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IMPLEMENTING JIGSAW IV TECHNIQUE TO IMPROVE THE ELEVENTH GRADE STUDENTS' PARTICIPATION AND READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT AT SMA PLUS DARUL HIKMAH

THESIS

By
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NIM 120210401055

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2016

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Fathorozi and Ruhaida.
2. My lovely brothers and sisters, Uliy Ba'sin Syadid, Laily Tahajjudy, Abi Dzar Al Ghifari, and Leyla Jasmine.
3. My beloved grandfathers and grandmothers, Suhadi, Sa'adah, Supai, and Sri Parmulasih.

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MOTTO

The more that you read, the more things you will know. The more that you learn, the more places you will go.

(Dr. Seuss, I Can Read With My Eyes Shut!)

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STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, June 23rd, 2016

The writer

Anisa Ulya Zuraida
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CONSULTANTS' APPROVAL

IMPLEMENTING JIGSAW IV TECHNIQUE TO IMPROVE THE ELEVENTH GRADE STUDENTS' PARTICIPATION AND READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT AT SMA PLUS DARUL HIKMAH

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
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APPROVAL OF THE EXAMINATION COMMITTEE

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Firstly, I would like to express my deepest gratitude to Allah SWT who always leads and grants me His blessing and guidance so that I am able to finish my thesis entitled "Implementing Jigsaw IV Technique to Improve the Eleventh Grade Students' Participation and Reading Comprehension Achievement of Narrative Text at SMA Plus Darul Hikmah".

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

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
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6. My beloved family of PARANADA;
7. My lovely friends;
8. My beloved almamater, Jember University.

Lastly, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism would be appreciated.

Jember, June 23rd, 2016

The Writer

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SUMMARY

Implementing Jigsaw IV Technique to Improve the Eleventh Grade Students' Participation and Reading Comprehension Achievement of Narrative Text at SMA Plus Darul Hikmah; Anisa Ulya Zuraida, 120210401055; 2016: 177 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the Eleventh Grade Students' Participation and Reading Comprehension Achievement of Narrative Text at SMA Plus Darul Hikmah. Based on the preliminary study conducted by the researcher in the form of interview with the English teacher, it was known that the eleventh grade students have low motivation in learning English. Some students did not like English and thought that English was a difficult subject. They did not understand the words of English texts in reading activities. The other reason was lack of vocabularies. Besides, the students did not have any handbooks for practicing. Hence, they only got the materials from the teacher. The minimum standard for English score is 70. It was known that XI IPA had the lowest score of English. The scores of XI IPA students were mostly below 70. 23,6% (4 students) of 17 students achieved the score above 70 and 76,4% (13 students) of 17 students got below 70. In addition, the teacher said that he never use Jigsaw Technique. He only used discussion and one of the techniques in Cooperative Learning that is think-pair-share in teaching learning process.

Based on the observation conducted by the researcher, the students' problems were also found in their participation during teaching and learning process. Some of the students paid attention to the teacher's explanation, while the others were busy with their own activities. They preferred talking with others to listening to the English teacher and did something else on their tables. Then, not all of the students made a note on the teacher's explanation. When the teacher gave a task and asked the

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students to do it in pair, most of them did it, even though they were noisy. It can be said that the students' participation in the teaching learning process needs an improvement. The researcher tried to overcome the problem by using Jigsaw IV Technique in teaching reading narrative text.

The data of this research were obtained from a reading test and observation in the form of checklist. The action was implemented in two cycles in order to achieve the criteria of success. The result of the students' participation showed that the percentage of the students' participation in Cycle 1 showed improvement, although it had not fulfilled the target percentage of the research that was 75% of the students were actively involved in the reading class. The average of the results of the students' participation in Meeting 1 and Meeting 2 of Cycle 1 was 53%. After conducting reflection and revising some problems, the percentage of the students' participation showed better improvement in Cycle 2. It increased from 53% in Cycle 1 to 82% in Cycle 2.

The result of reading comprehension test showed that in Cycle 1, the test had not fulfilled the criteria of success in this research that was 75% of the students got ≥70. There were 59% or 10 of 17 students achieved the standard minimum score ≥70, while 41% or 7 of 17 students had not. After conducting reflection and revising some problems, there was improvement in Cycle 2. The percentage of the students who got ≥70 in the reading test increased from 59% (10 students) in Cycle 1 to 82% (14 students) in Cycle 2.

Based on the results of the research, it can be said that the implementation of Jigsaw IV Technique could improve the students' participation and their reading comprehension of narrative text. The finding of this research strengthened the theory that Jigsaw IV Technique is an effective technique to be applied in reading classroom. It also allowed students to work cooperatively and share the idea they have with the members of the groups.

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CHAPTER 1. INTRODUCTION

This research is about the use of Jigsaw IV Technique to improve the eleventh grade students' participation and reading comprehension achievement at SMA Plus Darul Hikmah. This chapter discusses some issues related to the topics of the research. They include research background, research problems, research objectives, and research significance. The explanation of each issue is explained clearly in the following section.

1.1 Research Background

As an international language, English is considered to be an essential language in the world. It is the most common spoken language that is used by people in communication. English plays an important role in many aspects of human activities including job, education, health, politics, etc. By using English, people can exchange information to others in different countries easily. It is very useful for people, as a human being, to broaden their knowledge toward English. In a politic field, English becomes crucial in making some diplomatic relations with other countries. It also happens with an education field, since English is needed by students in getting new educational information. Furthermore, the students can compete with others in making a better quality of life. For that reason, English is one of the languages that should be mastered by the students to face this globalization era.

English belongs to a foreign language and it is taught as a compulsory subject for students in Junior High School and Senior High School level in Indonesia. Based on the 2006 Institutional Level Curriculum (*Kurikulum Tingkat SatuanPendidikan/KTSP 2006),* there are two important aspects that have to be learned by the students, namely language skills and language components. Language

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skills cover listening, speaking, reading, and writing while language components include grammar, vocabulary, and pronunciation.

As mentioned above, reading is one of the language skills that should be learned by senior high school students. Reading is an activity of getting information in written form so that it becomes a boring activity for some students. They still get confused in understanding the meaning of the text. The problems usually faced by the students are lack of vocabulary, minimum prior knowledge of a text, and lack of capability to catch up a main idea of a paragraph. The effect is that the students cannot do some tasks. Thus, the result of their reading achievement is low. To overcome the problems above, the students should have an ability to comprehend the text before doing the task given.

Since English becomes one of the requirements that is needed in education, the students have to master reading because mostly some information they require are in the forms of written texts, such as books, magazines, newspapers, journals, etc. Therefore, by reading, the students can broaden their new vocabularies. They can also get a new reading experience because every text has different characteristics. Furthermore, reading makes an interaction between students and the text they read. Carrel and Eisterhold (1988) in Khand (2004) point out that reading is an interactive process that involves knowledge and various types of language knowledge in text comprehension. It can be concluded that reading is an important skill since it has some advantages for the students.

Reading is a skill that has a purpose. Casper *et al.* (1998) argue in their article that the objective of reading is to comprehend the ideas of material. Without that, reading would be meaningless. Reading is an activity of understanding written information which is not easy to catch up while reading. People who are native may understand well, but foreign people may get some problems in understanding some things in a text. On the other hand, mastering reading means mastering other skills. According to Anggraini (2014), reading is a language activity which ought not to be separated

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from other language activities in the classroom. In line with this idea, Grellet (1996:8) says that reading comprehension should not be separated from the other skills. It means that the teacher might integrate reading with other language skills in doing some reading activities, especially reading comprehension in the classroom. For example, reading-speaking, the students read the text or the material first before they speak and reading-writing, the students read a text and make a summary of that.

Reading comprehension refers to the ability to comprehend the text given. Students need to understand what is being read to get some information or new knowledge. Hellekjaer (2009) cited in Attaprechakul (2013) explains that reading is a crucial means of gaining new knowledge. Students need to acquire effective strategies to cope with reading demands. Furthermore, McNeils (1992:16) defines reading comprehension as acquiring information from context and combining with reader's existing knowledge or prior knowledge into a new whole. According to McWhorter (1989:90) in Febry (2013:8), reading comprehension covers word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

Before conducting the research, a preliminary study in the form of interview and observation had been done at SMA Plus Darul Hikmah. The preliminary study was done on Thursday, January 14th, 2016 by interviewing the English teacher of the eleventh grade students at SMA Plus Darul Hikmah. Based on the information from the English teacher, the eleventh grade students had low motivation in learning English. Some students did not like English and thought that English was a difficult subject. They did not understand the words of English texts in reading activities. That was why the result of their reading comprehension is still low. The other reason was lack of vocabularies. The students had limited vocabulary although they were students of the eleventh grade. Besides, the students did not have any handbooks for practicing. Hence, they only got the materials from the teacher. The minimum standard for English score is 70. It was known that XI IPA had the lowest score of

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English. The scores of XI IPA students were mostly below 70. 23,6% (4 students) of 17 students achieved the score above 70 and 76,4% (13 students) of 17 students got below 70. In addition, the teacher said that he never use Jigsaw Technique. He only used discussion and one of the techniques in Cooperative Learning that is think-pair-share in teaching learning process.

Based on the observation conducted by the researcher, the students' problems were also found in their participation during teaching and learning process. Some of the students paid attention to the teacher's explanation, while the others were busy with their own activities. They preferred talking with others to listening to the English teacher and did something else on their tables. Then, not all of the students made a note on the teacher's explanation. When the teacher gave a task and asked the students to do it in pair, most of them did it, even though they were noisy. It can be said that the students' participation in the teaching learning process needs an improvement.

Based on the issues above, the researcher was eager to apply Jigsaw Technique, especially Jigsaw IV Technique in teaching reading. It is one of the techniques in Cooperative Learning. Cooperative Learning is an approach that involves some activities in pairs or in groups of students in the classroom. According to Olsen and Kagan (1992:8) in Richards and Rodgers (2001:192), cooperative learning is group learning activity in which the learners in groups are dependent each other in exchanging information and increasing motivation in learning. In other words, cooperative learning is a pair or a group activity that makes the students exchange an idea to gain some purposes of learning.

Jigsaw is a technique developed by Elliot in 1978. Richards and Rodgers (2001:192) define cooperative learning as a kind of group work activities that involves students to work collaboratively with others about some tasks given. According to Meng (2010), each student in one team is assigned a unique part of materials. After reading, the students in each group who study the same parts or

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sections form an expert group to discuss and master information. Next, they go back to their original teams and teach their parts to teammates. Finally, all the team members are tested on the entire body of the material. Those are some activities that have to be done by the students in applying jigsaw technique in the classroom.

Jigsaw IV is the newest series of jigsaw. It was developed by Holliday in 2002. Holliday (2002:1) states in his article that Jigsaw IV is created to improve the previous jigsaw series. There are some differences among Jigsaw IV and the other jigsaw series. As Holliday noted that there are three major differences between Jigsaw IV and Jigsaw III, namely the introduction of the lesson, the quizzes that check for accuracy of information and the re-teaching of material missed on assessment as needed.

There are two previous studies that had been conducted by the English Department students of Faculty of Teacher Training and Education, Jember University, dealing with Jigsaw IV Technique. The first was conducted by Zakiyah (2010) who did a classroom action research on the tenth year students' reading comprehension achievement by using Jigsaw IV Technique at MA Darussalam Jember in the 2009/2010 academic year. She reported that Jigsaw IV Technique could improve the tenth year students' reading comprehension achievement on narrative text at MA Darussalam. The result showed that the improvement of students' participation were 53.63% in Cycle 1 to 81.58% in Cycle 2. Then, the result of reading comprehension test revealed that 78.95% of the students got score ≥ 60. The second was conducted by Febry (2013) who did a classroom action research on the eighth grade students' reading comprehension achievement by using Jigsaw IV Technique at SMPN 1 Rambipuji Jember. It was stated that the use of Jigsaw IV Technique could improve the students' reading comprehension achievement on narrative text. The result of reading comprehension test in Cycle 1 and 2 showed that there was improvement. It was 48.64% in Cycle 1 to 78.37% in Cycle 2. Thus, it is

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suggested to the English teacher to use and apply Jigsaw IV Technique as an alternative way in solving the students' problems in reading comprehension.

This research has a purpose to improve the eleventh grade students' reading comprehension achievement of narrative text by implementing Jigsaw IV Technique. It is based on a case that students face difficulties in catching up and comprehending a text by them. Thus, the students cannot do the tasks very well. The result is that they get low score for their reading comprehension achievement. It is very essential to do the research, since Jigsaw IV Technique is one of the techniques in cooperative learning that involves students to work collaboratively with groups in order to comprehend a text and solve the problems that follow. From the background above, a research entitled "*Implementing Jigsaw IV Technique to Improve the Eleventh Grade Students' Participation and Reading Comprehension Achievement of Narrative Text at SMA Plus Darul Hikmah"* was conducted.

1.2 Research Problems

Based on the research background above, the problems of the research were framed as follows:

1. Can Jigsaw IV Technique improve the eleventh grade students' participation at SMA Plus Darul Hikmah?
2. Can Jigsaw IV Technique improve the eleventh grade students' reading comprehension achievement of narrative text at SMA Plus Darul Hikmah?

1.3 Research Objectives

Based on the problems above, the objectives of the research were:

1. To improve the eleventh grade students' participation by implementing Jigsaw IV Technique at SMA Plus Darul Hikmah.

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2. To improve the eleventh grade students' reading comprehension achievement of narrative text by implementing Jigsaw IV Technique at SMA Plus Darul Hikmah.

1.4 Research Significance

Hopefully the result of this research can become useful information for:

1. English Teacher

   This research is expected to give a new knowledge about Jigsaw IV Technique to improve students' reading comprehension achievement of narrative text. The English teacher is also expected to apply this technique not only for the students in the small class but also for the students in the big class.

2. English Students of Eleventh Grade

   Through the implementation of Jigsaw IV Technique, the students of eleventh grade are expected to get a new learning experience and will be able to comprehend narrative text easily.

3. Future Researchers

   This research can be useful for further researchers to do further research about the implementation of Jigsaw IV Technique in other reading comprehension achievement of narrative text.

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CHAPTER 2. RELATED LITERATURE REVIEW

This chapter explains the theories of the research. The theory is needed to give information and to strengthen the research. These theories are reading comprehension, reading comprehension achievement, types of reading text, cooperative learning, jigsaw technique, the strengths and the weaknesses of jigsaw, students' participation, steps of teaching reading using Jigsaw IV technique, and action hypothesis. All theories are explained in the following parts.

2.1 Reading Comprehension

Reading can be defined as a process of gaining and interpreting information from a text. Cline *et al.* (2006:2) argue that reading is the process of deriving meaning from text that involves decoding written text. It means that reading is an activity of receiving and understanding information stated by a writer in a text. In addition, Carrell & Eisterhold (1988) in Khand (2004) point out that reading is an interactive process that involves knowledge and various types of the language knowledge in text comprehension. In line with this idea, Alyousef (2005) states that reading can be seen as an interactive process between a reader and a text that happen automatically. It can be said that reading is an activity in which the readers connect the prior knowledge and interpret it with the text.

Comprehension is the readers' understanding of what is being read. If readers can read the words but do not understand what they are reading, they are not really reading. The National Reading Panel (2000) defines comprehension as the intentional thinking during which meaning is constructed between the reader and text. Comprehending involves strategies that students learn to use when reading independently. The strategies include discussing what they read, making connections with prior knowledge, and identifying the main ideas in the text. From that

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definition, it can be seen that comprehension is very crucial for students in reading a text. Without that, students are not able to construct meaning of a text.

Reading comprehension means understanding the idea stated by the writer in a text. By knowing the meaning of the words in a text, readers will be able to take some information needed. Thus, it is very essential to have a skill of comprehending text. If not, readers will get nothing from a text they read. This statement is also powered by Grellet (1996:3). He says that reading comprehension is the understanding of a written text to get the needed information efficiently. He claims that reading is an active skill in which reading involves some activities, like guessing, predicting, checking, and asking oneself questions. It can be concluded that reading comprehension is an important skill that is used to gain information of a written text.

2.2 Reading Comprehension Achievement

Comprehension is a skill that must be mastered by the students in reading. To know how deep the students are in comprehending the meaning of a text, there will be a test given at the end of the teaching learning process. The students' score of reading test refers to their reading comprehension achievement. Hughes (2003:12) states that achievement is related to a test that is done to discover how successful students have been in achieving the objective of a course of study. It can be concluded that achievement is needed to measure the students' performance in reading comprehension and whether or not the students understand the text they read.

In reading, the students are expected to know not only how to comprehend a text, but also how to master the four components of reading comprehension that build a text. According to McWhorter (1989:90) in Anggraini (2014), the four components of reading comprehension are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension, in which, each component will be explained as follows:

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2.2.1 Word Comprehension

Word comprehension is an ability to comprehend a word as the smallest unit of a text. It is very important for the students to understand the meaning of a word in order to get a main idea of a sentence in a text. In line with this idea, Wood (1991:125) argues that the essential result of reading is to get meaning of the whole text by understanding the smallest units of meaning. It can be said that if the students do not know the meaning of the words they are reading, they will get nothing from the text. The same opinion is also declared by Grellet (1996:15) in his book that the inability to comprehend the meaning of unfamiliar words often causes hopelessness in students when they are faced with a new text. Thus, it will become a problem if the students cannot understand the word meaning of a text.

Doff (1988:68) in Paran (1996) notes that when we read for meaning, we do not need to read every letter of every word, nor even every word in each sentence. In fact, it might be very difficult for the students to comprehend words, especially for some unfamiliar words. However, by looking at the other words or the context of the words in the sentence of a text, the students can guess the meaning of the unfamiliar words without looking them up in a dictionary.

The examples of reading comprehension components, namely word, sentence, paragraph, and text comprehension will be taken from a text entitled “The Hermit”. The whole text is showed in the part under subtopic text comprehension. Here, for the example of word comprehension, the researcher only takes one paragraph (paragraph 4) of the text. In this paragraph, there is a word that will be used to be analyzed. The example is as follows:

……. Before the boatman went away, he said, “These seeds will grow and give you everlasting **harvest** if you work very hard. If you are tired of the work, the “paddy” plants will turn into weeds.”

(Adapted from *http://bos-sulap.blogspot.co.id/2010/09/contoh-narrative-text-hermit.html*)

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Question : the word "**harvest**" is similar to…

a. rise
b. start
c. origin
d. begin
e. crop

Answer : e. crop

The word "**harvest**" might be an unfamiliar word for the students, since the word "**harvest**" is used in agriculture field. However, by looking at the context of the text, the students can imagine what is meant by the word "**harvest**". Furthermore, by looking at the words stated before and after the word "**harvest**", such as paddy, seeds, plants, and grow, the students will get the meaning of the word easier. In this case, the suitable synonym for the word "**harvest**" is crop.

2.2.2 Sentence Comprehension

Sentence is a group of words that has an idea and makes meaning. Comprehending sentence means understanding the whole words in order to get the gist of the sentence. It will be very easy for the students to get an idea, if they know the core of the sentence. As Grellet (1996:15) states that it is very crucial to train the students to look for the 'core' of the sentence that is subject+verb. By knowing the form of the sentence, the students will be able to catch up the idea stated by the writer. If the students master each sentence well, they can comprehend the paragraph easily.

The example of sentence comprehension is taken from paragraph 2 in the text of "The Hermit".

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……. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. **However, when he came continually, they refused to give him any more food**. They told him to grow his own food.

(Adapted from *http://bos-sulap.blogspot.co.id/2010/09/contoh-narrative-text-hermit.html*)

Question : What does the bold sentence mean?

a. He gave many foods to the villagers.
b. He got some food from some villagers.
c. He did not like the food, so he refused the food from the villagers.
d. He did not get more food because he came to the village very often.
e. He and the villagers got no more food.

Answer : d. He did not get more food because he came to the village very often.

The bold sentence is very clear to be understood. The sentence means that the villagers did not want to give him some more food because he always came to the village.

2.2.3 Paragraph Comprehension

Paragraph is a group of sentences that has one main idea. Wong (1998:366) defines that a paragraph is a combination of sentences that develops one main idea about a specific topic. In line with this idea, Langan (2004:11) states that paragraph is a series of sentences about one main idea or point. From those definitions, it can be concluded that a paragraph consists of some sentences that build a main idea of certain topic.

According to Wingersky *et al.* (1999:24), a good paragraph contains several related sentences that support one main idea, which is limited to and focused on one

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sentences. They also say that there are three components that build a good paragraph, namely topic sentence, supporting sentence, and concluding sentence (1999:31).

1. Topic Sentence

   Topic sentence is a sentence that consists of the main idea of a paragraph, which is normally be found in the first sentence of the paragraph in a text. However, it can also be found in the middle or in the last sentence of paragraph. Understanding the topic sentence is a must for the students, since it provides a main idea of a paragraph. This idea is also supported by Grellet (1996:95) who states that the students must be able to recognize the topic sentences of the text, since they have the main information. Without a clear topic sentence, the paragraph may not show a clearly coherent or logical order of thoughts (Leo, 2007:42).

2. Supporting Sentence

   Supporting sentences are sentences that give more explanations about a topic sentence and strengthen the topic sentence. McWhorter (1989:113) cited in Febry (2013:11) explains that supporting details are those facts and ideas that prove or explain the main idea of paragraph. Furthermore, Wong (1998:366) says that supporting details are facts, examples, explanations, definitions, and any other kind of details that build or support the core information or topic sentence. It is necessary for the students to comprehend the supporting details in order to gain the main idea, if it is not actually stated in the paragraph (Grellet, 1996:98).

3. Concluding Sentence

   Concluding sentence is a sentence which is commonly presented in the last paragraph. It explains the conclusion and restates the main idea of the paragraph. Wong (1998:366) confirms that concluding sentence is the last sentence which restates or summarizes the main idea of the paragraph. Concluding sentence has two functions. According to Dietchs (2003:79), the first is as summary of the

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points made in the support sentence, and the second is as a clincher, providing the paragraph with a sense of completeness by commenting on the subject in an interesting, surprising, or humorous way.

Here is the example of paragraph comprehension taken from paragraph 7 in the text of "The Hermit":

One day, the hermit became so tired of harvesting the "paddy" then he shouted," Oh, stop growing" As soon as he had said this, the "paddy" plants turned into weeds.

(Adapted from *http://bos-sulap.blogspot.co.id/2010/09/contoh-narrative-text-hermit.html*)

Question : From the paragraph, we know that…

a. The hermit was happy with the paddy.
b. The hermit asked the villagers to crop the paddy.
c. The paddy was gone and it changed into weeds.
d. The paddy did not grow well.
e. The hermit loved to eat weeds.

Answer : c. The paddy was gone and it changed into weeds.

From the paragraph, it is stated that the hermit was tired of harvesting and asked the paddy to stop growing. Then, the paddy changed into the weeds.

2.2.4 Text Comprehension

Comprehending a text means understanding all the structures that build the text, such as words, sentences, and paragraph and getting the message stated by the writer. Grellet (1996:6) assumes that a text is a succession of separate sentences thematically related and it deals with the structure and meaning of the sentences. Hence, if the students want to master a reading text, they have to understand the whole structures of the text. Thus, comprehending a text is the purpose of reading, in

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which the students will find out information they needed after they have gotten the gist of words, sentences, and paragraph in the text. Here is the example of the text:

The Hermit

Many years ago, there lived a hermit in a forest in Sumatra. He did not grow food but depended on the jungle fruit to survive. Soon, there was a drought, and all the plants and fruit trees in the jungle died.

The old man had nothing to eat now, so he turned to begging. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by and taking a pity on hermit gave him some "paddy" seeds.

Before the boatman went away, he said, "These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the "paddy" plants will turn into weeds."

The old hermit worked hard to clear the land and sowed the seeds before the rain came. Strangely, after a short period of time, the "paddy" was ready for harvesting. The old man got a lot of rice from the harvest. After each harvest, the plants grew back again right away.

When the villagers heard about the hermit and his wonderful "paddy", they flocked to his "paddy" field and took home as much "paddy" as they could.

One day, the hermit became so tired of harvesting the "paddy then he shouted," Oh, stop growing". As soon as he had said this, the "paddy" plants turned into weeds.

(Adapted from *http://bos-sulap.blogspot.co.id/2010/09/contoh-narrative-text-hermit.html*)

Question : Which statement is true about the hermit?

a. He lived in a small town in Sumatra.
b. He went to the village to ask for some food.
c. He liked to give the villager fruit and paddy.
d. He died in the jungle when there was a drought.
e. He hated begging though there was nothing to eat.

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Answer : b. He went to the village to ask for some food.

The correct answer is (b). (a) is wrong because the hermit lived in the jungle in Sumatra, not in a small town in Sumatra. (c) is false because he liked begging for food instead of giving the food. (d) is incorrect because there is no explanation about his dead. (e) is also wrong because he loved begging to the villagers.

2.3 Types of Reading Text

There are five genres of text that must be mastered by the eleventh grade students of senior high school based on the 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP 2006).* Those are report text, narrative text, analytical exposition text, spoof text, and hortatory exposition text. In this research, narrative text is chosen because it is taught in the second semester of the eleventh grade.

2.3.1 The Definition of Narrative Text

According to Sejnost and Thiese (2010), narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). In addition, Coffmand and Reed (2010) say that narrative text is described as having several common components including a setting, plot (series of episodes based on goals, attempt, outcomes), resolution or story ending. Furthermore, Anderson (1998) in Zahra (2014) points out that narrative text is a text that tells a story and, in doing so, entertains the audience.

Based on the statement above, it can be concluded that narrative text is a kind of text that tells us about an interesting story happened in the past and its purpose is to entertain or amuse the readers.

2.3.2 The Generic Structure of Narrative Text

The generic structures of narrative text according to Bima and Yuliani (2010, 75) in PR Bahasa Inggris XI/1 are as follows:

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1. Orientation

   It is about the opening paragraph where the characters of the story are introduced. It talks about the person, time, and place of story.

2. Complication

   It brings the rising conflict. It is about what happens next among the participants of the story and where the problems in the story are developed. This phase introduce the problems existing between or among the participants.

3. Resolution

   It comes to a solution for the complication. It is about where the problems in the story are solved and the way a writer ends his story plot. It can be successful ending or failure one which leads to sad ending story.

It can be concluded that there are three components of the generic structures that can be found in narrative text, namely orientation, complication, and resolution.

In addition, Anderson and Anderson (1998) in Zahra (2014) state that narrative text has five components of generic structures as follows:

1. Orientation

   It is an introduction of the text that includes information about who, when, and where.

2. Complication

   It provides the problems that happen in the story.

3. Sequence of events

   It shows the reaction of the characters towards the problems.

4. Resolution

   It is part in which the characters solve the problems.

5. Coda

   It is an optional part. It tells us about moral value of the story.

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From the two opinions above, it is concluded that there is no major differences between those two kinds of generic structure. In this case, sequence of events by Anderson and Anderson belongs to complication. It is because those two parts tell about the problem of the story. Then, coda belongs to resolution. It is because moral value of the story can be found in the resolution. Here, the researcher will use the generic structure based on Bima and Yuliani.

2.3.3 The Language Features of Narrative Text

According to National Literacy Trust (2013), the language features of a narrative text are as follows:

1. Presented in spoken or written form;
2. May be augmented/supplemented/partly presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio);
3. Told/written in the first or the third person (I, we, she, it, they);
4. Told/written in Past Tense (sometimes in present tense);
5. Chronological (the plot or content has a chronology of events that happens in a particular order);
6. Main participants are characters with recognizable qualities, often stereotypical and contrasting (hero/villain);
7. Typical characters, settings and events are used in each genre;
8. Connectives are widely used to move the narrative along and to affect the reader/listener:
    a. To signal time (later that day, once);
    b. To move the setting (meanwhile back at the cave, on the other side of the forest);
    c. To surprise or create suspense (suddenly, without warning).

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2.3.4 The Example of Narrative Text

Here is the example of narrative text entitled "The Story of the Coconut Tree".

The Story of the Coconut Tree

Orientation	There was once an old man. He was very, very old. Some people said he was a thousand years old! He was very wise and knew many things. Many people came to visit him in his cave near the sea. They always asked him to help them.
Complication	One day, a young man came to see this wise old man. "O wise father," said the young man, "I want to be useful to people. I want to serve them all my life. How can I do this?" "It's very good," said the old man. "Here is a magic box. Do not open it until you reach home. If you open it now, something will happen to you." "Thank you, wise father," said the young man. He took the box and left. When he was out of the cave, he stopped. "What is in the box?" he said to himself. "I'm going to look."
Resolution	He opened the box and at once he turned into a tall tree—a coconut tree. That was his punishment for disobeying the old man, but he still had his wish because the coconut tree is very useful to people.

(Adopted from *Bima and Yuliani (2010:80) in PR Bahasa Inggris XI/1*)

2.4 Cooperative Learning

There are some definitions about cooperative learning given by some experts. According to Richards and Rodgers (2001:192), cooperative learning is a teaching

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approach that uses cooperative activities including pairs and small groups of learners in the classroom. In line with this idea, Olsen and Kagan (1992:8) in Richards and Rodgers (2001:192) define cooperative learning as group learning activity in which the learners in groups are dependent each other in exchanging information and increasing motivation in learning. Furthermore, Slavin (2005:4) states that cooperative learning refers to variety of teaching methods in which students work in small groups to help one another learn academic content.

From those definitions, it can be concluded that cooperative learning is an approach that involves some activities in pairs or in groups of students in the classroom. The students work together with their groups in doing some assignments given by the teacher. Therefore, it makes the students increase their ability to work cooperatively with their groups and achieve the main goal of learning activities in the classroom.

2.4.1 The Key Elements of Cooperative Language Learning

According to Duplass (2006), the requirements for effective cooperative learning are as follows:

1. Teacher supervision

   The teacher should always monitor group activity to ensure that students are in the line of task. If the students find some difficulties in doing the task, the teacher should also be available to answer the students' questions and guide discussion if necessary.

2. Heterogeneous groups

   The teacher creates groups of different ability levels and backgrounds to work together. It occurs in order to avoid if there is a dominant group in discussion. Besides, it helps the lower achiever students to improve their ability by having a chance to learn from the higher achievers.

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3. Positive interdependence

   In a group, each member should have the same existence by having responsibility through group goals, joint rewards, divided resources, and role assignments.

4. Face-to-face interaction

   Students are encouraged to use verbal and nonverbal communication to solve problems and explain learning material. The purpose is to build an interactive discussion among the members.

5. Individual accountability

   Students are accountable for their tasks and for assisting the whole group to meet learning goals. This accountability is enforced in purpose to specify the students' roles in the team.

6. Social skills

   The teacher needs to establish rules so that all students take turns, share information, speak quietly, listen to the person speaking, use time wisely, and politely criticize ideas, not people. The goal isto improve positive interaction and communication among group members.

7. Group processing

   Discussion of how well the group functioned during activity. It is a process where participation, feedback, reinforcement, clarification, and refinement take place.

8. Evaluation

   Evaluation is the last requirement that has a purpose to assess individual and group performance. Besides, the other goal is to know whether or not the students understand the materials from the discussion.

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Based on the explanation above, the elements of cooperative learning are important to make some activities in classroom work well and to achieve some goals of learning effectively.

2.4.2 The Key Elements of Jigsaw IV

Olsen and Kagan (1992) in Richards and Rodgers (2001:196) propose the following key elements of Jigsaw IV:

1. Positive Interdependence

   Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all.

2. Group Formation

   Group formation is an important factor in creating positive interdependence. Factors involved in setting up groups include deciding on the size of the group, assigning students to groups, student roles in groups.

3. Individual Accountability

   Individual accountability involves both group and individual performance.

4. Social Skills

   Social skills determine the way students interact with each other as teammates.

5. Structuring and Structures

   Structuring and structures refer to ways of organizing student interaction and different ways students are to interact.

2.5 Jigsaw Technique

Jigsaw is one of the techniques in cooperative learning developed by Elliot in 1978. It is a kind of group work activities that involves students to work collaboratively with others about some tasks given. Lie (2002:68) says that this technique can be defined as technique in splitting or dividing text into some single

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paragraphs. In addition, according to Longman Dictionary of Language Teaching and Applied Linguistic (1998) in Mengduo and Xiaoling (2010), jigsaw is a cooperative learning technique that requires everyone's cooperative effort to produce the final product. Here, each material of each student is essential to assign and to complete the final assessment. Furthermore, Meng (2010) states that each student in one team is assigned unique part of materials. After reading, the students in each group who study the same parts or sections form an expert group to discuss and master information. Next, they return to their original teams and teach their parts to teammates. Finally, all the team members are tested on the entire body of the material.

From the definition about jigsaw, it can be concluded that jigsaw is one of the techniques in cooperative learning that allows the students to work in group in order to comprehend the materials and complete the assessment given.

2.5.1 Jigsaw IV Technique

Jigsaw IV is the newest series of jigsaw. It was developed by Holliday in 2002. It is created to improve the previous jigsaw series, especially Jigsaw III. Holliday (2002) notes that the development of Jigsaw IV is based on students or teachers' concerns. It gives a benefit for students and groups to know whether or not they have a correct answer. The same thing happens for the teachers. It will make them know whether or not the students learn the required material. There are some differences among Jigsaw IV and other jigsaw series. Holliday (2002:1) noted in his article that there are three major differences between Jigsaw IV and Jigsaw III, namely the introduction of the lesson, the quizzes that check the accuracy of information and the re-teaching of material missed on assessment as needed. Below is Table 2.1 which tells us about comparisons of Jigsaws:

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Table 2.1 Comparisons of Jigsaws

Part	Jigsaw II	Jigsaw III	Jigsaw IV
1.			Introduction
2.	Expert sheets assigned to expert groups	Same as II	Same as II
3.	Groups answer expert questions prior to returning to home teams	Same as II	Same as II
4.			Quiz on material in the expert groups checking for accuracy
5.	Students return to Home Teams sharing their information with Teammates	Same as II	Same as II
6.			Quiz on material shared checking for accuracy
7.		Review process	Same as III. Whole group by Jeopardy, or Quiz Bowl, etc.
8.	Individual assessment and grade	Same as II	Same as II
9.			Re-teach any material missed on assessment as needed

(Holliday, 2002:4)

From the table above, it can be concluded that:

1. In part 1, there is a formal introduction in Jigsaw IV, but not in the previous jigsaws. The objective is to build up the students' interest to the topic of the lesson. The teacher can introduce the lesson by lecturing to a whole group, literature, posing a question or problem, showing a film or film clip, and any

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others. The introduction of the lesson can be done while the students are still in home groups (Holliday, 2002:5).

2. There are no differences among Jigsaw II, Jigsaw III and Jigsaw IV in part 2. The teacher distributes the expert sheets to the students. Then, the students move from their home group to their expert group based on the same expert sheets they receiving. After that, the students answer and complete the same expert sheet questions in the same group (Holliday, 2002:5).
3. In part 3, the students master their expert sheets and decide for the correct answers, before bringing them to their home teams (Holliday, 2002:7).
4. Part 4 differs from Jigsaw II and Jigsaw III. In Jigsaw IV, a quiz is given to each expert group based on their expert sheet. The purpose is to check for the accuracy and understanding of the task (Holliday, 2002:7).
5. Part 5 of the activity, the students return to their home groups to teach and tutor their members to become experts on the other expert sheet. This activity also happens in Jigsaw II and Jigsaw III (Holliday, 2002:7).
6. Part 6 differs from Jigsaw II and Jigsaw III. In Jigsaw IV, a second quiz is given to the groups (a group quiz) to check for accuracy and understanding on all the material learned (Holliday, 2002:8).
7. Part 7 in Jigsaw IV is also different from Jigsaw II and Jigsaw III. In this part, there is a review of the material by the teacher to the students. The review process for the assessment exam consists of playing games of Team Jeopardy or Quiz Bowl, where the teams compete for bonus points or prizes against the other teams (Holliday, 2002:8).
8. Part 8 is a part for doing individual assessment for all students. It is applied in Jigsaw II, III and IV (Holliday, 2002:8).
9. Part 9 is an optional for Jigsaw IV. It is needed if majority of the students still do not understand about the information of the material given (Holliday, 2002:8).

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From the descriptions above, it can be said that the activities in Jigsaw IV Technique are more complete than those in the previous Jigsaw. By having such activities, the students will get detail information of a text. It is very helpful because the students can comprehend the text easily.

2.6 The Strengths and the Weaknesses of Jigsaw

Jigsaw is a technique that can be used in teaching learning activities. It is an efficient technique because it allows the students to work cooperatively in order to reach the learning objectives. However, Jigsaw has both strengths and weaknesses. According to Kardaleska (2013), the strengths are as follows:

1. Jigsaw could be integrated into a number of structured classroom activities so that everyone does not have to read the entire work from the same work. It is because each member has to master one single paragraph and explain it to others.
2. Jigsaw involves analysis, synthesis and evaluation as well as elements of argumentation and critical thinking. For instance, the analysis happens when the students analyze where the specific and the general information are. In synthesis, the students accomplish the information into one. The next is evaluation. It is a process when the students make an agreement whether the information true or not.
3. Jigsaw creates positive learning environment and implies more individual's responsibility, encourages cooperation and peer teaching. It occurs when they have their own roles and part, so that they have to be responsible for them.

From the explanation above, it can be concluded that jigsaw is an effective technique since it has some strengths for both the teachers and the students.

In addition, Kardaleska (2013) states that jigsaw also has some potential weaknesses. The weaknesses are as follows:

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1. Cooperative learning allows students to become dominant in the discussion. Here, it will be hard for the lower achiever to compete with the dominant students.
2. Teachers must make sure that students with poor study skills to be active.
3. Jigsaw gives the lower achiever chance to enhance their ability by imitating the higher achiever' performance in organizing and presenting their report.
4. Since many students, unfortunately, are not used to tasks where they are responsible for their own learning and making their own connections, they may react negatively or become frustrated the first time or two the teachers use this.

From the statements above, jigsaw also has its weaknesses. However, to minimize the weaknesses, the teacher should manage and limit the time for each session of Jigsaw (see Lesson Plan 1 and 2 in Appendix F and G). Furthermore, the teacher should give a chance for each student to speak, thus each student in groups will be involved in discussion.

2.7 Students' Participation

Students' participation in this research is the students' activeness in the teaching learning process. They are willing to follow and to involve themselves in all activities in the classroom. It can be seen from their activities including discussing to select five unfamiliar words and the main idea of a paragraph in the expert group, finding the meaning of the words in Quiz 1 in the expert group, sharing the information they have got from the expert groups to their home groups, finding the answer of the specific and general information of Quiz 2 in the home group, reviewing the content of the material by playing Jeopardy game. The students are considered as active students if they fulfil at least three indicators.

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2.8 Steps of Teaching Reading Using Jigsaw IV Technique in the Classroom

Teaching reading by implementing Jigsaw IV technique is possible to be done in class, since Jigsaw can be used to teach all language skills, especially reading. Lie (2002:68) suggests that Jigsaw can be used to teach listening, speaking, reading, and writing. Besides, the use of Jigsaw in teaching reading gives some benefits to the students, such as comprehend detail information by doing some activities in the expert groups and work cooperatively with other members. Here, the researcher will follow the steps of teaching reading using Jigsaw IV technique from Holliday. The steps are as follows:

1. Giving the introduction.
2. Dividing the students into groups called home groups.
3. Giving a single paragraph and a sheet to each student in each group.
4. Grouping the students who get the same paragraph and sheet to make new groups called expert groups.
5. Asking the experts groups to discuss the paragraph and answer the expert questions.
6. Giving the first quiz to the expert groups to check for accuracy and understanding.
7. Asking the students of expert groups to go back to their home teams and share the information they got from experts groups.
8. Giving the second quiz to the home teams to check for accuracy and understanding.
9. Reviewing the materials by playing game of Jeopardy.
10. Giving an individual assessment for all students.
11. Re-teaching any material missed on assessment as needed.

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2.9 Jeopardy Game

Jeopardy is one of the games in Jigsaw IV Technique that can be used for the activity of reviewing materials to the students. The game consists of a list of questions which are divided into two rounds. The first round values one point for each question. However, point values are doubled for each question in the second round. The rules of the game are illustrated in the following figure:

Figure 2.1 Rules for Jeopardy

Rules for Jeopardy

1. Teacher creates a list of questions for students to answer.
2. Make sure the students are in their home groups.
3. Each group vies against the other groups.
4. Others can answer only on missed questions by raising hand.
5. Points are gained by correct answers and lost by incorrect answers.
6. Round Two of Double Jeopardy is played the same, but point values are doubled.
7. Group getting the most points is the winner.
8. Prizes or bonus points are awarded to each group member.

(Adapted from Holliday, 2002:8)

2.10 Action Hypothesis

Based on the research problems and the related literature review above, the action hypothesis were formulated as follows:

1. The implementation of Jigsaw IV Technique can improve the eleventh grade students' participation at SMA Plus Darul Hikmah.
2. The implementation of Jigsaw IV Technique can improve the eleventh grade students' reading comprehension achievement of narrative text at SMA Plus Darul Hikmah.

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CHAPTER 3. RESEARCH METHOD

This chapter presents the methods that were used in doing this research. They include research design, area determination method, research subject determination method, data collection method, research procedures, and data analysis method. Each point will be presented clearly in the following section.

3.1 Research Design

This research was intended to improve the eleventh grade students' participation and reading comprehension achievement at SMA Plus Darul Hikmah by implementing Jigsaw IV Technique. In order to achieve the goal in improving the students' participation and their reading comprehension, the researcher conducted a Classroom Action Research using cycle model research design. According to Kemmis (1988) in Keeves (1998), action research was a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out.

Furthermore, Ferrance (2000) defined action research as a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. In addition, Nunan (1994) defined action research as a form of self-reflective inquiry carried out by practioners, aimed at solving problems, improving practice, or enhancing understanding.

From the definitions above, it could be concluded that action research was a research that was used to solve the problem faced by the students in the classroom. Here, the problems were the eleventh grade students' participation and reading comprehension achievement.

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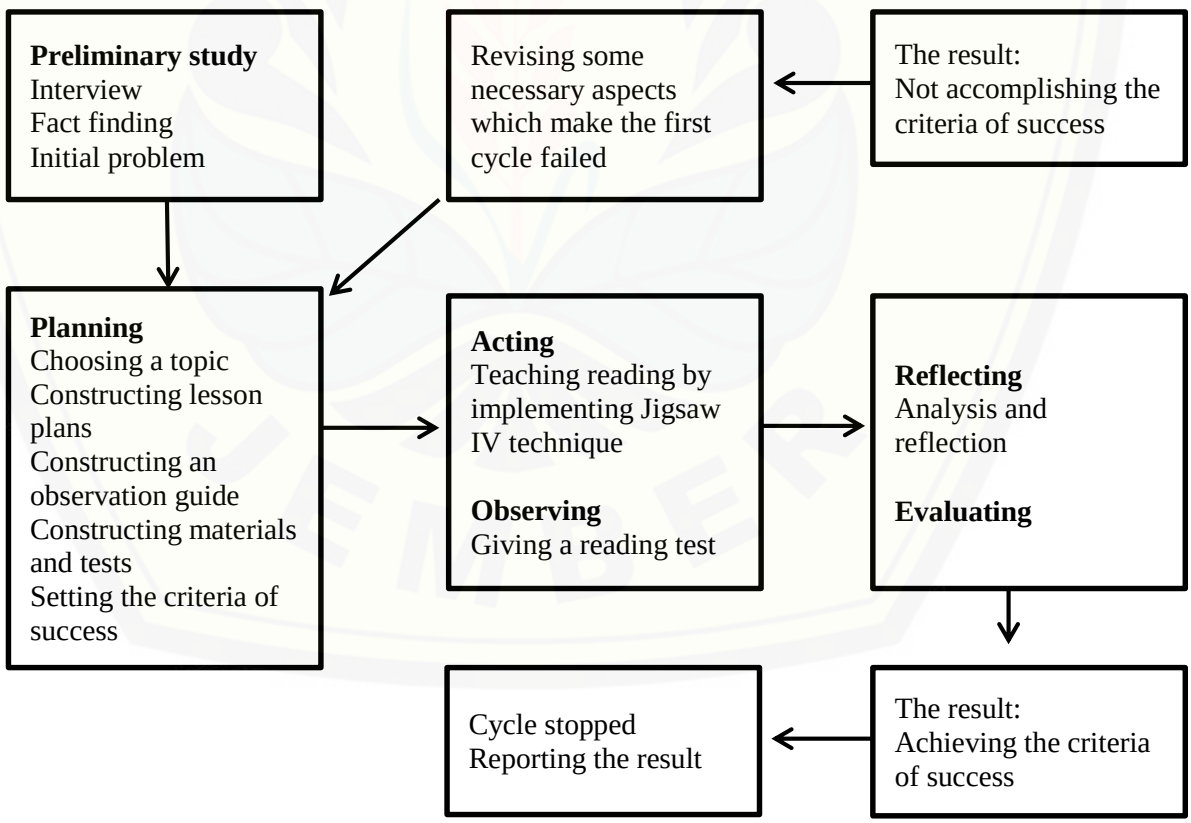
This research was conducted collaboratively with the eleventh grade English teacher of SMA Plus Darul Hikmah. The collaboration was intended to avoid the subjectivity of the researcher in conducting this research. By doing collaboration, the researcher was expected to find the best solution of the problem and to reach the goal of the research.

Furthermore, this research had been done in cycle by following a certain procedures which consisted of 4 stages, namely (1) planning of the action, (2) implementing the action in cycle, (3) monitoring (by observation) and evaluating, and (4) analyzing and reflecting (Tim Pelatih Penelitian Tindakan:2000). In other word, those actions were essential to be conducted in the cycle. The design of this classroom action research was illustrated in the following diagram:

Figure 3.1 Classroom Action Research Model



(Adapted from Tim Pelatih Penelitian Tindakan:2000)

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The steps of the Classroom Action Research in this research were as follows:

1. Interviewing the eleventh grade English teacher of SMA Plus Darul Hikmah to get some information related to teaching learning process in class, such as the materials, the teaching technique, the scores, and the students' problem.
2. Determining the research problems.
3. Getting secondary data to support the research, such as the name of the research subjects and the score of the English test.
4. Constructing lesson plans, an observation guide, materials, reading test, and criteria of success.
5. Implementing the actions of the first cycle done by the researcher.
6. Observing the actions of the first cycle done by the teacher.
7. Giving a reading test after the actions of the first cycle.
8. Analyzing the result of the reading test and the observation in the first cycle.
9. Reflecting the result of the reading test and the observation in the first cycle.
10. Drawing a conclusion to answer the research problem.

3.2 Area Determination Method

Classroom Action Research was conducted by using purposive method to decide where this research was implemented. According to Arikunto (2002:117), the purposive method was a method used based on certain purposes and reasons. SMA Plus Darul Hikmah was chosen purposively because of some reasons:

1. The eleventh grade students of IPA still had a problem with reading comprehension achievement.
2. The English teacher never used Jigsaw IV technique in the teaching reading.
3. The headmaster gave permission to the researcher to conduct the classroom action research at SMA Plus Darul Hikmah.
4. The English teacher was willing to collaborate with the researcher in conducting the research.

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3.3 Research Subject Determination Method

The subject of this research was determined purposively. The subjects were the Eleventh Grade Students of IPA at SMA Plus Darul Hikmah in the 2015/2016 academic year. There were 3 classes of the eleventh grade, namely XI IPA, XI IPS 1, and XI IPS 2. XI IPA class was chosen because it had the lowest score of English (see Appendices C, D, and E). This class consisted of 17 students. Thus, the students of XI IPA were chosen as the subject of this research.

3.4 Data Collection Method

There were four data that had been used in this research. Reading comprehension test and observation were used to collect the primary data. Meanwhile, interview and documentation were used to get the secondary data. The following parts explained the methods used in this research.

3.4.1 Administering a Reading Test

Test was used to get the primary data of this research. The test was done after the actions were given in each cycle. According to Djiwandono (1996:1), test was an instrument, a procedure, or series of activity that was used to measure someone's knowledge about specific material. In line with this idea, Hughes (2003:5) stated that test was one of several ways in which information about people's language ability can be gathered. In this research, reading comprehension test was used to collect the data about the students' reading comprehension achievement on narrative text.

Hughes (2003:11) classified the test into four kinds of test, namely proficiency test, diagnostic test, achievement test, and placement test. Based on the kinds of test above, the researcher used the achievement test to measure the students' achievement of the materials after being involved in the teaching learning process.

A good test considered the aspect of test validity and the reliability. According to Fraenkel and Wallen (2006:150), validity referred to appropriateness, meaningfulness, and usefulness of the specific inferences the researchers make based

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on the data they collect using a particular instrument. Heaton (1991:159) said that a test is valid if it measures accurately what is supposed to be measured. In this research, the researcher used content validity in which the test was appropriate with the materials given. In addition, Fraenkel and Wallen (2006:150) defined reliability as the consistency of the score obtained or how consistent the scores for each individual and a set of items are. In other words, when the test was tested to other students, the results should be the same.

The test was in the form of an objective test. It was called objective because no judgment was required on the part of score and it had a greater reliability (Hughes, 2003:22). In the test, there were 2 texts given, entitled "The Salty River" and "Napombalu" which were adapted from 2 sources in internet. The numbers of the test items were 20 items consist of 4 items for word comprehension, 6 items for sentence comprehension, 4 items for paragraph comprehension, and 6 items for text comprehension. Dealing with the scoring, each item was scored 5, thus the total score of the test items was 100. The wrong answer was scored 0. The time allocation for the students in doing the test was 60 minutes.

3.4.2 Observation

Observation was another way to collect the primary data used in this research. It had been done in the classroom during the students' activities in the teaching learning process. This observation was conducted by the researcher and the English teacher. Arikunto (2002:229) pointed out that the effective way for doing observation was by using instrument paper. Here, the researcher and the English teacher used checklist as the observation guide.

There were 5 indicators that had been used to observe the students' participation in teaching learning process. The students were considered as active students if they fulfilled at least three of five indicators used in this observation of the research. On the other hand, the students were considered as passive students if they fulfilled less than three of five indicators. This research was considered successful if

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75% of the students were active. The observation checklist could be seen in table 3.1 below:

Table 3.1 Observation Checklist of Students' Participation

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		

The indicators were as follows:

1. Discussing the paragraph to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

3.4.3 Giving Interview

Interview was used to get the supporting data. Fraenkel and Wallen (2006:455) argued that interview is an essential way for a researcher to check the accuracy of something by asking relevant questions. The interview had been done in the preliminary study with the eleventh grade English teacher of SMA Plus Darul Hikmah. Its purpose was to get supporting data about this research, namely the students' problem in English, the materials used in teaching, and the technique or method used in the classroom.

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3.4.4 Documentation

The researcher also used documentation in order to gain the supporting data used in this research. The documentation was about the names of the subjects in XI IPA class and their scores of English (see Appendix C).

3.5 Research Procedures

This research had been done by following certain procedures. The procedures of this research were discussed as follows:

3.5.1 Planning of the Action

There were some preparation that had been done before doing the actions of this research, namely choosing the topic based on the senior high school curriculum, constructing the lesson plans for the cycle, preparing the materials and the worksheets for their reading exercises, preparing the observation guide, and constructing the reading test for the cycle.

3.5.2 Implementing of the Action in Cycle

The actions were done during the school hours of English lesson in XI IPA class. The cycle had been done in three meetings. The first and the second meeting were used to do the actions, while the third meeting was used to do the reading test. Thus, the actions of the second cycle were done by revising some necessary aspects of the actions in the first cycle.

3.5.3 Monitoring (by observation) and Evaluating

Observation in this research was conducted during the teaching reading by implementing Jigsaw IV technique in the classroom. The observation was done by the teacher in the first meeting and by the researcher in the second meeting. The result of the observation was used to decide whether or not the students were active in the teaching learning process. The observation was done twice in the cycle by considering the indicators in the checklist of the observation guide.

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Evaluation that was done in this research was process evaluation and product evaluation. The process evaluation had a purpose to observe the students' participation during the teaching learning process of reading by implementing Jigsaw IV Technique. Meanwhile, the product evaluation had a purpose to find out the students' improvement of reading comprehension achievement in comprehending the text. This classroom action research was considered successful if 75% of the students were actively involved in the teaching learning process and 75 % of the students gained the score of ≥70 in reading comprehension test.

3.5.4 Analyzing and Reflecting

a. Analysis

The data from the percentage of the students' participation were tabulated by the following formula:

$$S = \frac{R}{N} x100$$

Notes:
S : the percentage of students who are actively involved in the teaching learning process
R : the total number of the students categorized as the active students
N : the total number of the students

(Adapted from Purwanto, 2009:112)

The results of the students' reading comprehension test in each cycle were analyzed quantitatively by the following formula:

$$S = \frac{R}{N} x\ 100$$

Notes:
S : the percentage of the total number of the students whose score is ≥70
R : the total number of the students whose score ≥70
N : the total number of the students

(Adapted from Purwanto, 2009:112)

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The criteria of success are as follows:

1. If 75% of the students get score ≥70 and 75% of them are active, the research will be stopped and the second cycle will not be done.
2. If less than 75% of the students get score ≥70 and less than 75% of them are active, the second cycle will be done.

b. Reflection

Reflection was conducted after the result of the cycle was analyzed by the researcher and the English teacher. It was done to know whether or not the students made an improvement after being given the actions in the cycle. The result of the reflection was used to revise the action of in the previous cycle before continuing to the next cycle.

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CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this research. The conclusions are gained from the result of the research. Then, the suggestions are proposed to the English teacher, the English students of Eleventh Grade, and the future researchers.

5.1 Conclusion

Based on the results of the data analysis and discussion, it can be concluded the following points:

1. The implementation of Jigsaw IV Technique can improve the Eleventh Grade Students' participation in the teaching learning process at SMA Plus Darul Hikmah. The improvement was proven by the percentage of the students who were actively involved from 53% in Cycle 1 to 82% in Cycle 2.
2. The implementation of Jigsaw IV Technique can improve the Eleventh Grade Students' reading comprehension of narrative text at SMA Plus Darul Hikmah. The improvement could be seen from the percentage of the students who achieved the score at least 70 increased from 59% (10 students) in Cycle 1 to 82% (14 students) in Cycle 2.

5.2 Suggestions

Since the use of Jigsaw IV Technique could improve the students' participation and their reading comprehension achievement of narrative text, the researcher proposes some suggestion to the following people:

1. English Teacher

   The results of this research are expected to be useful for the English teacher as the input or knowledge in teaching English by using Jigsaw IV Technique.

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Furthermore, the teacher can vary the teaching technique used to improve the students' participation and achievement on reading comprehension through this research. The English teacher is also expected to apply this technique not only for the students in small classroom but also for the students in big classroom.

2. English Students of Eleventh Grade

   Through the implementation of Jigsaw IV Technique, the students of the Eleventh Grade are expected to get a new learning experience in improving their reading comprehension achievement.

3. Future Researcher

   The results of this research can be used for further researchers to do further research about the implementation of Jigsaw IV Technique in improving the students' reading comprehension achievement of narrative text. The future researcher is also hoped to focus on comprehending a text for the students to overcome the problems.

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Appendix A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Cycle	Action Hypothesis
Implementing Jigsaw IV Technique to Improve the Eleventh Grade Students' Participation and Reading Comprehension Achievement of Narrative Text at SMA Plus Darul Hikmah	1. Can Jigsaw IV Technique improve the eleventh grade students' participation at SMA Plus Darul Hikmah?	**1. <u>Dependent Variable</u>** a. The students' participation in teaching learning process	a. Discussing to select five unfamiliar words and the main idea of a paragraph in the expert group. b. Finding the meaning of the word in Quiz 1 in the expert group. c. Sharing the information they have got from the expert groups to their home groups. d. Finding the answer of the specific and general information of Quiz 1 in the home group. e. Reviewing the content of the material by playing Jeopardy	1. Research Subject: The students' of the 11th Grade of IPA at SMA Plus Darul Hikmah in the 2015/2016Academic Year 2. Informant: The English teacher of the 11th Grade of SMA Plus Darul Hikmah 3. Documents: a. The names of the research subjects b. The students' scores of English	1.Research Design: Classroom Action Research The stages of each cycle are: 1) Planning of the action 2) Implementing of the action in cycle 3) Monitoring (by observation)and evaluating 4) Analyzing and reflecting (Tim Pelatih Penelitian Tindakan:2000) 2. Area Determination Method: Purposive Method 3. Research Subject Determination Method: Purposive Method 4. Data Collection Method: 1. Administering a reading test 2. Observation 3. Giving interview 4. Documentation	The action in cycle 1: Teaching reading comprehension of narrative text by implementing Jigsaw IV Technique to improve the eleventh grade students of SMA Plus Darul Hikmah The action in cycle II conducted if: a. Less than 75% of the students could not achieve the standard score of 70 in the reading test.	1. The implementation of Jigsaw IV Technique can improve the eleventh grade students' participation at SMA Plus Darul Hikmah

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	2. Can Jigsaw IV Technique improve the eleventh grade students' reading comprehension achievement of narrative text at SMA Plus Darul Hikmah?	b. The students' reading comprehension achievement of narrative text **2. <u>Independent Variable</u>** 1. Positive Interdependence. 2. Group Formation. 3. Individual Accountability. 4. Social Skills. 5. Structuring and Structures.	game. a. The scores of the students' reading comprehension test Teaching reading narrative text by implementing Jigsaw IV Technique 1. Finding 5 unfamiliar words and their meanings. 2. Finding the main idea of the paragraph. 3. Matching the words with the meaning. 4. Answering questions.		5. Data Analysis Method a. The primary data taken from the test are analyzed quantitatively by the following formula: 1. To find the prcentage of students' gaining the score of ≥ 70 in reading comprehension test will use the following formula: $S = \frac{R}{N} x\ 100\%$ Note: S : The percentage of the total number of the students whose score is ≥ 70 R : The total number of the students whose score ≥ 70 N : The total number of the students (Purwanto, 2009:112)	b. Less than 75% of the students could not be active in the teaching learning process	2. The implementation of Jigsaw IV Technique can improve the eleventh grade students' reading comprehension achievement of narrative text at SMA Plus Darul Hikmah

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					b. The data from the the percentage of the students' participation are tabulated statistically using the following formula: $S = \frac{R}{N} x\ 100\%$ Note: S : The percentage of students actively involved in the teaching learning process R : The total number of the students categorized as the active students N : The total number of the students (Purwanto, 2009:112) Then, the supporting data obtained from the interview and documentation is analyzed descriptively to support the primary data		

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Appendix B

THE INTERVIEW GUIDE OF PRELIMINARY STUDY

Day/Date : Thursday/January14th 2016
Informant : Mr. FR, the Eleventh Grade English Teacher
Time : 10.00 a.m.
Place : at SMA Plus Darul Hikmah

Questions	Answers
What English curriculum do you use in this school?	This school uses 2006 Institutional Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP 2006).*
How many classes are there in the eleventh grade?	There are 3 classes, 1 class of IPA and 2 classes of IPS.
How is the eleventh grade students' motivation toward English?	The eleventh grade students have low motivation in learning English. Some students think that English is a difficult subject.
How is the students' ability of reading comprehension?	It is not so good. The students did not understand some words of English texts in reading activities. So, the result of their reading comprehension is still low.
What are the reasons for that?	There are many reasons. First, they lack of English books. Second, they do not make reading as their habit. Third, they lack of vocabulary in English.
Is there any handbooks for students?	No, there is not. I taught and gave the materials from teacher's English book.
What is the standard minimun for English score?	70
How is the students' English score?	It is bad. From 3 classes of the eleventh grade, XI IPA has the lowest score of English. There are only few students who achieved good scores. Mostly, they got below 70 (see Appendix C, D, and E).
How do you teach reading to your students?	I teach reading by using cooperative learning. Usually, I use discussion and the Think-Pair-Share Technique.
Have you ever used Jigsaw Technique, especially Jigsaw IV Technique in teaching reading?	No, I have not.

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Appendix C

The Score of Previous English Test

Class: XI IPA

No.	Name	Score	Achieved	Not Achieved
1	AH	95	✓	
2	ADF	90	✓	
3	BI	50		✓
4	FH	55		✓
5	HCD	65		✓
6	IS	60		✓
7	LS	40		✓
8	MA	55		✓
9	MU	95	✓	
10	RW	45		✓
11	SR	60		✓
12	SSUS	45		✓
13	SMK	75	✓	
14	UM	50		✓
15	UA	50		✓
16	YF	65		✓
17	YL	45		✓
		$S = \frac{R}{N} X100\%$	23,6%	76,4%

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Appendix D

The Score of Previous English Test

Class: XI IPS 1

No.	Name	Score	Achieved	Not Achieved
1	AH	80	✓	
2	AQA	65		✓
3	A	80	✓	
4	AL	60		✓
5	DA	65		✓
6	DN	65		✓
7	DRH	65		✓
8	FYA	80	✓	
9	FB	55		✓
10	FL	60		✓
11	H	75	✓	
12	KN	60		✓
13	MH	60		✓
14	MU	65		✓
15	MAP	55		✓
16	NH	70	✓	
17	NRA	55		✓
18	NDF	60		✓
19	NA	80	✓	
20	RN	55		✓
21	SWH	60		✓
22	SK	65		✓
23	SA	80	✓	
24	SFN	60		✓
25	SNA	55		✓
26	SR	60		✓
27	UFS	80	✓	
28	VF	65		✓
		$S = \frac{R}{N} X100\%$	29%	71%

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Appendix E

The Score of Previous English Test

Class: XI IPS 2

No.	Name	Score	Achieved	Not Achieved
1	AHR	60		
2	AS	60		✓
3	BA	65		
4	H	65		✓
5	IW	60		✓
6	MIH	55		✓
7	MKS	50		✓
8	MAZ	70	✓	
9	MHAA	50		✓
10	SN	85	✓	✓
11	MSM	70	✓	
		$S = \frac{R}{N} X100\%$	27%	73%

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Appendix F

LESSON PLAN

(MEETING 1, CYCLE 1)

Level : Senior High School
School : SMA Plus Darul Hikmah
Lesson : English
Class/Semester : XI/2
Skill : Reading
Genre : Narrative Text
Theme : Folklore
Time allocation : 2 x 45 minutes

A. Standar Kompetensi

5. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative, spoof* dan *hortatory exposition.*

C. Indicators

1. **Cognitive**
   a. **Process**
      1. Finding 5 unfamiliar words and their meaning from the paragraph given in the expert groups.
      2. Finding the main idea of the paragraph given in the expert sheet.

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3. Matching the words with the meaning given in Quiz 1 in the expert groups.
4. Answering the questions in Quiz 2 in the home groups.

b. Product

Answering some questions of specific and general information of a narrative text by choosing the correct answer in the form of multiple choices given correctly in individual assessment.

2. Affective

1. Discussing to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

C. Teaching Learning Objectives

1. Cognitive

a. Process

1. Students are able to find 5 unfamiliar words and their meaning from the paragraph given in the expert groups.
2. Students are able to find the main idea of the paragraph given in the expert sheet.
3. Students are able to match the words with the meaning given in Quiz 1 in the expert groups.
4. Students are able to answer the questions in Quiz 2 in the home groups.

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b. Product

Students are able to answer some questions of specific and general information of a narrative text by choosing the correct answer in the form of multiple choices given correctly in individual assessment.

2. Affective

1. Students are able to discuss to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Students are able to find the meaning of the words in Quiz 1 in the expert group.
3. Students are able to share the information they have got from the expert groups to their home groups.
4. Students are able to find the answer of the specific and general information of Quiz 2 in the home group.
5. Students are able to review the content of the material by playing Jeopardy game.

D. Learning Material

Enclosed

F. Approach and Technique

1. Approach : Cooperative Learning
2. Technique : Jigsaw IV

G. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	Set induction: 1. Greeting, praying, and checking students' attendance list. 2. Preparing students'	1. Greeting and praying. 2.Readying to get the	1 minute 1 minute

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	readiness. 3.Giving leading questions to attract students' attention and curiosity. 4. Explaining the teaching learning objectives.	lesson. 3. Answering the questions. 4.Listening and writing the objectives of the lesson.	 2 minutes 1 minute
2.	Main activities: 1. Explainingthe theory of narrative text. 2. Forming 4 home groups. 3. Giving a single paragraph of a text to each student in the home groups. 4. Explaining what the students have to do. 5. Forming 4 expert groups by asking students to gather with the same single paragraph. 6. Giving an expert sheet to each the expert	 1. Listening and making notes to the explanation. 2. Making groups by following the teacher's instruction. 3. Receiving the single paragraph. 4.Listening to the teacher's explanation. 5. Gathering with others who get the same single paragraph. 6. Receiving the sheet.	 3 minutes 1 minute 1 minute 3 minutes 1 minute 1 minute

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	group. 7. Asking students to comprehend the single paragraph and answer questions in the expert sheet. 8. Giving Quiz 1 to each expert group and asking them to do it. 9. Asking the students to return to their home groups and share the information they get from the expert groups. 10. Giving Quiz 2 to the home groups and asking them to do it. 11. Reviewing process by playing game of Jeopardy (see point H). 12. Giving individual assessment. 13. Re-teaching any unclear information.	7. Comprehending the single paragraph and answering the questions that follow. 8. Doing Quiz 1 in the expert group. 9. Returning and sharing the information from the expert groups to the home groups. 10. Doing Quiz 2. 11. Playing game of Jeopardy. 12. Doing the assessment individually. 13. Asking if they missed some information in the assessment.	5 minutes 5 minutes 15 minutes 5 minutes 15 minutes 20 minutes 5 minutes

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3.	Closure: 1. Asking the students' problems in using reading by Jigsaw IV. 2. Asking the students to draw a conclusion of the lesson. 3. Praying and closing.	1. Explaining the problems they have. 2. Stating the conclusion. 3. Praying.	2 minutes 2 minutes 1 minute

H. Rules of Jeopardy Game

1. Teacher creates a list of questions for students to answer.
2. Make sure the students are in their home groups.
3. Each group vies against the other groups.
4. Others can answer only on missed questions by raising hand.
5. Points are gained by correct answers and lost by incorrect answers.
6. Round Two of Double Jeopardy is played the same, but point values are doubled.
7. Group getting the most points is the winner.
8. Prizes or bonus points are awarded to each group member.

I. Sources and Media

a. Sources

1. Kurikulum KTSP
2. https://pakpuguh.wordpress.com/2011/08/22/1-narrative-text/
3. http://indonesianfolklore.blogspot.co.id/2008/04/legend-of-pesut-mahakam.html

b. Media

Students' worksheet, white board, board marker, materials of narrative text, power point, picture

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J. Assessment

1. Cognitive

Product

Instrument : Reading exercises

Type : Objective

Form : Multiple choices

Formula:

$$Score = \frac{\text{Correct answer}}{\text{Whole Questions}} x\ 100$$

2. Affective

The affective assessment is done by using observation checklist below.

Observation Checklist of Students' Participation

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1	AH							
2	ADF							
3	BI							
4	FH							
5	HCD							
6	IS							
7	LS							
8	MA							
9	MU							
10	RW							
11	SR							
12	SSUS							
13	SMK							
14	UM							
15	UA							
16	YF							
17	YL							

Notes:

1. The students are considered active if at least they do 3 indicators.
2. The students are considered passive if they do less than 3 indicators.

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The indicators are as follows:

1. Discussing the paragraph to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

Jember, April 12th2016

English Teacher	**Researcher**
Firdausir Rahman	**Anisa Ulya Zuraida**
NIP. -	**NIM. 120210401055**

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INSTRUCTIONAL MATERIALS

1. SET INDUCTION ACTIVITIES

Let's see the picture!

Leading questions:

1. Do you know what picture it is?
2. What is the name of the animal?
3. Have you ever read a story about it?
4. How was the story?
5. Do you know where the story comes from?

2. MAIN ACTIVITIES

a. Definition of Narrative Text

Narrative text is a kind of text which tells us an interesting story happened in the past and which is arranged in a chronological order.

b. Social Function of Narrative Text

The social function of narrative text is to amuse or to entertain the reader or listener.

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c. Generic Structure of Narrative Text

A narrative text consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

d. Language Features of Narrative Text

1. Using adverb of time (Once upon a time, one day, etc).
2. Using temporal conjunction (after that, then, suddenly, finally, etc).
3. Using Past Tense.

TASKS

The Legend of Pesut Mahakam

Paragraph 1

A long time ago, there was a village in East Kalimantan. The village was near the Mahakam River. The villagers always worked hard. Although they were poor, they were very happy. They also helped each other. In the village, there was a rich family. The head of the family named Pak Pesut. Everybody knew Pak Pesut. He was known not because of his wealth, but because of his stinginess. He did not like to help others. His family always ignored people. That was why Pak Pesut's family always lived alone and never mingled with others.

Paragraph 2

It was a very long dry season. All the rice fields could not get water properly. The villagers could not harvest the rice. Therefore, all villagers were planning to leave their village and find other place to stay. Then, they sent some young men to look for a place that had enough water for their rice fields. After several weeks looked for a new place, finally those young men arrived. They brought good news. There was a waterfall

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and it was enough to water their rice fields. Later, all the villagers rushed to the new place. Some villagers went to Pak Pesut's house to inform about the waterfall. However, Pak Pesut refused their help arrogantly and stayed to survive. So, they left him and his family alone in the village. They were very happy when they arrived in that new place.

Paragraph 3

In the meantime, Pak Pesut and his family were beginning to worry. Their rice slowly was gone. Soon they would not have enough rice to eat. It was in the morning when Pak Pesut's wife was cooking their last portion of rice. Suddenly, someone knocked the door. A beggar came to his house. "Go out! I don't have enough rice," said Pak Pesut. He was lying. Pak Pesut immediately asked his family to eat the rice. He was worried the beggar would enter his house and stole the rice. "But the rice is still in the cooking pot. Mother is still cooking it. If we eat the rice, it will be very hot," said his son. "I don't care! If you all don't eat now, you will never eat again," said Pak Pesut.

Paragraph 4

Later, Pak Pesut and his family ate the rice. It was very hot. They needed water to drink. They rushed to Mahakam River. It was so hot that they finally jumped to the river. The beggar saw the incident. Then, he prayed to God. He asked to God to change Pak Pesut and his family into fish. He wanted to give them a lesson because of their stinginess. Amazingly, Pak Pesut family slowly changed into fish. The fish looked like dolphin. Since then, people in East Kalimantan named the fish as Pesut fish.

Adapted from http://indonesianfolklore.blogspot.co.id/2008/04/legend-of-pesut-mahakam.html

EXPERT SHEET FOR EXPERT GROUPS

1. Find 5 unfamiliar words in the paragraph and find the meanings of the words!
2. What is the main idea of the paragraph?

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QUIZ 1 FOR EACH EXPERT GROUP

Paragraph 1

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		**Meaning**
Hard		A large amount of money that someone has
Wealth		To intentionally not listen or give attention to
Happy		needing or using a lot of physical or mental effort
Ignored		to move around and talk to other people at a social event
Mingled		Feeling or showing pleasure

Paragraph 2

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		**Meaning**
Arrogantly		To say that you will not do or accept something
Later		To (cause to) go or do something very quickly
Rush		At a time in the future or after the time you have mentioned
Refused		Water which is dropping from a higher to a lower point
Waterfall		Unpleasantly proud and behaving as if you know more than other people

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Paragraph 3

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		**Meaning**
Immediately		Any of various types of container used for cooking food
Suddenly		Now or without waiting or thinking
Stole		Having a high temperature
Pot		Quickly and unexpectedly
Hot		To take something without the permission of the owner

Paragraph 4

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		**Meaning**
Jumped		An event that is either unpleasant or unusual
Incident		A poor person who lives by asking others for money or food
Stinginess		Extremely surprising
Amazingly		To push yourself suddenly off the ground and into the air using your legs
Beggar		Unwilling to spend money

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QUIZ 2 FOR HOME GROUPS

1. What made Pak Pesut become famous?
2. Why did the people try to find a new place?
3. From the third paragraph, we know that the beggar…
4. The main idea of paragraph four is…
5. What can we learn from the story above?

INDIVIDUAL ASSESSMENT

1. Where did the story take place?
   a. In a village near the Mahakam River, Central Kalimantan.
   b. In a village near the Mahakam River, East Kalimantan.
   c. In a village near the Mahakam River, West Kalimantan.
   d. In a village near the Mahakam River, South Kalimantan.
   e. In a village near the Mahakam River, North Kalimantan.
2. The following statements are true about Pak Pesut based on the text, except…
   a. Pak Pesut had a bad attitude.
   b. Pak Pesut chose to stay in his house.
   c. Pak Pesut did not have enough rice to eat.
   d. Pak Pesut did not feed the beggar.
   e. Pak Pesut always gathered with his neighbors
3. Why did the villagers want to leave their village?
   a. Because they had a long rain season.
   b. Because they did not find any food to eat.
   c. Because they could not get enough water for the rice fields.
   d. Because they wanted to have a new environment.
   e. Because they want to leave Pak Pesut and his family alone.

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4. "……Pak Pesut refused their help arrogantly …" (paragraph 2). What does the underlined word mean?
   a. Ask someone humbly for something.
   b. Express regret for something.
   c. Say the words in anger.
   d. To say that you will not do or accept something.
   e. Do something heartly.
5. What is the main idea of paragraph 3?
   a. The beggar entered and stole Pak Pesut's rice.
   b. Pak Pesut did not have enough rice to eat.
   c. Pak Pesut's wife cooked the rice.
   d. Pak Pesut ate the rice alone.
   e. Pak Pesut's son did not want to eat the rice.
6. What did Pak Pesut ask to his family when the beggar came to his house?
   a. He asked his family to eat the hot rice.
   b. He asked the beggar to take the rice.
   c. He asked his family to keep the rice.
   d. He asked the beggar to cook his own rice.
   e. He asked the family to throw the rice.
7. "…..The beggar saw the incident …" (paragraph 4). What is the meaning of the word "incident"?
   a. A good situation.
   b. A condition that is wonderful.
   c. A situation that is enjoyable.
   d. An event that is either unpleasant or unusual.
   e. A happy condition.

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8. In paragraph 4, we can say that the beggar…
   a. Ate the hot rice given by Pak Pesut.
   b. Asked God to change Pak Pesut and his family into fish.
   c. Rushed to Mahakam River and drank the water.
   d. Changed into fish and swam in the river.
   e. Jumped to the river.
9. How was the end of Pak Pesut and his family?
   a. Pak Pesut and his family lived happily.
   b. Pak Pesut and his family had a good harvest.
   c. Pak Pesut and his family got enough water.
   d. Pak Pesut and his family ate a lot of rice.
   e. Pak Pesut and his family changed into fish.
10. From the text, we can conclude that…
   a. good people always win.
   b. live arrogantly makes us happy.
   c. greed always brings a bad thing.
   d. stinginess is a good habit.
   e. good attitude makes others happy.

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ANSWER KEY

QUIZ 1

A. Paragraph 1

Words matching

Words		Meaning
Hard		A large amount of money that someone has
Wealth		To intentionally not listen or give attention to
Happy		needing or using a lot of physical or mental effort
Ignored		to move around and talk to other people at a social event
Mingled		Feeling or showing pleasure

B. Paragraph 2

Words matching

Words		Meaning
Arrogantly		To say that you will not do or accept something
Later		To (cause to) go or do something very quickly
Rush		At a time in the future or after the time you have mentioned
Refused		Water which is dropping from a higher to a lower point
Waterfall		Unpleasantly proud and behaving as if you know more than other people

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C. Paragraph 3

Words matching

Words		Meaning
Immediately		Any of various types of container used for cooking food
Suddenly		Now or without waiting or thinking
Stole		Having a high temperature
Pot		Quickly and unexpectedly
Hot		To take something without the permission of the owner

D. Paragraph 4

Words matching

Words		Meaning
Jumped		An event that is either unpleasant or unusual
Incident		A poor person who lives by asking others for money or food
Stinginess		Extremely surprising
Amazingly		To push yourself suddenly off the ground and into the air using your legs
Beggar		Unwilling to spend money

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QUIZ 2

1. Pak Pesut became famous because of his stinginess.
2. The villagers tried to find a new place because they could not get water for their rice fields.
3. The beggar asked for rice to Pak Pesut.
4. Pak Pesut and his family changed into fish.
5. Do not be a stingy person.

INDIVIDUAL ASSESSMENT

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

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The Distribution of the Test Items:

Quizzes

Kinds of Comprehension	Number
Word comprehension	Quiz 1 (Paragraph 1,2,3,4)
Sentence comprehension	Quiz 2: no. 1 and 2
Paragraph comprehension	Quiz 2: no. 3 and 4
Text comprehension	Quiz 2: no. 5

Individual Assessment

Kinds of Comprehension	Number	Total Number
Word comprehension	4, 7	2
Sentence comprehension	1, 3, 6	3
Paragraph comprehension	5, 8, 9	3
Text comprehension	2, 10	2

Scoring Rubric

No.	Task	Formula
1.	Reading test (Individual Assessment)	$\frac{correct\ answer}{\text{whole questions}}\ x\ 100$
Total score		100

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Appendix G

LESSON PLAN

(MEETING 2, CYCLE 1)

Level : Senior High School
School : SMA Plus Darul Hikmah
Lesson : English
Class/Semester : XI/2
Skill : Reading
Genre : Narrative Text
Theme : Folklore
Time allocation : 2 x 45 minutes

A. Standar Kompetensi

5. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative, spoof* dan *hortatory exposition.*

C. Indicators

1. **Cognitive**
   a. **Process**
      1. Finding 5 unfamiliar words and their meaning from the paragraph given in the expert groups.
      2. Finding the main idea of the paragraph given in the expert sheet.

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3. Matching the words with the meaning given in Quiz 1 in the expert groups.
4. Answering the questions in Quiz 2 in the home groups.

b. Product

Answering some questions of specific and general information of a narrative text by choosing the correct answer in the form of multiple choices given correctly in individual assessment.

2. Affective

1. Discussing to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

D. Teaching Learning Objectives

1. Cognitive

a. Process

1. Students are able to find 5 unfamiliar words and their meaning from the paragraph given in the expert groups.
2. Students are able to find the main idea of the paragraph given in the expert sheet.
3. Students are able to match the words with the meaning given in Quiz 1 in the expert groups.
4. Students are able to answer the questions in Quiz 2 in the home groups.

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b. Product

Students are able to answer some questions of specific and general information of a narrative text by choosing the correct answer in the form of multiple choices given correctly in individual assessment.

2. Affective

1. Students are able to discuss to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Students are able to find the meaning of the words in Quiz 1 in the expert group.
3. Students are able to share the information they have got from the expert groups to their home groups.
4. Students are able to find the answer of the specific and general information of Quiz 2 in the home group.
5. Students are able to review the content of the material by playing Jeopardy game.

E. Learning Material

Enclosed

F. Approach and Technique

1. Approach : Cooperative Learning
2. Technique : Jigsaw IV

G. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	Set induction: 1. Greeting, praying, and checking students' attendance list. 2. Preparing students'	1. Greeting and praying. 2. Readying to get the	1 minute 1 minute

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	readiness. 3. Giving leading questions to attract students' attention and curiosity. 4. Explaining the teaching learning objectives.	lesson. 3. Answering the questions. 4. Listening and writing the objectives of the lesson.	 2 minutes 1 minute
2.	Main activities: 1. Explainingthe theory of narrative text. 2. Forming 4 home groups. 3. Giving a single paragraph of a text to each student in the home groups. 4. Explaining what the students have to do. 5. Forming 4 expert groups by asking students to gather with the same single paragraph. 6. Giving an expert sheet to each the expert group. 7. Asking students to comprehend the single paragraph and answer questions in the expert	 1. Listening and making notes to the explanation. 2. Making groups by following the teacher's instruction. 3. Receiving the single paragraph. 4. Listening to the teacher's explanation. 5. Gathering with others who get the same single paragraph. 6. Receiving the sheet. 7. Comprehending the single paragraph and answering the questions that follow.	 3 minutes 1 minute 1 minute 3 minutes 1 minute 1 minute 5 minutes

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	sheet. 8. Giving Quiz 1 to each expert group and asking them to do it. 9. Asking the students to return to their home groups and share the information they get from the expert groups. 10. Giving Quiz 2 to the home groups and asking them to do it. 11. Reviewing process by playing game of Jeopardy (see point H). 12. Giving individual assessment. 13. Re-teaching any unclear information.	8. Doing Quiz 1 in the expert group. 9. Returning and sharing the information from the expert groups to the home groups. 10. Doing Quiz 2. 11. Playing game of Jeopardy. 12. Doing the assessment individually. 13. Asking if they missed some information in the assessment.	5 minutes 15 minutes 5 minutes 15 minutes 20 minutes 5 minutes
3.	Closure: 1. Asking the students' problems in using reading by Jigsaw IV. 2. Asking the students to draw a conclusion of the lesson. 3. Praying and closing.	1. Explaining the problems they have. 2. Stating the conclusion. 3. Praying.	2 minutes 2 minutes 1 minute

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H. Rules of Jeopardy Game

1. Teacher creates a list of questions for students to answer.
2. Make sure the students are in their home groups.
3. Each group vies against the other groups.
4. Others can answer only on missed questions by raising hand.
5. Points are gained by correct answers and lost by incorrect answers.
6. Round Two of Double Jeopardy is played the same, but point values are doubled.
7. Group getting the most points is the winner.
8. Prizes or bonus points are awarded to each group member.

I. Sources and Media

a. Sources

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2. https://pakpuguh.wordpress.com/2011/08/22/1-narrative-text/
3. https://autumnmelody.wordpress.com/2014/06/16/batangkup-stone-folklore-from-kalimantan/

b. Media

Students' worksheet, white board, board marker, materials of narrative text, power point, picture

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I. Assessment

1. Cognitive

Product

Instrument : Reading exercises

Type : Objective

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Formula:

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2. Affective

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Observation Checklist of Students' Participation

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7	LS							
8	MA							
9	MU							
10	RW							
11	SR							
12	SSUS							
13	SMK							
14	UM							
15	UA							
16	YF							
17	YL							

Notes:

1. The students are considered active if at least they do 3 indicators.
2. The students are considered passive if they do less than 3 indicators.

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The indicators are as follows:

1. Discussing the paragraph to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

Jember, April 14th 2016

English Teacher	**Researcher**
Firdausir Rahman	**Anisa Ulya Zuraida**
NIP.	**NIM. 120210401055**

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INSTRUCTIONAL MATERIALS

1. SET INDUCTION ACTIVITIES

Let's see the picture!

Leading questions:

1. Do you know what picture it is?
2. What happens with the stone?

2. MAIN ACTIVITIES

a. Definition of Narrative Text

Narrative text is a kind of text which tells us an interesting story happened in the past and which is arranged in a chronological order.

b. Social Function of Narrative Text

The social function of narrative text is to amuse or to entertain the reader or listener.

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c. Generic Structure of Narrative Text

A narrative text consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

d. Language Features of Narrative Text

1. Using adverb of time (Once upon a time, one day, etc).
2. Using temporal conjunction (after that, then, suddenly, finally, etc).
3. Using Past Tense.

TASKS

Betangkup Stone

Paragraph 1

Once upon a time, in a small village in Sambas, West Kalimantan, there lived a widow named Mak Minah. She had three children; two sons, and a daughter. Her sons were Utuh and Ucin, and her youngest child was Diang.Mak Minah always went to the jungle to collect some fire woods. She sold the woods in the market and used the money for their daily needs. She always worked alone. Her three children were lazy and only liked to play. They never helped her.

Paragraph 2

It was already late in the evening. Mak Minah did not feel well. After selling the woods in the market, she wanted to go to the bed immediately. However, dinner was not ready yet. So, she asked her three children to help her preparing the dinner.Those three children ignored their mother and continued playing in the front yard. Mak Minah then forced herself to prepare the dinner. When it was ready, she called her children to

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have dinner. Sadly after they finished eating, the children did not help their mother clean the dishes.Mak Minah cried. She was so sad. It was not the first time her children did not help her and ignored her.

Paragraph 3

In the morning, Mak Minah went to the riverside. There was a magical stone called Betangkup Stone. The stone had magical power. It could open and close its body like a sea shell. The stone could also talk to humans."Betangkup Stone, please help me. I cannot hold the pains anymore. I'm so sick and my children did not want to help me. They always ignored me. Please swallow my body", begged Mak Minah."Well, if that's what you want, get inside. I will open my body now". Then, Betangkup Stone opened its body. Mak Minah went inside. Her long hair was still outside of the stone.

Paragraph 4

In the meantime, Utuh, Ucin, and Diang woke up and felt hungry. Breakfast was not ready so they were looking for their mother. Finally, they were in front of the Betangkup Stone. They saw their mother was inside Betangkup Stone's body. Diang asked the Betangkup Stone to let her mother go outside. However, Betangkup Stone refused because they always ignored their mother. "We need her now", cried Utuh. "You need her because you are hungry. You only listen to her when you want to eat. But you never help her. You will never see your mother anymore!" said Betangkup Stone.Those three children cried loudly. They knew they were wrong. But it was too late. They would never see their mother anymore.

Adapted from https://autumnmelody.wordpress.com/2014/06/16/batangkup-stone-folklore-from-kalimantan/

EXPERT SHEET DOR EXPERT GROUPS

1. Find 5 unfamiliar words in the paragraph and find the meanings of the words!
2. What is the main idea of the paragraph?

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QUIZ 1 FOR EACH EXPERT GROUP

Paragraph 1

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		Meaning
Widow		Not willing to work or use any effort
Young		A woman whose husband has died and not married again
Sold		Happening on or relating to every day
Daily		To give something to someone else in return for money
Lazy		Having lived for only a short time and not old

Paragraph 2

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		Meaning
Evening		Despite this
However		To produce tears as the result of a strong emotion
Sadly		All the plates, glasses, etc. That have been used during a meal
Dishes		The part of the day between the end of the afternoon and night
Cried		In an unhappy way

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Paragraph 3

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		Meaning
Magical		The land along the edges of a river
Begged		Not inside a building
Riverside		Ask someone humbly for something
Long		Produced by or using magic
Outside		Something that is more than average or usual

Paragraph 4

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		Meaning
Meantime		Wanting or needing food
Saw		Making a lot of noise
Hungry		While something else is happening
Loudly		Not considered morally acceptable by most people
Wrong		To be conscious of what is around you by using your eyes

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QUIZ 2 FOR HOME GROUPS

1. What did Mak Minah do for daily needs?
2. Why did Mak Minah cry?
3. In paragraph 3, we can conclude that Mak Minah…
4. According to paragraph 4, what happened with the three children?
5. From the text, what value can we get?

INDIVIDUAL ASSESSMENT

1. What were the characteristics of the three children?
   a. They were diligent.
   b. They were liked to help others.
   c. They were hard worker.
   d. They were lazy and liked to play.
   e. They always helped their mother.
2. Why did Mak Minah ask their children to help her in preparing the dinner?
   a. Because she could not do it herself.
   b. Because she did not feel well.
   c. Because she wanted to go to market.
   d. Because she had to work.
   e. Because she was too lazy to make the dinner.
3. "…Please swallow my body", begged Mak Minah …" (paragraph 3). The word "begged" means…
   a. Shout in a loud.
   b. A command or instruction.
   c. Ask someone humbly for something.
   d. Express regret for something.
   e. Say the words in anger.

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4. From the story above, we know that…
   a. The three children were very kind.
   b. Mak minah never did anything herself.
   c. The three children always helped their mother.
   d. Mak Minah always did all the things alone.
   e. The three children did not like to play.
5. "…Those three children cried **loudly**…" (paragraph 4). What does the bold word means?
   a. Make someone angry.
   b. Wish for a certain situation.
   c. Making a lot of noise.
   d. Saying the words in a good way.
   e. Have a strong desire for something.
6. What is the main idea of paragraph 2?
   a. Mak Minah was preparing the dinner.
   b. The three children liked to play.
   c. Mak Minah wanted to go to the bed.
   d. The three children cleaned the dishes.
   e. Mak Minah felt unwell.
7. Why did Betangkup Stone refuse the three children's request?
   a. Because they always ignored and never helped their mother.
   b. Because Betangkup Stone did not like them.
   c. Because they were good children.
   d. Because Betangkup Stone could not accept the request.
   e. Because they only wanted to eat.
8. In paragraph 3, the statements are true about Betangkup, except…
   a. Betangkup Stone had a magical power.
   b. Betangkup Stone could open and close its body.
   c. Betangkup Stone could talk to humans.
   d. Betangkup Stone accepted Mak Minah's request.
   e. Betangkup Stone did not allow Mak Minah to go inside.

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9. What is the main idea of paragraph 4?
    a. Mak Minah never came back anymore.
    b. The three children looked for their mother.
    c. Mak Minah was inside Betangkup Stone.
    d. The three children felt hungry.
    e. Mak Minah ignored their children.
10. From the story above, we can conclude that…
    a. Ignoring someone is a good habit.
    b. Helping mother brings happiness.
    c. Tell the truth to avoid something unexpected.
    d. Do the work patiently without asking for someone's help.
    e. Do not believe someone easily.

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ANSWER KEY

QUIZ 1

A. Paragraph 1

Words matching

Words		Meaning
Widow		Not willing to work or use any effort
Young		A woman whose husband has died and not married again
Sold		Happening on or relating to every day
Daily		To give something to someone else in return for money
Lazy		Having lived for only a short time and not old

B. Paragraph 2

Words matching

Words		Meaning
Evening		Despite this
However		To produce tears as the result of a strong emotion
Sadly		All the plates, glasses, etc. That have been used during a meal
Dishes		The part of the day between the end of the afternoon and night
Cried		In an unhappy way

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C. Paragraph 3

Words matching

Words		Meaning
Magical		The land along the edges of a river
Begged		Not inside a building
Riverside		Ask someone humbly for something
Long		Produced by or using magic
Outside		Something that is more than average or usual

D. Paragraph 4

Words matching

Words		Meaning
Meantime		Wanting or needing food
Saw		Making a lot of noise
Hungry		While something else is happening
Loudly		Not considered morally acceptable by most people
Wrong		To be conscious of what is around you by using your eyes

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QUIZ 2

1. Mak Minah always went to the jungle to collect some fire woods. She sold the woods in the market and used the money for their daily needs.
2. Mak Minah cried because their children did not help her in preparing the dinner and in cleaning the dishes. They preferred to play and ignored their mother.
3. Mak Minah came inside the Betangkup Stone.
4. The three children never saw their mother anymore.
5. We must obey and help our mother.

INDIVIDUAL ASSESSMENT

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

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The Distribution of the Test Items:

Quizzes

Kinds of Comprehension	Number
Word comprehension	Quiz 1 (Paragraph 1,2,3,4)
Sentence comprehension	Quiz 2: no. 1 and 2
Paragraph comprehension	Quiz 2: no. 3 and 4
Text comprehension	Quiz 2: no. 5

Individual Assessment

Kinds of Comprehension	Number	Total Number
Word comprehension	3, 5	2
Sentence comprehension	1, 2, 7	3
Paragraph comprehension	6, 8, 9	3
Text comprehension	4, 10	2

Scoring Rubric

No.	Task	Formula
1.	Reading test (Individual Assessment)	$\frac{correct\ answer}{\text{whole questions}}\ x\ 100$
Total score		100

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Appendix H

READING COMPREHENSION TEST IN CYCLE 1
Time: 60 minutes

Choose the correct answer of the questions below by crossing (x) a, b, c, d, or e!

Read the following text and answer questions 1- 10

The Salty River

A long time ago, in Sepang Village, Central Kalimantan lived a widow named Emas. Her husband died when her daughter was a baby. Her daughter's name was Tumbai. The villagers in the village were poor. Though they were poor, the villagers always worked hard. Fortunately, there was a well in the village. So, they always had enough water to live. Tumbai was a very good daughter. She was diligent and obedient. She always helped her mother and listened to her mother's advice. She also liked to help other people. That was why everybody knew her.

Tumbai was not only famous for her kindness, but also for her beauty. She was very beautiful. Many young men fell in love with her. One by one, they proposed her to be their wife. However, Tumbai always refused the marriage proposal. She was confused. So she prayed to God to give her guidance. Finally, she got the answer. In her dream, an old man asked her to marry a man who could change the well from fresh water into salt water. When she woke up, Tumbai was very confused. She thought it was difficult for a man to change the fresh water into salt water. Fresh water did not have any taste. It was different from sea water which is salty.

When Tumbai told her mother about her dream, her mother was also confused. However, she knew that her daughter was very good and would not lie to her. Her mother had a feeling. Probably, God was going to help them from poverty. Then, her mother made an announcement that Tumbai would marry a man who could change the fresh water in the well into salt water. Everybody was laughing. They thought Tumbai and her mother were crazy. But, it did not stop those young men to try. They really wanted to marry Tumbai. So, they tried to change the fresh water into salt water. However, they failed.

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One day, a man came. He lived in the riverside of Barito River. He had supernatural power. Then, the man sat down next to the well. He was meditating and prayed to God. All the villagers were circling the man. They were all curious. After a while, the man finished meditating. He stood up and asked the villagers to taste the water from the well. He succeeded in changing the water. Tumbai was happy and her mother was right. After the water was salty, the villagers were not poor anymore. They changed the salty water into salt. They sold it and they had money. The salty water was flowing from the well to the Kahayan River. Until now, people still taste the salty water in Kahayan River.

Adapted from http://tankimlim.blogspot.co.id/2013/05/narrative-text-indonesia-legend-salty.html

1. What happened with Emas's husband?
   a. Her husband went away.
   b. Her husband did not come back home.
   c. Her husband worked somewhere.
   d. Her husband died when her daughter was a baby.
   e. Her husband had a long journey.
2. The statements are true about Tumbai, except…
   a. She always ignored her mother.
   b. She was a good daughter.
   c. She was diligent.
   d. She always helped her mother.
   e. She liked to help other people.
3. "…lived a widow named Emas." (paragraph 1). What is the meaning of the word "widow"?
   a. A woman who has not marriage yet.
   b. A woman whose husband has died.
   c. A woman who has a baby.
   d. A woman who has only a daughter.
   e. A woman who lived in a village.

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4. What is the main idea of paragraph 2?
   a. Tumbai refused the marriage proposal.
   b. Tumbai had a good dream.
   c. Tumbai's beauty made her confused.
   d. Tumbai prayed to God.
   e. Tumbai's beauty made many young men proposed her.
5. What was Tumbai's dream?
   a. She has to find a man to be her husband.
   b. She needed to pray to God every time.
   c. She was asked to marry a man who could change the water.
   d. She has to accept one of the marriage proposals.
   e. She did not have to do anything.
6. "…God was going to help them from poverty …" (paragraph 3). What is the meaning of the underlined word?
   a. A large amount of money that someone has.
   b. Very unhappy.
   c. An enjoyable condition.
   d. The condition of being extremely poor.
   e. Having valuable possessions.
7. Which of the following statement is not true based on the text?
   a. The people were not poor anymore.
   b. Emas did not have a husband.
   c. The villagers lived from the well.
   d. Tumbai got the answer from a dream.
   e. The man failed to marry Tumbai.
8. What is the idea of paragraph 4?
   a. The man had supernatural power.
   b. The man succeeded in changing the fresh water into salt water.
   c. The man was meditating.
   d. The man was happy.
   e. The man had money from the well.

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9. From the story above, we can conclude that…
    a. Tumbai found her dream husband.
    b. Tumbai failed to marry.
    c. Tumbai and her mother lived poorly until the end.
    d. Tumbai could change the water from the well.
    e. Tumbai was beautiful but she was not kind.
10. What can we learn from the text above?
    a. We must obey our parents.
    b. We must not break our promise.
    c. We must stand on our own feet.
    d. We must respect others.
    e. We must have supernatural power.

Read the following text and answer questions 11 – 20

Napombalu

Once upon a time, there was a handsome hunter, his name was Lawongo. He only hunted wild hogsthat often destroyed the villagers' fields. They were very grateful with his help because their fields were safe from the animals. He was also very great in playing a flute. It was so melodious. The villagers always enjoyed listening his playing. One of themwas a beautiful girl. She always paid attention to him and listened attentively. He knew and fell in love with her. Fortunately, the girl also loved him. Then, they got married and lived happily. They loved each other and promised to be always together until died.

In one night, Lawongo had a strange dream. In his dream, he was hunting a very big wild hog which attacked him. He did very hard to kill the hog. He used his knife to stab the hog until died. In the next morning, Lawongo went hunting. It was still early and he did not want to wake his wife up. When he arrived in the jungle, he did not see any animals. He could not find any wild hog either. He felt very strange. Then, he walked and picked a coconut because he was thirsty. When he wanted to open it using his knife, he saw that it was full of dried blood. He was

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confused. Suddenly, he had a bad feeling about his wife and went home immediately.

When he arrived home, many people were in front of his house. He rushed into his house. He saw his wife was dead and full of blood. He was very sad and very guilty. He knew that he stabbed his wife last night. Then,he told the villagers to prepare two coffins for him and his wife. At first, the villagers refused his request because they still wanted to hear his playing. Knowing this, he asked them to make a hole on his coffin's cover.So, they still heard his playing. Ifthey could not hear his playing, it meant he was dead. Then, he asked them to go to the beach and did not point or say anything about a thing appeared from the sea.

Later, the villagers buried the two coffins. At the first night, they could still hear his playing. However, the sound was getting weaker and weaker. Finally, they did not hear anything. They did his request and went to the beach. Suddenly, a strange thing appeared from the sea. It was very big. They were surprised, but they did not say anything. Finally, the thing stopped growing. The villagers used their sampan and came to the thing. It was a coral island. They named the island as Napombalu, which is from the words Napo and Nawalu. Napo means a coral island and Nawalu means a strange thing which turned into an island.

Adapted from http://tankimlim.blogspot.co.id/2013/06/narrative-text-indonesia-legend.html

11. Why did the girl always pay attention and listen attentively when Lawongo played the flute?
    a. Because she ignored him.
    b. Because she felt in love with him.
    c. Because she underestimate him.
    d. Because she hated him very much.
    e. Because she wanted to play his flute.

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12. How could Lawongo's wife die?
    a. She was killed by Lawongo.
    b. She was killed by someone.
    c. She died because of a poison.
    d. She died because of sick.
    e. She died because she got an accident.
13. Why did Lawongo ask the villagers to make a hole in his coffin?
    a. To make him still closed with his wife's coffin.
    b. To have some light for him.
    c. To keep breath.
    d. To go out of the coffin easily.
    e. To make them still heard his playing of flute.
14. "…Fortunately, the girl also loved him…" (paragraph 1). What does the bold sentence mean?
    a. Happening intentionally.
    b. Happening because of bad luck.
    c. Happening because of good luck.
    d. Happening in a purpose.
    e. Happening unexpectedly.
15. "It was still **early**..." (paragraph 2). What is the meaning of the bold word?
    a. Near the end of a period of time.
    b. The period when the sun goes down.
    c. The period of time in the late afternoon.
    d. Near the beginning of a period of time.
    e. The part of the day in the late evening.
16. What does the third paragraph tell us about?
    a. The death of Lawongo's wife and his guilty.
    b. The people who came to Lawongo's house.
    c. The playing of Lawongo's flute.
    d. The people request to Lawongo.
    e. It is about Lawongo's coffin.

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17. What is the main idea of paragraph 4?
    a. The villagers buried the coffins.
    b. The playing of Lawongo's flute.
    c. The villagers came to the beach.
    d. How Napombalu was formed.
    e. How Lawango died.
18. What was the background of the story?
    a. A town which was so crowded.
    b. A dessert which was so dry.
    c. A village which was close to a jungle and a beach.
    d. A village which was near a cave.
    e. A field which was large.
19. Which of the following statement is not true based on the text?
    a. Lawongo's wife died because of Lawongo.
    b. Lawongo did not keep his promise to his wife.
    c. The villagers enjoyed listening Lawongo's playing.
    d. The villagers did Lawongo's request.
    e. The people named the island as Napombalu.
20. What can we learn from the story above?
    a. We should not blame ourselves.
    b. We should accept others' help.
    c. We should do someone's request.
    d. We do not need to help others.
    e. We must keep our promise.

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ANSWER KEY

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

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The Distribution of the Test Items:

Kinds of Comprehension	Number	Total Number
Word comprehension	3, 6, 14, 15	4
Sentence comprehension	1, 2, 5, 11, 12, 13	6
Paragraph comprehension	4, 8, 16, 17	4
Text comprehension	7, 9, 10, 18, 19, 20	6

Scoring Rubric

No.	Task	Formula
1.	Reading test	$\frac{correct\ answer}{\text{whole questions}}\ x\ 100$
Total score		100

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Appendix I

LESSON PLAN

(MEETING 1, CYCLE 2)

Level	**: Senior High School**
School	**: SMA Plus Darul Hikmah**
Lesson	**: English**
Class/Semester	**: XI/2**
Skill	**: Reading**
Genre	**: Narrative Text**
Theme	**: Folklore**
Time allocation	**: 2 x 45 minutes**

A. Standar Kompetensi

5. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative, spoof* dan *hortatory exposition.*

C. Indicators

1. **Cognitive**
   a. **Process**
      1. Finding 5 unfamiliar words and their meaning from the paragraph given in the expert groups.
      2. Finding the main idea of the paragraph given in the expert sheet.

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3. Matching the words with the meaning given in Quiz 1 in the expert groups.
4. Answering the questions in Quiz 2 in the home groups.

b. Product

Answering some questions of specific and general information of a narrative text by choosing the correct answer in the form of multiple choices given correctly in individual assessment.

2. Affective

1. Discussing to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

D. Teaching Learning Objectives

1. Cognitive

1. **Process**
    1. Students are able to find 5 unfamiliar words and their meaning from the paragraph given in the expert groups.
    2. Students are able to find the main idea of the paragraph given in the expert sheet.
    3. Students are able to match the words with the meaning given in Quiz 1 in the expert groups.
    4. Students are able to answer the questions in Quiz 2 in the home groups.

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2. **Product**

   Students are able to answer some questions of specific and general information of a narrative text by choosing the correct answer in the form of multiple choices given correctly in individual assessment.

2. Affective

1. Students are able to discuss to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Students are able to find the meaning of the words in Quiz 1 in the expert group.
3. Students are able to share the information they have got from the expert groups to their home groups.
4. Students are able to find the answer of the specific and general information of Quiz 2 in the home group.
5. Students are able to review the content of the material by playing Jeopardy game.

E. Learning Material

Enclosed

F. Approach and Technique

1. Approach : Cooperative Learning
2. Technique : Jigsaw IV

G. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	Set induction: 1. Greeting, praying, and checking students' attendance list. 2. Preparing students'	 1. Greeting and praying. 2. Readying to get the	 1 minute 1 minute

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	readiness. 3.Giving leading questions to attract students' attention and curiosity. 4.Explaining the teaching learning objectives.	lesson. 3. Answering the questions. 4. Listening and writing the objectives of the lesson.	 2 minutes 1 minute
2.	Main activities: 1. Explaining the theory of narrative text. 2. Forming 4 home groups. 3. Giving a single paragraph of a text to each student in the home groups. 4. Explaining what the students have to do. 5. Forming 4 expert groups by asking students to gather with the same single paragraph. 6. Giving an expert sheet to each the expert group. 7. Asking students to comprehend the single paragraph and answer	 1. Listening and making notes to the explanation. 2. Making groups by following the teacher's instruction. 3. Receiving the single paragraph. 4. Listening to the teacher's explanation. 5. Gathering with others who get the same single paragraph. 6. Receiving the sheet. 7. Comprehending the single paragraph and	 3 minutes 1 minute 1 minute 3 minutes 1 minute 1 minute 5 minutes

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	questions in the expert sheet. 8. Giving Quiz 1 to each expert group and asking them to do it. 9. Asking the students to return to their home groups and share the information they get from the expert groups. 10. Giving Quiz 2 to the home groups and asking them to do it. 11. Reviewing process by playing game of Jeopardy (see point H). 12. Giving individual assessment. 13. Re-teaching any unclear information.	answering the questions that follow. 8. Doing Quiz 1 in the expert group. 9. Returning and sharing the information from the expert groups to the home groups. 10. Doing Quiz 2. 11. Playing game of Jeopardy. 12. Doing the assessment individually. 13. Asking if they missed some information in the assessment.	 5 minutes 15 minutes 5 minutes 15 minutes 20 minutes 5 minutes
3.	Closure: 1. Asking the students' problems in Jigsaw IV. 2. Asking the students to draw a conclusion of the lesson. 3. Praying and closing.	 1. Explaining the problems. 2. Stating the conclusion. 3. Praying.	 2 minutes 2 minutes 1 minute

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H. Rules of Jeopardy Game

1. Teacher creates a list of questions for students to answer.
2. Make sure the students are in their home groups.
3. Each group vies against the other groups.
4. Others can answer only on missed questions by raising hand.
5. Points are gained by correct answers and lost by incorrect answers.
6. Round Two of Double Jeopardy is played the same, but point values are doubled.
7. Group getting the most points is the winner.
8. Prizes or bonus points are awarded to each group member.

I. Sources and Media

a. Sources

1. Kurikulum KTSP
2. https://pakpuguh.wordpress.com/2011/08/22/1-narrative-text/
3. http://folktales4u.blogspot.co.id/2012/01/legend-of-batu-hapu-cave.html

b. Media

Students' worksheet, white board, board marker, materials of narrative text, power point, picture

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J. Assessment

1. Cognitive

Product

Instrument : Reading exercises

Type : Objective

Form : Multiple choices

Formula:

$$Score = \frac{\text{Correct answer}}{\text{Whole Questions}} x\ 100$$

2. Affective

The affective assessment is done by using observation checklist below.

Observation Checklist of Students' Participation

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1	AH							
2	ADF							
3	BI							
4	FH							
5	HCD							
6	IS							
7	LS							
8	MA							
9	MU							
10	RW							
11	SR							
12	SSUS							
13	SMK							
14	UM							
15	UA							
16	YF							
17	YL							

Notes:

1. The students are considered active if at least they do 3 indicators.
2. The students are considered passive if they do less than 3 indicators.

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The indicators are as follows:

1. Discussing to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

Jember, April 21st 2016

English Teacher	**Researcher**
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INSTRUCTIONAL MATERIALS

1. SET INDUCTION ACTIVITIES

Let's see the picture!

Leading questions:

1. Do you know what picture it is?
2. Have you ever visited a cave?
3. What is the name of the cave?
4. What can you find inside a cave?
5. Have you ever come to Batu Hapu cave?

2. MAIN ACTIVITIES

a. Definition of Narrative Text

Narrative text is a kind of text which tells us an interesting story happened in the past and which is arranged in a chronological order.

b. Social Function of Narrative Text

The social function of narrative text is to amuse or to entertain the reader or listener.

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c. Generic Structure of Narrative Text

A narrative text consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

d. Language Features of Narrative Text

1. Using adverb of time (Once upon a time, one day, etc).
2. Using temporal conjunction (after that, then, suddenly, finally, etc).
3. Using Past Tense.

TASKS

The Legend of Batu Hapu Cave

Paragraph 1

Long time ago in Tapin, South Kalimantan, there was an old woman who lived with his only son. The woman's name was Nini Kudampai and her son's name was Angui. They were really poor. Angui was still a kid. He was kind and very helpful. His father died when he was a baby. Though he was very young, he behaved like an adult. He knew he had to help his mother to earn a living. It made his mother loved him very much. Angui had three pets. They were a white pig, a white dog, and a white cock. He liked playing with them after helping his mother.

Paragraph 2

One day, a rich merchant was passing Angui's house. He stopped and paid attention to that kid. He liked him very much. He asked some people about him. When he knew that he came from a poor family, he wanted to adopt him. Then, the rich merchant came to Angui's house. He talked to Nini Kudampai. He told her that he wanted to adopt Angui. He

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promised that he would let Angui go home and lived with her after Angui was adult. He also promised that he would give Angui a good education. She agreed with the merchant's plan. Finally, she let him adopt her soon.

Paragraph 3

Angui got married with the merchant's beautiful daughter. They lived happily and had a lot of money. The merchant remembered his promise to Nini Kudampai and he told Angui to go home. But,he refused. His wife also asked him to go to his hometown. He gave up. He asked his crew to prepare his ship. They would sail to Tapin. Meantime, the news spread very fast. People were talking that Angui would go back home. His mother finally heard the news. She was standing at the harbour to wait his son. She looked very old and shabby.

Paragraph 4

Angui and his wife arrived at the harbour. He knew that his mother was waiting for him. But, he was ashamed. His wife asked him who the old woman was, but he said that he did not know her. Nini Kudampai was so sad and very angry. She had been waiting for her son to come back. When he arrived, he ignored and did not want to admit her as his mother. She cursed him for ignoring her. God heard her pray. Suddenly, rain fell down heavily. Thunder attacked the ship. It turned upside down. Slowly the ship changed into a big stone. Later, the big stone changed into a cave. Then, people named the cave as Batu Hapu Cave.

Adapted from http://folktales4u.blogspot.co.id/2012/01/legend-of-batu-hapu-cave.html

EXPERT SHEET FOR EXPERT GROUPS

1. Find 5 unfamiliar words in the paragraph and find the meanings of the words!
2. What is the main idea of the paragraph?

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QUIZ 1 FOR EACH EXPERT GROUP

Paragraph 1

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		**Meaning**
Poor		A person who is fully grown or developed
Young		Lacking sufficient money to live at a standard considered comfortable
Helpful		Conducting oneself in a specified way
Adult		Giving or ready to give help
Behaved		Having lived or existed for only a short time

Paragraph 2

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		**Meaning**
Rich		Legally take child and bring it up as one's own
Merchant		Notice taken of someone or something as interesting
Adopt		A person or company involved in wholesale trade
Promised		Having a great deal of money or assets
Attention		A declaration that one will do something or that a particular thing will happen

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Paragraph 3

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		**Meaning**
Shabby		The town of one's birth
Happily		Open out (something) so as to extend its surface area, width, or length
Hometown		In a happy way
Spread		A place on the coast where ships may moor in shelter
Harbor		Dressed in old or worn clothes

Paragraph 4

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		**Meaning**
Thunder		Embarrassed or guilty because of one's actions or characteristics
Ashamed		Wish or hope strongly for a particular outcome or situation
Cursed		To a great degree; in large amounts
Pray		Used to express annoyance
Heavily		A loud rumbling or crashing noise heard after a lightning flash

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QUIZ 2 FOR HOME GROUPS

1. What happened with Angui's father?
2. Why did the merchant want to adopt Angui?
3. From the third paragraph, we know that Angui…
4. The main idea of paragraph four is…
5. What can we learn from the story above?

INDIVIDUAL ASSESSMENT

1. Where did the story take place?
   a. In Tapin, Central Kalimantan.
   b. In Tapin, East Kalimantan.
   c. In Tapin, West Kalimantan.
   d. In Tapin, South Kalimantan.
   e. In Tapin, North Kalimantan.
2. The following statements are true about Angui based on paragraph 1, except…
   a. He was poor.
   b. He was kind.
   c. He was helpful.
   d. He had three pets.
   e. He was an adult.
3. What was the promise that the merchant made to Nini Kudampai?
   a. He would let Angui go anywhere.
   b. He would give Angui a good education.
   c. He would not come back home.
   d. He would give Angui a lot of money.
   e. He would not live with his mother.

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4. "… he wanted to adopt him …" (paragraph 2). What does the underlined word mean?
   a. Ask someone humbly for something.
   b. To say that you will not do or accept something.
   c. Legally take child and bring it up as one's own
   d. Express regret for something.
   e. Do something honestly.
5. What is the main idea of paragraph 3?
   a. Angui went to his hometown.
   b. Angui was adopted by the merchant.
   c. Angui helped his mother earn a living.
   d. Angui did not admit his mother.
   e. Angui was cursed by his mother.
6. What did Angui's mother do after hearing the news?
   a. She waited her son in the house.
   b. She stood in front of the house.
   c. She waited her son in the harbor.
   d. She made a surprise.
   e. She prepared to sail.
7. "…..His wife also asked him to go to his hometown…" (paragraph 3). What is the meaning of the word "hometown"?
   a. The town of one's birth.
   b. The town of merchant.
   c. The town which had many houses.
   d. The town which was close to a harbour.
   e. The town of poor family.

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8. In paragraph 4, we can say that Angui …
   a. Lived happily ever after.
   b. Was happy to see his mother.
   c. Came back to his house.
   d. Admitted his mother.
   e. Was cursed by his mother.
9. From the text above, the statements below are true, except…
   a. Nini Kudampai let the merchant adopt her son.
   b. Angui's wife did not ask him to go to his hometown.
   c. The merchant had a beautiful daughter.
   d. Angui ignored his mother.
   e. The ship changed into a big stone.
10. What can we learn from the text above?
   a. We must obey our parents.
   b. We must not break our promise.
   c. We must go sailing.
   d. We must remember and respect our mother.
   e. We must have some huge ships.

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ANSWER KEY

QUIZ 1

A. Paragraph 1

Words matching

Words		Meaning
Poor		A person who is fully grown or developed
Young		Lacking sufficient money to live at a standard considered comfortable
Helpful		Conducting oneself in a specified way
Adult		Giving or ready to give help
Behaved		Having lived or existed for only a short time

B. Paragraph 2

Words matching

Words		Meaning
Rich		Legally take child and bring it up as one's own
Merchant		Notice taken of someone or something as interesting
Adopt		A person or company involved in wholesale trade
Promised		Having a great deal of money or assets
Attention		A declaration that one will do something or that a particular thing will happen

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C. Paragraph 3

Words matching

Words		**Meaning**
Shabby		The town of one's birth
Happily		Open out (something) so as to extend its surface area, width, or length
Hometown		In a happy way
Spread		A place on the coast where ships may moor in shelter
Harbor		Dressed in old or worn clothes

D. Paragraph 4

Words matching

Words		**Meaning**
Thunder		Embarrassed or guilty because of one's actions or characteristics
Ashamed		Wish or hope strongly for a particular outcome or situation
Cursed		To a great degree; in large amounts
Pray		Used to express annoyance
Heavily		A loud rumbling or crashing noise heard after a lightning flash

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QUIZ 2

1. His father died when he was a baby.
2. Because Angui was poor and the merchant also liked him very much.
3. Angui came back to his hometown.
4. Angui was cursed by his mother.
5. We must respect our mother.

INDIVIDUAL ASSESSMENT

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

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The Distribution of the Test Items:

Quizzes

Kinds of Comprehension	Number
Word comprehension	Quiz 1 (Paragraph 1,2,3,4)
Sentence comprehension	Quiz 2: no. 1 and 2
Paragraph comprehension	Quiz 2: no. 3 and 4
Text comprehension	Quiz 2: no. 5

Individual Assessment

Kinds of Comprehension	Number	Total Number
Word comprehension	4, 7	2
Sentence comprehension	1, 3, 6	3
Paragraph comprehension	2, 5, 8	3
Text comprehension	9, 10	2

Scoring Rubric

No.	Task	Formula
1.	Reading test (Individual Assessment)	$\frac{correct\ answer}{\text{whole questions}}\ x\ 100$
Total score		100

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Appendix J

LESSON PLAN

(MEETING 2, CYCLE 2)

Level : Senior High School
School : SMA Plus Darul Hikmah
Lesson : English
Class/Semester : XI/2
Skill : Reading
Genre : Narrative Text
Theme : Folklore
Time allocation : 2 x 45 minutes

A. Standar Kompetensi

5. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative, spoof* dan *hortatory exposition.*

C. Indicators

1. **Cognitive**
   a. **Process**
      1. Finding 5 unfamiliar words and their meaning from the paragraph given in the expert groups.
      2. Finding the main idea of the paragraph given in the expert sheet.

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3. Matching the words with the meaning given in Quiz 1 in the expert groups.
4. Answering the questions in Quiz 2 in the home groups.

b. Product

Answering some questions of specific and general information of a narrative text by choosing the correct answer in the form of multiple choices given correctly in individual assessment.

2. Affective

1. Discussing to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

D. Teaching Learning Objectives

1. Cognitive

a. Process

1. Students are able to find 5 unfamiliar words and their meaning from the paragraph given in the expert groups.
2. Students are able to find the main idea of the paragraph given in the expert sheet.
3. Students are able to match the words with the meaning given in Quiz 1 in the expert groups.
4. Students are able to answer the questions in Quiz 2 in the home groups.

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b. Product

Students are able to answer some questions of specific and general information of a narrative text by choosing the correct answer in the form of multiple choices given correctly in individual assessment.

2. Affective

1. Students are able to discuss to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Students are able to find the meaning of the words in Quiz 1 in the expert group.
3. Students are able to share the information they have got from the expert groups to their home groups.
4. Students are able to find the answer of the specific and general information of Quiz 2 in the home group.
5. Students are able to review the content of the material by playing Jeopardy game.

E. Learning Material

Enclosed

F. Approach and Technique

1. Approach : Cooperative Learning
2. Technique : Jigsaw IV

G. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	Set induction: 1. Greeting, praying, and checking students' attendance list. 2. Preparing students'	1. Greeting and praying. 2. Readying to get the	1 minute 1 minute

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	readiness. 3. Giving leading questions to attract students' attention and curiosity. 4. Explaining the teaching learning objectives.	lesson. 3. Answering the questions. 4. Listening and writing the objectives of the lesson.	 2 minutes 1 minute
2.	Main activities: 1. Explaining the theory of narrative text. 2. Forming 4 home groups. 3. Giving a single paragraph of a text to each student in the home groups. 4. Explaining what the students have to do. 5. Forming 4 expert groups by asking students to gather with the same single paragraph. 6. Giving an expert sheet to each the expert group. 7. Asking students to comprehend the single paragraph and answer questions in the expert	 1. Listening and making notes to the explanation. 2. Making groups by following the teacher's instruction. 3. Receiving the single paragraph. 4. Listening to the teacher's explanation. 5. Gathering with others who get the same single paragraph. 6. Receiving the sheet. 7. Comprehending the single paragraph and answering the questions that follow.	 3 minutes 1 minute 1 minute 3 minutes 1 minute 1 minute 5 minutes

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	sheet. 8. Giving Quiz 1 to each expert group and asking them to do it. 9. Asking the students to return to their home groups and share the information they get from the expert groups. 10. Giving Quiz 2 to the home groups and asking them to do it. 11. Reviewing process by playing game of Jeopardy (see point H). 12. Giving individual assessment. 13. Re-teaching any unclear information.	8. Doing Quiz 1 in the expert group. 9. Returning and sharing the information from the expert groups to the home groups. 10. Doing Quiz 2. 11. Playing game of Jeopardy. 12. Doing the assessment individually. 13. Asking if they missed some information in the assessment.	5 minutes 15 minutes 5 minutes 15 minutes 20 minutes 5 minutes
3.	Closure: 1. Asking the students' problems in using reading by Jigsaw IV. 2. Asking the students to draw a conclusion of the lesson. 3. Praying and closing.	1. Explaining the problems they have. 2. Stating the conclusion. 3. Praying.	2 minutes 2 minutes 1 minute

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H. Rules of Jeopardy Game

1. Teacher creates a list of questions for students to answer.
2. Make sure the students are in their home groups.
3. Each group vies against the other groups.
4. Others can answer only on missed questions by raising hand.
5. Points are gained by correct answers and lost by incorrect answers.
6. Round Two of Double Jeopardy is played the same, but point values are doubled.
7. Group getting the most points is the winner.
8. Prizes or bonus points are awarded to each group member.

I. Sources and Media

a. Sources

1. Kurikulum KTSP
2. https://pakpuguh.wordpress.com/2011/08/22/1-narrative-text/
3. http://folktales4u.blogspot.co.id/2011/06/legend-of-tanjung-menangis.html

b. Media

Students' worksheet, white board, board marker, materials of narrative text, power point, picture

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J. Assessment

1. Cognitive

Product

Instrument : Reading exercises

Type : Objective

Form : Multiple choices

Formula:

$$Score = \frac{\text{Correct answer}}{\text{Whole Questions}} x\ 100$$

2. Affective

The affective assessment is done by using observation checklist below.

Observation Checklist of Students' Participation

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1	AH							
2	ADF							
3	BI							
4	FH							
5	HCD							
6	IS							
7	LS							
8	MA							
9	MU							
10	RW							
11	SR							
12	SSUS							
13	SMK							
14	UM							
15	UA							
16	YF							
17	YL							

Notes:

1. The students are considered active if at least they do 3 indicators.
2. The students are considered passive if they do less than 3 indicators.

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The indicators are as follows:

1. Discussing to select five unfamiliar words and the main idea of a paragraph in the expert group.
2. Finding the meaning of the words in Quiz 1 in the expert group.
3. Sharing the information they have got from the expert groups to their home groups.
4. Finding the answer of the specific and general information of Quiz 2 in the home group.
5. Reviewing the content of the material by playing Jeopardy game.

Jember, April 26th2016

English Teacher	**Researcher**
Firdausir Rahman	**Anisa Ulya Zuraida**
NIP.	**NIM. 120210401055**

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INSTRUCTIONAL MATERIALS

1. SET INDUCTION ACTIVITIES

Let's see the picture!

Leading questions:

1. Do you know what picture it is?
2. Have you ever come to a cape?
3. What is the name of the place?
4. Have you ever come to the crying cape?

2. MAIN ACTIVITIES

a. Definition of Narrative Text

Narrative text is a kind of text which tells us an interesting story happened in the past and which is arranged in a chronological order.

b. Social Function of Narrative Text

The social function of narrative text is to amuse or to entertain the reader or listener.

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c. Generic Structure of Narrative Text

A narrative text consists of the following structure:

1. Orientation: Introducing the participants and informing the time and the place
2. Complication: Describing the rising crises which the participants have to do with
3. Resolution: Showing the way of participant to solve the crises, better or worse

d. Language Features of Narrative Text

1. Using adverb of time (Once upon a time, one day, etc).
2. Using temporal conjunction (after that, then, suddenly, finally, etc).
3. Using Past Tense.

TASKS

The Crying Cape

Paragraph 1

A long time ago, there was a great kingdom in Halmahera. The people were sad. The king just died. He was a great king. He was kind and very wise. The people loved him very much. The king had three children; two sons and one daughter. The sons were Baginda Arif and Baginda Binaut, while the daughter was Putri baginda Nuri. The queen talked to commander of the soldiers. They were discussing about the next king. According to the rule, the first child would be the next king. Therefore, they were preparing a ceremony for Baginda Arif to be the new king.

Paragraph 2

Baginda Binaut heard they conversation. Actually, he had an ambition. He also wanted to be the king. He had a plan. Secretly, he talked to the commander and asked him to send the queen, Baginda Arif and Baginda Nuri to jail. Then Baginda Binaut became the new king. Unlike his father, he was very cruel. He asked his people to pay high taxes. The

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people suffered. They complained but they could not do anything. The soldiers would hurt them. However, not all the soldiers wanted to follow Baginda Binaut.

Paragraph 3

One of the soldiers decided to leave the palace. His name was Bijak. He made his own troops. He knew that the queen, the prince and the princess were in jail. He wanted to set them free. One night, Bijak and his troops attacked the jail. They succeeded. Then, he planned to attack the palace. But the queen did not agree. She did not want to see her own people fighting. Then, the queen prayed to god. Not long after that, the mountain erupted. The lava was flowing. It flowed to the palace. The people were running to save their life. Baginda Binaut was also running. Amazingly, wherever he was running, the lava always followed him.

Paragraph 4

Baginda Binaut was really scared. While he was running, he was thinking of his mother, brother and his sister. He screamed for help. He went to the jail but they were not there. He was really panicked because the lava was getting closer to him. Finally, Baginda Binaut could not run anymore. He was exhausted and he arrived at the sea. He could not go back to the land because it was full of lava. Then he swam to the sea. Because he was very tired, he could not swim. He was drowned. Slowly, his body turned into a cape. The people often heard someone crying from the cape. Therefore, the people named it the crying cape.

Adapted from http://folktales4u.blogspot.co.id/2011/06/legend-of-tanjung-menangis.html

EXPERT SHEET FOR EXPERT GROUPS

1. Find 5 unfamiliar words in the paragraph and find the meanings of the words!
2. What is the main idea of the paragraph?

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QUIZ 1 FOR EACH EXPERT GROUP

Paragraph 1

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		Meaning
Great		A country, state, or territory ruled by a king or queen
Kingdom		A public occasion, especially one celebrating a particular event, achievement, or anniversary
Soldier		Of ability, quality, or eminence considerably above average
Ceremony		Make (something) ready for use or consideration
Prepared		A person who serves in an army

Paragraph 2

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		Meaning
Conversation		Express dissatisfaction or annoyance about something
Jail		As the truth or facts of a situation
Actually		A place for the confinement of people accused of a crime
Secretly		A talk between two or more people, in which news and ideas are exchanged
Complained		In a secret way; without others knowing

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Paragraph 3

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		Meaning
Palace		Act against (someone or something) aggressively in an attempt to injure or kill
Troops		smoothly continuous
Attacked		A soldier unit commanded by a captain
Flowing		In a way that causes great surprise or wonder
Amazingly		A large and impressive building

Paragraph 4

Match the following words in the left table with the correct meaning in the right table by giving an arrow!

Words		Meaning
Scared		Very tired
Screamed		In need of sleep or rest
Tired		Give a long, loud, piercing cry or cries expressing extreme emotion or pain
Exhausted		The part of the earth's surface that is not covered by water
Land		Fearful; frightened

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QUIZ 2 FOR HOME GROUPS

1. Why did Baginda Arif become the next king?
2. What did Baginda Binaut do to his family?
3. In paragraph 3, we can conclude that Bijak…
4. According to paragraph 4, what happened with Baginda Binaut?
5. What can we learn from the story above?

INDIVIDUAL ASSESSMENT

1. How was the king?
   a. He was cruel and heartless.
   b. He was arrogant and cruel.
   c. He was kind, but lazy.
   d. He was great, kind, and very wise.
   e. He was ambitious and very stingy.
2. What were the queen and the commander discussing about?
   a. They were discussing about the kingdom.
   b. They were discussing about the dead king.
   c. They were discussing about the three children.
   d. They were discussing about the soldiers.
   e. They were discussing about the next king.
3. "…They complained but they could not do anything …" (paragraph 2). The word "complained" means…
   a. Shout in a loud.
   b. Express dissatisfaction or annoyance about something.
   c. A command or instruction.
   d. Ask someone humbly for something.
   e. Express regret for something.

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4. From the story above, we know that…
   a. The three children were very kind.
   b. All the soldiers were kind.
   c. Baginda Binaut died.
   d. One of the soldiers attacked the palace.
   e. Bijak failed in setting the queen free.
5. "…Baginda Binaut was really **scared** …" (paragraph 4). What does the bold word means?
   a. Fearful or frightened
   b. Make someone angry.
   c. Wish for a certain situation.
   d. Making a lot of noise.
   e. Have a strong desire for something.
6. What is the main idea of paragraph 2?
   a. Baginda Arif became the next king.
   b. Bijak saved the queen.
   c. Baginda Binaut became a new king.
   d. The mountain erupted.
   e. The queen planned to attack the palace.
7. Why did the queen do not agree with Bijak's plan?
   a. Because she did not want to see her own people fighting.
   b. Because she did not like war.
   c. Because she had her own plan.
   d. Because it was not good idea.
   e. Because it would make the situation harder.
8. The statements are true according to paragraph 3, except…
   a. Bijak is one of the soldiers of the palace.
   b. The queen prayed to God.
   c. Bijak and his troops attacked the jail.
   d. The lava flowed to the palace.
   e. Bijak attacked the palace.

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9. What is the main idea of paragraph 4?
    a. Baginda Binaut was scared.
    b. Baginda Binaut changed into a cape.
    c. Baginda Binaut was drowned.
    d. Baginda Binaut was panicked.
    e. Baginda Binaut swam to the sea.
10. From the story above, we can conclude that…
    a. Goodness is necessary.
    b. Helping others bring happiness.
    c. Tell the truth to avoid something unexpected.
    d. Badness will bring misery.
    e. Do not believe someone easily.

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ANSWER KEY

QUIZ 1

A. Paragraph 1

Words matching

Words	Meaning
Great	A country, state, or territory ruled by a king or queen
Kingdom	A public occasion, especially one celebrating a particular event, achievement, or anniversary
Soldier	Of ability, quality, or eminence considerably above average
Ceremony	Make (something) ready for use or consideration
Prepared	A person who serves in an army

B. Paragraph 2

Words matching

Words	Meaning
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Secretly	A talk between two or more people, in which news and ideas are exchanged
Complained	In a secret way; without others knowing

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C. Paragraph 3

Words matching

Words		Meaning
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Troops		smoothly continuous
Attacked		A soldier unit commanded by a captain
Flowing		In a way that causes great surprise or wonder
Amazingly		A large and impressive building

D. Paragraph 4

Words matching

Words		Meaning
Scared		Very tired
Screamed		In need of sleep or rest
Tired		Give a long, loud, piercing cry or cries expressing extreme emotion or pain
Exhausted		The part of the earth's surface that is not covered by water
Land		Fearful; frightened

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QUIZ 2

1. Because according to the rule, the first child would be the next king.
2. He asked the commander to send the queen, Baginda Arif and Baginda Nuri to jail.
3. Bijak saved the queen, Baginda Arif and Baginda Nuri from the jail.
4. Baginda Binaut changed into a cape.
5. Do not be a cruel person.

INDIVIDUAL ASSESSMENT

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

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The Distribution of the Test Items:

Quizzes

Kinds of Comprehension	Number
Word comprehension	Quiz 1 (Paragraph 1,2,3,4)
Sentence comprehension	Quiz 2: no. 1 and 2
Paragraph comprehension	Quiz 2: no. 3 and 4
Text comprehension	Quiz 2: no. 5

Individual Assessment

Kinds of Comprehension	Number	Total Number
Word comprehension	3, 5	2
Sentence comprehension	1, 2, 7	3
Paragraph comprehension	6, 8, 9	3
Text comprehension	4, 10	2

Scoring Rubric

No.	Task	Formula
1.	Reading test (Individual Assessment)	$\frac{correct\ answer}{\text{whole questions}}\ x\ 100$
Total score		100

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Appendix K

READING COMPREHENSION TEST IN CYCLE 2
Time: 75 minutes

Choose the correct answer of the questions below by crossing (x) a, b, c, d, or e!

Read the following text and answer questions 1- 10

The Story of Princess Dae La Minga

Once upon a time, there was a very beautiful princess in Sanggar Kingdom, West Nusa Tenggara, Her name was Dae La Minga. The king and the queen loved her very much. The people also really loved her. Dae La Minga was not only beautiful, but also very kind. She liked to help other people. She always gave food to the poor people. She did not want to see her people starve. Dae La Minga was very popular. Her beauty was spread all over the places. Many men fell in love with her. Many of them were princes from other kingdoms. One by one, the princes came to Sanggar Kingdom to propose her.

Dae La Minga was kind to the princes. She was very polite and treated them nicely. All the princes thought that they had a chance to be her husband. They thought the princess loved them. Therefore they started to compare to one another. "Hey, you'd better leave this kingdom now. Dae La Minga only loves me. She was very kind to me," said one prince. "No way! She only loves me," said another prince. Even more, the princes also argued that they had the best chance to marry Dae La Minga. Then, the fight was unstoppable. Since they were princes, they had soldiers. The little fight started to become worse. It started a war.

The king of Sanggar Kingdom really worried with the condition. He did not want to see the war in his kingdom. He knew he had to do something to solve the problem. The king and the adviser knew that Dae La Minga could not choose one of the princes. Other princes could be jealous and it would start a new war. Therefore, they decided to ask the princess to leave the kingdom."My Dear Daughter, I know this is very difficult for you. This is also very difficult for me

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and your mother," said the king.He continued, "We hope you understand. If you don't leave the kingdom, there will be war. Our people will suffer."

Dae La Minga was very sad. However she completely understood with the situation. She did not want the people to suffer because of her. The king's adviser told her that she had to hide in the place that all the princes cannot see her. The place is very far and very high. It was in the Tambora Mountain. Then, the king told his people that the princess would leave the kingdom in order to avoid the war. The people were very sad. But, they knew the war would happen if she still stayed in the kingdom. Finally, she went to the mountain and lived there. Until now, some people still believe that Dae La Minga spiritually still lives there.

Adapted from http://folktales4u.blogspot.co.id/2011/06/story-of-dae-la-minga.html

1. Why did Princess Dae La Minga always give food to the poor people?
   a. Because she had a lot of food.
   b. Because she did not like the food.
   c. Because she was too full.
   d. Because she did not want to see her people starve.
   e. Because she wanted to show her kindness.
2. The statements are true about Princess Dae La Minga, except…
   a. She always ignored her people.
   b. She was beautiful.
   c. She was kind.
   d. She was very popular.
   e. She liked to help other people.
3. "…the princes came to Sanggar Kingdom..." (paragraph 1). What is the meaning of the word "kingdom"?
   a. A place for the confinement of people accused or convicted of a crime.
   b. A country, state, or territory ruled by a king or queen.
   c. A town or city with a harbor.
   d. A group of houses and associated buildings.
   e. A built-up area with a name, defined boundaries, and local government

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4. What is the main idea of paragraph 2?
   a. The king worried with the war.
   b. The princes came to propose Dae La Minga.
   c. The king asked Dae La Minga to leave the kingdom.
   d. Dae La Minga stayed in the mountain.
   e. The war started because of Dae La Minga's kindness to all princes.
5. Why did Dae La Minga cannot choose one of the princes?
   a. Because she did not like them.
   b. Because she did not want to marry yet.
   c. Because other princes could be jealous.
   d. Because the king did not give her permission.
   e. Because they were not kind princes.
6. "…He did not want to see the war in his kingdom …" (paragraph 3). What is the meaning of the underlined word?
   a. A state of mutual trust and support between nations.
   b. Give or grant someone (power, status, or recognition).
   c. An enjoyable condition in a certain place.
   d. A conflict between different countries or different groups within a country.
   e. An agreement between enemies to stop fighting or arguing for a certain time.
7. Which of the following statement is not true based on the text?
   a. The king and the queen loved Dae La Minga very much.
   b. A war happened among the princes.
   c. The king asked Dae La Minga to leave the kingdom.
   d. Dae La Minga stayed in Tambora Mountain.
   e. Dae La Minga married with one of the princes.

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8. What is the idea of paragraph 4?
   a. The people were sad because of Dae La Minga.
   b. Dae La Minga left the kingdom and stayed in the mountain.
   c. The king worried about the war.
   d. The princes started to fight.
   e. The king asked Dae La Minga to leave the kingdom.
9. From the story above, we can conclude that…
   a. Dae La Minga had a sad ending story.
   b. The war did not stop.
   c. The people suffered.
   d. The king and the queen lived happily.
   e. One of the princes married with Dae La Minga.
10. What was the background of the story?
   a. In the mountain.
   b. In the village.
   c. In the palace, Sanggar Kingdom.
   d. In the town.
   e. In the jungle.

Read the following text and answer questions 11 – 20

The Legend of Bagga Stone

Once upon a time in Tolitoli, Central Sulawesi, lived a man with his son in a hut. The man's name was Intobu and his son's name was Impalak. Intobu's wife passed away when Impalak was a baby. Impalak was a diligent and obedient son. Intobu and Impalak were fishermen and they were poor. They did not have a big ship to go fishing. They only used a small sampan. They really wanted to have a big ship so they could have a lot of fish. The local people there named the big ship as bagga. Impalak wanted to be rich. He asked permission from his father to leave him to find better life. Though it was very difficult, his father let him go. Impalak promised to his father that he would come back after he was rich.

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Impalak went to the port. He saw a bagga or a sailboat. He came to the owner and said, “May I join you to sail in your bagga? I will work hard, Sir,” said Impalak. The owner agreed. He let Impalak join his bagga. Impalak was happy. His dream to be a rich man would soon come true. Impalak worked very hard. The bagga’s owner was very happy with him. Impalak was also skillful in fishing. After Impalak joined, they always got a lot of fish. The bagga’s owner planned to ask Impalak to marry his daughter. So when they arrived in the bagga’s owner place, they held a wedding. Impalak’s dream really came true. He was a rich man and he had a big bagga.

Several years had passed, but Impalak never returned home. Sadly he already forgot his promise to his father. In the meantime, Impalak’s father, Intobu, always thought of his son. Everyday he went to the port and prayed to God. He hoped that Impalak would come home and lived with him. He promised to himself that he would not permit his son to go somewhere anymore. Whenever a bagga came, he always looked for him. But he never found his son. One day, Impalak’s wife asked Impalak to sail in his bagga. Stormed attacked and it accidentally arrived in Impalak’s hometown. Intobu saw a big bagga. He felt that Impalak was inside the bagga. And he was right! Impalak was there!

“Impalak? I’m your father!” said his father “Who is that old man?” asked Impalak’s wife. “I don’t know. Maybe he is just an old crazy man,” said Impalak. Actually, he recognized his father. But, he was ashamed with his wife. “You are not my father!” said Impalak. “Impalak! Wait for me!” Intobu rowed his sampan. He wanted to meet his son. However, Impalak asked his crew to leave. They left Intobu. Intobu was very sad. He knew Impalak had already forgotten him. He prayed to God to punish him.Again storm attacked Impalak’s bagga. Finally the bagga was stranded. Slowly the bagga turned into a big stone. Until now the stone is still in Tolitoli. People named the stone as Bagga Stone.

Adapted from http://indonesianfolklore.blogspot.co.id/2008/12/legend-of-bagga-stone.html

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11. What happened with Impalak's mother?
    a. She left him when he was a baby.
    b. She passed away when he was a baby.
    c. She went to a town and never came back.
    d. She went abroad.
    e. She remarried.
12. Why was the bagga's owner very happy?
    a. Because Impalak was skilful in fishing and they got a lot of fish.
    b. Because he had a big ship.
    c. Because Impalak would become a rich man.
    d. Because he had many crews.
    e. Because Impalak would marry his daughter.
13. What did the bagga's owner's plan?
    a. He planned to make Impalak became his assistant.
    b. He planned to give a big ship to Impalak.
    c. He planned to hand the business over to Impalak.
    d. He planned to give all the money to Impalak.
    e. He planned to ask Impalak to marry his daughter.
14. "…He let Impalak **join** his bagga …" (paragraph 2). What does the bold word mean?
    a. Voluntarily leave a job or office.
    b. Remove restrictions or obligations from someone.
    c. Become a member or employee of.
    d. Cause to move or be apart.
    e. Not linked or connected.

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15. "…it accidentally arrived in Impalak's hometown..." (paragraph 3). What is the meaning of the underlined word?
    a. Happening intentionally.
    b. Happening in a purpose.
    c. Happening because of bad luck.
    d. Happening by chance.
    e. Happening because of good luck.
16. What does the third paragraph tell us about?
    a. Impalak arrived in his hometown.
    b. Impalak did not recognize his father.
    c. Impalak ignored his father.
    d. Impalak sailed his bagga.
    e. Impalak was inside the bagga.
17. What is the main idea of paragraph 4?
    a. Impalak ignored his father.
    b. How Impalak died.
    c. Impalak met his father.
    d. How Bagga Stone was formed.
    e. Impalak forgot his father.
18. What was the background of the story?
    a. A town which was so crowded.
    b. A village which was close to the jungle.
    c. A village which was close to the beach.
    d. A village which was near the cave.
    e. A field which was large.
19. Which of the following statement is not true based on the text?
    a. Impalak joined the bagga to become rich.
    b. Impalak returned to his house and lived with his father.
    c. Impalak married with the bagga's owner's daughter.
    d. Impalak ignored his father.
    e. Impalak was ashamed to admit his father.

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20. What can we learn from the story above?
    a. We must go sailing.
    b. We must work hard.
    c. We must be a rich man.
    d. We must obey our parents.
    e. We must remember and respect our father.

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ANSWER KEY

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

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The Distribution of the Test Items:

Kinds of Comprehension	Number	Total Number
Word comprehension	3, 6, 14, 15	4
Sentence comprehension	1, 2, 5, 11, 12, 13	6
Paragraph comprehension	4, 8, 16, 17	4
Text comprehension	7, 9, 10, 18, 19, 20	6

Scoring Rubric

No.	Task	Formula
1.	Reading test	$\frac{correct\ answer}{\text{whole questions}}\ x\ 100$
Total score		100

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Appendix L

The Students' Distribution into Home Groups in Cycle 1 and 2

Home Groups	Members
Group 1	AH YL SSUS MA
Group 2	ADF YF SMK LS
Group 3	IS UA SR HCD
Group 4	MU UM RW FH BI

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Appendix M

The Students' Re-grouped into Expert Groups in Cycle 1 and 2

Expert Groups	Paragraphs	Members
Group 1	Paragraph 1	AH YF SR FH
Group 2	Paragraph 2	YL SMK HCD BI
Group 3	Paragraph 3	SSUS LS IS UM
Group 4	Paragraph 4	MA ADF UA MU RW

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Appendix N

The Samples of the Students' Worksheet in Reading Test Cycle 1

(The Highest Score)

NAME : Anilatul Hasanah

CLASS : XI IPA

SCORE 90

ANSWER SHEET

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

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Appendix O

The Samples of the Students' Worksheet in Reading Test Cycle 1

(The Lowest Score)

NAME : Sofiatul Muhak K.

CLASS : XI IPA

SCORE 55

ANSWER SHEET

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

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Appendix P

The Samples of the Students' Worksheet in Reading Test Cycle 2

(The Highest Score)

NAME : Anilatul hasanah

CLASS : XI IPA

SCORE 90

ANSWER SHEET

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

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Appendix Q

The Samples of the Students' Worksheet in Reading Test Cycle 2

(The Lowest Score)

NAME : Sofiatul Muhak K.

CLASS : XI...IPA.....

SCORE 60

ANSWER SHEET

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

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Appendix R

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
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Nomor : 2100 / UN25.1.5 / LT / 2016 23 MAR 2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMA Plus Darul Hikmah
Jember

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

Nama : Anisa Ulya Zuraida
NIM : 120210401055
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Implementing Jigsaw IV Technique to Improve the Eleventh Grade Students' Reading Comprehension Achievement of Narrative Text at SMA Plus Darul Hikmah".

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

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

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

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Appendix S

YAYASAN PONDOK PESANTREN DARUL HIKMAH AL- GHAZAALIE
SMA PLUS DARUL HIKMAH
TERAKREDITASI : B
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Email: smaplusdarulhikmah@yahoo.co.id Jember 68132
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SURAT KETERANGAN
No. 218/SMA.DH/J/K/IV/2016

Yang bertanda tangan di bawah ini Kepala SMA Plus Darul Hikmah Kranjingan Sumbersari Jember menerangkan bahwa:

Nama	:	ANISA ULYA ZURAIDA
NIM	:	120210401055
Fakultas	:	KIP
Program Studi	:	Pendidikan Bahasa Inggris

Telah mengadakan riset / penelitian dalam rangka pengembangan kompetensi akademik, di SMA Plus Darul Hikmah Kranjingan Sumbersari Jember mulai tanggal 12 April s/d 28 April 2016 dengan judul :

"IMPLEMENTING JIGSAW IV TECHNIQUE TO IMPROVE THE ELEVENTH GRADE STUDENTS' PARTICIPATION AND READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT AT SMA PLUS DARUL HIKMAH ".

Demikian surat keterangan ini, agar dapat dipergunakan sebagaimana mestinya.

Jember, 03 Mei 2016
Kepala
SMA Plus Darul Hikmah

SYARIF HIDAYATULLAH, S.Pd