



**THE EFFECT OF USING JIGSAW II ON THE READING
COMPREHENSION ACHIEVEMENT OF THE EIGHTH
GRADE STUDENTS AT SMP N 9 JEMBER
IN THE 2016/2017 ACADEMIC YEAR**

THESIS

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ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2016



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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree
at the English Education Program, Language and Arts Education Department The Faculty
of Teacher Training and Education
Jember University

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JEMBER UNIVERSITY

2016

DEDICATION

This thesis is proudly dedicated to:

My incredible beloved father, Mustoko. Thank you so much for believing me in everything that I do. Thank you so much for supporting me in all ways (love, pray, financial, motivation, effort, etc.) so I can achieve my goals to make you happy. This thesis is dedicated for you for your never-ending love.

My incredible beloved mother, Sulami. Thank you so much for supporting me in all ways too (love, pray, financial, motivation, effort, etc.), so I can reach my goal to get academic degree at state university level. This thesis is dedicated for you for your never-ending love.

My incredible beloved sister, Eka Pratiwi. Thank you so much for giving me motivation in everything that I do. Because of you I brave to have high dreams and motivation to make them come true. This thesis is dedicated for you for your never-ending love.

MOTTO

“Do not read, as children do, to amuse you, or like ambitious, for the purpose of instruction. No, read in order to live.”¹

Gustave Flaubert

“We read to know we are not alone”¹

William Nicholson



¹ www.goodreads.com/quotes/tag/reading

LETTER OF STATEMENT

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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CONSULTANT'S APPROVAL

**THE EFFECT OF USING JIGSAW II TECHNIQUE ON THE
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EIGHTH GRADE STUDENTS AT SMP N 9 JEMBER
IN THE 2016/2017 ACADEMIC YEAR**

THESIS

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at English Education Study Program, Language and Arts Department,
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Finally I expect that this will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope this thesis will provide some advantages to the readers.

Jember, November 7th 2016

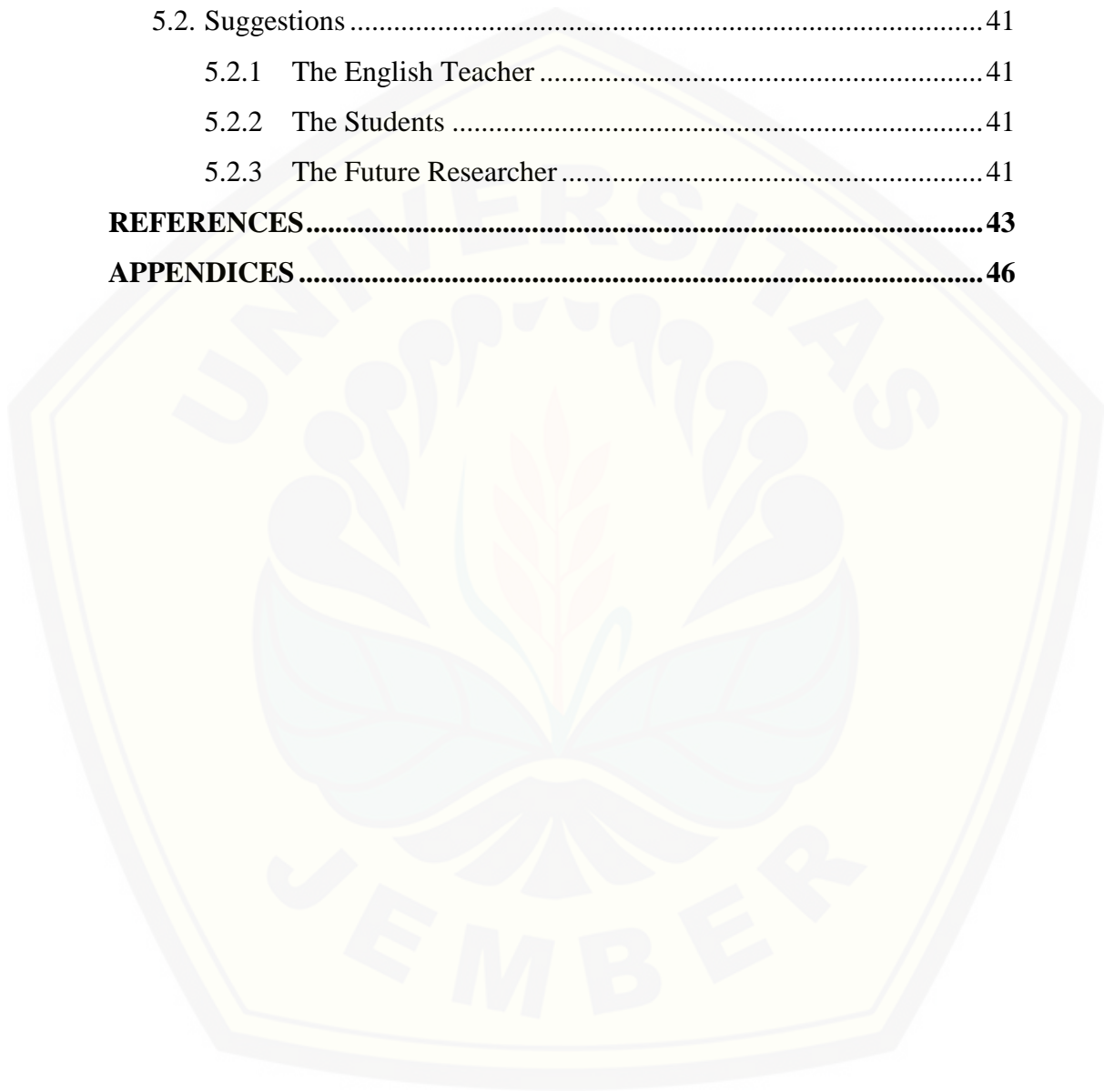
Beni Arum Retnowati

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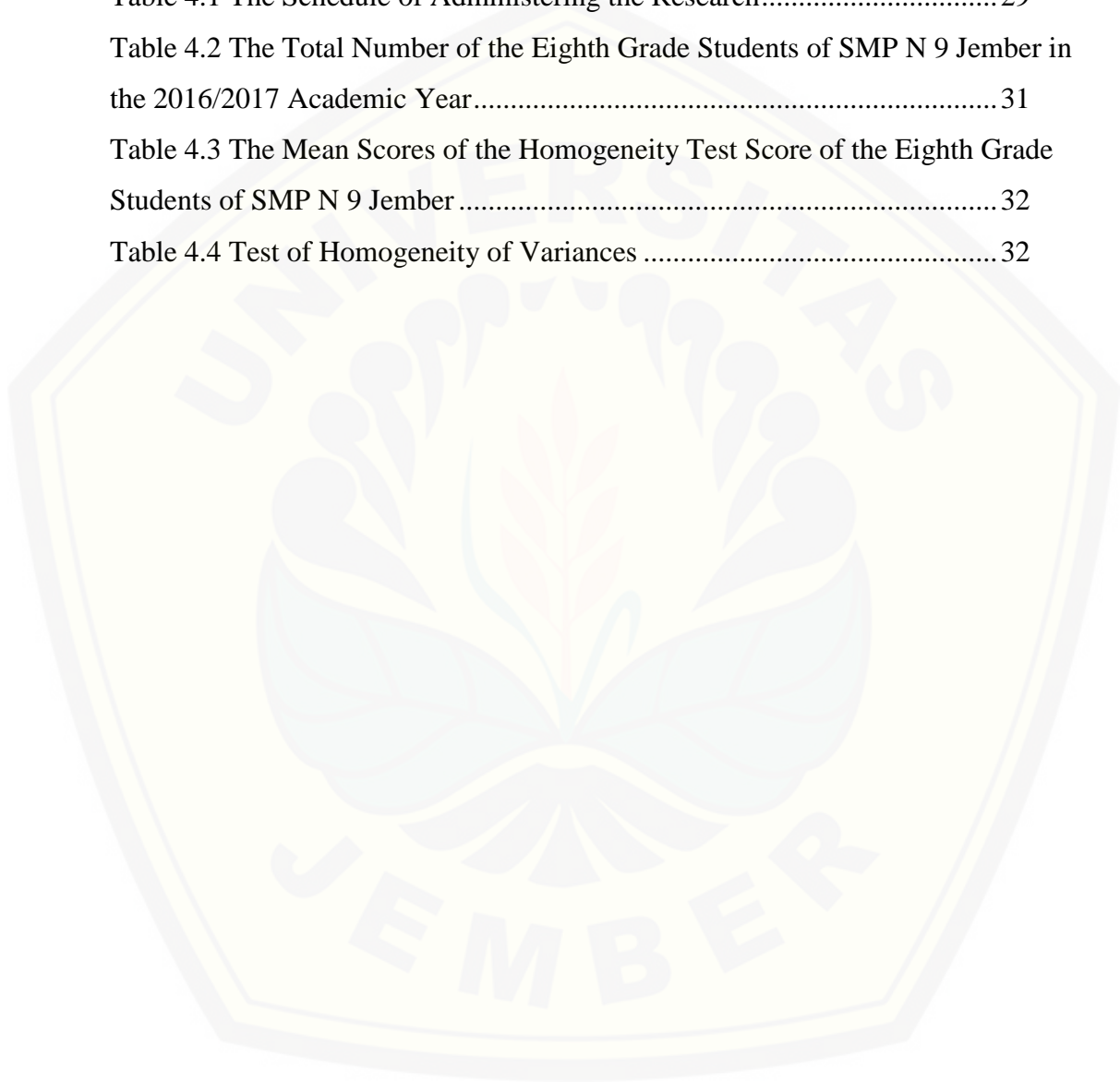
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SUMMARY

The Effect of Using Jigsaw II on the Reading Comprehension Achievement of the Eighth Grade Students at SMP N 9 Jember; Beni Arum Retnowati, 100210401130; 2016: pages; 43; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

Reading becomes one of the most important skills that cannot be separated from other skills in learning English as a foreign language. Carrell *et al.* (1995:1) said that reading is the most important skill in a second language or foreign language. By reading, the students get not only information, but also knowledge. Comprehension is the process of deriving meaning from connected text (Pang 2003:14). It means that, the students as the reader, actively engages with the text to construct the meaning of the whole text. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. This means that the reader interacts with the text to constructs meaning.

In this research Jigsaw II was used as an alternative technique in teaching reading comprehension. In this technique, the students worked together to share and gain knowledge in home and expert groups. For the first time, the students should make a group called home group. After the teacher distributed the text with one paragraph to each member in home group, the group members were divided into a new group called the expert group. The members of the expert group were the member who had the same paragraph that they received from the teacher. Therefore, with these kinds of activities, it made them easier in explaining the topic they had got from their teammates in Home Groups. This technique allowed the students to learn about how to work in groups cooperatively.

The experimental research was conducted to know whether or not there is a significant effect of using Jigsaw II technique on reading comprehension achievement of the eighth grade students at SMP N 9 Jember. The respondents of this research were determined by choosing two classes by using lottery since the research population was homogenous. The total number of the respondents was 73

students of the eighth grade students as the population. The experimental group that consisted of 36 students was taught reading comprehension by using Jigsaw II technique. The control group that consisted of 37 students was taught reading comprehension by using Question and Answer Technique.

The main data of this research were collected by using the reading comprehension achievement test that was administered as the posttest. The support data were collected from the interview and documentation. The data collected from the posttest were to know the comparison between the two groups after the treatment. They were analyzed statistically by using t-test formula to know whether the mean difference between the experimental group and the control group was significant or not.

Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group ($86.5 > 74.2$). The statistical value of the test was 7.59, while the value of t-table at significance level of 5% with df (71) was 1.994. It means that the statistical value of t-test was higher than that at the t-table. Consequently, the null hypothesis (H_0) which was formulated as: "There is no significant effect of using Jigsaw II Technique on reading comprehension achievement of the eighth grade students at SMP N 9 Jember" was rejected. Thus the alternate hypothesis: "There is a significant effect of using Jigsaw II Technique on reading comprehension achievement of the eighth grade students at SMP N 9 Jember" was accepted. So, it could be stated that the use of Jigsaw II significantly affected the eighth grade students' reading comprehension achievement of descriptive text at SMP N 9 Jember. Therefore, it is suggested that the result of this research can be used by the future researcher as a reference or information in conducting future research dealing with the similar problem by using another research design, such as a classroom action research on the use of Jigsaw II to improve the students' reading comprehension achievement.

CHAPTER 1. INTRODUCTION

This chapter highlights some aspects related to the research topic. This research investigated the effect of using Jigsaw II on the reading comprehension achievement of the eighth grade students of SMP N 9 Jember. It includes research background, research problem, research objective, and research significance.

1.1 Research Background

Language is an important thing for human beings as a means of communication which is used by all people every day. That is why language has an important role in society life. Mastering language also makes people easier to improve their self-development such as intellectual, emotional and social development. With language, people can accept and deliver some information to others.

English is one of the international languages spoken by many people around the world. English language has an important role for all human being. Nowadays, especially in Indonesia, English becomes one of the important subjects that must be taught to the students of Junior High School and Senior High School. In addition, English also becomes one of the subjects for National Examination at Junior and Senior High School. One of the reasons why English becomes an important language that should be mastered by the students is because several jobs require English to get the job. Another reason is because, nowadays, to study abroad or to get scholarship to study abroad, someone must pass the English test called TOEFL, IELTS, etc. in certain passing grade.

Based on the Institutional Level Curriculum (2006:2), there are four language skills (listening, speaking, reading and writing) and three language components (vocabulary, grammar and pronunciation) in learning English. All of them are important to be taught to the students in order to master English well. Those four skills should be mastered by the students because the aim of teaching English is to develop the spoken and written ability in English.

Based on the informal interview with the English teacher of the eighth grade of SMP N 9 Jember, it was found that the English teacher usually used the students' worksheet (LKS) as the sources to teach reading comprehension. The teacher distributed the text and asked the students to comprehend the whole text by allowing them to find the meaning of the difficult words, then asked them to do exercises. Question and Answer technique was commonly used by the teacher in teaching reading comprehension in the class. In addition, Jigsaw II has never been used by the English teacher to teach reading comprehension.

Jigsaw was introduced for the first time by Aronson in 1978 (Arnold, 1999:230) and labelled as Jigsaw Type II by Slavin in 1986 (Slavin, 2005:236). In this technique, the students work together to share and gain knowledge in home and expert groups. At the beginning, the students should make a group called home group. After the teacher distributes the text with one paragraph to each member in home group, the group members will be divided into some new groups called the expert group. The member of the expert group is the member who has the same paragraph that they receive from the teacher. This technique allows the students to learn about how to work in groups cooperatively. By working together, the students cannot only answer the questions but they can also comprehend the whole text. Therefore, Jigsaw II can be an alternative technique in teaching reading comprehension.

Related to the previous researches about the use of Jigsaw II, Safitri (2013) conducted a research entitled "The Effect of Using Jigsaw Type II on the Reading Comprehension Achievement of the Seventh Year Students at SMPN 6 Jember". Her research result showed that there was a significant effect in implementing Jigsaw type II on the reading comprehension achievement of the seventh grade students at SMPN 6 Jember. Another research was done by Sari (2011) entitled "The Effect of Using Jigsaw Type II in Cooperative Learning on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 2 Tanggul". This research result also showed that there was a significant effect on the use of Jigsaw II technique on the students' reading comprehension achievement. Therefore, it

could be concluded that those two researches proved that the use of Jigsaw II had significant effect on the students' reading comprehension achievement.

The difference between this research with the previous researches is the respondents of this research that is the eighth grade students of SMP N 9 Jember. Based on the background above, an experimental research entitled, "The Effect of Using Jigsaw II on the Eighth Grade Students' Reading Comprehension Achievement at SMP N 9 Jember" was conducted.

1.2 Research Problem

Based on background above, the problem of the research was formulated as follows: Is there any significant effect of using Jigsaw II on the reading comprehension achievement of the eighth grade students at SMP N 9 Jember in the 2016/2017 academic year?

1.3 Research Objective

The objective of this research was to know whether or not there is a significant effect of using Jigsaw II on the reading comprehension achievement of the eighth grade students at SMP N 9 Jember in the 2016/2017 academic year.

1.4 Research Significance

The results of this research are expected to be useful for the English teacher, for the students of the eighth grade, and for the future researchers.

1.4.1 For the English Teacher

The results of this research is expected to be useful for the English teacher as the information about the use of Jigsaw II in teaching reading comprehension.

1.4.2 For the students

The result of this research is expected to be useful for the students to make them interested in reading comprehension. Furthermore, they can experience a new learning technique in their reading comprehension by using Jigsaw II Technique.

1.4.3 For the future researchers

The result of this research hopefully become a reference for other researchers to conduct a further research with the same research design in teaching reading comprehension by using the modification of Jigsaw II.



CHAPTER 2. REVIEW OF RELATED LITERATURE

Jigsaw is one of the techniques in teaching reading. In this research, Jigsaw II is used to teach descriptive texts. This chapter reviews about reading comprehension definition, reading comprehension achievement, descriptive text, Jigsaw type II, the procedures of using Jigsaw II in teaching reading comprehension, the advantages of using Jigsaw II in teaching reading comprehension, the disadvantages of using Jigsaw II in teaching reading comprehension, the practice of teaching reading comprehension at SMP N 9 Jember and research hypothesis. All of those ideas are explained below.

2.1 Reading Comprehension Definitions

Nowadays, reading becomes one of the most important skills that cannot be separated from other skills in learning English as a foreign language. Carrell et al (1995:1) said that reading is the most important skill in a second language or foreign language. By reading, the students get not only information, but also knowledge.

Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. This means that the reader interacts with the text to constructs meaning. Grellet (1996:8) says that reading is an active skill which includes guessing, predicting, checking and asking oneself questions. He also explains that reading comprehension is the process of understanding a whole text.

Grellet (1996:3) states that reading is an interactive process between the text and the reader. The reader can feel what the authors' feeling through the text. Reading is a receptive language process (Carrell et al, 1995:12). It also means that when the readers read, they do not merely act as the passive receivers of the texts, but the readers also draw on their own knowledge of the language to help them comprehend the content of the text.

Comprehension is the process of deriving meaning from connected text (Pang 2003:14). It means that the students as the reader, actively engages with the

text to construct the meaning of the whole text. When the students can gain the meaning of the whole text, they will comprehend and understand the content of the text. Crawley (2000:40) also says that comprehension means understanding what is heard or read. So, the main purpose of reading is to understand or comprehend the communication between the writer and the reader. If the reader can relate with what the writer aims through the text, he/she will understand the text more easily.

Based on the above explanation, it can be concluded that reading comprehension is the interaction of the reader with the reading materials or written language and the author in order to construct the meaning of the text.

2.2 Reading Comprehension Achievement

Hornby (1995:3) says that achievement is something achieved or done successfully with an effort or skill. Furthermore, Hughes (2003, 12-13) explains that achievement is related to the test that is done to discover how successful students have been in achieving the objectives of the course. To know the students' reading comprehension achievement, the researcher was administered a reading comprehension achievement test at the end of the lessons.

This research was focused on the eighth grade students' scores of a reading comprehension test in finding general and specific information of descriptive texts. The students' reading comprehension achievement was assessed after they had been given the treatment that was teaching reading comprehension by using Jigsaw II technique to the experimental group and teaching reading comprehension using question and answer technique to the control group.

2.2.1 Finding General Information of Descriptive Text

General information in this research was regarded as the main idea of a paragraph. Cuesta (2014) states that main idea is a "key concept" of what is being expressed in the text. Further, Cuesta explains that textbooks, articles, paragraphs and passages, have main idea in order to make the readers gain the information

from the text. There are five common places where the main idea is most likely to be found.

1. At the beginning of a paragraph

Usually the main idea can be found in the first sentence of a paragraph.

Example:

San Francisco is my favorite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side. One of my favorite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It is not a very comfortable ride, but it is exciting and the views you get from the car are wonderful. And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold. Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favorites. You can also get great Chinese, Japanese, American and European food in San Francisco.

(Adopted from “Contextual Teaching and Learning”, Widiati *et al.*, 2008:66)

In this paragraph, the first sentence is the main idea because it tells about the general idea from the writer who likes San Francisco as his/her favorite city while the other sentences shows the reasons why s/he likes that city.

2. At the last of a paragraph

The second place of the main idea is mostly in the last sentence of a paragraph.

Example:

Mr Warsidi has a garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cuts the leaves and the branches in taking care of it. He said that the flowers must get more sun. Mr Warsidi often involves his children to take care together of the garden. So they will understand how to take care of their environment. *Many people tell Mr Warsidi, how beautiful his garden is.*

(Adopted from “English in Focus”, Wardiman *et al.*, 2008:13)

In this paragraph, the writer doesn't explain the main idea that Mr. Warsidi has a beautiful garden in the first sentence, but in the last sentence of the paragraph.

3. In the middle of a paragraph

The main idea can be found in the first and the last sentence of a paragraph, the third common place of the main idea is in the middle of a paragraph.

Example:

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle. The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds. ***Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong streamlined, sharp beak and a streamline body.*** Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

(Adopted from "English in Focus", Wardiman *et al.*, 2008:16)

In this paragraph, the focus of the writer is about the description of the Eagle that has different size, shape and color such as sea eagle, but the placement of the main idea of this paragraph is in the middle of the paragraph.

4. At the first and at the last of a paragraph

The last place of main idea is usually in the first and the last sentences of a paragraph.

Example:

You can easily be accused of committing a tourism sin if you're in Semarang and failed to visit the Ambarawa Railway Museum. This museum is situated less than an hour's drive from the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474m above sea level, giving you unpolluted fresh air to

breathe. The Ambarawa Railway Museum is well maintained. It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. *All in all, this is a truly exciting treasure to visit.*

(Adopted from “Contextual Teaching and Learning”, Widiati *et al.*, 2008:61)

In this paragraph, the first and the last sentences together explain about the reason why Ambarawa Railway Museum is an exciting place to go.

5. Not at first and at last of the paragraph

Sometimes, the paragraph will not have a main idea neither in the first nor the last of the paragraph.

Example:

The Hawaiian Islands are located in the middle of the Pacific Ocean, far away from any other land. There are eight islands of different sizes, and while they differ from each other in some ways, they share many features. They all have a tropical climate, with temperatures of about 780C (25.60C) in the winter and 850C (29.40C) in the summer. Rain falls often, but not for long. The islands also share a natural beauty, with mountains and waterfalls, rainforests, and long beaches. Their waters are filled with colorful fish, dolphins, and giant sea turtles.

(Adopted from “Contextual Teaching and Learning”, Widiati *et al.*, 2008:62)

In this paragraph, the writer does not give general information of “the Hawaiian Islands”, it has some supporting detail without main idea either at the first nor at the last of the paragraph.

2.2.2 Finding Specific Information of Descriptive Text

While general information is regarded as the main idea or topic sentence of a paragraph, Cuesta (2014) says that specific information has the same meaning as supporting details of a paragraph. The function of supporting details is to support the main idea, so the reader can comprehend the whole text easily. Moreover, Cuesta says that the details to support the paragraph consists of telling how, what, when, where, why, how much and how many.

Here is the example of supporting details or specific information's of the text:

San Francisco is my favorite city in the United States. ***It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side. One of my favorite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It is not a very comfortable ride, but it's exciting and the views you get from the car are wonderful. And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold. Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favorites. You can also get great Chinese, Japanese, American and European food in San Francisco.***

(Adopted from "Contextual Teaching and Learning", Widiati *et al*, 2008:66)

In this paragraph, the bold sentences are the supporting details of the paragraph because they tell us about the writers' reasons why s/he likes San Francisco. The following are the examples of questions to find specific information

- Who likes San Francisco so much?

Answer: the writer of this text.

- How is the situation in San Francisco that can make the writer love this place so much?

Answer: it is beautiful, clean, not too big and it has something for everybody.

- When does the writer feel that there is one favorite thing to do in San Francisco?

Answer: when s/he rides the cable car, it is not really comfortable but exciting and the views are also wonderful.

- Where can you find Chinese, Japanese, American and European food in San Francisco?

Answer: in the restaurant of San Francisco

- Why does the writer like the weather in San Francisco?

Answer: because the weather in San Francisco never gets too cold or too hot. The summers are also pleasant.

2.3 Descriptive Text

According to the 2006 School-Based Curriculum (Depdiknas, 2006:2), a descriptive text is one of the types of text that should be learnt by the eighth grade students of Junior High School in odd semester.

A descriptive text is a text that describes a particular person, a place or a thing (Wardiman, et al, 2008:43). The generic structure of this text is identification and description. Identification means identifying the phenomenon to be described and description means describing the phenomenon in parts, qualities, and/or characteristics. The language features of descriptive text are explained as follows:

- Focusing on specific participants (My English teacher, Andini's cat, My favorite place)
- Using Simple Present Tense.
- Using descriptive adjectives (strong legs, white fangs)
- Using detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
- Using action verbs 'Material Processes' (It eats grass, It runs fast)
- Using adverbials to give additional information about behavior (fast, at a tree house)

Here is the example of a descriptive text and its generic structures:

Bongo the Orangutan

Identification:

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

Description:

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feeds them.

(Adopted from “English in Focus”, Wardiman et al, 2008:20)

2.4 Jigsaw II

Jigsaw is one of the techniques in teaching English as a foreign language, especially in teaching reading comprehension skill. Jigsaw was introduced for the first time by Aronson in 1978 (Arnold, 1999:230) and labelled as Jigsaw Type II by Slavin in 1986 (Slavin, 2005:236).

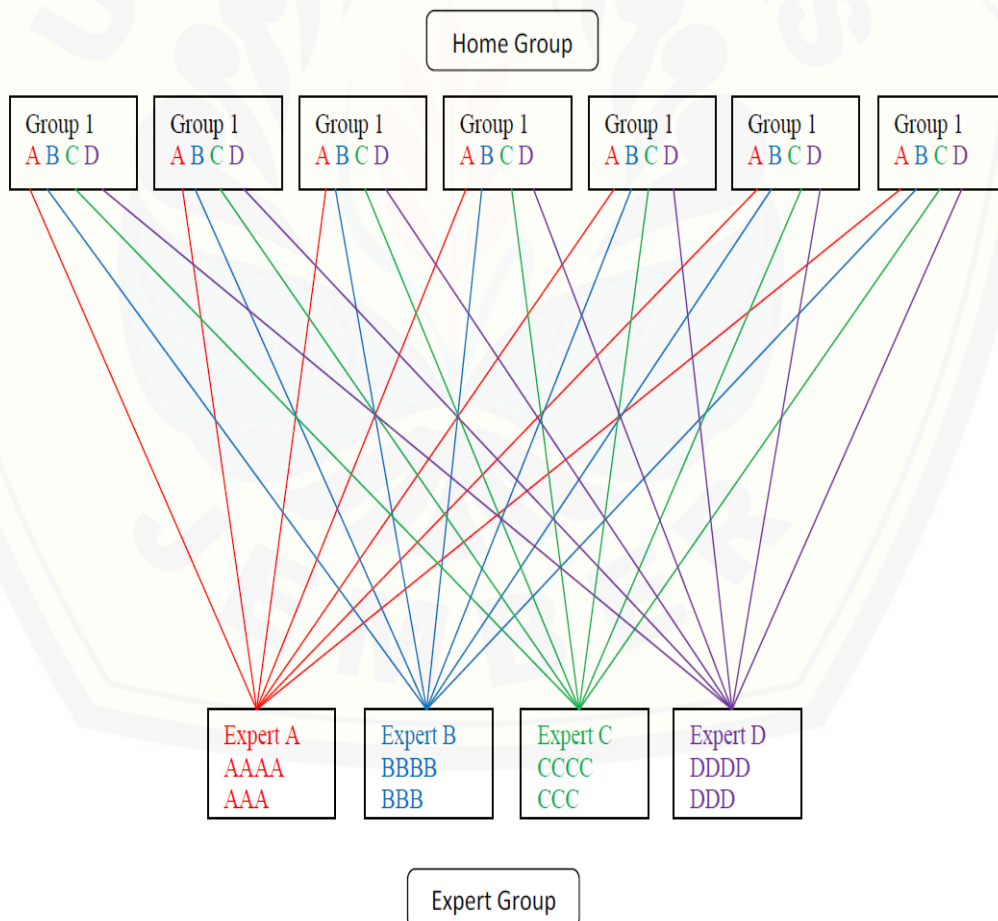
Jigsaw II technique assigns students to work in group consisting of 4 to 6 persons in a group called Home Group. For the first time, the teacher will distribute the whole text to the students in order to make them get the illustration for the content of the text. Then, every member of each group will get a different paragraph given by the teacher. After having the paragraph, the students who have the same paragraph will be sent into a new group called Expert Group, where they discuss the paragraph in order to gain and get the information. After they have discussed the paragraph within the Expert Group, the students will go back to the Home Group to tell the other members about the content of the paragraph they have discussed with the Expert Group before, so that the other members will comprehend all the information in the whole text.

Jigsaw II was modified the original one that is Jigsaw I. In this technique, students work in four-to-six member groups. All students read a chapter or a text, but each team is given an individual topic or a single paragraph taken from the text on which to become an expert. Students discuss their topics in expert groups and then share the ideas about the content of the paragraph to their teammates in home group, as in the original Jigsaw. If there are some students get difficulties in understanding the topic, their friends in the expert groups will be able to help them to understand it. They will discuss and share the ideas about the topic together and make sure that each of them understands what the topic is all about.

Therefore, with these kinds of activities, it will make them easier in explaining the topic they have got to their teammates in Home Groups.

The difference between Jigsaw II and Jigsaw I is only at the beginning of the strategy. In Jigsaw Technique Type I, the students in Home Group read their single paragraph or incomplete text before they discuss, share and complete the information with their group. Meanwhile, in Jigsaw Technique Type II, the students have the opportunity to read the whole text first before they have to be responsible for the single paragraph.

Here is the illustration of Jigsaw Type II technique



(Angraini, 2014:20)

2.5 The Procedure of Using Jigsaw II in Teaching Reading Comprehension

In implementing Jigsaw Type II in the teaching learning process of reading comprehension, there were some steps that had to be followed. The procedures used in this research were based on the combination between Aronson (2000), Slavin (2005) and Xiaoling (2010)

Here are the steps of implementing Jigsaw Type II based on Aronson (2000).

1. "Divide the students into 5-6 person Jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the lesson (the reading) into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.
4. Assign each student to learn one segment. Make sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material. Students quickly come to realize that these sessions are not just fun and games but really count."

Here are the steps of implementing Jigsaw Type II based on Slavin (2005).

1. "The teacher distribute the paragraph to the students
2. The students that have the same paragraph, make a group called Expert Group and discuss the paragraph they have got

3. After discussing the paragraph in Expert Group, the students come back to Home Group in order to give report about the result of their discussion
4. The students do the task/test given by the teacher related to the whole text
5. The teacher give the group score based on their progress”

Here are the steps of implementing Jigsaw Type II based on Xiaoling (2010).

1. “Choosing a passage. The researchers choose a passage with three or four paragraphs of nearly the same length for the Jigsaw in advanced.
2. Dividing the students into 3-4 person Jigsaw groups with a passage consisted of three to four paragraphs.
3. Listing and explaining the new and unfamiliar words and expression in the passage.
4. Reading the passage twice so that the students can grab the main idea of the passage, this may help the students organize their thoughts for better preparation.
5. Asking the students to move to the expert group, each of which is dealing with one paragraph of the reading text.
6. Returning to the Jigsaw groups retelling the paragraph using his/her words.
7. Writing a summary.”

Based on those three different steps of using Jigsaw technique type II this research needs adaptation in using the combination of them. The adaptation includes the number of the students in Home Group based on Xiaoling’s (2010) procedure, the opportunity to read the whole text based on Slavin’s (2005) procedure and the administration of quiz at the end of Jigsaw activity based on Aronson’s (2008) procedure. These were the steps of implementing Jigsaw Technique Type II in this research:

1. The researcher chose a text which had four paragraphs which were adapted from some textbooks or internet to make sure that the difficulty of the text was for the eighth grade students.
2. The researcher divided the students into groups; called Home Groups consisting of 4 students.
3. The researcher gave the complete reading text to every student and asked them to read the whole text.

4. The researcher gave different paragraphs to each member of each group. The first paragraph was given to student A in each group. The second paragraph was given to student B in each group. The third paragraph was given to student C in each group. The fourth paragraph was given to student D in each group. If the group has five members, the last member will get the first paragraph which was the same as the first member.
5. The researcher asked the students to make Expert Groups. The Expert Group members were the students who had received the same paragraph. The first Expert Group had the students who got paragraph 1. The second one had the students who got paragraph 2. The third one had the students who got paragraph 3. The fourth one had the students who got the last paragraph.
6. The researcher asked one student in each Expert Groups to become a leader and lead the discussion
7. The researcher asked the students to read and discuss the paragraph that they got with the members in the Expert Group.
8. The researcher asked the students to go back to their Home Group and asked them to share the content of the paragraph discussed in the Expert Group with their friends in the Home Group.
9. The researcher asked the member of Home Groups some question about the content of the paragraph in order to know how much they comprehend the text.
10. The researcher asked the students to do the exercises individually.

Those steps were combined based on the needs of this research. The number of the students in Home Groups was suitable with the number of paragraphs in the reading texts used in this research. At the end of the Jigsaw steps, the researcher decided to give the students some exercises related to the text in order to check their comprehension after doing Jigsaw technique type II activity.

2.6 The Advantages of Using Jigsaw II in Teaching Reading Comprehension

There are several advantages in implementing Jigsaw type II technique based on Tewksbury (2005), they are as follows:

1. “The students have the opportunity to teach themselves, instead of having material presented to them. The technique fosters depth of understanding.
2. Each student has practice in self-teaching themselves while doing jigsaw II technique, which is the most valuable of all the skills we can help them learn.
3. The students have practice in peer teaching, which let them comprehend the material at a deeper level than the students typically do in their daily reading class.
4. Each student has a chance to contribute meaningfully in a discussion, something that is difficult to achieve in a large-group discussion. Each student develops an expertise and has something important to contribute.
5. Asking each group to discuss a follow-up question after individual presentations fosters real discussion.”

In addition, the strengths of Jigsaw Technique Type II in reading comprehension based on Mengduo and Xiaoling (2010:122) are as follows:

1. “Students are eager participants in the learning process and are responsible for the work and achievement while being held accountable by their peers.
2. Students have more chance to appreciate differences and share experiences through individual participation and instruction.
3. Jigsaw classroom stimulates students’ motivation and increases enjoyment of the learning experience and promotes a great deal of negotiation for meaning.
4. Jigsaw classroom reduces students’ reluctance and anxiety to participate in the classroom activities while increasing self-esteem and self-confidence.
5. Jigsaw is an effective strategy to integrate various language skills and translation in one English class with the teacher no longer the only provider of knowledge.”

By using Jigsaw type II, the students not only learned about how to work in group cooperatively but also gained the meaning of the text they have received from the teacher. This technique also allowed the students to get more chance in learning how to comprehend a paragraph even a text and share their ideas with the others freely.

2.7 The Disadvantages of Using Jigsaw II in Teaching Reading Comprehension

Aronson (2000) states that there are several disadvantages or problem areas that might happen in implementing Jigsaw II technique, they are as follows:

1. The dominant students

Some clever students in a group tend to be the dominant students who will dominate the discussion. Sometimes, in each group, there is always a dominant student who does not want to give a chance to other students. They become dominant because they do not understand that if they are working in a group, they should cooperate with the members of the group and solve problem together. In this case, the researcher pointed out one student in each group to become a leader. The function of the leader here is to control if there is a dominant student in Home Groups. So, all of the members in each group can have a chance to share their ideas in the class, and they are being active participated in the teaching learning process.

2. The noisy students

In implementing Jigsaw type II technique, the students sometimes talk to the other members of the group about something that is not related with the paragraph/text given. Therefore, the teacher should control each group whether they really discuss about the text or the other topic and ask the students to stop their conversation if it does not relate with the paragraph/text given.

In solving those problems of implementing Jigsaw II technique in the class, the researcher guided them to only discuss about the content of the paragraph by observing what were they doing during the discussion and remind them to not to talk about the other topics besides the content of the text.

2.8 The Practice of Teaching Reading Comprehension at the Eighth Grade of SMP N 9 Jember

The English subject is taught twice a week. There is only one English teacher in this grade. There are six classes of the eighth grade students of SMP N 9 Jember.

As stated in the 2006 School-Based Curriculum, there are several kinds of text being taught for the eighth grade in odd and even semester such as descriptive text, narrative text, and recount text. One of the texts is descriptive text.

In the teaching and learning process, the English teacher uses the students' worksheet (LKS) as the sources. After the teacher distributes the text, then the teacher read the text aloud and chose some students to read the text in turn loudly. Then, the teacher asks the students to comprehend the whole text by allowing them to find the meaning of the difficult words using dictionary. After that, the teacher asks them to do exercises. The teacher uses question and answer technique in the reading class and at the end of the meeting the teacher gave some homework to the students.

Based on the information above, it can be concluded that the teacher had never used Jigsaw II in teaching reading comprehension skill.

2.9 Research Hypothesis

Based on the problem of the research and the literature review above, the hypothesis of this research was formulated as follows: There is a significant effect of using Jigsaw Type II technique on the reading comprehension achievement of the eighth grade students at SMP N 9 Jember.

CHAPTER 3. RESEARCH METHOD

This chapter presents the research method that was used in this research. They were the research design, area determination method, respondent determination method, data collection method and data analysis method. Each of them is presented in the following parts.

3.1 Research Design

The research design of this research was quasi experimental research which was used when the true experiments can't be done. A common problem of educational research is unwillingness of educational administrators to allow the random selection of students out of classes for the experimental samples. Without randomization, there is no true experiment. Bieger and Gerlach (1996:59-60) state that quasi experimental research is an experimental research in which the research participants are not randomly assigned to be an experimental group and control groups. In this research, the researcher used quasi-experimental research with post-test only control group design. This design required two groups; they were control and experimental groups which were randomly selected. The experimental group was given the treatment, while the control group was not given special treatment. As the design included the post-test, the test was given at the end of the study. The purpose of this experimental research was to know the significant effect of teaching reading comprehension by using Jigsaw II technique for the experimental group and by teaching reading comprehension without using Jigsaw II technique for the control group, which was taught reading by applying conventional technique as what is commonly done by the English teacher, that is teaching reading comprehension by using Question and Answer technique.

The design of this research was post-test only control group design, using the following pattern:

Treatment group	M	X	O
Control group	M	C	O

Notes:

M : Matched Group

X : Treatment for the experimental group (Jigsaw II technique)

C : Treatment for the control group (Question and Answer technique)

O : Post-test

(Fraenkel and Wallen, 2006:277)

The procedures of the research design were as follows:

1. Analyzing the students' reading scores obtained from the teacher by using ANOVA (Analysis of Variance) formula to know the homogeneity of the population. The result showed that the value of significant column was 0.285 or the significant value was more than or higher than 0.05. It means that the population was homogeneous.
2. Determining the experimental group and the control group based on the result of the population homogeneity analysis.
3. Since the population was homogeneous, two groups to be an experimental group and a control group were chosen by using lottery. The result was, VIII B was as the experimental group and VIII D was as the control group.
4. Administering a try out test to the class that had the closest mean score difference with the experimental group and the control group in order to establish the reliability and difficulty index of the teacher-made test. The try out were administered to VIII E which did not belong to the experimental or control class.
5. Constructing lesson plans for the experimental and the control groups.
6. Giving treatment to the experimental group that was taught reading by using Jigsaw II and the control group was taught reading using Question and Answer technique.

7. Conducting the teaching learning process in two meetings and every meeting took 80 minutes for both classes, the experimental and control groups.
8. Giving a reading post-test to the respondents (experimental group and control group) to measure the students' reading comprehension achievement after the treatments.
9. Analyzing the obtained data from the scores of the post-test by using t-test formula to determine whether the mean difference of both groups was significant or not.
10. Drawing a conclusion to answer the research problem.

3.2 Area Determination Method

It is important to decide the area determination of the research before the researcher do the research. Purposive method was used in this research in order to determine the research area. Fraenkel and Wallen (2006:277) state that purposive method is a method in choosing an area of the research based on a certain purpose or reason. Based on that explanation, SMP N 9 Jember was chosen by the researcher because of several reasons. The first reason was because the researcher had observed how the English teacher taught the eighth grade students, and the second reason was because Jigsaw II technique had never been applied by the English teacher in teaching English, especially in reading skill.

3.3 Respondent Determination Method

Arikunto (2006:145) states that a respondent is a person who gives some responses or answers the researchers' questions either orally or in written form. The population of this research was the eighth grade students of SMP N 9 Jember consisting of six classes. They were: VIII A, VIII B, VIII C, VIII D, VIII E and VIII F in the 2016/2017 academic year.

The respondents of this research were taken by using cluster random sampling (Bieger and Gerlach, 1996:98) after the researcher analyzed the students' homogeneity test scores by using ANOVA formula. Since the

populations was not homogeneous, the experimental group and control group were chosen from the classes that had the closest mean score of homogeneity test.

3.4 Data Collection Method

There were two kinds of the data collection method that was used in this research. The main data were collected by administering a reading comprehension test. The researcher also used the interview result with the English teacher of SMP N 9 Jember to support the data. Besides, interview was used to get the support data about the teaching technique and the English textbook used by the teacher.

3.4.1 Reading Comprehension Test

An achievement test measures an individuals' knowledge or skill in a given area or subject (Fraenkel and Wallen, 2006:145). Moreover, to measure the students' reading comprehension achievement, an achievement test was administered to obtain the data. The reading comprehension test was used to get the data about the students' reading comprehension achievement.

The type of the test items in a reading comprehension test can be in the form of matching, True/False, multiple choice, completion, rearrangement, cloze procedure, open-ended and miscellaneous and cursory reading (Heaton, 1991:107-133). In this research, the researcher used multiple choice items only because it easy to be scored and easy to be done by the students. Hughes (2003:78) also states that "multiple choice techniques are best suited to relatively infrequent testing of large numbers of candidates". It means that multiple choices is suitable test items for some research with a large number of students.

In this research the post-test applied was a teacher-made-test. The teacher made questions consisted of 30 items. Before conducted the post-test to the experimental and control group, the researcher administered the test to the other classes which did not belong to experimental or control groups in order to know the difficulty index of the test items. Based on the result of difficulty index, it was found that there were 25 items categorizes as fair items, and 5 items were categorized as easy items. Furthermore, the test items that were administered as

post-test consisted of two descriptive texts which had only 25 items that categorized as fair items in the form of multiple choices with 4 options. The test consisted of finding general information (10 items) and finding specific information (15 items). Each score for the correct answer for general information items and specific information items was 4. Therefore, the maximum raw score for all aspects to be evaluated was 100. Then, the total point is $\frac{100}{100} \times 100 = 100$.

The post-test materials were taken from two electronic English textbooks entitled “Contextual Teaching and Learning” and “English in Focus”. The researcher chose those two books because the English teacher of SMP N 9 Jember had never used those books to teach English at the school.

3.4.2 Try Out Test

In order to know the validity and reliability of the test and the index of difficulty level of the test items, the researcher conducted a try out test before the post-test was given. It was conducted to another class which did not belong to the experimental or the control classes but had the closest mean difference with the experimental and the control classes. The try out test consisted of 30 test items in the form of multiple choices with 4 options within 60 minutes. The test consisted of finding general information (10 items) and finding specific information (20 items).

3.4.2.1 The Test Validity

Heaton (1991:159) mentions that a valid test should measure accurately what is supposed to measure and nothing else. In addition, he classifies the validity into content validity, criterion related validity, construct validity and face validity. This research used content validity because the test was constructed based on the 2006 School-Based Curriculum for SMP-MTs and it was used to measure the research indicators, that were reading comprehension for finding general and specific information. The following table shows the Standard Competence and Basic Competence of the 2006 School-Based Curriculum for SMP-MTs for the reading skill of the eighth grade in odd semester.

Table 3.1. The 2006 School-Based Curriculum for reading skill of eighth grade

Standard Competence	Basic Competence
1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar	<p>1.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>1.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>

(Depdiknas, 2006:286)

3.4.2.2 The Test Reliability

The reliability of the test means the consistency of the test result. Heaton (1991:162) states that reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. In this research, split half odd-even technique by using Microsoft Excel computation was applied to estimate the reliability of the test by applying the following procedures:

- a. Constructing the try out test and giving score for each items
- b. Dividing the scores into two parts, odd and even scores.
- c. Giving sign (X) for odd numbers and (Y) for even numbers.
- d. Analyzing the correlation between X and Y by using the Product Moment formula:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note:

r_{xy} : The correlation coefficient of product moment

N : The number of participants

$\sum XY$: The number of odd items and even items

$(\sum X)$: The number of odd items

$(\sum Y)$: The number of even items

- e. Estimating the reliability index of the whole test using Spearman-Brown formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Note:

r_{11} : The reliability coefficient for the whole test items

r_{xy} : The correlation coefficient of product moment

- f. Giving the interpretation to r_{11}

0.90 – 1.00 = Very High

0.70 – 0.89 = High

0.50 – 0.69 = Fair

0.30 – 0.49 = Low

< 0.30 = Very Low

(Djiwandono, 1996:154)

3.4.2.3 Difficulty Index

The difficulty index of the test must be known. It shows how difficult or easy the test items or the whole test that will be administered to the students (Djiwandono, 1996:141). Moreover, he explains that a good test is not too difficult or too easy. If the test is too difficult, the students cannot solve the

problem, but if the test is too easy, it cannot give the significant information to differentiate between high achievers and low achievers.

In this research, the result of the try-out test was analyzed by using the formula below:

$$FV = \frac{R}{N}$$

Notes:

FV : The index of difficulty (Facility Value)

R : The number of participants who answer the question correctly

N : The number of participants

(Heaton, 1991:174)

The criteria of difficulty index adopted from Djiwandono (1996:142) were as follows:

0.00 – 0.19 : Difficult

0.20 – 0.80 : Fair

0.81 – 1.00 : Easy

3.4.3 Interview

The interview was conducted to gain some important data such as the curriculum, the English textbook used in the school and the techniques applied by the English teacher of the eighth grade students of SMP N 9 Jember in teaching reading comprehension.

Opie (2004:117-118) categorizes interview into three kinds: structured, semi structured and unstructured interview. In the structured interview, the interviewer gives the choice as the answer to the respondents. It is usually given in the form of checklist or similar to questionnaire in both form and use. In the

unstructured interview, the interviewer has some questions that are kept in mind and will be asked to the respondents to get the goal. In this research, the researcher used semi structured interview which means that the researcher used a guide of questions to lead further questions relevant to the data needed.

3.4.4 Documentation

Documentation in this research was used to get the support data. Based on Arikunto (2006:274) documentation is a method of collecting data to support the variables being researched from written sources such as notes, transcripts, books, news, magazines, and agenda. In this research, documentation was used to get the support data about the names of the respondents, the number of the research respondents.

3.5 Data Analysis Method

After the main data in the form of reading comprehension test were collected, the data were analyzed statistically by using t-test formula to find whether or not teaching reading comprehension by using Jigsaw II had a significant effect on the eighth grade students at SMP N 9 Jember.

The formula of the t-test was as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes:

M_x = Mean of the experimental group

M_y = Mean of the control group

x = Individual score deviation of experimental group

y = Individual score deviation of control group

N_x = Total respondents of the experimental group

N_y = Total respondents of the control group

(Arikunto, 2006:311)

CHAPTER 4. RESULTS AND DISCUSSION

This chapter presents the activities of the research, the description of the treatment, the results of the support data, the results of the primary data, the analysis of post-test, the hypothesis verification, and discussion. The main activity of the research was to investigate whether there was a significant effect of using Jigsaw II on the reading comprehension achievement of the eighth grade students of SMP N 9 Jember. The schedule of administering the research could be seen in Table 4.1 below.

Table 4.1 The Schedule of Administering the Research

No.	Activities	Dates
1.	Homogeneity Test	August 26 th 2016
2.	Analysis of Homogeneity Test	August 27 th 2016
3.	Treatment to experimental class	August 31 st , September 3 rd 2016
4.	The teaching learning process to control class	September 1 st , September 3 rd 2016
5.	Try-out for post-test	September 2 nd 2016
6.	Analysis of try-out test results	September 5 th 2016
7.	Post-test for the experimental class	September 10 th 2016
8.	Post-test for the control class	September 15 th 2016
9.	Analysis of post-test results	September 17 th 2016

4.1 The Descriptions of the Treatment

In this research, the experimental class received a treatment that was teaching reading comprehension by using Jigsaw II technique. The treatment in the experimental class was done in two meetings, which were conducted on the 31st of August and the 3rd of September 2016. The experimental class in this research was class VIII B of SMP N 9 Jember consisting of 36 students. Meanwhile, the control class in this research received no treatment and was taught reading comprehension by using question-answer technique. The teaching

learning process of the control class was also done in two meetings, which were conducted on the 1st and the 3rd of September 2016. The control class in this research was class VIII D of SMP N 9 Jember consisting of 37 students. The procedures of the treatment were explained in the lesson plan enclosed (Appendix E and F).

4.2 The Results of the Secondary Data

The results of the secondary data of the research were obtained from the result of the interview with the English teacher and the documentation.

4.2.1 The Result of Interview

The interview was conducted with the English teacher of the eighth grade students of SMP N 9 Jember on March 21st 2016. From the interview, it was known that the English subject is taught twice a week for each class, and the curriculum used is School-Based Curriculum (*KTSP 2006*). In addition reading comprehension was taught by using question and answer technique. The followings are the activities done by the teacher in the reading class. Firstly, the teacher distributed the text, then she read the text aloud and asked some students to read the texts in turns loudly. Then, the teacher asked the students to comprehend the whole text by allowing them to find the difficult words and their meaning. After that, the teacher asked the students to do the exercises by answering the questions based on the text. At the end of the meeting, the teacher gave homework to the students.

In teaching reading, the eighth grade English teacher used the material from the students' worksheet (LKS) entitled "Galileo" published by Grafika Dua Tujuh. She has never used English textbook as the source to teach reading comprehension to the students because the school only provide the students' worksheet as the material sources.

4.2.2 The Result of Documentation

Documentation was used in this research to get the support data about the names of the respondents. The total number of the students at SMP N 9 Jember as the population of the research was 222 students. They were divided into 6 classes as stated in the Table 4.2 below.

Table 4.2 The Total Number of the Eighth Grade Students of SMP N 9 Jember in the 2016/2017 Academic Year

No.	Class	Male	Female	Total
1.	VIII A	22	16	38
2.	VIII B	13	23	36
3.	VIII C	20	16	37
4.	VIII D	22	16	37
5.	VIII E	22	14	36
6.	VIII F	22	16	38
Total				222

Source: School Document of SMP N 9 Jember

The total number of the eighth grade students was 222 students and the students' number of the research respondents was 73. Both the experimental class and control class had 3 students. The names of the respondents were enclosed in Appendix O.

4.3 The Result of Homogeneity Test

The homogeneity test was conducted on August 26th 2016. It was administered to know whether the population was homogeneous or not. The population of the research was the eighth grade students of SMP 9 Jember in the 2016/2017 academic year consisting of 6 classes. The results of the homogeneity test were analyzed by using ANOVA formula. The result can be seen in Table 4.3 and Table 4.4 below.

Table 4.3 The Mean Scores of the Homogeneity Test Score of the Eighth Grade Students of SMP N 9 Jember

Descriptives

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
A	38	65.13	5.132	.832	63.44	66.82	60	75
B	36	68.33	4.309	.718	66.88	69.79	60	75
C	37	66.62	4.722	.776	65.05	68.20	60	75
D	37	68.76	5.299	.871	64.99	68.52	60	75
E	36	68.19	5.626	.938	66.29	70.10	60	75
F	38	65.26	5.060	.821	63.60	66.93	60	75
Total	222	66.69	5.141	.345	66.01	67.37	60	75

The table above shows the mean scores of each class. The mean score of VIII A was 65.13, VIII B was 68.33, VIII C was 66.62, VIII D was 68.76, VIII E was 68.19, and VIII F was 65.26.

Table 4.4 Test of Homogeneity of Variances

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
1.254	5	216	.285

Based on the output, the value of the significant column was 0.285 or the significant value was more than or higher than 0.05. It means that the population was homogeneous and there was no difference on the students' reading comprehension achievement among the population. Therefore, two classes from the population were chosen randomly by using lottery to determine the experimental class and the control class. The result was, VIII B was chosen as the experimental class and VIII D was chosen as the control class.

4.4 The Results of the Try-out Test

The try-out test was conducted on September 2nd 2016. It was given to one class that did not belong to the research respondents (neither experimental class nor the control class). That was Class VIII B which consisted of 36 students.

The results of the try-out in this research were analyzed to find the difficulty index, the reliability coefficient and the validity of the test items. The results are presented in the following section.

4.4.1 The Analysis of the Difficulty Index

The try-out test consisted of three descriptive texts with 30 items in the form of multiple choice items in finding general information (10 items) and finding specific information (20 items). Djwandono (1996:142) categorizes the criteria of the difficulty index into the following, 0.00 – 0.19 as difficult, 0.20 – 0.80 as fair and 0.81 – 1.00 as easy. The analysis result showed that the range of the difficulty index of the test items was from 0.64 up to 1.00 (*see Appendix 3*).

Based on the analysis result of the difficulty index of the test items, it could be seen that there were 25 items categorized as fair and 5 items were classified as easy. Since the researcher used 25 test items for the reading comprehension post-test, thus, the researcher used the test items that were categorized as fair items. Therefore, the test items categorized as easy items were deleted from the test.

4.4.2 The Analysis of the Reliability Coefficient

In estimating the value of reliability coefficient, split half odd-even technique was applied in this research. The researcher signed X for the odd numbers and Y for the even numbers (see Appendix H and I). The correlation between X and Y was analyzed by using Product Moment formula. The calculation of the try-out result is presented below.

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36.4672 - (409)(408)}{\sqrt{\{36.4711 - (409)^2\} \{37.4730 - (408)^2\}}}$$

$$r_{xy} = \frac{168192 - 166872}{\sqrt{\{169596 - 167281\} \{170280 - 166464\}}}$$

$$r_{xy} = \frac{1320}{\sqrt{\{2315\} \{3816\}}}$$

$$r_{xy} = \frac{1320}{\sqrt{8834040}}$$

$$r_{xy} = \frac{1320}{2972}$$

$$r_{xy} = 0.45$$

Notes :

r_{xy} : The correlation coefficient of product moment

N : The number of participants

$\sum XY$: The total number of odd items and even items

$(\sum X)$: The number of odd items

$(\sum Y)$: The number of even items

From the calculation, it was found out that the reliability coefficient of a half test was 0.48. In order to find the reliability of the whole test it was continued to be calculated by using Spearman Brown formula as the following:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2(0.45)}{1 + 0.45}$$

$$r_{11} = \frac{0.9}{1.45} = 0.62$$

Note:

r_{11} : The reliability coefficient for the whole test items

r_{xy} : The correlation coefficient of product moment

From the calculation above, the reliability coefficient of the whole test was 0.62. Since the standard reliability coefficient of the teacher-made test is at least 0.50 as mentioned by Saukah (1997:210), so the test was considered reliable. It means that the test items were not necessarily to be revised. Then the test was administered for the experimental group and the control group.

4.4.3 The Analysis of the Test Validity

Regarding the validity of the test, this research used content validity. In term of content validity the test material was selected based on the material stated in 2006 Institutional Based Curriculum (*KTSP 2006*) used by SMP N 9 Jember. The indicators to be measured in this test covered finding general information and specific information of descriptive text. Besides, it was also consulted to the English teacher and the consultants. Therefore, the test could be said to fulfill the requirement of content validity.

4.5 The Results of the Data

The primary data were collected by administering the reading comprehension post-test.

4.5.1 The Analysis of Post-Test Results

The Reading comprehension post-test was administered on September 10th and 15th, 2016. Both of the classes, the experimental class and the control class had 60 minutes to do the test. The post test was given to the experimental group after they had received the treatment and to the control group that had received no treatment. The post-test consisted of 25 test items in the form of multiple choices. Each correct answer was scored 4 and the total score of the correct answers was 100.

After scoring the test, the results were analyzed statistically by using t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. Then, it was consulted to the t-table significance level of 5%. The calculation was done as the following.

1. Calculating the mean score of the experimental group

$$M_x = \frac{\sum x}{N_x} = \frac{3116}{36} = 86.5$$

2. Calculating the mean score of the control group

$$M_y = \frac{\sum y}{N_y} = \frac{2760}{37} = 74.2$$

3. Calculating the individual score deviation of M_x

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

$$\sum x^2 = 271952 - \frac{(3116)^2}{36}$$

$$\sum x^2 = 271952 - \frac{9709456}{36}$$

$$\sum x^2 = 271952 - 269707$$

$$\sum x^2 = 2245$$

4. Calculating the individual score deviation of M_y

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$\sum y^2 = 204320 - \frac{(2744)^2}{37}$$

$$\sum y^2 = 204320 - \frac{7529536}{37}$$

$$\sum y^2 = 204320 - 203500$$

$$\sum y^2 = 820$$

5. The calculation of t-test on the students' reading comprehension test

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{86.5 - 74.2}{\sqrt{\left(\frac{2245 + 820}{36 + 37 - 2}\right) \left(\frac{1}{36} + \frac{1}{37}\right)}}$$

$$t = \frac{86.5 - 74.2}{\sqrt{\left(\frac{3065}{71}\right) (0.06)}}$$

$$t = \frac{12.3}{\sqrt{(43.7)(0.06)}}$$

$$t = \frac{12.3}{\sqrt{2.60}}$$

$$t = \frac{12.3}{1.62} = 7.59$$

Notes:

M_x = Mean of the experimental group

M_y = Mean of the control group

x = Individual score deviation of experimental group

y = Individual score deviation of control group

N_x = Total respondents of the experimental group

N_y = Total respondents of the control group

6. Calculating the degree of freedom

$$Df = (N_x + N_y - 2)$$

$$Df = (36 + 37 - 2)$$

$$Df = 71$$

From the value above, it was found that the value of *t-test* was 7.59. Then, it was consulted to the t-table with the significance level of 5% and $Df = 71$. The value of t-table of 5% with $Df = 71$ was 1.994. Therefore, the value of t-test was higher than the value of t-table ($7.59 > 1.994$).

4.5.2 Hypothesis Verification

After analyzing the post-test scores, the next procedure was verifying the hypothesis to know whether there is a significant effect of using Jigsaw II on the eighth grade students reading comprehension achievement at SMP N 9 Jember in the 2016/2017 academic year.

Based on the result of t-test analysis, it was known that the value of t-test was higher than the value of t-table ($7.59 > 1.994$). Therefore, the null hypothesis (H_0) stating “There is no significant effect of using Jigsaw II technique on the reading comprehension achievement of the eighth grade students at SMP N 9 Jember in the 2016/2017 academic year” was rejected. On the contrary, the

alternate hypothesis (H_1) stating that “There is a significant effect of using Jigsaw II technique on the reading comprehension achievement of the eighth grade students at SMP N 9 Jember in the 2016/2017 academic year” was accepted. Further, it could be said that there was a significant mean difference between the experimental group which was taught reading comprehension by using Jigsaw II technique and the control group which was taught reading comprehension by using conventional technique that was question and answer technique. Thus, it can be stated that Jigsaw II Technique significantly affected the eighth grade students’ reading comprehension achievement at SMP N 9 Jember in the 2016/2017 academic year.

4.6 Discussion

This research was conducted to know whether there was a significant effect of using Jigsaw II on the eighth grade students reading comprehension achievement of SMP N 9 Jember or not. The researcher administered the posttest in order to get data about using Jigsaw II on the students’ reading comprehension achievement. The total number of the test items was 25 in the form of multiple choices and the time allocation was 60 minutes. The result showed that the experimental class which was taught reading comprehension by using Jigsaw II got better result than the control class which was taught by using Question and Answer Technique. It could be seen from the mean score of the post-test, the experimental class got 86.5 and the control class got 74.2. The result of the data analysis of the post test showed that the value of t-test was 7.59 and it was higher than that on the t-table 1.994. It means that there was a significant effect of using Jigsaw II on the eighth grade students’ reading comprehension achievement at SMP N 9 Jember.

In implementing Jigsaw II in the teaching learning process of reading comprehension, the procedures used were based on the combination between Aronson, Slavin and Xiaoling. It assigns the students to work in group called Home Group and then discuss the paragraph that they got in Expert Group in order to comprehend the meaning of the paragraph. After they comprehended the

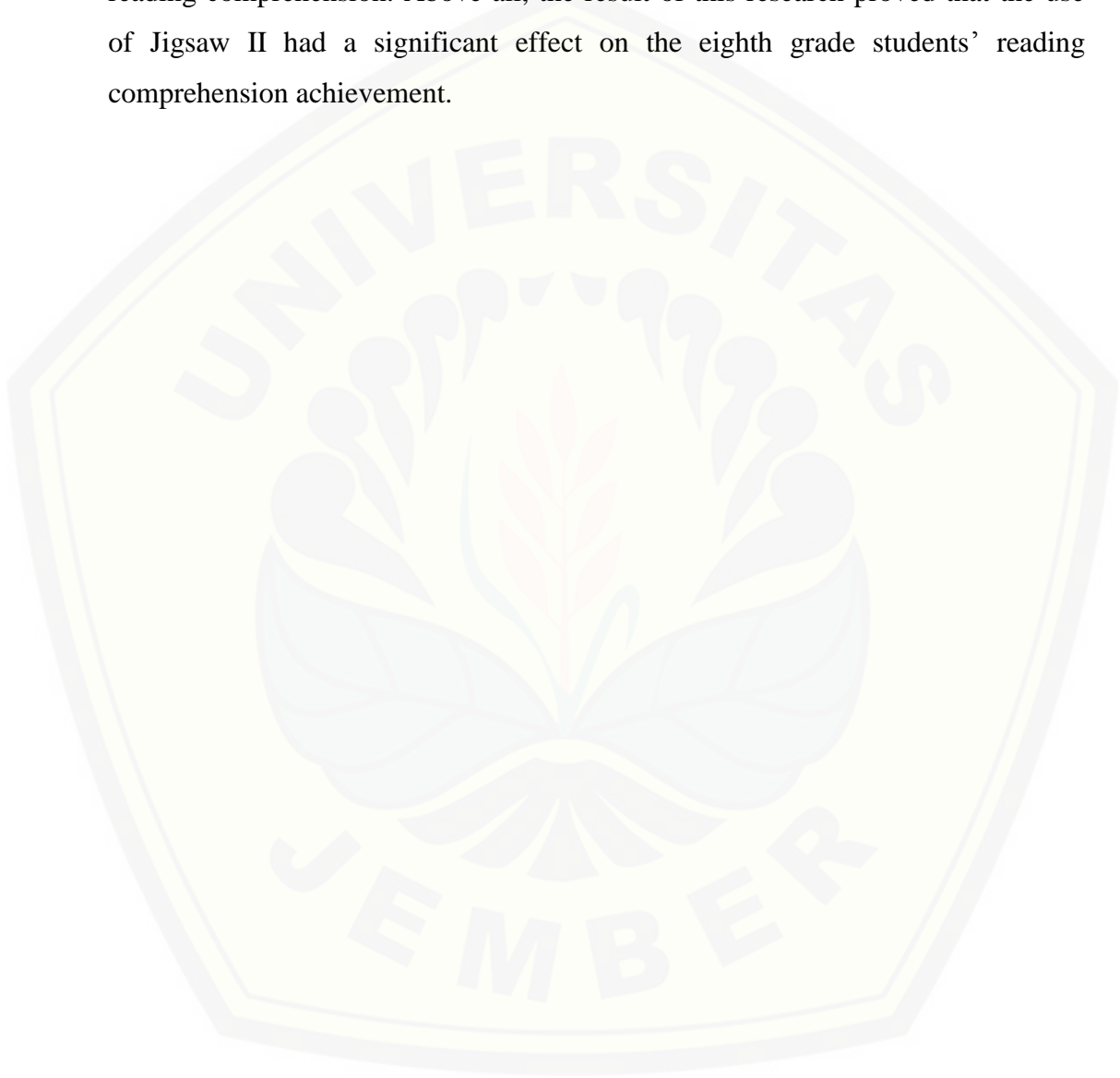
entire paragraph, they went back to Home Group to tell them the result of their discussion in the Expert Group.

The research finding was in line with the experts' opinions. Tekwsbury (2005) at <http://serc.carleton.edu> states that Jigsaw II is one of the learning models that can help students comprehend the reading text better, encourage cooperation and each member of the group has contribution in the group. The research results here also supports the theory stated by Mengduo and Xiaoling (2010:113) that jigsaw is an effective way to teach reading comprehension for language learners to accomplish the learning task in the EFL classroom. In addition, Mengduo and Xiaoling notes that Jigsaw II can help the students to comprehend the reading text cooperatively because in Jigsaw II activity, the students do not need to comprehend all the reading text by themselves at once.

Further, the effect of Jigsaw II of the present research supported the previous research findings which had proven that Jigsaw II had a significant effect on the students' reading comprehension achievement. The previous research was done by Sari (2011) who did an experimental research at SMPN 2 Tanggul. The results of the research showed that the statistical value of t-test was higher than that on the t-table ($3.19 > 2.00$). Another research was done by Safitri (2013) who did an experimental research using Jigsaw II at SMPN 6 Jember. The results also showed that the statistical value of t-test was higher than that on the t-table ($3.88 > 1.99$). Based on the result of the research done by Sari (2011) and Safitri (2013), it can be concluded that there was a significant effect of using Jigsaw II on the students reading comprehension achievement. Furthermore, the students who were taught reading comprehension by using Jigsaw II had better achievement compared to the students who were taught reading comprehension by using Question and Answer technique. Although this research had the same research design and the same teaching technique with the previous researches, but it had a difference. The difference between this research with the research done by Sari (2011) is the research area, which was conducted at SMP N 9 Jember, and Sari (2011) conducted her research at SMP N 2 Tanggul. Therefore, the difference between this research with the research done by Safitri (2013) is the research area

and the respondents of the research. The respondents of this research were the eighth grade students at SMP N 9 Jember, and Safitri (2013) conducted her research to the seventh grade students at SMP N 6 Jember.

In conclusion, Jigsaw II could be an alternative technique for teaching reading comprehension. Above all, the result of this research proved that the use of Jigsaw II had a significant effect on the eighth grade students' reading comprehension achievement.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusions and suggestions. The suggestions are for the English teacher, the students and the future researchers.

5.1 Conclusions

Based on the results of the hypothesis verification and the discussion in the previous chapter, it could be concluded that the use of Jigsaw II had a significant effect on the eighth grade students' reading comprehension achievement at SMP N 9 Jember in the 2016/2017 academic year. It means that the students who were taught reading comprehension by using Jigsaw II had better reading comprehension achievement compared to the students who were taught reading comprehension by using question and answer.

5.2 Suggestions

Since the use of Jigsaw in the reading comprehension gave a significant effect on the students' reading comprehension achievement, the researcher proposes some suggestions to the following people.

5.2.1 The English Teacher

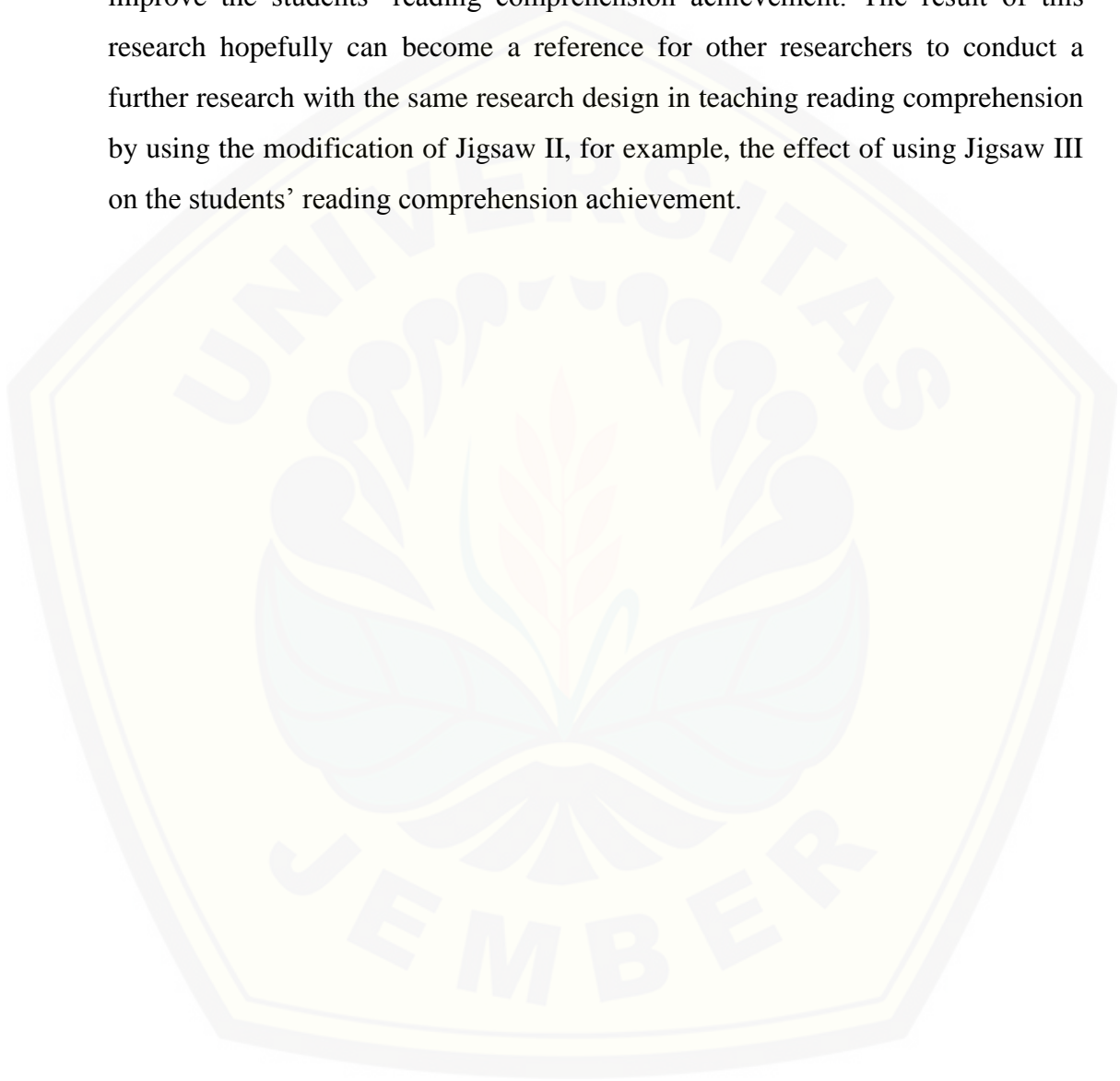
The English teachers are recommended to apply Jigsaw II as an alternative technique to teach reading comprehension.

5.2.2 The Students

The students of SMPN 9 Jember are suggested to involve themselves actively and to be more interested in teaching and learning process of reading comprehension by using Jigsaw II Technique. This is due to the research findings that the use of Jigsaw II Technique had a significant effect on the students reading comprehension achievement.

5.2.3 The Future Researchers

The future researchers are suggested to use the research results as a reference to conduct a further research dealing with the similar topic in different research design, for example, classroom action research on the use of Jigsaw II to improve the students' reading comprehension achievement. The result of this research hopefully can become a reference for other researchers to conduct a further research with the same research design in teaching reading comprehension by using the modification of Jigsaw II, for example, the effect of using Jigsaw III on the students' reading comprehension achievement.

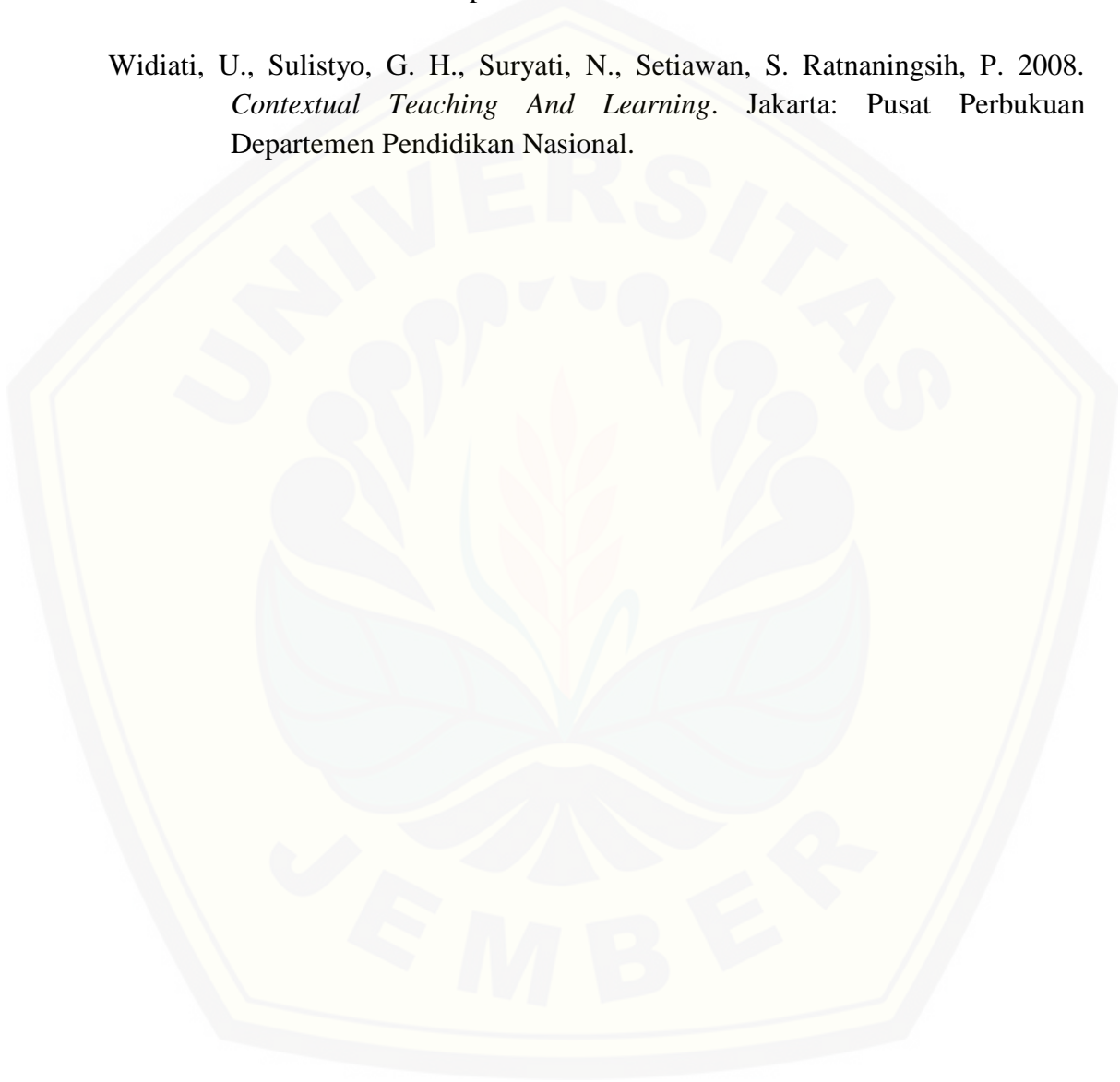


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APPENDIX A

Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Jigsaw II on the Reading Comprehension Achievement of the Eighth Grade Students at SMP N 9 Jember.	Is there any significant Effect on the use of Jigsaw II on Reading Comprehension Achievement of the Eighth Grade Students at SMP N 9 Jember?	Independent Variable: The use of Jigsaw II in teaching reading comprehension Dependent Variable: The student reading comprehension achievement	<ul style="list-style-type: none"> - Sharing Ideas - Giving information - Tutoring each other - The students' scores of a reading comprehension achievement test covering the material on finding general and specific information of the text. 	<p>1. Population The eighth grade students of SMP N 9 Jember in the 2016/2017 academic year.</p> <p>2. Informant The eighth grade English teacher of SMP N 9 Jember</p> <p>3. Documents The names and the number of the research respondents and the</p>	<p>1. Research Design Quasi Experimental Research with post-test only design (Fraenkel and Wallen, 2006:277)</p> <p>2. Area Determination method Purposive method</p> <p>3. Respondent determination method Cluster random sampling</p> <ul style="list-style-type: none"> - Administering homogeneity test to determine the two groups: experimental and control group. - The experimental group and the control group will be determined by using lottery if the population homogeneous or the nearest mean difference. <p>4. Try out test Administering a try out test for post-test.</p> <p>5. Data collection methods</p> <ol style="list-style-type: none"> a. A reading comprehension test (primary data) b. Interview (secondary data) c. Documentation (secondary data) <p>6. Data analysis method The data collected from reading comprehension test will be analyzed statistically by using t-test formula</p>	There is a Significant Effect on the use of Jigsaw II on the Reading Comprehension Achievement of the Eighth Grade Students at SMP N 9 Jember.

				<p>school curriculum.</p>	$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$ <p>Note: M_x : mean score of the experimental group M_y : mean score of the control group X : individual score deviation of the experimental group Y : individual score deviation of the control group N_x : the number of the respondents in the experimental group N_y : the number of the respondents in the control group</p> <p>(Arikunto, 2006:311)</p>	
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APPENDIX B

Interview Guide

This interview was conducted to gain the supporting data related to the teaching learning process of reading comprehension. The following questions were used to guide the interview.

No	Interview Question	Data Resources
1.	What is the curriculum used in teaching English for the eighth grade students in this school?	2006 Institutional level curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP)
2.	What kind of textbooks do you usually use in teaching reading comprehension?	I usually use the students' worksheet (LKS)
3.	How often do you usually teach reading comprehension in a week?	I usually teach reading comprehension twice a week
4.	What techniques do you usually use in teaching reading comprehension?	I usually use question and answer technique
5.	Have you ever used Jigsaw type II as the teaching technique?	No, I have not
6.	Why do you never use the technique such as Jigsaw II?	Because there are too many classes to teach, so I can't prepare well to teach them using some technique such as Jigsaw II

APPENDIX C

Homogeneity Test

Subject : English
 Level/Semester : VIII/1
 Skill : Reading Comprehension
 Genre : Descriptive Text
 Time : 30 Minutes

Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

This text is for questions number 1-10

Line	Grand Omega Hotel
1	There is a new hotel in my city. It is a four star hotel. It is located in downtown.
5	The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, many complete sports facilities such as a swimming pool, a tennis court, a gym and a sauna, there are also a coffee shop and a karaoke room.
10	The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. They have a big spring bed with nice pillows, a nice sofa, a wardrobe and a television set with the programs from all over the world. The bathroom is very beautiful although it is not very big. It has a bathtub with hot and cold water so the guests can take a bath in it comfortably.
15	The brochure says "Hospitality is our trademark." The staff of the hotel, from the receptionists, house keepers, and bellboys are trained to be polite and to help guests in any way they can.
	<i>(Adapted from "English in Focus", Wardiman et al, 2008:39)</i>

1. How many stars does the hotel have?
 - a. One
 - b. Three
 - c. Four
 - d. Five
2. What is the main idea of paragraph 2?
 - a. The hotel looks like a classic castle in Europe
 - b. The pictures of the rooms in the brochure are very nice
 - c. The bathroom is very beautiful although it is not very big
 - d. The hotel is a four star hotel which located in downtown
3. Where is the location of the hotel?
 - a. In town square
 - b. In the city center
 - c. In the middle of the park
 - d. In downtown
4. What does the architecture of the hotel look like?
 - a. It looks like a modern castle in England
 - b. It looks like a classic castle in Europe
 - c. It looks like a kingdom in England
 - d. It looks like a kingdom in Europe
5. What is the synonym of the word “*staff*” in line 13?
 - a. agent
 - b. worker
 - c. gardener
 - d. doctor
6. The word “*trademark*” in line 13 has the same meaning as...
 - a. brand
 - b. new
 - c. sold
 - d. supermarket

7. What does the word “they” in line 9 refer to?
 - a. The hotel staff
 - b. The hotel owner
 - c. The hotel service
 - d. The hotel room

8. What facilities are provided in this hotel?
 - a. A swimming pool, a tennis court, a gym and a sauna
 - b. So many kind of food and clothes for the guests
 - c. So many river for the guests who wants to sail in that hotel
 - d. Some restaurant from other countries such as Korean restaurant, Chinese restaurant and Italian restaurant

9. What is the genre of the text?
 - a. Descriptive Text
 - b. Narrative Text
 - c. Recount Text
 - d. Spoof Text

10. Which one of these statements is TRUE based on the text?
 - a. The staff is not really polite at doing service
 - b. The hotel is a three star hotel
 - c. The hotel has 150 rooms provided
 - d. The hotel is not very big but the architecture is very beautiful

This text is for questions number 11-20!

Line	Sydney Opera House
1	Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia. The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide.
5	The building can load 25.000 people. The Opera House is a place for large theatrical productions. It is the home of Australian Opera, the Sydney Theatre Company

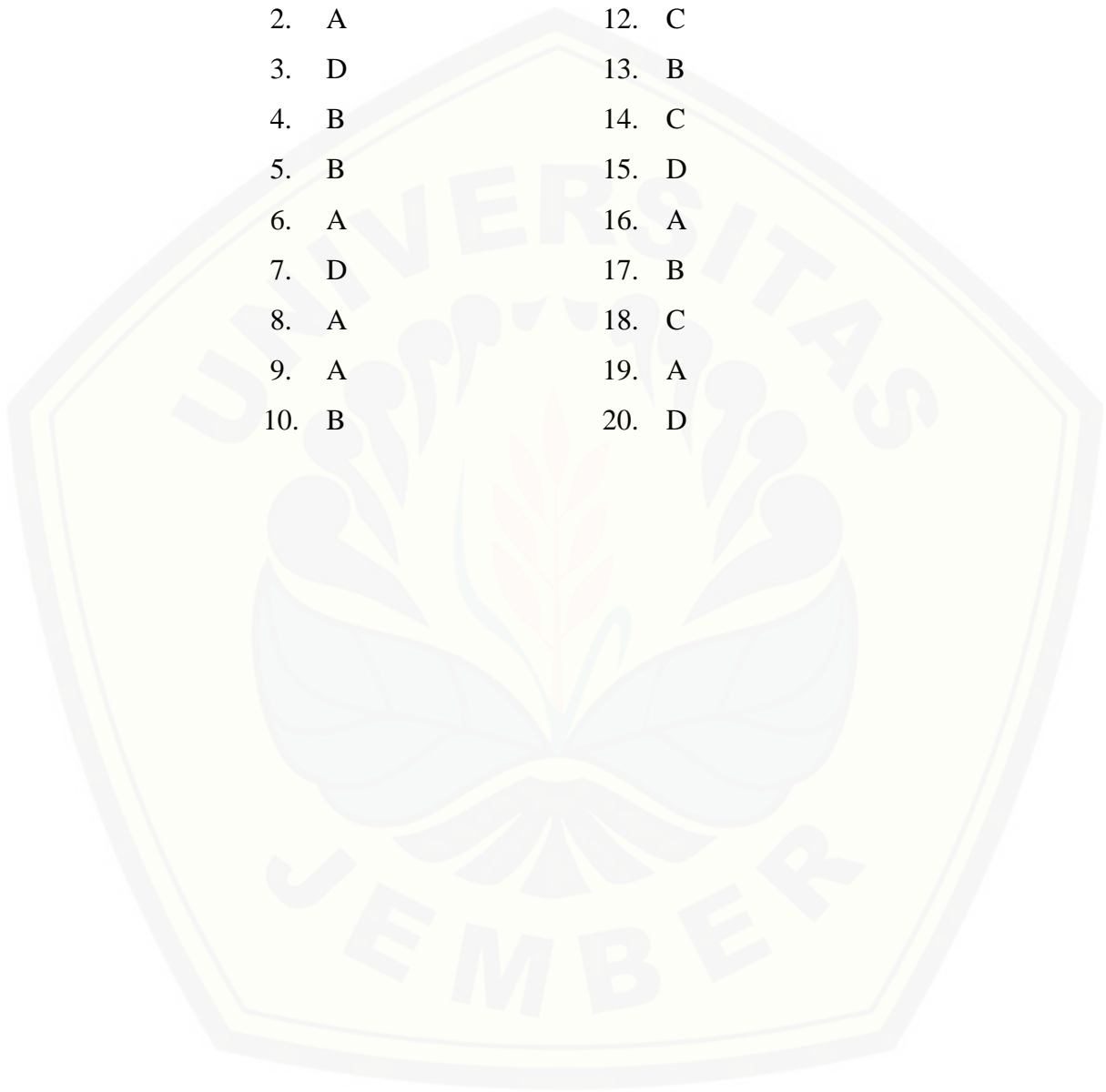
	<p>and the Sydney Symphony Orchestra.</p> <p>There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of the Opera House is very unique. The roof looks like giant shell. Besides for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.</p> <p><i>(Adapted from "Scaffolding: English for Junior High School Students, Priyana et al, 2008:49)</i></p>
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11. Where is Sydney Opera House located?
 - a. Sydney, New South Wales, Australia
 - b. Sydney, New North Wales, Australia
 - c. Sydney, New West Wales, Australia
 - d. Sydney, New East Wales, Australia
12. What is the main idea of the first paragraph?
 - a. Sydney Opera House has other function, it is also used for weddings, parties, and conferences
 - b. The design of the Opera House is very unique
 - c. Sydney Opera House is a large performing art place
 - d. There are five theatres in Sydney Opera House
13. The Opera House is a place for large theatrical productions, *except*...
 - a. Opera Australia
 - b. Opera Asia
 - c. Sydney Theatre Company
 - d. Sydney Symphony Orchestra
14. Besides for theatrical productions, the Opera House is also used for other functions, *except*...
 - a. Weddings
 - b. Parties
 - c. Concert
 - d. Conferences

15. The word “*large*” in line 6 has the same meaning as...
- narrow
 - empty
 - small
 - wide
16. What does the word “*It*” in line 13 refer to?
- The Opera House
 - Opera Australia
 - Sydney Theatre Company
 - Sydney Symphony Orchestra
17. How many people can the Sydney Opera House load for?
- 20.000 people
 - 25.000 people
 - 30.000 people
 - 35.000 people
18. How many theatres does Sydney Opera House provide?
- Three theatres
 - Four theatres
 - Five theatres
 - Six theatres
19. There are also other facilities provided in Sydney Opera House, *except*...
- Three sport tools
 - Four restaurants
 - Six bars
 - Many souvenir shops
20. What does the text tell us about?
- Australia is one of the countries that like theatre so much
 - Australia is the first country that has the smallest opera house
 - Sydney Opera House is located is the largest building in Australia
 - Sydney Opera House is a large performing art place, especially theatre productions

ANSWER KEY

- | | |
|-------|-------|
| 1. C | 11. A |
| 2. A | 12. C |
| 3. D | 13. B |
| 4. B | 14. C |
| 5. B | 15. D |
| 6. A | 16. A |
| 7. D | 17. B |
| 8. A | 18. C |
| 9. A | 19. A |
| 10. B | 20. D |



APPENDIX D

The Scores of Homogeneity Test of the Eighth Grade Students at SMP N 9 Jember

No.	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
1	65	75	65	70	70	65
2	65	70	60	60	75	65
3	70	70	70	60	75	65
4	60	75	65	60	75	70
5	75	70	65	65	70	60
6	75	70	65	70	60	60
7	70	60	65	75	60	60
8	60	75	70	75	60	70
9	65	70	60	70	60	70
10	65	70	70	75	65	75
11	60	65	75	60	60	75
12	60	60	75	65	70	70
13	60	70	70	65	75	60
14	65	65	65	60	70	75
15	60	70	65	70	60	65
16	70	70	65	65	60	60
17	75	60	65	65	65	60
18	70	70	70	65	65	60
19	60	65	75	70	75	60
20	60	70	75	75	65	65
21	60	70	75	60	70	75
22	65	65	75	60	75	70
23	65	70	65	60	75	65
24	65	70	65	65	65	60
25	70	70	70	70	65	60
26	60	75	65	70	70	65
27	65	65	60	75	60	60
28	75	70	65	75	75	70
29	60	65	65	70	65	65
30	65	70	65	60	75	60
31	60	75	60	60	70	60
32	60	65	60	65	70	60
33	65	65	65	65	75	65
34	75	60	65	70	70	70
35	65	65	65	65	70	65
36	60	70	60	70	70	65
37	65	-	65	70	-	65
38	65	-	-	-	-	70

APPENDIX E

Lesson Plan

(Meeting 1)

Subject	: English
Level/Semester	: VIII/1
Language skill	: Reading Comprehension
Genre	: Descriptive Text
Time allocation	: 2 x 40 minutes

I. Standard of Competence

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

II. Basic Competence

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive

- **Product (Experimental and Control Group)**
 - a. Finding the general information of a short simple essay written text in the genre of descriptive text.
 - b. Finding the specific information of a short simple essay written text in the genre of descriptive text.

- **Process (Experimental Group)**
 - a. Answering teacher's questions

- b. Reading the complete descriptive text in Home Group silently
 - c. Reading a paragraph of a descriptive text in Home Group individually
 - d. Discussing the paragraph of descriptive text in Expert Group
 - e. Sharing the idea of each paragraph in Home Group
 - f. Reading the whole text in class silently
 - g. Doing the exercises.
- **Process (Control Group)**
 - a. Reading aloud a descriptive text.
 - b. Finding the unfamiliar words and its meaning.
 - c. Answering the teacher questions' about the content of the descriptive text.
 - d. Doing the exercises.

Affective

- **Experimental Group**
 - a. Showing enthusiasm while doing group work.
 - b. Showing respect to other's opinion in doing group work.
 - c. Showing hard effort in doing the exercises.
- **Control Group**
 - a. Showing enthusiasm while listening to the teacher's explanation
 - b. Showing enthusiasm while discussing the content of the text
 - c. Showing hard effort in doing the exercise.

IV. Learning Objectives

Cognitive

- **Product (Experimental and Control Group)**
 - a. The students are able to find the general information of a short simple essay written text in the genre of descriptive text.

- b. The students are able to find the specific information of a short simple essay written text in the genre of descriptive text.

- **Process (Experimental Group)**

- a. The students are able to answer the teacher's questions
- b. The students are able to read the complete descriptive text in Home Group silently
- c. The students are able to read a paragraph of a descriptive text in Home Group individually
- d. The students are able to discuss the paragraph of a descriptive text in Expert Group
- e. The students are able to share the idea of each paragraph in Home Group
- f. The students are able to read the whole text in class silently
- g. The students are able to do the exercise.

- **Process (Control Group)**

- a. The students are able to read the descriptive text loudly.
- b. The students are able to find the unfamiliar words and its meaning.
- c. The students are able to answer the teacher questions' about the content of the descriptive text
- d. The students are able to do the exercises in the form of multiple choices based on the descriptive text.

Affective

- **Experimental Group**

- a. The students are able to show enthusiasm while doing group work.
- b. The students are able to show respect to other's opinion in doing group work.
- c. The students are able to show hard effort in doing the exercises.

- **Control Group**

- a. The students are able to show enthusiasm while listening to the teacher's explanation

- b. The students are able to show enthusiasm while discussing the content of the text
- c. The students are able to show hard effort in doing the exercises

V. Materials

Enclosed

VI. Teaching Learning Strategy

- a. Experimental Group : Jigsaw II Technique
- b. Control Group : Question and Answer Technique

VII. Teaching and Learning Activities

No.	Experimental Group	Time	Control Group	Time
I.	SET INDUCTION			
	- Greeting the students		- Greeting the students	
	- Checking the attendance lists	0,5' 1'	- Checking the attendance lists	0,5' 1'
	- Asking some leading questions related to the text	3'	- Asking some leading questions related to the text	3'
	- Stating the learning objectives	0,5'	- Stating the learning objectives	0,5'
II	MAIN ACTIVITIES			
	- Reviewing about a descriptive text briefly	5'	- Explaining about a descriptive text briefly	5'
	- Explaining the rules and steps of Jigsaw II	5'	- Distributing the reading text to the students	5'
	- Dividing the class into some Home Groups that consist of 4 members each	2'	- Asking the students to read the text silently	5'
	- Giving the complete	5'	- Asking some students to read the text given loudly.	5'

	reading text to every student and asking them to read the whole text first.		- Asking the students to find the difficulties of the words in the text and their meanings by using their dictionary.	10'
	- Naming each member by A,B,C or D	1'	- Discussing the content of the text with the whole class	15'
	- Distributing the first paragraph for students A, the second one for students B, the third one for students C, and the last one for students D. if there is a group with 5 members, students A and E will get the first paragraph	2'	- Asking the students to do the exercises in pairs	15'
	- Asking the students to read the paragraph they receive in Home Groups	5'	- Discussing the exercise with the whole class	10'
	- Asking the students to make Expert Groups consisting of the students having the same paragraphs	5'		
	- Asking the students to read and discuss the paragraphs they have got with the members of the Expert Groups	15'		
	- Asking the students to	5'		

	<p>go back to their own group (Home Group) to share the content of the paragraph that has been discussed in the Expert Group with their friends in Home Groups</p> <ul style="list-style-type: none"> - Asking the students to do the exercises given individually - Discussing the answers of the exercises with the class 	15'		
		5'		
III	CLOSURE			
	<ul style="list-style-type: none"> - Asking the students about the difficulties of the instructional materials - Guiding the students to draw conclusion by giving oral question about the main points - Parting 	3'	<ul style="list-style-type: none"> - Asking the students about the difficulties of the instructional materials - Guiding the students to draw conclusion by giving oral question about the main points - Parting 	3'
		1'		1'
		1'		1'

VIII. Media and Sources

Media : Laptop
 Descriptive Text
 Students Worksheet

Sources : <http://freeenglishcourse.info/example-descriptive-text-city-of-rome/>

IX. Evaluation

- a. **Process Evaluation:** Conducting observation by using observation checklist during the teaching learning process

- Observation checklist for the Experimental Class

No	Name	Indicators Observed		
		1	2	3
1.				
2.				
3.				
Dst				

Note:

1: Showing enthusiasm while doing group work.

2: Showing respect to others' opinions in doing group work.

3: Showing hard effort in doing the exercises.

- Observation checklist for the Control Class

No	Name	Indicators Observed		
		1	2	3
1.				
2.				
3.				
Dst				

Note:

1: Showing enthusiasm while listening to the teacher's explanation

2: Showing enthusiasm while discussing the content of the text

3: Showing hard effort in doing the exercise.

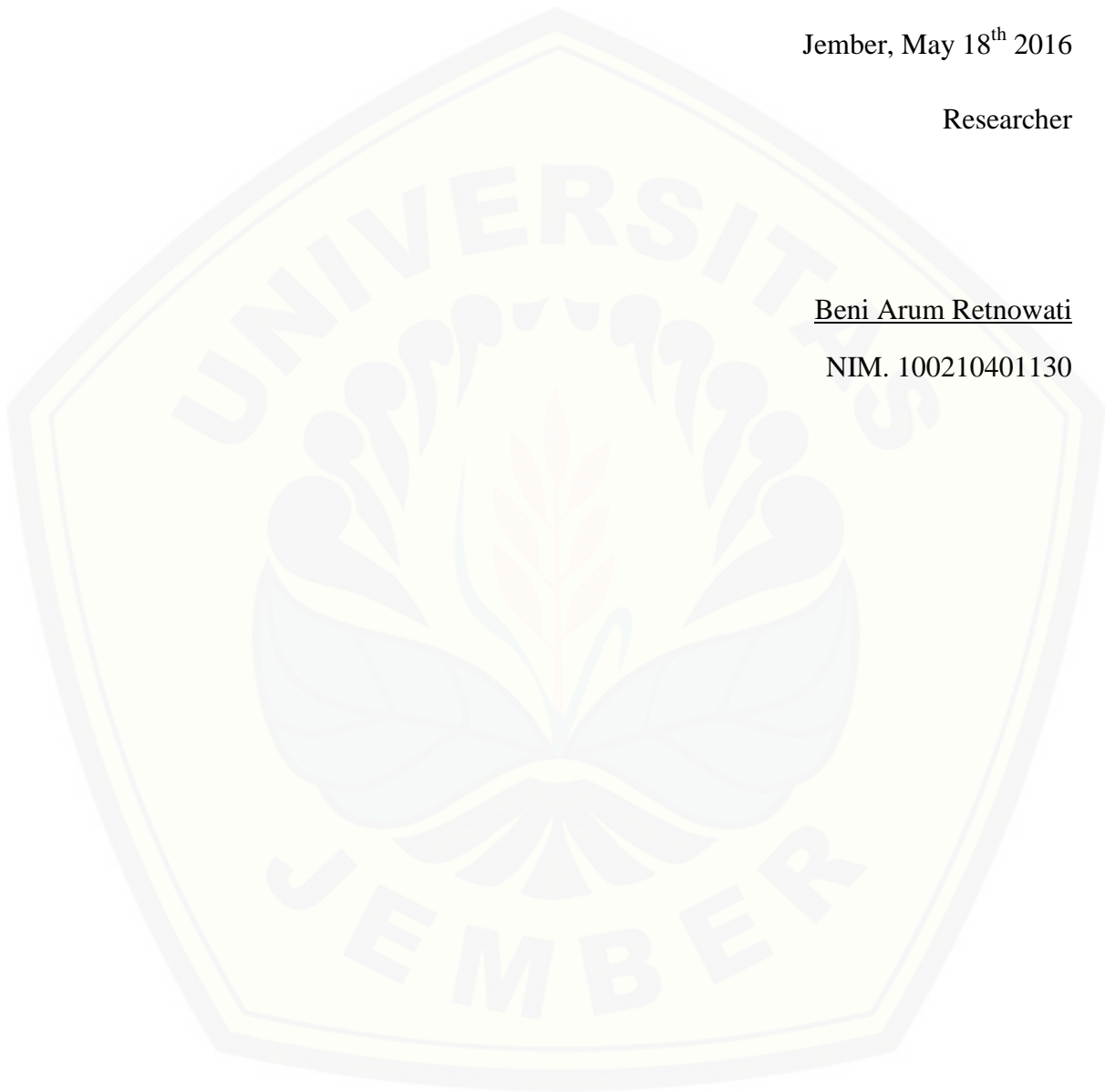
- b. **Product Evaluation:** Giving posttest to both experimental and control group after the control group has been taught by using question and answer technique and the experimental group by using Jigsaw II technique.

Jember, May 18th 2016

Researcher

Beni Arum Retnowati

NIM. 100210401130



Instructional Material for Experimental Group

(Meeting 1)

Leading Questions

1. Do you know the famous city in Italy?
2. What makes the city of Rome famous for?
3. Do you know who has found the city of Rome?
4. When you describe a city, do you need a recount text or a descriptive text?

Material for Explanation

I. Descriptive text

Social Function	Generic Structure	Language Features
Describe a particular person, a place or a thing	<ul style="list-style-type: none"> - Identification means identifying the phenomenon to be described. - Description means describing the phenomenon in parts, qualities, and/or characteristics. 	<ul style="list-style-type: none"> - Focusing on specific participants (My English teacher) - Using Simple Present Tense. - Using descriptive adjectives (strong legs, white fangs) - Using detailed Noun Phrase. (a very beautiful scenery, a sweet young lady) - Using action verbs 'Material Processes' (It eats grass, It runs fast) - Using adverbials (fast, at tree house)

II. Jigsaw II

The steps of implementing Jigsaw II are as follows.

1. The researcher chose a text which had four paragraphs which were adapted from some textbooks or internet to make sure that the difficulty of the text was for the eighth grade students.
2. The researcher divided the students into groups; called Home Groups consisting of 4 students.
3. The researcher gave the complete reading text to every student and asked them to read the whole text.

4. The researcher gave different paragraphs to each member of each group. The first paragraph was given to student A in each group. The second paragraph was given to student B in each group. The third paragraph was given to student C in each group. The fourth paragraph was given to student D in each group. If the group has five members, the last member will get the first paragraph which was the same as the first member.
5. The researcher asked the students to make Expert Groups. The Expert Group members were the students who had received the same paragraph. The first Expert Group had the students who got paragraph 1. The second one had the students who got paragraph 2. The third one had the students who got paragraph 3. The fourth one had the students who got the last paragraph.
6. The researcher asked one student in each Expert Groups to become a leader and lead the discussion
7. The researcher asked the students to read and discuss the paragraph that they got with the members in the Expert Group.
8. The researcher asked the students to go back to their Home Group and asked them to share the content of the paragraph discussed in the Expert Group with their friends in the Home Group.
9. The researcher asked the member of Home Groups some question about the content of the paragraph in order to know how much they comprehend the text.
10. The researcher asked the students to do the exercises individually.

STUDENTS' WORKSHEET**I. Read the text carefully!**

Line	The City of Rome
5	<p>Italy has some famous cities. One of them is Rome. It is a very historical city. If you visit Rome, you will have plenty of chances to see all sorts of great sights. Rome can be traced through its mythology when it was founded on. It was said that twins of Romulus and Remus have founded the city in 753 Before Christ, on the date of April 21st. This corresponds fairly closely to archeological evidence, which shows farming communities in the area.</p>
10	<p>As the Catholic Church grew, Rome becomes more and more important in both religion and politics. Rome was one of the central leading cities in the Renaissance. It is seen when visitors walk through the streets and see the various buildings. The style was profoundly affected by the work of the artists of the time. Visitors can see evidence of all sorts of artistic influences, such as the Baroque palaces, the huge squares and obelisks, and other structures throughout the city.</p>
15	<p>Rome is well known for its architecture. The colosseum is one sample of famous Roman structures. It was once a grand, ground-breaking Amphitheatre, and was at the forefront of architectural advancements in 70 AD. Since then it has fallen apart slightly, but it is still an astounding and imposing structure.</p>
20	<p>Modern Rome is a very busy place to go. It is considered a cultural center for the region, and offers all the arts in various forms. It has a thriving music scene, with several major concert halls. Rome puts out a lot of movies every year, so more than any other region of Italy. It is the home to Cinecittà studios, the biggest facility in Europe.</p> <p style="text-align: right;">(Adapted from www. freeenglishcourse.info)</p>

II. Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

1. What is the famous city in Italy mentioned in the text?
 - a. Brazil
 - b. Rome
 - c. Venice
 - d. England
2. What is the main idea of the first paragraph?
 - a. The city that has a good agricultural land in Italy is Rome
 - b. Rome is one of the biggest city in Italy
 - c. The famous historical city in Italy is Rome
 - d. Rome is well known as the city of architecture
3. What makes Rome become one of the famous cities in Italy?
 - a. Rome is the only city in Italy
 - b. Rome is one of the cities that has a good agricultural land in Italy
 - c. Rome has a beautiful scenery at night
 - d. Rome is one of the historical cities since it was found
4. Who found Rome?
 - a. Romulus and Remus
 - b. Remus and Romusa
 - c. Renulus and Renusa
 - d. Renusa and Remus
5. What is the main idea of paragraph 3?
 - a. Rome is well known for its architecture that is colosseum building
 - b. Rome is well known for the visitors
 - c. Rome is famous for the street view
 - d. Rome is famous for Cinecittà studios
6. If you visit Rome, you will have chance to see all of great buildings, except...
 - a. Baroque Palace
 - b. The Clock Tower

- c. The Colloseum
 - d. Cinnecitta studios
7. What is the main idea of paragraph 4?
- a. Rome is one of the historical cities since it was found
 - b. Rome is one of the cities that has a good agricultural land in Italy
 - c. Rome was one of the central leading cities in the Renaissance
 - d. Rome is well known as the city of architecture
8. When was Rome found?
- a. In 735 BC (Before Christ), on the date of April 21st
 - b. In 753 BC (Before Christ), on the date of December 21st
 - c. In 753 BC (Before Christ), on the date of April 21st
 - d. In 735 BC (Before Christ), on the date of December 21st
9. What can we find now in the Modern Rome?
- a. Modern Rome has a new building rather than the old one
 - b. Modern Rome has a cultural center for the region and offers all the arts in various forms
 - c. Modern Rome has the biggest stadium in Italy
 - d. Modern Rome has the largest park in Italy
10. Which of the following statement is TRUE according to the City of Rome?
- a. Rome is one of the powerful cities in Italy because it has an impact related to the commerce.
 - b. The City of Rome offers so many beautiful places to go, especially for couple.
 - c. The City of Rome is one of the famous historical cities in Italy, it is proved by seeing the colosseum building, baroque palace, etc.
 - d. The City of Rome is one of the biggest cities in Italy.

Answer Key

1. B
2. C
3. D
4. A
5. A
6. B
7. D
8. C
9. B
10. C

THE DISTRIBUTION OF THE EXERCISE ITEMS

Aspects of Reading	Test Items	Total
General Information	1, 2, 5, 7, 10	5 items
Specific Information	3, 4, 6, 8, 9	5 items

Instructional Material for Control Group

(Meeting 1)

Leading Questions

1. Do you know the famous city in Italy?
2. What makes the city of Rome famous for?
3. Do you know who has found the city of Rome?
4. When you describe a city, do you need a recount text or a descriptive text?

Material for Explanation

I. Descriptive text

Social Function	Generic Structure	Language Features
Describe a particular person, a place or a thing	<ul style="list-style-type: none"> - Identification means identifying the phenomenon to be described. - Description means describing the phenomenon in parts, qualities, and/or characteristics. 	<ul style="list-style-type: none"> - Focusing on specific participants (My English teacher) - Using Simple Present Tense. - Using descriptive adjectives (strong legs, white fangs) - Using detailed Noun Phrase. (a very beautiful scenery, a sweet young lady) - Using action verbs 'Material Processes' (It eats grass, It runs fast) - Using adverbials (fast, at tree house)

STUDENTS' WORKSHEET**I. Read the text carefully!**

Line	The City of Rome
5	<p>Italy has some famous cities. One of them is Rome. It is a very historical city. If you visit Rome, you will have plenty of chances to see all sorts of great sights. Rome can be traced through its mythology when it was founded on. It was said that twins of Romulus and Remus have founded the city in 753 Before Christ, on the date of April 21st. This corresponds fairly closely to archeological evidence, which shows farming communities in the area.</p>
10	<p>As the Catholic Church grew, Rome becomes more and more important in both religion and politics. Rome was one of the central leading cities in the Renaissance. It is seen when visitors walk through the streets and see the various buildings. The style was profoundly affected by the work of the artists of the time. Visitors can see evidence of all sorts of artistic influences, such as the Baroque palaces, the huge squares and obelisks, and other structures throughout the city.</p>
15	<p>Rome is well known for its architecture. The colosseum is one sample of famous Roman structures. It was once a grand, ground-breaking Amphitheatre, and was at the forefront of architectural advancements in 70 AD. Since then it has fallen apart slightly, but it is still an astounding and imposing structure.</p>
20	<p>Modern Rome is a very busy place to go. It is considered a cultural center for the region, and offers all the arts in various forms. It has a thriving music scene, with several major concert halls. Rome puts out a lot of movies every year, so more than any other region of Italy. It is the home to Cinecittà studios, the biggest facility in Europe.</p> <p style="text-align: right;">(Adapted from www. freeenglishcourse.info)</p>

II. Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

1. What is the famous city in Italy mentioned in the text?
 - a. Brazil
 - b. Rome
 - c. Venice
 - d. England
2. What is the main idea of the first paragraph?
 - a. The city that has a good agricultural land in Italy is Rome
 - b. Rome is one of the biggest city in Italy
 - c. The famous historical city in Italy is Rome
 - d. Rome is well known as the city of architecture
3. What makes Rome become one of the famous cities in Italy?
 - a. Rome is the only city in Italy
 - b. Rome is one of the cities that has a good agricultural land in Italy
 - c. Rome has a beautiful scenery at night
 - d. Rome is one of the historical cities since it was found
4. Who found Rome?
 - a. Romulus and Remus
 - b. Remus and Romusa
 - c. Renulus and Renusa
 - d. Renusa and Remus
5. What is the main idea of paragraph 3?
 - a. Rome is well known for its architecture that is colosseum building
 - b. Rome is well known for the visitors
 - c. Rome is famous for the street view
 - d. Rome is famous for Cinecittà studios
6. If you visit Rome, you will have chance to see all of great buildings, except...
 - a. Baroque Palace
 - b. The Clock Tower

- c. The Colloseum
 - d. Cinnecitta studios
7. What is the main idea of paragraph 4?
- a. Rome is one of the historical cities since it was found
 - b. Rome is one of the cities that has a good agricultural land in Italy
 - c. Rome was one of the central leading cities in the Renaissance
 - d. Rome is well known as the city of architecture
8. When was Rome found?
- a. In 735 BC (Before Christ), on the date of April 21st
 - b. In 753 BC (Before Christ), on the date of December 21st
 - c. In 753 BC (Before Christ), on the date of April 21st
 - d. In 735 BC (Before Christ), on the date of December 21st
9. What can we find now in the Modern Rome?
- a. Modern Rome has a new building rather than the old one
 - b. Modern Rome has a cultural center for the region and offers all the arts in various forms
 - c. Modern Rome has the biggest stadium in Italy
 - d. Modern Rome has the largest park in Italy
10. Which of the following statement is TRUE according to the City of Rome?
- a. Rome is one of the powerful cities in Italy because it has an impact related to the commerce.
 - b. The City of Rome offers so many beautiful places to go, especially for couple.
 - c. The City of Rome is one of the famous historical cities in Italy, it is proved by seeing the colosseum building, baroque palace, etc.
 - d. The City of Rome is one of the biggest cities in Italy.

Answer Key

1. B
2. C
3. D
4. A
5. A
6. B
7. D
8. C
9. B
10. C

THE DISTRIBUTION OF THE EXERCISE ITEMS

Aspects of Reading	Test Items	Total
General Information	1, 2, 5, 7, 10	5 items
Specific Information	3, 4, 6, 8, 9	5 items

APPENDIX F

Lesson Plan

(Meeting 2)

Subject	: English
Level/Semester	: VIII/1
Language skill	: Reading Comprehension
Genre	: Descriptive Text
Time allocation	: 2 x 40 minutes

I. Standard of Competence

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

II. Basic Competence

- 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indicators

Cognitive

- **Product (Experimental and Control Group)**
 - a. Finding the general information of a short simple essay written text in the genre of descriptive text.
 - b. Finding the specific information of a short simple essay written text in the genre of descriptive text.
- **Process (Experimental Group)**
 - a. Answering teacher's questions
 - b. Reading the complete descriptive text in Home Group silently

- c. Reading a paragraph of a descriptive text in Home Group individually
- d. Discussing the paragraph of descriptive text in Expert Group
- e. Sharing the idea of each paragraph in Home Group
- f. Reading the whole text in class silently
- g. Doing the exercises.
- **Process (Control Group)**
 - a. Reading aloud a descriptive text.
 - b. Finding the unfamiliar words and its meaning.
 - c. Answering the teacher questions' about the content of the descriptive text.
 - d. Doing the exercises.

Affective

- **Experimental Group**
 - a. Showing enthusiasm while doing group work.
 - b. Showing respect to other's opinion in doing group work.
 - c. Showing hard effort in doing the exercises.
- **Control Group**
 - a. Showing enthusiasm while listening to teacher's explanation
 - b. Showing enthusiasm while discussing the content of the text
 - c. Showing hard effort in doing the exercise.

IV. Learning Objectives

Cognitive

- **Product (Experimental and Control Group)**
 - a. The students are able to find the general information of a short simple essay written text in the genre of descriptive text.
 - b. The students are able to find the specific information of a short simple essay written text in the genre of descriptive text.

- **Process (Experimental Group)**
 - a. The students are able to answer the teacher's questions
 - b. The students are able to read the complete descriptive text in Home Group silently
 - c. The students are able to read a paragraph of a descriptive text in Home Group individually
 - d. The students are able to discuss the paragraph of a descriptive text in Expert Group
 - e. The students are able to share the idea of each paragraph in Home Group
 - f. The students are able to read the whole text in class silently
 - g. The students are able to do the exercise.
- **Process (Control Group)**
 - a. The students are able to read the descriptive text loudly.
 - b. The students are able to find the unfamiliar words and its meaning.
 - c. The students are able to answer the teacher questions' about the content of the descriptive text
 - d. The students are able to do the exercises in the form of multiple choices based on the descriptive text.

Affective

- **Experimental Group**
 - a. The students are able to show enthusiasm while doing group work.
 - b. The students are able to show respect to other's opinion in doing group work.
 - c. The students are able to show hard effort in doing the exercises.
- **Control Group**
 - a. The students are able to show enthusiasm while listening to teacher's explanation
 - b. The students are able to show enthusiasm while discussing the content of the text

- c. The students are able to show hard effort in doing the exercise

V. Materials

Enclosed

VI. Teaching Learning Strategy

- a. Experimental Group : Jigsaw II Technique
 b. Control Group : Question and Answer Technique

VII. Teaching and Learning Activities

No.	Experimental Group	Time	Control Group	Time
I.	SET INDUCTION			
	- Greeting the students		- Greeting the students	
	- Checking the attendance lists	0,5' 1'	- Checking the attendance lists	0,5' 1'
	- Asking some leading questions related to the text	3'	- Asking some leading questions related to the text	3'
	- Stating the learning objectives	0,5'	- Stating the learning objectives	0,5'
II	MAIN ACTIVITIES			
	- Reviewing the steps of how to implement Jigsaw II in the teaching learning process of reading comprehension	5'	- Distributing the reading text to the students	5'
	- Dividing the class into some Home Groups that consist of 4 members each	2'	- Asking the students to read the text silently	5'
	- Giving the complete reading text to every	5'	- Asking some students to read the text given loudly.	5'
			- Asking the students to find the difficulties of the words in the text and their meanings by	15'

	<p>student and asking them to read the whole text.</p> <ul style="list-style-type: none"> - Naming each member by A,B,C or D - Distributing the first paragraph for students A, the second one for students B, the third one for students C, and the last one for students D. if there is a group with 5 members, students A and E will get the first paragraph - Asking the students to read the paragraph they receive in Home Groups - Asking the students to make Expert Groups consisting of the students having the same paragraphs - Asking the students to read and discuss the paragraphs they have got with the members of the Expert Groups - Asking the students to go back to their own group (Home Group) to 	<p>1'</p> <p>2'</p> <p>5'</p> <p>5'</p> <p>15'</p> <p>5'</p>	<p>using their dictionary.</p> <ul style="list-style-type: none"> - Discussing the content of the text with the whole class - Asking the students to do the exercises in pairs - Discussing the exercise with the whole class 	<p>15'</p> <p>15'</p> <p>15'</p>
--	--	--	--	----------------------------------

	<p>share the content of the paragraph that has been discussed in the Expert Group with their friends in Home Groups</p> <ul style="list-style-type: none"> - Asking the students to do the exercises given individually - Discussing the answers of the exercises with the class 	15'		
		10'		
III	CLOSURE			
	<ul style="list-style-type: none"> - Asking the students about the difficulties of the instructional materials 	3'	<ul style="list-style-type: none"> - Asking the students about the difficulties of the instructional materials 	3'
	<ul style="list-style-type: none"> - Guiding the students to draw conclusion by giving oral question about the main points 	1'	<ul style="list-style-type: none"> - Guiding the students to draw conclusion by giving oral question about the main points 	1'
	<ul style="list-style-type: none"> - Parting 	1'	<ul style="list-style-type: none"> - Parting 	1'

VIII. Media and Sources

Media : Laptop

Descriptive Text

Students Worksheet

Sources : <http://bahasa-inggris-ku.blogspot.co.id/2013/04/functional-text-descriptive-texts.html>

IX. Evaluation

- a. **Process Evaluation:** Conducting observation by using observation checklist during the teaching learning process

- Observation checklist for the Experimental Class

No	Name	Indicators Observed		
		1	2	3
1.				
2.				
3.				
dst				

Note:

1: Showing enthusiasm while doing group work.

2: Showing respect to others' opinions in doing group work.

3: Showing hard effort in doing the exercises.

- Observation checklist for Control Class

No	Name	Indicators Observed		
		1	2	3
1.				
2.				
3.				
dst				

Note:

1: Showing enthusiasm while listening to teacher's explanation

2: Showing enthusiasm while discussing the content of the text

3: Showing hard effort in doing the exercise.

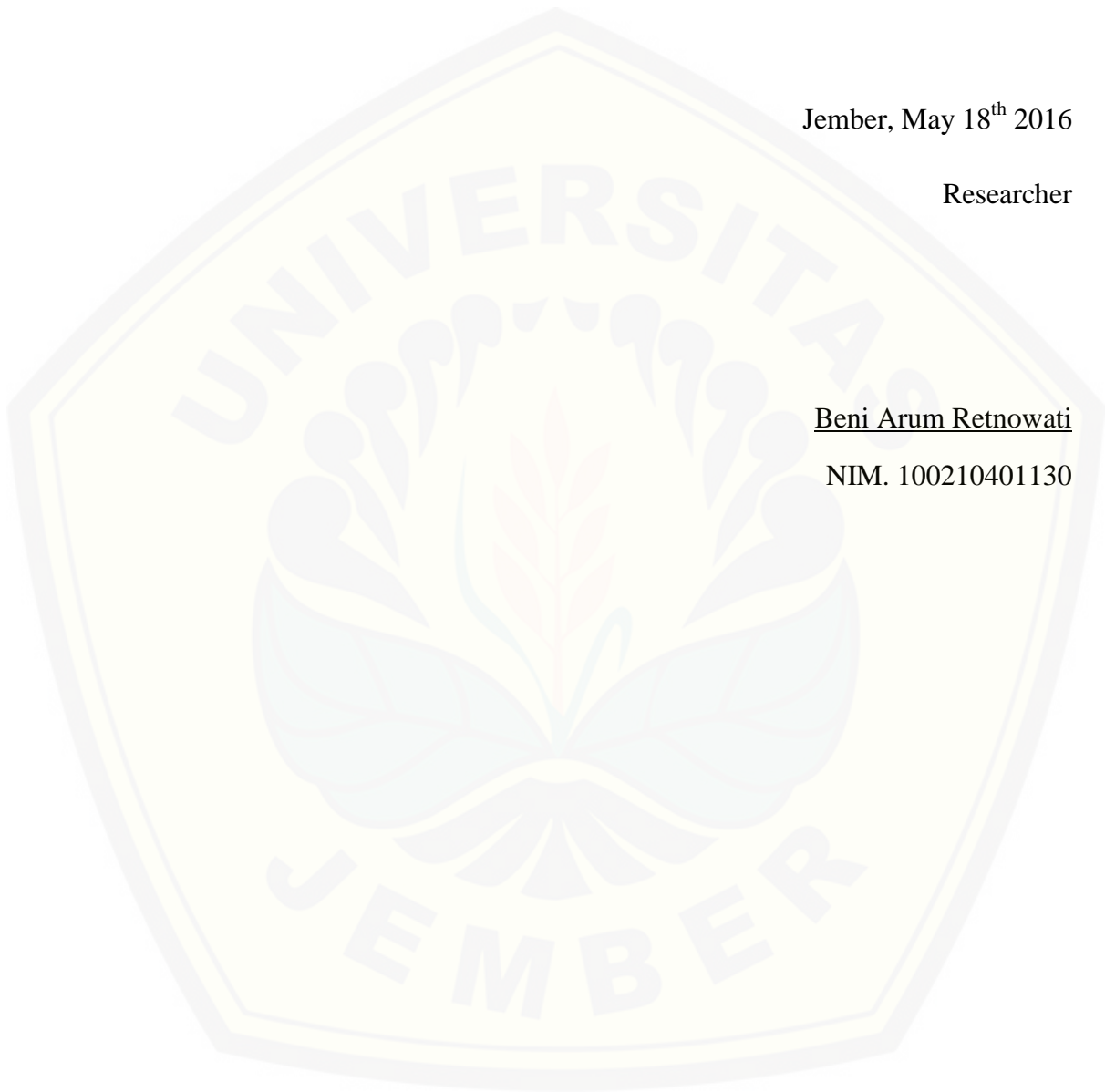
- b. **Product Evaluation:** Giving posttest to both experimental and control group after the control group has been taught by using question and answer technique and the experimental group by using Jigsaw II technique.

Jember, May 18th 2016

Researcher

Beni Arum Retnowati

NIM. 100210401130



Instructional Material for the Experimental Group

(Meeting 2)

Leading Questions

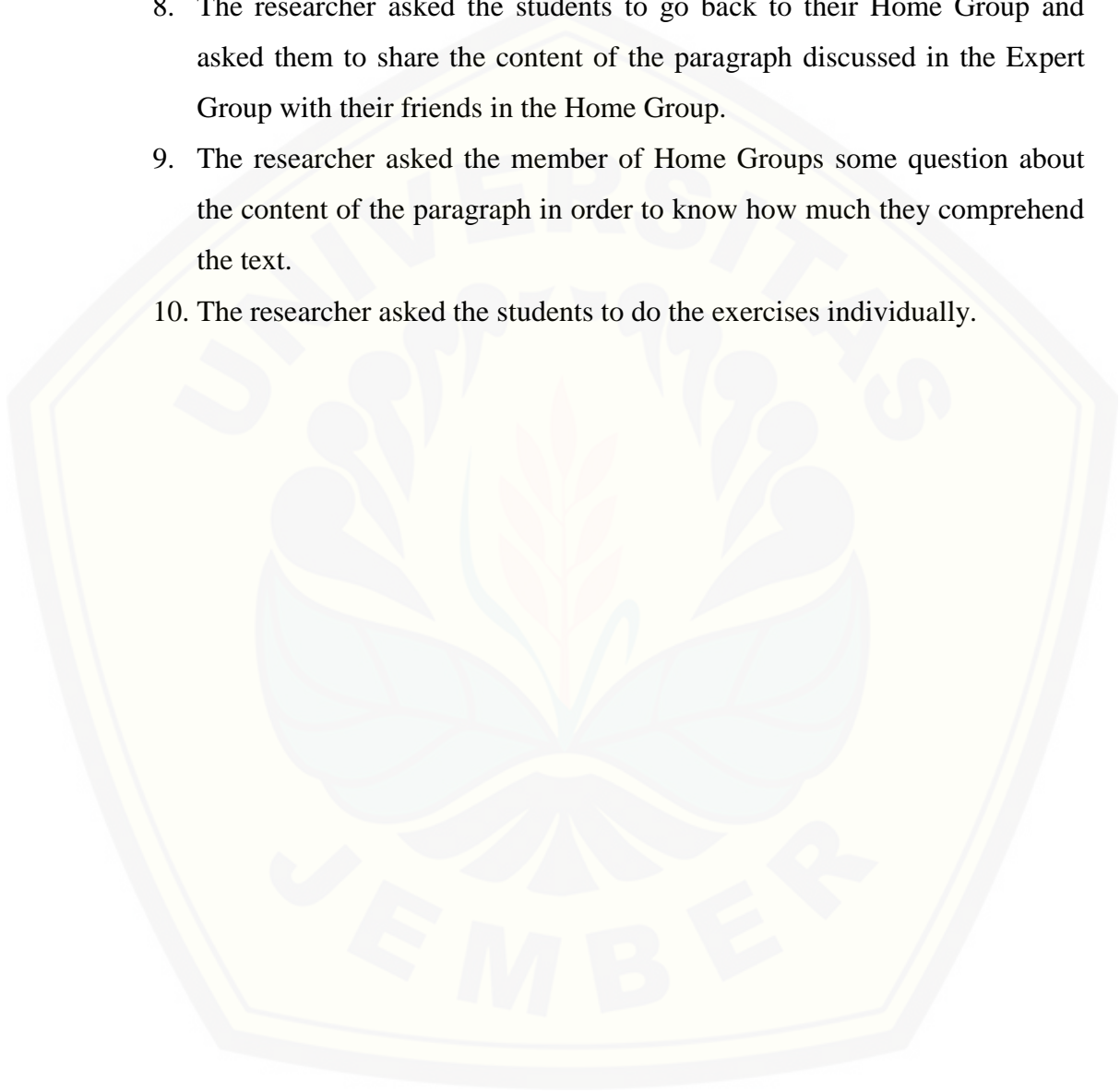
1. Who are your favorite actors/actresses?
2. Do you know Daniel Radcliff, Emma Watson, and Rupert Grint?
3. How could they become the rising star?
4. What is the title of the movie that makes them become rising star?

Material for Explanation

The steps of implementing Jigsaw II are as follows.

1. The researcher chose a text which had four paragraphs which were adapted from some textbooks or internet to make sure that the difficulty of the text was for the eighth grade students.
2. The researcher divided the students into groups; called Home Groups consisting of 4 students.
3. The researcher gave the complete reading text to every student and asked them to read the whole text.
4. The researcher gave different paragraphs to each member of each group. The first paragraph was given to student A in each group. The second paragraph was given to student B in each group. The third paragraph was given to student C in each group. The fourth paragraph was given to student D in each group. If the group has five members, the last member will get the first paragraph which was the same as the first member.
5. The researcher asked the students to make Expert Groups. The Expert Group members were the students who had received the same paragraph. The first Expert Group had the students who got paragraph 1. The second one had the students who got paragraph 2. The third one had the students who got paragraph 3. The fourth one had the students who got the last paragraph.

6. The researcher asked one student in each Expert Groups to become a leader and lead the discussion
7. The researcher asked the students to read and discuss the paragraph that they got with the members in the Expert Group.
8. The researcher asked the students to go back to their Home Group and asked them to share the content of the paragraph discussed in the Expert Group with their friends in the Home Group.
9. The researcher asked the member of Home Groups some question about the content of the paragraph in order to know how much they comprehend the text.
10. The researcher asked the students to do the exercises individually.



STUDENTS' WORKSHEET**I. Read the text carefully!**

Line	The Rising Stars
1	<p>The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the center of public attention. The three rising stars have grown up while doing their movies and grown into his or her role as an actor. These Hogwarts trio have been really good friends, not only on screen but also in</p>
5	<p>real life. Their secret of friendship is that they always understand each other although they have different background and personalities.</p> <p>Daniel Jacob Radcliffe was born in Fulham, London in July 23rd 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy,</p>
10	<p>down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.</p> <p>Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother</p>
15	<p>and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is a generous, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.</p> <p>Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons.</p>
20	<p>Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He's also very humble. However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is Chemistry.</p> <p style="text-align: right;">(Adapted from bahasa-inggris-ku.blogspot.co.id)</p>

II. Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

1. What is the title of the movie that made the 3 star successful?
 - a. Harry Potter
 - b. Potter's Adventure
 - c. Harry Watson
 - d. Lily Potter
2. What does the second paragraph tell us about?
 - a. Dan's favorite school subject
 - b. Kind of music that Daniel mostly likes
 - c. Daniel Jacob Radcliffe life and character
 - d. Daniel is a generous, friendly, and determined person
3. Who has arachnophobia, which means afraid of spiders?
 - a. Emma Watson
 - b. Rupert Alexander Grint
 - c. Daniel Jacob Radcliffe
 - d. All of them
4. What is Emma Watson's character?
 - a. Generous, unfriendly, and determined person
 - b. Generous, friendly, and determined person
 - c. Generous, friendly, and confused person
 - d. Generous, unfriendly, and confused person
5. What is the main idea of the first paragraph?
 - a. The success of Harry Potter movies makes Dan, Emma and Rupert become the center of public attention
 - b. The movies that Dan, Emma and Rupert play do not succeed
 - c. The characteristic of Dan, Emma and Rupert
 - d. Careers of Dan, Emma and Rupert in a long time ago
6. How many stars are described in this text?
 - a. Four
 - b. Three

- c. Five
 - d. Ten
7. ...*he is the shyest of the three Harry Potter...*, what does the word he refer to?
- a. Daniel Radcliff
 - b. Emma Watson
 - c. Rupert Alexander Grint
 - d. Dan, Rupert and Emma
8. What does the fourth paragraph tell us about?
- a. Rupert Alexander Grint life and character
 - b. Rupert's favorite school subject
 - c. Rupert's that likes sports so much
 - d. Rupert is the silent person
9. What is the genre of the text above?
- a. Narrative
 - b. News Item
 - c. Descriptive
 - d. Spoof
10. What are Daniel Radcliff's favorite sports?
- a. Football, Formula One racing and volleyball
 - b. Football, volleyball and gymnastics
 - c. Volleyball, Formula One racing and gymnastics
 - d. Football, Formula One racing and gymnastics

Answer Key

1. A
2. C
3. B
4. B
5. A
6. B
7. C
8. A
9. C
10. D

THE DISTRIBUTION OF THE EXERCISE ITEMS

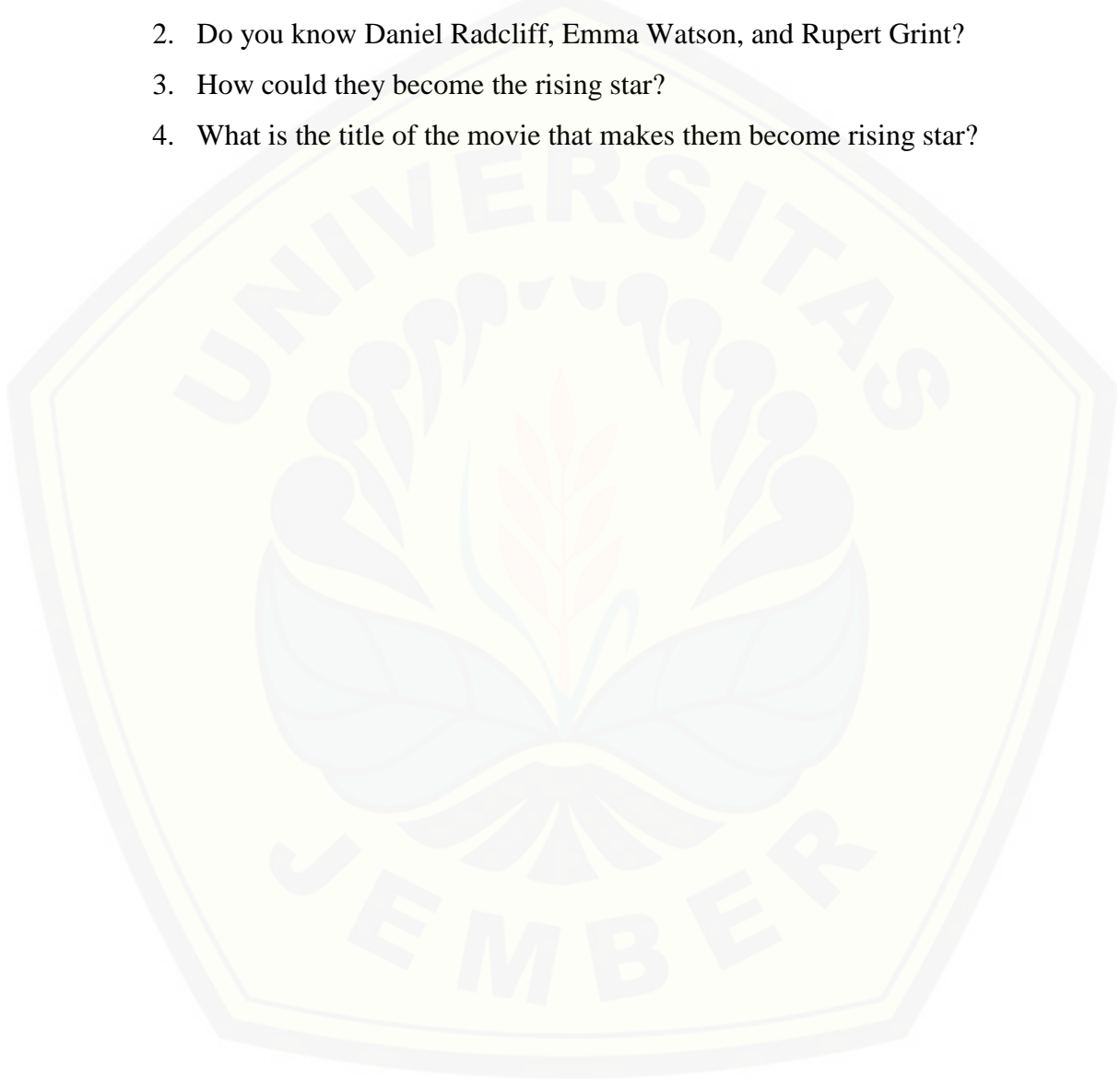
Aspects of Reading	Test Items	Total
General Information	2, 5, 6, 8, 9	5 items
Specific Information	1, 3, 4, 7, 10	5 items

Instructional Material for Control Group

(Meeting 2)

Leading Questions

1. Who are your favorite actors/actresses?
2. Do you know Daniel Radcliff, Emma Watson, and Rupert Grint?
3. How could they become the rising star?
4. What is the title of the movie that makes them become rising star?



STUDENTS' WORKSHEET**I. Read the text carefully!**

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1	<p>The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the center of public attention. The three rising stars have grown up while doing their movies and grown into his or her role as an actor. These Hogwarts trio have been really good friends, not only on screen but also in</p>
5	<p>real life. Their secret of friendship is that they always understand each other although they have different background and personalities.</p> <p>Daniel Jacob Radcliffe was born in Fulham, London in July 23rd 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy,</p>
10	<p>down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.</p> <p>Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother</p>
15	<p>and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is a generous, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.</p> <p>Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons.</p>
20	<p>Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He's also very humble. However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is Chemistry.</p> <p style="text-align: right;">(Adapted from bahasa-inggris-ku.blogspot.co.id)</p>

II. Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

1. What is the title of the movie that made the 3 star successful?
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- a. Daniel Radcliff
 - b. Emma Watson
 - c. Rupert Alexander Grint
 - d. Dan, Rupert and Emma
8. What does the fourth paragraph tell us about?
- a. Rupert Alexander Grint life and character
 - b. Rupert's favorite school subject
 - c. Rupert's that likes sports so much
 - d. Rupert is the silent person
9. What is the genre of the text above?
- a. Narrative
 - b. News Item
 - c. Descriptive
 - d. Spoof
10. What are Daniel Radcliff's favorite sports?
- a. Football, Formula One racing and volleyball
 - b. Football, volleyball and gymnastics
 - c. Volleyball, Formula One racing and gymnastics
 - d. Football, Formula One racing and gymnastics

Answer Key

1. A
2. C
3. B
4. B
5. A
6. B
7. C
8. A
9. C
10. D

THE DISTRIBUTION OF THE EXERCISE ITEMS

Aspects of Reading	Test Items	Total
General Information	2, 5, 6, 8, 9	5 items
Specific Information	1, 3, 4, 7, 10	5 items

APPENDIX G

Try Out Test

Subject : English
 Level/Semester : VIII/1
 Skill : Reading Comprehension
 Genre : Descriptive Text
 Theme : Place
 Time : 60 Minutes

Text I

Read the text below carefully to answer the questions number 1-10

Line	San Francisco
1	San Francisco is my favorite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.
5	One of my favorite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It is not a very comfortable ride, but it is exciting and the views you get from the car are wonderful.
10	I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.
15	Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favorites. You can also get great Chinese, Japanese, American and European food in San Francisco.
	<i>(Adapted from "Contextual Teaching and Learning", Widiati et al, 2008:66)</i>

Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

1. What is the favorite city of the writer in United States?
 - a. New York
 - b. San Francisco
 - c. Washington DC
 - d. Melbourne
2. What is the main idea of paragraph 1?
 - a. United States is a country that has so many city
 - b. San Francisco has a beautiful city park
 - c. United states is one of the biggest country in the world
 - d. San Francisco is the writers' favorite city in United States
3. The word "*favorite*" in the first line has opposite meaning as?
 - a. Affection
 - b. Happiness
 - c. Dislike
 - d. Cheerful
4. What is the weather like in San Francisco?
 - a. The weather is too hot but never cold
 - b. The weather never gets too cold or too hot
 - c. The weather is too cold but never hot
 - d. The weather is too hot and too cold
5. Why is summer pleasant in San Francisco?
 - a. Because the freezes blow off the ocean and the sky is always blue
 - b. Because it rains a lot in summer so people cannot enjoy the city view
 - c. Because San Francisco has so many restaurants and shops in summer
 - d. Because the view of the beach in San Francisco is wonderful

6. What is the writer's favorite food?
 - a. Italian food
 - b. Roasted chicken
 - c. Seafood
 - d. Kimbap
7. What happens in San Francisco when winter comes?
 - a. It will be very hot
 - b. The fresh breezes from the hills
 - c. The weather will get too cold outside
 - d. It will rain quite a lot
8. What is the interesting thing about the streets in San Francisco?
 - a. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side
 - b. The streets will lead the visitors to the famous restaurants in San Francisco
 - c. The streets has beautiful view with lots of tree around the streets
 - d. The streets will lead us to the most parts of the city by riding a cable car.
9. Which paragraph tells us about when the writer likes to ride the cable car?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
10. What is the main idea of paragraph 4?
 - a. The writer's most comfortably moment when visit San Francisco
 - b. The writer enjoys the view of the beach in San Francisco
 - c. Another thing that the writer enjoys in San Francisco is the restaurant
 - d. Another thing that the writer enjoys in San Francisco is the weather

Text II

Read the text below carefully to answer the questions number 11-20

Line	Singapore
1	Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.
5	Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.
10	Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable. <i>(Adopted from "Contextual Teaching and Learning", Widiati et al, 2008:65)</i>

Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

11. What is the main idea of paragraph 1?
 - a. Singapore is an island city
 - b. Singapore is a beautiful city
 - c. Singapore is clean city
 - d. Singapore is a famous city
12. What is Singapore like?
 - a. It is very comfortable but dirty
 - b. It is very popular
 - c. It is very beautiful and clean city
 - d. It is very beautiful and popular
13. Why Singapore is a beautiful city?
 - a. The government asks the citizen to clean the city
 - b. There are lots of mountain and hills

- c. There are several wonderful beaches there
 - d. The people always take care of the city
14. The word “*modern*” in line 5 has the same meaning as...
- a. recent
 - b. latest
 - c. old
 - d. vintage
15. Where do most people live?
- a. In downtown near the shop city
 - b. In the side of the river in the center of the town
 - c. In low-rise flats in one part of the island
 - d. In high-rise flats in different part of the island
16. What can we find in Chinatown?
- a. Some nice older sections
 - b. Rows of old shop houses
 - c. Parks and open spaces
 - d. Most of the tall building
17. The word “*live*” in line 4 has the same meaning as...
- a. stay
 - b. leave
 - c. go
 - d. arrive
18. What is Singapore most famous for?
- a. Singapore is famous for its amusement park
 - b. Singapore is famous for its beautiful scenery in the city
 - c. Singapore is famous for its shop and restaurants
 - d. Singapore is famous for its tall building
19. Which statement is FALSE about the content of paragraph 2?
- a. Most of the people live in high-rise flats in different parts of the island
 - b. In Chinatown there are rows of old shop houses

- c. The business district is very modern, with lots of tall new office buildings
 - d. The government buildings in Singapore are very small and not very clean
20. What is the main idea of paragraph 3?
- a. Singapore is famous for its shop and restaurants
 - b. Singapore has the famous tall building around the world
 - c. Singapore is the largest city in Asia
 - d. Singapore has so many interesting place to visit by tourist

Text III

Read the text below carefully to answer the questions number 21-30

Line	Nusa Tenggara
1	Nusa Tenggara is the name for the chain of islands which lies to the east of Bali. Including the islands of Komodo, Lombok, Flores and Timor, Nusa Tenggara spans a variety of landscapes, from tropical forests, high volcanic lakes and dry savannahs. The largest islands are Lombok and Sumbawa, with hundreds of smaller islands between.
5	East Nusa Tenggara has 566 islands. The long northern arch of the island chain is the result of volcanic activity, whilst the southern islands are formed from coral deposits. Most of the eastern islands are dry, due to hot winds blowing from the continent of Australia and sparsely vegetated.
10	The Western half of Nusa Tenggara is moister and has denser vegetation. The Northern part of the chain is known for deep lakes contained in the craters of extinct volcanoes, the most famous of which are the colored mineral lakes on Gunung Keli Mutu in Flores.
15	
	<i>(Adapted from "English in Focus", Wardiman et al, 2008:40)</i>

Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

21. What does the text tell us about?
- Nusa Tenggara
 - Nusa Dua Bali
 - Bali
 - Nusa Islands
22. Nusa Tenggara spans a variety of landscapes, *except*...
- Tropical forests
 - High volcanic lakes
 - High hill
 - Dry savannahs
23. What is one of the largest islands in Nusa Tenggara?
- Komodo
 - Lombok
 - Flores
 - Timor
24. How many Islands does East Nusa Tenggara have?
- 510 Islands
 - 543 Islands
 - 566 Islands
 - 576 Islands
25. How does the Western half of Nusa Tenggara look like?
- It is dry, due to hot winds blowing from the continent of Australia and sparsely vegetated
 - It has deep lakes contained in the craters of extinct volcanoes
 - It has the long arch which is the result of volcanic activity
 - It is moister and has denser vegetation

26. What is the reason why most of the eastern islands are dry?
- It is dry, due to hot winds blowing from the continent of Australia and sparsely vegetated
 - It has deep lakes contained in the craters of extinct volcanoes
 - It has the long arch which is the result of volcanic activity
 - It is moister and has denser vegetation
27. The long northern arch of the East Nusa Tenggara island chain is the result of...
- Tropical forests
 - Volcanic activity
 - Coral deposits
 - Deep lakes activity
28. The southern of East Nusa Tenggara islands is formed from...
- Tropical forests
 - Volcanic activity
 - Coral deposits
 - Deep lakes activity
29. What is the most famous lake in the north of Nusa Tenggara?
- Deep mineral lake on Gunung Keli Kili in Flores
 - Deep mineral lake on Gunung Keli Kili in Lombok
 - Colored mineral lake on Gunung Keli Mutu in Lombok
 - Colored mineral lake on Gunung Keli Mutu in Flores
30. What is the genre of the text above?
- Narrative Text
 - Spoof Text
 - Descriptive Text
 - Procedure Text

ANSWER KEY

- | | | |
|-------|-------|-------|
| 1. B | 11. A | 21. A |
| 2. D | 12. C | 22. C |
| 3. C | 13. B | 23. B |
| 4. B | 14. A | 24. C |
| 5. A | 15. D | 25. D |
| 6. C | 16. B | 26. A |
| 7. D | 17. A | 27. B |
| 8. A | 18. C | 28. C |
| 9. B | 19. D | 29. D |
| 10. C | 20. A | 30. C |

Aspect to be evaluated	Number
General Information	1, 3, 9, 10, 11, 14, 17, 20, 21, 30
Specific Information	2, 4, 5, 6, 7, 8, 12, 13, 15, 16, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29

APPENDIX H

The Result of Try-Out Test of the Odd Number (X)

No.	Nama	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	Σ
1	Achmad H	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	12
2	Achmad T	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	13
3	Adinda	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	11
4	Afri	1	1	0	1	0	1	1	1	1	0	1	0	0	0	1	9
5	Ajie	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	12
6	Akbar	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	13
7	Baligo A	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	10
8	Danang	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	10
9	Dimas	1	0	1	1	0	1	1	1	0	0	1	0	0	1	1	9
10	Eko	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	13
11	Elisa	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	9
12	Fina	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	9
13	Firman	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	12
14	Lokahita	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	10
15	Lutfiah	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	12
16	M. Holis	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	11
17	M. Shohihul	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	12
18	Maysaroh	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	12
19	M. Firman	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	12
20	M. Hanafi	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	11
21	M. Hidayat	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	10
22	M. Rahman	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	13
23	M. Rusydi	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	12
24	Daffa R.	1	1	0	1	0	1	1	0	1	1	1	0	0	0	1	9
25	Neneng	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	13
26	Nova	0	1	1	1	0	0	1	1	1	1	1	1	0	1	1	11
27	Novi	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	12
28	Nur	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	12
29	Oktavia	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	11
30	Prada	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	13
31	Rahma	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	10
32	Revina	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	12
33	Reza	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	12
34	Rizal	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	13
35	Sobiro	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13
36	Wahyu	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	11
	Total	26	26	27	26	26	25	36	26	26	26	26	26	26	26	35	409

APPENDIX I

The Result of Try-Out Test of the Even Number (Y)

No.	Nama	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	Σ
1	Achmad H	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	14
2	Achmad T	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14
3	Adinda	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14
4	Afri	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	12
5	Ajie	0	1	1	1	1	0	0	1	1	1	0	1	1	0	0	9
6	Akbar	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	12
7	Baligo A	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	12
8	Danang	0	1	1	1	1	1	0	1	0	1	1	1	1	0	0	10
9	Dimas	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	12
10	Eko	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	8
11	Elisa	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	13
12	Fina	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	13
13	Firman	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	14
14	Lokahita	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	11
15	Lutfiah	0	1	1	1	0	0	0	1	1	1	0	1	1	1	0	9
16	M. Holis	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	12
17	M. Shohihul	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	13
18	Maysaroh	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	12
19	M. Firman	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	10
20	M. Hanafi	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	13
21	M. Hidayat	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	13
22	M. Rahman	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	12
23	M. Rusydi	0	0	1	0	1	0	0	1	1	1	0	1	1	1	0	8
24	Daffa R.	1	1	1	1	0	1	0	1	1	1	0	1	0	1	0	10
25	Neneng	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	12
26	Nova	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	11
27	Novi	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	10
28	Nur	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	12
29	Oktavia	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	11
30	Prada	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	9
31	Rahma	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	11
32	Revina	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	11
33	Reza	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	12
34	Rizal	1	0	1	0	1	1	1	1	0	0	1	1	1	0	1	10
35	Sobiro	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	11
36	Wahyu	1	0	1	1	1	1	1	0	0	0	1	1	0	0	0	8
	Total	25	25	36	25	25	26	23	35	25	25	26	36	24	26	26	408

APPENDIX J

The Calculation of Odd (X) and Even (Y) Numbers of the Try-Out Test

No.	X	Y	X ²	Y ²	XY
1	12	14	144	196	168
2	13	14	169	196	182
3	11	14	121	196	154
4	9	12	81	144	108
5	12	9	144	81	108
6	13	12	169	144	156
7	10	12	100	144	120
8	10	10	100	100	100
9	9	12	81	144	108
10	13	8	169	64	104
11	9	13	81	169	117
12	9	13	81	169	117
13	12	14	144	196	168
14	10	11	100	121	110
15	12	9	144	81	108
16	11	12	121	144	132
17	12	13	144	169	156
18	12	12	144	144	144
19	12	10	144	100	120
20	11	13	121	169	143
21	10	13	100	169	130
22	13	12	169	144	156
23	12	8	144	64	96
24	9	10	81	100	90
25	13	12	169	144	156
26	11	11	121	121	121
27	12	10	144	100	120
28	12	12	144	144	144
29	11	11	121	121	121
30	13	9	169	81	117
31	10	11	100	121	110
32	12	11	144	121	132
33	12	12	144	144	144
34	13	10	169	100	130
35	13	11	169	121	143
36	11	8	121	64	88
TOTAL	409	408	4711	4730	4672

APPENDIX K

The Result of the Difficulty Index of the Try-Out Test

Item Number	The Difficulty Index	Interpretation
1	0.72	Fair
2	0.69	Fair
3	0.72	Fair
4	0.69	Fair
5	0.75	Fair
6	1.00	Easy
7	0.72	Fair
8	0.69	Fair
9	0.72	Fair
10	0.69	Fair
11	0.69	Fair
12	0.72	Fair
13	1.00	Easy
14	0.64	Fair
15	0.72	Fair
16	0.97	Easy
17	0.72	Fair
18	0.69	Fair
19	0.72	Fair
20	0.69	Fair
21	0.72	Fair
22	0.72	Fair
23	0.72	Fair
24	1.00	Easy
25	0.72	Fair
26	0.67	Fair
27	0.72	Fair
28	0.72	Fair
29	0.97	Easy
30	0.72	Fair

APPENDIX L

Post Test

Subject : English
 Level/Semester : VIII/1
 Skill : Reading Comprehension
 Genre : Descriptive Text
 Theme : Place
 Time : 60 Minutes

Text I

Read the text below carefully to answer the questions number 1-9

Line	San Francisco
1	San Francisco is my favorite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.
5	One of my favorite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It is not a very comfortable ride, but it is exciting and the views you get from the car are wonderful.
10	I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.
15	Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favorites. You can also get great Chinese, Japanese, American and European food in San Francisco.
	<i>(Adapted from "Contextual Teaching and Learning", Widiati et al, 2008:66)</i>

Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

1. What is the favorite city of the writer in United States?
 - a. New York
 - b. San Francisco
 - c. Washington DC
 - d. Melbourne
2. What is the main idea of paragraph 1?
 - a. United States is a country that has so many city
 - b. San Francisco has a beautiful city park
 - c. United states is one of the biggest country in the world
 - d. San Francisco is the writers' favorite city in United States
3. The word "*favorite*" in the first line has opposite meaning as...
 - a. Affection
 - b. Happiness
 - c. Dislike
 - d. Cheerful
4. What is the weather like in San Francisco?
 - a. The weather is too hot but never cold
 - b. The weather never gets too cold or too hot
 - c. The weather is too cold but never hot
 - d. The weather is too hot and too cold
5. Why is summer pleasant in San Francisco?
 - a. Because the freezes blow off the ocean and the sky is always blue
 - b. Because it rains a lot in summer so people cannot enjoy the city view
 - c. Because San Francisco has so many restaurants and shops in summer
 - d. Because the view of the beach in San Francisco is wonderful

6. What happens in San Francisco when winter comes?
 - a. It will be very hot
 - b. The fresh breezes from the hills
 - c. The weather will get too cold outside
 - d. It will rain quite a lot
7. What is the interesting thing about the streets in San Francisco?
 - a. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side
 - b. The streets will lead the visitors to the famous restaurants in San Francisco
 - c. The streets has beautiful view with lots of tree around the streets
 - d. The streets will lead us to the most parts of the city by riding a cable car.
8. Which paragraph tells us about when the writer likes to ride the cable car?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
9. What is the main idea of paragraph 4?
 - a. The writer most comfortably moment when visit San Francisco
 - b. The writer enjoy the view of the beach in San Francisco
 - c. Another thing that the writer enjoy in San Francisco is the restaurant
 - d. Another t thing that the writer enjoy in San Francisco is the weather

Text II

Read the text below carefully to answer the questions number 10-

Line	Singapore
1	Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.
5	Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.
10	Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable. <i>(Adopted from "Contextual Teaching and Learning", Widiati et al, 2008:65)</i>

Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

10. What is the main idea of paragraph 1?

- a. Singapore is an island city
- b. Singapore is a beautiful city
- c. Singapore is clean city
- d. Singapore is a famous city

11. What is Singapore like?

- a. It is very comfortable but dirty
- b. It is very popular
- c. It is very beautiful and clean city
- d. It is very beautiful and popular

12. The word "*modern*" in line 5 has the same meaning as...

- a. recent
- b. latest

- c. old
 - d. vintage
13. Where do most people live?
- a. In downtown near the shop city
 - b. In the side of the river in the center of the town
 - c. In low-rise flats in one part of the island
 - d. In high-rise flats in different part of the island
14. The word “live” in line 4 has the same meaning as...
- a. stay
 - b. leave
 - c. go
 - d. arrive
15. What is Singapore most famous for?
- a. Singapore is famous for its amusement park
 - b. Singapore is famous for its beautiful scenery in the city
 - c. Singapore is famous for its shop and restaurants
 - d. Singapore is famous for its tall building
16. Which statement is FALSE about the content of paragraph 2?
- a. Most of the people live in high-rise flats in different parts of the island
 - b. In Chinatown there are rows of old shop houses
 - c. The business district is very modern, with lots of tall new office buildings
 - d. The government buildings in Singapore are very small and not very clean
17. What is the main idea of paragraph 3?
- a. Singapore is famous for its shop and restaurants
 - b. Singapore has the famous tall building around the world
 - c. Singapore is the largest city in Asia
 - d. Singapore has so many interesting place to visit by tourist

Text III

Read the text below carefully to answer the questions number 18-25

Line	Nusa Tenggara
1	Nusa Tenggara is the name for the chain of islands which lies to the east of Bali. Including the islands of Komodo, Lombok, Flores and Timor, Nusa Tenggara spans a variety of landscapes, from tropical forests, high volcanic
5	lakes and dry savannahs. The largest islands are Lombok and Sumbawa, with hundreds of smaller islands between.
10	East Nusa Tenggara has 566 islands. The long northern arch of the island chain is the result of volcanic activity, whilst the southern islands are formed from coral deposits. Most of the eastern islands are dry, due to hot winds blowing from the continent of Australia and sparsely vegetated.
15	The Western half of Nusa Tenggara is moister and has denser vegetation. The Northern part of the chain is known for deep lakes contained in the craters of extinct volcanoes, the most famous of which are the colored mineral lakes on Gunung Keli Mutu in Flores. <i>(Adapted from "English in Focus", Wardiman et al, 2008:40)</i>

Choose the correct answer based on the text above by crossing (X) a, b, c or d on your answer sheet!

18. What does the text tell us about?

- a. Nusa Tenggara
- b. Nusa Dua Bali
- c. Bali
- d. Nusa Islands

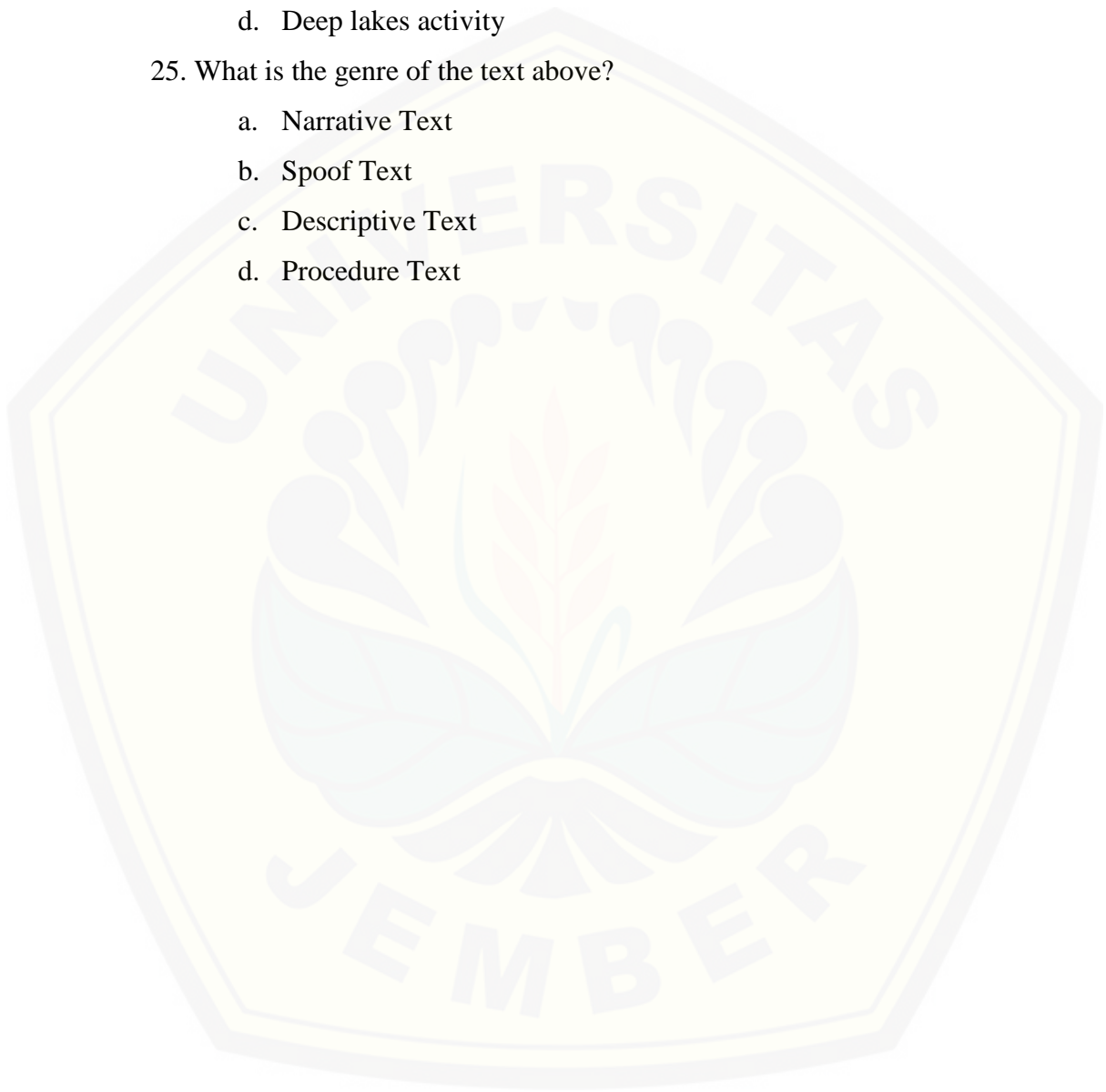
19. Nusa Tenggara spans a variety of landscapes, *except*...
- Tropical forests
 - High volcanic lakes
 - High hill
 - Dry savannahs
20. What is one of the largest islands in Nusa Tenggara?
- Komodo
 - Lombok
 - Flores
 - Timor
21. How does the Western half of Nusa Tenggara looks like?
- It is dry, due to hot winds blowing from the continent of Australia and sparsely vegetated
 - It has deep lakes contained in the craters of extinct volcanoes
 - It has the long arch which is the result of volcanic activity
 - It is moister and has denser vegetation
22. What is the reason why most of the eastern islands are dry?
- It is dry, due to hot winds blowing from the continent of Australia and sparsely vegetated
 - It has deep lakes contained in the craters of extinct volcanoes
 - It has the long arch which is the result of volcanic activity
 - It is moister and has denser vegetation
23. The long northern arch of the East Nusa Tenggara island chain is the result of...
- Tropical forests
 - Volcanic activity
 - Coral deposits
 - Deep lakes activity

24. The southern of East Nusa Tenggara islands is formed from...

- a. Tropical forests
- b. Volcanic activity
- c. Coral deposits
- d. Deep lakes activity

25. What is the genre of the text above?

- a. Narrative Text
- b. Spoof Text
- c. Descriptive Text
- d. Procedure Text



ANSWER KEY

- | | | |
|-------|-------|-------|
| 1. B | 11. C | 21. D |
| 2. D | 12. A | 22. A |
| 3. C | 13. D | 23. B |
| 4. B | 14. A | 24. C |
| 5. A | 15. C | 25. C |
| 6. D | 16. D | |
| 7. A | 17. A | |
| 8. B | 18. A | |
| 9. C | 19. C | |
| 10. A | 20. B | |

Aspect to be evaluated	Number
General Information	1, 3, 8, 9, 10, 12, 14, 17, 18, 25
Specific Information	2, 4, 5, 6, 7, 11, 13, 15, 16, 19, 20, 21, 22, 23, 24

APPENDIX M

The Results of Reading Comprehension Post-Test

No.	Experimental Class	Score	Control Class	Score
1	IRFAN	96	HAMID	80
2	IRGI	96	ACHMAD	68
3	UBAIDILAH	92	AGUS	76
4	FERI	80	ARIF	68
5	APRIA	80	TIKA	84
6	BALGIS	92	ALEX	80
7	BAYU	88	ANGGI	68
8	DAMAI	84	ANNIS	68
9	DAMAR	84	ASMAD	72
10	DIAN	80	CYNTHIA	68
11	DWIANA	88	DIFA	80
12	HAIKAL	88	EKY	76
13	ELOK	92	FINGKI	68
14	ERIKA	84	LAILA	80
15	FADIA	80	LYNA	68
16	FANI	92	HERMAWAN	76
17	FETI	96	YANU	76
18	HARI JADI	96	SHOLEH	76
19	IBNA	84	FAISOL	68
20	ICHA	64	HARIS	72
21	ILMI	96	BINTANG	76
22	INDAH	96	RIZKI	76
23	LULUK	84	NADIA	68
24	MIFTAKH	76	NAUFAL	72
25	RISKI	88	NERISA	
26	SANDI	88	NOVAN	76
27	NAFTASYA	88	NUR	76
28	REY	96	OKY	72
29	NIRA	88	PUTRI	76
30	NOVA	84	SABIKA	84
31	RISMA	88	SABRINA	76
32	SALSA	96	AGUSTIN	72
33	SIQI	84	SITI	68
34	YATI	80	VAHRIEL	76
35	VITA	84	VIO	80
36	WIDI	64	YUAN	76
37			YUDHI	72
38			YUSRIL	76
	Total	3116	Total	2744
	Mean	86.5	Mean	74.2

APPENDIX N

The Tabulation of the Scores of the Reading Comprehension Post-Test

No.	Experimental Group		Control Group	
	X	X ²	Y	Y ²
1	96	9216	80	6400
2	96	9216	68	4624
3	92	8464	76	5776
4	80	6400	68	4624
5	80	6400	84	7056
6	92	8464	80	6400
7	88	7744	68	4624
8	84	7056	68	4624
9	84	7056	72	5184
10	80	6400	68	4624
11	88	7744	80	6400
12	88	7744	76	5776
13	92	8464	68	4624
14	84	7056	80	6400
15	80	6400	68	4624
16	92	8464	76	5776
17	96	9216	76	5776
18	96	9216	76	5776
19	84	7056	68	4624
20	64	4096	72	5184
21	96	9216	76	5776
22	96	9216	76	5776
23	84	7056	68	4624
24	76	5776	72	5184
25	88	7744		
26	88	7744	76	5776
27	88	7744	76	5776
28	96	9216	72	5184
29	88	7744	76	5776
30	84	7056	84	7056
31	88	7744	76	5776
32	96	9216	72	5184
33	84	7056	68	4624
34	80	6400	76	5776
35	84	7056	80	6400
36	64	4096	76	5776
37			72	5184
38			76	5776
Total	3116	271952	2744	204320

APPENDIX O

The Name of the Research Respondents

No.	Experimental Class		Control Class	
	Name	Gender	Name	Gender
1	IRFAN	Male	HAMID	Male
2	IRGI	Male	ACHMAD	Male
3	UBAIDILAH	Male	AGUS	Male
4	FERI	Male	ARIF	Male
5	APRIA	Female	TIKA	Female
6	BALGIS	Female	ALEX	Male
7	BAYU	Male	ANGGI	Female
8	DAMAI	Female	ANNIS	Female
9	DAMAR	Male	ASMAD	Male
10	DIAN	Female	CYNTHIA	Female
11	DWIANA	Female	DIFA	Female
12	HAIKAL	Male	EKY	Male
13	ELOK	Female	FINGKI	Male
14	ERIKA	Female	LAILA	Female
15	FADIA	Female	LYNA	Female
16	FANI	Male	HERMAWAN	Male
17	FETI	Female	YANU	Male
18	HARI JADI	Male	SHOLEH	Male
19	IBNA	Female	FAISOL	Male
20	ICHA	Female	HARIS	Male
21	ILMI	Female	BINTANG	Male
22	INDAH	Female	RIZKI	Male
23	LULUK	Female	NADIA	Female
24	MIFTAKH	Female	NAUFAL	Male
25	RISKI	Male	NERISA	
26	SANDI	Male	NOVAN	Male
27	NAFTASYA	Female	NUR	Female
28	REY	Male	OKY	Male
29	NIRA	Female	PUTRI	Female
30	NOVA	Male	SABIKA	Female
31	RISMA	Female	SABRINA	Female
32	SALSA	Female	AGUSTIN	Female
33	SIQI	Female	SITI	Female
34	YATI	Female	VAHRIEL	Male
35	VITA	Female	VIO	Female
36	WIDI	Female	YUAN	Male
37	-	-	YUDHI	Male
38	-	-	YUSRIL	Male

APPENDIX P

The List of the Students' Name of Home Group in the Experimental Class

Group	Names	Gender	Achiever
Home Group 1	1. NAFTASYA (LEADER)	Female	High
	2. ERIKA	Female	High
	3. SIQI	Female	Middle
	4. YATI	Female	Middle

Group	Names	Gender	Achiever
Home Group 2	1. ILMI (LEADER)	Female	High
	2. FETI	Female	High
	3. NIRA	Female	Middle
	4. DWIANA	Female	Middle

Group	Names	Gender	Achiever
Home Group 3	1. HARI JADI (LEADER)	Male	High
	2. REY	Male	High
	3. DAMAR	Male	Middle
	4. FERI	Male	Middle

Group	Names	Gender	Achiever
Home Group 4	1. SALSA (LEADER)	Female	High
	2. INDAH	Female	High
	3. BALGIS	Female	Middle
	4. ELOK	Female	Middle

Group	Names	Gender	Achiever
Home Group 5	1. DAMAI (LEADER)	Female	High
	2. LULUK	Female	High
	3. VITA	Female	Middle
	4. WIDI	Female	Middle

Group	Names	Gender	Achiever
Home Group 6	1. APRIA (LEADER)	Female	High
	2. DIAN	Female	High
	3. MIFTAKH	Female	Middle
	4. ICHA	Female	Middle

Group	Names	Gender	Achiever
Home Group 7	1. IRGI (LEADER)	Male	High
	2. UBAIDILAH	Male	High
	3. HAYKAL	Male	Middle
	4. NOVA	Male	Middle

Group	Names	Gender	Achiever
Home Group 8	1. IRFAN (LEADER)	Male	High
	2. FANI	Female	High
	3. SANDI	Male	Middle
	4. IBNA	Female	Middle

Group	Names	Gender	Achiever
Home Group 9	1. BAYU (LEADER)	Male	High
	2. RISKI	Male	High
	3. RISMA	Female	Middle
	4. FADIA	Female	Middle

APPENDIX Q

The List of the Students' Name of Expert Group in the Experimental Class

Group	Names	Gender	Achiever
Expert Group 1	1. HARI JADI (LEADER)	Male	High
	2. NAFTASYA	Female	High
	3. DAMAI	Female	High
	4. ELOK	Female	Middle
	5. DWIANA	Female	Middle

Group	Names	Gender	Achiever
Expert Group 2	1. RISKI (LEADER)	Male	High
	2. SANDI	Male	Middle
	3. UBAIDILAH	Male	High
	4. MIFTAKH	Female	Middle
	5. LULUK	Female	High

Group	Names	Gender	Achiever
Expert Group 3	1. FETI (LEADER)	Female	High
	2. SIQI	Female	Middle
	3. DAMAR	Male	Middle
	4. INDAH	Female	High
	5. VITA	Female	Middle

Group	Names	Gender	Achiever
Expert Group 4	1. IRFAN (LEADER)	Male	High
	2. FADIA	Female	Middle
	3. NOVA	Male	Middle
	4. APRIA	Female	High
	5. WIDI	Female	Middle

Group	Names	Gender	Achiever
Expert Group 5	1. BAYU (LEADER)	Male	High
	2. IBNA	Female	Middle
	3. IRGI	Male	High
	4. ICHA	Female	Middle

Group	Names	Gender	Achiever
Expert Group 6	1. ERIKA (LEADER)	Female	High
	2. NIRA	Female	Middle
	3. REY	Male	High
	4. BALGIS	Female	Middle

Group	Names	Gender	Achiever
Expert Group 7	1. DIAN (LEADER)	Female	High
	2. FANI	Female	High
	3. HAYKAL	Male	Middle
	4. RISMA	Female	Middle

Group	Names	Gender	Achiever
Expert Group 8	1. ILMI (LEADER)	Female	High
	2. YATI	Female	Middle
	3. FERI	Male	Middle
	4. SALSA	Female	High

APPENDIX R

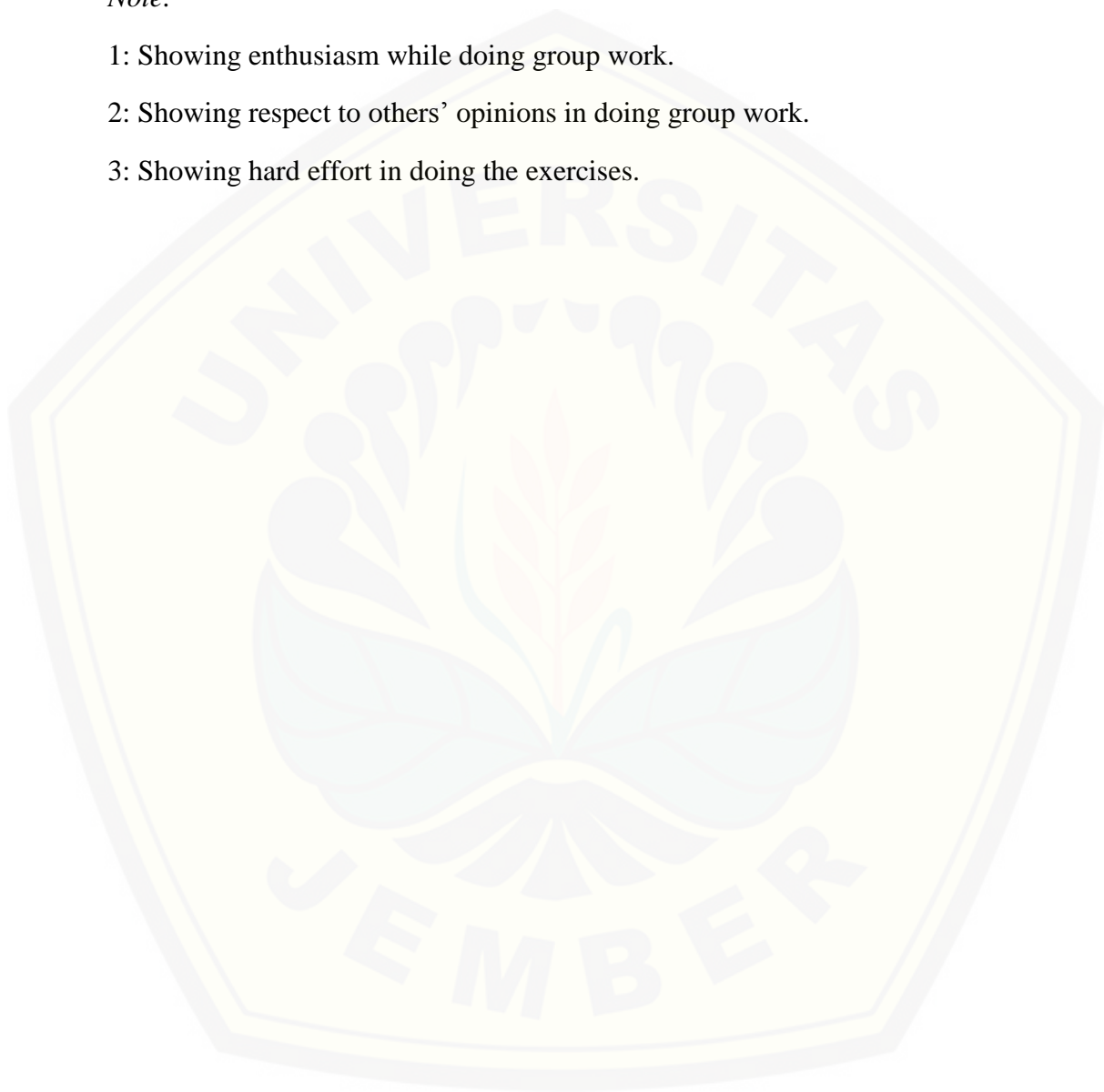
Observation Checklist for the Experimental Class

Meeting 1					Meeting 2				
No.	Name	Indicators Observed			No.	Name	Indicators Observed		
		1	2	3			1	2	3
1	IRFAN	√	-	√	1	IRFAN	√	√	√
2	IRGI	-	√	√	2	IRGI	√	√	-
3	UBAIDILAH	√	√	√	3	UBAIDILAH	√	-	√
4	FERI	√	√	-	4	AHMADFERI	√	√	√
5	APRIA	-	√	√	5	APRIA	√	√	√
6	BALGIS	√	√	√	6	BALGIS	√	√	√
7	BAYU	√	√	-	7	BAYU	√	√	-
8	DAMAI	-	√	√	8	DAMAI	√	√	√
9	DAMAR	√	-	√	9	DAMAR	√	-	√
10	DIAN	-	√	√	10	DIAN	√	√	√
11	DWIANA	√	-	√	11	DWIANA	√	√	√
12	HAIKAL	√	√	-	12	HAIKAL	√	√	-
13	ELOK	√	√	√	13	ELOK	√	√	√
14	ERIKA	-	√	√	14	ERIKA	√	√	√
15	FADIA	√	√	-	15	FADIA	√	√	-
16	FANI	-	√	√	16	FANI	√	√	√
17	FETI	√	-	√	17	FETI	-	√	√
18	HARI JADI	√	√	√	18	HARI JADI	√	√	√
19	IBNA	-	√	√	19	IBNA	√	√	√
20	ICHA	√	√	-	20	ICHA	√	√	√
21	ILMI	√	-	√	21	ILMI	√	-	√
22	INDAH	-	√	√	22	INDAH	√	√	√
23	LULUK	√	√	√	23	LULUK	√	√	√
24	MIFTAKH	√	-	√	24	MIFTAKH	√	√	-
25	RISKI	√	√	-	25	RISKI	√	√	√
26	SANDI	-	√	√	26	SANDI	√	-	√
27	NAFTASYA	√	√	√	27	NAFTASYA	√	√	√
28	REY	√	-	√	28	REY	√	√	√
29	NIRA	-	√	√	29	NIRA	√	√	√
30	NOVA	√	√	-	30	NOVA	√	√	√
31	RISMA	√	√	√	31	RISMA	√	√	√
32	SALSA	√	-	√	32	SALSA	√	√	-
33	SIQI	√	√	-	33	SIQI	√	√	√

34	YATI	√	-	√	34	YATI	√	-	√
35	VITA	√	√	√	35	VITA	√	√	√
36	WIDI	-	√	√	36	WIDI	√	√	√

Note:

- 1: Showing enthusiasm while doing group work.
- 2: Showing respect to others' opinions in doing group work.
- 3: Showing hard effort in doing the exercises.



APPENDIX S

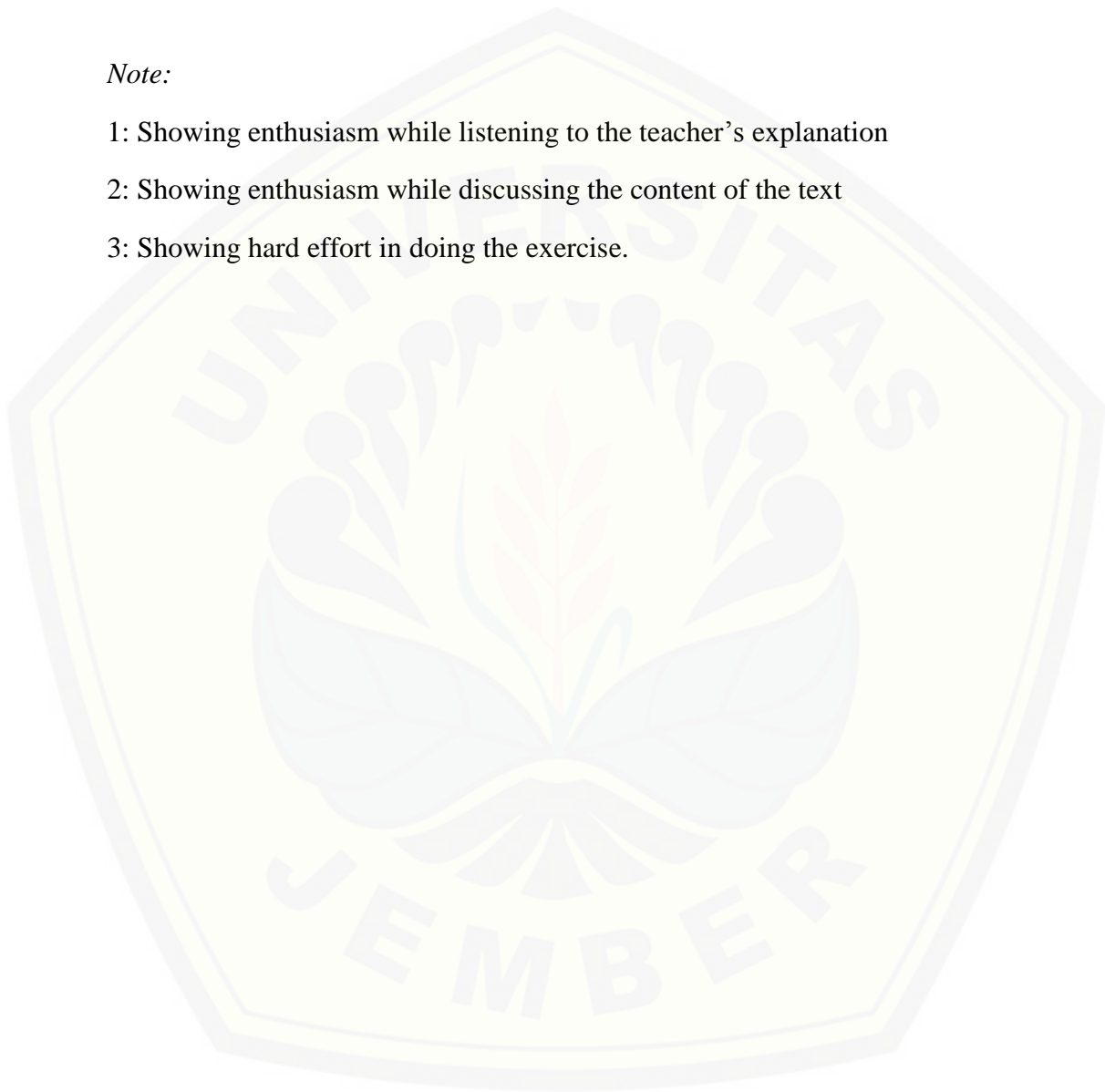
Observation Checklist for the Control Class

Meeting 1					Meeting 2				
No.	Name	Indicators Observed			No.	Name	Indicators Observed		
		1	2	3			1	2	3
1	HAMID	√	-	√	1	HAMID	√	√	√
2	ACHMAD	-	√	√	2	ACHMAD	√	√	-
3	AGUS	√	-	-	3	AGUS	√	-	√
4	ARIF	√	√	-	4	ARIF	√	√	√
5	TIKA	-	√	√	5	TIKA	-	√	√
6	ALEX	√	-	√	6	ALEX	√	√	√
7	ANGGI	√	√	-	7	ANGGI	√	√	-
8	ANNIS	-	√	√	8	ANNIS	-	√	-
9	ASMAD	√	-	√	9	ASMAD	√	-	√
10	CYNTHIA	-	√	√	10	CYNTHIA	√	-	-
11	DIFA	√	-	√	11	DIFA	-	√	√
12	EKY	√	√	-	12	EKY	√	√	-
13	FINGKI	√	-	-	13	FINGKI	√	-	√
14	LAILA	-	√	√	14	LAILA	√	√	-
15	LYNA	√	√	-	15	LYNA	√	√	-
16	HERMAWAN	-	√	√	16	HERMAWAN	-	√	√
17	YANU	√	-	√	17	YANU	-	√	√
18	SHOLEH	√	-	√	18	SHOLEH	√	-	√
19	FAISOL	-	√	√	19	FAISOL	-	√	√
20	HARIS	√	√	-	20	HARIS	√	√	-
21	BINTANG	√	-	√	21	BINTANG	√	-	√
22	RIZKI	-	√	√	22	RIZKI	√	√	-
23	NADIA	√	√	√	23	NADIA	-	√	√
24	NAUFAL	√	-	√	24	NAUFAL	√	√	-
25	NERISA	√	-	-	25	NERISA	√	-	√
26	NOVAN	-	√	√	26	NOVAN	√	-	√
27	NUR	√	-	-	27	NUR	-	√	√
28	OKY	√	-	√	28	OKY	√	√	-
29	PUTRI	-	√	√	29	PUTRI	√	-	√
30	SABIKA	√	√	-	30	SABIKA	-	√	√
31	SABRINA	-	√	√	31	SABRINA	√	-	√
32	AGUSTIN	-	√	√	32	AGUSTIN	√	√	-
33	SITI	√	√	-	33	SITI	-	√	-

34	VAHRIEL	√	-	√	34	VAHRIEL	-	-	√
35	VIO	√	-	-	35	VIO	√	√	-
36	YUAN	-	√	√	36	YUAN	√	-	-
37	YUDHI	√	√	-	37	YUDHI	√	-	√
38	YUSRIL	√	-	√	38	YUSRIL	-	√	√

Note:

- 1: Showing enthusiasm while listening to the teacher's explanation
- 2: Showing enthusiasm while discussing the content of the text
- 3: Showing hard effort in doing the exercise.



APPENDIX T

T-table

d.f.	TINGKAT SIGNIFIKANSI						
	20%	10%	5%	2%	1%	0,2%	0,1%
dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423
77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413
83	1,292	1,663	1,989	2,372	2,636	3,191	3,412
84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405
89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
91	1,291	1,662	1,986	2,368	2,631	3,182	3,401
92	1,291	1,662	1,986	2,368	2,630	3,181	3,399
93	1,291	1,661	1,986	2,367	2,630	3,180	3,398
94	1,291	1,661	1,986	2,367	2,629	3,179	3,397
95	1,291	1,661	1,985	2,366	2,629	3,178	3,396
96	1,290	1,661	1,985	2,366	2,628	3,177	3,395
97	1,290	1,661	1,985	2,365	2,627	3,176	3,394
98	1,290	1,661	1,984	2,365	2,627	3,175	3,393
99	1,290	1,660	1,984	2,365	2,626	3,175	3,392
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Perihal : Permohonan Izin Penelitian

10 AUG 2016

Yth. Kepala SMP Negeri 09 Jember
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan Skripsi, mahasiswa FKIP Universitas Jember dibawah ini.

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Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Jigsaw II on the Reading Comprehension Achievement of the Eighth Grade Students at SMP 09 Jember in the 2016/2017 Academic Year".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



a.n. Dekan
Pembantu Dekan I,

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Fakultas : Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian tentang “ The Effect of Using Jigsaw II on the Reading Comprehension Achievement of the Eighth Grade Students at SMP Negeri 09 Jember in the 2016 / 2017 Academic Year “ pada tanggal 26 Agustus s.d. 17 September 2016 di kelas VIII B dan VIII D SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 15 November 2016
Kepala Sekolah,

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