“The Effect of Using Jigsaw Technique on Students’ Reading Comprehension Achievement”

An Experimental Study at Eight Class of SMP Taman Islam Jakarta

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers’ Training in Partial Fulfillment of the Requirements for the Degree of S. Pd. (S1) in English Language Teaching.

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Endang Larasati
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CHAPTER I
INTRODUCTION

A. Background of Study

English as a foreign language in Indonesia is taught from elementary school up to university level. English is taught as the local content at elementary school, as the compulsory subject at Junior High School, and as the complementary subject at University. The goal of teaching English in Indonesia, especially in the Junior High School level that is named SMP, is stated in the Kurikulum Tingkat Satuan Pendidikan:

*Bahasa Inggris diarahkan untuk mengembangkan empat keterampilan berbahasa agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi fungsional. Berkomunikasi adalah memahami dan mengungkapkan informasi, fikiran, perasaan, mengembangkan ilmu pengetahuan, teknologi, dan budaya. Kemampuan berwacana berarti kemampuan memahami dan/ atau menghasilkan teks lisan dan/ atau tulisan.*

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1 Departemen Pendidikan Nasional, KTSP; Mata Pelajaran Bahasa Inggris untuk SMP/MTs, (Jakarta : Depdiknas, 2006), p.277
It can be explained as follows; first, the goal of teaching English at SMP is to make students use four skills; they are listening, speaking, reading and writing as integrated skill. Second, the students are to be able to use English as a means of communication. The students are to be able to use English in oral and written form. They are to be able to give and respond to oral and written instructions, make a simple report, and comprehend English text. For these, the students use Communicative Approach.  

To achieve those goals above, teaching reading can be one alternative skill that covers three other language skills. Teaching reading seems to be teaching integrated skills. Grellet states that reading comprehension should not be separated from other skills, it is important, therefore, to link different skills through the reading activities.

Unfortunately, the student is hard to master reading because of some problems which one of them is a large class. Andi Qashas Rahman states that it can be denied that ELT in Indonesia context is at the most encountered to large classes. The amount of the students which is too many for a class ranging from forty to fifty students, may become a stumbling block in maintaining classroom interaction to enable learners acquire language intake exposed to them.

Meanwhile, many teachers still use conventional technique to teach reading in their classroom. They consider that it is the best technique. The teachers tend to dominate the class and then ask the students work individually. Of course, in this case the teacher’s role is as an instructor. They consider that it is one way making their students getting silent so that the class is easier to be handled.

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3 Francoise Grellet, Developing Reading …, p.8

However, applying conventional technique in a large class makes the students become bored, lose their interest in reading material. There is no fun in it because the activity is monotone and concerns on the teacher-centered. This, therefore, effects the students’ achievement in reading.

Based on the writer’s experience, it was difficult to teach reading in a large class because the class is too noisy so the students lack concentration in learning. Besides, the large class may also consist of the students having different level of ability. Consequently, each student had different time needed to finish a task. The cleverer students, who finish the task earlier, make inconvenient atmosphere to weaker learners to do their task. Also, the nature of competition among the students working individually will bring clever learners to success and weak learner to failure.

For these reasons, suitable technique should be conducted in order to make students become successful in their learning. Andi Qashas Rahman says although the classroom is too crowded, it would be realistic to think that all learners can take part in the classroom interaction. In addition, it should be noted that classroom interaction could become the main setting where the learners practiced and exposed to the target language. So, the classroom should be set up as well as possible, for example, by dividing classroom into groups, which is the reflection of the nature of cooperative learning method.

One of cooperative learning method is jigsaw technique. It is functioned to create the class to be more student-centered, in this respect almost of the students are more active. The teacher’s role is not only as an instructor but also as a facilitator. Therefore, it uses Communicative Approach. However, jigsaw technique has one important difference; that is every single student teaches something. This means that Jigsaw technique is not only to make the students interact and cooperate with the other friends as well, in which cleverer learner teaches weaker learner in their group to master

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6 Rahman, *Applying Cooperative…*, p. 169
the subject because the class divided into groups, but also to make every single student takes responsible to teach each others because each student must learn a different piece of material concerning a whole of picture which will complete a task. Also, the jigsaw technique is a kind of puzzle that the material are cut up and scrambled then the student restores the pieces to their proper order seems to cheer up the students that they become easier to absorb the material that is taught.\footnote{John W. Oller, Richard-Amato ed., \textit{Methods That Work}, (London: New burry House Publishers, Inc., 1983, p.313}

Based on all the statements above, the writer, therefore, experiment this technique to convince that the student is easier to master reading material. The writer looks on the effect of using jigsaw technique on students reading comprehension achievement.

B. Objective of Study

The objective of the study is to find out whether the students who are taught by using jigsaw technique show better achievement in reading comprehension than students who are taught by using conventional technique.

C. Limitation and Formulation of Study

Limitation of the study focusing on teaching reading by using jigsaw technique at eighth class of SMP Taman Islam, Pekojan, Jakarta Barat.

Based on the limitation above, the writer would like to formulate the problem as follows:

Does jigsaw technique affect student’ reading comprehension achievement?

D. Method of Research
Field research is carried out. The writer conducts the field research by observing the class namely controlled class, teaching the class namely experiment class then collecting and analyzing the data.

E. Organization of Study

The organization of study is to facilitate the discussion of the problem presentation and help readers to understand what they read. This study divided into four chapters.

Chapter one is introduction. It presents background of study, objective of study, limitation and formulation of study, method of research, and organization of study.

Chapter two is theoretical framework. It presents reading, jigsaw technique and teaching reading by using jigsaw technique. Reading contains definition of reading, purpose for reading, reading skills and strategies, teaching a content-based reading lesson. Jigsaw technique contains concept of jigsaw technique, principles of jigsaw technique and Jigsaw technique Procedure. Teaching reading by using jigsaw technique contains concept of jigsaw reading, teaching reading by using jigsaw technique, advantages and disadvantages.

Chapter three discussed about research methodology and findings. Research methodology contains objective of study, place and time of study, method of research, technique of sampling taking, technique of data collecting, and technique of data analysis. Research findings contain description of data, analysis of data, hypothesis of data and interpretation of data.

Chapter four is conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading

As it has been explained in chapter I, the goal of teaching English based on KTSP (Kurikulum Satuan Pendidikan) covers the issues of communicative approach and integrated skills. Teaching reading can be as a means of teaching integrated skills and jigsaw technique which has relevancy with KTSP and is expected to increase the student’s reading achievement. Therefore, the writer will explain more about reading, the use of jigsaw technique, and activities of teaching reading by using jigsaw technique as follows:

1. Definition of Reading

Experts give many definitions of reading. Herewith, the writer represents some of them to draw what reading actually is comprehensively;

According to Abershold and Field, as quoted by Thomas S. C. Farrel, he says, “Reading is what happens when people look at a text and assign meaning to the written symbols in that text.”\(^8\) It means that reading is the process of reader’s mind or process of mind activity trying to interpret the perception of symbols that present language.

Meanwhile, Christine Nuttal views reading as means getting out the text as nearly as possible the message the writer into it.”\(^9\) It is the

\(^8\) Thomas S. C. Farrel, RELC Portfolio Series 6, Planning Lessons for Reading Class, (___ : __), p.1
process between writer and reader. The reader tries to understand the meaning intended by the writer.

It is as close as what Pamella J. Harris et all, define as what it is called reading comprehension. They define, “Reading comprehension is the process understanding the message that the author trying to convey.”

The writer encodes the message in his mind into written text and the reader decodes the written text to get message the writer means.

The meaning lies in the interaction between text providing a potential meaning and the reader bringing his/ her own particularization of that potential meaning. What the text variables are such as sentence structure and length, vocabulary intensity, number of new concepts introduced, the difficulty and novelty of the subject matter, etc. what the reader variables are such as back ground knowledge, reading proficiency including reading skills, etc.

Reading is not just how to read written symbols. But it is also how to comprehend the written symbols. Richard R. Day says that reading is using knowledge to come to comprehension. Comprehension is understanding of meaning material and covering conscious strategies that lead to understanding the process of reading deals with language form, while comprehension as the end product deal with the language content.

The last definition given by Anthony, Pearson and Raphael, as also quoted by Thomas S. C. Farrel, they say, “Reading is process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.” From the statement above, means the reader both use their previous knowledge or schemata and

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experience of the topic when trying to understand the meaning of a passage and use the text itself for information of a topic.

From all definitions, it seems that reading is a process of identifying printed symbols and in the meantime interpreting and understanding them based on the reader’s schemata, language skills and the context of reading situation.

2. Purpose for Reading

Knowing a foreign language is clear for the students to get better job, access to literature, etc. Reading is usually recognized as a necessary part of these activities. Jack Richard and Willy A. Renandya state that, “Many foreign language students often have reading to be able to read for information and pleasure, for their career and for studies purposes.”\textsuperscript{13} J. Charles Alderson adds in many parts of the world a reading knowledge of a foreign language is often important to academic studies, professional success and personal development. English as so much professional, technical and scientific literature published in English today. In fact, it is frequently the case that the ability to read in English is required of students by their subject departments.\textsuperscript{14}

From the statements above, we can classify, there are at least three purposes for reading. First, development reading, which is for improving student’s reading skill. For instance, a foreign language student has a specialized subject that is reading. Second, functional reading, has a function as an efficient tool to learn certain subject. For example, student that read the subject that book written in English. Third, recreational reading, which is concerned with develop of liking for reading as a voluntary activity and with the refining of taste and appreciation. It is


\textsuperscript{14}J. Charles Alderson, Reading in a Foreign Language, (New York: Longman Inc.,1986), p.1
absolutely reading for pleasure. Such we read magazine, newspaper, novel, etc.

3. Reading Skills and Strategies

To come to reading comprehension, the reader also needs to have some skills and strategies which are called two processing strategies to comprehend a text, those are top-down and bottom up.

*Top down* argues that the reader activates his/her knowledge of the world, and past experienced expectations and intuitions, to arrive at a meaning of the text. This *top-down* process can be explained as follows; the reader first looks at a passage or a text. Then he/she guesses or predicts what the text will be about (based on their prior knowledge and experience of the topic) after reading the title, the headings and sub-headings. The reader then continues to read the text seeking confirmation about the topic. Therefore, readers fit the text into knowledge and experiences they already hold.

*Bottom up* means the reader not just try to decipher the meaning of individual lexical items but will also have clear ideas about the overall rhetorical organization of text. The essential features of the bottom-up strategies are that the readers tried to decode each individual letter encountered by matching it to the minimal units of meaning in the sound system (the phoneme) to arrive at a meaning of the text. The *bottom-up* strategies can be explained as follows; when people read, they extract the prepositions from the text. This is where the reader chunks the sentences into constituents and constructs the prepositions from there. Comprehension then depends on the prepositions that have been extracted and these serve as the basic of what readers understand and recall.

The *top-down* application is developed through building background knowledge of the text content (content schemata), and

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bottom-up application is developed through examinations of the text structure (formal schemata). ¹⁷

The skilled reader will combine these two strategies to understand a reading test. S/he will use his/her background of knowledge to catch the writer’s idea. If s/he thinks that there are some difficulties in comprehending the text because of some unknown vocabularies, s/he will use the textual information as the clue. It has been become known as interactive process. ¹⁸

In addition, as we know, based on the reason we read is developmental reading, which is to improve student’s reading a foreign language skill, needed some strategies and skills that divided into two aspects those are mechanical and comprehension aspects.

Mechanical aspect deals with the things such as the developmental of good eye movement habits, the development of good postural habits while reading, the development of the volume, pitch intonation and expression in reading aloud and development of speed and fluency in silent reading. The comprehension aspect concerns with the acquisition of a rich and accurate vocabulary and learning on how to find and understand main ideas, how to find specific information, how to make inference and how to grasp the sequence of events.

Both of the mechanical and comprehension aspect in developmental reading include some ways of reading, those are reading aloud, silent reading, skimming and scanning.

Reading aloud used to be one of the normal methods for giving pupil language practice, quite regardless of its value. A lesson used to begin with pupils reading a passage aloud, usually before they knew what


¹⁸ Marianne Celce Murcia, ed. Teaching English as a Second or Foreign Language, (Boston: Heinne and Heinle Publisher, 1991), p. 197
it was about or understood it properly. Pronounce mistakes are encouraged by this method. There is often little time for much reading aloud.\(^{19}\)

*Silent reading* is the skill that the students needed in order to be able seize the gist of the passage in the books they have to study, in order to be able to find out what some experts have said on some subject and in order to be able to read quickly through books which will not repay careful study, yet which will enlarge one’s ideas or in some other way are worth attention.\(^{20}\)

*Skimming* is used to get general idea or information. Skimming involves very superficial, rapid reading to get a general overall impression.\(^{21}\) Skimming enables student to select content that they want to read and discard that which is inconsequential for their purposes. *Skimming* permits the students to gain a general idea about the material when hat is their purposes, rather than to read all material in detail. One of useful skimming technique is to read only the first sentence of each paragraph and read the introduction or summary more carefully. So when skimming, the reader goes through the material quickly in order to get the gist of it, to know how it is recognized, or to get an idea.

*Scanning* is used to find specific information that a reader need. Scanning involves rapid reading to find the answer o a very specific question, such as a name, a date, a telephone number, and so on.\(^{22}\) Scanning enables students to locate specific information without reading all the material around it. In scanning, a reader should have purpose in order to find specific information needed because when scanning the


\(^{20}\) Donn Byrne, *English Teaching …*, p.100


\(^{22}\) Albert J. Harris and Edward R Sipay, *How to Incrase …*, p.480
reader only tries to locate specific information and s/he simply let his eyes over the text until s/he find what s/he looking for.

4. **Teaching a Content-Based Reading Lesson**

In contemporary, a reading lesson is usually divided into three phases those are *pre-reading phase, while-reading phase* and *post reading phase*.

*The pre-reading phase* is the beginning phase; the phase when the students have not read the material yet. In this stage, the teacher activates the students’ prior knowledge, provides any language preparation that might be needed for coping the passage and motivates the students to want to read the text. The teacher conducts many different kinds of techniques for those reasons. These could be entail or word association, discussion, and text surveys, among others.

*The while-reading phase* is a middle phase; the phase while the students read the material. In this stage, the teacher helps the students to understand the specific content and to perceive the rhetorical structure of the text. The teacher’s guidance is required to ensure that the students assume active and questioning approach the material. This guidance can be supplied by a number of while-reading task consisting questions, which is divided three levels understanding: “the explicit level” that solicits literary stated information, “implicit level” that ask for information that can be inferred, and “applied level” that relate new ideas to previous knowledge or experiences. The third levels that have been explained above known in the term “A Three-level Guide”. In addition, the guidance to the students through the text, but considerably more work for the teacher is “guide-o-rama” and “pattern study guides”.

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24 Marianne Celce Murcia, ed. *Teaching English ..., p. 202*
A guide-o-rama is a series of statement, instructions, and/or questions that leads students through the assigned reading and indicates what is important, how a paragraph or section is organized, and what is to be learned.  

Meanwhile, pattern study guide, which are somewhat more limited in scope, focus the students’ attention on the ways that paragraphs, or even larger units of text, are typically structured to represent the relationship between the main idea and subordinate detail, cause and effect, comparison and contrast, problem and solution, and so on.  

The post-reading phase is an ending phase. In this stage, the students review the content; work on bottom-up concerns such as grammar, vocabulary and discourse features; and consolidate what has been read by relating the new information to the learners’ knowledge, interest and opinion by doing the exercise given to check their comprehension.  

The three-phase approach above is need not carried out slavishly for every reading. It must be noted, under certain circumstances, it can be cut or curtail one or more of the stages.

B. Jigsaw Technique

1. Concept of Jigsaw Technique

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25 Marianne Celce Murcia, ed. Teaching English …, p. 202

26 Marianne Celce Murcia, ed. Teaching English …, p. 203

27 Marianne Celce Murcia, ed. Teaching English …, p. 204
Jigsaw technique is one of Cooperative Learning method. So that, it refers to a particular method of cooperative classroom, organization and instruction. This means the jigsaw technique adopts cooperative learning method and has principal as cooperative learning method, the way cooperative learning organize the students in classroom into groups and has the students to cooperate each other.

However, as other techniques of cooperative learning method, has a specialized characteristic that is bringing fun into the learning environment because it seems jigsaw puzzle; the student restores the pieces s/he has to their proper order.

Herewith, we look deep inside about jigsaw technique;

The original idea of naming the process of reconstituted group as “Jigsaw” comes from the metaphor of putting together the pieces of a puzzle to create a whole picture.28

Jigsaw tasks used in jigsaw technique, use the same basic principle as jigsaw puzzles with one exception whereas the player doing a jigsaw puzzle has all the pieces s/he needs in front of her/him, the participants in jigsaw task have only one (or few) piece(s) each.

The jigsaw classroom which attend jigsaw task, the students in small groups are dependent on the others in the group for the information they need in order to learn a topic or complete a task, and thus each has a different piece of puzzle.29 Each student studies and rehearses material also specific purpose in mind; to be able to teach or tell the others in the group the main points and important details of his/her own pieces of

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28 Elizabeth Coelho,; Winer, Lise; Olsen, Judy Winn-Bell. All Sides of the Issue; Activities for Cooperative Jigsaw Groups, Edited by Helen Munch (California: Alta Book Center Publishers, 1998), p.36

information. The group then works together to evaluate and synthesize the information in order to solve a problem or complete a task.  

As in 1972, in Austin, Texas, a team of administrators, teachers and researchers initiated a six-year project to find a way or restructuring the teaching and learning process to develop equity of participation and outcomes for all children in desegregated classroom which is called jigsaw technique later on.

The team experimented to create and research a process that made it imperatives that the students treat each other as resources. First, the structured the learning process so that the individual competitiveness was incompatible with success. Second, they made that success could occur only after students cooperated.

So, it also can be said that Jigsaw is a widely technique that is similar to group-to-group exchange with one important difference; every single student teaches something. Each student learns something which, when combined with the material learned by others forming a coherent body of knowledge or skill.

There is a growing use of heterogenous work teams, ussually through cross-role representation, to draw upon the resources of varied specialist within the work place.

Jigsaw is a commonly used structure that emphasized resource interdependence primarily within a group but across groups as well. Jigsaw technique is the reconstituted work group in the classroom, is interdependence. this depends upon one another to achieve tasks that operate cross-role teams.

The jigsaw technique was developed as one way to build a classroom as a community of learners where all students are valued. All

Elizabeth Coelho. *Jigsaw : Integrating …*, p. 137


Mell Silberman, *Active Learning. 101 Strategies to Teaching Subject.* (Boston: Allyn and Bacon), p.111
employees, board members, owners and perhaps clients are acknowledged as valued participants in the ongoing organizational tasks of finding and solving problems.

Jigsaw tasks, practice two very different area of skill in the foreign language. First, the student have to understand the bits of information they are given and describe them to the rest of the group. This makes them realize how important pronunciation and intonation are in making themselves to do a lot of talking before they are able to fit the pieces in the right way (speaking). It is obvious then, that this activity applies integrated skills.

Jigsaw can be used for some macro skills. Those are reading and listening comprehension and conversation activities explained below:

a. **Jigsaw and reading Comprehension**.

Jigsaw is commonly used with reading comprehension. It is because to have better comprehension, we have to discuss it with other. we discuss about it in the next section deeply.

b. **Jigsaw and Listening Comprehension**.

Although written ans spoken texts constitute quite different forms of presentation, Danks and End (1987) argued that they impose similar cognitive demands on the learner. Townsed, Carrithers, and Bever (1987) reported that learners’ comprehension in reading and listening are highly related. Based on these findings, jigsaw for teaching listening and reading comprehension, although specific differences between them must be bourn in mind while planning a listening activity.

c. **Jigsaw and Speaking Activities**.

Jigsaw can be used with any speaking activity, such as role play and simulation, that is divisible and in which each element can stand on its own. In both role play and simulation, the roles are initially prepared in expert groups, following which different roles interact together in
home groups. Appropriate tasks for each stage, with very clear instructions to the students, should be designed.33

2. **Principles of Jigsaw Technique**

There are five principles of jigsaw technique discussed; those are small heterogeneous groups, positive interdependence, individual accountability, purposeful talk and group skills.

a. **Small heterogeneous groups**

Groups need to be small in order to provide maximum opportunities for oral interaction. Groups of four are very flexible, because they can be easily into pairs for some activities. Large than four reduces the amount of interactions opportunities and some students may begin to contribute and participate less than others.

b. **Positive Interdependence**

Groups share two kinds of interdependence in living and working together. They depend on one another to achieve tasks and personal and social support.34

c. **Individual Accountability**

Although students work together, each of them is individually accountable to the group and the teacher for completion of his/ her own assignment or portion of it, and for helping others.

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d. **Purposeful Talk**

It is through language that learners come to understand ideas. Students need opportunities to explore, rehearse, and internalize ideas through oral interaction; through ""thinking aloud"" in small non-judgmental forum.

e. **Group Skills**

Students who have been socialized into a competitive or individualized mode of learning will need to learn how to work effectively in groups. Included in the interactional objectives for a lesson or unit of lessons will be behavioral objectives such as "managing disagreement", "taking turn", and "offering help".35

3. **Jigsaw Technique Procedure**

The students work primarily in their home group, but reassemble into expert group, each of which masters a different assignment, which are essential parts of the same unit of work. When the expert groups have mastered their parts of the unit, the students return to their home groups and teach each other the new knowledge they have acquired. The end with a stage is every student must utilize knowledge of the entire unit. This can be accomplished by administering an individual and group work test.

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C. Teaching Reading by Using Jigsaw Technique

1. Concept of Jigsaw Reading

Reading is not just the interaction of the text and the reader processing the text individually. To have better comprehension of a text, a reader is expected to discuss what s/he reads with other people. This is what is called interactive reading. Patricia A. Richard-Amato defines that interactive reading as a process during which meaning is created by the reader not only through interaction with the text but also through interaction with others in the class, in the school, in the community and in the home.\(^\text{36}\) Furthermore, Jigsaw reading is a suitable technique coping used to cover this need.

As it has been explained that jigsaw is a kind of puzzle. Jigsaw reading is also a kind of puzzle that is pieces of text are cut up and scrambled.\(^\text{37}\) Every single student in a group then must learn different pieces of text concerning a single story or a topic which will complete a task.

Jigsaw can be used in different ways for reading comprehension. First, Selected text can be divided into four or five parts, and each student in the home group becomes experts in one of the parts (possible only if the text can be divided into reasonably independent content units). Second, a selected text is used as a whole, and each student in the home group becomes expert in a


different aspect of that text. Third, four or five related texts are used, and each student in the home group becomes expert on text.\textsuperscript{38}

2. **Teaching Reading by Using Jigsaw Technique**

There are some activities in teaching reading by using jigsaw technique.

Herewith, the detailed procedure:

\textit{a. Grouping and division of the task.}

The teacher divides the class into groups of four to six depending on the number of the pieces of the text. These are \textsc{the home teams}. The teacher distributes the pieces of the text. Each receives the pieces from the text consisting of different information but they are all related constructing a story or a topic. The students are given some time to read and study their text before they leave their home teams.

\textit{b. Working in the expert groups.}

Each student leaving his/ her home team, form a group with people from other groups who have the same piece of text. These are their \textsc{expert teams}. Each student working in the expert group, has task that is discussing the piece of text with the students in his/ her expert group: first, learn the piece of text and secondly listen to the other students in his/ her expert group to take conclusion.

So that, each expert has two tasks, those are:

- To learn the texts so that they will be expert about the piece of the text.

To be ready to teach their teammates when they later return to their home team.

The teacher appoints a discussion leader for each expert team. The discussion leader does not have to be an able student. All students should have an opportunity to fill this role. The leader’s job is moderate the discussion, calling on team members who raise their hands and trying to see that everyone participates. Team members should take notes on all points discussed.

While the expert teams are working, the teacher should spend time with each expert team in turn. S/he may wish to answer questions and resolve misunderstandings, but should not try to take over leadership of the teams—that is the discussion leader’s responsibility.

c. Working in the jigsaw group.

The students return to their home teams, which is called jigsaw group. The teacher asks the members of each jigsaw group to teach each other what they have learned. The time to teach each other is limited. The teacher emphasizes to the students that they have a responsibility to their teammates to be good teachers as well as good listeners. Teacher may wish to have the experts question their teammates after they explain, to see that they have learned the material and are ready for the quiz. The teacher distributes the quizzes and allows time for everyone to finish. It can be a group or an individual work.

The following jigsaw reading procedure, is not only a more stimulating way of presenting a reading passage, but also help
initiate more student talk, enabling the teacher to integrate skills more effectively, even in a single lesson:

- The class is divided into pairs. Student will read his or her own half of the passage A or B (silently). The teacher will urge them to read it fairly quickly.
- After the period of silent reading, the students turn over the sheets and ask each other the questions provided to find out what their partners have read. The students respond as well as they can from memory.
- The students exchange the sheets. Silent reading again, this time to confirm what they have heard from their partners.

It needs the following preparation by the teacher:

- Divide the passage into roughly two equal parts (story line permitting).
- The two halves A and B to be prepared on separate sheets and labeled accordingly.
- Under each half, set ten indirect questions relating to the other half, which will enable the student to find out what his/her partner has read. Fold each sheet so that narrative and questions are separated.\(^{39}\)

D. Advantages and Disadvantages

There are some advantages and disadvantages of using jigsaw-reading technique:

1. Advantages

   a. Cross-role team—as one of the characteristics of Jigsaw technique—can “break the mold” solutions

\(^{39}\) Judy Clark. *Pieces of Puzzles: The Jigsaw Method…*, p..34
because the synergy that comes from combining a diversity of thinking and perspective.\textsuperscript{40}

b. Cooperation and mutual trust become valuable and necessary to academic achievement.\textsuperscript{41}

c. Designed for ensuring that all students in the class are responsible for learning and for teaching what they have learned to others.\textsuperscript{42}

2. Disadvantages

a. For some students, it may create an overwhelming sense of pressure to perform when they return to their home group.\textsuperscript{43}

b. Students may wrong about their second language communication skill, learning difficulties, or social status, blocking their ability to contribute in their home group.\textsuperscript{44}

\textsuperscript{40} Judy Clark. \textit{Pieces of Puzzles: The Jigsaw Method…}, p.34

\textsuperscript{41} Judy Clark. \textit{Pieces of…}, p.35

\textsuperscript{42} Judy Clark, \textit{Pieces of …}, p.47

\textsuperscript{43} Judy Clark, \textit{Pieces of …}, p.47

\textsuperscript{44} Judy Clark, \textit{Pieces of …}, p.47
CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Objective of Study

The objective of the research is to find out whether the students who are taught by using jigsaw technique show better achievement in reading comprehension than students who are taught by using conventional technique.

2. Place and Time of Study

The research was done at SMP Taman Islam located on Jalan Duri Selatan VII Tambora Jakarta Barat.

The research took four weeks, from May 13th up to June 6th 2009; focus on students at eighth class which consist two classes. They are class 8.1 as a controlled class and class 8.2 as an experiment class.

3. Method of Research

In the process of writing this study, the data for material was collected field research. The writer conducted the field research by observing the class namely controlled class, teaching the class namely experiment class then and analyzing the data.

4. Technique of Sampling Taking

The population of the research is the whole students of eighth class of SMP Taman Islam which consists four classes. They are class 8.1
has thirty students, class 8.2 has thirty students, class 8.3 has twenty eight students and 8.4 class has thirty students.

The writer takes two classes of class 8.1 and 8.2 as a sample which represents all of eighth class of SMP Taman Islam. The writer determines class 8.1 as controlled class taught reading by using conventional technique and class 8.2 as experiment class taught reading by using jigsaw technique.

5. Technique of Data Collecting

In collecting the data, the writer gave tests to the students. The tests are given for getting the objectives data of student’s achievement in reading skill by using jigsaw technique in experiment class and using conventional technique in controlled class. The writer applies two tests; those are pre test and post test. Pre test was given before teaching learning process and post test was given after teaching learning process. The item test consists of ten items of multiple choices and ten items of true and false questions. The writer gives five points in each correct point. So, the total score for all correct answers is one hundred.

6. Technique of Data Analysis

After getting the data the writer needs in research, the writer processed and analyzed them. The writer compared the scores between experiment and controlled class.

To find out the differences of students’ score by using different technique, the writer uses statistical calculation of the “t” test with significant degree 5% and 1% as follows.45

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45 Prof.Drs. Anas Sudjono, Pengantar Statistik pendidikan (Jakara: PT Raja Grafindo Persada, 2005), p. 314
\[ t_o = \frac{M_X - M_y}{SE_{M_X - M_y}} \]

Note:

- \( M_X \) = The average score of experiment class
- \( M_y \) = The average score of controlled class
- \( SE \) = Standard error of variable \( M_X \) & \( M_y \)
- \( \sum X^2 \) = Sum of the squared deviation score of the experiment class
- \( \sum y^2 \) = Sum of the squared deviation score of the controlled class
- \( N_1 \) = Number of students of the experiment class
- \( N_2 \) = Number of students of the controlled class
- \( df \) = Degree of Freedom
- \( df = N_1 + N_2 - 2 \)

B. Research Findings

1. Description of Data

Having finished the library and the field research about the effect of using jigsaw technique on students reading comprehension achievement, the writer took the scores from the students from both of the controlled and experiment class.

Hereewith, the writer gives the report concerning the data description of students’ score of pre test and post test.
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(Using Jigsaw Technique)
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<th>Gained (d) Score (Post Test - Pre Test)</th>
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\[ X = \frac{595}{30} = 19.83 \]

**The Students’ Score of Controlled Class**

(Using Conventional Technique)
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\[ X = \frac{345}{30} = 11.5 \]

2. **Analysis of Data**

In analyzing the data, the writer uses the comparative technique where the writer compares the experiment and controlled class. This
technique is useful to prove statistically whether any significant difference between the two variables, those are teaching reading by using jigsaw technique and teaching reading by using conventional technique.

After getting the data which are the result of students reading comprehension achievement both of two classes, then, the writer analyzes them by using statistic calculation of the t-test formula as follows.
The writer calculated the data based on the step of the test. The formulation as followed:

a. Determining mean of variable X, with formula:

\[
\text{Mean} = \frac{\sum x}{n}
\]

where \(x\) represents the data points and \(n\) is the total number of data points.

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<tr>
<td>26</td>
<td>26</td>
<td>20</td>
<td>0</td>
<td>0.17</td>
<td>-11.5</td>
<td>0.03</td>
<td>132.25</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>15</td>
<td>10</td>
<td>-4.83</td>
<td>-1.5</td>
<td>23.33</td>
<td>2.25</td>
</tr>
<tr>
<td>28</td>
<td>28</td>
<td>15</td>
<td>-5</td>
<td>-4.83</td>
<td>-16.5</td>
<td>23.33</td>
<td>272.25</td>
</tr>
<tr>
<td>29</td>
<td>29</td>
<td>20</td>
<td>5</td>
<td>0.17</td>
<td>-6.5</td>
<td>0.03</td>
<td>42.25</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>10</td>
<td>5</td>
<td>-9.83</td>
<td>-6.5</td>
<td>96.63</td>
<td>42.25</td>
</tr>
</tbody>
</table>

\[
\begin{align*}
N1 &= 30 \\
N2 &= 30 \\
\text{Mean} &= 19.83 \\
\end{align*}
\]

\[
\begin{align*}
N1 = 30 & \quad N2 = 30 \\
\text{Mean} &= 19.83 \\
\end{align*}
\]

\[
\begin{align*}
\text{Mean} &= 11.5 \\
\end{align*}
\]
\[ M_x = \frac{\sum X}{N_1} = \frac{595}{30} = 19.83 \]

b. Determining mean of variable Y, with formula:
\[ M_y = \frac{\sum Y}{N_2} = \frac{345}{30} = 11.5 \]

c. Determining of Standard of Deviation score of variable X, with formula:
\[ SD_x = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{2324.17}{30}} = \sqrt{77.47} = 8.80 \]

d. Determining of Standard of Deviation score of variable Y, with formula:
\[ SD_y = \sqrt{\frac{\sum y^2}{N_2}} = \sqrt{\frac{3107.50}{30}} = \sqrt{103.58} = 10.18 \]

e. Determining of standard error mean of variable X, with formula:
\[ SE_{M_x} = \frac{SD_x}{\sqrt{N_1 - 1}} = \frac{8.80}{\sqrt{29}} = \frac{8.80}{5.39} = 1.63 \]

f. Determining of standard error mean of Y, with formula:
\[ SE_{M_y} = \frac{SD_y}{\sqrt{N_2 - 1}} = \frac{10.18}{\sqrt{29}} = \frac{10.18}{5.39} = 1.89 \]

g. Determining of standard error of different mean of variable X and mean of variable Y, with formula:
\[
SE_{Mx - My} = \sqrt{SE_{Mx}^2 + SE_{My}^2}
\]
\[
= \sqrt{1.63^2 + 1.89^2}
\]
\[
= \sqrt{2.66 + 3.57}
\]
\[
= \sqrt{6.23}
\]
\[
= 2.50
\]

h. Determining \( t_o \) with formula:

\[
t_o = \frac{M_x - M_y}{SE_{Mx - My}}
\]
\[
= \frac{19.83 - 11.5}{2.50}
\]
\[
= \frac{8.33}{2.50}
\]
\[
= 3.332
\]

\[
df = N_1 + N_2 - 2
\]
\[
= 30 + 30 - 2
\]
\[
= 58
\]

Knowing the value of \( df \) is not mentioned in the \( t \) table, for this reason the writer uses the closer value to 58, that is 60 as degree of freedom (df).
The value of df 60 at the degree of significance 5% or $t_{table}$ 5% of df 60 = 2.00

The value of df 60 at the degree of significance 1% or $t_{table}$ of df 1% the = 2.65

3. Hypothesis of Data

The research to answer the question “Does jigsaw technique effect students’ reading achievement?” Moreover, the writer questioning “Do the students who taught by using jigsaw technique show better achievement in their reading comprehension than the students who taught by using conventional technique in their reading comprehension?”

To get the answer from the question above, the writer proposes Alternative Hypothesis (Ha) and Null Hypothesis (Ho) as follows:

Ho : “There is no significant difference between students’ reading comprehension achievement who taught by using jigsaw technique (experiment class) and those who taught without using jigsaw technique”.

Ha : “There is a significant difference between the students’ reading comprehension achievement who taught by using jigsaw technique (experiment class) and those who taught without using jigsaw technique”.

To prove the hypothesis, the data obtained from experiment class and controlled class are calculated by using t-test formula with assumption as follows:

If $t_o \geq t_{table}$, the Null Hypothesis (Ho) is rejected. It means there is a significant difference between the students’ reading comprehension achievement who taught by using jigsaw technique and those who taught without using jigsaw technique”.
If \( t_o \leq t_{table} \), the Null Hypothesis (H\(_o\)) accepted. It means there is no significant difference between the students’ reading comprehension achievement who taught by using jigsaw technique and those who taught without using jigsaw technique”.

From the result of the calculation, is obtained the value of \( t_o = 3.332 \). The degree of freedom is 58. The writer uses the closer df of 58 mentioned in \( t_{table} \), that is 60. Then the writer uses the degree of significance 5\% and 1\%. Based on both of significance, it can be seen that on df = 60 in significant 5\% and 1\%, the value of the degree significance are 2.00 and 2.65.

By comparing the result of \( t_t \) and \( t_o \), that in significance 5\%, \( t_t: t_o = 3.332 > 2.00 \), and in significance 1\%, \( t_t: t_o = 3.332 > 2.65 \). According to those results, the writer get conclusion that \( H_o \) is rejected and \( H_a \) is accepted.

4. Interpretation of Data

Based on the analysis of the result calculated above, it can be stated that teaching reading by using jigsaw technique increase students reading comprehension achievement. The students’ reading comprehension score taught by using jigsaw technique is higher than the students’ reading comprehension score taught by using conventional technique.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and the interpretation of the data, the writer makes conclusion by showing the result calculation of t-test, the difference of averages post test’s score of controlled class and experiment class and the range of the result of post test and pre-test of controlled and experiment class. The result calculation of $t$-test show $t_o$ is bigger than $t_a$. This means the writer’s hypotheses; the alternative of hypothesis that is there is significant difference between teaching reading comprehension by using jigsaw technique and by using conventional technique, is accepted. The average of post test’s score of experiment class is bigger than controlled class. Also, the range of the result of post test and pre test which is called the gained score of experiment class is bigger than controlled class. The gained score of experiment class is bigger than the gained score of controlled class. This means the students who taught by using jigsaw technique show better achievement in reading comprehension than students who taught by using conventional technique. Therefore, the jigsaw technique has the effect to increase students’ reading comprehension achievement significantly.

B. Suggestion

The writer would like to give some suggestions that might be useful in applying the jigsaw technique, as follow:

1. The jigsaw technique is a suitable technique in teaching reading comprehension that could be applied because it links four language
skills in its activities, promotes the feeling of positive interdependence and individual accountability. The jigsaw technique is also to solve class size problem, the difficulties faced the students in order the student could cooperate in finishing the tasks.

2. It is should be applied intensively because it is good for developing student’ life skills which are the students learn how to be responsible and trained to be communicative person because every single student have to express what s/ he read to her/ his team.

3. The teacher should really pay attention to the time allocation; s/ he should manage the time precisely during carrying out the stage, just in case all stages can not be covered.

4. The teacher has to consider the need to arrange the chairs before the class begun.

5. The teacher must prepare the text material as well because only selected text material can be used in jigsaw technique. The text is also should no to be long so that the students can memorize and understand easily.

6. The teacher should be active to monitor the students in the group for helping some difficulties faced the student, for instance encourage the student that is shy express their opinion, and guide the student about the way of discussion and give the list question guidance for the student to tell about the paragraph and make and state the conclusion.


Appendix 1

RENCANA PELAKSANA PEMBELAJARAN I

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 2
Tema : Flora and Fauna
- Fauna
Aspek/ Skill : Membaca
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

A. Standar Kompetensi
• Membaca
  Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
• Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator
• Siswa dapat menyebutkan dua puluh nama-nama hewan dalam bahasa Inggris.
• Siswa dapat menyebutkan pengelompokkan jenis hewan-hewan tersebut berdasarkan makanannya, mengidentifikasikannya ke dalam wild atau tame animal, makanan yang mereka makan dan bagian tubuhnya.
• Siswa menyadari cara kerja dan pentingnya kerjasama dalam cooperative dan jigsaw technique.

D. Materi Pembelajaran
• Teks yang tertuang dalam bentuk acrostic dan crossword puzzle atau teka-teki silang.
• Kosakata yang terkait dengan tema.
E. Strategi, Model, Pendekatan dan Metode Pembelajaran

- Strategi: Cooperative and Jigsaw Technique
- Model: Group of four.
- Pendekatan: Comunicative dan Active Learning
- Metode: individual and groupwork

F. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan</td>
<td>5’</td>
<td>Perkenalan</td>
</tr>
</tbody>
</table>
|     | - Guru memperkenalkan diri memberi salam dan menyapa siswa.  
  - *Good afternoon, class. How’s life?*  
  - Guru mengangkat topik tentang perubahan cuaca yang tidak menentu.  
  - *Game:* pembelajaran ketrampilan kelompok cooperative.  
    a. Guru membagi siswa ke dalam 6 kelompok yang tiap kelompoknya berjumlah 5 orang dengan cara meminta siswa mengambil gulungan kertas yaitu gulungan kertas *Protozoa, Birds, Fish, mammals, Reptiles* atau *Amphibians*.  
    Dari gulungan kertas tersebut guru akan mengumpulkan siswa yang mendapat gulungan kertas *Protozoa* berkumpul dengan yang mendapat gulungan kertas *Protozoa* begitu sampai *Amphibians* sehingga terbentuklah 6 kelompok berdasarkan klasifikasi hewan yang diinginkan  
    b. Guru meminta siswa untuk berdiskusi dengan teman kelompoknya untuk menemukan nama hewan sebanyak mungkin beserta penjelasannya dan menuliskannya di atas kertas karton yang diberikan guru dalam waktu 5 menit kemudian setelah selesai ditempel di papan tulis.  
    c. Guru memilih 1 wakil setiap kelompok untuk mempresentasikan di depan kelas.  
    d. Guru menghitung jumlah hewan yang diperoleh tiap kelompok dan | 10’ | Penugasan  
|     | 10’ | Penilaian proses |
memberikan reward kepada kelompok yang memperoleh jumlah hewan terbanyak dan benar. 10’ Reward

2. **Kegiatan Inti**  
   - *Game Word Puzzle*: pembelajaran ketrampilan kelompok jigsaw  
     a. Guru memberikan tiap kelompok yang telah terbentuk di awal, sebuah salinan “KOTAK TEKA-TEKI SILANG” yang tiap jawaban (soalnya) membutuhkan 5 petunjuk.  
     Guru membuat 5 lembar kertas untuk tiap kelompok. Tiap lemar kertas berisikan seluruh nomor soal yang tiap nomor pada tiap lembar kertas yang berbeda tersebut, diberikan petunjuk yang berbeda pula dengan lembar kertas yang lain.  
     Guru memberi huruf kertas-kertas tersebut sebagai kertas A, B, C, D dan E.  
     b. Selanjutnya guru meminta siswa dalam tiap kelompok yang berjumlah 5 orang untuk berhitung huruf sebagai siswa A, B, C, D dan siswa E dan membagikan kertas yang berhuruf sama dengan siswa.  
     c. Guru menunjuk 1 orang wakil tiap kelompok untuk memimpin diskusi dengan cara menanyakan petunjuk yang dimiliki siswa dan menuliskan jawaban hasil diskusi dalam waktu 15 menit.  
     d. Tiap anggota kelompok memberitahukan secara lisan petunjuk yang mereka miliki tanpa tanpa menukar dan memperlihatkan salinan petunjuk pada anggota lain dalam kelompoknya.  
     e. Guru menukar hasil kerja kelompok dengan kelompok lain, menunjuk siswa secara acak menuliskan jawaban di papan tulis dan melakukan pembahasan bersama-sama siswa.  
     f. Guru mengumpulkan hasil kerja kelompok.  

3. **Penutup**  
   - refleksi:  
     1. Guru dan siswa mendiskusikan manfaat

<table>
<thead>
<tr>
<th>Reward</th>
<th>Penanaman konsep, penguatan dan penugasan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>Penugasan</td>
</tr>
<tr>
<td>10’</td>
<td>Catatan: Selama proses diskusi guru yang berfungsi sebagai mentor, memonitor dan memfasilitasi kelompok bersamaan dengan absensi siswa.</td>
</tr>
<tr>
<td>15’</td>
<td>Penilaian proses</td>
</tr>
<tr>
<td>10’</td>
<td></td>
</tr>
</tbody>
</table>
permainan game cooperative dan jigsaw.
a) Could you tell me about the process of the game?
b) Do you enjoy it?
c) What the benefit do the games?

G. Sumber Pembelajaran
- Sumber bahan
  - wikipedia.com

- Sumber lingkungan

- Media
  - kertas karton
  - handout teka teki silang
  - handout petunjuk untuk teka teki silang

H. Penilaian
- Jenis Tagihan
  - tugas kelompok

- Bentuk Instrumen
  - tertulis
  - lisan

- Instrument Soal
  - Terlampir

Jakarta, April 2009

Guru kelas       Guru Praktikan

..................       Endang Larasati
                         103014027039
RENCANA PELAKSANA PEMBELAJARAN II

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 2
Tema : Flora and Fauna
      - Fauna
Aspek/ Skill : Membaca
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

A. Standar Kompetensi
• Membaca
  Memahami makna teks tulis fungsional dan essai pendek sederhana
  berbentuk deskriptif dan recount yang berkaitan dengan lingkungan
  sekitar.

B. Kompetensi Dasar
• Merespon makna dalam teks tulis fungsional pendek sederhana secara
  akurat, lancar dan berterima yang berkaitan dengan lingkungan
  sekitar.

C. Indikator
• Siswa mampu menebak 10 nama hewan sesuai dengan paragraf
  deskriptif.
• Siswa mampu menentukan main idea paragraf-paragraf yang ada di
  dalam teks.
• Siswa mampu menemukan detail informations dalam teks.

D. Materi Pembelajaran
• Teks yang berkaitan dengan tema.
• Kosakata yang terkait dengan tema.

E. Strategi, Model, Pendekatan dan Metode Pembelajaran
• Strategi : Jigsaw Reading Technique
• Model : Individual and Group work.
• Pendekatan : Comunicative dan Active Learning
• Metode : individual and groupwork
F. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pendahuluan</strong></td>
<td>5’</td>
<td>Penguatan dan penanaman konsep.</td>
</tr>
<tr>
<td></td>
<td>- Tanya jawab berbagai kondisi siswa dan absensi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Apersepsi: mengingat kembali pelajaran yang lalu dan meminta siswa untuk bersiap untuk melakukan jigsaw reading teknik.</td>
<td></td>
<td>Apersepsi</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Kegiatan Inti</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>Jigsaw Reading Technique</em></td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Guru meminta siswa kelas untuk menandai diri sebagai siswa 1, siswa 2, siswa 3 dan siswa 4 dengan cara berhitung.</td>
<td></td>
<td>Penanaman konsep, penguatan jigsaw technique</td>
</tr>
<tr>
<td></td>
<td>2) Selanjutnya guru menginstruksikan siswa-siswa yang bernomor sama untuk berkumpul membentuk kelompok baru yang disebut kelompok ahli yaitu siswa 1 berkelompok dengan siswa 1, siswa 2 dengan siswa 2, dst.</td>
<td></td>
<td>Catatan: Jadi, kelompok ahli terdiri dari 7-8 orang</td>
</tr>
<tr>
<td></td>
<td><strong>Pre-Reading Activities</strong></td>
<td>10’</td>
<td>Penanaman konsep dan reinforcement</td>
</tr>
<tr>
<td></td>
<td>3) Guru menuliskan kata-kata Wild and Tame Animal di papan tulis, menanyakan kemudian mendefinisikan kata-kata tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Selanjutnya guru memperlihatkan gambar-gambar wild and tame animals secara berurutan dan menyuruh siswa menyebutkan nama-nama hewan dan menebak berdasarkan apa pengklasifikasian hewan-hewan pada gambar-gambar tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Guru membagikan 10 cerita untuk tiap</td>
<td>10’</td>
<td>Penugasan</td>
</tr>
</tbody>
</table>
kelompok ahli. Cerita tersebut mendeskripsikan ciri hewan tanpa penyebutan nama hewan di dalamnya.

6) Siswa dalam kelompok diminta menebak nama hewan dalam tiap cerita sesuai dengan sebagian nama hewan pada gambar-gambar yang ditunjukkan dan dibahas guru sebelumnya.

7) Guru meminta kelompok menukar hasil kerjanya dengan kelompok lain, meminta tiap perwakilan kelompok untuk menuliskan jawaban di papan tulis dan membahasnya bersama siswa.

8) Guru mengumpulkan hasil kerja kelompok.

**While-Reading Activities**

9) Guru mendistribusikan salinan paragraf dari potongan teks yang berjudul “Wild Animal” yang juga berisikan keseluruhan daftar pertanyaan yang telah diberi huruf sesuai dengan huruf siswa. Contoh siswa 1 mendapat salinan berhuruf 1, dst.

10) Guru meminta siswa berdiskusi dalam tim ahli dengan menunjuk 1 wakil pada tiap tim untuk meminta anggotanya menceritakan tentang paragrafnya masing-masing, menemukan dan menjelaskan kata-kata sulit, serta menentukan ide pokok (main idea) pada paragraf tersebut.

**Post-Reading Activities**

11) Guru meminta siswa untuk kembali ke kelompok awal/Home group/kelompok jigsaw kemudian melaporkan hasil diskusi dari kelompok sebelumnya yaitu kelompok ahli.

12) Guru menginstruksikan kelompok jigsaw mengerjakan soal vocabulary berdasarkan teks wild animal.

13) Guru mengambil penilaian proses dengan meminta tiap kelompok menukar pekerjaannya dan memeriksa bersama dengan meminta seorang perwakilan
kelompok yang ditunjuk secara acak untuk menuliskan jawaban-jawabannya di papan tulis.

14) Guru memberi reward pada kelompok pemenang.

15) Guru menginstruksikan siswa secara individu mengerjakan reading comprehension yang ada ada tiap teks yang diberikan di awal.

<table>
<thead>
<tr>
<th>3. Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>16) refleksi : kuis; Tanya-jawab tentang materi yang telah diajarkan.</td>
</tr>
<tr>
<td>5’</td>
</tr>
</tbody>
</table>

G. Sumber Pembelajaran

- Sumber bahan
  a. LKS “FOCUS” dari CV. Agung Mekar Jaya.

- Sumber lingkungan

- Media
  a. salinan paragraf-paragraf dari potongan teks beserta salinan soal.
  b. Gambar-gambar.

H. Penilaian

- Jenis Tagihan
  a. tugas kelompok
  b. tugas individu

- Bentuk Instrumen
  a. tertulis
  b. lisan

- Instrument Soal
  a. Terlampir

Jakarta, April 2009
RENCANA PELAKSANA PEMBELAJARAN III

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 2
Tema : Flora and Fauna
- Fauna
Aspek/ Skill : Membaca
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

A. Standar Kompetensi
   • Membaca
      Memahami makna teks tulis fungsional dan essai pendek sederhana
      berbentuk deskriptif dan recount yang berkaitan dengan lingkungan
      sekitar.

B. Kompetensi Dasar
   • Merespon makna dalam teks tulis fungsional pendek sederhana secara
      akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator
   • Siswa mampu megidentifikasi 10 nama hewan dalam bahasa Inggris
      yang huruf-hurufnya tersusun secara horizontal, vertikal dan diagonal
      pada tabel teka-teki/ puzzle.
   • Siswa mampu menemukan detail information dalam teks.

D. Materi Pembelajaran
   • Teks yang berkaitan dengan tema.
   • Kosakata yang terkait dengan tema.

E. Strategi, Model, Pendekatan dan Metode Pembelajaran
   • Strategi : Jigsaw Reading Technique
   • Model : Individual and Pairs.
   • Pendekatan : Comunicative dan Active Learning
- Metode : individual and pairs group

F. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pendahuluan</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | 1) Tanya jawab tentang berbagai hal kondisi siswa.  
  *Hello, how are you today?* | 5’ | Apersepsi |
| | 2) Apersepsi : mengingat kembali materi pelajaran yang lalu. | | |
| | 3) Guru memberikan game :  
  *The Names Of Animals In The Puzzle*  
  (LKS Lokus hal.19) | | |
<p>| | a. Guru meminta siswa berkelompok beranggotakan 4 orang dengan cara menandai diri dengan berhitung sebagai siswa 1 sampai siswa 4 dan selanjutnya perhitungan berulang untuk menjadikannya sebuah kelompok tiap perhitungan selesai pada penomoran siswa ke-4. Tiap kelompok tersebut kemudian dinamakan kelompok ahli. | 5’ | Penguatan dan penanaman konsep |
| | b. Guru memberikan <em>table puzzle</em> yaitu tabel yang berisi kan huruf-huruf untuk tiap kelompok ahli, menginstruksikan untuk menemukan sebanyak mungkin nama-nama hewan yang tertulis secara horizontal, vertikal, atau pada diagonal dalam waktu 5 menit. | | |
| | c. Guru memonitor kerjasama siswa dalam tiap kelompok ahli. Tiap kelompok ahli memindahkan atau menuliskan kembali nama-nama hewan pada lembaran kertas kemudian menempelkannya di | 15’ | Catatan: Bersamaan dengan memonitor, guru mengabsen siswa |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>papan tulis.</td>
<td></td>
</tr>
<tr>
<td>d. Guru bersama siswa menghitung jumlah jawaban nama hewan yang benar pada masing-masing kelompok dan memberikan reward kepada kelompok dengan jumlah jawaban nama hewan terbanyak yang benar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Penguatan dengan reward</strong></td>
</tr>
<tr>
<td>2. <strong>Kegiatan inti</strong></td>
<td></td>
</tr>
<tr>
<td>4) <strong>Jigsaw Reading Technique</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pre reading activities</strong></td>
<td></td>
</tr>
<tr>
<td>1. Guru menginstruksikan siswa dalam tiap kelompok ahli untuk berpasangan. Siswa 1 dengan siswa 2 dan siswa 3 dengan siswa 4 dan menandai siswa ulang sebagai siswa A dan siswa B.</td>
<td></td>
</tr>
<tr>
<td>2. Guru menunjukkan gambar seekor gajah dan meminta siswa menebak gambar tersebut. <em>What do you see in the picture?</em></td>
<td></td>
</tr>
<tr>
<td><strong>While Reading Activities</strong></td>
<td></td>
</tr>
<tr>
<td>3. Guru meminta siswa berpasangan untuk membuat sebuah daftar langkah-langkah mendeskripsikan hewandalam waktu 5 menit dan meminta tiap perwakilan.</td>
<td>15’</td>
</tr>
<tr>
<td>4. Guru membagi teks menjadi 2 bagian dan memberi label A dan B.</td>
<td></td>
</tr>
<tr>
<td>5. Guru membuat daftar pertanyaan dibawah teks berlabel A untuk teks label B dan begitu pula sebaliknya.</td>
<td></td>
</tr>
<tr>
<td>6. Guru memberikan salinan teks A untuk siswa A dan salinan teks B untuk siswa B.</td>
<td></td>
</tr>
<tr>
<td>7. Guru meminta siswa untuk silent reading selama 1 menit.</td>
<td></td>
</tr>
<tr>
<td><strong>Post Reading Activities</strong></td>
<td></td>
</tr>
<tr>
<td>8. Guru menginstruksikan kemudian memonitor siswa : setiap siswa A membacakan daftar pertanyaan untuk siswa B. Siswa B merespon pertanyaan sesuai apa yang</td>
<td>15’</td>
</tr>
</tbody>
</table>
diingatnya. Setiap siswa A menuliskan jawaban lisan siswa B berupa kata kunci saja (dilakukan bergiliran).
10. Guru bersama-sama siswa memeriksa jawaban. (penilaian individu)
5) Guru bersama siswa melakukan pembahasan.
6) Guru memberikan reward.

<table>
<thead>
<tr>
<th>Penilaian</th>
<th>Penugasan</th>
<th>Penguatan (reward)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Penutup**
7) Refleksi : kuis: Tanya jawab tentang materi yang telah dipelajari.

**G. Sumber Pembelajaran**

- Sumber bahan
  a. LKS “FOCUS” dari CV. Agung Mekar Jaya.
  b. Buku “Smart Steps” penerbit Ganeca Exact

- Sumber lingkungan

- Media
  c. salinan paragraf-paragraf dari potongan teks beserta salinan soal.
  d. Gambar

**H. Penilaian**

- Jenis Tagihan
  a. tugas kelompok
  b. tugas individu

- Bentuk Instrumen
  c. tertulis
  d. lisan

- Instrument Soal
  a. Terlampir

Jakarta, April 2009
RENCANA PELAKSANA PEMBELAJARAN IV

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 2
Tema : Flora and Fauna
- Flora
Aspek/ Skill : Membaca
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

A. Standar Kompetensi
   • Membaca
     Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
   • Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator
   • Siswa mampu menemukan main idea, detail informations dan menarik kesimpulan dalam teks.

D. Materi Pembelajaran
   • Teks yang berkaitan dengan tema.
   • Kosakata yang terkait dengan tema.

E. Strategi, Model, Pendekatan dan Metode Pembelajaran
   • Strategi : Jigsaw Reading Technique
   • Model : Individual and Group of three.
   • Pendekatan : Comunicative dan Active Learning
   • Metode : Individual and groupwork

F. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1) Guru menanyakan tentang kabar siswa saat ini, menulis “Express your feeling!” kemudian meminta siswa untuk menuliskan nama mereka di salah satu karton yang menunjukkan bagaimana perasaan mereka, yaitu menuliskan nama mereka pada karton yang bagian atasnya bergambar ☺☺ ☺☺ jika perasaan mereka senang atau happy, karton bergambar 😊 Bila perasaan mereka biasa-biasa saja atau so-so, atau menuliskan nama mereka pada karton yang diatasnya bergambar 😊 bila saat ini mereka merasa sedih atau sad.

Guru secara acak menanyakan satu siswa pada tiap karton, yaitu kenapa mereka merasa senang biasa saja dan sedih saat ini.

2) Apersepsi : mengingat kembali pelajaran yang lalu

<table>
<thead>
<tr>
<th>2. Kegiatan Inti</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Guru memberikan game : <em>Parts of plant</em></td>
<td></td>
</tr>
<tr>
<td>4) Guru menginstruksikan siswa untuk membentuk kelompok berjumlah 3 orang dengan cara berhitung dan menandainya sebagai siswa 1, 2, 3.</td>
<td>3’</td>
</tr>
<tr>
<td>5) guru memberikan gambar tanaman dan puzzle kata-kata bagian tanaman untuk tiap kelompok, menginstruksikan dan memonitor kerja sama siswa dalam waktu 3 menit.</td>
<td>5’</td>
</tr>
<tr>
<td>6) guru bersama siswa memeriksa hasil kerja kelompok dengan menukar hasil kerja kelompok dan meminta siswa secara acak dalam tiap kelompok untuk menjawab.</td>
<td>7’</td>
</tr>
<tr>
<td>7) <em>Jigsaw Reading Technique</em></td>
<td>Penanaman konsep, penguatan</td>
</tr>
<tr>
<td>8) Selanjutnya siswa pada kelompok awal menjadi kelompok Home Team.</td>
<td></td>
</tr>
<tr>
<td>9) Selanjutnya guru menginstruksikan siswa-siswa untuk membentuk kelompok baru/kelompok ahli (expert group) yaitu siswa mengelompokkan diri dengan yang ber huruf sama. Siswa 1 dengan siswa 1, dst</td>
<td>5’</td>
</tr>
<tr>
<td>Pre-Reading Activities</td>
<td>Penanaman konsep</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>10) guru menuliskan judul Gunung Gede Pangrango di papan tulis dan menanyakan pada siswa tentang apa yang akan dibicarakan di dalam teks.</td>
<td>3’</td>
</tr>
<tr>
<td>11) Guru menginstruksikan pada siswa untuk bekerja di tim ahli menceritakan tentang apa saja yang mereka ketahui tentang gunung gede pangrango: lokasi, kegiatan yang dapat dilakukan dan apa saja yang harus dibawa dan dimana mereka dapat tinggal.</td>
<td>4’</td>
</tr>
<tr>
<td>12) Guru memberi waktu 2 menit bagi tim ahli untuk mendiskusikan dan meminta seorang siswa pada tiap kelompok yang diambil secara acak, untuk melaporkan gagasan kelompok mereka.</td>
<td>3’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>While-Reading Activities</th>
<th>Penugasan</th>
</tr>
</thead>
<tbody>
<tr>
<td>13) Guru mendistribusikan salinan paragraph dari potongan teks yang berisikan keseluruhan daftar pertanyaan yang telah diberi huruf sesuai dengan huruf siswa. Contoh siswa 1 mendapat salinan berhuruf 1, dst.</td>
<td>10’</td>
</tr>
<tr>
<td>14) Guru meminta siswa berdiskusi dalam tim ahli, menceritakan tentang paragraf, menemukan dan menjelaskan kata-kata sulit.</td>
<td>Penugasan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Reading Activities</th>
<th>Penilaian Proses</th>
</tr>
</thead>
<tbody>
<tr>
<td>15) guru meminta siswa untuk kembali ke kelompok awal/ Home group/kelompok jigsaw dan menceritakan paragrafnya masing-masing dan menjelaskan kata-kata sulit.</td>
<td>Penilaian Proses</td>
</tr>
<tr>
<td>16) Guru menginstruksikan kelompok jigsaw untuk mengerjakan soal <strong>vocabulary, conclusion, main idea and detail informations.</strong></td>
<td>5’</td>
</tr>
<tr>
<td>17) Guru mengambil penilaian proses dengan meminta tiap kelompok menekar pekerjaannya dan memeriksa bersama dengan menuliskannya di papan tulis.</td>
<td>5’</td>
</tr>
<tr>
<td>18) Guru memberi reward pada kelompok pemenang.</td>
<td>5’</td>
</tr>
<tr>
<td>No.</td>
<td>Tindakan</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------</td>
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<tr>
<td>19)</td>
<td>Guru menginstruksikan siswa secara individu mengerjakan reading comprehension yang ada ada tiap teks yang diberikan di awal.</td>
</tr>
<tr>
<td>20)</td>
<td>Guru bersama siswa melakukan pembahasan dengan cara siswa menukar hasil kerja, guru meminta siswa secara acak untuk menuliskan jawaban di papan tulis</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Penutup</strong></td>
</tr>
<tr>
<td>21)</td>
<td>refleksi : guru meminta siswa membuat ringkasan teks Gunung Gede Pangrango sepanjang 1 paragraf dalam bahasa Indonesia (One Paragraph Summary in Bahasa)</td>
</tr>
</tbody>
</table>

**G. Sumber Pembelajaran**
- Sumber bahan
  a. LKS “FOCUS” dari CV. Agung Mekar Jaya.
  b. www.virtual.tourist.com
- Sumber lingkungan
- Media
  e. Salinan paragraf-paragraf dari potongan teks beserta salinan soal.
  f. Gambar-gambar.

**H. Penilaian**
- Jenis Tagihan
  c. tugas kelompok
  d. tugas individu
- Bentuk Instrumen
  e. tertulis
  f. lisan
- Instrument Soal
  a. Terlampir

Jakarta, September 2008
RENCANA PELAKSANA PEMBELAJARAN V

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 2
Tema : Flora and Fauna
   - Flora
Aspek/ Skill : Membaca
Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

A. Standar Kompetensi
   • Membaca
     Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar
   • Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator
   • Siswa mampu menemukan main idea, detail informations dan menarik kesimpulan dalam teks.

D. Materi Pembelajaran
   • Teks yang berkaitan dengan tema.
   • Kosakata yang terkait dengan tema.
E. Strategi, Model, Pendekatan dan Metode Pembelajaran

- **Strategi**: Jigsaw Reading Technique
- **Model**: Individual and Groupworks (group of three and four).
- **Pendekatan**: Comunicative dan Active Learning
- **Metode**: individual and groupwork

F. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan</td>
<td>5’</td>
<td>Apersepsi</td>
</tr>
<tr>
<td></td>
<td>1) Apersepsi : mengingat kembali pelajaran yang lalu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan Inti</td>
<td></td>
<td>Penugasan</td>
</tr>
<tr>
<td></td>
<td>While Reading Activities I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Guru meminta siswa kembali berkelompok dengan siswa lain, menandai diri sebagai siswa 1, siswa 2, siswa 3, sesuai dengan formasi 3 pada pertemuan sebelumnya</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Guru memberikan tiap siswa dalam tiap kelompok, salinan paragraf yang berbeda, yang merupakan kesatuan cerita yang berjudul “Herbivores and Carnivores” bila digabung dengan potongan salinan paragrap lain di dalam kelompok. Tiap potongan salinan paragraf yang juga berisikan keseluruhan daftar pertanyaan dari teks cerita yang utuh. Misalnya siswa 1 mendapat potongan paragraf 1, siswa 2 mendapat potongan paragraf 2, dst.</td>
<td>5’</td>
<td>Penugasan dan penilaian proses</td>
</tr>
<tr>
<td></td>
<td>4) Siswa yang bernomor sama berkumpul, membentuk kelompok baru yang disebut kelompok ahli, untuk berdiskusi tentang paragraf, menemukan dan mengartikan kata-kata sulit dalam waktu 5 menit.</td>
<td>5’</td>
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</tbody>
</table>

**Post Reading Activities I**

| 5) | Guru meminta siswa kembali ke kelompok awal formasi 3 yang disebut juga kelompok jigsaw. | | Penugasan |
| 6) | Guru menunjuk seorang wakil dalam tiap kelompok jigsaw untuk memimpin anggotanya berdiskusi dengan menanyakan tiap anggotanya untuk menceritakan tentang paragrafnya masing-masing, informasi rinci/ | | Penugasan dan penilaian proses |
7) Guru kelompok jigsaw untuk mengerjakan soal reading comprehension dan vocabulary.
8) Guru mengambil penilaian proses dengan meminta tiap kelompok untuk menukar pekerjaannya dan memeriksa bersama dengan meminta seorang siswa secara acak pada tiap kelompok untuk menuliskannya di papan tulis.

**While Reading Activities II**
9) Guru kembali meminta siswa membentuk kelompok sesuai dengan pengelompokkan yang terbentuk pada pertemuan yang kedua yaitu kelompok jigsaw berdasarkan klasifikasi hewan dengan penandaan siswa yang sama pula yaitu siswa 1 tetap menjadi siswa 1, siswa 2 tetap menjadi siswa 2, begitu sampai siswa 4.
10) Guru memberikan tiap siswa pada tiap kelompok jigsaw potongan salinan paragraf yang berbeda, yang merupakan kesatuan cerita berjudul “Cibodas Botanic Garden” bila digabungkan. Tiap potongan paragraf ditandai nomor sesuai dengan penomoran siswa, yaitu potongan salinan paragraf untuk siswa bernomor 1, begitu seterusnya sampai siswa 4 mendapat salinan potongan paragraf bernomor 4.
11) Siswa yang bernomor sama berkumpul, membentuk kelompok baru yang disebut kelompok ahli, untuk berdiskusi tentang paragraf, menemukan dan mengartikan kata-kata sulit dalam waktu 10 menit.

**Post Reading Activities II**
12) Guru meminta siswa kembali ke kelompok awal, yang berdasarkan klasifikasi hewan, yang disebut juga kelompok jigsaw.
13) Guru menunjuk seorang wakil dalam tiap kelompok jigsaw klasifikasi hewan untuk memimpin anggotanya berdiskusi dengan menanyakan tiap anggotanya untuk menceritakan tentang paragrafnya masing-masing, informasi rinci/ detail informations
dan kata-kata sulit beserta penjelasannya.
14) Guru menginstruksikan kelompok jigsaw klasifikasi hewan untuk mengerjakan soal vocabulary.
15) Guru mengambil penilaian proses dengan meminta tiap kelompok untuk menukar pekerjaannya dan memeriksa bersama dengan meminta seorang siswa secara acak pada tiap kelompok untuk menuliskannya di papan tulis.

<p>| | | |</p>
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<thead>
<tr>
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<tr>
<td>10’</td>
<td>5’</td>
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3. **Penutup**
16) refleksi: kuis; Tanya-jawab tentang materi yang telah diajarkan.

<p>| | |</p>
<table>
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<tr>
<td>5’</td>
<td>Penguatan</td>
</tr>
</tbody>
</table>

**G. Sumber Pembelajaran**

- Sumber bahan
  a. LKS “FOCUS” dari CV. Agung Mekar Jaya.
- Sumber lingkungan
- Media
  a. Salinan paragraf-paragraf dari potongan teks beserta salinan soal.

**H. Penilaian**

- Jenis Tagihan
  a. Tugas kelompok
  b. Tugas individu
- Bentuk Instrumen
  a. Tertulis
  b. Lisan
- Instrument Soal
  a. Terlampir

Jakarta, September 2008

Guru kelas

Guru Praktikan

………………

Endang Larasati
103014027039
The Most Popular Pets

Cats and dogs are the most popular pets. Birds are in the next rank in popularity. But they're far from behind cats and dogs. The most popular pet bird is the parakeet. Parakeets enjoy talking and playing with mirrors and toys. They learn to perch on your finger. Kakatua is kinds of parrot that can whistle even speak simple words.

Pets in cages may be best for people without a lot of time or space. Many people keep small animals like rabbits, hamsters, and gerbils as pets. Rabbits, hamsters, and gerbils are active friendly, and easy to care for. Hamsters are popular pets. They are available in most pet stores and can be kept in a small cage at home.

Fish also are popular. Watching them in a home aquarium is relaxing and fun. Tropical fish can be very beautiful. Goldfish are among the most popular fish for home aquariums. Some goldfish can live for more than 40 years. Turtles are the reptiles most often kept as pets.

(Taken from Microsoft Encharta Reference Library 2005)

I. Choose the correct answer by giving cross (X) on the word a, b, or c!

1. What is the most popular pet bird?
   a. Parakeet           b. Kakatua          c. Pigeon

2. What do the parakeets learn to on your finger?
a. Stand  
b. Stay  
c. Sleep
3. They learn to perch on … What does the word they refer to?
a. Pigeons  
b. Parakeets  
c. Kakatuas
4. What animals are active, friendly and easy to care?
a. Gerbils and hamster  
b. Rabbits and Wood pecker  
c. Pigeons and gerbils
5. What is the most popular pet in cage?
a. Gerbil  
b. Rabbit  
c. Hamster
6. They are available in the most pet stores… what does “they” refer to?
a. Hamster  
b. Gerbil  
c. Rabbit
7. Are fish popular?
a. Yes, They do  
b. Yes, They’re  
c. No, They are not
8. What is the most popular fish for home aquarium?
a. Tropical fish  
b. Goldfish  
c. Turtle
9. How many years can the goldfish live for?
a. More than twenty  
b. More than thirty  
c. More than Forty
10. Watching them in a home aquarium is relaxing and fun. What does the word “them” refer to?
a. Fish  
b. Reptiles  
c. Amphibians

Cibodas Botanic Garden

Cibodas Botanic Garden is situated 1300-1425 m high on the slopes of mount Gede Pangrango. It contains beautiful mountain scenery with impressive views across the Cipanas valley of West Java.

The garden covers about 125 ha of wavy surface area, with large grassy expanses, rocky coniferous areas, and valleys filled with tree ferns and waterfalls.
Cibodas Botanic Garden is popular recreational center for the greater Jakarta area as well as a research station for students and scientists studying tropical Montane flora. The Garden currently maintains a collection of 5831 living specimens from 1206 species.

Cibodas Botanic Garden also maintains a herbarium and seed museum for research, development and conservation purposes. The 4521 herbarium specimens from 1503 species consist of those collected from the Garden and from the Gede-Pangrango National Park which is annexed to the Garden. The 649 species in the seed museum are used as a reference for seed identification.

Facilities such as a guest house, library and nursery are available for scientists, research workers and students who wish to study the Garden and the mountain flora of Mount Gede-Pangrango.

(Source: http://www.bogor.indo.net.id/kri/a.htm)

II. Write down letter T if the statement True and F if the statement False!

1. Cibodas Botanic Garden is located in West Java.

2. The land area of the Garden is flat.

3. The purposes of the herbarium and seed museum for research and leisure.

4. “It contains beautiful mountain scenery with impressive views across...” The synonym of the word in italics is exciting.

5. Hospital is not available in the Garden.

6. The garden currently maintains a collection of 5831 living specimens from more than one thousand species.

7. Cibodas Botanical Garden is used as a research station for student and scientist studying tropical montane flora.

8. There are 649 species not used as a reference for seed identification.

9. Lounge is available in the Garden.

10. A facility such as a guest house is available for students who wish to study the Garden and the mountain flora of Mount Gede-Pangrango.
Answer Key

I. Multiple Choice
1) A
2) B
3) B
4) A
5) C
6) A
7) B
8) B
9) C
10) A

II. True and False
1) T
2) F
3) F
4) T
5) F
6) T
7) T
8) F
Herbivores and Carnivores

All animals eat plants, other animals, or the remains of dead animals. Animals that only eat plants are called herbivores. They eat seeds, nuts, grasses, stems, or flowers. Some mammals, such as cows, are plant eaters. Some insects, such as termites, only eat plants. Bees, moths, and butterflies suck nectar from flowers.

Animals that only eat plants are called carnivores. The meat can only from other living animals or animals that have died. Many eat eaters hunt the animals that they eat. Shark goes after smaller fish. Lions and wolves hunt deer and other mammals. Owl swoops down on rabbits, squirrels, rats, and mice. Some frogs and lizard catch insects with their sticky tongues. Hyenas and vultures mainly eat animals that are already dead.

Animals that commonly eat both animals and plants are called omnivores. Bears and Opossums are omnivores. Human are omnivores. They eat fruit, vegetables, fish, chicken, and steak.

(Taken from Microsoft Encharta Reference Library 2005)

I. Choose the correct answer by giving cross (X) on the word a, b, or c!

1. What do all animals eat?
   a. Plants  b. Other animals
2. What are animals that only eat plants?
   a. Herbivores   b. Carnivores   c. Omnivores

3. **They** eat seeds, nuts, grasses … What does the word they refer to?
   a. Animals   b. Plants   c. Herbivores

4. What are animals that only eat meat?
   a. Herbivores   b. Carnivores   c. Omnivores

5. How do some frogs and lizards catch insects?
   a. With their tongues   b. With their sticky tongues
   c. With their stick.

6. How do the meat eaters get the animals that they eat?
   a. By buying them   b. By hunting them   c. By gazing them

7. What does the second paragraph tell us about?
   a. Herbivores   b. Carnivores   c. Omnivores

8. What do hyenas and vultures mainly eat?
   a. Dead animals   b. Living animals
   c. Dead and living animals

9. Are humans omnivores?
   A. No, they are   b. Yes, you are   c. Yes, they are

10. Why are humans classified into omnivores?
    A. They eat vegetables
    b. They eat meat
    c. They eat both vegetables and meat

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**Cibodas Botanic Garden**

Cibodas Botanic Garden is situated 1300-1425 m high on the slopes of mount Gede Pangrango. It contains beautiful mountain scenery with impressive views across the Cipanas valley of West Java.

The garden covers about 125 ha of wavy surface area, with large grassy expanses, rocky coniferous areas, and valleys filled with tree ferns and waterfalls. Cibodas Botanic Garden is popular recreational center for the greater Jakarta area as well as a research station for students and scientists studying tropical Montane flora. The Garden currently maintains a collection of 5831 living specimens from 1206 species.
Cibodas Botanic Garden also maintains a herbarium and seed museum for research, development and conservation purposes. The 4521 herbarium specimens from 1503 species consist of those collected from the Garden and from the Gede-Pangrango National Park which is annexed to the Garden. The 649 species in the seed museum are used as a reference for seed identification.

Facilities such as a guest house, library and nursery are available for scientists, research workers and students who wish to study the Garden and the mountain flora of Mount Gede-Pangrango.

(Source: http://www.bogor.indo.net.id/kri/a.htm)

II. Write down letter T if the statement True and F if the statement False!

11. Cibodas Botanic Garden is located in West Java.
12. The land area of the Garden is flat.
13. The purposes of the herbarium and seed museum for research and leisure.
14. “It contains beautiful mountain scenery with impressive views across…” The synonym of the word in italics is exciting.
15. Hospital is not available in the Garden.
16. The garden currently maintains a collection of 5831 living specimens from more than one thousand species.
17. Cibodas Botanical Garden is used as a research station for student and scientist studying tropical montane flora.
18. There are 649 species not used as a reference for seed identification.
19. Lounge is available in the Garden.
20. A facility such as a guest house is available for students who wish to learn the Garden and the mountain flora of Mount Gede-Pangrango.

Good Luck 😊