



**THE EFFECT OF USING JIGSAW TYPE II TECHNIQUE
ON JUNIOR HIGH SCHOOL STUDENTS' READING
COMPREHENSION ACHIEVEMENT**

THESIS PROPOSAL

By:

Muhammad Agradean Triyono

NIM: 140210401081

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



**THE EFFECT OF USING JIGSAW TYPE II TECHNIQUE
ON JUNIOR HIGH SCHOOL STUDENTS' READING
COMPREHENSION ACHIEVEMENT**

THESIS PROPOSAL

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

By:

Muhammad Agradean Triyono

NIM 140210401081

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019

MOTTO

“Reading is essential for those who seek to rise above the ordinary”

(Jim Rohn)



DEDICATION

The thesis is dedicated to:

1. My beloved mother and father who always guide me to be a better person.
2. My brother who always supports me.



STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my 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 qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e. g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now, or hereafter known.

Jember 2019

Muh. Agradean Triyono
140210401081

CONSULTANTS' APPROVAL

**THE EFFECT OF USING JIGSAW TYPE II TECHNIQUE ON JUNIOR
HIGH SCHOOL STUDENTS' READING COMPREHENSION
ACHIEVMENT**

THESIS

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

Name : Muhammad Agradean Triyono
Identification Number : 140210401081
Level : 2014
Place and Date of Birth : Lumajang, November 5th, 1995
Department : Language and Arts Education
Study Program : English Education

Approved by:

Consultant 1

Consultant II

Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 195612141985032001

Dr. Budi Setyono, M.A.
NIP. 196307171990021001

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled, “The Effect of Using Jigsaw Type II Technique on Junior High School Students’ Reading Comprehension Achievement” has been approved and accepted by the faculty of teacher Training and Education, Jember University on:

Day :

Date :

Place : The Faculty of Teacher Training and Education

The Examination Committee:

The Chairperson,

The Secretary,

Dra. Wiwiek Eko Bindarti, M.Pd.

NIP. 195612141985032001

Member I

Dr. Budi Setyono, M.A.

NIP. 196307171990021001

Member II

Dra. Siti Sundari, M.A.
NIP. 195812161988022001

Drs. Erfan, M.Pd.
NIP. 196701101994031008

Acknowledged by

The Faculty of Teacher Training and Education

The Dean

Prof. Drs. Dafik, M.Sc., Ph.D

NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the Almighty, who has given me His guidance and blessing. Therefore, I can finish my thesis entitled “The Effect of Using Jigsaw Type II Technique on Junior High School Students’ Reading Comprehension Achievement”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. All my consultants, Dra. Wiwiek Eko Bindarti, M.Pd., and Dr. Budi Setyono, M.A. for their willingness and suggestions to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. All my examination committees, Dra. Siti Sundari, M.A. and Drs. Erfan, M.Pd.
6. The English Education Program lecturers who have given me support to work harder and think positively in my attempt to complete this thesis.
7. The Principal, the English Teacher of SMPN 1 Kedungjajang, Lumajang for giving me an opportunity, help, and support to conduct this research.
8. The seven grade students of SMPN 1 Kedungjajang, Lumajang in 2018/2019 academic year especially classes VII-A and VII-C as the participants of my research.

Finally I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 1 October 2019

The Writer

TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION.....	iii
STATEMENT OF THESIS AUTHENCITY	iv
CONSULTANT APPROVAL.....	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	viii
LIST OF APPENDICES	ix
LIST OF TABLE	x
SUMMARY	i
CHAPTER I. INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Research Problem	3
1.3 Research Objective.....	3
1.4 Research Contributions	<u>4</u>
1.4.1 The English Teacher	4
1.4.2 The Students	4
1.4.3 Future Researchers.....	4
CHAPTER II. REVIEW OF RELATED LITERATURE	5
2.1 Jigsaw ss a Learning Cooperative Model.....	5
2.2 Reading Comprehension and Its level of Comprehension	<u>7</u>
2.3 How Jigsaw II Affects Students' Reading Comprehension	<u>8</u>
2.4 Previous Studies on the Use of Jigsaw II in Teachnig Reading	10
2.5 The Research Hypothesis	11
CHAPTER III. RESEARCH METHODS.....	<u>12</u>
3.1 Research Design	<u>12</u>
3.2 Design of Intervention	<u>13</u>

3.3 Research Context	<u>15</u>
3.4 Research Participants	<u>15</u>
3.5 Data Collection Method	<u>16</u>
3.6 Data Analysis Method.....	<u>18</u>
CHAPTER IV. RESEARCH RESULTS and DISSCUSION	
4.1 The Description of the Treatmens	19
4.2 The Result of the Reading Post Test	20
4.2.1 The Analysis of Reading Post Test Result	21
4.3 Discussion.....	22
CHAPTER V. CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	24
5.2 Suggestions.....	24
5.2.1 The English Teachers	24
5.2.2 Future Researchers.....	25
References	<u>26</u>
Appendixes.....	<u>30</u>

THE LIST OF APPENDICES

APPENDIX A. Research Matrix.....	30
APPENDIX B. Supporting Data Instrument.....	32
APPENDIX C. Homogeneity Test.....	34
APPENDIX D. Lesson Plan 1.....	39
APPENDIX E. Lesson Plan 2.....	49
APPENDIX F. Try out Test.....	58
APPENDIX G. Post Test.....	64
APPENDIX H. The Result of Try Out Test of Odd Number(X).....	69
APPENDIX I. the Result of Try Out Test of Even Number (Y).....	70
APPENDIX J. Calculation of Each Odd(X) and Even(Y).....	71
APPENDIX K. The Result of Difficulty Index Analysis.....	72
APPENDIX L. The Post Test Score.....	73
APPENDIX M. The Schedule of The Research.....	74
APPENDIX N. The Permission Letter of Conducting Research.....	75
APPENDIX O. Statement Letter for Accomplishing The Research.....	76

THE LIST OF TABLE

Table 4.1 The Result of Students' Post Test Score..... 21
Table 4.2 The Output of Independence Sample T-Test of Post Test..... 22



SUMMARY

The Effect of Using Jigsaw Type II Technique on Junior High School Students' Reading Comprehension Achievement; Muhammad Agradean Triyono, 140210401081; 2019:76 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is concerned as the English language skill taken in this research because it is considered as the significant language skill in English as a second or foreign language as English continues to spread as the language of science, technology and advance research. In addition, the Curriculum 2013 of Indonesia demands the students to face many types of text, and the most English skill tested in their examination is reading. Those indicate that the students need to be taught using a specific reading technique when they learn to read. One of those reading techniques is Jigsaw Type II that was developed by Slavin in 1980. It is a technique that lets the students form group, namely home group and expert group, sharing their ideas and knowledge guided by the teacher as a facilitator in providing the material discussed in the group.

A quasi experimental design with post-test only design was used to investigate whether or not there was a significant effect of using Jigsaw Type II Technique on Junior High School Students' Reading Comprehension Achievement at SMP 1 Kedungjajang. The researcher chose SMP 1 Kedungjajang as the research area using purposive method because there was no research about this conducted at this school and the English teachers have never used Jigsaw Type II Technique in teaching reading comprehension for the seventh grade students in the 2018/2019 academic year. The number of the research participants were 51 students in total. The experimental class consisted of 25 students and the control class had 26 students. The research participants were selected by using cluster random sampling with lottery

based on the result of homogeneity test. The result of homogeneity test showed that the significant value was 0,29 that was higher than 0,05 significant level with 95% confidence level. Therefore, VII A class (25 students) was determined as the experimental class and VII C (26 students) was determined as the control class. The experimental class was taught reading comprehension by using Jigsaw Type II Technique; meanwhile the control class was taught reading comprehension by using question and answer.

The data of this research were collected from the students' reading comprehension tests, interview and documentation. The result of reading comprehension achievement test was collected and analyzed by using independent sample t-test formula through the SPSS computing system. Based on the SPSS output, the mean score of the experimental class (83,00) was higher than that of the control class (80,00). The result showed that the significant value of t-test (Sig.2-tailed) was 0,17 that was lower than 0,05. It means that the null hypothesis of this research was rejected, while the alternative hypothesis was accepted that there was a significant effect of using Jigsaw Type II Technique on Junior High School students' reading comprehension achievement.

The findings of this current research provide the pedagogical and empirical implications. Pedagogically, English teachers could consider using Jigsaw Type II in teaching reading comprehension as it can give positive effect during the teaching and learning processes. Empirically, the findings will be useful as consideration or references for future researchers who want to investigate or carry out similar topic about Jigsaw Type II Technique. For example, by investigating the Jigsaw Type II Technique by using different research model like classroom action research or using different type of technique that is similar with Jigsaw Type II Technique.

CHAPTER 1

INTRODUCTION

This chapter presents some aspects dealing with the topic of the research. They are research background, research problem, research objective and research significance.

1.1 Research Background

Reading is one of the most important skills besides the three other skills to learn English. According to Grellet (1996:7), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. Constant process in reading must be done continuously to gain the meaning from a text or another source. Reading is one of the language skills that need to be mastered in order to gain information or new knowledge from written form, such as textbook and internet. In line with this, Grellet (1996:3) states that understanding a written text means extracting the required information from it as efficiently as possible. It means that the more people read written forms, the more knowledge and information they will get. But, actually it is difficult to make people have a good reading habit; that is why, the success of implementing reading programs will depend on the students' interest. In line with this idea, Sabouri (2016) states that reading is an interactive process in which readers construct a meaningful representation of text using effective reading strategies. Reading is a simple activity but it is not as simple as it looks like. In addition, reading is actually a complex process that requires an active participation of the reader.

As reading skill is important in language learning, a teacher should use an effective technique to enhance students' reading comprehension. However, the issue on enhancing reading comprehension should be addressed from a new perspective of teaching approach which gives emphasis on student centered approach engaging students actively involved in the learning process (Ambigapathy, 2007). Based on the issue, there is a technique that can be

applied in teaching reading called Jigsaw Type II technique. Jigsaw technique was first developed by Elliot Aronson in 1971, later by Slavin (1980) designed a modified pattern of cooperative differential integration of information called Jigsaw Type II. Based on Tewksbury (2005) there are some advantages in using Jigsaw Type II technique in teaching learning process, 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 could practice in self-teaching themselves while doing Jigsaw II Technique, which is the most valuable of all skills we can help them learn.
3. The students have a 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 foster real discussion.

According to Al-Salkhi (2009), in which Jigsaw Type II technique, students are divided into heterogeneous groups, each group consists of 4-5 members, the members of each group study the same subject, for example, a chapter in a textbook and each member concentrates on a specific part of the subject. After that, the members of different groups are assigned the same part to hold a discussion meeting. Then, each member joins his original group to explain to them what he has learned from his specific assignment. Finally, each member takes an individual test and all member scores are used to calculate the score of each group. With this technique, students with different learning abilities can help each other to achieve their learning goal.

The effect of using Jigsaw Type II Technique has been investigated by some international and national researchers. Some research results concerning with Jigsaw Type II Technique reported to give evidence about the

effectiveness of this strategy. Kazemi (2012) investigated The Effect of Jigsaw Type II Technique on the Learners' Reading Achievement: The Case of English as L2 in Iran and a similar study was also conducted by Kardaleska (2013) in ESP classroom at Macedonia. Those two researchers examined Jigsaw Type II Technique with two different kinds of participant, namely university students and ESP students, but both of the researchers had similarity about investigating the significant effect of Jigsaw Type II Technique on the students' reading comprehension and the results showed that there was a significant effect of using Jigsaw Type II Technique. However, there were still few researchers who used Jigsaw Type II Technique in teaching reading comprehension at senior high school students. Due to the results, this research aimed at filling the gap and focusing investigation on the effect of Using Jigsaw Type II Technique on Students' Reading Comprehension Achievement on the Seventh Grade Students of Kedungjajang 1 Junior High School.

Based on the explanation above, an experimental research entitled "The Effect of Using Jigsaw Type II Technique on the Seventh Grade Students' Reading Comprehension Achievement" was conducted.

1.2 Research Problem

Based on the background of the research, the research problem was formulated as follows: "is there any significant effect of Using Jigsaw Type II Technique on the Seventh Grade Students' Reading Comprehension Achievement?"

1.3 Research Objective

Based on the research background and the research problem, the objective of the research was: "to know whether or not there was a significant effect of Using Jigsaw Type II Technique on the Seventh Grade Students' Reading Achievement."

1.4 Research Contributions

This research hopefully can give contributions to the following people.

1.4.1 The English Teacher

The result of this research is expected to be useful for English teachers to develop the quality of the English teaching, especially in teaching reading comprehension by using Jigsaw Type II Technique, because from the previous research there is benefit teaching English by using Jigsaw Type II Technique.

1.4.2 The Students

The result of this research is useful for the students to give an experience to learn reading comprehension by using Jigsaw Type II Technique.

1.4.3 Future Researchers

The result of this research is expected to be useful in providing information and empirical data for future researchers who will conduct a further research using different research design, such as classroom action research to improve the students' reading comprehension achievement through Jigsaw Type II Technique or using the same research design with this research but on different model, such as using STAD (Student Team-Achievement Division), TGT (Team Game Tournament), etc.

CHAPTER II

RELATED LITERATURE REVIEW

This chapter presents literature review related to the research topic (Jigsaw Type II). They cover theoretical framework, conceptual framework and previous research review.

2.1 Jigsaw as a Cooperative Learning Model

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

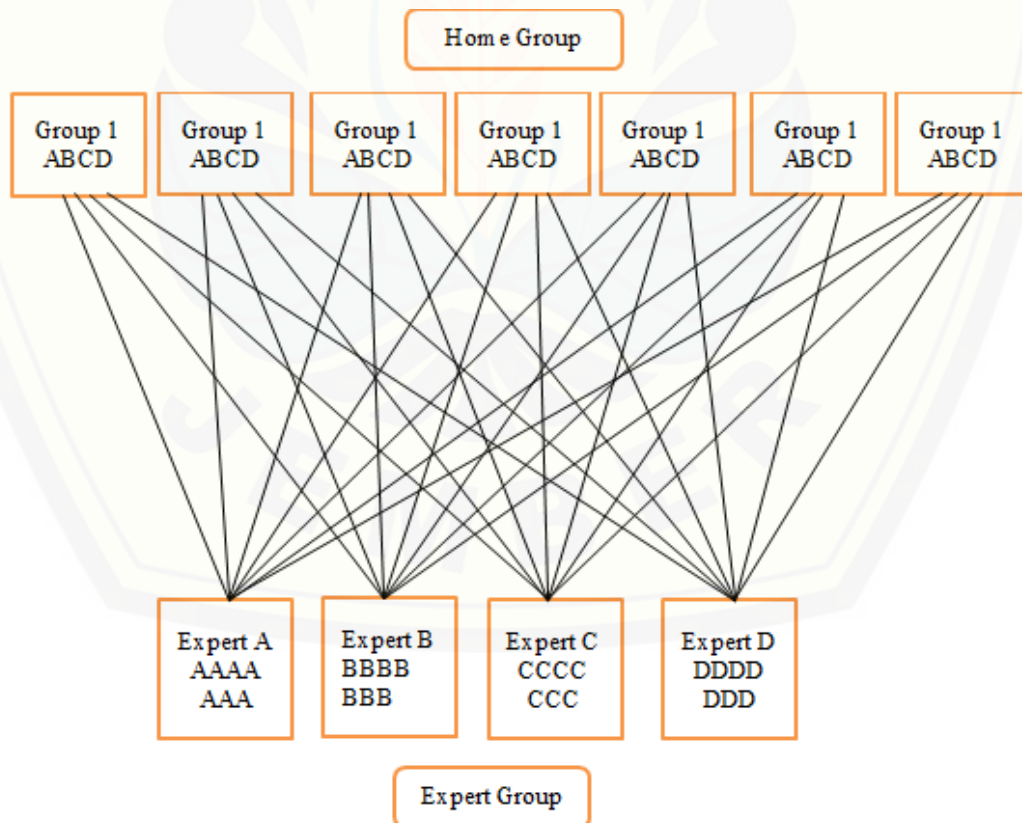
According to Slavin (2005:236) Jigsaw is a method that was originally designed by Elliot Aronson. Moreover, Jigsaw II technique directs students to work in group consisting of 6 persons in a group called home group. First, the teacher will distribute the whole text to the students in order to make them get the gist for the content of the text. Second, every member of each group will get different paragraph given by the teacher. Third, 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 get the information. Fourth, after they discuss 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 of the whole text.

Jigsaw II was modified from 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 becoming 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 that 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 and understanding the topic they have got to their teammates in home group.

The difference between Jigsaw II and Jigsaw I is only at the beginning of the technique. In Jigsaw Type I Technique, 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 Type II Technique, 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



(Anggraini, 2014:20)

2.2 Reading Comprehension and Its levels of Comprehension

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 or a paragraph. This means that the reader interacts with the text to construct 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 receptive language process (Carrell, 1995:12). It also means that when the readers read, they do not merely act as the passive receivers of the text, but the readers also draw on their own knowledge of the language to help them comprehend the content of the text and they must also communicate with the text itself to make them understand all of its content.

Comprehension is the process of deriving meaning from connected text (Pang 2003:14). It means that the students as the readers, actively engage with the text to construct the meaning of the whole text. When the students understand 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 or connect with the writer's 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.

Understanding reading text can be divided into literal and inferential information. Day and Park (2005) state that literal information refers to the information explicitly stated in the text. In other words, literal information

requires a reader to be able to retell or recall the facts or information presented in the text.

Barret in Brassel and Rasinski (2008) asserts that inferential information refers to the ability of a reader to take in information that is inferred or implied within a text. Moreover, inferential information could be used to locate information implicitly stated in the text by making assumptions and conjectures.

2.3 How Jigsaw II Affects Students' Reading Comprehension

The previous studies stated that Jigsaw II had an impact on the students' reading comprehension achievement. According to Kazemi (2012) the students got a higher score after being given a Jigsaw Type II Technique and Kardaleska (2013) said that the experimental group performed better in doing the task because of Jigsaw Type II treatment rather than the control group that needed some more time in doing the task given. From that, the researcher had a guideline that Jigsaw Type II can affect students' reading comprehension achievement.

Despite the result of previous studies, there are always benefits and downside about how Jigsaw II affects students' reading comprehension. Here are several advantages of implementing Jigsaw Type II Technique based on Tewksbury (2005):

1. The students have the opportunity to teach themselves, instead of having material presented to them. The technique fosters depth understanding.
2. Each student could practice in self-teaching while doing Jigsaw II technique, which is the most valuable of all 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 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 foster real discussion.

Moreover, the strengths of Jigsaw Type II Technique 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 promote a great deal of negotiation for meaning.
4. Jigsaw classroom reduces 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 in one English class as the teacher no longer the only provider of knowledge.

By using Jigsaw Type II, the students do not only learn about how to work in groups cooperatively but also understand the meaning of the text they have received from the teacher. This technique also allows the students to get more chance in learning how to comprehend a paragraph or a text and share their ideas with the others freely.

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

1. The Dominant Students

Some clever students in a group tend to be the dominant ones 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 work in group, they should cooperate with the members of the group and solve the problems together. In this case, the researcher pointed out one student in each group to become the 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 participants 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 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 Type II Technique in the class, the researcher guides them only to discuss about the content of the paragraph by observing what they are doing during the discussion and remind them not to talk about the other topics beside the content of the text.

2.4 Previous Studies on the Use of Jigsaw II in Teaching Reading

There are some previous studies related to the topic of this research. The first previous study was done by Kazemi (2012) entitled “The Effect of Jigsaw Type II Technique on the Learners’ Reading Comprehension Achievement: The Case of English as L2 in Iran”. The research was conducted to answer about did Jigsaw Technique have any effect on students’ reading comprehension achievement? The participants consisted of 38 Guilan university students. The research was an experimental research and the researcher reported that the experimental group participants’ scores were higher on the post-test result (M=30.34) compared to that of the control group (M=26.78). It means that using Jigsaw Type II technique could result students’ reading achievement better than non-Jigsaw Type II.

The second previous study was conducted by Kardaleska (2013) entitled “The Impact of Jigsaw Approach on Reading Comprehension in an ESP Classroom”. The purpose of the study was to investigate the utilization of Jigsaw Type II Technique whether it gave the significant effect on the achievement of the experimental group in reading comprehension compared to the control group which was taught reading by using question and answer

technique. The result of the study reported that the experimental group performed better in both explicit and implicit questions, while the control group relied on direct factual information demonstrated better performance in the explicit questions, when interviewed was done afterwards, they said they needed more time to navigate through the text and inferred the correct answer following the indirect pathways in it.

2.5 The Research Hypothesis

Considering the review of related literature above and the previous research findings, the hypothesis of the research can be formulated as follows: there is a significant effect of using Jigsaw Type II technique on the Seventh grade students' reading comprehension achievement.

Chapter III
RESEARCH METHODS

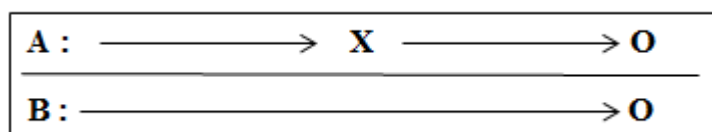
This chapter discusses the research methods that are used in this research. They consist of the research design, research context, research participants, data collection method and data analysis method. Each section is explained in the following part respectively.

3.1 Research Design

This research design was intended to know whether or not there is a significant effect in teaching reading comprehension by using Jigsaw Type II technique as a method of instruction on the Seventh grade students' at SMP 1 Kedungjajang. Therefore, quasi-experimental research with post-test only control group design was chosen to be applied in this research.

In this research, the researcher chose two classes, one as the experimental class and the other one as the control class. The two classes (the experimental and the control classes) were determined based on the result of homogeneity test given to all students of the Seventh grade. The experimental class was taught reading comprehension by using Jigsaw Type II Technique, whereas the control class was taught reading comprehension by using question and answer. After selecting, the experimental and the control classes, both were given different treatments and then the reading post-test was given to both classes to know the significant difference of the reading comprehension achievement between the experimental class and the control class.

The research design that was applied in this research can be illustrated as follows:



Notes:

A: Experimental Class

B: Control Class

X: Treatment

O: Post Test

(Cresswell, 2012:310)

Based on the above diagram, the researcher chose two classes, one as the experimental/treatment class and the other one as the control class. The two classes (the experimental and the control classes) were determined based on the result of homogeneity test given to all students of the Seventh grade. The scores of homogeneity test were analyzed by using Analysis of Variance (ANOVA). The experimental class was taught reading comprehension by Using Jigsaw Type II technique, whereas the control class was taught reading comprehension by using question and answer.

3.2 Design of Intervention

a) Intervention in the Experimental class

In implementing Jigsaw Type II in the teaching learning process of reading comprehension, there were some steps that should be followed. The procedures used in this research were based on the combinations between Aronson's (2000) and Slavin's (2005) ideas. These are the steps of implementing Jigsaw Technique Type II in this research:

1. The researcher chose a descriptive text which was adapted from some textbooks or internet to make sure that the difficulty of the text was for the Seventh grade students.
2. The researcher divided the students into groups; called home groups consisting of 4-5 students.
3. The researcher gave a 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 was given to students A in each group, the second paragraph was given to

students B in each group. The third paragraph was given to the students C in each group. The fourth paragraph was given to students D in each group. Since the group had five members, the last member got the first paragraph which was the same as that given to the first member.

5. The researcher asked the students to make expert groups. The expert group members were the students who received the same paragraph. The first expert group consisted of the students who got paragraph 1. The second one had students getting paragraph 2. The third one had the students getting paragraph 3. The fourth one had the students who got the last paragraph.
6. The researcher asked one student in each expert group to become a leader to 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 group some questions about the content of the paragraph in order to know how much they comprehended the text.
10. The researcher asked the students to do the exercises individually

Those steps were combined based on the needs of this research. At the end of Jigsaw Type II steps, the researcher decided to give the students some exercises related to the text in order to check their comprehension after doing Jigsaw Type II Technique activity.

b) Intervention in the Control Class

1. The researcher chose a descriptive text which was adapted from some textbooks or internet to make sure that the difficulty of the text was for the Seventh grade students.
2. The researcher divided the students into small groups consisting of 4-5 students.

3. The researcher gave a complete reading text to every student and asked them to read the whole text.
4. The researcher asked the students to discuss the text in groups.
5. The researcher asked the students to do the exercises individually.

3.3 Research Context

The research was conducted at SMP 1 Kedungjajang in Lumajang, East Java, Indonesia. The purposive method was used to determine the area of the research because of a certain reason. The first was the location of SMP 1 Kedungjajang was easily accessible to the researcher so that, the researcher could conduct the research more efficiently. It was very practical because it could save time, energy and cost. Second, the teacher of the Seventh grade at SMP 1 Kedungjajang never used Jigsaw Type II technique in teaching reading comprehension.

3.4 Research Participants

The participants of this research were taken by using cluster random sampling based on the result of the homogeneity test which was given to all the classes of the seventh grade to know the homogeneity of the population by using Analysis of Variance (ANOVA). The participants of this research were two classes (VII A and VII C) taken from the Seventh grade classes at SMP 1 Kedungjajang, namely VII A, VII B, VII C, VII D, and VII E.

In the homogeneity test, there were 20 test items of reading comprehension in the forms of true or false and multiple choice questions. For the scoring value, each correct answer was scored 5 points and the wrong answer got 0 point. After that, the total of the points was the score for the homogeneity test. The researcher provided 50 minutes for the students to do the test. After the results of the reading test were gained, they were analyzed by using Analysis of Variance (ANOVA). Since the result of homogeneity test is homogenous the participants of the experimental and the control

classes will be determined by cluster randomly by lottery. From the result, VII A came out as experimental class and VII C as the control class.

3.5 Data Collection Methods

The data to be collected was reading comprehension achievement which was collected through reading comprehension test.

In developing a valid reading comprehension test the researcher developed a teacher-made test by following the basic competences of reading based on the Curriculum 2013. This reading test focused on literal and inferential comprehensions. It consisted of 20 items in the form of multiple choice having 4 options in each item. The scoring was calculated by dividing the students' correct answer with the number of the test items then multiplied by 100. The total score of the test items was 100.

To make sure that reading comprehension test was reliable and the test items were suitable with the students' levels of understanding (not too difficult or too easy), the test was tried out (Djiwandono, 1996). The try-out test was given to a class that did not belong to the experimental or the control class but had the closest mean difference with them, that was class VII B.

To know the reliability of test, the result of the try-out was analyzed by using split-half technique. The procedures were as follows:

1. Conducting the reading comprehension try-out test and score every test item answered by the students.
2. Splitting the items into two parts according to odd-even numbers.
3. Giving a cross sign (X) to the odd numbers and (Y) for the even numbers.
4. Analyzing the correlation between X and Y by using Product Moment formula:

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

Notes:

r_{xy} = correlation coefficient

$\sum XY$ = the number of odd items and event items

- ΣX = the number of odd items
 ΣY = the number of even items
 N = the number of the respondents

(Sudjiono, 1998:219)

5. Finding out the reliability coefficient of the whole test by using Spearman-Brown formula.

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

Notes:

r_{11} = the reliability coefficient for the whole test items

r_{xy} = the reliability coefficient for the half test items

(Djiwandono, 1996:154)

The result of the reliability coefficient of the whole test items (r_{11}) was found by using Spearman-Brown formula that was classified into five correlation degrees having difference limitation in each correlation degree. Those are:

Very high	: 0.90 - 1.00
High	: 0.70 - 0.89
Sufficient	: 0.50 - 0.69
Low	: 0.30 - 0.49
Very low	: < 0.30

The difficulty index of the test illustrated how easy or difficult the particular items of the test and they were calculated by using the following formula:

$$P = \frac{JJB}{JPT} \times 100\%$$

Notes:

P : The difficulty index

JJB : The number of the students who answered the questions correctly

JPT : The total number of the students

The criteria of difficulty index:

0.00-0.19 = Difficult

0.20-0.80 = Fair

0.81-1.00 = Easy

(Djiwandono, 1996:141)

3.6 Data Analysis Method

The scores of reading comprehension test from the control and experimental classes were analyzed statistically by using t-test formula. From the result of t-test formula, we can judge whether or not there is a significant effect of using Jigsaw Type II Technique on the students' reading comprehension achievement. The t-test formula was as follows:

$$\frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Notes:

Mx : mean of the experimental class

My : mean of the control class

X : individual score of the experimental class

Y : individual score of the control class

Nx : the member of the experimental class

Ny : the member of the control class

(Arikunto, 2006:311)

The researcher will applied 5% of significant level. It was used in order to know whether the null hypothesis or the alternative hypothesis was rejected or accepted. The independent sample t-test was used to compare the mean scores of the reading post-test between the experimental and the control classes.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions for the English teacher, the students and future researcher.

5.1 Conclusion

Based on the result of the data analysis of t-test by using SPSS and the discussion in the previous chapter, it could be concluded that there was a significant effect of using Jigsaw Type II Technique on the seventh grade students' reading comprehension achievement at SMP 1 Kedungjajang, Lumajang in the 2018/2019 academic year.

5.2 Suggestions

Since there is a significant effect of using Jigsaw Type II Technique on the seventh grade students' reading comprehension achievement, the Jigsaw Type II Technique can be used as an appropriate technique in teaching reading. Thus, the researchers propose some suggestions to the following people:

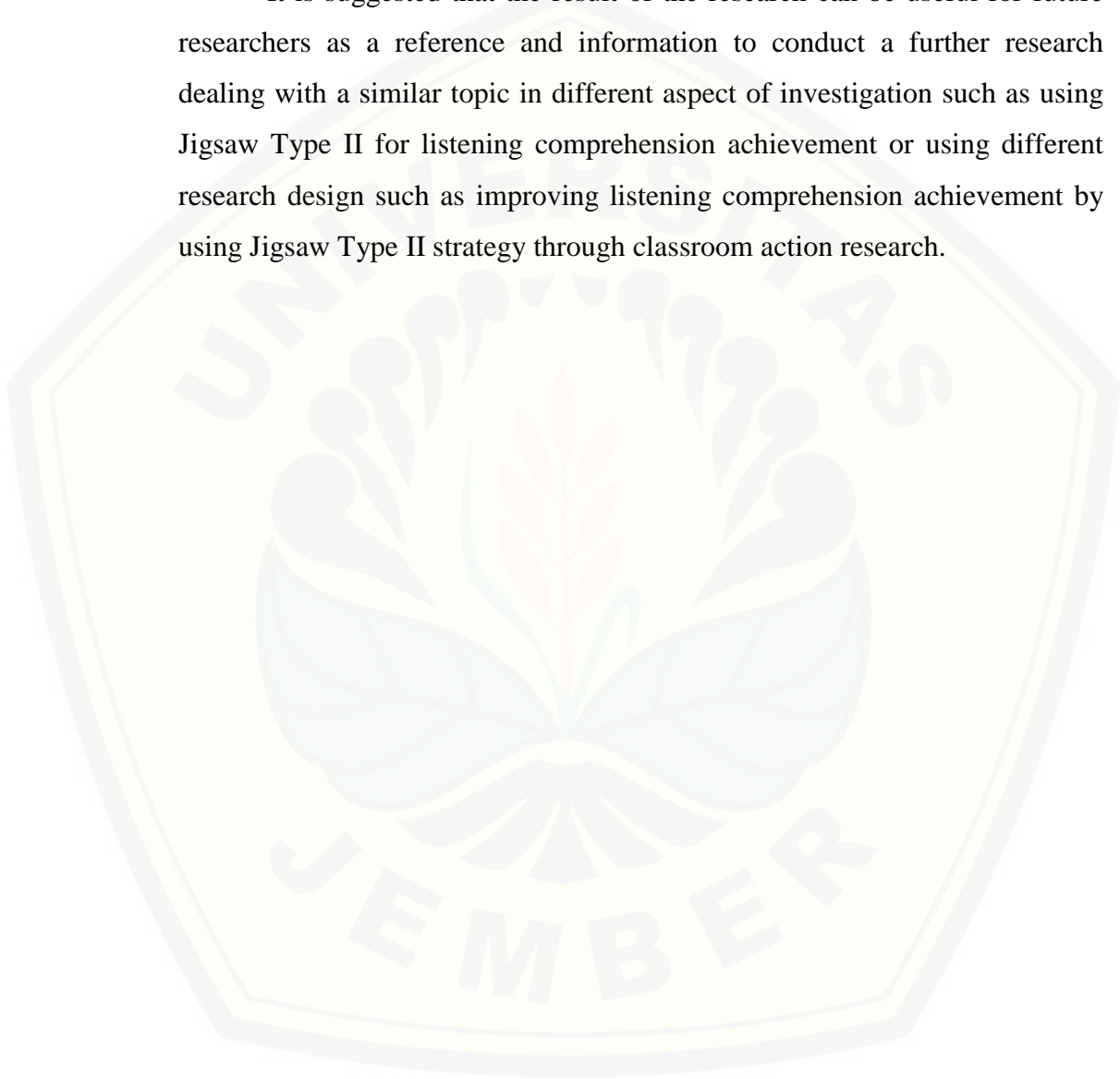
5.2.1 The English Teachers

It is suggested for the English teachers to use Jigsaw Type II Technique as an alternative technique in teaching reading comprehension in order to make an interesting classroom situation and atmosphere, also to motivate the students in learning reading. Moreover, the present study had a limitation. A major limitation was the unfamiliarity of the students with Jigsaw Type II Technique. This classroom was time consuming and constituted as an obstacle in the classroom. The time factor for applying this technique was crucial as there were deadlines for the students to accomplish the reading task. To overcome this situation, the researcher needed to give extra explanation in the first meeting so that the students could understand

what they had to do. Besides, the researcher needed to rearrange the time allocation for the activities.

5.2.2 Future Researchers

It is suggested that the result of the research can be useful for future researchers as a reference and information to conduct a further research dealing with a similar topic in different aspect of investigation such as using Jigsaw Type II for listening comprehension achievement or using different research design such as improving listening comprehension achievement by using Jigsaw Type II strategy through classroom action research.



References

- Adams, F. 013. Using Jigsaw Technique as an Effective Way of Promoting Co-operative Learning Among Primary Six Pupils in Fijai. (online) *International Journal of Education and Practice*, 1(6):64-74. Available at ([www.aessweb.com/pdf-files/ijep%201\(6\).%2064-74.pdf](http://www.aessweb.com/pdf-files/ijep%201(6).%2064-74.pdf)) . Retrieved on 20th May 2018.
- Ambigapathy, P. 2000. A study on readership behaviour among multi-ethnic, multi lingual Malaysian student. *Paper originally presented at the Seventh International Literacy and Education Research Network (LERN) Conference on Learning*, RMIT University, Melbourne.
- Al-Salkhi, M. 2015. The Effectiveness of Jigsaw strategy on the Achievement and Larning Motivation of the 7th Primary Grade Students in the Islamic Education. (online) *International Journal of Humanities and Social Science*, Vol. 5, No. 4. Available at (www.ijhssnet.com/journals/Vol_5_No_4_April_2015/12.pdf) . Retrieved on 20th May 2018.
- Al-ziadat, E, et. al. 2013. The Effect of Cooperative Learning Based on Experts' Groups (Jigsaw 2) in the Direct and Postponed Achievements for Princess Rahma University College Student in English 99. (online) *International Journal of Eduction*, Vol. 5, No. 3. Available at (www.macrothink.org/journal/index.php/ije/article/.../3591) . Retrieved on 20th May 2018.
- Arikunto, S. 2006. *Prosedur Penelitian, Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Arnold, J. 2011. Attention on Affect in Language Learning. (online) *Anglistik International Journal of English Studies*, 22/1, 11-12. Available at (<https://files.eric.ed.gov/fulltext/ED532410.pdf>). Retrieved on 18th May 2018.

- Aronson, E. 2000. *The Jigsaw Classroom: Tips on Implementation*. Available at: <http://www.jigsaw.org/html>. Retrieved on 23th May 2018.
- Brassel, D., & Timothy, R. (2008). *Comprehension That Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. CA: Shell Education.
- Carrell, P. L., Joanne, D., Eskey, D.E. 1995. *Interactive Approaches to Second Language Reading*. Melbourne: Cambridge University press.
- Crawley, J.S. 2000. *Remediating Reading Difficulties*. America: McGraw-Hill Companies, Inc.
- Cristiana, D., and Alberto, D. 2012. The Effect of Jigsaw Technique on Students' Reading Comprehension in Eleventh Grade of the I.E.M Ciudadela in Pasto. Available at (biblioteca.udenar.edu.co:8085/atenea/biblioteca/85790.pdf). Retrieved on 13th May 2018.
- Cuesta, C. 2014. *Topics, Main Ideas and Supports*. Available at: http://www.cuesta.edu/student/servs_classes/ssc/study_guides/reading_comp/307_read_main_idea.html. Retrieved on 24th May 2018
- Day, R., & Park, J. (2005). Developing reading comprehension questions. *Reading in a Foreign Language*, 17(1), 60-73.
- Djiwandono, M.S. 1996. *Tes Bahasa dalam pengajaran*. Bandung: ITB.
- Grellet, F. 1996. *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press
- Hughes, A. 2003. *Testing for Language Teacher*. Cambridge: Cambridge University Press.
- Kardaleska, L. 2013. The Impact of Jigsaw Approach on Reading Comprehension in an ESP Classroom. *The Journal of Teaching*

- English for Specific and Academic Purposes*. Vol. 1, pp. 53-58.
Available at (www.awej.org). Retrieved on 10th May 2018.
- Kazemi, M. 2012. The Effect of Jigsaw Technique on the Learners' Reading Achievement: The Case of English as L2. (online) *MJAL* 4:3 Autumn. Available at (www.mjial.org/removedprofiles/2013/14.pdf). Retrieved on 13th May 2018.
- Keshta, A. 2016. The Impact of Using Jigsaw Strategy on Improving Reading Comprehension and Communication Skills among Eleventh Graders in Rafah. Available at (library.iugaza.edu.ps/thesis/119527.pdf). Retrieved on 13th May 2018.
- Mengduo, Q., and Xiaoling, J. 2010. Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners. (online) *Chinese Journal of Applied Linguistic (Bimonthly)*. Available at (www.celea.org.cn/teic/92/10120608.pdf). Retrieved on 18th May 2018.
- Pang, E.S., Muaka, A., Benbarth, E.B. and Michel. 2013. *Teaching Reading*. France: Sadag Bellegarde Publisher.
- Saker, S. 2015. The effectiveness of Using Jigsaw Strategy on Palestinian Tenth Graders' English Grammar Learning. Available at (library.iugaza.edu.ps/thesis/115539.pdf). Retrieved on 15th May 2018.
- Slavin, R.E. 2005. *Cooperative Learning: Teori, Riset dan Praktik*. Translated by Yusro, Narulita. 2008. Bandung: Nusa Media.
- Sudijono, A. 1998. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Tewksburry, B. 2005. *The Jigsaw Technique*. Available at:

<http://serc.carleton.edu/NAGTWorkshop/coursedesign/tutorial/jigsaw.html>. Retrieved on 12nd January 2019.

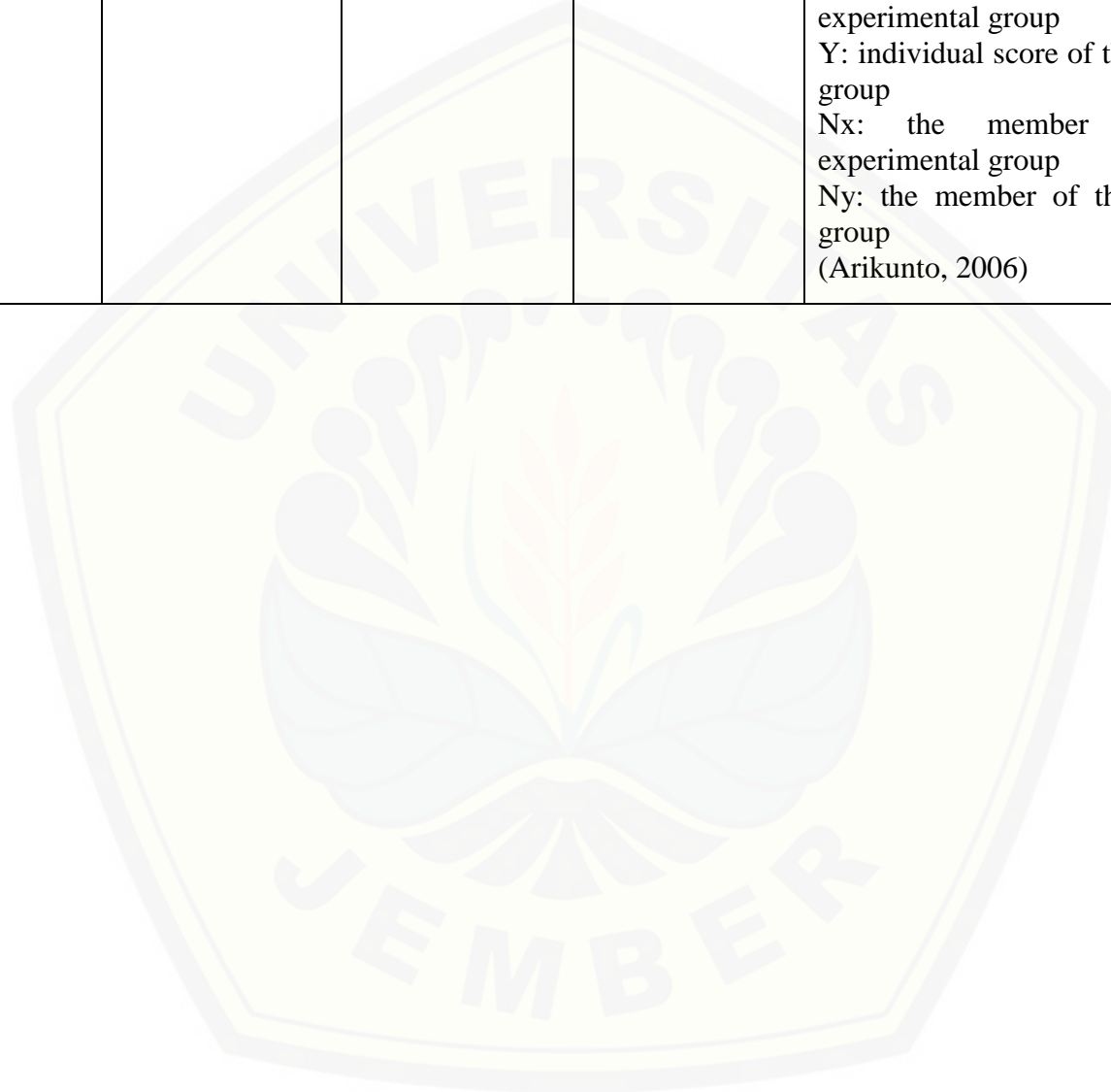
Wardiman, A., Masduki, B.J., Mohammad, S.D. 2008. *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.



Appendix A. Research Matrix

Title	Problem	Variables	Indicators	Data resources	Research method	Hypothesis
The Effect of Using Jigsaw Type II Technique on the Seventh Grade Students' Reading Comprehension Achievement	Is there any significant effect of using Jigsaw Type II Technique on the seventh grade students' reading comprehension achievement?	<p>Independent variable:</p> <p>Teaching reading by using Jigsaw Type II Technique</p> <p>Dependent variable:</p> <p>The seventh grade students' reading comprehension achievement</p>	<p>The student's scores of reading comprehension test with indicators:</p> <p>A. Finding literal information</p> <p>B. Finding inferential information</p>	<p>1. Respondents: The seventh grade students' of SMP Kedungjajang</p> <p>2. Informant: The English teacher of the seventh grade at SMP Kedungjajang</p> <p>3. Documents: The initial names of the research participants.</p>	<p>Research design: Quasi experimental research design (non-equivalent post-test only design)</p> <p>Area determination: purposive method</p> <p>Respondents determination method: cluster random sampling</p> <p>Data collection methods:</p> <p>a. Primary data: reading test</p> <p>b. Secondary data: interview documentation</p> <p>Data analysis method:</p> $t - test$ $= \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{y} \right]}}$ <p>notes: Mx : mean of the experimental group My: mean of the control group</p>	<p>There is a significant effect of using Jigsaw Type II Technique on the Seventh Grade Students' Reading Comprehension Achievement</p>

					<p>X: individual score of the experimental group Y: individual score of the control group Nx: the member of the experimental group Ny: the member of the control group (Arikunto, 2006)</p>	
--	--	--	--	--	---	--



Appendix B. Supporting Data Instrument

1. Interview Guide

Data resource: The English teacher of grade VII at SMP Kedungjajang

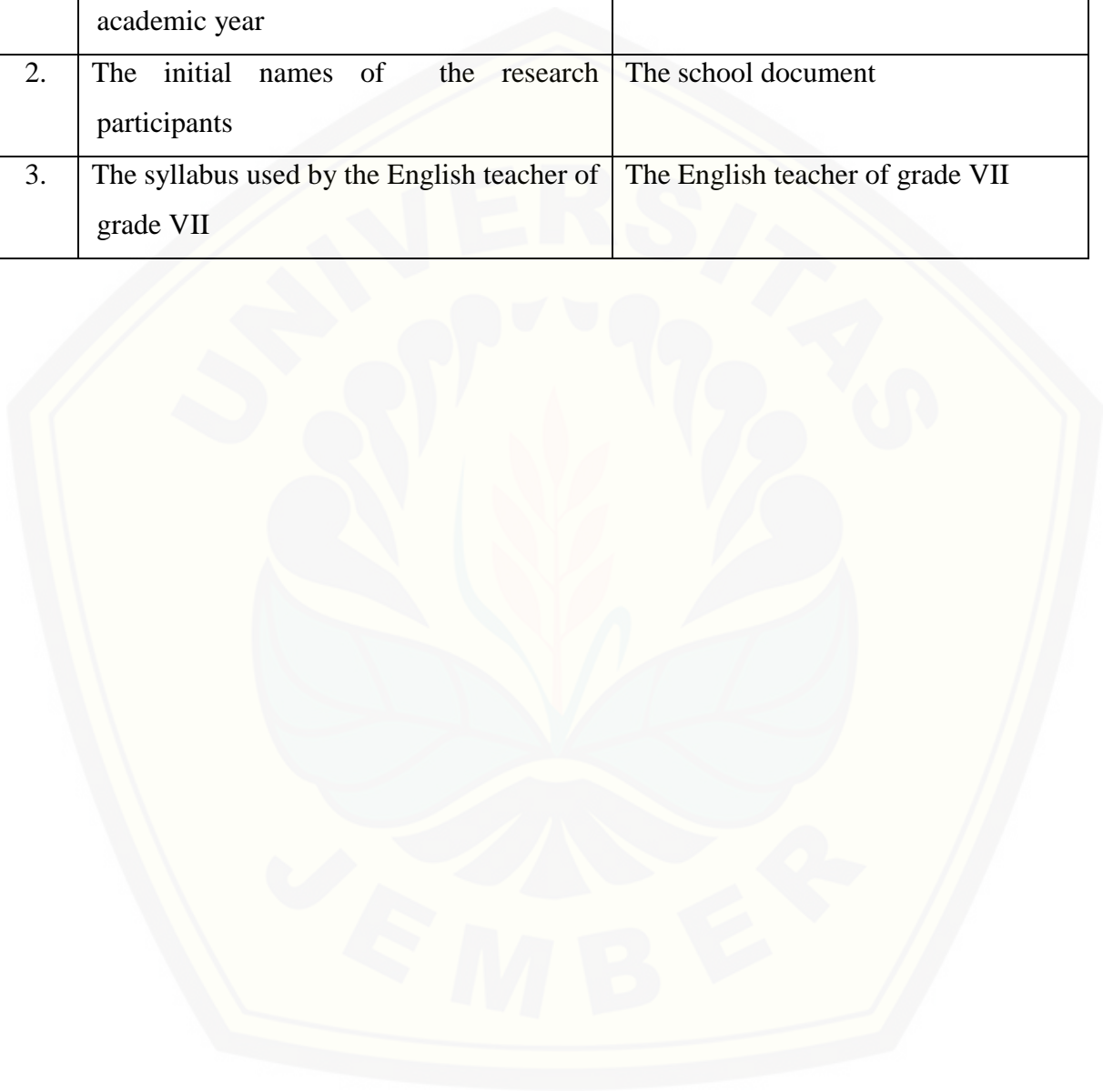
Table 1 : Interview Guide

No.	Questions	The teacher's responses
1.	What curriculum do you use in teaching English at this school?	Institutional Based Curriculum K-13 for Junior High School.
2.	How many times do you teach English in each class of grade VII in a week?	Twice a week.
3.	How much time do you need for teaching English in each meeting?	2 x 40 minutes.
4.	What English book do you use in teaching English?	I use an English textbook for VII th grade from Kementrian Pendidikan dan Kebudayaan Republik Indonesia
5.	How do you teach reading for grade VII?	I usually ask them to read some texts silently and answer some comprehension questions
6.	What kind of task do you usually give to the students in learning?	I usually give the students task in the form of multiple choice questions
7.	What is the minimum required score for English subject at SMP Kedungjajang?	75
8.	Have you ever used Jigsaw Type II Technique to teach reading comprehension? Why not?	No, I've never used Jigsaw Type II Technique when I teach reading to the students, because I think the material taken from the book is interesting enough for the students.

2. Documentation guide

Table 2 : Documentation guide

No.	The supporting data needed	Sources
1.	The total number of grade VII students at SMP Kedungjajang in the 2018/2019 academic year	The school document
2.	The initial names of the research participants	The school document
3.	The syllabus used by the English teacher of grade VII	The English teacher of grade VII



APPENDIX C. HOMOGENEITY TEST

Read the text and answer questions 1 up to 6.

Text 1

Way Kambas National Park

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephants in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / *Pusat Latihan Gajah (PLG)*, but the last few years this name was changed into Elephant Conservation Center / *Pusat Konservasi Gajah (PKG)*, which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephants, Sumatran tigers, *Mentok Rimba*, and *Buaya Sepit*. There are also some plants which are mostly found there such as *Api-api*, *Pidada*, *Nipah*, and *Pandan*. On the marshy coasts of Way Kambas National Park, it is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, *Kuau Raja*, *Pependang Timur*, and some other birds.

Source: <https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

Choose the best answer of the following questions by crossing a, b, c, d or e on your answer sheet!

1. What is the genre of the text above?
 - a. Recount
 - b. Narrative
 - c. Descriptive
 - d. Explanation
2. What is the social function of the text?
 - a. Retell past event
 - b. Describe something
 - c. Persuade the reader
 - d. Explaining something
3. Where is the location of Way Kambas National Park?
 - a. Ponorogo, East Java
 - b. Labuhan Ratu, Lampung
 - c. Bogor, West Java
 - d. Biak, Papua

4. When was Way Kambas National Park first established?
- a. 1985 c. 1987
b. 1990 d. 1983
5. How many elephants have been trained there?
- a. 250 c. 300
b. 287 d. 310
6. In Way Kambas National Park, there are some endangered animals such as...
- a. Jalak Bali c. Komodo
b. Sumatran tigers d. Cendrawasih

Read the text and answer questions number 7 up to 11.

Text 2

Pink Beach

Pink Beach or *Pantai Merah Muda* is one of the beaches in Komodo Island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Source: <https://www.jagoanbahasainggris.com/2017/11/contoh-descriptive-text-tentang-tempat-wisata.html>

7. What does the text mainly focus on?
- a. Pink beach c. Komodo Island
b. East Nusa Tenggara d. fishes in pink beach
8. What is the sand color?
- a. Black c. Grey
b. White d. Pink
9. What kind of text is it?
- a. Explanation c. Descriptive
b. Narrative d. Report
10. What is the social function of the text?
- a. To Tell About Komodo Island c. To Describe Pink Beach
b. To Persuade Readers d. To Report fish population

11. Where is the exact location of Pink Beach?
- a. East Nusa Tenggara
 - b. Komodo Island, East Nusa Tenggara
 - c. South Sulawesi
 - d. Maluku

Read the text and answer the questions numbers 12 up to 20

Text 3

National Monument

The National Monument or usually called Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to public in 1975.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called *Ruang Kemerdekaan*, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be used to access the top platform where we will find the observation deck and also the flame of independence.

Source: http://www.wordcliff.com/2017/05/contoh-descriptive-text-bahasa-inggris_4.html

12. Where is the location of Monas?
- a. In Central Jakarta, Indonesia
 - b. In West Jakarta, Indonesia
 - c. In South Jakarta, Indonesia
 - d. In Bogor, West Java
13. When was Monas opened to public?
- a. In 1999
 - b. In 1976
 - c. In 1960
 - d. In 1975
14. What is the main idea of paragraph 1?
- a. The First Time Monas Opened To Public
 - b. The Obelisk in Central Jakarta
 - c. To Commemorate Indonesian Struggle for Independence
 - d. The Obelisk that was built in 1961

15. What is the abbreviation of Monas?

- a. Obelisk
- b. Monumen Nasional
- c. Monumen Panas
- d. Monumen Ganas

16. How high is Monas?

- a. 208 meters
- b. 303 meters
- c. 121 meters
- d. 132 meters

17. “The National Monument is a rectangular tower with the height of 132 meters.”(paragraph2)

What is the **synonym** of the underlined word....

- a. cabin
- b. house
- c. barn
- d. column

18. “..the flame shape covered with gold foil...” (paragraph 2, line 2)

The underlined word is **similar** to...

- a. fire
- b. combustion
- c. flare
- d. burst

19. What is the size of the museum under Monas?

- a. 50x60 meters
- b. 40x30 meters
- c. 50x50 meters
- d. 80x80 meters

20. From the text above, it can be concluded that....

- a. Monas is Located in Central Jakarta, Indonesia
- b. Monas was Built to Commemorate Indonesian Struggle for the Indonesian Independence
- c. The Museum Size is 80x80 meters
- d. There is Flame of Independence on Top of the Monas

Answer Key for the Homogeneity Test

1. c	6. e	11. b	16. d
2. b	7. a	12. a	17. e
3. b	8. d	13. d	18. a
4. a	9. c	14. c	19. d
5. c	10. e	15. b	20. b

Reading Test Item Distribution

No.	Indicators	Reading test item numbers
1.	Finding literal information	1, 2, 7, 9, 10, 14, 20
2.	Finding inferential information	3, 4, 5, 6, 8, 11, 12, 13, 15, 16, 17, 18, 19

Scoring

Type of Question	Description	Score	Max. Score
Multiple choice	Right answer	5	100
	Wrong answer	0	
Total score			100

APPENDIX D. LESSON PLAN 1

Subject	: English
Level	: Junior High School
Class	: VII
Genre	: Descriptive Text
Theme	: Historical Building
Language Skill	: Reading Comprehension
Time Allocation	: 2x40 minutes

A. Core Competence

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence		Indicators	
3.7	Membandingkan fungsi sosial, struktur teks unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1	Stating the generic structure, social function and the language features used in the descriptive text.
		3.7.2	Writing down and give the meanings of the unfamiliar words, phrases or sentences in the descriptive text.
4.7.1	Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda.	4.7.1.1	Answering the comprehension questions in the forms of true false and multiple choice covering literal comprehension and inferential comprehension in the descriptive text.

C. Learning Objectives

3.7.1 State the generic structure, social function and the language features used in the descriptive text.

3.7.2 Write down and give meanings of the unfamiliar words, phrases or sentences in the descriptive text.

4.7.1.1 Answer the comprehension questions in the forms of true false and multiple choice covering literal comprehension and inferential comprehension in the descriptive text.

D. Teaching and Learning Materials

Materials are enclosed

-Appendix 1: instructional materials for the experimental and control classes

E. Teaching Approach/Model

Technique: -Experimental Class : Jigsaw Type II Technique

-Control Class : Question and Answer technique

F. Media and Teaching Sources

Media: Text, Picture, Whiteboard (for both classes)

Learning sources: <http://www.wordcliff.com/2017/04/contoh-descriptive-text-singkat-tentang.html>

G. Teaching and Learning Activities

The Experimental Group	Time	The Control Group	Time
Set Induction	10'	Set Induction	10'
1. Greeting students and checking their attendance.	3'	1. Greeting students and checking their attendance.	3'
2. Asking the students to guess the topic by giving leading questions about a historical building (Borobudur Temple) to the students	4'	2. Asking the students to guess the topic by giving leading questions about a historical building (Borobudur Temple) to the students	4'
3. Stating the topic and the learning objective	3'	3. Stating the topic and the learning objective	3'
Main Activities	65'	Main Activities	65'
<i>Observing</i>	10'	<i>Observing</i>	10'

1. Distributing the example of a descriptive text	5'	1. Distributing the example of a descriptive text	5'
2. Asking the students to read the text individually	5'	2. Asking the students to read the text individually	5'
<i>Questioning</i>	5'	<i>Questioning</i>	5'
1. Inviting the students to ask questions about the generic structure, language features and social function of descriptive text	5'	1. Inviting the students to ask questions about the generic structure, language features and social function of descriptive text	5'
<i>Collecting Information</i>	30'	<i>Collecting Information</i>	30'
1. Guiding the students to write down and give the meanings of the unfamiliar words, phrases or sentences from the descriptive text	4'	1. Guiding the students to write down and give the meanings of the unfamiliar words, phrases or sentences from the descriptive text	5'
2. Dividing the students into home group consisting of 4 to 5 students, each members of the group get different paragraphs taken from the same text	4'	2. Dividing the students into some groups consisting of 4 to 5 students each groups	5'
3. Asking the students to make expert groups in which the members get the same paragraph	4'	3. Asking the students to discuss the text in group	10'
4. Asking the students to discuss the text together in their expert group	4'	4. Asking the students to do Task 1 (Multiple Choices) individually	10'
5. Asking the students to go back to their home group and share the result of their discussion from the expert group	4'		
6. Asking the students to do Task 1 (Multiple Choice) individually	10'		
<i>Associating</i>	10'	<i>Associating</i>	10'
1. Discussing the result with the	5'	1. Discussing the result with the	5'

class 2. Asking the students to do Task 2 (True False) individually	5'	class 2. Asking the students to do Task 2 (True False) individually	5'
<i>Communicating</i>	10'	<i>Communicating</i>	10'
1. Asking the students to discuss the result of the exercise together with the teacher	10'	1. Asking the students to discuss the result of the exercise together with the teacher	10'
<i>Closing</i>	5'	<i>Closing</i>	5'
1. Asking the students to draw a conclusion of what they have learned and discussed	3'	1. Asking the students to draw a conclusion of what they have learned and discussed	3'
2. Parting	2'	2. Parting	2'

I. Learning Assessment (*enclosed*)

1. Assessment

Exercise (*Reading comprehension*): Appendix 2

2. Instrument formats

Multiple choice and true or false statements

Learning materials for both the experimental class and control class

➤ *Leading questions*

It is the famous building in Indonesia.

It is located in Jakarta.

It is a tourism place for people.

1. Do you know the name of this place?
2. Do you know the name of the big monument in Jakarta which was built to commemorate the Indonesian struggle for the independence?
3. Do you know the name of the monument on this picture?



➤ *The definition of descriptive text*

Descriptive text is a text which tells what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing.

➤ *The generic structure of a descriptive text*

The generic structures of descriptive text are classified into two parts. They are:

1. Identification.

This part focuses on introducing the object being described.

2. Description.

This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristic.

Exercise

Descriptive text

Borobudur Temple

Borobudur is one of historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m²) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well-known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors arranged accordingly and makes it to be stair-like layers that you have to climb one by one to reach the top of the temple. In the middle of the floor, you will find small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there is a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the stupa through one of its hole and you can touch the Buddha statue, you will be able to make one of your dreams comes true.

Source: <http://www.wordcliff.com/2017/04/contoh-descriptive-text-singkat-tentang.html>

STUDENTS' WORKSHEET

Name	:
------	---

Student's Class/ Number	:
-------------------------	---

Task 1

Instruction for:

Experimental Group:

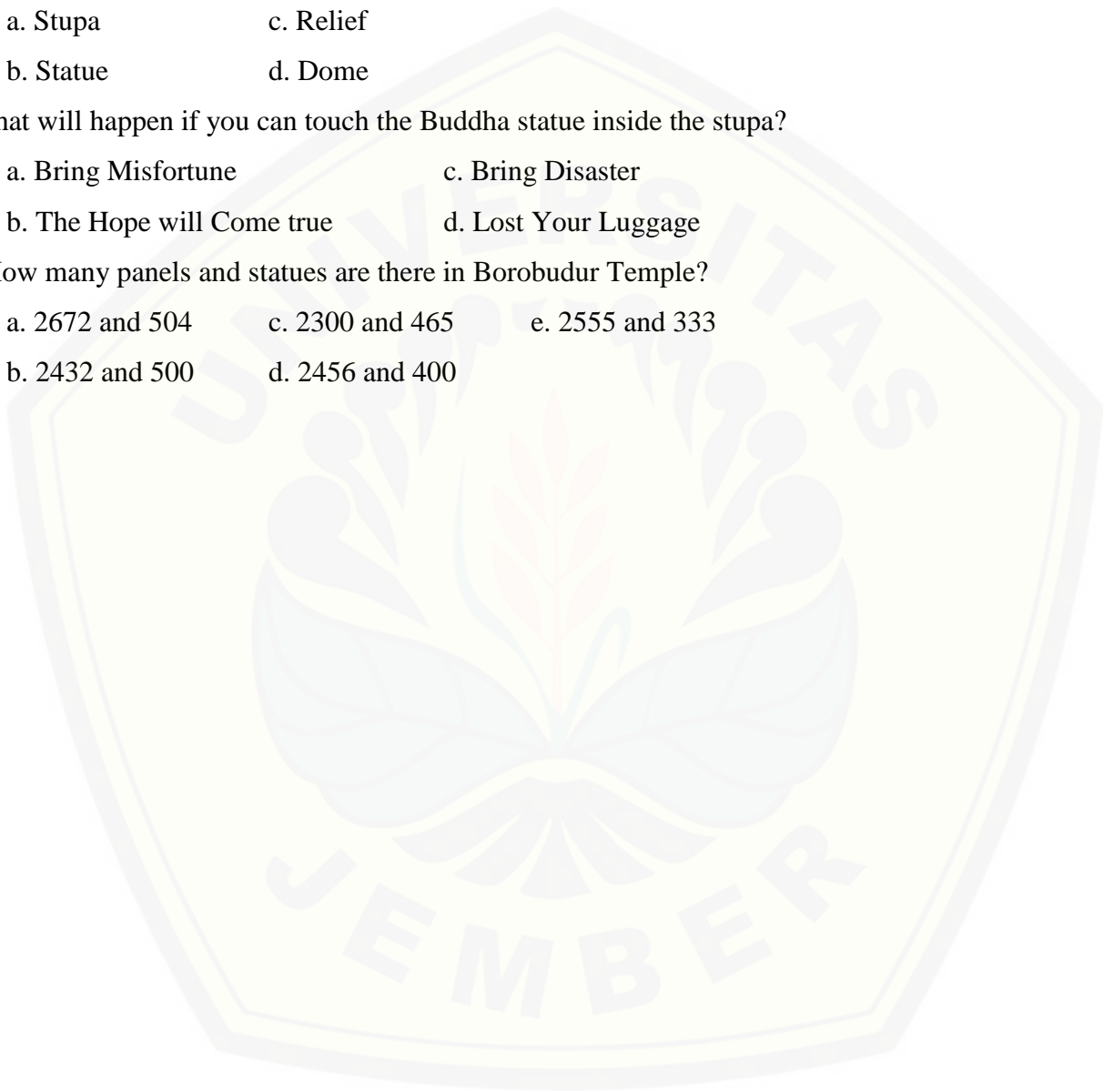
Work with your group! Read the text entitled "Borobudur Temple" carefully and choose the best answer of the following questions by crossing (X) a, b, c, d or e on your answer sheet!

Control Group:

Read the text entitled "Borobudur Temple" carefully and choose the best answer of the following questions by crossing (X) a, b, c, d or e on your answer sheet!

1. What does the text tell us about?
 - a. Magelang
 - b. Indonesia
 - c. Borobudur Temple
 - d. Stupa
2. Where is the location of Borobudur Temple?
 - a. Magelang
 - b. Pekalongan
 - c. Bogor
 - d. Jakarta
3. How high is Borobudur temple?
 - a. 30.2 meter
 - b. 35.2 meter
 - c. 34.5 meter
 - d. 30.5 meter
4. What is the size of Borobudur temple?
 - a. 12145 meter²
 - b. 13256 meter²
 - c. 34762 meter²
 - d. 15129 meter²
5. "...a well-known tourism destination...."
The underlined word has **similar** meaning with the word...
 - a. Amazing
 - b. Marvelous
 - c. Famous
 - d. Beautiful
6. How many floors does Borobudur Temple have in total?
 - a. 6
 - b. 3
 - c. 7
 - d. 9

7. Why is Borobudur Temple well-known to the world?
- a. the world largest Buddhist temple
 - b. Indonesian historical building
 - c. Having many reliefs
 - d. The world heritage site
8. What is located at the top center of Borobudur Temple?
- a. Stupa
 - b. Statue
 - c. Relief
 - d. Dome
9. What will happen if you can touch the Buddha statue inside the stupa?
- a. Bring Misfortune
 - b. The Hope will Come true
 - c. Bring Disaster
 - d. Lost Your Luggage
10. How many panels and statues are there in Borobudur Temple?
- a. 2672 and 504
 - b. 2432 and 500
 - c. 2300 and 465
 - d. 2456 and 400
 - e. 2555 and 333



Task 2

Write T (if the statement is true) and write F (if the statement is false) based on the text entitled “Borobudur Temple”

No.	Statements	T/F
1	Borobudur Temple is located in Magelang, Central Java.	
2	Borobudur Temple is the smallest Buddhist temple in the world.	
3	Its size is 15129 meter ² and 34.5 meter in height.	
4	Borobudur temple is not included in the world heritage.	
5	People didn't know about Borobudur Temple.	
6	Common building in Indonesia.	
7	It consists of six square floors and three circular floors	
8	There are lots of <i>relief</i> panels and Buddha statues spreading around it.	
9	Based on the data, there are 2.675 panels and 545 statues in total.	
10	There is nothing located at the top center of the temple.	

ANSWER KEY

No.	Task 1	Task 2
1	C	T
2	A	F
3	C	T
4	D	F
5	C	F
6	D	F
7	D	T
8	D	T
9	B	F
10	A	F

The Distribution of the Test Items

Indicators	The Number of The Test Items		Total Items
	Task 1	Task 2	
Finding literal information	1, 2, 5, 7	1, 2, 4, 5, 6, 8	10
Finding inferential information	3, 4, 6, 8, 9, 10	3, 7, 9, 10	10
			20

Scoring

Types of Questions	Description	Score	Max. Score
Multiple choices	Right answer	6	60
	Wrong answer	0	
True false	Right answer	4	40
	Wrong answer	0	
Total score = (score from Multiple Choices + True False)			100

APPENDIX E. LESSON PLAN 2

Subject	: English
Level	: Junior High School
Class	: VII
Genre	: Descriptive Text
Theme	: Animal
Language Skill	: Reading Comprehension
Time Allocation	: 2x40 minutes

A. Core Competence

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

Basic Competence		Indicators	
3.7	Membandingkan fungsi sosial, struktur teks unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1	Stating the generic structure, social function and the language features used in the descriptive text.
		3.7.2	Writing down and give the meanings of the unfamiliar words, phrases or sentences in the descriptive text.
4.7.1	Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda.	4.7.1.1	Answering the comprehension questions in the forms of true false and multiple choice covering literal comprehension and inferential comprehension in the descriptive text.

C. Learning Objectives

3.7.1 State the generic structure, social function and the language features used in the descriptive text.

3.7.2 Write down and give meanings of the unfamiliar words, phrases or sentences in the descriptive text.

4.7.1.1 Answer the comprehension questions in the forms of true false and multiple choice covering literal comprehension and inferential comprehension in the descriptive text.

D. Teaching and Learning Materials

Materials are enclosed

-Appendix 1: instructional materials for the experimental and control classes

E. Teaching Approach/Model

Technique: -Experimental Class : Jigsaw Type II Technique

-Control Class : Question and Answer technique

F. Media and Teaching Sources

Media: Text, Picture, Whiteboard (for both classes)

Learning sources: <https://www.scribd.com/document/358301145/English-Descriptive-Text-about-Animal-docx>

G. Teaching and Learning Activities

The Experimental Group	Time	The Control Group	Time
Set Induction	10'	Set Induction	10'
1. Greeting students and checking their attendance.	3'	1. Greeting students and checking their attendance.	3'
2. Asking the students to guess the riddle and giving leading questions about an Animal (Rabbit) to the students	4'	2. Asking the students to guess the riddle and giving leading questions about an Animal (Rabbit) to the students	4'
3. Stating the topic and the learning objective	3'	3. Stating the topic and the learning objective	3'
Main activities	65'	Main activities	65'
Observing	10'	Observing	10'
1. Distributing the example of a descriptive text	5'	1. Distributing the example of a descriptive text	5'
2. Asking the students to read the	5'	2. Asking the students to read the	5'

text individually		text individually	
Questioning	5'	Questioning	5'
1. Inviting the students to ask questions about the generic structure, language features and social function of descriptive text	5'	1. Inviting the students to ask questions about the generic structure, language features and social function of descriptive text	5'
Collecting information	30'	Collecting information	30'
1. Guiding the students to write down and give the meanings of the unfamiliar words, phrases or sentences from the descriptive text	4'	1. Guiding the students to write down and give the meanings of the unfamiliar words, phrases or sentences from the descriptive text	5'
2. Dividing the students into home group consisting of 4 to 5 students, each members of the group get different paragraphs taken from the same text	4'	2. Dividing the students into some groups consisting of 4 to 5 students each groups	5'
3. Asking the students to make expert groups in which the members get the same paragraph	4'	3. Asking the students to discuss the text in group	10'
4. Asking the students to discuss the text together in their expert group	4'	4. Asking the students to do Task 1 (Multiple Choices) individually	10'
5. Asking the students to go back to their home group and share the result of their discussion from the expert group	4'		
6. Asking the students to do Task 1 (Multiple Choice) individually	10'		

Associating	10'	Associating	10'
1. Discussing the result with the class	5'	1. Discussing the result with the class	5'
2. Asking the students to do Task 2 (True False) individually	5'	2. Asking the students to do Task 2 (True False) individually	5'
Communicating	10'	Communicating	10'
1. Asking the students to discuss the result of the exercise together with the teacher	10'	1. Asking the students to discuss the result of the exercise together with the teacher	10'
Closing	5'	Closing	5'
1. Asking the students to draw a conclusion of what they have learned and discussed	3'	1. Asking the students to draw a conclusion of what they have learned and discussed	3'
2. Parting	2'	2. Parting	2'

I. Learning Assessment (*enclosed*)

1. Assessment

Exercise (*Reading comprehension*): Appendix 2

2. Instrument formats

Multiple choice and true or false statements

Learning materials for both the experimental class and control class

➤ *Riddle*

It has two long ears.

It has two small eyes.

It is a cute pet.

It loves eating carrots.

Do you know what animal it is?

➤ *Leading questions*

1. Do you know an animal that has two long ears, two small eyes and soft fur?
2. Do you know the name of the animal on this picture?



➤ *The definition of descriptive text*

Descriptive text is a text which tells what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing.

➤ *The generic structure of a descriptive text*

The generic structures of descriptive text are classified into two parts. They are:

3. Identification.

This part focuses on introducing the object being described.

4. Description.

This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristic.

Exercise

Descriptive text

Rabbit

Rabbits are cute animals and have thick fur. They have two eyes, four legs, two ears, and a tail. Their fur has become the main attraction so many people buy rabbits because of their fur color which is really fascinating. You can see a rabbit with a variety of different fur colors such as white, black, brown, gray, and others. One of the most preferred colors is white, because of white a rabbit is symbolized as a clean animal which is absolutely adorable. Rabbit's eyes are very funny and most of them are black. Some types even have red colors of eyes. One of the types of rabbits having red eyes is Australian rabbits.

They have two long ears and even theirs can grow up to 10 cm. With their long ears, they could hear better and know the voices of their predators when approaching. Rabbit's ears look so funny and sometimes move up. The four feet rabbits have are very strong, especially the hind feet because those are used as the point for jumping. Front feet have 5 fingers while the hind feet have 4 fingers. Using four legs, they can run very fast and it makes them easier to run away from their predators.

They have a long enough body. They can grow between 20 to 50cm, with a weight between 0.4kg to 2 kg. They have a short tail. Their tails look like cotton balls because they are so short. A female rabbit is pregnant for 30 days. Every birth, rabbits can deliver between 4 to 12 babies. That is why, the rabbit population continues to grow rapidly and they do not become endangered species. Females can mate since the age of 6 months, while the males when they reach the age of 7 months. After mating, the females will then make their nests in the ground to deliver the babies.

Rabbit population continues to grow to this day due to the reproduction done consistently. Rabbits even become an important element in the livestock business. Currently, they become pets which are bought and sold continuously throughout the world.

Source: <https://www.scribd.com/document/358301145/English-Descriptive-Text-about-Animal-docx>

STUDENTS' WORKSHEET

Name :

Student's Class/ Number :

Task 1

Instruction for:

Experimental Group:

Work with your group! Read the text entitled "Rabbit" carefully and choose the best answer of the following questions by crossing (X) a, b, c, d or e on your answer sheet!

Control Group:

Read the text entitled "Rabbit" carefully and choose the best answer of the following questions by crossing (X) a, b, c, d or e on your answer sheet!

1. What does the text tell us about?
 - a. a giraffe
 - b. a whale
 - c. a rabbit
 - d. a kangaroo
2. How many ears do rabbit have?
 - a. 3
 - b. 2
 - c. 4
 - d. 12
3. What is the main attraction of a rabbit?
 - a. the leg
 - b. the eye
 - c. the hair
 - d. the mouth
4. "Rabbits are cute animals and have thick fur".
The **antonym** of the underlined word is...
 - a. fat
 - b. thin
 - c. solid
 - d. hard
5. How long is female rabbit pregnant?
 - a. 21 days
 - b. 7 days
 - c. 12 days
 - d. 30 days
6. Where is the location when rabbit gives birth to its babies?
 - a. a nest on the tree
 - b. a nest in the ground
 - c. a nest on the swamp
 - d. a nest on the cliff
7. When is the male rabbit ready to mate?
 - a. 3 months
 - b. 6 months
 - c. 7 months
 - d. 5 months

8. “The four feet rabbits have are very strong...”

The underlined word has **similar** meaning with the word...

- a. tough c. weak
b. forceful d. lazy

9. How many fingers do their hind feet have?

- a. 2 fingers c. 3 fingers
b. 4 fingers d. 8 fingers

10. What is the most preferred color of a rabbit’s fur?

- a. black c. white
b. brown d. blue

Task 2

Write T (if the statement is true) and write F (if the statement is false) based on the text entitled “Rabbit”

No.	Statements	T/F
1	They have two eyes, four legs, two ears, and a tail.	
2	Rabbits are cute animals and have thin fur.	
3	One of the types of rabbits having red eyes is Australian rabbits.	
4	They have two long ears which can grow up to 12 cm.	
5	People are not interested in rabbit’s fur.	
6	With their long ears, they could not hear better and know the voices of their predators when approaching.	
7	The four feet rabbits have are very strong.	
8	A female rabbit is pregnant for 30 days.	
9	Every birth, rabbits can deliver between 4 to 12 babies.	
10	After mating, the females will then make their nests in the tree to deliver the babies.	

ANSWER KEY

No.	Task 1	Task 2
1	C	T
2	B	F
3	C	T
4	B	F
5	D	F
6	B	F
7	C	T
8	A	T
9	B	T
10	C	F

The Distribution of the Test Items

Indicators	The Number of The Test Items		Total Items
	Task 1	Task 2	
Finding literal information	1, 3, 4, 8	2, 3, 5, 7	10
Finding inferential information	2, 5, 7, 9, 10	1, 4, 6, 9, 10	10
			20

Scoring

Types of Questions	Description	Score	Max. Score
Multiple choices	Right answer	6	60
	Wrong answer	0	
True false	Right answer	4	40
	Wrong answer	0	
Total score = (score from Multiple Choices + True False)			100

APPENDIX F. TRY-OUT TEST

Subject	: English
Grade/Semester	: VII / II
Time	: 40 minutes
Skill	: Reading Comprehension
Text	: Descriptive

Choose the best answer of the following questions by crossing a, b, c, d or e on your answer sheet!

The text is for questions 1-4

My Mother

I want to tell you about my mother. Her name is Girania Kirana. She is very beautiful but she is not tall. She has fair and light skin. The color of her eyes is grey. Her eyes are dazzling and amazing. I really love her eyes.

She is a very kind person. She is cheerful. She loves to entertain and to amuse her children when her children are upset. She always motivates me to learn many things and explores knowledge with experiences. She is patient and a tough woman I have ever known. She loves to help people. She is a very good person, as a wife and mother. She always takes care of her family. She loves her husband and children very much.

She likes her house to be clean and neat. She does all of the chores without a housemaid and she can also manage her work well. She works as a psychologist. She opens a clinic at home. Her clients really like her work because my mother is excellent in psychology. She is the best place to share stories and she always gives great advice if we have problems.

Source: (<https://www.kakakpintar.id/soal-bahasa-inggris-smp-kelas-7-semester-1-dan-kunci-jawaban/>)

1. What is the color of Mrs. Kirana eyes?

- | | |
|----------|----------|
| a. black | c. grey |
| b. blue | d. green |

2. What is the synonym of the word “tough”?

- | | |
|-----------|----------|
| a. weak | c. cool |
| b. strong | d. heavy |

3. Does Mrs. Kirana have a housemaid?
- a. yes, she does c. no, she does not
b. yes d. no, never
4. What is Mrs. Kirana's job?
- a. teacher c. psychiatrist
b. doctor d. psychologist

The text is for questions 5-8

Giraffe

It's about six meters tall. It eats leaves. It has big brown eyes. They are protected by very thick lashes. The skin has many spots. The spots are brown. This coloring helps the giraffe from its enemy. It also has two short horns on its head. The giraffe has two methods of self-protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

Source: (<https://www.scribd.com/doc/125253005/Soal-Ulangan-Harian-Bahasa-Inggris-Kelas-7-Semester-2-Deskriptif-Text-docx>)

5. What is the text tell us about?
- a. an elephant c. a monkey
b. a giraffe d. a lion
6. What is the purpose of the text?
- a. to narrate a Giraffe c. to describe a giraffe
b. to see a Giraffe d. to kill a giraffe
7. What is the color of the giraffe's spot?
- a. black c. brown
b. white d. green
8. How far can giraffe gallop on 2 hours?
- a. 50 km c. 70 km
b. 60 km d. 100 km

The text is for questions 9-18**My youngest brother**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Source: (<https://www.quipper.com/id/blog/mapel/bahasa-inggris/kamu-anak-smp-ini-10-contoh-soal-descriptive-text-bahasa-inggris-buatmu/>)

9. "Peter is interested in sports very much, and at school he plays football and tennis."

The underlined phrase can be replaced by Peter...

- a. dislikes sport c. hate sport very much
b. really likes sports d. finds sport not really entertaining

10. "He is fourteen years old and younger than me."

The underlined word refers to...

- a. Peter c. the writer's brother
b. the writer d. the writer's family

11. "But he usually does what he is asked to do."

What does that statement mean?

- a. he does anything he wants c. he is lazy
b. he always asks d. he is diligent

12. What is the text mostly about?

- a. Peter c. Peter's family
b. Peter's hobby d. Peter's elder brother

13. From the text, we may conclude that...

- a. many people do not like Peter c. Peter is a welcoming person
b. the writer is older than Peter d. Peter is not diligent at all

14. It is implied in the passage that...

- a. Peter is naughty c. Peter is unfriendly
b. Peter is lazy d. Peter is diligent

15. According to the passage, we know that Peter is...

- a. the writer's youngest brother c. a naughty boy
b. the writer's elder brother d. a friendly boy

16. Which of the following statement is not true about peter?
- a. he has long and straight hair c. he is interested in sports
b. he has bright eyes d. he plays football and tennis
17. The writer is... years old.
- a. fourteen c. eighteen
b. sixteen d. nineteen
18. How old is Peter? He is... years old
- a. four c. forty
b. fourteen d. ten

The text is for questions 19-20

The Beauty of Magelang

Magelang is an interesting tourist resort with many attractive old buildings. It is located in Central Java about forty five kilometers north of Jogjakarta. It takes about an hour by bus from Jogyakarta.

Pucang, Secang a sub-district in Magelang, is one of the popular places for horn carving handicraft. It is said that most of the people are skilled in this art. More than thirty five families actually make their living by carving horns of buffaloes or cows.

They normally produce one thousand carvings a day. However, this is not a record for a single day. They once received an order for one hundred and forty two thousand combs to be completed within one month. Any kind of horn carving handicraft is displayed at the workshop, where tourists often come to buy souvenirs.

Source: (<http://abidinfaz.blogspot.com/2015/11/soal-ulangan-semester-bahasa-inggris.html>)

19. How do most people in Pucang earn their living?
- a. by producing horns of buffalo
b. by producing thousands of combs
c. by buying and selling any kind of souvenirs
d. by providing horns of buffaloes or cows

20. Which statement is true according to the text?
- a. it takes some hours to go to Magelang from Jogjakarta
 - b. more than a hundred people are skillful in carving horns
 - c. every family has their own workshop to display their handicrafts
 - d. they once made 142.000 combs within a month

The text is for questions 21-25

Dream Food Restaurant

There is a new restaurant near my house in Jalan H. Ari No. 2. The restaurant is big and cozy. It has large parking and plenty of flower plants. Dream Food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and dorayaki cake, the taste are so delicious. It also gives discount for student, just show your students' ID when you pay at the cashier.

Source: (English in Focus for grade VII Junior High School)

21. What is Dream Food?
- a. Favourite food.
 - b. Restaurant.
 - c. A place near writer's house.
 - d. Playground
22. How does Dream Food look like?
- a. It's large and comfortable.
 - b. It's nice but small.
 - c. It's far and cozy.
 - d. It's always crowded
23. What kind of restaurant you think it is?
- a. Teenager restaurant.
 - b. Family restaurant.
 - c. Kids restaurant.
 - d. Seafood restaurant
24. What is the speciality menu there?
- a. Soup.
 - b. Cake.
 - c. Oxtail soup.
 - d. Beef Steak
25. What is the advantage by eating there?
- a. Get a big discount.
 - b. Get promo price.
 - c. Get students' discount
 - d. Gain more weight

Answer Key for the Try-Out Test

1. c	6. c	11. d	16. c	21. b
2. b	7. c	12. a	17. c	22. a
3. c	8. a	13. c	18. b	23. b
4. d	9. b	14. d	19. c	24. c
5. b	10. b	15. a	20. d	25. c

Reading Test Item Distribution

No.	Indicators	Reading test item numbers
1	Finding literal information	2, 5, 6, 12, 13, 14, 20, 21, 23
2	Finding inferential information	1, 3, 4, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 22, 24, 25

Scoring

Type of Question	Description	Score	Max. Score
Multiple choice	Right answer	4	100
	Wrong answer	0	
Total score			100

APPENDIX G. POST TEST

Subject : English

Grade/Semester : VII / II

Time : 40 minutes

Skill : Reading Comprehension

Text : Descriptive

Choose the best answer of the following questions by crossing a, b, c, d or e on your answer sheet!

The text is for questions 1-4

My Mother

I want to tell you about my mother. Her name is Girania Kirana. She is very beautiful but she is not tall. She has fair and light skin. The color of her eyes is grey. Her eyes are dazzling and amazing. I really love her eyes.

She is a very kind person. She is cheerful. She loves to entertain and to amuse her children when her children are upset. She always motivates me to learn many things and explores knowledge with experiences. She is patient and a tough woman I have ever known. She loves to help people. She is a very good person, as a wife and mother. She always takes care of her family. She loves her husband and children very much.

She likes her house to be clean and neat. She does all of the chores without a housemaid and she can also manage her work well. She works as a psychologist. She opens a clinic at home. Her clients really like her work because my mother is excellent in psychology. She is the best place to share stories and she always gives great advice if we have problems.

Source: (<https://www.kakakpintar.id/soal-bahasa-inggris-smp-kelas-7-semester-1-dan-kunci-jawaban/>)

1. What is the color of Mrs. Kirana eyes?
 - a. black c. grey
 - b. blue d. green
2. What is the synonym of the word “tough”?
 - a. weak c. cool
 - b. strong d. heavy

3. Does Mrs. Kirana have a housemaid?
- a. yes, she does c no, she does not
 - b. yes d no, never
4. What is Mrs. Kirana's job?
- a. teacher c. psychiatrist
 - b. doctor d. psychologist

The text is for questions 5-8

Giraffe

It's about six meters tall. It eats leaves. It has big brown eyes. They are protected by very thick lashes. The skin has many spots. The spots are brown. This coloring helps the giraffe from its enemy. It also has two short horns on its head. The giraffe has two methods of self-protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

Source: (<https://www.scribd.com/doc/125253005/Soal-Ulangan-Harian-Bahasa-Inggris-Kelas-7-Semester-2-Deskriptif-Text-docx>)

5. What is the text tell us about?
- a. an elephant c. a monkey
 - b. a giraffe d. a lion
6. What is the purpose of the text?
- a. to narrate a Giraffe c. to describe a giraffe
 - b. to see a Giraffe d. to kill a giraffe
7. What is the color of the giraffe's spot?
- a. black c. brown
 - b. white d. green
8. How far can giraffe gallop on 2 hours?
- a. 50 km c. 70 km
 - b. 60 km d. 100 km

The text is for questions 9-18**My youngest brother**

Peter is the youngest in our family. He is fourteen years old and four years younger than me.

He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Source: (<https://www.quipper.com/id/blog/mapel/bahasa-inggris/kamu-anak-smp-ini-10-contoh-soal-descriptive-text-bahasa-inggris-buatmu/>)

9. "Peter is interested in sports very much, and at school he plays football and tennis."

The underlined phrase can be replaced by Peter...

- a. dislikes sport c. hate sport very much
- b. really likes sports d. finds sport not really entertaining

10. "He is fourteen years old and younger than me."

The underlined word refers to...

- a. Peter c. the writer's brother
- b. the writer d. the writer's family

11. "But he usually does what he is asked to do."

What does that statement mean?

- a. he does anything he wants c. he is lazy
- b. he always asks d. he is diligent

12. What is the text mostly about?

- a. Peter c. Peter's family
- b. Peter's hobby d. Peter's elder brother

13. From the text, we may conclude that...

- a. many people do not like Peter c. Peter is a welcoming person
- b. the writer is older than Peter d. Peter is not diligent at all

14. It is implied in the passage that...

- a. Peter is naughty c. Peter is unfriendly
- b. Peter is lazy d. Peter is diligent

15. According to the passage, we know that Peter is...
- a. the writer's youngest brother
 - b. the writer's elder brother
 - c. a naughty boy
 - d. a friendly boy
16. Which of the following statement is not true about peter?
- a. he has long and straight hair
 - b. he has bright eyes
 - c. he is interested in sports
 - d. he plays football and tennis
17. The writer is... years old.
- a. fourteen
 - b. sixteen
 - c. eighteen
 - d. nineteen
18. How old is Peter? He is... years old
- a. four
 - b. fourteen
 - c. forty
 - d. ten

The text is for questions 19-20

The Beauty of Magelang

Magelang is an interesting tourist resort with many attractive old buildings. It is located in Central Java about forty five kilometers north of Jogjakarta. It takes about an hour by bus from Jogyakarta.

Pucang, Secang a sub-district in Magelang, is one of the popular places for horn carving handicraft. It is said that most of the people are skilled in this art. More than thirty five families actually make their living by carving horns of buffaloes or cows.

They normally produce one thousand carvings a day. However, this is not a record for a single day. They once received an order for one hundred and forty two thousand combs to be completed within one month. Any kind of horn carving handicraft is displayed at the workshop, where tourists often come to buy souvenirs.

Source: (<http://abidinfaz.blogspot.com/2015/11/soal-ulangan-semester-bahasa-inggris.html>)

19. How do most people in Pucang earn their living?
- a. by producing horns of buffalo
 - b. by producing thousands of combs
 - c. by buying and selling any kind of souvenirs
 - d. by providing horns of buffaloes or cows

20. Which statement is true according to the text?
- it takes some hours to go to Magelang from Jogjakarta
 - more than a hundred people are skillful in carving horns
 - every family has their own workshop to display their handicrafts
 - they once made 142.000 combs within a month

Answer Key for the Post Test

1. c	6. c	11. d	16. c	21.b
2. b	7. c	12. a	17. c	22.a
3. c	8. a	13. c	18. b	23.b
4. d	9. b	14. d	19. c	24.c
5. b	10. b	15. a	20. d	25.c

Reading Test Item Distribution

No.	Indicators	Reading test item numbers
1	Finding literal information	2, 5, 6, 12, 13, 14, 20, 21, 23
2	Finding inferential information	1, 3, 4, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 22, 24, 25

Scoring

Type of Question	Description	Score	Max. Score
Multiple choice	Right answer	5	100
	Wrong answer	0	
Total score			100

APPENDIX H. The Result of Try Out Test of Odd Number (X)

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	19
3	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	19
5	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	18
7	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	18
9	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	17
11	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	1	16
13	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	16
15	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	1	18
17	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	19
19	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	20
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	24
23	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	24
Total	11	12	9	9	11	11	9	9	9	12	9	9	10	9	11	9	11	11	9	9	10	10	11	9	13	

Notes:

The top row: the number of task takers

The bottom row: the total number of questions students answered correctly

The left side row: odd test items

The right side: the total number of students who answered the questions correctly

APPENDIX I. The Result of Try Out Test of Even Number (Y)

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
2	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	19
4	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	20
6	1	1	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	18
8	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	18
10	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	1	18
12	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	17
14	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	1	0	1	1	1	0	0	0	0	15
16	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	17
18	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	19
20	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	0	0	1	1	1	0	1	0	1	17
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	24
24	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
Total	11	11	11	9	8	8	9	10	10	7	9	7	9	8	9	7	10	10	9	9	11	8	8	7	11		

Notes:

The top row: the number of task takers

The bottom row: the total number of questions students answered correctly

The left side row: even test items

The right side: the total number of students who answered the questions correctly

APPENDIX J. Calculation of Each Odd(X) And Even(Y)

No.	Initial names	X	Y	X ²	Y ²	XY
1	AAR	11	11	121	121	121
2	ANG	12	11	144	121	132
3	AWSR	9	11	81	121	99
4	BFW	9	9	81	81	81
5	HA	11	8	121	64	88
6	IRS	11	8	121	64	88
7	IW	9	9	81	81	81
8	ISW	9	10	81	100	90
9	JND	9	10	81	100	90
10	KAS	12	7	144	49	84
11	LAR	9	9	81	81	81
12	MAL	9	7	81	49	63
13	MWA	10	9	100	81	90
14	RZ	9	8	81	64	72
15	RA	11	9	121	81	99
16	RP	9	7	81	49	63
17	WA	11	10	121	100	110
18	RD	11	10	121	100	110
19	UDR	9	9	81	81	81
20	ZIZ	9	9	81	81	81
21	AK	10	11	100	121	110
22	MNB	10	8	100	64	80
23	IDS	11	8	121	64	88
24	DH	9	7	81	49	63
25	YS	13	11	169	121	143
		252	226	2576	2088	2288

APPENDIX K. The Result of Difficulty Index Analysis

No.	R	N	FV	Criteria	Status
1	19	25	0.76	Fair	Used
2	19	25	0.76	Fair	Used
3	19	25	0.76	Fair	Used
4	20	25	0.8	Fair	Used
5	18	25	0.72	Fair	Used
6	18	25	0.72	Fair	Used
7	18	25	0.72	Fair	Used
8	18	25	0.72	Fair	Used
9	17	25	0.68	Fair	Used
10	18	25	0.72	Fair	Used
11	16	25	0.64	Fair	Used
12	17	25	0.68	Fair	Used
13	16	25	0.64	Fair	Used
14	15	25	0.6	Fair	Used
15	18	25	0.72	Fair	Used
16	17	25	0.68	Fair	Used
17	19	25	0.76	Fair	Used
18	19	25	0.76	Fair	Used
19	20	25	0.8	Fair	Used
20	17	25	0.68	Fair	Used
21	24	25	0.96	Easy	Deleted
22	24	25	0.96	Easy	Deleted
23	24	25	0.96	Easy	Deleted
24	24	25	0.96	Easy	Deleted
25	24	25	0.96	Easy	Deleted

Notes :

Fair : 20 items (95%)

Easy : 5 items (5%)

APPENDIX L. The Post Test Score**The Score of Participants in the Control Class (VII C)**

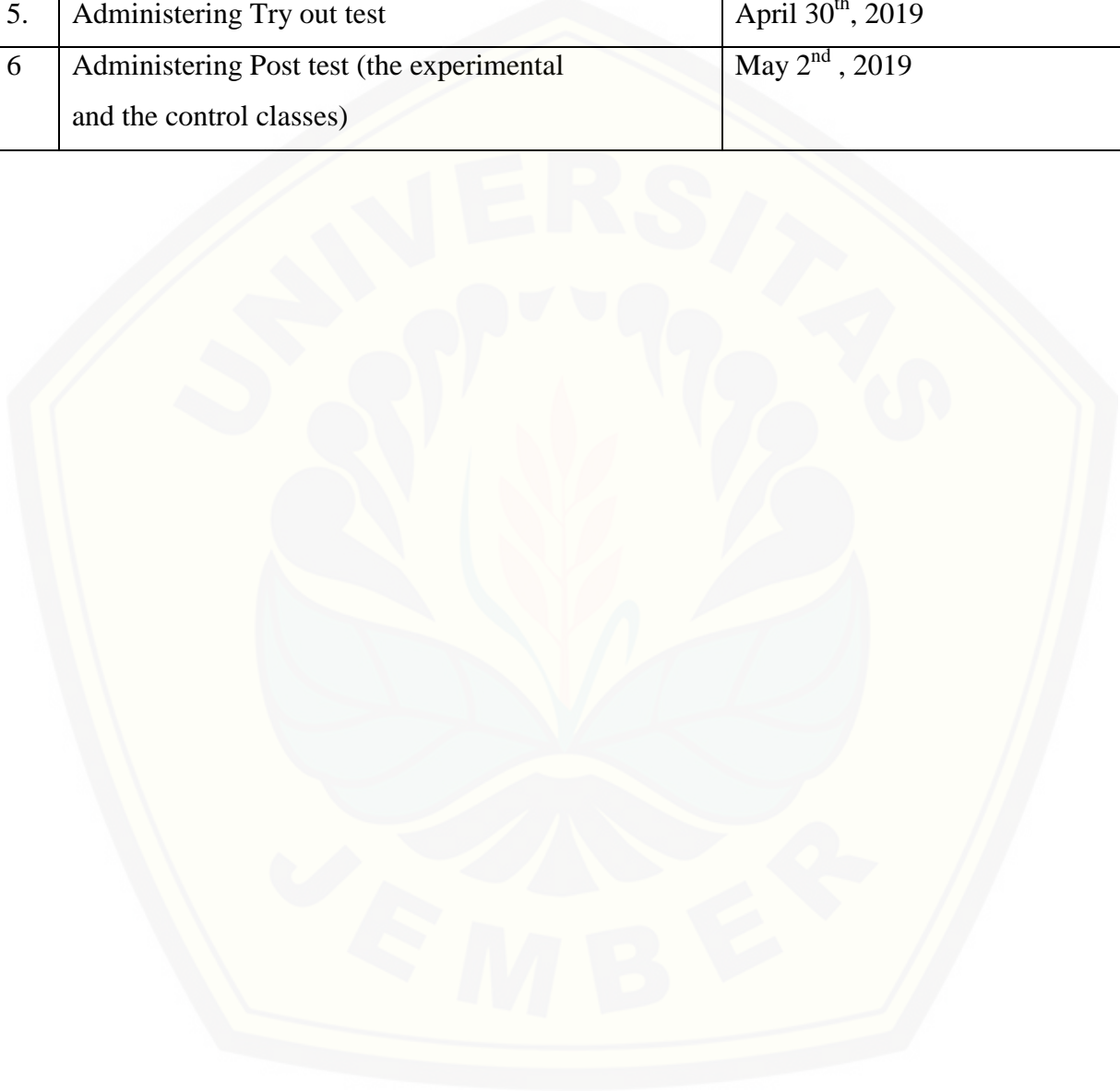
No.	Initial names	Scores	No.	Initial names	Scores
1.	AQ	60	14.	LA	90
2.	ASP	75	15.	MAR	80
3.	ARF	85	16.	MAH	70
4.	CS	85	17.	MR	60
5.	DHA	90	18.	MRS	85
6.	DES	75	19.	SAPP	80
7.	DAP	85	20.	SOL	80
8.	FFA	80	21.	SMU	85
9.	FAS	85	22.	SW	85
10.	FER	85	23.	TH	85
11.	IDK	70	24.	WSP	90
12.	IAK	85	25.	DEPA	85
13.	KDR	65			

The Scores of Participant in the Experimental Class (VII A)


No.	Initial names	Scores	No.	Initial names	Scores
1	AN	90	14	MMN	90
2	AM	70	15	MSW	90
3	ARA	80	16	MSA	80
4	ASH	65	17	NDP	90
5	AIS	90	18	NR	85
6	DAS	85	19	RF	90
7	FDA	90	20	SEA	70
8	FPP	70	21	SIS	90
9	FAA	85	22	SH	90
10	IP	80	23	SGP	85
11	IS	90	24	WS	85
12	MS	90	25	ZH	85
13	MRY	65	26	JDW	85

APPENDIX M. The Schedule of The Research

No.	Activity	Date
1.	Conducting the Interview	February 13 rd , 2019
2.	Administering Homogeneity test	April 9 th to 11 th , 2019
3.	1 st meeting (the experimental and the control classes)	April 18 th , 2019
4.	2 nd meeting (the experimental and the control classes)	April 25 th , 2019
5.	Administering Try out test	April 30 th , 2019
6.	Administering Post test (the experimental and the control classes)	May 2 nd , 2019



APPENDIX N. The Permission Letter of Conducting Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331)- 330224, 334267, 337422, 333147 * Faximile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor **2524**UN25.1.5/LT/2019
Lampiran : -
Hal : Permohonan Izin Penelitian

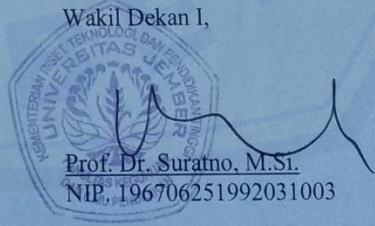
Yth. Kepala
SMP Negeri 1 Kedungjajang

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Muhammad Agradean Triyono
NIM : 140210401081
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 1 Kedungjajang dengan judul "The Effect of Using Jigsaw Type II Technique on Junior High School Students' Reading Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

**APPENDIX O. Statement Letter for Accomplishing the Research from SMP 1
Kedungjajang**

**PEMERINTAH KABUPATEN LUMAJANG**
DINAS PENDIDIKAN
UPT SMP NEGERI 1 KEDUNGJAJANG
Jl. Cemeng Kedungjajang Telp (0334)443046 Email : smpn1kedungjajang@yahoo.co.id
LUMAJANG 67358

SURAT KETERANGAN
Nomor : 800/673 /427.42.19.01/2019

Yang bertanda tangan dibawah ini :

N a m a : MAMIK SETIAWATI, M.Pd
NIP : 19760418 199903 2 006
Pangkat / Golongan : Pembina Tk. I / IV b
Jabatan : Kepala Sekolah
Unit Kerja : UPT SMP Negeri 1 Kedungjajang Lumajang

Menerangkan :

N a m a : MUHAMMAD AGRADEAN TRIYONO
NIM : 140210401081
Program Studi : Pendidikan Bahasa Inggris
Kampus : Universitas Jember

Bahwa nama tersebut di atas telah mengadakan penelitian untuk skripsi di UPT SMP Negeri 1 Kedungjajang Lumajang dengan judul penelitian “The Effect of Using Jigsaw Type II Technique on the Seventh Grade Students”.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kedungjajang, 9 Mei 2019

Kepala Sekolah


MAMIK SETIAWATI, M.Pd
NIP. 19760418 199903 2 006