

**TEACHING RELATIVE PRONOUN AT THE ELEVENTH
YEAR STUDENTS OF SMA NEGERI 2 PALOPO THROUGH JIGSAW
LEARNING MODEL**



A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State
Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd
Degree in English Education

Composed By,

Syamsidar

Reg.num: 09.16.3.0179

IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2013**

**TEACHING RELATIVE PRONOUN AT THE ELEVENTH
YEAR STUDENTS OF SMA NEGERI 2 PALOPO THROUGH JIGSAW
LEARNING MODEL**



A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State
Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd
Degree in English Education

Composed By,

Syamsidar

Reg.num: 09.16.3.0179

IAIN PALOPO

Under the supervision of:

1. Dr. Dahlan, M.Hum.
2. Jufriadi, S.S.,M.Pd.

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled “**Teaching Reading Comprehension Skills at the Eighth Year of Mts. Batusitanduk through K-W-L-H Technique**”, Which is written by **Rusni Sardin, Reg. Num. 09. 16. 3. 0098**, English S1 study program of Tarbiyah Department of State College For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Friday, December 13th 2013 M.**, Coincide with **Shafar 11th 1435 H.**, and it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, December 13th 2013 M
Shafar 11th 1435 H

COMMITTEE OF EXAMINATION

- | | | | |
|----------------------------------|---------------|---|---|
| 1. Prof. Dr. H. Nihaya M, M.Hum. | Chairman | (|) |
| 2. Sukirman Nurdjan, S.S., M.Pd. | Secretary | (|) |
| 3. Wahibah, S.Ag., M.Hum. | Examiner I | (|) |
| 4. Amalia Yahya, S.E., M.Hum. | Examiner II | (|) |
| 5. Dr. Dahlan, M.Hum. | Consultant I | (|) |
| 6. Jufriadi, S.S., M. Pd. | Consultant II | (|) |

Approved By,

The Chief of STAIN Palopo
For Islamic Studies STAIN Palopo

The Chief of Tarbiyah Department

Prof. Dr. H. Nihaya M, M.Hum.
NIP. 19511231 198003 1 017

Drs. Hasri, M.A.
NIP. 19521231 198003 1 036

NOTA DINAS PEMBIMBING

Palopo, November 2013

Perihal : Skripsi
Lampiran : 6 Eksemplar

Kepada Yth,

Bapak Ketua Jurusan Tarbiyah STAIN Palopo

Di-

Palopo

Assalamu'alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Syamsidar
Nim : 09.16.3 0179
Jurusan : Tarbiyah
Program Studi : Bahasa Inggris
Judul Skripsi : Teaching Relative Pronoun at the Eleventh Year Students of SMAN 2 Palopo Through Jigsaw Learning Model

Menyatakan bahwa skripsi tersebut telah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr,

Pembimbing 1

Dr. Dahlan, M.Hum
Nip. 19721226 200212 1 002

NOTA DINAS PEMBIMBING

Palopo, November 2013

Perihal : Skripsi
Lampiran : 6 Eksemplar

Kepada Yth,

Bapak Ketua Jurusan Tarbiyah STAIN Palopo

Di-

Palopo

Assalamu'alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Rusni Sardin

Nim : 09.16.3 0098

Jurusan : Tarbiyah

Program Studi : Bahasa Inggris

Judul Skripsi : Improving Reading Comprehension Skill at the Eight Year Students' of Madrasah Tsanawiyah Batusitanduk through K-W-L-H Technique

Menyatakan bahwa skripsi tersebut telah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr,

Pembimbing 1

Dr. Dahlan, M.Hum

Nip. 19721226 200212 1 002

ABSTRACT

Name : Syamsidar
NIM : 09.16.3.0179
Title : Teaching Relative Pronoun at the Eleventh Year Students
of SMAN 2 Palopo through Jigsaw Learning Model

This thesis deals with the application of jigsaw learning model in teaching relative pronoun at the eleventh year students of SMAN 2 Palopo. This thesis is to find out whether the use of jigsaw learning model effective or not in teaching relative pronoun through jigsaw learning model.

The problem of the research questions were “Can the use of jigsaw learning model improve the ability of the eleventh year students of SMAN 2 Palopo in using relative pronoun?” and “how is the perception of the eleventh year students of SMAN 2 Palopo towards the jigsaw learning model in improving ability in using relative pronoun?”

This research applied pre- experimental method using pre-test and post-test and using relative pronoun test as the instrument in collecting data. And the researcher focused on the eleventh year students of SMAN 2 Palopo Academic Year 2012/2013. The number of population is 30 students and as a sample using the total sampling technique.

The researcher collects the data by using a test and questionnaire and the researcher analyzed the students’ score by using t- test analysis.

The result of data analysis shows that using jigsaw learning model increase students’ ability in using relative pronoun, where the students’ score have significant difference between before and after giving treatment. Where the result of a T- test was 16.701 and the result of T-table was 2.756. In addition, most of the students are interested in learning relative pronoun by using jigsaw learning model that can be seen from the students’ response during teaching, learning process and students’ answer in questionnaire.

PRONOUNCEMENT OF THESIS AUTHENTICITY

I am undersigned:

Name : Syamsidar
Reg. Number : 09.16.3.0179
Study Program : English
Department : Tarbiyah

Clarify truly that:

1. This thesis is really a result of my own work, not plagiarism or duplication of the writing / works of others which I admitted as a result of my own writing or mind.

2. All parts of this thesis are my own work, except the quotations which are shown the source. Any mistake in it is my responsibility.

Thus this pronouncement was made as appropriate. When I am not write letter, I am willing to accept sanctions for such actions.

Palopo, December 12th 2013

Pronouncement maker

IAIN PALOPO

Syamsidar

NIM. 09.16.3.0179

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise is to Allah SWT, because of His blessing and guidance so the writer can finish this thesis, although in a simple form and the writer realizes that there are still many lacks. The researcher expects constructive critics and suggestion for the improvement of this thesis.

Shalawat and Taslim goes to the great prophet Muhammad SAW, his family, his friends, and all of the people that still do the commands of Allah and avoid his prohibitions.

The researcher realizes that this thesis could not be finished without helping from the others, the researcher would like to express her deepest thanks to:

1. Her mother Nurjannah and father Sudirman that have helped, so the researcher can finish her study.

2. Prof. Dr. H. Nihaya M., Hum. As a head of STAIN Palopo and all of the lecturers and their assistance and employers of STAIN Palopo who have thought, educated, helped, advised, and guidance the researcher during her study in STAIN Palopo.

3. Drs. Hasri, M.A. As the head of Tarbiyah Department of the State College for Islamic Studies Palopo.

4. Jufriadi, S.S.,M.Pd. As a head of English study program and also as the researcher's second consultant who has corrected her thesis.

5. Dr. Dahlan M.Hum As the researcher's consultant, who have exerted their thought and precious time for guiding directing, and giving motivation to the researcher. Therefore this thesis can be accomplished.

6. All the lecturers of Tarbiyah Department of STAIN Palopo who have thought the researcher during studying in STAIN for many years.

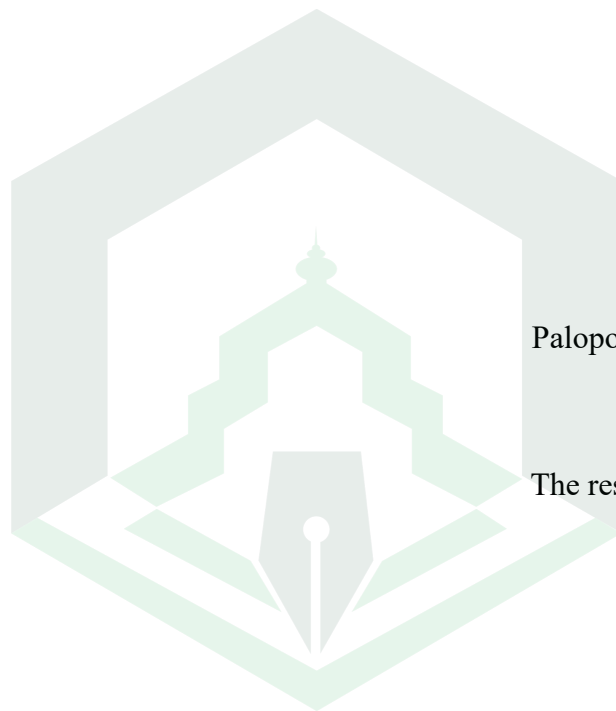
7. Drs. Esman M.Pd. As the headmaster of SMAN 2 Palopo, all teachers and staff who gave chances and facilities during the researcher doing research in their school.

8. Her brother and sister Syafril and Sarmila, for their motivation, and helps also for her all big family members.

9. All of the researcher's friends at the campus STAIN Palopo who have helped and given motivation in doing this thesis although in simple form especially Verawati, Rusni Sardin, Mina Mulyani, Sasmita, Endang Susilawati, Rahmatia, and all of my friends that the researcher cannot mention one by one.

The researcher thought without those people, this thesis would never been finished, and as human being, the researcher also realizes that this thesis is still far from perfection.

Finally the researcher prays to the God, may Allah SWT give reward to all people who have helped, the writer hopes this thesis can be useful and can give positive contribution for readers, religion, and state. Aamiin.



Palopo, December 12th 2013

The researcher

IAIN PALOPO

TABLE OF CONTENTS

CONSULTANT APPROVAL.....	ii
ABSTRACT.....	iii
PRONOUNCEMENT.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLE.....	xi
CHAPTER 1 INTRODUCTION.....	1
A. Background	1
B. Problem Statement	3
C. Objective of the Research	3
D. Significance of the Research	4
E. Definition of Term.....	4
G. Scope of the Research.....	5
CHAPTER II REVIEW OF RELATED LITERATURE.....	6
A. Previous Study.....	6
B. Grammar.....	7
C. Pronoun.....	10
1. Definition of Pronoun.....	10
2. Function Pronoun.....	11
3. Personal Pronoun.....	12
4. Possessive Pronoun.....	13
5. Reflexive Pronoun.....	14
6. Demonstrative Pronoun.....	15
7. Indefinite Pronoun.....	16
8. Interrogative Pronoun.....	16
9. Relative Pronoun.....	17
D. Cooperative Learning Model.....	20
1. The Concept of Cooperative Learning.....	21
2. Principle of Cooperative Learning.....	22
3. Characteristic of Cooperative Learning.....	23
1). Student Team Achievement Division (STAD).....	23
2). Jigsaw.....	24

3). Rotating Trio Exchange.....	25
4). Group Resume.....	25
E. The Procedure of Jigsaw Technique.....	26
1. Definition of Jigsaw Technique.....	26
2. The steps in the implementation of Jigsaw Technique.....	27
G. Conceptual Framework.....	30
H. Hypothesis.....	32
CHAPTER III RESEARCH METHODOLOGY.....	33
A. Research Design.....	33
B. Method.....	34
C. Population and Sample.....	34
D. Instrument of the Research.....	35
E. Procedure of Collecting Data.....	38
F. Technique of Data Analysis.....	38
CHAPTER IV FINDINGS & DISCUSSIONS.....	41
A. Findings.....	41
B. Discussions.....	59
CHAPTER V CONCLUSION AND SUGGESTION.....	65
A. Conclusion.....	65
B. Suggestion.....	66
BIBLIOGRAPHY	67
APPENDIXES.....	68

LIST OF TABLE

Table 2.1	Table of possessive determiners and pronouns.....	13
Table 2.2	Table of the reflexive pronoun.....	14
Table 4.1	Table of pre test and post test design.....	41
Table 4.2	Table of students mean score in pre- test and post-test.....	44
Table 4.3	Table of the students' mean score.....	45
Table 4.4	Table of Standard deviation.....	47
Table 4.5	Table of T – table.....	50
Table 4.6	Students' Impression of Using Jigsaw Learning Model in Using Relative Pronoun.....	52
Table 4.7	Students' Ability in Using Relative Pronoun.....	53
Table 4.8	Students' Motivation in Using Jigsaw Learning Model in Teaching Relative Pronoun.....	54
Table 4.9	Table of Students' Grammar Achievement in Learning Relative Pronoun.....	54
Table 5.0	Table of Students' Self Confidence	55
Table 5.1	Students' Involvement in Learning Relative Pronoun.....	56
Table 5.2	Students' interest in using relative pronoun.....	56
Table 5.3	Students' Understanding in Learning Relative Pronoun.....	57
Table 5.4	The Superiority of Jigsaw Learning Model.....	58
Table 5.5	Students' performance in learning relative pronoun.....	58

CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages that people use all over the world. That is why English has been taught in many levels of school, from in Elementary School, Junior High School, Senior High School and University. It has important roles in many areas such as education, economic, politic matter and so on.

As the teacher who teaches English as foreign language, a teacher should deal with four skills namely listening, speaking, reading, and writing. These skills are very important to learn in improving knowledge, technology, and culture by using English. They should be learned and mastered.

The researcher emphasizes research on one sub – skill namely Grammar. Grammar is the study about grammatical structure in English such as how to form phrase, how to form sentence, etc. In relation with grammar, there is a kind of sentence structure which is relative pronouns. A relative pronouns summary for English grammar. There are five relative pronouns: who, whom, whose, which, and that. It is very important to be learned by student in learning English.

As for the relative pronoun is important in students understand and can improve students language skills because when chatting with someone, we must explained more or provide additional information about a person / object/ animal /

place or the time we are talking about so that information is more clearly understood or more detailed.

Based on the pervious survey that the researcher has conducted at the eleventh year students of SMAN 2 Palopo in using relative pronoun. Even though they have already study about relative pronoun, still there are many students cannot distinguishing, still confused about relative pronoun will be used.

One of the techniques that can be used to improve student ability in learning relative pronoun is using Jigsaw Learning Model. In the past decade, education experts to develop learning model and successfully encourage students' interest in cooperation is applied in the classroom. Learning model in question is a model of cooperative learning. Types of cooperative learning model that is described in this research is the type of Jigsaw cooperative learning model developed and tested first by Elliot Aronson and friends at the University of Texas, and adapted by Slavin and friends at Johns Hopkins University. The technique was later developed by Aronson as cooperative learning methods. This technique can be used in the teaching of reading, writing, listening, or speaking.¹

In a model of cooperative jigsaw, students have many opportunities to express opinions and to process the information obtained thus improving communication skills. Group members are also responsible for the success of the group and the thorough of the material being studied and can convey information to

¹Rahman Destia, “*Metode Pembelajaran Jigsaw*”, Blog Rahman Destia. [Http://rahman-destia.blogspot.com/2012/.../metode-pembelajaran-jigsaw](http://rahman-destia.blogspot.com/2012/.../metode-pembelajaran-jigsaw) (24th January 2013)

other groups. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.²

Based on the explanation above, the researcher would like to find out a research with title "Teaching Relative Pronoun at the Eleventh Year Students of SMAN 2 Palopo through Jigsaw Learning Model".

B. Problem Statement

In order to get a clear description, it is important to determine problem statement, as follow:

1. Can the use of jigsaw learning model improve the ability of the eleventh year students of SMAN 2 Palopo in using relative pronoun?
2. How is the perception of the eleventh year students of SMAN 2 Palopo towards the jigsaw learning model in improving ability in using relative pronoun?

²"Jigsaw, "Wikipedia the Free Encyclopedia. <http://en.wikipedia.org/overview.htm> (January 24th 2013)

C. Objective of the Research

1. To find out the effectiveness of the jigsaw learning model in improving the ability in using relative pronoun at the eleventh year students of SMA Neg. 2 Palopo.

2. To find out the students' perception toward jigsaw learning model in improving their ability in using relative pronoun of the eleventh year students of SMAN 2 Palopo.

D. Significances of the Research

Practically, the aim of this research is to improve the students' grammar (relative pronoun) ability through jigsaw learning model. Researcher hopes the students will enjoy and they have motivated and interest in teaching relative pronoun. So their grammar in using relative pronoun ability can develop through jigsaw learning model.

Theoretically, the output of this research is hoped to give information to the teachers, and all of people and as reference to improve the ability in using relative pronoun.

E. Definition of Term

1. Grammar is rules for forming words and making sentences.³
2. Pronoun is a word which takes a noun in sentences, refers to noun, and has same meaning as noun.
3. Relative pronoun is pronouns are used to connect two sentences into one by removing parts of the same.⁴
4. Jigsaw Learning Model is a model of learning which students work together to form small group in which students work together and indcently responsible.

F. Scope of the Research

The scope of the research is focused on using jigsaw learning model at the eleventh year students of SMAN 2 Palopo. In teaching relative pronoun, the researcher specified on: who, whom, which and whose.

³Martin Manser, *Oxford Learners dictionary*, (New Edition; New York: Oxford University Press, 2005), p. 187

⁴ Peny R.Pramon0 & Ule Sulisty0, *Cara Gampang Belajar Toefl Fun and Easy Grammar I*, (Yogyakarta: Andi, 2007), p. 92



IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Zahrah Raudhatuz (2009) in her thesis entitled “Using Jigsaw Technique to Improve the Writing Ability of the Second Year Students of MTS Negeri 2 Medan”, she concluded that:

1. The finding of the study indicated that Jigsaw technique was successful in improving students' writing narrative text. The improvement could be seen from the increase of students' average writing score from 49.6 in the preliminary study, and 60.2 in the first cycle, to 70.2 in the second cycle.

2. The finding indicated that Jigsaw technique was effective in enhancing the students' motivation and participation. It was found that there were 74.0% students who were motivated in the first cycle and 83.8% students were motivated in the second cycle. In addition, it showed that there were 83.1% students participated actively in the first cycle and 88.9% students who participated in the second cycle.¹

Arin Sukresno (2011) in her thesis entitled” Improving the students reading comprehension by using jigsaw technique”. She concluded that:

¹Raudhatuz Zahrah, “Using Jigsaw Technique to Improve the Writing Ability of the Second Year Students of MTs Negeri 2 Medan: A Thesis of Universitas Negeri Malang.2009,” [Http://Journal . unimed.ac.id/2012/index.php/jelt/article/view/908](http://journal.unimed.ac.id/2012/index.php/jelt/article/view/908) (February 16th 2013)

1. The improvement of students' reading comprehension was indicated by the score of the post-test which was higher than the score of pre-test. The mean score of the pre-test was 5.7 and it increased to 6.4 in the post-test 1 and it also increased to 7.5 in the post-test 2. It showed that there was significant improvement of students' reading comprehension.

2. The second is the improvement of the class situation. The researcher found that jigsaw could improve the students' interest in reading. During the instructional process, the teaching and learning process had not been dominated by the teacher but also involved the students, so the class became more alive. Jigsaw also improved students' social developments.²

Those researchers above are the same with this research in the case of focusing on jigsaw learning model. It is the same with the research namely how to find out the effectiveness this method in teaching relative pronoun. So, the researcher did the research to introduced to the students one way in learn relative pronoun through jigsaw learning model.

IAIN PALOPO

²Arin Sukresno "*Improving Students' reading Comprehension by using Jigsaw Technique: A Thesis of Surakarta: Teacher Training and Education Faculty, Sebelas Maret University, 2011,*" jurnal.untan.ac.id/index.php/jpdpb/article/download/2663/2646 (February 16th 2013)

B. Grammar

1. Definition of grammar

According to Michael Swan, grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning.³ While in Oxford Dictionary, grammar is rules for forming words and making sentences.⁴

Grammar is a development skill text for intermediate to advanced students of English as a second of foreign language.⁵

Grammar is sometime defined as the way words are put together to make correct sentences.⁶ This is, as we shall see presently, an over simplification, but it is a good starting point and can easy way to explain the term to young learners. Dwight L. Bolinger summaries that grammar is one of the humanistic sciences by reasons of being like sociology or political science, a description of human behavior.

Based on the some definitions of grammar above, the researcher can make conclusion that grammar is the study about grammatical structure in English such as consist form of rules how to arrange and organize a word or more to make correct sentences.

³Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 2005), p. 19

⁴Martin Manser, *Oxford Learners dictionary*, (New Edition; New York: Oxford University Press, 2005), p. 187

⁵Betty Schramper Azar, *Understand and Using Grammar, The Third Edition* (New Jersey: Prentice Hall, 1990), p. 13

⁶Ommogie Alice Hadley, *Teaching Language in Context*, (USA: Wardsworth Inc, 1993), p.

2. Principles for teaching grammar

- a. Integrated both inductive and deductive methods into your teaching.

In deductive classroom the teacher gives grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and helps the learners master the point. In deductive teaching, you work from principles to example. Inductive procedures reserve this process and through process of guided discovery, get them to work out the principles or rule for themselves.

- b. Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar-based courses are relatively ineffective because they teach grammar as an abstract system. Present the language as isolated sentences and fail to give learners a proper context for the grammatical point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of sentences in the active voice ("the boy broke the window", "The dog bit the man" etc). The model of how to form the passive. ("The window was broken"). The task for the student was to turn the active voice sentences into the passive. Such a procedure does not give student any insight into the communicative context in which they should use the passive rather than active voice. However the solution proposed by some-do away with teaching grammar altogether-is not solution. The solution is present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

c. Focus on the development of procedural rather than declarative knowledge.

In the field language learning, declarative knowledge is know language rules. Procedural knowledge is being able to use the knowledge is being able to use the knowledge for communicative.

Must of us who have been teaching for any time but at all know learners who can give a more or less standard text book explanation of a grammatical rule or principle, but who violate the rule when using language communicatively. There are also learners who have procedural but not declarative knowledge. In fact, the majority of native speakers fall into this category .Unless, they have studied grammar formally, and few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of such knowledge, it is not necessary and sufficient condition for the development of such knowledge. Student need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning through use or learning by doing principal is one that has come to us through the approach to education known as experientialism.⁷

⁷ David Nunan, *Practical English Language Teaching* (New York: Cambridge University Press, 1995), p. 158-160

C. Pronoun

1. Definition of pronoun

According to Betty Scrampher Azar, pronoun has some meaning as a noun and pronoun always refers to noun.⁸ While in Oxford Advanced Learner's dictionary, pronoun is a word used in a place of noun or phrase, a pronoun takes the place of noun.⁹

Pronoun is a pronoun used to replace objects. One function of pronouns is to avoid repetition many times a word in a sentence.¹⁰

For example, Windy lost Windy's pencil when Windy was going to Windy's home. Based on the sentence, the word 'Windy' is repeated several times. Therefore in order to avoid repetition use the pronoun that the sentence be "*Windy* lost *her* pencil when she was going to *her* home"

Marcela says that traditional definition of pronoun as word that takes place of noun is applicable to same types of pronoun but not to others.¹¹

IAIN PALOPO

⁸Betty Scrampher Azar, *Basic English Grammar, The Third Edition* (New Jersey: Prentice Hall.Inc,1984), p.204

⁹A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: University Press: London, 1995), p. 928

¹⁰ Windy Novia S.Pd, *Essential English Grammar Complete Edition*, (Wipress, 2009), p.155

¹¹Marcella Frank, *Modern English; A Practical Reference Guide* (New Jersey: Prentice Hall.inc, 1972), p. 21

Based on the explanation above the researcher concludes that pronoun is a word which take a noun in a sentences, refers to noun, and has same meaning as noun.

2. Function of pronoun

Pronouns have most of the same function as nouns.¹²

- a. Subject of verb: *They were* late for their appointment
- b. Object of verb :
 - 1) - Direct object : We enjoy *ourselves* at the party
 - 2) - Indirect object : We will send *you* the goods immediately

In the English grammar pronouns can be divided into several groups based on the nature and functions:

1). Personal Pronoun

Personal pronouns represent specific people or things.¹³ We use personal pronouns in place of the person or people that we are talking about. My name s Joseph but when I am talking about myself I almost always uses “I” or “me”, not Joseph. When I am talking direct to you, I almost use “you” not your name. When I am talking about another person, says John” but then use “he” or “him” and so on.

¹²Marcella Frank, *Modern English; A Practical Reference Guide* (New Jersey: Prentice Hall.inc, 1972), p. 20

¹³Anonym, *Http:// www.englishclub.com>Englishclub>Learn English>Grammar>Pronoun.* (January 24th 2013)

a) As subject = It before verbs or auxiliary verbs

- *I* gave him a book
- *You* gave him a book
- *We* gave him a book

b) As object = Located not at the front, serves as a verb or after the preposition

- He gave *me* a book
- He gave *you* a book¹⁴

2). Possessive Pronoun

These are the form of the possessive determiners and pronouns:¹⁵

Person	Determiner	Pronouns
Singular		
First	<i>my book</i>	<i>mine</i>
Second	<i>your number</i>	<i>yours</i>
Third	<i>his father</i>	<i>his</i>
	<i>Her decision</i>	<i>hers</i>
	<i>Its location</i>	

We use possessive for a connection, often the fact that someone has something.

¹⁴Idi Supono, *BBC English Grammar*, (Jakarta: Wahyu Media, 2007), p. 64

¹⁵John Eastwood, *Oxford Learner's Pocket Grammar Dictionary*, (New Edition; New York : University Press: London, 2008), p. 204

For example: **My** bag (the bag that belongs to me)

We use pronoun on its own without a noun

For example: *I've got my diary. Have you got **your** diary?*

3). Reflexive Pronoun

Reflexive pronoun is used as object of a verb preposition and also for emphasis. These pronouns usually follow the verb that the subject is both giving and receiving the action.¹⁶

a). The reflexive Pronouns are:¹⁷

	SINGULAR	PLURAL
1 st person	myself	ourselves
2 nd person	yourselves	yourselves
3 rd person	himself	themselves
	Herself	
	Itself	

b). We use reflexive pronouns when the subject and the object of a clause are the same.

- I burn *myself* cooking the dinner

- Annie hurt *herself* when she fell over

¹⁶Betty Schramper Azar, *Understanding and Using English*, (Second edition; New York: Personal Education.1999), p. 138

¹⁷Digby Beaumont & Colin Granger, *The Hainemann English Grammar*,(Longman: Hainemann, 1992), p. 190

4). Demonstrative Pronoun

Demonstrative is pronoun that serves to indicate objects, animals or people in question or discussed.¹⁸

(a) We use demonstrative to 'point to' something in the situation.¹⁹

For examples: - *This color* is nice

- *That house* there is for sale

- *These flowers* are lovely

- There's snow up there on *those hill*

This and *these* refer to things near the speaker and *that* and *those* to things further away. *This* and *that* are singular. *These* and *those* are plural. We also use *this* and *that* with uncountable nouns.

(b) We sometime leave out the noun.

For examples: - *Look at this bag. This* is nice

- *I like this jean. ~ I like those better*

(c) We can also use one / ones.

For example: *This one* is nice. *I like those ones*

(d) We can use *that* or *those* in a rather formal pattern.

For examples: - *I knew the voice as that of my sister*

¹⁸Rudi Hariyono, *Complete English Grammar Tata Bahasa Inggris Lengkap*, (Surabaya: Gitamedia Press, 2002), p. 115

¹⁹John Eastwood, *Oxford Learner's Pocket Grammar Dictionary*, (New Edition; New York :University Press: London, 2008), p. 206

- *Some leaves are poisonous, especially **those** of evergreen shrubs.*

5). Indefinite Pronoun

An indefinite pronoun is a pronoun that refers to one more unspecified beings, objects, or places and which includes indefinite pronouns consist of:²⁰

- a) Each, for a person or object consisting of two or more. Each is generally used for a single form. For example, Indra has two bags. *Each* costs Rp. 150,000.-
- b) One or ones, as a noun. Used to replace a noun that has been mentioned earlier in one sentence. For example, this *bicycle* is new, but that *one* is old.
- c) Someone, somebody, somewhere, anyone, anybody, anything, anywhere, all the words are used for the singular noun.

For examples: - They saw *someone* /*somebody* in your house last night

- Do you say *something* to me?
- I am sure that you will find it *somewhere*
- We didn't see *anyone*/ *anybody* there yesterday
- Do you want *anything* else?
- She didn't go *anywhere*

- d) Another, others. Another used to replace the singular noun and others used to replace other forms of plural noun.

²⁰“Indefinite pronoun,” Wikipedia *the Free Encyclopedia*. [Http://Wikipedia.Org/wiki/Indefinite/Pronoun](http://Wikipedia.Org/wiki/Indefinite/Pronoun) (July 28th 2013)

For examples: - I don't like this *jacket*, I will change it with *another*

- These *cars* are very expensive, I want *others*

6). Interrogative Pronoun

Interrogative pronouns are pronouns questioner like what, who, whom, whose, and which.

Used for asking questions, for examples:²¹

(a). What (to ask for your name, objects, status, occupation and one's position).

For examples:

- *What* is your name?

- *What* are you?

(b). Who (to ask people as the subject).

For examples:

- *Who* are you?

- *Who* trains you?

(c). Whom (to ask people as objects).

For examples:

- For *whom* do you cook?

- With *whom* do you play?

(d). Whose (to ask a person belongs)

For examples:

- *Whose* wallet is this?

²¹ Idi Supono, *BBC English Grammar*, (Jakarta: Wahyu Media, 2007), p. 77

- *Whose* children are those?

(e). Which (to ask for options)

For examples:

- *Which* is your umbrella?

- *Which* way shall we go?

7). Relative Pronoun

Some linguists give different description about the definition of relative pronouns in their book. Some of them called relative pronouns as adjective clause, while the other still use the term of ‘‘ relative pronouns’’. Sometimes it will make the reader confused and think that which one is correct. In this research the writer tries to differentiate between relative pronouns and adjective clause.

Relative pronoun is pronouns are used to connect two sentences into one by removing parts of the same.²²The relative pronoun of English are who, whom, whose, which and that. When they used, not only as a pronoun but also as conjunction join two sentences or clauses. While an adjective clause is a dependent clause that modifies a noun.²³

The following are the main of relative pronouns including their functions:

²²Peny R.Pramon0 & Ule Sulisty, *Cara Gampang Belajar Toefl Fun and Easy Grammar I*, (Yogyakarta: Andi, 2007), p. 92

²³Anonym, [Http://:www.aslbee.com/AdjClauses.htm](http://www.aslbee.com/AdjClauses.htm). (January 24th 2013)

a) Who: is used for describing humans in subject position.²⁴

For examples: - *My brother is a doctor*

- *He lives in Jakarta*

*My brother **who** lives in Jakarta is a doctor*

b) Whom: is used for describing humans in the object position, in which in this sentence usually there are more than one people.

For example: - *Bakri will go to Solo*

- *I saw him yesterday*

*Bakri **whom** I saw yesterday will go to Solo*

c) Which: is used for describing things and animals in subject or object position.

For example: - *This is the book*

- *I bought yesterday*

- *This is the book **which** I bought yesterday*

d) That: is used to describe people and other objects. Often used in place of who, whom, and which. ²⁵

For examples: - *Here are the picture **that** impressed Mr. Lee.*

- *The bus **that** goes to Medan is a blue one.*

- *This is the radio **that** I bought last month.*

²⁴Fuad Mas'ud, *Essential of English Grammar a Practical Guide Edisi ke 3*. (Yogyakarta: BPFE Yogyakarta, 2005), p. 62

²⁵ Idi Supono, *BBC English Grammar*, (Jakarta: Wahyu Media, 2007), p. 81

In modern conversational English, the relative pronoun *who*, *which*, *whom*, *whose*, and *that* the object of the clause is often omitted for example:

- *The girl **who** invited you last night is my girl- friend*
- The girl you invited last night is my girl- friend*

That the most widely used instead of *who* or *which*, it is preceded by

1) The word “*you*”. Here are examples of its use in a sentence:

- ***You that** stand over there that must help her*

2) The word “*only*”. Here are examples of its use in a sentence:

- *She is the **only** person **that** can arrange the matter*

3). The word “*single*”. Here are examples of its use in a sentence:

- *Not a **single** ticket was left **that** could be given to her*

4). The word “*all*”. Here are examples of its use in a sentence:

- ***All that** has been said was true*

5). The word “*something*”. Here are examples of its use in a sentence:

- *There is **something that** I want to tell you*

6). The word “*everything*”. Here are examples of its use in a sentence:

- *I saw **everything that** she did²⁶*

e) *Whose* is relative possessive word, used as determiner before nouns in the same way as *his*, *her*, *their* or *its*.

²⁶ Windy Novia, *Essential English Grammar Complete Edition*, (Wipress, 2009), p. 172-173

It can refer back to people or things. In a relative clause, whose + noun can be the subject, the object of a verb or the object of a preposition.²⁷

For examples:

- I saw a girl *whose* beauty took my breath away. (Subject)
- I was at a meeting *whose* purpose I did not understand. (Object)

D. Cooperative Learning Model

1. The concept of cooperative learning

Model of teacher learning needs to be understood in order to carry out effective learning in improving learning outcomes. In its application to the learning model must be carried out in accordance with the needs of students for each learning model has a purpose, principle, and the main pressure different.

Learning model is a complete set of components of the strategy, which is complete with all the parts of the method are described in detail .Alternatively, a complete model of learning is a set of components that strategy can give better results under certain conditions.²⁸

²⁷Michael Swan, *Practical English Usage*, (New Edition; Hongkong: Oxford University Press, 1995), p. 491

²⁸ Isjoni, *Cooperative Learning mengembangkan kemampuan belajar kelompok*, (Bandung: Alfabeta, 2011), p. 62

Thus, the researcher concluded that the learning model is a conceptual framework that described a systematic procedure in organizing learning experiences to achieve the learning objectives.

Cooperative learning is a model that can provide a convenience to teachers to implement the learning process, since the processes or stages that can be implemented in this model of cooperative learning, are the stages that can arouse students' interest in learning, motivated by interesting activities, can foster students' activities and cooperation in developing their own teaching materials with the group so that the objective component, the process of a curriculum easily conveyed.²⁹

Cooperative Learning is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group successes.³⁰

The researcher concluded that the cooperative learning model is a learning model using small groups, work together. The success of this model is highly dependent on the ability of the activity of group members, either individually or in groups.

²⁹Wirman Kantraprawira, "*The Implementation of Cooperative Learning in teaching by using jigsaw model: a case study at second grade student of MTS AL- Intishor Mataram in academic year 2012/2013,*" <http://wirmanvalkinz.blogspot.com/2013/01/skripsi-bahasa-inggris-impementation.html> (November 13th 2013)

³⁰ "Cooperative Learning," *Wikipedia the Free Encyclopedia*. [Http://:en.Wikipedia.org/wiki/cooperative-learning](http://en.Wikipedia.org/wiki/cooperative-learning) (November 13th 2013)

2. Principles of cooperative learning

Learning Cooperative Learning is one of the learning model that supports contextual learning. Cooperative learning systems can be defined as a system of work or cooperative learning principles are arranged in a regular or structured. The principle in question there are four, namely:

- a. The principle of positive dependence.

Tasks that can be resolved depends on the efforts of each member of the group.

- b. Individual responsibility.

Duty is a responsibility of every member of the group. The success of each group member is to complete the task.

- c. Face to face interaction.

In cooperative learning, it is necessary to a good interaction with each other.

- d. Participation and communication.

Learning of cooperative training students to be able to actively participate and communicate

3. Characteristic of cooperative learning

According to Stahl in Ismail, the characteristic of cooperative Learning are:

- a. Studying with friends
- b. Face to face with friends
- c. Listening among members
- d. Learning from his/her friends in group
- e. Learning in a small group

- f. Active in speaking or giving a piece of mind
- g. Students make decision
- h. Students must be active³¹

In cooperative learning, there are several variations of the model that can be applied, which include:

1) Student Team Achievement Division (STAD)

Measures (syntax) learning, namely:

- a) Teacher divides students into group with members of the heterogeneous (e.g., each group of four).
- b) The teacher presents the lesson
- c) The teacher gives a task to be done by the group members of the group
- d) Students who can do the task / problem explained to members of the group so that all members of the group understand.
- e) The teacher gives a quiz / questionnaire to all students. When answering the quiz / questions, students should not help each other.
- f) Teachers give awards to groups that have value / high point.
- g) The teacher gives an evaluation.
- h) Conclusion

2) Jigsaw

Measures (syntax) learning, namely:

- a) The teacher divides students into groups (for example, each group of four).

³¹ Ismail, *Model-model Pembelajaran*, (Jakarta, 2012), p.12

- b) Each student in the group was given a different material substance (group home).
- c) Each student in the group to read and study the assigned material.
- d) Members of different groups who have studied the same material to meet the new group (group of experts) to discuss parts of the same material.
- e) After completion of discussion in expert groups, each student returned to the group home. Next, they take turns teaching a group of friends on the material he has learned / discussed in the expert group .Meanwhile, the other group members listen intently, and then make a summary.
- f) Each group presented the results of their discussion.
- g) Teachers and students make inferences.
- h) The teacher gives an evaluation.
- i) Conclusion

3) Rotating Tri Exchange

In this model class is divided into groups consisting of 3 people, the class arranged so that each group can see the group in the left and right, the trio give each the same questions for discussion. When finished give numbers for each member of the trio. For example the number 0,1, and 2. Then ordered the number 1 moves clockwise and the number counterclockwise 2 next. While the numbers 0 remain in place .This will lead to the emergence of a new trio. Give each new trio of new questions to be discussed. Rotate back students after every question that has been prepared.

4) Group Resume

In this model would be a better interaction between students, the class is divided into groups, each group consisting of 3-6 students. Emphasize that they are a good group, a good talent or ability Emphasize that they are a good group, a good talent or ability. Allow the groups to make conclusions on the data contained therein educational background, knowledge of the content of classes, work experience, position held now, skills, hobbies, talents and others. Then each group was asked to present the conclusions of their group.³²

E. The procedure of Jigsaw Learning Model

1. Definition of jigsaw technique

The method is jigsaw cooperative learning techniques in which students, not teachers, that have a greater responsibility in implementing the learning. The purpose of the jigsaw is to develop teamwork, cooperative learning skills, and mastering in-depth knowledge that can not be obtained when they are trying to learn all the material alone.³³

Jigsaw learning model is a type of cooperative learning which consists of several members in one group is responsible for a part of learning materials and be able to teach the material to other members in the group.

³² Isjoni, *Cooperative Learning mengembangkan kemampuan belajar kelompok*,(Bandung: Alfabeta, 2011),p. 60

³³ Anonym, [http://: www.sunortombs.word.press.com/2009/06/15/pengertian-dan-penerapan-metode-jigsaw.html](http://www.sunortombs.word.press.com/2009/06/15/pengertian-dan-penerapan-metode-jigsaw.html). (24th January 2013)

Jigsaw learning model is a model of cooperative learning with emphasis on group work in the form of small groups of students.³⁴

Based on the some definitions of Jigsaw Learning Model above, the researcher can make conclusion that Jigsaw Learning Model is a model of learning which students work together to form small group in which students work together and indecently responsible.

Any student who is in "the beginning" specializes in one part of a teaching unit. The students then meet with members of other groups that are assigned to work on the other, and after mastering other materials they will return to their original group and inform the matter to the other members. All students in the "original group" had read the same material, and they met and discussed to ensure understanding. They then go to the "jigsaw group" - in which members from other groups who have read parts of different tasks. Within these groups they share their knowledge with other group members and learn new material.³⁵

2. The steps in the implementation of the jigsaw technique

The steps Jigsaw learning model is as follows:

³⁴Anonym, [http:// www.model_pembelajarankooperatifjigsawbelajarpsikologi.com](http://www.model_pembelajarankooperatifjigsawbelajarpsikologi.com). Accessed on 24th January 2013

³⁵Anonym [http://: www.sunortombs.word.press.com/2009/06/15/pengertian-dan-penerapan-metode-jigsaw.html](http://www.sunortombs.word.press.com/2009/06/15/pengertian-dan-penerapan-metode-jigsaw.html). Accessed on 24th January 2013.

- (a) The students are put in groups which consist of five to six students in each group. Through group discussion, teacher can discover how students are thinking and use the target language.³⁶
- (b) The number of group members adjusts to the amount of matter lesson the students will learn to be achieved in accordance with the purpose of learning. This group is known as the original. The home group is by Aronson called the Jigsaw (sawtooth).
- (c) Each student member of the original group was given the task of studying one part of the learning material
- (d) All students with the same learning materials learning together in groups called expert groups (Counterpart Group / CG).
- (e) In the expert group, students discuss parts of the same learning materials, and to develop a plan of how to tell his friends when returning to the origin Here are examples of its application. For example, a class of forty students and five part instructional material that will be achieved in accordance with the purpose of learning. Thus there are forty students will be five groups comprising eight experts and eight students home group consisting of five students. Each member of the expert group will return to the home to provide information that has been acquired or learned in the expert group. Teachers facilitate group discussions either have a group of experts or a group home.

³⁶J. B Heaton, *Writing English Language Test*, (New York: Longman, 1991), p. 102

(f) After students discuss the origin of the group of experts and groups, then performed the presentation of each group or do draw one of the groups to present the results of focus group discussions that have been done so that teachers can make the perception of the material that has been discussed.

(g) Teacher provides evaluation³⁷

3. The role of the student in the learning model jigsaw

In Jigsaw learning model, the teacher acts as a facilitator of both origin and group facilitator skilled group facilitator. While the student has two roles, namely as a researcher and as a teacher.

a. Students as researcher

When a student acts as a researcher or search answers to material that has been shared, students will be joined by a group of experts. In this expert group, students who have the same material exchange of the material being studied. The expert group is filled by students from the original group will delve deeper into the material that has been determined. All members of the expert group are required to submit their understanding of the material so that the other members of the expert group may have additional insight. And understanding this is used as a basis by each student to perform the role of a second role as a teacher.

³⁷Rahman Destia, “*Metode Pembelajaran Jigsaw*”, Blog Rahman Destia .[Http://rahman-destia.blogspot.com/2012/.../metode-pembelajaran-jigsaw](http://rahman-destia.blogspot.com/2012/.../metode-pembelajaran-jigsaw) (24th January 2013)

b. Students as teacher

After students discuss in groups of experts, students will perform a second role is to be the one who teaches. Each member of the expert group will return to the group home. The home group is usually called a group of Jigsaw. In the home group, each student will give an understanding of the material that has been discussed according to the expert group to the other members in the group Jigsaw. This is done alternately to the material being studied have all been described.³⁸

F. Conceptual Framework

The relative pronoun is the subject of one of the materials that need to be taught grammar in high school or at university. However, many students are not able to understand and differentiate what conjunctions are used in making sentences the relative pronoun is good or true, in this case English teachers should use the model of group learning. One such group is the jigsaw learning model. This learning model student for mutual support to communicated or exchange information in a small group. Based on the statement above, the researcher focused learning grammar (relative pronoun) through jigsaw learning model.

Here are scenario activities in learning relative pronoun through jigsaw learning model. The first, the teacher would give an explanation of the jigsaw learning model that be implemented and explain about relative pronoun. The second,

³⁸ Rahman Destia, “*Metode Pembelajaran Jigsaw*”, Blog Rahman Destia .[Http://rahmandestia.blogspot.com/2012/.../metode-pembelajaran-jigsaw](http://rahmandestia.blogspot.com/2012/.../metode-pembelajaran-jigsaw) (24th January 2013)

the teacher will divide students into groups (original group) and explain the task to each group. Students are given the opportunity to read the material.

Activities that take place in the original groups are:

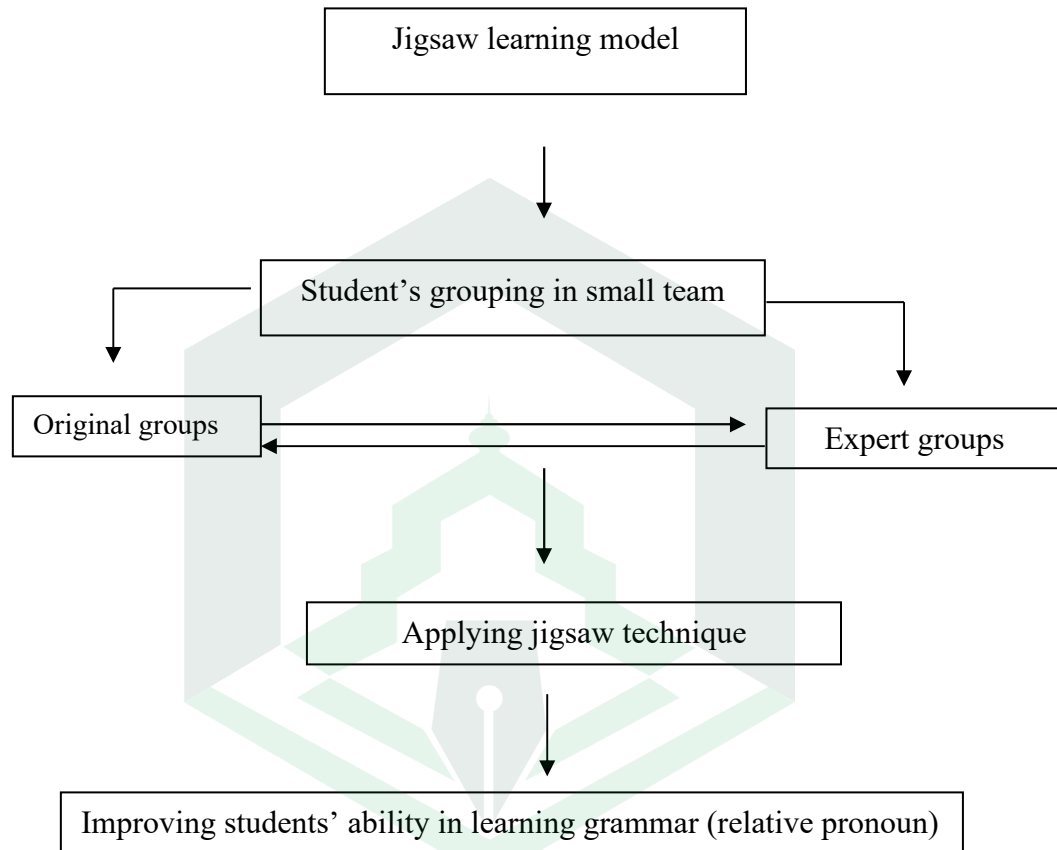
- Reading material that has been shared
- Each student in the original group finished the worksheets provided by the teacher together, and the students are expected to absorb much information as possible on this occasion.

Activities that take place in the expert groups are:

- Students to exchange opinions on the material being studied all groups all expert expressed their understanding of the material so that the other members of expert group may have additional understanding.
- They take turns teaching a group of friends on the material he has discussed in the expert group.

Then students were given a worksheet (LK) and to work on the worksheet. Each student in the group spread / moves to another group to get as much information from about the material being studied by other groups (expert groups). Students were given the opportunity to move between groups over and the students are expected to absorb and collects as much information from the other groups. Back to the original group of students to discuss the information. Then one performed the presentation of each group discussions that have been done so that teacher can make the perception of the material that has been discussed. At this stage students were given time to finish the presentation, and last teacher will provide evaluation.

Flowchart of Conceptual framework



IAIN PALOPO

G. Hypothesis

In this research, based on the writer proposed, the hypothesis is as follows:

1. Null hypothesis (Ho): Jigsaw learning model is not effective to improve the ability of the eleventh year students of SMAN 2 Palopo in using relative pronoun.
2. Alternative hypothesis (Ha): Jigsaw learning model is effective to improve the ability of the eleventh year students of SMAN 2 Palopo in learning relative pronoun.



IAIN PALOPO

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used experimental method where the objective to find out the effectiveness of using Jigsaw Learning Model in teaching Relative Pronoun. The design of the research is illustrated in the following way:

$$E = Q1 \text{ X } Q2$$

Notation: E = Experimental

Q1 = Pre – test

X = Treatment for experimental

Q2 = Post – test¹

B. Method

The method which is used in this research was experimental method that related with statistic. It aimed at finding out whether or not the use of jigsaw learning model can improve in teaching relative pronoun especially who, which , whose, and whom.

¹Subana and Sudrajat, *Statistik Pendidikan*, (Cet. 1: Bandung : CV.pustaka Setia,2005), p.

C. Population and Sample

1. Population

The population of the research is the eleventh year students at SMA Neg. 2 Palopo in class X1 IPA 2. The number of population is 30 students in 2012/2013.

2. Sample

Sampling is a part of individual, as total population of research.²This sampling technique of the research is census sampling. To get the result of best learning, the teacher was asked to be accustomed to using communication that involves interaction between one student to other students, because we need a jigsaw learning model in learning relative pronoun. The eleventh year students of SMA Neg. 2 Palopo consist of students. There are 30 students as the sample.

D. Instrument of the Research

In this research, the researches used written test and questionnaire.

1. Written Test

The researcher used tests. The test consist 10 items about relative pronoun and used as pre- test and post test. The pre-test intended to see the prior and interest knowledge of students in using structure and grammar and the post test intended to know the ability of students in using relative pronoun using jigsaw learning model.

²Amirul Hadi and H. Haryono, *Metodologi Penelitian Pendidikan*, (Bandung : Setia Pustaka. 2005),p. 194

2. Questionnaire

In this instrument the researcher prepared the sheet of questionnaire, where it contains of some questions about the student's perception toward the jigsaw learning model. The questionnaire was used by researcher multiple choice form. It consist of ten statements by choose strongly agree, agree, less agree, disagree, and strongly disagree. The questionnaires were provided in likert scale. Likert scale which modified in five alternative answer, that consist of strongly agree (SS) = 5, agree (S) = 4, less agree (RG) = 3, disagree (TS) = 2, and strongly disagree (STS) = 1. ³

3. *Procedure of Collecting Data*

In collecting data, the researcher does some procedures, the procedures as follows:

1. Giving Pre- test

Before giving the concept indeed, the researcher distribute the writing test to the student's as pre- test to know the ability of the students in learning grammar especially relative pronoun.

2. Treatments

The researcher conducted treatment for six meetings as follows:

³ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif R & D*, (Alfabeta, 2002), p. 93-94

- a. The researcher gave an explanation of the jigsaw learning model that were implemented include what subject areas, and subject namely relative pronoun (who, whom, which, and whose).
- b. Divided students into small groups (4 people) called the original group.
- c. The researcher delivered the tasks that must be done each member of the group of origin.
 - Mention the characteristic of each topics (who, whom, which, whose)
 - Working worksheet together
- d. Because the number of students 30, means there are 7 original group consisting 4, 5 members of the same material discussed 4.
- e. After discussion with the original group, then each member of the group took sweepstakes individual that has provided by teacher. Sweepstakes contain materials that have been discussed.
- f. Students were required to meet another friend who has the same duty to form a new group (team of experts) and received tasks. Members of the group come from members of the group discussed the different material. So the members of the new group more numerous and contain materials that address different student called expert groups.
- g. Each member of the new group to act as an expert who writes and discussion actively with friends, then the expert groups return to the original group to provide information on the results of the expert group discussions.

- h. Asked the representatives of the original group to present thorough discussions in class discussions.
- i. The researcher provides reinforcement of the discussions.

3. Questionnaire

The questionnaire is intended to know the student's perception to the treatment during the class.

4. Post - test

After the treatments have been given, the writer gave post test to know the grammar achievement, to both groups. This instrument of this research was written test namely objective test, which was consisting of completion test.

4. *Technique of Data Analysis*

The data analysis technique involved some step that was elaborated as follows:

1. Score the students correct answer by using the following formula :

$$\text{Score} = \text{value of the students' correct answer}$$

2. Calculating the means score

$$M = \frac{\sum X}{N}$$

Where:

M: mean score

ΣX : Total of raw score

N : Number of respond

3. Classification the students score based on the following classification.

The score is classified into interpretation score as follows:

- Excellence = 8,6 - 10 is classified as excellent
- Good = 7,0 – 8,4 is classified as good
- Fairly = 5,5 – 6,9 is classified as fairly
- Poor = 4,0 – 5,4 is classified as poor
- Bad = 0,0 – 3,9 is classified as bad⁴

4. Calculating the rate percentage of students score by using the following formula :

- 5.

$$P = \frac{F}{N}$$

Where:

P = percentage

F = frequency

⁴ R. Oemar hamalik, *Tekhnik pengukuran dan evaluasi pendidikan* (Bandung Mandar Maju, 1989), p. 122

$N = \text{total sample}^5$

6. Calculating the standard deviation by using the following formula :

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

Where:

SD = Standard deviation

$(\sum X_1)$ = the sum of X_1 score

$(\sum X_1)^2$ = the square of X_1 score

n = total sample⁶

7. Calculating the t – test to know the difference between the result of pre – test and post-test by using formula :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Where :

t : Test of Significance

Md : Mean Deviation SS between Pre-test and Post-test

$\sum D$: The Mean of Different score

$\sum X^2 d$: Different Deviation and Mean Deviation

n : Total Number of Deviation

⁵ Ridwan, *Dasar- Dasar Statistika*, (Jakarta, Rineka Cipta, 2003), p. 41

⁶Ridwan, *Belajar Mudah Penelitian untuk Guru dan karyawan dan peneliti pemula*,(Bandung: Alfabeta, 2004), p. 122

I : Constant Number⁷

7. Criteria of hypothesis acceptability according to Subana⁸

If $t_o > t_t$ = reject null hypothesis

If $t_o < t_t$ = receive t null hypothesis

Where:

t_o = Test of significance (t-test)

t_t = Level of significance on one tailed test (t- table)

To test the hypothesis, the value of t-test is compared to the value of t- table, where :

Level of significance (α) = 0,05 or 5 %

Degree of freedom (df) = n - 1

IAIN PALOPO

⁷ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT. Rineka Cipta, 1992), p. 327

⁸Subana, Rahardi Moestiyah, *Statistik Pendidikan*. 9 Bandung: CV, Pustaka Setia, 2001), p.



IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In the previous description, it is explained that the data analysis in this researched used experimental method. The description explained the result of the research (pre test and post test).

1. The analysis of test

a. Score of students in pre test and post test

Table 4.1

The score of students in pre – test (X_1) and post-test(X_2)

Respondent	Value of student's correct answer		Score	
	Pre-test	Post-test	Pre-test	Pos-test
R1	4	9	4	9
R2	3	9	3	9
R3	3	9	3	9
R4	3	8	3	8
R5	5	7	5	7
R6	3	7	3	7
R7	6	7	6	7
R8	6	8	6	8

R9	3	7	3	7
R10	4	7	4	7
R11	2	8	2	8
R12	5	7	5	7
R13	3	7	3	7
R14	2	7	2	7
R15	2	7	2	7
R16	3	7	3	7
R17	3	8	3	8
R18	3	7	3	7
R19	4	7	4	7
R20	2	7	2	7
R21	6	9	6	9
R22	2	8	2	8
R23	3	6	3	8
R24	3	8	3	8
R25	4	8	4	8
R26	2	7	2	7
R27	3	7	3	7

R28	2	8	2	8
R29	2	7	7	7
R30	5	8	5	8

The table 4.1 shows the value of the student's correct answer and their score in doing the test (pre-test and post-test). It showed the difference between the result of pretests and post-test, where almost students which taken as sample in the researched got low score in pre-test and become high in post-test, there was not students got high score in pre-test. The higher score in pre-test was "6" and the lowest score is "2", three students got score "6", three students got score "5", four students got score "4", twelve students got score "3", and eight students got score "2".

After teaching relative pronoun through jigsaw learning model, the student's score was better than before. The highest score was "9" and the lowest score was "6". Four students got score "9", nine students got score "8", sixteen students got score "7", and just one student got score "6".

The score in pre-test and post-test are illustrated in the following table:

b. Rate Percentage of students score

Table 4.2

Rate percentage of students score

NO	Classifications	Score	Frequency		Percentage	
			Pre-test (X_1)	Post-Test (X_2)	Pre-test (X_1)	Post-test (X_2)
1	Excellent	8,6 – 10	-	4	-	14%
2	Good	7,0 8,4	-	25	-	83%
3	Fairly	5,5 – 6,9	3	1	10%	3%
4	Poor	4,0 – 5,4	7	-	24%	-
5	Bad	0,0 - ,3,9	20	-	66%	-
Total			30	30	100%	100%

The table 4.2 shows in pre-test, there were 3 (10%) students got fairly score, there were 7 (24%) students got poor score, there were 20 (66%) students got low score and there was not students got excellent and good score. It means that the students still do not understand about relative pronoun, where just three students got expected score, while in the post- test is different, where we can see from the table above that from 30 students there were 4 (14%) students got expected score, there were 25 (83%) students got expected score and there was 1 (3%) students got unexpected score. There were 4 (14%) students got excellent score, there were 25

students got good score, there was 1 (10%) students got fairly score and none students got poor and bad score. It means that the score of students after doing the treatment process during six meeting was very significant because the students' score was increased from the pre- test to the post- test. Although there are still a few students got poor score.

c. The students mean score in pre- test and post-test.

Table.4.3

The students gain score

Respondent	Variable X_1	Variable X_2	D (gain)
	Pre-test	Post-test	Y-X
R1	4	9	5
R2	3	9	6
R3	3	9	6
R4	3	8	5
R5	5	7	2
R6	3	7	4
R7	6	7	1
R8	6	8	2
R9	3	7	4
R10	4	7	3
R11	2	8	6
R12	5	7	2

R13	3	7	4
R14	2	7	5
R15	2	7	5
R16	3	7	4
R17	3	8	5
R18	3	7	4
R19	4	7	3
R20	2	7	5
R21	6	9	3
R22	2	8	6
R23	3	6	3
R24	3	8	5
R25	4	8	4
R26	2	7	5
R27	3	7	4
R28	2	8	6
R29	2	7	5
R30	5	8	3
N=30	$\sum X_1 = 101$	$\sum X_2 = 226$	$\sum D_1 = 125$

d. The students' mean score

1) Pre-test

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{101}{30}$$

$$M = 3.366$$

2) Post – test

$$M = \frac{\sum X_2}{N}$$

$$M = \frac{226}{30}$$

$$M = 7.533$$

Table 4.4

The students' mean score

Component	Pre-test	Post-test
Mean	3.366	7.533

Table 4.4 indicates that the mean score of students in the post-test was different from the mean score in the pre-test or post-test > pre-test or 7.533 > 3.366.

It means that the students' achievement was improved.

e. Standard Deviation

1). Pre – test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{30(101)^2 - (101)^2}{3(30-1)}}$$

$$SD = \sqrt{\frac{30(1021) - (1021)}{30(29)}}$$

$$SD = \sqrt{\frac{30630 - 10201}{870}}$$

$$SD = \sqrt{\frac{20429}{870}}$$

$$SD = \sqrt{23.481}$$

$$SD = 4.845$$

2). Post – test

$$SD = \sqrt{\frac{n(\sum X)^2 - (\sum X)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{30(226)^2 - (226)^2}{3(30-1)}}$$

$$SD = \sqrt{\frac{30(51076) - (51076)}{30(29)}}$$

$$SD = \sqrt{\frac{1532280 - 51076}{870}}$$

$$SD = \sqrt{\frac{1481204}{870}}$$

$$SD = \sqrt{1702.533}$$

$$SD = 41.261$$

IAIN PALOPO

Table 4.5
Standard deviation

Component	Pre-test	Post-test
Standard deviation	4.845	41.261

The table 4.5 shows that standard deviation of pre – test was low than post – test. Were standard deviation of pre – test was 4.845 and post-test was 41.261 or $41.261 > 4.845$.

f. Test significant

1). T- test

$$T_1 = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Md = Mean deviation between pre-test and post-test

$$= 7.533 - 3.366$$

$$= 4.167$$

$$\begin{aligned} \sum X^2 d &= \sum D^2 - \frac{\sum D^2}{n} \\ &= 575 - \frac{(125)^2}{30} \\ &= 575 - \frac{15625}{30} \\ &= 575 - 520.833 \\ &= 54.167 \end{aligned}$$

$$\text{T test } t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

$$\begin{aligned}
 &= \frac{4.167}{\sqrt{\frac{54.167}{30(30-1)}}} \\
 &= \frac{4.167}{\sqrt{\frac{54.167}{30(29)}}} \\
 &= \frac{4.167}{\sqrt{\frac{54.167}{870}}} \\
 &= \frac{4.167}{\sqrt{0.062260}} \\
 &= \frac{4.167}{0.2495} \\
 &= 16.701
 \end{aligned}$$

2). T -table

Level of significance (α) = 0.05 or 5 %

Degree of freedom (df) = $n - 1$

= $30 - 1$

= 29

= 2.756

Table 4.6
T – Table

Component	T- table	T-test
T Value	2.756	16. 701

The table 4.6 shows that the result of t-test was higher than t-table or 16.7014 >2.756. So H_0 is rejected and H_a is accepted (jigsaw learning model can improve students' achievement in using relative pronoun).

2. The Analysis of Questionnaire

After doing research in SMAN 2 Palopo, the researcher found that the students' perception about teaching relative pronoun through jigsaw learning model. The students' perception is presented as follows:

Table 4.7
Students' Impression of Using Jigsaw Learning Model in Using Relative Pronoun.

Statement	Category	Frequency	Percentage
I like to study about relative pronoun through jigsaw learning model	Strongly agree	6	20%
	Agree	19	63.33%
	Neutral	5	16.66%
	Disagree	-	-
	Strongly disagree	-	-
			30

The table 4.7 showed that among 30 students, there were 6 students (20%) choose strongly agree, 18 students (63.33%) choose agree, 5 (16.66%) students choose neutral and none students choose disagree and strongly disagree. It means that the most of the students like study about relative pronoun through jigsaw learning model.

Table 4.8
Students' Ability in Using Relative Pronoun

Statement	Category	Frequency	Percentage
I am able to do English assignment specially relative pronoun through jigsaw learning model	Strongly agree	5	16.66%
	Agree	12	40%
	Neutral	13	43.33%
	Disagree	-	-
	Strongly disagree	-	-
			30

The table 4.8 showed that among 30 students, there were 5 students (16.66%) choose strongly agree, 12 students (40%) choose agree, 13 (43.33%) students choose neutral and none students choose disagree and strongly disagree. It means that the most of the students able to do English assignment is given by teacher by using jigsaw learning model.

Table 4.9
Students' Motivation in Using Jigsaw Learning Model in Teaching Relative Pronoun

Statement	Category	Frequency	Percentage
By using jigsaw learning model, the students motivation to study in teaching relative pronoun	Strongly agree	5	16.66%
	Agree	15	40%
	Neutral	10	46.66%
	Disagree	-	-
	Strongly disagree	-	-
			30

The table 4.9 showed that among 30 students, there were 5 students (16.66%) choose strongly agree, 15 students (40%) choose agree, 10 (46.66%) students choose

neutral and none students choose disagree and strongly disagree. It means that the most of the students able to do English assignment is given by teacher by using jigsaw learning model.

Table 5.0

Students' Grammar Achievement in Learning Relative Pronoun

Statement	Category	Frequency	Percentage
The students' ability in relative pronoun increase after they study through jigsaw learning model	Strongly agree	2	6.66%
	Agree	20	66.66%
	Neutral	7	23.33%
	Disagree	1	3.33%
	Strongly disagree	-	-
		30	100%

The table 5.0 showed that among 30 students, there were 2 students (6.66%) choose strongly agree, 20 students (66.66%) choose agree, 7 (23.33%) students choose neutral, 1 student choose disagree and none students choose strongly disagree. It means that during the students follow this research, the students' ability in grammar especially relative pronoun is better than before, it is showed by the most students choose agree.

Table 5.1
Students' Self Confidence

Statement	Category	Frequency	Percentage
I am very confident when study grammar through jigsaw learning model	Strongly agree	2	6.66%
	Agree	15	50%
	Neutral	11	36.66%
	Disagree	2	6.66%
	Strongly disagree	-	-
		30	100%

The table 5.1 showed that among 30 students, there were 2 students (6.66%) choose strongly agree, 15 students (50%) choose agree, 11 (36.66%) students choose neutral, 2 students (6.66%) choose disagree and none students choose strongly disagree. It means that by using through jigsaw learning model can make students confidence when they study English especially relative pronoun.

Table 5.2
Students' Involvement in Learning Relative Pronoun

Statement	Category	Frequency	Percentage
I am always active in studying grammar especially relative pronoun through jigsaw learning model	Strongly agree	2	6.66%
	Agree	19	63.33%
	Neutral	8	26.66%
	Disagree	1	3.33%
	Strongly disagree	-	-
		30	100%

The table 5.2 showed that among 30 students, there were 2 students (6.66%) choose strongly agree, 19 students (63.33%) choose agree, 8 (26.66%) students

choose neutral, 1 student (3.33%) choose disagree and none students choose strongly disagree. It means that by using through jigsaw learning model can make students active in learning relative pronoun.

Table 5.3

Students' interest in using relative pronoun

Statement	Category	Frequency	Percentage
I am more interested to study relative pronoun if it is taught through jigsaw learning model	Strongly agree	5	16.66%
	Agree	22	73.33%
	Neutral	2	6.66%
	Disagree	1	3.33%
	Strongly disagree	-	-
		30	100%

The 5.3 showed that among 30 students, there were 5 students (16.66%) choose strongly agree, 22 students (73.33%) choose agree, 2 (6.66%) students choose neutral, 1 student (3.33%) choose disagree and none students choose strongly disagree. It means that students interest in teaching relative pronoun n teaching relative pronoun through jigsaw learning model.

Table 5.4

Students' Understanding in Learning Relative Pronoun

Statement	Category	Frequency	Percentage
I understand quickly about relative pronoun if the teacher taught by using jigsaw learning model	Strongly agree	3	10%
	Agree	22	73.33%
	Neutral	5	16.66%
	Disagree	-	-
	Strongly disagree	-	-
		30	100%

The table 5.4 showed that among 30 students, there were 3 students (10%) choose strongly agree, 22 students (73.33%) choose agree, 5 (16.66%) students choose neutral, none students choose disagree and strongly disagree. It means that students understand quickly about relative pronoun if the teacher teaches through jigsaw learning model.

Table 5.5
The Superiority of Jigsaw Learning Model

Statement	Category	Frequency	Percentage
I can remember and master the lesson if I study by using jigsaw learning model	Strongly agree	3	10%
	Agree	17	56.66%
	Neutral	10	33.33%
	Disagree	-	-
	Strongly disagree	-	-
		30	100%

The table 5.5 showed that among 30 students, there were 3 students (10%) choose strongly agree, 17 students (56.66%) choose agree, 10 (33.33%) students choose neutral, none students choose disagree and strongly disagree. It means that jigsaw learning model give the easy to students in remember material of relative pronoun.

Table 5.6**Students' performance in learning relative pronoun**

Statement	Category	Frequency	Percentage
I am able to communicate idea well when study relative pronoun through jigsaw learning model	Strongly agree	6	20%
	Agree	18	60%
	Neutral	6	20%
	Disagree	-	-
	Strongly disagree	-	-
		30	100%

The table 5.6 showed that among 30 students, there were 6 students (20%) choose strongly agree, 18 students (56.66%) choose agree, 6 (20%) students choose neutral, none students choose disagree and strongly disagree. It means that the most of students able to communicate their ideas in teaching relative pronoun through jigsaw learning model.

B. Discussion

Grammar is rules for forming words and making sentences. Learning grammar particular in relative pronoun is very important for students. The relative pronoun is important in students understand and can improve students language skills because when chatting with someone, we must explained more or provide additional information about a person / object/ animal / place or the time we are talking about so that information is more clearly understood or more detailed. So in conclusion it is important to learn the relative pronoun for students so that they are able to apply their ideas when speaking and writing.

One of the techniques that can be used is using jigsaw learning model. Jigsaw learning model is one of cooperative learning techniques. Cooperative Learning is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group successes.

Similarly, Arin Sukresno (2011) in her thesis entitled "Improving the students reading comprehension by using jigsaw technique". She concluded that:

1. The improvement of students' reading comprehension was indicated by the score of the post-test which was higher than the score of pre-test. The mean score of the pre-test was 5.7 and it increased to 6.4 in the post-test 1 and it also increased to 7.5 in the post-test 2. It showed that there was significant improvement of students' reading comprehension.

2. The second is the improvement of the class situation. The researcher found that jigsaw could improve the students' interest in reading. During the instructional process, the teaching and learning process had not been dominated by the teacher but also involved the students, so the class became more alive. Jigsaw also improved students' social developments.¹

Based on the above statement, the researcher tries to introduce jigsaw learning model in learning relative pronoun at the eleventh year students of SMAN 2

¹Arin Sukresno "Improving Students' reading Comprehension by using Jigsaw Technique: A Thesis of Surakarta: Teacher Training and Education Faculty, Sebelas Maret University, 2011," jurnal.untan.ac.id/index.php/jpdpb/article/download/2663/2646 (February 16th 2013)

Palopo. Jigsaw cooperative learning is one type of learning that encourages cooperative student's active and helps each other master the subject matter to achieve maximum performance. Where in this learning model has its own stages where the first stage the students are divided into small groups. Group formation is done by the teacher to ensure heterogenic group. The second phase of the each member of each group is assigned to a specific study material. Then representatives of each group met with members, and the group is studying the same material. Furthermore, in discussing, in learned and understood every problem encountered in the representation so as to master and understand. In the third stage, each representative back to their respective groups or origin group. Furthermore, each member of each group to explain to a friend of a friend so the group can understand the material assigned teacher.²

In collecting data, the researcher did some procedures, the procedures as follows: Students were given a pre - test to determine their ability to understand the relative pronoun. After that they were given treatment as a relative pronoun learning process through the jigsaw learning model. After conducting both items, the researcher comes to the Questionnaire to find out the students' perception toward jigsaw learning model in improving their ability in using relative pronoun. Finally, last items namely giving post - test to know whether any significance development to the students or the output after giving questionnaire.

² Isjoni, *Cooperatve Learning Efektifitas Pembelajaran Kelompok*, (Afabeta : Bandung,2011),p.54-56.

The relationship between the relative pronoun to teach learning model jigsaw is material relative pronoun can be divided into several sections which consist of who , whom , which , and whose. So each student group studying the origin group each of these sections is based on the number of members of the group. Then each the member of the original group got the information obtained from each of these materials. In the discussion certainly found some disagreements due to differences in the understanding of the material being studied by each student pious because it is every time students teach something to others what they will be study arising reciprocal of the learner asked what he learned as well reciprocal of the learner .

So the writer is trying to pay attention to engineering background student understanding and helping students to be more active so that the material becomes more meaningful about relative pronoun. In addition students work with follow students and improve communication skills.

The data analysis shows that the jigsaw learning model can improve the ability in using relative pronoun of the eleventh year students of SMA Neg. 2 Palopo. It can be seen on the table before giving treatment and after giving treatment, there was significance different between pre -test and post- test. There were 3 (10%) students got fairly score, there were 7 (24%) students got poor score, there were 20 (66%) students got bad score and there was not students got excellent and good score. It means that the students still do not still understand about relative pronoun or characteristic of teaching relative pronoun through jigsaw learning

model especially who, whom, which and whose, where just three students got expected score, while in the post- test is different, where we can see from the table above that from 30 students there were 4 (14%) students got expected score, there were 25 (83%) student got expected score and there were 1 (3%) students got unexpected score. There was 4 (14%) students got excellent score, there was 25 students got good score, there were 1 (10%) students got fairly score and there was none students got poor and bad score. It means that the score of student after doing the treatment process during six meeting was very significance because the students score was increase from the pre- test to the post- test. Although there are still a few student got poor score.

In addition, to measure students' ability to understand grammar material (relative pronoun) can be seen on the activities of students in the learning process from the first meeting until the fifth meeting of which is as follows:

The activity observed in the study in the first and second meeting of the students are still less discuss or ask among students in solving problems in a group of experts, is still much less dare to express opinions, lacking in explaining the material to the group members in the group home.

While the student activity enough to pay attention to the teacher information, read about, ask the teacher pad, complete the exercises in the expert group. Beside that, results of students' answer or work on practice questions there are errors in writing correct sentences.

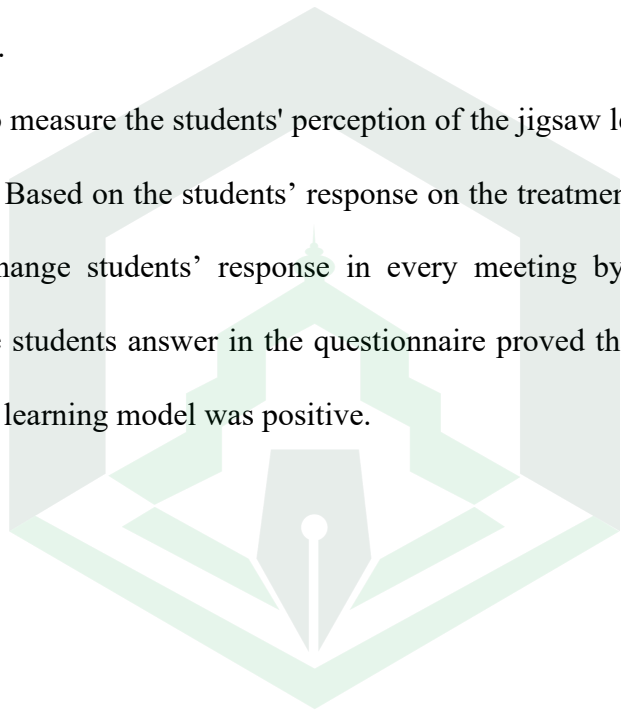
The activity observed in the study in the third and fourth meeting are most of the students already quite a discussion or ask among students in solving problems in the expert groups, only a few students who are less daring to express opinions, still less in explaining the material to the group members in the original group. While the student activity enough to pay attention to the teacher information, read about the exercise, ask the teacher declined, completing exercises in a group of experts. Results of students' answers to students or work on the exercises have been completed although there are students who do the exercises slowly but carefully fit described by the teacher.

The activity observed students learning at the fifth meeting of the activity of reading exercises, discuss or ask among students in solving exercises in a group of experts and explain to the original group of matter in the group increased. The results of students' answers to the exercises in the original group increased on average than the previous meeting. So, jigsaw learning model can be applied by English teachers to improve student learning activities in the discussions, express opinions, the opinions of others, work in groups of experts, and explain to the original group.

The data analysis shows that the jigsaw learning model is effective to use, because can improve students' grammar ability (relative pronoun). It can be seen from the results of the pre-test and post-test. The students' mean score in pre test was 3.366, while the post test was 7.533. It means that average value of the students in the pre test and post test were different. From the result of data analysis

researches describes that with $df= 29$, standard of significant $(\alpha) = 0. 05$. The researcher got $t_{table} = 2. 756$ and for t_{test} , The researcher got 16.701. The result of $t_{test} > t_{table}$, it indicated that H_0 was rejected and accepted H_a . That is indicated that the jigsaw learning model can improve the ability in using relative pronoun of the eleventh year students of SMA Neg. 2 Palopo.

To measure the students' perception of the jigsaw learning model using a questionnaire. Based on the students' response on the treatment every meeting there were many change students' response in every meeting by use jigsaw learning model and the students answer in the questionnaire proved that the student attitude toward jigsaw learning model was positive.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items were presented as follows:

A. Conclusion

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researcher had come to the following conclusions:

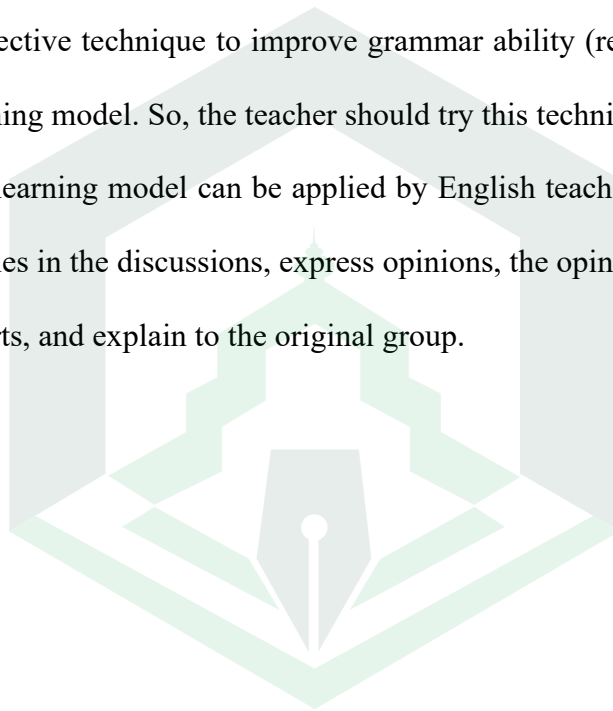
1. Jigsaw learning model is effective to increase the students' ability in using relative pronoun at the eleventh year students of SMAN Palopo. It is proved by calculating the difference of both tests (pre –test and post-test), by using test analysis the results of t-test value was 16.701 and t- table value was 2.756 or value of t- test > value of t-table $16.701 > 2.756$. It means that there is a significant difference between before and after applying the jigsaw learning model in teaching relative pronoun.

2. Having analyzed the result of the students' perception toward the technique applied by the researcher in this research, it was found that most of the students gave positive respond and interested in learning relative pronoun through jigsaw learning model.

B. Suggestions

Having concluded the result of this research, the researcher further suggests some points as follows:

1. It is suggested to English teacher to use jigsaw learning model when they are going to explain relative pronoun or any English lesson.
2. One effective technique to improve grammar ability (relative pronoun) is use the jigsaw learning model. So, the teacher should try this technique.
3. Jigsaw learning model can be applied by English teachers to improve student learning activities in the discussions, express opinions, the opinions of others, work in groups of experts, and explain to the original group.



IAIN PALOPO

CURRICULUM VITAE



The writer, Syamsidar is the first child of one brother and sister of Sudirman and Nurjannah. She was born on February 2nd ,1991 in Pabburinti, North Belopa. She started her school in 1996 and graduated in 2002 at SDN 229 Lamunre, Luwu. In the same year she continued her school at Junior High School at SMP Negeri 1 Belopa, Luwu and graduated in 2006. In the same year, she continued her school at SMA Negeri 1 Belopa and graduated in 2009. In the same year she took English study program of Tarbiyah Department at STAIN Palopo. During her study she was active in Internal Students Organization. She was member SIBOLA STAIN Palopo since 2011. Finally she graduated at STAIN Palopo in 2013.

IAIN PALOPO

Appendix 3

POST-TEST



Complete the following sentences using appropriate relative pronouns.

Name :

Nis :

Class :

1. Susan Fernandez is an eminent oncologist has treated many cancer patients.
a. Who
b. Which
c. Whom
d. Whose
2. Swimming is an excellent cardiac exercise can be done independently or in groups.
a. Who
b. Which
c. Whom
d. Whose
3. The girl car stolen goes to the police office
a. Who
b. Which
c. Whom
d. Whose
4. This is the horse I bought yesterday
a. Who
b. Which
c. Whom
d. Whose
5. I know the girl you called yesterday
a. Who
b. Which
c. Whom
d. Whose

6. The boy you invited last week is my friend

- a. Who c. Whom
b. Which d. Whose

7. There is the book I want to read

- a. Who c. Whom
b. Which d. Whose

8. Professor Mark, thesis has just been accepted by the academy, was my senior at university

- a. Who c. Whom
b. Which d. Whose

9. I couldn't believe that the girl I saw yesterday was a movie star.

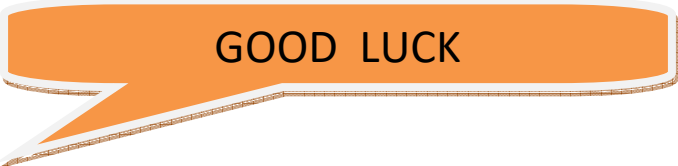
- a. Who c. Whom
b. Which d. Whose

10. The girl with blonde hair is the one will be our guide.

- a. Who c. Whom
b. Which d. Whose



AIN PALOPO



Appendix 1

PRE-TEST

Complete the following sentences using appropriate relative pronouns.

Nama :

Kelas :

Nis :

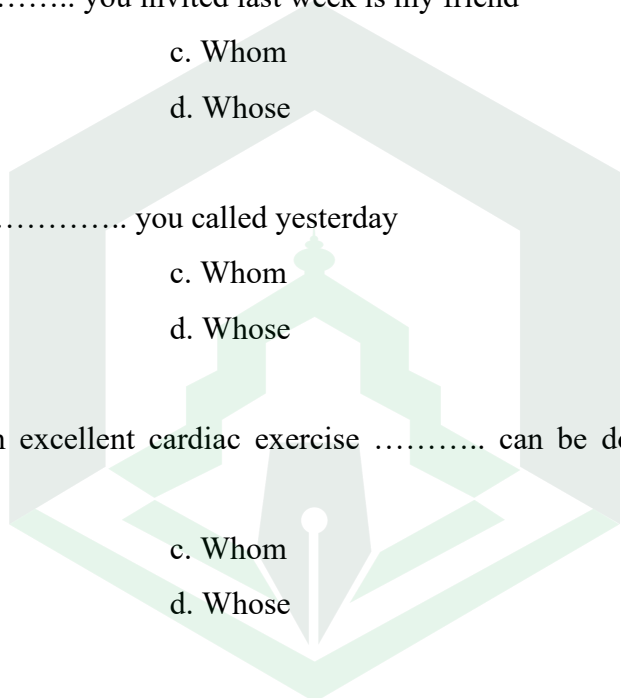
1. That is the car can run at 350 km/hours.
 - a. Who
 - b. Which
 - c. Whom
 - d. Whose

2. I couldn't believe that the girl I saw yesterday was a movie star.
 - a. Who
 - b. Which
 - c. Whom
 - d. Whose

3. The girl with blonde hair is the one will be our guide.
 - a. Who
 - b. Which
 - c. Whom
 - d. Whose

4. This the book caused such a controversy.
 - a. Who
 - b. Which
 - c. Whom
 - d. Whose

5. I think the man I met yesterday is one of my friends at high school.
- a. Who c. Whom
b. Which d. Whose
6. This is the horse I bought yesterday
- a. Who c. Whom
b. Which d. Whose
7. The boy you invited last week is my friend
- a. Who c. Whom
b. Which d. Whose
8. I know the girl you called yesterday
- a. Who c. Whom
b. Which d. Whose
9. Swimming is an excellent cardiac exercise can be done independently or in groups.
- a. Who c. Whom
b. Which d. Whose
10. Professor Mark, thesis has just been accepted by the academy, was my senior at university
- a. Who c. Whom
b. Which d. Whose



IAIN PALOPO

Appendix 3

Questionnaire

Nama :

Kelas :

II. Petunjuk Penggunaan

- a. Bacalah dengan baik setiap pertanyaan di bawah ini
- b. Bubuhkan tanda silang (x) pada kolom yang tersedia
Pilih A, jika anda sangat setuju dengan pernyataan
Pilih B, jika anda setuju dengan pernyataan
Pilih C, jika anda kurang setuju terhadap pernyataan
Pilih D, jika anda sangat tidak setuju dengan pernyataan
- c. Apabila terjadi kesalahan dalam pengisian angket ini, berilah tanda lingkaran (0) pada jawaban yang salah tersebut, kemudian bubuhkan tanda silang (X) pada jawaban yang benar
- d. Setelah angket ini anda isi kumpulkan kembali kepada peneliti

II. Pernyataan

No	Pernyataan	A	B	C	D
1.	Saya sangat senang belajar relative pronoun melalui model pembelajaran jigsaw				
2.	Saya mampu mengerjakan tugas bahasa Inggris dengan baik khususnya relative pronoun dengan menggunakan model pembelajaran jigsaw				
3.	Motivasi saya meningkat setelah belajar relative pronoun dengan menggunakan model pembelajaran jigsaw				
4.	Kemampuan grammar saya meningkat setelah belajar dengan menggunakan model pembelajaran jigsaw				
5.	Saya sangat percaya diri ketika belajar relative pronoun dengan menggunakan model pembelajaran jigsaw				
6.	Saya selalu berpartisipasi aktif dalam belajar relative pronoun dengan menggunakan model pembelajaran jigsaw				

7.	Saya lebih tertarik belajar relative pronoun jika diajarkan dengan menggunakan model pembelajaran jigsaw				
8.	Saya lebih cepat memahami materi relative pronoun dengan menggunakan model pembelajaran jigsaw				
9.	Saya dapat memahami dan mengingat materi pembelajaran dengan mudah dengan menggunakan model pembelajaran jigsaw				
10.	Saya mampu untuk mengutarakan ide atau pikiran dengan baik ketika belajar relative pronoun				



IAIN PALOPO