COMPARING THE EFFECTIVENESS OF USING JIGSAW TECHNIQUE AND STUDENTS TEAM ACHIEVEMENT DIVISIONS TECHNIQUE IN ENHANCING STUDENTS’ READING COMPREHENSION

(A Quasi Experimental Research at Second Grade Students of MTs Salafiyah Depok)

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ABSTRACT

Deswinda Andarini (109014000086). Comparing the Effectiveness of Using Jigsaw Technique and Students Team Achievement Divisions Technique (A Quasi Experimental Research at Second Grade Students of MTs Salafiyah Depok), Skripsi, Department of English Education, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta. 2013.

Advisors : Drs. Syauki, M.Pd., and Desi Nahartini, M.Ed.

Keywords: Jigsaw Technique, STAD Technique, Reading Comprehension

The objective of this study was to examine and to compare the effectiveness of using Jigsaw technique and Students Team Achievement Divisions technique on the students’ reading comprehension achievement of second grade. For this purpose the researcher selected the sample comprised 80 students studying at class VIII 3 and class VIII 4 of MTs Salafiyah Depok. Each class contained 40 students. Pre-test and post-test group quasi-experimental design was employed with a purposive sample in the form of two intact group of class VIII. Experimental class 1 was taught by using Jigsaw technique and the experimental class 2 was taught by using STAD technique. The data were collected from 20 test items which are tested to the students before and after treatment. T-test was applied to calculate the data and to test the hypothesis.

The research findings indicated that \( t_{\text{observation}} > t_{\text{table}} \) (14.47 > 1.99) which means that the Null Hypothesis \( (H_0) \) is rejected and the Alternative Hypothesis \( (H_a) \) is accepted. Thus, it can be concluded that there was a significant difference between students’ reading comprehension achievement using Jigsaw technique and using STAD technique. Further, this study result also revealed that STAD technique is more effective than Jigsaw technique in enhancing students’ reading comprehension.
ABSTRAK


Advisors: Drs. Syauki, M.Pd., and Desi Nahartini, M.Ed.

Keywords: Jigsaw Technique, STAD Technique, Reading Comprehension

Tujuan dari penelitian ini adalah untuk mengkaji dan membandingkan keefektifitasan penggunaan teknik *Jigsaw* dan teknik *Students Team Achievement Divisions* pada hasil belajar pemahaman membaca siswa kelas VIII. Untuk tujuan ini, peneliti memilih sampel yang terdiri dari 80 siswa yang belajar di kelas VIII 3 dan kelas VIII 4 di MTs Salafiyah Depok. Masing-masing kelas terdiri dari 40 siswa. Desain *Quasi Experimental* serta pre-tes dan post-tes digunakan dalam penelitian ini dengan teknik pengambilan sampel *Purposive Sampling* dengan murid yang utuh dari kelas VIII. Kelas eksperimen 1 diajarkan dengan menggunakan teknik *Jigsaw* dan kelas eksperimen 2 diajarkan dengan menggunakan teknik *STAD*. Data dari penelitian ini diperoleh dari 20 soal yang diujikan kepada siswa sebelum dan setelah diberikan *treatment*. T-test digunakan untuk menghitung data dan untuk menguji hipotesis penelitian ini.

Hasil penelitian mengindikasi bahwa $t_{hitung} > t_{table}$ (14.47 > 1.99) yang berarti bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Maka dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara hasil pemahaman membaca siswa dengan menggunakan teknik *Jigsaw* dan teknik *STAD*. Selanjutnya, hasil penelitian ini menunjukkan bahwa teknik *STAD* lebih efektif daripada teknik *Jigsaw* dalam meningkatkan kemampuan membaca siswa.
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   Jakarta, 22\textsuperscript{nd} of December 2013
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CHAPTER I
INTRODUCTION

This chapter explains the background of the study, identification of the problem, scope of the study, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Study

Reading is one of the crucial skills to improve students’ general language skills in English. Mastering reading will help students understand and even comprehend well about the language. It will help students to build their other abilities because having good reading comprehension means that students know the vocabulary, grammar, and the message conveyed. It is like what has been stated by Hamra and Syatriana, “for students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course.”\(^1\) In addition, reading is also a necessary skill which should be mastered by foreign language students. Students’ duty is emphasized in comprehending any kinds of text. That is why reading becomes priority for foreign language students. Furthermore, Mikulecky and Jeffries explain some reasons why reading is important. “Reading helps you to think in English, enlarge your English vocabulary, help you improve your writing, may be a good way to practice your English if you live in a non-English-speaking country, …, and reading is a good way to find out about new ideas, facts, and experiences.”\(^2\) It can be highlighted that reading is a necessary skill which should be mastered by students, especially for foreign language students.

Indonesia also considers reading as one of the main focuses in English subject. As stated in the curriculum Kurikulum Tingkat Satuan Pendidikan (KTSP 2006) “mata pelajaran bahasa Inggris bertujuan mengembangkan kemampuan

berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing).” (The purpose of English subject is to develop communicative competence in English in the form of spoken and written. Communicative competence covers listening, speaking, reading, and writing). Additionally, reading is also tested in National Examination in Indonesia. Based on this fact, students are expected to master reading in order to pass the National Examination. 

Nevertheless, in general, students’ mastery of reading English tends to be unsatisfactory. According to Mistar in Braine, the students’ reading achievement is still far from satisfactory. The same issue is also found in Indonesia, Hamra and Syatriana also state that “Many research results indicated that the ability of Indonesian students to read English texts was very low.” They further add that “the result of the national examination for English subject was low.” It is also supported by an article of Nurhanifah and Widayati which remark the most common problem that hampers students in reading was the problem in understanding the text. The students usually found problems with the unfamiliar words used in the text. Another fact comes from Indonesian Central Bureau of Statistic/ Badan Pusat Statistik (BPS) in 2006. The bureau published that reading has not been an activity of getting the information by students. Students in Indonesia like to watch television (85.9%) and listen to the music or radio (40.3%) better than to read. It shows that reading has not been a priority of getting knowledge by the students in Indonesia. In other words, reading is not a favorite activity for most students.

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3 Pusat Kurikulum, Balitbang Depdiknas, Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs, (Jakarta: 2003), p.14
5 Hamra and Syatriana. loc. cit.
6 Ibid.
8 Abdul Kodir, Di Sudut Kelas Aku Membaca 29 Agustus 2012 (http://sahabatguru.wordpress.com/2012/08/29/fakta-minat-baca-di-indonesia/) (Retrieved on August 2012 at 01.54 pm)
The students’ unsatisfactory or low achievement in reading might be caused by a number of factors. Dimyati and Mudjiono, for instance, mention that problems in learning can be caused by both internal and external factors. Internal factors include attitude toward learning, motivation, concentration, self-confidence, intelligence, and study habit, while external factors include the teachers, teaching and learning facilities, learning environment, and curriculum.\(^9\)

Furthermore, there are some problems appear in the literature. Firstly, Gebhard explains one of the problems which students face in reading English text is “The “Getting Students to Read” Problem”\(^{10}\) which means that it is hard for teachers to make students read. He adds that “It is a constant struggle for teachers to get students to attend to reading material in and out class.”\(^{11}\) Another problem stated by Cahyono and Widiati that the English Foreign Language teachers still use Grammar Translation Method (GTM), also called the “reading approach”, in the classroom. This method views that read a text in the target language is the central activity in language teaching. However, the emphasis of teaching was on word knowledge, that is, matching words in the foreign language text with their meanings in the students’ native tongue. Little attention was given to the process of arriving at an understanding of longer texts.\(^{12}\) In addition, Freeman explains that “in Grammar Translation Method, teacher is the authority in the classroom”.\(^{13}\) Therefore, the students become passive and they tend to only listen the teacher’s speech or explanation in front of the class. Also, students only do the translating activity in the classroom. It is such a boring time for the students in this high technology era.

The problems above show us that teachers have a very important role in an English reading class. Teachers as the classroom manager in the learning process in the classroom should find a good method to solve the problems. Teachers have

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\(^9\) Dimyati and Mudjiono, *Belajar dan Pembelajaran*. (Jakarta: Rineka Cipta, 2009), p. 25


\(^{11}\) Ibid.


to help students to enhance their reading interest and their reading comprehension by employing one good method.

As we all have known, there are many methods which appear to help learners in mastering the language and help the teachers accomplish their instructional objectives. One of the methods which can be used in teaching reading is Cooperative Learning. Steven, Slavin, & Farnish in Sharan remark that “Cooperative Learning has been found to be efficient for the teaching of reading comprehension.”

Cooperative Learning is one of the alternative strategies which engage students in learning to read. It is an approach which transforms the classroom from a collection of individuals to a network of groups. This method divides students into small groups. It expects the students to help each other in mastering the current knowledge by arguing and discussing.

Kessler argues that Cooperative Learning classes are often more relaxed and enjoyable than traditional classes. It creates a positive learning environment, with more students attentive to assigned tasks. As a result, academic achievement increases for all students. Then, it can surely help students in achieving English-language proficiency, especially reading. After that, the teachers’ role in Cooperative Learning are generally facilitating, monitoring students’ engagement with process, or clarifying information, rather than providing information.

There are many techniques in Cooperative Learning which can be applied by teachers in teaching-learning activities. They are Jigsaw, Students Teams-Achievement Division (STAD), Cooperative Integrated Reading and Composition (CIRC), Learning Together, Group Investigation, and Teams-Games-Tournaments (TGT).

However, Jigsaw and STAD techniques are considered as remarkable techniques mentioned by some researchers. Jing Meng in Arthy.V and Nagaraj avered that “Jigsaw is benefitted and also fostered the interest of students’ English

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study, aroused their motivation, and improved their reading ability. Jigsaw method embodies a learner-centered, teacher facilitated, positive interdependent communication. So, it is safe to say that Jigsaw approach is one of the most effective ways of teaching English reading. Slavin in Sharan points out that “Studies of STAD have documented significant gains in student self-esteem, liking of class, attendance, and behavior.” Another research done by Santosh which revealed that both Jigsaw and STAD proved to be more significantly effective in raising the academic achievement of students than the traditional method.

Furthermore, the writer intends to investigate about which technique from both Jigsaw and STAD enhance students’ reading comprehension more. As far as the writer concerns, there is no research which compares those two techniques in teaching reading. That is why the writer is going to research that problem. The study investigates the difference learning result between Jigsaw and STAD technique.

B. Identification of the Problem

Based on the explanation of background of the study, there are some problems or factors which influence students’ low reading competence. Those are identified as follows:

1. Students’ reading achievement is still far from satisfactory.
2. Students have low motivation to read English text.
3. Students’ environment does not support them to read English text. Therefore, reading has not been an activity of getting the information by students.
4. The teachers are hard to encourage students to read.

18 Sharan, op. cit., p. 6.
5. The teachers’ pedagogy competence in managing the learning process is low. Teachers still think that they are the main source in learning.

6. The teaching method which is used by teachers is not suitable with the students’ condition nowadays.

C. Scope of the Study

The study focuses on what technique of Cooperative Learning which is more effective in teaching reading in the classroom. It is because those two techniques are the most familiar techniques used in the classroom.

D. Formulation of the Problem

Based on the background above, the writer formulates the research question:

“Which technique of Cooperative Learning is more effective to enhance students’ reading comprehension?”

E. Objective of the Study

The implementation of Cooperative Learning method in teaching reading has been emerged from research of the former students of English Education Department. Hence, the researcher thought that further research about the implementation of Cooperative Learning method is needed.

F. Significance of the Study

The result of the study is expected to be useful and to give information for MTs Salafiyah’s teachers in order to offer them a good way to teach reading and help them in increasing the students’ reading interest through cooperative learning; Jigsaw and STAD technique. This study is also hoped to bring good effect for students’ reading comprehension and of course to increase students’ reading achievement. Last, the writer wishes that this study will help her enrich her knowledge.
CHAPTER II
LITERATURE REVIEW

This chapter explains generally about the definition of reading comprehension, purpose of reading, kinds of reading, cooperative learning, key elements of cooperative learning, jigsaw technique, students team achievement divisions technique, previous studies, and hypothesis.

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is possibly the most important learning skill. It seems to be an effective way to get a lot of information. There are so many experts who give the various definition of reading. According to Susan E. Israel, “Reading comprehension is the process which is active and complex within understanding printed page, expanding and interpreting meaning, and using meaning as suitable to text type, purpose and situation.”

In addition, Pamela J. Farris quoted from Zemelman, Daniels, and Hyde state that “Reading means getting meaning from the print. The essence of reading is a transaction between the words and the author and the mind of the reader, during which meaning is constructed.” Then Grabe and Stoller also remark that “Reading is ability to draw the meaning from the printed page and interpret this information appropriately.” Another statement comes from Aebersold and Field who claims that “Reading is what happens when people look at a text and assign meaning to the written symbols in that text.”

1 Susan E. Israel and Gerald G. Duffy (ed.), Handbook of Research on Reading Comprehension, (New York: Routledge, 2009), p. 32
Based on some opinions given above, the writer underlines that reading is the interaction between the writer and the reader through the written language using the process of transfer idea or information from the writer to the reader. It means that the main goal of reading must be comprehension. Therefore, it may be said that comprehension is the main part of reading.

Undoubtedly, reading cannot be separated from comprehension. Comprehension can be said as the core point in reading. It is in line with the statement of Paris and Hamilton in Israel which avers that “Without comprehension, reading words is reduced to mimicking the sounds of language, repeating text is nothing more than memorization and oral drill, and writing letters and characters is simply copying or scribbling.” They add that “Reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the author/speaker, the content of the text/message, the abilities and purposes of the reader/listener, and the context/situation of the interaction.” Another expert also defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” It simply put that comprehension happens when the readers read the text and after that they obtain some information from it. That is why comprehension is needed in reading. As what has been stated by Lems, Miller, and Soro that reading comprehension is the capability to pervade messages from the text.

Such interaction will happen if the reader can get and recognize the meaning or information from the printed words. Comprehension can also be defined as linking

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4 Israel. *loc. cit.*
new information to what we know from our background knowledge. Consequently, the reader is supposed to have background knowledge or idea about the text in order to help the reader to have a better understanding about the text. It is supported by Gillet who says that “Comprehension requires an active reader, one who is confident and curious enough to bring her own ideas to the reading and to question the ideas in the text.” Nunan also avers that “Good readers are able to relate the text and their background knowledge efficiently.”

In sum up, reading comprehension is an active process to decode and to construct the meaning or the messages that the author wishes to communicate through the text by using the prior knowledge.

2. Purpose of Reading

Every time people read, they read for a purpose. They have something to search for and get after they read. Intentionally or not, people/reader will immediately think about the decision what they want to read and the goal of their reading. The reader usually read partly for information. But the reader also reads with a goal to finish their reading rapidly. On the other cases, academic or professional people ordinarily need the ability to synthesize information from multiple reading sources in any kind of types. It was explained that “They need to remember and to combine points of comparison or opposition, to assess the relative importance of information, and to construct a framework in which the information will be organized.”

Based on the explanation above, it can be said that people have different purposes when they read and each purpose defines how people read a text. As similar

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8 Juddy Willis, *Teaching the Brain to Read*, (Alexandria: Association for Supervision and Curriculum Development, 2008), p. 127
10 David Nunan, *Designing Tasks for the Communicative Classroom*, (Cambridge: Cambridge University Press, 1999), p. 33
11 Grabe and Stoller, *op. cit.*, p. 11
with the statement of Aebersold and Field which remark that “People vary reading behavior according to their purpose for reading.”

Grabe and Stoller mention that there are seven purposes of reading, namely: reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write, reading to critique texts, and reading for general comprehension. The explanation of those purposes as follows:

a. Reading to search for simple information and reading to skim
Whatever people’s reasons for reading, it does not mean that people are attracted in the pronunciation of what they read, and even less seems that they are interested in the grammatical structures used. Nuttall says that “People read because they want to get something from the writing.”

Most people argue that reading to search for simple information is a common reading purpose. In reading to search, the readers typically scan the text for a specific piece of information or a specific word. Another way to search for simple information in reading is skimming. Skimming is also included in this type of aim which is the ability to identify main ideas while very rapidly and selectively skipping over the reading material. “It is selective reading, in which only certain parts of the text are actually read.”

b. Reading to learn from texts
This purpose usually exists in academic and professional contexts. It happens when the reader needs to learn important information from a text. This purpose of reading needs the ability to memorize main ideas, recognize and build rhetorical frames in the texts and link the text to the

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12 Ibid.
14 Grabe and Stoller, *op. cit.*, p. 13
reader’s background knowledge. The reading rates when reading to learn is slower than general reading comprehension because it requires a deep comprehension of the text. Therefore, the reader sometimes should reread and reflect the text in order to remember the information.\textsuperscript{16}

c. Reading to integrate information, write and critique texts
When the reader’s purpose is to integrate information, to write, and to critique texts, the reader has to decide what information to integrate and how to integrate it for the reader’s goal. Also, the reader requires the ability to compose, to select, and to critique information from a text.\textsuperscript{17}

d. Reading for general comprehension
Reading for general comprehension is the most basic purpose, underlying and supporting most other purposes for reading. This purpose is not as easy as most people think about it. It is actually more complex than most people assumed. Mikulecky and Jeffries state that “reading comprehension is problem.”\textsuperscript{18} It requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.\textsuperscript{19}

Additionally, Williams in McDonough and Shaw classifies the reason of reading into:

a. getting general information from the text
b. getting specific information from a text
c. for pleasure or for interest\textsuperscript{20}

\textsuperscript{16} Ibid., p. 14
\textsuperscript{17} Ibid.
\textsuperscript{18} Mikulecky and Jeffries, op.cit., p. 293
\textsuperscript{19} Ibid.
In real life, reading purposes constantly vary. People or reader has different purposes when they read. McDonough and Shaw, quoted from Rivers and Temperley, also list some reasons or purpose that people want to read as follows:

a. To obtain information for some purpose or because we are curious about some topic.
b. To obtain instructions 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

Based on the purposes which have been mentioned above, the writer is in the opinion that the reader has his/her own purposes in reading. It is based on what reader needs and what reader wants, but the main thing is that the reader wants to get new information.

3. Kinds of Reading

a. Intensive Reading

According to I. S. P. Nation, “intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence.” In addition, Nuttal states that “intensive reading involves approaching the text under the guidance of a teacher or a task which force the student to focus on the text.” From those two definitions about intensive reading, the writer summarized that intensive reading aimed at teach students to comprehend the text. It is stated that “one goal of intensive reading may be comprehension of

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21 Ibid.
23 Nuttal, op. cit., p.38
the text." Furthermore, the objective of this intensive reading is not only to emphasize on the comprehension or what the text means, but also to focus on how the meaning is produced. Therefore, intensive reading allows students to understand the message on the text and to increase their knowledge of language features.

b. Extensive Reading

The idea of extensive reading is not very contrasting with intensive reading. “Extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read.”

Extensive reading gives the chance for students to have a fluency in reading. It allows students to read a lot of texts or books and try to more focus on the meaning rather than the language features of the text.

B. Cooperative Learning

1. Definition of Cooperative Learning

There are some experts who freely define Cooperative Learning. It has been defined as follows:

Cooperative learning is highly effective classroom intervention, superior to most traditional forms of instruction in terms of producing learning gains and student achievement, higher order thinking, positive attitudes toward learning, increased motivation, better teacher–student and student–student relationships accompanied by more developed interpersonal skills and higher self–esteem on the part of the students.

Another opinion from Olsen and Kagan in Kessler regarding the cooperative learning is that “Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between

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24 I. S. P. Nation, *loc. cit.*
learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others."\(^{27}\) It encourages students to read and to share their knowledge with their friends. According to Johnson, Johnson, and Holubec in Cayabyab and Jacobs, “Cooperative Learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning."\(^{28}\)

Based on all statements above, the writer is in the opinion that cooperative learning is a learning model which provides opportunity to interact and to communicate among students each other and they take responsibility of their friends. It can be highlighted that cooperative learning offers the ways to organize group work to enhance learning and increase academic achievement. Definitely, Cooperative Learning has so many techniques through it which can be applied by teachers in teaching-learning activities, such as: Jigsaw, Students Teams-Achievement Division (STAD), Cooperative Integrated Reading and Composition (CIRC), Learning Together, Group Investigation, and Cooperative Scripting.

2. **Key Elements of Cooperative Learning**

In general, there are five essential elements of Cooperative Learning as follows:

a. Positive interdependence

Johnson and Johnson in Sharan state that “Positive interdependence is the perception that you are linked with others in such a way that you cannot succeed unless they do (and vice versa), that is, their work benefits you and your work benefits them.”\(^{29}\) It happens when each group members feel that they are responsible to their friends and so their friends (the other


\(^{29}\) Shlomo Sharan (ed), *Handbook of Cooperative Learning Methods*, (London: Praeger Publisher, 1999), p. 58
group members). This element is the main idea in cooperative learning. It makes students to maximize the learning of every member.

b. Face-to-face promotive interaction
This element means that in cooperative learning, the students are led and promoted to interact with their group members, to help, to support, to encourage and to praise each other.

c. Individual accountability
This individual accountability occurs when the performance of each individual student is assessed and the results are given back to the group and the individual. It is in line with Richard and Rogers statement that “individual accountability involves both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group.”

d. Social skills
Social skills determine the way students interact with each other as teammates. It means that cooperative learning teach students to have interpersonal and small-group skills.

e. Group processing
“Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationship.” It is such evaluation that every group should do in order to have a better

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31 Sharan, *loc. cit.*
32 C. Richards and S. Rogers, *op. cit.*, p. 197
33 Sharan, *op. cit.*, p. 59
understanding in the next session. In short, the students should assess how to work effectively.  

3. Jigsaw Technique

a. Definition of Jigsaw Technique

Jigsaw is one of the alternative strategies which engage students in learning to read. Joyce, Weil and Calhoun remark that “Jigsaw is a type of cooperative learning experience that promotes both academic and social goals for students.” The strategy is an efficient teaching method that also encourages reading, listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the classroom activity.

Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. The purposes of Jigsaw are to develop teamwork and cooperative learning skills within all students, to help students develop a depth of knowledge which is not possible if students try and learn all of the material on their own, and to expose students’ own understanding of a concept as well as reveal any misunderstandings because students are required to present their findings to the group in Jigsaw learning. Because group members must work together as a team to accomplish a common goal; each person depends on all the others, so all the students will read a lot to comprehend the materials that they have to be explained to their other friends. From Jigsaw technique, students can

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38 Ibid.
improve their English reading skills all along day whenever and wherever they want.\(^{39}\)

b. **Procedure of Jigsaw Technique**

Jigsaw technique has four generic stages in the process, they are:

a. Stage 1: Preparation for Jigsaw\(^{40}\)

The teacher considers the lesson content and determine whether Jigsaw technique fits his/her instructional objectives. He/she considers whether the lesson content can be examined, learned, and then taught by expert group independently. He/she considers also the time that will be used and the group size. Then, the teacher organizes the class into heterogeneous “home” groups. After that, the teacher introduces a topic, text, information, or material to the class.

b. Stage 2: Working through Jigsaw\(^{41}\)

Students first work in expert groups to learn the material they will be responsible to share with their home groups later in the lesson.\(^{42}\)

c. Stage 3: Adaptation of the original Jigsaw structure\(^{43}\)

In this stage, teacher modify Jigsaw’s original format to suit special needs or constraints in the classroom.

d. Stage 4: Using Jigsaw as an assessment tool\(^{44}\)

An authentic assessment of social skills and group process skills can be accomplished by observing students in a jigsaw lesson.


\(^{40}\) Joyce, *op. cit.*, p. 156

\(^{41}\) *Ibid*, p. 157

\(^{42}\) Kessler, *op.cit.*, p. 142

\(^{43}\) Joyce, *op. cit.*, p. 159

\(^{44}\) *Ibid*, p. 160
According to Aronson in Thomas Lickona, there are ten steps considered to be important in the implementation of the Jigsaw classroom:\(^{45}\)

1. Divide students into 5 or 6 person Jigsaw groups. The group should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day’s lesson into 5-6 segments
4. Assign each student to learn on segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary “expert group” by having one student from each Jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentation they will make to their Jigsaw group.
7. Bring the students back into their jigsaw group
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group observing process.

At the end of the session, teacher gives an oral test on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

4. STAD (Students Team Achievement Divisions)
   a. Definition of STAD

   Student Teams Achievement Divisions (STAD), developed by Slavin, is “a form of cooperative learning that uses multiability teams to teach facts, concepts, and skills. It encourages students work together to learn and are responsible for their own as well as others’ learning.”\(^{46}\) Additionally, Slavin in Sharan avers that the main idea behind STAD is “to motivate students to

\(^{46}\) Ibid.
encourage and help each other master skills presented by the teacher.”

Slavin also adds that “it is a generic method of organizing the classroom rather than a comprehensive method of teaching any particular subject; teachers use their own lessons and other materials.” In short, STAD emphasizes the use of team goals and team success, which can only be achieved if all members of the team learn the objectives being taught by the teachers.

STAD is commonly used with the Direct-Instruction Model. Actually, direct instruction follows three steps: class presentation, guided practice, and independent practice. Slavin in Sharan points out the general steps to implement STAD in the classroom as follows:

“In Student Teams-Achievement Divisions (STAD), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.”

Students’ quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards.

b. Procedures of Students Team Achievement Divisions (STAD)

Procedure of STAD consists of few steps as follows:

a. Preparation

   1. Prepare the materials first before it is started.

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47 Sharan, op. cit., p. 4
48 Ibid, p. 5
49 Ibid.
50 Sharan, op. cit., p. 7
2. Share students into groups. As we know that STAD groups represent all of the classrooms include academic achievement, sex, race, and ethnic. Each group consists of four to five students.\(^{51}\)

3. Determine the beginning score and explain it to the students.\(^{52}\) The beginning score is representative from the latest average score or it can be acquired from their last year score.

b. Performing

1. Teacher must develop the students’ curiosity by delivering how important the materials that they will learn at the time in their life.
2. Teacher should make the students working together to find a new concept or to raise their motivation in learning.
3. Repeat the requirements or information as long as it is needed.
4. Teacher explains or presents the materials completely at the beginning of the class while students listen attentively.
5. After presenting the materials, teacher let the students study and learn together in their groups. Teacher role as facilitator who helps the students when they face the difficulty. Students’ responsibility is to understand the materials and help other members. Then, make sure that all members understand the materials and get a perfect point for each individual quiz.\(^{53}\)

c. Closing

1. Team recognition. In this stage, “teacher figures individual improvement scores and team scores and award certificates or other team rewards.”\(^{54}\) It means that at the end of learning process after quiz, let students count their score by using rules for points. Then, calculate team’s score by using the students’ progress point.

\(^{51}\) Ibid.
\(^{52}\) Kessler, op.cit., p. 20
\(^{53}\) Sharan, op. cit., p. 13
\(^{54}\) Ibid.
Make sure that every team will get an award because there is no competition among groups in the class.

C. Previous Studies

Some studies dealing with the investigation of how Cooperative Learning improves students’ reading comprehension, especially Jigsaw technique and STAD technique, were conducted by some researchers. The brief explanation of those studies is described as follows:

A research was done by Firman Adi Saputra (2011) in the Second Grade of SMP Al-Hidayah, Lebak Bulus. The research focuses on a classroom action research about whether Jigsaw technique can improve students’ reading comprehension ability in reading narrative text or not. The result of the study shows that learning through Jigsaw of cooperative learning model can improve learning motivation, the reading ability and the reading achievement of the students. The average score in the pre-test is 5.017 and it becomes 7.260 after using jigsaw technique.

Lailatul Qodriah (2012) conducted a study in order to investigate the improvement of students’ reading comprehension of eight grade of SMPI Al-Syukro Universal Ciputat after using Jigsaw technique in teaching reading. She found that the result of post test in the second cycle of CAR gained 18 students who passed the KKM or 81.81% students and mean score is 81.36. Therefore, the implementation of jigsaw technique can improve students’ reading comprehension.

The next researcher is Fahman Imaduddin (2011) who conducted a research about the effectiveness of using Student Teams Achievement Division (STAD) Technique in teaching direct and indirect speech of statement. The study was a quasi experimental research with the findings that teaching direct and indirect speech of statement by using STAD technique is more effective than teaching use other technique.
Another research related to STAD is entitled The Effectiveness of Using STAD Technique in Teaching Reading. The research was conducted by Siti Patonah Khoerunnisa (2011) who wanted to find the empirical evidence of the differences between students’ achievement in learning reading which is concerned with Recount text by using STAD technique and Reading Comprehension Questions Technique. The research was an experimental research. It used T-test to calculate the data and to test the hypothesis. The research result reveals that the use of STAD technique is more effective in teaching reading of Recount text than Reading Comprehension Questions Technique and there is a significant difference achievement in learning reading of Recount text between the students who are taught by using STAD Technique and the students who are taught by using Reading Comprehension Questions Technique.

Santosh (2012) conducted a comparative study of the effectiveness of STAD and Jigsaw Technique on the students’ learning outcomes and self-concept in a Mathematics classroom of seventh graders. A quasi experimental design was employed with a purposive sample in this study. The results of the study reveal that STAD and Jigsaw contribute towards raising the academic achievement and self-concept of students in contrast to traditional methods. Jigsaw showed a significant higher on achievement than STAD method under cooperative learning. It suggests that STAD and Jigsaw are equally effective in developing self-concept among students even though Jigsaw appeared to be much too higher in mean scores than the mean score of STAD which may be due to an error of minor consequence.

In conclusion, Jigsaw technique and STAD are good technique to improve students’ reading comprehension. But there is not available research which conducts both of them in once as technique to improve students’ reading comprehension. Thus, the writer then decides to compare between those two techniques toward teaching reading. The writer thinks that it is needed to find what best techniques from the most popular techniques in Cooperative Learning.
D. Framework of Thinking

Reading as one of the important skills

students’ reading comprehension problem

- students’ reading achievement is low
- low motivation
- unsupported environment
- the teachers are hard to encourage students to read
- hard to manage the classroom
- the teaching method is not suitable with the students condition

choosing the alternative method which engage students in learning to read

Jigsaw and Students Team Achievement Divisions technique of Cooperative Learning

enhancing students’ reading comprehension
One of the important skills which improve students’ general language skills in English is reading. Reading is the interaction between the writer and the reader through the written language using the process of transferring idea or information from the writer to the reader. By mastering reading, students will be able to comprehend and to use the language because it also builds the other abilities. In addition, reading is also tested in National Examination in Indonesia. Consequently, students need to have good reading ability to pass the National Examination.

On the other hand, many research results showed that the ability of Indonesian students to read English texts was very low. It was found that the problem in understanding the text was the most common problem that impeded students. Indonesian Central Bureau of Statistic published that students do not place reading as the main activity of getting the information anymore. Besides that, the cause of students’ low ability in reading appeared from the teacher. It was quite difficult for teacher to invite students to read in the classroom. It was discovered that students tended to be passive in the classroom and only got the material without considering that the reading material is important for them. Hence, the teachers as a classroom manager are expected to create a situation where students are courageous to read.

Those explanations above seemed to be the reason why the writer wanted to conduct this research. The writer believes that reading is such a compulsory skill to be mastered and the underlying problem stated above is that the students have low motivation in and outside the classroom. Therefore, to get the students’ want to read and comprehend the text, the teachers need the appropriate method and technique which encourage students to read and enhance students’ reading comprehension.
E. Hypothesis

To find out if there are any differences between the study result of reading using Jigsaw technique and STAD technique, therefore the hypothesis of this research are:

1. \( H_0 = \mu_1 = \mu_2 \); There is no difference between students’ achievement of class VIII of MTs Salafiyah Sawangan Depok in reading using Jigsaw technique and STAD technique.

2. \( H_a = \mu_1 \neq \mu_2 \); There is a difference between students’ achievement of class VIII of MTs Salafiyah Sawangan Depok in reading using Jigsaw technique and STAD technique.
CHAPTER III
RESEARCH METHODOLOGY

This chapter generally describes the place and time of the research, the method of research, the population and sample of the research, the technique of data collecting, the technique of data analysis, and the statistical hypotheses.

A. Place and Time of the Research

This research was conducted at second grade of MTs Salafiyah. It is located at Jalan H. Sulaiman No.09 Bedahan, Kec. Sawangan, Depok. The research was started from November until December 2013.

B. Method of the Research

This study was conducted by using An Experimental Design. According to Nunan, experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested.\(^1\) In addition, Kothari remarks that “Experiment is the process of examining the truth of a statistical hypothesis, relating to some research problem.”\(^2\) Creswell also states that “Experiment is used when you want to establish possible cause and effect between independent and dependent variables.”\(^3\)

This study used A Quasi Experiment Design specifically. It is a development design from True Experimental Design. A Quasi Experiment Design is an

experimental design in which the variable cannot be randomly assigned. It is because the interactions of variable with other factors are possible. This research divided the population into two experimental groups. The first group will be given the treatment of Jigsaw technique and the second group will be given the treatment of Students Team Achievement Divisions technique.

Research Design of *Two Group Pretest Posttest Design*

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>$E_1$</td>
<td>$T_1$</td>
<td>$X_1$</td>
<td>$T_1$</td>
</tr>
<tr>
<td>$E_2$</td>
<td>$T_2$</td>
<td>$X_2$</td>
<td>$T_2$</td>
</tr>
</tbody>
</table>

$E_1 =$ *Class which use Jigsaw technique*

$E_2 =$ *Class which use Students Team Achievement Division (STAD) technique*

$T_1 =$ *Pretest of Jigsaw Group*

$T_2 =$ *Pretest of STAD Group*

$X_1 =$ *Implementation of Jigsaw Technique*

$X_2 =$ *Implementation of STAD Technique*

$T_1 =$ *Posttest of Jigsaw Technique*

$T_2 =$ *Posttest of STAD Technique*

**C. Content of Intervention**

This research spent three weeks for the experiment. There were two experimental classes in this research. They were experimental class 1 and experimental class 2. Experimental class 1 was given Jigsaw technique and experimental class 2 was given STAD technique. The total of the treatments in both classes were six meetings. The researcher held three meetings for each class. The materials which were given during this research were all about recount text. In the

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first meeting, the researcher taught students about the generic structure of recount text and the communicative goal of recount text. In the second meeting, the materials were about the language features of recount text. In the last meeting, the researcher taught students about how to identify the main idea in the recount text and how to identify the information in the text. Those materials were given to both classes; experimental class 1 and experimental class 2. Before giving the treatment, the researcher administered a pretest and after the treatment, the researcher gave a posttest to both classes.

D. Population and Sample

The population of this study consists of four classes of VIII (second grade) semester 1 in MTs Salafiyah Sawangan, Depok in teaching period 2013/2014. The total of population was 160 students. Participants in this experimental study were those individuals tested by the researcher to determine if the intervention made a difference in one or more outcomes. The sampling technique of this research is Purposive Sampling. It is purposive because the sampling is determined by certain considerations. The sample was 80 students from two classes; VIII 3 and VIII 4. The writer implemented Jigsaw technique in the first class (VIII 3) and STAD technique was implemented in the second class (VIII 4). Before the researcher conducted the research, she made sure that both classes have the same characteristic by doing a preobservation. She observed the teaching and learning process in the classroom once and she saw the students’ reading score from their real teacher. It was found that the students from both classes have the same characteristic. The writer chose the second-grade because reading skill is the crucial skill for them in the preparation of facing the National Examination at the third grade.

E. Technique of Data Collecting

The instrument of this study is a test of English. The tests are in the form of pretest and posttest. The writer used the same test for pretest and posttest. Creswell states “Pretest provides a measure on some characteristic that the researcher assesses for participants in an experiment before they receive a treatment.” Pretest will be administered in both classes of second grade students at MTs Salafiyah. It consists of some questions related to the reading comprehension. It is necessary to do the Pretest because the researcher wants to determine or know the students’ beginning knowledge before they are given the treatment and the data of Pretest will be compared with the data of Posttest later on. Then, after the treatment, the researcher will hold another reading test which is called as Posttest. “Posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.”

The researcher arranged 40 items of the tests taken from some books of English for Second Grade. Those test items should represent all the second grade’s course objectives which are stated in the curriculum. Before the test is applied, the 40 items of the tests were tested first toward students of Third grade to know its validity and reliability. It is called the instrument test. The instrument test is needed because it is the characteristic and the rule of experimental research that the data which will be used should be valid and reliable. There are some regulations of the instrument test, namely: determining the validity, reliability, difficulty index and discriminating power. The validity and reliability of the pilot project test was analyzed by using ANATES software. In the ANATES software, all the result of instrument test will be shown include the difficulty index and discriminating power.

According to Nunan, “Validity has to do with the extent to which a piece of research actually investigates.” While “Reliability refers to the consistency of the

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8 *Ibid*
9 Nunan, *op. cit.* p. 14
results obtained from a piece of research.” Difficulty Index test tends to be used to know whether the question in the test is easy, medium, or difficult. Meanwhile, Discriminating Power is the capability of test item to differentiate between students who have high competence and students who have low competence.

Based on the result of validity and reliability test, it was gained that from 40 numbers of questions, there were 15 numbers of questions which were valid to be applied in the test and there were 25 questions were not valid. Due to the questions were needed in the research were 20 questions, the researcher revised 5 questions to complete the questions. From validity test, it was gained 2 numbers were categorized as very easy questions, 7 numbers were average, 5 numbers were hard, and 1 was very hard. The reliability value for 20 questions which was used from ANATES software was 0.58. According to Frisbie, when test is developed and made by teacher, a reliability of .5 is acceptable. After the instrument test was done, the 20 test items then ready to be administered to the students in experiment class 1 and experiment class 2.

F. Technique of Data Analysis

1. Frequency Distribution Table

This table is a tool of presentation consisting of columns and rows and there are numbers which describe the division of frequency from variable which is researched.\textsuperscript{11} Steps to make frequency distribution table is shown below:

a. Determine the distance of score (R), with formula:

\[ R = H - L \]

in which, \( H \) = high score

\( L \) = low score

\textsuperscript{10} \textit{Ibid}

b. Determine number of classes (K), with formula:

\[ K = 1 + 3.3 \log N \]

in which, \( N \) = number of subjects

c. Determine the interval of class (I), with formula:

\[ I = \frac{R}{K} \]

in which, \( R \) = the distance of the score
\( K \) = number of classes

2. Mean

Mean is the total of all data which is divided with the number of data. Because this research used grouped data so the formula is:

\[ X = \frac{\sum f_i x_i}{\sum f_i} \]

in which, \( X \) = Mean
\( f_i x_i \) = the result of multiplication of data frequency with the scores get
\( f_i \) = the frequency of data

3. Median

In statistic and probability theory, the median is the numerical value separating the higher half of a data sample, a population, or a probability distribution, from the lower half. The median of a finite list of numbers can be found by arranging all the observations from lowest value to highest value and picking the middle one.\(^{12}\)

Median can be got from the formula:

\[ Me = Lm + i \left( \frac{\frac{1}{2}n - Fm}{fm} \right) \]

in which,

\( Me \) = Median

\(^{12}\)http://en.wikipedia.org/wiki/Median (retrieved on October 2013 at 10.55 am)
4. Mode

The mode is defined as the element that appears most frequently in a given set of elements. Mode can be defined based on formula:

\[ Mo = L + i \left( \frac{\delta_1}{\delta_1 - \delta_2} \right) \]

in which,
- \( Mo \) = Mode
- \( L \) = the lower class limit of the modal class
- \( i \) = class interval
- \( \delta_1 \) = different between the frequency of the mode class and frequency before mode class
- \( \delta_2 \) = different between the frequency of the mode class and frequency after mode class

5. Deviation Standard

Deviation standard is a quantity calculated to indicate the extent of deviation for a group as a whole. Before determining the standard deviation, at first variance should be determined.

\[ \delta^2 = \frac{n \sum f_i x_i^2 - (f \sum x_i)^2}{n(n-1)} \]

in which,
\( \delta^2 \) = variance

\( f \) = frequency with which data value, \( x \), occurs

\( \bar{x} \) = the mean

\( x \) = each data value in turn

Therefore, deviation standard (\( \delta \)) is \( \sqrt{\delta^2} \)

6. Normality

Normality Test is used to know whether the data from both sample groups which is examined comes from the population of normal distribution or not. It is done towards two classes; those are experimental class 1 and experimental class 2. The normality test is done with Liliefors test with requirement as follows: If score of \( L_{value} \leq L_{table} \), so the data is come from the normal population, but if it is not fulfilled this requirement, so the data is not come from population. Score of \( L_{value} \) is got from Liliefors formula as follows:

\[
Z_i = \frac{X_i - \bar{X}}{\delta}
\]

in which,

\( Z_i \) = normality

\( X_i \) = data from every sample

\( \delta \) = deviation standard

\( \bar{X} \) = mean

7. Homogeneity

After normality test gives indication that the data is distributed normally, so it needs to do homogeneity test with Fisher test/ F test.
Homogeneity Test is used to know the similarity of the two conditions or population. The steps of determining homogeneity are:

a. Dividing the larger variance by the smaller one. If the variances are similar to each other, the F-value will be close to 1. The more the variances differ, the larger the F-value will be.

\[ F_{max} = \frac{\text{Larger Variance}}{\text{Smaller Variance}} \]

b. Comparing the obtained F-value to the appropriate one in the table. If the obtained F-value is equal to or larger from the table value, then the data is lack homogeneity of variance.

8. Hypothesis Testing

For the Hypothesis Test, the writer will use T-Test formula to find out whether there is the differences between three variables in this study. These are the following formula:

\[ S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \]

\[ t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

in which,

\( X_1 \) = mean score of experimental class 1
\( X_2 \) = mean score of experimental class 2
\( S_1 \) = standard deviation of experimental class 1
\( S_2 \) = standard deviation of experimental class 2
\( n_1 \) = number of students of experimental class 1
\( n_2 \) = number of students of experimental class 2

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T-table is got with $\alpha = 0.05$. Testing hypothesis uses criteria with degree of freedom $n_1 + n_2 - 2$ with significance degree 0.005. The conclusion is gained as follows:

- If $t$-value $< t$-table, the $H_0$ is accepted
- If $t$-value $> t$-table, the $H_0$ is rejected

### G. Statistical Hypotheses

- $H_0$ : $\mu_1 = \mu_2$
- $H_\alpha$ : $\mu_1 \neq \mu_2$

$H_0$ : There is no difference between students’ reading comprehension achievement using Jigsaw technique and STAD technique.

$H_\alpha$ : There is a difference between students’ reading comprehension achievement using Jigsaw technique and STAD technique.

In which,

- $H_0$ = Null Hypothesis
- $H_\alpha$ = Alternative Hypothesis
- $\mu_1$ = Students’ reading achievement using Jigsaw Technique
- $\mu_2$ = Students’ reading achievement using STAD Technique
CHAPTER IV
RESEARCH FINDINGS

This chapter IV contains the description of the data, the analysis of the data, and the discussion of the findings.

A. Description of the Data

This chapter describes general description of data gained by researcher during the research. The data were collected from the result of pre-test and post-test from both experimental class 1 and experimental class 2. The data were depicted into two tables. The table 4.1 showed the students’ score and achievement in experiment class 1 and the table 4.2 showed the students’ score and achievement in experiment class 2.

During this research, the researcher extended the material to students about recount text with reading as a focused skill. The researcher gave treatment to both experimental classes: Jigsaw technique was implemented in the experimental class 1, while STAD was implemented in the experimental class 2. After that, the researcher measured students’ reading comprehension achievement by using a test in multiple choice forms.

The researcher conducted the validity and reliability instrument test before she administered the test to both classes. There were 40 numbers of questions given to the 40 students of class IX 3 of MTs Salafiyah Depok. From the validity and reliability test, there were 15 valid questions from 40 questions which was gained. It should be 20 questions used in pre-test and post-test. Therefore, there were 5 numbers of questions should be revised. Further information about validity and reliability result can be seen in the appendix 3.
1. The Data of Experimental Class 1

Table 4.1
Pre-test and Post-test score of Experimental Class 1

<table>
<thead>
<tr>
<th>(Students)</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>45</td>
<td>40</td>
</tr>
<tr>
<td>14</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>15</td>
<td>45</td>
<td>35</td>
</tr>
<tr>
<td>16</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>17</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>21</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>45</td>
<td>65</td>
</tr>
</tbody>
</table>
From the description of score in experimental class 1 above, it could be seen the lowest and the highest score of 40 students in the class. The lowest score in the pre-test was 15 and the highest score was 70. After the writer gave the treatment using Jigsaw technique, the writer gave the students post-test. The data showed in the post-test is the lowest score was 40 and the highest score was 80.

2. The Data of Experimental Class 2

Table 4.2

Pre-test and Post-test score of Experimental Class 2

<table>
<thead>
<tr>
<th>(Students)</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>
The table above figured that from 40 students in the class, the lowest score in the pre-test was 25 and the highest score was 60. After the writer gave the treatment using Student Teams Achievement Divisions technique, the writer then gave the students post-test. The data showed in the post-test is the lowest score was 45 and the highest score was 75.

B. Analysis of the Data

1. Results of Pre-test of Experimental Class 1 and Experimental Class 2
   a. Experimental Class 1

   Results gained from a pre-test in class VIII 3 as an experimental class 1 of this research are presented in a frequency distribution table below:

   Table 4.3 Table of Frequency Distribution of Pre-test Result of Experimental Class 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval</th>
<th>Low Class Boundary</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15-22</td>
<td>14.5</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>23-30</td>
<td>22.5</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>31-38</td>
<td>30.5</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>39-46</td>
<td>38.5</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>47-54</td>
<td>46.5</td>
<td>7</td>
</tr>
</tbody>
</table>
Based on the data tabulation related to the result of pre-test of experimental class 1, from 40 students who became sample of this research, it is gained 15 as a minimum score and 70 as a maximum score. It means that there is a high gap between the students who have low ability and the students who have high enough ability. The mean is 43.1, variance is 126, and deviation standard is 11.22. Further calculation can be seen in the appendix 9 of this skripsi.

According to the table above, it can be made a figure which is presented as follows:

<table>
<thead>
<tr>
<th></th>
<th>55-62</th>
<th>54.5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>63-70</td>
<td>62.5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Picture 4.1    Figure of Pre-test Result of Experimental Class 1
b. Experimental Class 2

Results gained from a pre-test in class VIII 4 as an experimental class 2 of this research are presented in a frequency distribution table below:

Table 4.4 Table of Frequency Distribution of Pre-test Result of Experimental Class 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval</th>
<th>Low Class Boundary</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25-30</td>
<td>24.5</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>31-36</td>
<td>30.5</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>37-42</td>
<td>36.5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>43-48</td>
<td>42.5</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>49-54</td>
<td>48.5</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>55-60</td>
<td>54.5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Based on the table above, it can be made a figure which is presented as follows:

Picture 4.2 Figure of Pre-test Result of Experimental Class 2
According to the tabulation of the data related to the result of pre-test of experimental class 2, from 40 students who became sample of this research, it is gained 25 as a minimum score and 60 as a maximum score. This result shows that the students in this experimental class 2 have different ability. The mean is 42.95, variance is 134.56, and deviation standard is 11.6. Further calculation can be seen in the appendix 9 of this skripsi.

2. Results of Post-test of Experimental Class 1 and Experimental Class 2

a. Experimental Class 1

Results gained from a post-test in class VIII 3 as an experimental class 1 of this research are presented in a frequency distribution table below:

Table 4.5 Table of Frequency Distribution of Post-test Result of Experimental Class 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval</th>
<th>Low Class Boundary</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40-46</td>
<td>39.5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>47-53</td>
<td>46.5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>54-60</td>
<td>53.5</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>61-67</td>
<td>60.5</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>68-74</td>
<td>67.5</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>75-81</td>
<td>74.5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Based on the table above, it can be made a figure which is depicted as follows:

![Figure of Post-test Result of Experimental Class 1](image)

According to the tabulation of the data related to the result of post-test of experimental class 1, from 40 students who became sample of this research, it is gained 40 as a minimum score and 80 as a maximum score. A minimum and maximum score describe that the gap between students who is very poor and very good is far. The mean is 62.4, variance is 147, and deviation standard is 12.12. Further calculation can be seen in the appendix 9 of this skripsi.

b. Experimental Class 2

Results gained from a post-test in class VIII 4 as an experimental class 2 of this research are presented in a frequency distribution table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval</th>
<th>Low Class Boundary</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45-50</td>
<td>44.5</td>
<td>5</td>
</tr>
</tbody>
</table>
Based on the table above, it can be made a figure which is presented as follows:

<table>
<thead>
<tr>
<th></th>
<th>51-56</th>
<th>50.5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>57-62</td>
<td>56.5</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>63-68</td>
<td>62.5</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>69-74</td>
<td>68.5</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>75-80</td>
<td>74.5</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

According to the tabulation of the data related to the result of post-test of experimental class 2, from 40 students who became sample of this research, it is gained 45 as a minimum score and 75 as a maximum score. This result explains that both students’ minimum and maximum score is still truly distinct. The mean is 63.55, variance is 86, and deviation standard is 9.27. Further calculation can be seen in the appendix 9 of this skripsi.
This is the recapitulation of the data gained from both two classes:

Table 4.7 Data Recapitulation of Pre-test and Post-test

<table>
<thead>
<tr>
<th></th>
<th>Experimental Class 1</th>
<th>Experimental Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>Minimum Score</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>More Score</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>43.1</td>
</tr>
<tr>
<td></td>
<td>Variance</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>Deviation Standard</td>
<td>11.22</td>
</tr>
<tr>
<td>Post-test</td>
<td>Minimum Score</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Maximum Score</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>62.4</td>
</tr>
<tr>
<td></td>
<td>Variance</td>
<td>147</td>
</tr>
<tr>
<td></td>
<td>Deviation Standard</td>
<td>12.12</td>
</tr>
</tbody>
</table>

3. Normality Test

The results of normality test of the data are presented as follows:

Table 4.8 Normality Test Results

<table>
<thead>
<tr>
<th>Class</th>
<th>Highest L-observation</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Class 1</td>
<td>0.1143</td>
<td>0.0992</td>
<td></td>
</tr>
<tr>
<td>Experimental Class 2</td>
<td>0.1299</td>
<td>0.1201</td>
<td></td>
</tr>
<tr>
<td>L-table</td>
<td></td>
<td>0.1401</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td>The data are normally distributed</td>
<td></td>
</tr>
</tbody>
</table>

In the analyzing the normality, the researcher used *Liliefors*, and the result showed that both the data of pre-test and post-test in experimental class 1 and 2 were distributed normally. According to criteria of the test, the data can be said normal when L-observation < L-table (L-observation are smaller than L-table). The L-table of 40 students were 0.1401. The result of experimental class 1
showed that \( L_{\text{observation}} \) (pre-test and post-test) < \( L_{\text{table}} \) (0.1143 and 0.0992 < 0.1401). Both the data of pre-test and post-test in experimental class 2 also showed that they were distributed normally. According to criteria of the test, it can be seen in the result that \( L_{\text{observation}} \) (pre-test and post-test) < \( L_{\text{table}} \) (0.1299 and 0.1201 < 0.1401). From those data, the writer concluded that all the data in both pre-test ad post-test of experimental and controlled class were distributed normally. For further calculation, it can be seen in appendix 10.

4. Homogeneity Test

Based on the calculation of normality, the researcher got the result that all data in pre-test and post-test of both experiment class 1 and experimental class 2 have been distributed normally. The next step of the calculation was finding the homogeneity of the data by using Fisher test.

The calculation of homogeneity test was by finding the F-observation of pre-test and post-test. F-observation was got by dividing the larger variance with smaller variance while F-table of 40 students was 1.7. The criteria used to measure level of homogeneity is if F-observation \( \leq F_{\text{table}} \). From the pre-test result, it was gained the variance of experimental class 1 was 126, while experimental class 2 was 134.56. After that, from the post-test result, it was found that the variance of experimental class 1 was 147, while experimental class 2 was 86. The F-observation was gained after the calculation. It was 1.07 from pre-test and it was 1.7 from post-test. Based on the results, it can be concluded that those two groups come from homogeneous population because F-observation \( \leq F_{\text{table}} \).

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Experimental Class 1</th>
<th>Experimental Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variance ((S^2))</td>
<td>126</td>
<td>134.56</td>
</tr>
<tr>
<td>F-score</td>
<td>1.07</td>
<td></td>
</tr>
<tr>
<td>F-table</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Both groups come from homogeneous population</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.10 Homogeneity Test Result of Post-test

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Experimental Class 1</th>
<th>Experimental Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variance ($S^2$)</td>
<td>147</td>
<td>86</td>
</tr>
<tr>
<td>F-score</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>F-table</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Both groups come from homogeneous population</td>
<td></td>
</tr>
</tbody>
</table>

The criteria of the test were in significance level 0.05. From table 4.9 and 4.10, it can be seen that the F-observation ≤ F-table, so both groups are from homogeneous population. Further calculation can be seen in the appendix 11.

5. **Hypothesis Test**

After both data were normally distributed and homogeneous, the writer then calculated the data to test the hypothesis by using T-test formula. This was the last calculation and this was the crucial calculation to answer the problem formulation of this research that whether there is significant difference between students’ reading achievement in experiment class 1 which were given Jigsaw technique and students’ reading achievement in experimental class 2 which were given STAD technique. Here, sample was claimed having significant difference if $t$-observation > $t$-table. The result of t-test on post test of both classes is described in the table below.

Table 4.11 T-test Result on Post-test of Experimental Class 1 and Experimental Class 2

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Experimental Class 1</th>
<th>Experimental Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>62.4</td>
<td>63.55</td>
</tr>
<tr>
<td>Variance ($S^2$)</td>
<td>147</td>
<td>86</td>
</tr>
<tr>
<td>S-combination</td>
<td></td>
<td>0.34</td>
</tr>
<tr>
<td>$t$-score</td>
<td></td>
<td>14.47</td>
</tr>
<tr>
<td>$t$-table</td>
<td></td>
<td>1.99</td>
</tr>
<tr>
<td>Conclusion</td>
<td>$H_0$ is rejected and $H_a$ is accepted</td>
<td></td>
</tr>
</tbody>
</table>
The data on the table above showed that t-score is more than t-table (14.47 > 1.99). So, the null hypothesis (H₀) is rejected. It means that with 5% risk of error, it can be concluded that there is a significant difference between students’ reading comprehension achievement using Jigsaw technique and STAD technique. For further calculation, it can be seen in the appendix 12.

C. Discussion of the Findings

Cooperative learning has an effect on students’ achievement under two essential conditions: group and individual accountability. Group goals motivate students to help their group-mates learn. They develop positive interdependence between individuals in the group, giving them reason to cooperate with a meaningful way.¹

In the present study, it was found that there is a significant difference between students’ achievement in reading comprehension by using Jigsaw technique and STAD technique. It was seen that the students’ reading achievement after being given the treatment of using Jigsaw technique and STAD technique were higher than the students’ reading achievement before they were given the treatment. It can be seen from students’ pre-test and post-test score. The pre-test mean score of students in experimental class 1 and 2 was 43.1 and 42.95, while the post-test mean score of students in experimental class 1 and 2 was 62.5 and 63.55.

Thus, the results of the present study highlight and support the idea that cooperative learning strategies have a positive impact on the academic achievement. To discuss the results further it is a very clear advantage of cooperative learning that it provides a structure which allows students to help manage the classroom; which develop from the positive interdependence which is created within the learning teams; and helps the students take more responsibility.²

The theory above is supported by the writer’s observation during the treatment in the classroom. The writer discovered that the students were enthusiastic and cooperative when learning English text. They followed the lesson respectfully and they tried to comprehend the text together. They discussed the material with their group and helped each other to make their friends comprehend it.

This study compared the effectiveness of Jigsaw technique and STAD technique in enhancing students’ reading comprehension. The study result proved that there is significant difference between students’ reading achievement which were applied Jigsaw technique and students’ reading achievement which were applied STAD technique.

The result of this study is in line with the previous studies of this research. Firman Adi Saputra (2011) and Lailatul Qodriah (2012) found that Jigsaw technique could improve students’ reading comprehension. In addition, there is existing research which examines the effectiveness of STAD technique in improving students’ reading comprehension. Siti Patonah Khoerunnisa (2011) discovered that STAD technique is more effective than Reading Comprehension technique in teaching reading. Those previous studies strengthen this research result that Jigsaw technique and STAD technique are effective technique which can enhance students’ reading comprehension.

This research also revealed that the mean score of students in experimental class 2 which was implemented by using STAD technique is higher than the mean score of students in experimental class 1 which was implemented by using Jigsaw technique. On the other hand, this research invention diverges with Santosh (2012) who found that Jigsaw showed a significant higher on achievement than STAD method under cooperative learning in Mathematic classroom. In this case, the researcher assumes that the different result can be caused by different lesson. This current study used English reading classroom, while Santosh used Mathematic classroom in his research.
A. Conclusion

Based on the result of the analysis of data post-test, there is a significant difference between students’ reading achievement in experimental class 1 and experimental class 2. Experimental class 1 was taught reading by using Jigsaw technique and experimental class 2 was taught reading by using STAD technique.

Furthermore, the average score of experimental class 1 which applied Jigsaw technique is lower than the average score of experimental class 2 which used STAD Technique. It revealed that the group of students who have been taught by using STAD technique achieved substantially higher mean score of post-test in comparison to the mean score of post-test in the group of students who have been taught by using Jigsaw technique. In short, it may be safely inferred from the above findings that Students Team Achievement Divisions technique is more effective than Jigsaw technique in enhancing students reading comprehension. Hence, the finding of this research answers the research question, “Which technique of Cooperative Learning is more effective to enhance students’ reading comprehension?” The answer is STAD technique is more effective in enhancing students’ reading comprehension than Jigsaw technique.

From this study, the writer highlights that the popular cooperative learning methods cater to the students’ need in comprehending English text, especially Jigsaw and STAD technique. It is not only help students’ raise their comprehension up, but it also builds students’ mental abilities to share knowledge to their friends and take responsibility of their group.
B. Implications

This study offers some implications for parents, teachers and all educational stakeholders. Parents or family as a first environment for the students need to create a good English learning environment in the house. In turn, it will lead students to have high motivation to read English literature even simple English text. Teachers in the classroom who face the different characters of students who have different motivation in reading English text should provide a meaningful learning activity. It is hoped that teacher can build students’ self confidence and increase students’ reading interest. It is the educational stakeholder’s responsibility to support teachers in developing the teaching quality or the teaching and learning process.

C. Suggestions

1. Cooperative learning suggests a new role for the teacher. A teacher, the main source of information for teaching the passive learners in the classroom, has to change to be a facilitator in the learning process to actively encourage the student to:
   • help each other and learn from each other.
   • participate in discussions.
   • facilitate each others’ learning.
   • engage in problem solving in a free democratic way.

2. The teachers should be aware of the students’ condition nowadays by having the knowledge about various methods in teaching and learning.

3. The teachers are expected to be creative especially in motivating their students to read.
BIBLIOGRAPHY


Appendix 1

PROFIL SEKOLAH DAN SARANA DAN PRASARANA

A. Profil Sekolah

Nama Madrasah : MTs. Salafiyah Bedahan
Nomor Statistik Madrasah : 121232760029
NPSN : 20279728
Akreditasi Madrasah : Terakreditasi B
Penyelenggaraan : Pagi Pukul: 07.10 s/d 13.00

Alamat Lengkap Madrasah : Jl. H. Sulaiman No. 9 Rt 04/02
Desa/Kelurahan : Bedahan
Kecamatan : Sawangan
Kota : Depok
Provinsi : Jawa Barat
NPWP : 02.021.665.1-412.002
Nama Yayasan : Raudlatul Ulum Depok
Alamat Yayasan : Jl. H. Sulaiman No. 9 Rt 04/02 Kel. Bedahan
Telp. Yayasan : 021-29434990
Kepemilikan Tanah : Yayasan
  a. Status Tanah : Wakaf
  b. Luas Tanah : 1770 m²
Status Bangunan : Yayasan
Luas Bangunan : 384 m²
Nomor Rekening Sekolah : 0002570531100
Nama : MTs. SALAFIYAH
Nama Bank : Bank Jabar Banten
Cabang/Unit : Depok
### B. Kondisi Guru

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<tr>
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<tr>
<td>1</td>
<td>Drs. H. Musa Thoyib</td>
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</tr>
<tr>
<td>2</td>
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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Experiment Class I)

Nama Sekolah : MTs Salafiyah
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (Delapan)/ I
Linguistic Aspect : Membaca
Alokasi Waktu : 1 x 90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2013/2014
Pertemuan ke : 1 (satu)

Standar Kompetensi
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar
5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator
1. Mengidentifikasi ciri kebahasaan teks recount.
2. Mengidentifikasi tujuan komunikatif teks recount.

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Mengetahui langkah retorika dalam teks recount.
   b. Mengetahui tujuan komunikatif teks recount.
✧ Karakter siswa yang diharapkan:
  - Percaya diri (confidence)
  - Rasa hormat dan perhatian (respect)
  - Rasa ingin tahu (curiosity)

2. Materi Pembelajaran

   Generic Structure of Recount Text

   - A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
   - Orientation tells who was involved, what happened, where the events took place, and when it happened.
     Example: Last night, I read an article about adolescence in a magazine.
   - Events (event 1 and 2) tell what happened and in what sequence.
     Example: After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extra curricular activities.
   - Reorientation consists of optional-closure of events/ending.
     Example: I was able to control my emotions and to have a place where I could express my creativity in positive ways.

3. Metode Pembelajaran

   Cooperative Learning (Jigsaw Technique)

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

   Apersepsi:
   - Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
   - Menanyakan kabar siswa
   - Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
   - Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

   Motivasi:
   - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa
B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa ke dalam sebuah kelompok yang beranggotakan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku dan lain-lain).
- Menunjuk satu siswa di setiap kelompok sebagai Ketua kelompok.
- Membagi materi kepada setiap anggota di dalam masing-masing kelompok.
- Memberikan waktu kepada siswa untuk membaca bagian mereka masing-masing sampai mereka memahami secara keseluruhan isi teks yang mereka dapat.
- Meminta siswa membentuk “expert group” sementara yang beranggotakan 4 atau 5 orang yang berasal dari masing-masing kelompok yang sudah terbentuk sebelumnya. Kemudian, guru meminta siswa untuk berdiskusi mengenai bagian mereka.
- Meminta siswa kembali kepada kelompok awalnya (Jigsaw group) dan meminta mereka untuk mempersiapkan presentasi bagian masing-masing. Kemudian, siswa diminta menjelaskan bagian yang telah mereka pelajari kepada anggotanya sampai semuanya mengerti.
- Memberikan pertanyaan mengenai generic structure dari teks recount yang sudah siswa pelajarikepada setiap kelompok secara acak.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik untuk menyiapkan hasil kerja individual maupun kelompok;
Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi**
Dalam kegiatan konfirmasi, guru:
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa,
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

**C. Kegiatan Penutup**
Dalam kegiatan penutup, guru:
- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Mengakhiri pertemuan dengan salam.

**5. Sumber belajar**

a. Artono Wardiman, dkk, *English In Focus* for Grade VIII SMP/MTs (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), hal. 62–66
6. Penilaian

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<td>4. The third paragraph is called..</td>
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<td>5. What is the purpose of the text above?</td>
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</table>
Read the following text carefully. Then identify the generic structure of the text.

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends.

Finally, I spent most of my weekends with my family. I was able to control my emotions and to have a place where I could express my creativity in positive ways.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Experiment Class II)

Nama Sekolah : MTs Salafiyah
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (Delapan)/ I
Linguistic Aspect : Membaca
Alokasi Waktu : 1x 90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2013/2014
Pertemuan ke : 1 (satu)

Standar Kompetensi
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar
5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

Indikator
1. Mengidentifikasi langkah retorika teks *recount*.
2. Mengidentifikasi tujuan komunikatif teks *recount*.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Mengetahui langkah retorika dalam teks *recount*.
b. Mengetahui tujuan komunikatif teks *recount*. 
Karakter siswa yang diharapkan:
- Percaya diri (*confidence*)
- Rasa hormat dan perhatian (*respect*)
- Rasa ingin tahu (*curiosity*)

2. Materi Pembelajaran

Generic Structure of Recount Text

- *A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
- *Orientation* tells who was involved, what happened, where the events took place, and when it happened.
  
  Example: *Last night, I read an article about adolescence in a magazine.*

- *Events (event 1 and 2)* tell what happened and in what sequence.
  
  Example: *After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extra curricular activities.*

- *Reorientation* consists of optional-closure of events/ending.
  
  Example: *I was able to control my emotions and to have a place where I could express my creativity in positive ways.*

3. Metode Pembelajaran

  Cooperative Learning (STAD Technique)

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

A persepsi:
- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi:
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa
B. Kegiatan Inti

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Membagi siswa ke dalam sebuah kelompok yang beranggotakan 4 atau 5 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku dan lain-lain).
- Melakukan tanya jawab dengan arti dan fungsi maupun tujuan komunikatif dalam teks *recount*.
- Menjelaskan *generic structure* dan tujuan komunikatif teks *recount*.
- Memberikan tugas kepada kelompok untuk dikerjakan oleh anggota-anggota kelompok. Anggotanya yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti.
- Memberikan kuis/pertanyaan kepada seluruh siswa. Pada saat menjawab kuis mereka tidak boleh saling membantu.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:
Guru bertanya jawab tentang hal-hal yang belum diketahui siswa,
Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

C. Kegiatan Penutup
Dalam kegiatan penutup, guru:
- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Mengakhiri pertemuan dengan salam.

5. Sumber belajar
a. Artono Wardiman, dkk, *English in Focus for Grade VIII SMP/MTs* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), hal. 62 - 66

6. Penilaian

<table>
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<tr>
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<td>multiple choice</td>
<td>Terlampir</td>
</tr>
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<td>➢ Mengidentifikasi <em>generic structure</em> dan tujuan komunikatif teks <em>recount</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends.

Finally, I spent most of my weekends with my family. I was able to control my emotions and to have a place where I could express my creativity in positive ways.
I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

1. What is the type of the text?
   A. Descriptive text  C. Narrative text
   B. Recount text  D. Report text

2. What is the generic structure of the first paragraph?
   A. Reorientation  C. Resolution
   B. Orientation  D. Event

3. The second paragraph is called..
   A. Orientation  C. Event
   B. Reorientation  D. Resolution

4. The last paragraph is called..
   A. Orientation  C. Event
   B. Reorientation  D. Resolution

5. What is the purpose of the text above?
   A. To entertain the reader
   B. To amuse the reader
   C. To persuade the reader to do something
   D. To tell the reader about the writer experience
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Experiment Class I)

Nama Sekolah : MTs Salafiyah
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (Delapan)/ I
Linguistic Aspect : Membaca
Alokasi Waktu : 1x 90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2013/2014
Pertemuan ke : 2 (dua)

Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar

5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator

1. Mengidentifikasi ciri-ciri kebahasaan teks pendek berbentuk recount.
2. Memahami makna kosa kata sulit dalam teks pendek berbentuk recount.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Mengetahui ciri kebahasaan teks recount.
b. Memahami *Simple Past Tense*.

c. Memahami makna kosa kata sulit dalam teks *recount*.

- **Karakter siswa yang diharapkan:**
  - Percaya diri (*confidence*)
  - Rasa hormat dan perhatian (*respect*)
  - Rasa ingin tahu (*curiosity*)

2. **Materi Pembelajaran**

   **Language Features of Recount Text:**
   - Names of those involved: *who, when, where, why*
   - Time and sequence words to show order of events: *then, next, finally*
   - **Simple Past Tense:**
     - Simple Past Tense is used to describe an event that happened and ended in the past.
     - Regular verbs form their past tense by adding –*d* or –*ed* to the base form.
     - The form of Simple Past Tense is: Subject + Verb II (-ed) + Object

3. **Metode Pembelajaran**

   Cooperative Learning (Jigsaw Technique)

4. **Langkah-langkah Kegiatan**

   A. **Kegiatan Pendahuluan**

   **Apersepsi** :
   - Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
   - Menanyakan kabar siswa
   - Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
   - Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

   **Motivasi** :
   - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa ke dalam sebuah kelompok yang beranggotakan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku dan lain-lain).
- Menunjuk satu siswa di setiap kelompok sebagai Ketua kelompok.
- Membagi materi dan bagian-bagian di dalam teks kepada setiap anggota di dalam masing-masing kelompok.
- Memberikan waktu kepada siswa untuk membaca bagian mereka masing-masing sampai mereka memahami secara keseluruhan bagian isi teks yang mereka dapat.
- Meminta siswa membentuk “expert group” sementara yang beranggotakan 4 orang yang berasal dari masing-masing kelompok yang sudah terbentuk sebelumnya. Kemudian, guru meminta siswa untuk berdiskusi mengenai bagian mereka.
- Meminta siswa kembali kepada kelompok awalnya (Jigsaw group) dan meminta mereka untuk mempersiapkan presentasi bagiannya masing. Kemudian, siswa diminta menjelaskan bagian yang telah mereka pelajari kepada anggotanya sampai semua mengerti.
- Memberikan pertanyaan mengenai ciri-ciri kebahasaan dan kosa kata sulit dari teks recount yang sudah siswa pelajari kepada setiap kelompok secara acak.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

Elaborasi

Dalam kegiatan elaborasi, guru:

- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran koperatif;
Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa,
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

**C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Mengakhiri pertemuan dengan salam.

**5. Sumber belajar**

a. Artono Wardiman, dkk, *English In Focus* for Grade VIII SMP/MTs(Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), hal. 61-65 &95
6. Penilaian

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</tr>
<tr>
<td>➢ Memahamikosa kata sulit dalam teks <em>recount</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the following text carefully. Then identify the language features of it!

I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

Text 2
Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “Why are they looking at me?”

I didn’t think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Experiment Class II)

Nama Sekolah : MTs Salafiyah
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (Delapan)/ I
Linguistic Aspect : Membaca
Alokasi Waktu : 1x 90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2013/2014
Pertemuan ke : 2 (dua)

Standar Kompetensi
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar
5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator
1. Mengidentifikasi ciri-ciri kebahasaan teks pendek berbentuk recount.
2. Memahami makna kosa kata sulit dalam pendek berbentuk teks recount.

1. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat:
   a. Mengetahui ciri kebahasaan teks recount.
   b. Memahami Simple Past Tense.
   c. Memahami makna kosa kata sulit dalam teks recount.
Karakter siswa yang diharapkan: Percaya diri (*confidence*)
Rasa hormat dan perhatian (*respect*)
Rasa ingin tahu (*curiosity*)

2. Materi Pembelajaran

   Language Features of Recount Text:
   - Names of those involved: *who, when, where, why*
   - Time and sequence words to show order of events: *then, next, finally*
   - Simple Past Tense:
     ✓ Simple Past Tense is used to describe an event that happened and ended in the past.
     ✓ Regular verbs form their past tense by adding *–d* or *–ed* to the base form.
     ✓ The form of Simple Past Tense is: Subject + Verb (-ed) + Object

3. Metode Pembelajaran

   Cooperative Learning (STAD Technique)

4. Langkah-langkah Kegiatan

   A. Kegiatan Pendahuluan

      Apersepsi:
      - Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
      - Menanyakan kabar siswa
      - Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
      - Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

      Motivasi:
      - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

   B. Kegiatan Inti

      Eksplorasi
      Dalam kegiatan eksplorasi, guru:
      - Membagi siswa ke dalam sebuah kelompok yang beranggotakan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku dan lain-lain).
Melakukan tanya jawab mengenai cirri-ciri kebahasaan yang mereka temukan di dalam teks \textit{recount} dan tanya jawab tentang kosa kata yang belum pernah mereka ketahui sebelumnya.

Menjelaskan cirri-ciri kebahasaan (termasuk \textit{Simple Past Tense}) dalam teks \textit{recount}.

Memberikan tugas kepada kelompok untuk dikerjakan oleh anggota-anggota kelompok. Anggotanya yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti.

Memberikan kuis/pertanyaan kepada seluruh siswa. Pada saat menjawab kuis mereka tidak boleh saling membantu.

Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa,
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.
C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Mengakhiri pertemuan dengan salam.

5. Sumber belajar

a. Artono Wardiman, dkk, *English in Focus for Grade VIII SMP/MTs* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), hal. 61-25 & 95

6. Penilaian

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I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face. That was my bad experience with adolescence, though there were still lots of good experiences too.
Dear Diary,

I had a bad experience this morning. I had just (1) _________ my 15th birthday yesterday. The party was very good. When I (2) _________ this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, “why are they looking at me?”

I didn’t think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so Iran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

1. A. celebrated   C. celebration
   B. celebrates   D. celebrate

2. A. wake up   C. woke up
   B. wakes up   D. waked up

3. “They were pointing at my face.” (Paragraph 3). The underlined word refers to...
   A. My family   C. My face
   B. My friends   D. My classroom

4. “I felt very embarrassed so Iran to the rest room.” (Paragraph 3). The underlined word has the same meaning as….
   A. Shy   C. Confident
   B. Shocked   D. Calm

5. “I was surprised to see a big red pimple on my forehead.” The underlined word has the same meaning as….
   A. Enthusiastic   C. Shocked
   B. Terrified   D. Excited
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Experiment Class I)

Nama Sekolah : MTs Salafiyah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)/ I
Linguistic Aspect : Membaca
Alokasi Waktu : 1x 90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2013/2014
Pertemuan ke : 3 (tiga)

Standar Kompetensi
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar
5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator
1. Mengidentifikasi gagasan utama dalam teks pendek berbentuk recount.
2. Mengidentifikasi informasi dalam teks recount.

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
   a. Mengidentifikasi dan mengetahui gagasan utama dalam teks pendek berbentuk recount.
   b. Mengidentifikasi informasi dalam teks recount.
Karakter siswa yang diharapkan: Percaya diri (confidence)
Rasa hormat dan perhatian (respect)
Rasa ingin tahu (curiosity)

2. Materi Pembelajaran
Terlampir

3. Metode Pembelajaran
Cooperative Learning (Jigsaw Technique)

4. Langkah-langkah Kegiatan
A. Kegiatan Pendahuluan
Apersepsi:
- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari
Motivasi:
- Menjelaskan pentingnya materi yang akan dipelaji berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti
Eksplorasi
Dalam kegiatan eksplorasi, guru:
- Membagi siswa ke dalam sebuah kelompok yang beranggotakan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku dan lain-lain).
- Menunjuk satu siswa di setiap kelompok sebagai Ketua kelompok.
- Membagi materi kepada setiap anggota di dalam masing-masing kelompok.
- Memberikan waktu kepada siswa untuk membaca bagian mereka masing-masing sampai mereka memahami secara keseluruhan isi teks yang mereka dapat.
Meminta siswa membentuk “expert group” sementara yang beranggotakan 4 orang yang berasal dari masing-masing kelompok yang sudah terbentuk sebelumnya. Kemudian, guru meminta siswa untuk berdiskusi mengenai bagian mereka.

Meminta siswa kembali kepada kelompok awalnya (Jigsaw group) dan meminta mereka untuk mempersiapkan presentasi bagian mereka masing. Kemudian, siswa diminta menjelaskan bagian yang telah mereka pelajari kepada anggotanya sampai semuanya mengerti.

Memberikan pertanyaan mengenai gagasan utama dan informasi dari teks recount yang sudah siswa pelajari kepada setiap kelompok secara acak.

Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

Elaborasi

Dalam kegiatan elaborasi, guru:

- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa,
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.
C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

➢ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
➢ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
➢ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
➢ Mengakhiri pertemuan dengan salam.

5. Sumber belajar

a. Artono Wardiman, dkk, *English in Focus* for Grade VIII SMP/MTs (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), hal. 61-65 & 115-116

6. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Mengidentifikasi gagasan utama dan informasi di dalam teks <em>recount</em></td>
<td>Objective test</td>
<td>Oral test</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>
Read the following text carefully. Then identify the main idea each paragraph!

Last Saturday I woke up early, but I didn’t get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of four night’s tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the “gift” happily. We also bought some presents for our family and friends.
Text 2

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it. I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Fleming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.

1. When did the story take place?
2. Was the writer a diligent student?
3. What lessons did the writer hate?
4. What was the title of the book that the writer read?
5. Who were mentioned in the book? Who were they?
6. What happened to the writer after he read the book?
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Experiment Class II)

Nama Sekolah : MTs Salafiyah
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII (Delapan)/ I
Linguistic Aspect : Membaca
Alokasi Waktu : 1x 90 menit
Jenis Teks : Teks Recount
Tahun Pelajaran : 2013/2014
Pertemuan ke : 3 (tiga)

Standar Kompetensi
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar
5.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator
1. Mengidentifikasi gagasan utama dalam teks pendek berbentuk recount.
2. Mengidentifikasi informasi dalam teks recount.

1. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat:
a. Mengidentifikasi dan mengetahui gagasan utama dalam teks pendek berbentuk recount.
b. Mengidentifikasi informasi dalam teks recount.
Karakter siswa yang diharapkan:
- Percaya diri (*confidence*)
- Rasa hormat dan perhatian (*respect*)
- Rasa ingin tahu (*curiosity*)

2. Materi Pembelajaran
Terlampir

3. Metode Pembelajaran
Cooperative Learning (STAD Technique)

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan
Apersepsi :
- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti
Eksplorasi
Dalam kegiatan eksplorasi, guru:
- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku dan lain-lain).
- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan di dalam teks *recount*
- Menjelaskan cara menemukan gagasan pokok dan informasi dalam teks *recount*.
Memberikan tugas kepada kelompok untuk dikerjakan oleh anggota-anggota kelompok. Anggotanya yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti.

Memberikan kuis/pertanyaan kepada seluruh siswa. Pada saat menjawab kuis mereka tidak boleh saling membantu.

Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa,
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

**C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Mengakhiri pertemuan dengan salam.

5. Sumber belajar
   a. Artono Wardiman, dkk, *English in Focus for Grade VIII SMP/MTs* (Jakarta: PusatPerbukuan, Departemen Pendidikan Nasional, 2008), hal. 61-65 & 115-116

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1. When did the story take place?
2. Was the writer a diligent student?
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6. What happened to the writer after he read the book?
Appendix 3

SOAL INSTRUMEN UJI VALIDITAS

Name : 
Class :

CHOOSE THE CORRECT ANSWER A, B, C or D!

Text for no.1-5

When I was young, I really did not like travelling. I preferred playing game on the computer. I never traveled abroad on the plane until 2005 at the time I was 22 years old.

My first trip was a 5-day trip to France. Before I came to the airport, I did not know how to check in. All the procedures were so new to me. I remember I was excited when the plane took off. I really enjoyed my trip at that time.

Because of that trip, I like traveling. I also traveled to Canada, Germany, Italy, USA, and Africa.

1. What does the text talk about?
   A. Travel on plane
   B. The first time travel on plane
   C. I like travelling
   D. Trip to Canada

2. When did the writer first travel on the plane?
   a. 20 years old  c. 21 years old
   b. 22 years old  d. 25 years old

3. What was the writer’s first destination on his first trip?

Text for no.6-11

When I was second grade of senior high school, my friends and I went to Bali. We were there for several days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports there, such as banana boat, jet
sky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

6. What did the writer enjoy on Tanjung Benoa beach
A. water sports, unique animal, sunset and sunrise
B. water sports, the beautiful wave, and banana boat
C. water sports including speedboat, jetsky and speedboat
D. water sports, unique animal and sunset

7. The writer is right to decide Bali as the appropriate tour destination. It is proved that …
A. She has unforgettable experience
B. She was very satisfied
C. She was proud writing about her experience
D. She braves to go there alone

8. When did the writer go to Bali?
A. She was second grade of senior high school
B. She was second grade of junior high school
C. She was First grade of junior high school
D. She was First grade of senior high school

9. We could enjoy the green and shady forest (Paragraph 5)
What does the italicized word mean?
A. crowded of the trees and animals
B. full of trees and it is very often raining
C. the cool condition because of the gentle wind
D. protected from direct light from the sun by trees or building

10. We could make a close interaction with them (Paragraph 4)
The underlined word refers to …
A. Monkeys
B. Turtles
C. Snakes
D. Birds

11. How many days did the writer spend his holiday in Bali?
A. 7 days  C. 5 days
B. 3 days  D. 4 days

Text for no. 12-17

We went to Thailand for our summer vacation last year. It was our first trip to Asia. We loved it.
We spent a week in Bangkok and did something different every day. We went to the floating market very early one morning. We didn’t buy anything there, we just looked.

Another day, we went to WatPhraKeo, the famous Temple of the Emerald Buddha. It was really interesting. Then we saw two more temples nearby. We also went on a river trip somewhere outside Bangkok.

The best thing about the trip was the food. The next time we have friends over for dinner, I’m going to cook Thai food.

12. What is WatPhraKeo? WatPhraKeo is ...
A. A person from Thailand
B. A well-known Buddha temple
C. A tourist from Asia
D. A cook from Thailand

13. From the text we know that the writer......
A. has been to Asia before
B. often visits Bangkok
C. has never been to Thailand before
D. visited Thailand many times

14. “Then we saw two more temples nearby”. The word ‘nearby’ has the same meaning as...
A. far
B. stand by
C. close by
D. come by

15. “The next time we have friends over for dinner”. The underlined phrase means....
A. come over to a friend
B. visit a friend

16. “It was really interesting”. The word ‘it’ refers to ...........
A. Thailand
B. WatPhraKeo
C. Asia
D. Buddha

17. The last paragraph is called...
A. Orientation
B. Reorientation
C. Event
D. Resolution

Text for no. 18-24

I was in the park with my older sister, Cathy, on Friday. My sister left her jacket on a bench while we talked to some friends. When we went back to the bench, a girl in a red T-shirt was sitting there. She had some money in her hand. When she saw us, she got up and walked away.

I said to my sister, “Did you have any money in your jacket?” She said, “Yes, Anna, I did.” I said, “Look in your jacket quickly.” Cathy looked in her jacket, but her money was not there.

“That girl stole it!” I said, and we all ran after her. We caught her quickly. My sister was very angry and she said, ”Give me the money!” The girl gave the money to Cathy and ran away. We all ran after her, but we lost her.

Then we went home. But before we could tell our parents, my mother said to Cathy, “You left your money at home. It's
on the table in the sitting room. You must be more careful with money.”

So the girl in the red T-shirt was not a thief! She probably thought we were thieves! We were feeling terrible at that time.

18. What is the main idea of the text above?
A. Cathy’s pocket was lost
B. The girl was afraid of Cathy and her sister
C. The writer and her sister had an experience of being misunderstood
D. The writer and her sister felt terrible about the pocket

19. Cathy’s jacket was...
A. at home C. full of money
B. on the bench D. at school

20. The girl gave the money to Cathy because...
A. she was afraid
B. Cathy asked her nicely
C. it was Cathy's money
D. Cathy wants the money

21. Who is the writer’s name?
A. Cathy C. Nadine
B. Anna D. Annie

22. When Cathy's mother spoke, they knew that...
A. they had the girl's money
B. the girl was a thief
C. the money was Anna's
D. they found something

23. Anna and Cathy…… about the girl.
A. Felt terrible
B. Feel terrible
C. Feels terrible
D. Feeling terrible

24. What is the purpose of the text above?
A. To entertain people
B. To give information about Cathy’s pocket
C. To persuade people to do something
D. To tell the reader about the writer and her sister’s experience

Text for no. 25-30

A woman in green scarf stood at the window of a fashion shop. She hesitated for a moment. Finally, she went in.

That woman asked to see a nice dress that was in the window. The shop-assistant did not like the way she was dressed. Then he told her that the dress was sold. The woman walked out of the shop angrily. She decided to punish the next assistant next day.

She returned to the shop the following morning. She dressed in a beautiful dress. She had an expensive handbag in her hand. She sought out the rude shop-assistant. Then, she asked the same dress. The shop-assistant did not know who she was. He was eager to serve her this time. With great difficulty, he climbed into the shop window to get the dress. As soon as she saw it, the woman said she did not like it.

That woman enjoyed herself making the shop-assistant bring almost everything in
the window. Finally, she bought the dress she had first asked for.

25. The type of the text is….
   A. Descriptive  C. Narrative
   B. Recount  D. Report

26. She came into the shop in the first time because….
   A. She interested with a dress
   B. She wanted to buy a dress
   C. She wanted to see a dress
   D. She required a dress

27. The shop-assistant served the woman in the first occasion….
   A. Eagerly
   B. Enthusiastically
   C. Happily
   D. Rudely

28. The statement which is NOT TRUE is…
   A. The woman was angry with the shop-assistant
   B. The woman took revenge against the shop-assistant
   C. The woman did not punish the shop-assistant
   D. The woman wore a beautiful dress on the next day

29. The second paragraph is called…
   A. Description
   B. Reorientation
   C. Orientation
   D. Event

30. “Then he told her that the dress was sold.” (Paragraph 2)
34. What was the first place the writer visited?
   A. Museum
   B. Public garden
   C. His room
   D. Post office

35. ‘I read a few lines, …’
   What does the underlined phrase mean?
   A. Words in a postcard
   B. Text on the book
   C. Museum guiding
   D. Garden’s rules

Text for no. 36-40

It (36)… my birthday party last week. My family (37) … .me a small party. I (38) …. my best friends to the party. There were about 15 people in the party (39) …. my parents, and my sister, Putri. It was great surprise that my uncle, Awang (40) … .come too. He works in a small company in Bengkulu, Sumatera.

36. A. is C. are
   B. was D. were
37. A. give C. gave
   B. gives D. is giving
38. A. invite C. invited
   B. inviting D. was inviting
39. A. include C. includes
   B. included D. including
40. A. can C. may
   B. could D. might
# KEY ANSWER OF VALIDITY TEST

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|10 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|11 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|12 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|13 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|14 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|15 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|16 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|17 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|18 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|19 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|20 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|21 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|22 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|23 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|24 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|25 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|26 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|27 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|28 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|29 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|30 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|31 | D |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|32 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|33 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|34 | A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|35 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|36 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|37 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|38 | C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|39 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|40 | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
### KISI-KISI INSTRUMEN SOAL PENELITIAN

**Nama Sekolah**: MTs Salafiyah  
**Kelas/Semester**: VIII / I (Satu)  
**Mata Pelajaran**: Bahasa Inggris  
**Standar Kompetensi**: Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.  
**Kompetensi Dasar**: Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

<table>
<thead>
<tr>
<th>Materi</th>
<th>Indikator</th>
<th>Soal</th>
<th>Nomor Soal</th>
</tr>
</thead>
</table>
| *Recount Text* | 1. Mengidentifikasi makna gagasan utama dalam esai pendek berbentuk *recount*. | 1. What does the text talk about?  
A. Travel on plane  
B. The first time travel on plane  
C. I like travelling  
D. Trip to Canada  
4. From the text we know that the writer…..  
A. has been to Asia before  
B. often visits Bangkok  
C. has never been to Thailand before  
D. visited Thailand many times | 1, 4, |
2. **Mengidentifikasi informasi dalam teks pendek berbentuk recount.**

3. **What is WatPhraKeo? WatPhraKeo is …**
   - A. A person from Thailand
   - B. A well-known Buddha temple
   - C. A tourist from Asia
   - D. A cook from Thailand

10. How many days did the writer spend his holiday in Bali?
   - A. 7 days
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   - A. The woman was angry with the shop-assistant
   - B. The woman took revenge against the shop-assistant
   - C. The woman did not punish the shop-assistant
   - D. The woman wore a beautiful dress on the next day
3. Mengidentifikasi langkah retorika teks pendek berbentuk *recount*.

17. Whom did the writer meet in Paris?
   A. Friendly waiter
   B. His friends
   C. Postman
   D. Mother

18. What was the first place the writer visited?
   A. Museum
   B. Public garden
   C. His room
   D. Post office

7. The last paragraph is called…
   A. Orientation
   B. Reorientation
   C. Event
   D. Resolution

14. The type of the text is…
   A. Descriptive
   B. Recount
   C. Narrative
   D. Report
4. Mengidentifikasi tujuan komunikatif teks pendek berbentuk *recount*.

5. Mengidentifikasi ciri-ciri kebahasaan teks pendek berbentuk *recount*.

13. What is the purpose of the text above?
   A. To entertain people
   B. To give information about Cathy’s pocket
   C. To persuade people to do something
   D. To tell the reader about the writer and her sister’s experience

6. “It was really interesting”. The word ‘it’ refers to ……….
   A. Thailand
   B. WatPhraKeo
   C. Bangkok
   D. Buddha

9. We could make a close interaction with *them* (Paragraph 4)
   The underlined word refers to ….
   A. Monkeys
   B. Forest
   C. Sunset
   D. Wave

16. “Then *he* told her that the dress was sold.” (Paragraph 2)
    The word *he* refers to….
    A. The writer
    B. The boss
    C. The shop-assistant
    D. The officer

19. A. last week       C. tomorrow
6. Memahami makna kosa kata sulit dalam teks pendek berbentuk *recount.*

2. “I remember I was excited when the plane took off.” (Paragraph 2)
   The word “excited” has the close meaning to…
   A. Surprised
   B. Enthusiastic
   C. Terrified
   D. Amazed

5. “We went to Thailand for our summer *vacation* last year”.
   The word ‘vacation’ has the same meaning as…
   A. holiday
   B. event
   C. camp
   D. visit

8. “It was great *scenery*” (Paragraph 1)
   What is the synonym of the italicized word?
   A. beauty
   B. view
   C. place
   D. event
Appendix 6

KEY ANSWER OF PRE TEST AND POST TEST

1. B
2. B
3. B
4. C
5. A
6. B
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8. B
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Appendix 9

Frequency Distribution Table of Pre-test
Experimental Class 1

1. Number of Data (n) = 40
   15  25  25  30  30  30  30  35
   35  35  40  40  40  40  40  45
   45  45  45  45  45  45  45  45
   45  45  50  50  50  50  50  50
   50  50  55  55  55  60  65  70

2. Distance of score (R) = H – L = 70 – 15 = 55

3. Number of Classes (K)
   \[ K = 1 + 3.3 \log n \]
   \[ K = 1 + 3.3 \log 40 \]
   \[ K = 1 + 3.3 \times 1.6 \]
   \[ K = 1 + 5.286 = 6, 286 = 7 \]

4. Interval of Class (i) = \( \frac{R}{K} = \frac{55}{7} = 7.8 \approx 8 \)

5. Frequency Distribution Table

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6. Mean ($\bar{x}$) = $\frac{\sum f_i x_i}{\sum f_i} = \frac{1724}{40} = 43.1$ 

7. Median ($M_e$) = $Lm + i \left( \frac{\frac{1}{2} n - F_m}{f_m} \right) = 30.5 + 8 \left( \frac{20 - 27}{17} \right) = 27.206$ 

8. Mode (Mo) = $L + i \left( \frac{\delta_1}{\delta_1 - \delta_2} \right) = 38.5 + 8 \left( \frac{17 - 3}{(17 - 3) + (17 - 7)} \right) = 38.5 + 8 \left( \frac{14}{24} \right) = 43.16$ 

9. Variance ($\sigma^2$) 

\[ \sigma^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n (n-1)} = \frac{40(79218) - (1724)^2}{40 (39)} = \frac{3168720 - 2972176}{1560} = \frac{196544}{1560} = 125.989 = 126 \] 

10. Deviation Standard 

\[ \delta = \sqrt{\sigma^2} = \sqrt{126} = 11.22 \]
Frequency Distribution Table of Pre-test
Experimental Class 2

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</table>

6. Mean (x̄) = \( \frac{\sum f_1 x_1}{\sum f_1} = \frac{1718}{40} = 42,95 \)

7. Median (\(M_e\)) = \(Lm + i \left( \frac{\frac{1}{2}n - F_m}{f_m} \right)\) = 48,5 + 6 \(\left( \frac{20-40}{11} \right) = 37,6\)
8. Mode (Mo) = L + i \left( \frac{\delta_1}{\delta_1 - \delta_2} \right) = 54,5 + 6 \left( \frac{11-4}{(11-4)+(11-0)} \right) = 54,5 + 6 \left( \frac{7}{18} \right) = 56,83

9. Variance ($\delta^2$)

\[ \delta^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{40(79036)-(1718)^2}{40(39)} = \frac{3161440-2951524}{1560} = \frac{209916}{1560} = 134,56 \]

10. Deviation Standard

\[ \delta = \sqrt{\delta^2} = \sqrt{134,56} = 11,6 \]
1. Number of Data (n) = 40

<p>| | | | | | | | | | | |</p>
<table>
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</tr>
</tbody>
</table>

2. Distance of score (R) = H – L = 80 – 40 = 40

3. Number of Classes (K)

\[ K = 1 + 3.3 \log n \]
\[ K = 1 + 3.3 \log 40 \]
\[ K = 1 + 3.3 \cdot 1.6 \]
\[ K = 1 + 5.286 = 6.286 = 6 \]

4. Interval of Class (i) = \( \frac{R}{K} \) = \( \frac{40}{6} \) = 6.67 \approx 7

5. Frequency Distribution Table

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Lm</th>
<th>f_i</th>
<th>x_i</th>
<th>x_i^2</th>
<th>f_i x_i</th>
<th>f_i x_i^2</th>
</tr>
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<tbody>
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<td>10000</td>
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<td>54-60</td>
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<td>8</td>
<td>57</td>
<td>3249</td>
<td>456</td>
<td>29992</td>
</tr>
<tr>
<td>4</td>
<td>61-67</td>
<td>60.5</td>
<td>5</td>
<td>64</td>
<td>4096</td>
<td>320</td>
<td>20480</td>
</tr>
<tr>
<td>5</td>
<td>68-74</td>
<td>67.5</td>
<td>9</td>
<td>71</td>
<td>5041</td>
<td>639</td>
<td>45369</td>
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<tr>
<td>6</td>
<td>75-81</td>
<td>74.5</td>
<td>8</td>
<td>78</td>
<td>6084</td>
<td>624</td>
<td>48672</td>
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<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>40</td>
<td></td>
<td>2497</td>
<td></td>
<td>161601</td>
</tr>
</tbody>
</table>

6. Mean (\( \bar{x} \)) = \( \frac{\sum f_i x_i}{\sum f_i} \) = \( \frac{2497}{40} \) = 62.4

7. Median (\( M_e \)) = \( Lm + i \left( \frac{\frac{n}{2} - F_m}{f_m} \right) \) = \( 60.5 + 7 \left( \frac{20-32}{9} \right) \) = 51.2
8. Mode (Mo) = L + i \left( \frac{\delta_1}{\delta_1 - \delta_2} \right) = 67.5 + 7 \left( \frac{9-5}{(9-5)+(9-8)} \right) = 67.5 + 7 \left( \frac{4}{5} \right) = 73.1

9. Variance (\delta^2)
\begin{align*}
\delta^2 &= \frac{n \sum f(x_i^2) - (\sum f x_i)^2}{n(n-1)} = \frac{40(161607) - (2497)^2}{40(39)} = \frac{6464280 - 6235009}{1560} = \frac{229271}{1560} = 146.9 = 147
\end{align*}

10. Deviation Standard
\begin{align*}
\delta &= \sqrt{\delta^2} = \sqrt{147} = 12.12
\end{align*}
Frequency Distribution Table of Post-test

Experimental Class 2

1. Number of Data (n) = 40

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td></td>
</tr>
</tbody>
</table>

2. Distance of score (R) = H – L = 75 – 45 = 30

3. Number of Classes (K)

\[ K = 1 + 3.3 \log n \]

\[ K = 1 + 3.3 \log 40 \]

\[ K = 1 + 3.3 \times 1.6 \]

\[ K = 1 + 5.286 = 6.286 = 6 \]

4. Interval of Class (i) = \( \frac{R}{K} = \frac{30}{6} = 5 \approx 6 \)

5. Frequency Distribution Table

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Lm</th>
<th>( f_i )</th>
<th>( x_i )</th>
<th>( x_i^2 )</th>
<th>( f_i x_i )</th>
<th>( f_i x_i^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45-50</td>
<td>44.5</td>
<td>5</td>
<td>47.5</td>
<td>2256.25</td>
<td>237.5</td>
<td>11281.25</td>
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<tr>
<td>2</td>
<td>51-56</td>
<td>50.5</td>
<td>4</td>
<td>53.5</td>
<td>2862.25</td>
<td>214</td>
<td>11449</td>
</tr>
<tr>
<td>3</td>
<td>57-62</td>
<td>56.5</td>
<td>8</td>
<td>59.5</td>
<td>3540.25</td>
<td>476</td>
<td>28322</td>
</tr>
<tr>
<td>4</td>
<td>63-68</td>
<td>62.5</td>
<td>10</td>
<td>65.5</td>
<td>4290.25</td>
<td>655</td>
<td>42902.5</td>
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<tr>
<td>5</td>
<td>69-74</td>
<td>68.5</td>
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<td>71.5</td>
<td>5112.25</td>
<td>572</td>
<td>40898</td>
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<tr>
<td>6</td>
<td>75-80</td>
<td>74.5</td>
<td>5</td>
<td>77.5</td>
<td>6006.25</td>
<td>387.5</td>
<td>30031.25</td>
</tr>
</tbody>
</table>

TOTAL 40 | 2542 | 164884 |

6. Mean (\( \bar{x} \)) = \( \frac{\sum f_i x_i}{\sum f_i} = \frac{2542}{40} = 63.55 \)

7. Median (\( M_e \)) = \( Lm + i \left( \frac{\frac{1}{2}n - Fm}{f_m} \right) = 56.5 + 6 \left( \frac{20 - 32}{9} \right) = 52.3 \)
8. Mode (Mo) = \( L + i \left( \frac{\delta_1}{\delta_1 - \delta_2} \right) \) = 62,5 + 6 \left( \frac{10-8}{(10-8) + (10-8)} \right) = 62,5 + 6 \left( \frac{2}{4} \right) = 65,5

9. Variance (\( \delta^2 \))
\[
\delta^2 = \frac{n \sum f(x_i^2) - (\sum f(x_i))^2}{n(n-1)} = \frac{40(164884) - (2542)^2}{40(39)} = \frac{6595360 - 6461764}{1560} = \frac{133596}{1560} = 85,64 \approx 86
\]

10. Deviation Standard
\[
\delta = \sqrt{\delta^2} = \sqrt{86} = 9,27
\]
## Normality Test of Pre-test

### Experimental Class 1

| No | \( x_i \) | \( f_i \) | \( z_c \) | \( F(z) \) | \( S_{(z)} \) | \(|F(z) - S_{(z)}|\) |
|----|-----------|----------|----------|----------|----------|----------------|
| 1  | 15        | 1        | -2,54    | 0,0055   | 0,025    | 0,0195         |
| 2  | 25        | 2        | -1,63    | 0,0516   | 0,075    | 0,0984         |
| 3  | 30        | 4        | -1,18    | 0,1190   | 0,175    | 0,056          |
| 4  | 35        | 3        | -0,72    | 0,2358   | 0,25     | 0,0142         |
| 5  | 40        | 5        | -0,27    | 0,3936   | 0,375    | 0,0186         |
| 6  | 45        | 12       | 0,18     | 0,5714   | 0,675    | 0,1036         |
| 7  | 50        | 7        | 0,63     | 0,7357   | 0,85     | 0,1143         |
| 8  | 55        | 3        | 1,09     | 0,8621   | 0,925    | 0,0629         |
| 9  | 60        | 1        | 1,54     | 0,9382   | 0,95     | 0,0118         |
| 10 | 65        | 1        | 2        | 0,9773   | 0,975    | 0,0023         |
| 11 | 70        | 1        | 2,45     | 0,9929   | 1        | 0,0071         |

1. **Mean \((\bar{x})\)**

\[
\bar{x} = \frac{\sum{f_i x_i}}{\sum{f_i}} = \frac{1724}{40} = 43,1
\]

2. **Variance \((\delta^2)\)**

\[
\delta^2 = \frac{n \sum{f_i (x_i - \bar{x})^2}}{n (n-1)} = \frac{40 \times (79218) - (1724)^2}{40(39)} = \frac{3168720 - 2972176}{1560} = \frac{196444}{1560} = 125,989 = 126
\]

3. **Deviation Standard**

\[
\delta = \sqrt{\delta^2} = \sqrt{126} = 11,22
\]

\[L_{\text{value}} = 0,1143\]

\[L_{\text{table}} = 0,1401\]

From the data above, it can be concluded that \(H_0\) is accepted because \(L_{\text{value}} < L_{\text{table}}\) (0,1143 < 0,1401). It means that the data of pre-test of experimental class 1 is normally distributed.
Normality Test of Pre-test
Experimental Class 2

| No | $x_i$ | $f_i$ | $z_c$ | $F(x)$ | $S(x)$ | $|F(x) - S(x)|$ |
|----|-------|-------|-------|--------|--------|----------------|
| 1  | 25    | 2     | -1.55 | 0.0606 | 0.05   | 0.0106         |
| 2  | 30    | 6     | -1.12 | 0.1314 | 0.2    | 0.0686         |
| 3  | 35    | 7     | -0.69 | 0.2451 | 0.375  | 0.1299         |
| 4  | 40    | 5     | -0.26 | 0.3974 | 0.5    | 0.1026         |
| 5  | 45    | 5     | 0.17  | 0.5674 | 0.625  | 0.0576         |
| 6  | 50    | 4     | 0.60  | 0.7258 | 0.725  | 0.0008         |
| 7  | 55    | 9     | 1.03  | 0.8485 | 0.95   | 0.1015         |
| 8  | 60    | 2     | 1.47  | 0.9292 | 1      | 0.0708         |

1. Mean ($\bar{x}$) = $\frac{\sum f_i x_i}{\sum f_i} = \frac{1718}{40} = 42.95$

2. Variance ($\delta^2$)

$$\delta^2 = \frac{n \sum f_i (x_i - \bar{x})^2}{n(n-1)} = \frac{40 (79036 - 1718)^2}{40(39)} = \frac{3161440 - 2951524}{1560} = \frac{209916}{1560} = 134.56$$

3. Deviation Standard

$$\delta = \sqrt{\delta^2} = \sqrt{134.56} = 11.6$$

$L_{value} = 0.1299$

$L_{table} = 0.1401$

From the data above, it can be concluded that Ho is accepted because $L_{value} < L_{table}$ (0.1299 < 0.1401). It means that the data of pre-test of experimental class 2 is normally distributed.
Normality Test of Post-test

Experimental Class 1

| No | $x_i$ | $f_i$ | $z_c$ | $F(x)$  | $S(x)$  | $|F(x) - S(x)|$ |
|----|-------|-------|-------|---------|---------|----------------|
| 1  |  40   |  3    | -1.85 | 0.0322  | 0.075   | 0.0428         |
| 2  |  45   |  2    | -1.44 | 0.0749  | 0.15    | 0.0751         |
| 3  |  50   |  4    | -1.02 | 0.1539  | 0.25    | 0.0961         |
| 4  |  55   |  3    | -0.61 | 0.2709  | 0.325   | 0.0541         |
| 5  |  60   |  6    |  0.19 | 0.4247  | 0.45    | 0.0253         |
| 6  |  65   |  5    |  0.21 | 0.5832  | 0.575   | 0.0082         |
| 7  |  70   |  9    |  0.63 | 0.7357  | 0.8     | 0.0643         |
| 8  |  75   |  6    |  1.04 | 0.8508  | 0.95    | 0.0992         |
| 9  |  80   |  2    |  1.45 | 0.9265  |  1      | 0.0735         |

1. Mean ($\bar{x}$) = $\frac{\sum f_i x_i}{\sum f_i} = \frac{2497}{40} = 62.4$

2. Variance ($\delta^2$)

\[
\delta^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{40(161607)-(2497)^2}{40(39)} = \frac{6464280-6235009}{1560} = \frac{229271}{1560} = 146.9 = 147
\]

3. Deviation Standard

\[
\delta = \sqrt{\delta^2} = \sqrt{147} = 12.12
\]

$L_{value} = 0.0992$

$L_{table} = 0.1401$

From the data above, it can be concluded that $H_0$ is accepted because $L_{value} < L_{table}$ (0.0992 < 0.1401). It means that the data of post-test of experimental class 1 is normally distributed.
Normality Test of Post-test

Experimental Class 2

| No | $x_i$ | $f_i$ | $z_c$ | $F(x)$ | $S(x)$ | $|F(x) - S(x)|$
<table>
<thead>
<tr>
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</thead>
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<td>0,025</td>
<td>0,0028</td>
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<td>0,0721</td>
<td>0,125</td>
<td>0,0529</td>
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<td>55</td>
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</tbody>
</table>

1. Mean ($\bar{x}$) = $\frac{\sum f_i x_i}{\sum f_i}$ = $\frac{2542}{40}$ = 63,55

2. Variance ($\delta^2$)

$$\delta^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{40(164884) - (2542)^2}{40(39)} = \frac{6595360 - 6461764}{1560} = \frac{133596}{1560} = 85,64 \approx 86$$

3. Deviation Standard

$$\delta = \sqrt{\delta^2} = \sqrt{86} = 9,27$$

$L_{value} = 0,1201$

$L_{table} = 0,1401$

From the data above, it can be concluded that $Ho$ is accepted because $L_{value} < L_{table}$ (0,1201 < 0,1401). It means that the data of post-test of experimental class 2 is normally distributed.
Appendix 11

HOMOGENEITY TEST

This homogeneity test wanted to see whether the data / sample in both classes were homogenous or heterogeneous. It is about same or different the variances two or more of data distribution. The test is done by testing the homogeneity of two variances. The formula of homogeneity test used is Fisher test. Steps of homogeneity test by using Fisher test is as follows:

1. Formula the hypothesis
   \( H_0 \) = Population variance is homogeny
   \( H_a \) = Population variance is not homogeny

2. Number of sample = 80

3. Degree of freedom
   Numerator : \( df_1 = 40 - 1 = 39 \)
   Denominator : \( df_2 = 40 - 1 = 39 \)

4. Determine the F table for df numerator 39 and df denominator 39 in significance level \( \alpha = 0.05 \) from F distribution table is 1.7

5. Determine the F value, larger variance is divided by smaller variance.

A. Homogeneity Test of Pre-test

<table>
<thead>
<tr>
<th></th>
<th>Experimental Class 1</th>
<th>Experimental Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>( n )</td>
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<td>40</td>
</tr>
<tr>
<td>( \bar{x} )</td>
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<td>42.95</td>
</tr>
<tr>
<td>( \delta )</td>
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<td>11.6</td>
</tr>
<tr>
<td>( \delta^2 )</td>
<td>126</td>
<td>134.56</td>
</tr>
</tbody>
</table>

\[
F\text{-value} = \frac{s_1^2}{s_2^2} = \frac{134.56}{126} = 1.07
\]
Because F-value < F-table (1.07 < 1.7), $H_0$ is accepted. It means that both samples have homogeneity population variance.

B. Homogeneity Test of Post-test

Table of Post-test Homogeneity Test

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<tr>
<th></th>
<th>Experimental Class 1</th>
<th>Experimental Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
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<td>40</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>62.4</td>
<td>63.55</td>
</tr>
<tr>
<td>$\delta$</td>
<td>12.12</td>
<td>9.27</td>
</tr>
<tr>
<td>$\delta^2$</td>
<td>147</td>
<td>86</td>
</tr>
</tbody>
</table>

F-value = $\frac{s_1^2}{s_2^2} = \frac{147}{86} = 1.7$

Because F-value < F-table (1.7 ≤ 1.7), $H_0$ is accepted. It means that both samples have homogeneity population variance.
Because of the data of both class are normally distributed and homogeny, it will use t-test to test the hypothesis. The following formula is used to test the hypothesis:

\[
S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

in which,
- \(\bar{X}_1\) = mean score of experimental group A
- \(\bar{X}_2\) = mean score of experimental group B
- \(S\) = combination of deviation standard of experimental group A and group B
- \(n_1\) = number of students of experimental group A
- \(n_2\) = number of students of experimental group B

The criteria of t-test result are:

a. If t-value < t-table, the Ho is accepted and \(H_a\) is rejected
b. If t-value > t-table, the Ho is rejected and \(H_a\) is accepted

Steps to determine t-value is as follows:

1. Determining post-test scores which have been known. From post-test of both classes are gained:
   - \(\bar{X}_1\) = 62.4
   - \(\bar{X}_2\) = 63.55
   - \(S_1^2\) = 147
   - \(S_2^2\) = 86
2. Determining derivation standard combination with formula:

\[
S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]

\[
S = \sqrt{\frac{(40 - 1)(147) + (40 - 1)(86)}{40 + 40 - 2}}
\]

\[
S = \sqrt{\frac{5,73 + 3,35}{78}}
\]

\[
S = \sqrt{\frac{9,08}{78}}
\]

\[
S = 0,116
\]

\[
S = 0,34
\]

3. Determining t-value from gained data based on the formula:

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

\[
t = \frac{63,55 - 62,4}{0,34 \sqrt{\frac{1}{40} + \frac{1}{40}}}
\]

\[
t = \frac{1,15}{0,34 \sqrt{0,05}}
\]

\[
t = \frac{1,15}{0,076}
\]

\[
t = 14,47
\]
Degree of freedom $df = n_1 + n_2 - 2 = 40 + 40 - 2 = 78$ in significance level $\alpha = 0.05$ t-table is 1.99. It means that $H_0$ is rejected because $t$-value > t-table ($14.47 > 1.99$). Therefore, $H_0$ is rejected and $H_a$ is accepted.
Kepada Yth.
Kepala MTs Salafiah
di
Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

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Semester : IX (Sembilan)
Judul Skripsi : **Comparing the Effectiveness of Using Jigsaw Technique and Students Team Achievement Divisions Technique in Enhancing Students' Reading Comprehension**

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan
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Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
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Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Salafiyah Sawangan Depok, menerangkan bahwa :
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Adalah benar mahasiswa UIN Syarif Hidayatullah Jakarta, yang telah melaksanakan penelitian di MTs Salafiyah Sawangan Depok.

Demikian surat keterangan ini diberikan, untuk dipergunakan sebagaimana mestinya.

09 Desember 2013
Kepala MTs. Salafiyah

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