel that writing is not interesting and boring and as the result they do not know how to write the text well. So the score of their writing is very low. Therefore, to solve this problem, the teacher must use an affective model which can attract the students attention on teaching writing.

The jigsaw model can help the students to increase their ability in writing analytical exposition text. By using this model to fooster cooperation and increase tolerance and respect among students, this model provides an opportunity for students to interact and support one another in a meaningful context. It is

particularly helpful to pair beginning level ELLs (English Language Learners)

with a supportive English language speaker.

CHAPTER III

RESEARCH METHOD

A. Location

The research was conducted at SMA Dharma Patra Pangkalan Berandan Jalan Balik Papan Kompleks Puraka-1 during the academic year 2015/2016. The reason for choosing this school because based on the observation, the process of writing an analytical exposition had a serious problem for the students. Most of them had difficulties in writing an analytical exposition text.

B. Research Design

This study was conducted by using classroom action research. It combined a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engage in a process of Increasing and reform (Hopkins, 2008: 47). Put simply, action research is "learning by doing", a group of people identify a problem, do something to resolve it, see how successful their effort were, and not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem – solving activities that we all engage in every day. According to Best and Kahn (2007: 20) action research is focused on immediate implementation, not on the development of theory or on generalization of implementation. Its purpose is to increase school practices: to combine the research processes, habits of thinking, ability to work harmoniously with others, and professional spirit.

Naturally, classroom action research is applied to see the improvement at certain number of cycles, the research will not get a significant result yet, the research will still apply more cycle and giving treatment in teaching and learning process till the significant result has been got. Since it is a short period of research time, this study applies three cycles by implementing the four steps; planning, action, observation, and reflection.

C. Subject and Object of The Study

In this study, the subjects of the research are Grade XI IPS 1 students of SMA Dharma Patra Pangkalan Berandan. The numbers of students in that class are 32 students and the object is analytical exposition.

D. The Instrument of Collecting Data

The data was obtained from test and non-test. The test is applied to gain primary data. To get the primary data, the writer make a test. To know the students' achievement in writing there were some criteria considered. According to Hughey (1983: 141) there were five component scales in scoring students' writing, namely content, organization, vocabulary, language use, and mechanics. The specific criteria would be described in greater detail in the following:

1) Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentences. The criteria of scoring these were as follow:

Table 3.1

Scoring Scale of Content

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27-30	Excellent To Very Good The writing should be knowledgeable, substantive, through, development of thesis and relevant to assigned topic
22-26	Good To Average Some knowledgeable of subject, adequate range, limited development of topic sentence, mostly relevant to topic but lack detail
17-21	Fair To Poor Limited knowledge of subject, little substance, inadequate development of topic
13-16	Very Poor Does not shoe knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

2) Organization

The organization refered to the students' ability to write the ideas, information in good logical order. The topic and supporting sentences were clearly stated. The criteria of giving the score as the following:

Table 3.2

Scoring Scale of Organization

18-20	Excellent To Very Good Fluent expression- ideas clearly stated/ supported- succinct- well organized- logical sequencing- cohesive
14-17	Good To Average Somewhat choppy, loosely organized but main ideas stand out,

	limited support, logical but incomplete sequencing.
10-13	Fair To Poor
	Non- fluent- ideas confused or disconnected- lacks logical development
07-09	Very Poor
	Does not communicate no organization or not enough to Evaluate

3) Vocabulary

Vocabulary refered to the students' ability in using word or idiom to express idea logically. It refered to the ability to use the synonym, antonym, prefix, and suffix exactly. The criteria of scoring vocabulary were given below :

Table 3.3

Scoring Scale of Vocabulary

18-20	Excellent To Very Good
	Sophisticated range- effective word/ idiom choice and usage- word form mastery- appropriate register
14-17	Good To Average
	Adequate range- occasional errors of word/ idiom form, choice usage but meaning not obscured
10-13	Fair To Poor
	Limited range- frequent errors of word/idiom form, choice, usage- meaning confused or obscured
07-09	Very Poor
	Essentially translation- little knowledge of English vocabulary idioms, word form- or not enough to evaluate

4) Language Use

It refered to the students' ability in writing the simple, complex or compound sentences correctly and logically. It also refered to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verb and the time signals. The scoring scale to be considered evaluating the language use of a text could be seen on the following table:

Table 3.4

Scoring Scale of Language Use

22-25	Excellent To Very Good Effective complex construction, few errors of argument, tense, number, word order/ function, articles, pronouns, prepositions.
18-21	Good To Average Effective but simple constructions- minor problems in complex constructions- several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions *but meaning seldom obscured.*
11-17	Fair To Poor Major problems in simple/ complex constructions- frequent error of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions- *meaning confused or obscured*
05-10	Very Poor Virtually no mastery of sentence construction rules- dominated by errors- does not communicate- or not enough to evaluate.

5) Mechanics

Mechanics refered to the students' ability in using words appropriately, using function correctly. Paragraph and text could be read correctly. The scoring scales to be considered evaluation mechanism, there were following:

Table 3.5

Scoring Scale of Mechanics

05	Excellent To Very Good Demonstrate mastery of conventions- few errors of spelling, punctuation, capitalization, paragraphing
04	Good To Average Occasional errors of spelling, punctuation, capitalization, paragraphing but *meaning confused not obscured*
03	Fair To Poor Frequent errors of spelling, punctuation, capitalization, paragraphing- poor handwriting- *meaning confused or obscured*
02	Very Poor No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing- handwriting illegible- or not enough to evaluate.

2. Non-test. Non-test is used to collect secondary data. It will be held by performing inteview sheet, observation sheet and diary note. Interview sheet will be used when the writer interview the English teacher about problems in teaching writing and some students about their difficulties in writing a text, and diary note and observation will be used to record events in difficulties in learning writing which will show thoughts and feelings which are important to researcher.

E. Procedure of Treatment

This research was divided into two cycles: cycle I and cycle II in which planning, action, observation and reflection are applied in each cycle. Each cycle will be carried out in two meetings. The steps in conducting this research are following:
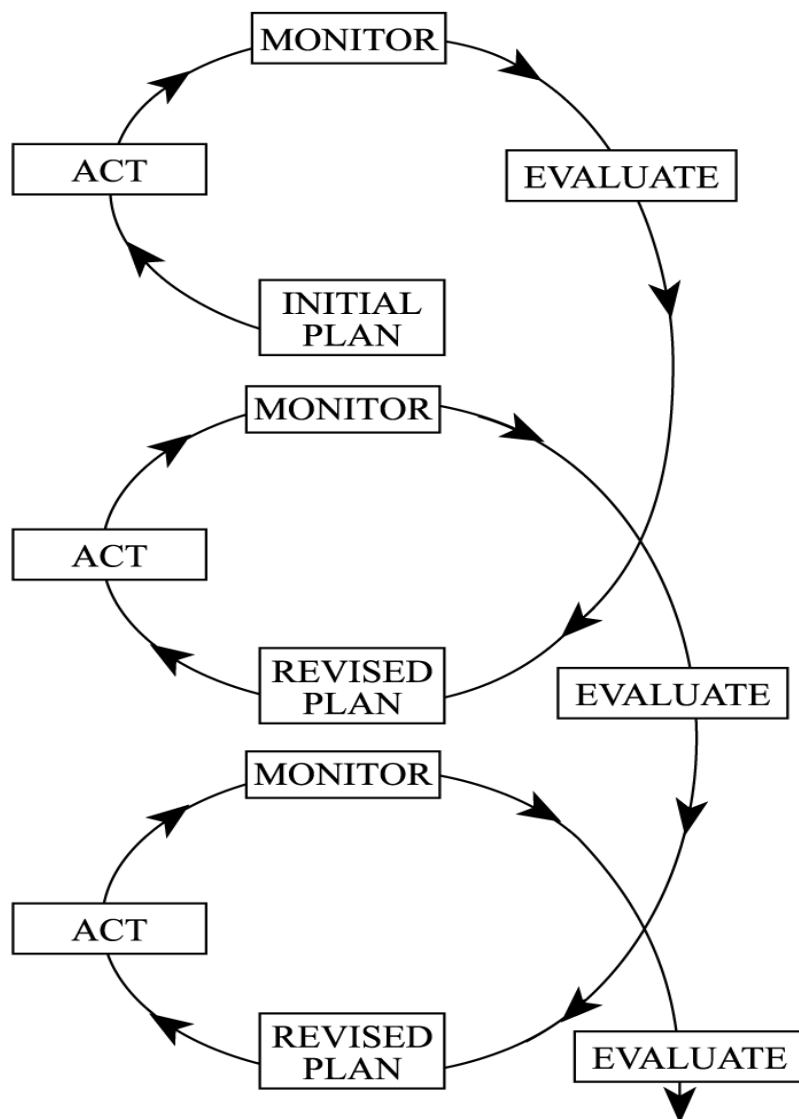
Figure 1.3 Action Research Model

Kemmis (1983)

Cycle I

Planning will the first step in Classroom Action Research. It will the arrangement for doing something considered in advance. In this step, researcher plain detail about the activities that will do. The actions in the planning step will the following:

a. Planning

Plan means program of action that was be done. Plan is to improve current practice. Plan is needed to arrange and prepared everything that was be need in action stage. The arrangements and preparation included: (a) Preparing the lesson plan. (b) Preparing the media, things, and tools needed in teaching learning process, choose the topics to the show. (c) Preparing observation sheet. (d) Preparing the material in cycle 1 and 2. (e) Preparing the assignment need. The plan must be flexible to allow adaption for unforeseen effect or constraints.

b. Action

Action is the process of doing things. It is the implementation of planning. The research should be flexible to the situation changing in school. Thus, the action should be dynamic, need immediately decision for what was done, and complete simple evaluation. In this phase, the writer did everything that she plan. The writer though the students essay writing by using Jigsaw Model. After that the students ask to write essay writing by using Jigsaw Model.

c. Observation

Observation will be done while the action is being there can be. Observe will some activities consist of gathering data to identify the results of action. Observe will need the information during the teaching learning-process. It is important to know about the students' attitudes, and even, not only to know about them but also to collect the data. This will be used as a basic of reflection.

d. Reflection

Reflection is a feedback process from the action which is had done before. Reflection will be used to help the teacher make decision. In this phase the writer reflects everything that will be made conclusion. In this case, students should be able to identify about the topics. The teacher will be done the second cycle by repeating the pre step in order to find out the problems and make planning to solved the problems if the results do not reach the goal determined.

Cycle II

Cycle II will be done if the mean score at the first cycle is not satisfying. This cycle will need if the previous mean score do not fulfill the minimum completeness criteria (KKM). This cycle consists of the same four phases like cycle I: planning, action, observation, and reflection in cycle I, but there will be an improvement in doing the action based on the weakness found in the cycle I. While the improvement in cycle II measures based on the reflection on cycle I.

F. Technique of Data Analysis

In this study, the writer applies qualitative and quantitative data, where qualitative data are used to describe the situation during the teaching process; while the quantitative data are used to analyze the score of the students. This researcher will be used two technique of data analysis for collecting data they are:

a. Reduction of Data

Data will be selected and carried out the process of simplification of student proficiency test result data as well as data obtained from the results of observations and field notes by selecting the data according to the needs of research and qualified to be analyzed so that the conclusions obtained in this study will no doubt.

b. Exposure of Data

The researcher will apply quantitative data. It mean that quantitative data will be taken from the students writing analytical exposition. Score are used to analyze to increasing the students skill.

To know the mean of the students' score of each cycle. The formula below, will be applied. It purposes to evaluate the data obtained from test.

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ = class mean score

$\sum x$ = total score

N = the total number of student

To categorize the number of master students, the writer calculated it by using this formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = percentage of students getting score 75

R = number of student getting score 75

T = the total number of students taking the test

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

4.1 Description of the Initial Conditions

Before this study was conducted the first researchers conduct observations and preliminary tests to obtained data about the initial conditions of the class that will be action, namely students' II-1 majoring in social sciences SMA Dharma Patra P. Berandan.

Observations and preliminary tests showed that the students have the ability and motivation to learn are low in learning writing analytical exposition. From the 32 students that no students gets a score by category successfully. In addition, the observation shows that students are less interested and less active in the following study. This is due to the monotony of learning activities so that learning is boring.

Starting from the initial conditions, the researchers plan actions class action research using jigsaw model in writing analytical exposition. This classroom action research was conducted with the aim to improve the performance and activities of students learning or motivation in learning to write analytical exposition.

4.2 Cycle I

a. Planning

Before the implementation of the action, the first by planning. Planning are designed based on the results of the test and the initial observation, namely (a) create a scenario for writing analytical exposition in accordance with the jigsaw model to be used in the action, (b) make the observation sheet to see the learning environment, and the activity of students' and researchers, and (c) designing an evaluation tool to see an increased in students' achievement in learning to write analytical exposition.

b. Acting

Implementation of the first cycle was done 2 sessions (4 x 45 minutes). Learning activity in this cycle are implemented in accordance with a plan designed at the planning stage action. In the early stages, researchers should be first explain the steps that will be applied to the learning model and learning objectives to be achieved. Then the students were divided into eight discussion groups in accordanced with the characteristics of the jigsaw model implemented. Each discussion group consisted of four students with different abilities. After a discussion group formed researchers explained briefly about the learning materials, the definition of analytical exposition.

In the implementation of the discussion, the students independently was collect some data to the formulation of the material being studied from various sources that exist in the environment around the students, then after receiving

information of students gathered again to discuss with members of the group and share their opinions and share knowledge on issues that were examined, and then analyzed information so that eventually reaches a few paragraphs in the writing of analytical exposition.

The application of this model in the learning activities in the first cycle has not been done up according to plan. It is caused by several factors, namely (a) the students has not been able to adapted to the learning groups so that learning tends to be an individual, (b) the majority of students did not understand the group learning with learning jigsaw model, and (c) some students has not been able to write a paragraph analytical exposition as a learning medium to the fullest.

To resolve the above efforts are as follows: (a) researchers briefed the students on groups learning with jigsaw model, and benefits in learning, and (b) researchers are actively helping groups who did not understand the steps learning jigsaw model.

c. Observing and Evaluating

1. Observation activity of students in the learning process. Students' activity was observed after the first cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

Table 4.1
Activity Score of Students' in the Learning Process of Cycle I

No	Aspects of Observation	Score
1	Interest	50%
2	Attention	53.13%
3	Participation	65.65%
4	Presentation	56.25%
	Means	**43.88%**

The data above shown that the students' activity of learning activities in groups with jigsaw learning model to write analytical exposition is still relatively low at 50% of interest, attention 53.13%, of attention 65.65% of participation, and presentation of 56.25%. One of the data shows that the activity level of students in learning in cycle I was the highest on the participatory aspect, and the lowest was interest aspect. Of the total, the means level of activity of students in teaching and learning conditions in the first cycle was 43.88%.

2. Observation of students' activities in the learning process. Results of the observation on teacher's activity in the learning process by using jigsaw model to write analytical exposition outlined in the table below:

Tabel 4.2
Activity Score of Researcher in Teaching and Learning Process of Cycle I

No	Activity	Score
1	Aperseption	84.40%
2	Material Explanation	90.63%
3	Explanation of jigsaw model by media-assisted learning on writing analytical exposition	87.50%
4	Teach Dividing Groups	84.40%
5	Management of Discussion	87.50%
6	Away Question or Quiz	75.00%
7	Ability to Evaluate	87.50%
8	Rewarding Individuals or Groups	81.25%
9	Determining Scores	81.25%
10	Concluding Learning Materials	90.63%
11	Closing the learning	96.88%
	Means	**86.08%**

Exposure above shows that the ability of researcher in applying the jigsaw learning model in writing analytical exposition already looks good. This is evident from the means value of the observation of the researcher's activities, amounting to 86.08%, with the ideal score of 100%. It can be concluded that the activities of researchers in learning activities quite good.

3. The results of the evaluation of the ability of students to mastery of learning materials in cycle I.

In addition, to the activities of students and researcher in the learning process, the level of students' mastery of the material is already well but still has not reached the ideal value of success. With the ideal score of 100, the means score achieved only reached 72.25, with details of values as follows: a score of 63 earned by 4 people, 65 are 4.67 are 4.70 are 4.77 are 4.78 is 4 people, 79 is 8 people, with a graduation rate that is 50% presentation.

d. Reflecting and Replaning

Based on the data obtained from the observations and evaluations are findings as a reflection. The successes and failures in cycle I as follows:

1. Students did not understand the activity of groups learning with jigsaw model. Students tend to still be individualized, so the majority of students' are less motivated. It can be seen from the means results of the observation of the activity of students in the learning process with the percentage rate of 43.88%.

2. Some of the students has not yet implemented the structure of analytical exposition as a learning medium to the fullest.

3. Researchers still award or not familiar to created an atmosphere of active learning using jigsaw model in writing analytical exposition. The level of research activity in learning and still not up to the percentage of 86.08%.

4. In writing analytical exposition using jigsaw model as a learning media has not done well.

5. The level of students mastery of the learning materials that are not yet maximal. In other words, the level of achievement of students still has not succeeded, with the means value of only 50%.

4.3 Cycle II

a. Planning

In the second cycle, the action plan are a follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students using jigsaw model applied and the level of students participation in learning to use the media in writing analytical exposition. Learning on the second action aims to improved students learning activities in order to achieved the specified indicators. Implementation of the second cycle are substantially similar to the execution of the first cycle.

b. Acting

Implementation of the action in the second cycle is in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of the jigsaw model of media-assisted learning in writing analytical exposition still be given to students in order to improve students' ability to take advantage of the media. Then, the next learning process is similar to previous meetings, but with the same learning materials.

c. Observing and Evaluating

1. The observation of students' activity in the learning process. The development of the level of activity of students in the learning process in the second cycle are presented in the following table:

Table 4.3
Activity Score of Students' in the Learning Process of Cycle II

No	Aspect of Observation	Score
1	Interest	84.38%
2	Attention	90.63%
3	Participation	81.25%
4	Persentation	93.75%
	Means	**87.50%**

Based on the table above can be explained that in the process of teaching and learning activities of students' have shown a very good development with an means percentage of 87.50%. With the four aspects of these observations, the presentation aspect of the highest score that is 93.75%, while the lowest for the aspects of the participatory aspect with a value of 81.25%. The table above also shows that the activity of students' in the learning process in the second cycle increased significantly. This means there are increased activity of students' in learning between the first and second cycles, either individually or in groups ability. This is evident from the means score of students' activity between the first cycle, 43.88% and second cycle, 87.50%, with a margin of 44.38% comparative figures. The figure suggests that students' in the learning activity increased significantly from the previous cycle.

2. The observation of the students' towards the activities of researchers' in teaching using jigsaw learning model of analytical exposition.

Increased activity of researchers in the learning process in the second cycle are shown in detail in the table below.

Table 4.4
Activity Score of Researcher in Teaching and Learning Process of Cycle II

No	Activity	Score
1	Aperseption	92.28%
2	Material Explanation	94.68%
3	Explanation of jigsaw model by media-assisted learning on writing analytical exposition	88.90%
4	Teach Dividing Groups	86.40%
5	Management of Discussion	91.44%
6	Away Question or Quiz	87.88%
7	Ability to Evaluate	90.25%
8	Rewarding Individuals or Groups	89.27%
9	Determining Scores	89.37%
10	Concluding Learning Materials	93.40%
11	Closing the learning	95.23%
	Means	**90.82%**

From the above data it can be concluded that the activities of researcher in the process of learning are very good, with the means percentage score of 90.82%. Thus, in this second cycle, the activities of researcher has increased very rapidly in the learning process as compared to the percentage of the means score of the previous cycle, with the first cycle of 86.08%.

3. The results of the evaluation of students' mastery of the learning material in cycle II.

Students' mastery of learning materials in the second cycle is getting better with the means value of 84.05. A detailed description of the activity value are 4 people earn a score of 81.4 people with a score of 82.4 people with a score of 83. 8 people with a score of 84.4 people with a score of 85.4 people with a score of 86, and four people with a score of 91. Then, for the level of overall percentage of successful students' toward mastery of the material is at 100%. Thus, based on the

means score of this percentage can be concluded that students mastery learning material on the second cycle increased significantly.

d. Reflecting

The following are some of the achievements after the implementation of the second cycle, namely:

1. In the process of teaching and learning, students activities already tend to be better towards jigsaw learning model in writing analytical exposition. This is evident from the inability of students already participate more actively in groups to carry out the tasks assigned by the researcher, and were able to take advantage of the analytical exposition as a medium of learning active and effective as well. This condition can be seen from the increased activity of students better than 43.88% in the first cycle to 87.50% in the second cycle.

2. Changes in the learning activities of students' in line with the increased activity in teaching student with learning by created more attractive through a jigsaw model of writing analytical exposition. It can be based on the observation of changes in the activities of researcher in learning by using jigsaw learning model in write analytical exposition of 86.08% in the first cycle into 90.82% in the second cycle.

3. Changes in students' results on mastery learning material looks significantly based on the data of the means value of the results of the second cycle evaluation of 72.25 in the first cycle with a 50% success percentage increased in the second cycle into 84.05 with a percentage of 100% success.

B. Data Analysis

This Chapters are a discussion of the results of research that has been described in the results section. At this stage of students mastery level action are still very low and did not reach the percentages of graduation. At this stages of the first cycle, the model of learning by using jigsaw model applied to and supported by the application of instructional media in writing analytical exposition. At this stage students graduation rate are 50%. These results indicated that the level of learning achievement are still relatively less successful. However, an increased in the ability of students rather than with the test of action. In this action, the activity of students in the learning process are still low with the means 43.88%. Students did not accustomed to the learning process by using jigsaw model in writing analytical exposition as a medium of learning that needs to be improved on the action II.

The Implementation of this second cycle starting from the problem at this stage I. Results measures the average value of the ability of students to mastery of the material obtained in act II was 84.05, with a graduation rate of 100%. The average value of student activity in the learning process is 87.50%. Meanwhile, the activities of researchers in the study also experienced improvements, with a percentage of 90.82%. This means that there is a significant increase in students' achievement and learning activities, and otherwise managed very well.

Thus, it can be concluded that the application of the Jigsaw model in writing analytical exposition can increase the ability and activity of students in the learning activities well, especially in the teaching of writing analytical exposition.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of a classroom action research can be concluded as follows:

1. The implementation of jigsaw learning model in writing analytical exposition can increased the ability and activity of students in the learning.

2. The results of the students' activity observation shows that an increase in activity of students in teaching and learning from the first cycle to the second cycle, the means value of 43.88% in cycle I to 87.50% in the second cycle by the differences in numbers 44.38%.

3. The students' mastery of the learning material to shows improvement. This were shown from the means value of the percentage of students passing the evaluation result mastery of the learning material in the first cycle of 50% to 100% in the second cycle. The students' achievement on the second cycle increased significantly with the means graduation rate of 100%. Besides the students learning activities increase by the means percentage of 87.50%.

4. Media learning using jigsaw model is able to increased the motivation and participation of students in learning and particularly relevant to contextual learning.

5. Through jigsaw model students are able to build their own knowledge, find elements in completing a discussion of material that must be mastered by students are a group basis.

6. Using jigsaw model in writing analytical exposition paragraph, learning the English language in writing more enjoyable.

B. Suggestions

In connection with the above results that the study by using a jigsaw model can increased the activity and learning outcomes, then given the following recommendations:

1. To the researcher, the research suitable by using jigsaw model in teaching writing in the classroom, especially writing analytical exposition.

2. The researcher can be teaching the students how to express their ideas or thoughts in writing analytical exposition paragraph, because by using jigsaw model can help the students writing analytical exposition text.

3. To the students, the students should be able to write in English.

4. In the research, especially in writing analytical exposition is expected to make the learning of jigsaw model as an alternative to increase the activity and results of students learning.

5. The utilizing of jigsaw model is an interactive learning media in teaching and learning activities.

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