**ENHANCING THE STUDENTS' READING COMPREHENSION
ACHIEVEMENT THROUGH JIGSAW TECHNIQUE**

THESIS

By

**AFTON ILMAN HUDA MAHARDHIKA
NIM 140210401055**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
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DEDICATION

The thesis is dedicated to:
1. My beloved father and mother, Kholiq Zaironi and Susiyati
2. My beloved sister, Haris Hiliyatus Zuhro

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced. I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty has been followed. I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award. I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now, or hereafter known.

Jember, 2nd August 2019

Afton Ilman Huda Mahardhika
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CONSULTANTS' APPROVAL

ENHANCING THE STUDENTS' READING COMPREHENSION
THROUGH JIGSAW TECHNIQUE

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English

Education Program of the Language and Arts Education Department

Faculty of Teacher Training and Education

Jember University

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the Almighty, who has given me His guidance and blessing. Therefore, I can finish my thesis entitled "Enhancing the Students' Reading Comprehension through Jigsaw Technique".

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

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. All my consultants, Drs. Bambang A. W. P., Dip. Ed., Ph.D, and Asih Santihastuti, S.Pd, M.Pd. for their willingness and suggestions to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. All my examination committees, Dra. Made Adi Andayani T., M. Ed. and Dra. Siti Sundari, M.A.
6. The principal, the English Teacher and X MIPA 3 students in SMAN Rambipuji for giving me an opportunity, helps, and supports to conduct this research.

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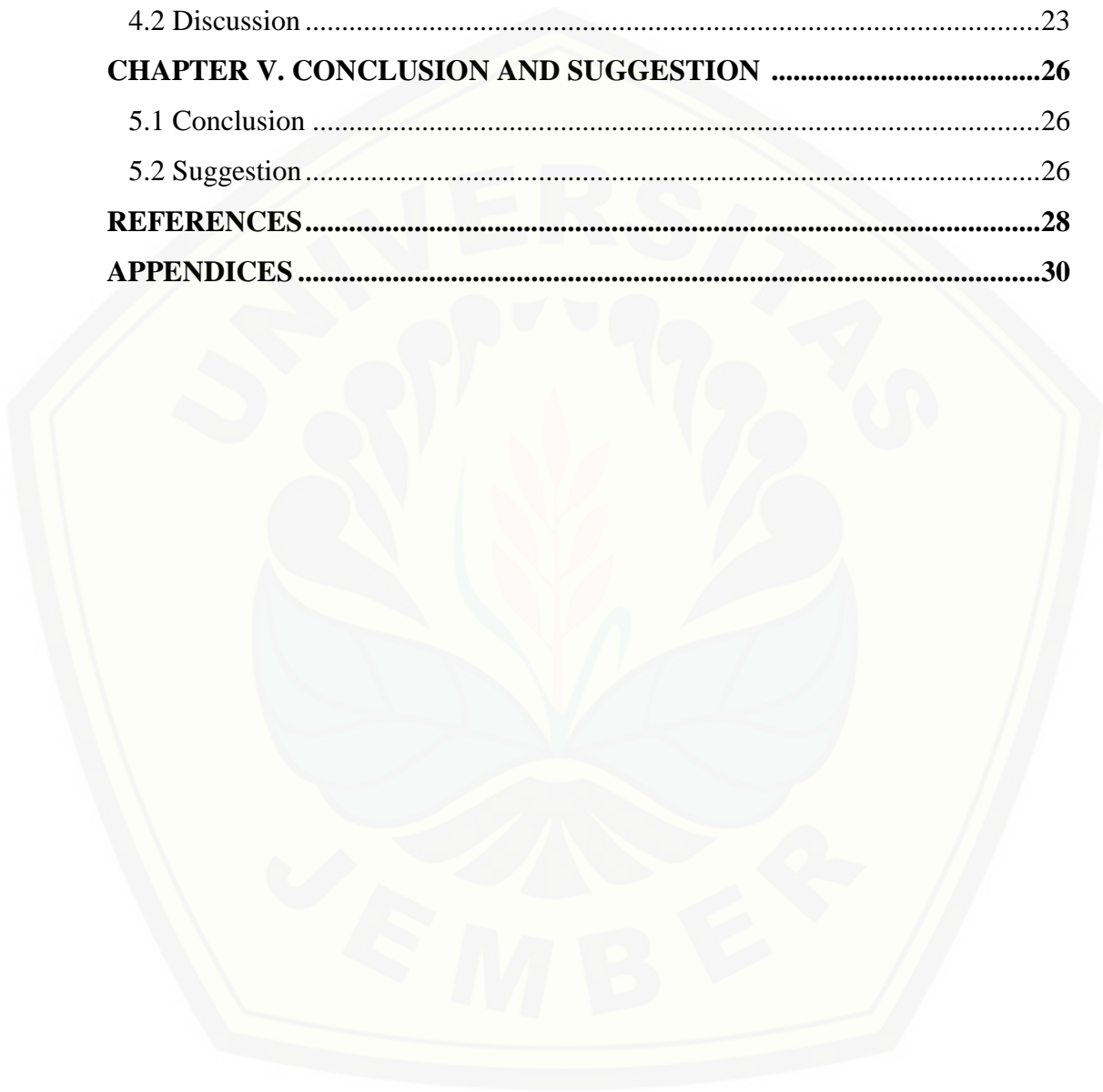
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SUMMARY

Enhancing Students' Reading Comprehension through Jigsaw Technique at SMAN Rambipuji; Afton Ilman Huda Mahardhika; 140210401055; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to improve the tenth MIPA 3 grade students' reading comprehension achievement by using jigsaw technique at SMAN Rambipuji. Based on the preliminary study in the form of interview with the English teacher at SMAN Rambipuji, it was found that the tenth MIPA 3 grade students had problem in reading comprehension. Students faced some difficulties in finding specific information in the text they read and many of them were not able to finish the task in the allocated time. Besides, it was found that the students rarely had enough opportunity to share and discuss their ideas with their classmate. In other words, the students were struggling to understand the text by themselves. It was proved by looking at the percentage of their reading score (44%) which was the lowest among the tenth grade MIPA classes. The researcher and the English teacher tried to overcome the problem by using Jigsaw technique as the teaching technique in teaching reading.

The study was done in one cycle due to the time constraints, it was about the time for the students to have semester examination. There were two meetings in the cycle. The observation results in Cycle 1 in the first meeting showed that there were 29 of 36 students (81%) who were actively involved during the teaching and learning process. In the second meeting, there were 31 of 36 students (86%) who were actively involved during the teaching and learning process. The average results of the students' participation in Meeting 1 of Cycle 1 and Meeting 2 of Cycle 1 was 83.5%. Besides, the results of reading test in Cycle 1 showed that there were 30 students (83%) who achieved the target score ≥ 71 and 6 students (17%) got ≤ 71. In other words, Cycle 1 was categorized as successful because both the result of observation and reading comprehension achievement test had

achieved the criteria of the success of classroom action research that was at least 75%.

Based on the results above, it can be concluded that the use of jigsaw technique could improve the tenth MIPA 3 grade students' reading comprehension achievement and their active participation.

CHAPTER I. INTRODUCTION

This chapter explains some aspects dealing with the topic of the research. The aspects are the research background, the research problem, the research objective and the research contribution.

1.1 Research Background

There are four major skills students should master in learning English, namely listening, speaking, reading, and writing. Reading is one of the skills that cannot be ignored because in learning a foreign language, reading skill is needed for students to understand a language, especially English. Fry (1997) says that reading is a basic tool for learning and one of the most important skills in everyday life. Kaddoumi (1995) states that a reading knowledge of a foreign language is important to academic studies, professional success and personal development.

Based on the results of the interviewed which was conducted in SMAN Rambipuji, it was found that the students faced a difficulty in finding specific information in the text they read and many of them were not able to finish the task in the allocated time. Besides, it was found that the students rarely had enough an opportunity to share and discuss their ideas with their classmate. In other words, the students were struggling to understand the text by themselves.

From this observation result, the researcher thinks about the teaching technique that can anticipate such problems in order to improve the students' reading comprehension achievement and their active participation. One of the techniques that can be applied in the class to teach reading is jigsaw technique. Lie (1993) says that a jigsaw technique is a form of cooperative learning that is used by forming learners in small groups. Slavin (1995:111) says that in jigsaw, the learners will share information they have gathered with their group mates and with the other group mate in the class. Kagan (2001) explains that jigsaw is an effective technique to use when you want to increase students' mastery in understanding a topic, enhance their concept development, increase

targeted discussion among students, and encourage project group participation and learning. Since jigsaw technique needs the members of each group to perform well in order for the whole group to succeed, this technique maximizes interaction and establishes an atmosphere of cooperation and respect for other students (Kazemi, 2012). Slavin (1995:122) also says that jigsaw is one of the working group activities that can be applied in teach reading comprehension.

The studies on the use of jigsaw technique to improve learners reading comprehension achievement were conducted by many researchers (Al-Zu'bi, 2008; Khoshsima et al, 2011; Kusriani, 2012; Kazemi, 2012; Kardaleska, 2013; Winten, 2012; Abbas Ali Zarei et al, 2014; Mohammadi et al, 2015; Sabbah, 2016; Negari et al, 2016). Those studies were conducted in Asia (Iran, Qatar, Indonesia) & Macedonia. The studies conducted in Iran, Indonesia, Qatar and Macedonia were conducted at junior high schools and university levels. Due to some affective problem faced by the students' in reading process in those countries dealing with boredom and lack of motivation, it becomes the focus of discussion on those studies. However, the study of the implementation of Jigsaw technique on senior high school level has not been explored yet. To fill in the gap, the researcher conducted a study of the implementation of Jigsaw technique at senior high school level. The study used Classroom Action Research (CAR) design. Thus, in this research, the researcher conducted the classroom action research entitled "Enhancing Students' Reading Comprehension through Jigsaw Technique". It was conducted at SMAN Rambipuji.

1.2 Research Problem

Based on the background of the research, the problem of the research can be formulated as follows.

1. Can the use of jigsaw technique enhance the tenth grade students' participation in the teaching and learning process of reading at SMAN RAMBIPUJI?

2. Can the use of jigsaw technique enhance the tenth grade students' reading comprehension achievement at SMAN RAMBIPUJI?

1.3 Research Contributions

There are three contributions of this research:

1. Theoretical Contribution

   The result of this research can be used as a theory in teaching reading. It can also be used for the readers for their references. Hopefully, this research results can help the readers to find the theory of using jigsaw technique to teach reading.

2. Empirical Contribution

   The results of this research are expected to be useful in providing information and empirical record for future researchers who will conduct a research in the same area dealing with the implementation of Jigsaw Technique to improve the students' reading comprehension achievement.

3. Practical Contribution

   The results of this research are expected to give information to the English teacher about the use of jigsaw technique in reading teaching and learning process. It can also help the teacher in implementing this technique to improve the students' reading comprehension achievement and the motivation in reading class. Besides, they are expected to be more engaged and involved in reading learning.

CHAPTER II. LITERATURE REVIEW

This chapter presents the review of literature related to the topics of the research including theoretical framework, conceptual review, and previous research studies.

2.1 Theoretical Framework

Cooperative Language Learning (CLL) is a part of a more general instructional approach also known as Collaborative Learning (CL). According to Kagan (2001), cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and each learner is held accountable for his or her own learning and is motivated to increase the learning of others. It means that cooperative learning is an approach to teaching that focuses on collaborative activities involving pairs or small groups in the classroom.

Jigsaw is one of the techniques in Collaborative Learning (CL) that was originally developed by Elliot Aronson in 1970 in Austin, Texas. Jigsaw model is a collaborative group learning model used in the classroom in which students are provided the chance to learn the material from their peers.

2.2 Conceptual Review

2.2.1 Reading Comprehension Achievement

According to Nuttal (2000:2), reading means a result of interaction between the writer's mind and the reader's mind. In this process, the reader tries to get the desired message or meaning from the writer's text. Kazemi (2012) also says that reading is considered an active process in which readers use their cognitive and mental abilities to find out the internal meaning of the text.

Comprehension is a skill that must be mastered by students in reading. According to Pang (2003:14), comprehension is the process of making

4

sense of words, sentences and connected text. Klingner (2007) said that reading comprehension is a process of finding the meaning of a text by coordinating a few complex processes namely; reading words, words and world knowledge, and fluency.

Hughes (2003:13) says that achievement test is a language course test to determine how successful individual student, group of students in achieving objectives. Thus, reading comprehension achievement can be concluded as the students' reading scores that they got from reading comprehension test.

There are four components in reading comprehension of a text (McWhorter, 1989:90). They are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Those components will be explained as follows:

1. Word Comprehension

Word comprehension is the ability needed by students to know the meaning of a word to get the main idea of a sentence in a text. Wood (1991:125) says that the important result of reading is to get the meaning of the entire text by understanding the words meaning of a text. It means that if the readers do not understand the words they are reading, they will get nothing from a text.

Example: .… then trip to Puncak from Cirebon ….

What does the closest meaning of the underlined word above?

2. Sentence Comprehension

Comprehend the sentence means understanding the whole words to get the idea of the sentence. In line with this idea, Wood (1991:151) argues that a sentence is a group of words that expresses a complete idea. McWhorter (1989:99) adds that a sentence has at least one key idea. By understanding the form of sentence, students will get the core meaning of the sentence in the text.

Example: What did they do in Taman Safari Bogor?

3. Paragraph Comprehension

A paragraph is a group of sentences that has one main idea. According to Langan (2004:11), a paragraph is a series of sentences about one main idea or

point. It is also a combination of sentences that develops one main idea about a specific topic. Thus, the students must be able to comprehend the paragraph to know the main idea of a certain topic.

Example: What is the main idea of paragraph 2?

4. Text Comprehension

Text comprehension means understanding the words, sentences, and paragraphs and getting the information that is conveyed through the text. Grellet (1996:6) says that a text is not made from independent sentences or clauses, but is built from related ideas to become unity in all parts. Thus, the students must be able to comprehend the text to find out information they needed.

Example: Which statement is FALSE according to the text?

2.2.2 Jigsaw Technique

According to Lie (1993), a jigsaw technique is a cooperative learning technique in which students work in small groups. Slavin (1995:111) says that in jigsaw, the learners will share information they have gathered with their group mates and with the other group mate in the class. Wichadee (2003:1-2) also says that there are some students who do not like to speak in the large class and comfortable speaking out in a small group. In addition, Kagan (2001) writes that jigsaw is an effective technique to use when you want to increase students' mastery in understanding a topic, enhance their concept development, increase targeted discussion among students, and encourage project group participation and learning.

2.2.3 The Steps of Teaching Reading by Using Jigsaw Technique

According to Aronson (1997), the jigsaw technique is very simple. These are the steps of jigsaw:

1. Divide the students to form home group that consist of four-six students.

2. Distribute a different paragraph to each student in the home group.

3. Divide the students to form expert groups that consist of the students who get the same paragraph.

4. Explain to the students that they have to discuss and comprehend the paragraph in the expert group.
5. Ask the students to return to their home group.
6. Ask the students to share their information about the paragraph they have discussed in the expert group.
7. At the end of the session, give an exercise on the material.

2.2.4. The Advantages and Disadvantages of Jigsaw Technique

According to Maden (2010), there are several advantages of using Jigsaw, as follows:

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

In addition, according to Morales & Campino (2012), the advantages of jigsaw are:

1. Each person in the group has a responsibility; shyer and weaker students have as much responsibility as stronger students, and nobody gets excluded.
2. The larger text can be down into more easily manageable chunks.

Other experts, Mengduo and Xioling (2010) have noted the advantages of jigsaw technique are as follows:

1. Jigsaw can increase students' learning since it is less threatening for many students.
2. It increases the amount of students' participation in the classroom.
3. Jigsaw helps create an active learned-centered atmosphere since every student should participate actively to finish the task.

Therefore, Jigsaw technique brings some benefits by helping the students comprehend the text in a fun way and facilitate the students to get the meaning of the text through teamwork. Beside bringing the advantages, Maden (2010) says that Jigsaw also has some disadvantages, as follows:

1. Jigsaw technique is time consuming because students need to take more time to form two different groups. Besides, students need much time to arrange discussion with two different groups.

2. The heterogeneous group makes students feel jealous of one another. Lower students will make successful students slowed down during learning activities.

To overcome these disadvantages, the teacher must manage the time as effectively as possible and decide the appropriate text to be involved in the reading activities.

2.3 Previous Research Review

In the period of 2008 - 2013, there were six previous studies about jigsaw on reading comprehension achievement. Al-Zu'bi (2008) conducted the impact of Jigsaw strategy on the King Saud University. The participants of the study were 50 male students in Almajma'a College – English department. The participants of the study consisted of two assigned sections (the experimental group and the control group). The researcher used ANCOVA (Analysis of Covariance) to examine the significance of the treatment dependent variables. The result of the study was the students' reading comprehension achievement in the experimental group significantly improved. Another previous study conducted by Khoshsima et al (2011) aimed to determine the effect of the jigsaw technique on students' reading comprehension abilities. This study was conducted in Iran. The participants were 60 first year students of Chabahar Maritime University. The researchers used experimental research as design research. The finding of this study was jigsaw technique had a significant effect on students' reading comprehension ability. The implication of this study was the students of Iranian who attend this study highly enjoyed the jigsaw method in teaching reading comprehension.

Kusriani (2012) conducted a study that focused on how the jigsaw technique can improve the student's reading comprehension. The participants were students of grade eight B of SMPN 3 Mlati Yogyakarta. The researcher used

classroom action research as research design. The results of this study were jigsaw technique could improve the students' reading comprehension and the student's reading involvement, and the students were more active in the reading class. This research inspired the researcher to conduct the same research but in different students' level.

Another study was conducted by Kazemi (2012). The study attempted to provide a comprehensive examination of the effect of the jigsaw teaching method on the success of Iranian EFL learners in term of their reading comprehension achievement. The participants were 38 Iranian EFL learners. The researcher used the experimental research as research design. The finding of this study was the students' post-test reading scores improved significantly when compared with their pre-test scores. For the impact, the jigsaw strategy stimulated students to become engaged in their learning. It motivates the students to learn a lot of material quickly and inspired them to share information with peers.

Kardaleska (2013) conducted a study about the impact of jigsaw approach on reading comprehension in Macedonia. The participants were students in English for specific purposes classroom at the Faculty of Political Sciences and International Relations and there were 32 participants. The researcher used experimental research as research design. For the finding, jigsaw approach was far more efficient method. The implications of this study was active learning methods should be applied for longer structures texts, focusing not only on new vocabulary, but also on cohesive devices, implied messages that require inferencing as a reading strategy. Winten (2013) conducted a study about improving the students' reading comprehension through jigsaw technique. The participants were the eighth grade students of SMPN 1 Atap Jungutan. The researcher used classroom action research as research design. The results of this study were jigsaw technique could improve the students' reading comprehension and most of students liked this technique in learning English especially in reading comprehension.

In the 2014 and 2015, there were two studies that have been reviewed. Zarei et al (2014) conducted a study about the effectiveness of collaborative

techniques on L2 reading comprehension in Iran. The participants were 86 adult pre-intermediate level English learners studying at institutes in Qazvin. The researchers used experimental research as research design. This study wanted to know what the best collaborative techniques to teach reading comprehension were. There were many techniques were used in this study such as jigsaw, rotating circles, snowball, think-pair-square, and word webbing. The finding of this study was Snowball technique was the most effective technique on reading comprehension. This study could help teachers and learners to understand the importance of collaborative techniques in language learning. Mohammadi et al (2015) conducted the effect of cooperative learning techniques on reading comprehension ability of Iranian EFL learners. There were 36 intermediate students of Iran. The researchers used experimental research as research design. This study was to investigate the impact of Numbered Heads Together (NHT) and Jigsaw as two techniques of cooperative learning on reading comprehension achievement. For the finding, NHT and Jigsaw techniques could improve EFL learners' reading comprehension. Both of them made students learn the material faster and perform significantly better on the objective exams.

It was found that there were two studies conducted in the year 2016. Sabbah (2016) conducted a study about the effectiveness of jigsaw strategy on reading achievement. The participants were 80 students of Foundation Program in the Community College of Qatar. The researcher used experimental research as research design. There was a great significance of the effect of jigsaw strategy on students' reading achievement. Jigsaw technique had an impact on learners' achievement, classroom management, motivation, and anxiety. Negari et al (2016) conducted a study about the effect of jigsaw task on reading skills improvement. The participants of this study were 48 female intermediate students at Farhangian junior high school in Kermanshah, Iran. The researchers used experimental research as research design. The finding of this study was jigsaw technique was more effective than question-answer model. For the impact, jigsaw task increased students' interest, motivation and confidence. Jigsaw task made the learning environment more exciting where students have a sense of ownership and

readership.

Based on the previous studies above, it can be seen that the study of the implementation of Jigsaw technique on senior high school level has not been explored. To fill in the gap, the researcher conducted a study of the implementation of Jigsaw technique on senior high school level.

CHAPTER III. METHODOLOGY

This chapter presents the research method applied in this research. It involves research design, research context, research participant, the research procedure, and data analysis.

3.1 Research Context

In this research, the researcher used the purposive method to choose the area for the research. The area of this research was SMAN Rambipuji, this school was chosen purposively because some students have problems on reading comprehension and Jigsaw technique has never been applied by the English teacher in the class. The headmaster of SMAN Rambipuji gave the permission to the researcher to conduct this research at the school. The researcher also had the experience to teach at SMAN Rambipuji. In this research, the researcher will conducted an action research to enhance the students' reading comprehension achievement and active participation.

3.2. Research Design

This chapter presents the methods used in this study. The research design of this study was a classroom action research. The purpose of this study was to improve the tenth grade students' reading comprehension achievement by using Jigsaw technique at SMAN Rambipuji. The classroom action research refers to the solution for the teacher regarding to the students' achievement problem. According to Lodico et al (2010:294), the action of classroom action research consist of getting data, planning, acting, analyzing and reflecting.

Table 3.1 The Design of the Classroom Action Research Model

(7) Reflect Reflecting and identifying the students' problem	(1) Get data • Finding fact • Identifying the problem • Determining the action
(6) Revising some weak aspects that make the action fail	(2) Plan • Designing the lesson plans • Preparing the instruments (material, the media checklist, observation and reading test) • Determining the criteria of the success of the action
(5) The result does not meet the target of the percentage of the participation and the reading comprehension score	
(4) Analyze Analyzing the data and reflecting the data	(3) Act • Teaching reading comprehension by using Jigsaw technique • Observing the teaching and learning process • Giving reading comprehension test to the participants.
The results meet the target of the percentage of the participation and the reading comprehension score	

(Adopted from Lodico et al, 2010:294)

The steps of Classroom the present action research were as follows:

1. Conducting a preliminary study by interviewing the English teacher to know the students' problem in reading comprehension.
2. Getting the supporting data from the English teacher such as the reading comprehension scores and the names of the research participants.

3. Determining the action.

4. Planning the action by designing and preparing the lesson plans, the material and the reading comprehension test.

5. Implementing the action by using Jigsaw technique.

6. Observing the students' activity during the action in the class that will be helped by the teacher.

7. Giving reading comprehension test in cycle 1.

8. Analyzing the results of the observation and the reading comprehension scores.

9. Reflecting the results of the observation and the reading comprehension test collaboratively with the English teacher.

10. Since the results had achieved the target, the researcher stopped the action.

3.3 Research Participants

The research participants of this research were chosen by using purposive method. The participants of the research were the tenth grade students of MIPA 3 of SMAN Rambipuji. There are four MIPA class at SMAN Rambipuji. The researcher chooses the students of tenth MIPA 3 as the research participants because they had difficulties in comprehending the text and had the lowest mean score of reading comprehension. (Appendix C)

3.4 Data Collection Methods

In this research, the researcher used two kinds of data collection methods, namely reading comprehension test and observation. The following sections will discuss the methods used to collect the data.

3.4.1 Reading Test

Reading comprehension test was used to collect the data dealing with the students' reading comprehension achievement. According to Ary *et al*. (2010:201), the achievement test measures mastery and proficiency in a different area of knowledge by presenting the subject with a standard set of questions

involved completion of cognitive task. The test form was multiple choices and there were twenty questions. In that test, there were two texts. Each text had ten questions. The distribution of the test item is presented in the table of specification below.

Table 3.2 Distribution of the Test Item

No.	Type of Comprehension	Number
1	Word Comprehension	1,3,13,15,17
2	Sentence Comprehension	2,5,7,8,16
3	Paragraph Comprehension	4,6,11,14,18
4	Text Comprehension	9,10,12,19,20
	Total	20

The resultsof reading comprehension test was scored formulated as follows:

$$Score = \frac{Correct\ Answer}{Total\ Question} \times 100$$

3.4.2 Observation

An observation checklist was used by the researcher to record the students' participation in the reading class by applying Jigsaw technique. The observer used the observation checklist to check the students' participation.

Table 3.3 Observation Checklist of the Students' Participation

No.	Name	Indicators				Total	Active	Passive
		1	2	3	4			

The indicators were as follows:

1. The students give suggestion and/or asking question in the written form during the discussion in the expert and home group.
2. The students make a note on other members' explanation and opinions.
3. The students explain the result of the discussion to the other members in home group.
4. The students do the reading exercises.

Note:

Active : When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.

3.5 Data Analysis Method

The primary data from reading comprehension test and observation of students' active participation were analyzed by using descriptive statistic.

The formula to measure the result of reading comprehension test was as follows:

$$E = \frac{n}{N} \text{ X } 100\%$$

Notes:

E = the percentage of the students who achieved the standard minimum score ($\geq$71) in the reading test

n = the number of the students who achieved the standard score ($\geq$71) in the reading test

N = the number of the students.

(Adopted from Ali, 1993:186)

To know the result of the students' participation, the data was analyzed by using the following formula:

$$E = \frac{n}{N} \text{ X } 100\%$$

Notes:

E $\quad$ = the percentage of the active participation

n $\quad$ = the number of the students who active (fulfill at least 3 indicators)

N $\quad$ = the total number of the students.

$\qquad$ (Adopted from Ali, 1993:186)

The action research was considered successful if the percentage of the students who achieved the standard minimum score (≥ 71) in the reading test and the percentage of the students who participated actively during the teaching and learning process was at least 75%.
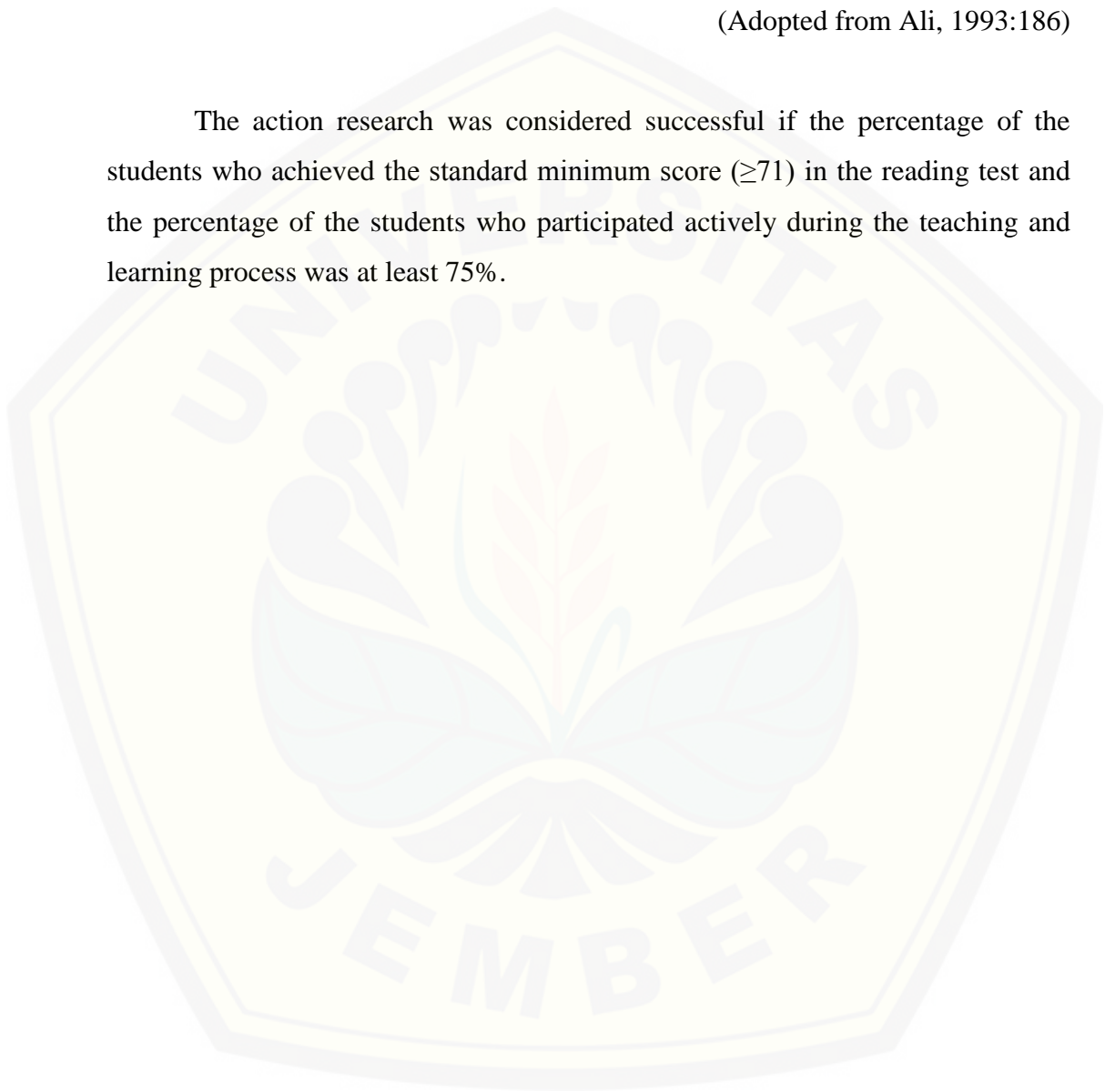
CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and suggestions. The suggestions are intended to the English teacher, the students and the further researchers.

5.1 Conclusion

Based on the result of data analysis and discussion of this research, it could be summarized as follows. The implementation of jigsaw technique could improve the tenth grade students' active participation in the teaching learning process of reading. The result of observation showed that the percentage of the students' active participation improved from 81% in the first meeting to 86% in the second meeting. Moreover, the implementation of jigsaw technique could improve the tenth grade students' reading comprehension achievement. The result of reading achievement test showed that the percentage of the students' who got score ≥71 in the reading test was 83% of 36 students. Both the result of observation and reading achievement test had achieved the target minimum criteria of the success of the classroom action research.

5.2 Suggestions

Considering the result of this research that the use of jigsaw technique can improve the tenth grade students' active participation and reading comprehension achievement, some suggestions are addressed to the English teachers, the students, and the further researcher as follows.

1. The English teacher

    The English teacher is recommended to use the jigsaw technique since it could help the students to improve their active participation and reading comprehension achievement.

2. The students

    The students are expected to continue using the discussion strategy in groups to understand the text instead of working individually especially when they face difficulties, like how jigsaw technique teaches them to do in the reading class.

3. The further researchers

    The result of this research could be used as a reference to conduct further research by using the jigsaw technique to improve students' reading comprehension achievement and participation using different school, or different level of students, different designs, language skills and components. The further researchers are expected to use other genre of text such as: narrative, report, descriptive texts, etc. Moreover, the further investigation of using jigsaw technique on the reading class is needed to be expanded on other types of jigsaw.

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APPENDIX A

TITTLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD

Enhancing the Students' Reading Comprehension Through Jigsaw Technique	1. Can the use of jigsaw technique enhance the tenth grade students' participation in discussion on reading class at SMAN RAMBIPUJI?
	
	2. Can the use of jigsaw technique enhance the tenth grade students' reading comprehension achievement at SMAN RAMBIPUJI?
		Independent Variable :
		The use of jigsaw technique in reading comprehension
		
		Dependent Variable :
		The tenth grade students' reading comprehension achievement
			1. The indicators observed in the teaching and learning process are:
			  a. The students give suggestion and/or asking question in written form during the discussion in expert and home group.
			  b. The students make note on other member explanation and/or opinion.
			  c. The students explain the result of the discussion to the other members in home group.
			  d. Students do the reading exercise.
			
			2. The scores of the tenth grade students' reading comprehension achievement covering:
				1. Participant of the research: The tenth grade students at SMAN Rambipuji
				
				2. Informant Collaborator: The English teacher of the tenth grade students at SMAN Rambipuji.
				
				3. Document
				  a. The name of participants
				  b. The Participants' previous reading test scores.
					1. Research Design: Classroom Action Research with the cycle model
					The steps of each cycle are:
					1. Getting data
					2. Planning
					3. Acting
					4. Analyzing
					5. Reflecting
					(Adopted from Lodico, Spaulding and Voegtle, 2010:294)
					
					2. Research Area Determination Method: purposive method
					
					3. Research Subject Determination Method: purposive method
					
					4. Data collection method :
					  a. Reading test
					  b. Observation
					
					5. Data Analysis method :
					In analyzing the data, there are two parts that will be analyzed. The first is the students' reading comprehension achievement and the second is the students' participation. To know the mean score of the primary data students' reading comprehension scores will be analyzed

			a. Word comprehension achievement b. Sentence comprehension achievement c. Paragraph comprehension achievement d. Text comprehension achievement		quantitatively by the following formula: $M = (\sum x)/N$ Notes: M = the average score of the students' reading comprehension achievement. $\sum x$ = the total score of the students' reading comprehension achievement. N = the total number of the students. *(Adopted from Ali, 1989:37)* After that to find the number of the students who achieve the target score, the data will be analyzed by the following formula: $E = n/N \times 100\%$ Notes: E = The percentage of the students who achieve the standard score n = The number of the students who achieve the standard score N = The number of the students. *(Adopted from Ali, 1993:186)* To know the result of the students' participation, the data will be analyzed by using the following formula: $E = n/N \times 100\%$ Notes: E = The percentage of the active participation n = The total number of the students who fulfill at least 3 indicators N = The total number of the students. *(Adopted from Ali, 1993:186)*

APPENDIX B

The Result of Preliminary Study

No.	Questions	Answers
1.	How many the tenth grade classes at SMAN Rambipuji?	There are 8 classes, 4 MIPA class and 4 Social Class
2.	What grades do you teach?	The tenth grade and the eleventh grade
3.	What curiculum do you use to teach in the SMAN Rambipuji	I use K13 curriculum
4.	Do the students have difficulties in learning reading?	Yes
5.	What are the students' diffculties in reading?	Finding specific information, do not have the opportunity to discuss with classmate, and students can not finish the task in the allocated time
6.	What class has the most problem in learning reading?	3 MIPA class
7.	Have you ever used Jigsaw technique to teach reading?	No, I haven't
8.	How is the students' participation during the reading class?	Some students are active and some students are passive
9.	What is the English minimum score requirement in SMAN Rambipuji?	71

APPENDIX C

Students' Previous Reading Score

Students' Number	MIPA 1	MIPA 2	MIPA 3	MIPA 4
1	79	75	50	75
2	78	80	65	72
3	55	60	77	76
4	55	76	60	72
5	77	76	60	72
6	80	60	75	71
7	76	78	50	73
8	75	50	55	72
9	77	75	70	60
10	75	74	71	90
11	78	73	92	72
12	50	75	50	80
13	75	77	80	75
14	78	75	60	60
15	40	73	60	60
16	60	74	90	74
17	71	75	60	66
18	75	76	72	65
19	76	73	50	71
20	75	50	60	65
21	75	40	75	76
22	60	77	65	65
23	76	75	40	82
24	85	50	78	65
25	75	60	74	65
26	77	80	85	60
27	40	65	77	72
28	71	60	78	71
29	78	78	60	70
30	77	75	60	72
31	75	76	97	65
32	75	75	65	65
33	75	75	71	87
34	60	73	60	60
35	76	70	71	60
36	76	74	70	75
>KKM (71)	28	27	16	21
%	77%	75%	44%	58%

Note : The students of MIPA 3 Class were chosen as research participants because the percentage of the students who get score ≥ 71 (standard minimum score) in reading test was the lowest among the other classes.

APPENDIX D

LESSON PLAN
CYCLE 1 (MEETING 1)

School	: SMAN Rambipuji
Subject	: English
Grade/Semester	: X/2
Text type	: Recount text
Language skill	: Reading
Time allocation	: 2 x 45 minutes

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

No		Basic Competence		Indicators
1	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.	1.1.1	Showing seriousness in the teaching learning process.
2	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1	Communicating and behaving well with the teacher and other students.
3	3.9	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	3.9.1 3.9.2 3.9.3	Identifying the generic structure of recount text. Finding the language features of recount text. Looking for the social function of recount text.
4	4.13	Menangkap makna dalam teks recount lisan dan tulis sederhana.	4.13.1 4.13.2	Finding the general information of recount text correctly. Finding the specific information of recount text correctly.

C. Learning Objectives

1. The students are able to identify the word comprehension of a recount text.

2. The students are able to identify the sentence comprehension of a recount text.

3. The students are able to identify the paragraph comprehension of a recount text.

4. The students are able to identify text comprehension from a recount text.

D. Learning Materials

Enclosed

E. Teaching Strategy/ Teaching Method

1. Approach   : Scientific approach

2. Method   : Observing, questioning, experimenting, associating, and communicating.

3. Technique   : Jigsaw

F. Media, Instrument, and Learning Resources

1. Media   : LCD viewer, Power point presentation, boardmaker, whiteboard, students' worksheet

2. Learning source   : Detik-Detik UN Bahasa Inggris; 2005/2006; Intan Pariwara

G. Teaching and Learning Activities

No	Activities	Time
1.	**Set Induction** 1. The teacher greets the students. 2. The teacher asks the students to pray. 3. The teacher checks the attendance list. 4. The teacher asks some leading questions to the students dealing with the topic today.	10'

	5. The teacher tells the learning objectives to the students.	
2.	**Main Activity**	75'
	Observing	
	1. The teacher gives the recount text to students.	
	2. The teacher asks the students to observe the text, and find generic structure and specific information of recount text. (Task 1)	
	3. The teacher discuss about generic structure and specific information of recount text.	
	4. The teacher asks the students to form home group that consist of four-six students.	
	5. The students make a home group.	
	Questioning	
	1. The teacher leads the students to ask questions about the text such as difficult words/ the language features/ the generic structure of the text.	
	2. The students ask questions to the teacher.	
	Experimenting	
	1. The teacher assigns a different paragraph to each students in the home group.	
	2. The teacher asks the students to form expert groups that consist of students who get the same paragraph.	
	3. The students make an expert group.	
	4. The teacher explains to the students that they have to discuss and comprehend the paragraph in an expert group.	
	5. The students discuss and comprehend the paragraph in an expert group.	
	Associating	
	1. The teacher asks the students to return to their home group.	
	2. The students return to their home group.	
	3. The teacher asks the students to share their information about	

	the paragraph they have discussed in the expert group. 4. The students share the information that they get in expert group to their home group. 5. The teacher asks the students to do Task 2 in individually. 6. The students do Task 2 in individually. **Communicating** 1. The teacher asks the students to discuss the results of the Task 2. 2. The students discuss the results of Task 2.	
3.	**Closing** 1. The teacher leads the students to conclude the material that the students have learned. 2. The students draw a conclusion about the material they have learned. 3. The teacher ends the class.	5'

H. Assessment

Process assessment:

The process assessment will be done by using observation checklist below.

No.	Name	Indicators				Total	Active	Passive
		1	2	3	4			

The indicators to be observed are:

1. The students give suggestion and/or asking question in written form during the discussion in expert and home group.
2. The students make note on other member explanation and/or opinion.
3. The students explain the result of the discussion to the other members in home group.
4. Students do the reading exercise.

Note:

Active : When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.

Jember, 25 April 2019

Collaborator   Researcher

Febri Hidayati, S.Pd   **Afton Ilman Huda Mahardhika**

NIP.   NIM. 140210401055

Enclosure

1. Pre-Instructional Activities.

   a. Giving leading question

      - How was your holiday?

      - Where did you go when holiday?

      - Do you know what kind of text that tells an experience in the past?

2. Main Activities

   a. The definition of recount text.

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

   b. The language features of recount text.

      - Using simple past tense.

      - Using temporal sequence, e.g. On Saturday, On Monday, On Sunday.

      - Focus on specific participant, e.g. I (the writer).

      - Using the conjunctions, such as: then, before, after, etc.

      - Using action verb, e.g. went, stayed, etc.

   c. The generic structure of recount text.

      - Orientation   : Introducing the participants, place and time.

      - Events   : Describing series of event that happened in the past.

      - Reorientation : A personal comment about the event or what happened in the end.

Students' Worksheet

TASK 1

Generic Structure	Information
Orientation	Place :
	Time :
	Participations :
Events	Event 1 :
	Event 2 :
	Event 3 :
	Event 4 :
Reorientation	Comment :

Please read the text below carefully!

Holiday in Malaysia

Last holiday, my family was on vacation. We **went** to Malaysia. We **used** travel agent to manage our holiday. We had booked two days tour in Malaysia. We went to Malaysia by plane. The travel agent had booked ticket for us. The flight was only one hour from Jakarta.

On the plane the cabin crews were very friendly and they were very handsome and beautiful. They **gave** us some directions before the flight. Our plane, Garuda Indonesia **had** very complete facilities to accompany passenger during the journey, such as movies player, music player, newspaper, magazine, etc. We had a very pleasant flight.

On arrival in Kuala Lumpur airport, we had to go to Customs and Immigration. They **checked** the document carefully. After that, the travel agent **brought** us to Petronas Tower and we took some photos there.

In the afternoon, we went to hotel to take a rest. The hotel was a well-known five-star hotel. The room had perfect view of city. On the third floor, there was a restaurant serving American, African, Asian, and European food. They had variety of food.

In the next day, we went to Sepang Circuit to watch MotoGp race. There were a lot of Motogp racers like Valentino Rossi, Marc Marquez, Jorge Lorenzo, etc. I **wanted** to watch directly my idol Valentino Rossi and **took** photos with him. During the race, I was **surprised** because that was my first time I saw motorcycles **ran** fast up to 300 km/hour in front of my eyes. In the ending of the race, Rossi was the first rider who **touched** the finish line. I was so happy because he **won**.

The two days in Malaysia went by fast. At the end of the second day, we were quite tired but we felt very happy.

(Adapted from: 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA)

TASK 2

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

1. We had <u>booked</u> two days tour in Malaysia.

   What does the closest meaning of the underlined word above?

   a. reserved   d. answered

   b. walked   e. arrived

   c. asked

2. ..... and <u>they</u> were very handsome and beautiful. (Line 4, paragraph 2).

   What does the underlined word refer to?

   a. The officers

   b. The cabin crews

   c. The security guards

   d. The author and his family

   e. The author and his friends

3. What is the main idea of paragraph 3?

   a. The author and his family had to go to Customs and Immigration.

   b. The author and his family took a photo there.

   c. The officers checked the document.

   d. The travel agent brought the author and his family to Petronas Tower.

   e. They did nothing.

4. On <u>arrival</u> at Kuala Lumpur, we had to go to ....

   What does the closest meaning of the underlined word above?

   a. answered   d. coming

   b. went   e. working

   c. closed

5. What did the officers do in Customs and Immigration?

   a. They brought us to Petronas Tower.

   b. They took some photos there.

   c. They did nothing.

   d. They checked the document carelessly.

   e. They checked the document carefully

6. What is the main idea of paragraph 4?

   a. The hotel was a well-known five-star hotel.

   b. The room had perfect view of city.

   c. They went to hotel to take a rest.

   d. There was a restaurant serving American, African, Asian, and European food.

   e. The restaurant had variety of food.

7. Which paragraph tells about the author and his family wanted to watch MotoGP race?

   a. 1   d. 4

   b. 2   e. 5

   c. 3

8. What happened in the ending of the race of MotoGP?

   a. The author and his family went to Sepang Circuit.

   b. There are a lot of Motogp racers.

   c. Rossi was the first rider who touched the finish line.

   d. The author watched directly his idol Valentino Rossi.

   e. The author took photos with Valentino Rossi.

9. Which statement is **TRUE** according to the text?

   a. Valentino Rossi won the race.

   b. The author was so sad because Valentino Rossi lost.

   c. In Sepang Circuit, there are few MotoGP racers.

   d. The author hated Valentino Rossi.

   e. The author was shocked because he can't meet his idol.

10. Which statement is **FALSE** according to the text?

    a. The author and his family felt weary.

    b. The author and his family felt fit.

    c. The author and his family felt exhausted.

    d. The author and his family felt pleased.

    e. The author and his family felt satisfied.
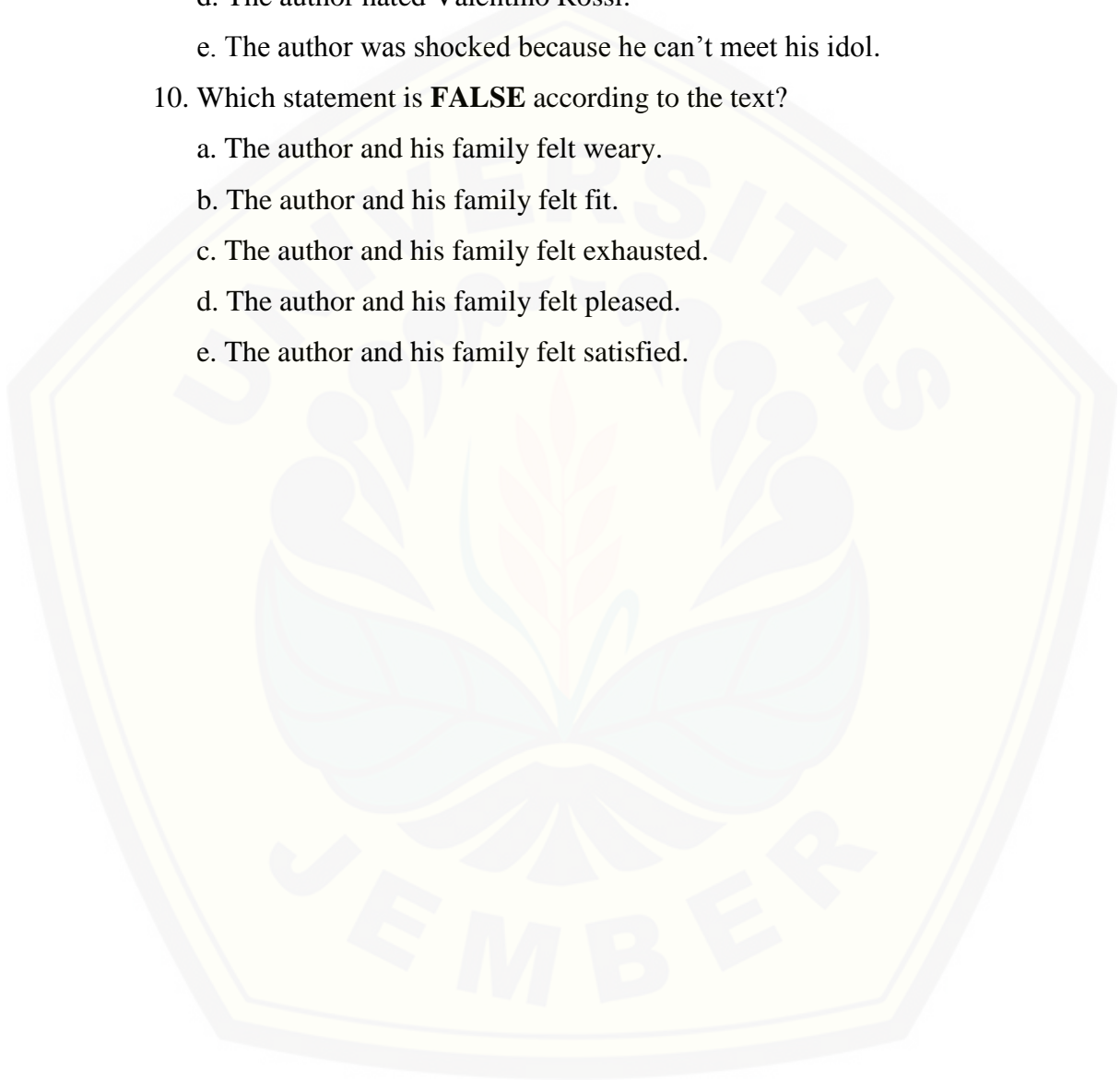
Answer Key

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

The Distribution of the Exercise Item

No.	Type of Comprehension	Number
1	Word Comprehension	1,2,4
2	Sentence Comprehension	5,8
3	Paragraph Comprehension	3,6,7
4	Text Comprehension	9,10
	Total	10

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

$$Score = \frac{Correct\ Answer}{Total\ Question} \times 100$$

APPENDIX E

LESSON PLAN
CYCLE 1 (MEETING 2)

School   : SMAN Rambipuji

Subject   : English

Grade/Semester   : X/2

Text type   : Recount text

Language skill   : Reading

Time allocation   : 2 x 45 minutes

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

No		Basic Competence		Indicators
1	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.	1.1.1	Showing seriousness in the teaching learning process.
2	2.1	Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.1.1	Communicating and behaving well with the teacher and other students.
3	3.9	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.	3.9.1 3.9.2 3.9.3	Identifying the generic structure of recount text. Finding the language features of recount text. Looking for the social function of recount text.
4	4.13	Menangkap makna dalam teks recount lisan dan tulis sederhana.	4.13.1 4.13.2	Finding the general information of recount text correctly. Finding the specific information of recount text correctly.

C. Learning Objectives

1. The students are able to identify the word comprehension of a recount text.

2. The students are able to identify the sentence comprehension of a recount text.

3. The students are able to identify the paragraph comprehension of a recount text.

4. The students are able to identify text comprehension from a recount text.

D. Learning Materials

Enclosed

E. Teaching Strategy/ Teaching Method

1. Approach   : Scientific approach

2. Method   : Observing, questioning, experimenting, associating, and communicating.

3. Technique   : Jigsaw

F. Media, Instrument, and Learning Resources

1. Media   : LCD viewer, Power point presentation, boardmaker, whiteboard, students' worksheet

2. Learning source   : 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA

G. Teaching and Learning Activities

No	Activities	Time
1.	**Set Induction**	10'
	1. The teacher greets the students.	
	2. The teacher asks the students to pray.	
	3. The teacher checks the attendance list.	
	4. The teacher asks some leading questions to the students dealing with the topic today.	

	5. The teacher tells the learning objectives to the students.	
2.	**Main Activity**	75'
	Observing	
	1. The teacher gives the recount text to students.	
	2. The teacher asks the students to observe the text, and find generic structure and specific information of recount text. (Task 1)	
	3. The teacher discuss about generic structure and specific information of recount text.	
	4. The teacher asks the students to form home group that consist of four-six students.	
	5. The students make a home group.	
	Questioning	
	1. The teacher leads the students to ask questions about the text such as difficult words/ the language features/ the generic structure of the text.	
	2. The students ask questions to the teacher.	
	Experimenting	
	1. The teacher assigns a different paragraph to each students in the home group.	
	2. The teacher asks the students to form expert groups that consist of students who get the same paragraph.	
	3. The students make an expert group.	
	4. The teacher explains to the students that they have to discuss and comprehend the paragraph in an expert group.	
	5. The students discuss and comprehend the paragraph in an expert group.	
	Associating	
	1. The teacher asks the students to return to their home group.	
	2. The students return to their home group.	
	3. The teacher asks the students to share their information about	

	the paragraph they have discussed in the expert group. 4. The students share the information that they get in expert group to their home group. 5. The teacher asks the students to do Task 2 in individually. 6. The students do Task 2 in individually. **Communicating** 1. The teacher asks the students to discuss the results of the Task 2. 2. The students discuss the results of Task 2.	
3.	**Closing** 1. The teacher leads the students to conclude the material that the students have learned. 2. The students draw a conclusion about the material they have learned. 3. The teacher ends the class.	5'

H. Assessment

Process assessment:

The process assessment will be done by using observation checklist below.

No.	Name	Indicators				Total	Active	Passive
		1	2	3	4			

The indicators to be observed are:

1. The students give suggestion and/or asking question in written form during the discussion in expert and home group.
2. The students make note on other member explanation and/or opinion.
3. The students explain the result of the discussion to the other members in home group.
4. Students do the reading exercise.

Note:

Active : When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.

Jember, 4 December 2018

Collaborator   Researcher

Febri Hidayati, S.Pd   **Afton Ilman Huda Mahardhika**

NIP.   NIM. 140210401055

Enclosure

1. Pre-Instructional Activities.

    a. Giving leading question

        - How was your holiday?

        - Where did you go when holiday?

        - Do you know what kind of text that tells an experience in the past?

2. Main Activities

    a. The definition of recount text.

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

    b. The language features of recount text.

        - Using simple past tense.

        - Using temporal sequence, e.g. On Saturday, On Monday, On Sunday.

        - Focus on specific participant, e.g. I (the writer).

        - Using the conjunctions, such as: then, before, after, etc.

        - Using action verb, e.g. went, stayed, etc.

    c. The generic structure of recount text.

        - Orientation   : Introducing the participants, place and time.

        - Events   : Describing series of event that happened in the past.

        - Reorientation : A personal comment about the event or what happened in the end.

Students' Worksheet

TASK 1

Generic Structure	Information
Orientation	Place : Time : Participations :
Events	Event 1 : Event 2 : Event 3 :
Reorientation	Comment :

Please read the text below carefully!

Went Camping

Last sunday, my friends and I **went** camping on the mountain. We went to Palutungan, Kuningan. The spot **was** near from our town. It was about one hour to get there. We **chose** Palutungan because it was not too far from our home.

We **prepared** everything before went to Palutungan. We **brought** cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by motorcycles.

On the first day, we set up the tent on the camping area. The air was so fresh there. We took a bath on the waterfall. The waterfall was called Curug Putri. After playing at waterfall, we felt hungry. Then, we **cooked** the food for lunch and had lunch together. The first night of our camping, the air was so cold, we **made** a campfire, and sang songs together. We **used** sleeping bag when we **slept** to make our body kept warm.

On the second day, we had some activities. We **tried** to go fishing in the river near the waterfall and we got a shoe instead of fish. After that, we **packed** everything we bought and cleaned the area.

We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired.

(Adapted from: 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA)

TASK 2

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

1. <u>We</u> went to Palutungan, Kuningan. (Line 1, paragraph 1)

   What does the underlined word refer to?

   a. The author and his mother   d. The author and his friend

   b. The author and his brother   e. The author and his family

   c. The author and his father

2. The <u>spot</u> was near from our town.

   What does the closest meaning of the underlined word above?

   a. city   d. village

   b. place   e. house

   c. town

3. What is the main idea of paragraph 3?

   a. The author and his friends used sleeping bag when they slept.

   b. The waterfall was called Curug Putri.

   c. The air was so fresh in Palutungan.

   d. The author and his friend cooked the food for lunch and had lunch together.

   e. On the first day, the author and his friends set up the tent on the camping area.

4. The first night of our camping, the <u>air</u> was so cold, ...

   What does the closest meaning of the underlined word above?

   a. water   d. thunder

   b. fire   e. storm

   c. temperature

5. What did the author and his friend do after playing at waterfall?

   a. They set up the tent on the camping area.

   b. They took a bath on the waterfall.

   c. They made a campfire, and sang songs together.

   d. They cooked the food for the lunch and had lunch together.

   e. They used sleeping bag when they slept.

6. What did they do at night?

    a. They made a campfire, and sang songs together.

    b. They cooked the food for the lunch and had lunch together.

    c. They set up the tent on the camping area.

    d. They used sleeping bag when they slept.

    e. They took a bath on the waterfall.

7. What is the main idea of paragraph 4?

    a. They packed everything they bought.

    b. They had some activities.

    c. They cleaned the area after fishing.

    d. They had no activities.

    e. They tried to go fishing in the river near the waterfall.

8. Which paragraph tells about the author and his friend tried to go fishing?

    a. 1   d. 4

    b. 2   e. 5

    c. 3

9. Which statement is **TRUE** according to the text?

    a. After they woke up, they had no activities.

    b. They did nothing after fishing.

    c. They got a shoe when fishing.

    d. They made the area dirty.

    e. They throw everything they bought in waterfall.

10. Which statement is **FALSE** according to the text?

    a. They went fishing for memories in Palutungan.

    b. They felt very exhausted and went home happily.

    c. They cleaned the area after fishing.

    d. They got a shoe when fishing.

    e. After they woke up, they had some activities.

Answer Key

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

The Distribution of The Exercise Item

No.	Type of Comprehension	Number
1	Word Comprehension	1,2,4
2	Sentence Comprehension	5,6
3	Paragraph Comprehension	3,7,8
4	Text Comprehension	9,10
	Total	15

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

$$Score = \frac{Correct\ Answer}{Total\ Question}\ X\ 100$$

APPENDIX F

READING TEST

Subject	**: English**
Class/ Semester	**: XI / 1**
Language Skill	**: Reading Comprehension**
Text Type	**: Recount Text**
Time	**: 45 minutes**

Choose the correct answer by crossing (X) a, b, c or d in your worksheet!

Read the following text to answer questions number 1-10!

Study Tour to Bogor

I went to Bogor with my teachers and my friends. It was a study tour. Study tour was held when I was in junior high school. That was my first time I went to Puncak, Bogor. My teacher, my classmates, and I were in the same bus. We left our school at 10 p.m. and then trip to Puncak from Cirebon was about 7 hours.

Finally we arrived in Bogor at 5.00 a.m. We stopped in a mosque to pray first. Some of my friends took a bath. But, I just brushed my teeth and washed my face because the water was so cold. It made me think twice to touch the water. After that, we went to a restaurant to have breakfast. I was so hungry.

Then, we went to Taman Safari Bogor. We saw some animals there. The animal collection was very complete. In Taman Safari, every Sunday there was an animal circus and fortunately we visited Taman Safari on Sunday, so, we could watch the animal circus there. The animal circus was very funny and made us entertained. After watching the animal circus we went back to the bus and we went to the villa to take a rest.

In the next day, we went back home to our city. Study tour made me very tired, but I was very happy because I could spend some time with my friends.
(Adapted from: 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA)

1. …. then <u>trip</u> to Puncak from Cirebon ….

    What does the closest meaning of the underlined word above?

    a. travel   d. rest

    b. work   e. break

    c. stay

2. Why did they go to Bogor?

    a. Because they wanted to visit the author's family.

    b. Because they were bored at school.

    c. Because they wanted a vacation.

    d. Because they wanted to watch the animal circus.

    e. Because they were on a study tour.

3. Which statement is **TRUE** according to the text?

    a. Went to Puncak was the author's first experience.

    b. They needed 9 hours to arrive in Puncak.

    c. They went to Puncak at 10 a.m..

    d. They arrived at 5.00 p.m. and went to mosque to have breakfast.

    e. The author took a bath because the water was so warm.

4. <u>We</u> left our school at 10 p.m. trip to Puncak from Cirebon was about 7

    hours. (Line 3, paragraph 2)

    What does the underlined word refer to?

    a. The author and his friends

    b. The author's friends

    c. The author, his friends, and his teachers

    d. The author and his teachers

    e. The author and his family

5. What is the main idea of paragraph 2?

    a. They stopped at mosque to pray first.

    b. The author was so hungry.

    c. The author's friends took a bath in the mosque.

    d. They arrived at Bogor at 5 a.m..

    e. The author lazy to touch the water.

6. Why did the author not take a bath?

    a. Because he was hungry

    b. Because the water was so cold

    c. Because the water was so hot

    d. Because he didn't like to take a bath

    e. Because he went to restaurant

7. What is the main idea of paragraph 3?

    a. They saw animal collection in Taman Safari Bogor.

    b. They watched animal circus in Taman Safari Bogor.

    c. The animal circus was very funny and made them entertained.

    d. They went to Taman Safari Bogor.

    e. They went to the villa.

8. What did they do in Taman Safari Bogor?

    a. They did nothing.

    b. They swam together.

    c. They took a rest.

    d. They saw animal collection.

    e. They went to the villa.

9. What did they do after watching animal circus?

    a. They had breakfast.

    b. They swam together.

    c. They went back to the bus and went to the villa to take a rest.

    d. They went home after swam together.

    e. They went to the villa to sleep.

10. Which statement is **FALSE** according to the text?

    a. The author and his friend were hungry and went to restaurant.

    b. Every Monday Taman Safari Bogor held an animal circus.

    c. They were amused because of the animal circus was very funny.

    d. They could watch the animal circus because they visited Taman Safari
       on Sunday.

    e. The author spent many times with his friends and made him very happy.

Read the following text to answer questions number 11-20!

Meeting Taufik Hidayat

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held in Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi.

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, the security guard held us back. But, I thought that security guard was familiar because he was my old friend when I was senior high school, he was Andre. After that, he let me in, finally I could meet Taufik Hidayat and got his signature.

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted "IN-DO-NE-SI-A" during the match.

(Adapted from: 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA)

11. What is the main idea of paragraph 1?
    a. Thomas cup badminton championship was held in Istora Gelora Bung Karno.
    b. The author went to Istora Gelora Bung Karno with his brother.
    c. The name of the author's brother is Andy.
    d. Last Sunday, the author and his brother was on vacation.
    e. There was Thomas cup badminton championship between Indonesia and China.

12. Which statement is **TRUE** according to the text?

    a. The name of the author's brother is Andre.

    b. Last Sunday, the author and his brother were on vacation.

    c. Indonesian badminton players went to Istora Gelora Bung Karno by car.

    d. The security guard is the author's friend.

    e. Thomas cup badminton championship was held on Istora Gelora Bung Karno.

13. ... we looked the bus that took .... (Line 4 paragraph 2)

    What does the underlined word refer to?

    a. The author and his brother

    b. The author and Taufik Hidayat

    c. The author and Hayom Rumbaka

    d. The author and his Rian Agung

    e. The author and his friend

14. What is the main idea of paragraph 2?

    a. The author and his brother looked the bus that took Indonesian badminton team players before entering Istora Gelora Bung Karno.

    b. The author and his brother saw many badminton players in the bus.

    c. The author and his brother followed that bus to main-entrance.

    d. The author wanted to meet his favorite badminton player, Taufik Hidayat.

    e. The author and his brother wanted to watch badminton championship in Istora Gelora Bung Karno.

15. They were very handsome. (Line 7, paragraph 2)

    What does the underlined word refer to?

    a. The author and his brother

    b. The author and Taufik Hidayat

    c. The badminton players

    d. The author and Simon Santoso

    e. Hayam Rumbaka and security guard

16. What happened when the author and his brother wanted to get close to Taufik Hidayat?

a. Nothing happened.

b. They were hungry.

c. They wanted to go to bathroom first.

d. The security guard held the author and his brother back.

e. They wanted to buy food first.

17. The underline supporter was very crowded.

What does the closest meaning of the underlined word above?

a. opponent   d. contestant

b. proponent   e. enemy

c. foe

18. Which paragraph that tells the author met Taufik Hidayat?

a. 1

b. 2

c. 3

d. 4

e. 5

19. Which statement is **TRUE** according to the text?

a. The author did not support Indonesian team.

b. The name of security guard is Andre.

c. The security guard is the author's family.

d. The author didn't get the signature of Taufik Hidayat.

e. The supporter was not crowded.

20. Which statement is **FALSE** according to the text?

a. The security guard is the author's classmate at junior high school.

b. The author got the signature of Taufik Hidayat.

c. The author support Indonesian team.

d. The security guard is the author's friend.

e. The supporter did not support Indonesian team.

Answer Key

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

The Distribution of The Test Item

No.	Type of Comprehension	Number
1	Word Comprehension	1,4,13,15,17
2	Sentence Comprehension	2,6,8,9,16
3	Paragraph Comprehension	5,7,11,14,18
4	Text Comprehension	3,10,12,19,20
Total		20

Appendix G

The Result of Reading Exercise of Meeting 1

No.	Name of the Students	Score	Achieve	Not Achieve
1	AH	40		✔
2	AFA	70		✔
3	ALP	80	✔	
4	AW	90	✔	
5	ANSM	80	✔	
6	AF	80	✔	
7	DM	80	✔	
8	DAKS	80	✔	
9	DEW	80	✔	
10	HVGP	80	✔	
11	IAK	80	✔	
12	IFA	80	✔	
13	ISAF	80	✔	
14	IGA	50		✔
15	IYA	80	✔	
16	KB	80	✔	
17	MIWH	80	✔	
18	MRPS	60		✔
19	MDZHR	90	✔	
20	MBAS	90	✔	
21	NF	80	✔	
22	ND	50		✔
23	PW	80	✔	
24	RAZ	80	✔	
25	RRP	90	✔	
26	SN	80	✔	
27	SQA	80	✔	
28	SIA	100	✔	
29	SA	50		✔
30	TBP	50		✔
31	TCNA	80	✔	
32	VCP	80	✔	
33	VA	50		✔
34	WAW	80	✔	
35	YRNW	80	✔	
36	YRA	70		✔
	Total		**27(75%)**	**9(25%)**

The percentage of the students who got score ≥ 71:

$$E = \frac{27}{36} \text{ X } 100\% = 75\%$$

Appendix H

The Result of Reading Exercise of Meeting 2

No.	Name of the Students	Score	Achieve	Not Achieve
1	AH	50		✔
2	AFA	80	✔	
3	ALP	90	✔	
4	AW	80	✔	
5	ANSM	80	✔	
6	AF	80	✔	
7	DM	80	✔	
8	DAKS	80	✔	
9	DEW	80	✔	
10	HVGP	80	✔	
11	IAK	90	✔	
12	IFA	80	✔	
13	ISAF	80	✔	
14	IGA	60		✔
15	IYA	80	✔	
16	KB	90	✔	
17	MIWH	85	✔	
18	MRPS	50		✔
19	MDZHR	80	✔	
20	MBAS	80	✔	
21	NF	80	✔	
22	ND	70		✔
23	PW	80	✔	
24	RAZ	80	✔	
25	RRP	80	✔	
26	SN	80	✔	
27	SQA	80	✔	
28	SIA	80	✔	
29	SA	70		✔
30	TBP	70		✔
31	TCNA	80	✔	
32	VCP	80	✔	
33	VA	40		✔
34	WAW	90	✔	
35	YRNW	80	✔	
36	YRA	80	✔	
	Total		**29(81%)**	**7(19%)**

The percentage of the students who got score ≥71:

$$E = \frac{29}{36} \text{ X } 100\% = 81\%$$

Appendix I

The Observation Checklist of Students' Participation

No	Name of the Students	Meeting 1						
		Indicators				Total	Category	
		1	2	3	4		Active	Passive
1	AH				✔	1		✔
2	AFA	✔		✔	✔	3	✔	
3	ALP	✔	✔	✔	✔	4	✔	
4	AW	✔	✔	✔	✔	4	✔	
5	ANSM	✔		✔	✔	3	✔	
6	AF	✔	✔	✔	✔	4	✔	
7	DM	✔	✔	✔	✔	4	✔	
8	DAKS	✔	✔	✔	✔	4	✔	
9	DEW	✔	✔	✔	✔	4	✔	
10	HVGP	✔	✔	✔	✔	4	✔	
11	IAK		✔		✔	2		✔
12	IFA	✔	✔		✔	3	✔	
13	ISAF	✔		✔	✔	3	✔	
14	IGA	✔			✔	2		✔
15	IYA	✔	✔		✔	3	✔	
16	KB	✔	✔	✔	✔	4	✔	
17	MIWH	✔	✔		✔	3	✔	
18	MRPS	✔			✔	2		✔
19	MDZHR	✔	✔	✔	✔	4	✔	
20	MBAS	✔	✔	✔	✔	4	✔	
21	NF	✔	✔	✔	✔	4	✔	
22	ND	✔			✔	2		✔
23	PW	✔		✔	✔	3	✔	
24	RAZ	✔		✔	✔	3	✔	
25	RRP	✔	✔	✔	✔	4	✔	
26	SN	✔	✔	✔	✔	4	✔	
27	SQA	✔	✔	✔	✔	4	✔	
28	SIA	✔		✔	✔	3	✔	
29	SA	✔		✔	✔	3	✔	
30	TBP	✔			✔	2		✔
31	TCNA		✔	✔	✔	3	✔	
32	VCP	✔	✔	✔	✔	4	✔	
33	VA				✔	1		✔
34	WAW	✔	✔	✔	✔	4	✔	
35	YRNW		✔	✔	✔	3	✔	
36	YRA		✔	✔	✔	3	✔	
	TOTAL	30	23	26	36		29	7
	PERCENTAGE						81%	19%

Appendix I

The Observation Checklist of Students' Participation

No	Name of the Students	Meeting 2						
		Indicators				Total	Category	
		1	2	3	4		Active	Passive
1	AH	✔			✔	2		✔
2	AFA	✔	✔	✔	✔	4	✔	
3	ALP	✔	✔	✔	✔	4	✔	
4	AW	✔	✔	✔	✔	4	✔	
5	ANSM	✔	✔	✔	✔	4	✔	
6	AF	✔	✔	✔	✔	4	✔	
7	DM	✔	✔	✔	✔	4	✔	
8	DAKS	✔	✔	✔	✔	4	✔	
9	DEW	✔	✔	✔	✔	4	✔	
10	HVGP	✔	✔	✔	✔	4	✔	
11	IAK	✔	✔		✔	3	✔	
12	IFA	✔	✔		✔	3	✔	
13	ISAF	✔	✔		✔	3	✔	
14	IGA		✔		✔	2		✔
15	IYA	✔	✔	✔	✔	4	✔	
16	KB	✔	✔	✔	✔	4	✔	
17	MIWH	✔	✔	✔	✔	4	✔	
18	MRPS		✔		✔	2		✔
19	MDZHR	✔	✔	✔	✔	4	✔	
20	MBAS	✔	✔	✔	✔	4	✔	
21	NF	✔	✔	✔	✔	4	✔	
22	ND	✔			✔	2		✔
23	PW	✔		✔	✔	3	✔	
24	RAZ	✔		✔	✔	3	✔	
25	RRP	✔	✔	✔	✔	4	✔	
26	SN	✔	✔	✔	✔	4	✔	
27	SQA	✔	✔	✔	✔	4	✔	
28	SIA	✔		✔	✔	3	✔	
29	SA	✔		✔	✔	3	✔	
30	TBP	✔	✔		✔	3	✔	
31	TCNA		✔	✔	✔	3	✔	
32	VCP	✔	✔	✔	✔	4	✔	
33	VA		✔		✔	2		✔
34	WAW	✔	✔	✔	✔	4	✔	
35	YRNW	✔	✔	✔	✔	4	✔	
36	YRA	✔	✔	✔	✔	4	✔	
	TOTAL	32	30	27	36		31	5
	PERCENTAGE						86%	14%

Appendix J

The Result of Reading Test

No.	Name of the Students	Score	Achieve	Not Achieve
1	AH	55		✓
2	AFA	75	✓	
3	ALP	95	✓	
4	AW	95	✓	
5	ANSM	75	✓	
6	AF	80	✓	
7	DM	80	✓	
8	DAKS	80	✓	
9	DEW	80	✓	
10	HVGP	80	✓	
11	IAK	75	✓	
12	IFA	85	✓	
13	ISAF	85	✓	
14	IGA	60		✓
15	IYA	80	✓	
16	KB	95	✓	
17	MIWH	85	✓	
18	MRPS	65		✓
19	MDZHR	90	✓	
20	MBAS	90	✓	
21	NF	75	✓	
22	ND	60		✓
23	PW	75	✓	
24	RAZ	75	✓	
25	RRP	90	✓	
26	SN	80	✓	
27	SQA	80	✓	
28	SIA	85	✓	
29	SA	75	✓	
30	TBP	70		✓
31	TCNA	85	✓	
32	VCP	80	✓	
33	VA	55		✓
34	WAW	90	✓	
35	YRNW	85	✓	
36	YRA	75	✓	
	Total		**30(83%)**	**6(17%)**

The percentage of the students who got score ≥71:

$$E = \frac{30}{36} \text{ X } 100\% = 83\%$$

Nama : Akbar Wijaya
Kelas : X MIPA 3
No : 09

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READING TEST

Subject	: English
Class/ Semester	: X/ 2
Language Skill	: Reading Comprehension
Text Type	: Recount Text
Time	: 45 minutes

Choose the correct answer by crossing (X) a, b, c or d in your worksheet!

Read the following text to answer questions number 1-10!

Study Tour to Bogor

I went to Bogor with my teachers and my friends. It was a study tour. Study tour was held when I was in junior high school. That was my first time I went to Puncak, Bogor. My teacher, my classmates, and I were in the same bus. We left our school at 10 p.m. and then trip to Puncak from Cirebon was about 7 hours.

Finally we arrived in Bogor at 5.00 a.m. We stopped in a mosque to pray first. Some of my friends took a bath. But, I just brushed my teeth and washed my face because the water was so cold. It made me think twice to touch the water. After that, we went to a restaurant to have breakfast. I was so hungry.

Then, we went to Taman Safari Bogor. We saw some animals there. The animal collection was very complete. In Taman Safari, every Sunday there was an animal circus and fortunately we visited Taman Safari on Sunday, so, we could watch the animal circus there. The animal circus was very funny and made us entertained. After watching the animal circus we went back to the bus and we went to the villa to take a rest.

In the next day, we went back home to our city. Study tour made me very tired, but I was very happy because I could spend some time with my friends.

(Adapted from: 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA)

1. .... then <u>trip</u> to Puncak from Cirebon ....
    What does the closest meaning of the underlined word above?
    a. travel
    d. rest
    b. work
    e. break
    c. stay

2. Why did they go to Bogor?

    a. Because they wanted to visit the author's family.

    b. Because they were bored at school.

    c. Because they wanted a vacation.

    d. Because they wanted to watch the animal circus.

    e. Because they were on a study tour.

3. Which statement is **TRUE** according to the text?

    a. Went to Puncak was the author's first experience.

    b. They needed 9 hours to arrive in Puncak.

    c. They went to Puncak at 10 a.m..

    d. They arrived at 5.00 p.m. and went to mosque to have breakfast.

    e. The author took a bath because the water was so warm.

4. We left our school at 10 p.m. trip to Puncak from Cirebon was about 7 hours. (Line 3, paragraph 2)

    What does the underlined word refer to?

    a. The author and his friends

    b. The author's friends

    c. The author, his friends, and his teachers

    d. The author and his teachers

    e. The author and his family

5. What is the main idea of paragraph 2?

    a. They stopped at mosque to pray first.

    b. The author was so hungry.

    c. The author's friends took a bath in the mosque.

    d. They arrived at Bogor at 5 a.m..

    e. The author lazy to touch the water.

6. Why did the author not take a bath?

    a. Because he was hungry

    b. Because the water was so cold

    c. Because the water was so hot

    d. Because he didn't like to take a bath

    e. Because he went to restaurant

7. What is the main idea of paragraph 3?

a. They saw animal collection in Taman Safari Bogor.

b. They watched animal circus in Taman Safari Bogor.

c. The animal circus was very funny and made them entertained.

d. They went to Taman Safari Bogor.

e. They went to the villa.

8. What did they do in Taman Safari Bogor?

a. They did nothing.

b. They swam together.

c. They took a rest.

d. They saw animal collection.

e. They went to the villa.

9. What did they do after watching animal circus?

a. They had breakfast.

b. They swam together.

c. They went back to the bus and went to the villa to take a rest.

d. They went home after swam together.

e. They went to the villa to sleep.

10. Which statement is **FALSE** according to the text?

a. The author and his friend were hungry and went to restaurant.

b. Every Monday Taman Safari Bogor held an animal circus.

c. They were amused because of the animal circus was very funny.

d. They could watch the animal circus because they visited Taman Safari on Sunday.

e. The author spent many times with his friends and made him very happy.

Read the following text to answer questions number 11-20!

Meeting Taufik Hidayat

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held in Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my brother, Andi.

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that

bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, the security guard held us back. But, I thought that security guard was familiar because he was my old friend when I was senior high school, he was Andre. After that, he let me in, finally I could meet Taufik Hidayat and got his signature.

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted "IN-DO-NE-SI-A" during the match.

(Adapted from: 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA)

11. What is the main idea of paragraph 1?
   a. Thomas cup badminton championship was held in Istora Gelora Bung Karno.
   b. The author went to Istora Gelora Bung Karno with his brother.
   c. The name of the author's brother is Andy.
   d. Last Sunday, the author and his brother was on vacation.
   e. There was Thomas cup badminton championship between Indonesia and China.

12. Which statement is **TRUE** according to the text?
   a. The name of the author's brother is Andre.
   b. Last Sunday, the author and his brother were on vacation.
   c. Indonesian badminton players went to Istora Gelora Bung Karno by car.
   d. The security guard is the author's friend.
   e. Thomas cup badminton championship was held on Istora Gelora Bung Karno.

13. ... <u>we</u> looked the bus that took .... (Line 4 paragraph 2)
    What does the underlined word refer to?
   a. The author and his brother
   b. The author and Taufik Hidayat
   c. The author and Hayom Rumbaka
   d. The author and his Rian Agung
   e. The author and his friend

14. What is the main idea of paragraph 2?

a. The author and his brother looked the bus that took Indonesian badminton team players before entering Istora Gelora Bung Karno.

b. The author and his brother saw many badminton players in the bus.

c. The author and his brother followed that bus to main-entrance.

d. The author wanted to meet his favorite badminton player, Taufik Hidayat.

e. The author and his brother wanted to watch badminton championship in Istora Gelora Bung Karno.

15. They were very handsome. (Line 7, paragraph 2)

What does the underlined word refer to?

a. The author and his brother

b. The author and Taufik Hidayat

c. The badminton players

d. The author and Simon Santoso

e. Hayam Rumbaka and security guard

16. What happened when the author and his brother wanted to get close to Taufik Hidayat?

a. Nothing happened.

b. They were hungry.

c. They wanted to go to bathroom first.

d. The security guard held the author and his brother back.

e. They wanted to buy food first.

17. The supporter was very crowded.

What does the closest meaning of the underlined word above?

a. opponent   d. contestant

b. proponent   e. enemy

c. foe

18. Which paragraph that tells the author met Taufik Hidayat?

a. 1

b. 2

c. 3

d. 4

e. 5

19. Which statement is **TRUE** according to the text?

    a. The author did not support Indonesian team.

    b. The name of security guard is Andre.

    c. The security guard is the author's family.

    d. The author didn't get the signature of Taufik Hidayat.

    e. The supporter was not crowded.

20. Which statement is **FALSE** according to the text?

    a. The security guard is the author's classmate at junior high school.

    b. The author got the signature of Taufik Hidayat.

    c. The author support Indonesian team.

    d. The security guard is the author's friend.

    e. The supporter did not support Indonesian team.

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ACHMAD HABIBI (1)
X MIPA 3

READING TEST

Subject	: English
Class/ Semester	: X/ 2
Language Skill	: Reading Comprehension
Text Type	: Recount Text
Time	: 45 minutes

Choose the correct answer by crossing (X) a, b, c or d in your worksheet!

Read the following text to answer questions number 1-10!

Study Tour to Bogor

I went to Bogor with my teachers and my friends. It was a study tour. Study tour was held when I was in junior high school. That was my first time I went to Puncak, Bogor. My teacher, my classmates, and I were in the same bus. We left our school at 10 p.m. and then trip to Puncak from Cirebon was about 7 hours.

Finally we arrived in Bogor at 5.00 a.m. We stopped in a mosque to pray first. Some of my friends took a bath. But, I just brushed my teeth and washed my face because the water was so cold. It made me think twice to touch the water. After that, we went to a restaurant to have breakfast. I was so hungry.

Then, we went to Taman Safari Bogor. We saw some animals there. The animal collection was very complete. In Taman Safari, every Sunday there was an animal circus and fortunately we visited Taman Safari on Sunday, so, we could watch the animal circus there. The animal circus was very funny and made us entertained. After watching the animal circus we went back to the bus and we went to the villa to take a rest.

In the next day, we went back home to our city. Study tour made me very tired, but I was very happy because I could spend some time with my friends.

(Adapted from: 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA)

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   What does the closest meaning of the underlined word above?

   a. travel   d. rest

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2. Why did they go to Bogor?

    a. Because they wanted to visit the author's family.

    b. Because they were bored at school.

    c. Because they wanted a vacation.

    d. Because they wanted to watch the animal circus.

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    a. Went to Puncak was the author's first experience.

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    e. The author took a bath because the water was so warm.

4. <u>We</u> left our school at 10 p.m. trip to Puncak from Cirebon was about 7 hours. (Line 3, paragraph 2)

    What does the underlined word refer to?

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    d. The author and his teachers

    e. The author and his family

5. What is the main idea of paragraph 2?

    a. They stopped at mosque to pray first.

    b. The author was so hungry.

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    a. Because he was hungry

    b. Because the water was so cold

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    d. Because he didn't like to take a bath

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(Adapted from: 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris Untuk SMA/MA)

1. What is the main idea of paragraph 1?
   a. Thomas cup badminton championship was held in Istora Gelora Bung Karno.
   b. The author went to Istora Gelora Bung Karno with his brother.
   c. The name of the author's brother is Andy.
   d. Last Sunday, the author and his brother was on vacation.
   e. There was Thomas cup badminton championship between Indonesia and China.

2. Which statement is **TRUE** according to the text?
   a. The name of the author's brother is Andre.
   b. Last Sunday, the author and his brother were on vacation.
   c. Indonesian badminton players went to Istora Gelora Bung Karno by car.
   d. The security guard is the author's friend.
   e. Thomas cup badminton championship was held on Istora Gelora Bung Karno.

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   What does the underlined word refer to?
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   b. The author and Taufik Hidayat
   c. The author and Hayom Rumbaka
   d. The author and his Rian Agung
   e. The author and his friend

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a. The author and his brother looked the bus that took Indonesian badminton team players before entering Istora Gelora Bung Karno.

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c. The author and his brother followed that bus to main-entrance.

d. The author wanted to meet his favorite badminton player, Taufik Hidayat.

e. The author and his brother wanted to watch badminton championship in Istora Gelora Bung Karno.

15. They were very handsome. (Line 7, paragraph 2)

What does the underlined word refer to?

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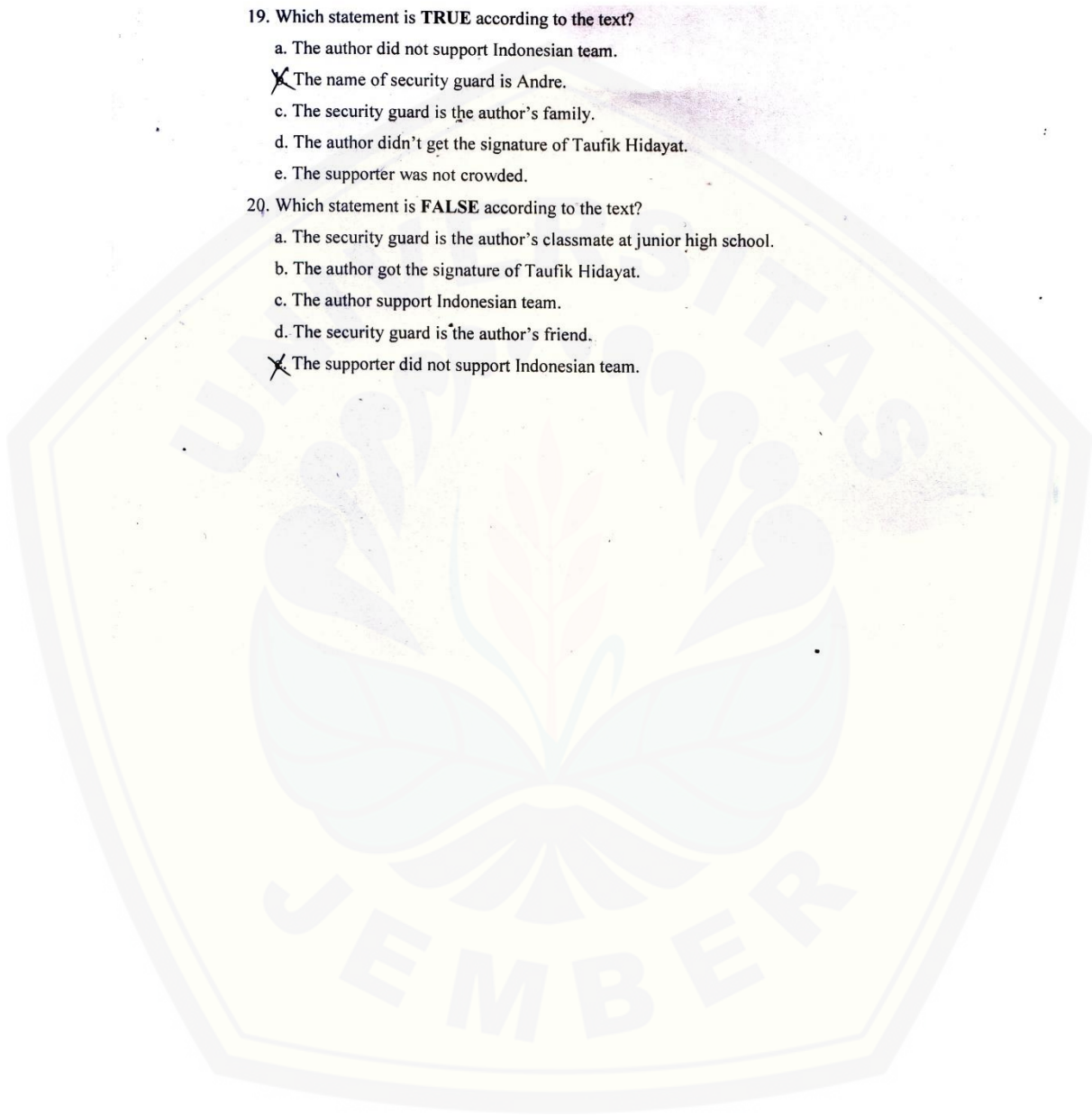18. Which paragraph that tells the author met Taufik Hidayat?

a. 1

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d. 4

e. 5

19. Which statement is **TRUE** according to the text?

    a. The author did not support Indonesian team.

    b. The name of security guard is Andre.

    c. The security guard is the author's family.

    d. The author didn't get the signature of Taufik Hidayat.

    e. The supporter was not crowded.

20. Which statement is **FALSE** according to the text?

    a. The security guard is the author's classmate at junior high school.

    b. The author got the signature of Taufik Hidayat.

    c. The author support Indonesian team.

    d. The security guard is the author's friend.

    e. The supporter did not support Indonesian team.

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KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Nomor   **2 9 6 4**/UN25.1.5/LT/2019   **1 0 APR 2019**
Lampiran : -
Hal·   : Permohonan Izin Penelitian
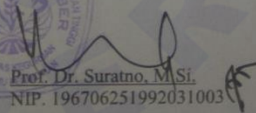
Yth. Kepala

Bangkesbangpol

Kabupaten Jember

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

Nama   : Afton Ilman Huda Mahardhika

NIM   : 140210401055

Jurusan   : Pendidikan Bahasa dan Seni

Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMA Negeri Rambipuji dengan judul "Enhancing Students' Reading Comprehension through Jigsaw Technique". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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

a.n. Dekan
Wakil Dekan I,

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

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI
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Nomor   : 422/ 272 /101.6.5.16/2019

Hal   : **Penelitian**

Kepala

Yth   : Dekan

             Fakultas Keguruan Dan Ilmu Pendidikan

             Universitas Negeri Jember

Di

             Tempat.

Berdasarkan surat Dekan No. 2964/UN25.1.5/LT/2019 tentang penelitian, atas :

        Nama   : AFTON ILMAN HUDA MAHARDHIKA

        Nim   : 140210401055

        Jenjang   : S1

        Program studi   : Pendidikan Bahasa Inggris

Yang bersangkutan benar – benar telah melaksanakan Penelitian semester genap pada 16-23 April 2019,

dengan judul :

"Enhancing Students' Reading Comprehension through Jigsaw Technique".

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya

                                        Rambipuji, 25 April 2019
                                        Kepala Sekolah,

                                        Drs. NAHROWI
                                        NIP. 1960625 198902 1 001