



**IMPROVING THE VIII-D STUDENTS' READING
COMPREHENSION ACHIEVEMENT ON
RECOUNT TEXT BY USING
JIGSAW IV TECHNIQUE
AT SMPN 5 JEMBER**

THESIS

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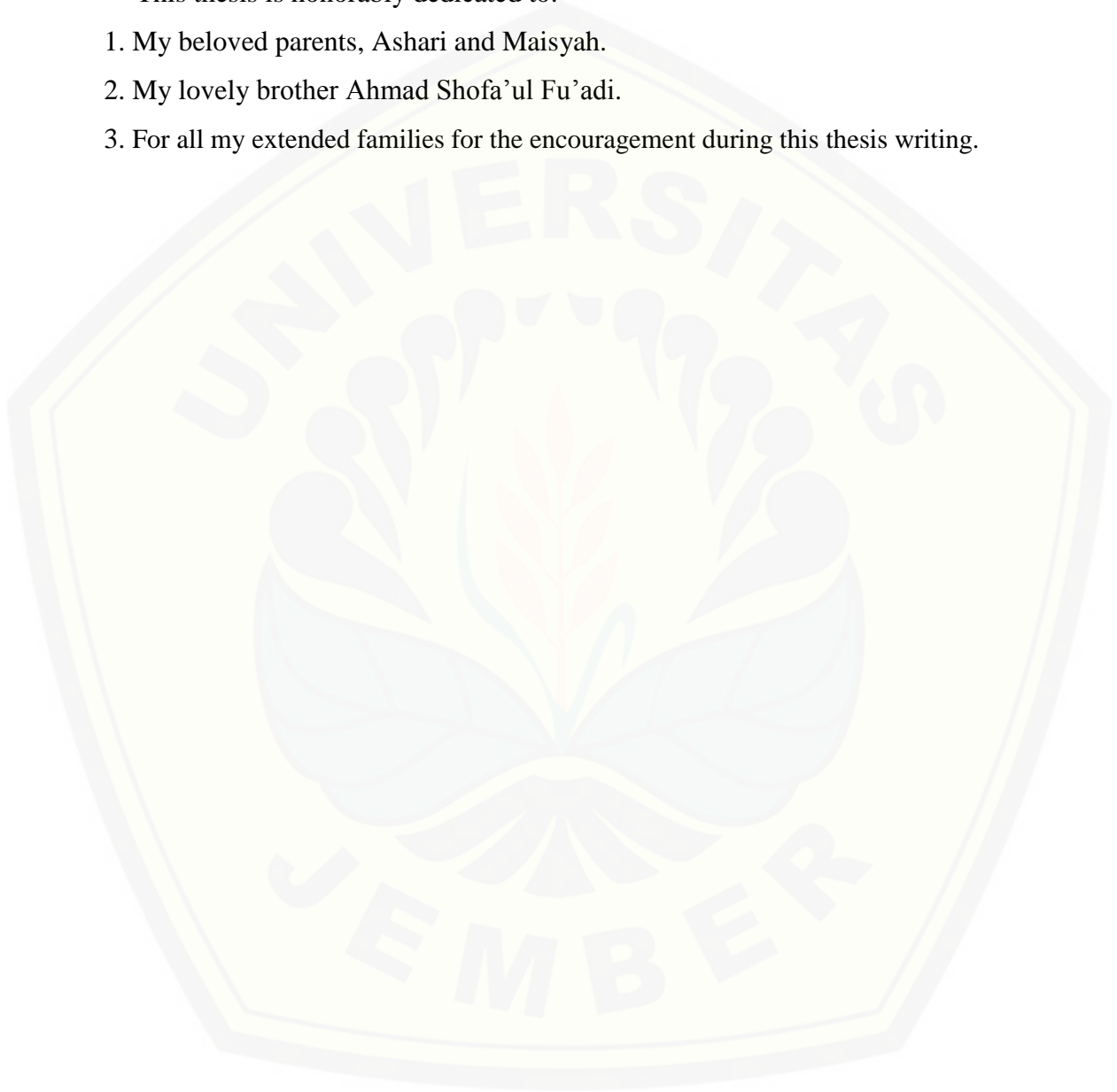
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Ashari and Maisyah.
2. My lovely brother Ahmad Shofa'ul Fu'adi.
3. For all my extended families for the encouragement during this thesis writing.



MOTTO

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go”

- Dr.Seuss



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, January 2018

The writer

Tazkiyatul Ala'i
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CONSULTANTS' APPROVAL

**“IMPROVING THE VIII-D STUDENTS’ READING COMPREHENSION
ACHIEVEMENT ON RECOUNT TEXT BY USING JIGSAW IV
TECHNIQUE AT SMPN 5 JEMBER”**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

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APPROVAL OF THE EXAMINATION COMMITTEE

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First and foremost, I would like to express my greatest gratitude to my only lord Allah SWT, for His mercy and blessing till I could finish my thesis entitled *“Improving The VIII-D Students’ Reading Comprehension Achievement on Recount Text by Using Jigsaw IV Technique at SMPN 5 Jember”*.

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
4. My first consultant, Drs. Sugeng Ariyanto, M.A. and my second consultant, Dra. Zakiyah Tasnim, M.A. for the guidance and supervision.
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6. My Academic Supervisor, Dra. Zakiyah Tasnim, M.A.
7. All lecturers of the English Education Program who have taught me to be who I am now.
8. The Principal, the English teacher, and all students of VIII-D at SMPN 5 Jember who helped and participated willingly to involve in this research.

I do understand that this thesis has some weaknesses. Consequently, I hope that there will be constructive criticism and suggestions from the readers to make this thesis better.

Jember, January 2018

The Writer

SUMMARY

Improving The VIII-D Students' Reading Comprehension Achievement on Recount Text by Using Jigsaw IV Technique at SMPN 5 Jember; Tazkiyatul Ala'i, 100210401036; 2017; 88 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 VIII-D students' reading comprehension achievement of recount text by using Jigsaw IV technique at SMPN 5. Based on the preliminary study conducted by the researcher in the form of interview with the English teacher of SMPN 5 Jember, it was known that the VIII-D students of SMPN 5 Jember still had difficulties in English subject since the VIII-D students' English scores were mostly below 75. They found difficulties in stating the main idea of each paragraph from the text given, they had lack of vocabularies, and they could not finish reading the text given on the time asked by the teacher. There were only 18 students who had achieved the passing grade, while 20 students got scores below 75. In other words, only 47% students achieved the passing grade. The researcher tried to overcome the problem by using Jigsaw IV technique as the teaching technique in teaching reading of recount text.

Data collection methods were a reading comprehension test and observation by using checklist to get the primary data. The data were analyzed statistically by using percentage. The action was implemented in one cycle. The cycle 1 was done in three meetings including the reading comprehension test. The result of the observation on the students' participation in cycle 1 was 67% of the students who were active in meeting 1 and 81% of the students who were active in meeting 2. Those result showed that there was improvement of the students' participation from meeting 1 to meeting 2, and it already achieved the criteria of success of this research. Further, from the reading comprehension test result, it was found that the students who got the score at least 75 reached 81%. In fact, there were 29 students or 81% of

students who achieved the target while another 7 students or 19% of students could not achieved the target. The improvement could be seen from the percentage of the students who got score at least 75 that was 47% in previous scores and 81% in cycle 1. In conclusion, the reading comprehension test result had achieved the target criteria that were expected in this research. It was because based on the school standard percentage for the success in teaching and learning activity said that to be considered successful in teaching and learning activity, the students who get the standard score must be at least 75% of the total students within the class.

Considering the result in cycle 1, since the gratification had been achieved in cycle 1, the action was discontinued. And finally, it could be concluded that Jigsaw IV technique could improve the VIII-D students' reading comprehension achievement on recount text at SMPN 5 Jember.

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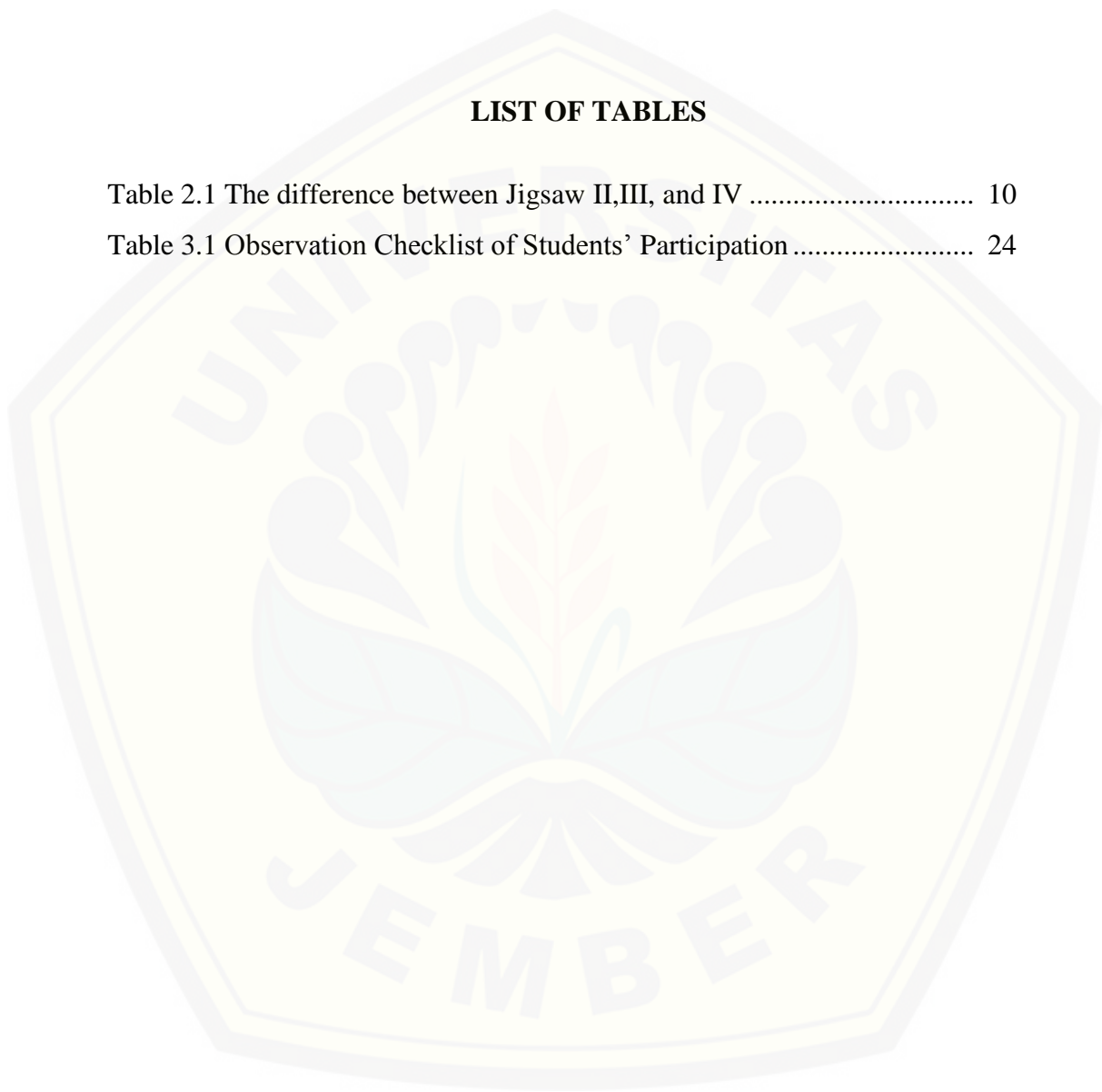
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CHAPTER 1. INTRODUCTION

This chapter presents background of the research, problems of the research, objectives of the research, and significances of the research. Each point is highlighted chronologically in this following section.

1.1 Background of the Research

As an international language, English is taught as a compulsory subject for junior and senior high school up to the university level. It contains four language skills that students should learn and practice, they are listening, speaking, reading and writing.

According to Hanafi (2005:270), among the four skills, reading becomes one of the important skills that the students should master first in order to support the process of mastering the other skills and improving knowledge. Richard and Renandya argue that (2002:227), comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher so that they can eventually be good readers.

Unfortunately, there are still some problems found among the students to master reading skill. McNamara (2007:3) said that “Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered”. Based on the researcher’s observation during teaching and learning activity, students still have lack of comprehension on the text since they usually experience difficulties in interpreting the content of the text. In this case, the students still find difficulties to gain the main ideas and the supporting details of the paragraphs. Then, the students also find difficulties in grasping the idea to finish reading the text due to the lack of vocabularies they have. To cope with this, an appropriate technique should be used in order to overcome those problems.

Regarding the importance of reading comprehension and the problems faced by the students, the preliminary study had been conducted at SMPN 5 Jember. The

preliminary study was done by interviewing the English teacher of SMPN 5 Jember who teaches the eighth grade students on Tuesday, July 18th 2017. From six existing classes she taught, class VIII-D was the class which had the most problem in reading English. From the interview, the researcher found that there were only 18 students who had achieved the passing grade, while 20 students got score below 75 in the class. In other words, only 47% students achieved the passing grade. Also, it was known that they find difficulties in stating the main idea of each paragraph from the text given, they had lack of vocabularies, and they could not finish reading the text given on the time asked by the teacher.

The problem at VIII-D was not only the students reading achievement, but also the student's participation during teaching and learning process as well. During the teaching and learning process of reading, only few students participated actively in the group discussion while some others were less active and busy talking by themselves. When the teacher asked questions, only few students answered the question correctly and the other remained silent. Besides, while the teacher asked one of them to read the text loudly, the other students did not pay attention to her.

An informal talk with some students was also done by the researcher. They said that English was a difficult subject since they could not understand the meaning of the words. They had lack of vocabularies that made them difficult to comprehend the content of the text. They also admitted that they often felt bored so they felt reluctant to participate actively during teaching and learning process.

To cope with the problem, the teacher has to apply an appropriate teaching technique so that the students gain more interest and understand in learning English especially in reading skill. Jigsaw technique is proposed to be the appropriate technique to be applied to teach reading skill. Kagan (2009:17) states that each participant in Jigsaw technique is given some of the information necessary to solve a problem and the same chance to act out. According to Slavin (1991:11) the members of different teams who have studied the same sections meet in "expert group" to discuss their section then return to their home groups. The most complete version of

Jigsaw is Jigsaw IV which was developed by Holliday in 2002. Jigsaw IV technique has been developed to minimize the weaknesses on the previous versions of Jigsaw. In order to gain maximum result of this research, the researcher uses Jigsaw IV technique.

The previous class room action research by using Jigsaw technique was conducted by the students of FKIP, Jember University. They are Ika (2014) and Anisa (2016). The first researcher was Ika (2014) who conducted her research to the X-6 grade students at SMAN 1 Jenggawah, Jember. She reported that the use of Jigsaw technique could improve students' participation and achievement on reading comprehension. The second researcher was Anisa (2016). She conducted the research to the eleventh grade students at SMA Plus Darul Hikmah. She found that Jigsaw technique could improve students' reading comprehension achievement and participation in the classroom. In conclusion, Jigsaw technique can be one of the techniques that can be applied to improve students reading comprehension achievement and participation during teaching and learning process.

Furthermore, there are also other research findings about the use of Jigsaw technique from another country where English has EFL status. Jing Meng (2010) from Qingdao University, China found that by applying Jigsaw to teach reading could help improve the students' reading ability in English. Then, Gocer from Turkey (2010) also found that Jigsaw technique could increase students' communication and solidarity among them, developed their skills of cooperative working, and replaced the competitive environment become cooperation to the students.

Related to the research findings above, this present research shares some similarities and differences with those aforementioned researches. The similarities with the research conducted by Ika, and Anisa is the research design used that is an action research. In addition, Ika, Anisa, and Jing Meng used a similar dependent variable that is reading achievement. Furthermore, another similarity between researchers and this present research is the independent variable that is the use of jigsaw technique in teaching reading.

Despite some similarities, they also have some differences. Ika's and Anisa's respondent was the students of senior high school while the respondents of this research are the students of junior high school. Furthermore, another difference among the previous researches and this present research is the the kind that was used in the research. The text used by Ika's (2014) and Anisa's (2016) in their research was narrative text while the text used in this research was recount text.

Based on the rationale above, a classroom action research is needed in order to know how the technique solves the students' problem in learning English, especially on reading skill at SMPN 5 Jember. Since Jigsaw IV technique offers a chance to solve the problem in learning English, especially in reading skill, the researcher is interested in conducting a classroom action research by using this technique to improve students' reading comprehension achievement. The title of this classroom action research is "Improving The VIII-D Students' Reading Comprehension Achievement on Recount Text by Using Jigsaw IV Technique at SMPN 5 Jember".

1.2 Problems of the Research

Considering the benefits of using jigsaw in reading class, the problems of the research are addressed as follow.

1. Can the use of Jigsaw IV technique improve the VIII-D students' participation on reading recount text at SMPN 5 Jember?
2. Can the use of Jigsaw IV technique improve the VIII-D students' reading comprehension achievement on recount text at SMPN 5 Jember?

1.3 Objectives of the Research

Based on the problems formulation, this classroom action research is intended.

1. To improve the VIII-D students' participation on reading recount text at SMPN 5 Jember by using Jigsaw IV technique.

2. To improve the VIII-D students' reading comprehension achievement on recount text at SMPN 5 by using Jigsaw IV technique.

1.4 Significance of the Research

The results of this classroom action research are expected to be beneficial for the following people.

1.4.1 The English Teacher

The results of this classroom action research are expected to be a good input for the English teacher. Furthermore, the teacher can vary the teaching technique used to improve the student's participation and achievement on reading comprehension through this research.

1.4.2 The Researcher

The results of this class room action research are expected to help the researcher prove whether this research in improving the students' reading comprehension participations and achievement in learning English by using Jigsaw IV technique during teaching reading achieve the objectives or not.

1.4.3 Future researchers

Hopefully, the results of this class room action research can be used as a reference to conduct further research by using Jigsaw IV technique on students reading comprehension participation and achievement using different level of students and different research design for example quasi experimental research to know the effect of Jigsaw.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents some review of literature underlining the research topic covering theoretical framework, conceptual review, and previous research review. The points are described in turn in the following sections.

2.1 Theoretical Framework

The theoretical framework is of transcendent significance to make this research go in the appropriate pace. It is an organization of a various supporting theories that can be beneficial in conducting this research. The theories that were collected and stated in this thesis were those related to teaching reading of recount text by using Jigsaw IV technique.

2.1.1 Reading Comprehension Achievement in ELT

Reading can be defined as a process of gaining and interpreting information from a text. Cline, Johnstone and King (2006:2) argue that reading is the process of deriving meaning from text that involves decoding written text. In addition, Alyousef (2005) states that reading can be seen as an interactive process between a reader and a text that happen automatically. In other words, reading is an important language skill which can enable students to relate with their prior knowledge and it is considered pivotal for their success in education and career.

Comprehension is the reader's 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. McNamara (2006:2) contends, "Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text". Moreover, The National Reading Panel (2000) defines comprehension as the intentional thinking during which meaning is constructed between the reader and text. In short, by doing comprehension, readers are required to go to the deepest level of meaning of the text so that they can possibly understand

what lies not only on its surface structure but also its deep structure. This skill is definitely crucial for students as the relationship between them and reading activities in their education is inextricably linked.

Considering the significant role of reading comprehension skill in education, there should be a way to know how good the students in comprehending the meaning of a text e.g. delivering a reading comprehension test. The students' score of reading test refers to their reading comprehension achievement. This is supported by Hughes (2003:12) who 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.

In reading, the students are expected to know not only how to comprehend a text, but also how to master the aspects of reading comprehension that build a text. McWhorter (1989:90) says the similar thing that reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

2.1.2 Types of Reading Text

A text is a very important aspect of reading comprehension as Snow (2003:11) points out that comprehension entails three elements; they are the reader, the text, and the activity. It says that the text can be in the form of printed or electronic text. Furthermore, Snow also states that while reading, the reader constructs various representations of the text that are important for comprehension. Thus, readers cannot do reading comprehension without a text.

Based on Curriculum 2013, the eighth grade students of junior high school students must master recount text. Related to this research, the researcher will focus on recount text.

Zaida (2009:43) states that recount is a kind of texts which tells the story in series of events and it has the social function to retell or inform to the people about the past activity or past event. In addition, Pardiyono (2007: 63) recount text is a sort

of text telling the reader what happened in the past. It begins by telling the reader who was involved, what happened, where this event took place and when it happened.

Furthermore, the purpose of recount text is to inform and entertain the readers. The generic structure of recount text are orientation, events, and reorientation.

2.1.3 Cooperatives Learning

Cooperative learning is one of teaching approaches that can be applied for teaching and learning English, especially for reading skill. There are some definitions, elements and also the positive impacts of cooperative learning defined by some experts.

According to Jolliffe (2007:3) cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others. That statement showed cooperative learning considers group work as most important activity during teaching and learning process. However, Jolliffe (2007:4) has argued that just putting pupils into groups does not mean they will work together cooperatively. To be cooperative, groups must work and discuss with each other to understand and accomplish the tasks given. The tasks given are structured to necessitate the interaction of pupils in groups. Furthermore, Kagan (2009:3.1) noted that Cooperative learning is the single most effective educational innovation to simultaneously address the many challenges and crises faced in schools and in society.

Moreover, cooperative learning has some positive impacts to the students. Cooperative learning helps students to increase their frequency and quality of peer tutoring, increase students' engagement to the lesson and increase students' participation as well as their motivation in learning. Then, cooperative learning also makes the teacher easier to manage the classroom so the teaching and learning process runs effectively.

2.1.4 Jigsaw Technique

The Jigsaw technique was originally designed by Aronson a social psychologist from Austin, Texas at 1978. Kagan (2009:17) points out that Elliot Aronson and his associates were the first to apply the Jigsaw concept to the classroom. In order to attempt in improving students ethnic relations, they created racially integrated teams and then rewrote the curriculum so each student on the team had access to only one part of the curriculum, but each would be tested on the whole. The students had to cooperate to be successful. By working together, the students came to like each other and ethnic relations improved.

Fehlmann (2011) states that Jigsaw technique is a cooperative learning technique which structures student interdependence around learning tasks. It means that students learn part of the curriculum in small groups and then they teach that part to their peers in other small group.

There are two groups in Jigsaw technique: expert group and home team (Holliday: 2002) or expert group and Jigsaw group (Tewksbury:2009). Expert group creates the opportunity to each student to become an expert in an area and to share their expertise with their peers. Then, each member of experts group reciprocally teaches their peers in a heterogeneous Jigsaw groups. Both expert group and Jigsaw group must contain heterogeneous students regarding to their academic ability, sex and ethnicity.

In order to apply the original Jigsaw technique in the classroom, firstly, the students are divided into heterogeneous groups called Jigsaw groups. Secondly, the teacher (researcher) gives the material to Jigsaw groups. Thirdly, the materials are divided to each member of the group. Fourthly, the students are re-grouped based on the material they had got. Fifthly, the members who had the same materials are gathered and made expert groups. These groups discuss the material they have. Lastly, after each students master the material they had in the expert groups, they have to get back to their Jigsaw group and teach the other member of the Jigsaw groups.

a. Jigsaw Series

Jigsaw technique existed since Elliot Aronson (1978) designed and apply it in a class room since 1978. Jigsaw technique had some development since those years. Variations of Jigsaw have been introduces since the first time it applied. Fehlmann (2011) stated on her article that there are four variations of Jigsaw they are Jigsaw that invented by Aronson at 1978, Jigsaw II developed by Slavin in 1986, Jigsaw III developed by Stahl in 1994, and Jigsaw IV developed by Holliday in 2002.

Furthermore, there are also Kagan Jigsaw Variations (Kagan:2009:17.2), they are Within-Team Jigsaw, Pairs, Team Jigsaw, Partner Expert, Group Jigsaw, Double Expert, Group Jigsaw, Workstation Jigsaw, and Leapfrog Jigsaw.

In this research, Jigsaw IV will be used as the teaching technique due to its complete steps as compared to others. There are not much different in the concept between Jigsaw, Jigsaw II, Jigsaw III, and Jigsaw IV. Each series of Jigsaw complete the previous series of Jigsaw. The development from each Jigsaw occurs to reduce the weaknesses of the previous series of Jigsaw. The differences between each series can be seen in table 2.1.

Table 2.1 The difference between Jigsaw II,III, and IV

No.	Jigsaw II	Jigsaw III	Jigsaw IV
1.	-	-	Introduction
2.	Expert sheets assigned to expert groups	Same as II	Same as II
3.	Group answer expert question prior to returning to home teams	Same as II	Same as II

No.	Jigsaw II	Jigsaw III	Jigsaw IV
4.	-	-	Quiz on material in the expert groups checking for accuracy
5.	Students return to home teams sharing information with team mates	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)

For further description, it is presented in the next sub chapter.

b. Jigsaw IV Technique

This research focuses on Jigsaw IV teaching technique application in teaching and learning process, especially for reading skill. Jigsaw IV is the most complete and appropriate version of Jigsaw series to be applied at the secondary school students. The previous table (Table 2.1) had shown some differences between Jigsaw IV and the other previous Jigsaw series. The clearer descriptions are as follows.

- 1) There is an introduction in Jigsaw IV. On the other hand, there is no formal introduction in Jigsaw II and III. The objectives of introduction are to give students guidance so they will be ready to join the lesson. Moreover, an introduction is very useful to gain students' attention and arouse their participation as well. Introduction can be done by lecturing to a whole group, posing a questions or problem, showing a film or film clip and many others. This can be accomplished when students still in home groups (Holliday, 2002).
- 2) There is an additional quiz in Jigsaw IV technique as stated at part four and six. These steps are added in order to check students' accuracy in comprehending the text. In part four, quiz is given in experts group to make sure that every student is expert and understand the material given very well. Another quiz is given in part six in order to check students' accuracy in comprehending the text and to check whether each expert taught their group mates well about the material or not. The quiz in part six held in their home groups (Holliday, 2002).
- 3) In part seven on the previous table can be found a review process in Jigsaw III and IV. Unlike Jigsaw III and IV, Jigsaw II do not use review process. The review activity let each group to compete with the other team to get bonus points or prizes. Games used in this activity are such as "Team Jeopardy", "Quiz Bowl", and many other forms of a whole class review games. This activity is very useful to arouse students' interest and participation in the middle of the lesson. Furthermore, this activity is used to review the information in preparation of assessment (Holliday, 2002).

4) There is an extra activity in part nine for Jigsaw IV. The activity is re-teach any material missed on assessment as needed. This activity is needed if the majority of students missed a specific item of information on the assessment (Holliday,2002). It means that this activity only needed when most of the students in the classroom cannot master the material very well after the whole activities of Jigsaw done. This activity can be conducted or not based on the students' need since Holliday (2002:8) has stated that this part is optional one. This activity will be conducted by the researcher if most of the students cannot master the material given by asking the students from each expert group retell their paragraph. Then, after all of the students from expert group finish retelling their paragraph, the researcher asks one of the student to retell the whole story of the text.

c. Procedure of Teaching Reading using Jigsaw IV Technique

In this research, the researcher applies Jigsaw IV technique to teach reading skill. Lie (2002:68) has noted that Jigsaw can be used to teach listening, speaking, reading, and writing. By using this technique, each student is responsible to comprehend one paragraph which was done in groups. The procedure of teaching reading by using Jigsaw IV technique inspired by article written by Dwight C. Holliday published in 2002. The clear procedures on the use of Jigsaw IV technique in reading class are presented below.

1. The teacher provides introduction about the material and activities at the beginning of the lesson before asking the students to do the main activities.
2. Students are divided into groups called "Home Group".
3. Each student in the home group is given a single paragraph and an expert sheet.
4. The students who get the same paragraph gathered in a group called "Expert Group".
5. Each expert group discusses and understands the content of the paragraph they have got. Then, when they understand the content of the paragraph, they answer the questions on the expert sheet.

6. The teacher gives quiz to each expert group to check for accuracy.
7. Each student in expert group return to their home team to teach and tutor their team mates about the material they are expert in.
8. The teacher gives another quiz to each home group to check for accuracy.
9. Conducting a review game (Team Jeopardy or Quiz Bowl) to review the material.
10. Individual assessment.

d. The Strengths and the Weaknesses of Using Jigsaw IV Technique

Like the other teaching techniques, Jigsaw has its own strengths and weaknesses of using on its application. The strengths of Jigsaw according to Claris (1998) are as follows.

1. Giving students the opportunity to interact meaningfully with reading material.
2. Giving students responsibility for teaching the ideas to other members of the class.

In addition, according to Maden (2010), the strengths of Jigsaw are:

3. Jigsaw enhances students' self-confidence since every student takes the same responsibility during teaching and learning activity.
4. Cooperation and interaction between students became more enjoyable.

Other experts, Mengduo and Xiaoling (2010) have noted the advantages of Jigsaw technique are.

5. Jigsaw is able to increase students' learning since it is less threatening for many students.
6. It increases the amount of student participation in the classroom.
7. Jigsaw helps create an active learner-centered atmosphere since every student should participate actively to finish the tasks.

Knowing that there are many benefits from the use of Jigsaw, it is necessary for the teacher to apply this technique in order to help students learn actively. However, the teacher should also know that the application of such technique has also weaknesses. Maden (2010) lists the weaknesses of Jigsaw below.

1. Jigsaw technique is time consuming because students need to take sometimes to form two different groups. Besides, students need much time to arrange discussion with two different groups.
2. The heterogeneous group makes students feel jealous of one another. Lower students will make successful students slowed down during learning activities. Moreover, not all of the students can work cooperatively since some of the students dislike the other students.

To minimize the disadvantages of Jigsaw technique, the researcher and the English teacher would give time limitation to the students in doing their task, so the learning time can be managed well. Then, in order to make the group work more cooperatively and to limit the students' jealousy of one another, the researcher should choose the team leader both in home group and in expert group. In this case, the leaders of the groups are responsible to make sure the other group members work actively and cooperatively of one another.

2.2 Conceptual Review

In this conceptual review, the researcher would present a comprehensive elaboration related to the operational definition of the key terms used in this research. They embrace reading comprehension achievement, students' participation, reading text, and Jigsaw IV technique.

2.2.1 The Operational Definition of the Key Terms

An operational definition is needed in order to avoid misunderstanding between the reader and the writer. The operational definitions of the key terms used in this research are.

a. Reading Comprehension Achievement

In this research, reading comprehension achievement refers to the result of the students' reading comprehension test. The reading comprehension test is

constructed with the aspects of general information and specific information of recount texts contains in the test given. There is a recount text and 20 test items for the reading achievement test. Each test item consists of four options. Those 20 items consists of 5 test items for general information of the texts' comprehension and 15 test items for specific information of the texts with the distribution as follows: word comprehension (5 items), sentence comprehension (5 items), and paragraph comprehension (5 items). Each correct answer of the items scores 5 points while the wrong answer scores zero. The total of all correct answers is 100. The time allocation of doing the test is 80 minutes.

b. Students' Participation

Students' participation deals with students' willingness in joining teaching and learning reading activities. It could be seen from the students' activities both in their home group and expert group. Furthermore, students' participation also could be seen from students' activity in discussing with their expert group in answering expert questions, students' activity in doing the quizzes on the materials given both in the expert and home group, students sharing information they got from expert group with their home group members, and students activity in doing the review process. The students are considered to be active if they do at least three of four indicators.

c. Reading text

Reading text in this research refers to recount text which contains 4 paragraphs. Recount text is a text that the eighth grade students should master based on Curriculum 2013. Each student is expected to comprehend each paragraph by using Jigsaw IV technique. The teaching material for the first meeting was taken from text book *Erlangga* the teaching material for the second meeting was taken from an internet source at www.englishindo.com.

d. Jigsaw IV Technique

Jigsaw technique is one of the teaching techniques in Cooperative Learning. Jigsaw IV is one of the Jigsaw series developed by Holliday in 2002. Some additional stages could be found in Jigsaw IV. They were introduction, additional quizzes, review process, and re-teaching materials. However, the basic steps in Jigsaw procedures were still the same. The students were divided into 4 students each group. This group was called home group. Then, each group member was separated based on the paragraph they got into a new team. This group was called expert group. After discussing and finishing expert sheet, the group members go back to their home group to teach the other group members.

2.3 Review of Previous Studies

There were some researchers who conducted researches by using Jigsaw teaching technique in the field of education. Those previous findings can be used as useful sources in conducting this present research. From the previous research findings, it is obvious that Jigsaw is a good teaching technique to be applied during teaching and learning process.

Mengduo and Xiaoling (2010) from Harbin Institute of Technology had found the benefit in the application of Jigsaw technique. They found that by using Jigsaw technique, the students' motivation in joining language learning improves. Jigsaw technique motivates students since every student had more chance to appreciate difference and shared experiences through individual participation. From this finding can be concluded that Jigsaw technique is an effective teaching technique to be applied in the classroom.

Then, Maden (2010) also conducted a research dealing with the effect of Jigsaw IV in 2010. In this research, Maden wanted to find out the effect of Jigsaw IV on the achievement of course of language teaching methods and techniques. He finds out that Jigsaw IV increases students' achievement. Moreover, the application

of Jigsaw IV can enhance students' self-confidence, improve their cooperation and interaction, and makes the teaching and learning activities become more enjoyable.

Furthermore, there are also other research findings about the use of Jigsaw technique from another country where English has EFL status. Jing Meng (2010) from Qingdao University of Science and Technology China found that by applying Jigsaw to teach reading could help the students' reading ability in English improved. Then, Ali Gocer (2010) from Erciyes University of Faculty of Education also found that Jigsaw technique could increase students' communication and solidarity among them, developed their skills of cooperative working, and replaced the competitive environment become cooperation to the students.

Another research by using Jigsaw technique was conducted by the students of FKIP, Jember University. They are Ika (2014) and Anisa (2016). The first researcher was Ika (2014) who conducted her research entitled "Improving The X-6 Students' Participation And Their Reading Comprehension Achievement On Narrative Text By Using Jigsaw IV Technique At SMAN 1 Jenggawah, Jember". She reported that the use of Jigsaw IV technique could improve students' participation and achievement on reading comprehension. The second researcher was Anisa (2016). Anisa's research entitled "Implementing Jigsaw IV Technique to Improve The Eleventh Grade Students' Participation and Reading Comprehension Achivement of Narrative Text at SMA Plus Darul Hikmah". She showed that Jigsaw IV technique could improve students' reading comprehension achievement and participation in the classroom. In conclusion, Jigsaw technique can be one of techniques that can be applied to improve students reading comprehension achievement and participation during teaching and learning process.

From those successes of using Jigsaw technique to improve students' reading achievement and active participation in class, the researcher is interested in administering the same research in different location of research. The purpose of doing this research is to test whether the same results as those in the previous researches can be attained from the location where this research is administered.

CHAPTER 3. THE STUDY

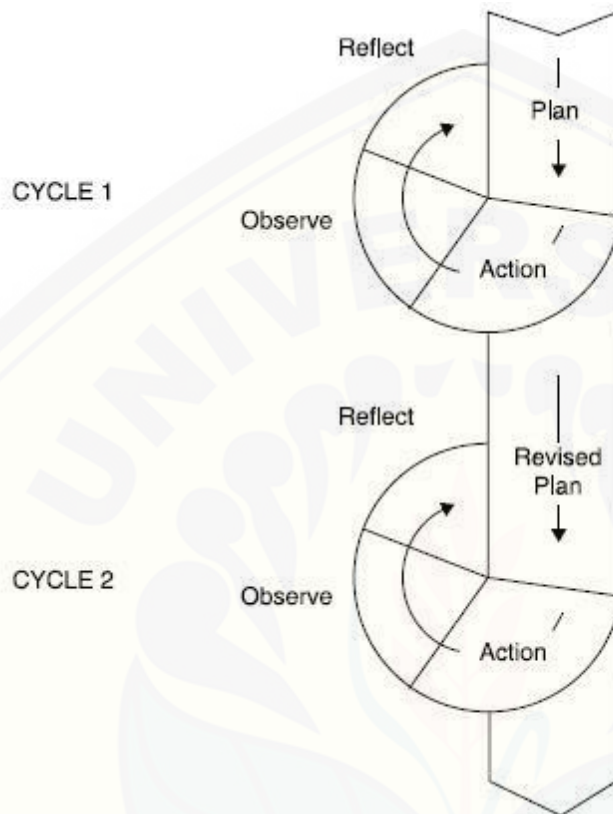
This chapter consists of research design, research context, research participants, research data and analysis. Each part will be presented in the following explanation respectively.

3.1 Research Design

This research is intended to improve the VIII-D reading comprehension achievement and participation by using Jigsaw IV technique. In order to achieve the goal in improving the students' reading comprehension achievement and participation, the researcher will conduct a classroom action research with the cycle model research design. According to Kemmis (1998) in Keeves (1998), action research is 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 situation in which the practices are carried out. In addition, Sukayati (2008) asserts that classroom action research can be done individually or collaboratively to the process and the product of learning in a reflective way. In order to get a better result, this research was conducted collaboratively with one of the researcher's thesis colleague and the English teacher of the eighth students at SMPN 5 Jember. This classroom action research is conducted in cycles in which each cycles consists of four actions covering planning of the action, implementing the action, observing and evaluating, and reflecting. Those actions are the elements which construct a cycle according to Arikunto (2011:20). The second cycle of the research is to be held if the first cycle does not obtain the criteria of success.

The design of the classroom action research is illustrated in the following diagram.

Figure 3.1 Cyclical AR model based on Kemmis and McTaggart, 1988 in Burns, (2010:9)



The activities of the research used the following procedure.

1. Doing preliminary study to SMPN 5 Jember by doing observation and interviewing the English teacher to get the information about student's problem in learning English, student's score, student's social relationship in the classroom, and teaching technique that the teacher applied especially in reading comprehension.
2. Determining the research problem.
3. Getting supporting details by finding out the documents needed such as the name of the students who become the research participants, previous students' reading achievement scores obtained from the English teacher, and the curriculum being used.

4. Constructing lesson plans as the planning of the action in solving the problem, observation checklist to observe students' participation during teaching learning activities, reading test to measure students reading comprehension achievement, and criteria of success to show whether the cycle is successful or not.
5. Implementing the action of the first cycle. The teaching reading recount text by using jigsaw IV technique at the first and the second meeting was done by the researcher.
6. Observing the action of the first cycle at the first and the second meeting was done by the English teacher and researcher's thesis colleague. The English teacher observed students' participation while the researcher's thesis colleague observed students' affective.
7. Administering a reading test after finishing the action in the first cycle.
8. Analyzing the result of the reading comprehension achievement and also students' participation in the first cycle.
9. Reflecting the result of the reading test and the observation in the first cycle. If the first cycle has not yet achieved the criteria of success, the research continued to the second cycle. Action was ceased while the expected target was acquired already.
10. Drawing a conclusion to answer the research problems.

3.2 Research Context

In this research, the area was determined by using purposive method. Purposive method is used to determine where and whom this research is going to be implemented. According to Arikunto (2006:16), purposive method is a method that is used based on certain purpose and reasons.

Regarding to the purposive area determination method, this research was conducted at SMPN 5 Jember. The eighth grade student of SMPN 5 Jember, especially the VIII-D students who have problems dealing with reading comprehension that is their reading comprehension achievement is still low that 50% students have not passed the passing grade. Then, Jigsaw IV technique had never

been applied by the English teacher at the eighth grade students of SMPN 5 Jember during teaching and learning process, especially in reading skill.

Furthermore, the research was possible to be conducted at SMPN 5 Jember since the Headmaster and the English teacher allowed the researcher to conduct classroom action research to overcome the eighth grade students' achievement and participation of reading comprehension. In addition, the English teacher was willing to collaborate with the researcher in conducting a classroom action research in VIII-D to improve their participation and achievement on reading comprehension by using Jigsaw IV technique.

3.3 Research Participants

The research participant of this research was also determined by using purposive method. The participants of this research are the VIII-D students of SMPN 5 Jember in the academic year 2017/2018. There are six classes of eighth grade at SMPN 5 Jember, they are VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F. Class VIII-D was chosen purposively because there are 50% of students who find difficulties in English subject, especially in reading skill. There were 50% students who get the score below 75. Besides, the students' participation during teaching and learning process was also low. Therefore, the students of VIII-D were chosen as the participant of this action research.

3.4 Research Data

There were two kinds of data required in this research i.e. primary data and supporting data. The primary data was derived by using reading test and observation in class while the supporting data were acquired by using interview and documentation.

3.4.1 Reading Test

Reading test was administered in order to measure students' reading comprehension achievement. The result of the test was used as the primary data to

provide information about students' ability. According to Brown (2003:3), "a test is a method to measure someone's knowledge, ability, or performance in a given domain. Method is an instrument in the form of technique, or procedure that requires performance on the test takers". A test must measure individual's knowledge, ability and performance. A certain domain must be determined in the test to make the objective of the test clear.

According to Hughes (2003:22), there are two kinds of test based on the scoring method, objective test and subjective test. In this research, objective test was chosen because it could offer reliability than subjective test. In line with this idea. Hughes confirms that objective test brings greater reliability. In quiz 1 and quiz 2 the researcher used both objective and subjective type of test. However, in quiz 2, the researcher used both objective and subjective test in order to help students gained more understanding about the text given when they are required to do the test using two different types of test.

There was a recount text and 20 test items for the reading achievement test. Each test item consists of four options. Those 20 items consists of 5 test items for general information of the texts' comprehension and 15 test items for specific information of the texts with the distribution as follows: word comprehension (5 items), sentence comprehension (5 items), and paragraph comprehension (5 items). Each correct answer of the items scored 5 points while the wrong answer scored zero. The total of all correct answers was 100. The time allocation of doing the test was 80 minutes.

3.4.2 Observation

In order to measure students' participation, the researcher used observation as the data collection method. The observation was done collaboratively between the English teacher and the researcher's thesis colleague. Arikunto (2006:229) states that the most effective way in observation is by using observation instrument such as a blank, or checklist.

In this research, the instrument used to measure the students participation was observation checklist. Burns (2010:62) notes that observation checklist prepared before the lesson begins and the observation. Observer needed to prepare some category or indicators before starting the observation. The observation checklist for students' participation consisted of five indicators. The students were considered to be active participants if they fulfill at least three indicators of five indicators used in both observation check list during teaching and learning process. Furthermore, this research was considered to be successful if 75% of the students were active during teaching and learning process. The example of the observation checklist can be seen in Table 3.1.

Table 3.1 Observation Checklist of Students' Participation

No.	Students Name	Indicators					Active	Passive
		1	2	3	4	5		

Active: at least 3 indicators performed

Passive: below 3 indicators performed

The indicators are as follows

1. The students discuss with their group in answering experts questions.
2. The students do quiz 1 on the materials given in expert group.
3. The students share information they got from expert group with their hometeam.
4. The students do quiz 2 on the materials given in home group.
5. The students do the review process

The students had to fulfill at least three indicators to be considered as active students.

3.4.3 Interview

Interview was one of the data collection methods the researcher used to collect the supporting data. The semi-structured interview was done as the preliminary study on Tuesday, July 18th 2017. The informant of this interview was

Mrs. D as the English teacher who taught the eighth grade students at SMPN 5 Jember. The purpose of the interview was to find out the supporting data needed by the researcher in conducting this research.

There were three types of interview based on Burns (2010:75). They were structured interviews, guided or semi-structures interviews, and open-ended, conversational-type interviews. In this research, the researcher used semi-structured interview to interview the English teacher. Before conducting the interview, the interviewer prepared a set of questions as a guide. Semi structured interview was chosen because the interviewer could develop some specific questions according to the interviewee's answer, so the data that the interviewer get more detail. From this interview, the researcher knew the students' problem in learning English, the material used by the teacher in teaching reading, and the technique applied by the English teacher during teaching reading.

3.4.4 Documentation

In order to get the supporting data, the researcher also do documentation as the data collection method. Documents in this research were the eighth grade students' names list and their previous score of reading test at SMPN 5 Jember. The researcher got the students' names list from the administration staff of the school and the students' previous scores of writing test from the English teacher that the researcher collaborated with in this research. Those documents were used as the basis to do the classroom action research it the class.

3.5 Research Procedures

As stated on the research design previously, the actions of the research will be done in four stages of activities as follows.

1. The planning of the action
2. The implementation of the action
3. Observation and Evaluation

4. Analysis and Reflection.

Each stage of the activity is discussed respectively in the following parts.

3.5.1 The planning of the action

In this research, the planning of the action refers to some activities that being prepared before implementing the research in order to gain a good result. There were some activities which done as the preparation before doing the action. They were as follows.

- a. Choosing and dividing the theme and sub theme based on the Curriculum 2013 of junior high school
- b. Constructing the lesson plans for the first cycle.
- c. Preparing the observation checklist for the observer to observe students' participation.
- d. Preparing students' reading worksheet for the exercises.
- e. Constructing reading comprehension achievement test for the first cycle.
- f. Dividing students into some groups heterogeneously.
- g. Determining the criteria of success of the actions

3.5.2 The implementation of the action

The implementation of the action was done in the school hours based on the English subject's schedule. The action was implemented in VIII-D class. The first cycle of the action was implemented in three meetings. The first and second meeting used to implement the actions that were doing reading exercises by applying Jigsaw IV technique. Then, in the third meeting, the reading comprehension achievement test was conducted to measure students' reading comprehension ability after the actions complete.

3.5.3 Observation and Evaluation

Observation is an important step in conducting an action research to control the application of the action and to observe students' participation. In this research, the observation was done during teaching and learning reading process. The observation in each cycle was helped by the English teacher and the researcher's thesis-student colleagues as the observer. The observation was done based on the guide of the observation checklist consisted of the indicators of participation.

Meanwhile, evaluation was carried out to know whether the use of Jigsaw IV technique could improve students' participation during learning reading process as well as their reading comprehension achievement on recount text. The types of evaluation used in this research were process and product evaluation. Process evaluation was used to evaluate students' participation during teaching and learning activity in the first cycle and product evaluation was intended to evaluate students' reading comprehension achievement after the action in each cycle.

3.5.4. Analysis and Reflection

The result of the students' participation analyzed statistically to know the percentage of students' who were active by using this formula.

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of students actively involved in the teaching learning process

n : The total number of the students categorized as the active students

N : The total number of the students

(Ali, 1998:189)

The students' reading comprehension achievement in each cycle could be seen from the result of their reading comprehension achievement test score by using the following formula.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the total number of the students whose score is ≥ 75

n = the total number of the students whose score ≥ 75

N = the total number of the students

(Ali, 1998:189)

The criteria of success were as follows.

1. If 75% of the students participate actively during the learning process and 75% of the students get score ≥ 75 , the second cycle will not be done. It means that the research will be stopped.
2. If less than 75% of the students participate actively during the learning process and 75% of the students get score ≥ 75 , the research will be continued to the second cycle.

Reflection was conducted to analyze all of data that the researcher got after the implementation of the action on the first cycle. The researcher and the English teacher analyzed the data based on the observation result and reading achievement tests' score. This action was intended to know whether the implementation of the first cycle was successful or not. By reflecting the results from the first cycle weaknesses, the researcher could make some revision relates to the implementation of the first cycle to be implemented on the second cycle.

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 researcher, and the future researchers.

5.1. Conclusion

Based on the results of the data analysis and discussion, it could be concluded as follows.

1. The use of Jigsaw IV technique can improve the participation of VIII-D students in the teaching learning process of reading recount text at SMPN 5 Jember. The improvement is proven by the percentage of the students who participated actively in the first meeting 67% and 81% in the second meeting.
2. The use of Jigsaw IV technique can improve the VIII-D students' reading achievement on recount text at SMPN 5 Jember. There were 29 out of 36 students or 81% who successfully achieved the standard score or even surpassed the standard minimum score, which was 75, while another 7 students or 19% of students could not achieved the target. The improvement could be seen from the percentage of the students who got score at least 75 that was 47% in previous scores and 81% in cycle 1.

5.2. Suggestions

In relation to the research outcomes that the use of jigsaw IV technique could improve the students' participation and their reading achievement on Recount text, some suggestions are proposed to the English teacher, the researcher, and the future researchers.

1. The English Teacher

The English teacher is suggested to use jigsaw IV technique as an alternative teaching technique to improve the students' participation during teaching and

learning reading Recount text and their reading achievement since it gives the students the same chance and responsibility to participate actively during the teaching learning process. Furthermore, it is also suggested that the teacher can vary the teaching technique used to improve the student's participation and achievement on reading comprehension by using jigsaw IV technique.

2. The Researcher

The researcher is suggested to give clearer explanation to the students before applying jigsaw IV technique in the classroom. Then, the researcher is also suggested to apply this technique and adapt it based on the classroom's condition and situation.

3. Future Researchers

The result of this research can be used as a reference to conduct further research by using Jigsaw IV technique on students reading comprehension participation and achievement using different level of students and different research design for example quasi experimental research to know the effect of Jigsaw.

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Appendix A

RESEARCH MATRIX

TTITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTH ESES
<p>Improving the VIII-D Students' Reading Comprehension Achievement on Recount Text by using Jigsaw IV Technique at SMPN 5 Jember.</p>	<p>1. Can the use of Jigsaw IV technique improve the active participation of VIII-D students of SMPN 5 Jember in the teaching learning process of reading Recount text?</p>	<p><u>Independent Variable:</u> The use of Jigsaw IV in teaching reading comprehension</p> <p><u>Dependent Variable:</u> 1. Students active participation on reading Recount text</p>	<p>Teaching reading Recount text by using Jigsaw IV</p> <ol style="list-style-type: none"> 1. Pre-Reading 2. While-Reading 3. Post-Reading <p>Students' active participation:</p> <ol style="list-style-type: none"> 1. Dividing students into some groups (home group) 2. Giving a 	<p>1. Research Participants: The eighth grade students of SMPN 5 Jember</p> <p>2. Informant and collaborator: The English teacher of SMPN 5 Jember</p> <p>3. The school documents:</p> <ol style="list-style-type: none"> a. The names of research participants b. The students' reading score done by the English teacher c. English curriculum and syllabus 	<p>1. Research Design: Classroom Action Research The stages of each cycle are:</p> <ol style="list-style-type: none"> 1.Planning of the action 2.Implementation of the action 3.Doing class observation and evaluation 4.Doing reflection of the action <p>(adapted from <i>Kemmis and McTaggart, 1988 in Burns, (2010:9)</i>)</p> <p>2. Area Determination Method: Purposive method (adapted from Arikunto, 2006:16)</p> <p>3. Participant Determination Method: Purposive method</p>	<p>1. The use of Jigsaw IV technique can improve the active participation of VIII-D students at SMPN 5 Jember in the teaching learning process of reading Recount text.</p> <p>2. The use of Jigsaw IV technique can improve the VIII-D students'</p>

		<p>single paragraph of Recount text and expert sheet to each students at the home group.</p> <p>3. Reading the Recount paragraph and answering the expert sheet in the expert group.</p> <p>4. Doing the exercise 1 in the expert group.</p> <p>5. Returning to the home group and doing information exchange with another member of home group.</p> <p>6. Doing quiz 2 in the home group.</p> <p>7. Review the material</p> <p>8. Individual assessment.</p>		<p>(adapted from Arikunto, 2006:16)</p> <p>4. Data Collection Method</p> <p>a. Primary Data:</p> <ul style="list-style-type: none"> • Test in reading Recount text • Observation checklist <p>b. Supporting Data:</p> <ul style="list-style-type: none"> • Interview • Documentation <p>5. Data Analysis Method:</p> <ul style="list-style-type: none"> • The result of the students' participation will be analyzed statistically to know the percentage of students' who are active by using this formula: $E = \frac{n}{N} \times 100$ <p>Note:</p> <p>E : The percentage of students actively involved in the teaching learning process</p> <p>n : The total number of the students categorized as the active students</p> <p>N : The total number of the students</p>	<p>reading comprehension achievement on Recount text.</p>
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	<p>2. Can the use of Jigsaw IV technique improve the VIII-D students' reading achievement on Recount text at SMPN 5 Jember?</p>	<p>2. Students' reading comprehension achievement on Recount text</p>	<p>Students' achievement on Recount text: The score of reading test covers of:</p> <ol style="list-style-type: none"> 1. Specific Information 2. General Information 		<p>(Ali, 1998:189)</p> <ul style="list-style-type: none"> • The students reading score will be analyzed statistically to know the percentage of the students who get targeted score by using this formula: $E = \frac{n}{N} \times 100$ <p>Note:</p> <p>E : The percentage of the total number of the students whose score are ≥ 75</p> <p>n : The total number of the students whose score are ≥ 75</p> <p>N : The total number of the students</p> <p>(Adapted from Ali, 1998:189)</p> <p>The supporting data obtained from the documentation and interview were analyzed by using non-statistical analysis method to support the primary data.</p>	
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Appendix B**THE INTERVIEW GUIDE OF PRELIMINARY STUDY**

Day/Date : Tuesday / July 18th 2017

Interviewee : The English teacher of class VIII, Mrs. D

Time : 10 a.m.

No.	Questions	Answers
1	How many classes are in SMPN 5 Jember?	19 classes
2.	What grades do you teach?	VIII and IX
3.	What curriculum do you use in teaching English?	Curriculum 2013
4.	How often do you teach reading skill to the students in one week?	Usually two times in a week
5.	How do you teach reading?	Ask the students to read the text, discussing the tasks in the small group
6.	What kind of books do you use in teaching English, especially reading?	LKS from Mediatama and internet sources
7.	Do the students have difficulties in learning English, especially in reading?	Yes, sometimes
8.	What class has the most problem in learning English, especially reading?	VIII-D
9.	What kind of difficulties faced by the students?	They did not know the meaning of some words, they could not state the main idea of the text, took long time to read
10.	How do you solve the problem?	Ask them to look for the meaning in the dictionary, ask them to discuss in a small group
11.	Have you ever used a certain technique in teaching reading?	Yes. Small group discussion
12.	Have you ever used Jigsaw IV technique to teach reading?	Never
13.	How is the students' participation during reading class?	Some students are active and some are not

Appendix C**LESSON PLAN****CYCLE 1 (MEETING 1)**

School	: SMPN 5 Jember
Subject	: English
Level / Semester	: VIII / 1
Skill	: Reading
Text type	: Recount Text
Time	: 2 x 40 minutes

A. Kompetensi Inti (KI)

KI4: mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

C. Indikator Pencapaian Kompetensi (IPK)

- Finding unfamiliar words and their meaning from the paragraph given in the expert sheet.
- Finding the main idea of the paragraph given in the expert sheet.
- Matching the words given which have the same meaning for quiz 1 in the expert sheet.
- Identifying the specific information of the text in the genre of recount by answering the questions correctly.

- e. Identifying the general information of the text in the genre of recount by answering the questions correctly.

D. Learning Objectives

- a. Students are able to find unfamiliar words and their meaning from the paragraph given in the expert sheet.
- b. Students are able to find main idea of the paragraph given in the expert sheet.
- c. Students are able to match the words with their meaning in quiz 1.
- d. Students are able to answer the question about the specific information from the text given in quiz 2
- e. Students are able to answer the question about the general information of the paragraph in quiz 2.

E. Materials

1. Recount text
2. Exercises

F. Approach / Method

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

G. Sources and Media

1. Sources :

Zaida, Nur. 2013. *Siap Ujian Akhir Bahasa Inggris*. Jakarta: Erlangga.

<http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html>

2. Media :

- Students' worksheet
- White board

H. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	Set Induction Activities		4'
	a. Greeting the students	- Responding the teacher	

	<ul style="list-style-type: none"> b. Checking the students' attendance c. Giving leading question d. Stating the objectives 	<ul style="list-style-type: none"> - Responding the teacher - Answering the questions - Paying attention to the teacher 	
2.	Main Activities		
	a. Reviewing about recount text	- Reviewing	3'
	b. Forming home group of four students	- Forming groups	2'
	c. Distributing a single paragraph to each student in the home group	- Receiving the paragraph	2'
	d. Forming expert group	- Forming groups	1'
	e. Explaining to the students that they have to comprehend the paragraph in an expert group	- Paying attention to the teacher	2'
	f. Asking the students to form expert group that consist of students who are responsible for the same paragraph	- Forming expert group	2'
	g. Distributing expert sheet to expert group	- Receiving expert sheet	1'
	h. Asking the students to comprehend the	- Comprehending the paragraph and answering the expert sheet	15'
		- Receiving the quiz 1	1'
		- Doing quiz 1	10'

	<p>paragraph and answer the expert sheet given</p> <p>i. Distributing quiz 1 to the expert group</p> <p>j. Asking the expert group to do quiz 1</p> <p>k. Asking the students to return to their home groups</p> <p>l. Asking the students to share the information they get from the paragraph they learned with their home group member</p> <p>m. Asking the students to do quiz 2 with their home groups</p> <p>n. Asking the students to do review</p>	<ul style="list-style-type: none"> - Return to the home groups - Sharing the information - Doing quiz 2 - Doing review 	<p>1'</p> <p>12'</p> <p>10'</p> <p>10'</p>
<p>3.</p>	<p>Closure Activities</p> <p>a. Asking the students to draw conclusion about the materials</p> <p>b. Asking the students problems in doing reading using Jigsaw IV</p> <p>c. Parting the students</p>	<ul style="list-style-type: none"> - Drawing conclusion - Answering - Parting the teacher 	<p>4'</p>

I. Assessment

1. Process assessment

The process assessment is done by using observation checklist below.

No	Students Name	Indicators					Active	Passive
		1	2	3	4	5		

Active : at least 3 indicators performed

Passive: below 3 indicators performed

The indicators are as follows:

1. The students discuss with their group in answering experts questions.
2. The students do quiz 1 on the materials given in expert group.
3. The students share information they got from expert group with their home team.
4. The students do quiz 2 on the materials given in home group
5. The students do the review process.

INSTRUCTIONAL MATERIALS**Set Induction Activity****Showing a picture of Motorcycle****Leading Questions:**

1. What picture is it?
2. Do you have a motorcycle?
3. Have you ever ridden motorcycle?
4. Do you have an interesting experience?
5. Do you like telling your experience?
6. Have you ever heard about recount text?

Main Activities**Material:****The social function of recount text**

The social function of recount text is to retell or to inform the reader about what was happened to the writer with series of events.

The generic structure of recount text

1. **Orientation:** Introducing the participants, place, and time.
2. **Events:** Describing series of events that happened in the past.
3. **Reorientation:** it is optional of the stating personal impression of the writer.

The language features of recount text

1. Introducing personal participation: I, my pet, etc.

2. Using adjectives: happy, wonderful, sad, etc.
3. Using time conjunction: first, then, next, etc.
4. Using action verb: look, go, sleep, etc.
5. Using simple past tense: I went to the market yesterday.

The example of recount text

My First Experience to Ride Motorcycle

Orientation

One day, when I was ten years old, my father bought an old motorcycle. That was “The Honda 75”. I think it was small light object and easy to ride. I persuaded my father to let me know how to ride “ The Honda 75”. Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

Events

He began to teach me riding the motorcycle on a small road in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. “Yes, I can”.

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

Reorientation

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

(Taken from <http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html>)

Students' Worksheet**The Museum**

Last Friday, we went to the museum. There were four people in my group. We drove to the train station and caught the 8 o'clock train. When we got off the train, it was pouring with rain.

When we arrived at the museum, we met our tour guide named Mr Smith. First, he took us into the dinosaur exhibition. There were fake dinosaur and walls there but they were awesome, scary, and had roaring noises. Next, Mr Smith took us to where the games were. My group played Hidden Tombs. It was easy. All we had to do was to follow the clues to get through the pyramid maze. I found the first tomb.

After that, we went into a room to have our lunch. Then, we watched a video about mummies. During that time, Mrs Assiz, our teacher, gave us a worksheet to do. When we finished we went to see real mummies.

Finally, we returned to school. It was time to go home. I loved going to the museum. It was the best excursion I have ever been on.

(Taken from Zaida, Nur. 2013. *Siap Ujian Akhir*. Jakarta: Erlangga)

Expert sheet

1. Find unfamiliar words on the paragraph above and find the meaning of those words from your dictionary!
2. Find the main idea of the paragraph you read!

Quiz 1

- I. Paragraph 1
 1. How did the writer go to the museum?
 2. Match the meaning of each word below with the words on the right column!

- a. Went
- b. Museum
- c. Station
- d. Got off
- e. pouring

- a. a regular stopping place on a public transportation route
- b. a liquid to flow or drop onto something
- c. to leave a place, usually in order to start a journey
- d. a building that houses famous works of art, important artifacts and historical objects
- e. to have gone somewhere in the past

II. Paragraph 2

1. What did the writer see in the museum?
2. Match the meaning of each word below with the words on the right column!

- a. Arrived
- b. Tour guide
- c. Fake
- d. Awesome
- e. Roaring

- a. something that is wonderful, impressive and sometimes frightening
- b. making or causing a roar, as an animal
- c. to come to a certain point in the course of travel
- d. to create a false impression; not real
- e. A person who provides assistance and information to people on travel

III. Paragraph 3

1. What did the writer do after having lunch?
2. Match the meaning of each word below with the words on the right column!

- a. Lunch
- b. Mummy
- c. Worksheet
- d. Real
- e. watched

- a. something that is true and authentic
- b. a sheet of paper printed with practice exercises to be worked on directly by students
- c. a dead body preserved by embalming
- d. a light midday meal between breakfast and dinner
- e. to stay awake, be alert, observe

IV. Paragraph 4

1. What did the writer feel after going to the museum?
2. Match the meaning of each word below with the words on the right column!

- a. Returned
- b. Loved
- c. Excursion
- d. Finally
- e. Best

- a. at the final point or moment
- b. Surpassing all others in quality
- c. to come back to a former place
- d. a feeling of warm personal attachment or deep affection
- e. a usually short journey taken for pleasure

Home Sheet**Quiz 2**

- I. Choose the best answer of the following questions by crossing a, b, c, or d!
1. When did the writer go to the museum?
 - a. Last Sunday
 - b. Last Wednesday
 - c. Last Friday
 - d. Last month
 2. What time did the writer go to the museum?
 - a. 7 o'clock
 - b. 8 o'clock
 - c. 9 o'clock
 - d. 10 o'clock
 3. What did the writer's teacher do when watching a video?
 - a. The writer gave a worksheet
 - b. The writer gave some foods
 - c. The writer gave a gift
 - d. The writer gave some suggestions
 4. What did the writer see in the dinosaur exhibition?
 - a. The real dinosaurs and walls
 - b. The mummies
 - c. The fake walls and mummies
 - d. The fake dinosaurs and walls
 5. What video was the author watching?
 - a. The dinosaurs
 - b. The mummies
 - c. The museum
 - d. The vacation
 6. Who found the tomb for the first time while playing the Hidden Tombs?
 - a. The teacher
 - b. The tour guide
 - c. The writer
 - d. The writer's friend
 7. "My group played Hidden Tombs. It was easy." (paragraph 2, line 4)
What does "it" refer to?

- a. My group
 - b. Hidden Tombs game
 - c. The clues
 - d. The pyramid
8. Which statement is true based on the text?
- a. After having lunch the writer going home
 - b. The writer drove to the bus station
 - c. There were real dinosaurs and walls
 - d. The writer's group played Hidden Tombs

II. Answer the following questions based on the text you read!

- 1. What do writers feel after going to the museum?
- 2. What is the general description of the text above?

Answer Key

Quiz 1

I. Paragraph 1

1. The writer went to museum by train
2. Match the meaning of each word below with the words on the right column!

<p>a. Went</p> <p>b. Museum</p> <p>c. Station</p> <p>d. Got off</p> <p>e. pouring</p>	<p>a. a regular stopping place on a public transportation route</p> <p>b. a liquid to flow or drop onto something</p> <p>c. to leave a place, usually in order to start a journey</p> <p>d. a building that houses famous works of art, important artifacts and historical objects</p> <p>e. to have gone somewhere in the past</p>
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II. Paragraph 2

1. The writer saw in the museum were fake dinosaurs and walls.
2. Match the meaning of each word below with the words on the right column!

<p>a. Arrived</p> <p>b. Tour guide</p> <p>c. Fake</p> <p>d. Awesome</p> <p>e. Roaring</p>	<p>a. something that is wonderful, impressive and sometimes frightening</p> <p>b. making or causing a roar, as an animal</p> <p>c. to come to a certain point in the course of travel</p> <p>d. to create a false impression; not real</p> <p>e. A person who provides assistance and information to people on travel</p>
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III. Paragraph 3

1. The writer did after having lunch was watching a video about mummies.
2. Match the meaning of each word below with the words on the right column!

- | | |
|--------------|--|
| a. Lunch | |
| b. Mummy | |
| c. Worksheet | |
| d. Real | |
| e. watched | |

- | |
|------------------------------------------------------------------------------------------|
| a. something that is true and authentic |
| b. a sheet of paper printed with practice exercises to be worked on directly by students |
| c. a dead body preserved by embalming |
| d. a light midday meal between breakfast and dinner |
| e. to stay awake, be alert, observe carefully or look after |

IV. Paragraph 4

1. The writer's felt was happy.
2. Match the meaning of each word below with the words on the right column!

- | | |
|--------------|--|
| a. Returned | |
| b. Loved | |
| c. Excursion | |
| d. Finally | |
| e. Best | |

- | |
|------------------------------------------------------------|
| a. at the final point or moment |
| b. surpassing all others in quality |
| c. to come back to a former place |
| d. a feeling of warm personal attachment or deep affection |
| e. a usually short journey taken for pleasure |

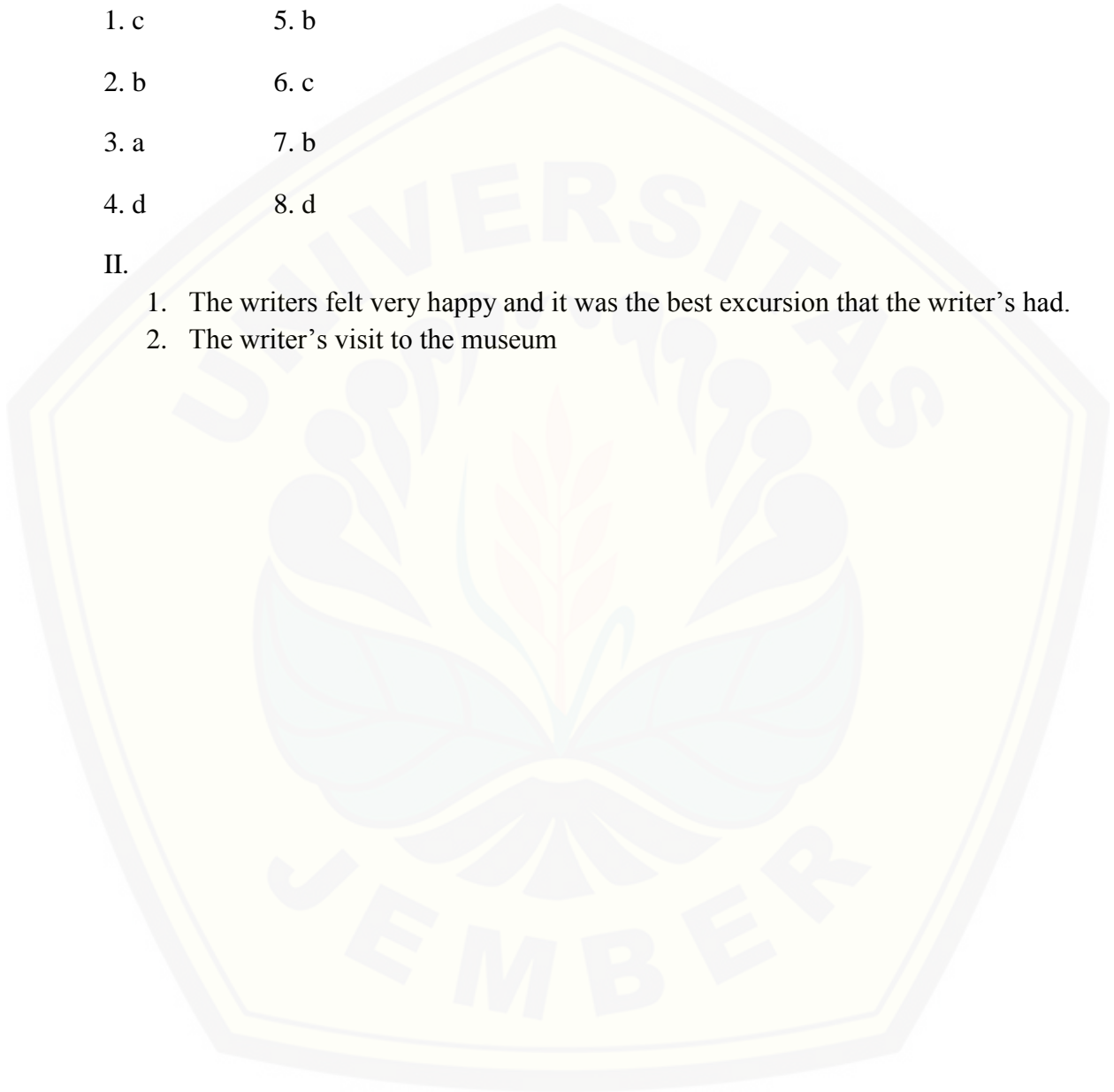
Quiz 2

I.

- | | |
|------|------|
| 1. c | 5. b |
| 2. b | 6. c |
| 3. a | 7. b |
| 4. d | 8. d |

II.

1. The writers felt very happy and it was the best excursion that the writer's had.
2. The writer's visit to the museum



Appendix D**LESSON PLAN****CYCLE 1 (MEETING 2)**

School	: SMPN 5 Jember
Subject	: English
Level / Semester	: VIII / 1
Skill	: Reading
Text type	: Recount Text
Time	: 2 x 40 minutes

C. Kompetensi Inti (KI)

KI4: mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

D. Kompetensi Dasar (KD)

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

C. Indikator Pencapaian Kompetensi (IPK)

- Finding unfamiliar words and their meaning from the paragraph given in the expert sheet.
- Finding the main idea of the paragraph given in the expert sheet.
- Matching the words given which have the same meaning for quiz 1 in the expert sheet.
- Identifying the specific information of the text in the genre of recount by answering the questions correctly.

- e. Identifying the general information of the text in the genre of recount by answering the questions correctly.

D. Learning Objectives

- a. Students are able to find unfamiliar words and their meaning from the paragraph given in the expert sheet.
- b. Students are able to find main idea of the paragraph given in the expert sheet.
- c. Students are able to match the words with their meaning in quiz 1.
- d. Students are able to answer the question about the specific information from the text given in quiz 2
- e. Students are able to answer the question about the general information of the paragraph in quiz 2.

E. Materials

1. Recount text
2. Exercises

F. Approach / Method

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

G. Sources and Media

1. Sources :

Zaida, Nur. 2013. *Siap Ujian Akhir Bahasa Inggris*. Jakarta: Erlangga.

<http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html>

2. Media :

- Students' worksheet
- White board

H. Teaching Learning Activities

No	Teacher's Activities	Students' Activities	Time
1.	Set Induction Activities a. Greeting the students b. Checking the students' attendance c. Giving leading question d. Stating the objectives	- Responding the teacher - Responding the teacher - Answering the questions - Paying attention to the teacher	4'
2.	Main Activities a. Reviewing about recount text b. Forming home group of four students c. Distributing a single paragraph to each student in the home group d. Forming expert group e. Explaining to the students that they have to comprehend the paragraph in an expert group f. Asking the students to form expert group that consist of students who are responsible	- Reviewing - Forming groups - Receiving the paragraph - Forming groups - Paying attention to the teacher - Forming expert group	3' 2' 2' 1' 2' 2'

	<p>for the same paragraph</p> <p>g. Distributing expert sheet to expert group</p> <p>h. Asking the students to comprehend the paragraph and answer the expert sheet given</p> <p>i. Distributing quiz 1 to expert group</p> <p>j. Asking the expert group to do quiz 1</p> <p>k. Asking the students to return to their home groups</p> <p>l. Asking the students to share the information they get from the paragraph they learned with their home group member</p> <p>m. Asking the students to do quiz 2 with their home groups</p> <p>n. Asking the students to do review</p>	<ul style="list-style-type: none"> - Receiving expert sheet 1' 15' - Comprehending the paragraph and answering the expert sheet 1' - Receiving the quiz 1 10' - Doing quiz 1 1' - Return to the home groups 12' - Sharing the information 10' 10' - Doing quiz 2 - Doing review 	
3.	Closure Activities	<ul style="list-style-type: none"> - Drawing conclusion - Answering 	4'
	<p>a. Asking the students to draw conclusion about the materials</p> <p>b. Asking the students</p>		

	problems in doing reading using Jigsaw IV c. Parting the students	- Parting the teacher	
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I. Assessment

1. Process assessment

The process assessment is done by using observation checklist below.

No	Students Name	Indicators					Active	Passive
		1	2	3	4	5		

Active : at least 3 indicators performed

Passive: below 3 indicators performed

The indicators are as follows:

1. The students discuss with their group in answering experts questions.
2. The students do quiz 1 on the materials given in expert group.
3. The students share information they got from expert group with their home team.
4. The students do quiz 2 on the materials given in home group
5. The students do the review process.

INSTRUCTIONAL MATERIALS**Set Induction Activity****Showing a picture of Semirang Waterfall****Leading Questions:**

1. What picture is it?
2. Have you ever been to that place?
3. Have you ever been to another interesting place?
4. Do you have an interesting experience?
5. Do you like telling your experience?
6. Have you ever heard about recount text?

Main Activities**Material:****The social function of recount text**

The social function of recount text is to retell or to inform the reader about what was happened to the writer with series of events.

The generic structure of recount text

Orientation: Introducing the participants, place, and time.

Events: Describing series of events that happened in the past.

Reorientation: it is optional of the stating personal impression of the writer.

The language features of recount text

1. Introducing personal participation: I, my pet, etc.
2. Using adjectives: happy, wonderful, sad, etc.
3. Using time conjunction: first, then, next, etc.
4. Using action verb: look, go, sleep, etc.
5. Using simple past tense: I went to the market yesterday.

The example of recount text

Holiday in Semirang Waterfall

Orientation

On Sunday, I and my best friend, Sari, visited Semirang Waterfall in Ungaran. It was the first time for me time for me to visit the waterfall.

Events

When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green. In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was too bad for me because the distance to see the waterfall was too far.

After taking so far distance, we found Semirang Waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall. Hearing the sound of falling water made me peace and relax. It was also excellent drowning out background sound. Playing with the water made me feel so happy.

Reorientation

Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.

Students' Worksheet

A Trip to the Baliem Valley

Last vacation I decided to do a little adventure by visiting Dani tribe in Baliem valley.

First, I enjoyed the Baliem Cultural Festival at Muliama village about 20 kilometers from Wamena. The festival lasted in several days. People of Dani were singing, dancing, and playing their traditional music during the festival. They decorated their faces with pig grease, clay, ash and fur. They clutched bows, arrows and spears as they feinted and charged each other. However, no blood was shed-it was all intended only as a threatening show of force.

When the festival was over, I decided to join a trekking trip to the spectacular villages of Dani. The trip gave me an opportunity to see the real Dani lifestyle. I saw amazing wooden bridges across the fast flowing mountain rivers. I also learned that men and women live in separate traditional houses. Another amazing thing that I noticed was people with parts of fingers missing as the result of a custom where both men and women may cut off fingers if bereaved by the loss of loved one.

My eight days visit to Baliem valley gave me a deep impression of the richness of Indonesian's culture.

(Taken from Zaida, Nur. 2013. *Siap Ujian Akhir*. Jakarta: Erlangga)

Expert sheet

1. Find unfamiliar words on the paragraph above and find the meaning of those words!
2. Find the main idea of the paragraph you read!

Quiz 1**I. Paragraph 1**

1. Where did the writer go to vacation?
2. Match the meaning of each word below with the words on the right column!

- a. Vacation
- b. Decided
- c. Adventure
- d. Visiting
- e. Tribe

- a. to go to a place in order to look at it
- b. an unusual and exciting activity, especially the exploration of unknown territory
- c. A regularly scheduled period spent away from work or duty, often in recreation
- d. a social division in a traditional society consisting of families or communities
- e. make a choice from a number of alternatives

II. Paragraph 2

1. What did the Dani people do to their face during the festival?
2. Match the meaning of each word below with the words on the right column!

- a. Enjoyed
- b. Festival
- c. Decorated
- d. Dance
- e. Spear

- a. to move the body and feet to music
- b. to add something to an object or place, especially in order to make it more attractive
- c. a special day or period, usually in memory of a religious event
- d. to get pleasure from something
- e. a weapon consisting of a pole with a sharp, usually metal, point at one end,

III. Paragraph 3

1. What did the writer do after the festival was over?
2. Match the meaning of each word below with the words on the right column!

- a. Custom
- b. Separate
- c. Spectacular
- d. Noticed
- e. Lifestyle

- a. to move or be apart
- b. to see or become conscious of something or someone
- c. the way in which a person or group lives
- d. beautiful in a dramatic and eye-catching way
- e. a traditional and widely accepted way of behaving or doing something

IV. Paragraph 4

1. How long the writer visited to Baliem Valley?
2. Match the meaning of each word below with the words on the right column!

- a. Impression
- b. Culture
- c. Deep
- d. Richness
- e. Valley

- a. a low area of land between hills or mountains, typically with a river or stream flowing through it.
- b. an idea, feeling, or opinion about something or someone
- c. the way of life, especially the general customs and beliefs of a particular group
- d. extending far down from the top
- e. the quality of having a lot of something that

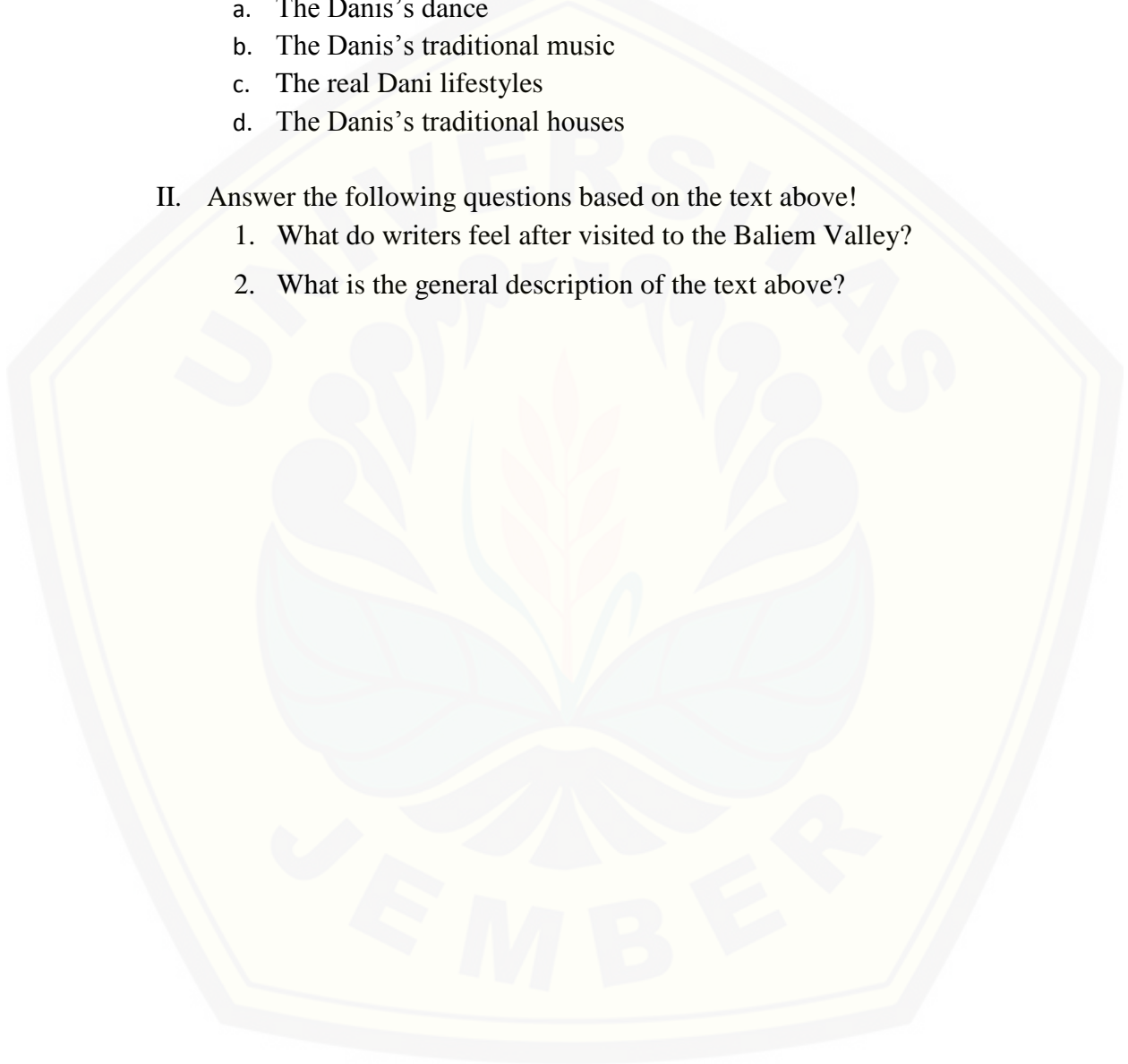
Home Sheet**Quiz 2**

- I. Choose the best answer of the following questions by crossing a, b, c, or d!
1. What was the name of a tribe living in the Baliem Valley?
 - a. Asmat tribe
 - b. Batak tribe
 - c. Dani tribe
 - d. Dayak tribe
 2. What did the Dani people do during the festival?
 - a. Singing and dancing
 - b. Singing and playing their traditional music
 - c. Dancing and playing music
 - d. Singing, dancing and playing their traditional music
 3. Why did the people of Dani cut their parts of fingers?
 - a. To heal their diseases
 - b. To express their mourning
 - c. To make people pity them
 - d. To make opponents cared
 4. What was used to decorate of people Danis' face?
 - a. Pig grease, clay, ash, and fur
 - b. Pig grease, clay, and fur
 - c. Clay, pig grease, and ink
 - d. Pig grease, clay, ash, and ink
 5. What was the distance between Mualima Village and Wamena?
 - a. 30 kilometers
 - b. 25 kilometers
 - c. 40 kilometers
 - d. 20 kilometers
 6. "... Dani tribe in Baliem Valley." (Paragraph 1)
What does the underlined word mean?
 - a. Highland
 - b. Thick jungle
 - c. Dense forest
 - d. Low-lying area
 7. With whom the writer went on vacation?
 - a. Alone

- b. The writer's friend
 - c. The writer's parent
 - d. Tour guide
8. What opportunities did the writer get?
- a. The Danis's dance
 - b. The Danis's traditional music
 - c. The real Dani lifestyles
 - d. The Danis's traditional houses

II. Answer the following questions based on the text above!

1. What do writers feel after visited to the Baliem Valley?
2. What is the general description of the text above?



Answer Key

Quiz 1

I. Paragraph 1

- The writer went to Baliem Valley
- Match the meaning of each word below with the words on the right column!

a. Vacation	a. to go to a place in order to look at it
b. Decided	b. an unusual and exciting activity, especially the exploration of unknown territory
c. Adventure	c. A regularly scheduled period spent away from work or duty, often in recreation
d. Visiting	d. a social division in a traditional society consisting of families or communities
e. Tribe	e. make a choice from a number of alternatives

II. Paragraph 2

- They decorated their faces with pig grease, clay, ash, and fur.
- Match the meaning of each word below with the words on the right column!

a. Enjoyed	a. to move the body and feet to music
b. Festival	b. to add something to an object or place, especially in order to make it more attractive
c. Decorated	c. a special day or period, usually in memory of a religious event
d. Dance	d. to get pleasure from something
e. Spear	e. a weapon consisting of a pole with a sharp, usually metal, point at one end, that is either thrown or held in the hand

III. Paragraph 3

1. The writer decided to join a trekking trip to the spectacular villages of Dani.

3. Match the meaning of each word below with the words on the right column!

<ul style="list-style-type: none"> a. Custom b. Separate c. Spectacular d. Noticed e. Lifestyle 	<ul style="list-style-type: none"> a. to move or be apart b. to see or become conscious of something or someone c. the way in which a person or group lives d. beautiful in a dramatic and eye-catching way e. a traditional and widely accepted way of behaving or
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IV. Paragraph 4

1. Eight days

2. Match the meaning of each word below with the words on the right column!

<ul style="list-style-type: none"> a. Impression b. Culture c. Deep d. Richness e. Valley 	<ul style="list-style-type: none"> a. a low area of land between hills or mountains, typically with a river or stream flowing through it. b. an idea, feeling, or opinion about something or someone c. the way of life, especially the general customs and beliefs of a particular group d. extending far down from the top e. the quality of having a lot of
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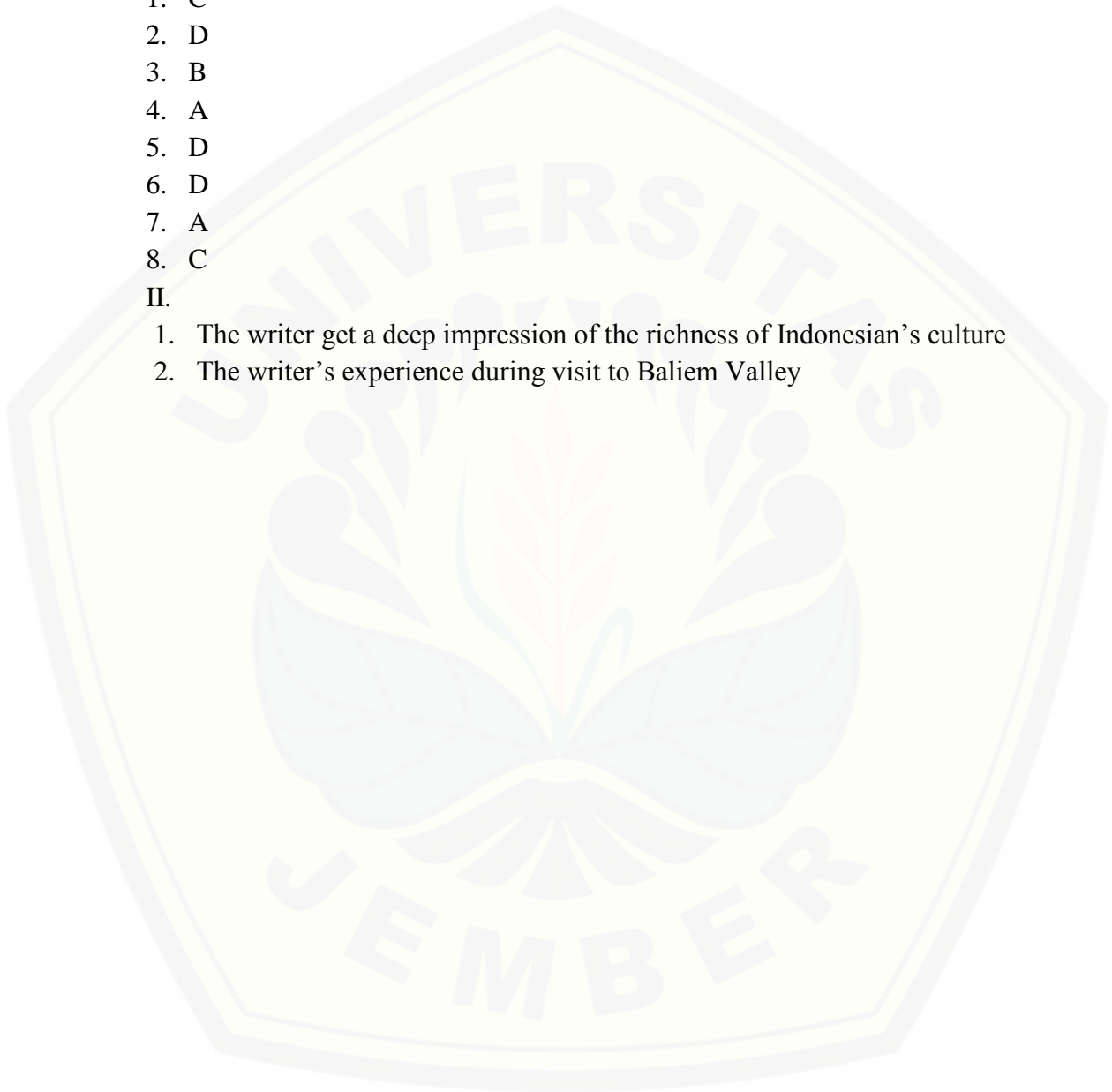
Quiz 2

I.

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

II.

1. The writer get a deep impression of the richness of Indonesian's culture
2. The writer's experience during visit to Baliem Valley



Appendix E**READING COMPREHENSION TEST IN CYCLE 1**

Name :
Class/No :
Time : 80 minutes

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

It was three weeks ago when my brother and I got the chance to go to Los Angeles in the United States of America. We went there to spend our four-day holiday. We rode a plane to go there. We departed from Soekarno-Hatta airport on Sunday at 13.00 WIB.

We arrived in Los Angeles after about 24 hours. The first thing we did in the city was going to my brother acquaintance's apartment which located 10 KMs from the airport. We were so relieved when we got to his apartment. His apartment was so neat and comfortable. He was also very humble that made both of us felt like at home. We did not do many things on the first day. We strolled around the block, had dinner in a small café nearby and took some pictures before going home.

On the second day we went to the Hollywood Walk of Fame. I was amazed to be there as I could see many tiles carrying the names of many popular people in the world. It took me 2 hours to find my favorite singer's sign, Michael Jackson. I also snapped some photos with Michael Jackson name. Actually, I also fancied Eminem, Muhammad Ali, Celine Dion, and Mariah Carey but nothing could remove Michael Jackson from my heart. I was so happy on that day. That day was the most memorable day for me in Los Angeles.

On the third day we went to the Hollywood Universal Studio. The place was really crowded but it impressed me very much. I walked around the studio and surprisingly I met one of the greatest Indonesian singers, Agnez Mo there. I said hi to her and she responded to my greeting gracefully. I asked her to take with me and she

said “sure, let’s do it”. I also recorded a short video with her and upload it to Instagram.

Last day in Los Angeles was a heartbroken day. I would miss Los Angeles, I left Los Angeles with such amazing memories. I hoped I could be back there in the near future. See you again Los Angeles!

Choose one of the options to answer the questions about the text!

1. What do we call the text above?
 - a. Description text
 - b. Narrative text
 - c. Recount text
 - d. Procedure text
2. When did the author of this text arrived in Los Angeles?
 - a. Monday
 - b. Friday
 - c. Thursday
 - d. Tuesday
3. Who was the author’s most favorite singer?
 - a. Mariah Carey
 - b. Celine Dion
 - c. Michael Jackson
 - d. Muhammad Ali
4. Where did the author meet Agnez Mo?
 - a. Hollywood Walk of Fame
 - b. Soekarno-Hatta airport
 - c. Hollywood Universal Studio
 - d. Nearby the apartment
5. What made the author surprised when he was at the Hollywood Universal Studio?
 - a. He could see many tiles with popular people’s names

- b. He could meet with Agnez Mo
 - c. He could find Michael Jackson's sign
 - d. He could see directly the studio
6. When did the author feel sad?
- a. On the first day
 - b. On the second day
 - c. On the third day
 - d. On the fourth day
7. In what paragraph could we know that the author had the most unforgettable day in Los Angeles?
- a. In the first paragraph
 - b. In the second paragraph
 - c. In the third paragraph
 - d. In the fourth paragraph
8. What was the author's impression of his brother acquaintance's apartment?
- a. He disliked the apartment
 - b. He felt like in a terrifying place
 - c. He could not feel comfortable
 - d. He felt like at home
9. "... she responded to my greeting gracefully" (*4th paragraph*)
What does the word she refers to?
- a. Celine Dion
 - b. Agnes Mo
 - c. Mariah Carey
 - d. His brother
10. "...to my brother acquaintance's apartment..." (*2nd paragraph*)
The underlined word has a close meaning with...
- a. Enemy
 - b. Rival

- c. Brother
- d. Friend

11. What do we call the third paragraph in the text?

- a. Orientation
- b. Re-orientation
- c. Event
- d. Description

12. "... surprisingly I met one of the greatest Indonesian singers..." (4th paragraph)

What do the underlined words refer to?

- a. Celine Dion
- b. Agnez Mo
- c. Michael Jackson
- d. Eminem

13. On what day did the author leave Los Angeles?

- a. Monday
- b. Tuesday
- c. Thursday
- d. Friday

14. These were the activities which the author did on the first day in Los Angeles, *except...*

- a. He went to his brother's acquaintance's apartment
- b. He took photos
- c. He took a walk around
- d. He bought iced cream

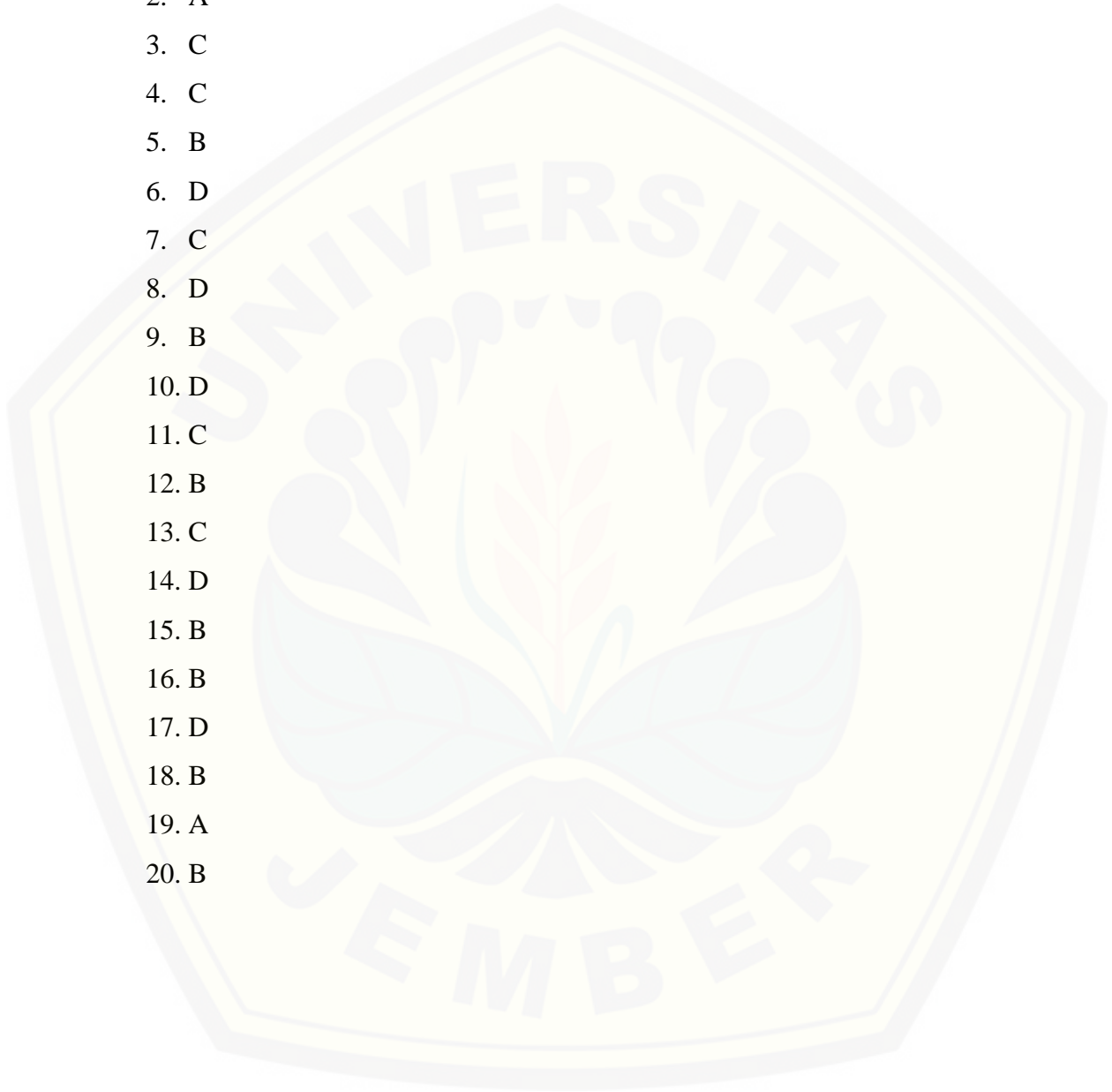
15. In what paragraph could we find the information about his journey to Los Angeles?

- a. In the first paragraph
- b. In the second paragraph

- c. In the third paragraph
 - d. In the fourth paragraph
16. Why did the author and his brother go to the United States of America?
- a. For business
 - b. For vacation
 - c. For studying
 - d. For trading
17. What was the second thing the author did when he arrived in Los Angeles?
- a. He went to the apartment
 - b. He had dinner
 - c. He took pictures
 - d. He strolled around
18. How long did the author need to find his most favorite singer's sign at the Hollywood Walk of Fame?
- a. One hour
 - b. Two hours
 - c. Three hours
 - d. Four hours
19. What was the first thing the author did when he met Agnez Mo?
- a. He said hi
 - b. He took a picture
 - c. He asked for her signature
 - d. He recorded a video
20. What is the best title for the text above?
- a. My Meeting with Agnez Mo in Los Angeles
 - b. My Great Experience in Los Angeles
 - c. My Terrible Days in Los Angeles
 - d. My Unfortunate Vacation in Los Angeles

Answer Key

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



Appendix F**The Result of the Students' Reading Comprehension Test in Cycle 1**

NO	Students' Name	Score	Achieved	Not Achieved
1	A F S	80	√	
2	A S	80	√	
3	A D P	75	√	
4	A F I	75	√	
5	A F F A	70		√
6	A D S	80	√	
7	B K S A	85	√	
8	B R D	70		√
9	C N D P	75	√	
10	D D	80	√	
11	D S A	70		√
12	F R	80	√	
13	F E R	65		√
14	F M S	80	√	
15	H S R	80	√	
16	I T G	75	√	
17	L Z	80	√	
18	L F	80	√	
19	M T	65		√
20	M R	75	√	
21	M N H	80	√	
22	M T R	80	√	
23	M F N H	80	√	
24	M F F	80	√	
25	M A A M	80	√	
26	M H	65		√
27	M H Z	60		√
28	M R A H	80	√	
29	N A F N	80	√	
30	P D A	80	√	
31	P A R	75	√	
32	R P A	80	√	
33	R P W	80	√	
34	R R R	80	√	
35	S N A	80	√	
36	S G	75	√	
			29	7
		$E = \frac{n}{N} \times 100\%$	80.55%	19.44%

Appendix G

The Result of The Student's Active Participation in Cycle 1 Meeting 1

NO	STUDENT'S NAME	INDICATORS					TOTAL	ACTIVE	PASSIVE
		1	2	3	4	5			
1	A F S	√	√	√	√	√	5	√	
2	A S				√		1		√
3	A D P	√	√		√		3	√	
4	A F I	√		√	√		3	√	
5	A F F A		√		√		2		√
6	A D S	√	√	√	√	√	5	√	
7	B K S A	√	√	√	√	√	5	√	
8	B R D				√		1		√
9	C N D P	√				√	2		√
10	D D	√	√	√	√		4	√	
11	D S A		√		√	√	3	√	
12	F R	√		√		√	3	√	
13	F E R	√	√	√	√	√	5	√	
14	F M S		√		√		2		√
15	H S R	√		√	√	√	4	√	
16	I T G		√	√	√		3	√	
17	L Z				√		1		√
18	L F		√		√	√	3	√	
19	M T	√	√				2		√
20	M R	√	√		√	√	4	√	
21	M N H		√	√			2		√
22	M T R				√		1		√
23	M F N H	√	√	√	√		4	√	
24	M F F	√		√	√	√	4	√	
25	M A A M	√	√	√	√	√	5	√	
26	M H				√		1		√
27	M H Z	√	√				2		√
28	M R A H		√	√	√		3	√	
29	N A F N					√	1		√
30	P D A	√	√	√	√		4	√	
31	P A R	√	√		√	√	4	√	
32	R P A	√	√		√		3	√	
33	R P W	√	√	√	√	√	5	√	
34	R R R	√		√	√	√	4	√	
35	S N A		√	√	√		3	√	
36	S G	√	√		√	√	4	√	
		22	24	18	30	17		24	12

Appendix H

The Result of The Student's Active Participation in Cycle 1 Meeting 2

NO	STUDENT'S NAME	INDICATORS					TOTAL	ACTIVE	PASSIVE
		1	2	3	4	5			
1	AFS	√	√	√	√	√	5	√	
2	AS			√	√		2		√
3	ADP	√	√	√	√		4	√	
4	AFI	√	√	√	√	√	5	√	
5	AFFA	√	√		√		3	√	
6	ADS		√	√	√	√	4	√	
7	BKSA	√	√	√	√		4	√	
8	BRD				√		1		√
9	CNDP	√				√	2		√
10	DD	√	√	√	√		4	√	
11	DSA		√		√	√	3	√	
12	FR	√		√		√	3	√	
13	FER	√	√	√	√	√	5	√	
14	FMS		√	√	√		3	√	
15	HSR	√		√	√	√	4	√	
16	ITG		√	√	√		3	√	
17	LZ				√		1		√
18	LF		√		√	√	3	√	
19	MT	√	√	√			3	√	
20	MR	√	√		√	√	4	√	
21	MNH	√	√	√			3	√	
22	MTR				√		1		√
23	MFNH	√	√	√	√		4	√	
24	MFF	√		√	√	√	4	√	
25	MAAM	√	√	√	√	√	5	√	
26	MH		√		√		2		√
27	MHZ	√	√	√			3	√	
28	MRAH		√	√	√		3	√	
29	NAFN		√	√			2		√
30	PDA	√	√	√	√		4	√	
31	PAR	√	√		√	√	4	√	
32	RPA	√	√		√		3	√	
33	RPW	√	√	√	√	√	5	√	
34	RRR	√		√	√	√	4	√	
35	SNA		√	√	√		3	√	
36	SG	√	√	√	√	√	5	√	
		23	27	18	30	16		29	7

Appendix I

The Samples of the Students' Worksheets in Reading Test
(The Highest Score)

85

Name : BELA KARINA SINTIA A
Class : VIII D
Number : 08

READING COMPREHENSION TEST IN CYCLE 1
Time: 80 minutes

It was three weeks ago when my brother and I got the chance to go to Los Angeles in the United States of America. We went there to spend our four-day holiday. We rode a plane to go there. We departed from Soekarno-Hatta airport on Sunday at 13.00 WIB.

We arrived in Los Angeles after about 24 hours. The first thing we did in the city was going to my brother acquaintance's apartment which located 10 KMs from the airport. We were so relieved when we got to his apartment. His apartment was so ^{bag & nyaman} neat and comfortable. He was also very ^{senang tak} humble that made both of us felt like at home. We did not do many things on the first ^{kami menjelajahi blok rumah malam di cafe kecil yg dekat dengan apartemen,} day. We strolled around the block, had dinner in a small cafe nearby and took some pictures ^{dan mengambil beberapa foto sebelum pulang ke rumah.} dan kembali ke apartemen before going home.

On the second day we went to the Hollywood Walk of Fame. I was amazed to be there as I could see many tiles carrying the names of many popular people in the world. It took me 2 hours to find my favorite singer's sign, Michael Jackson. I also snapped some photos with Michael Jackson name. Actually, I also fancied Eminem, Muhammad Ali, Celine Dion, and Mariah Carey but nothing could remove Michael Jackson from my heart. I was so happy on that day. That day was the most memorable day for me in Los Angeles.

On the third day we went to the Hollywood Universal Studio. The place was really ^{crowd} crowded but it impressed me very much. I walked around the studio and ^{terkejut} surprisingly I met one of the greatest Indonesian singers, Agnez Mo there. I said hi to her and she responded to my greeting gracefully. I asked her to take with me and she said "sure, let's do it". I also recorded a short video with her and upload it to Instagram.

Last day in Los Angeles was a heartbroken day. I would miss Los Angeles, I left Los Angeles with such ^{kerasam yg menyenangkan} amazing memories. I hoped I could be back there in the near future. See you again Los Angeles!

Choose one of the options to answer the questions about the text!

- What do we call the text above?
 - Description text
 - Narrative text
 - Recount text
 - Procedure text
- When did the author of this text arrived in Los Angeles?
 - Monday
 - Friday
 - Thursday
 - Tuesday
- Who was the author's most favorite singer?
 - Mariah Carey
 - Celine Dion
 - Michael Jackson
 - Muhammad Ali
- Where did the author meet Agnez Mo?
 - Hollywood Walk of Fame
 - Soekarno-Hatta airport
 - Hollywood Universal Studio
 - Nearby the apartment
- What made the author surprised when he was at the Hollywood Universal Studio?
 - He could see many tiles with popular people's names
 - He could meet with Agnez Mo
 - He could find Michael Jackson's sign
 - He could see directly the studio
- When did the author feel sad?
 - On the first day
 - On the second day
 - On the third day
 - On the fourth day
- In what paragraph could we know that the author had the most unforgettable day in Los Angeles?
 - In the first paragraph
 - In the second paragraph
 - In the third paragraph
 - In the fourth paragraph
- What was the author's impression of his brother acquaintance's apartment?
 - He disliked the apartment
 - He felt like in a terrifying place
 - He could not feel comfortable
 - He felt like at home
- "... she responded to my greeting gracefully" (^{1st} paragraph) What does the word she refers to?
 - Celine Dion
 - Agnez Mo
 - Mariah Carey
 - His brother
- "...to my brother acquaintance's apartment..." (^{2nd} paragraph)

Appendix J

The Samples of the Students' Worksheets in Reading Test

(The Lowest Score)

Name : M. Hilmi - Z. Azzaria
 Class : 8D
 Number : 29.

60

READING COMPREHENSION TEST IN CYCLE 1

Time: 80 minutes

It was three weeks ago when my brother and I got the chance to go to Los Angeles in the United States of America. We went there to spend our four-day holiday. We rode a plane to go there. We departed from Soekarno-Hatta airport on Sunday at 13.00 WIB.

We arrived in Los Angeles after about 24 hours. The first thing we did in the city was going to my brother acquaintance's apartment which located 10 KMs from the airport. We were so relieved when we got to his apartment. His apartment was so neat and comfortable. He was also very humble that made both of us felt like at home. We did not do many things on the first day. We strolled around the block, had dinner in a small café nearby and took some pictures before going home.

On the second day we went to the Hollywood Walk of Fame. I was amazed to be there as I could see many tiles carrying the names of many popular people in the world. It took me 2 hours to find my favorite singer's sign, Michael Jackson. I also snapped some photos with Michael Jackson name. Actually, I also fancied Eminem, Muhammad Ali, Celine Dion, and Mariah Carey but nothing could remove Michael Jackson from my heart. I was so happy on that day. That day was the most memorable day for me in Los Angeles.

On the third day we went to the Hollywood Universal Studio. The place was really crowded but it impressed me very much. I walked around the studio and surprisingly I met one of the greatest Indonesian singers, Agnez Mo there. I said hi to her and she responded to my greeting gracefully. I asked her to take with me and she said "sure, let's do it". I also recorded a short video with her and upload it to Instagram.

Last day in Los Angeles was a heartbroken day. I would miss Los Angeles, I left Los Angeles with such amazing memories. I hoped I could be back there in the near future. See you again Los Angeles!

Choose one of the options to answer the questions about the text!

1. What do we call the text above?

- a. Description text
- b. Narrative text
- c. Recount text
- d. Procedure text

2. When did the author of this text arrived in Los Angeles?

- a. Monday
- b. Friday
- c. Thursday
- d. Tuesday

3. Who was the author's most favorite singer?

- a. Mariah Carey
- b. Celine Dion
- c. Michael Jackson
- d. Muhammad Ali

4. Where did the author meet Agnez Mo?

- a. Hollywood Walk of Fame
- b. Soekarno-Hatta airport
- c. Hollywood Universal Studio
- d. Nearby the apartment

5. What made the author surprised when he was at the Hollywood Universal Studio?

- a. He could see many tiles with popular people's names
- b. He could meet with Agnez Mo

c. He could find Michael Jackson's sign

d. He could see directly the studio

6. When did the author feel sad?

- a. On the first day
- b. On the second day
- c. On the third day
- d. On the fourth day

7. In what paragraph could we know

that the author had the most unforgettable day in Los Angeles?

- a. In the first paragraph
- b. In the second paragraph
- c. In the third paragraph
- d. In the fourth paragraph

8. What was the author's impression of his brother acquaintance's apartment?

- a. He disliked the apartment
- b. He felt like in a terrifying place
- c. He could not feel comfortable
- d. He felt like at home

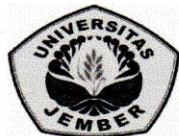
9. "... she responded to my greeting gracefully" (4th paragraph)

What does the word she refers to?

- a. Celine Dion
- b. Agnez Mo
- c. Mariah Carey
- d. His brother

10. "...to my brother acquaintance's apartment..." (2nd paragraph)

Appendix K

The Letter of Research Permission from the Dean of Faculty of Teacher Training and Education, Jember University

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

03 AUG 2017

Nomor : 5109 /UN25.1.5/LT/2017
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 5 Jember
Jember

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

Nama : Tazkiyatul Ala'i
NIM : 100210401036
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: **“Improving The VIII-D Students’ Reading Comprehension Achievement on Recount Text by Using Jigsaw IV Technique at SMPN 5 Jember”**

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,

Prof. Dr. Suratno, M.Si.
NIP. 19670625 199203 1 003

Appendix L

The Statement Letter of Accomplishing the Research from SMPN 5 Jember



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 5 JEMBER
Jl. Imam Bonjol No. 39 Telepon 0331 - 321737 Jember
Email – smp5jember@gmail.com

SURAT KETERANGAN

Nomor : 423.1/139 /413.02.20523906/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Jember, menerangkan dengan sebenarnya bahwa:

Nama : Tazkiyatul Ala'i
No. Induk Mahasiswa : 100210401036
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Jember

Telah mengadakan penelitian di SMP Negeri 5 Jember dalam rangka penyusunan Skripsi terhitung mulai tanggal 8 Agustus 2017 sampai dengan tanggal 2 September 2017 dengan Judul :

“ Improving the VIII D Grade Students’ Reading Comprehension Achievement on Recount Text by using Jigsaw IV Technique at SMPN 5 Jember “.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 11 September 2017
Plt.Kepala SMPN 5 Jember,



SURATM1,S.Pd
NIP. 19650620 198903 2 010