



**THE USE OF JIGSAW IV TO IMPROVE STUDENTS' READING
ACHIEVEMENT AND THEIR SOCIAL ATTITUDE**

THESIS

By:

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NIM: 150210401054**

ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

JEMBER UNIVERSITY

2019



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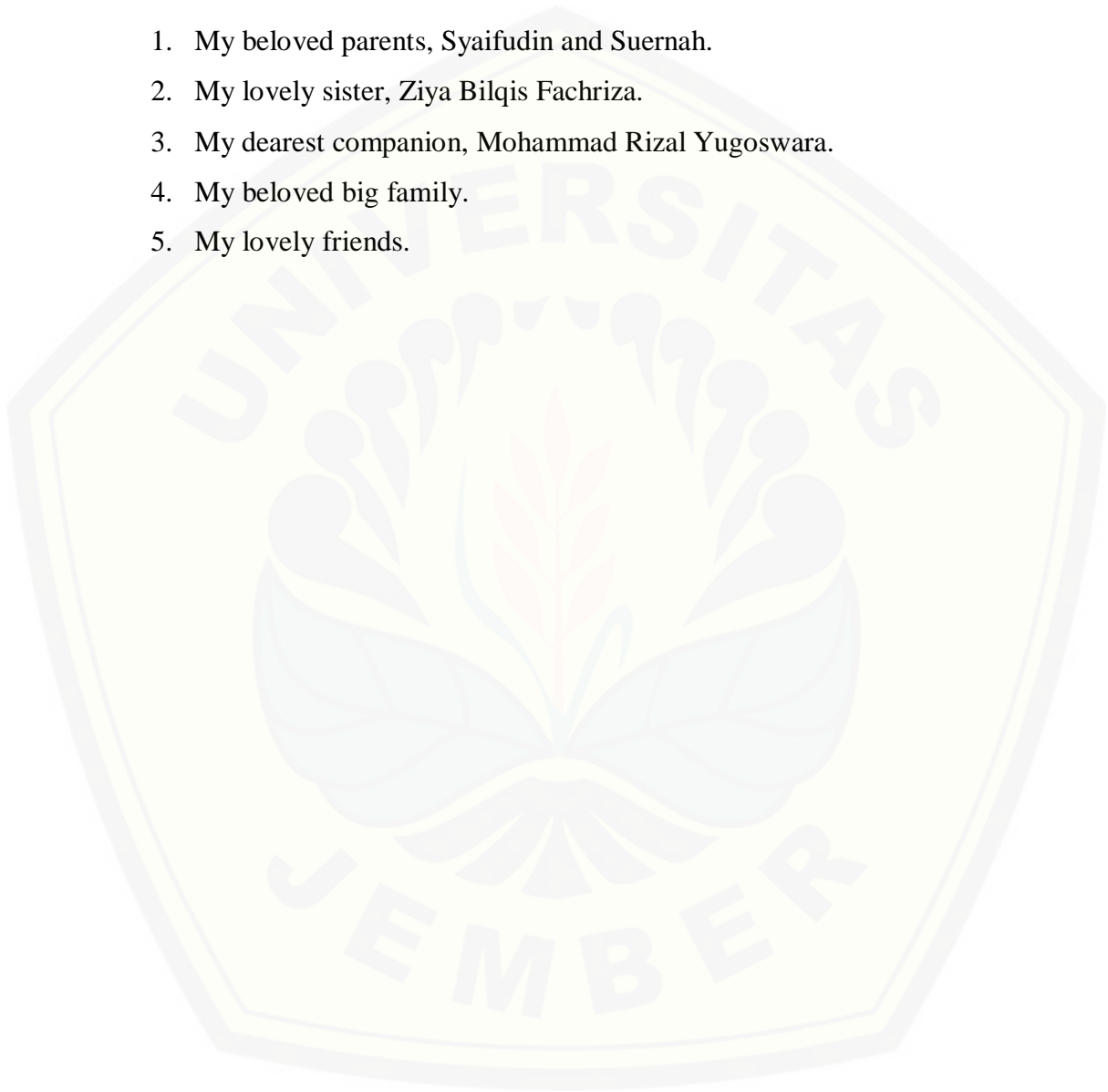
JEMBER UNIVERSITY

2019

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Syaifudin and Suernah.
2. My lovely sister, Ziya Bilqis Fachriza.
3. My dearest companion, Mohammad Rizal Yugoswara.
4. My beloved big family.
5. My lovely friends.



MOTTO

We must accept finite disappointment, but never lose infinite hope.

(Martin Luther King Jr)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic pieces of work by the author herself. All materials incorporated from secondary sources have been fully acknowledge 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 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, July, 9th 2019

The writer

Leni Listyaningrum
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CONSULTANT APPROVAL

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Firstly, I would like to express my deepest gratitude to Allah SWT who always leads and grants me His blessing and guidance so that I am able to finish my thesis entitled “The Use of Jigsaw IV to Improve Students’ Reading Achievement and Their Social Attitude”.

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

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Department Program;
4. The Consultants Drs. Bambang Arya Wija P, DipEd, Ph.D. and Drs. I Putu Sukmaantara, M.Ed, for the time, knowledge, guidance, advice and motivation in accomplishing this thesis;
5. The Principal of MAN 1 Jember, the English Teacher, the Administration Staff, and the Students of X-IPS 2 who are involved in this research;
6. My lovely friends;
7. My beloved almamater, Jember University.

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

Jember, July 9th, 2019

The Writer

SUMMARY

The Use of Jigsaw IV to Improve Students' Reading Achievement and Their Social Attitude; Leni Listyaningrum, 150210401054; 2015; 111 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 Tenth Grade Students' Social Attitude and Reading Comprehension Achievement at MAN 1 Jember. Based on the preliminary study conducted by the researcher in the form of interview with the English teacher, it was known that English still became a difficult subject to be learnt by the students. It could be seen from the large number of the students who could not achieve the minimum score of English. Most of the students still faced some problems dealing with reading comprehension. The students had very limited vocabulary and it made them feel difficult to comprehend the text. Moreover, they became frustrated when they faced a long text. The students also have low motivation in learning English. They thought that English is difficult since it was not their own language. From the four social classes (X-IPS 1, X-IPS 2, X-IPS 3, X-IPS 4) it was known that X-IPS 2 had the lowest score of English.

The average reading test score of X-IPS 2 class was 71.81, while the minimum requirement score of the school is 75. The result from the reading test showed that 45% (15 students) from 33 students achieved the standard score and 55% (18 students) from 33 students obtained below 75. Besides, the teacher also informed that the students of X-IPS 2 had another problems dealing with social attitudes. The result of the observation showed that 45% students of X-IPS 2 still had low responsibility, 39% students were not good in cooperating with others, and 57% students still had low confidence. Due to the problems above, the researcher decided to use Jigsaw IV technique in teaching reading and improving students' social attitude.

The data of this research were obtained from a reading test and observation in the form of checklist. The action was implemented in one cycle.

The result of the students' social attitude showed that there was improvement from Meeting 1 to Meeting 2 in Cycle 1. The improvement was from 72% (Responsibility), 71% (Cooperation) and 70% (Confidence) in Meeting 1 to 80.5% (Responsibility), 80.5% (Cooperation) and 80% (Confidence) in Meeting 2. The average result of the students' social attitude in Meeting 1 and Meeting 2 was that 76% of students showed good responsibility, 76% of students had good cooperation and 75% of students were confident. The result score of social attitude in Cycle 1 had achieved the target score of the research that was 75%.

The result of reading comprehension test in Cycle 1 had achieved the criteria of success in this research that was 75% of the students got ≥ 75 . The percentage criteria success of the research was taken from the minimum requirement score of the school. There was an increasing number of students who achieved the target score of reading comprehension. The number of students who achieved the target score increased from 52% (17 students) in Meeting 1 to 73% (24 students) in Meeting 2 and became 79% (26 students) in reading comprehension test.

Based on the result of the research, it can be concluded that the implementation of Jigsaw IV could improve the students' reading comprehension achievement. Moreover, the activities included in Jigsaw IV could help the students to improve their responsibility, cooperation among members and also built their confidence. The findings of this research strengthened the theory that Jigsaw is an efficient way of learning reading. It also promotes positive attitudes and interests, develops communication skills among students.

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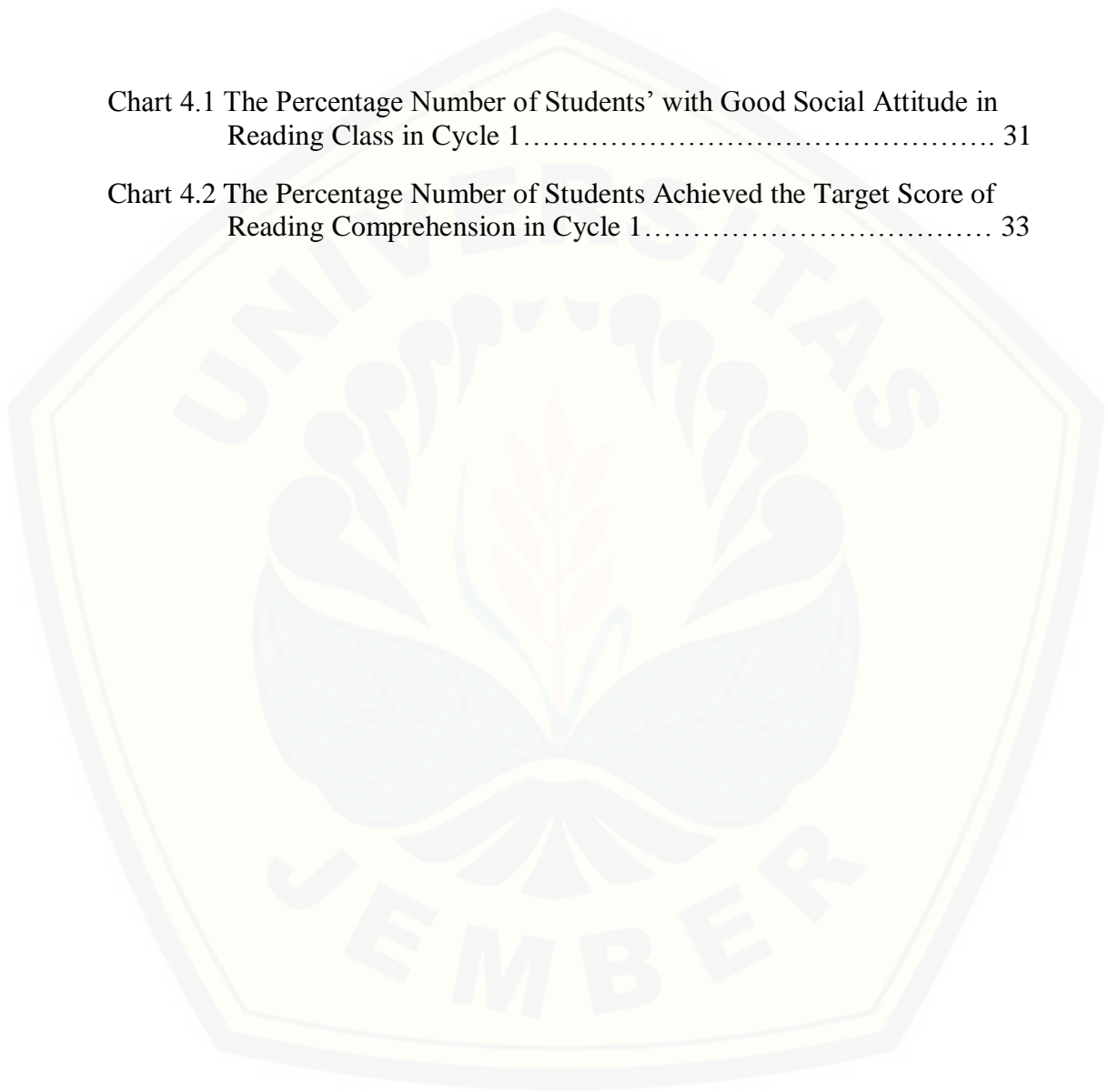
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CHAPTER I. INTRODUCTION

This chapter presents some aspects related to the topic of the research. It consists of four segments. Research background, research problems, research objective and research contribution.

1.1 Research Background

Finding the most effective pedagogical technique to be used in teaching and learning English, especially in teaching reading comprehension becomes a big challenge for all educators in higher education (Farzenah & Nejadansari, 2016). Reading comprehension becomes important to be mastered since almost all of English tests in Indonesian EFL classroom consist of reading comprehension questions. Moreover, English becomes a compulsory subject taught in junior and senior high school and becomes the only required foreign language subject being tested in national examination. The English national examination consists of approximately 60% reading comprehension questions (Zenius.net, 2018). If students have low reading achievement, they might fail in doing the national examination. Therefore, reading is very important to be learned and to be mastered by Indonesian EFL learners. However, at the present time, Indonesians still face problems in English reading comprehension skills (Suryanto, 2017). Reading is a means of understanding written information and it is closely related to the students' vocabulary, cultural background knowledge and reading technique (Elizabeth & Muaka, 2003; page 1). Leipzig (2001) stated that reading is complex cognitive process of decoding symbols in order to be able to get and build a meaning of the reading texts. As a result, reading regarded as a multifaceted mental process, which is not easy to do.

Based on the preliminary study that was done by interviewing the English teacher of the tenth grade students at MAN 1 Jember, it was informed that X-IPS 2 got the lowest score. The average reading test score was

71.81, while the minimum requirement score of the school is 75. The result from the reading test showed that 15 students from 33 students or 45% achieved the standard score and 18 students from 33 students or 55% obtained below 75. They had some problems dealing with reading achievement, such as: a) having poor English vocabulary, the lack of vocabulary made them difficult to comprehend the text and to answer the comprehension questions; b) lack of motivation in learning English, they thought that English is a difficult subject to be learnt since it is not their own mother tongue. Those two problems made the students have low reading achievement. Besides, the teacher also informed that the students of X-IPS 2 had another problems dealing with social attitudes. The result of the observation showed that 45% students of X-IPS 2 still had low responsibility, 39% students were not good in cooperating with others, and 57% students still had low confidence.

Due to the problems above, it was important for the English teacher to find an appropriate technique in teaching reading and improving students' social attitude as well. A new technique called "Cooperative Learning" seems to attract much attention and becomes popular. Jigsaw is one of cooperative learning techniques initially introduced by Aronson in 1978. According to Aronson et al. 1978, in Jigsaw technique, the students are divided into some home groups and each member of the home groups is assigned a different part of the material. Then, all students from different home groups who have the same learning material gather and form an 'expert group' to discuss and communicate with each other until they have all mastered the reading material. The students then return to their home group to teach the material to other members of their group.

Jigsaw IV is the newest series of Jigsaw. It was developed by Holliday in 1995. Holliday (2002:1) states that Jigsaw IV is created to improve the previous Jigsaw series. The basic difference between Jigsaw IV and other Jigsaw series is in the incorporation of quizzes during the process to assess which areas of the materials have been well understood by students and which require additional teaching by the instructor.

Studies of Jigsaw with Classroom Action Research design had been done by many researchers (Wachyuningsih 2011; Winten 2013; Hikmawati 2016; Ameiratrini 2017; etc). On the other hand, Marzban & Alinajed (2013), Phiwpong & Dennis (2016), Amedu & Gudi (2017) they did research of jigsaw with experimental design. Besides, Farzenah & Nejadansari (2014), Akhtar (2012), Tamah (2008) did a descriptive study of Jigsaw. Moreover, Zakiyah (2010), Febry (2013) and Zuraida (2016) conducted studies dealing with Jigsaw IV. From the various design above, the results showed that both Jigsaw and Jigsaw IV were effective in teaching reading and in improving students' active participation. However, none of them examined the use of Jigsaw to improve reading achievement as well as evaluating the students' social attitude at the same time. Therefore, it is worth for the researcher to do a research on the use of Jigsaw IV to improve the students' reading achievement as well as improving the students' social attitude. Thus, this research was an attempt to fill in the study gap.

This research focused on the use of Jigsaw IV to improve reading achievement and students' social attitude. Therefore, the researcher was interested to conduct the classroom action research entitled, "*The Use of Jigsaw IV to Improve Students' Reading Achievement and their Social Attitude*".

1.2 Research Problems

Based on the research background of study above, the problem can be formulated as follows:

1. Can the use of Jigsaw IV improve the tenth grade students' of IPS 2 class social attitude (Responsibility, Cooperation, Confidence) at MAN 1 Jember?
2. Can the use of Jigsaw IV improve the tenth grade students' of IPS 2 class reading comprehension achievement at MAN 1 Jember?

1.3 Research Objectives

The objectives of the study were:

1. To improve the tenth grade students' of IPS 2 class social attitude (Responsibility, Cooperation, Confidence) by using Jigsaw IV at MAN 1 Jember.
2. To improve the tenth grade students' of IPS 2 class reading comprehension achievement by using Jigsaw IV at MAN 1 Jember.

1.4 Research Contribution

The research is expected to give empirical, practical and theoretical contribution.

1. Empirically, the result of this present study is expected to help the future researchers who have the same interest in the field of reading achievement using Jigsaw IV.
2. Practically, the result of this study can hopefully be used by the English teacher as information or an input in teaching reading by using Jigsaw IV as a technique to improve the students' reading achievement.
3. Theoretically, the result of this study is expected to confirm the effectiveness of the theory underlying the study.

CHAPTER II. LITERATURE REVIEW

This chapter presents theoretical framework, conceptual review, and previous research review.

2.1 Theoretical Framework

Cooperative learning is a teaching approach in which learners of diverse abilities, gender and backgrounds work together in small groups to attain a common goal. According to Johnson & Johnson (1999) Cooperative learning (CL) is a general term for various small groups in which students work together to maximize each other's learning. Olsen and Kagan (1992:8) state that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperative Learning is known as students centered approach to teaching because this learning method involves the students' active learning.

There are various methods in cooperative learning, one of them is Jigsaw. Jigsaw is one of the cooperative learning techniques initially introduced by Aronson in 1978. It is a more systematic group work. Groups of 4 – 5 students are formed. Each group member is assigned a sub-part of reading material to learn and to teach to his group members. To assist in the learning, students are working on the same sub-part of the reading material to get together and to decide what is important and how to teach it. After learning together in these 'expert' groups, the home group is reformed and students teach one another (Aronson, 1978).

Aronson (2008) claimed that Jigsaw is an efficient way of learning, especially in learning reading comprehension. In Jigsaw, each student in the group has their own part of reading material to be comprehended and they have to teach or share the information they got from the text to the other members of the group. Aronson (2005), as quoted by Tamah et al. (2007),

states that jigsaw fosters depth of understanding. Students have to practice in peer teaching, which requires that they understand the material at a deeper level.

There are some series of Jigsaw, Jigsaw IV is the newest series initially developed by Holliday in 1995. Jigsaw IV differs from other series of Jigsaw because it includes quizzes during the process of the implementation of the technique. Olsen and Kagan (1992) in Richard and Rodges (2001: 196) purpose the following key elements of Jigsaw IV, they are: positive interdependence, group formation, individual accountability, social skills and structuring and structures. Some of those elements can promote positive social attitudes such as responsibility, positive cooperation among the students and also students' confidence. Having those three attitudes are very important for the students since it is being evaluated in teaching and learning process in the school. Therefore, Jigsaw IV seems to be effective to improve the students' attitude. In line with that, Lazarowitz et al. 1985, Colosi and Zales 1998 and Doymus 2008 stated that Jigsaw promotes positive attitudes and interests, develops communication skills between students.

2.2 Conceptual Review

The researcher discusses some aspects dealing with the research in this conceptual review covering Jigsaw, Jigsaw IV, reading comprehension, reading comprehension achievement: word comprehension, sentence comprehension, paragraph comprehension and text comprehension, and the importance of students' attitude. Each topic will be discussed in the following sections.

2.1.1 Jigsaw Technique

Jigsaw is one of cooperative learning techniques initially introduced by Aronson in 1978. Jigsaw is the technique in which each member in the group gives their contribution to the success of the group. According to Aronson (2005), Jigsaw is one of cooperative learning in which each students is

believed to own the capability to be the contributor of knowledge in the class. The basic role of Jigsaw technique by Aronson (1978) is dividing the class into some groups. Then, each member of a group is assigned a different part of the material. Then, all the students from different groups who had the same learning material gather and form an 'expert group' to discuss and communicate with each other until they have all mastered the material. The students then return to their home group to teach the material to other members of their group.

Jigsaw is a cooperative learning in which the success of the learning objectives depends on the group members themselves (Wachyuningsih, 2011). Each member of the group is essential. They have the same important role to achieve the goal all together. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task (Schreyer Institute for Teaching Excellence, 2007)

As stated by Aronson (2008) Jigsaw is an efficient way of learning, especially in learning reading comprehension. Maden (2010) states, Jigsaw strategy can enhance cooperative learning by making each student responsible for teaching some of the materials to the group. By using this strategy, students are obligated to master the text, as they are given chances to comprehend the reading very well. Moreover, Aronson (2008) more particularly points out: "First and foremost, it is a remarkably efficient way to learn the material. But even more important, the Jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity." Jigsaw encourages the students to listen to the other friends as well as teach the students of how to share their knowledge and how to communicate their ideas to the other friends. By using Jigsaw, the students have the opportunity to practice peer teaching which requires depth understanding of the material. In addition, Aronson (2005) states that in Jigsaw technique, each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-

group discussion. Each student develops an expertise and has something important to contribute.

2.1.2 Jigsaw IV Technique

Jigsaw IV is the newest series of Jigsaw. It was developed by Holliday in 1995. Holliday (2002:1) states that Jigsaw IV is created to improve the previous Jigsaw series. The basic difference between Jigsaw IV and other Jigsaw series is in the incorporation of quizzes during the process to assess which areas of the materials have been well understood by students and which require additional teaching by the teacher. This difference gives the benefits for both students and teacher. The quizzes given during the process of Jigsaw, will help the students to understand and comprehend the materials well.

According to Holliday (2002: 4), there are nine steps to conduct Jigsaw IV technique:

1. Teacher divides students into 4-6 person home groups. The group should be diverse in term of gender, ethnicity, race and ability.
2. Teacher gives formal introduction to build up the students' interest to the topic of the lesson. The teacher can introduce the lesson by lecturing to the whole group, showing a picture or video related to the topic, giving some questions related to the topic, etc. the introduction of the lesson can be done while the students are still in home groups.
3. Teacher distributes the expert sheet to the students. Then the students move from their home group to their expert group based on the same expert sheets they are receiving.
4. Students master their expert sheet in the expert group.
5. Teacher gives a quiz to each expert group based on their expert sheet. The purpose is to check the understanding of the task.
6. Students return to their home groups to teach and tutor their members.
7. Teacher gives the second quiz to the home groups to check the understanding on all the materials learned.
8. Teacher gives the individual assessment to all students.

9. Teacher re-teach any material missed, it is optional. It is needed if majority of the students still do not understand about the information of the material given.

From the description above, it can be concluded that the activities in Jigsaw IV technique are more complete than the previous series of Jigsaw. By having such activities, the students will understand the materials well and have some opportunities to drill their ability in answering the comprehension question.

2.2.3 Reading Comprehension

Reading is one of four basic skills in language learning. Reading is a mean of understanding the written information. Anderson et al. (1985) defined reading as the process of making meaning from written texts. The goal of reading is to read for meaning or to recreate the writer's meaning. Recreate the writer's meaning is a mean of comprehending. When the students is reading but do not comprehend what they are reading, they are not reading. Like what Farzenah & Nejadansari (2014) states, reading involves comprehension. When readers do not comprehend, they are not reading.

Comprehension is the readers' understanding of what is being read. Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. In addition, Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Thus, the outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge (Gilakjani, 2016).

2.2.4 Reading Comprehension Achievement

To know how deep the students' comprehension is, the reading test is needed. The score of the test given to the students refers to their reading comprehension achievement. Hughes (2003: 12) states that achievement is related to a test that is done to discover how successful students have been in achieving the objective of a course of study. In other words, achievement is needed to measure the students' performance in reading comprehension and whether or not the students understand the text they read (Zuraida, 2016). There are some aspects in assessing students' reading achievement, they are: word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Each aspect will be explained as follows:

2.2.4.1 Word Comprehension

Word comprehension is an ability to comprehend a word as the smallest unit of a text (Zuraida, 2016). Comprehending each word in the text is importance for the students to get the meaning of the sentence. In line with that, Wood (1991) argues that the essential result of reading is to get meaning of the whole text by understanding the smallest unit of meaning. It can be said that if the students do not know the meaning of some words of the text, then it is impossible for them to understand the whole text.

2.2.4.2 Sentence Comprehension

Comprehending sentence means understanding the whole words in order to get the gist of the sentence (Zuraida, 2016). Sentence is a group of words that has an idea and makes meaning. When the students have understood the sentence, it will help the students to get the message from the text. According to Grellet (1996) it is very crucial to train the students to look for the 'core' of the sentence that is subject + verb. By knowing the form of the sentence the students will be able to catch up the idea stated by the writer.

2.2.4.3 Paragraph Comprehension

Wong (1998) defines a paragraph as a combination of sentences that develops one main idea about a specific topic. In line with that, Langan (2004) states that a paragraph is a series of sentences about one main idea or point. From those definitions, it can be said that a paragraph is a group of sentences that has one main idea of certain topic. To comprehend a paragraph, the students should relate one sentence to another sentence in order that they will get the main idea of the paragraph.

2.2.4.4 Text Comprehension

Comprehending a text means understanding all the structures that build the text, such as words, sentence and paragraph (Zuraida, 2016). In other words, to get the idea of the whole text, the students should comprehend the meaning of each word in the text, the sentences and the main idea of each paragraph as well. Comprehending a text means when the students have gotten the message and information from the text.

2.2.5 Importance of Students' Attitude

According to Ajzen and Fishbein's (1980: 7) theory of reasoned action, "attitudes are a function of beliefs". Attitudes, once formed, can shape the way students think, understand, feel, and behave. According to Richardson (1996: 102), "Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions". Based on this theory, it can be concluded that if the students believe that, for example, cooperative methods will have a significant effect on their reading comprehension, then this method will be to their benefit.

The students' attitude in learning is important. Pamuji (2015) stated that an attitude seriously affects the run of the classroom activities and students' learning achievement. It means that the way they behave in learning

process will affect their learning outcome. Moreover, the students' attitude becomes important since it is being evaluated in today's education in Indonesia. According to Biggs (1996), learning and its optimization are increasingly focused on non-intellectual aspects which have an influence on performance. Namely on the attitude and motivational aspects involved in the learning process. On the other words, education is not only focus on improving students' skill and knowledge, but rather are shaping the students' attitude such as social attitude as well.

Jigsaw IV has five key elements that essential to promote students' social attitude. Olsen and Kagan (1992) in Richard and Rodges (2001: 196) purpose the following key elements of Jigsaw IV, they are: positive interdependence, group formation, individual accountability, social skills and structuring and structures. The first element of Jigsaw IV is positive interdependence. Positive interdependence means that everyone in the group is bound together, sharing ideas and opinions to maximize the learning results of all members. The second element is group formation. Group formation is an important factor in creating positive interdependence. Factors involved in setting up group include deciding on the size of the group, assigning students to groups, and students' roles in group. The third element is individual accountability. Individual accountability means that each learner is assigned specific roles in the group to ensure they are accountable for completing their tasks. The fourth element of Jigsaw IV is social skill. In Jigsaw IV, the students are taught to socialize each other, to share the understanding as well as to listen to the other friends' opinion and understanding. The last element of Jigsaw IV is structuring and structures. It refers to ways of organizing student interaction and different ways students are to interact.

The five elements and the activities included in Jigsaw IV might help the students to learn about good cooperation, to learn to be responsible and to be more confident. In Jigsaw IV, each student has the same important role to be contributed to the group. This cooperation by design forced the students to be responsible with their own job. Besides, in Jigsaw IV, everyone is essential

and they need one another because all of the members become the contributor of knowledge. Therefore, by using Jigsaw IV, the students can learn unconsciously about good cooperation and learn to be more confident.

2.3 Previous Research Review

Research on the use of Jigsaw had been widely used in reading. Researchers conducted research in many different design and setting. Winten (2013) did a classroom action research study on the use of Jigsaw to improve students' reading comprehension. Twenty junior high school students were involved in this study. The researcher used reading test and questionnaire to collect the data. Reading test was used to know the improvement of students' reading achievement while the questionnaire was used to observe the students' motivation. The result of the study showed that Jigsaw is effective in improving the students' reading comprehension seen from the result of the post test given. Moreover, the result of the questionnaire showed that Jigsaw could improve the students' motivation in learning English as well.

Other classroom action research was conducted by Hikmawati (2016) entitle "Improving Students' Reading Comprehension of Narrative Text by Using Jigsaw". The study reported that Jigsaw could improve the student's reading comprehension. The result showed that there was an improvement on the gain score from the pre-test, post test 1 and post test 2. Moreover, the observation results showed that the students were more attractive and participated to the reading material.

In the same year, Zuraida (2016) conducted a classroom action research on the use of Jigsaw to improve students' participation and reading comprehension achievement on narrative text. The reading test was used to know the reading comprehension achievement, while the observation was used to observe the students' active participation. The result reported that Jigsaw could improve the students' participation and their reading achievement on narrative text.

The next previous study was conducted by Wachyuningsih (2011) on the use of Jigsaw to the students' reading skill. The researcher found improvement in two aspects: the class situation aspect, and the reading skill aspect. In the class situation aspect, the researcher found that the class situation when the action was implemented was better than before the action was implemented. In the reading skill aspect, the improvement could be seen from the increasing score of the total amount of mean score of the indicator achievement.

The last previous study was carried out by Kusriani (2018) on the use of Jigsaw to improve the students' reading comprehension. The result indicated that jigsaw technique could improve students' reading comprehension. This could be seen from the findings of the research during the action research.

Based on the previous studies above, it could be concluded that applying Jigsaw technique in teaching reading comprehension gave positive effect on students reading achievement and students' participation. It said so because all the results showed the great significance dealing with the implementation of this technique. Thus, Jigsaw could be said as a technique that is able to improve the students' reading comprehension achievement. However this present study was an attempt to fill in the study on the use of Jigsaw to improve students reading comprehension achievement and to improve students' social attitude.

CHAPTER III. RESEARCH METHODOLOGY

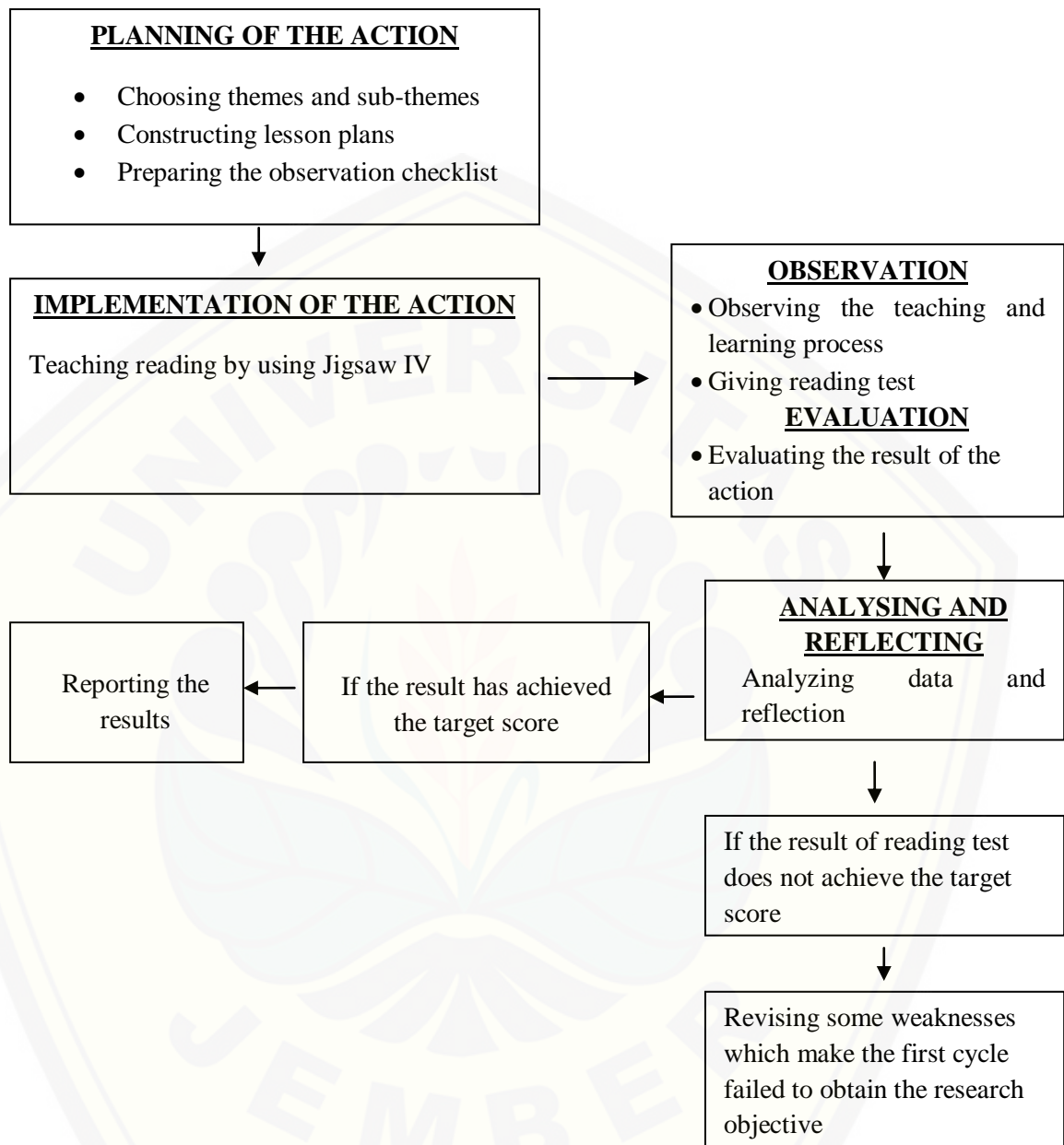
This chapter discusses about the research design, research context, research participants, data collection methods, research procedure and data analysis.

3.1 Research Design

This research was intended to improve the tenth grade students' reading achievement and their attitude by using Jigsaw IV at MAN 1 Jember in the academic year 2018/2019. According to the research purpose, the appropriate research design was Classroom Action Research (CAR). Ferrance (2000) defined action research as a process in which participants examine their own educational practice systematically and carefully, using the technique of research. In addition, Nunan (1994) defined action research as a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding. From the definitions above, it could be said that a classroom action research will focus on a particular classroom problem and it has the purpose to help the teacher solve the problems in finding an appropriate technique in teaching learning process.

In this classroom action research, the researcher used classroom action research with cycle model and in each cycle consisted of four steps. They were: (1) Planning the action; (2) Implementing of the action; (3) Observing of the action; and (4) Reflecting the action (Kemmis and McTaggart, 1992).

In this step, if the result of reading test in Cycle 1 did not achieve the research objectives, the action would be continued to the second cycle. If Cycle 1 succeeded in achieving the research objectives, the action is stopped. If the result achieved the research objectives in Cycle 1 and the researcher wanted to know the consistency of the results, the actions can be continued to Cycle 2.

Figure 3.1 Classroom Action Research Model

(Adopted from Kemmis and McTaggart, 1988:14)

3.2 Research Context

This Classroom Action Research was conducted at MAN 1 Jember. This school was chosen as the research area because of some reasons. The first reason was the headmaster gives permission to the researcher to conduct the research at the school. The second reason was the English teacher has never used this technique in teaching reading to the students.

3.3 Research Participants

The participants of this research were the tenth grade students of MAN 1 Jember in the 2018/2019 academic year. The school had 4 social classes of tenth grade students. The X-IPS 2 class was chosen because the class had the lowest score of English. It was known from the data of reading test given by the English teacher. This class consisted of 33 students.

3.4 Data Collection Method

There were four data that were used in this research. They were reading comprehension test, observation, interview and documentation. Reading comprehension and observation were used to collect the primary data. Meanwhile, interview and documentation were used to get the secondary data. The following parts explain the method used in this research.

3.1.1 Administering a Reading Test

Reading test was used to collect the primary data of students' reading comprehension achievement in this research. The test was done after the action was given in each cycle. Djiwando (1996) stated that test was an instrument, a procedure, or series, of activity that was used to measure someone's knowledge about specific material. In this research, reading comprehension test was used to collect the data about the students' reading comprehension achievement on recount text.

The test was given in the form of an objective test. It called objective because no judgment is required on the part of score and it had a greater reliability (Hughes, 2003:22). Moreover, objectives test was more practical because it only has one correct answer, it does not take much time to assess the students' work.

In the test, there were 2 texts given, entitled "Battle of Surabaya" and "American Civil Wars" which were adopted from two English textbook for grade tenth of senior high school. The total numbers of the reading test were 20 items consist of 5 word comprehension, 5 sentence comprehension, 5 paragraph comprehension and 5 text comprehension. Dealing with the scoring system, the

correct answer was scored 5 while the incorrect one was 0. The time allocation for doing the test was 60 minutes. The test items were constructed by the researcher and consulted to the researcher's supervisor and the English teacher.

3.1.2 Observation

Observation was another way to collect the primary data of students' social attitude. It was done during the implementation of Jigsaw in teaching reading. The observation was done by the English teacher as the collaborator in Meeting 1 and Meeting 2. Here, the English teacher used checklist as the observation guide. Arikunto (2002:229) pointed out that the effective way for doing observation was by using instrument paper.

The observation focused on three students' social attitude, they were responsibility, cooperation, and confidence. There were three indicators for each social attitude. The students were considered as having good attitude if they fulfill at least two indicators for each social attitude. The observation checklist could be seen in Table 3.1 below:

Table 3.1 Observation Checklist of Students' Social Attitude

NO	Students' Initial	Responsibility			Score	Cooperation			Score	Confidence			Score
		1	2	3		1	2	3		1	2	3	
1.													
2.													
Etc													

Table 3.2 The Indicators of Students Social Attitudes

Social Attitudes	Indicators
A. Responsibility	<ol style="list-style-type: none"> 1. Carry out their duties without being told / asked twice. 2. Carry out the assignment/ work in accordance with the target time 3. Carry out their own assignment correctly and seriously

B. Cooperation	<ol style="list-style-type: none"> 1. Willing to do the assignment according to the agreement 2. Willing to help other friends in one group who have difficulty 3. Willing to share the information they got to the group
C. Confidence	<ol style="list-style-type: none"> 1. Dare to argue, ask questions, respond or answer questions 2. Dare to present in front of their own group 3. Dare to present in front of the class

(Source: *The English Teacher*)

Table 3.3 The Scoring Method of Students Social Attitudes

Score	Explanation
≥ 3 (Good)	If the students do ≥ 2 indicators
≤ 2 (Not Good)	If the students do ≤ 1 indicator

(Source: *The English Teacher*)

3.4.3 Giving Interview

Interview was used to get the supporting data. Fraenkel and Wallen (2006) argued that interview is an essential way for a researcher to check the accuracy of something by asking relevant questions. The interview was done in the preliminary study with the English teacher of X-IPS 2 at MAN 1 Jember. Its purpose was to get supporting data about this research, namely the students' problems in English, the material used in teaching, and the technique or method used in the classroom.

3.4.4 Documentation

The researcher also used documentation in order to gain the supporting data used in this research. The documentation was about the names of the participants in X-IPS 2 class, the previous score of English test and the previous score of students' social attitude.

3.4 Research Procedure

This research was done by following a certain procedure. The procedure of this research was discussed as follows:

3.4.1 Planning of the Action

There were some preparations that was done before doing the actions of this research, namely choosing the topic based on the senior high school curriculum, constructing the lesson plans for the cycle, preparing the materials, preparing the observation guide, and constructing the reading achievement test for the cycle.

3.4.2 Implementing the Action in Cycle

The actions were done during the school hours of English lesson in X-IPS 2. The cycle was done in three meetings. The first and the second meeting were used to implement the Jigsaw IV technique. In implementing Jigsaw IV, the students were divided into some groups which have the same amount of members. If the number of students cannot be divided into the same amount in each group, for example there are 33 students and they have to be divided into 8 groups, so there was one group that consists of five members and the two members of the group might have the same part to be comprehended. Then, the third meeting was used for doing reading comprehension test.

3.4.3 Monitoring (by Observation) and Evaluation

In this research, observation was conducted by the English teacher during the teaching reading by using Jigsaw in the first and the second meeting in each cycle. The result of the observation was used to decide whether or not the students show a good social attitude during the teaching learning activities. The observation was done in each cycle by considering the indicators in the checklist of the observation guide.

Evaluation that was done in this research was process evaluation and product evaluation. The process evaluation has a purpose to observe the students'

attitude during the implementation of Jigsaw in teaching reading. Meanwhile, product evaluation has a purpose to find out the students' improvement of reading comprehension achievement in comprehending the text.

3.4.4 Analyzing and Reflecting

a. Analysis

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

$$S = \frac{R}{N} \times 100\%$$

Notes:

S : The percentage of the students' who have good social attitude

R : The total number of the students who achieve the target score of good attitude

N : The number of the students

(Adopted from Purwanto, 2009: 112)

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

$$S = \frac{R}{N} \times 100\%$$

Notes:

S : The percentage of the total number of students whose score is ≥ 75

R : The total number of the students whose score is ≥ 75

N : The total number of the students

(Adopted from Purwanto, 2009: 112)

The criteria success of the research was as follows:

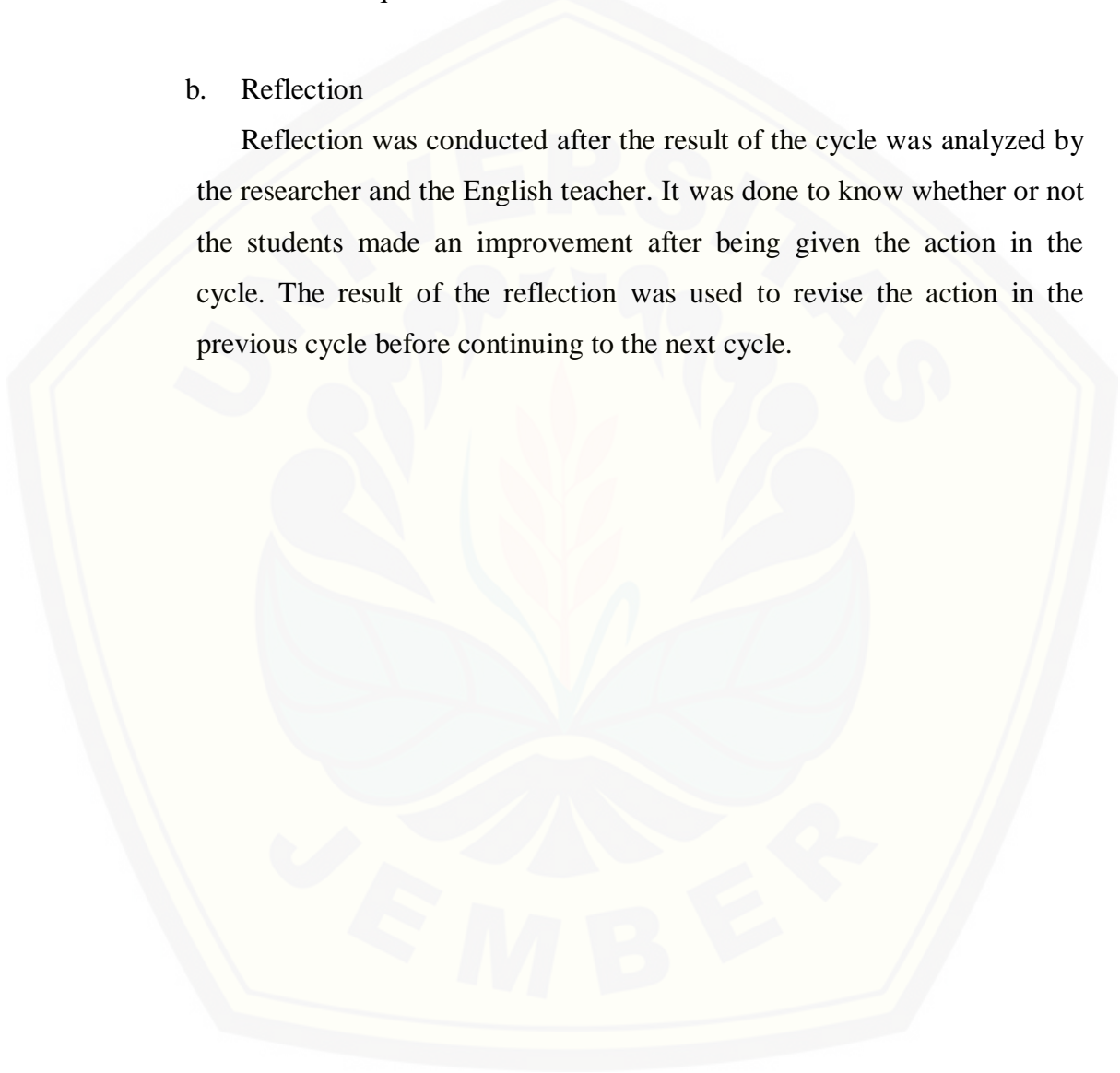
1. If 75% of the students get score ≥ 75 for reading comprehension and 75% of them showed 'Good' for each social attitude, the research was stopped and the second cycle would not be done.

2. If less than 75% of the students get score ≥ 75 for reading comprehension and less than 75% of them are showed 'Good' for each social attitude, the second cycle would be done.

The percentage criteria success of the research (75%) was taken from the minimum requirement score of the school.

b. Reflection

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



CHAPTER V. CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

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

1. The implementation of Jigsaw IV Technique could improve the Tenth Grade Students' social attitude (Responsibility, Cooperation and Confidence) in the teaching and learning process at MAN 1 Jember. The improvement was proven by the percentage of the students who showed good social attitude from 72% (Responsibility), 71% (Cooperation) and 70% (Confidence) in Meeting 1 to 80.5% (Responsibility), 80.5% (Cooperation) and 80% (Confidence) in Meeting 2.
2. The implementation of Jigsaw IV Technique could improve the Tenth Grade Students' reading comprehension of recount text at MAN 1 Jember. The improvement could be seen from the increasing number of students who achieved the target score from Meeting 1 to Meeting 2. The number of students who achieved the target score increased from 52% (17 students) in Meeting 1 to 73% (24 students) in Meeting 2 and became 79% (26 students) in reading comprehension test.

5.2 Suggestions

Since the use of Jigsaw IV technique could improve the students' social attitude and their reading comprehension achievement of recount text, the researcher propose some suggestion to the following people:

5.2.1 English Teacher

The results of the research are expected to be useful for the English teacher as an input or knowledge in teaching English by using Jigsaw IV technique. Furthermore, the teacher can vary the teaching technique used to improve then students' social attitude and achievement on reading comprehension through this research.

5.2.2 English Students of Tenth Grade

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

5.2.3 Future Researcher

The result of this research can be used for further researchers to do further research about the implementation of Jigsaw IV Technique in improving the students' reading comprehension achievement and their social attitude. The future researcher is also hoped to add more cycle to ensure the validity of the result.

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Appendix A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Use of Jigsaw IV to Improve Students' Reading Achievement and Their Social Attitude	<ol style="list-style-type: none"> 1. Can the use of Jigsaw IV technique improve the tenth grade students' of IPS 2 class social attitude (Responsibility, Cooperation, Confidence) at MAN 1 Jember? 2. Can the use of Jigsaw IV technique improve the tenth grade students' reading comprehension achievement? 	<ol style="list-style-type: none"> 1. Independent Variable: The use of Jigsaw IV technique in teaching reading comprehension. 2. Dependent Variable: a. The students' reading comprehension achievement in the form of test 	<ol style="list-style-type: none"> 1. Teaching reading by implementing Jigsaw IV : <ol style="list-style-type: none"> a. Finding the unfamiliar words and their meaning. b. Finding the main idea of the paragraph. c. Listing the main point based on their understanding from each paragraph. d. Retelling the text in front of the class e. Answering the questions a. The students' scores of reading test covering: <ol style="list-style-type: none"> 1. Word comprehension. 2. Sentence comprehension. 3. Paragraph comprehension. 	<ol style="list-style-type: none"> 1. Research participants: The tenth grade students at MAN 1 Jember. 2. Informant : The English teacher of the tenth grade students at MAN 1 Jember. 3. Documents: <ol style="list-style-type: none"> a. The names of the participants b. The students' previous score of reading test. c. The students' previous score of social attitude. 	<ol style="list-style-type: none"> 1. Research design : Classroom Action Research with the cycle model: <ol style="list-style-type: none"> a. Planning the action b. Implementation the action c. Classroom observation and evaluation d. Reflection of the action (Lewin, 1993:70) 2. Research Area Determination Method: Purposive method 3. Research Participant: Purposive method 4. Data Collection 	<ol style="list-style-type: none"> 1. The use of Jigsaw IV technique can improve the tenth grade students' social attitude in teaching and learning process of reading comprehension achievement. 2. The use of Jigsaw technique can improve the tenth grade students' reading comprehension achievement.

		<p>score.</p> <p>b. The students' social attitude.</p>	<p>4. Text comprehension.</p> <p>b. The students' social attitude:</p> <p>4. Responsibility</p> <p>a. Carry out their duties without being told / asked.</p> <p>b. Carry out the assignment/ work in accordance with the target time</p> <p>c. Carry out their own assignment correctly and seriously</p> <p>2. Cooperation</p> <p>4. Willing to do the assignment according to the agreement</p> <p>5. Willing to help other friends in one group who have difficulty</p> <p>6. Willing to share the information they got to the group</p> <p>3. Confidence</p> <p>4. Dare to argue, ask</p>		<p>Method:</p> <p>a. Reading test</p> <p>b. Observation</p> <p>c. Interview</p> <p>d. Documentation</p> <p>5. Data Analysis Method:</p> <p>a. The formula of the students' reading test scores will be analyzed statistically below:</p> $S = \frac{R}{N} \times 100\%$ <p>Notes:</p> <p>S : The percentage of the students whose score is ≥ 75</p> <p>R : The total number of the students whose score is ≥ 75</p> <p>N : The total number of the students</p>	
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			<p>questions, respond or answer questions</p> <ol style="list-style-type: none"> 5. Dare to present in front of their own group 6. Dare to present in front of the class 		<p>b. The formula of the percentage of the students' social attitude will be analyzed statistically below:</p> $S = \frac{R}{N} \times 100\%$ <p>Notes:</p> <p>S : The percentage of the students' who have good social attitude</p> <p>R : The total number of the students who showed positive attitude</p> <p>N : The total number of the students.</p> <p>(Purwanto, 2009: 112)</p>	
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Appendix B**THE INTERVIEW GUIDE OF PRELIMINARY STUDY**

Day/Date : Friday/ November 16th 2018
 Informant : Mrs. WK, the Tenth Grade English Teacher
 Time : 08.00 a.m
 Place : at MAN 1 Jember

Questions	Answers
Do you use K13 curriculum for teaching English?	Yes, I used K13 curriculum
How many classes do you teach? I mean for tenth grade	I teach so many classes, but for tenth grade I have Four classes
From four classes, which class who have the lowest score?	X-IPS 2 still becomes the lowest class among others. More than half of the students got below 75 (see Appendix C)
So, the standard minimum score is 75?	Yes
Do you know what problems they faced are?	They got difficulties in reading. Moreover, they became so frustrated when they face a long text. They gave up and lazy to read the text. Most of the students have very limited vocabulary, it makes them feel difficult to understand the text. They also have low motivation in learning English. They thought that English is a difficult subject to be learnt from the first time
How do you teach the students?	I explain the material, then I ask them to do the task. Sometimes I use discussion and ask the students to work in group.
In implementing group work, is there any student who just relies on the other friends and do not want to do their task?	Of course, moreover when they are in a group with the clever student. Some of them just rely on their friends. Sometimes, there are some students sleeping in the class. There also some of them go out from the class, so you need to check the attendance of the students.
Are the students in X-IPS 2 class has a good confidence in speaking English, or in presenting something?	Just some of them. Maybe the clever one. There also some students are not that clever but they good in speaking and confident in presenting. The students that like talking very much usually have a good confidence.
Have you ever used Jigsaw technique for teaching your students especially for teaching reading?	No, I have not.

Appendix C

The Previous Score of X-IPS 2 Reading Test

No.	Initial names	KKM	Score	Category	
				A	NA
1.	AA	75	70		√
2.	AAF	75	50		√
3.	ASP	75	60		√
4.	DFH	75	80	√	
5.	DBR	75	70		√
6.	DEP	75	70		√
7.	FIM	75	80	√	
8.	FRH	75	90	√	
9.	HAG	75	80	√	
10.	IA	75	80	√	
11.	INJ	75	70		√
12.	IUZ	75	70		√
13.	LQM	75	90	√	
14.	LRP	75	80	√	
15.	MMS	75	50		√
16.	MIS	75	60		√
17.	MYA	75	80	√	
18.	MAM	75	40		√
19.	MRD	75	60		√
20.	MSM	75	60		√
21.	NAR	75	70		√
22.	PAS	75	70		√
23.	PGN	75	60		√
24.	RFZ	75	90	√	
25.	RATR	75	80	√	
26.	RIP	75	80	√	
27.	RZ	75	60		√
28.	SC	75	90	√	
29.	SE	75	80	√	
30.	SISN	75	70		√
31.	YZA	75	80	√	
32.	YI	75	80	√	
33.	ZP	75	70		√
The Average Score		$M = \frac{\sum x}{N}$	71,81	15	18

Appendix D

The Previous Score of X-IPS 2 Social Attitude

NO	Students' Initial	Responsibility	Cooperation	Confidence
1.	AA	4	3	4
2.	AAF	2	2	2
3.	ASP	2	2	2
4.	DFH	3	4	3
5.	DBR	3	2	2
6.	DEP	2	3	2
7.	FIM	3	3	3
8.	FRH	3	3	2
9.	HAG	3	4	2
10.	IA	4	3	4
11.	INJ	2	2	2
12.	IUZ	2	3	2
13.	LQM	4	3	4
14.	LRP	2	2	2
15.	MMS	2	3	2
16.	MIS	2	2	2
17.	MYA	3	3	4
18.	MAM	4	3	3
19.	MRD	4	3	2
20.	MSM	2	3	3
21.	NAR	3	2	2
22.	PAS	3	3	3
23.	PGN	3	3	3
24.	RFZ	2	2	2
25.	RATR	2	2	2
26.	RIP	3	3	3
27.	RZ	2	2	2
28.	SC	2	2	2
29.	SE	3	3	3
30.	SISN	2	2	2
31.	YZA	3	2	3
32.	YI	3	3	3
33.	ZP	2	3	2

Notes:

1. 45% or 15 students from 33 students still have low responsibility.
2. 39% or 13 students from 33 students are not good in cooperating with others.
3. 57% or 19 students from 33 students still have low confidence.

Appendix E

Table 4.1 Observation Checklist of Students' Social Attitude in Meeting 1 of Cycle 1 (Expert Groups' Activities)

NO	Students' Initial	Responsibility			Scor	Cooperation			Scor	Confident			Scor
		1	2	3		1	2	3		1	2	3	
1.	AA	√		√	3	√	√	√	4	√	√		3
2.	AAF	√			2	√			2	√			2
3.	ASP	√		√	3	√		√	3	√	√		3
4.	DFH	√		√	3	√	√	√	4	√	√		3
5.	DBR	√		√	3	√		√	3	√	√		3
6.	DEP	√		√	3	√	√	√	4	√	√		3
7.	FIM	√		√	3	√		√	3	√	√		3
8.	FRH	√		√	3	√		√	3	√			2
9.	HAG	√		√	3	√	√	√	4	√	√		3
10.	IA	√		√	3	√	√	√	4	√	√		3
11.	INJ	√			2	√			2	√			2
12.	IUZ	√		√	3	√		√	3	√	√		3
13.	LQM	√		√	3	√	√	√	4	√	√		3
14.	LRP	√			2	√			2	√			2
15.	MMS	√		√	3	√		√	3	√	√		3
16.	MIS	√		√	3	√	√	√	4	√	√		3
17.	MYA	√			2	√			2	√			2
18.	MAM	√		√	3	√	√	√	4	√	√		3
19.	MRD	√		√	3	√	√	√	4	√	√		3
20.	MSM	√		√	3	√	√	√	4	√	√		3
21.	NAR	√			2	√			2	√			2
22.	PAS	√		√	3	√		√	3	√	√		3
23.	PGN	√		√	3	√	√	√	4	√	√		3
24.	RFZ	√			2	√			2				1
25.	RATR	√		√	3	√		√	3	√	√		3
26.	RIP	√		√	3	√	√	√	4	√	√		3
27.	RZ	√			2	√			2	√			2
28.	SC	√			2	√			2				1
29.	SE	√		√	3	√	√	√	4	√	√		3
30.	SISN	√			2	√			2	√			2
31.	YZA	√		√	3	√	√	√	4	√	√		3
32.	YI	√		√	3	√	√	√	4	√	√		3
33.	ZP	√			2	√			2	√			2
Good		23 Students = 69%			23 Students = 69%			22 Students = 67%					
Not Good		10 Students = 31%			10 Students = 31%			11 Students = 33%					

Appendix F

Table 4.2 Observation Checklist of Students' Social Attitude in Meeting 1 Cycle 1 (Home Groups' Activities)

NO	Students' Initial	Responsibility			Score	Cooperation			Score	Confident			Score
		1	2	3		1	2	3		1	2	3	
1.	AA	√	√	√	4	√	√	√	4	√	√		3
2.	AAF	√	√		3	√		√	3		√		2
3.	ASP	√			2	√			2	√			2
4.	DFH	√		√	3	√	√	√	4	√	√		3
5.	DBR	√		√	3	√		√	3	√	√		3
6.	DEP	√	√	√	4	√	√	√	4	√	√		3
7.	FIM	√	√	√	4	√		√	3	√	√		3
8.	FRH	√	√	√	4	√		√	3	√	√		3
9.	HAG	√		√	3	√	√	√	4	√	√		3
10.	IA	√	√	√	4	√	√	√	4	√	√		3
11.	INJ	√			2	√			2	√			2
12.	IUZ	√		√	3	√		√	3	√	√		3
13.	LQM	√		√	3	√	√	√	4	√	√		3
14.	LRP	√			2	√			2	√			2
15.	MMS	√		√	3	√		√	3	√	√		3
16.	MIS	√			2	√			2	√			2
17.	MYA	√	√		3	√		√	3	√	√		3
18.	MAM	√	√	√	4	√	√	√	4	√	√		3
19.	MRD	√		√	3	√	√	√	4	√	√		3
20.	MSM	√		√	3	√	√	√	4	√	√		3
21.	NAR	√	√		2	√			2	√			2
22.	PAS	√	√		3	√		√	3	√	√		3
23.	PGN	√	√	√	3	√	√	√	4	√	√		3
24.	RFZ	√	√		3	√	√		3	√			2
25.	RATR	√			2	√			2	√			2
26.	RIP	√		√	3	√	√	√	4	√	√		3
27.	RZ	√	√		3	√		√	3	√	√		3
28.	SC	√			2	√			2				1
29.	SE	√		√	3	√	√	√	4	√	√		3
30.	SISN	√			2	√			2	√			2
31.	YZA	√		√	3	√	√	√	4	√	√		3
32.	YI	√	√	√	3	√	√	√	4	√	√		3
33.	ZP	√	√		3	√		√	3	√	√		3
Good		25 Students (75%)			25 Students (75%)			24 Students (73%)					
Not Good		8 Students (25%)			8 Students (25%)			9 Students (27%)					

Appendix G

Table 4.3 Observation Checklist of Students' Social Attitude in Meeting 2 Cycle 1 (Expert Groups' Activities)

NO	Students' Initial	Responsibility			Scor	Cooperation			Scor	Confident			Scor
		1	2	3		1	2	3		1	2	3	
1.	AA	√	√	√	4	√	√	√	4	√	√		3
2.	AAF	√	√		3	√		√	3		√		2
3.	ASP	√			2	√			2	√			2
4.	DFH	√		√	3	√	√	√	4	√	√		3
5.	DBR	√		√	3	√		√	3	√	√		3
6.	DEP	√		√	3	√	√	√	4	√	√		3
7.	FIM	√	√	√	3	√		√	3	√	√		2
8.	FRH	√	√	√	4	√		√	3	√	√		2
9.	HAG	√		√	3	√	√	√	4	√	√		3
10.	IA	√	√	√	4	√	√	√	4	√	√		3
11.	INJ	√			2	√			2	√			2
12.	IUZ	√		√	3	√	√		3	√			2
13.	LQM	√		√	3	√	√	√	4	√	√		3
14.	LRP	√			2	√			2	√			2
15.	MMS	√		√	3	√		√	3	√	√		3
16.	MIS	√		√	3	√	√	√	4	√	√		3
17.	MYA	√			2	√			2	√			2
18.	MAM	√		√	3	√	√	√	4	√	√		3
19.	MRD	√	√	√	4	√	√	√	4	√	√		3
20.	MSM	√		√	3	√	√	√	4	√	√		3
21.	NAR	√	√		3	√	√	√	4	√	√		3
22.	PAS	√	√		3	√	√	√	4	√	√		3
23.	PGN	√	√	√	3	√	√	√	4	√	√		3
24.	RFZ	√			2	√			2				1
25.	RATR	√		√	3	√	√	√	3	√	√		3
26.	RIP	√		√	3	√	√	√	4	√	√		3
27.	RZ	√	√		3	√	√	√	4	√	√		3
28.	SC	√			2	√			2				1
29.	SE	√	√	√	4	√	√	√	4	√	√		3
30.	SISN	√			2	√			2	√			2
31.	YZA	√		√	3	√	√	√	4	√	√		3
32.	YI	√	√	√	3	√	√	√	4	√	√		3
33.	ZP	√	√		3	√		√	3	√	√		3
Good		26 Students = 79%			26 Students = 79%			25 Students = 75%					
Not Good		7 Students = 21%			12 Students = 37%			8 Students = 25%					

Appendix H

**Table 4.4 Observation Checklist of Students' Social Attitude in Meeting 2
Cycle 1 (Home Groups' Activities)**

NO	Students' Initial	Responsibility			Scor	Cooperation			Scor	Confident			Scor
		1	2	3		1	2	3		1	2	3	
1.	AA	√	√	√	4	√	√	√	4	√	√	√	4
2.	AAF	√	√		3	√		√	3	√			2
3.	ASP	√			2	√			2	√			2
4.	DFH	√		√	3	√	√	√	4	√	√	√	4
5.	DBR	√			2	√			3	√			3
6.	DEP	√	√	√	4	√	√	√	4	√	√		3
7.	FIM	√		√	3	√		√	3	√	√	√	4
8.	FRH	√	√	√	4	√		√	3	√	√		3
9.	HAG	√	√	√	4	√	√	√	4	√	√	√	4
10.	IA	√	√	√	4	√	√	√	4	√	√	√	4
11.	INJ	√			2	√			2	√			2
12.	IUZ	√		√	3	√		√	3	√	√		2
13.	LQM	√		√	3	√	√	√	4	√	√	√	4
14.	LRP	√			2	√			2		√		2
15.	MMS	√	√	√	4	√		√	3	√	√		3
16.	MIS	√		√	3	√	√	√	4	√	√		3
17.	MYA	√	√		2	√		√	3	√	√		3
18.	MAM	√	√	√	4	√	√	√	4	√	√	√	4
19.	MRD	√	√	√	4	√	√	√	4	√	√	√	4
20.	MSM	√		√	3	√	√	√	4	√	√		3
21.	NAR	√	√		3	√		√	3	√	√		3
22.	PAS	√	√	√	4	√		√	3	√	√		3
23.	PGN	√	√	√	4	√	√	√	4	√	√		3
24.	RFZ	√	√		3	√		√	3	√	√	√	4
25.	RATR	√			2	√			2	√			2
26.	RIP	√		√	3	√	√	√	4	√	√		3
27.	RZ	√	√		3	√		√	3	√	√		3
28.	SC	√			2	√			2				1
29.	SE	√	√	√	4	√	√	√	4	√	√		3
30.	SISN	√	√		3	√		√	3	√	√		3
31.	YZA	√	√	√	4	√	√	√	4	√	√		3
32.	YI	√	√	√	4	√	√	√	4	√	√		3
33.	ZP	√	√	√	4	√		√	3	√	√		3
Good		27 Students (82%)				27 Students (82%)				26 Students (79%)			
Not Good		6 Students (18%)				6 Students (18%)				7 Students (21%)			

Appendix I

The Students' Individual Assessment Score of Reading Comprehension in Meeting 1 and Meeting 2

No	Students' Initial	Meeting 1	Meeting 2
1.	AA	90	90
2.	AAF	50	90
3.	ASP	70	70
4.	DFH	80	100
5.	DBR	90	90
6.	DEP	70	90
7.	FIM	90	80
8.	FRH	80	90
9.	HAG	90	80
10	IA	90	100
11	INJ	50	70
12	IUZ	80	90
13	LQM	90	100
14	LRP	50	90
15	MMS	70	90
16	MIS	90	70
17	MYA	50	70
18	MAM	90	90
19	MRD	90	90
20	MSM	90	80
21	NAR	60	70
22	PAS	80	90
23	PGN	90	90
24	RFZ	50	70
25	RATR	70	100
26	RIP	90	100
27	RZ	70	70
28	SC	50	80
29	SE	70	100
30	SISN	40	70
31	YZA	80	100
32	YI	70	90
33	ZP	40	70
	Achieved	52% (17 Students)	73% (24 Students)
	Not Achieved	48% (16 Students)	27% (9 Students)

Appendix J

The Students' Distribution into Home Group in Cycle 1

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
FRH	LQM	RFZ	SC	DFH	FIM	HAQ	IA
AA	PBR	DEP	INJ	IUZ	NAR	SISN	ZP
PAS	LRP	MYA	RATR	RIP	SE	YZA	YI
AAF	MMS	MAM	ASP	MIS	MRD	MSM	PGN
RZ							

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

Expert Group	Paragraphs	Members
Group 1	Paragraph 1	FRH MMS DEP RATR IUZ FIM RZ YZA PGN
Group 2	Paragraph 2	AA LQM MAM SC MIS SE HAQ IA
Group 3	Paragraph 3	PAS DBR MYA INJ DFH MRD MSM YI
Group 4	Paragraph 4	AAF LRP RFZ ASP RIP NAR NISN ZP

Appendix K

LESSON PLAN
(CYCLE 1/ MEETING 1)

School	: MAN 1 Jember
Subject	: Bahasa Inggris
Class / Semester	: X/ 2
Language Skill	: Reading
Main Material	: Recount Text
Theme	: Historical Events
Time Allocation	: 2x40 menit

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadiannya yang tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji berbagai hal 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 dari berbagai sumber yang sama dalam sudut pandang/teori.

B. BASIC COMPETENCE AND INDICATOR

Basic Competence	Indicators
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Identifying the social function of recount text provided by the teacher 3.7.2 Identifying the generic structures of recount text provided by the teacher
4.7 Teks <i>recount</i> – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan	3.7.3 Identifying the language features of recount text provided by the teacher

<p>unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p>	<p>4.7.1.1 Identifying the appropriate meaning of the word in recount text provided by the teacher</p> <p>4.7.1.2 Identifying the meaning of the sentences in the recount text provided by the teacher</p> <p>4.7.1.3 Determining the main idea of each paragraph in recount text provided by the teacher</p> <p>4.7.1.4 Identifying the information/contents, characters, and events in the recount text</p>
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C. LEARNING OBJECTIVES

- 3.7.1 The students are able to identify the social function of recount text provided by the teacher
- 3.7.2 The students are able to identify the generic structures of recount text provided by the teacher
- 3.7.3 The students are able to identify the language features of recount text provided by the teacher
- 4.7.1.1 The students are able to identify the appropriate meaning of the word in recount text provided by the teacher
- 4.7.1.2 The students are able to identify the meaning of the sentences in the recount text provided by the teacher
- 4.7.1.3 The students are able to determine the main idea of each paragraph in recount text provided by the teacher
- 4.7.1.4 The students are able to identify the information/contents, characters, and events in the recount text

D. MATERIAL

Recount text

Definition :

Recount text is a text which retells event or experiences in the past.

Social function :

Social function of recount text is to tell or retell events or experiences happened in the past.

Generic structure :

Recount text has structures as below:

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past

3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language features :

1. Using simple past tense.
2. Using chronological connection: then, first, etc
3. Using linking verb: was, were, etc

Example of Text :

Title	Bandung Lautan Api
Orientation	<p>Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes, leaving the city to the mountains in the south of Bandung. This was done to prevent the Allies and the Dutch NICA soldiers using Bandung as a strategic military headquarters in the War of Independence of Indonesia.</p>
Events	<p>British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Dutch people newly released from prison camp began to interfere the security, and the armed clash between the two sides is unavoidable. On the night of 24 November 1945, TKR and the people's militia launched attacks on British troop positions in the north, including the Hotel Homan and Hotel Preanger which they used as a headquarters.</p> <p>Three days after, MacDonald delivered an ultimatum to the Governor of West Java to vacate the North Bandung including from the armed forces. The ultimatum encouraged TRI to leave Bandung but they do the operation called "Bumi Hangus". The fighters of the Republic of Indonesia are not willing to hand off Bandung and used by British and the NICA.</p> <p>Everywhere are black smoke billowing high into the air, and all the power supply are not function. The British Army began to attack so fierce fighting occurred. The greatest battle happened between Indonesian army and British troops.</p>
Reorientation	<p>This incident also inspired the famous song "Halo, Halo Bandung". A few years later, the song officially written as a memory of the fighters emotions felt at the time when they were waiting to come back to their beloved city that has become a sea of fire. is incident inspired to create the famous song "Halo, Halo Bandung".</p> <p style="text-align: right;">(Adopted from the students' worksheet)</p>

E. Learning Methods

1. **Approach** : Scientific Approach
2. **Technique** : Cooperative Learning (Jigsaw)
3. **Strategy** : Observing, questioning, experiment, associating, and communicating.

F. Media and Instrument

1. Media : Power point presentation, whiteboard, viewer, manila paper, marker.
2. Instrument : Laptop, LCD, white board, text, and board marker.

G. Teaching and Learning Activities

No	The Teacher's Activities	The Student's Activities	Time
1.	Set Induction Activities		
	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students attendance list 3. Showing a single picture related to the topic 4. Asking some leading questions related to the picture and the topic 5. Stating the learning objectives 6. Dividing the students into some groups (home groups) each consists of 4-5 members 	<ol style="list-style-type: none"> 1. Greeting to the teacher 2. Responding to the teacher 3. Paying attention to the teacher 4. Answering the teacher's questions 5. Listening to the learning objectives and making note if necessary 6. Forming a group of 4-5 students 	5 minute s
2.	Main Activities		
	<p>Observing</p> <ol style="list-style-type: none"> 1. Giving each home group an example of recount text and asking them to observe it. 2. Asking the home groups to underline the verbs used in the text given <p>Questioning</p> <ol style="list-style-type: none"> 1. Inviting the groups to ask about the generic structure, language features and the social function of opinion paragraph. <p>Experiment</p> <ol style="list-style-type: none"> 1. Modeling the use of Jigsaw <ol style="list-style-type: none"> a. Giving each student in the home group a single paragraph 	<p>Observing</p> <ol style="list-style-type: none"> 1. Receiving the example of recount text and observing it 2. Underlining the verbs used in the text given <p>Questioning</p> <ol style="list-style-type: none"> 1. Analyzing the recount text given and asking about the generic structure, the language features, the social function of the opinion paragraph <p>Experiment</p> <ol style="list-style-type: none"> a. Receiving the single 	70 minute s

<p>of recount text</p> <p>b. Asking all the students from different home groups who has the same single paragraph to gather and form an 'expert group' to discuss and communicate each other until they comprehend it</p> <p>c. Helping the students in the expert group to comprehend the text, including word comprehension, sentence comprehension and paragraph comprehension.</p> <p>d. Giving the expert groups quiz in the form of word comprehension</p> <p>Associating</p> <p>e. Asking the students in the expert groups to return to the home group to teach and share their understanding about their own part of reading material to the whole members of home group</p> <p>f. Asking the home groups to list the main points based on their understanding of the text for the need of presentation</p> <p>g. Giving the home group quiz to check their understanding</p> <p>h. Giving each students individual exercise in the form of multiple choices to assess their understanding of the text they read.</p> <p>Communicating</p> <p>1. Asking the representative of each home group to retell the recount text in front of the class by using listing points they made before</p> <p>2. Asking the other home</p>	<p>paragraph given</p> <p>b. Gathering with other friends from other home group who have the same single paragraph to discuss and communicate each other until they comprehend it</p> <p>c. The students in the expert group are understanding the words, the sentence, and finding the main idea of the paragraph</p> <p>d. Doing the quiz given by the teacher</p> <p>Associating</p> <p>e. The students in expert groups return to the home group to teach and to share their understanding about their part of reading material to the whole members of home group.</p> <p>f. The students in home groups are listing the main points based on their understanding for the need of presentation</p> <p>g. The home group doing the quiz given by the teacher</p> <p>h. Each students doing the exercise given by the teacher</p> <p>Communicating</p> <p>1. The representative from each home group are retelling the recount text in front of the class by using</p>	
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	groups to pay much attention for the need of discussion and give comment on their friends' presentation whether the story is correct or not.	listing points they made before 2. Paying much attention and giving comment on their friends' presentation whether the story is correct or not.	
3.	Closure	Closure	
	<ol style="list-style-type: none"> 1. Giving feedback on the students' work 2. Drawing a conclusion about today's lesson by giving questions and answers 3. Parting the students 	<ol style="list-style-type: none"> 1. Paying attention 2. Drawing a conclusion about today's lesson 3. Responding the parting 	5 minutes

H. Evaluation

Process Evaluation

1. Instrument: The observation checklist of the students' social attitude.

NO	STUDENT S' INITIALS	Responsibili ty			Score	Cooperatio n			Score	Confident			Score
		1	2	3		1	2	3		1	2	3	
1.													
2.													
Etc.													

Indicators:

Social Attitudes	Indicators
A. Responsibility	<ol style="list-style-type: none"> 1. Carry out their duties without being told / asked. 2. Carry out the assignment/ work in accordance with the target time 3. Carry out their own assignment correctly and seriously
B. Cooperation	<ol style="list-style-type: none"> 1. Willing to do the assignment according to the agreement 2. Willing to help other friends in one group who have difficulty 3. Willing to share the information they got to the group

C. Confidence	<ol style="list-style-type: none"> 1. Dare to argue, ask questions, respond or answer questions 2. Dare to present in front of their own group 3. Dare to present in front of the class
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Note:

Score	Explanation
≥ 3 (Good)	If the students do ≥ 2 indicators
≤ 2 (Not Good)	If the students do ≤ 1 indicator

Product Evaluation

The score of reading comprehension exercise will be formulated as follows:

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

Guru Pamong

Jember, 19 Maret 2019
Guru Bahasa Inggris

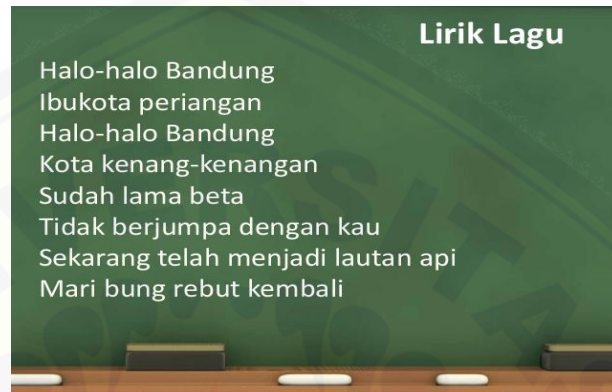
Wahyu Kirana Dewi S.Pd
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Leni Listyaningrum
NIM 150210401054

Enclosure**PRE- INSTRUCTIONAL ACTIVITIES**

1. Motivation

The “Halo Halo Bandung” song lyric.



Leading questions:

- a. What song that have this kind of lyric?
 - b. Are you familiar with this song? Do you want to sing this song together?
 - c. Why the lyric said that ‘sekarang telah menjadi lautan api’?
 - d. Do you know the historical events happened behind this song?
 - e. Do you know what kind of text that used to tell the historical events happened in the past?
2. Informing the materials that will be learned and also the objectives.
(Today, we are going to learn about recount text with the theme *Historical Events*. At the end of this lesson, you will be able to understand about recount text and its structures, and also be able to answer the comprehension question about the recount text given).

Enclosure 4A**TASKS****The Battle of Ambarawa****Paragraph 1**

The Battle of Ambarawa was a battle between Indonesian Army and the British Army that occurred between 20 October and 15 December 1945 in Ambarawa, Indonesia. On 20 October 1945, Allied troops under the command of Brigadier Bethell landed in Semarang to disarm Japanese troops. Initially, the troops were welcomed in the area, with Central Java's governor Wongsonegoro agreeing to provide them with food and other necessities in return for the Allies' promise to respect Indonesia's sovereignty and independence.

Paragraph 2

However, when Allied and NICA troops began freeing and give weapons to the freed Dutch POWs in Ambarawa and Magelang, many locals were angered. Indonesian troops under the command of Lieutenant Colonel M. Sarbini began besieging Allied troops stationed in Magelang in reprisal for their attempted disarmament.

Paragraph 3

On the morning of 23 November 1945, Indonesian troops began firing on Allied troops stationed in Ambarawa. A counterattack by the Allies forced the Indonesian Army to retreat to the village of Bedono. Indonesian army began to devise strategies to counterattack allies.

Paragraph 4

On 11 December 1945, Soedirman held a meeting with various commanders of the Indonesian Army. The next day at 4:30 AM, the Indonesian Army do an assault on the Allies in Ambarawa. Indonesian artillery destroyed Allies positions. The Indonesian army and the Allies were attacked each other. The battle ended four days later on 15 December 1945, when Indonesia succeeded in regaining control over Ambarawa and the Allies retreated to Semarang.

Adopted from <https://englishadmin.com/2018/02/6-contoh-recount-text-peristiwa-sejarah-dan-arti.html>

EXPERT SHEET FOR EXPERT GROUPS

1. Find 8 unfamiliar words in the paragraph and find the meaning of the words!
2. What is the main idea of the paragraph?

QUIZ 1 FOR EACH EXPERT GROUP

Paragraph 1.

Match the following words in the left side with the correct meaning in the right side by giving an arrow.

Army		A fight between armed forces
Battle		Happen; take place
Troops		An organized military force equipped for fighting on land
Occurred		Soldiers or armed forces
Sovereignty		Give an authoritative order.
Disarm		Take a weapon or weapons away from (a person, force, or country)
Command		Have the same opinion about something
Agreeing		The authority of a state to govern itself or another state

Paragraph 2

Match the following words in the left side with the correct meaning in the right side by giving an arrow.

Troops		Surround a place or person with armed forces
Dutch		Soldiers or armed forces
Weapon		Release from captivity, confinement, or slavery
Freeing		The reduction of weapons
Besieging		The people from Belanda
Attempt		The action of returning a military attack
Disarmament		Any object used in fighting or war, such as a gun, bomb, knife, etc.
Reprisal		Make an effort to achieve or complete

Paragraph 3

Match the following words in the left side with the correct meaning in the right side by giving an arrow.

Troops		The action of setting fire to something
Firing		Make someone do something

Stationed		A specified place
Counterattack		Soldiers or armed forces
Forced		Plan or invent
Retreat		A group of houses and associated buildings
Devise		An attack made in response to the enemy
Village		An act of moving back

Paragraph 4

Match the following words in the left side with the correct meaning in the right side by giving an arrow.

Retreated		Make a physical attack on
Commanders		The army that have large-caliber guns as the weapon
Battle		Person that give command over a body of troop
Assault		An act of moving back
Artillery		Getting something after losing it
Destroyed		A fight between armed forces
Attacked		Damage something
Regaining		Try to hurt someone using violence

QUIZ 2 FOR HOME GROUPS

1. What did the text tell us about?
2. Who was Wongsonegoro?
3. In paragraph 2, we know that Indonesian angry to the Allies because.....
4. In what village did Indonesian army hide from the allies?
5. From the fourth paragraph, we know that.....

INDIVIDUAL ASSESSMENT

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

1. The text above mainly discussed about.....
 - a. The story of Ambarawa
 - b. The story of battle happened in Ambarawa
 - c. The story of Brigadir Bethell
 - d. The story of British Army
2. “Allied **troops** under the command of Brigadier Bethell landed in Semarang to disarm Japanese troops....” (Paragraph 1). What does the underlined word mean?
 - a. A group of soldiers
 - b. A group of bachelors
 - c. A group of residents
 - d. A group of students
3. From the text above we know that.....
 - a. Allied troops won the battle
 - b. Indonesian army won the battle
 - c. Allied troops and Indonesian army were reconciled
 - d. The Japanese troops won the battle
4.Initially, the troops were welcomed in the area, with Central Java’s governor Wongsonegoro agreeing to provide **them** with food and other necessities..... (Paragraph 1). The word ‘them’ refers to.....
 - a. Brigadir Bethell and Allied troops
 - b. Allied troops
 - c. Japanese troops
 - d. Japanese and Allied troops
5.Initially, the troops were welcomed in the area, with Central Java’s governor Wongsonegoro agreeing to provide them with food and other necessities in return for the Allies’ promise to respect Indonesia’s sovereignty and independence. (Paragraph 1)
From the sentence above we know that.....
 - a. Governor Wongsonegoro refused the arrival of allied troops
 - b. Governor Wongsonegoro received the arrival of allied troop
 - c. Governor Wongsonegoro promise for the independence of Indonesia
 - d. Governor Wongsonegoro disagree to provide food for Allied
6.Indonesian **troops** under the command of Lieutenant Colonel M. Sarbini.....(Paragraph 2). Here are the synonyms of ‘troops’, except.....
 - a. Army
 - b. Armed forces

- c. Military
 - d. Individual
7. The statements are false about Brigadier Bethell, except....
- a. The leader of Allied troops
 - b. One of Japanese troops
 - c. The leader of Japanese troops
 - d. A Brigadier from Japan
8. Who succeeded in regaining control over Ambarawa?
- a. Allied troops
 - b. Japanese troops
 - c. Indonesia
 - d. British
9. What is the main idea of paragraph 2?
- a. Indonesian are angry because of Allied and NICA troops began freeing and arming freed Dutch POWs in Ambarawa and Magelang
 - b. Indonesian are happy because Allied and NICA troops began freeing and arming freed Dutch POWs in Ambarawa and Magelang
 - c. Indonesian let Allied and NICA troops began freeing and arming freed Dutch POWs in Ambarawa and Magelang
 - d. Indonesian agreed with Allied and NICA
10. What is the main idea of paragraph 1?
- a. The first time Allied came to Semarang
 - b. Allied fight the Indonesian army
 - c. Governor Wongsonegoro and Allied were fight
 - d. The story of battle Ambarawa began

ANSWER KEY

QUIZ 1

A. Paragraph 1

Words matching

Army		A fight between armed forces
Battle		Happen; take place
Troops		An organized military force equipped for fighting on land
Occurred		Soldiers or armed forces
Sovereignty		Give an authoritative order.
Disarm		Take a weapon or weapons away from (a person, force, or country)
Command		Have the same opinion about something
Agreeing		The authority of a state to govern itself or another state

B. Paragraph 2

Words matching

Troops		Surround a place or person with armed forces
Dutch		Soldiers or armed forces
Weapon		Not under the control or in the power of another
Freeing		The reduction of weapons
Besieging		The people from Belanda
Attempt		The action of returning a military attack
Disarmament		Any object used in fighting or war, such as a gun, bomb, knife, etc.
Reprisal		Make an effort to achieve or complete

C. Paragraph 3

Words matching

Troops		The action of setting fire to something
Firing		Make someone do something
Stationed		A specified place
Counterattack		Soldiers or armed forces
Forced		Plan or invent
Retreat		A group of houses and associated buildings
Devise		An attack made in response to the enemy
Village		An act of moving back

D. Paragraph 4

Words matching

Retreated		Make a physical attack on
Commanders		The army that have large-caliber guns as the weapon
Battle		Person that give command over a body of troop
Assault		An act of moving back
Artillery		Getting something after losing it
Destroyed		A fight between armed forces
Attacked		Damage something
Regaining		Try to hurt someone using violence

QUIZ 2

1. The text tells about the battle that happened in Ambarawa
2. Wongsonegoro was Central Java's governor
3. Because Allied and NICA troops began freeing and give weapons to the freed Dutch POWs in Ambarawa and Magelang
4. Indonesian army hide from the allies Bedono village
5. Indonesia succeeded in regaining control over Ambarawa and the Allies retreated to Semarang

INDIVIDUAL ASSESSMENT

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

The Distribution of the Test Items

Quizzes

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

Individual Assessment

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

Scoring Rubric

No	Task	Formula
1.	Reading test (Individual Assessment)	$\frac{\text{Correct answer}}{\text{Whole Questions}} \times 100$
Total score		100

Appendix L

LESSON PLAN
(CYCLE 1/ MEETING 2)

School	: MAN 1 Jember
Subject	: Bahasa Inggris
Class / Semester	: X/ 2
Language Skill	: Reading
Main Material	: Recount Text
Theme	: Historical Events
Time Allocation	: 2x40 menit

A. KOMPETENSI INTI

- KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya.
 KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji berbagai hal 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 dari berbagai sumber yang sama dalam sudut pandang/teori.

B. BASIC COMPETENCE AND INDICATOR

Basic Competence	Indicators
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Identifying the social function of recount text provided by the teacher 3.7.2 Identifying the generic structures of recount text provided by the teacher 3.7.3 Identifying the language features of recount text provided by the teacher
4.7 Teks <i>recount</i> – peristiwa bersejarah	4.7.1.1 Identifying the appropriate meaning of the word in recount text provided by the teacher

<p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p>	<p>4.7.1.2 Identifying the meaning of the sentences in the recount text provided by the teacher</p> <p>4.7.1.3 Determining the main idea of each paragraph in recount text provided by the teacher</p> <p>4.7.1.4 Identifying the information/contents, characters, and events in the recount text</p>
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C. LEARNING OBJECTIVES

- 3.7.4 The students are able to identify the social function of recount text provided by the teacher
- 3.7.5 The students are able to identify the generic structures of recount text provided by the teacher
- 3.7.6 The students are able to identify the language features of recount text provided by the teacher
- 4.7.1.1 The students are able to identify the appropriate meaning of the word in recount text provided by the teacher
- 4.7.1.2 The students are able to identify the meaning of the sentences in the recount text provided by the teacher
- 4.7.1.3 The students are able to determine the main idea of each paragraph in recount text provided by the teacher
- 4.7.1.4 The students are able to identify the information/contents, characters, and events in the recount text

D. MATERIAL

Recount text

Definition :

Recount text is a text which retells event or experiences in the past.

Social function :

Social function of recount text is to tell or retell events or experiences happened in the past.

Generic structure :

Recount text has structures as below:

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language features :

1. Using simple past tense.
2. Using chronological connection: then, first, etc
3. Using linking verb: was, were, etc

Example of Text :

Title	The Cultivation System in Java
Orientation	To overcome bankruptcy, the Dutch colonial government implemented The Cultivation System or <i>cultuurstelsel</i> (Dutch) in Java in the mid of the 19th century. By the system, the Dutch government planned to monopolize the cultivation of export crops on Java. As a result, much of Java became Dutch plantation
Events	<p>The system obliged the villager to gives 20% of their cultivation fields to export crops that were handled by the Dutch. Among the crops were tobacco, sugar-cane, rubber and cocoa. Villagers had to work on the Dutch plantation for 60 days each a year. To make sure, people did not run away from the Dutch Government, the people were not allowed to travel freely without permission. Those who broke the rule were imprisoned.</p> <p>To get more profit, the Dutch gave a lot of bonuses when the villagers gave more crops than before. This led the local people to suffer severe oppression. The Cultivation System was very successful. The Dutch earned a lot of money to run their colonial government. The total Dutch income from the Javanese colony was 19% and it increased to 33% between 1860 and 1866.</p>
Reorientation	<p>For the local people, the system was horrible. They suffered a lot because of their worsened living standard. They worked hard to plant the crops but they got little money because the Dutch Government applied fixed prices.</p> <p>(Adopted from English textbook “English On Target” for grade tenth)</p>

E. Learning Methods

1. **Approach** : Scientific Approach
2. **Technique** : Cooperative Learning (Jigsaw)
3. **Strategy** : Observing, questioning, experiment, associating, and communicating.

F. Media and Instrument

1. **Media** : Power point presentation, whiteboard, viewer, manila paper, marker.
2. **Instrument** : Laptop, LCD, white board, text, and board marker.

G. Teaching and Learning Activities

No	The Teacher's Activities	The Student's Activities	Time
1.	Set Induction Activities		
	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking students attendance list 3. Reviewing the material of recount text 4. Stating the learning objectives 5. Dividing the students into some groups (home groups) each consists of 4-5 members 	<ol style="list-style-type: none"> 1. Greeting to the teacher 2. Responding to the teacher 3. Paying attention to the teacher 4. Listening to the learning objectives and making note if necessary 5. Forming a group of 4-5 students 	5 minute s
2.	Main Activities		
	<p>Observing</p> <ol style="list-style-type: none"> 1. Giving each home group an example of recount text and asking them to observe it. 2. Asking the home groups to underline the verbs used in the text given <p>Questioning</p> <p>Inviting the groups to ask about the generic structure, language features and the social function of opinion paragraph.</p> <p>Experiment</p> <ol style="list-style-type: none"> 1. Modeling the use of Jigsaw <ol style="list-style-type: none"> a. Giving each student in the home group a single paragraph of recount text b. Asking all the students from different home groups who has the same single paragraph to gather and form an 'expert group' to discuss and communicate each other until they comprehend it c. Helping the students in the expert group to comprehend the text, including word comprehension, sentence comprehension and paragraph comprehension. d. Giving the expert groups quiz in the form of word 	<p>Observing</p> <ol style="list-style-type: none"> 1. Receiving the example of recount text and observing it 2. Underlining the verbs used in the text given <p>Questioning</p> <p>Analyzing the recount text given and asking about the generic structure, the language features, the social function of the opinion paragraph</p> <p>Experiment</p> <ol style="list-style-type: none"> a. Receiving the single paragraph given b. Gathering with other friends from other home group who have the same single paragraph to discuss and communicate each other until they comprehend it c. The students in the expert group are understanding the words, the sentence, and finding the main idea of the paragraph d. The students in the expert group are doing the quiz 	70 minute s

	<p>comprehension</p> <p>Associating</p> <p>e. Asking the students in the expert groups to return to the home group to teach and share their understanding about their own part of reading material to the whole members of home group</p> <p>f. Asking the home groups to list the main points based on their understanding of the text for the need of presentation</p> <p>g. Giving the home group quiz to check their understanding</p> <p>h. Giving each student individual exercise in the form of multiple choices to assess their understanding of the text they read.</p> <p>Communicating</p> <p>1. Asking the representative of each home group to retell the recount text in front of the class by using listing points they made before</p> <p>2. Asking the other home groups to pay much attention for the need of discussion and give comment on their friends' presentation whether the story is correct or not.</p>	<p>given by the teacher</p> <p>Associating</p> <p>e. The students in expert groups return to the home group to teach and to share their understanding about their part of reading material to the whole members of home group.</p> <p>f. The students in home groups are listing the main points based on their understanding for the need of presentation</p> <p>g. The home group doing the quiz given by the teacher</p> <p>h. Each students doing the exercise given by the teacher</p> <p>Communicating</p> <p>1. The representative from each home group are retelling the recount text in front of the class by using listing points they made before</p> <p>2. Paying much attention and giving comment on their friends' presentation whether the story is correct or not.</p>	
3.	Closure	Closure	
	<p>1. Giving feedback on the students' work</p> <p>2. Drawing a conclusion about today's lesson by giving questions and answers</p> <p>3. Parting the students</p>	<p>1. Paying attention</p> <p>2. Drawing a conclusion about today's lesson</p> <p>3. Responding the parting</p>	5 minute s

H. Evaluation

Process Evaluation

1. Instrument: The observation checklist of the students' social attitude.

NO	Students' Initials	Responsibility			Score	Cooperation			Score	Confident			Score
		1	2	3		1	2	3		1	2	3	
1.													
2.													
Etc.													

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Note:

Score	Explanation
≥ 3 (Good)	If the students do ≥ 2 indicators
≤ 2 (Not Good)	If the students do ≤ 1 indicator

Product Evaluation

The score of reading comprehension exercise will be formulated as follows:

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

Enclosure**PRE- INSTRUCTIONAL ACTIVITIES**

i. Motivation

The picture of people cropped the sugar-cane.



Leading questions:

- a. What picture is this?
 - b. By seeing the color of the picture, can you guess when did this event happen?
 - c. Do you know the story behind the Cultivation System in Indonesian is?
 - d. Do you know what kind of text that used to tell the historical events happened in the past is?
3. Informing the materials that will be learned and also the objectives.
(Today, we are going to learn about recount text with the theme *Historical Events*. At the end of this lesson, you will be able to understand about recount text and its structures, and also be able to answer the comprehension question about the recount text given).

Enclosure 4A**TASKS****The Cultivation System in Java****Paragraph 1**

To overcome bankruptcy, the Dutch colonial government implemented The Cultivation System or *cultuurstelsel* (Dutch) in Java in the mid of the 19th century. By the system, the Dutch government planned to monopolize the cultivation of export crops on Java. As a result, much of Java became Dutch plantation.

Paragraph 2

The system obliged the villagers to give 20% of their cultivation fields to export crops that were handled by the Dutch. Among the crops were tobacco, sugar-cane, rubber and cocoa. Villagers had to work on the Dutch plantation for 60 days each a year. To make sure, people did not run away from the Dutch Government, the people were not allowed to travel freely without permission. Those who broke the rule were imprisoned.

Paragraph 3

To get more profit, the Dutch gave a lot of bonuses when the villagers gave more crops than before. This led the local people to suffer severe oppression. The Cultivation System was very successful. The Dutch earned a lot of money to run their colonial government. The total Dutch income from the Javanese colony was 19% and it increased to 33% between 1860 and 1866.

Paragraph 4

For the local people, the system was horrible. They suffered a lot because of their worsened living standard. They worked hard to plant the crops but they got little money because the Dutch Government applied fixed prices.

Adopted from English textbook “English On Target” for grade tenth

EXPERT SHEET FOR EXPERT GROUPS

1. Find 8 unfamiliar words in the paragraph and find the meaning of the words!
2. What is the main idea of the paragraph?

QUIZ 1 FOR EACH EXPERT GROUP**Paragraph 1.**

Match the following words in the left side with the correct meaning in the right side by giving an arrow.

Overcome		Have a great possession or control on something
Cultivation		A cultivated plant that is grown as food
Monopolize		To prevent someone/ something to be happen
Export		The state of being bankrupt
Crops		The action of cultivating land
Bankruptcy		Start doing the plan or using something
Plantation		Send (goods or services) to another country for sale
Implemented		An area in which trees have been planted

Paragraph 2.

Match the following words in the left side with the correct meaning in the right side by giving an arrow.

Obliged		An area in which trees have been planted
Villagers		Send (goods or services) to another country for sale
Cultivation		Make someone doing something
Export		The action of cultivating land
Crops		Person who lives in a village
Arrested		To put someone in prison
Plantation		A cultivated plant that is grown as food
Rule		One of a set of understood regulations or principles

Paragraph 3.

Match the following words in the left side with the correct meaning in the right side by giving an arrow.

Profit		Experience to something bad or unpleasant
Villagers		A cultivated plant that is grown as food
Crops		A financial gain
Suffer		The action of cultivating land

Oppression		Person who lives in a village
Cultivation		Money that is earned from doing work
Earned		Physical abuse
Income		Gain money as profit

Paragraph 4.

Match the following words in the left side with the correct meaning in the right side by giving an arrow.

Horrible		Experience to something bad or unpleasant
Suffered		A cultivated plant that is grown as food
Worsened		Make a formal application or request
Crops		Very unpleasant
Applied		Make or become worse
Fixed		The amount of money for which something is sold
Prices		The governing body of a nation, state, or community
Government		Arranged or decided already and not able to be changed

QUIZ 2 FOR HOME GROUPS

1. What did the text tell us about?
2. What did the Dutch do to overcome the bankruptcy?
3. When did the Cultivation System implemented in Java?
4. From the second paragraph we know that the villagers should.....
5. What is the main idea of paragraph 4?

INDIVIDUAL ASSESSMENT

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

1. “To overcome bankruptcy, the Dutch colonial government implemented The Cultivation System or *Cultuurstelsel* (Dutch) in Java in the mid of the 19th century.”
The underlined word is closest in meaning to....
 - a. Reach
 - b. Perform
 - c. Achieve
 - d. Cope with
2. How was the Cultivation System implemented?
 - a. By giving bonuses to the villagers
 - b. By obliging the villagers to devote 20% of their cultivation crops to the Dutch
 - c. By increasing living standards
 - d. By applying fixed prices
3. What is NOT true about the cultivation system in Java?
 - a. The villagers had to work on the Dutch plantation 60 days each year
 - b. The villagers had to devote 20 % of their field cultivation crops
 - c. People who broke the rules were arrested and imprisoned
 - d. People were allowed to go freely
4. The cultivation system was considered successful by the Dutch because.....
 - a. The local people get a lot of money
 - b. The local people suffered severe oppression
 - c. The Dutch arrested and imprisoned many people
 - d. The Dutch earnings increased from 19% to 33% between 1860 and 1866
5. “The system obliged the villagers to give 20% of their cultivation fields to export crops that....”
The underlined word is closest in meaning to....
 - a. Donate
 - b. Ask
 - c. Take
 - d. Accept
6. Why did the Dutch colonial implement the Cultivation System?
 - a. To make the villagers happy
 - b. To overcome the bankruptcy

- c. To help Indonesia become an independence country
 - d. To give the villagers money
7. From the text above we know that.....
- a. The villagers were happy with Cultivation System
 - b. The Dutch got a lot of profit from the Cultivation System
 - c. The Cultivation System was failed
 - d. The villagers became rich because of the Cultivation System
8. What is the main idea of paragraph 2?
- a. The way Cultivation System was implemented
 - b. The reason why the Dutch conducted the Cultivation System
 - c. The advantages of Cultivation System for Dutch
 - d. The advantages of Cultivation System for villagers
9. What statement is not true from paragraph 3?
- a. The Dutch gave a lot of bonuses when the villagers gave more crops than before.
 - b. The local people to suffer severe oppression.
 - c. The Cultivation System was very successful
 - d. The local people's income from Cultivation System was 33%
10. "This led the local people to **suffer** severe oppression."
Here are the synonyms of suffer, except....
- a. Hurt
 - b. Pain
 - c. Help
 - d. Endure

ANSWER KEY

QUIZ 1

A. Paragraph 1

Words matching

Overcome		Have a great possession or control on something
Cultivation		A cultivated plant that is grown as food
Monopolize		To prevent someone/ something to be happen
Export		The state of being bankrupt
Crops		The action of cultivating land
Bankruptcy		Start doing the plan or using something
Plantation		Send (goods or services) to another country for sale
Implemented		An area in which trees have been planted

B. Paragraph 2

Words matching

Obliged		An area in which trees have been planted
Villagers		Send (goods or services) to another country for sale
Cultivation		Make someone doing something
Export		The action of cultivating land
Crops		Person who lives in a village
Imprisoned		To put someone in prison
Plantation		A cultivated plant that is grown as food
Rule		One of a set of understood regulations or principles

C. Paragraph 3

Words matching

Profit		Experience to something bad or unpleasant
Villagers		A cultivated plant that is grown as food
Crops		A financial gain
Suffer		The action of cultivating land
Oppression		Person who lives in a village
Cultivation		Money that is earned from doing work
Earned		Physical abuse
Income		Gain money as profit

D. Paragraph 4

Words matching

Horrible		Experience to something bad or unpleasant
Suffered		A cultivated plant that is grown as food
Worsened		Implementing or using something
Crops		Very unpleasant
Applied		Make or become worse
Fixed		The amount of money for which something is sold
Prices		The governing body of a nation, state, or community
Government		Arranged or decided already and not able to be changed

QUIZ 2

1. The text told us about the cultivation system that was implemented by Dutch in Java.
2. The Dutch colonial government implemented The Cultivation System or *cultuurstelsel* (Dutch) in Java.
3. The Cultivation System implemented in Java in the mid of the 19th century
4. Give 20% of their cultivation fields to export crops that were handled by the Dutch
5. The main idea of paragraph 4 is the local people suffered a lot because of their worsened living standard and the horrible system of cultivation.

INDIVIDUAL ASSESSMENT

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

The Distribution of the Test Items

Quizzes

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

Individual Assessment

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

Scoring Rubric

No	Task	Formula
1.	Reading test (Individual Assessment)	$\frac{\text{Correct answer}}{\text{Whole Questions}} \times 100$
Total score		100

Appendix M

**READING COMPREHENSION
TEST IN CYCLE 1****Time: 60 minutes**

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

Read the following text and answer questions 1- 10

Battle of Surabaya

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that date in the year 1945. The bloody battle took place as Indonesians refused to surrender their weaponry to British army. Bung Tomo is the well-known revolutionary leader who played a pivotal role in this battle.

It all started due to a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya that British would not ask Indonesian troops to surrender their weapons, a British plane from Jakarta dropped leaflets all over Surabaya requesting Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports surrounding the death but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements in preparation of sieging the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Despite the heroic resistance from the Indonesians, half of the city was conquered within 3 days while the whole battle lasted for 3 weeks. In total, between 6,300 and 15,000 Indonesians died while casualties on the British side are only numbered at about 600.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the same battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Adopted from the English textbook for grade tenth published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*.

1. What is the passage about?
 - a. The passage is about the battle of Surabaya
 - b. The passage is about the history of Surabaya
 - c. The passage describe about Surabaya
 - d. The passage is about the history of Youth Pledge
2. When did the battle take place?
 - a. 11 November 1945
 - b. 27 October 1945
 - c. 10 November 1945
 - d. 30 October 1945
3. Where did it happen?
 - a. In Jakarta
 - b. In Surabaya
 - c. In both Surabaya and Jakarta
 - d. In Red Bridge, Jakarta
4. From the text above we know that.....
 - a. Indonesia won the battle
 - b. British won the battle
 - c. 15.000 Indonesians died
 - d. British loosed a lot of weaponry
5. What is the main idea of paragraph 1?
 - a. The history behind the determination of 10 November as the hero day
 - b. The biography of Bung Tomo
 - c. The first time of British army came to Indonesia
 - d. The history of Surabaya
6. “The bloody **battle** took place as Indonesians....” (Paragraph 1)
The underlined word is closest in meaning to....
 - a. Harmony
 - b. Retreat
 - c. Peace
 - d. War
7. “....Indonesia celebrates Hari Pahlawan or **Heroes** Day in remembrance of the Battle....”(Paragraph 1)What does the underlined word mean?
 - a. The people who involved in the battle
 - b. The people noted for courageous acts or nobility of character
 - c. The people who saw the battle
 - d. The people who like fighting
8. These statements are true in paragraph 5, except.....
 - a. Indonesia lose weaponry after the battle happened
 - b. The battle provoked Indonesian and international mass to rally for the country’s independence
 - c. Indonesia loose the battle in Surabaya
 - d. Indonesia won the battle in Surabaya
9. What is the main idea of paragraph 2?
 - a. The reason why British army came to Indonesia
 - b. A misunderstanding between British troops in Jakarta and those in Surabaya that finally provoke the battle
 - c. A misunderstanding between Indonesians army and residents

- d. The biography of Brigadier A. W. S. Mallaby
10. "Surya that British would not ask Indonesian..." (Paragraph 2)
Here are the antonyms of ask, except....
- Replay
 - Answer
 - Ignore
 - Request

Read the following text and answer questions 11- 20

American Civil War

The civil war was named as the bloodiest war in US history. The war was between the Union states, or the North and the Confederate states, or the South. The war broke in 1861 when seven southern states declared their separation from the United States and formed the Confederate states of America.

The war determined the future of the nation. It solved the fundamental problems whether America would be a confederation of sovereign states or an indivisible nation with a sovereign national government. Moreover, the war determined whether all men had equal rights or slavery was legal.

During the presidential campaign, Abraham Lincoln pledged to abolish slavery throughout the nation. He won the election in 1860. After the election, the southern states, where slavery was legal, declared themselves a new nation, the confederate states of America.

The Nothern states, govern by Abraham Lincoln refused to admit the legitimacy of the south government.

In 1861 war broke out and involved every American soldiers. The North won the war in 1865, after the confederate armies surrendered and president Jefferson was captured. It was the largest and the most destructive war in American history. It is estimate that 625.000 American soldiers died.

(Adopted from English textbook "English On Target" for grade tenth)

- What parties were engaged in the civil war?
 - The Union states and the North
 - The Confederate and the South
 - The Union states and the Confederate states
 - Seven southern states and the confederate
- When did the war begin?
 - In 1860
 - In 1861
 - In 1865
 - During the presidential campaign
- "During the presidential campaign, Abraham Lincoln pledged to **abolish** slavery throughout the nation." (Pargaraph 3)

The word "abolish" is closest in meaning to.....

- a. Eliminate
b. Establish
c. Conduct
d. Manage
14. When did the Abraham Lincoln win the election?
a. In 1860
b. In 1861
c. In 1865
d. After the soldiers died
15. From the paragraph 3 we can infer that....
a. The north declared a new nation
b. The union states had better weapons
c. President Jefferson Davis won the war
d. The war ended because of the presidential campaign
16. He won the election in 1860. (Paragraph 3)
The underlined word refers to.....
a. Civil war
b. The nation
c. Jefferson Davis
d. Abraham Lincoln
17. From the text above we know that.....
a. Abraham Lincoln lose the election in 1860
b. The American civil war was the bloodiest war in US history
c. The slavery was legal in America before the election
d. The Nothern agree to admit the legitimacy of the south government.
18. What is the main idea of paragraph 4?
a. The election of Abraham Lincoln
b. President Jefferson and the armies won the war
c. The North won the war in 1865
d. The declaration of southern states as a new nation
19. “.....declared themselves a new nation.” (Paragraph 3)
What does the underlined word mean?
a. A large town
b. A large group of people living in one area with their own government, language, traditions.
c. Districts and small settlements outside large towns, cities, or the capital.
d. A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area.
20. The statements are true about the text, except.....
a. Abraham Lincoln won the election in 1860.
b. The southern states declared themselves a new nation.
c. The North govern by Abraham Lincoln won the war in 1865.
d. The North legal the slavery and declared a new nation

ANSWER KEY

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

The Distribution of the Reading Test Items

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

Scoring Rubric

No	Task	Formula
1.	Reading test (Individual Assessment)	$\frac{\text{Correct answer}}{\text{Whole Questions}} \times 100$
Total score		100

Appendix N

The Sample of the Students' Worksheet in Reading Test Cycle 1
(The Highest Score)

95

Nama: ABDULLAH Afif
Absen: 01

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

Read the following text and answer questions 1- 10

Battle of Surabaya

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that date in the year 1945. The bloody battle took place as Indonesians refused to surrender their weaponry to British army. Bung Tomo is the well-known revolutionary leader who played a pivotal role in this battle.

It all started due to a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Suryo that British would not ask Indonesian troops to surrender their weapons, a British plane from Jakarta dropped leaflets all over Surabaya requesting Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jemban Merah or Red Bridge, Surabaya. There were many reports surrounding the death but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements in preparation of sieging the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Despite the heroic resistance from the Indonesians, half of the city was conquered within 3 days while the whole battle lasted for 3 weeks. In total, between 6,300 and 15,000 Indonesians died while casualties on the British side are only numbered at about 600.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the same battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Adapted from the English textbook for grade tenth published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

1. What is the passage about?
 a. The battle of Surabaya
 b. The passage is about the history of Surabaya
 c. The passage describe about Surabaya
 d. The passage is about the history of Youth Pledge

2. When did the battle take place?
 a. 11 November 1945
 b. 27 October 1945
 c. 10 November 1945
 d. 30 October 1945

3. Where did it happen?
 a. In Jakarta

Read the following text and answer questions 11-20

American Civil War

The civil war was named as the bloodiest war in US history. The war was between the Union states, or the North and the Confederate states, or the South. The war broke in 1861 when seven southern states declared their separation from the United States and formed the Confederate states of America.

The war determined the future of the nation. It solved the fundamental problems whether America would be a confederation of sovereign states or an indivisible nation with a sovereign national government. Moreover, the war determined whether all men had equal rights or slavery was legal.

During the presidential campaign, Abraham Lincoln pledged to abolish slavery throughout the nation. He won the election in 1860. After the election, the southern states, where slavery was legal, declared themselves a new nation, the confederate states of America. The Northern states, govern by Abraham Lincoln refused to admit the legitimacy of the south government.

In 1861 war broke out and involved every American soldiers. The North won the war in 1865, after the confederate armies surrendered and President Jefferson was captured. It was the largest and the most destructive war in American history. It is estimate that 625,000 American soldiers died.

(Adopted from English textbook "English On Target" for grade tenth)

11. What parties were engaged in the civil war?
 a. The Union states and the North
 b. The Confederate and the South
 c. The Union states and the Confederate states
 d. Seven southern states and the confederate

12. When did the war begin?
 a. In 1860
 b. In 1861
 c. In 1865
 d. During the presidential campaign

13. "During the presidential campaign, Abraham Lincoln pledged to abolish slavery throughout the nation." (Paragraph 3)
 The word "abolish" is closest in meaning to....
 a. Eliminate
 b. Establish
 c. Conduct
 d. Manage

14. When did the Abraham Lincoln win the election?
 a. In 1860
 b. In 1861
 c. In 1865
 d. After the soldiers died

15. From the paragraph 3 we can infer that....
 a. The north declared a new nation

b. In Surabaya
 c. In both Surabaya and Jakarta
 d. In Red Bridge, Jakarta

4. From the text above we know that.....
 a. Indonesia won the battle
 b. British won the battle
 c. 15,000 Indonesians died
 d. British loosed a lot of weaponry

5. What is the main idea of paragraph 17?
 a. The history behind the determination of 10 November as the hero day
 b. The biography of Bung Tomo
 c. The first time of British army came to Indonesia
 d. The history of Surabaya

6. "The bloody battle took place as Indonesians" (Paragraph 1)
 The underlined word is closest in meaning to
 a. Harmony
 b. Retreat
 c. Peace
 d. War

7. "Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle" (Paragraph 1)
 What does the underlined word mean?
 a. The people who involved in the battle
 b. The people noted for courageous acts or nobility of character
 c. The people who saw the battle
 d. The people who like fighting

8. These statements are true in paragraph 5, except....
 a. Indonesia lose weaponry after the battle happened
 b. The battle provoked Indonesian and international mass to rally for the country's independence
 c. Indonesia loosed the battle in Surabaya
 d. Indonesia won the battle in Surabaya

9. What is the main idea of paragraph 27?
 a. The reason why British army came to Indonesia
 b. A misunderstanding between British troops in Jakarta and those in Surabaya that finally provoke the battle
 c. A misunderstanding between Indonesians army and residents
 d. The biography of Brigadier A. W. S. Mallaby

10. "Surya that British would not ask Indonesian" (Paragraph 2)
 Here are the antonyms of ask, except....
 a. Replay
 b. Answer
 c. Ignore
 d. Request

a. The union states had better weapons
 b. President Jefferson Davis won the war
 c. The war ended because of the presidential campaign

16. He won the election in 1860. (Paragraph 3)
 The underlined word refers to.....
 a. Civil war
 b. The nation
 c. Jefferson Davis
 d. Abraham Lincoln

17. From the text above we know that....
 a. Abraham Lincoln lose the election in 1860
 b. The American civil war was the bloodiest war in US history
 c. The slavery was legal in America before the election
 d. The northern agree to admit the legitimacy of the south government.

18. What is the main idea of paragraph 4?
 a. The election of Abraham Lincoln
 b. President Jefferson and the armies won the war
 c. The North won the war in 1865
 d. The declaration of southern states as a new nation

19. "... declared themselves a new nation." (Paragraph 3)
 What does the underlined word mean?
 a. A large town
 b. A large group of people living in one area with their own government, language, traditions.
 c. Districts and small settlements outside large towns, cities, or the capital.
 d. A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area.

20. The statements are true about the text, except.....
 a. Abraham Lincoln won the election in 1860.
 b. The southern states declared themselves a new nation.
 c. The North governed by Abraham Lincoln won the war in 1865.
 d. The North legal the slavery and declared a new nation.

Appendix O

The Sample of the Students' Worksheet in Reading Test Cycle 1
(The Lowest Score)

60

Nama : Ira Muecikhatal Jannal
Absen :

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

Read the following text and answer questions 1- 10

Battle of Surabaya

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that date in the year 1945. The bloody battle took place as Indonesians refused to surrender their weaponry to British army. Bung Tomo is the well-known revolutionary leader who played a pivotal role in this battle.

It all started due to a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya that British would not ask Indonesian troops to surrender their weapons, a British plane from Jakarta dropped leaflets all over Surabaya requesting Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jombatan Merah or Red Bridge, Surabaya. There were many reports surrounding the death but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements in preparation of sieging the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Despite the heroic resistance from the Indonesians, half of the city was conquered within 3 days while the whole battle lasted for 3 weeks. In total, between 6,300 and 15,000 Indonesians died while casualties on the British side are only numbered at about 600.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the same battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Adopted from the English textbook for grade tenth published by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*.

1. What is the passage about?
 a. The passage is about the battle of Surabaya
 b. The passage is about the history of Surabaya
 c. The passage describe about Surabaya
 d. The passage is about the history of Youth Pledge

2. When did the battle take place?
 a. 11 November 1945
 b. 27 October 1945
 c. 10 November 1945
 d. 30 October 1945

3. Where did it happen?
 a. In Jakarta
 b. In Surabaya
 c. In both Surabaya and Jakarta
 d. In Red Bridge, Jakarta

From the text above we know that.....
 a. Indonesia won the battle
 b. British won the battle
 c. 15,000 Indonesians died
 d. British looted a lot of weaponry

What is the main idea of paragraph 1?
 a. The history behind the determination of 10 November as the hero day
 b. The biography of Bung Tomo
 c. The first time of British army came to Indonesia
 d. The history of Surabaya

6. "The bloody battle took place as Indonesians..." (Paragraph 1)
 The underlined word is closest in meaning to...
 a. Harmony
 b. Retreat
 c. War
 d. Peace

7. "...Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle..." (Paragraph 1)
 What does the underlined word mean?
 a. The people who involved in the battle
 b. The people noted for courageous acts or nobility of character
 c. The people who saw the battle
 d. The people who like fighting

8. These statements are true in paragraph 5, except.....
 a. Indonesia lose weaponry after the battle happened
 b. The battle provoked Indonesian and international mass to rally for the country's independence
 c. Indonesia loose the battle in Surabaya
 d. Indonesia won the battle in Surabaya

9. What is the main idea of paragraph 2?
 a. The reason why British army came to Indonesia
 b. A misunderstanding between British troops in Jakarta and those in Surabaya that finally provoke the battle
 c. A misunderstanding between Indonesians army and residents
 d. Biography of Brigadier A. W. S. Mallaby

10. Surya that British would not ask Indonesian..." (Paragraph 2)
 Here are the antonyms of ask, except.....
 a. Reply
 b. Answer
 c. Ignore
 d. Request

11. The union states had better weapons
 a. President Jefferson Davis won the war
 b. The war ended because of the presidential campaign

16. He won the election in 1860. (Paragraph 3)
 The underlined word refers to.....
 a. Civil war
 b. The nation
 c. Jefferson Davis
 d. Abraham Lincoln

17. From the text above we know that.....
 a. Abraham Lincoln lose the election in 1860
 b. The American civil war was the bloodiest war in US history
 c. The slavery was legal in America before the election
 d. The northern agree to admit the legitimacy of the south government.

18. What is the main idea of paragraph 4?
 a. The election of Abraham Lincoln
 b. President Jefferson and the armies won the war
 c. The North won the war in 1865
 d. The declaration of southern states as a new nation

19. "...declared themselves a new nation" (Paragraph 3)
 What does the underlined word mean?
 a. A large town
 b. A large group of people living in one area with their own government, language, traditions.
 c. Districts and small settlements outside large towns, cities, or the capital.
 d. A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area.

20. The statements are true about the text, except.....
 a. Abraham Lincoln won the election in 1860.
 b. The southern states declared themselves a new nation.
 c. The North governed by Abraham Lincoln won the war in 1865.
 d. The North legal the slavery and declared a new nation.

Read the following text and answer questions 11- 20

American Civil War

The civil war was named as the bloodiest war in US history. The war was between the Union states, or the North and the Confederate states, or the South. The war broke in 1861 when seven southern states declared their separation from the United States and formed the Confederate states of America.

The war determined the future of the nation. It solved the fundamental problems whether America would be a confederation of sovereign states or an indivisible nation with a sovereign national government. Moreover, the war determined whether all men had equal rights or slavery was legal.

During the presidential campaign, Abraham Lincoln pledged to abolish slavery throughout the nation. He won the election in 1860. After the election, the southern states, where slavery was legal, declared themselves a new nation, the confederate states of America. The Northern states, govern by Abraham Lincoln refused to admit the legitimacy of the south government.

In 1861 war broke out and involved every American soldiers. The North won the war in 1865, after the confederate armies surrendered and President Jefferson was captured. It was the largest and the most destructive war in American history. It is estimate that 625,000 American soldiers died.
 (Adopted from English textbook "English On Target" for grade tenth)

11. What parties were engaged in the civil war?
 a. The Union states and the North
 b. The Confederate and the South
 c. The Union states and the Confederate states
 d. Seven southern states and the confederate

12. When did the war begin?
 a. In 1860
 b. In 1861
 c. In 1865
 d. During the presidential campaign

13. "During the presidential campaign, Abraham Lincoln pledged to abolish slavery throughout the nation." (Paragraph 3)
 The word "abolish" is closest in meaning to....
 a. Eliminate
 b. Establish
 c. Conduct
 d. Manage

14. When did the Abraham Lincoln win the election?
 a. In 1860
 b. In 1861
 c. In 1865
 d. After the soldiers died

15. From the paragraph 3 we can infer that.....
 a. The north declared a new nation



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Lampiran : -
Hal : Permohonan Izin Penelitian

22 MAR 2019

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MAN 1 Jember

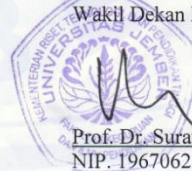
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

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Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di MAN 1 Jember dengan judul "The Use of Jigsaw IV to Improve Students' Reading Achievement and Their Attitude". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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

a.n. Dekan
Wakil Dekan I,



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SURAT KETERANGAN PENELITIAN

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Benar benar telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri 1 Jember dengan Judul "The Use of Jigsaw IV to Improve Student Reading Achievement and Their Attitude", di Sekolah yang Saudara pimpin. Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember, 27 Maret 2019

Kepala Madrasah



ANWARUDIN