The Effectiveness of Jigsaw Technique
in Teaching Reading Comprehension

(An Experimental Study at the Second Grade of MAN 2 Bekasi)

"A Skripsi"
Presented to the Faculty of Tarbiyah and Teachers' Training
in Partial Fulfilment of the Requirement for Degree of S.Pd
in English Language Education

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
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ENDORCEMENT BY EXAMINATION COMMITEE

The examination committee of the Faculty of Tarbiyah and Teachers' Training certifies that the 'skripsi' (scientific paper) entitled "The Effectiveness of Jigsaw Technique in Teaching Reading Comprehension" written by Aisyah Noer Mualam, student registration number is 104014000354, was examined by the committee on December 3, 2008 and was declared to have passed and therefore fulfilled of the requirement for the academic title of "S.Pd" (bachelor of arts) in English Language Education at the Department of English Education.

Jakarta, December 3, 2008

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In the name of Allah, the Beneficent the Merciful.

All praise be to Allah, lord of the world who has given his merciful in completing this "skripsi". Peace and blessing be upon our prophet Muhammad SAW, his families, his companions, and his followers.

This skripsi is presented to the Department of English Education of the Faculty of Tarbiyah and Teachers' Training, State Islamic University Syarif Hidayatullah Jakarta as partial fulfilment of the requirement for the Degree of Strata 1 (S1). The writer would like to express her thanks and great gratitude to her advisor Prof.Dr.Hadjid Harnawidagda.M.A who has helped her to make the whole process, because of his constructive comments, criticism, suggestion and way out of certain problems.

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CHAPTER I
INTRODUCTION

A. Background of the Study

English is an international language. Living in this globalization era makes us having a must to master English language, because English has an important role in the various kinds of activities, such as: communication, technology, economics, politics, etc. In short, English language is very important and has a significance influence in the world.

English as a foreign language in Indonesia is taught from elementary level up to university. Learning English means that we have to learn four basic skills, they are: listening, speaking, reading and writing. Therefore, reading is one of important skills in teaching English, as quoted by Shlomo Sharan that, "Reading is an essential skill for English as a second or foreign language students (ESL/EFL); and for many, reading is the most important skill to master. With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas".[1]

Reading as one of the four basic skills becomes very important and un separately in language learning, because students have to read any kinds of book to increase their knowledge, and most of scientific books available are written in English. As Jo McDonough and Christopher stated that:

> As a skill, reading is clearly one of the most important; in fact in many instances around the world we may argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject but may never have to speak the language; such cases are often referred to as English as a library language.[2]

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[1] Shlomo Sharan, *Handbook of Cooperative Learning Methods.* (London: Paeger Publishers, 1999), p.1

[2] Jo McDonough and Christopher Shaw, *Material and Method in ELT second edition*, (Oxford: Blackwell Publishing, 2003), p.89

As a skill of language learning, reading may be a difficult skill to be mastered by the students, because it involves some skills required, as quoted in the Board of Directors of the International Reading Association (IRA) article in Principles and Practices of Teaching Reading book that, "Learning to read is a complex process requiring not only the ability to recognize words, but also the ability to comprehend and evaluate the meaning of written materials".[3]

Therefore, as a professional, a teacher should make an enjoyable classroom for the students to make them enjoy mastering the material. The teacher should have knowledge about various kinds of methods. It is used to encourage and to motivate students to learn English. By using suitable method, it is hoped that students will enjoy their learning activities and will improve their achievement.

There are methods that can be used in teaching and learning activities. Various kinds of methods have been developed in line with the students' variety condition. Cooperative learning is an alternative method to be used in the classroom. It is a method where the students work in groups to achieve the material. As Slavin stated that, "This is the essence of cooperative learning. In cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher".[4]

Cooperative learning comes from the concept that it is easier for the students to find out and understand the difficult materials if they discuss with other students in a group. According to Effandi Zakaria and Zanaton Iksan's article that "Cooperative learning is grounded in the belief that

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[3] Arthur W.Heilman, Timothy R.Blair, and William H.Rupley, *Principles and Practices of Teaching Reading*, (Ohio: Charles E.Merrill Publishing, 1981), p.182

[4] Robert E.Slavin, *Cooperative Learning: Theory, Research, and Practice second edition*, (Massachusetts: Allyn and Bacon Company, 1995), p.4

learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks".[5]

Therefore, the application of this method seems to be more effective, because cooperative learning is not only about working in a group, but also student's collaboration in completing the task. As quoted by Slavin that, "The idea behind this form of cooperative learning is that if students want to succeed as a team, they will encourage their team-mates to excel and will help them to do so. Often, students can do outstanding job of explaining difficult ideas to one another by translating the teacher's language into kid language".[6]

Cooperative learning has various kinds of techniques that have been developed over the years and put into practice in the classroom. There are STAD (Student Team Achievement Division), Jigsaw, TGT (Teams Games Tournaments), and structural approach involves TPS (Think Pair Share) and NHT (Number Head Together). One of the widely used is jigsaw. Jigsaw was developed and tested by Elliot Aronson and his colleagues at the University of Texas and then adopted by Slavin and his John Hopkins colleagues.

Jigsaw is not only about working in a group, but also about improving students' ability to socialize with their heterogeneous environment. As stated by David P.Perkins and Renee N.Saris, "This technique was created for grade school students to reduce the salience of competition within a classroom, especially a classroom where there exist sharp differences among students in background of ability".[7]

Based on the description above, the writer would like to take a research under the title: "The Effectiveness of Jigsaw Technique in Teaching

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[5] Effandi Zakaria and Zanaton Iksan, *Promoting Cooperative Learning in Science and mathematics Education: A Malaysian Perspective*, (Selangor: Science and Technology Education, 2007), p.36

[6] Robert E.Slavin, *Cooperative Learning* …p.4

[7] David V.Perkins and Renee N.Saris, *A "Jigsaw Classroom" technique for Undergraduate Statistic Course*, (Muncie: Ball State University, 2001), p.111

Reading Comprehension (An Experimental Study at the Second Grade of Madrasah Aliyah Negeri 02 Bekasi)".

B. Objectives of the Study

The objective of the study is that the writer wants to know whether there is any significant difference on students' reading achievement in reading comprehension competence with or without using jigsaw technique.

C. Limitation and Formulation of the Problem

1. The Limitation of the Problem

   The writer limited the research on the effectiveness of jigsaw in teaching reading comprehension on the second year students of Madrasah Aliyah Negeri 02 Bekasi.

2. The Formulation of the Problem

   Based on the background above, the writer formulates the problem as follow: "Is jigsaw technique more effective in improving students' reading achievement than the conventional one?"

D. Method of the Study

In the process of writing this skripsi, the writer use two ways of research; library research and field research. In library research, the writer collects the data by searching materials from books and internet that are related to the topic.

In field research, the writer collects data by implementing pre-test and post-test in both of classes. To see the effectiveness of this technique, the writer compares students post test scores in both experimental and controlled class to see whether there are students' gain scores before and after the treatment.

E. Significance of the Study

The writer expect that the research will be useful for the writer herself in increasing her knowledge about techniques in teaching reading and for the English teacher who might use this technique when they teach reading in order to make teaching and learning activities become interesting. So the students will enjoy their learning activities and improve their achievement in reading comprehension test.

F. Organization of Writing

This skripsi is systematically divided into four chapters as below:

Chapter one presents introduction which consist of six parts. They are: background of the study, objectives of the study, limitation and formulation of the problem, method of the study, significance of the study, and organization of writing.

Chapter two will be focused on the discussion of theoretical framework. The writer will discuss: first, reading comprehension which consists of definition of reading comprehension, purposes of reading, principles in teaching reading, and factor influencing comprehension. Second is about jigsaw technique which consists of definition of jigsaw, aims of jigsaw, and components of jigsaw. Third is about effectiveness. And the forth is about the implementation of jigsaw in teaching reading comprehension.

Chapter three explains research methodology and findings. First, research methodology consists of objectives of the research, place and time of the research, method of the research, population and sampling, instrument of the research, technique of data collecting, and technique of data analysis. Second, research findings consist of data description, data analysis, test of hypothesis, and data interpretation.

Finally chapter four is conclusion and suggestion.

CHAPTER II
THEORETICAL FRAMEWORK

A. Reading Comprehension

1. Definition of Reading Comprehension

Before defining reading comprehension, it is better for the writer to define the meaning of reading and comprehension itself. In simple word, reading as an interaction between the reader and the writer through the written language is the process to exchange information or idea from the writer to the reader. These processes involve several elements which varies the definition of reading. Nevertheless, there are several definitions of reading. In this case Dorothy Rubin stated that "There is no single definition of reading. As a result, it is difficult to define it simply. A broad definition that has been greatly used is that reading is the bringing of meaning to and getting of meaning from the printed page."[8]

As the writer stated above that reading is the process to get meaning from the printed or written message. Nevertheless, the process is not as simple as its definition. Reading involves some elements beside the message of the printed page. As stated in the Board of Directors of the International Reading Association (IRA) that "Learning to read is a complex process requiring not only the ability to recognize words, but also the ability to comprehend and evaluate the meaning of written materials."[9]

It also can be seen from the definition of reading which is stated on Walcutt's article who divided the definition of reading into 3 pronged:

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[8]Dorothy Rubin, *A Practical Approach to Teaching Reading,* (New York: CBS College Publishing, 1982), p.8

[9] Arthur W.Heilman, *et. al*, *Principles and Practices of Teaching Reading,* (Ohio: Charles E.Merrill Publishing, 1981), p.182

a. Decoding the printed visual symbol into a spoken word.

b. Understanding language

c. Appreciation of great literature and the cultural heritage it represents.[10]

From the definition of reading above, the writer concludes that reading is not a simple process. It is not only about getting meaning from the printed page, but also requiring the ability to recognize, to understand and to comprehend, and to appreciate the cultural value represented by the text.

As stated above that reading requires some abilities to be mastered, such as the ability to comprehend, it can be said that if we are talking about reading, we are talking about comprehension too, because comprehension is the goal of reading process. In simple word, comprehension equals to the meaning of the text that is being read. We can say that we have read something if we have understood the message carried out by the writer. According to McCullough that, "Real comprehension can occur only when the reader understand the ideas and thought patterns of the author".[11]

Comprehension is also related to the purpose of the reader and their background knowledge. People will be easier to understand if they enjoy the text and see some good reason in reading it. Eskey stated that, "Comprehension is always directed and controlled by the needs and purposes of an individual and crucially depends on that individual's background knowledge".[12]

From the explanation above, it can be concluded that reading and comprehension are two elements that cannot be separated from each other. Reading is a process to get meaning from the text and comprehension is the result of the process. As Michael Swan quoted that, "We can say that people

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[10] The Yearbook Committee and Associated Contributors, *Innovation and Change in Reading Instruction: The Sixty-seventh Year Book of the National Society for the Study of Education*, (New York: University of Chicago Press, 1968), p.363-365

[11] The Yearbook Committee and Associated Contributors, *Innovation and Change…*p.19

[12] Neil.J Anderson, *Exploring Second Language Reading: Issues and Strategies.* (Toronto: Heinle&Heinle Publishers, 1999), p.38

are good at comprehension when they read accurately and efficiently, so as to get maximum information from a text with the minimum of misunderstanding".[13]

2. Purposes of Reading

A reader is reading for various reasons. Different people will have different reasons to read. It is related to the type of the text studied and the purpose in reading it. As Jo McDonough and Christopher Shaw quoted from William that usefully classifies reading into:

a. "Getting general information from the text
b. Getting specific information from the text
c. For pleasure or for interest."[14]

From the statements above, the writer can conclude that there are two main purposes for reading activity: reading for information and reading for pleasure.

Reading for information is usually used in reading task. The readers, which are usually the students, have to get the information from the text to fulfill the task. In this case, they read because they have to read. Nowadays, reading can be said as the key of education, because people can get much information by reading, also for the students for their academic purposes. It includes the material such as: sciences, non fiction, social studies, etc.

Reading for pleasure is different from reading for information. The readers read because they want to read and there is no pressure for them to read. Reading for pleasure is usually used as a hobby. The readers read the material because they enjoy in reading it. The examples of the materials for this type such as: novel, comics, fiction, story, etc.

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[13] Michael Swan, *Inside Meaning: Proficiency Reading Comprehension*. (UK: Cambridge University Press, 1998), p.1

[14] Jo McDonough and Christopher Shaw, *Material and Method in ELT: A Teachers Guide*, (Massachusetts: Blackwell Publishing, 2003), p.90

As the writer stated above that every people have different purposes for reading. These purposes will help the reader to focus on information they need to achieve. Rivers and Temperley list the following examples of some of the reason that L2 students may need or want to read as quoted by Jo McDonough and Christopher Shaw:

a. To obtain information for some purposes or because we are curious about some topic
b. To obtain instruction on how to perform some task for our work or daily life
c. To keep in touch with friends by correspondence or to understand business letters
d. To know when or where something will take place or what is available
e. To know what is happening or has happened (as reported in newspapers, magazines, reports)
f. For enjoyment or excitement.[15]

3. The Principles of Teaching Reading

There are several principles in teaching reading. These principles are used to achieve the purpose of reading. According to Jeremy Harmer, the principles of teaching reading are such follows:

a. **Reading is not a passive skill.**
Reading is an active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If the readers do not do these things, then the readers just scratch the surface of the text and quickly forget it.

b. **Students need to be engaged with what they are reading**.
As with everything else in lessons, students who are not actively interested in what they are doing are less likely to benefit from it. The students need to be fired by the topic or the task, so they will get much more from what is in front of them.
c. **Students should be encouraged to respond to the content of a reading text, not just to the language**.
As a teacher, we must give the students a chance to respond the message of a reading text in some way. It is especially important that they

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[15] Jo McDonough and Christopher Shaw, *Material and Method…*, p.90

should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language.

d.   Prediction is a major factor in reading.

When we read the text in our own language, we frequently have a good idea of the content before we actually read by seeing book covers, photograph and headlines, and the word processed page. The teacher should give those hints to the students, because it will help the students to predict what is coming and make them better and more engaged readers.

e.   Match the task to the topic.

As a teacher, we should choose good reading material for the students and match them to the topic being discussed in the class. Good reading task will help students to enjoy their learning activities and improve their achievement.

f.   Good teachers exploit reading texts to the full.

As a good teacher, we should integrate the reading text into interesting class sequences, using the topic for discussion and further task, using the language for study and later activation.[16]

From the principles of teaching reading stated by Jeremy Harmer above, the writer takes the conclusion of teaching reading are:

a. The students have to be encouraged to respond to the content of the text in spite of the language or the meaning of the reading text.

b. The teacher should explain the material or the task given to the students clearly and help them to do it easier, for example by giving them "the hints"

c. The teachers have to choose good materials for the students and match them to the topic.

4. Factors Influencing Comprehension

As the writer stated above that reading comprehension is a complex process because it involves some skills to be mastered. Those skills are influenced by several factors. The knowledge of these factors will help the

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[16] Jeremy Harmer, *How to teach English: An Introduction to the Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2004), p.70-71

teachers to arrange their teaching technique and to anticipate the problems faced by the students. P. David Pearson separated the factors influence comprehension into two categories:

1. **Inside the head**
   The inside factors will be things like
   a. **Linguistic competence**. It is about what the readers knows about the language, such as phonological, syntactic, and semantics.
   b. **Interest**. Students comprehend better when they read passages that discuss topics of high interest to them.
   c. **Motivation**. As a teacher, we try to motivate students so that they will be more motivated.
   d. **Reading ability**. It is almost tautological to say that, "The more reading ability one possesses, and the better one will comprehend".
2. **Outside the head**
   There is also the factors influence one's comprehension that comes from the outside, such following:
   a. **The written message**. It is all about how the text is presented; the characteristics of the text and its sentence structure.
   b. **Factors in the reading environment**. It involves home and school environment. Home environment is related to reading comprehension derives from the base of language and concepts that children bring to school. School environment involves the way teachers prepare the material and strategies for students learning activities.[17]

B. **Jigsaw Technique**

1. **Definition of Jigsaw Technique**

As a professional, a teacher should make an enjoyable classroom for the students to make them enjoy mastering the material. Therefore, the teacher should have knowledge about various kinds of methods. It is used to encourage and motivate students to learn English. By using suitable method, it is hoped that students will enjoy their learning activities and will improve their achievement.

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[17] P.David Pearson, *Teaching Reading Comprehension*. (New York: Rand McNally & Company, 1978), p.8-19

There are methods that can be used in teaching and learning activities. Various kinds of methods have been developed in line with the students' variety condition. Cooperative learning is an alternative method to be used in the classroom. It is a method where the students work in groups to achieve the material. As Slavin stated that, "This is the essence of cooperative learning. In cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher".[18]

Generally, almost every teacher applied group work in teaching and learning activities. It happens based on the concept that students will be easier to understand the materials if they share with others in a group. Unfortunately, it can not happen as simple as the concept. This method is usually dominated with skillful students, where less skillful students are ignored by other group members. Therefore, the application of this method seems to be more effective, because cooperative learning is not only about working in a group, but also student's collaboration in completing the task.

Cooperative learning has various kinds of techniques that have been developed over the years and put into practice in the classroom. There are STAD (Student Team Achievement Division), Jigsaw, TGT (Teams Games Tournaments), and structural approach involves TPS (Think Pair Share) and NHT (Number Head Together).

One of the widely used is jigsaw. Jigsaw was developed and tested by Elliot Aronson and his colleagues at the University of Texas[19]. The word jigsaw, according to Webster's 3rd New International Dictionary, is a picture, map, etc pasted on thin board or wood and cut in irregular shaped

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[18] Robert E.Slavin, *Cooperative Learning: Theory, Research, and Practice second edition*, (Massachusetts: Allyn and Bacon Company, 1995), p.4

[19] Prof. Elliot Aronson, History of Jigsaw An Account from Professor Aronson, http://jigsaw.org

pieces which are to be fitted together again[20]. Then this word was adopted by Elliot Aronson into an activity used in the classroom. As quoted by Judy Clarke that, "The original idea of naming the process of reconstituted groups as "Jigsaw" came from the metaphor of putting together the pieces of a puzzle to create a whole picture".[21]

Jigsaw is not only about working in groups, but also about reducing the differences among students who comes from different background. As David V.Perkins and Renee N.Saris quoted from Johnson and Smith that, "This technique was created for grade school students to reduce the salience of competition within classroom, especially a classroom where there exists sharp differences among students in background or ability".[22]

For the conclusion is that jigsaw is one of cooperative learning technique that can be effectively used across most subjects and grade levels. Because it is not only enhances motivation and performance of students, but also develops their social skills for group work.

2. **Aims of Jigsaw Technique**

As the writer stated above that cooperative learning comes from the concept that it is easier for the students to find out and understand the difficult materials if they discuss with other students in a group. Working in a group can be an alternative way to be used in the classroom where there are sharp differences among students. As a technique which uses group work, cooperative learning has a major aim for teaching and learning activities. As quoted by Saiful Rifa'i that cooperative learning has three important instructional goals, there are:

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[20] *Websters 3rd New International Dictionary*, (New York: Merriam Company Publishers, 1966) p.1216

[21] Shlomo Sharan (ed), *Handbook of Cooperative Learning Methods*, (London: Praeger Publishers, 1999), p.36

[22] David V.Perkins and Renee N.Saris, "*A Jigsaw Classroom Technique for Undergraduate Statistic Course*", Vol.28, No.2, 2001, p.111

a. **Academic achievement**. It can be benefit both low and high achieving students who work together on academic tasks. Higher achievers tutor lower achievers, and higher achievers gain academically because as a tutor, he requires thinking more deeply the relationships of ideas within a particular subject.
b. **Tolerance and acceptance to diversity**. As stated by all port that it is known that mere physical contact among different racial or ethnic groups, or special needs children is sufficient to reduce prejudice and stereotyping.
c. **Social skill development**. It promotes cooperative because it values and promotes the development of interpersonal intelligence.

From the statement above, the writer takes a conclusion that:

a. This technique is encouraging students to work together and to coordinate their efforts to complete the tasks.

b. It is used to reduce the differences among students because the groups will consist of a mixture of students' high and low level ability, racial and gender.

As a technique, it also has a disadvantage when the teacher did not construct it well. As quoted by Slavin that, "If not constructed, cooperative learning methods can allow for the "free rider" effect, in which some group members do all or most of the work (and learning) while others go along for the ride".[23] In other word, learning activities is only done by some members. Therefore, as an organizer, the teachers should organize the activity as well as possible by seeing other possibilities that can happen in students' learning activities.

3. Components of Jigsaw Technique

As one of cooperative learning technique, Jigsaw has five major components that characterized this technique to another. As stated in Chan Kim-Wing's article that; the implementation of jigsaw comprises five steps:

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[23] Robert.E Slavin, *Cooperative Learning…*p.19

a. **Reading**. Each participant is given an identical set of materials relevant to the topic. Every member is responsible for finding answers to one of the questions.

b. **Expert group discussion**. Each participant who has some responsible is working in the same group, called "expert group". They are encouraged to take notes of what they have discussed so that they can teach their members in their home group after the expert group discussion.

c. **Home group reporting**. Participants in the expert groups go back to their original home group to teach others the things they have discussed. They are reminded to help each other to master the materials as much as possible.

d. **Testing**. Members of each group take an individual short test after mastering the reading materials. The individual test scores are then computed as improvement scores by comparing with the best scores that represent students' past performance.

e. **Group recognition**. If the average group improvement score reaches a predetermined level, each member of the group will be awarded a group reward. The purpose is to strengthen their cooperation among group members.[24]

From the major components quoted by Chan Kam-Wing, the writer takes a conclusion that jigsaw technique involves:

a. Each member of the group has different responsible to others in mastering materials.

b. Each member is depended on others to master overall materials.

c. Each member becomes specialized in subject matter.

d. They have to believe that their succeeded could occur only after they cooperated.

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[24] Chan Kam-Wing. *Using Jigsaw II in Teacher Education Programmes*, *Hong Kong Teachers' Centre Journal*, Vol.3, 2004, p.93-94

C. The effectiveness

The word effectiveness is a noun form of effective. According to oxford advance learners' dictionary, the word effective means "Producing the result that is wanted or intended producing a successful result".[25] As quoted from internet that "Effectiveness is a measure of the ability of a program, project or task to produce a specific desired effect or result that can be qualitatively measured".[26]

In short, effectiveness is getting something done to know how much something influences to something. In this case is to know how does jigsaw technique works to improve students reading comprehension.

D. The Implementation of Jigsaw Technique in Teaching Reading Comprehension

As stated above that this research uses 2 classes, XI IPS 1 as the experimental class and XI IPS 2 as the controlled class. In the controlled class, the writer taught without using jigsaw technique. Otherwise, the students in the experimental class are taught using jigsaw technique. The similarity is both of the classes are given a pre test in the first meeting and post test in the last meeting. Here are the steps of teaching reading comprehension using jigsaw technique in the experimental class.

First, the teacher organized the class into heterogeneous "home" groups. It means that the groups must be consisted of students' variety of ability. The teacher divided the students into 8 groups which is each group consists of 3 students. After that, the teacher introduced the topic to be discussed and gave an identical set of material which has divided into 3 parts.

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[25] Oxford University Press, *Oxford Advanced Learners' Dictionary*, (New York: 2000), p.402

[26] www.visitask.com/effectiveness-g.asp

Second, the teacher explained what the students have to do with this learning activity. They have to choose one of 3 parts of the whole material. It means that each of them is being responsible to one of the part they have chosen. Next, the students who have the same part of material worked in a group, namely "expert group". In this case, they are asked to explore their part of material. The teacher may help them by giving guiding questions. The teacher is also asked to remind the students that they have a big responsibility to teach their home group what they have explored in the expert group

After that, every student in the expert group returns to their home group. Each student has to explain what they have discussed in the expert group to their home group. It means that each group will master the whole material by putting together the pieces of materials into the whole. This is the time to ask each member's responsibility, because the success of the group in mastering the whole material is depend on their explanation.

The last, the students will have an individual test. The group who has high average score will be awarded.

CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

I. Research of Methodology

A. Objectives of the Research

The objective of the research is to find out whether there is any significant difference on students' reading comprehension achievement taught by using jigsaw technique and without using jigsaw technique.

B. Place and Time of the Research

The research of this study was held at MAN 02 Bekasi which is located on Jl.Bojong Asih V Perum Taman Narogong Indah Bekasi. The writer did the research to the second year students from July 28th 2008 to August 21st 2008.

C. Method of the Research

This study is a kind of controlled and experimental class with administering a pre and post treatment test whereas the writer gave pre-test before the material had been given and post-test in the last meeting in both of classes. The writer will conduct several meeting in teaching reading comprehension. In the first meeting, the writer gave reading comprehension test to the students, called pre-test. After several teaching and learning reading comprehension by using jigsaw technique, the students will have a test again, called pot test. To see the effectiveness of this technique to the students' reading comprehension achievement, the writer uses the comparative technique. The writer compares students post

test scores in both experimental and controlled class to see whether there are students' gain scores before and after the treatment.

D. Population and Sample

The population of this research is all of the second year students of MAN 02 Bekasi which is divided into 3 classes, namely XI IPS 1, XI IPS 2 and XI IPA 1. The writer used XI IPA 1 as the class of test of validity. The class consists of 33 students. Meanwhile the other classes are used as the experimental and controlled classes. It means that the writer used XI IPS 1 as the experimental class which is taught by using jigsaw technique and XI IPS 2 as the controlled class whish is taught without using jigsaw technique. Both of the 2 classes consists of 33 students. From each of the classes, the writer took 24 students as sample because there were several students who did not come to the class in every meeting. Therefore, the writer only took 24 students as the sample because of the students' attendance to the class.

E. Instrument of Research

The test was done for getting the data objectives of students' achievement in reading comprehension through jigsaw and without jigsaw technique. The writer gave pre-test at the first time when the material had not been given yet, and post-test in the last class meeting when the material and the exercises had been given. The material and the test was given in both of classes are in the same form. The instrument consists of 25 items consisting of two types, they are: 15 items of multiple choices, and 10 items of true/false questions.

The instrument is divided into two tests, the first is try-out to know how valid and reliable the instrument is, its discriminative power and its difficulty index, and the second is pre-test and postest to know the gain score of students' achievement in reading comprehension.

F. Technique of Data Collecting

The next step of this research is collecting data. The function of data collecting is to determine the research. The writer, in collecting data, did some steps, they were:

a. Test of Validity

There are 2 essentials criteria of the quality of any measuring instrument as evaluation tools: Validity and Reliability. Every test, whether it is a short, informal, classroom test or public examination, should be as valid and reliable as the constructor can make it.

A test is said to be valid if it measures what it is intended to measure. As Norman E.Grondlund stated that "Validity refers to the extent to which the result of an evaluation procedure serve the particular uses for which they are intended"[27].

The research will use content validity which is designed to measure the mastery of students' reading comprehension skill. In this case, a test is said to be valid if the test represents sample of the course.

In this research, Pearson's Product Moment theory is used to measure research instrument validity.

Formula:

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

Where:

r_{xy} = coefficient correlation between X and Y variable

N   = the number of students tested

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[27] Norman E.Grondlund. *Measurement and Evaluation in Teaching*. (New York: Macmillan Publishing, 1981), p.65

X   = the score of each number of questions

Y   = the score of each students tested

The result of test of validity to 40 questions which is given to 39 students shows that there are 13 numbers which were not valid because having smaller value of Thit than Ttable. There were 27 questions are valid because having bigger value of Thit than Ttable. But, the writer took 25 questions from 27 valid questions as the instrument.

b. Test of Reliability

Reliability is a necessary characteristic of any good test for it to be valid at all. A test must first be reliable as a measuring instrument. A test is said to be reliable if it measures what it is intended to measure constantly. As quoted by Suharsimi Arikunto from Scarvia B.Anderson in his book "Encyclopedia of Educational Evaluation" that "A reliable measure in one that provides consistent and stable indications of the characteristic being investigated"[28].

In this research, Kuder-Richardson 20 (K-R 20) is used to measure research instrument reliability[29].

Formula:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum p.q}{S^2} \right) \text{ with } S^2 = \frac{\sum X^2 - \left(\frac{\sum X}{n} \right)^2}{n}$$

Where:

r_{11} = coefficient reliability of all items

S^2 = the variance of all test items

N   = the number of test items

[28] Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan Ed.Revisi Cet.8.* (Jakarta: Bumi Aksara, 2008). P.87

[29] Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan…* p.100

p   = students' proportion answered the item correctly

q   = students' proportion answered the item incorrectly

With the reliability coefficient interpretation as follows:

r_{11} = 0,00 – 0,20 = Poor

r_{11} = 0,21 – 0,40 = Satisfactory

r_{11} = 0,41 – 0,70 = Good

r_{11} = 0,71 – 1,00 = Very Good

r_{11} = Negative = the item which has negative value is better to deleted

        From the calculation of the test of reliability, the writer got the reliability coefficient is 0.35. So it can be concluded that the test is reliable and included into category satisfactory.

c. Discriminative Power

        Discriminative power is an indicator of how well an item discriminates between lower and upper group. A good test item is an item which can be answered by only the upper group. It means that the test has good discriminative power between lower and upper group. To find out discrimination index of a test item, this formula is used[30]:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where:

D   = discriminative power

J_A = the number of upper group

J_B = the number of lower group

B_A = the number of upper group answering the items correctly

B_B = the number of lower group answering the item incorrectly

P_A = proportion of upper group answering the item correctly

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[30] Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan* …, p.213

P_B = proportion of lower group answering the item incorrectly

With item discrimination classification as follows:

D = 0,00 – 0,20 = Poor

D = 0,21 – 0,40 = Satisfactory

D = 0,41 – 0,70 = Good

D = 0,71 – 1,00 = Excellent

D = Negative = the item which has negative value is better to deleted

d. Difficulty Index

The fraction of the total group answering the item correctly is called Difficulty Index. A good test item is a test item which is whether not too easy or too difficult. The formula used to find out the difficulty index is:

$$P = \frac{B}{JS}$$

Where:

P = difficulty index

B = total students answering the item correctly

J_s = the number of students tested

With the item difficulties classification as follows:

P = > 1,00 < 0,30 = Difficult

P = 0,30 – 0,70 = Medium

P = 0,70 – 1,00 = Easy

e. Experiment

The research was done in two classes, XI IPS 1 as the experimental class and XI IPS 2 as the controlled class. The experiment was held from July 28th to August 21st. At the first meeting, the writer gave a pre-test in both of classes. In the next

meeting, the writer attended several meeting in teaching reading comprehension with different treatment in each class, whereas the experimental class is taught by using jigsaw technique and the controlled class is taught without using jigsaw technique. After several meeting in teaching reading comprehension with different treatment in each class, the students would have an individual test, called post-test. It is held to see students' gain score with or without using jigsaw technique.

H. Technique of Analyzing the Data

To analyze and find out the differences of the students' reading comprehension score in using jigsaw technique and without using jigsaw technique, the data is analyzed by using "t" test.

T-test is one of the statistic tests that are used for testing the null hypothesis of truth and fake, and the formula is:

$$t_o = \frac{M_1 - M_2}{\sqrt{\frac{(\sum x_1{}^2 + \sum x_2{}^2)}{(N_1 + N_2 - 2)} \cdot \frac{(N_1 + N_2)}{(N_1 . N_2)}}}$$

Where:

M_1	= Mean of post test score of experimental class
M_2	= Mean of post test score of controlled class
$\sum X_1{}^2$	= Sum of squared deviation score of experimental class
$\sum X_2{}^2$	= Sum of squared deviation score of controlled class
N_1	= Number of students of experimental class
N_2	= Number of students of controlled class

Then, the calculation of T_{hit} is compared with T_{table} with degree of significance of 1% and 5% with test criteria as follows:

- If $T_{hit} > T_{table}$, so H_o is rejected and H_a is accepted.
- If $T_{hit} < T_{table}$, so H_o is accepted and H_a is rejected.

II. Research Findings

A. Data Description

According to the research methodology of this study, the writer collected the data by using pretest and postest. The test is given to 48 students which consist of 24 students of experimental class and 24 students of controlled class. To know the results of the test, the writer makes the table of students' score as follows:

1. Experimental Class

Table 3.1
The test score of the experimental class students

Students	Pre Test Score	Post Test Score	Gained Score
1	45	70	25
2	55	75	20
3	50	70	20
4	55	75	20
5	40	55	15
6	60	80	20
7	45	70	25
8	55	80	25
9	55	75	20
10	45	65	20
11	50	70	20
12	55	75	20
13	60	75	15
14	40	60	20
15	55	80	25
16	60	80	20
17	45	65	20
18	55	75	20
19	60	85	25
20	50	70	20
21	65	85	20

22	65	75	10
23	55	70	15
24	65	90	25

From the description above, the writer get the students' pretest score of experimental class with minimum score is 40 and maximum score 65, mean is 53,43, median is 53 and mode is 53,03. As described it below:

Table 3.2
The table of frequency distribution of pre-test

No	Interval	f	x	fx	x2	fx2	Limit
1	40-43	2	41,5	83	1722,25	3444,5	39,5-43,5
2	44-47	4	45,5	182	2070,25	8281	43,5-47,5
3	48-51	3	49,5	148,5	2450,25	7350,75	47,5-51,5
4	52-55	8	53,5	428	2862,25	22898	51,5-55,5
5	56-59	0	57,5	0	3306,25	0	55,5-59,5
6	60-63	4	61,5	246	3782,25	15129	59,5-63,5
7	64-66	3	65	195	4225	12675	63,5-66,5
		24		1282,5	20418,5		

After they are taught by using jigsaw technique, the writer get the students' postest score of experimental class with minimum score is 55 and maximum score 90, mean is 74, median is 74.21, and mode is 74. As described it follows:

Table 3.3
The table of frequency distribution of post-test

No	Interval	f	x	fx	x2	fx2	Limit
1	55-60	2	57,5	115	3306,25	6612,5	54,5-60,5
2	61-66	2	63,5	127	4032,25	8064,5	60,5-66,5

					4830,25		66,5-72,5
3	67-72	6	69,5	417	4830,25	28981,5	66,5-72,5
4	73-78	7	75,5	528,5	5700,25	39901,75	72,5-78,5
5	79-84	4	81,5	326	6642,25	26569	78,5-84,5
6	85-90	3	87,5	262,5	7656,25	22968,75	84,5-90,5
		24		1776	32167,5	133098	

2. **Controlled Class**

Table 3.4
The test score of the controlled class students

Students	Pre Test Score	Post Test Score	Gained Score
1	45	55	10
2	40	55	15
3	50	60	10
4	45	55	10
5	55	60	5
6	35	50	15
7	45	60	15
8	55	60	5
9	50	60	10
10	30	50	20
11	50	65	15
12	50	70	20
13	40	55	15
14	55	65	10
15	50	65	15
16	45	55	10
17	60	75	15
18	45	60	15
19	55	65	10
20	45	60	15
21	65	70	5
22	50	55	5
23	60	70	10
24	50	60	10

From the description above, the writer get the students' pretest score of controlled class with minimum score is 30 and maximum score 65, mean is 49, median is 49.2, mode is 49. As described it below:

Table 3.5
The table of frequency distribution of pre-test (controlled class)

No	Interval	f	x	fx	x2	fx2	Limit
1	30-35	2	32,5	65	1056,25	2112,5	29,5-35,5
2	36-41	2	38,5	77	1482,25	2964,5	35,5-41,5
3	42-47	6	44,5	267	1980,25	11881,5	41,5-47,5
4	48-53	7	50,5	353,5	2550,25	17851,75	47,5-53,5
5	54-59	4	56,5	226	3192,25	12769	53,5-59,5
6	60-65	3	62,5	187,5	3906,25	11718,75	59,5-65,5
		24		1176	14167,5	59298	

After they are taught by using conventional method, the writer get the students' postest score of controlled class with minimum score is 50 and maximum score 75, mean is 60.66, median is 59.5, and mode is 58.8. As described it follows:

Table 3.6
The table of frequency distribution of post-test (controlled class)

No	Interval	f	x	fx	x2	fx2	Limit
1	50-53	2	51,5	103	2652,25	5304,5	49,5-53,5
2	54-57	6	55,5	333	3080,25	18481,5	53,5-57,5
3	58-61	8	59,5	476	3540,25	28322	57,5-61,5
4	62-65	4	63,5	254	4032,25	16129	61,5-65,5
5	66-69	0	67,5	0	4556,25	0	65,5-69,5
6	70-73	3	71,5	214,5	5112,25	15336,75	69,5-73,5
7	74-77	1	75,5	75,5	5700,25	5700,25	73,5-77,5
		24		1456	28673,75	89274	

B. Data Analysis

As stated above that the writer uses "t-test" in analyzing the data by this formula:

$$t_o = \frac{M_1 - M_2}{\sqrt{\frac{\left(\sum x_1^2 + \sum x_2^2\right)}{(N_1 + N_2 - 2)} \cdot \frac{(N_1 + N_2)}{(N_1 \cdot N_2)}}}$$

Table 3.7
The result calculation of test in both experimental and controlled class

STUDENT	X_1	X_2	χ_1	χ_2	χ_1^2	χ_2^2
1	70	55	3,75	5,625	14,0625	31,640625
2	75	55	-1,25	5,625	1,5625	31,640625
3	70	60	3,75	0,625	14,0625	0,390625
4	75	55	-1,25	5,625	1,5625	31,640625
5	55	60	18,75	0,625	351,5625	0,390625
6	80	50	-6,25	10,625	39,0625	112,89063
7	70	60	3,75	0,625	14,0625	0,390625
8	80	60	-6,25	0,625	39,0625	0,390625
9	75	60	-1,25	0,625	1,5625	0,390625
10	65	50	8,75	10,625	76,5625	112,89063
11	70	65	3,75	-4,375	14,0625	19,140625
12	75	70	-1,25	-9,375	1,5625	87,890625
13	75	55	-1,25	5,625	1,5625	31,640625
14	60	65	13,75	-4,375	189,0625	19,140625
15	80	65	-6,25	-4,375	39,0625	19,140625
16	80	55	-6,25	5,625	39,0625	31,640625
17	65	75	8,75	-14,375	76,5625	206,64063
18	75	60	-1,25	0,625	1,5625	0,390625
19	85	65	-11,25	-4,375	126,5625	19,140625
20	70	60	3,75	0,625	14,0625	0,390625
21	85	70	-11,25	-9,375	126,5625	87,890625
22	75	55	-1,25	5,625	1,5625	31,640625
23	70	70	3,75	-9,375	14,0625	87,890625
24	90	60	-16,25	0,625	264,0625	0,390625
$\sum$	**1770**	**1455**	**0**	**0**	**1462,5**	**965,625**

$$M_1 = \frac{\sum f.X_1}{N_1} = \frac{1776}{24} = 74$$

$$M_2 = \frac{\sum f.X_2}{N_2} = \frac{1456}{24} = 60.66$$

$$t_o = \frac{M_1 - M_2}{\sqrt{\frac{(\sum x_1{}^2 + \sum x_2{}^2)}{(N_1 + N_2 - 2)} \cdot \frac{(N_1 + N_2)}{(N_{1.}N_2)}}}$$

$$= \frac{74 - 60.66}{\sqrt{\frac{(1462.5 + 965.625)}{(24 + 24 - 2)} \cdot \frac{(24 + 24)}{24.24)}}}$$

$$= \frac{13.34}{\sqrt{\frac{2428.125}{46} \cdot \frac{48}{576}}}$$

$$= \frac{13.34}{\sqrt{52.78 x 0.083}}$$

$$= \frac{13.34}{\sqrt{4.38}} = \frac{13.34}{2.092}$$

$$t_o = 6.37$$

C. Test of Hypothesis

The writer states the hypothesis as follows: (1) Ha: "There is a significant difference in students' score of reading comprehension with or without using jigsaw technique", (2) Ho: "There is no significant difference in students' score of reading comprehension with or without using jigsaw technique".

According to Anas Sudijono, if the result of calculation of t_o (T observation) is higher than t_t (T table); so the null hypothesis (Ho) is rejected, and if the result of calculation of t_o (T observation) is lower than t_t (T table), so the alternative hypothesis (Ha) is accepted.[31]

As stated above, the result of statistic calculation indicates that the value of t_o is 6.37 and the value of df (24) on degree of significance of 5% and 1% are 2.069 and 2.807. Comparing the calculation of t_o with each values of degree of significance, the result is 2.069 < 6.37 > 2.807. Since t_o which is obtained from the result of calculating is higher than t_t,

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[31] Prof.DrsAnas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT.Raja Grafindo Persada, 2005), p.328

so the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

D. Data Interpretation

The test of hypothesis shows that there is a significant difference in students' score between the students taught by using jigsaw technique (experimental class) and the students taught without using jigsaw technique (controlled class)

The findings as described above are supported by observation of the writer during the experiment. It was found that there are some factors that cause the improvement of students' achievement in learning reading comprehension, such as:

1. The teacher divided the class into groups, so the students can interact with others and discuss their problems in groups.
2. Students are motivated because the activity of teaching and leaning is enjoyable.
3. Students were easier to understand the material because each students will explain the material have been taught by the teacher by paraphrasing the material in their own language to their group's member.
4. Each students will do the best they can in order to be a succeed group, because all of member have to understand the material, so they will help each other in their group to understand the material.
5. The students learned to construct the information and knowledge by them selves.

Based on the data analysis and the discussion above, the writer can interpret that jigsaw is effective and applicable to be used in the classroom in teaching and learning reading comprehension.

CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described previously, the writer draws the conclusion that jigsaw technique is effective to be used in the classroom to improve students' achievement in reading comprehension competence. It can be seen that the students who are taught using jigsaw technique (experimental class) have significant improvement score compared to the student who are taught without using jigsaw technique (controlled class).

In simple words, jigsaw technique can improve students' reading comprehension achievement in MAN 02 Bekasi. The experiment shows that there is significant difference between the score of the students taught using jigsaw technique and without using jigsaw technique.

B. Suggestion

The writer wants to give suggestion on her research:

1. The teacher should teach any kind of material by using appropriate technique and make variation of technique in every meeting in order to have an enjoyable learning situation.

2. In using a technique, make sure that the teacher has organized it well and be ready for some possibilities that can be happened in students' learning activities.

3. The English teacher should improve their skills and knowledge in giving lesson as attractive as can be.

4. Keep trying to find out the best method and technique for teaching English.

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www.jigsaw.org
www.visitask.com/effectiveness-g.asp

APPENDIXES

The Calculation of Validity and Reliability Test of Instrument

A. Test of Validity

In this research, Pearson's Product Moment theory is used to measure research instrument validity.

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

The writer took the example of validity test for question no.3 by the data as follows:

$\sum X = 15$ $\sum Y = 937$ $\sum XY = 412$ $\sum X^2 = 15$ $\sum Y^2 = 23331$ N=39

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

$$r_{xy} = \frac{(39x412) - (15x937)}{\sqrt{\left\{39x15 - (15)^2\right\}\left\{39x23331 - (937)^2\right\}}}$$

$$r_{xy} = 0.59$$

Next, looking for the value of T_{hit} by the formula:

$$t_{hit} = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-r_{xy}}} = \frac{0.59\sqrt{39-1}}{\sqrt{1-0.59}} = 5,68$$

Then, t_{hit} is compared with t_{table} for $\alpha = 0,05$ and degree of freedom is n-2, so the writer got the value of t_{table} is 1,68. If $t_{hit} > t_{table}$, so the question was valid, and the question no.3 was valid because $t_{hit} > t_{table}$.

No	R hit	T hit	T tabel	Conclusion
1	-0.09643	-0.58933	1.68	INVALID
2	0.128139	0.785921	1.68	INVALID
3	0.317612	2.037457	1.68	VALID
4	0.323389	2.078797	1.68	VALID
5	0.308517	1.972874	1.68	VALID
6	0.041582	0.253149	1.68	INVALID
7	0.271363	1.71499	1.68	VALID
8	0.295236	1.879639	1.68	VALID
9	-0.10257	-0.6272	1.68	INVALID
10	0.529411	3.795866	1.68	VALID
11	0.352116	2.288394	1.68	VALID
12	0.291445	1.853247	1.68	VALID
13	0.567119	4.188322	1.68	VALID
14	0.358587	2.336594	1.68	VALID
15	0.569116	4.210119	1.68	VALID
16	0.482428	3.35013	1.68	VALID
17	0.632365	4.965372	1.68	VALID
18	0.391436	2.587482	1.68	VALID
19	0.464716	3.132417	1.68	VALID
20	0.008927	0.054304	1.68	INVALID
1	0.016345	0.099438	1.68	INVALID
2	0.436619	2.952101	1.68	VALID
3	0.438708	2.969585	1.68	VALID
4	0.172977	1.068284	1.68	INVALID
5	-0.01022	-0.06214	1.68	INVALID
6	0.396291	2.625509	1.68	VALID
7	0.469194	3.231808	1.68	VALID
8	0.381711	2.512084	1.68	VALID
9	0.398024	2.639142	1.68	VALID
10	0.09567	-0.58463	1.68	INVALID
11	0.387718	2.55827	1.68	VALID
12	-0.08353	-0.50989	1.68	INVALID
13	0.475976	3.29208	1.68	VALID
14	0.353847	2.301251	1.68	VALID
15	0.253596	1.594691	1.68	INVALID
16	0.36907	-2.41553	1.68	INVALID
17	0.379586	2.495717	1.68	VALID
18	0.108767	0.665551	1.68	INVALID
19	0.340615	2.203649	1.68	VALID
20	0.571257	4.233609	1.68	VALID

B. Test of Reliability

The calculation of Reliability used Kuder-Richardson 20 (KR-20):

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum p.q}{S^2}\right) \text{ with } S^2 = \frac{\sum X^2 - \left(\frac{\sum X}{n}\right)^2}{n}$$

According to the calculation of test of validity, the writer got the data:

$\sum X = 937$ $\sum X^2 = 23331$ $\sum (p.q) = 6.98488$ N=39

So, the calculation of test of reliability is done by following steps:

Find the value of S^2

$$S^2 = \frac{\sum 23331 - \left(\frac{\sum 937}{39}\right)^2}{39} = 20.99$$

$$r_{11} = \left(\frac{39}{39-1}\right)\left(\frac{20.99 - \sum 6.984}{20.99}\right) = 1.02 - 0.67 = 0.35$$

With the reliability coefficient interpretation as follows:

r_{11} = 0,00 – 0,20 = Poor

r_{11} = 0,21 – 0,40 = Satisfactory

r_{11} = 0,41 – 0,70 = Good

r_{11} = 0,71 – 1,00 = Very Good

r_{11} = Negative = the item which has negative value is rejected

Based on the calculation above, the writer got r_{11}=0.35, so it can be from the reliability coefficient that the instrument is included to the category of satisfactory.

THE TABLE OF DIFFICULTY INDEX

Item	B	Js	P	Note
1	15	39	0.384615385	Medium
2	37	39	0.948717949	Easy
3	15	39	0.384615385	Medium
4	32	39	0.820512821	Easy
5	30	39	0.769230769	Easy
6	15	39	0.384615385	Medium
7	3	39	0.076923077	Difficult
8	30	39	0.769230769	Easy
9	5	39	0.128205128	Difficult
10	31	39	0.794871795	Easy
11	15	39	0.384615385	Medium
12	10	39	0.256410256	Difficult
13	29	39	0.743589744	Easy
14	39	39	1	Easy
15	22	39	0.564102564	Medium
16	25	39	0.641025641	Medium
17	16	39	0.41025641	Medium
18	23	39	0.58974359	Medium
19	19	39	0.487179487	Medium
20	11	39	0.282051282	Difficult
21	30	39	0.769230769	Easy
22	33	39	0.846153846	Easy
23	28	39	0.717948718	Easy
24	33	39	0.846153846	Easy
25	30	39	0.769230769	Easy
26	32	39	0.820512821	Easy
27	32	39	0.820512821	Easy
28	32	39	0.820512821	Easy
29	21	39	0.538461538	Medium
30	16	39	0.41025641	Medium
31	29	39	0.743589744	Easy
32	28	39	0.717948718	Easy
33	24	39	0.615384615	Medium
34	2	39	0.051282051	Difficult
35	36	39	0.923076923	Easy
36	25	39	0.641025641	Medium
37	36	39	0.923076923	Easy
38	4	39	0.102564103	Difficult

| 39 | 15 | 39 | 0.384615385 | Medium |
| 40 | 32 | 39 | 0.820512821 | Easy |

THE TABLE OF DISCRIMINATIVE POWER

Item	Ba	Bb	Ja	Jb	DB	Note
1	6	9	20	19	-0.173684211	Deleted
2	20	17	20	19	0.105263158	Poor
3	9	6	20	19	0.134210526	Poor
4	19	13	20	19	0.265789474	Satisfactory
5	17	13	20	19	0.165789474	Poor
6	8	7	20	19	0.031578947	Poor
7	3	0	20	19	0.15	Poor
8	18	12	20	19	0.268421053	Satisfactory
9	2	3	20	19	-0.057894737	Deleted
10	20	11	20	19	0.421052632	Good
11	10	5	20	19	0.236842105	Satisfactory
12	6	4	20	19	0.089473684	Poor
13	20	9	20	19	0.526315789	Good
14	20	19	20	19	0	Poor
15	16	6	20	19	0.484210526	Good
16	17	8	20	19	0.428947368	Good
17	14	2	20	19	0.594736842	Good
18	15	8	20	19	0.328947368	Satisfactory
19	14	5	20	19	0.436842105	Good
20	7	4	20	19	0.139473684	Poor
21	15	15	20	19	-0.039473684	Deleted
22	20	13	20	19	0.315789474	Satisfactory
23	18	10	20	19	0.373684211	Satisfactory
24	17	16	20	19	0.007894737	Poor
25	16	14	20	19	0.063157895	Poor
26	20	12	20	19	0.368421053	Satisfactory
27	19	13	20	19	0.265789474	Satisfactory
28	17	15	20	19	0.060526316	Poor
29	13	7	20	19	0.281578947	Satisfactory
30	6	10	20	19	-0.226315789	Deleted
31	17	12	20	19	0.218421053	Satisfactory
32	14	14	20	19	-0.036842105	Deleted
33	16	8	20	19	0.378947368	Satisfactory
34	2	0	20	19	0.1	Poor
35	19	17	20	19	0.055263158	Poor
36	11	14	20	19	-0.186842105	Deleted
37	20	16	20	19	0.157894737	Poor
38	3	1	20	19	0.097368421	Poor
39	10	5	20	19	0.236842105	Satisfactory

40	19	13	20	19	0.265789474	Satisfactory

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran : **Bahasa Inggris**

Satuan Pendidikan : **SMA**

Kelas / Semester : **XI IPS / Ganjil**

Waktu : **2 Jam Pelajaran (80 menit)**

I.   Standar Kompetensi

Membaca

Memahami makna teks fungsional pendek dan essai pendek berbentuk *descriptive* dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II.   Kompetensi Dasar

Membaca

Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

III. Indikator

1. Siswa dapat mengidentifikasi informasi yang terdapat didalam teks dengan tepat
2. Siswa dapat mengidentifikasi makna gagasan teks berbentuk descriptive dengan benar

3. Siswa dapat mengidentifikasi tujuan komunikatif teks berbentuk descriptive dengan benar.

IV. Materi Pokok dan Uraian Materi

Read the text carefully

Halloween

Halloween is a celebration on the evening of October 31 in most areas of North America and in some areas of Western Europe. The holiday is symbolically associated with the death and the supernatural. Halloween falls on the eve of All Saints' Day, also known as *Allhallows* or *Hallowmas*, a holy day in the Roman Catholic and Anglican churches. Halloween is historically related to similar folk holidays celebrated in other countries, like The Day of the Dead in Mexico and Guy Fawles' Day in England. Most Halloween festivities are based on folk beliefs concerning supernatural forces and sprits of the dead. Halloween decorations typically feature imagery associated with supernatural beings such as witches, werewolves, vampires, and ghosts. Images thought to symbolize bad spirit- such as black cats, bats, and spiders- are also commonly featured in Halloween decorations.

The most Halloween decoration is the Jack-o'-lantern, a hollowed-out pumpkin carved to resemble a very ugly face with a candle placed inside. The Jack-o'-lantern derives its name from a character in British folktales. According to *them*, the soul of deceased person, named Jack o'Lantern, was not allowed to be both in heaven and hell. He was condemned to wander the earth with his lantern. Dressing in costume is one of the most popular Halloween customs, especially among children. Traditional costumes usually represent witches, ghosts, and other supernatural beings. However, costumes inspired by contemporary popular culture, such as politicians or movie characters, have become increasingly common in recent years.

Trick-or-treating is another Halloween tradition, in which costumed children go from house to house asking for candies. According to this custom, children greet each homeowner with the cry "Trick or Treat". Formerly, the children will *vandalize* if the homeowner doesn't give candies. Since the early 20th century, however, it has been largely ceremonial. Many parents become concerned about their children wandering through the neighborhood after dark. Today, many parents accompany children when *they* go trick-or-treating. In some areas of England, costume parties have replaced trick-or-treating as the form of Halloween entertainment. Hosts of these parties often hold contests to select the best costume among the guests. While children's Halloween parties are generally

held in private homes, many bars and nightclubs sponsor versions of festivities for adults.

V. **Sumber dan Media Pembelajaran**

    a. Sumber Pembelajaran   :

      • Headlight 2, Dra.Emalia Iragiliati Lukman, M.Pd (et al) dkk, Jakarta: Erlangga, 2004

      • www.wikipedia.com/halloween

    b. Media Pembelajaran   :

      • Handout

VI. **Metode Pembelajaran**

Metode : Cooperative Learning (Jigsaw technique)

VII. **Skenario Pembelajaran**

  Pre activities

  • Salam dan tegur sapa

  • Menjelaskan kegiatan dan tujuan dari kegiatan yang akan siswa jalani

  • Menjelaskan tema dari materi teks reading berjudul "Halloween"

  Whilst activities

• Guru membagi siswa ke dalam kelompok secara acak. Tiap kelompok terdiri dari 3 siswa. kemudian kelompok inilah yang dinamakan *"home group"*

• Guru memberikan teks reading berjudul "Halloween" kepada masing-masing siswa. Kemudian guru mengarahkan siswa untuk memilih salah satu bagian dari teks reading tersebut untuk dipelajari secara mendalam.

• Siswa yang memiliki bagian yang sama dari teks reading yang mereka pilih berkumpul di dalam satu kelompok yang disebut *"expert group"*. Di dalam expert group inilah, siswa mempelajari bagian yang mereka pilih.

Tugas guru adalah mengarahkan siswa untuk mencatat semua hasil diskusi dalam *expert group*, karena mereka akan menjelaskan hasil diskusi mereka di dalam *expert group* kepada teman-teman di grup asal (home group) mereka.

- Siswa kembali kepada grup asal (home group) dan menjelaskan hasil diskusi ketika bersama expert group. Siswa herus menjelaskan hasil diskusi tersebut sebaik-baiknya karena keberhasilan tiap kelompok bergantung kepada penjelasan masing-masing anggota kalompok

Post activities

- Guru menjelaskan makna fungsional serta langkah-langkah retorika teks berbentuk descriptive dengan judul "halloween" yang siswa pelajari
- Guru memberikan penilaian berupa tes individual berbentuk soal tertulis yang didasarkan pada teks reading yang siswa pelajari.
- Memberikan kesimpulan umum tentang materi.

VIII. Penilaian

Instrumen penilaian: Terlampir

Telah Diperiksa,

Jakarta,   Agustus 2008

Guru Pamong   Guru Praktikan

Sri Mulyani S.Pd   Aisyah Noer Mualam

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran	: Bahasa Inggris
Satuan Pendidikan	: SMA
Kelas / Semester	: XI IPS / Ganjil
Waktu	: 2 Jam Pelajaran (80 menit)

I. Standar Kompetensi

Membaca

Memahami makna teks fungsional pendek dan essai pendek berbentuk *descriptive* dalam kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar

Membaca

Merespon makna dan langkah retorika dala essai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *descriptive*.

III. Indikator

1. Siswa dapat mengidentifikasi informasi yang terdapat didalam teks dengan tepat
2. Siswa dapat mengidentifikasi makna gagasan teks berbentuk descriptive dengan benar
3. Siswa dapat mengidentifikasi tujuan komunikatif teks berbentuk descriptive dengan benar.

IV. Materi Pokok dan Uraian Materi

Read the text carefully

Lightning

Lightning has been a mystery since early times. People of ancient civilization believed angry gods threw lightning bolts from the sky. Nobody understood that lightning resulted from electricity until Ben Franklin flew a kite with a key dangling from the string, and it was struck by lightning.

In current times, it is known that lightning has a very scientific cause. Generally, within a storm cloud, friction from water and ice-laden clouds creates a negative charge at the bottom of the cloud. When it grows too great for the air to hold it back, it is united with a positive charge from the earth, creating a channel of electricity that flows between the two points. The charge remains invisible as it moves towards the ground until it meets the charge rising from the ground. Once they meet, a fifty thousand degree current superheats the air around the channel, resulting in an explosion of sound known as thunder. In fact, very recently it has been discovered that occasionally the positive charges appear at the bottom of the cloud, which are then met by negative charges from earth.

Lightning has killed many people in America every year. Florida has greater death casualties than any other part in America. Approximately ten people die each year in Florida from lightning, which surpasses the number of deaths caused by the winds of other weather events such as tornadoes and hurricanes. Lightning is much harder to forecast than a storm. Forecasters can indicate when a storm is likely to produce lightning, but there is no way to know when or where lightning will actually strike. It is known that *it* can actually strike up to 25 miles from the centre of a storm, which occurs when lightning originates under a cloud but travels horizontally for a time before turning towards earth. Thunder is only heard up to ten miles from where lightning strikes, so it is possible to be struck by lightning without even realizing there is a storm in the area.

Generally, people are injured by lightning when they are in the open, near or in water, or near tall structures like trees. Golfers, swimmers, beach-goers, and outdoor workers are in greatest danger. The greatest number of victims is male, but it is believed that *this* is because males are more likely to be in the places where lightning is striking. When lightning is bout to strike, one feels an odd, tingling sensation, and one's hair stands on end. Of course, there is a little chance to do anything about it, because the full blow will occur within a second and be over in a couple of seconds. The victim may be thrown, lose consciousness, be burned, die, or suffer permanent injury. Some people recover completely, but others do not.

V.   Sumber dan Media Pembelajaran

a. Sumber Pembelajaran :

- Headlight 2, Dra.Emalia Iragiliati Lukman, M.Pd (et al) dkk, Jakarta: Erlangga, 2004
- www.wikipedia.com/lightning

b. Media Pembelajaran :

- Handout

VI. Metode Pembelajaran

Metode : Cooperative Learning (Jigsaw technique)

VII. Skenario Pembelajaran

Pre activities

- Salam dan tegur sapa
- Menjelaskan kegiatan dan tujuan dari kegiatan yang akan siswa jalani
- Menjelaskan tema dari materi teks reading berjudul "Lightning"

Whilst activities

- Guru membagi siswa ke dalam kelompok secara acak. Tiap kelompok terdiri dari 3 siswa. kemudian kelompok inilah yang dinamakan *"home group"*

- Guru memberikan teks reading berjudul "Lightning" kepada masing-masing siswa. Kemudian guru mengarahkan siswa untuk memilih salah satu bagian dari teks reading tersebut untuk dipelajari secara mendalam.

- Siswa yang memiliki bagian yang sama dari teks reading yang mereka pilih berkumpul di dalam satu kelompok yang disebut *"expert group"*. Di dalam expert group inilah, siswa mempelajari bagian yang mereka pilih. Tugas guru adalah mengarahkan siswa untuk mencatat semua hasil diskusi dalam *expert group*, karena mereka akan menjelaskan hasil diskusi mereka di dalam *expert group* kepada teman-teman di grup asal (home group) mereka.

- Siswa kembali kepada grup asal (home group) dan menjelaskan hasil diskusi ketika bersama expert group. Siswa herus menjelaskan hasil diskusi tersebut sebaik-baiknya karena keberhasilan tiap kelompok bergantung kepada penjelasan masing-masing anggota kalompok

Post activities

- Guru menjelaskan makna fungsional serta langkah-langkah retorika teks berbentuk descriptive dengan judul "lightning" yang siswa pelajari
- Guru memberikan penilaian berupa tes individual berbentuk soal tertulis yang didasarkan pada teks reading yang siswa pelajari.
- Memberikan kesimpulan umum tentang materi.

VIII. Penilaian

Instrumen penilaian: Terlampir

Telah Diperiksa,

Jakarta,   Agustus 2008

Guru Pamong   Guru Praktikan
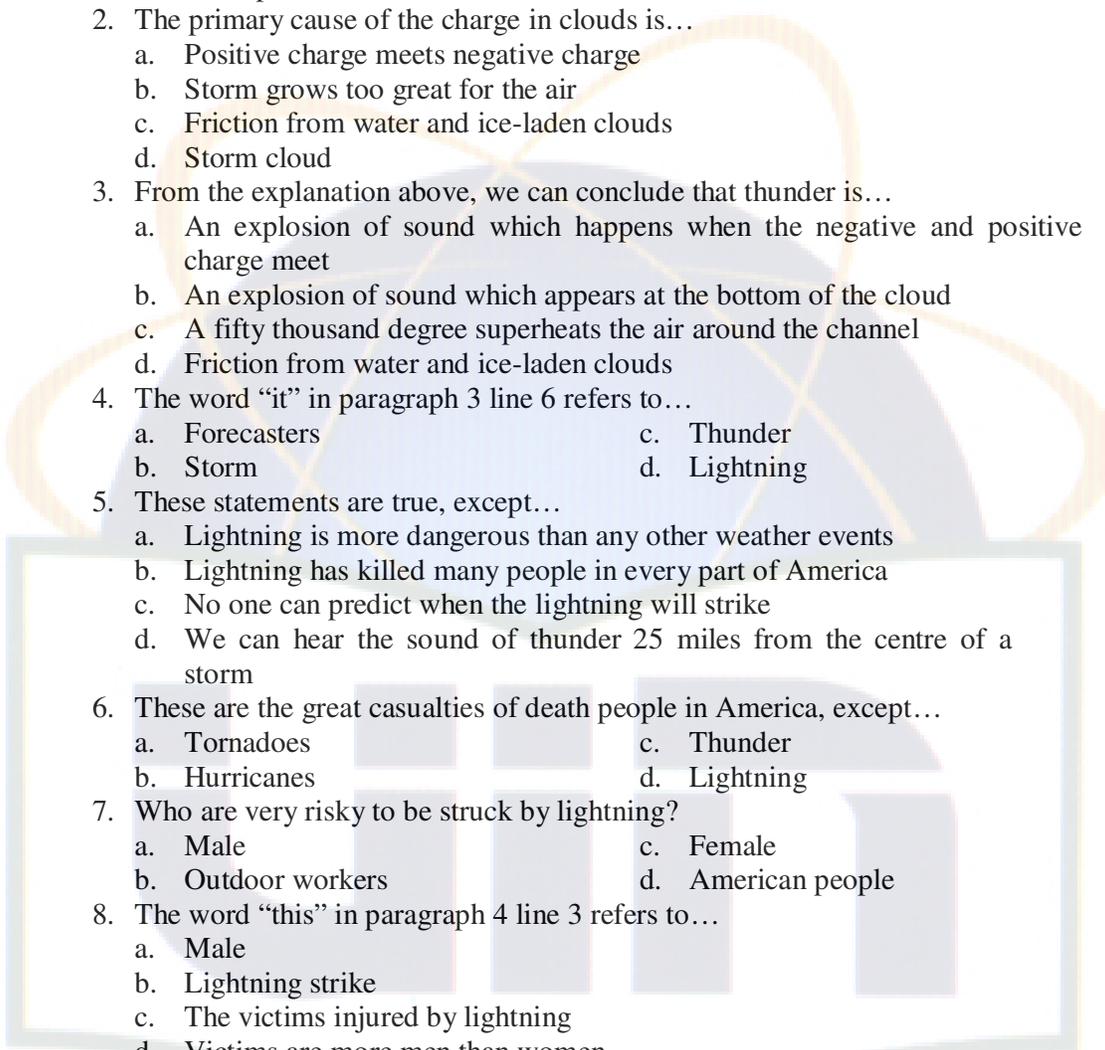
Sri Mulyani S.Pd   Aisyah Noer Mualam

A. Choose the best answer!

1. The scientific cause of lightning is…
    a.   Angry gods threw lightning bolts from the sky
    b.   A kite with a key dangling from the string
    c.   The united of positive and negative charge

    d. An explosion of thunder
2. The primary cause of the charge in clouds is…
    a. Positive charge meets negative charge
    b. Storm grows too great for the air
    c. Friction from water and ice-laden clouds
    d. Storm cloud
3. From the explanation above, we can conclude that thunder is…
    a. An explosion of sound which happens when the negative and positive charge meet
    b. An explosion of sound which appears at the bottom of the cloud
    c. A fifty thousand degree superheats the air around the channel
    d. Friction from water and ice-laden clouds
4. The word "it" in paragraph 3 line 6 refers to…
    a. Forecasters   c. Thunder
    b. Storm   d. Lightning
5. These statements are true, except…
    a. Lightning is more dangerous than any other weather events
    b. Lightning has killed many people in every part of America
    c. No one can predict when the lightning will strike
    d. We can hear the sound of thunder 25 miles from the centre of a storm
6. These are the great casualties of death people in America, except…
    a. Tornadoes   c. Thunder
    b. Hurricanes   d. Lightning
7. Who are very risky to be struck by lightning?
    a. Male   c. Female
    b. Outdoor workers   d. American people
8. The word "this" in paragraph 4 line 3 refers to…
    a. Male
    b. Lightning strike
    c. The victims injured by lightning
    d. Victims are more men than women
9. These are possibly happen when someone is struck by lightning, except…
    a. Lose consciousness
    b. Passed away
    c. Suffer permanent injury
    d. Hair stands on end

10. Are the victims of lightning always died?
   a.   No, they are not. Some people may die but others may not
   b.   Yes, they are
   c.   It depends on the injury
   d.   No, they are not. They will be only lose consciousness

B. Circle "T" if the statements are true and "F" if they are false!

1. T / F Ben Franklin was the first person who explain what really happened when lightning stroke
2. T / F Lightning happens when the positive charge meets the negative charge
3. T / F The negative charge in clouds can be seen from earth
4. T / F Explosion happens when the negative and positive charge meet
5. T / F More people die from tornado than that from lightning
6. T / F The place where the lightning will strike can be predicted
7. T / F When a storm hits a certain place, lightning also strikes the place
8. T / F More men are stroke by lightning than women
9. T / F People who are doing activities in the open area has greatest danger injured by lightning
10. T / F We can do something before lightning is about to strike

C. Answer the questions briefly!

1. Ben Franklin conducted an experiment on lightning. What was the conclusion?

2. Explain how lightning can strike!

3. Why do more people die from lightning than from storm?

4. Why can lightning strike up to 25 miles from the centre of storm?

5. Why are more men struck by lightning than women?

The Instrument

Halloween

Halloween is a celebration on the evening of October 31 in most areas of North America and in some areas of Western Europe. The holiday is symbolically associated with the death and the supernatural. Halloween falls on the eve of All Saints' Day, also known as *Allhallows* or *Hallowmas*, a holy day in the Roman Catholic and Anglican churches. Halloween is historically related to similar folk holidays celebrated in other countries, like The Day of the Dead in Mexico and Guy Fawles' Day in England. Most Halloween festivities are based on folk beliefs concerning supernatural forces and sprits of the dead. Halloween decorations typically feature imagery associated with supernatural beings such as witches, werewolves, vampires, and ghosts. Images thought to symbolize bad spirit- such as black cats, bats, and spiders- are also commonly featured in Halloween decorations.

The most Halloween decoration is the Jack-o'-lantern, a hollowed-out pumpkin carved to resemble a very ugly face with a candle placed inside. The Jack-o'-lantern derives its name from a character in British folktales. According to *them*, the soul of deceased person, named Jack o'Lantern, was not allowed to be both in heaven and hell. He was condemned to wander the earth with his lantern. Dressing in costume is one of the most popular Halloween customs, especially among children. Traditional costumes usually represent witches, ghosts, and other supernatural beings. However, costumes inspired by contemporary popular culture, such as politicians or movie characters, have become increasingly common in recent years.

Trick-or-treating is another Halloween tradition, in which costumed children go from house to house asking for candies. According to this custom, children greet each homeowner with the cry "Trick or Treat". Formerly, the children will *vandalize* if the homeowner doesn't give candies. Since the early 20th century, however, it has been largely ceremonial. Many parents become concerned about their children wandering through the neighborhood after dark.

Today, many parents accompany children when *they* go trick-or-treating. In some areas of England, costume parties have replaced trick-or-treating as the form of Halloween entertainment. Hosts of these parties often hold contests to select the best costume among the guests. While children's Halloween parties are generally held in private homes, many bars and nightclubs sponsor versions of festivities for adults.

A. Choose the best answer!

1. The main idea of the first paragraph is…
   a. The history of Halloween
   b. The symbols of Halloween
   c. The celebration of Halloween
   d. The holy day of Halloween
2. Allhallows is…
   a. American folk beliefs
   b. A Roman Catholic holy day
   c. Supernatural beings
   d. Bad spirit images
3. Here are the places where Halloween usually celebrated, except…
   a. Most areas of North America
   b. Most areas of England
   c. Some area of Western Europe
   d. Some area of England
4. Halloween is celebrated on…
   a. The end of October
   b. The eve of All Saints' Day
   c. The evening of October
   d. On October 31
5. What is the jack-o-lantern?
   a. A deceased person in British folktales
   b. A hollowed pumpkin carved with a candle placed inside
   c. The most Halloween tradition
   d. Bad spirit symbolization
6. Who is Jack o'Lantern?
   a. A deceased person in British folktales
   b. A hollowed pumpkin carved with a candle placed inside
   c. The most Halloween tradition
   d. Bad spirit symbolization
7. The word "them" in paragraph 3 line 3 refers to…
   a. A hollowed-out pumpkin
   b. British folktales
   c. The most Halloween decoration
   d. Jack o'Lantern
8. Here are the customs of Halloween, except…
   a. Dressing in costumes
   b. The jack-o'-Lantern
   c. Trick-or-treating
   d. Costume parties
9. What do children usually wear to celebrate Halloween?
   a. Halloween costumes
   b. Halloween characters

    c. Traditional costumes and costumes inspired by contemporary popular culture
    d. Supernatural beings costumes

10. What is trick-or-treating?
    a. One of Halloween costumes
    b. A tradition in which costumed children go wandering to ask for candies
    c. A great Halloween ceremony
    d. Contemporary popular culture

11. These are the steps to do trick-or-treating:
    1. They ask for candies or similar items
    2. They ring each doorbell and yell "trick or treat"
    3. Children disguise in costumes
    4. They go door to door in their neighborhoods
    The right steps of doing trick-or-treating based on the text are…
    a. 1,2,3,4   c. 4,3,2,1
    b. 3,2,4,1   d. 3,4,2,1

12. The word "they" in paragraph 5 line 6 refers to…
    a. Children   c. Homeowner
    b. Many parents   d. The neighborhood

13. The word "vandalize" in paragraph 5 line 3 is close to…
    a. To greet and to cry   c. To wander through
    b. To destroy or to spoil   d. To concern about

14. The word "condemn" in paragraph 3 line 5 is close to…
    a. To be wandered   c. To be concerned
    b. To be judged   d. To be allowed

15. What do parents do for their children when celebrating Halloween, except…
    a. Costume their children
    b. Accompany their children
    c. Concerned to children's trick-or-treating
    d. Asking for candies

B. Circle "T" if the statements are true and "F" if they are false!

1. T / F Halloween is associated with the death and supernatural forces
2. T / F Halloween is different from *Allhallows day*
3. T / F Halloween is held on the end of October
4. T / F The jack-o'-lantern can be traced back to the British legend
5. T / F The Jack-o-lantern is a watermelon that is carved to resemble an ugly face
6. T / F Halloween costumes is inspired by the culture of its country
7. T / F Trick-or-treating appeared on the 20th century
8. T / F In some part of England, people go to costume parties to celebrate Halloween
9. T/ F Nowadays, many parents are concerned to their children's costumes
10. T / F In some areas of England, Halloween is held to select the best costume

Answer Key of Instrument

Multiple Choice Questions

1.	A	1.	T
2.	B	2.	F
3.	B	3.	T
4.	B	4.	T
5.	B	5.	F
6.	A	6.	F
7.	B	7.	F
8.	B	8.	T
9.	C	9.	F
10.	B	10.	T
11.	D		
12.	A		
13.	B		
14.	B		
15.	D		

True / false Questions