THE EFFECTIVENESS OF JIGSAW TOWARD STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT

(A Quasi-Experimental Research at the Eighth Grade of MTs Jabal Nur Cipondoh Tangerang)

A “Skripsi”

Presented to the Faculty of Tarbiya and Teachers’ Training in Partial Fulfillment of Requirements for the Degree of S.Pd. (Strata 1) in English Language Education

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
“SYARIF HIDAYATULLAH” STATE ISLAMIC UNIVERSITY
JAKARTA
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JAKARTA
2015
ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF JIGSAW TOWARD STUDENTS’ READING COMPREHENSION OF RECOUNT TEXT” (A Quasi-Experimental Research at the Eighth Grade of MTs Jabal Nur Cipondoh Tangerang), written by Nurul Azijah, student’s registration number 1110014000015 was examined by the Committee on July 1st 2015. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Strata 1) in English Education at the English Department.

Jakarta, July 01st 2015

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ABSTRACT


Advisors: 1. Nasrun Mahmud, M.Pd.

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Keywords: Jigsaw Technique, Recount Text, Reading Comprehension.

This study was aimed to see the empirical evidence of the effectiveness in using Jigsaw technique on students’ reading of recount text at the eighth of MTs Jabal Nur Cipondoh Tangerang. Therefore, it was intended to get reliable information whether there was a significant difference the students’ reading of recount text between the experimental class and the controlled class. The research method used in this study is Experimental Research with design Quasi-Experimental Research. The technique used in this study is Jigsaw. The sample was taken from the eighth grade students of MTs Jabal Nur Cipondoh Tangerang by using quota sampling. The experimental class was taught by using Jigsaw technique and the controlled class was taught by Grammar Translation Method (GTM). Before giving the treatment, the students from both classes were given pre-test to know to what extent their ability in reading recount text. At the end of the treatment, the students were given a post-test. The data gathering in this study through observation, interview, documentation and test. The result of the study showed that there was improvement of the students’ comprehension in reading recount text. Gained score of the experimental class (18.50) is higher than controlled class (8.20). From the result of statistic calculation it is obtained that the value of t-observation ($t_o$) is 2.17 and degree of freedom (df) is 58. In the table of significance 5% the value of degree of significance is 2.002. Comparing those values, the result is $2.17 > 2.002$ which mean t-observation ($t_o$) score is higher than t-table ($t_t$). In other word, the Alternative Hypothesis ($H_a$) is accepted and the Null Hypothesis ($H_o$) is rejected. Therefore, Jigsaw technique is effective toward students’ reading comprehension of recount text.
ABSTRAK


Pembimbing : 1. Drs. Nasrun Mahmud, M.Pd.
2. Nida Husna, M.Pd., M.A. TESOL

Kata Kunci: Teknik Jigsaw, Teks Recount, Pemahaman Membaca

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, the Lord of the world who has given the Mercy and Blessing upon the writer in completing this Skripsi. Peace and salutation be upon the prophet Muhammad SAW, his family and his companion, and his adherence.

It is a pleasure to acknowledge the help and contribution to all of lectures institution, family and friends who have contributed in different ways hence this “skripsi” is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiya and Teachers’ Training in a partial fulfilment of the requirement for the degree of S.Pd. (S-1) in English Language Education.

In this occasion, the writer would like to express her greatest appreciation, honour and gratitude to her beloved parents, Muchtar (Alm.), Neneng Haryanti and Sartiyah for their valuable supports and moral encouragement in motivating the writer to finish her study, and also her beloved brother dan sister (Achmad Ridwan, Resma Wati, Abu Siraj Assibli, Muhammad Hendra and Muhammad Ikhsan Maulana Ramadhan) for their supports to the writer in writing this “skripsi”.

The writer also would like to express her deepest gratitude to her advisors, Drs. Nasrun Mahmud, M.Pd. and Nida Husna, M.Pd., M.A. TESOL for their advices, guidances, corrections, and suggestions and who have been very patient to sacrifice their energy and time to assist the writer so that the writer could finish this “skripsi”.

The writer’s sincere gratitude also goes to:

1. All lecturers of Department of English Education who have taught and educated the writer during her study at UIN Syarif Hidayatullah Jakarta.
2. Dr. Alek, M.Pd., the Head of Department of English Education.
3. Zahril Anasy, M.Hum., the Secretary of Department of English Education.
4. Prof. Dr. Ahmad Thib Raya, M.A., the Dean of Faculty of Tarbiya and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta.
5. Chairuddin, S.Ag., as the Headmaster of MTs Jabal Nur Cipondoh Tangerang for giving permission to the writer to do observation and research.

6. All of the teachers, especially M. Syafii, S.Pd.I., as the English Teachers and the eighth grade students at MTs Jabal Nur Cipondoh Tangerang.

7. The writer’s inspiring people, Rachmiati, S.Pd. and her family who have given the writer inspirations for taking decision in her life.

8. Her beloved roommates, Dede Nurhayati, S.Pd., Rini Aryanti, S.Pd., Lailani Kasyfi Amania, Nurmala Cahyani, S.Pd., Ika Rahmawati, S.Pd. for sharing knowledge, cares, motivation, times, supports, laugh and happiness.


10. All of her friends in English Education Departement, especially A Class for academic year 2010 and her beloved close friends, Lail Fajri, Dwi Mardiasih, S.E.Sy., Mita Anggraini, S.Pd., Utul Azkiya, Ayu Hikmayana, Churin In Nabila, S.Pd., Frisca, ISLAH Community, IRQASH Community, Favorita Indonesia Family for unlimited and extraordinary supports, motivation, cares and affection.

11. To any other persons whose are named cannot be mentioned one for their contribution to the writer during finishing her skripsi.

Finally, the writer feels that it is really pleasure for her to receive critics and suggestions to make this Skripsi better. She also hopes that this Skripsi would be beneficial, particularly for her and for those who are interested in it.

Jakarta, July 2015

The writer
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CHAPTER 1
INTRODUCTION

This chapter presents background of study, identification of problem, limitation of problem, formulation of problem, purpose of study, and significance of study.

A. Background of Study

Reading is one of the most important skills for English language learners, especially for students who learn English as a foreign language. Grabe and Stoller stated that reading is a crucial means of learning for students in order to gain new information or comprehend by using different understanding.¹ Thus, reading is important because it can help students to gain new information in order to comprehend what they read and to increase their knowledge.

In Indonesia, reading is one of skills that can not be separated in learning. Reading also is ability that may be belonging to the students. Based on Standard of Competency and Basic Competency (SKKD) in KTSP curriculum, the eighth grade students are expected to be able to understand and respond meaningful written text in term of functional written text and simple short essay.² The text types that should be learnt and taught in the eighth grade are descriptive, recount and narrative text.

As one of the reading text types, recount text is a part of recent target in teaching English for the eighth grade students and it always appears in National Examination. Hence, the students in the eighth grade should be mastered recount text.

²Depdikbud, Kurikulum 2013 Standard Isi SD, SMP dan SMA, (Jakarta: Depdikbud, 2006).
Recount text is a text that telling the reader about one story, activity or the past experience of the writer. The social function of recount text is to retell past events or experiences for the purpose of informing or entertaining the reader.

However, many students probably still got the difficulty in comprehending recount text. There are some problems faced by students in learning reading recount text, especially in MTs Jabal Nur Cipondoh Tangerang. Based on interview result with an English teacher of MTs Jabal Nur Cipondoh Tangerang (Monday, March 16th 2015), the students have difficulty to get main idea and supporting detail of the text. Besides, the other problem in reading is lack of vocabulary mastery. They have difficulty in comprehending reading recount text when they found unfamiliar words. Thus, the students unable to understand what the text tells about. Consequently, the students could not answer the question based on the text and could not identify the structure of the text well.

The result of those problems is they have difficulties to do exercise in reading test. It can be seen from their low score in their daily test. The average score of their exercise was 55 for reading comprehension of recount text. It categorized as low score because it was below the Minimum Mastery Criterion (KKM) which is required 70 as the English standard score at the school. Therefore, it can be concluded students have low reading comprehension in recount text.

After having interview with some students, it seen the problems above can be caused by some factors, such as their low motivation, the limited time to explain the material, unsupported situation in the class. Besides, one of the factors is probably method and technique of teaching. Also based on the writer’s interview with some students of MTs Jabal Nur Cipondoh Tangerang, in teaching and learning process in the class,

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3 Bahasa Inggris Kelas VIII SMP/MTs Semester 2, (CV.Media Adi Karya), p. 28.
4 Rudi Hartono, Genres of Texts, (Semarang: English Department Faculty of Language and Art Semarang State University, 2005), p. 6.
the teacher usually just ask the students to read the full recount text and answer the questions based on the text. When the students finish reading the text, they asked to do exercise directly without guide them to comprehend what the text tells about. From that case, the writer assumes that the technique may be could not motivate the students to learn the text. Consequently, the students’ interest is low and they get some difficulties in comprehending reading of recount text.

Giving interesting technique in teaching reading is very important. It means that the technique of reading in confirming expectations guide the students create their expectations and purpose for reading that can motivate them in studying. Therefore, the writer considers that it is necessary to give an interesting teaching technique to encourage and motivate students to learn and may help them to comprehend the text, especially in comprehending recount text.

Various interesting teaching methods can be used as a variation in teaching reading. One of the methods is cooperative learning. According to Richard cooperative learning is one of approach of teaching that apply grouping students in which student can help each other in learning the subject. In other word, cooperative learning is learning in small groups where interaction is structured according to carefully worked-out principles. One of types of cooperative learning is jigsaw. Jigsaw is a technique that can help students study the material by teach each other in which the students involved and has active role in teaching and learning to get deep understanding. Hence the Jigsaw technique helps the entire students to study and learn all of the material in which each student has an actives role in teaching and learning to deep understanding and higher order thinking.

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As one of cooperative learning, jigsaw technique is a technique through grouping students in learning material. It is proven in Jing Meng research. Students learn to do teamwork in learning material that had been divided into several parts and the members of each group will meet other groups discuss their topic and return to their group. From that activity, it can create the development of critical thinking process of students, not only in their ability to express themselves, but also in their communication skill. Another research shows that learning in a group by using jigsaw technique foster the interest of students’ English study, arouse students’ motivation and improve their reading ability. Therefore, in jigsaw technique, student may enjoy from time to time getting away from usual pattern of reading the story or article aloud at sight.

In this research, the writer will apply the jigsaw technique on reading comprehension, especially reading of recount text. It is caused by the reality which has shown that some of the questions in the exam test are about reading comprehension. The types of questions are identifying the main idea, true and false statement of the text, identifying stated and unstated detail. To answer those questions, it needs students’ understanding. Therefore, the writer assumes that the jigsaw technique may help the students to create deep understanding in reading of recount text.

This study aims to examine the effectiveness of jigsaw technique in teaching reading recount text at eighth grade students of MTs JabalNur Tangerang. By using jigsaw technique, it is hoped that there will be an improvement in students’ understanding recount text.

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8 Linda Rachmawati, et all, *Improving Students’ Reading Comprehension on Descriptive Text by Using Jigsaw II Technique*, Tanjung Pura University in Pontianak, p. 1.
B. Identification of the Problem

The writer identifies some problems on students’ reading comprehension. Those problems are:
1) Students have difficulty to get main idea and supporting detail of recount text.
2) The students have difficulty in analyzing the linguistic and schematic structures of recount text.
3) Students have low vocabulary mastery when they found unfamiliar word.
4) Students have difficulty to construct the idea of recount text.
5) Students have difficulty to get meaning of the text.
6) The students also get low participation and motivation in learning recount text.

C. Limitation of the Problem

In the research, the writer limits the study on teaching reading recount text in the eighth grade students of MTs Jabal Nur Cipondoh Tangerang. This study also limits on the use of jigsaw technique as the teaching technique in improving the students’ ability in reading recount text.

D. Formulation of the Problem

Based on the limitation, the writer formulates the problems as follows “Is jigsaw effective toward students’ reading comprehension of recount text at the eighth grade of MTs Jabal Nur Cipondoh Tangerang in Academic Year 2014-2015 and to what extant the jigsaw technique can improve students’ reading recount text?”

E. Purpose of the Study

The objectives of the research are to find out whether teaching reading recount text by using Jigsaw technique is effective to improve
students’ reading ability and to know how significant the effective of Jigsaw technique towards the students’ reading recount text at eighth grade students of MTs Jabal Nur Cipondoh Tangerang in Academic Year 2014-2015.

F. Significance of the Study

This study is expected to give some information for:

1. Students
   
   This study will help the students to improve their English reading skill, especially in reading recount text by using jigsaw technique.

2. Teachers
   
   This study will give the information to know the jigsaw technique in order to make the teaching and learning activities better and more effective in teaching reading recount text.

3. Readers
   
   This study will give the information and knowledge about the effectiveness of jigsaw technique on teaching reading recount text.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the researcher discusses: the definition of recount text, purposes of recount text, types of recount text, schematic structures of recount text, language features of recount text, the understanding of jigsaw, technique of using jigsaw, teaching recount text by using jigsaw technique, advantages and disadvantages jigsaw technique to improve students’ reading achievement, relevant research, theoretical framework, and theoretical hypotheses.

A. Recount Text

There are some genres that should be studied by junior high school students; one of them is recount text. Recount structure and grammar is similar with narrative genre that retell past events, usually in order in which they happened.1

1. The Definition of Recount Text

Many experts tried to define the meaning of recount text. Mark Anderson and Kathy Anderson said that recount text is a text that retells events happened in the past.2 In other word a recount text tells about something that occurred in the past.

A recount recreate past events at the time in which they occurred.3 It means in detail, recount text can include what happened, who was involved, where it took place, when it happened and why it happened. As mentioned before, recount is used to retell about an event that has occurred in the past.

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1Peter Knap and Megan Walkins, Genre, Text, Grammar Technologies for Teaching and Assessing Writing, (Sidney: University of South Wales, 2005), p. 224.
2 Mark and Kathy Anderson, Text Type, (South Yara: Macmillan Education, 2005), p. 50.
Further, when writing recount text we also should concern on the sequence of the events that can be more developed, shortened, or omitted. Recount is a part of the text types that most of all the text type which is consists of grammar of speech. We have already known that recount has sequence of events that should be concern. Therefore we supposed to see a common action verb and temporal connectives in the recount.

From some definitions above, we can conclude that recount text tells something that has already happened, such as past experience or events in the chronological order.

2. Purpose of Recount Text

According to Blake, the purpose of recount text is remind and recreate events, experiences and achievements from the past time chronologically. It means that the purpose of recount text is to inform or entertain the reader. The other purpose of recount text is to tell or amuse the reader or audience.

The other purpose of recount text is to tell or amuse the reader or audience. Artono Wadirman stated that the social function of recount text is to describe what and when event happened and to tell past events for informing and entertaining. It means that recount text is not only retelling the past activities that happened, but also to inform the reader about some information that happened. Besides, the purpose of recount text is also to entertain means that the recount that expected amuses the reader about the text that has written. Utami Widiyati also supported that the social function of recount text is telling the past

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5 Peter Knap & Megan Walkins, Genre, Text, Grammar Technologies for Teaching and Assessing Writing, (Sidney: University of South Wales, 2005), p. 228.
6 Blake Education, loc. cit.
7 Artono Wadirman, English in Focus for Grade VIII Junior High School (SMP/MTs), (Pusat Perbukuan Departemen Pedidikan Nasional, 2008), p. 124.
events for informing and entertaining. It means recount text has some purposes, to retell, to inform or to entertain the reader about past events. Based on the description above, the purpose of recount text is to inform to the reader about the past event, or to entertain the reader by the content of the text.

3. Types of Recount Text

As mentioned before that recount text is a text telling past events or experience. Based on the purpose of recount text, there are several types of recount text: personal recount, factual recount, and imaginative recount. The further explanation as follows:

a. Personal Recount

Personal recount is retelling an event that the writer has experienced before by his or herself. It means that the writer actively involved did the actions. The purposes of personal recount are to inform, entertain the audience, or both. This personal recount may be used to communicate or to build the relationship between the writer and the reader. The examples of this type are: personal letter, diary and biography or autobiography.

b. Factual recount

Factual recount is record the details of an event by reconstructing some factual event or information. The purpose of this factual recount is to tell factual information or events. The examples of factual recount are a historical recount, a science experiment, a terrific report, a sport report, eye witness, and speech.

c. Imaginative Recount

Imaginative recount is kinds of recount that telling imaginative story related to the real life. It also has an imaginary role and

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creates imaginary details by applying factual knowledge or situation in order to interpret recount event or to educate the reader, such as My life as a Roman Emperor.

There are some differences of each types of recount text based on the audience, the tense, the language, the first or third person, the addition of details, and the series of events.

Figure 2.1 Focus on Different Recounts

<table>
<thead>
<tr>
<th>Features</th>
<th>Personal Recount</th>
<th>Factual Recount</th>
<th>Imaginative Recount</th>
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</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Child or adult</td>
<td>Child or adult</td>
<td>Child or adult</td>
</tr>
<tr>
<td>Tense</td>
<td>Past tense</td>
<td>Past tense</td>
<td>Past tense</td>
</tr>
<tr>
<td>Language</td>
<td>Often focuses on adding personal and emotive responses</td>
<td>The focus is on using evaluative language (e.g. importance, significance, influence, achievement)</td>
<td>Often includes imagined personal responses.</td>
</tr>
<tr>
<td>First or third person</td>
<td>Written in first person using personal pronouns (I, we)</td>
<td>Written in third person using pronouns (he, she, they). It may be written in the passive voice.</td>
<td>Written in the first person (I, we)</td>
</tr>
<tr>
<td>Addition of details</td>
<td>Interesting ideas may be chosen to add some humour.</td>
<td>Precise retelling assists readers to accurately reconstruct what happened. Appropriate explanations and justifications may be included. Sometimes in an experiment the outcome of the activity is explained.</td>
<td>Imaginative details may be added to the tale that has been written in a realistic setting.</td>
</tr>
</tbody>
</table>

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Series of events | Sequenced details of who, what, when, where and why (sometimes) are included. | Precise details of time, place and manner are added. | Sequenced details of who, what, when, and where are included.

From the explanation above, recount text has three types. They are personal recount, factual recount and imaginative recount. Each type has different purpose or function, such as to inform or to entertain the reader. Personal recount is to inform or entertain; factual recount to give the factual information; and imaginative recount to tell imaginative story.

4. Schematic Structure of Recount Text

The schematic structure of recount text consists of three parts, namely orientation, event, and reorientation. The further explanation is as follows:

1. Orientation

The orientation provides all the necessary background information through use the 5 x W formula (who, what, when, where and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events happen and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2. Series of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happened) or with flashback. The audience is given the narrators’ point of view.

3. Re-orientation

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This final section concludes the recount by summarizing outcomes or results, evaluating the topic’s importance or offering personal comment or opinion.

Blake stated in his book that structure of recount text has three parts. They are orientation, series of events and re-orientation and personal or evaluative comments (optional). The further explanation is as follows.\(^\text{12}\)

a) Orientation

The orientation forms the first paragraph in which sets the background information such as tie, setting, and who or what is participating. It mentions when the events happened, who was involved, what happened, where the events took place and sometimes what reason was for the events.

b) Series of Events

This part tells what happened in sequence. It gives more information about the story and give the details of what, who, where, and when. Then, this part also tells how the characters are a personal recount, factual recount, and or imaginative recount react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) use conjunction or connectives like: first, next, then, finally, and so on. The reader is given the narrator’s point of view.

c) Re-orientation

This is an optional stage and ending of the story. Sometimes, it is also describe the writer’s opinion about the story. It refers back to some information in the orientation paragraph.

In sum up, the recount text consists of orientation that explains the time and place of the story, sequence of event that explains the

\(^{12}\)Blake Education, *op.cit.*, p. 5.
chronological of event of the story and re-orientation that conclude the story.

5. Language Features of Recount Text

According to Mark Anderson and Kathy Anderson the language features of recount text are:\(^{13}\)

1) Proper noun to identify those involved in the text.
2) Descriptive words to give details about who, what, when, where and how.
3) The use of the past tense to retell the events.
4) Words that show the order of events (for example first, next, then).

In addition, Pardiyono added the explanation more detail about the language features are used in recount text. The detail of language features of recount text are:\(^{14}\)

1. Active and Passive

The decision of whether to use active or passive is much influenced by the writer’s orientation in expressing ideas. Example: Surabaya is well known as “Kota Pahlawan”.

Using passive verb is more appropriate to be used than used “Kota Pahlawan is Surabaya.”

2. Past Tense

Past form is very appropriate to tell past activities or what happened like in the recount text. Recount is the record of events in the past time. The events are reported in sequence with the use of number of conjunction and sequence marker.

Example: 

<table>
<thead>
<tr>
<th>Present verb</th>
<th>Past verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Have</td>
<td>- had</td>
</tr>
<tr>
<td>-Think</td>
<td>- thought</td>
</tr>
<tr>
<td>-Leave</td>
<td>- left</td>
</tr>
</tbody>
</table>

\(^{13}\) Mark and Kathy Anderson, *loc.cit.*

3. Past Continuous Tense

This tense is to show the activity is in the progress in the past time. Example: I went into the room where everybody was waiting for me.

4. The use of Adverb

Adverb used to give and enhance the clarity in the sentence, students can use the adverb in phrase form or clause. Example:

- Adverbial phrase showing time: Last month, early morning, last week, etc.
- Adverbial clause showing time: soon after the school exam was over, before finally we decided to back to Solo, etc.
- Adverbial clause showing reason: because we thought that place was nice and the people were friendly.

5. Verb of ‘being’ and ‘having’

Verb being is always followed by noun, adjective, or adverb and they are usually in the form of phrase.

Example of verb being: - It was very terrible day.
- It was very nice.

Example of verb having: - He had no money at all.

6. Verb Patterns

There are several verb patterns to recognize that will help us write better:

a. Verb + to verb

Within one sentence, if a verb is followed by another verb, the later should be with ‘to infinitive’. Example: Fina decided to go with her mom and dad a call.

b. Adjective + to verb

Should an adjective is to be followed by a verb; the verb takes the form of ‘to infinitive’. Example: She was very nice to help.
c. Intransitive verb + adjective

Intransitive verb is very common to be followed by adjective, besides adverb. Example: She felt very sad.

7. Connecting Words and Conjunction

The connecting words are used to sequence event that happened. Then, the conjunction in recount text used for combines clauses.

Connecting words: first, second, then, last, finally, etc.

Conjunction: when, then, and, but.

8. Uses Reported Speech

E.g. Mr. Ron said that the accident was causing the traffic.

This is the example of recount text:

On Saturday I went to Mount Krakatau. I stayed at Rini and Irfan’s house at Pasirmae Pandeglang. It has a big garden with lots of colorful flowers and fishpond.

On Sunday Hilda and I saw Citaman Jiput and went on the scenic ride on horseback. It was scary. Then we went to set a closer look at the mountain. We took picture of the beautiful sceneries there.

On Monday we went to the zoo at Chunjuran. We saw cockatoos having a shower. In the afternoon we went homes.

The language feature of recount text of the passage above is to inform the reader that there are some proper nouns, a descriptive word, that show past tense, and words shows time.

B. JIGSAW

In cooperative learning method, there are many kinds of techniques applied in teaching and learning process. One of the cooperative learning
techniques is jigsaw. Jigsaw has special characteristic that bringing fun into the learning environment.

1. The Understanding of Jigsaw

Jigsaw is a technique of teaching material by grouping in which gives each member of group an important part to participate in the learning activity that also encourages listening, engagement, interaction, teaching and cooperation. It means that jigsaw technique is learning through grouping in which the group is assigned unique part of materials.

According Judy Clarke jigsaw is excellent arrangement for learning in a group or team that contains of four members to create interdependence and interesting learning tasks. In other word, jigsaw technique applies grouping in learning materials in order to create attractive learning and communication with each students.

Jigsaw is said to be able to increase students’ learning since a) it is no threat for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher’s dominance in the classroom.

It can be concluded that jigsaw is a model learning technique of cooperative learning, which the students work in a small groups.

Based on the statement above, the writer concluded that jigsaw technique is a technique of learning which groups students into small group will assign to solve the learning material that is given to them by the teacher, each group get different part of learning material. After the students solve the learning material of their own group, they have to

combine their learning material until each group has all learning material from all other groups.

2. **Technique of Using Jigsaw**

   According to Aronson, there are ten steps considered important in the implementation of the jigsaw classroom.18

   1. Students are divided into a 5 or 6 person jigsaw groups. The groups should be diverse in terms of ethnicity, gender, ability and race.
   2. One student should be appointed as the group leader. This person should initially, be the most mature student in the group.
   3. Theday's lesson is Divided into 5-6 segments. (one for each member)
   4. Each student is assigned to learn. Students should only have direct access to only their own segment.
   5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
   6. Experts groups should be in which one student from each jigsaw group join other students assigned to the same segment. Students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
   7. Students come back to their jigsaw groups.
   8. Students present his or her segment to the group. Others members are encourage to ask questions for clarification.
   9. The teacher needs to float from group to group, observing the process. Intervene If any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teacher can whispering to

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group leader as to how intervene until the group leader can effectively do it themselves.

10. A quiz on the material should be given at the end students realize that these sessions are not just fun and games but really count.

Other steps are used when implementing the jigsaw strategy.¹⁹

They are:

Step 1: divide the materials needed into equal parts to each student
Step 2: give and develop questions or study guide of the materials if necessary.
Step 3: divide the students into groups of five students.
Step 4: assign a different subtopic or section to each students within he base group. The students have to read related sources and guide to prepare for the next meeting.
Step 5: Put the students in “expert” groups (all students with the same part of material) and discuss their report with other members of the expert group.
Step 5: In expert group, each student discuss and look for the best way how to explain the information for their beginning group.
Step 6: After discussing finished, all the students in expert group return to their beginning group, and each of them start to explain the information to their friends in their groups.
Step 7: Answer question section for each member in the group. The expert is the main source of information about his or her part of the group.

Step 8: Asses student learning and provide closure.

From the steps above, the first activity is teacher introducing the concept of jigsaw; the teacher tells them that jigsaw would be helpful to develop their reading comprehension of story. Second, teacher divided students into some groups, each groups has 5-6 members. Third, ask students to read the text then teacher give the explanation

¹⁹ V.M. Nilawati Hadisantosa, op. cit. pp. 224—225
about recount text. After that, they explain the schematic structures of recount text, then teacher divided students into 5 groups and it called as an expert group.

After that teacher ask students to analyze or organize the schematic of the text. Then students go back to first groups to explain to the other member of group what they have in expert group. The last, teacher gives the question based on the text.

C. Implementing Jigsaw Technique in Teaching Recount Text

From the concept stated previously, it can be known that jigsaw technique is a technique that applies teamwork in learning material in the classroom.

The purposes of jigsaw are to develop teamwork, to help the students develop a depth of knowledge which is not possible if students to try and learn all of the material on their own. It means that by using jigsaw technique students gets a deep knowledge through group of learning material.

1. Teaching Recount Text by Using Jigsaw Technique

The following is steps in teaching recount text using jigsaw technique.

1. **Grouping and division of the task**

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

2. **Working in the expert groups**

   Each student’s leaving his/her home team, from a group with people from other groups who have the same pieces of

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text. These are their “expert team”. Each students working in the expert group, has task that is discussing the pieces of the text with the students in his/her expert groups: first, learn the pieces of the text and secondly listen to the other students in his/her expert group to take a conclusion. So that, each expert has two tasks, those are:

a. To learn the texts so that will be expert about the pieces of the text.

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

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

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

3. Working in the jigsaw group

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

Based on the explanation above, there are some steps in teaching recount text by using jigsaw technique. First, the teacher should divided students into group of four. Each group received a different materials and it called by home team. After that, each student in home team leaves the group to work in new expert group to learn and discussed the materials. The last, students so back to home team each member of group the material and after that the teacher gives evaluation.

2. Advantages and Disadvantages Jigsaw Technique to Improve Students’ Reading Achievement

There are some advantages and disadvantages of using jigsaw. They are:

1. Advantages\textsuperscript{21}
   a. Jigsaw can solve the problem to offer many opportunities for students to speak.
   b. Encourage the students to play in the learning activity.
   c. Cross-role teams as one of the characteristics of jigsaw technique can motivate because the synergy that comes from combining a diversity of thinking and perspective.
   d. Build interactive skills in which designed for ensuring that all students in the class are responsible for learning and teaching what they have learned to others.
   e. Promotes learners responsibility and autonomy.

2. Disadvantages\textsuperscript{22}
   a. For some students, it may create an over sense of pressure to perform when they return to their home group.

\textsuperscript{21} V.M. Nilawati, op.cit. p. 225.
\textsuperscript{22} Shlomo Sharan, op.cit. p. 47.
b. Students may wrong about their second language communication skill, learning difficulties, or social status, blocking their ability to contribute in their home group.

Jigsaw technique also has other benefits.23

- Students have the opportunity to teach themselves
- Each student practice in self teaching, which is the most valuable of all the skills we can help them learn
- Students have practice in peer teaching that can make them are at deeper level
- Each student has a chance to contribute meaningfully to a discussion
- Asking each group to discuss a follow up question after individual presentations fosters real discussion.

Based on the explanation above, jigsaw learning activity gives students responsible for learning and teaching the other about what they have learned. In other side, it makes students difficult to communicate in second language and may it blocking students’ ability to give a contribution for their home group.

D. Previous Study

In this research, the writer summarizes the previous study to prove the originality of the research. The first research entitle “Developing Students’ Reading Comprehension of Recount Text through Jigsaw Learning Activity” was conducted by Saved Sri Hesti Lestari (2012) in Jakarta Indonesia. The purpose of this research to find out whether Jigsaw technique can improve student’s reading comprehension at the eighth grade of SMPN 1 Pusakanegara. This research is categorized as Classroom Action Research (CAR), (Developing Students’ Reading Comprehension of Recount Text through Jigsaw Learning Activity). His

CAR design that used in his research is Kurt Lewin’s design it consists of two cycles those are cycle 1 and cycle 2. Every cycle consist of four phases those are planning, acting, observing, and reflecting. The subject of his research is the students of class VIII-H of SMPN 1 Pusakanegara. In collecting the data, this research uses observation, interview, and test. Based on the result and discussion of this research, it can be said that the implementation of jigsaw in teaching reading comprehension of recount text is success since the criteria of success were achieved.24

The second research has been conducted by Yuli Prihastiwi (2013) entitled “The Effectiveness of Jigsaw Technique to Improve Students’ Ability in Reading Recount Text on The First Grade Students MAN Purworejo in The Academic Year of 2012/2013”. The purpose of the research is to find out whether jigsaw technique is effective to improve students’ ability in reading recount text on the first grade students at MAN Purworejo. The research used experimental method. The population of this research is 66 first grade students of MAN Purworejo. This research used purposive sampling technique. The sample of this research is X.8 as a control group and X.9 as an experimental group. She gave pre-test and post-test to both of classes; gave treatment by using jigsaw technique to experimental group and common way to control group. The test was taken from written test using multiple choices. She concludes that jigsaw technique is effective to improve students’ ability in reading recount text on the first grade students at MAN Puworejo in the academic year of 2012/2013. It can be seen from the result of post test of experimental group and control group. The mean of experimental group is higher than the mean of control group. The experimental group is 72.88 and the control group is 69.18. Based on significance level, the value of t-table is

2.00. The result of computation shows that t-value is higher than t-table 2.347 > 2.00.25

The third research is Jigsaw Cooperative Learning in English Reading written by Jing Meng (2010). He does the experimental study in Qingdao University of Science and Technology, China. This study intends to introduce jigsaw cooperative learning into the reading class. This study used the experimental method. The subjects of this study were 146 freshman students majoring in Arts with ages range from 17-20. He taught experimental group by using jigsaw technique and control class by using traditional pedagogy. He states that jigsaw cooperative learning approach is one of the most effective ways of teaching English reading in college. There is some strength that can be found in reading class: 1) According to pre-test and post-test result, pretest score for the control class is little bit higher than experimental class score but then, after three months cooperative learning, the students in the experimental class improved themselves in English reading. The result of the post test shows students in experimental class have higher score than students who are in control class. The mean of experimental class in pre-test is 10.96, in post test 13.10. It also proved that cooperative learning was more effective than traditional approaches in teaching reading.26

From those previous studies, the writer will apply the different way to conduct the research. This research will used experimental method with design of quasi experimental research. The writer chooses the subject from the eighth grade students of MTs Jabal Nur Cipondoh Tangerang. It also uses quota sampling to get the sample. The sample is divided into two classes, experimental group and control group. The experimental group is

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taught by using Jigsaw technique and the control group is taught by using Grammar Translation Method (GTM).

E. Theoretical Framework

Jigsaw is as instructional technique that promotes cooperative learning in creating or in learning content. It is based on dividing a task among students so that they must focus their contributions to complete an assignment.

To help the students could be easier what the teacher present and easy to improving students’ achievement in reading recount text, teacher should provide interesting materials, teaching aids and create positive classroom environment. Using jigsaw technique makes the class more active and lively, so the students have a lot fun doing the lesson, and it does not make the student boring.

The students can improve their motivation and teaching learning process will not be successful without motivation using jigsaw. In other hand, the jigsaw therefore can give good influence in their achievement in reading recount text. It is essential to investigate the effective in jigsaw at the eighth grade of MTs Jabal Nur Cipondoh Tangerang using Jigsaw Technique to improve students’ reading achievement of recount text.

F. Theoretical Hypotheses

In line with the question of the study, the writer formulates two hypotheses that be tested by t-test. Hypotheses are formulated to draw a connection between two variables. According to Creswell, there are two kinds of hypothesis which have to be made before the researchers do their experimental research. The two hypotheses are null hypothesis (Ho) and alternative hypothesis (Ha) that described as follows:

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28 Ibid. pp. 126—127.
1. **The Null Hypothesis (Ho)**

   The writer formulates the null hypothesis (Ho) as follows:
   “Using Jigsaw technique is not effective on students’ reading of recount text at the eighth grade students of Mts Jabal Nur Cipondoh Tangerang.”

2. **The Alternative Hypothesis (Ha)**

   This hypothesis is the null hypothesis opposite. It is examined statistically. The writer uses this hypothesis as follows:
   “Using Jigsaw technique is effective on students’ reading of recount text at the eighth grade students of MTs Jabal Nur Cipondoh Tangerang.”
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the place and time of the research, method and
design of research, the population and sample of the research, the data collection
technique, the contents of the intervention, also data analysis technique.

A. Place and Time of Research

The research was held in MTs. Jabal Nur which is located on Jl. K.H
Hasyim Ashari No.80, Cipondoh Tangerang, 15124. This research was carried
out for five weeks, start from April 27th, 2015 to May 18th, 2015 in the even
semester 2014/2015.

B. Method and Design of Research

In this research, the research uses quantitative research. According to
Creswell, in quantitative research there are three design; experimental,
correlation and survey. The writer uses experimental method in this research.
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. Also, it
establishes possible cause and effect between independent and dependent
variables. This study will use A Quasi Experiment Design specifically. It is
because the interactions of selection with other factors are possibilities. It is
one of approaches of research that uses two groups; those are experimental
class and control class. Experimental groups as a group that gets the treatment
and the control group that did not get treatment.

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1 John W. Creswell, Education Research: Planning, Conducting, and Evaluating
2 David Nunan, Research Method in Language Learning (New York: Cambridge
4 Ibid., p. 310.
5 Prof. Dr. Nana Syaodih, Metode Penelitian Pendidikan, (Bandung: PT. Remaja
The research implements Jigsaw technique in the first class and Grammar Translation Method (GTM) is implemented in the second class. This study focuses on giving treatment to experimental class by applying Jigsaw technique in teaching reading of recount text, and then the research observes the result through classroom observation and test (pre-test and post-test) in order to know whether or not Jigsaw technique is effective on students’ reading comprehension achievement on recount text.

The process of this research can be represented by using the illustration below:⁶

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>B</td>
<td>O</td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

C. The Population and Sample of The Research

A population is a group of elements or cases of the research.⁷ In this case, the population of this research is the eighth grade students of MTs. Jabal Nur Cipondoh Tangerang. There are only two classes of the eighth grade, therefore the technique of sampling that used by the writer is quota sampling. Quota sampling is used when the researcher is unable to take a probability sample but is still able to select subjects on the basis of characteristics of the population.⁸

In this research, the population were 60 eighth grade students in two classes. The writer took VIII.B as the experimental class that has 30 students and VIII.A as the controlled class that has 30 students. VIII.B was chosen as

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⁶ Ibid, p. 207.
⁸ Ibid, p. 119.
the experimental class because it had lower mean score in pre-test than VIII A; VIII B was 57.17 and VIII A was 62.17. The experimental class was taught reading of recount text through Jigsaw technique, while the other was taught through Grammar Translation Method (GTM). The teaching and learning process was carried out for four meetings.

In the last, the writer got 30 students’ data as sample in each class. The data was gotten completely because all of students in the class VIII A and VIII B came in each meeting, either in pre-test, treatment, or post-test. Hence, the writer could complete based the total students in the class.

D. The Data Collection Technique

1. Observation

The observation was held on 15th March 2015 to know the condition of the students in the class during the teaching and learning process.

2. Interview

The interview would apply to support data about school profile and to know students’ reading of recount text. The interview was held on March 16th 2015.

3. Documentation

To know the students’ reading ability in English learning, the writer will take the report book score of eighth grade students of MTs Jabal Nur. Documentation was taken on March, 16th 2015.

E. Instrument of the Data

1. Test

To know the effectiveness of Jigsaw technique in this quantitative research, the writer used test as the instruments to get the data through multiple choice questions. There were two kinds of test used:
a. **Pre-test**

Pre-test was delivered at the first time before the writer applied the treatment in both experimental and controlled class. The pre-test was held on April 27th, 2015.

b. **Post-test**

Post-test was held as the final test after the writer applied the treatment. It is used to see whether or not Jigsaw technique effective on students’ reading of recount text. The post-test was held on May 18th, 2015.

Each test was arranged into 20 items of multiple choices taken from some students’ English books. The tests were given both to the experimental and controlled classes’ students.

Before giving the tests to the sample, the writer had tested the tests to the ninth grade students of MTs. Jabal Nur Cipondoh Tangerang. It was held to know the validity and reliability of pre-test and post-test. The validity and reliability of the instruments were analyzed by using ANATEST software.

F. **The Content of the Intervention**

This study is focused on students’ achievement of reading in recount text. The writer designed four meeting in this study. In the first meeting, the pre-test was given to get students’ background knowledge. The second to the third meeting, the students were taught about recount text through different treatment. While the experiment class was taught through jigsaw technique, the controlled class was taught by GTM. After giving the treatment, the students in each class had to answer some questions related to the text. It is used to know whether the students got higher improvement in their reading achievement after using jigsaw than using GTM. In the last meeting, the post-test was given to check whether students’ achievement of reading in recount text increased or not.
G. The Data Analysis Technique

The gathered data are used to find out the differences of students' achievement in experimental class and controlled class. In line with this, the writer uses statistic calculation through \( t \)-test formula in manual calculation. It is used to examine the significance difference of students' reading comprehension achievement between experimental class and controlled class. The formula of \( t \)-test as follow:

\[
 t_o = \frac{M_1-M_2}{SE_{M_1-M_2}}
\]

Notes:

- \( M_1 \) = Mean of Variable X (experimental class)
- \( M_2 \) = Mean of variable Y (controlled class)
- \( SE \) = Standard Error

There are several stages taken to get the calculation of \( t \)-test, it can be seen as follow:

1. Determining Mean of variable X, with formula:

\[
 M_1 = \frac{\sum X}{N_1}
\]

2. Determining Mean of variable Y, with formula:

\[
 M_2 = \frac{\sum Y}{N_2}
\]

3. Determining Standard of Deviation Score of Variable X, with formula:

\[
 SD_1 = \sqrt{\frac{\sum X^2}{N_1}}
\]

4. Determining Standard of Deviation Score of Variable Y, with formula:

\[
 SD_2 = \sqrt{\frac{\sum Y^2}{N_2}}
\]

---

5. Determining Standard Error Mean of Variable X, with formula:

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

6. Determining Standard Error Mean of Variable Y, with formula:

\[ SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

7. Determining Standard Error of different Mean of Variable X and Mean of Variable Y, with formula:

\[ SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \]

8. Determining \( t_o \) with formula:

\[ t_o = \frac{M_1 - M_2}{SE_{M_1-M_2}} \]

9. Determining Degrees of Freedom (df) of 5% and 1%, with formula:

\[ df = (N_1 + N_2) - 2 \]

H. The Statistical Hypotheses

Before deciding the result of hypothesis, there are statistical research hypotheses as follows:

Ho : \{\mu_1 \neq \mu_2\}

Ha : \{\mu_1 \neq \mu_2\}

Notes:

Ho = Null hypothesis

Ha = Alternative hypothesis

\( \mu_1 \) = students’ reading comprehension achievement, who are taught through jigsaw technique.

\( \mu_2 \) = students’ reading comprehension achievement, who are taught without jigsaw technique.

The writer’s assumption of those hypotheses are as follow:
1. If $t_0 < t_{table}$, the Null Hypothesis ($H_0$) is rejected and alternative hypothesis ($H_a$) is accepted. It means there is a significant difference of students’ reading of recount text between students who are taught through Jigsaw technique and students who are taught through Grammar Translation Method (GTM).

2. If $t_0 > t_{table}$, the Null hypothesis ($H_0$) is accepted and alternative hypothesis ($H_a$) is rejected. It means there is no a significant difference of students’ reading of recount text between students who are taught through Jigsaw technique and students who are taught through Grammar Translation Method (GTM).
CHAPTER IV

RESEARCH FINDING

This chapter presents findings of the study. The findings describe into the data description, the data analysis, and the data interpretation.

A. The Data Description

Before giving the tests to the sample, the writer had tested the tests to the ninth grade students of MTs. Jabal Nur Cipondoh Tangerang. It was held to know the validity and reliability of pre-test and post-test. The validity and reliability of the instruments were analyzed by using ANATEST software. (See Appendix 6 page 10)

The validation test was given to 35 students at ninth grade of MTs Jabal Nur Cipondoh. Total of items was 30. From 30 items, there are 14 items were not significance. Thus, the writer deleted 10 items and changed 4 items. Hence total of items used in pre-test was 20 items.

This part shows the general description of students’ scores in both the experimental class and the control class. The description is divided into some sections: the pre-test scores, the post-test scores, and the gained scores.

1. The Pre-test Scores

Table 4.1 reports the students’ pre-test scores of the experimental class and the control class. There are 30 students in both the experimental class and the controlled class.

<table>
<thead>
<tr>
<th>Students</th>
<th>The Pre-test Scores of Experimental Class</th>
<th>The Pre-test Scores of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>70</td>
</tr>
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<td>Students</td>
<td>The Pre-test Scores of Experimental Class</td>
<td>The Pre-test Scores of Controlled Class</td>
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<tr>
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<td>1865</td>
</tr>
<tr>
<td>Mean</td>
<td>57.17</td>
<td>62.17</td>
</tr>
</tbody>
</table>
The above table shows the students’ pre-test scores of the experimental class and the controlled class. The test was given in the first meeting before giving any treatment. The experimental class has 40 as the lowest score and the controlled class has 50 as the lowest score of pre-test. 55 as the median score experimental class and 60 as the median score of controlled class, and 75 as the highest score of both classes. Besides, the mean score of experimental class is 57.17 and the controlled class is 62.17. Hence, it can be concluded that the pre-test scores of the experimental class is lower than the controlled class.

2. The Post-test Scores

Table 4.2 reports the students’ post-test scores of the experimental class and the controlled class. Each class has 30 students as the sample.

<table>
<thead>
<tr>
<th>Students</th>
<th>The Post-test Scores of Experimental Class</th>
<th>The Post-test Scores of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
<td>75</td>
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<tr>
<td>2</td>
<td>60</td>
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<td>60</td>
</tr>
</tbody>
</table>
### Students

<table>
<thead>
<tr>
<th>Students</th>
<th>The Post-test Scores of Experimental Class</th>
<th>The Post-test Scores of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>80</td>
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<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Σ</td>
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<td>2110</td>
</tr>
<tr>
<td>Mean</td>
<td>75.67</td>
<td>70.33</td>
</tr>
</tbody>
</table>

The data above are the post-test scores of the experimental class and the controlled class. The post-test was given in the last meeting after the treatment. In the post-test, the lowest score of both classes are 60. Meanwhile, the median of the experimental class is 72.5 and the controlled class is 70. Besides, the highest score of the experimental class is 90 and the controlled class is 85. The mean of the experimental class is 75.67 and the controlled class is 70.33. Therefore, it can be seen that the experimental class has higher significant score than the controlled class. Later, the writer did T-test to know whether post-test score of the experimental class and the controlled class is different.
3. The Gained Scores

Table 4.3 below reports the gained scores of the experimental class and the controlled class. Both the experimental class and the controlled class have 30 students.

Table 4.3
The Gained Scores of The Experimental Class and The Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>The Gained Scores of Experimental Class</th>
<th>The Gained Scores of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
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<tr>
<td>4</td>
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<td>18</td>
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<tr>
<td>19</td>
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<td>20</td>
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<td>20</td>
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<td>15</td>
</tr>
<tr>
<td>21</td>
<td>40</td>
<td>-10</td>
</tr>
</tbody>
</table>
The table data above describes that the gained score for the experimental class is higher than the controlled class. The lowest gained score of the experimental class is -5 and the controlled class is -15, while the highest gained score of the experimental class is 40 and the controlled class is 35. In addition, the mean of gained score in the experimental class is 18.5 and the controlled class is 8.2.

**B. The Data Analysis**

This section is intended to answer the research question whether Jigsaw technique effective on students’ reading of recount text at the eight grade of MTs Jabal Nur Cipondoh Tangerang. *T-test* was used to answer the research question and conducted in both the experimental class and controlled class:

**Table 4.4**

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<thead>
<tr>
<th>STUDENTS</th>
<th>X</th>
<th>Y</th>
<th>X-MX</th>
<th>Y-MY</th>
<th>(X-MX)^2</th>
<th>(Y-MY)^2</th>
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</thead>
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<td>STUDENTS</td>
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<td>Y</td>
<td>X-MX</td>
<td>Y-MY</td>
<td>(X-MX)^2</td>
<td>(Y-MY)^2</td>
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<tr>
<td>Mean</td>
<td>18.5</td>
<td>8.2</td>
<td>0</td>
<td>0</td>
<td>450.41</td>
<td>203.44</td>
</tr>
</tbody>
</table>

The procedures of calculation are as follow:

Firstly, the researcher had to find the mean gained score from the experiment class and the controlled class.

From the experiment class the researcher got:

\[ M_x = \frac{\sum X}{N_1} \]
\[ M_x = \frac{555}{30} \]

\[ M_x = 18.5 \]

The next step is to find out the mean gained score from controlled class:

\[ M_y = \frac{\Sigma Y}{N_2} \]

\[ M_y = \frac{245}{30} \]

\[ M_y = 8.2 \]

From the calculation above the researcher got the mean gained score of each class is 18.5 for experiment class and 8.2 for controlled class. After the researcher got the mean gained score of experiment class and controlled class, she will find the deviation of each class, the calculation as follow:

\[ SD_x = \sqrt{\frac{\Sigma X^2}{N_1}} \]

\[ SD_x = \sqrt{\frac{13512.25}{30}} \]

\[ SD_x = \sqrt{450.4083} \]

\[ SD_x = 21.22 \]

This score is showed the deviation of the experiment class. The next step is to find out the deviation of controlled class.

\[ SD_y = \sqrt{\frac{\Sigma Y^2}{N_2}} \]

\[ SD_y = \sqrt{\frac{6103.24}{30}} \]
\[ SD_y = \sqrt{203.441} \]

\[ SD_y = 14.26 \]

After the researcher found the deviation of gained score of each class, experiment class (21.22) and controlled class (14.26), she determines standard error of experiment class as follow:

\[ SE_x = \frac{SD_x}{\sqrt{N_1-1}} \]

\[ SE_x = \frac{21.22}{\sqrt{30-1}} \]

\[ SE_x = \frac{21.22}{\sqrt{29}} \]

\[ SE_x = \frac{21.22}{5.39} \]

\[ SE_x = 3.93 \]

The next step is to find out standard error of controlled class.

\[ SE_y = \frac{SD_y}{\sqrt{N_2-1}} \]

\[ SE_y = \frac{14.26}{\sqrt{30-1}} \]

\[ SE_y = \frac{14.26}{\sqrt{29}} \]

\[ SE_y = \frac{14.26}{5.39} \]

\[ SE_y = 2.64 \]

From the calculation above the researcher got the mean standard error of each class is (3.93) for experiment class and (2.64) for controlled class. Later,
the researcher determines the different score of standard error of experiment class and controlled class. The formula is as follow:

\[ SE_{MX-MY} = \sqrt{SE_{MX} + SE_{MY}} \]

\[ SE_{MX-MY} = \sqrt{(3.93)^2 + (2.64)^2} \]

\[ SE_{MX-MY} = \sqrt{15.44 + 6.96} \]

\[ SE_{MX-MY} = 4.73 \]

Next, she calculated the score to the formula of t-test. The formula is as follow:

\[ t_0 = \frac{M_X - M_Y}{SE_{MX-MY}} \]

\[ t_0 = \frac{18.5 - 8.2}{4.73} \]

\[ t_0 = 2.17 \]

Based on the calculation above, it is showed that the result of the t-test from the experiment class and controlled class is 2.17.

After the researcher got the result from t-test, she should find the degree of freedom. It is used to find out the value of the t-test score in the t-table. To get the value of the t-test from the t-table, the researcher used the value of the significant of 5%. The procedure to get the degree of freedom is as follow:

\[ df = (N_1 + N_2) - 2 \]

\[ df = (30 + 30) - 2 \]

\[ df = 60-2 \]
df = 58

Thus, based on the calculation above, the degree of freedom (df) is 58 and the critical value of the df 58 by using the degree of significance 5% is 2.002 and the $t_{\text{observe}}$ is 2.17.

It can be seen that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between $t_{\text{observe}}$ and $t_{\text{table}}$ is $2.17 > 2.002 = t_{\text{observe}} > t_{\text{table}}$.

C. The Data Interpretation

In this section, the writer describes the interpretation of the research finding and summarizes the hypotheses. The research is held to answer the question whether the use of Jigsaw technique is effective on students’ reading comprehension achievement of recount text at the eight grade of MTs Jabal Nur Cipondoh Tangerang. Based on the analysis of the data, it found that there is a significant difference between students’ achievement of reading recount text in experimental class which were given Jigsaw technique and the control class which were not. It can be seen from students’ pre-test and post-test score. The pre-test mean score of students in experimental class was 57.17, and the post-test mean score of students’ in experimental class was 75.67. Meanwhile, the pre-test score in control class was 62.17 and the post-test mean score in control class was 70.33. It was showed by students’ reading achievement after given the treatment of using Jigsaw technique was higher than students’ reading achievement before they were given the treatment.

According to the calculation above, the mean gained score of the experiment class is 18.5. It showed the totality of the result of the gained score of the experiment class. Meanwhile, the mean gained score of controlled class is 8.2. It means that the result of controlled (8.2) is lower than experiment class (18.5). Therefore, the result of mean gained score of experiment class is higher than controlled class, it means there is significant
difference between the mean gained score in reading comprehension achievement of each class.

After each of mean gained score was found, the researcher calculated it into the t-test. From the calculation, it showed that result of t-test \( t_o \) is 2.17. The score is the value that is needed in testing the hypothesis with the t-table. To find the value of t-table, the researcher should find the degree of freedom (df). It is found that the degree of freedom \( df \) is 58. In the t-table, based on the degree of significance of 5%, it is obtained the value of t-table is 2.002. It means that the value is lower than the result of t-test. Comparing the result of the t-test score with the value degree of significance, the researcher got \( 2.17 > 2.002 \), it means t-test is higher than t-table.

Further, in order to answer the question, the writer writes the Alternative Hypothesis (Ha) and the Null Hypothesis (Ho) as follows:

1. The Null Hypothesis (H\(_o\)): there is no significant difference of students’ reading of recount text achievement between students who are taught through Jigsaw technique and students who are taught without Jigsaw technique.
2. The Alternative Hypothesis (Ha): there is a significant difference of students’ reading of recount text achievement between students who are taught through Jigsaw technique and students who are taught without Jigsaw technique.

To prove the hypothesis, the data obtained in experimental class and control classes are calculated by using \( t_{test} \) formula with assumption as follows:

1. If \( t_o < t_{table} \), the Null Hypothesis (H\(_o\)) is rejected and alternative hypothesis (Ha) is accepted. It is proven that Jigsaw technique is effective on students’ reading of recount text.
2. If \( t_o > t_{table} \), the Null hypothesis (H\(_o\)) is accepted and alternative hypothesis (Ha) is rejected. It is proven that Jigsaw technique is not effective on students’ reading of recount text.
According to the analysis of the results above, there is a significant difference between the post-test score in the experimental class and controlled class. The results show that the experimental class got higher post-test score than the controlled class which the result reports that the \( t\)-test is higher than \( t\)-table (2.17 > 2.002). It can be seen that teaching reading of recount text by using Jigsaw technique is more effective than teaching reading of recount text without Jigsaw technique since alternative hypothesis (Ha) was accepted and the null hypothesis was rejected. In other words, teaching reading of recount text by using Jigsaw technique gives positive influence on the students’ achievement of the eight grade in MTs Jabal Nur Cipondoh Tangerang.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted by using quasi-experimental design which is aimed to find out whether Jigsaw technique is effective on students reading comprehension of recount text. Based on the statistical calculation as the previous chapter, it can be concluded that there is a significant difference between teaching reading comprehension of recount text by using Jigsaw technique and without using Jigsaw technique. It proved by the result of mean gained score from both classed that showed the experiment class got higher result than the controlled class. It is also proved by the value of \( t-test \) (2.17) is higher than \( t-table \) (2.002) at the significance level 5\%, it means that the Null Hypothesis (\( H_0 \)) is rejected and the Alternative Hypothesis (\( H_a \)) is accepted. Hence, Jigsaw technique is effective on students’ reading comprehension of recount text at the eighth grade of MTs Jabal Nur Cipondoh Tangerang.

B. Suggestion

The writer wants to give following suggestions based on the conclusion above:

1. English teacher of Junior High School are suggested to use Jigsaw technique as an alternative strategy in teaching reading which it have been proven that Jigsaw technique can impact effectively in improving students’ reading comprehension.

2. Jigsaw technique designed for helping students to read the text which students learn some strategies in reading through group discussion. It was proven that students more active and have better comprehension in reading.

3. The teacher should be well prepared the materials that are going to be taught to the students before entering the classroom.
4. Both the teacher and students can well collaborate in teaching and learning process. It is used to make them easier in solving the problems faced in teaching and learning process.

5. The students have to read more reading text in order to have more knowledge.
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APPENDICE 1

Test of Homogeneity of Variances

<table>
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<th>Levene Statistic</th>
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<td>.145</td>
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<td>.705</td>
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ANOVA

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<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
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<td>375,000</td>
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<td>.058</td>
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<td>59.799</td>
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<td>Total</td>
<td>3843.333</td>
<td>59</td>
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After gaining the result of homogeneity test of the experimental and control class’ pretest, it was continued to interpret the result using the degree of significance 5% (α = 0.05). The criteria of taking the decision of homogeneity test is as follow:

1. Determining the hypothesis:
   
   H₀: sample data comes from population which has homogenous variance.
   
   H₁: sample data comes from population which does not have homogenous variance.

2. Deciding criteria to test the hypothesis:

   If the significance level / probability value (p) ≥ 0.05, H₀ is accepted.
   
   If the significance level / probability value (p) < 0.05, H₀ is rejected.

From the result of the Levene Statistic Test above, it could be seen that the significance level or probability value (p) of the data from the experiment and control’s pretest score was 0.705. It meant that the significance level or probability value (p) of the data was higher than the significance degree (α = 0.05). The result of homogeneity test showed that H₀ is accepted and it could be concluded that the sample data comes from population which has homogenous vari
Normality Test of Pre Test and Post Test

### Tests of Normality

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a. Lilliefors Significance Correction

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<td>2.00</td>
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</tbody>
</table>

a. Lilliefors Significance Correction

From the result of the Shapiro-Wilk Test above, it could be seen that the significance level or probability value (p) of the data from the experiment and control’s both pretest and post test score were 0.68 and 0.56. It meant that the significance level or probability value (p) of the data was higher than the significance degree (α = 0.05). The result of normality test showed that H₀ is accepted and it could be concluded that the test met the criteria of normal distribution.
APPENDICE 3

INSTRUMENT UJI VALIDITAS

Name :
Class :
Text for No. 1-5

My Experience

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store.

We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So, I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn’t find him there. My cell phone was broken so I couldn’t call him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home.

There was no other choice; I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend’s broad smile greet me in front of the door, I just could not help laughing.

1. The text above is about....
   a. An embarrassing day
   b. Shopping with mother
   c. The writer and his friend
   d. My friend and his motorcycle
2. The writer couldn’t contact his friend because.....
   a. He went home alone
   b. His cell phone was broken
   c. He was in the parking area
   d. His friend was still choosing a shirt
3. Who did ask the writer to accompany buying a new shirt?
   a. The writer’s friend
   b. His mother
   c. The writer’s family
   d. Himself
4. What is the purpose of the text above?
   a. To tell the reader about the writer’s experience
   b. To describe about shopping
   c. To give information about something
   d. To persuade people to do something
5. The first paragraph is called...
   a. Complication
   b. Event
   c. Event
Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905.

In 1905 he also did some of his famous work in Physics. In 1919 he won the Noble Prize for physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientist. Then in 1933 he had to leave Germany because of Hitler and the Nazi Party.

He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

6. What is the text about?
   a. The scientist
   b. Albert Einstein
   c. The story of famous person
   d. Experience of Albert Einstein

7. What is the main idea of the second paragraph?
   a. A. Einstein did some famous work in Physics
   b. A. Einstein start his works
   c. A. Einstein won the physics
   d. A. Einstein’s life was so famous

8. In 1993 Albert had to leave Germany because of....
   a. His study
   b. He wants to talk with the scientist
   c. He works in physics
   d. Hitler and the Nazi Party

9. Based on the text, we can infer that the story about....
   a. The achievement of Albert Einstein
   b. Albert Einstein’s travelling
   c. Life Story of Albert Einstein
   d. Albert Einstein’s biography

10. The last paragraph is called....
    a. Complication
    b. Orientation
    c. Event
    d. Re-orientation

11. “In 1905 he also did some of his famous work in physics.” What is the similar meaning of the underlined word mean?
    a. Great
    b. very good
    c. excellent

12. What is the purpose of the text above?
    a. To tell the reader about biography of Albert Einstein
    b. To amuse the reader
    c. To describe about something
    d. To give information about how to make something

13. The first paragraph is called....
14. “He graduated from the University of Zurich in Switzerland.....” What does the underlined word mean?
   a. Passed  
   b. Gone  
   c. go away  
   d. through

15. He had to leave Germany..... (paragraph 2). The underlined word has the same meaning with....
   a. Run  
   b. go away  
   c. take  
   d. move

Text for No. 16 – 20

Last week was my birthday. My family gave me a surprise. I woke up early that morning but I didn’t find anybody. Neither my parents nor my brother were in the house. The living room was dark. I walked into it when suddenly the whole family showed and shouted “Surprise!” There was a big cake with candle on it. I was very happy.

16. Where did the story take place?
   a. Bedroom
   b. Living room
   c. park
   d. house

17. What did happen when the writer walked into the living room?
   a. The whole family showed and shouted “Surprise!”
   b. The whole family shouted “Surprise!”
   c. His parents nor his brother were in the house
   d. His pet came to him

18. What does the text tell us about?
   a. the birthday of the writer’s mother
   b. the birthday of the writer’s brother
   c. the writer’s birthday party
   d. the grandma’s birthday

19. How did the writer feel?
   a. Sad
   b. happy
   c. shocked
   d. regretful

20. When did the story take time?
   a. In the morning
   b. In the afternoon
   c. in the evening
   d. in the night

Text for No. 21 – 25

On Wednesday, my students and I went to Jogjakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.
On Thursday we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Jogia Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

21. Who did go to Jogjakarta?
   a. The writer
   b. The principle
   c. the writer and the writer’s students
   d. the students

22. What were the names of the three temples?
   a. Syiwa, Barahma, Wisnu
   b. Syiwa, Wisnu, Prambanan
   c. Prambanan, Brahmana, Wisnu
   d. Wisnu, Brahmana, Shinta

23. What was the event 1 of the story above?
   a. Students and I went to Jogia Keraton.
   b. Students and I visited Prambanan Temple.
   c. Students visited Boobudur Temple.
   d. Students and I left Yogyakarta.

24. Where did the writer and the students stayed?
   a. Dirgahayu Hotel
   b. Malioboro Hotel
   c. Prambanan
   d. Jakarta

25. Which temple that was being renovated?
   a. Wisnu
   b. Prambanan
   c. Syiwa
   d. Brahmana

Text for No. 26 – 30

Sunday The Terrible

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball too strong, so the ball landed to the window and broke the window. When we wanted to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We were very afraid of her, but we did know what to do. Then, one of my cousins told us to run. We all ran and suddenly we heard the sound of skin. Then we know that homeowners allowed dogs to chase us. And we were struggling to run fast as fast as we could. But, I fell down so the dog managed to capture me and bit my leg. It was really hurted me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I
was exposed to rabies. Then I was hospitalized for more than a week. That’s a terrible day of the week for me. I hope it won’t never happen again.

26. Who were playing football?
   a. My cousin
   b. The writer
   c. the writer and his cousin
   d. the writer’s friend

27. What did chase the writer and his cousin?
   a. His cousin
   b. Dog
   c. doctor
   d. the writer’s parent

28. What kind of symptom was suffered by the writer?
   a. Crazy
   b. cough
   c. headache
   d. rabies

29. Why did the ball broke the window? Because……..
   a. The writer kicked the ball too strong
   b. The writer throw the ball
   c. His cousin put the ball near by the window
   d. His cousin broke the window

30. With whom did the writer go to the doctor?
   a. His parents
   b. the doctor
   c. his cousin
   d. himself
ANSWER KEY OF UJI VALIDITAS

1. A
2. B
3. A
4. A
5. B
6. B
7. A
8. D
9. D
10. D
11. B
12. A
13. A
14. A
15. B
16. B
17. A
18. C
19. B
20. A
21. C
22. A
23. B
24. A
25. A
26. C
27. B
28. D
29. A
30. A
ANSWER KEY OF PRE-TEST

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

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

KISI – KISI PENULISAN SOAL UJI VALIDITAS

Nama Sekolah : MTs Jabal Nur Cipondoh Tangerang
Kelas/Semester : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris

Standar Inti : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan yang dipelajari di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

<table>
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<tr>
<th>Materi</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Butir Soal</th>
<th>Nomor Soal</th>
<th>Jumlah</th>
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<tbody>
<tr>
<td>Recount Text</td>
<td>Menangkap makna teks recount lisan dan tulis berbentuk cerita pendek sederhana.</td>
<td>1. Mengidentifikasikan makna gagasan utama dalam teks berbentuk recount.</td>
<td>1,6,7,18</td>
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<td>2. Mengidentifikasi informasi dalam sebuah teks berbentuk recount.</td>
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<td>2,3,8,9,16,17,18,19,20,21,22</td>
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<td>3. Mengidentifikasi tujuan komunikatif dalam teks berbentuk recount.</td>
<td></td>
<td>23,24,25,26,27,28,29,30</td>
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<tr>
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<td>4. Mengidentifikasi generic structure yang ada dalam teks.</td>
<td>PG</td>
<td>4,12</td>
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<td>5. Memahami makna kosa kata sulit dalam teks berbentuk recount.</td>
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### APPENDICE 5

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DIPENDA PEMBEDA

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TINGKAT KESUKARAN

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Jumlah Subyek= 35
Butir Soal= 30
Nama berkas: C:\\USERS\\NURUL AZTIAH\\DOCUMENTS\\FIX.ANA

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**Nota:**
- 1. Melemparkan kecil lemparan: Setelah lemparan, minta mahasiswa untuk mengukur jarak dan memasukkan ke dalam lembaran.
- 4. Melemparkan kecil lemparan: Setelah lemparan, minta mahasiswa untuk mengukur jarak dan memasukkan ke dalam lembaran.
- 5. Melemparkan kecil lemparan: Setelah lemparan, minta mahasiswa untuk mengukur jarak dan memasukkan ke dalam lembaran.

**Kisi - Kisi Penilaian Soal Pre-test**

**Bagian A**

- **Nama Sekolah:**
- **Kelas/semester:** VIII (Dewan)
- **Babasua Lengkapi:**
- **Nama Pelaksana:**

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</table>

Penerapannya harap dipektaril seluruh secara mandiri dan mempunyai memperusahaan menurut secara denang kelak inquiri.

Sumber Inil:
- Nenaal, mentor, dan menyayi dalam ranah konkrete dan ranah abstrak terkait denang
- Menyia
- Abadak (Dejapan)
- Kela/Semester
- Nama Sekolah: ISI, KISI PENUNJUAN SOAL POST TEST
APPENDICE 7

PRE-TEST

Name :

Class :

Text for No. 1-5

My Experience

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store.

We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So, I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn’t find him there. My cell phone was broken so I couldn’t call him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home.

There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend’s broad smile greet me in front of the door, I just could not help laughing.

1. The text above is about....
   a. An embarrassing day  
   b. Shopping with mother  
   c. the writer and his friend  
   d. my friend and his motorcycle
2. The first paragraph is called...
   a. Complication  
   b. Orientation  
   c. Event  
   d. Re-orientation

Text for No. 6 – 15

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905.

In 1905 he also did some of his famous work in Physics. In 1919 he won the Noble Prize for physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientist. Then in 1933 he had to leave Germany because of Hitler and the Nazi Party.

He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.
3. What is the purpose of the text above?
   a. To tell the reader about biography of Albert Einstein
   b. To amuse the reader
   c. To describe about something
   d. To give information about how to make something

4. The first paragraph is called.....
   a. Orientation  
   b. Event  
   c. Re-orientation  
   d. Complication  

5. “He **graduated** from the University of Zurich in Switzerland.....” What does the underlined word mean?
   a. Passed  
   b. Gone  
   c. go away  
   d. through

---

**Text for No. 16 – 20**

Last week was my birthday. My family gave me a surprise. I woke up early that morning but I didn’t find anybody. Neither my parents nor my brother were in the house. The living room was dark. I walked into it when suddenly the whole family showed and shouted “Surprise!” There was a big cake with candle on it. I was very happy.

6. Where did the story take place?
   a. Bedroom  
   b. Living room  
   c. park  
   d. house

7. What did happen when the writer walked into the living room?
   a. The whole family showed and shouted “Surprise!”  
   b. The whole family shouted “Surprise!”  
   c. His parents nor his brother were in the house  
   d. His pet came to him

8. What does the text tell us about?
   a. the birthday of the writer’s mother  
   b. the birthday of the writer’s brother  
   c. the writer’s birthday party  
   d. the grandma’s birthday

9. How did the writer feel?
   a. Sad  
   b. happy  
   c. shocked  
   d. regretful

10. When did the story take time?
    a. In the morning  
    b. In the afternoon  
    c. in the evening  
    d. in the night

---

**Text for No. 21 – 25**
On Wednesday, my students and I went to Jogjakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday we visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Jogja Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

11. Who did go to Jogjakarta?
   a. The writer
   b. The principle
   c. the writer and the writer’s students
   d. the students

12. What were the name of the three temples?
   a. Syiwa, Barahma, Wisnu
   b. Syiwa, Wisnu, Prambanan
   c. Prambanan, Brahma, Wisnu
   d. Wisnu, Brahma, Shinta

13. What was the event of the story above?
   a. Students and I went to Jogja Keraton
   b. Students and I visited Prambanan Temple
   c. Students visited Borobudur Temple
   d. Students and I left Yogyakarta

14. Where did the writer and the students stayed?
   a. Dirgahayu Hotel
   b. Malioboro Hotel
   c. Prambanan
   d. Jakarta

15. How long they spent their time in Jogja Kraton?
   a. Two hours
   b. Two days
   c. Three hours
   d. Four days

Text for No. 26 – 30

Sunday The Terrible

Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball too strong, so the ball landed to the window and broke the window. When we wanted to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We were very afraid of her, but we did know what to do. Then, one of my cousins told us to run. We all ran and suddenly we heard the sound of skin. Then we know that homeowners allowed dogs to chase us. And we were struggling to run fast as fast as we could. But, I fell down so the dog managed to capture me and bit my leg. It was really hurted me. Then the dog ran back into the
house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for more than a week. That's a terrible day of the week for me. I hope it won't never happen again.

16. Who were playing football?
   a. My cousin  
   b. The writer  
   c. the writer and his cousin  
   d. the writer's friend.

17. What did chase the writer and his cousin?
   a. His cousin  
   b. Dog  
   c. doctor  
   d. the writer's parent

18. Who did ask the dog to chase the writer?
   a. His cousin  
   b. the dog itself  
   c. his mother  
   d. homeowner

19. That's a terrible day...... The underline word has the same meaning with....
   a. Happy  
   b. embarrassing  
   c. awful  
   d. attracted

20. How long the writer hospitalized?
   a. Two weeks  
   b. more than a week  
   c. a week  
   d. three weeks
APPENDICE 8

ANSWER KEY OF PRE-TEST

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

POST-TEST

Name :
Class :

Text for No.1 – 5

Mr. and Mrs. Charly were on a tour to Europe. They were travelling on a guided tour to five countries. They were going to travel through The Netherland, Belgium, Germany, Switzerland, and France for two weeks.

The guided for the tour was a Swiss. On the day 1st of the travel the guide told them to check their passports, their traveler cheques, and their foreign cash. He told them to keep them safely.

They travelled in a comfortable coach with a toilet, music and video. The guide stopped the coach at my famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.

On the way, they stopped at small inns to eat lunch. In big towns, they want for shopping. They bought many souvenirs for their friends. They enjoyed the two week tour.

1. The story mainly tells us about…..
   a. Travelling
   b. Shopping
   c. tracking
   d. visiting

2. Where were Mr. and Mrs. Charly touring?
   a. Africa
   b. Europe
   c. America
   d. Australia

3. Which statement is true according to the text?
   a. Mr. and Mrs. Charly were travelling to eight countries.
   b. Mr. and Mrs. Charly were on tour to America.
   c. Mr. and Mrs. Charly stayed in small apartment.
   d. The guide explained the cultural importance of many places.

4. The second paragraph is called…
   a. Complication
   b. Orientation
   c. Event
   d. Re-orientation

Text for No. 5 – 10

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet there. The air was fresh. The location of our camp site was on the
top of a hill, so we could see the scenery around us. It was amazing. It was green everywhere. It was also easy to get water as it was near a small river. You see the water is as a crystal. We brought a lot of food from home. There were some noodles, cans of sardines, soft drink and biscuits. Hexa brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent and surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar, it was fun meeting people who had the same hobby. It was no frightening at all at night in the forest as it was very noisy that night.

We laughed and sang, and some campers even danced. We went to bed almost dawn. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

5. What is the main idea of the first paragraph?
   a. Last weekend Hexa and I camped in the mountain.
   b. Hexa brought cooking utensils.
   c. Hexa and I spent our time in the mountain.
   d. We did many activities in the camp area.

6. What was amazing according to the writer of the text?
   a. The location of the campsite  c. the scenery around the campsite
   b. The fresh air of the mountain  d. the small river in the mountain

7. What did the writer do on the second day of their camping activity?
   a. They chatted and played guitar
   b. They had a greet and meet activity
   c. They hiked with the other campers
   d. They laughed and sang songs together

8. What is the purpose of the text above?
   a. To tell the reader about the writer’s experience
   b. To give information how to make something
   c. To describe about campsite
   d. To persuade people to camp

9. “.......we spent time setting up the tent and exploring.” (paragraph 2). What does the underlined word mean?
   a. Travelling through learn about it
   b. Going backward and forward to watch something
   c. Observing carefully to examine something
   d. Looking for something in surrounding area
10. "......so we could see the **scenery** around us." (paragraph 1). What is the synonym of the underlined word?
   a. Beautiful  c. amazing
   b. View  d. atmosphere

*Text for No. 11 – 12*

**My Day**

I had a terrible day yesterday. First, I woke up an hour late because my alarm didn’t going. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dresses so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 09.30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

11. What did happen to the writer yesterday?
   a. He has a terrible day  c. He gets a terrible day
   b. He had a terrible day  d. He got a terrible day

12. How far did the writer walk?
   a. He walked for two miles  c. He walked for three miles
   b. He walked for four miles  d. He walked for five miles

*Text for 13 – 16*

Hooray! We had fun with English in our school. We enjoyed this event on Thursday, 17th January 2008 at Yos Sudarsono Primary school in Karawang. We had waited for it since September 2007. So when the day came, we were really happy. We played many games such as matching colors, matching pictures, horse racing, run and find and spelling bee. We had story telling too.

All students from grade 1 to grade 6 joined fun with English, so there were 3 slots for the activities. We really had fun and we could practice our English. We also sang together about parts of our body, and do – re- mi.

Many prizes were given in this event. There were tickets from ice world and gondola of Ancol by city, tickets from water boom of Lippo Cikarang, tickets from insects World and Freshwater World of TMII, t-shirts, pens, stickers and many other merchandize.

13. Who were there three slots for the activities?
a. There were so many activities to join
b. There were some prizes to win
c. Student from grade 1 and 6 joined the game
d. All students of Yos Sudarsono Primary School joined the game

14. The last paragraph is called....
a. Event c. Re-orientation
b. Orientation d. Complication

15. What were prizes given in the event?
a. Games c. pictures
b. Stories d. prizes

16. How about the writer’s feeling?
a. Sad b. happy c. shocked d. angry

Text for No. 17 – 20

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new polar bear babies and the other animals.

In the morning, when we got to the National Zoo and Aquarium, there was a great big line, so we had to wait a while to get in.

After we entered the zoo, we went straight to the enclosure for the polar bear babies. My brother and I were so excited to see them. They were so cute and playful. At lunch time, Dad decided to buy pizza. My favorite pizza is the one topped with meat, sausages and cheese. Meanwhile, my brother ordered lasagna. We ate them heartily since we were starving from walking all around the zoo.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. There were also otters there. They were so cute.

At the end of the day, we left for home. But before that, we decided to buy ice cream. In a whole, yesterday’s trip was great.

17. When did they go straight to the enclosure for the polar bear babies?
a. After they entered the zoo b. Before they went to the zoo
c. At lunch time d. After walking all around the zoo

18. How about the writer’s feeling when seeing the polar bear babies?
a. The writer felt embarrassing b. The writer was so excited
c. The writer felt happy d. The writer was fun
19. What did the writer see in the aquarium?
   a. Subtropical fish
   b. Saltwater fish
   c. Otters and tropical fish
   d. Sharks and whales

20. What happened before they left for home?
   a. Bought pizza
   b. Entered zoo
   c. See the sharks
   d. Bought ice cream
1. A
2. B
3. D
4. C
5. A
6. C
7. C
8. A
9. A
10. B
11. B
12. C
13. D
14. C
15. A
16. B
17. A
18. B
19. C
20. D
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EKSPERIMEN (Treatment Ke-1)

Nama Sekolah : MTs Jabal Nur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /II (dua)
Aspek/Skill : Reading
Jenis Teks : Recount Teks
Waktu : 2X40 menit
Tahun Pelajaran : 2014/2015

I. Standar Kompetensi :
Memahami makna dalam teks fungsional pendek dan teks tulis esai berbentuk recount dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :
Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancer, dan berterima dalam kontek kehidupan sehari-hari dalam teks berbentuk recount.

III. Indikator :
Siswa diharapkan mampu:
1. Mengidentifikasi makna gagasan utama dalam teks yang berbentuk recount.
2. Mengidentifikasi informasi dalam sebuah teks berbentuk recount.

IV. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Memahami makna gagasan utama dalam teks berbentuk recount.
2. Mengetahui berbagai informasi dalam teks berbentuk recount.

V. Nilai dan Moral Karakter Bangsa
1. Religious
2. Disiplin
3. Kerja Keras
VI. Materi Pembelajaran

Tema: Recount

a. Definition:

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narratives.

b. Generic Structure:

- Orientation: Introduce the participants, place and time.
- Events: Describing series of event that happened in the past.
- Re-orientation: It is optional. Stating personal comment of the writer to the story.

c. Language feature of recount text are:

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using linking verb; was, were
- Using action verb; look, go, change, etc.
- Using simple past tense.

d. Example:

**My Adventure at Leang Cave**

On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-Leang. It was my first time to visit the cave, better yet, my best friend came to visit it with me!

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called “kjokkenmoddinger”, or kitchen trash.

The humans who lived here ate the shells and dumped the left over in their ‘kitchen’. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made
jewelry and weapons were placed inside the glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives.

VII. Metode Pembelajaran

- Cooperative Learning
- Jigsaw Technique

A. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Apersepsi</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>• Menyapa siswa dengan mengucapkan selamat pagi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Menanyakan kabar siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mengajak siswa membaca sebelum memulai pelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Motivasi</strong></td>
<td></td>
</tr>
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<td></td>
<td>• Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang akan dipelajari oleh siswa</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td><strong>Eksplorasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan tentang teks <em>recount</em> dan siswa diminta untuk memperhatikannya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan contoh teks recount.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membagi siswa menjadi 5 kelompok yang dinamakan “home group” dimana setiap kelompok terdiri dari 5-6 orang.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lalu kelompok “home group” dibagi lagi menjadi “expert group” sesuai dengan nomor urut dan tugas yang sama, dimana kelompok ini juga masih terdiri dari 5-6 orang.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elaborasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru meminta siswa untuk mengidentifikasi general structure, elemen bahasa, beberapa informasi yang terdapat dalam teks <em>recount</em> secara berkelompok dengan “expert group”.</td>
<td></td>
</tr>
</tbody>
</table>
- Guru meminta siswa yang ada di “expert group” berdiskusi
- Setelah itu, Guru meminta siswa di “expert group” kembali ke “home group” untuk menyetujui tugas mereka masing-masing menjadi satu padu.
- Guru memberi kesempatan berpikir, menganalisis dan bertindak tanpa rasa takut.
- Siswa difasilitasi oleh guru berupa permainan dalam bentuk kuis untuk mengungkapkan jawaban mereka atas pertanyaan mengenai teks recount.

**Konfirmasi**
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar.
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

**Penutup**
- Bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

### VIII. Alat dan Sumber Belajar:

- Buku *English on Sky for Junior High School Students Year VIII*
- LKS Matra Bahasa Inggris Kelas VIII
- Kertas hvs, papan tulis, spidol, dan penghapus.

### IX. Penilaian

- **Teknik:** Tes tulis
- **Bentuk:** Pertanyaan tertulis
- **Instrument:** Terlampir

**Exercises**

1. What did the story about?
2. Who were the characters involved in the story?
3. Where did the story happen?
4. When did the story happen?
5. How did the writer get to the cave?
6. What is kjokkenmoddinger?
7. Where did the jewelry and weapon is placed?
8. How about the writer’s feeling?
9. Mention the past action verbs in the text!!
10. Determine the generic structure of the text!

1. Pedoman Penilaian
   a. Untuk setiap jawaban yang benar diberi skor =10
   b. Skor maksimal = 10 x 10 = 100
   c. Nilai maksimal = 100
   d. Nilai siswa

   Rubrik Penilaian:

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Urutan paragraf benar</td>
<td>10</td>
</tr>
<tr>
<td>2 Urutan paragraf salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Mengetahui, Tangerang, 4 Mei 2015

Guru Pamong Mata Pelajaran  
Guru Praktikan

M. Syafii S.Pd.I  
Nurul Azijah
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS KONTROL (Treatment Ke-1)

Nama Sekolah : MTs Jabal Nur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /II (dua)
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The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called “kjokkenmoddinger”, or kitchen trash.

The humans who lived here ate the shells and dumped the left over in their ‘kitchen’. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made
jewelry and weapons were placed inside the glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives.

VII. Metode Pembelajaran

- **Grammar Translation Method (GTM)**
- **1. Langkah-langkah Pembelajaran**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td><strong>Apersepsi</strong>&lt;br&gt;- Menyapa siswa dengan mengucapkan selamat pagi&lt;br&gt;- Menanyakan kabar siswa&lt;br&gt;- Mengajak siswa membaca sebelum memulai pelajaran</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td><strong>Motivasi</strong>&lt;br&gt;- Tanya jawab tentang pengetahuan/keterampilan yang terkait dengan KD&lt;br&gt;- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang akan dipelajari oleh siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Eksplorasi</strong>&lt;br&gt;- Guru memberikan penjelasan secara rinci mengenai teks berbentuk <em>recount</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru meminta siswa untuk membaca teks <em>recount</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elaborasi</strong>&lt;br&gt;- Guru memberikan pertanyaan yang bersumber dari teks tersebut&lt;br&gt;- Guru memberikan kesempatan berpikir, menganalisa, dan bertindak tanpa rasa takut</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td><strong>Konfirmasi</strong>&lt;br&gt;- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik&lt;br&gt;- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam</td>
<td></td>
</tr>
</tbody>
</table>
mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bersama sama dengan peserta didik membuat rangkuman/simpulan pelajaran</td>
<td></td>
</tr>
<tr>
<td>- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram</td>
<td></td>
</tr>
<tr>
<td>- Memberikan umpan balik terhadap proses dan hasil pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

VIII. Alat dan Sumber Belajar:
- Buku *English on Sky for Junior High School Students Year VIII*
- LKS Matra Bahasa Inggris Kelas VIII
- Kertas hvs, papan tulis, spidol, dan penghapus.

IX. Penilaian
- Teknik: Tes tulis
- Bentuk: Pertanyaan tertulis
- Instrument: Terlampir

Exercises
1. What did the story about?
2. Who were the characters involved in the story?
3. Where did the story happen?
4. When did the story happen?
5. How did the writer to get to the cave?
6. What is kjokkenmoddinger?
7. Where did the jewelry and weapon is placed?
8. How about the writer’s feeling?
9. Mention the past action verbs in the text!!
10. Determine the generic structure of the text!

X. Pedoman Penilaian
- a. Untuk setiap jawaban yang benar diberi skor =10
- b. Skor maksimal = 10 x 10 = 100
- c. Nilai maksimal = 100
- d. Nilai siswa
<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urutan paragraf benar</td>
<td>10</td>
</tr>
<tr>
<td>Urutan paragraf salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Mengetahui, Tangerang, 5 Mei 2015

Guru Pamong Mata Pelajaran
Guru Praktikan

M. Syafii S.Pd.I
Nurul Azijah
RENCA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS EKSPERIMEN (Treatment Ke-2)

Nama Sekolah : MTs Jabal Nur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /II (dua)
Aspek/Skill : Reading
Jenis Teks : Recount Teks
Waktu : 2X40 menit
Tahun Pelajaran : 2014/2015

A. Standar Kompetensi :
Memahami makna dalam teks fungsional pendek dan teks tulis esai berbentuk recount dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar :
Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancer, dan berterima dalam kontek kehidupan sehari-hari dalam teks berbentuk recount.

C. Indikator :
Siswa diharapkan mampu:
1. Mengidentifikasi makna gagasan utama dalam teks yang berbentuk recount.
2. Mengidentifikasi informasi dalam sebuah teks berbentuk recount.

IV. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Memahami makna gagasan utama dalam teks berbentuk recount.
2. Mengetahui berbagai informasi dalam teks berbentuk recount.

V. Nilai dan Moral Karakter Bangsa
1. Religious
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa Ingin Tahu
6. Tanggung Jawab

VI. Materi Pembelajaran

Tema: Recount

a. **Definition:**

   Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narratives.

b. **Generic Structure:**

   - **Orientation:** Introduce the participants, place and time.
   - **Events:** Describing series of event that happened in the past.
   - **Re-orientation:** It is optional. Stating personal comment of the writer to the story.

c. **Language feature of recount text are:**

   - Introducing personal participant; I, my group, etc.
   - Using chronological connection; then, first, etc.
   - Using linking verb; was, were
   - Using action verb; look, go, change, etc.
   - Using simple past tense.

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn’t go off. Then I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quick the only that I forgot to wear socks.

Next, I ran out of the house trying to get the 09.30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

VII. Metode Pembelajaran

- **Jigsaw Technique**
### A. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| **Pendahuluan** | **Apersepsi**  
- Menyapa siswa dengan mengucapkan selamat pagi  
- Menanyakan kabar siswa  
- Mengajak siswa membaca sebelum memulai pelajaran  
**Motivasi**  
- Tanya jawab tentang pengetahuan/ keterampilan yang terkait dengan KD  
- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang akan dipelajari oleh siswa  | 10 menit |
| **Kegiatan Inti** |  
- Guru menjelaskan tentang teks *recount* dan siswa diminta untuk memperhatikannya.  
- Guru memberikan contoh teks recount.  
- Guru membagi siswa menjadi 5 kelompok yang dinamakan “home group” dimana setiap kelompok terdiri dari 5-6 orang.  
- Lalu kelompok “home group” dibagi lagi menjadi “expert group” sesuai dengan nomor urut dan tugas yang sama, dimana kelompok ini juga masih terdiri dari 5-6 orang.  
**Elaborasi**  
- Guru meminta siswa untuk mengidentifikasi general structure, elemen bahasa, beberapa informasi yang terdapat dalam teks *recount* secara berkelompok dengan “expert group”.  
- Guru meminta siswa yang ada di “expert group” berdiskusi  
- Setelah itu, Guru meminta siswa di “expert group” kembali ke “home group” untuk menyatukan tugas mereka masing-masing menjadi satu padu.  
- Guru memberi kesempatan berpikir, menganalisis dan bertindak tanpa rasa takut.  
- Siswa difasilitasi oleh guru berupa permainan dalam bentuk kuis untuk mengungkapkan jawaban mereka atas pertanyaan mengenai teks  | 60 menit |
Konfirmasi

- Guru memberikan umpan balik positif dan pengalaman dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar.
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

Penutup

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

VIII. Alat dan Sumber Belajar:

- Buku *English on Sky for Junior High School Students Year VIII*
- LKS Matra Bahasa Inggris Kelas VIII
- Kertas hvs, papan tulis, spidol, dan penghapus.

IX. Penilaian

- Teknik: Tes tulis
- Bentuk: Pertanyaan tertulis
- Instrument: Terlampir

Answer the following questions!

1. What is the suitable title for the text above?
2. What is the main idea of paragraph 1?
3. What is the main idea of paragraph 2?
4. What is the main idea of paragraph 3?
5. What kind of text?
6. Mention the generic structure of the text above!
7. What is tense used?
8. What is the purpose of the text?
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text?
X. **Pedoman Penilaian**

a. Untuk setiap jawaban yang benar diberi skor =10
b. Skor maksimal = 10 \( \times \) 10 = 100
c. Nilai maksimal = 100
d. Nilai siswa

**Rubrik Penilaian:**

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Urutan paragraf benar</td>
<td>10</td>
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<tr>
<td>2. Urutan paragraf salah</td>
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<table>
<thead>
<tr>
<th>Mengetahui, Tangerang, 11 Mei 2015</th>
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</thead>
<tbody>
<tr>
<td>Guru Pamong Mata Pelajaran</td>
</tr>
<tr>
<td>Guru Praktikan</td>
</tr>
<tr>
<td>M. Syafii S.Pd.I</td>
</tr>
<tr>
<td>Nurul Azijah</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KELAS KONTROL (Treatment Ke-2)

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Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /II (dua)
Aspek/Skill : Reading
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Pada akhir pembelajaran siswa dapat:
 a. Memahami makna gagasan utama dalam teks berbentuk recount
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V. Nilai dan Moral Karakter Bangsa
1. Religious
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa Ingin Tahu
6. Tanggung Jawab

VI. Materi Pembelajaran

Tema: Narrative

a. Definition:

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narratives

b. Generic Structure:

- Orientation: Introduce the participants, place and time.
- Events: Describing series of event that happened in the past.
- Re-orientation: It is optional. Stating personal comment of the writer to the story.

c. Language feature of recount text are:

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using linking verb; was, were
- Using action verb; look, go, change, etc.
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VII. Metode Pembelajaran

- Grammar Translation Method (GTM)

1. Langkah-langkah Pembelajaran

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<td>Apersepsi</td>
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<tr>
<td></td>
<td>• Menyapa siswa dengan mengucapkan selamat</td>
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</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Eksplorasi</td>
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<td>---------------</td>
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<tr>
<td></td>
<td>Guru memberikan penjelasan secara rinci mengenai teks berbentuk <em>recount</em></td>
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<td>Guru meminta siswa untuk membaca teks <em>recount</em></td>
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</tr>
<tr>
<td>Elaborasi</td>
<td>Guru memberikan pertanyaan yang bersumber dari teks tersebut</td>
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</tr>
<tr>
<td>Konfirmasi</td>
<td>Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa</td>
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</table>

<table>
<thead>
<tr>
<th>Penutup</th>
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<tbody>
<tr>
<td>Bersama sama dengan peserta didik membuat rangkuman/simpulan pelajaran</td>
</tr>
<tr>
<td>Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram</td>
</tr>
<tr>
<td>Memberikan umpan balik terhadap proses dan hasil pembelajaran</td>
</tr>
</tbody>
</table>

| 10 menit |

### VIII. Alat dan Sumber Belajar:

Buku *English on Sky for Junior High School Students Year VIII*
LKS Matra Bahasa Inggris Kelas VIII
Kertas hvs, papan tulis, spidol, dan penghapus.

IX. Penilaian
Teknik : Tes tulis
Bentuk : Pertanyaan tertulis
Instrument : Terlampir

Answer the following questions!

1) What is the suitable title for the text above?
2) What is the main idea of paragraph 1?
3) What is the main idea of paragraph 2?
4) What is the main idea of paragraph 3?
5) What kind of that text?
6) Mention the generic structure of the text above!
7) What is tense used?
8) What is the purpose of the text?
9) Decide the generic structure on the text!
10) What are the time conjunctive of the text?

X. Pedoman Penilaian
a. Untuk setiap jawaban yang benar diberi skor =10
b. Skor maksimal = 10 x 10 = 100
c. Nilai maksimal = 100
d. Nilai siswa

Rubrik Penilaian:

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<tr>
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<td>2 Urutan paragraf salah</td>
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Mengetahui,                              Tangerang, 12 Mei 2015

Guru Pamong Mata Pelajaran                  Guru Praktikan

M. Syafii S.Pd.I                          Nurul Azijah
## THE STUDENTS’ EXERCISES SCORE

1. **Experiment Class**

<table>
<thead>
<tr>
<th>Students’ Initial</th>
<th>Student’s Score for 1st Text</th>
<th>Students’ Score for 2nd Text</th>
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THE STUDENTS' EXERCISES SCORE

1. Control Class

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Next, I ran out of the house trying to get the 09.30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Answer the following questions!

1. What is the suitable title for the text above?
2. What is the main idea of paragraph 1?
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5. What kind of that text?
6. Mention the generic structure of the text above.
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8. What is the purpose of the text?
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text?
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Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Answer the following questions!

1. What is the suitable title for the text above? **A Terrible Day**
2. What is the main idea of paragraph 1? **Woke up late**
3. What is the main idea of paragraph 2? **He wanted to take a taxi**
4. What is the main idea of paragraph 3? **He walked for three miles**
5. What kind of that text? **Recent Text**
6. Mention the generic structure of the text above! **Orientation, Events, Re-orientation**
7. What is tense used? **Past**
8. What is the purpose of the text? **To tell events in the time order that have occurred**
9. Decide the generic structure on the text! **Orientation, Events, Re-orientation**
10. What are the time conjunctive of the text? **Yesterday**
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn’t go off. Then I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quick the only that I forgot to wear socks.

Next, I ran out of the house trying to get the 09.30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Answer the following questions!

1. What is the suitable title for the text above? Late to school
2. What is the main idea of paragraph 1? Yesterday I had a terrible day
3. What is the main idea of paragraph 2? I was in such a hurry that I burned my hand
4. What is the main idea of paragraph 3? I got dressed so quickly that I forgot to wear socks.
5. What kind of text? Recount text
6. Mention the generic structure of the text above! Orientation - event - conclusion
7. What is tense used?
8. What is the purpose of the text? To retell what happened
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text? Yesterday.
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quick the only that I forgot to wear socks.

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8. What is the purpose of the text?  
   
9. Decide the generic structure on the text!  
   
10. What are the time conjunctive of the text?  

Name: Ade
Class: 7th A
Group: V
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quick the only that I forgot to wear socks.

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Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Answer the following questions!

1. What is the suitable title for the text above? Late to School
2. What is the main idea of paragraph 1?
3. What is the main idea of paragraph 2?
4. What is the main idea of paragraph 3?
5. What kind of that text? Recount
6. Mention the generic structure of the text above!
7. What is tense used? Past tense
8. What is the purpose of the text? To retell events for the purpose of informing or entertaining
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text? Yesterday
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quick the only that I forgot to wear socks.

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6. Mention the generic structure of the text above!
7. What is tense used?
8. What is the purpose of the text?
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text?

answer

1. Late to school
2. Yesterday I had a terrible day
3. I woke up an hour late and I didn't want to take a taxi
4. I ran out of the house and I missed the 09:30 bus
5. I walked three miles to school and I was late
6. Orientation - Event - Reorientation
7. I woke up late
8. To retell events for the benefit of improving or entertaining
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn’t go off. Then I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quick the only that I forgot to wear socks.

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7. What is tense used?
8. What is the purpose of the text?
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text?

Answer:

1) My Day

2) He had a terrible day yesterday

3) He wanted to take a taxi, but I didn’t have enough money

4) He walked the three miles
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn’t go off. Then I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quick the only that I forgot to wear socks.

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6. Mention the generic structure of the text above!
7. What is tense used?
8. What is the purpose of the text?
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text?

1) My day
2) He had a terrible day yesterday
3) He wanted to take a taxi, but I didn’t have enough money
4) He walked the three miles
5) Recount text
6) Orientation - event - reorientation
7) To retell events for the purpose of informing or entertaining

Answer!
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quick the only that I forgot to wear socks.

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Answer the following questions!

1. What is the suitable title for the text above? My Day
2. What is the main idea of paragraph 1? Wake up and take a taxi
3. What is the main idea of paragraph 2? He wanted to take a taxi
4. What is the main idea of paragraph 3? He walked three miles
5. What kind of that text? Recount text
6. Mention the generic structure of the text above: Orientation - Events - Conclusion
7. What is tense used? Past tense
8. What is the purpose of the text? To tell events in the order they have happened
9. Decide the generic structure on the text!
10. What are the time conjunctive of the text? Yesterday

My Day
SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F.I/KM.013./091/2015
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.
Kepala Sekolah
MTs Jabal Nur Cipondoh
di
Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Nurul Azijah
NIM : 1110014000015
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Tahun Akademik : 2014/2015
Judul Skripsi : The Effectiveness of Jigsaw Technique in Teaching Reading of Recount Text

adalah benar mahasiswa/i 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.

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan

Jakarta, 08 Januari 2015
PENGESAHAN PROPOSAL SKRIPSI

Nama: Nurul Azjah
NIM: 111004000015
Jurusan/Prodi: Pendidikan Bahasa Inggris
Judul Proposal: The Effectiveness of Jigsaw Technique in Teaching Reading Recount Text

Proposal skripsi dengan judul tersebut diatas telah diujikan pada tanggal 29.02.2014 telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS

Jakarta, 17 Maret 2014

Mengetahui,
Penguji I,

[Nama]
NIP. 150041 670

Penguji II,

[Nama]
NIP. 1970705 200312 2 002

Durian pembimbing:
1. [Nama]
2. [Nama]

(Zahir A)
Kepada Yth.

Dr. Nasrun Mahmud, M. Pd
Nida Husna, M.Pd. M.A TESOL
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu 'alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara/i untuk menjadi pembimbing I/H (materi/teknis) penulisan skripsi mahasiswa:

Nama : Nurul Azijah
NIM : 1110014000015
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Skripsi : The Effectiveness of Jigsaw Technique in Teaching Reading of Recount text.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

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

Wassalamu 'alaikum wr. wb.

a.n. Dekan
Kepala Pendidikan Bahasa Inggris

KEMENTERIAN AGAMA
UIN JAKARTA
FITK
FORM (FR)

Surat Bimbingan Skripsi

Nomor: Un.01/F.1/KM.01.3/2014
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 19 Maret 2014

KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. Ir. H. Juanda No 95 Gropat 15412 Indonesia

No. Dokumen : FITK-FR-AKD081
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : 1/1
Nomor : Un.01/F.1/KM.01.3/........../2014
Lamp. : -
Hal : Bimbingan Skripsi

Kepada Yth.

Drs. Nasrun Mahmud, M. Pd
✓ Nida Husna, M.Pd. M.A. TESOL
Pembimbing Skripsi
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a.n. Dekan
Ketua Pendidikan Bahasa Inggris

[Signature]

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Hal : 1/1